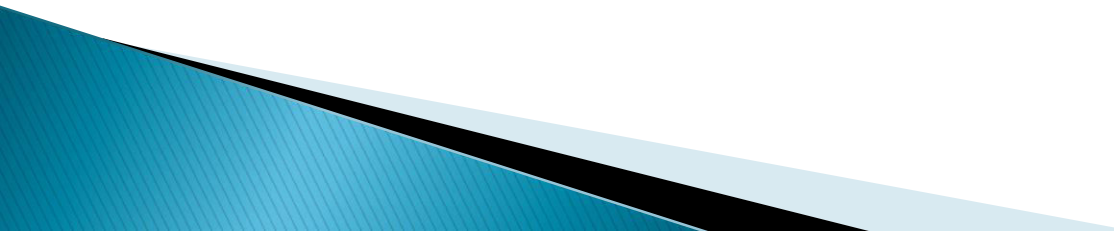
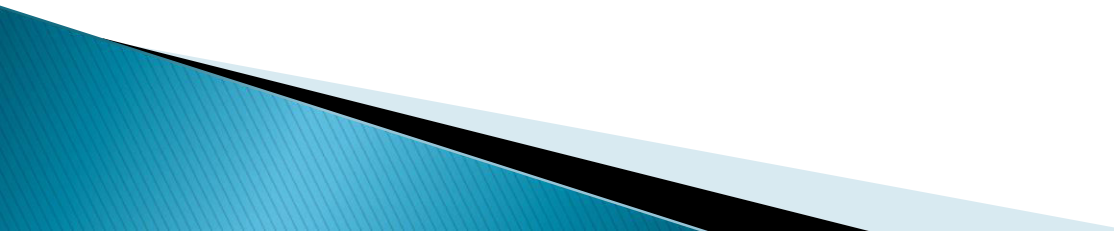


**21HSS03 / LIFE SKILLS AND  
WORKPLACE PSYCHOLOGY**



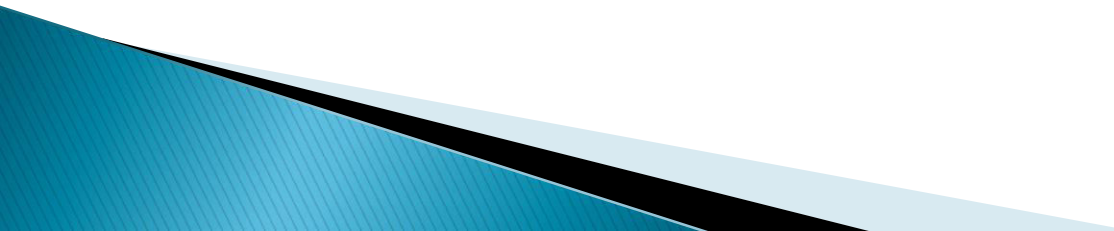
# UNIT I - CRITICAL THINKING & PROBLEM SOLVING

Creativity, Lateral thinking, Critical thinking,  
Multiple Intelligence, Problem Solving, Six  
thinking hats Mind Mapping & Analytical  
Thinking



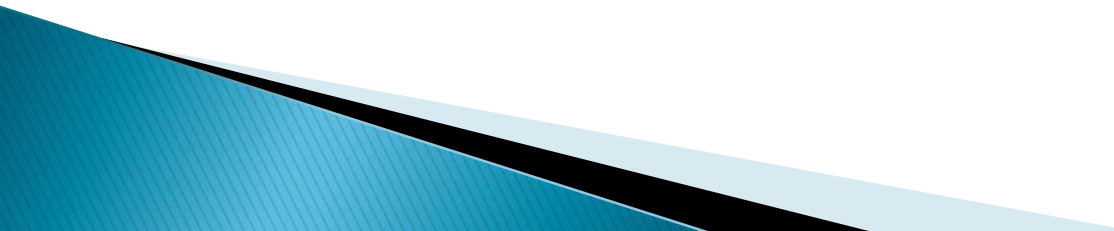
# UNIT – II - TEAMWORK

Groups, Teams, Group Vs Teams, Team formation process, Stages of Group, Group Dynamics, Managing Team Performance & Team Conflicts.



## **UNIT – III - LEADERSHIP SKILLS**

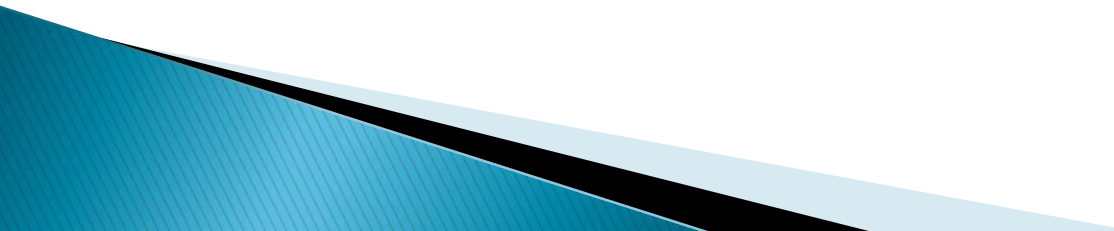
Leadership, Levels of Leadership, Making of a leader, Types of leadership, Professional Etiquette - Prevention of Sexual Violence and Misconduct on Campus.





# UNIT – IV - GRAMMAR & VOCABULARY

Single Word substitutes – verb patterns- use of dialogue writing  
- tenses – voices - use of conditionals - comparative Adjectives  
(affirmative and negative) - expanding- nominal  
compounds - articles – use of prepositions - phrasal verbs -  
British and American vocabulary - error detection -  
abbreviations and acronyms - Instruction - Recommendation.



# **UNIT – V - WORKPLACE PSYCHOLOGY**

Nature and Development of Industrial/Work Psychology - Employee Selection Techniques, Fair Employment Practices Recruitment- Biographical Information, Interviews, References & Letters of Recommendation Job Analysis-Types, Newer Developments.

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# **UNIT I - CRITICAL THINKING & PROBLEM SOLVING**

# CREATIVITY



## An overview

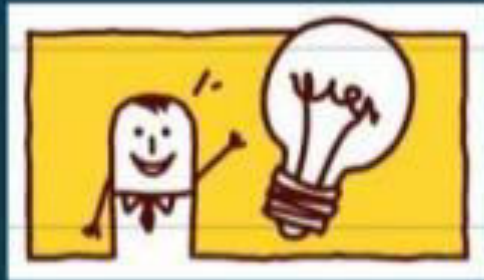
MANU H NATESH MBA, M.Com. BMSEAC  
manu@bmsec.ac.in

- **Creativity** is the ability to generate innovative ideas and manifest them from thought into reality. The process involves original thinking and then producing.
- **Creativity** is defined as the tendency to generate or recognize ideas, alternatives, or possibilities that may be useful in solving problems, communicating with others, and entertaining ourselves and others.





creativity



idea

+

innovation



action

# Creativity and innovation

- **creativity** is the ability to think and act in ways that are new and novel. In our minds, there are two kinds of **creativity**, **innovation** and invention. **Innovation** is thinking **creatively** about something that already exists (e.g., the tape recorder, Walkman, and CD player are all **innovations** on the phonograph).



# CREATIVITY PROCESS

- **Wallis' model of the Creative process**
- Preparation
- Incubation
- Illumination
- Verification

In the **preparation** stage, we define the problem, need, or desire, and gather any information the solution or response needs to account for, and set up criteria for verifying the solution's acceptability.

In the **incubation** stage, we step back from the problem and let our minds contemplate and work it through. Like preparation, incubation can last minutes, weeks, even years.

In the **illumination** stage, ideas arise from the mind to provide the basis of a creative response. These ideas can be pieces of the whole or the whole itself, i.e. seeing the entire concept or entity all at once. Unlike the other stages, illumination is often very brief, involving a tremendous rush of insights within a few minutes or hours.

In **verification**, the final stage, one carries out activities to demonstrate whether or not what emerged in illumination satisfies the need and the criteria defined in the preparation stage.

# Nature and Characteristics of Creativity

- Creativity is not confined to any individual
- Creativity is innate as well as acquired
- Creativity is adventurous and open thinking
- Creativity carries ego involvement
- Creativity has a wide scope

*Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. It seemed obvious to them after a while.*

*– Steve Jobs*



# Characteristics of creative people

- Creative people are energetic, but focused
- Creative people are smart, but also naive
- Creative people are playful, yet disciplined
- Creative people are realistic dreamers
- Creative people are extroverted AND introverted
- Creative people are proud, yet modest
- Creative people are not weighed down by rigid gender roles.
- Creative people are conservative, yet rebellious.
- Creative people are passionate, but objective about their work.
- Creative people are sensitive and open to experience, but happy and joyful.

# Components of creativity

- Imagination and originality
- Flexibility
- Decision making
- Communication and self expression
- Motivation
- Collaboration
- Action



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# 8 Creative Thinking Techniques and The Tools

## 1 Mind Mapping

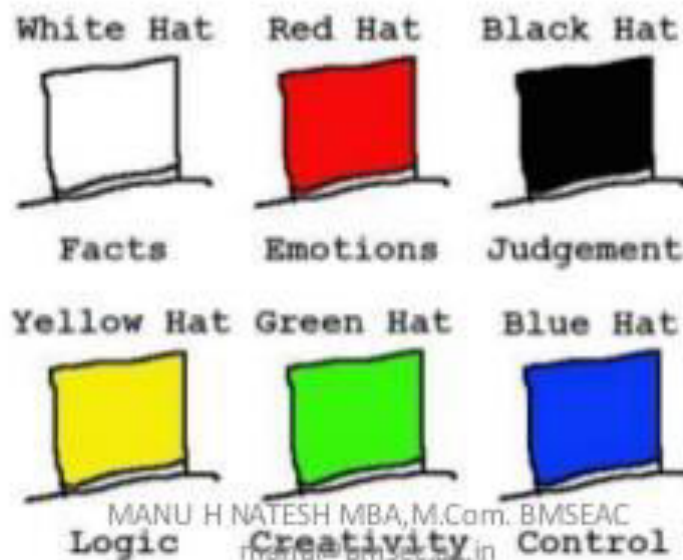
The key to mind mapping is to take note of every idea that comes up. Don't neglect anything, no matter how far-fetched it may seem.

## 2 The Checklist

1. Why?
2. Where?
3. When?
4. Who?
5. What?
6. How

### 3. Six Thinking Hats

White Hat – Facts, Red Hat – Emotions, Black Hat – Judgement, Caution, Yellow Hat – Logic, Green Hat – Creativity, Blue Hat – Control



## 4. Lateral Thinking

look at their situation **differently**, to step sideways for a second if you will. This allows people to re-examine their predicament from a much more creative point of view.

## 5. Random Word Generation

Simply pick two random words and try and tie your content to it in the most imaginative way possible. Simple as that.



## 6. Picture Association

If you're truly stuck for ideas, perform an image search on your topic of choice, pick a random photo. Work backwards from the picture, developing a story around how the photo was taken.



## **7. Change Perspective**

This can often be hard to do, but try putting yourself in other people's shoes.

## **8. Get Up and Go Out**

People underestimate the value of being bored. If you work around screens all day, it can often prove both relaxing and rewarding to just get up and walk about for a bit. Let your mind wander instead of focussing on a task so hard it hurts.

# Blockages and barriers that keep creative ideas from fully developing

- Tradition
- Control
- Overspecialization
- Negativism
- Prejudice
- Fear of failure
- Impatience
- Uniformity
- Fear of Ridicule
- Conceit
- Lack of Funding
- Confusion
- Jealousy
- Group Pressure
- Laziness
- Apathy
- Lack of Commitment
- Lack of Support
- Intolerance
- Tenseness
- Fear of Change
- Toxic Nostalgia
- Insecurity

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# LATERAL THINKING





# What is Lateral Thinking?

- Lateral Thinking is solving problems through an indirect and creative approach.
- The term was coined in 1967 by Edward de Bono.
- Lateral thinking is for changing concepts and perceptions.
- Lateral thinking, is the ability to think creatively.

# 4 Types Of Thinking Tool

- Idea generating tools that are designed to break current thinking patterns—routine patterns.
- Focus tools that are designed to broaden where to search for new ideas
- Harvest tools that are designed to ensure more value is received from idea generating output
- Treatment tools that are designed to consider real-world constraints, resources, and support



# Lateral Thinking & Problem Solving

- **Problem Solving:** The objective is to get the situation to where it should be
- **Creative Problem Solving:** Using creativity, one must solve a problem in an indirect and unconventional manner.
- **Creative Problem Identification:** Many of the greatest non-technological innovations are identified while realizing an improved process or design in everyday objects and tasks either by accidental chance or by studying and documenting real world experience.



# Six Thinking Hats

- Six Thinking Hats' is an important and powerful technique.
- It is used to look at decisions from a number of important perspectives.
- This forces you to move outside your habitual thinking style, and helps you to get a more rounded view of a situation
- Each 'Thinking Hat' is a different style of thinking. These are explained below:

**White Hat:** With this thinking hat you focus on the data available. Look at the information you have, and see what you can learn from it.

- **Red Hat:** 'Wearing' the red hat, you look at problems using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally..
- **Black Hat:** Using black hat thinking, look at all the bad points of the decision. Look at it cautiously and defensively. Try to see why it might not work. This is important because it highlights the weak points in a plan. Black Hat thinking helps to make your plans 'tougher' and more resilient.



**Yellow Hat:** The yellow hat helps you to think positively. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.

- **Green Hat:** The Green Hat stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas.
- **Blue Hat:** The Blue Hat stands for process control. This is the hat worn by people chairing meetings. When running into difficulties because ideas are running dry, they may direct activity into Green Hat thinking.

# Lateral thinking puzzle

- **Situation puzzles** are often referred to as **lateral thinking puzzles** or **"yes/no" puzzles**.
- Situation puzzles are usually played in a group, with one person hosting the puzzle and the others asking questions which can only be answered with a "yes" or "no" answer.
- Depending upon the settings and level of difficulty, other answers, hints or simple explanations of why the answer is yes or no, may be considered acceptable.
- The puzzle is solved when one of the players is able to recite the narrative the host had in mind, in particular explaining whatever aspect of the initial scenario was puzzling.



# Example

- 1. You are driving down the road in your car on a wild, stormy night, when you pass by a bus stop and you see three people waiting for the bus
- An old lady who looks as if she is about to die.
- An old friend who once saved your life.
- The perfect partner you have been dreaming about. Knowing that there can only be one passenger in your car, whom would you choose?
- Answer -The old lady of course! After helping the old lady into the car, you can give your keys to your friend, and wait with your perfect partner for the bus

# Conclusion

- Thus we would like to conclude that lateral thinking is more concerned with the movement value of statements and ideas.
- A person would use lateral thinking when they want to move from one known idea to creating new ideas.
- Critical thinking is primarily concerned with judging the truth value of statement and seeking errors.
- Lateral thinking, is the ability to think creatively.

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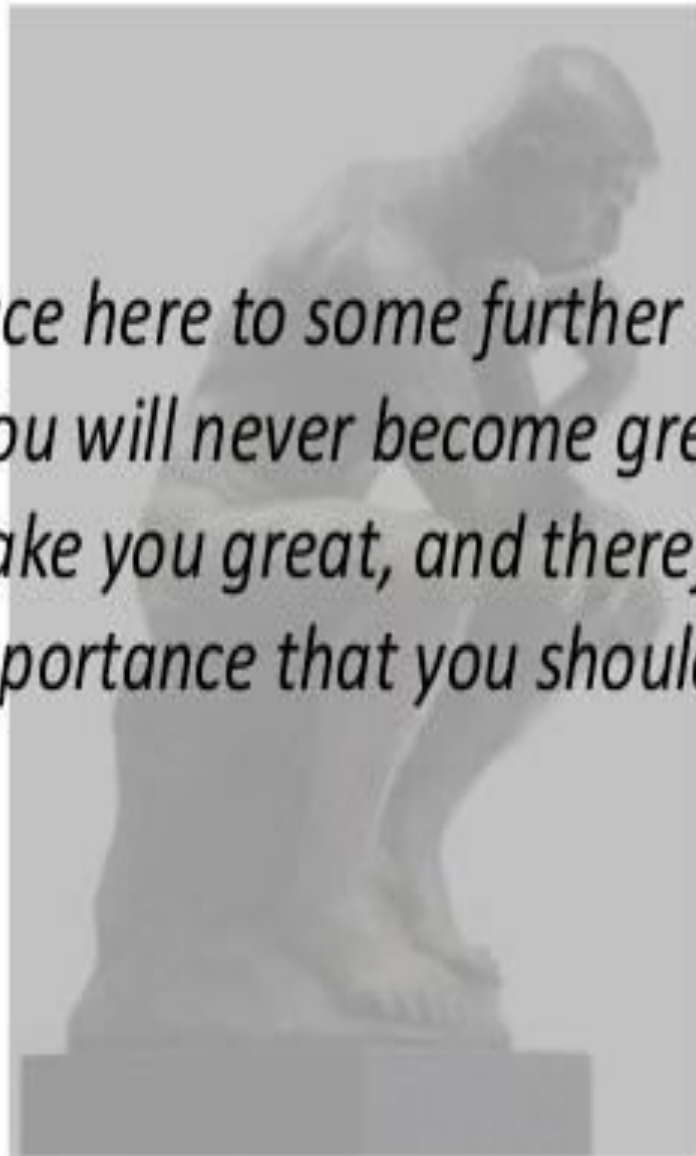


CAPACITY  
INTELLECTUAL  
LOGIC ANALYSIS  
**CRITICAL** PROBLEMS  
FACTS  
CLEAR **THINKING** INFORMATION  
CRITIQUE  
DECISION OBJECTIVE RECOGNIZE  
RATIONAL JUDGEMENT  
PROCESS



# Do You Agree?

*“GIVE place here to some further consideration of thought. You will never become great until your own thoughts make you great, and therefore it is of the first importance that you should THINK.”*



# What is thinking?

Why is the **sky** blue?  
Is time travel **possible**?  
Why doesn't **she** like me?  
Why doesn't **he** like me?

As you start asking questions and seek answers, you are in fact **THINKING**. 💡

In other words:- Thinking is purposeful, organised process that we use to make sense of the world.



## 2. Types of thinking?



## 3.2 What is Critical Thinking?

Critical thinking is general term given to a wide range of cognitive and intellectual skills needed to:

- Effectively identify, analyze and evaluate arguments.
- Discover and overcome personal prejudices and biases.
- Formulate and present convincing reasons in support of conclusions.
- Make reasonable, intelligent decisions about what to believe and what to do.

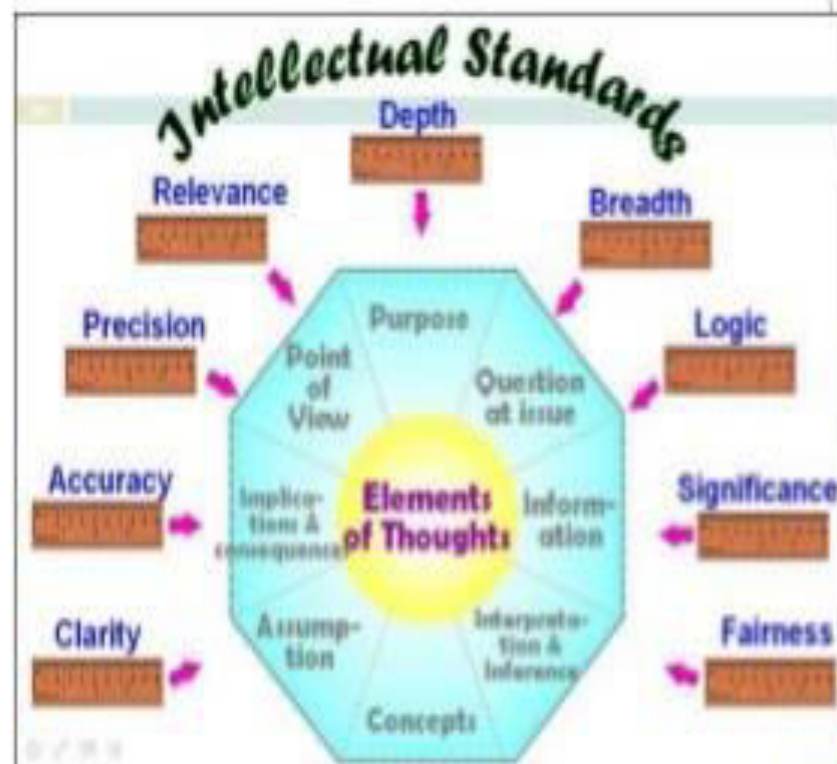
Note: *Critical thinking is a skill so fortunately for us we can enhance it through practice.*



# 4. Critical Thinking Standards?

Universal intellectual standards are standards which must be applied to thinking. To think critically requires having command of these standards

- CLARITY
- ACCURACY
- PRECISION
- RELEVANCE
- DEPTH
- BREADTH
- LOGIC
- FAIRNESS





# 5. Benefits of Critical Thinking

## At Work

As more and more employers are looking for employees not with specialized academic skills but with good thinking and communications skills, who can

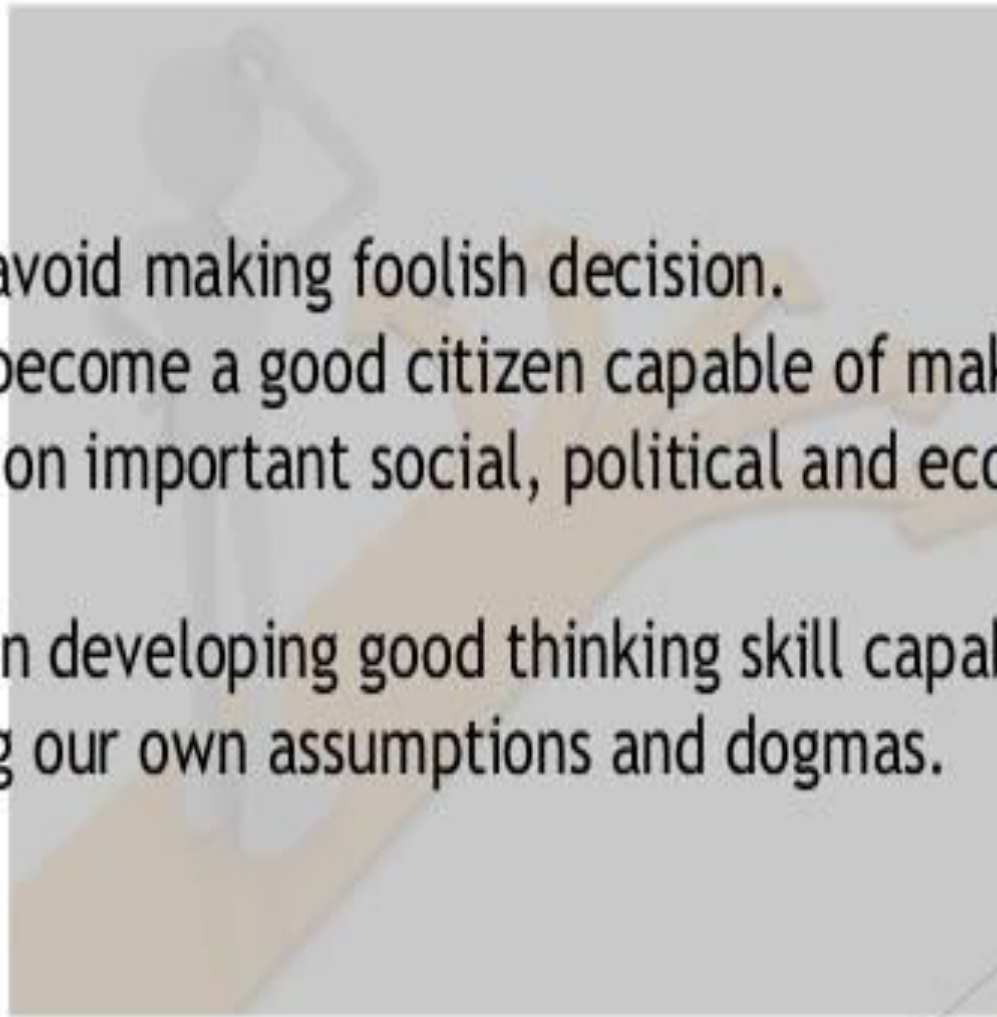
- Learn quickly and solve problems.
- Shows creativity.
- Gathers and analyze the issue meaningfully.

This has become vital skill for any professional

# 5.1 Benefits of Critical Thinking

## Daily life

- ❑ Helps us avoid making foolish decision.
- ❑ Helps us become a good citizen capable of making good decisions on important social, political and economic issues.
- ❑ Helps us in developing good thinking skill capable of examining our own assumptions and dogmas.



## 6. Barriers to Critical Thinking

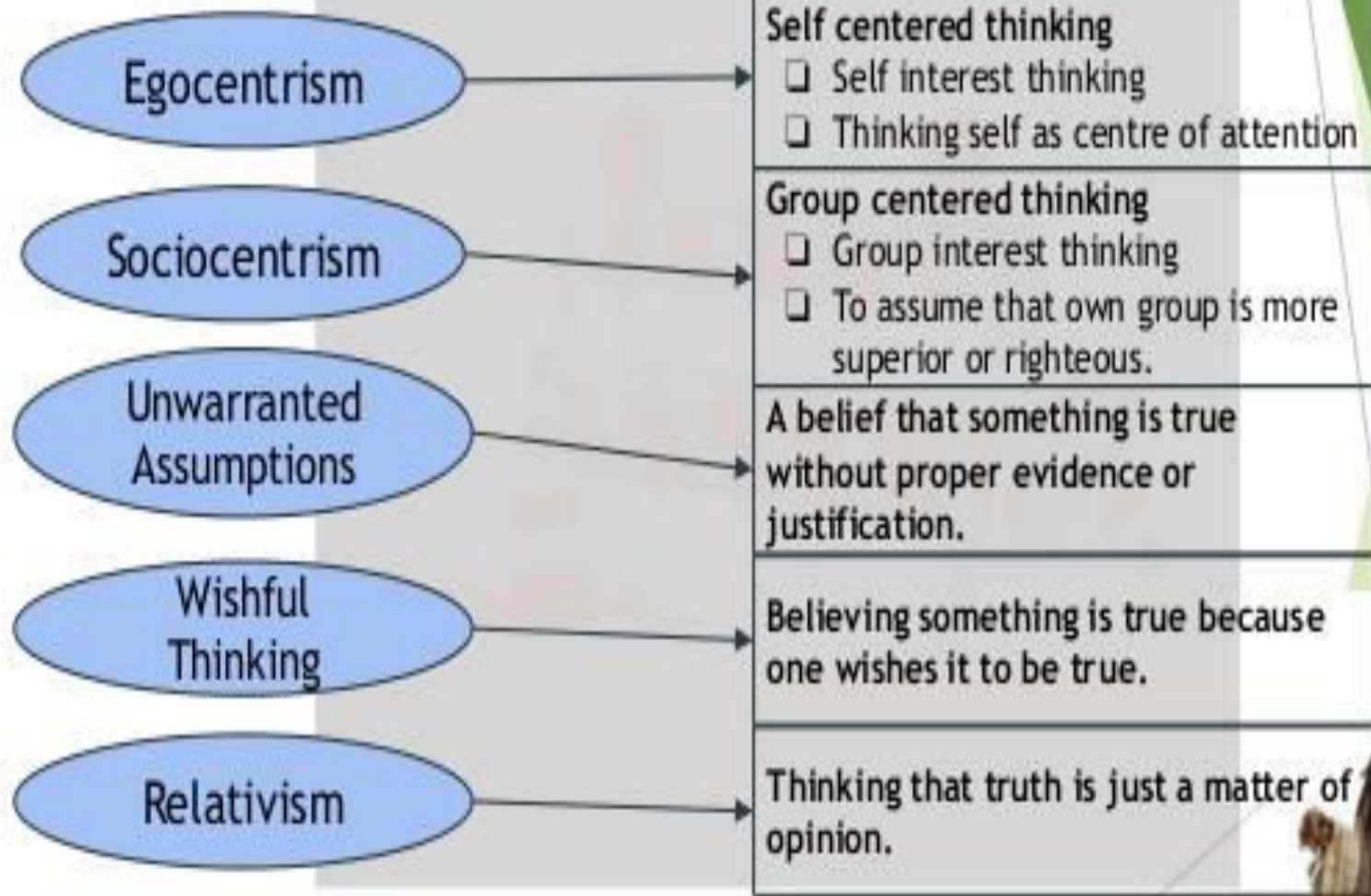
You might ask,

- If the critical thinking is so important, then why is uncritical thinking so common?
- Why is that so many people including the highly educated and intellectual people find it difficult to think critically?



# 6.1 Barriers to Critical Thinking

5 most powerful **barriers** to critical thinking.



The problem is not the problem. The problem is your attitude towards the problem.





# 7. Characteristic of Critical Thinker

## Critical Thinker....

- Are honest with themselves.
- Regard problems and controversial issues as exciting challenges.
- Strive for understanding, keep curiosity alive remain patient with complexity.

## 7. Characteristic of Critical Thinker

### Critical Thinker....

- Base judgments on evidence rather than personal preferences.
- Are interested in other people's ideas and so are willing to read and listen attentively.
- Practice fair mindedness, and seek a balance view.
- Practice restraint, controlling their feelings rather than being controlled by them.

# Famous Quotes

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education"

-Martin Luther King, Jr.

"Education is not the learning of facts, but the training of the mind to think."

-Albert Einstein

"Five percent of the people think; ten percent of the people think they think; and the other eighty-five percent would rather die than think."

— Thomas A. Edison

**THANK YOU**

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**Multiple** ●  
Intelligences  
**theory**



We are **ALL** smart in different   
ways.

The Theory of Multiple Intelligences was created by Dr. Howard Gardner in 1983.

Gardner's theory places an emphasis on the idea that the traditional understanding of intelligence by means of IQ testing is far too limited.

To broaden this notion of intelligence, Gardner introduced eight different types of intelligences consisting of :  
Logical/Mathematical, Linguistic,  
Musical, Spatial, Bodily-Kinesthetic,  
Naturalist, Interpersonal, Intrapersonal.

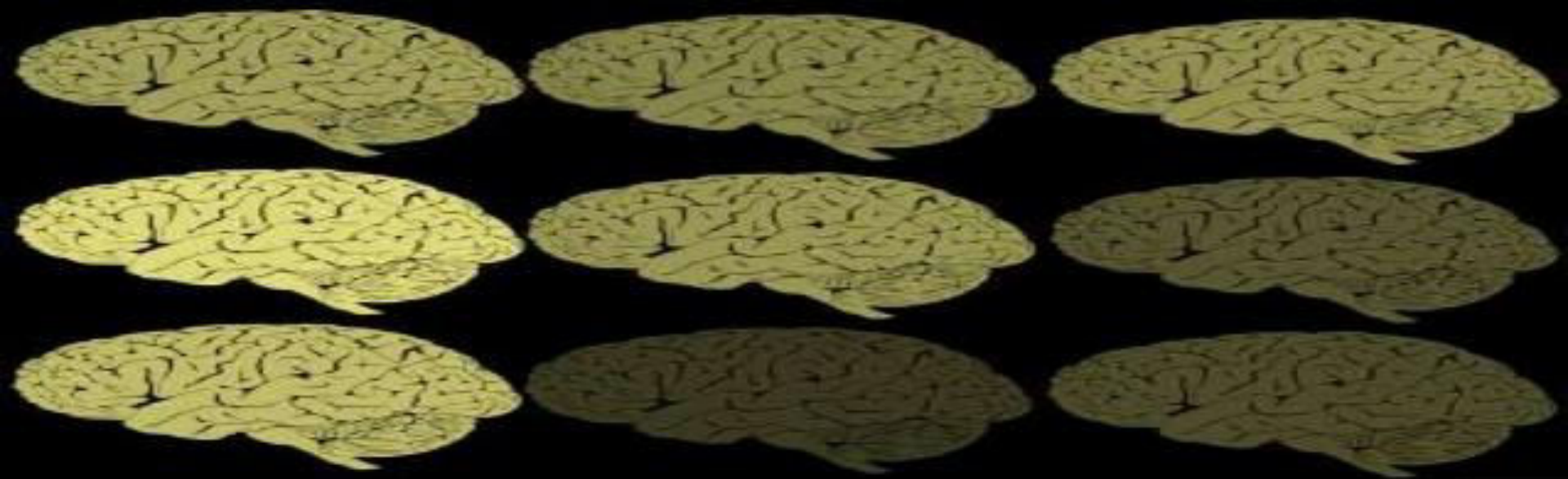


# What is intelligence?

**as defined by Gardner, it is the ability to solve problems or fashion products that are valuable in one or more cultural settings**

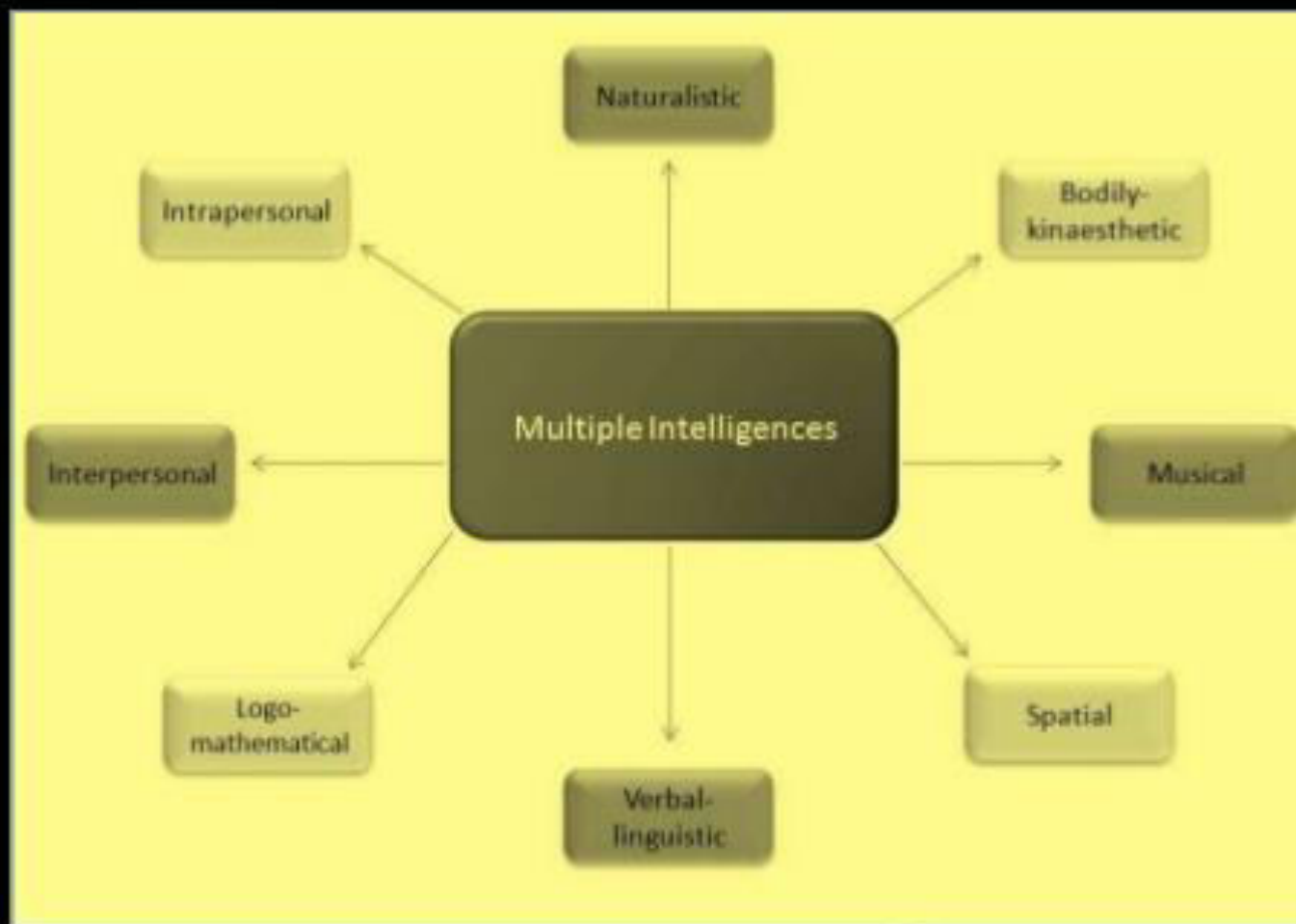




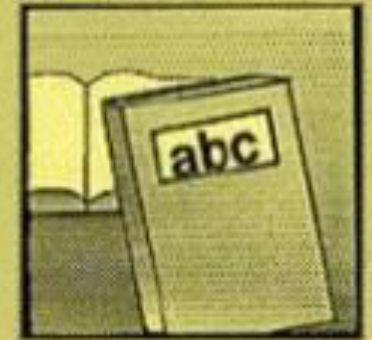


Each person may have different multiple intelligence. Even everyone can possess more than one of it as Gardner divided the multiple intelligences into eight kinds

# What are the types of Multiple Intelligence?



# Verbal/Linguistic Intelligence



***ability to use words and language.*** These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

**If you have strong linguistic intelligence you might learn better by**

Reading

Memorizing

Playing word games (Scrabble, Anagrams, Password)

Using the internet



# Logical/Mathematical Intelligence



*ability to use reason, logic and numbers.* ○

These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learner ask lots of questions and like to do experiments. ○

If you have strong logical-mathematical intelligence you might learn better by

Recording information systematically

Playing strategy games (Chess, Checkers)

Analyzing data

Asking logical questions

Using the internet



# Visual/Spatial Intelligence



***ability to perceive the visual.*** ●

These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies. ●

***If you have strong visual intelligence you might learn better by***

- Studying pictures ●
- Watching videos ●
- Using visual, tangible aids ●
- Doing mazes, puzzles ●
- Making predictions ●
- Using the internet. ●

# Musical Intelligence



*ability to produce and appreciate music.* ●

These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps). ●

*If you have strong musical intelligence you might learn better by*

- Listening to recordings ●
- Talking to yourself ●
- Making up songs ●
- Mentally repeating information ●
- Reading aloud ●
- Changing tempo ●

# Interpersonal Intelligence



***ability to relate and understand others.*** ●

These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organizers. Generally they try to maintain peace in group settings and encourage co-operation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others.

**If you have strong interpersonal intelligence you might learn better by**

- Studying in groups
- Comparing information with others
- Interviewing experts
- Relating personal experiences
- Doing cooperative projects



# Intrapersonal Intelligence



*ability to self-reflect and be aware of one's inner state of being.*

These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

If you have strong intrapersonal intelligence you might learn better by

- Avoiding distractions
- Establishing personal goals
- Working alone
- Relating personal experiences.



# Naturalist Intelligence



**Abilities** to recognize plants and animals, to make distinctions in the natural world, to understand systems and define categories

If you have strong naturalistic intelligence you might learn better by

Studying outside ●

Learning in the presence of plants & pets ●

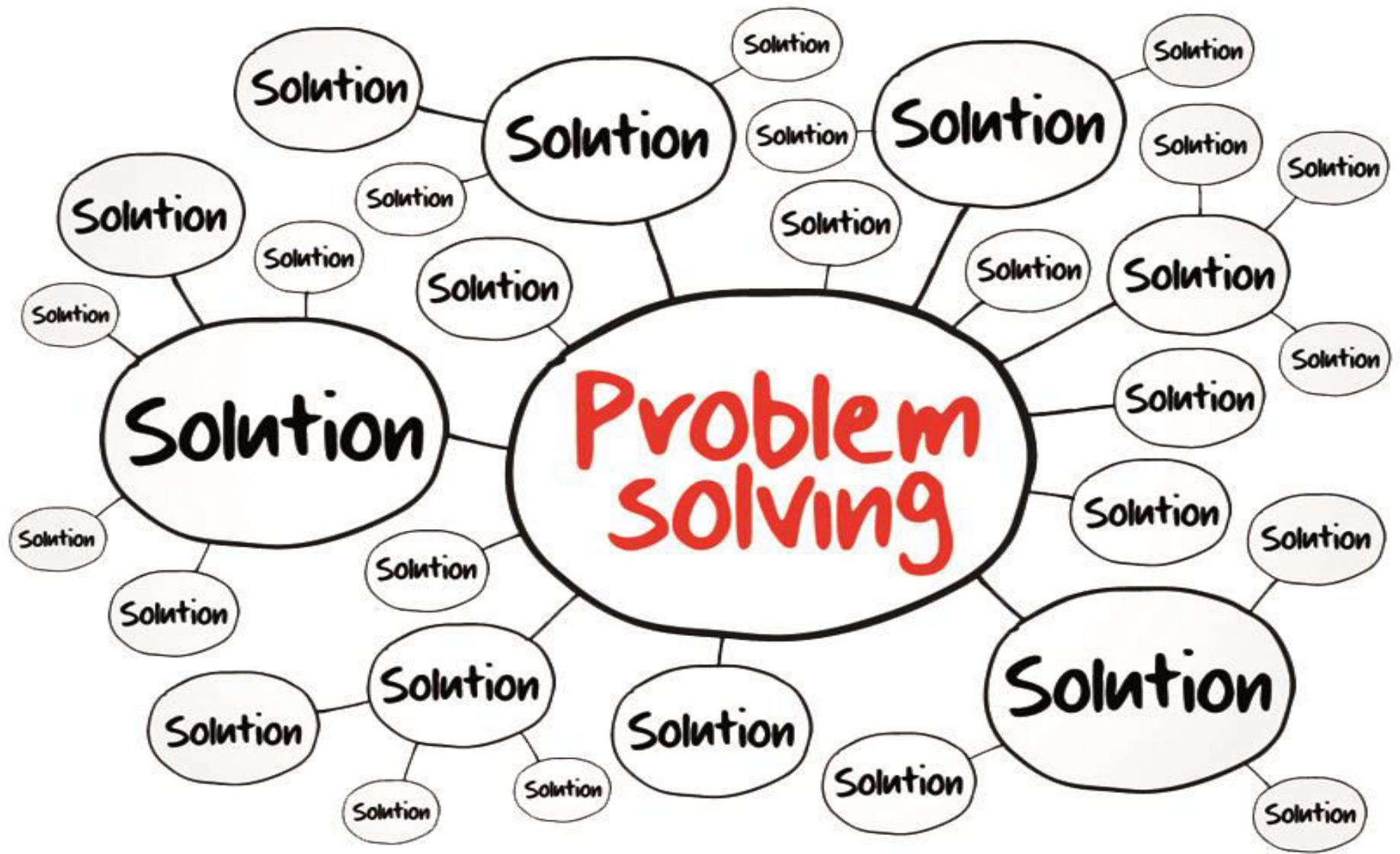
Relating environmental issues to topics ●

Smelling, seeing touching, tasting, ●

Observing natural phenomenon ●

**THANK YOU**

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# INTRODUCTION

- Problem solving is an instructional method or technique where by the teacher and pupils attempt in a conscious, planned and purposeful effort to arrive of some explanation or solution to some educationally significant difficulty for the purpose of finding a solution.





- ▣ Students are presented with problems which require them to find either a scientific or technological solution.
- ▣ It is a student-centered strategy which require students to become active participants in the learning process.

# What is problem-solving?



Problem solving

- Problem solving is a teaching strategy that employs the scientific method in searching for information.
- Problem solving: arriving at decisions based prior knowledge and reasoning.







- **DEFINITION**
- A systematic approach to defining the problem and creating a vast number of possible solutions without judging these solution.
- “Problem solving is a cognitive processing directed at achieving a goal where no solution method is obvious to the problem solver”.
- Yokam & Simpson define it as “A problem occurs in a situation in which a felt difficulty to act is realized. It is a difficult to clearly present and recognized by thinker”





- According to Gates “ A problem exists for an individual when he has a definite goal he can not reach by the behaviour pattern which he already has available”
- According to skinner, Problem solving is a process of overcoming difficulties that appears to interfere. In a problem solving the entire subject matter is organized in such a manner that it can be dealt with through the problems identified during the study.

# SKINNER



- The problem solving is a process of overcoming difficulties that appears to interfere with the attainment of goal. It is a procedure of making adjustment in spite of interferences.



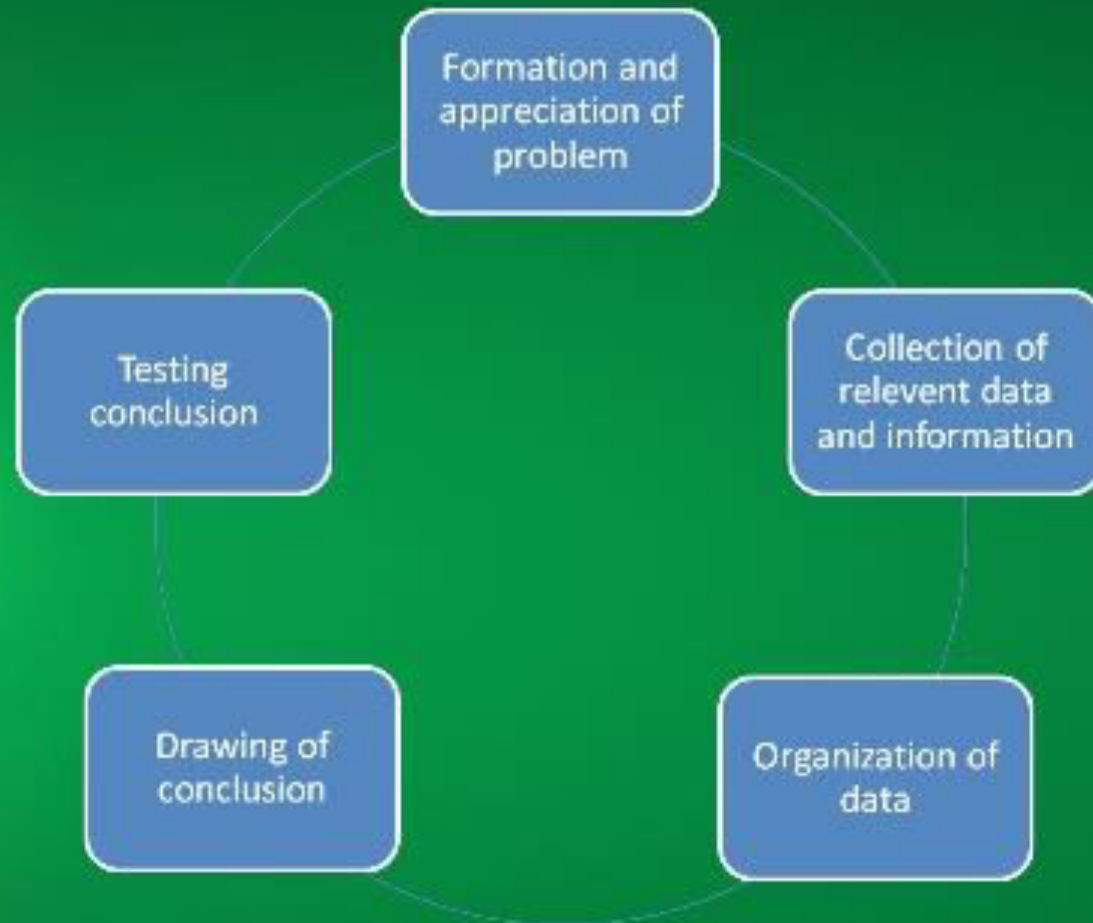




# • PURPOSE

- Train the students in the act of reasoning.
- Gain and improve the knowledge
- Solve puzzling question
- Overcome the obstacles in the attainment of objectives.

# STEPS OF PROBLEM SOLVING







## 1. Formation and appreciation of problem

The nature of the problem should be made very clear to the students so that they can understand the actual solution for the problem.



## 2. Collection of relevant data and information

- The students should be stimulated to collect data in a systematic manner full co-operation of the students should be secured. The teacher may suggest many points to them. Like extra books for read, organise a few educational trips together the relevant information.



### 3. Organization of data

- The students should be asked to sift the relevant material from the superficial one put in a scientific way.





#### 4. Drawing of conclusion

- After the organizing data discussions should be arranged collectively and individual with each student so that essential thing is done by the students themselves and that their educative process provides the particular solutions. “Care should be taken that judgement is made only when sufficient data is collected.”



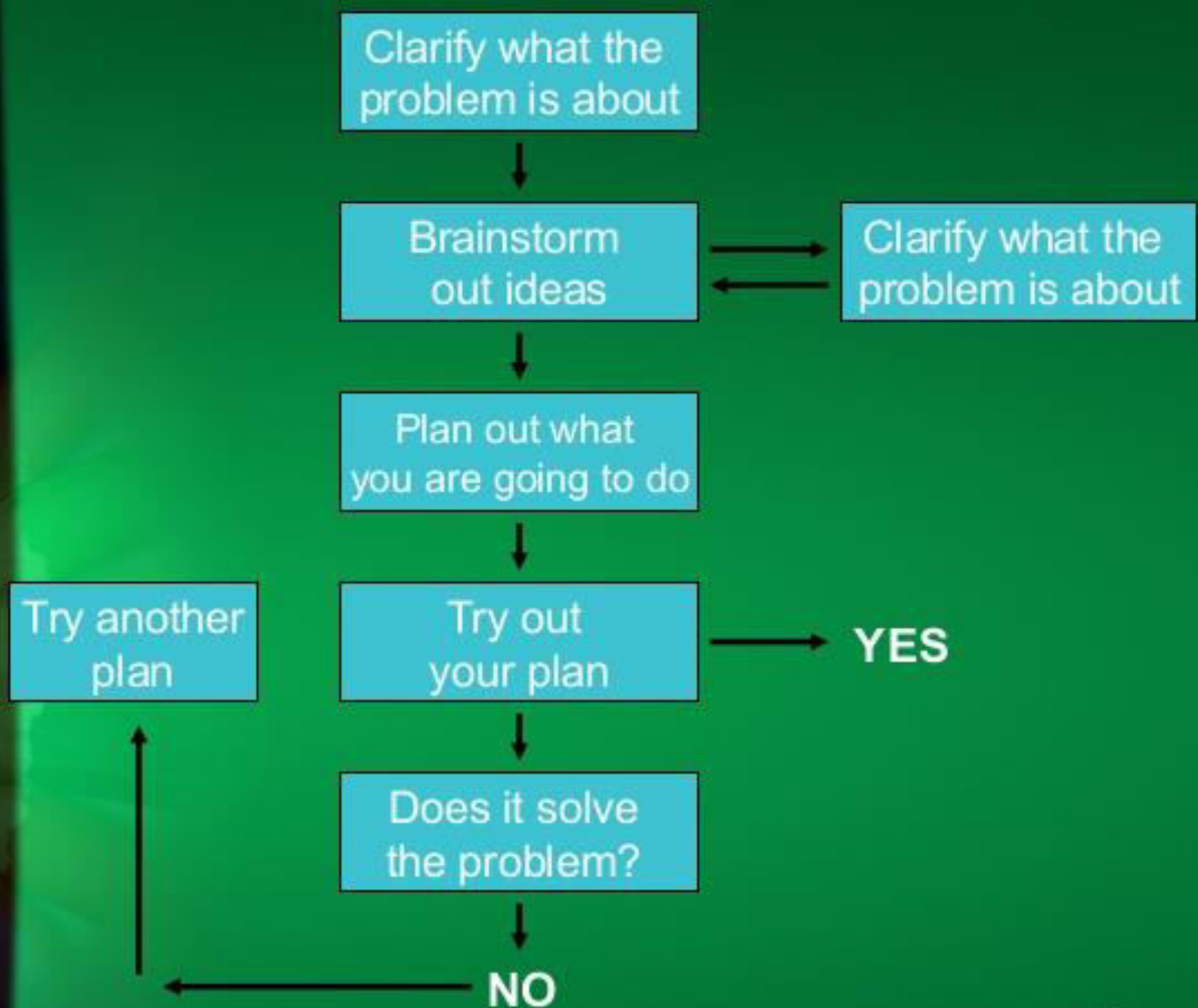


## 5. Testing conclusion

- No conclusion should be accepted without being properly verified. The corrections of the conclusion must be proved.



# Problem-solving Skills







# TEACHER ROLE IN PROBLEM SOLVING

- The students to define the problem clearly.
- Got them to make many suggestions by encouraging them:
- To analyse the situation in parts
- To recall previously known similar cases and general rules that apply
- To guess courageously and formulate guesses clearly.





- Get them to evaluate each suggestion carefully by encouraging them:
  - To maintain a state of doubt or suspended conclusion
  - To criticize the suggestion by appeal to know facts , minister and experiment
- Get them to organize the material by proceeding:
  - To build on outline on the board
  - To use diagrams and graphs
  - To formulate concise statement of the net out come of discussion



- “A teacher who has a ability to see problem clearly, the power of analyse with a keen observation and the faculty to synthesize and draw conclusion with an uncanny accuracy.”

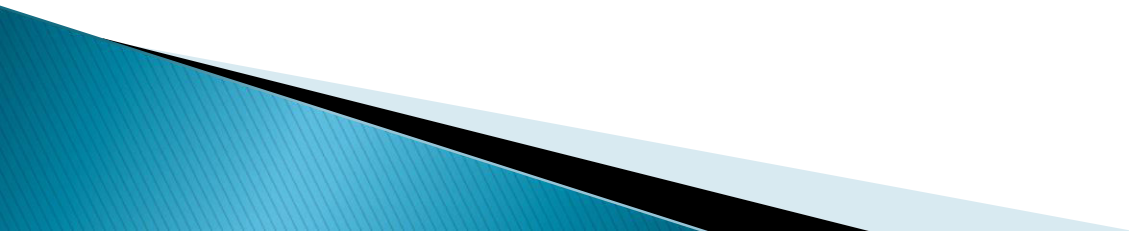
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# **Analytical Thinking**

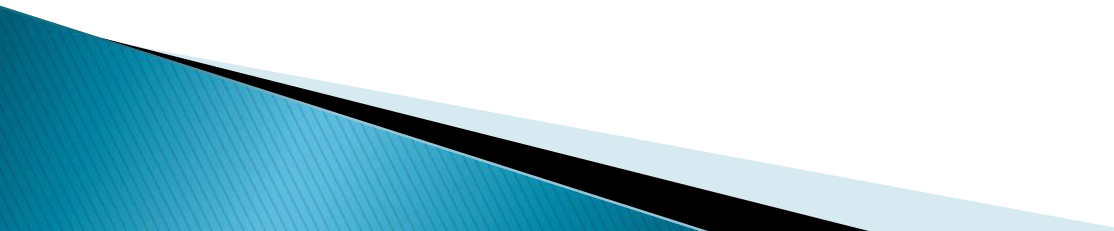


- ▶ Analytical thinking is a critical component of visual thinking that gives one the ability to solve problems quickly and effectively.



- ▶ Analytical thinking involves the process of gathering relevant information and identifying key issues related to this information. This type of thinking also requires you to compare sets of data from different sources; identify possible cause and effect patterns, and draw appropriate conclusions from these datasets in order to arrive at appropriate solutions.

# Characteristics of Analytical Thinking

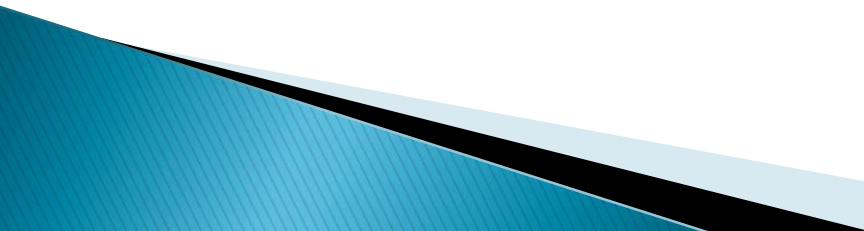
- ▶ Analytical thinking is based on evidence and not on emotions . By default, it is questioning.
  - ▶ It is detailed and methodical.
  - ▶ Develops the ability to investigate and organize thoughts with precision and clarity.
- 

# Putting analytical thinking into practice

- ▶ The steps in the analytical process are listed below, and the reader is invited to associate each step with the topic he or she wishes.
- ▶ **1- Thinking about the purpose** : Repair the vehicle / solve the problem of the customer who does not turn on the cell phone
- ▶ **2- Expose the question** : What is that noise that has the vehicle?  
/ What is the failure of the cell that does not allow it to light?

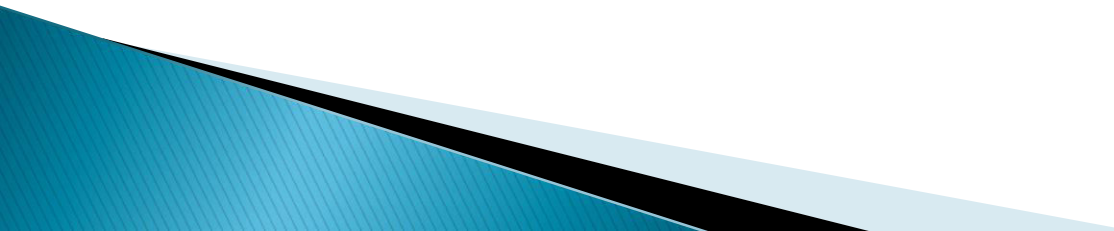


- ▶ **3-Gather information** : To know when the fault was presented, how it worked (the vehicle or the cell phone) before presenting the fault, what was the last thing that happened to it, if there are other problems in parallel, when was the last maintenance / Service, etc.
- ▶ **4-To put forward the points of view** : Motor noise is typical of carburizing problems; It could also be an electrical problem / the cell phone is old; The battery has a limited life time; The power button may be damaged.

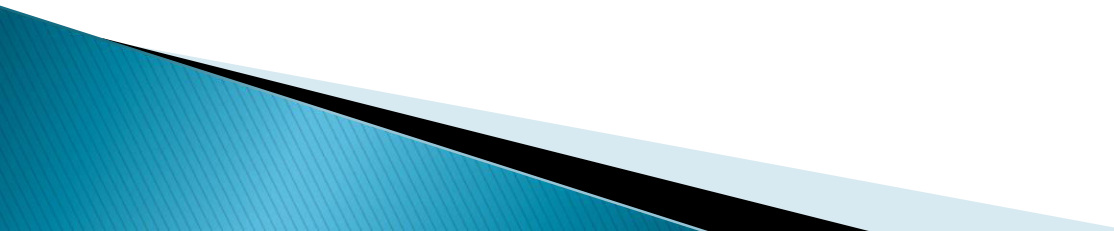
- ▶ **5-Verify assumptions** : The carburettor is checked / the battery of the cell phone is changed.
  - ▶ **6-Thinking about the implications** : If the carburetor is fixed, the spark plugs must also be replaced. If a new battery is inserted and the problem persists, the ignition button must be changed.
- 

- ▶ **7-The concepts (knowledge) are used to make the inferences.**
  
- ▶ **8-Reasonable conclusions must be accurate, with sufficient evidence, relevant :** The carburetor was in terrible condition / the battery and the ignition button on the cell phone were fine, but the customer did not know how to turn it on.

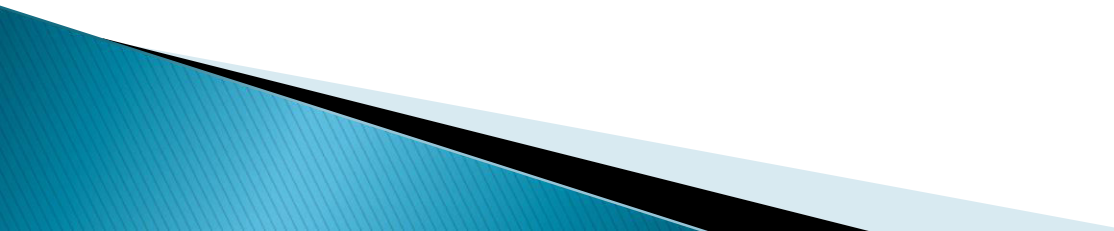
# Three steps of analytical thinking

- ▶ **Gather Information**
  - ▶ Gathering information requires that you ask appropriate questions of yourself and of others in order to gain the necessary insights that will enable you to make more effective decisions about the problems you are facing.
- 



- ▶ **Identify Issues and Problems**
  - ▶ When it comes to analytical thinking, it's important to develop your ability to recognize underlying issues or problems based on trends, associations and cause-effect relationships between datasets.
- 

- ▶ **Organize Information**

- ▶ Once all relevant information has been collected successfully, you must now organize and integrate all the pieces in a way that will provide you with insights and ideas that can be used to draw appropriate conclusions. This in turn will lay down the foundations for potential solutions to the problem or problems you are facing.
- 

**THANK YOU**

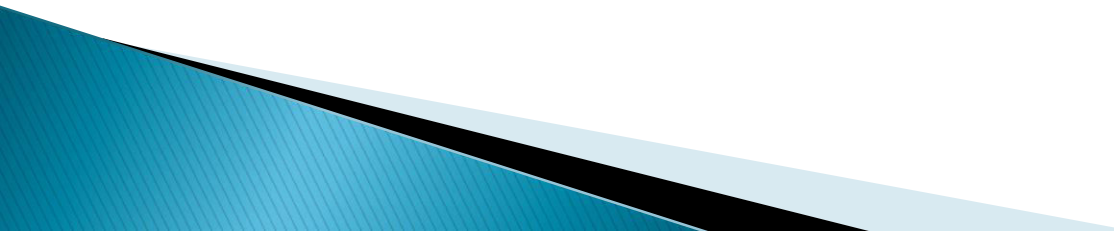



**UNIT - II**


**TEAMWORK**





# CONTENTS

- ▶ Groups, Teams
  - ▶ Group Vs Teams
  - ▶ Team formation process
  - ▶ Stages of Group ,Group Dynamics
  - ▶ Managing Team Performance
  - ▶ Team Conflicts
- 



Organizational Behavior Group 3 



# Groups and Teams

# GROUPS

1



# Meaning of Group

A collection of people who interact with one another, accept rights and obligations as a members and who share a common identity.

e.g., Presentation group





# Why to form group?



# Roles in Group

- Task oriented roles
- Maintenance roles
- Individual roles



**Characteristics  
of a Group**

Individual Goals

Size and Composition

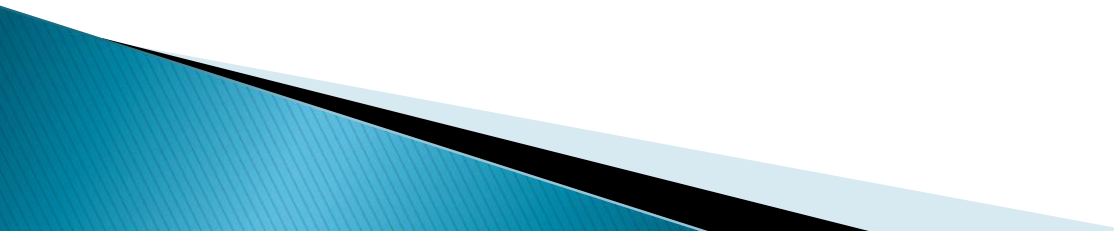
Independent Individuals

Individual Accountability

Status

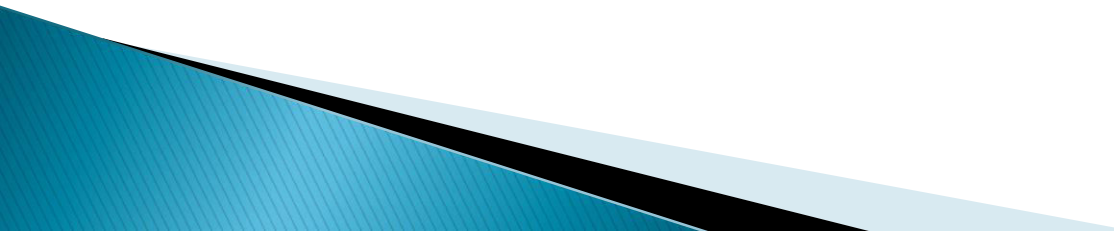
Collective Identity

# Groups

- ▶ **Individual Goals:** Each of the members of a group is there to fulfill their objectives.
  - ▶ **Size and Composition:** The size of a group can be small or large; however, it comprises of people having something in common.
  - ▶ **Independent Individuals:** The members of a group are not reliant on one another for their actions.
- 



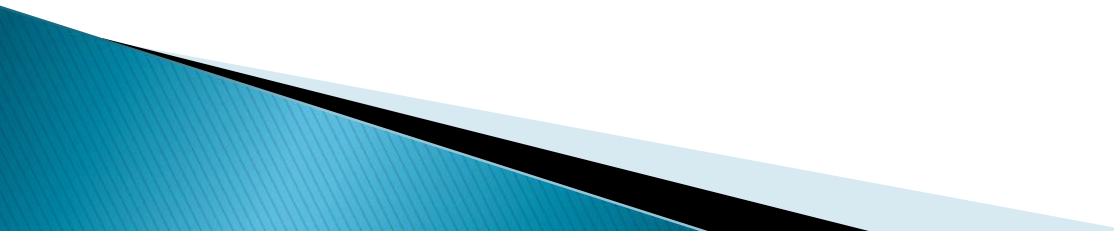
# Groups

- ▶ Being in groups is part of everyday life and many of us will belong to a wide range of groups
  - ▶ for example: family groups, social groups, sports groups, committees, etc.
  - ▶ The word **group** however has a broader meaning – a group of passengers on a flight have a common characteristic – to travel, but they are not necessarily working towards a common cause.
- 

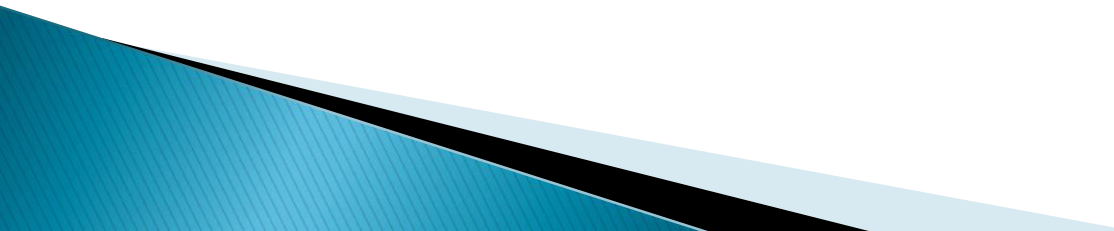
# Groups

- ▶ Groups do not even need to refer to people, for example, a group of products in a supermarket; in this case the group is arbitrary and could be defined by any number of variables

# Groups

- ▶ **A group is a collection of people with some common characteristics or purpose.**
  - ▶ A group can consist of any number of people.
  - ▶ People in groups interact, engage and identify with each other, often at regular or pre-determined times and places
- 

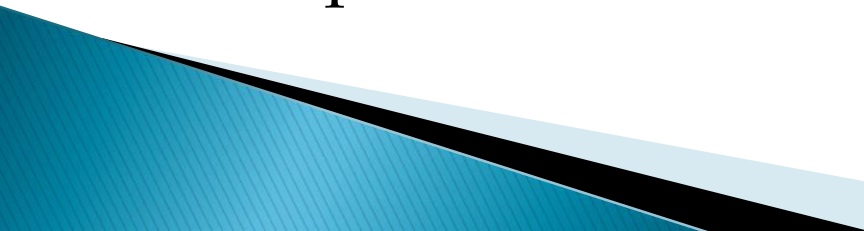
# Groups

- ▶ The group members share beliefs, principles, and standards about areas of common interest and they come together to work on common tasks for agreed purposes and outcomes.
  - ▶ People in groups are defined by themselves and by others as group members, in other words individuals are aware that they are part of a group.
- 




# Groups

## Types of Groups

- ▶ Groups may be formal, brought together for a particular purpose, or they may be informal such as family groups, groups of friends or colleagues. You may come into contact or work with a range of different groups.
  - ▶ Work Groups: Either formal, such as teams, committees or training groups, or informal maybe setup to tackle an ad-hoc problem.
- 

# Groups

- ▶ Neighborhood Groups:
    - ▶ An example of a neighborhood group would be one established to develop local amenities.
  - ▶ Social Groups | Special Interest groups:
    - ▶ These are groups established to meet the needs of a particular sector (e.g. age group, gender) or interests (e.g. music or sports). Examples include Women's Institute and Scouts.
  - ▶ Self-Help Groups: Alcoholics Anonymous
- 

# Groups

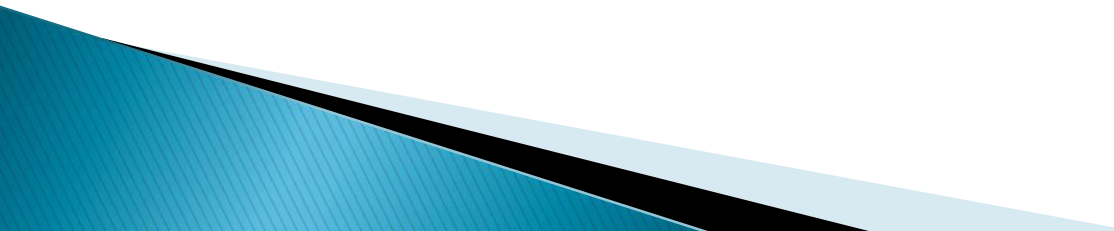
- ▶ **Inter–Agency Groups:** These are developed between agencies/organizations that work in related fields to improve product and/or client services. In addition, they aid communication and establish joint ventures to prevent duplication and confusion

# Groups


- ▶ Pressure Groups: The function of pressure groups is Such groups are often established to work through particular emotions or to provide support for people with a certain illness,
- ▶ e.g. helping to overcome an addiction such as to challenge the status quo, often by using high profile tactics to gain media attention to achieve their aims.



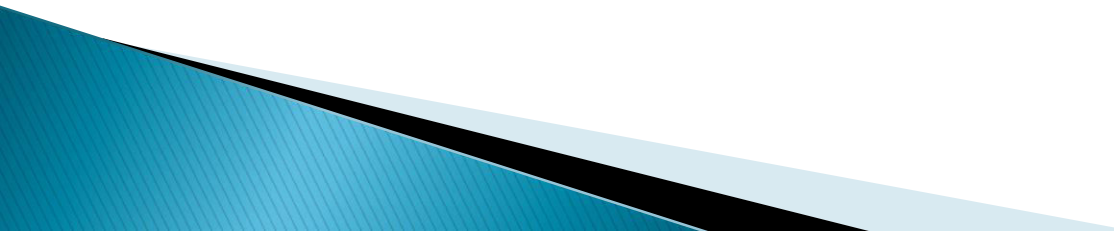
# Teams

- ▶ **Common Goal:** The members work to achieve a particular team objective.
  - ▶ **Team spirit:** The enthusiasm of the members to reach out the team goal is always high.
  - ▶ **Trust:** In a team, individuals believe and rely on each other's capabilities and skills.
  - ▶ **Leadership:** There is a clear leadership within a team, and the selected team leader heads the activities.
- 

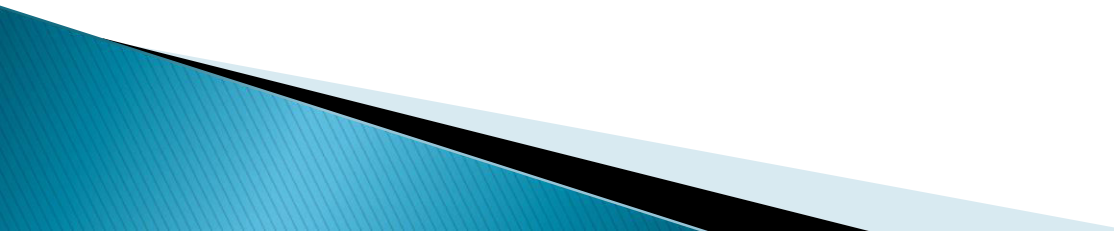
# Teams

- ▶ **Mutual Accountability:** Each individual is equally responsible for the underperformance and failure of the team.
  - ▶ **Interdependency:** The actions of the members within a team are jointly dependent on that of other members.
  - ▶ **Defined Roles:** Every individual in a team, has been allocated specific roles or responsibilities to accomplish.
  - ▶ **Streamline Direction:** The team leader is the one who shows the way to the members and monitors their operations.
  - ▶ **Collaboration:** There is a high degree of synergy or coordination among the team members.
- 

# Teams

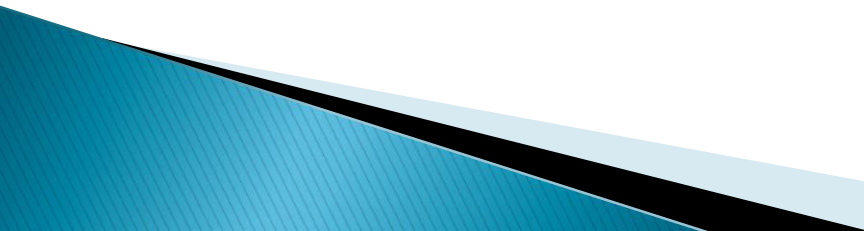
- ▶ A **team** is generally more specific. We would not refer to our airline passengers as a team, unless they crashed on a desert island and needed to work together to survive.
  - ▶ The distinction is that a team is working together for a common cause.
  - ▶ A group of school children may be in the same class, whereas a team of school children may be working together on a specific project within the class.
- 

# Teams

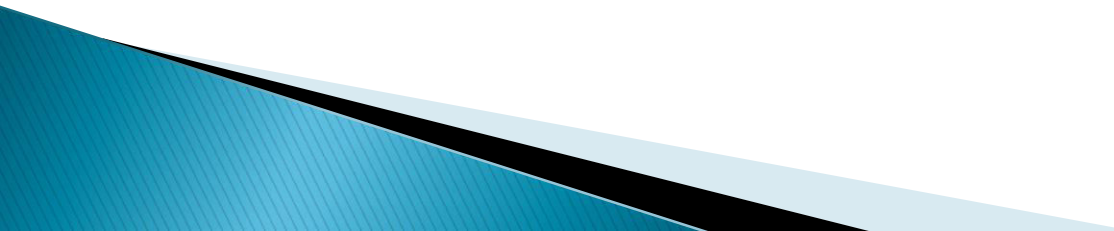
- ▶ A group of people who are joined for achieving a common goal within a stipulated period, having collective accountability is known as the team.
  - ▶ The agenda of the team is “one for all and all for one”. Apart from sharing information, the team members also share the responsibility of the team task
- 



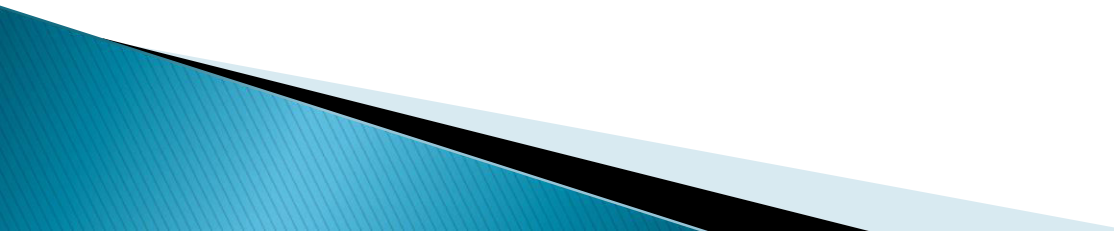
# Teams

- ▶ The team is always responsible for the outcome (i.e. Result of the collective efforts of the team members).
  - ▶ The team members have a mutual understanding with other members. They work jointly to maximize the strengths and minimize the weakness by complementing each other.
  - ▶ The most important feature of a team is “synergy” i.e. the team can achieve much more as the members can achieve individually. The three key features of team functioning are:
- 

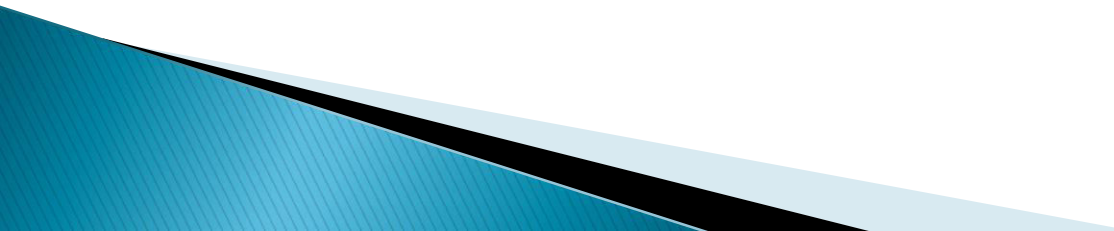
# Teams

- ▶ Cohesion
  - ▶ Confrontation
  - ▶ Collaboration
  - ▶ **For example:** Cricket team, team for accomplishing a project, team of doctors, management team etc.
- 

# Teams

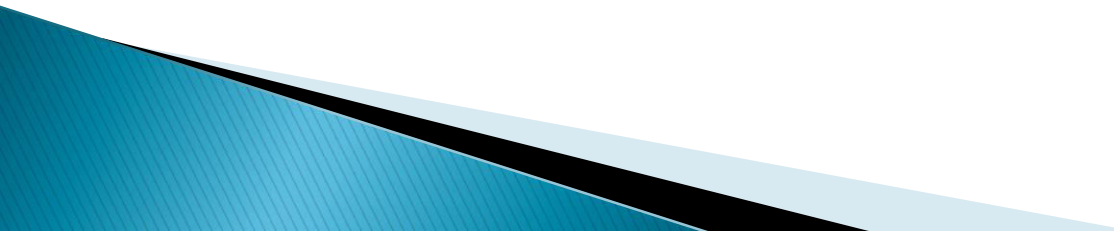
- ▶ Similarities
  - ▶ Two or more than two persons.
  - ▶ Interaction of members.
  - ▶ Face to face relationship.
  - ▶ Focus on the achievement of an objective.
  - ▶ Leader
  - ▶ Sharing of information and resources
- 

# Teams

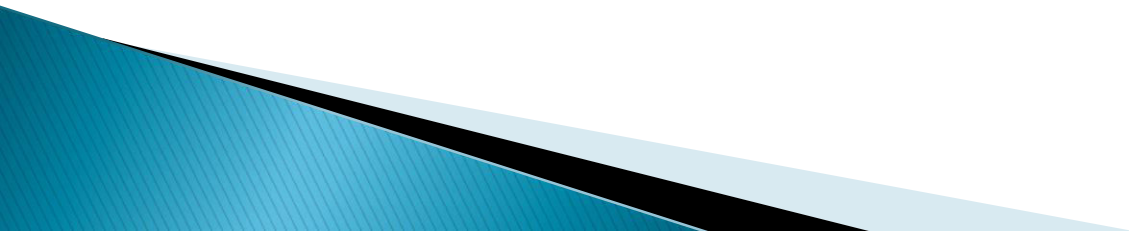
- ▶ A team is qualitatively different from a group. A team plays a very vital role in the life of the members.
  - ▶ The team motivates the members as it motivates the members for working creatively and actively participating in the team tasks. Moreover, a team stimulates the members to work for/with one another in an achieving an objective
- 



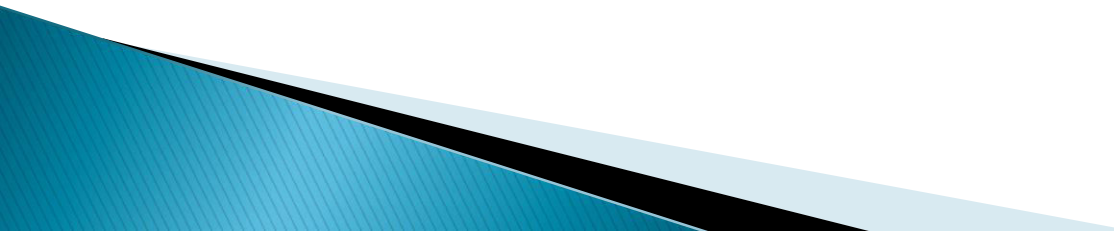
# Teams

- ▶ The Group is also not less; the group also helps the members in developing a sense of conformity between the members and respect the group values.
  - ▶ It increases their resistance to change. Above all, the power of a group is always more than an individual
- 

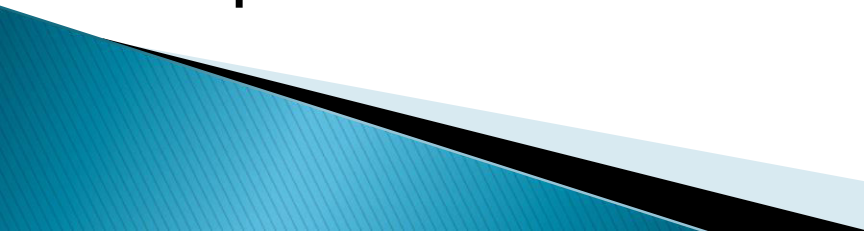
**THANK YOU**



# Group Vs Teams

- ▶ **A group** is a collective of mutually independent individuals with separate goals who are brought together by common interests and experience.
  - ▶ Even though everyone shares information and resources with other group members, each member is responsible for their own work.
- 

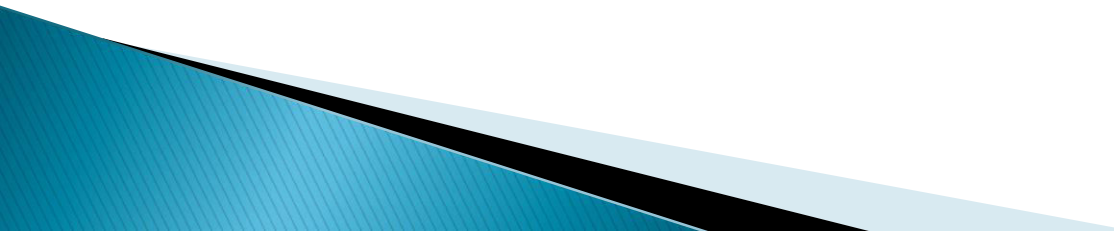
# Group Vs Teams

- ▶ There are two types of groups:
  - ▶ Formal group, created by the management to perform a particular task
  - ▶ Informal group, formed naturally by employees for different reasons
  - ▶ Definition of Group
  - ▶ A group is an assemblage of persons who work, interact and cooperate with one another in achieving a common goal in a specified time.
- 

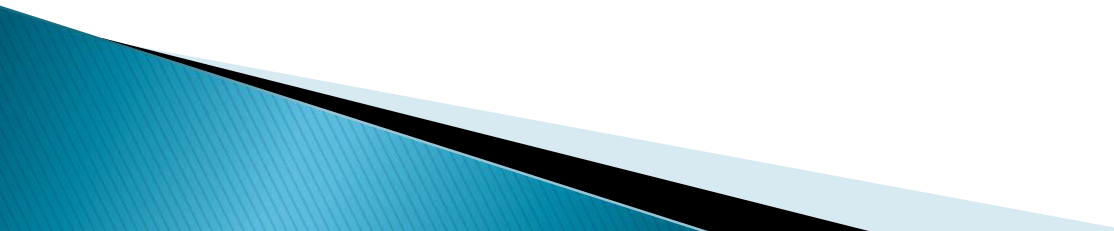


# Group Vs Teams

There are two kinds of groups

- ▶ **Formal Group:** These groups are created by the management of the organization for performing a specific task.
  - ▶ **Informal Group:** The formation of these groups is done naturally in an organization, to satisfy the social or psychological human needs.
  - ▶ **For example:** Ethnic groups, trade unions, friendship circles, airline flight crew, etc
- 

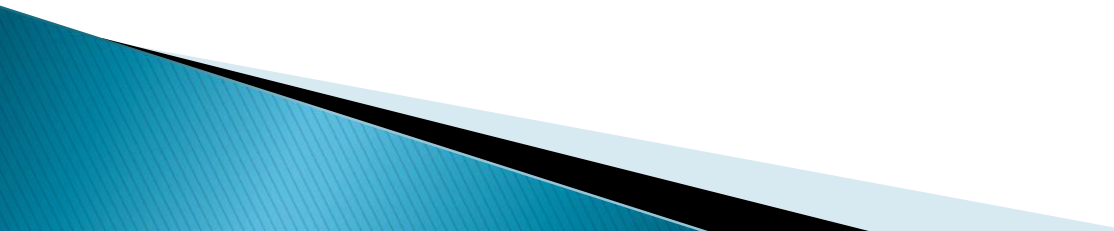
# Group Vs Teams

- ▶ **A team** is an interdependent group of individuals who share responsibility and are focused on a common goal.
  - ▶ People in a team have a mutual understanding with other members. By working together, they tend to maximize each other's strengths and minimize weaknesses.
- 

# Group Vs Teams

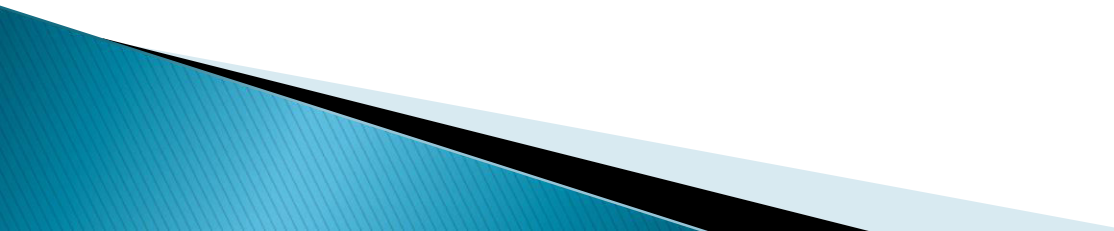
- ▶ Unlike a group, where each member is expected to contribute separately, the most important characteristic of a team is synergy: the whole is greater than the sum of its parts.
- ▶ Nowadays, group or team concept is adopted by the organization, to accomplish various client projects.
- ▶ When two or more individuals are classed together either by the organization or out of social needs, it is known as a **group**

# Group Vs Teams

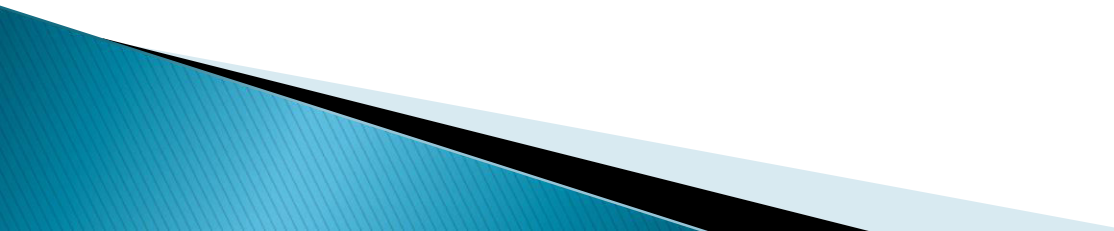
- ▶ On the other hand, a **team** is the collection of people, who are linked together to achieve a common objective.
  - ▶ Most of the work in a business entity is performed in groups.
  - ▶ Although the individual personality of an employee is important, their effectiveness depends on the teams in which they are working collectively to achieve any objective
- 



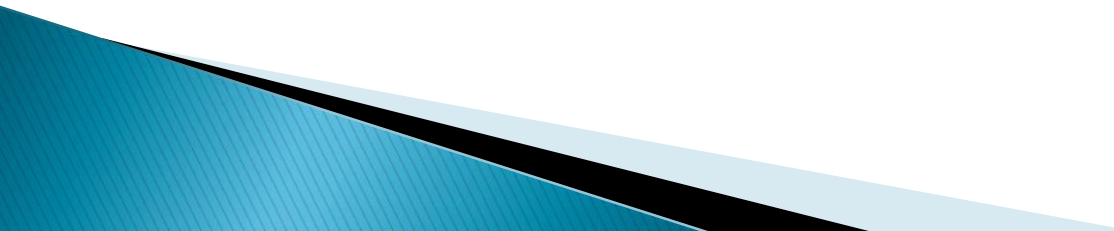
# Group Vs Teams

- ▶ In a particular team, there can be several groups in which the group members individually help their leader to accomplish the goals.
  - ▶ Below you can see the difference between group and team in an organization, explained in tabular form.
- 

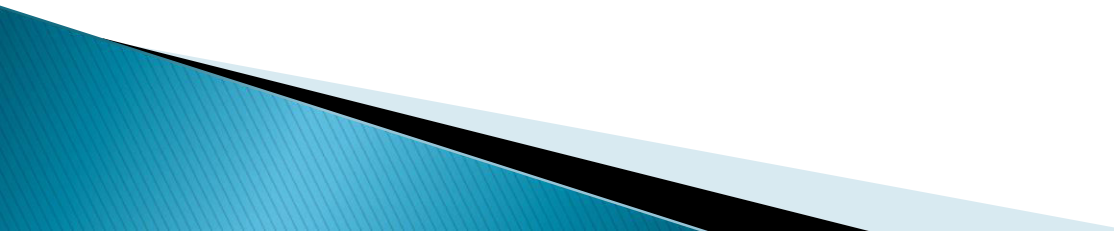
# Group Vs Teams

- ▶ The team members have a mutual understanding with other members. They work jointly to maximize the strengths and minimize the weakness by complementing each other.
  - ▶ The most important feature of a team is “synergy” i.e. the team can achieve much more as the members can achieve individually
- 

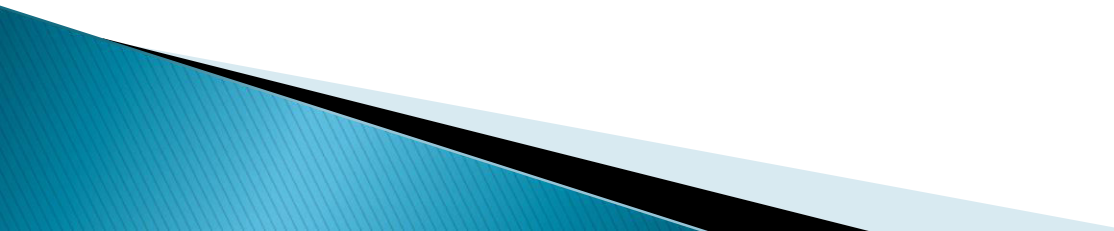
# Group Vs Teams

- ▶ Key Differences Between Group and Team
  - ▶ The difference between group and team in the workplace can be drawn clearly on the following grounds:
  - ▶ There is only one head in a group. A team can have more than one head.
  - ▶ The group members do not share responsibility, but team members share the responsibility
- 

# Group Vs Teams

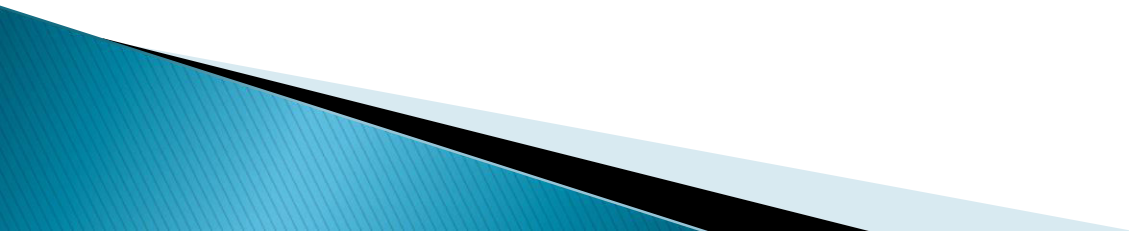
- ▶ The group focuses on achieving the individual goals. Conversely, the team members focus on achieving the team goals.
  - ▶ The group produces individual work products. As opposed to, the team who produces collective work products.
  - ▶ The process of a group is to discuss the problem, then decide and finally delegate the tasks to individual members
- 

# Group Vs Teams

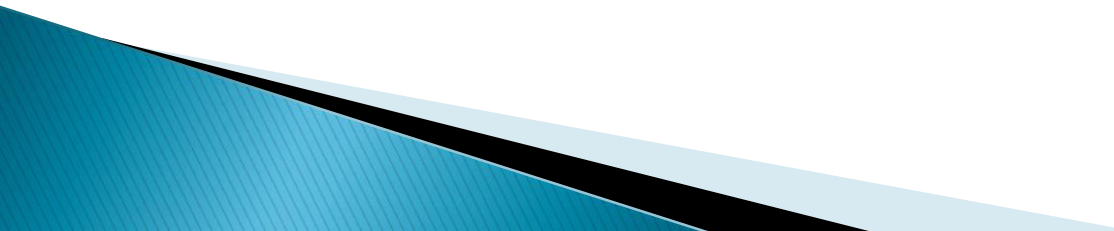
- ▶ On the other hand, a team discusses the problem, then decide the way of solving it and finally do it collectively.
  - ▶ The group members are independent. Unlike a group, the team members are interdependent
- 



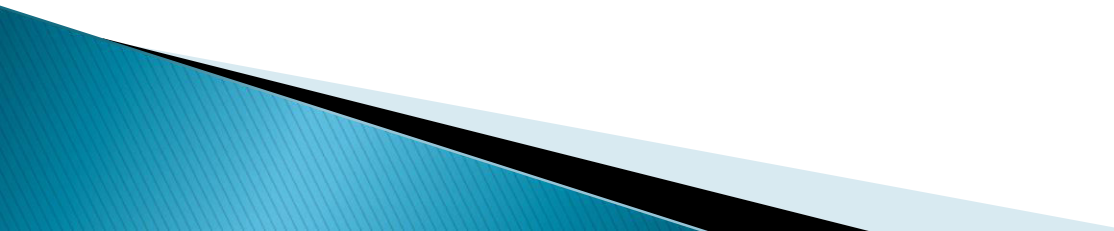
**THANK YOU**



# Team Formation Process

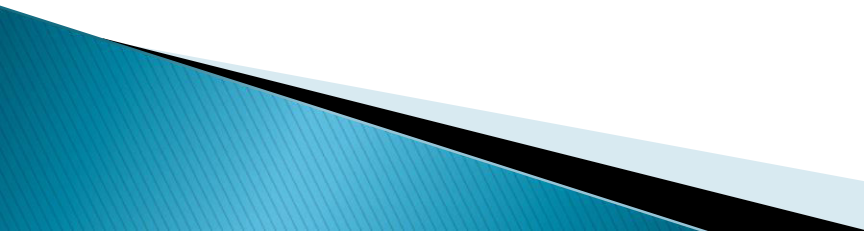
- ▶ In 1965, a psychologist named Bruce Tuckman said that **teams** go through 5 stages of **development: forming**, storming, norming, performing and adjourning. The stages start from the time that a **group** first meets until the project ends. ... Each is aptly named and plays a vital part in **building** a high-functioning **team**
- 

# Team Formation Process

- ▶ Stages of Team Development
  - ▶ Forming
  - ▶ Storming
  - ▶ Norming
  - ▶ Performing
  - ▶ Adjourning
- 

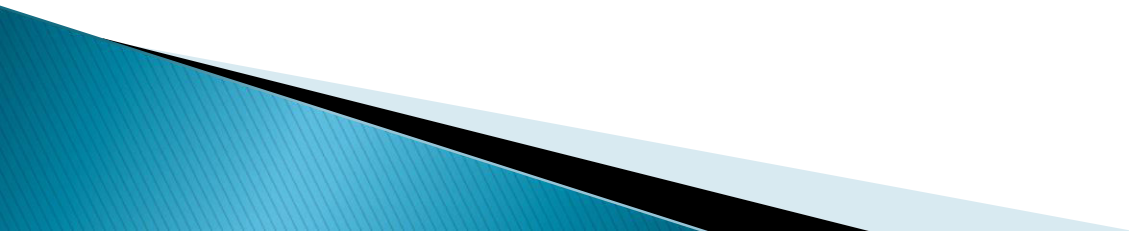
**“Team building”** is a philosophy of job design in which employees are viewed as members of interdependent teams instead of as individual workers

# Team Formation Process

- ▶ **Adjourning**
  - ▶ Many teams will reach this stage eventually. For example, project teams exist for only a fixed period, and even permanent teams may be disbanded through organizational restructuring.
  - ▶ Team members who like routine, or who have developed close working relationships with colleagues, may find this stage difficult, particularly if their future now looks uncertain.
- 



**THANK YOU**




# Stages of group

- ▶ It takes time, patience, requires support, efforts and members often go through recognizable **stages** as they change from being a collection of strangers to a united **group** with common goals. Bruce Tuckman presented a model of five **stages** Forming, Storming, Norming, and Performing in order to develop as a **group**.

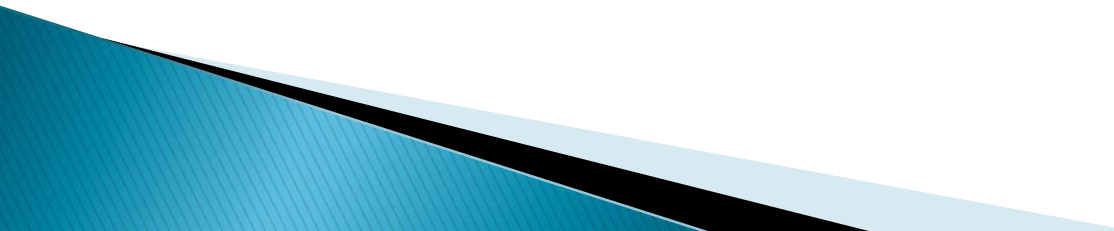
# Stages of group

- ▶ The most famous and a well-known model of group development was proposed by **Bruce Tuckman**, that included four stages *Via*, forming, storming, norming, performing and later the fifth stage *adjourning* was added to this model

# Stages of group

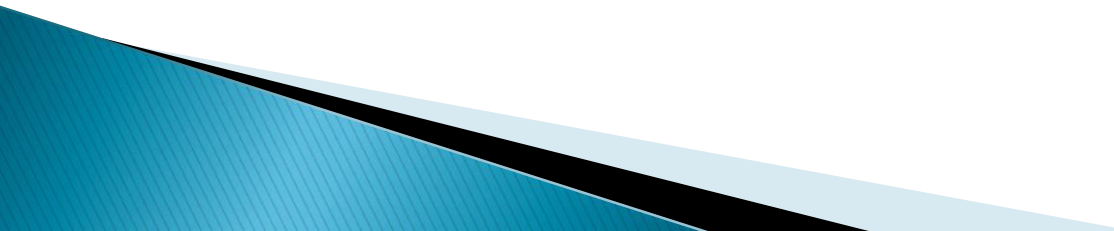
- ▶ **Forming**
  - ▶ In this stage, most team members are positive and polite. Some are anxious, as they haven't fully understood what work the team will do. Others are simply excited about the task ahead.
  - ▶ As leader, you play a dominant role at this stage, because team members' roles and responsibilities aren't clear.
  - ▶ This stage can last for some time, as people start to work together, and as they make an effort to get to know their new colleagues
- 

# Stages of group

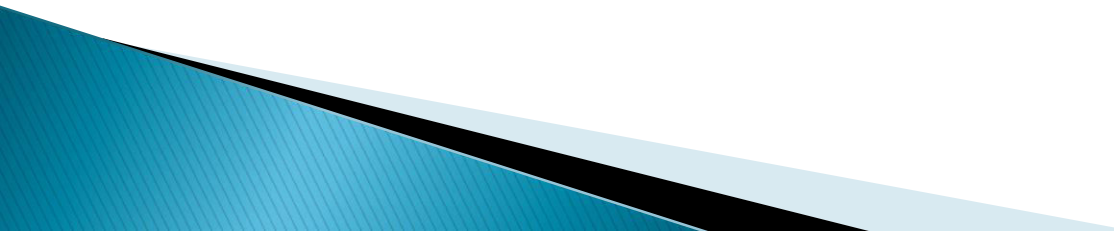
- ▶ **Storming:**
  - ▶ Once the forming stage is over, the individuals will start interacting with each other in the context of the task to be achieved.
  - ▶ The conflict and competition among the group members will be highest at this stage.
- 



# Stages of group

- ▶ **Norming:**
  - ▶ Once the role of every member is cleared along with the authority and responsibility of each, the team members start settling in a group.
  - ▶ Here, everybody works cohesively towards the target and appreciate each other's experience and skills.
- 

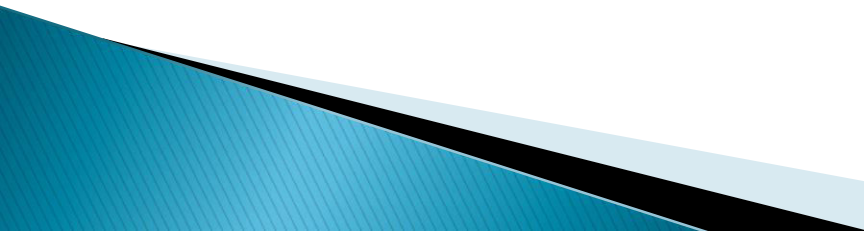
# Stages of group

- ▶ **Performing:**
  - ▶ At this stage, synergy gets created between the team members, where everyone works towards the accomplishment of a goal.
  - ▶ This stage is characterized by flexibility and interdependence. The team members know each other so well that they can handle any complex problem that comes before the team.
- 

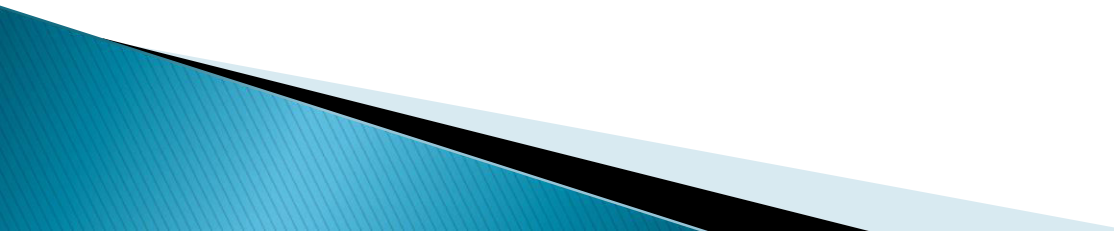
# Stages of group

- ▶ Thus, the researchers study about the group development to determine the changes that occur within the group.

# Stages of group

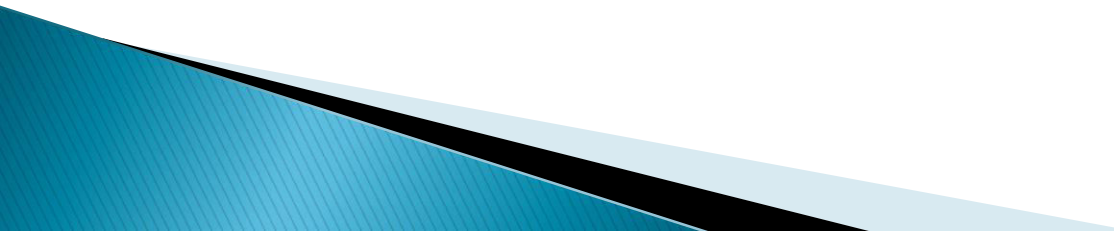
- ▶ **Adjourning:**
  - ▶ This is the last stage of group development, where the group is terminated, and the group members are separated from each other
  - ▶ Every group is created for a purpose, and once the purpose is fulfilled the group is adjourned.
  - ▶ Some authors call this stage as “**mourning or deforming,**” because, the sense of loss is felt by the group members, at the time of separation from each other
- 

# Group Dynamics

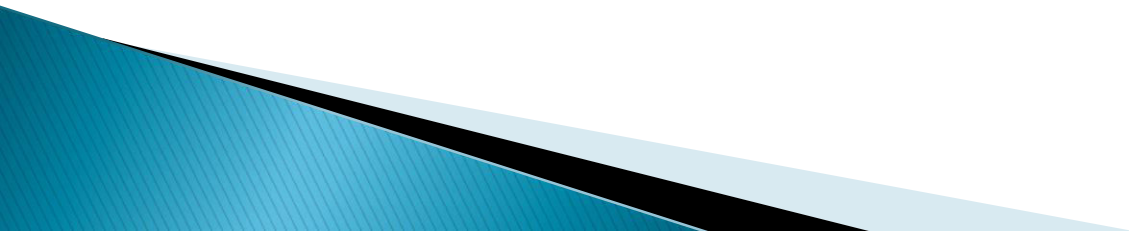
- ▶ Group dynamics deals with the attitudes and behavioral patterns of a group.
  - ▶ Group dynamics concern how groups are formed, what is their structure and which processes are followed in their functioning
  - ▶ Thus, it is concerned with the interactions and forces operating between groups.
  - ▶ Group dynamics is relevant to groups of all kinds – both formal and informal.
- 



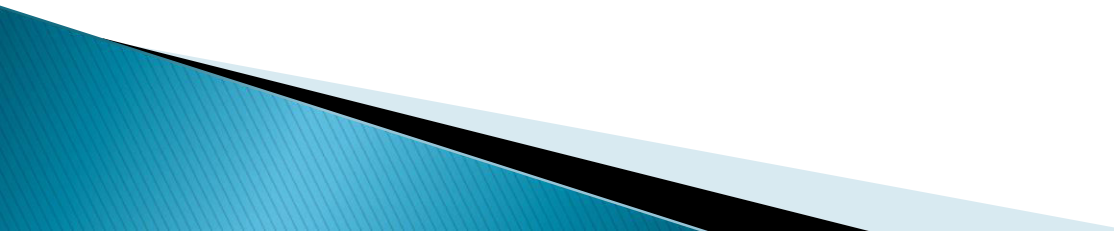
# Group Dynamics

- ▶ If the UPA government has set up Group of Ministers for every governance issue, the Supreme Court of India has 27 Group of Judges committees overseeing all manner of non-judicial work in the apex court.
  - ▶ an organizational setting, the term groups are a very common and the study of groups and group dynamics is an important area of study
- 

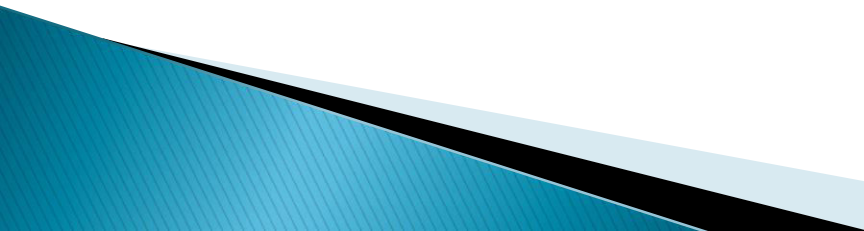
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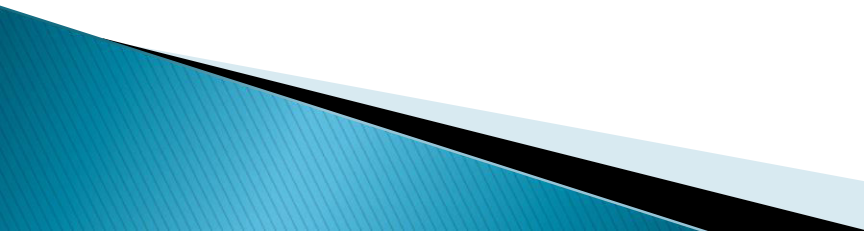
# Managing Team performance

- ▶ Many of us have worked in groups where all of the members were focused on the same goals -- they were teams.
  - ▶ If a team was in the workplace, then it probably had a supervisor.
  - ▶ The supervisor might not have been a team member, but was responsible to be sure the team was doing a good job in achieving its goals (it was showing strong performance).
- 

# Managing Team performance

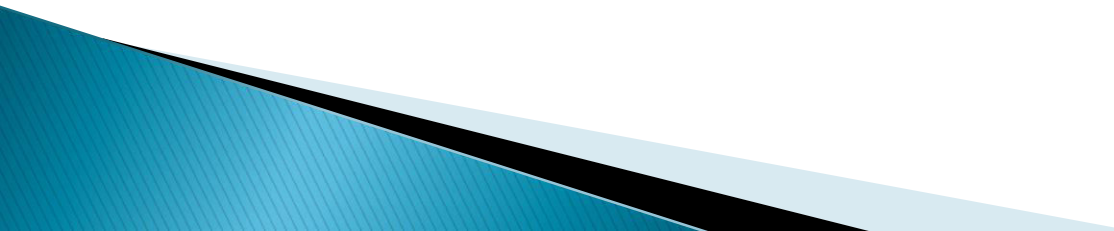
- ▶ Managing team performance requires a constant balance between people and task – and with the time pressures faced by many people with the responsibility of managing a team, the key question is “how do I do this” and ensure my team is working in the high performance space
  - ▶ People work in teams to complete tasks and achieve results. A large measure of their success at the task depends on the process.
- 

# Managing Team performance

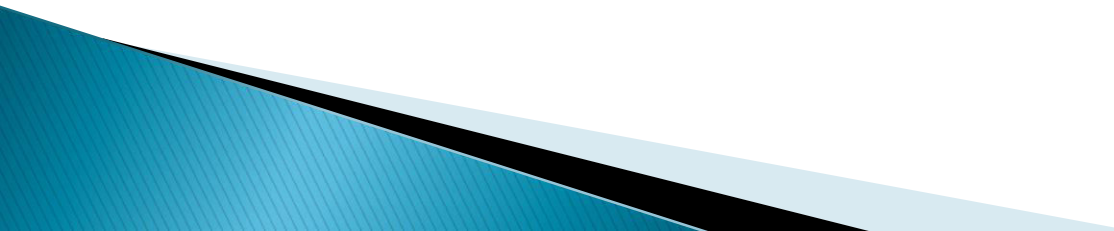
- ▶ When managing team performance, every conversation you have reveals what is important to you.
  - ▶ You engage in conversations when making decisions, sharing decisions, sharing divergent thinking, sharing innovative thinking, asking questions to seek out new ideas; and managing the performance of each individual team member with the level of discipline and rigour required to create success.
- 



# Managing Team performance

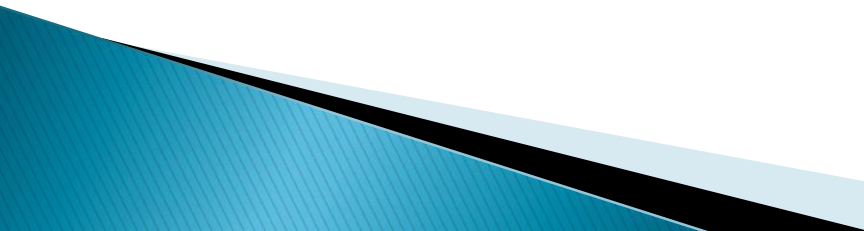
- ▶ The productivity, effectiveness, engagement and on-going sustainability of the team depends on how “supported” and significant they feel – critical to the interpersonal relationships within the team.
  - ▶ This constant balance between people and task is critical – so to manage team performance effectively you need to “manage this tension”.
- 

# Managing Team performance

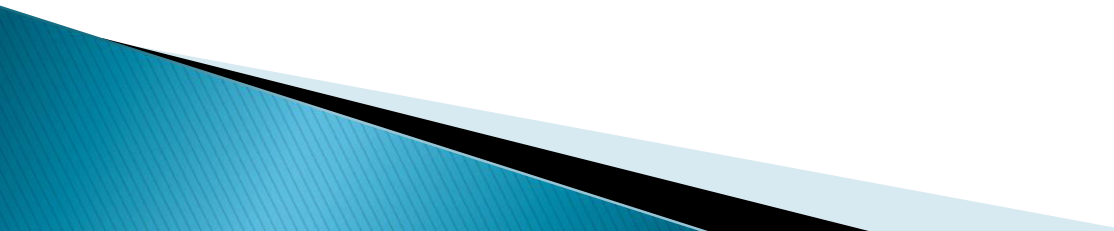
- ▶ To bring practical and real application to this topic we explore **SIX** concepts and types of conversations:
  - ▶ Recognise a team is made up of individuals who all need to perform
  - ▶ Value the power of real conversations to propel performance
  - ▶ Engage in “tactical” conversations to create clarity and alignment
- 

# Managing Team performance


## 1. There are individuals in teams

- ▶ Once a task is assigned and delegated to an individual it is important to manage the performance of the individual as well as the team performance if you want to achieve the desired results.
  - ▶ Supporting each individual in your team is critical to managing team performance. It is the only way to ensure the task is completed and team members are engaged to work at their full potential. You do this with each individual team member by:
- 

# Managing Team performance

- ▶ Use “operational” conversations to enable results and engagement
  - ▶ Capture learning with “reflective” conversations
  - ▶ Empower performance with “leverage” cycle conversations.
- 

# Managing Team performance

- ▶ Recognizing their significance
  - ▶ Engaging in real conversations
  - ▶ Observing, sharing and being present
  - ▶ Matching the level of support to each person's needs.
  - ▶ To have people working productively in a high performing team requires you to manage team performance by engaging “openly” with each individual while also encouraging interdependent relationships and behaviours by managing the team performance.
- 

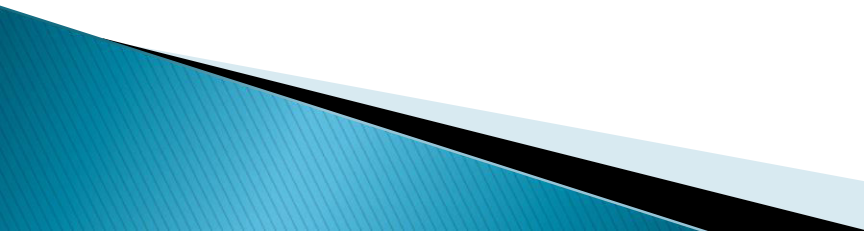


# Managing Team performance

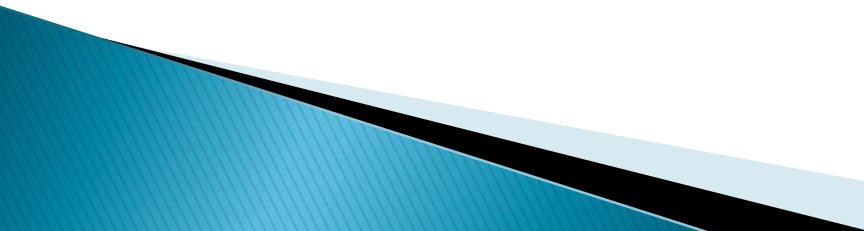
## 2. Power of real conversations

- ▶ When managing team performance the power of real conversations is what propels it into high performance. To have productive and trusted relationships with members of your team working in the “open” window is the only place it happens.

# Managing Team performance

- ▶ Real conversations bring courage into action – they give it tangibility.
  - ▶ Every conversation reveals what is important to people working in the team, brings the values to life and influences the culture of the team, the business unit and the business.
  - ▶ Conversations enable us to make decisions, share decisions, share divergent thinking, share innovative thinking, ask questions to seek out new ideas and find new ways of doing things.
- 

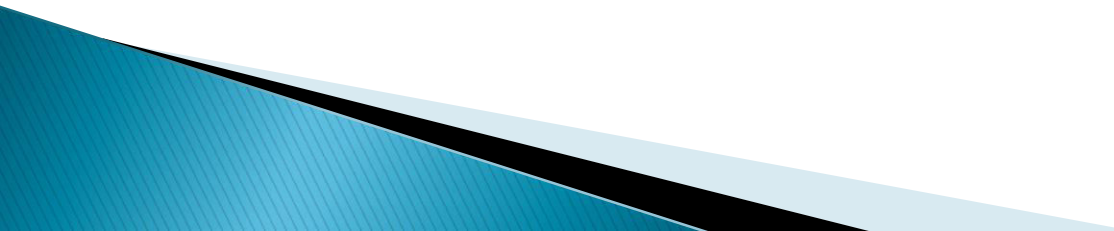
# Managing Team performance

- ▶ When managing team performance there are seven critical conversations:
  - ▶ Tactical
  - ▶ Operational
  - ▶ Reflective to create learning agility
  - ▶ Delegation to initiate the leverage cycle conversations
  - ▶ Supporting to ensure people feel significant
  - ▶ Feedback
  - ▶ Coaching
- 

# Managing Team performance

## 4. Operational conversations

At an operational level when managing team performance, people need to understand and respect what they each bring to the team and the team brand at a highly individual and specific level – so they can ‘operate’ together to achieve results and feel engaged – personally thriving and unleashing their true potential.



# Managing Team performance

- ▶ In our Courageous Leadership Program we recommend the use of this tool to guide such operational conversations. Managing team performance with a firm GRIP ensures success because it balances the focus between people and task:
- ▶ G – Goals: what we do (TASK)
- ▶ R – Roles and responsibilities: who does what (PEOPLE)
- ▶ I – Interpersonal relationships: how we work (PEOPLE)
- ▶ P – Process and procedures: how we work (TASK)



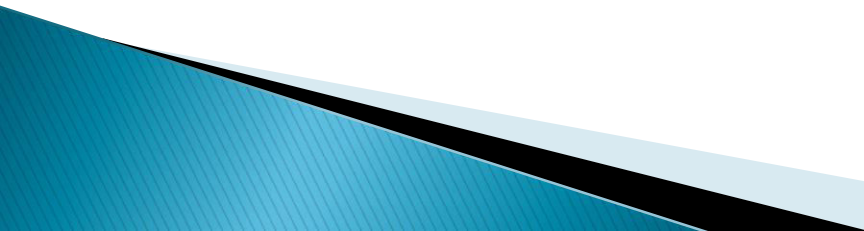
# Managing Team performance

## 5. Reflective conversations

- ▶ When managing team performance investing time and energy to engage in reflective thinking conversations to capture learning is critical.
- ▶ Creating this kind of space to think is essential for high performance. We recommend using Edward de Bono's famous six thinking hats framework to provide the necessary discipline and rigour reflective thinking requires to be effective

# Managing Team performance

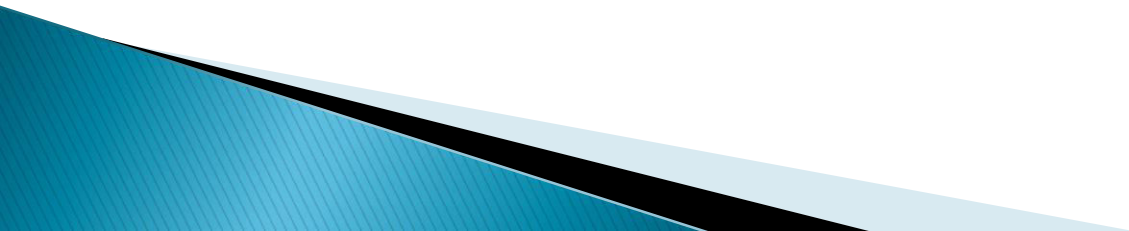
## 6. Leverage cycle conversations

- ▶ When managing team performance you leverage the efforts of each individual in your team by engaging in each of these four conversations:
  - ▶ Delegate to initiate the leverage cycle
  - ▶ Support so individuals feel significant and engaged
- 

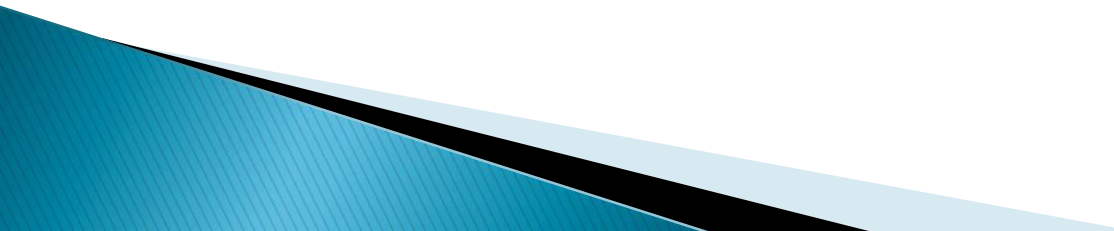
# Managing Team performance

- ▶ Feedback to create awareness of performance impact
- ▶ Coach to improve, consolidate and maintain performance of each individual in the team.
- ▶ Engage in a real conversation with Mandy to explore any of these concepts in more depth so you know how to activate practical results or to find out how we put all of this together into an interactive high performance workshop.

**THANK YOU**



# Team Conflicts

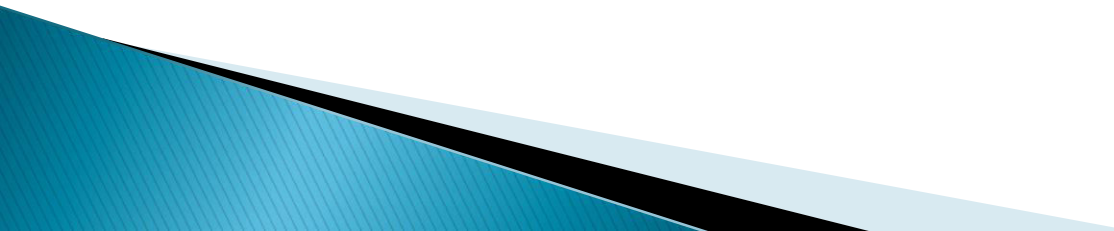
- ▶ Conflict is a common occurrence on teams. Conflict itself can be defined as antagonistic interactions in which one party tries to block the actions or decisions of another party.
  - ▶ Bringing conflicts out into the open where they can be resolved is an important part of the team leader's or manager's job.
- 



# Team Conflicts

- ▶ There are two basic types of team conflict: substantive (sometimes called task) and emotional (or relationship).
- ▶ **Substantive conflicts** arise over things such as goals, tasks, and the allocation of resources. When deciding how to track a project, for example, a software engineer may want to use a certain software program for its user interface and customization capabilities

# Team Conflicts

- ▶ The project manager may want to use a different program because it produces more detailed reports. Conflict will arise if neither party is willing to give way or compromise on his position.
  - ▶ **Emotional conflicts** arise from things such as jealousy, insecurity, annoyance, envy, or personality conflicts. It is emotional conflict when two people always seem to find themselves holding opposing viewpoints and have a hard time hiding their personal animosity.
- 

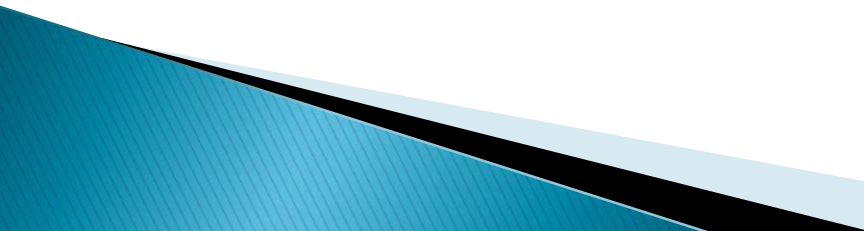
# Team Conflicts

- ▶ Different working styles are also a common cause of emotional conflicts. Julia needs peace and quiet to concentrate, but her office mate swears that playing music stimulates his creativity. Both end up being frustrated if they can't reach a workable resolution.
- ▶ Differences are inevitable when passionate people work together. Eventually, after a team gets through an initial orientation with a new task, members usually come to the realization that working together to accomplish a common goal is tough work.

# Team Conflicts

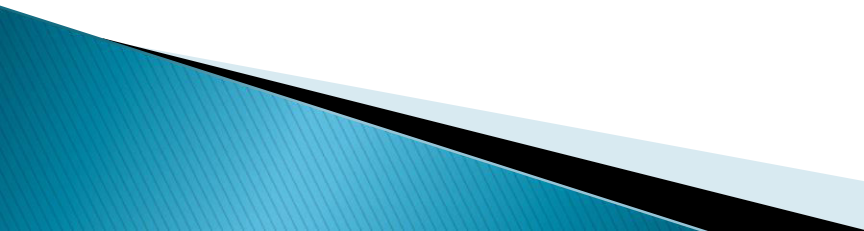
- ▶ As a leader it's important to differentiate between the different types of conflict teams experience and to have a plan for helping the team move forward.

# Team Conflicts

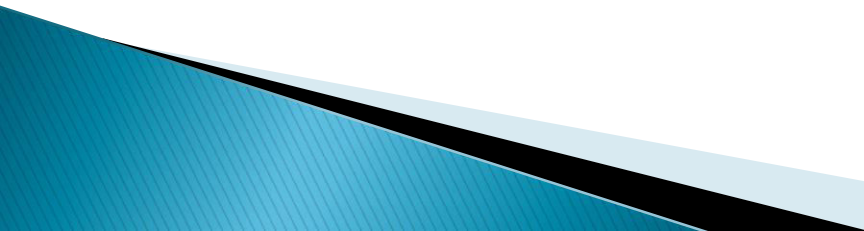
- ▶ **Conflict over positions, strategies or opinions**
  - ▶ If two or three strong, but differing, positions are being argued in the group and it is getting nowhere, a leader might stop the group and ask each member to take a turn talking with no interruption or debate.
  - ▶ The rest are just to listen and try to understand where they are coming from and why they are posing the solution that they are. It may go something like this.
- 



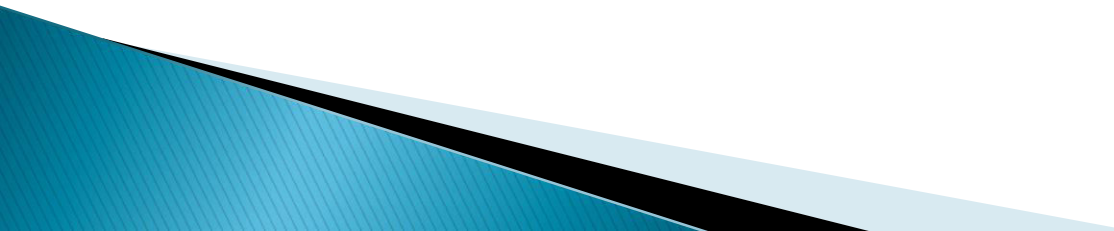
# Team Conflicts

- ▶ *Leader: “Let’s stop for a minute. I want each of you state what is underneath your argument. What is your desire, your concern, your goal, your fear or your need that leads you to that conclusion?”*
  - ▶ In this instance, the leader’s job is to make sure everyone is heard. When the exercise is completed the leader should look for concerns or goals that people have in common.
- 

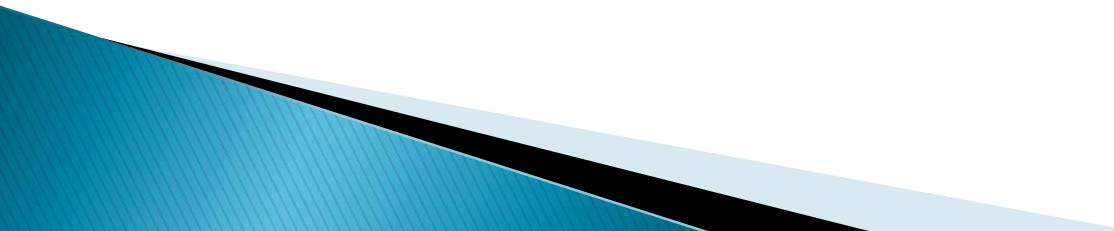
# Team Conflicts

- ▶ Once all are uncovered, the leader can build on any interests that are shared. In most cases this becomes the new focus and it turns the situation from conflict to problem solving.
  - ▶ If some people on the team are dominating the conversation while others sit silent or appear to have dropped out, a leader might stop the process and ask each person what they need from others to feel effective in the group and how others can help.
- 

# Team Conflicts

- ▶ Another simple practice is to appoint a process observer whose job it is to focus on how the team is interacting. If the teams gets out of kilter—it might be tempers are rising or communication is not flowing—the process observer is allowed to call time and point out their observations
- 

# Team Conflicts

- ▶ For example, “In the last five minutes we have interrupted the speaker 10 times,” or, “We keep talking over each other.” Just knowing this fact can alter the team’s interaction. Soon the team will catch itself. It is harder to misbehave once you know what the impact of your behavior is.
- 

# Team Conflicts

## Personality clashes

- ▶ If personal styles are very different and causing conflict among team members, a team leader might administer the DISC, MBTI, or another behavioral assessment tool to help people better understand each other and learn to work together.



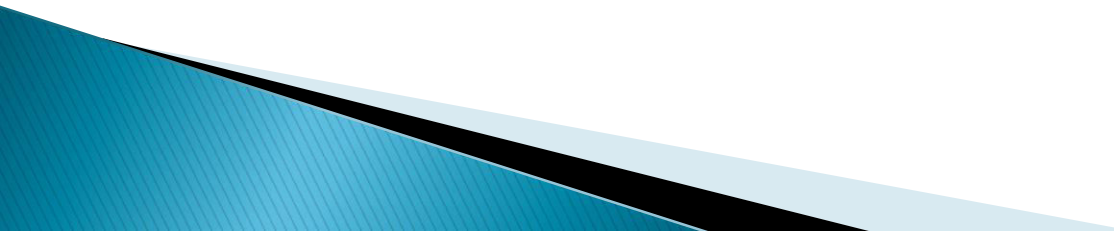
# Team Conflicts

- ▶ These tools help people understand what the other person needs. They can also provide a common frame of reference for dealing with individual differences.

## **Power issues and personal agendas**

- ▶ Conflict that involves power issues, or strong personal agendas must sometimes be dealt with also.

# Team Conflicts

- ▶ The reality is that some people just do not fit on a team and a leader needs to be willing to remove them or offer them another role.
  - ▶ This doesn't happen often, but occasionally it is needed. The good news is that once it is dealt with, the team usually takes a leap forward.
  - ▶ This should be an option only when other attempts to work with the person have failed.
- 

# Team Conflicts

- ▶ Conflict can be healthy for a team when it is channeled properly. The challenge for leaders is knowing how and when to intervene.

UNIT III

LEADERSHIP  
SKILLS



# INTRODUCTION

Leadership is the ability to develop a vision that motivates others to move with a passion toward a common goal. So leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.



# LEADERSHIP





# INTRODUCTION

- ❑ **Leadership is the one of the most important function of management.**
- ❑ **Leading involves directing, influencing & motivating employees to perform**

# WHO IS A LEADER.....?



- One that leads or guides.
- One who is in charge or in command of others.
- One who heads a political party or organization.
- One who has influence or power, especially of a political nature.



# CHARACTERS OF LEADERSHIP

- Empathy
- Consistency
- Honesty
- Direction
- Communication
- Needs support from all
- Assume obligation

A true leader is one  
who is humble enough  
to admit their  
mistakes.

# ROLE OF A LEADER

A Leader's role is always to ensure his/her team achieves the task in hand, but an effective leader will also ensure they meet more subtle requirements..... :- like



# Definition


- leadership is the “process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task”.

***M Chemers.***

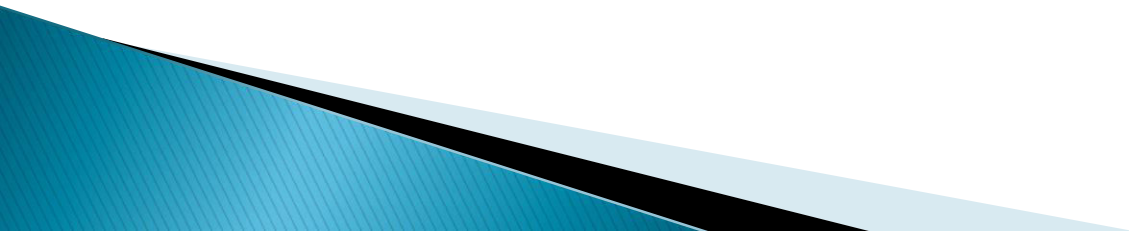
- "Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen."

***Alan Keith.***



- 
- **Leader** - You must have an honest understanding of who you are, what you know and what you can do. To be successful you have to convince your followers not your superiors, that you are worthy of being followed.
  - **Follower** - You must know your people. The fundamental starting point is having a good understanding of human nature, such as needs, emotions and motivation.

**THANK YOU**



# Levels of Leadership

## What is Leadership?

- "Leadership is getting people to want to follow. That requires engaging them passionately, from the heart, and requires persuading people to change. Management is tactical; leadership is strategic."  
~ Tom Kennedy
- "Leadership is the art of getting others to do things you want done and feel good about it."  
~ Dale Hamby



## Leadership is influence



- If you increase your level of influence, you will experience more Committed Performance, increased loyalty and higher quality outcomes.
- If you have little influence over your people, you will encounter Compliant Behavior – the minimum required.

## INFLUENCE

- Integrity – builds relationships on trust
- Nurturing – cares about people as individuals
- Faith – believes in people
- Listening – values what others have to say
- Understanding – sees from their point of view
- Enlarging – helps others become bigger
- Navigating – assists others through difficulties
- Connecting – initiates positive relationships
- Empowering – gives them the power to lead



## INFLUENCE

- Leadership is the ability to obtain followers
- Leadership is influence
- If you have neither position nor influence, people will not follow you
- Everyone is a leader, because everyone influences someone
- He who thinketh he leadeth and hath no one following him is only taking a walk

## INTEGRITY

- A person of integrity is one who has established a system of values against which all of life is judged.
- Integrity is not what we do so much as who we are. And who we are, in turn, determines what we do.



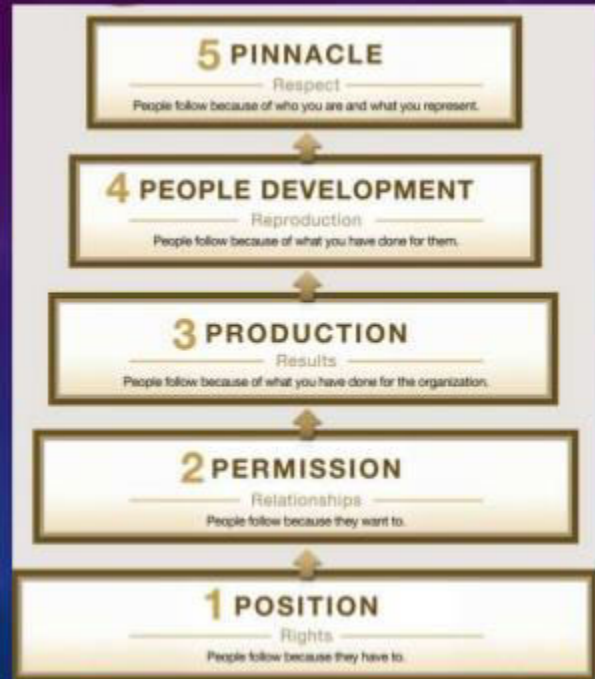
## INTEGRITY

- Builds trust
- High influence value
- Facilitates high standards
- Results in a solid reputation, not just an image
- Means living it yourself before leading others
- Credible not just clever
- Hard-won achievement

## Leadership & Attitude

- **Event + Response = Outcome**  
Lots of things happen in our life that we can't control, but we can respond → **be positive.**
- Leaders must create a **positive attitude** and **believe in themselves.**
- **Personality:** True leadership begins with your **inner** person.  
→ Build a **reputable character.**
- Don't just "let it happen" but "make it happen".

# The 5 Levels of Leadership





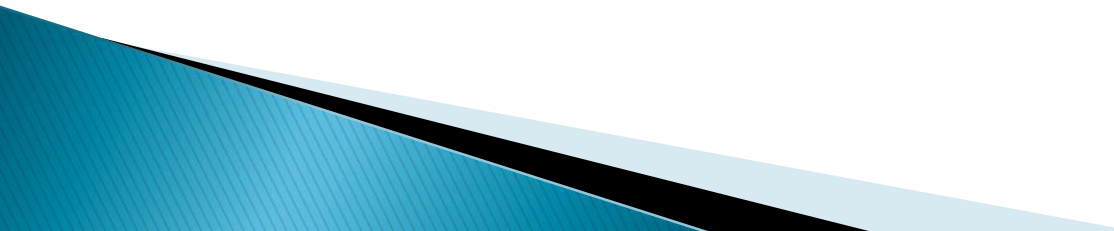
## Unit 4

### *Contents*

Single Word Substitutes,  
Verb Patterns,  
Use of Dialogue Writing ,  
Tenses,  
Voices,  
Use of Conditionals,  
Comparative Adjectives (Affirmative and Negative),  
Expanding Nominal Compounds,  
British and American Vocabulary,  
Articles,  
Use of Prepositions,  
Phrasal Verbs ,  
Error detection,  
Abbreviations and Acronyms,  
Instruction,  
Recommendation.

# Lecture 1

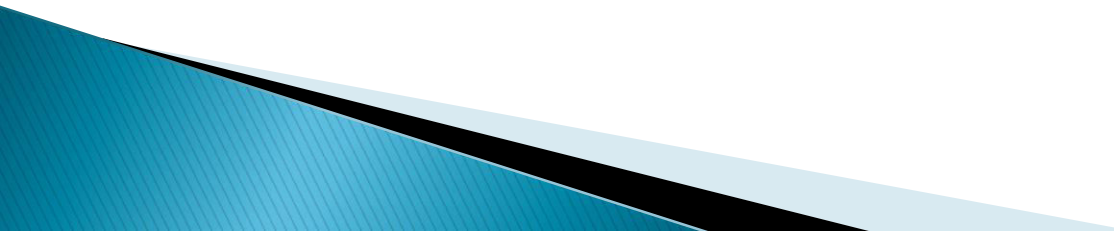
# Single Word Substitution

- ▶ A **sentence word** (also called a **one-word sentence**) is a **single word** that forms a full sentence.
  - ▶ **One word substitution** is the use of **one word** in place of a wordy phrase in order to make the sentence structure clearer. The meaning, with the replacement of the phrase remains identical while the sentence becomes shorter.
- 

## ▶ Important One Word Substitution

It simply means that a sentence has to be replaced with a **single word**. This area requires a good vocabulary to solve the questions well. Questions based on **one word substitution** are often asked in various competitive exams.

# Why do we use one word instead of substitution?

- ▶ **One word substitution** is a way to replace a wordy phrase with **one word** to make it more succinct. This creates clarity in writing and allows for more to be written in a shorter space. To find **one word substitutions** you can use a thesaurus or look them up online and find **words to use** as a replacement.
- 



A place where birds are kept...



Aviary

## A Place for keeping horses...



Stable



A place for keeping cows and buffalos...



**Cowshed**

A place given to soldiers to live...



Cantonment

## A bag for carrying school books...



Satchel



A deep round container for holding liquid...



Urdu2Eng.com

**Bowl**

A metal container with a handle and pipe for serving tea...



**Kettle**

A person having golden hair...



**Blond**

A person who doesn't see bright side of life...



**Pessimistic**



One who eats human flesh...



**Cannibal**



A school for every young children...



Kindergarten

A shop where cakes, other bakery and sweet items are sold...



Confectionary



A building where old things are kept/preserved...



Museum

## Speaking and using two languages...



**Bilinguals**

A road with trees on both sides...



Avenue



## Study of plants and trees...



**Botany**

Study of very minute life...



**Microbiology**

A planet's moving path around to the sun...



Orbit



# A list of available items in restaurant...

**Rose + Park Chubby's**  
Home Made Mexican Food

**TAKE - OUT**  
Mexican Restaurant

Credit cards accepted  
VISA

| WRAPS       |        |
|-------------|--------|
| The Sarah   | \$5.99 |
| Scotty Rock | \$5.99 |
| The Unusual | \$6.99 |
| London Sp.  | \$6.99 |
| The Mikey L | \$7.99 |
| The 310     | \$6.49 |
| Toco Wrap   | \$6.99 |
| The Greek   | \$6.99 |
| Healthnut   | \$6.49 |

| SANDWICHES   |        |
|--------------|--------|
| The Italian  | \$6.99 |
| The Favorite | \$6.99 |
| Big Bird     | \$6.99 |
| Call Club    | \$6.99 |
| BBQ Special  | \$5.45 |
| The Big Boy  | \$6.99 |
| The Hawaiian | \$5.99 |
| The Don      | \$5.99 |
| Johney B     | \$5.99 |

| DRINKS              |        |
|---------------------|--------|
| Coke / Pepsi / 7 Up | \$1.99 |
| Iced Coffee         | \$2.99 |
| Coffee              | \$1.99 |
| Chai Tea            | \$1.99 |
| Slushie             | \$3.99 |
| Beers - Local       | \$2.99 |
| Beers - Imported    | \$4.99 |
| Wine Glass          | \$4.99 |

## Menu

A person who goes to sky for study...



**Astronomer**



One who predicts things...



Astrologer

# Exercises

## Question: 1

Something that becomes outdated

- ▶ (A) Obsolete
- ▶ (B) Useless
- ▶ (C) Ancient
- ▶ (D) Old

[View Answer](#)

- ▶ Ans: A
- ▶ Obsolete

## Question: 2

Official misconduct

- ▶ (A) Maladministration
- ▶ (B) Maltreatment
- ▶ (C) Malefactor
- ▶ (D) Malfeasance

[View Answer](#)

- ▶ Ans: D
- ▶ Malfeasance



## Question: 3

Something which is not through or profound

- ▶ (A) Supernatural
- ▶ (B) Superfluous
- ▶ (C) Superficial
- ▶ (D) Superstitious

[View Answer](#)

- ▶ Ans: C
- ▶ Superficial

## Question: 4

To cause troops etc. to spread out in readiness for battle

- ▶ (A) Disperse
- ▶ (B) Deploy
- ▶ (C) Collocate
- ▶ (D) Align

[View Answer](#)

- ▶ Ans: B
- ▶ Deploy

## Question: 5

A post without remuneration.

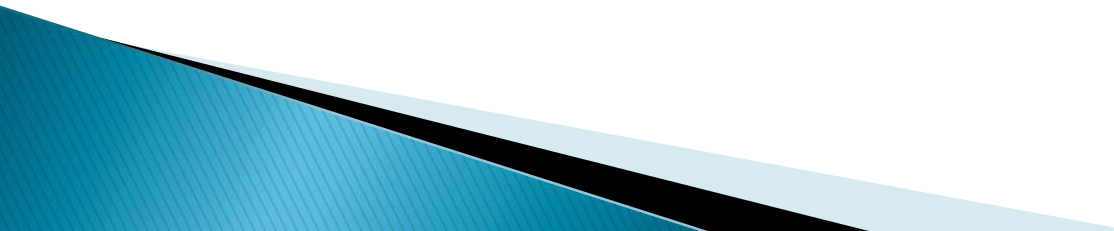
- ▶ (A) Honorary
- ▶ (B) Sinecure
- ▶ (C) Voluntary
- ▶ (D) Involuntary

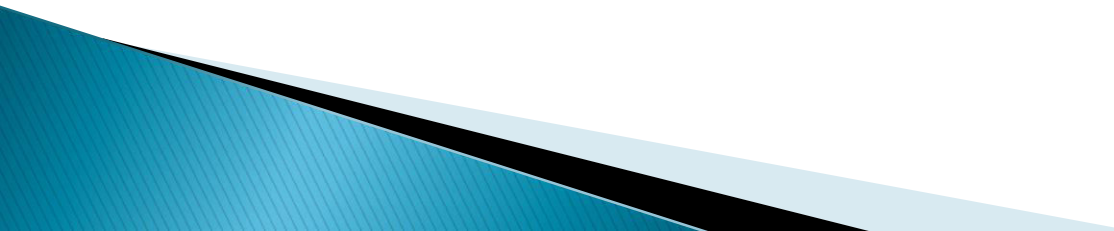
[View Answer](#)

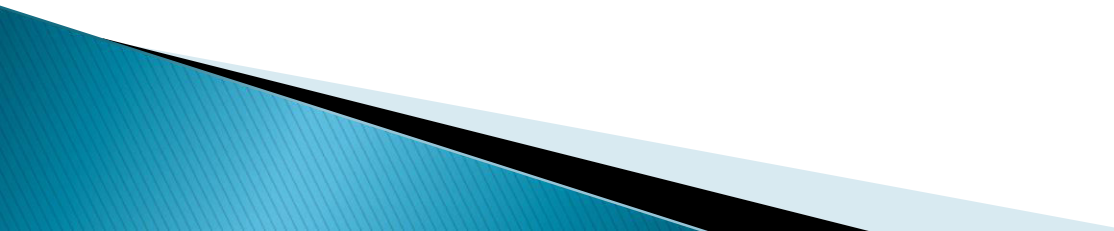


- ▶ Ans: A
- ▶ Honorary

# Verb patterns

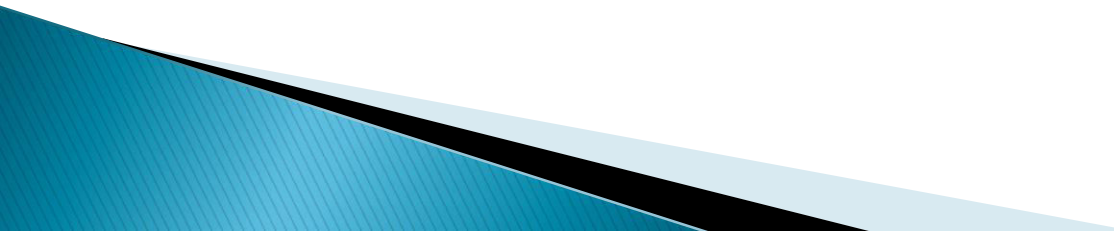
- ▶ Sometimes in a sentence, one verb follows another.
  - ▶ For example,
  - ▶ I want to buy an electric car.
  - ▶ The **first verb** is 'want', the **second verb** is 'buy'.
- 

- ▶ In sentences like this, there are different possible patterns. For example:
  - ▶ (a) I want **to buy** an electric car.
  - ▶ (b) I hate **driving**.
  - ▶ In sentence A, the first verb is followed by **an infinitive**.
  - ▶ In sentence B, the first verb is followed by **a gerund (-ing) form**.
- 

- ▶ The verb patterns are dependent upon the first verb.
  - ▶ There are **several different types of pattern**. When you learn a new verb, you need to learn the verb pattern.
  - ▶ Unfortunately, some verbs have more than one possible pattern! Sometimes, if a verb has two patterns, each pattern can have a different meaning or use.
- 

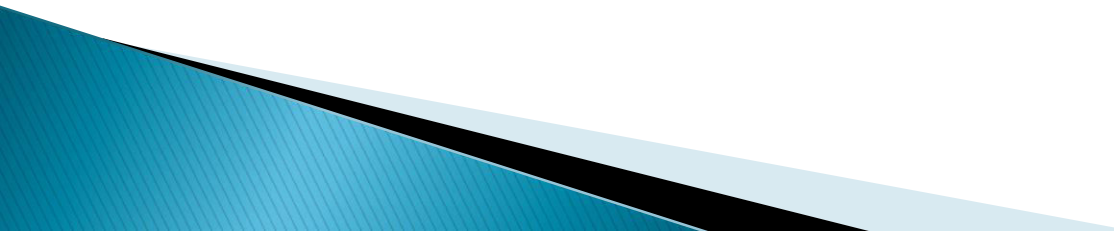
Here are examples of some of the patterns:

**Verb + to + verb:**

- ▶ **I want to work with Dr. Laver.**
  - ▶ **Tim hopes to leave the stockroom soon.**
  - ▶ **Helen decided to go out with Michal.**
  - ▶ **Alice might agree to change wards.**
- 



## **Verb + verb + ing:**

- ▶ **I enjoy working on the emergency ward.**
  - ▶ **Alice doesn't mind working with children.**
  - ▶ **Tim is considering changing his job.**
- 

## **Verb + preposition + verb +ing**

- ▶ **He specialises in helping children.**
- ▶ **Michal is thinking about cooking dinner.**

## **Verb + object + verb:**

- ▶ **Dad let me keep the cat.**
- ▶ **She made me say sorry.**

## Verbs with two patterns and different meanings:

- ▶ **I like to swim** every day = I think it is a good idea to do this
- ▶ **I like swimming** every day = I enjoy the activity. It gives me pleasure
- ▶ **I hate to tell** you this = I am sorry to tell you this
- ▶ **I hate flying** = I do not like this activity
- ▶ **I regret to tell** you this – I am sorry to tell you this
- ▶ **I regret leaving** London – I left London in the past, and I am sorry that I did that

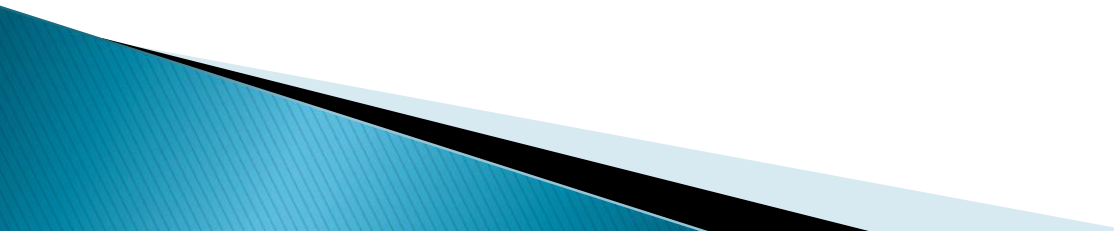
# Use of Dialogue Writing

## What is Dialogue???

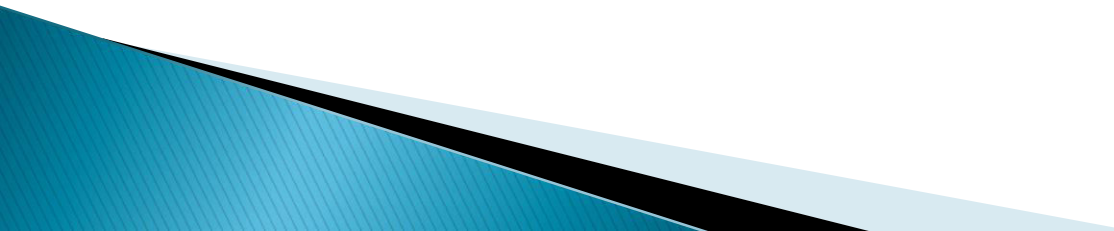
“In very simple terms a dialogue is a conversation between two or more people.”





- ▶ **Dialogue** is typically a **conversation** between two or more people in a narrative work. As a literary technique, **dialogue** serves several purposes. It can advance the plot, reveal a character's thoughts or feelings, or show how characters react in the moment.
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# What is the importance of dialogue writing?

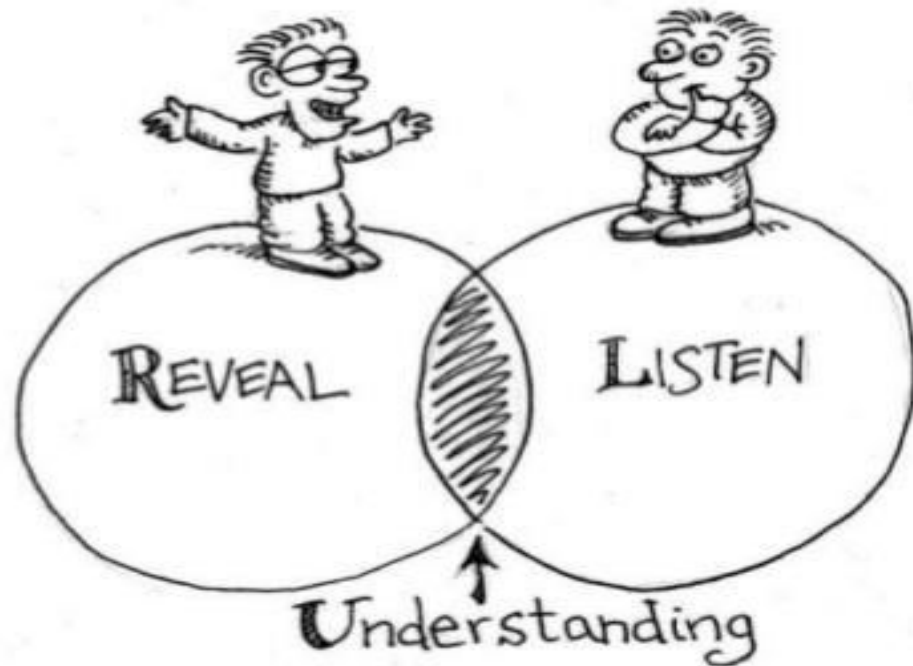
- ▶ **Dialogue** is a useful tool for developing your characters and moving your plot forward. **Dialogue** can help you establish the back-story, and it can reveal **important** plot details that the reader may not know about yet. **Dialogue** is great for ratcheting up the tension between characters. **Dialogue** can also establish the mood.
- 

# Main characteristics of dialogue

- ✓ Dialogue is a conversation with a purpose.
- ✓ It is a civilized operation,
- ✓ democratic and
- ✓ constructive act.

# Why is dialogue required???

- ✓ To present facts of own & to consider facts of others
- ✓ To seek understanding through alternatives
- ✓ To reach decisions



# Good way to start a dialogue



Is by asking Questions



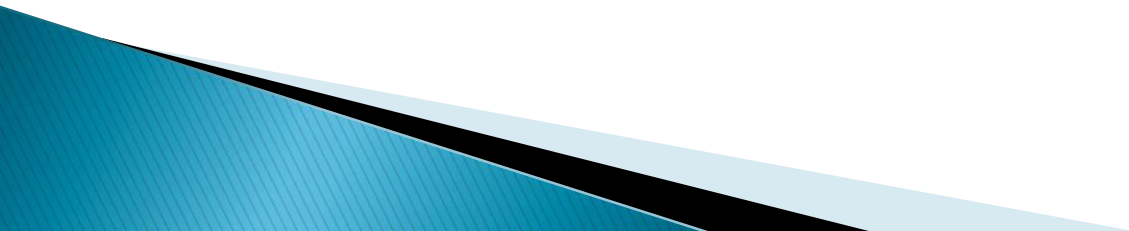
**And also listening  
to the answers...**



Thank You



# Lecture 2



⊙ Each of the three tenses has four forms or subdivisions to show continuity or completeness of the action and time. These are :

1. Indefinite
2. Continuous or Imperfect
3. Perfect
4. Perfect Continuous

## Table Of English Tenses

| Tense   | Indefinite           | Continuo<br>us             | Perfect                           | Perfect<br>Continuo<br>us            |
|---------|----------------------|----------------------------|-----------------------------------|--------------------------------------|
| Present | Play (s)             | Is / Am / Are<br>Playing   | Has /<br>Have<br>Played           | Has / Have<br>been Playing           |
| Past    | Played               | Was / Were<br>Playing      | Had<br>Played                     | Had been<br>Playing                  |
| Future  | Will / Shall<br>Play | Will / Shall<br>be Playing | Will /<br>Shall<br>Have<br>Played | Will / Shall<br>have been<br>Playing |



- The **Indefinite Tense** does not indicate whether the action is complete or not.
- The **Continuous (Imperfect) Tense** that the action is still going on.
- The **Perfect Tense** indicates that the action is complete , finished or perfect.
- The **Perfect Continuous Tense** indicates that the action began in the past and is still continuing.

## SIMPLE PRESENT TENSE

- Subject + Verb<sub>1</sub> + Object
- Expresses a general truth or an action that is occurring now  
Eg : The sun rises from the east.
- Expresses an action that occurs regularly or habitually  
Eg : She goes to the school regularly.

- ⦿ Affirmative Sentences : You are playing.
- ⦿ Negative Sentences : You are not playing.
- ⦿ Interrogative Sentences : Are you playing ?
- ⦿ Negative Interrogative Sentences : Are you not playing ?

## PRESENT PERFECT TENSE

- ⦿ Subject + has/have + V<sub>3</sub> + Object.
- ⦿ Has -> Singular , Have -> Plural.
  
- ⦿ The present perfect tense denotes an action that was started in the past and has just been completed.

- ◉ Affirmative Sentences : I have played.
- ◉ Negative Sentences : I have not played.
- ◉ Interrogative Sentences : Have I played ?
- ◉ Negative Interrogative Sentences : Have I not played ?



- ⦿ Affirmative Sentences : We have been playing.
- ⦿ Negative Sentences : We have not been playing.
- ⦿ Interrogative Sentences : Have we been playing ?
- ⦿ Negative Interrogative Sentences : Have we not been playing ?

- ⦿ Affirmative Sentences : I played.
- ⦿ Negative Sentences : I did not play.
- ⦿ Interrogative Sentences : Did I play ?
- ⦿ Negative Interrogative Sentences : Did I not played ?

- ⦿ Affirmative Sentences : Boys were playing.
- ⦿ Negative Sentences : Boys were not playing.
- ⦿ Interrogative Sentences : Were boys playing ?
- ⦿ Negative Interrogative Sentences : Were boys not playing ?

- ⦿ Affirmative Sentences : Sheila had played.
- ⦿ Negative Sentences : Sheila had not played.
- ⦿ Interrogative Sentences : Had Sheila played?
- ⦿ Negative Interrogative Sentences : Had Sheila not played ?

## PAST PERFECT CONTINUOUS TENSE

- ◉ Subject + had + been + V1 + Object.
- ◉ The past perfect continuous tense is used for an action that began before a certain point in the past and continued up to that point.



- ⊙ Affirmative Sentences : Ria had been playing.
- ⊙ Negative Sentences : Ria had not been playing.
- ⊙ Interrogative Sentences : Had Ria been playing?
- ⊙ Negative Interrogative Sentences : Had Ria not been playing ?

## FUTURE CONTINUOUS TENSE

- ⦿ Subject + will/shall + be + V<sub>1</sub> + ing + Object
- ⦿ The future continuous tense is used to express an action which will be in progress at a particular time in the future.

- ⦿ Affirmative Sentences : She will have played.
- ⦿ Negative Sentences : She will not have played.
- ⦿ Interrogative Sentences : Will she have played?
- ⦿ Negative Interrogative Sentences : Will she not have played?

## FUTURE PERFECT CONTINUOUS TENSE

- ⦿ Subject + shall/will + have been + V<sub>1</sub> + ing + Object.
- ⦿ The future perfect tense is used when an action is to continue up to a certain point of time in the future.

- ◉ Affirmative Sentences : Raj will have been playing.
- ◉ Negative Sentences : Raj will not have been playing.
- ◉ Interrogative Sentences : Will Raj have been playing ?
- ◉ Negative Interrogative Sentences : Will Raj not have been playing ?



# Voices

## Verbs and Voice

- Voice is the form a verb takes to indicate whether the subject of the verb performs or receives the action.
- There are two types of voice: **active voice** and **passive voice**.

## Active Voice

- Active Voice – indicates that the subject of the verb is acting
- Because the subject does or "acts upon" the verb in such sentences, the sentences are said to be in the *active voice*.

## Passive Voice

- In a **passive voice sentence**, the subject and object flip-flop. The subject becomes the passive recipient of the action.
- Because the subject is being "acted upon" (or is *passive*), such sentences are said to be in the **passive voice**.

## Passive Voice

- These examples show the **subject** being acted upon by the verb.
- The boy was jumped on by the dog.
  - *Boy (subject) was being jumped on (verb)*
- A book report will be given by Kristy to the class.
  - *Report (subject) will be given (verb).*
- My paper was eaten by the computer.
  - *Paper (subject) was being eaten (verb).*

## Reasons to Use the Active Voice

- Most writers prefer to use active voice because it is more direct.
- **Compare**
  - **Active:** The waiter dropped the tray of food.
  - **Passive:** The tray of food was dropped by the waiter.



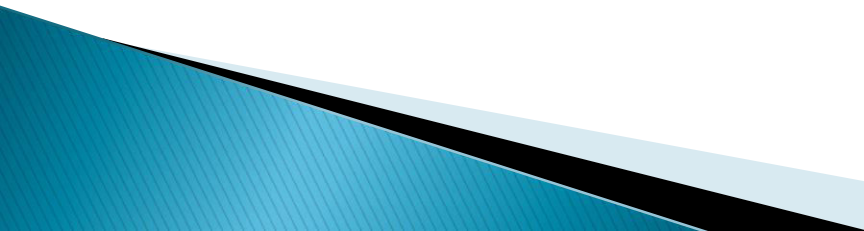
## Reasons to Use the Active Voice

- The active voice is less awkward and clearly states relationship between subject and action.
- **Compare**
  - **Passive:** Your request for funding has been denied by the review committee.
  - **Active:** The review committee denied your request for funding.
- The active voice sentence pattern propels the reader forward through your writing thus avoiding weak prose.

## When to Use Passive Voice

- In general, the passive voice is less direct, less forceful, and less concise than the active voice.
- Use the passive voice in the following situations:
  - Use passive voice when you do not know or do not want to reveal the performer of an action.
  - Use passive voice when you want to emphasize the receiver of an action.

# Rules of Conversion from Active to Passive Voice:

- ▶ 1. Identify the subject, the verb and the object: S+V+O ,
  - ▶ 2. Change the object into subject,
  - ▶ 3. Put the suitable helping verb or auxiliary verb,
  - ▶ 4. Change the verb into past participle of the verb,
  - ▶ 5. Add the preposition “by”
  - ▶ 6. Change the subject into object
- 

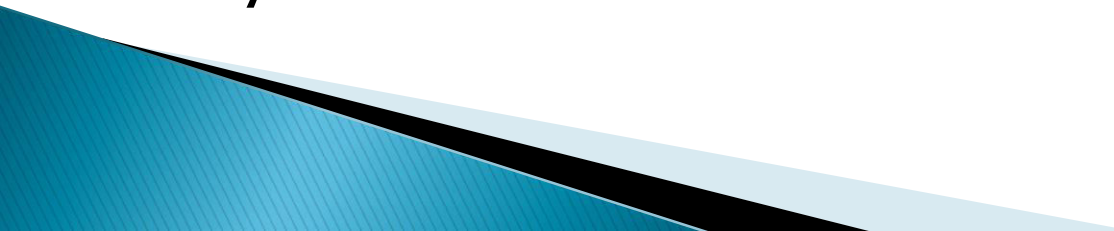
# Changes of Pronouns

| Active Voice | Passive Voice |
|--------------|---------------|
| I            | Me            |
| We           | Us            |
| You          | You           |
| He           | Him           |
| She          | Her           |
| It           | It            |
| They         | Them          |

# Present Simple

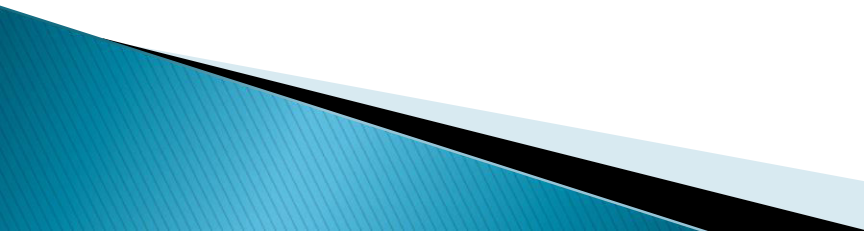
| Active Voice                            | Passive Voice<br>(Auxiliary Verb –<br>is/am/are) |
|---|--|
| Subject + V1+s/es+<br>object            | Object+ is/am/are+<br>V3+ by + subject           |
| Subject + Do/does+<br>not + V1 + Object | Object + is/am/are+<br>not + V3+ by Subject      |
| Does+ Subject+<br>V1+Object+?           | Is/am/are + Object+<br>V3+ by subject +?         |



- ▶ **Active:** He reads a novel. / **Passive:** A novel is read.
  - ▶ **Active:** He does not cook food. / **Passive:** Food is not cooked by him.
  - ▶ **Active:** Does he purchase books? / **Passive:** Are books purchased by him?
  - ▶ **Active:** They grow plants. / **Passive:** Plants are grown by them.
  - ▶ **Active:** She teaches me. / **Passive:** I am taught by her.
- 

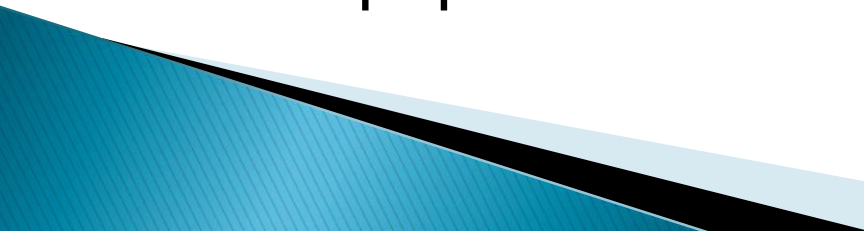
# Present Continuous

| Active Voice                                 | Passive Voice (Auxiliary Verb- is/am/are + being) |
|--|---|
| Subject + is/am/are+<br>v1+ ing + object     | Object+ is/am/are+<br>being+ V3+ by + subject     |
| Subject + is/am/are+<br>not+ v1+ ing+ object | Object + is/am/are+ not<br>+ being+V3+ by Subject |
| Is/am/are+<br>subject+v1+ing +<br>object+?   | Is/am/are + Object+<br>V3+ by subject +?          |

- ▶ **Active:** Esha is singing a song. / **Passive:** A song is being sung by Esha.
  - ▶ **Active:** Kritika is not chopping vegetables. / **Passive:** Vegetables are not being chopped by Kritika.
  - ▶ **Active:** Is Ritika buying a table? / **Passive:** Is a table being bought by Ritika?
  - ▶ **Active:** They are serving poor people. / **Passive:** Poor people are being served by them.
  - ▶ **Active:** She is disturbing Dinesh. / **Passive:** Dinesh is being disturbed by her.
- 

# Present perfect

| Active Voice                           | Passive Voice (Auxiliary Verb- has/have +been)  |
|--|---|
| Subject + has/have+ v3+<br>object      | Object+ has/have+<br>been+ V3+ by + subject     |
| Subject + has/have+<br>not+ v3+ object | Object + has/have+ not<br>+ been+V3+ by Subject |
| Has/have+ subject+ v3 +<br>object+?    | Has/Have + Object+<br>been+V3+ by subject +?    |

- ▶ **Active:** Nitesh has challenged her. / **Passive:** She has been challenged by Nitesh.
  - ▶ **Active:** Radhika has not written an article. / **Passive:** An article has not been written by Radhika.
  - ▶ **Active:** Have they left the apartment? / **Passive:** Has apartment been left by them?
  - ▶ **Active:** She has created this masterpiece. / **Passive:** This masterpiece has been created by her.
  - ▶ **Active:** I have read the newspaper. / **Passive:** The newspaper has been read by me.
- 



# Past simple

| Active Voice                    | Passive Voice<br>(Auxiliary Verb-<br>was/were) |
|---------------------------------|--|
| Subject + V2+ object            | Object+ was/were<br>V3+ by + subject           |
| Subject +did+<br>not+v1+ object | Object + was/were+<br>not +V3+ by Subject      |
| Did+ subject+V1+<br>object+?    | Was/were + Object+<br>V3+ by subject +?        |

- ▶ **Active:** Reema cleaned the floor. / **Passive:** The floor was cleaned by Reema.
- ▶ **Active:** Aisha bought a bicycle. / **Passive:** A bicycle was bought by Aisha.
- ▶ **Active:** Naman called my friends. / **Passive:** My friends were called by Naman.
- ▶ **Active:** I saved him. / **Passive:** He was saved by me.
- ▶ **Active:** Miraya paid the bills. / **Passive:** The bills were paid by Miraya.

# Past Continuous

| Active Voice                           | Passive Voice (Auxiliary Verb- was/were + being) |
|--|--|
| Subject + was/were + v1+ing+ object.   | Object+ was/were +being+V3+ by + subject         |
| Subject +was/were+ not+v1+ing + object | Object + was/were+ not +being+V3+ by Subject     |
| Was/were+ Subject + V1+ing + object+?  | Was/were + Object+ being+v3+ by+ subject+?       |

- ▶ **Active:** Nitika was painting the wall. / **Passive:** The wall was being painted by Nitika.
- ▶ **Active:** Manish was repairing the car. / **Passive:** The car was being repaired by Manish.
- ▶ **Active:** Were you reciting the poem? / **Passive:** Was the poem being recited?
- ▶ **Active:** She was baking the cake. / **Passive:** The cake was being baked by her.
- ▶ **Active:** She was watching me. / **Passive:** I was being watched by her.

# Past perfect

| Active Voice                    | Passive Voice (Auxiliary Verb- had +been) |
|---------------------------------|---|
| Subject + had + v3+<br>object.  | Object+ had+been +V3+<br>by + subject     |
| Subject +had+ not+v3+<br>object | Object + had+ not<br>+been+V3+ by Subject |
| Had+ Subject + V3+<br>object+?  | Had + Object+ been+v3+<br>by+ subject+?   |

- ▶ **Active:** Misha had cleaned the floor. /  
**Passive:** The floor had been cleaned by Misha.
- ▶ **Active:** Vidhi had not received the parcel. /  
**Passive:** The parcel had not been received by Vidhi.
- ▶ **Active:** Vishal had solved the doubt. /  
**Passive:** The doubt had been solved.
- ▶ **Active:** Had they caught the thief? /  
**Passive:** Had the thief been caught by them?
- ▶ **Active:** I had paid fifty thousand. /  
**Passive:** Fifty thousand had been paid by me.



# Future simple

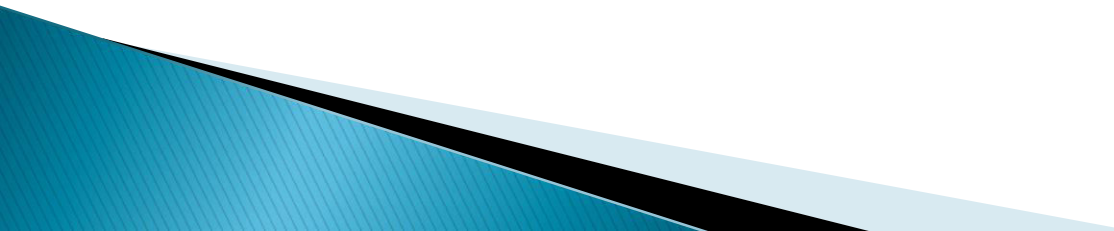
| Active Voice                      | Passive Voice<br>(Auxiliary Verb-<br>will+ be) |
|-----------------------------------|--|
| Subject + will+ v1+<br>object.    | Object+ will+ be<br>+V3+ by + subject          |
| Subject +will + not+<br>V1+object | Object + will+ not<br>+be+V3+ by Subject       |
| Will+ Subject + V1+<br>object+?   | Will + Object+ be<br>+v3+ by+ subject+?        |

- ▶ **Active:** Kriya will sew the bag. / **Passive:** The bag will be sewed by Kriya.
- ▶ **Active:** Disha will not arrange the things. / **Passive:** The things will not be arranged by Disha.
- ▶ **Active:** Will you mop the floor? / **Passive:** Will the floor be mopped by you?
- ▶ **Active:** They will post the letter. / **Passive:** The letter will be posted.
- ▶ **Active:** Reena will save money. / **Passive:** Money will be saved by Reena.

# Future Perfect

| Active Voice                          | Passive Voice                              |
|---------------------------------------|--|
| Subject + will+ have +v3+ object.     | Object+ will+ have+ been +V3+ by + subject |
| Subject + will+ have +not+v3+ object. | Object + will+ have +not+been+v3+ subject  |
| Will+ Subject+have+v3+ object+?       | Will + object+have+been+v3 +by +subject+?  |

- ▶ **Active:** They will have brought the toy. / **Passive:** The toy will have been brought by them.
- ▶ **Active:** Nimesh will not have changed the table cover. / **Passive:** The table cover will not have been changed by Nimesh.
- ▶ **Active:** Will she have written the notes? / **Passive:** Will the notes have been written by her?
- ▶ **Active:** They will have won the match. / **Passive:** The match will have been won by them.
- ▶ **Active:** Vijay will have washed a shirt. / **Passive:** A shirt will have been washed by Vijay.

- ▶ There is no Passive Voice formation for these tenses–
  - ▶ 1.) Present Perfect Continuous Tense
  - ▶ 2.) Past Perfect Continuous Tense
  - ▶ 3.) Future Perfect Continuous Tense
  - ▶ 4.) Future Continuous Tense
- 

# Changing an imperative sentence in the active voice to passive

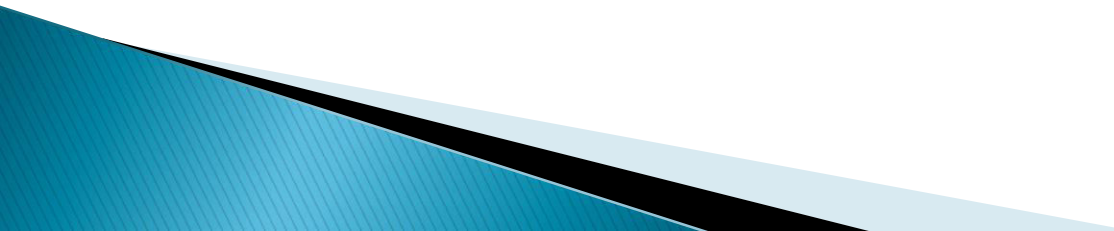
- ▶ An imperative sentence in the passive voice has the following form: **Let + object + be + past participle.**

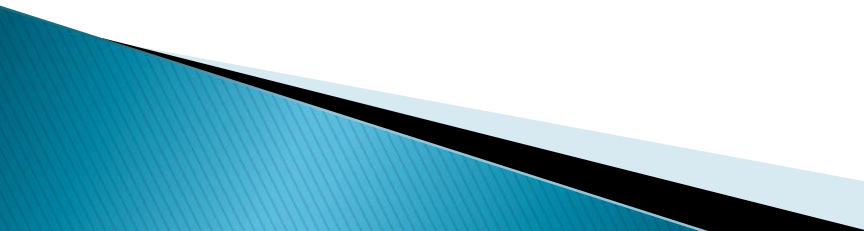
| Active          | Passive                 |
|-----------------|-------------------------|
| Carry it home.  | Let it be carried home. |
| Do it at once.  | Let it be done at once. |
| Open the door.  | Let the door be opened. |
| Throw the ball. | Let the ball be thrown. |

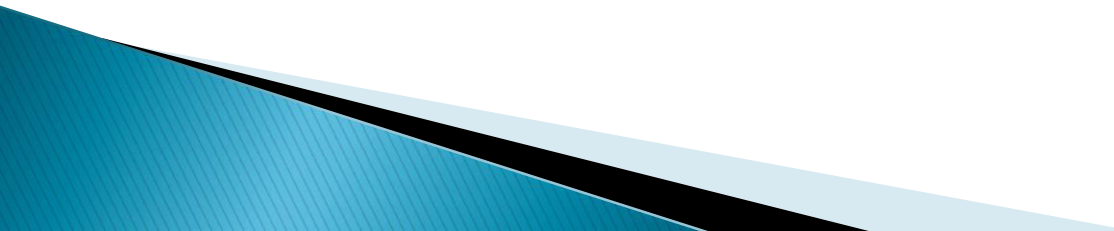


When the active voice is in the negative, the passive voice takes the form:

**Let + object + not + be + past participle.**

- ▶ Active: Do not beat the dog.
  - ▶ Passive: Let the dog not be beaten.
  - ▶ Note that **do** is not used in the passive form.
- 

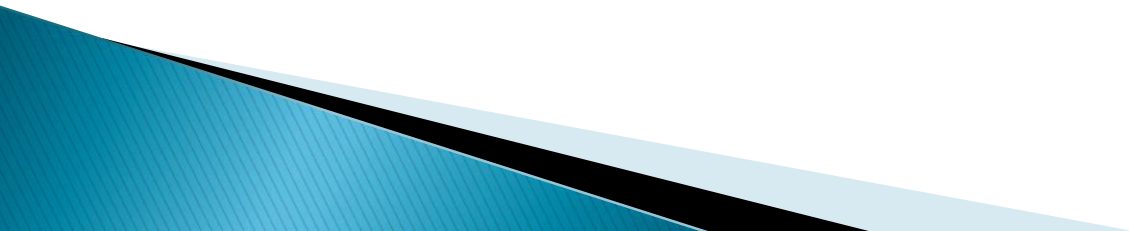
- ▶ We can begin the passive sentence with **you** if we want to put emphasis on the person addressed to.
  - ▶ Compare:
    - ▶ Active: Help me. – Passive: Let me be helped. / Passive: You are requested to help me.
    - ▶ Active: Learn the poem. – Passive: Let the poem be learned. / Passive: You are asked to learn the poem.
    - ▶ Active: Don't touch it. – Passive: Let it not be touched. / Passive: You are warned not to touch it.
- 

- ▶ Note that the passive form has to begin with **you** when the object of the active verb is not mentioned.
  - ▶ Active: Work hard.
  - ▶ Here the active verb does not have an object. Therefore the passive form should begin with **you**.
  - ▶ Passive: You are advised to work hard.
  - ▶ Active: Get out.      – Passive: You are ordered to get out.
- 

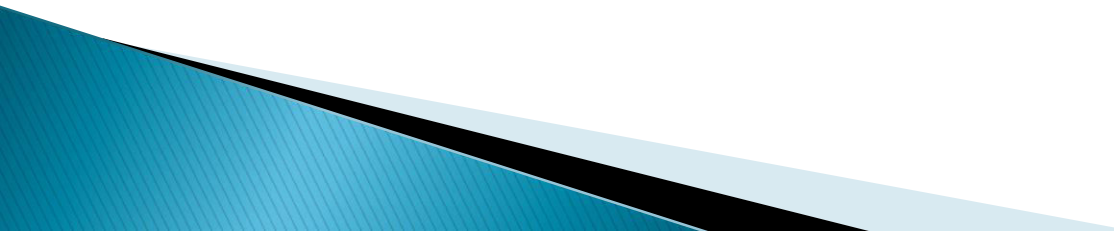
Thank You



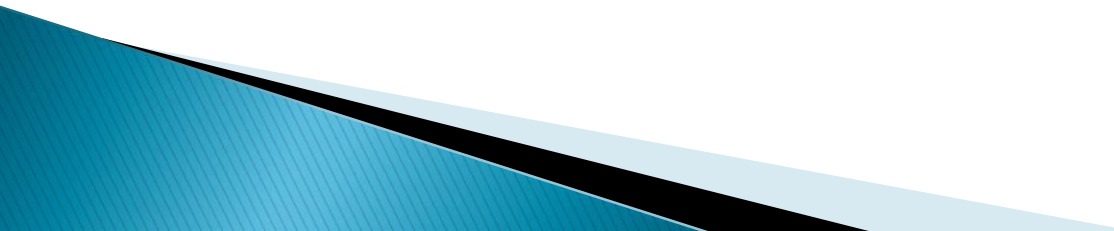
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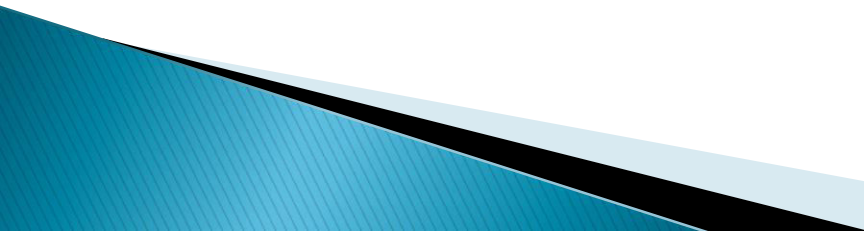


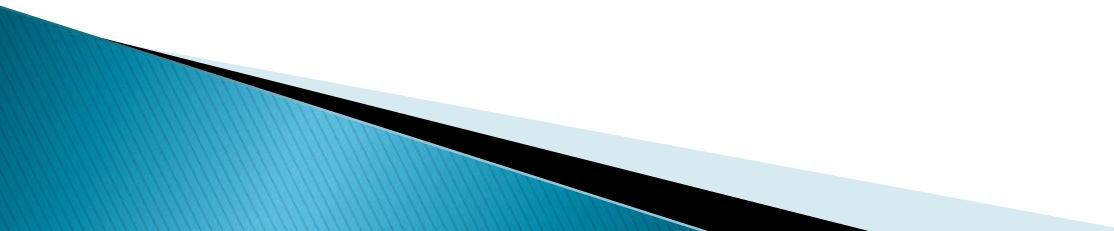
# Use of Conditionals

- ▶ We use conditionals to talk about imaginary situations in the past, present and future.
  - ▶ We use conditionals for situations that might happen in the future, or situations that might never happen.
  - ▶ We use conditionals for actions in the past that cannot be changed.
- 



- ▶ There are four types of conditional sentences.
  - ▶ It's important to use the correct structure for each of these different conditional sentences because they express varying meanings.
  - ▶ Pay attention to verb tense when using different conditional modes.
  - ▶ Use a comma after the if–clause when the if–clause precedes the main clause.
- 

- ▶ Conditional sentences are statements discussing known factors or hypothetical situations and their consequences. Complete conditional sentences contain a conditional clause (often referred to as the if-clause) and the consequence. Consider the following sentences:
  - ▶ If a certain condition is true, then a particular result happens.
  - ▶ I would travel around the world if I won the lottery.
  - ▶ When water reaches 100 degrees, it boils.
- 

- ▶ There are four different types of conditional sentences in English. Each expresses a different degree of probability that a situation will occur or would have occurred under certain circumstances.
  - ▶ Zero Conditional Sentences
  - ▶ First Conditional Sentences
  - ▶ Second Conditional Sentences
  - ▶ Third Conditional Sentences
- 

## ▶ How to Use Zero Conditional Sentences

- ▶ Zero conditional sentences express general truths—situations in which one thing *always* causes another. When you use a zero conditional, you're talking about a general truth rather than a specific instance of something. Consider the following examples:
- ▶ If you don't brush your teeth, you get cavities.
- ▶ When people smoke cigarettes, their health suffers.
- ▶ There are a couple of things to take note of in the above sentences in which the zero conditional is used. First, when using the zero conditional, the correct tense to use in both clauses is the simple present tense. A common mistake is to use the simple future tense.
- ▶ (Incorrect) When people smoke cigarettes, their health will suffer.
- ▶ Secondly, notice that the words *if* and *when* can be used interchangeably in these zero conditional sentences. This is because the outcome will always be the same, so it doesn't matter "if" or "when" it happens.

## ▶ How to Use First Conditional Sentences

- ▶ First conditional sentences are used to express situations in which the outcome is likely (but not guaranteed) to happen in the future. Look at the examples below:
- ▶ If you rest, you will feel better.
- ▶ If you set your mind to a goal, you'll eventually achieve it.
- ▶ Note that we use the simple present tense in the if-clause and simple future tense in the main clause—that is, the clause that expresses the likely outcome. This is how we indicate that under a certain condition (as expressed in the if-clause), a specific result *will* likely happen in the future. Examine some of the common mistakes people make using the first conditional structure:
- ▶ (Incorrect) If you will rest, you will feel better.
- ▶ (Correct) If you rest, you will feel better.
- ▶ **Explanation:** Use the simple present tense in the if-clause.
- ▶ (Incorrect) If you set your mind to a goal, you eventually achieve it.
- ▶ (Correct) If you set your mind to a goal, you'll eventually achieve it.
- ▶ **Explanation:** Use the zero conditional (i.e., simple present + simple present) only when a certain result is guaranteed. If the result is likely, use the first conditional (i.e., simple present + simple future).

## ▶ How to Use Second Conditional Sentences

- ▶ Second conditional sentences are useful for expressing outcomes that are completely unrealistic or will *not* likely happen in the future. Consider the examples below:
- ▶ If I inherited a billion dollars, I would travel to the moon.
- ▶ If I owned a zoo, I might let people interact with the animals more.
- ▶ Notice the correct way to structure second conditional sentences is to use the simple past tense in the if-clause and an auxiliary modal verb (e.g., could, should, would, might) in the main clause (the one that expresses the unrealistic or unlikely outcome). The following sentences illustrate a couple of the common mistakes people make when using the second conditional:
- ▶ (Incorrect) If I inherit a billion dollars, I would travel to the moon.
- ▶ (Correct) If I inherited a billion dollars, I would travel to the moon.
- ▶ **Explanation:** When applying the second conditional, use the simple past tense in the if-clause.
- ▶ (Incorrect) If I owned a zoo, I will let people interact with the animals more.
- ▶ (Correct) If I owned a zoo, I might let people interact with the animals more.
- ▶ **Explanation:** Use a modal auxiliary verb in the main clause when using the second conditional mood to express the unlikelihood that the result will actually happen.



## ▶ How to Use Third Conditional Sentences

- ▶ Third conditional sentences are used to explain that present circumstances would be different if something different had happened in the past. Look at the following examples:
- ▶ If you had told me you needed a ride, I would have left earlier.
- ▶ If I had cleaned the house, I could have gone to the movies.
- ▶ These sentences express a condition that was likely enough, but did not actually happen in the past. The speaker in the first sentence was capable of leaving early, but did not. Along these same lines, the speaker in the second sentence was capable of cleaning the house, but did not. These are all conditions that were likely, but regrettably did not happen.
- ▶ Note that when using the third conditional, we use the **past perfect** (i.e., had + past participle) in the if-clause. The modal auxiliary (would, could, should, etc.) + have + past participle in the main clause expresses the theoretical situation that *could* have happened.
- ▶ Consider these common mistakes when applying the third conditional:
- ▶ (Incorrect) If you would have told me you needed a ride, I would have left earlier.
- ▶ (Correct) If you had told me you needed a ride, I would have left earlier.
- ▶ **Explanation:** With third conditional sentences, do not use a modal auxiliary verb in the if-clause.
- ▶ (Incorrect) If I had cleaned the house, I could go to the movies.
- ▶ (Correct) If I had cleaned the house, I could have gone to the movies.
- ▶ **Explanation:** The third conditional mood expresses a situation that could have only happened in the past if a certain condition had been met. That's why we use the modal auxiliary verb + have + the past participle.

- ▶ **Exceptions and Special Cases When Using Conditional Sentences**
- ▶ As with most topics in the English language, conditional sentences often present special cases in which unique rules must be applied.
- ▶ **Use of the Simple Future in the If-Clause**
- ▶ Generally speaking, the simple future should be used only in the main clause. One exception is when the action in the if-clause will take place *after* the action in the main clause. For example, consider the following sentence:
  - ▶ If aspirin will ease my headache, I will take a couple tonight.
  - ▶ The action in the if-clause is the aspirin easing the headache, which will take place only after the speaker takes them later that night.
- ▶ **“Were to” in the If-Clause**
- ▶ The verb phrase *were to* is sometimes used in conditional sentences when the likely or unlikely result is particularly awful or unthinkable. In this case, *were to* is used to place emphasis on this potential outcome. Consider these sentences:
  - ▶ If I were to be sick, I would miss another day of work.
  - ▶ If she were to be late again, she would have to have a conference with the manager.
  - ▶ If the rent were to have been a penny more, they would not have been able to pay it.
  - ▶ Note that the emphatic “were to” can be used to describe hypothetical scenarios in the present, future, and past.

# Comparative Adjectives (Affirmative and Negative)



**COMPARATIVE ADJECTIVES**

# What are Comparative Adjectives?

Comparative adjectives are words used to compare the difference between 2 things.

Example

smaller

bigger

# Making Comparative Words

To make a comparative word you must change the adjective to the comparative form.

Example

small



smaller

# 1

With regular one syllable adjectives, we add **-er** to make the comparative form.

Example

fast



faster



## 2

With regular one and two syllable adjectives that end in **y**, we remove the **y** and add **-ier** to make the comparative form.

Example

happy



happier

# 3

With adjectives that end with a single vowel followed by a single consonant, the consonant is doubled and **-er** is added.

Example

big



bigger

4

With two syllable adjectives that don't end in **-y**, and all three syllable adjectives we add **more** before the adjective.

Example

beautiful



**more** beautiful

# Irregular Adjectives

Irregular adjectives don't follow these rules. So, you must memorize them.

good



better

bad



worse

far



further

well



better

much



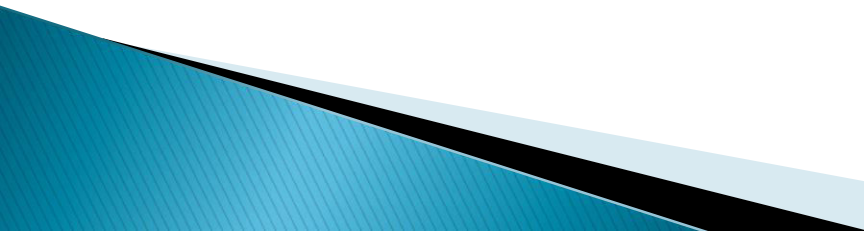
more

many

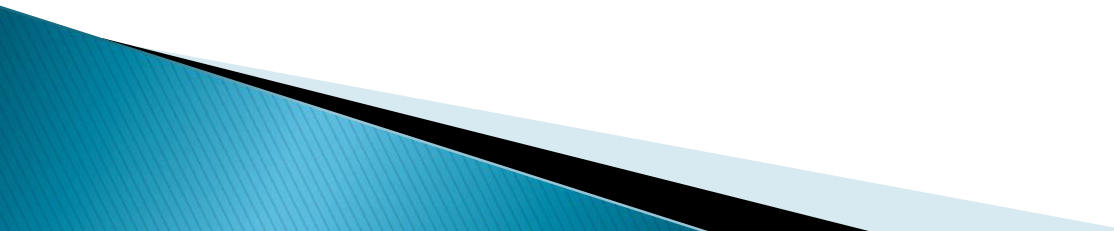


more

# Affirmative Adjectives

- ▶ Affirmative adjectives describe people, places, and things positively. Using these noun modifiers, you can express emotions such as satisfaction, love, amusement, hope, and more. Here are a few examples of sentences that use good emotional words.
  - ▶ Steve is *happy* today.
  - ▶ Her *wise* words fired up the crowd.
  - ▶ Suzy's always *cooperative* with her classmates.
- 

# Negative Adjectives

- ▶ Not all noun modifiers have a happy connotation. Some make listeners and readers think about sad, bad, or unhappy situations. There are just as many good describing words as there are bad. Let's look at our examples again and change the sentences' meaning.
  - ▶ Steve is *bossy* today.
  - ▶ Her *cruel* words fired up the crowd.
  - ▶ Suzy's always *aggressive* with her classmates.
- 



# Affirmative and Negative

Here is a list of sentences making comparisons between two things:

- ▶ (Affirmative) My house is **bigger** than yours.
- ▶ (Negative) Your house is **not bigger** than mine.
- ▶ (Affirmative) Your grade is **worse** than mine.
- ▶ (Negative) My grade is **not worse** than yours.
- ▶ (Affirmative) The Pacific Ocean is **deeper** than the Arctic Ocean.
- ▶ (Negative) The Arctic Ocean is **not deeper** than the Pacific Ocean.
- ▶ (Affirmative) You are **more polite** than Joey.
- ▶ (Negative) Joey is **less polite** than you.

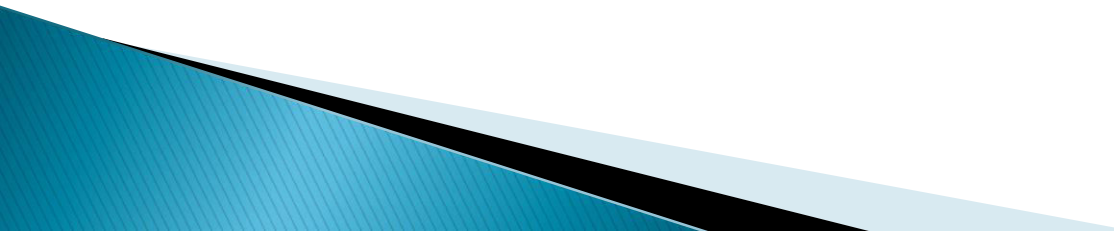
- ▶ (Affirmative) My brother is **taller** than I am, but he is **older** too.
- ▶ (Negative) I am **not taller** than my brother, but he is **not younger** too.
- ▶ (Affirmative) A rose is **more beautiful** than a daisy.
- ▶ (Negative) A daisy is **less beautiful** than a rose.
- ▶ (Affirmative) The Earth is **larger** than the moon.
- ▶ (Negative) The Moon is **not larger** than the Earth.
- ▶ (Affirmative) Learning Japanese is **more difficult** than learning Italian.
- ▶ (Negative) Learning Italian is **less difficult** than learning Japanese.
- ▶ (Affirmative) It's **farther** from New York to Austin than it is from New York to Nashville.
- ▶ (Negative) It's **not farther** from New York to Nashville than it is from New York to Austin.

Thank You



# Lecture 4

# Expanding Nominal Compounds

- ▶ Words with multiple meanings
  - ▶ Noun in noun **compounds** can also serve this junction though they usually describe categories rather than characteristics. Example – Dinner plate, tooth brush, book shelf, hair – clip, rain coat etc. In American English **nominal compounds** are not hyphenated.
- 

# Forming Compound Nouns

- **Noun + Noun = Chair + person = Chairperson**
  - **Noun + Verb = Tooth + paste = Toothpaste**
  - **Adjective + Noun = Dark + room = Darkroom**
  - **Gerund + Noun = Drawing + Hall = Drawing Hall**
  - **Gerund + Verb = Swimming + pool = Swimming pool**
- etc.**



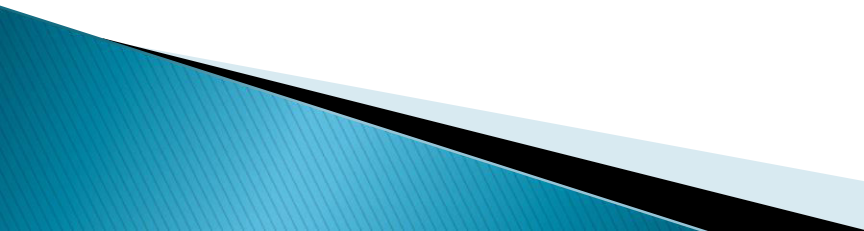
# Suggestions

- Make the last word as the first word and then expand it.
- Use prepositions for expanding.
- Options:
- If the last word is singular, start with 'a/an'.
- If the last word is plural, start with 'the'.

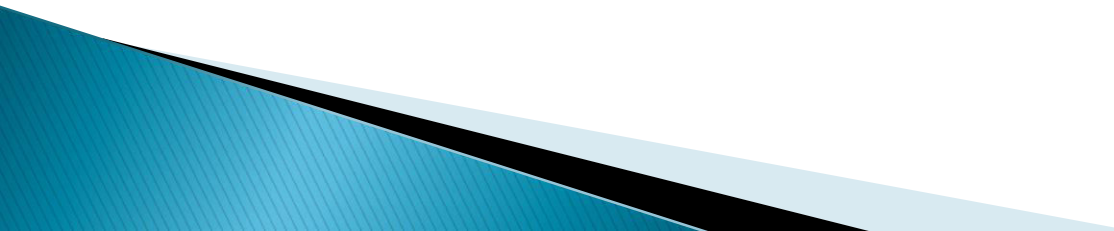
## Examples – Continues...

6. Heat Transfer – Transfer of heat
7. Cooling Tower – Tower for the purpose of Cooling
8. Battery Car – A Car that runs on battery
9. Battery Valve – Valve of a battery
10. Coal gas – Gas obtained from coal

# Expansion of Compound Words

- ▶ Aircraft engine – engine of the aircraft
  - ▶ Brass terminal – terminal made of brass
  - ▶ Computer memory – memory capacity of the computer
  - ▶ Diesel engine – engine using diesel
  - ▶ Input file – file which gives input
  - ▶ Steel bar – bar made of steel
  - ▶ Truck driver – one who drives truck
- 

# British and American Vocabulary

- ▶ The language may be similar, but there are some differences between *British and American English* in both the written and spoken forms.
  - ▶ The most noticeable difference between **American** and **British English** is vocabulary.
  - ▶ There are hundreds of everyday words that are **different**.
- 

| S.<br>No. | British<br>English | American<br>English |
|-----------|--------------------|---------------------|
| 1.        | flat               | apartment           |
| 2.        | appetizer          | starter             |
| 3.        | fringe             | bangs               |
| 4.        | hairslide          | barrette            |
| 5.        | grill              | broil               |
| 6.        | grill              | broiler             |
| 7.        | sweet(s)           | candy               |
| 8.        | mobile phone       | cell phone          |
| 9.        | crisps             | chips               |
| 10.       | snakes and ladders | chutes and ladders  |

|     |                               |                   |
|-----|-------------------------------|-------------------|
| 11. | wardrobe                      | closet            |
| 12. | biscuit                       | cookie, cracker   |
| 13. | candyfloss                    | cotton candy      |
| 14. | anticlockwise                 | counter clockwise |
| 15. | cot                           | crib              |
| 16. | nappy                         | diaper            |
| 17. | chemist                       | drugstore         |
| 18. | aubergine                     | eggplant          |
| 19. | junior school, primary school | elementary school |
| 20. | lift                          | elevator          |



Thank You



# Lecture 5

# Articles

**oxford practice grammar**

articles (1): **a**, **an**, or **the**

#49

# Types of Articles

• Definite Article → A, An

• Indefinite Article → The

By  
UJJAINI DATTA

# Indefinite Article (A)

Check the first letter of the word following the article

- Use **a** when the next word starts with a consonant.

Example :

- a **g**irl
- a **b**us
- a **f**rock
- a **t**able

# Indefinite Article (A)

- before words starting in **u** and **eu** when they sound like **you**.

Example:

- a **u**niversity
- a **Eu**ropean
- a **u**nit



# Indefinite Article (An)

- Use **an** when the next word starts with a vowel (**a,e,i,o,u**).

Example:

- an **e**lephant
- an **a**pple
- an **e**gg
- an **o**range

# Indefinite Article (An)

- Use **an** when the next word starts with a mute **h**.

Example:

- an **h**our
- an **h**onor

# Indefinite Article

- use indefinite article to refer to something for the first time

Example:

- Would you like a drink?
- I've finally got a job.

# Indefinite Article

- Use indefinite articles to name the members of a group

## Example:

- Rahul is a doctor.
- She wants to be a dancer.
- She aspires to become an engineer.

# Definite Article (The)

- Use to indicate a noun that is definite or has been previously specified in the context

Example:

- Please close the door.
- I like the books you gifted me.

# Definite Article (The)

- Use to indicate a noun that a noun that is unique

Example:

- Praise the Lord !
- The Taj Mahal is a World Heritage Site.



# More Examples

**first, let's compare**

**a** and **an**

we also use **a** before **U**  
when it sounds like the  
word 'you' and before **eu**

sounds like 'you'

starts with = **eu**

**a** **EU**ropean city

**an** apple

**an** interesting film

we also use **an** before  
words that begin with a  
silent **h**

silent 'h' = hour

**an** hour



hard 'h' = house

**a** house

next, let's compare

**a/an** and **the**

**a** CD player

we usually use **the** when  
we talk about the person or  
thing again

**the** CD player = the  
one that Mary bought

however, there are some  
special uses of  
**a/an** and **the**



we use **a/an** with prices,  
frequency and speeds

prices

It costs £2 **a** litre

# frequency

I drink about three cups of

coffee **a** day

**speeds**

You're driving at ninety

miles **an** hour

we use **a/an** before  
hundred, thousand, and  
million

**a** hundred people

**a** thousand days



we use **a/an** for talking  
about jobs

we use **the** when there is  
only one of something

May I turn on **the** TV?

Where's Mary?

She's in **the** kitchen.

we use **the** with musical  
instruments

I play **the** guitar.

Jane plays **the** violin.



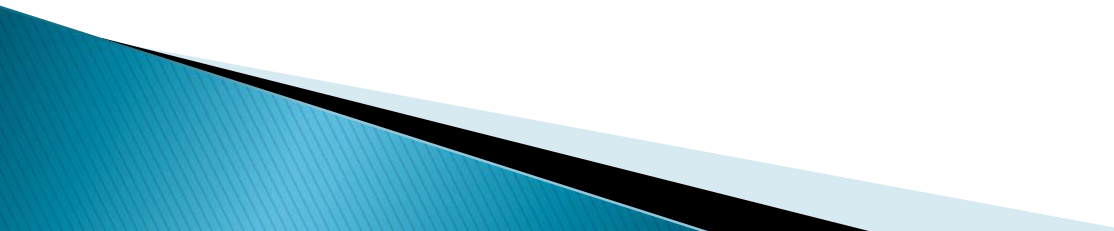
# No Article

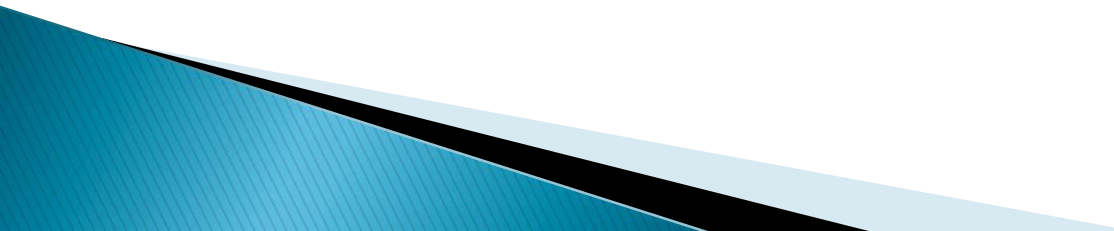
- ▶ Keep in mind that if the noun is singular, countable, and nonspecific or generic (e.g., book, author), the articles *a* and *an* may be used. However, if the noun is countable and plural (e.g., research studies) or uncountable (e.g., information) and it is being used in a nonspecific or generic way, no article is used.

# Here are some more specifics:

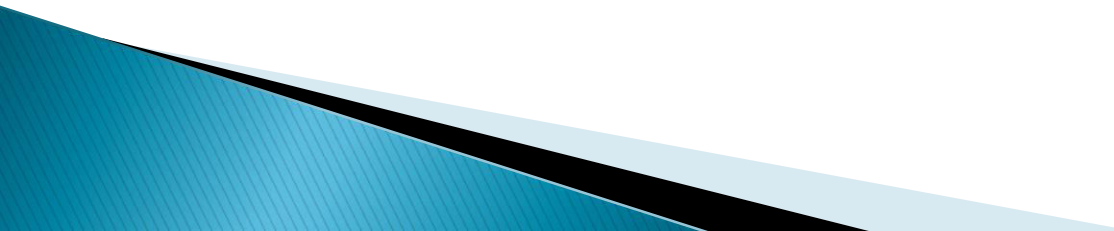
- ▶ No article is used when a plural countable noun is generic or nonspecific.
  - I bought new *pens* and *pencils* at the store. (general, not specific ones)
  - *Cats* have big eyes that can see in the dark. (cats in general, all of them)
  - *Babies* cry a lot. (babies in general, all of them)
- ▶ No article is used when a noncount noun is generic or nonspecific.
- ▶ I bought *milk* and *rice* at the store. (generic reference)
- ▶ We were assigned *homework* in this class. (generic reference)
- ▶ There has been previous *research* on the topic. (generic reference)

# Use of Prepositions

- ▶ **Prepositions** are words that are used to link a noun or phrase to another part of the sentence. The most common ways to **use prepositions** include using them to indicate time, the direction or location of an object, or to introduce something – and an individual **preposition** can be used in more ways than one.
- 

- ▶ I prefer to read *in* the library.
  - ▶ He climbed *up* the ladder to get *onto* the roof.
  - ▶ Please sign your name *on* the dotted line *after* you read the contract.
  - ▶ Go *down* the stairs and *through* the door.
  - ▶ He swam *across* the pool.
  - ▶ Take your brother *with* you.
- 

The following rules will help you understand and use prepositions correctly.

- ▶ A preposition must have an object
  - ▶ Pre-position means place before
  - ▶ A pronoun following a preposition should be in object form
  - ▶ Preposition forms
  - ▶ To preposition and to infinitive are not the same
  - ▶ The golden preposition rule
- 

# How to use a preposition

- ▶ Let's take a look at some examples and how they can be used!
- ▶ *“He put the tiles on the wrong wall.”*
- ▶ *“She is going to college in September.”*
- ▶ *“I'll meet you at 5.30.”*
- ▶ Prepositions are always used to indicate the relationship of a noun or phrase to something else. When using a preposition, you must always have the subject and verb before it, and follow it with a noun. You should never follow it with a verb! Let's have a closer look at some examples.



# Prepositions of position

- ▶ You can use prepositions to show where an object is positioned, in relation to something else, such as whether it is placed on the surface of something, inside something, or in another position.
- ▶ Some common prepositions of position are:
- ▶ On: *“She placed the lid on the cooker.”*
- ▶ Above: *“The plane flew over the houses.”*
- ▶ In front of: *“The books should go in front of the other items.”*

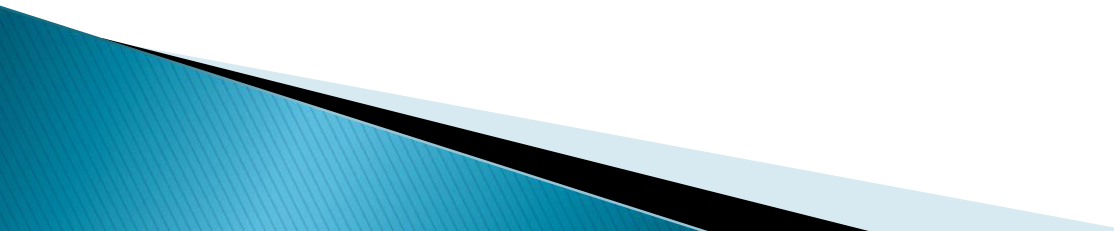
# Prepositions of time

- ▶ Different prepositions can be used to indicate time in specific ways:
- ▶ At: this can be used to indicate a specific time, for example:
  - ▶ *“We are arriving at 22.50.”*
- ▶ In: this is used to express events taking place during lengthy periods of time, such as a month or year, for example:
  - ▶ *“They first moved to the country in 1978.”*
  - ▶ *“We are going on holiday in March.”*
- ▶ On: Like “in” this is used for specific points in time – in this case, you use this preposition to indicate particular dates or days. For example:
  - ▶ *“He’s moving in on Saturday.”*
  - ▶ *“I will need it back on the 17<sup>th</sup>.”*

# Phrasal Verbs

- ▶ **Phrasal verbs** are phrases that indicate actions. They are generally used in spoken English and informal texts. Examples of such **verbs** include: turn down, come across and run into.
- ▶ Phrasal verbs consist of a verb plus a particle (**preposition**, **adverb**). The particle can change the meaning of the verb completely, e.g.
- ▶ look up – consult a reference book (look a word up in a dictionary)
- ▶ look for – seek (look for her ring)
- ▶ look forward – anticipate with pleasure (look forward to meeting someone)

# Position of the Particle

- ▶ The particle is placed either after the verb or after the object.
  - ▶ *Example:* Write *down* the word. / Write the word *down*.
  - ▶ If the object is a pronoun, however, the particle has to be placed after the pronoun (object).
  - ▶ *Example:* Write it *down*.
- 

| Phrasal Verb | Meaning  | Example  |
|--------------|--|--|
| Act on       | To take action because of something like information received. | The police were <b>ACTING ON</b> a tip from an informer and caught the gang red-handed.  |
| Aim at       | To target.   | The magazine is <b>AIMED AT</b> teenagers.   |
| Allow for    | Include something in a plan or calculation.                    | You should <b>ALLOW FOR</b> delays when planning a journey.  |
| Back up      | Make a copy of computer data.                                  | You should always <b>BACK UP</b> important files and documents so that you won't lose all your work if something goes wrong with the hardware. |

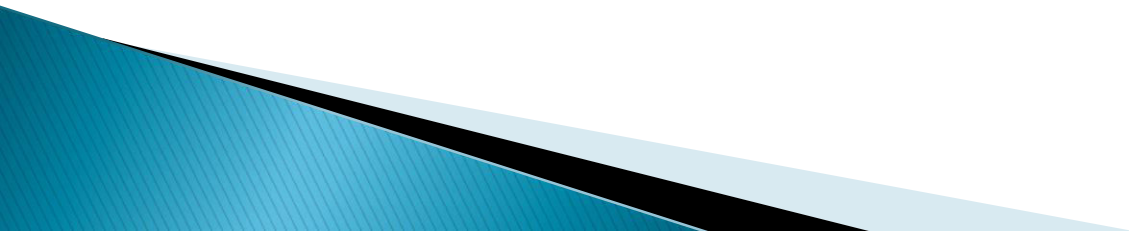
| Bag out    | Criticise.  | Don't bag out BAG OUT Australian English.                             |
|------------|---|---|
| Bash about | Mistreat physically.  | If you BASH your monitor ABOUT like that, it won't last long.         |
| Carry off  | Win, succeed.   | She CARRIED OFF the first prize in the competition.                   |
| Carry on   | Continue.   | CARRY ON quietly with your work until the substitute teacher arrives. |
| Die away   | Become quieter or inaudible (of a sound).                               | The last notes DIED AWAY and the audience burst into applause.        |
| Die back   | When the parts of a plant above ground die, but the roots remain alive. | The plant DIES BACK in the winter.                                    |



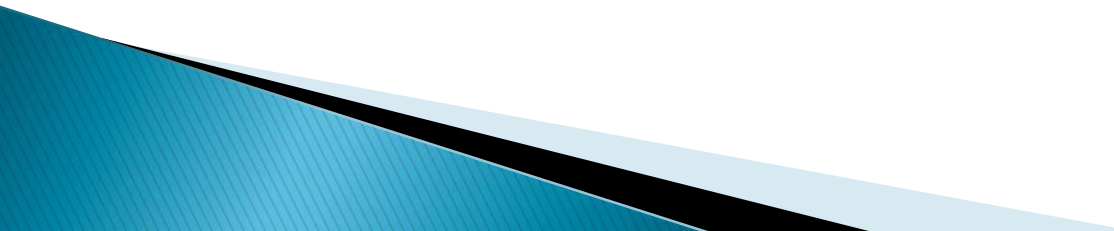
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# Lecture 6



# Error Detection

- ▶ Grammatical error detection is the task of detecting grammatical errors in written text. Earlier attempts to grammatical error correction involve rule-based and classifier approaches which are limited to correcting only some particular type of errors in a sentence.
- 

- ▶ There can be different types of grammatical errors that can occur in a text. Some are very frequent, some are less frequent, some adversely affects the readability and some does not affect the readability much.
  - ▶ The following are some of the common error types. Subject–Verb agreement, Verb tense, Noun Agreement, Pronoun, Word form, Word order, Preposition, Article, and Double negatives.
- 

# Identify which part of the sentence contains error and mark it as your answer

- ▶ .
- ▶ When the election results (1)/ were announced, the supporters (2)/ of the losing candidate sent (3)/ on rampage, smashing cars and buses. (4)  
A) 1    B) 2    C) 3    D) 4    E) No Error  
**Option C / Explanation:** sent=>went
- ▶ The newly Government (1)/ reiterated its commitment (2)/ to the development (3)/ of the poor. (4)  
A) 1    B) 2    C) 3    D) 4    E) No Error  
**Option A / Explanation:** newly=>new OR newly formed Government
- ▶ He has relinquished (1)/ all control by (2)/ the family business (3)/ to his daughter. (4)  
A) 1    B) 2    C) 3    D) 4    E) No Error  
**Option B / Explanation:** by=>over

- ▶ He was filled (1)/ with remorse against (2)/ kicking his son (3)/ out of the house. (4)  
A) 1    B) 2    C) 3    D) 4    E) No Error  
**Option B / Explanation:** against=> after
- ▶ A trip to Nainital (1)/ gave us the much-needed (2)/ respite from us(3)/ continual hard work. (4)  
A) 1    B) 2    C) 3    D) 4    E) No Error  
**Option C / Explanation:** us=>our
- ▶ A person tends to perform (1)/ a task more enthusiastically (2)/ if that work affords more than satisfaction (3)/ than the other work. (4)  
A) 1    B) 2    C) 3    D) 4    E) No Error  
**Option C / Explanation:** remove than
- ▶ Many men and women (1)/ are so money minded (2)/ that they do not undertake (3)/ any serious work that does not pay. (4)  
A) 1    B) 2    C) 3    D) 4    E) No Error  
**Option D / Explanation:** Sentence is error free.



- ▶ After the accident (1)/ they tried to identify the victims, (2)/but the bodies were too mangled (3)/ to be found. (4)

A) 1    B) 2    C) 3    D) 4    E) No Error

**Option D / Explanation:** found=>recognized; the body was mangled means they are having the body in front of them, hence there is no need to find the body, rather they have to recognize it.

- ▶ According to the World Bank study Globalization Backlash released last week (1)/ South Asia remains the fastest growing region (2)/ in the world mainly by due to the performance of the nations (3)/ in the east especially Bhutan, Bangladesh and India. (4)

A) 1    B) 2    C) 3    D) 4    E) No Error

**Option C / Explanation:** remove by

- ▶ Pakistan has refused India's request (1)/ for consular access to former Indian navy officer Kulbhushan Jadhav (2)/ who has been sentence to death (3)/ by a Pakistani army court martial on charges of espionage. (4)  
A) 1    B) 2    C) 3    D) 4    E) No Error
- ▶ **Option C / Explanation:** sentenced to death

# Definition of Abbreviation

- Abbreviation is the one other popular way of forming words. It is a shortened or contracted form of a word or phrase, used to represent the whole.
- Abbreviation is similar in nature to blends.

- According to Ingo Plag (*Word-Formation in English* 2003, p. 163), abbreviations can be grouped based on two orthographic and phonological properties, **initialism** and **acronyms**.

- A brief definition of Initialism is made from the first letter or letters of a string of words, but can't be pronounced as words themselves.
- A brief definition of Acronym is made from the first letter (or letters) of a string of words but are pronounced as if they were words themselves.

# Definition of Initialism

Initialism defined as a group of initial letters used as an abbreviation for a name or expression



# Definition of Acronym


- Acronym is an initialism pronounced according to ordinary grapheme-phoneme conversion rules. (Bauer)
- Acronym is a special type of blends. (Stockwell & Minkova 2001, p. 7)
- Acronym is the most extreme kind of truncation in which a component of a blend reduce to just one sound or letter. (McCarthy 2002, p. 65)
- Acronym (and initialism) is an extreme form of clipping results. (Brinton 2005, p. 99)

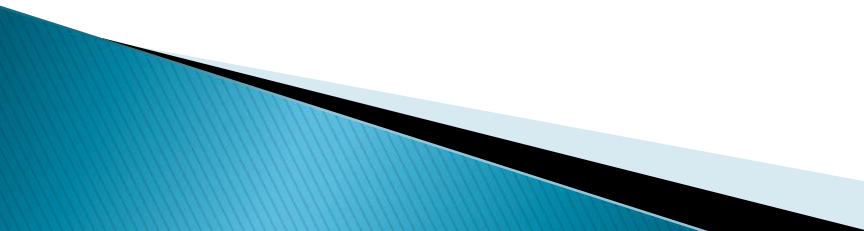
*“A combination of initial letters of word sequence that is pronounced as a word, rather than as a combination of letters.”*

# Notes:

- Initialisms and acronyms functions as nouns and adjectives.
- Why acronyms should be avoided in some cases is a mystery.  
(Baeur)
- When an acronym becomes fully accepted as a word, it often comes to be spelled with lower-case letters just like other words, e.g: *radar*, *sonar*, *aids*, and so on. (Stockwell & Minkova 2001, p. 7)

# Instruction

- ▶ Instruction was defined previously as "the purposeful direction of the learning process" and is one of the major teacher class activities (along with planning and management). Professional educators have developed a variety of models of instruction, each designed to produce classroom learning.
  - ▶ The purpose of instruction is to help people learn. The goal of instructional designers is to make learning easier, quicker, and more enjoyable. We believe that an instructional designer's job is to help everyone to learn and be successful.
- 

- ▶ “The main purpose of instruction, whether face-to-face or online, is to facilitate student achievement of intended learning objectives” (Linn & Miller 2005)
  - ▶ Imperative forms are very common in instructions and mostly used for technical instructions.
  - ▶ An imperative sentence begins with the base form of a verb. The implied subject *you* is said to be understood.
  - ▶ Ex. Keep the battery ready.
- 

## ▶ **Instructed Sentence Examples**

▶ Don't open it, he instructed him. ...

▶ From behind her his voice instructed gently.  
...

▶ "Bring it to me first," she instructed in a low  
tone. ...



---

# What is the purpose of instructions?

## Primarily

- To enable users to complete tasks

## Secondarily

- To tell users the following:
    - How to do something
    - Why to do it
    - What materials and equipment are necessary
    - Where to begin
    - What to do next
    - How to recover from something gone wrong
-

---

# Instruction Formats

- User manual
  - Reference Manual
  - Tutorial
  - Quick Reference Guide
  - On-line/hyperlinked documentation
  - Procedures Guide
-

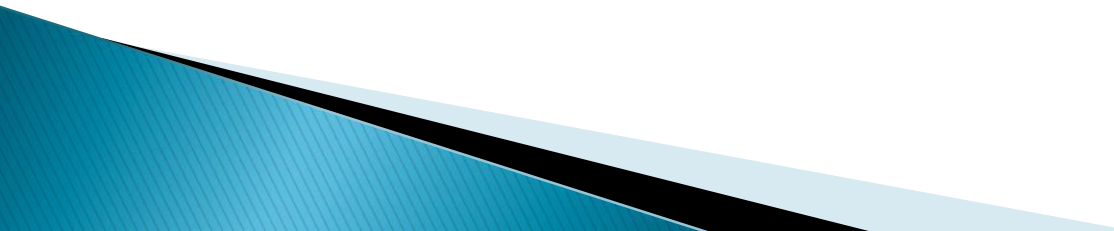
# Recommendation

- ▶ It is the act of saying that someone or something is good and deserves to be chosen as well as a suggestion about what should be done.

- ▶ *RECOMMEND / SUGGEST + ING*
- ▶ There are a couple of different ways. You can use the “ing” form of the verb immediately after recommend or suggest. You can say, “It’s raining outside, I **recommend taking** an umbrella” or “I suggest taking an umbrella.” That’s correct.

- ▶ *RECOMMEND / SUGGEST + (THAT) + SUBJECT + VERB*
- ▶ Or you can use this structure “I recommend that you take an umbrella” or “I suggest that you take an umbrella.” Those are correct as well. Some native English speakers will actually eliminate the word “that” and say “I recommend you take an umbrella” or “I suggest you take an umbrella.” That’s okay to say too.
- ▶ Alright, now you’ve got a few different correct ways to use recommend and suggest. Don’t use the “to” use “taking” the “ing” form or use “I suggest that you take” or “I suggest you take an umbrella.”

# How do I write a personal recommendation letter?

- ▶ Always start with the date.
  - ▶ State who you are recommending and what you are recommending them for.
  - ▶ Describe how long you know the person and in what capacity.
  - ▶ State their best qualities.
  - ▶ Give details about the person's character, morals, and values.
- 



Thank You



# UNIT -V

## **WORKPLACE PSYCHOLOGY**

## NATURE AND DEVELOPMENT OF INDUSTRIAL/WORK PSYCHOLOGY

- Industrial-organizational psychology is the branch of psychology that applies psychological theories and principles to organizations.
- Often referred to as I-O psychology, this field focuses on increasing workplace productivity and related issues such as the physical and mental well-being of employees.

# Employee selection SIX KEY SUBJECT AREAS

- ▶ This area involves developing employee selection assessments, such as screening tests to determine if job applicants are qualified for a particular position.

## **Ergonomics**

The field of ergonomics involves designing procedures and equipment designed to maximize performance and minimize injury and minimize injury

## **Organizational development**

I-O psychologists who work in this area help improve organizations, often through increasing profits, redesigning products, and improving the organizational structure

## **Performance management**

I-O psychologists who work in this area develop assessments and techniques to determine if employees are doing their jobs well

## **Training and development**

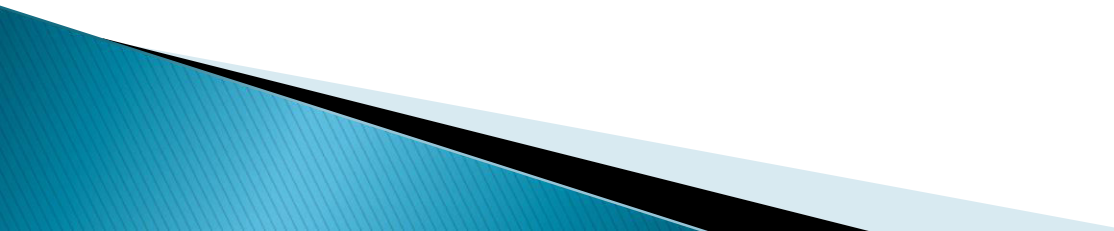
Professionals in this area often determine what type of skills are necessary to perform specific jobs as well as develop and evaluate employee training programs.

## **Work life**

This area focuses on improving employee satisfaction and maximizing the productivity of the workforce. I-O psychologists in this area might work to find ways to make jobs more rewarding or design programs that improve the quality of life in the workplace.



## Industrial Psychologists motivation to employees

- Be kind. Encourage self-care. ...
  - Be transparent. ...
  - Nurture creativity and out-of-the-box thinking.
  - Collaborate
  - Have an open-door policy. ...
- 

THANK YOU



# Biography

A branch of nonfiction tells the story of the life or part of the life of a real person  
illuminates the interaction between an individual and historical events

## 2. CHARACTERISTICS OF BIOGRAPHY

- ✓ Is not written by the subject.
- ✓ Is always written in third person.
- ✓ Is based on research not on imagination.
- ✓ Describes the person's surroundings (where, when and how the person lived).
- ✓ Shows how the person affected other people's life through their behavior, discoveries, social reform etc.
- ✓ Supplies details that illustrate the person's individuality.
- ✓ Use vivid language to narrate events



## 4. GRAMMAR AND LANGUAGE BIOGRAPHY

The following are the language

1. Use of simple past tense
2. Sometime, use other past
3. Focus on temporal sequence
4. Focus on specific participle
5. Use of action verbs.

## Action Verbs



answering



bathing



beckoning



biting



bowing



blowing



breaking



bringing



brushing



buckling



building



buying



calling



carrying

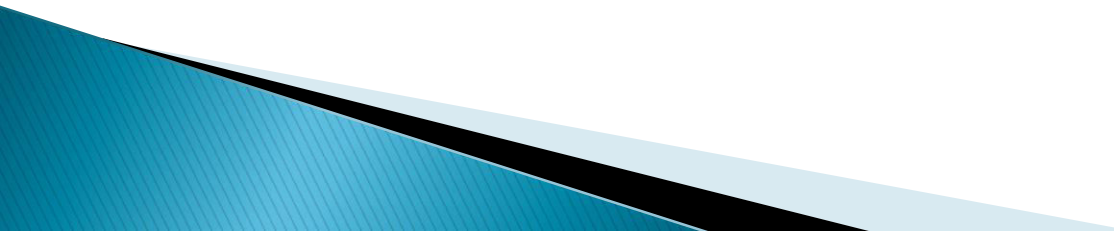


chasing



chewing



- Memoir Based on events in the life of the author
  - Interpretive accounts in which events are selected and arranged to bring out a particular theme or personality trait
  - Not meant to be a source of facts, but an evocation of the subjects life in the subjects own words
- 

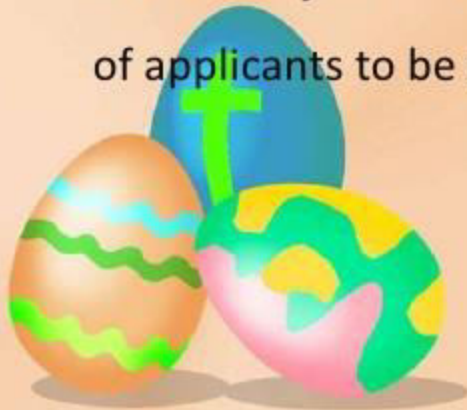


## Memoir and Autobiography

- Memoir a collection of emblematic moments, snapshots, and vignettes that bring out some truth about the writers life.
- Autobiography and biography typically move between birth fame

# 1. RECRUITMENT PLANNING

The first stage in the Recruitment Process is planning. Planning involves the translation of likely job vacancies and information about the nature of these jobs into a set of objectives or targets that specify the number and type of applicants to be planned.



## 5. EVALUATION AND CONTROL

It is necessary as considerable costs are incurred in the recruitment process. Stastical information should be gathered and evaluated to know the suitability of the recruitment process.



# *Tips for Success* Interviewing



# First Impressions

The first words you speak count

It is a pleasure meeting with you

Thank you for for scheduling this time to meet

Presenter's Name

Date

Walk with vigor and show confidence

People who walk 10% faster than they normally do are perceived as getting more done

# Dress for Success

From head to toe should reflect impeccable grooming. Your hair, collar, tie/scarf and other accessories should be a reflection of the quality person you are.

It is a fact of life that we do “judge books by their covers.”<sup>Presenter's Name</sup> To be marketable in business today, your image is as important as what you know. You must “fit in.”<sup>Date</sup>



# Image Tips for Men

## Suits

Invest in a conservative color (navy or gray).

Jacket and trousers should coordinate.

Check for proper fit.

Presenter's Name

Date

Best investment; worsted wool or wool gabardine

Do the wrinkle test

## Shirts

Long sleeve white shirt is the best option

A light blue is an alternative

Shirts in 100% cotton are a good investment

Have it professionally ironed for the interview

## ▶ Belts and Shoes

- ▶ Leather belts in black and burgundy to match your shoes are good investments
- ▶ Wing-tips portray a more conservative image than tassel loafers
- ▶ Wear socks that cover you calf and match your trouser

## Ties

The smaller the pattern, the more authority you will project.

Use a power color (yellow or red) in the pattern

The tip of the tie should barely touch the top of your belt buckle

The knot should be small

# Image Tips for Women

## ▶ Dresses

▶ Suits show more authority but a dress is a second option

▶ Conservative colors are best

Presenter's Name

▶ No shorter than 2 inches above the knee

Date

▶ Wrinkle free fabric is best Keep with classic styles

## Suits

Navy, gray, taupe and black are all good suit colors to invest in when building a wardrobe

Skirts should be no shorter than 2 inches above the knee

Worsted wool is the best

# Accessories

- Shoes should be darker than the suit and be at least a one inch heel
- Hosiery should be skin tone
- Keep accessories to a minimum
- Hair should be away from your face
- Make-up should look natural
- Choose one; handbag or briefcase not both

# Image Tips for All

- Keep it conservative
- Do not wear cologne or perfume
- It feels like a uniform because it is a uniform
- Be aware of all details (the shine on your shoes, nail polish chips, etc)

Presenter's Name

Date

# Body Image

Use good posture

Give a firm handshake (regardless of sex)

Lean forward while listening and answering questions

Hands above board

Make eye contact

Presenter's Name

Date



# Voice Image

Speak with confidence

Speak clearly and concisely

Project your voice so that you are heard

Presenter's Name

Date

# Be Prepared

You should have a briefcase or portfolio containing the following:

A note pad

Two erasable pens

Extra resumes and reference sheets

Presenter's Name

Letters of recommendation (if applicable)

Date

Educational transcripts

Work samples (if applicable)

Special note for women- extra hosiery

# Interview Checklist

Arrive 15 minutes early

Dress should be appropriate

Know the interviewer's name and pronunciation

Extend a warm greeting and handshake

Wait to be asked to have a seat

Presenter's Name

Good eye contact

Date

Enthusiasm

Knowledge of the company, industry, and position

Ready to answer and ask questions

# Central Themes of Questions

Suitability

Credibility

Capability

Compatibility

Presenter's Name

Affordability

Date

# How will the questions be asked?.

Straight forward

Problem solving

Don't find the "right answer" - show them you know the right way to come up with the answer

- *Listen to what is being asked*
- *Ask clarifying questions*
- *Presenters Name* *First explaining how you'd gather the data needed to make an informed decision*
- *Discuss how you'd use that data to generate options*
- *Finally, based on the data, the available options, and your understanding of the open position explain your recommendation*

Date

# Questions

- ▶ Behavior based questions
- ▶ Behavior is the best predictor of future performances
  - *Don't tell a story that will hurt you*
  - *If you don't understand a question, clarify*
  - *Explain what you hoped to show from your story*
  - *Ask for feedback*
  - *Don't be intimidated*
- ▶ Unrelated questions
- ▶ Make your best to make it related
  - *Who would you want with you if you were stranded on a deserted island?*
    - ▶ – A boat builder thus showing your resourcefulness

Presenter's Name

Date



# How Do You Formulate Your Answers?

**S:** situation

**T:** task

**A:** action

Presenter's Name

Date

**R:** result

# Interview Types

Screening interviews

Sequential interviews

Group interviews

Stress interviews (take control)

Performance interviews (show case your skills)

Presenter's Name

Testing

Date

Computer assisted interviews

Mealtime interviews

Out-of-town interviews

# Handling negatives or objections

- ▶ Be positive – never complain

Recognize stereotypes and biases Stress your strengths

- ▶ Use examples that show your reasons and motivations – avoid yes or no answers

- ▶ The underlying question is always “why should I hire you” – give them reason

## Discussing a weakness

- ▶ Discuss a negative which is not related to the job
- ▶ Discuss a negative an employer already knows, but make up for it in another way Discuss a negative you have improved on
- ▶ Discuss a negative that can become a positive

Presenter's Name

Date

# Illegal Questions

Most employers are familiar with the laws regarding what questions they can ask and what they can not ask.

If you feel a question is inappropriate, don't get upset and refuse to answer. Ask the question, "Can you tell me how that pertains to the job" in a polite and respectful way

Presenter's Name

Date

# Asking Questions

You should have questions prepared. It is your chance to interview the interviewer.

Don't ask questions that can be readily found on company brochures.

Ask questions that will directly affect you or shows your interest in the companies success.

Presenter's Name

Date



# The Close

Thank them for their time

Restate your interests and strengths

Ask what type of follow-up you should expect

Send Presenter's Name thank-you notes to each interviewer

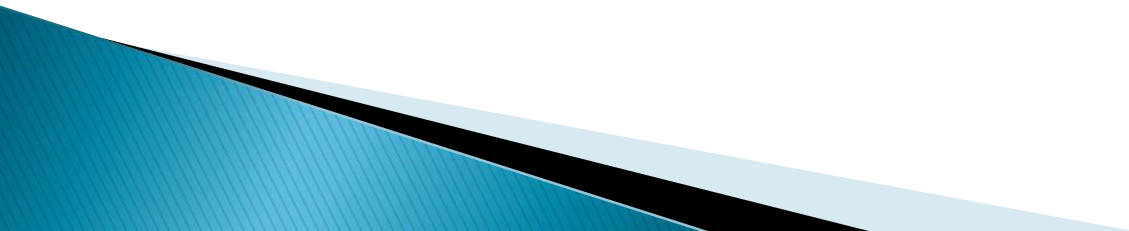
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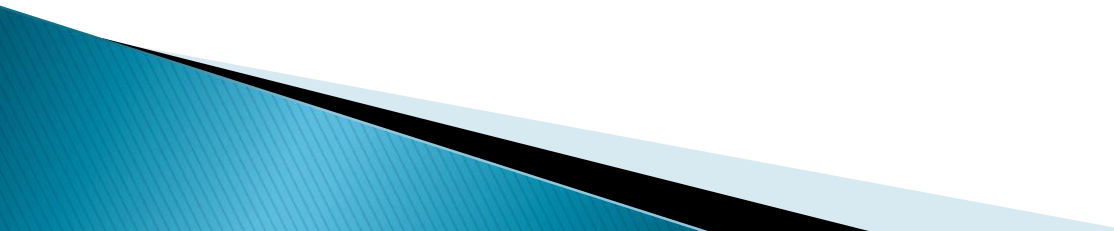
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NEWER DEVELOPMENTS

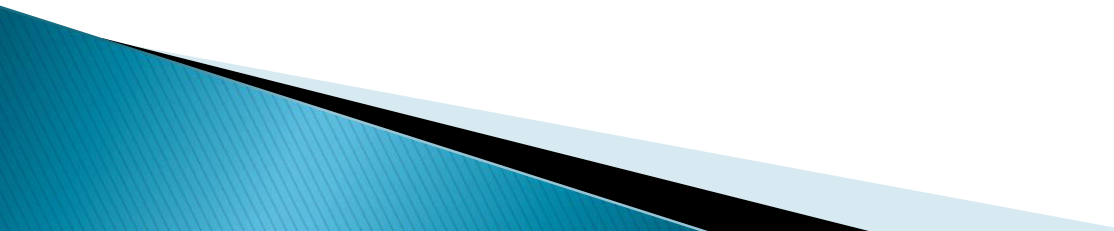
An individual suffering from an uncomfortable amount of job-related stress cannot enjoy a high quality of work life.

Stress occurs whenever environmental forces (stimuli) throw the body and mental functions of a person out of disequilibrium.



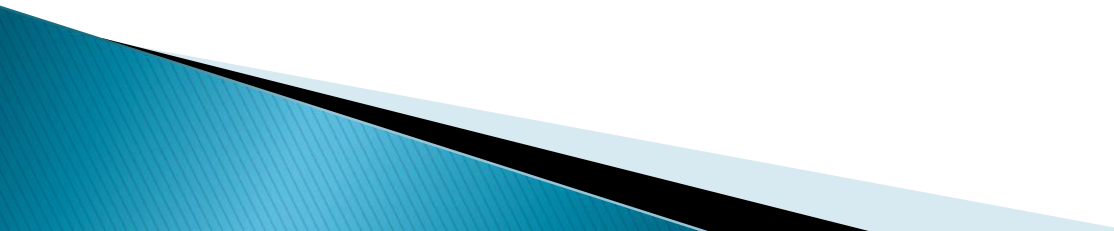
- A person who does not feel comfortable with his work environment is in what psychologists usually refer to as in a state of disequilibrium.
  - The personal skills, abilities, and goals do not fit with the work environment that is boss, co-workers, and compensation system.
- 

The costs of the lack of fit in person/environment can be many: subjective (feeling fatigued), behavioral (accident prone), cognitive (a mental block), physiological (elevated blood pressure) and/or organizational (higher absence rate).



In an effort to combat stress, many organizations have recently instigated training programs designed to help reduce employee stress



- There are two ways to cope with stress. The first is to eliminate the source of the stressor(s) that is causing the stress.
  - The second approach is to deal with stress individually or organizationally individual stress coping programs include meditation, physical exercise, training, diet, even prayer.
- 

Organizations can also take a number of steps to reduce occupational stress as follows

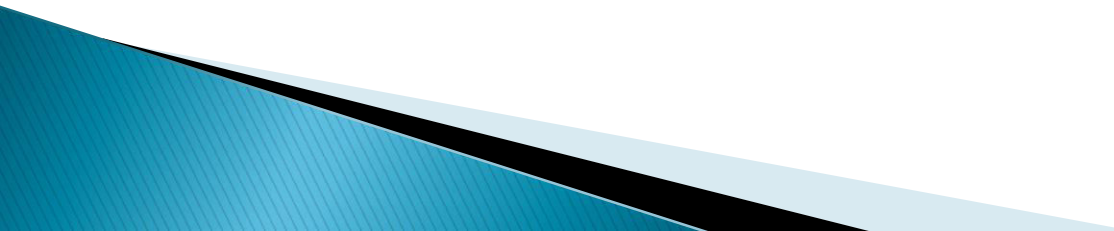
## **Worker Participation**

In recent times there has been a clear demand for more participation in the decision-making process at the work-place.

Employees want to be involved in organizational work, involved in making decisions and implementing changes. Five broad types of participate techniques are generally advocated

## **Autonomous Work Groups**

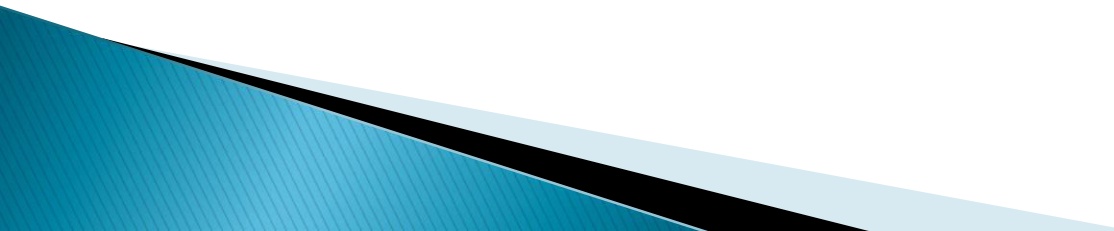
When an autonomous work groups is created, the group manages itself and controls the planning and decision-making within the group. The group elects its own quantity and quality output levels.

- Autonomous work group may take many forms and one is the quality circles format that is very popular in Japan.
  - A Quality circle is a group of employees (4 to 10) from the same department who meet on company time to solve work-related problems such as waste, damage, or equipment maintenance, facilities planning, communication problem etc.
- 

## **Union Management Problem-solving Ventures**

Joint union management committees are formulated to prevent potential problems from occurring or escalating

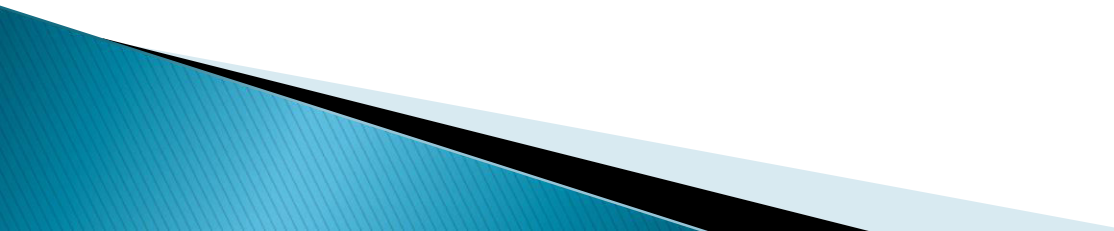
## **Participative Work design**

- Where tasks are highly interdependent and employees have high personal growth needs, teams are created to redesign the Job(s) keeping the technical and human requirements in mind.
  - Each team is given the responsibility of planning, doing and quality control of major component of the work.
- 

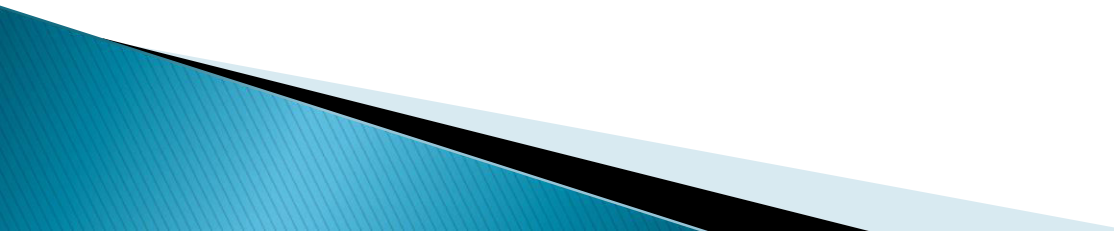


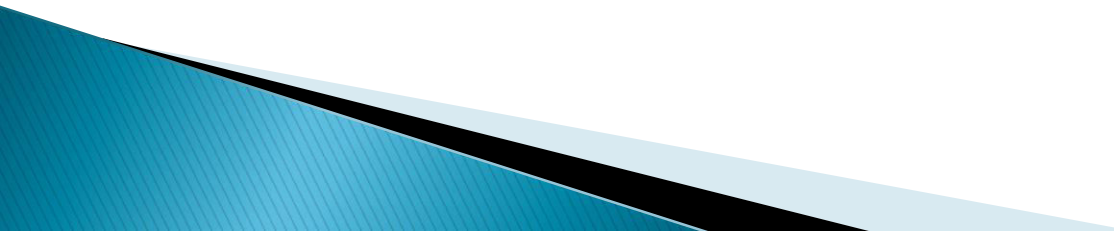
## **Profit Sharing Plans**

Where workers can affect the major factors that influence economic performance such as labor hours, materials or damage, management try to share profits with employees based on some formula.

- Many firms see profit sharing as a way to increase employee satisfaction and quality and to reduce absenteeism and turnover.
  - They contend that employees who have profit-sharing plans identify more closely with the company and its profit goals and thus they reduce waste and increase productivity.
- 

## **Employees Stock Ownership Plan (ESOP)**

- Workers ownership of at least part of an enterprise is already widespread in most of the developed countries, and is adopted now in India.
  - Jaipur Metals and Electricals Ltd., which was once dubbed as deadwood has been able to achieve the turn around after ESOP is adopted.
- 

- To establish an ESOP, a firm establishes a trust that borrows money from a bank, which it then uses to buy company stock.
  - Overtime the shares that the trust holds are allocated free of charge to company employees in direct proportion to their pay and seniority.
  - Workers are allowed to sell their stock only when they quit or retire.
- 

THANK YOU

