

# Agenda

## **Agendas**

Agendas are the documents that give those attending meetings prior notice of what is being discussed. Agendas also give all the relevant details of when and where the meetings take place and who attends.

An agenda is a list of activities in the order they are to be taken up, from the beginning till the adjournment. An agenda helps in preparing for a meeting by providing a list of items and a clear set of topics, objectives, and time frames that are needed to be discussed upon.

### **How to write a meeting agenda**

#### **1. Identify the meeting's goal**

When you start with your goal, you can ensure that the meeting's purpose is clear and that every activity you wish to do meets your objective. Creating a meeting goal can help the participants stay as attentive as possible.

#### **2. Seek input from the participants**

If you want to keep your attendees involved throughout the meeting, get their feedback ahead of time so you can make sure the meeting meets their needs.

#### **3. Prepare the list of questions that you want to address**

To create a list of questions for the meeting, you may start by understanding your meeting's goal. Then you may review the subjects you want to address.

#### **4. Determine the goal of each task**

It is best practice to make sure each task you do during your meeting has a specific goal. These goals may be to provide information, get feedback or make a choice.

#### **5. Calculate how much time you will spend on each task**

This section of the agenda guarantees that you have adequate time to cover all the items on your agenda. It also aids the participants in fitting their remarks and questions within the allotted time.

#### **6. Attach documents**

Attaching documents related to the topics in the agenda can help the participants understand the subject. You can also save time for participants who would otherwise have to search on their computers for these documents.

## **7. End each meeting with a review**

Leaving time to end each meeting with a review can help participants better understand what decisions they made and what information they discussed so they can take any necessary steps after the meeting.

### ***Tips for creating a meeting agenda***

#### **1. Send out the agenda three to four days before the meeting**

Sending the agenda a few days before the meeting may help the participants to prepare for the meeting and also give them some time to complete any task that is required for a successful session.

#### **2. Proofread the agenda before sending it out**

Proofreading ensures that the agenda has all the necessary information and also helps in reflecting your attention to detail.

#### **3. Use bullet points**

Use bullet points to list any topics for discussion or important updates you want to share. Bullet points are often more scannable than paragraphs and help in clearly mentioning the details of the meeting. You can even use sub-bullets to go into more detail.

## **Meeting agenda sample**

You can use the following sample meeting schedule when crafting your own agenda:

### ***Meeting Agenda***

*Date: July 4, 2021*

*Time: 1:00 PM IST*

*Location: Conference Room*

### ***Agenda details***

*Goals: Examine last year's marketing efforts, identify seasonal slumps in product demand, plan methods to raise demand during these slumps and make sure we are ready for the next marketing campaign.*

#### ***1. Examine last year's marketing initiatives***

*Time: 15 minutes*

Purpose: Share information

Leader: Raj Mehra

- a. Showcase previous year's marketing initiatives
- b. After each marketing campaign, review the sales figures
- c. Determine which campaigns had the greatest impact

**2. How can we effectively handle our product's evolving needs?**

Time: 45 minutes

Purpose: Discussion

Leader: Bhanu Saxena

- a. Examine sales figures from the previous four quarters
- b. Recognise any patterns in the sales figures
- c. Discuss ways to increase sales

**3. Getting ready for the next marketing campaign**

Time: 20 minutes

Purpose: Decision

Leader: Riya Gupta

- a. How should we prepare for the upcoming marketing campaign?
  - i. Review the marketing campaign materials that are attached
  - ii. Assign duties to each member of the team
- b. How will we measure the campaign's effectiveness?
- c. Review the campaign's sales targets

**4. Finalising of meeting**

Time: 5 minutes

Purpose: Decision

Leader: Raj Mehra

- a. What did we do well in this meeting?
- b. How should we approach the next meeting?

## Role Of Paralinguistic Features in Business Communication

### Paralinguistics →

Paralinguistic Features are non-verbal vocal cues that help you to give urgency to your voice. Your voice is the trademark; it is that part of yourself that adds human touch to your words. Voice gives extra life to your delivery. Therefore it is very useful to understand the characteristic nuances of voice, namely quality, volume, rate, pitch, articulation, pronunciation and pauses.

### Quality —

Quality is a characteristic that distinguishes one voice from another. Each one has a unique voice and its quality depends upon its resonating mechanism. While the quality of one's voice cannot be changed, it can be trained for optimum impact. It may be rich and resonant, soft and alluring, thin and nasal, hoarse and husky or harsh and irritating. Everyone can improve upon the quality of the voice and develop it to its fullest potential.

### Volume →

Volume is the loudness or the softness of the voice. Your voice should always project but need not always be loud. If the place you are speaking in is large and open, the volume should be high and if the place is small and enclosed, it should be

low. And according to the import of the speech, it should be changed. Sometime it should be high, somewhere it should be low. In all, you should vary the volume so as to make your voice audible and clear.

### Pace / Rate →

Rate is the number of words which you speak per minute. It varies from person to person and from 80 to 250 words per minute. The normal rate is from 120 to 150 words. Cultivate the pace so as to fit in this reasonable limit. If a person speaks too slowly and monotonously, he is to be considered as a dull speaker even though the contents of his speech may be highly interesting. Similar a fast speaker also causes discomfort because the listeners do not get time to grasp the thoughts.

### Pitch →

Pitch refers to the number of vibrations per second of the voice. The rise and fall of the voice conveys various emotions. A well-balanced pitch results in a clear and effective tone. It helps to avoid being monotonous.

Intonation refers to the rising and falling pitch of the voice. By learning and adopting an appropriate intonation pattern, the speaker will be able to express the intention very clearly.

### Articulation →

Articulation is the way you pronounce individual

sounds. Ideally even during person to person contact, the sounds of the speech are sharp and distinct. A clearly articulated message indicates competence and confidence. One should speak in such manner that all the words should be understood by the listener. If the speaker speaks sloppily or mispronounce the words, the listener easily gets distracted and sometimes meaning too changes.

### Pronunciation →

If articulation means speaking out all the sounds distinctly, then pronunciation requires to speak out the sound in the way that is generally accepted. One should be careful enough to pronounce individual sounds along with word stress according to the set norms.

### Voice Modulation →

While intonation refers to the tonal variations, modulation pertains to the way the speaker regulates, vary or adjusts the tone, pitch and volume of the sound or speaking voice. Modulation of voice brings flexibility and vitality to the voice and the speaker can express emotions, sometimes like impatience, careful planning in the best possible way. Word stress and sentence stress also play an important role in voice modulation.

### Pauses →

A pause is a short silence flanked by words. A pause in speaking lets the listener reflect on the message and digest it accordingly. It helps to ride

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from one thought to another one. It embellishes the speech because it is a natural process to give a break. Be spontaneous. So use pauses thoughtfully. It helps not only the listener but the speaker as well.

### Importance of Paralinguistic Features →

1. Delivery of Additional Information →
2. To Replace Verbal Components in Communication
3. Use in Combination with verbal

(P, T, O)  
(P, T, O)

## **Why is it important to use paralinguistic cues in delivering speeches?**

They found that when speakers were trying to use paralinguistic cues, the properties of their speech were different. ... When using paralinguistic cues , the speakers had more variability in the volume of their voice and were louder overall, which made them seem more confident and, in turn, more positive about their review.

### **What is Paralanguage example?**

Paralanguage is nonverbal communication such as your tone, pitch or manner of speaking. An example of paralanguage is the pitch of your voice. ... Nonverbal means of communication, such as tone of voice, laughter, and, sometimes, gestures and facial expressions that accompany speech and convey further meaning.

### **What is the difference between Paralanguage and oral communication?**

Paralanguage is the meaning conveyed by how something is said. Oral communication is what is said. This is the distinguishing feature that makes paralanguage different from oral language and also indicates their inseparability. It is impossible to have paralanguage without oral communication.

## **What is the importance of Paralinguistic in communication?**

Phonetic units, facial expressions, gestures, hand gestures, and more are used directly to facilitate communication. Paralinguistic studies the impact of communication tools on the listener and the communication process, their importance in communication. Pause and intonation are also important in communication.

### **Why is Paralinguistic important?**

Paralinguistic cues are an important component of communication that can enhance or alter the meaning of verbal communication.

Paralinguistic devices such as facial expression, body language, tone, and gestures, help convey meaning.

### **How important are paralinguistic features face to face communication?**

Paralinguistics are the aspects of spoken communication that do not involve words. Body language, gestures, facial expressions, tone and pitch of voice are all examples of paralinguistic features. Paralinguistic features of language are extremely important as they can change message completely.

### **What is the importance of Paralanguage in nonverbal communication?**

Speech has nonverbal elements known as paralanguage. These include voice quality, emotion and speaking style, rhythm, intonation and stress.

Likewise, written texts have nonverbal elements such as handwriting style, spatial arrangement of words, or the use of emoticons, such as :).

## **How do Paralinguistic elements affect communication?**

The inability to interpret and express the paralinguistic (nonverbal) aspects of communication such as prosody (voice inflection), facial expressions, gestures, caresses, body stances, and the other nonverbal subtleties of social discourse interferes with the development of interpersonal relationships and the ability ...

## **What is Paralanguage and why is it important?**

Paralanguage makes the language communication to be more accurate, vividly and full of expressive force. It plays the role of make the words significance determined, beautification, substitution and deepened. 6

## **What are the features of Paralinguistic?**

Paralinguistics is the part of communication outside of the words themselves – the volume, speed, intonation of a voice along with gestures and other non-verbal cues. Whenever there is confusion or stereotyping in cross-cultural communication, paralinguistic is most often responsible.

## **What are the paralinguistic features?**

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## Unit - 5

### Appropriate Interactions in Right Contexts

#### Some Tips

##### ① Put Yourself In The Other Person's Shoes →

Think about the other person hearing what you have to say for the first time. If you were in their shoes, what would you need to know to be able to put the message into context? Is there some background information that's important to convey? Would you want to know the history of how you arrived at a certain place? Try to anticipate how they might respond and frame your context to their needs.

##### ② Level The Power Dynamic →

Remember that when you are communicating information without any context, it can feel like you know more than the other person. This creates a power imbalance that can put others on the defense. To remove that feeling, be open! Let them know how you know the information and share as many details as you can. That way, at the end of the day, you will both know all there is to know.

##### ③ Answer The Fear That Might Arise →

Not being privy to important information creates fear. As people hear information without context, it can bring up fear around what else they might not know. Setting context removes the ambiguity and helps to allay any anxiety.

##### ④ Proactively Answer Their Questions →

Communicating within context helps people to process the information faster and more easily.

decisions quicker. Anticipate what the inevitable questions are going to be. Answer the question before it is even asked - when you provide context and provide holistic information by anticipating questions, you are helping the receiver reach conclusions easily.

## Team Interactions →

Team interaction is different from the general interpersonal interaction and it involves more behaviors among team members in order to achieve common goals. There are nine tips to help you get started on building a collaborative team to boost productivity for your business.

- 1 Share a vision
- 2 Set expectations early
- 3 Establish metrics
- 4 Capitalize on strengths
- 5 Encourage new ideas
- 6 Create cross-functional work groups
- 7 Keep your promises
- 8 Built team relationships after work
- 9 Celebrate Collaboration

## Importance of Team Interactions —

Communication in teams is more than just efficient work. It allows everyone on the team to be educated on any topic that may affect their work. Moreover, it develops trust, builds camaraderie among the team members, boosts morale, and helps maintain a strong teamwork in the workplace.

## Role of Interactions in Team Building-

### 1. Builds Healthy Work Relationships →

Team communication in a professional, in person context can build positive work relationships. However, in a ~~disba~~ distributed team environment, poor interaction can erode work. Companies must take advantage of digital communication tools to keep the team connected and together in such a case. People have psychological needs, they want to be understood, validated and accepted. And it can be possible only by healthy interactions.

### 2. Improve Employee Engagement →

Interactions encourage a culture of recognition in the workplace. Effective team communication clears employee doubts and helps them brain storm ideas and doubts with their peers and managers. It creates a sense of belonging among the team members which keeps them more engaged and satisfied.

### 3. Impact Employee Wellbeing →

Employee wellbeing is critical for an organization to succeed. If your workforce is not physically and psychologically healthy, it directly impacts their performance. When employees keep open communication and share their experiences related to any issues, it keeps them emotionally healthy. Finding ways to bridge that gap and providing the right remote communication tools is the key.

### 4. Brings More Innovation →

In this digital economy, companies from all sectors must find innovative ways to sustain and

reinvent themselves. One can only achieve that with good communication and active listening practices. Creating a company culture of openness and encouraging employees to share their ideas and views helps companies to make better decisions and spur innovation. Innovation is unlikely to occur in an organization lacking open communication because it is a significant factor that drives it.

#### 5 Enhances Transparency →

To ensure a smooth work process and best results, all team members must keep each other informed and maintain transparency. Transparency would allow them to communicate effectively, provide constructive feedback, solve problems and build relationships. It helps build stronger teams while also increasing their collective work efficiency. When team communication is not effective, transparency takes a back seat and affects the company's overall productivity.

#### Develop Employee Skills →

Team members who work together in a collaborative environment or work cross-functionally develop better skills. Effective interaction among team members gives a clearer evaluation of their skills and performance. Open feedback channels help employees set benchmarks for themselves and learn more about their shortcomings and strengths. It gives employees the opportunity to improve, learn and grow.

#### Reduces Conflicts →

Effective interaction leads to productive discussions and allows for better planning. It helps employees

to look into a conflict objectively without getting personal. And it strengthens the likelihood of healthy cooperation among team members.

## Report - Writing

The word 'report' is derived from the Latin 'reponere' to bring back? Over a period of time, it has evolved to mean that the gathered information is unbiased and evidence-based. It is usually a piece of factual writing, based on evidence, containing organized information on a particular topic.

A Good Report is →

Precise and brief

Factual

Unambiguous and accurate

Relevant

Reader-oriented

Objective and homogeneous

Detailed and documented

### Parts of a Report

i) Title Page

Topic
Submitted To
Submitted By
Date
July 04, 2018

② Acknowledgement - ( Thank You note )

In this section, we acknowledge any help received from a variety of sources including books, articles in magazines, journals, records of investigations, labs, any firm or person .

③ Table of Contents

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⑤ Abstract or Summary

1. Background →

This section introduces the readers to the report and prepares them for the discussion that follows by providing background information.

2. Purpose →

It defines its aims, objectives and discussing the scope and limitations of the report. It helps the readers in understanding and analysing the report.

3. Terms of reference →

As per the letter No 121/ 2018 dated 04 July 2018, Mr. --- as the Chairperson was appointed as --- to present a report on --- till ---

4. Work Done -5. Findings - Results

6. Recommendations - Sug- This section contains suggestions that are based on results. They may present several ways to solve a problem or improve a situation. It may also indicate the need and nature for further work in the concerned area.

7. Appendices -

It contains supporting material or data.

8. Bibliography -

It contains references to books, journals and other sources.

9. Glossary of Technical Terms -

For Practice

1. Hermes Cosmetics, Mumbai wants to launch a face massager for use by both men and women. As part of a three member team, write a report on the feasibility of introducing this new product.
2. As the Manager of Newtech Systems, Maraimalai Nagar, submit a report to the Proprietor on the feasibility of supplying 500 high end laptops to the government schools in and around your area.
3. Write a report on the irregularities that caused heavy loss in the Silicon Cement Industries, Aziyalur.
4. Madras Silk wants to open a silk saree house at Velachery. As the Sales / Marketing Officer, write a Feasibility Report to the Marketing / Sales Manager, Chennai region.
5. Write an investigative report about the misconduct of an employee in your company.
6. Consider yourself as the Manager, Ramkay TVs, Velachery, Chennai and write a feasibility report to the Area Manager, Adyar for opening a new

# ABBREVIATION

**Definition of abbreviation** (according to Merriam-Webster Dictionary)

1: a shortened form of a written word or phrase used in place of the whole word or phrase

"Amt" is an *abbreviation* for "amount".

"USA" is an *abbreviation* of "United States of America".

2: the act or result of abbreviating something: ABRIDGMENT

I know you would not be satisfied with an *abbreviation* of its contents, and you shall have the whole, save, perhaps, a few passages here and there of merely temporary interest to the writer  
...— Anne Brontë

Synonyms for *abbreviation*: abridgment (*or* abridgement), bowdlerization, condensation, digest

## WHAT IS AN ABBREVIATION?

An *abbreviation* is a shortened form of a written word or phrase. Abbreviations may be used to save space and time, to avoid repetition of long words and phrases, or simply to conform to conventional usage.

The styling of abbreviations is inconsistent and arbitrary and includes many possible variations. Some abbreviations are formed by omitting all but the first few letters of a word; such abbreviations usually end in a period: *Oct.* for *October*, *univ.* for *university*, and *cont.* for *continued*. Other abbreviations are formed by omitting letters from the middle of the word and usually also end in a period: *govt.* for *government*, *Dr.* for *Doctor*, and *atty.* for *attorney*. Abbreviations for the names of states in the U.S. are two capitalized letters, e.g., *AR* for *Arkansas*, *ME* for *Maine*, and *TX* for *Texas*.

Acronyms are abbreviations formed from the initial letters of an expanded phrase and usually do not include periods: *PR* for *public relations*, *CEO* for *chief executive officer*, and *BTW* for *by the way*. Some acronyms are pronounced as words: *FEMA* for *Federal Emergency Management Agency* and *NATO* for *North Atlantic Treaty Organization*. Although some people assert that all acronyms not pronounced as words, such as *EPA* for *Environmental Protection Agency*, be referred to as *initialisms*, the term *acronym* is in fact applied to both.

## WHAT'S THE DIFFERENCE BETWEEN AN ABBREVIATION AND AN ACRONYM?

Some people are unsure of whether to call *ASAP* or *appt* abbreviations or acronyms.

Both *abbreviation* and *acronym* are used to refer to a shortened form, but an acronym is a shortened form of a phrase and is usually made up of the initial letters of that phrase. For example, *NATO* comes from "North Atlantic Treaty Organization," and *ASAP* comes from "as

soon as possible." Abbreviations, on the other hand, can be shortened forms of words or phrases, and need not necessarily be made up of the initial letters of either. *ASAP* and *appt* (for *appointment*) are both considered abbreviations, but only *ASAP* is an acronym. Acronyms are a type of abbreviation.

# INITIALISM

## Definition of *initialism* (according to Merriam-Webster Dictionary)

An abbreviation formed from initial letters

*Acronym* is a fairly recent word, dating from the 1940s, although acronyms existed long before we gave them that name. The term was preceded in English by the word *initialism*, meaning an abbreviation formed from the initial letters of a phrase, and which has been in use since the late 19th century.

Some people feel strongly that *acronym* should only be used for terms like *NATO*, which is pronounced as a single word, and that *initialism* should be used if the individual letters are all pronounced distinctly, as with *FBI*. However, research shows that *acronym* is commonly used to refer to both types of abbreviations.

## DEFINITION OF INITIALISM BY IVY WIGMORE

An initialism is an abbreviation formed from the first letter -- the initial -- of each of the words in a term.

Initialisms are very common in information technology. API (for application-program interface), BCI (for brain-computer interface) and CAE (for computer-aided engineering) are just a few of the many examples.

The term *initialism* is often used as a synonym for acronym. However, although initialisms can be acronyms (and vice-versa) there are some abbreviations that belong in just one category or the other.

Strictly speaking, an acronym can be pronounced as a word. By that definition, GUI (for graphical user interface), which is usually pronounced as *gooey*, is an acronym as well as an initialism but GPU (for graphics processing unit) is just an initialism.

Similarly, some acronyms are made from the parts of multiple words rather than initials, which means that they don't qualify as initialisms.

Although some authorities, including Merriam-Webster, maintain that the terms can be used interchangeably, others insist that they be differentiated.

## ACRONYM

### Definition of acronym (according to Merriam-Webster Dictionary)

A word (such as *NATO*, *radar*, or *laser*) formed from the initial letter or letters of each of the successive parts or major parts of a compound term.

An **acronym** is a word or name formed from the initial components of a longer name or phrase. Acronyms are usually formed from the initial letters of words, as in *NATO* (*North Atlantic Treaty Organization*), but sometimes use syllables, as in *Benelux* (short for *Belgium, the Netherlands, and Luxembourg*). They can also be a mixture, as in *radar* (*RAdio Detection And Ranging*).

Acronyms can be pronounced as words, like *NASA* and *UNESCO*; as individual letters, like *FBI*, *TNT*, and *ATM*; or as both letters and words, like *JPEG* (pronounced *JAY-peg*) and *IUPAC*.

The broader sense of *acronym*—the meaning of which includes terms pronounced as letters—is sometimes criticized, but it is the term's original meaning and is in common use. Dictionary and style-guide editors are not in universal agreement on the naming for such abbreviations, and it is a matter of some dispute whether the term *acronym* can be legitimately applied to abbreviations which are not pronounced "as words", nor do these language authorities agree on the correct use of spacing, casing, and punctuation.

### WHAT IS THE DIFFERENCE BETWEEN AN ACRONYM AND AN INITIALISM?

Both acronyms and initialisms are made up of the first letter or letters of the words in a phrase. The word *acronym* typically applies when the resulting thing can be read as a word; for example, *radar* comes from "radio detection and ranging" and *scuba* comes from "self-contained underwater breathing apparatus." The word *initialism* only applies when the resulting thing is read as an abbreviation; for example *DIY*, which comes from "do it yourself," is pronounced by saying the names of the letters. Note that the word *acronym* is also sometimes used to mean "initialism."

### WHAT IS THE DIFFERENCE BETWEEN AN ACRONYM AND AN ABBREVIATION?

An acronym is a kind of abbreviation. Abbreviations can be shortened forms of any kind. For example, *appt* is an abbreviation of *appointment*, and *ASAP* is an abbreviation of *as soon as possible*. *ASAP*, however, also qualifies as an acronym because it is made up of the initial letters of the phrase it comes from: *as soon as possible*.

### IS OK AN ACRONYM?

*OK* is technically an acronym. It comes from the phrase "oll korrekt," a humorous alteration of "all correct."

**Resume:** The purpose of Resume is to get an interview call. It should present a biographical sketch, which is objective oriented, easily accessible and detailed.

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

## **2. Personal Information**

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

This information enables the employer to reach you easily.

Note: Keep your job search away from your current employment.

## **3. Career/ Professional Objectives**

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

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

## **5. Work experience/ Professional Skills**

- What kind of work you have performed?
- List your jobs in chronological order i.e. last job first
- Include any part time/ summer internships/ projects done, even if unrelated to your career objectives.
- Your ability to get and hold a job is very important.
- Name and location of the organization where you have worked/ Job title/designation/ duration of your work/ brief summary of your work.
- No need to use complete sentences. Phrases will do
- Use concrete language. Include Technical terminology to describe the work you perform.

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

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

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

#### **Nature of awards**

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

**Memberships-** if any,

**References**-—Available on request!

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

# Writing Skills- Letter Writing, Email Writing, Resume Writing, Movie/Book Review

## JOB APPLICATION WITH RESUME PREPARATION

A job application is a letter to persuade the prospective employers to go through the attached resume and motivate them to contact the applicant for an interview. Through this letter the applicants promise to offer their best services to the employer. A job application should always have two essential parts. 1) Cover Letter and 2) Resume. Each one of them plays a vital role in the job searching process.

### 1. Cover Letter: A cover letter must,

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

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

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

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

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

#### How should a resume be?

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

- Neat and error free without whitener or hand corrections.
- Legible and clear.
- Printed on good quality A4 size paper.

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

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

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

1) **Chronological Resume:** The chronological resume emphasizes on education and work experience, and is most effective when such experience clearly relates to the job sought by the applicant. Within the categories, 'education', 'work experience' and 'related experience' list entries in reverse order, beginning with the most recent experience. Under each position highlight the responsibilities, accomplishments by emphasizing how they would be beneficial to the employer. If you are a recent graduate, list your educational aspects first. The chronological approach is the most commonly preferred resume by most of the employers.

2) **Functional Resume:** The functional resume emphasizes on individual fields of competence and skills hence used by applicants who are just entering the job market or who have a little continuous carrier related experience. In a nutshell, it demonstrates the applicants' ability to handle the position they are applying for.

3) **Hybrid (Combination) Resume:** This includes the best features of the chronological and functional resumes. However, this type is not popular or not commonly used as it tends to be very lengthy and turns out to be repetitious in nature.

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

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

#### **Guidelines for preparing an effective Resume:**

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

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

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

## A sample Covering Letter for a software engineer job

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

Sir,

Sub: Application for the position of Software engineer.

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

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

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

Thanking you.

Yours faithfully

XXX

Date:

## Memo

### Definition of Memorandum →

A memorandum is a document typically used for communication within organization.

Memorandum can be used as a formal business letter and to present a report.

- They are less formal and shorter than letter.
- Used most often for communication within one organization.
- The heading and overall tone make a memorandum different from a business letter.
- All information is on single topic.

### Uses of Memorandum →

1. To give information to someone
2. To issue an instruction
3. To request for help
4. To give suggestions

### The Layout of Memorandum →

#### Memorandum



To \_\_\_\_\_ Create the Heading

From \_\_\_\_\_

Subject \_\_\_\_\_

Date \_\_\_\_\_

• Write the main body

• Introduction

Recommendations or Purpose

Conclusion

## Writing an Effective Memorandum

Three stages

Pre- Planning

Writing Sequence

Review

## Finalize The Document

Audience Appropriate

Concise

Cohesive

Readability

Terminology

Factual Tone

Appearance

A memo or memorandum meaning "reminder" is normally used for communicating policies, procedures or related official business within an organization. It is often written from a one-to-all perspective like mass communication broadcasting a message to an audience rather than a one-on-one, interpersonal communication. It may also be used to update a team on activities for a given project, or to inform a specific group within a company of an event, action or observance.

## Difference Between Memos And Circular

### Official Memos

1. Memos are intended for selective audience.
2. Memos often contain a limited subject matter.
3. Memos serve more as an internal mode of business communication.
4. Memos may cover legal content such as moU.

### Circular

1. Circular are intended for large audience.
2. Circular serves as a medium for general & announcements
3. Circular may approach the different audience concerning its subject matter.
4. Circular only relate to business-oriented content.

## CIRCULARS

Circulars are a cheap, efficient, and robust method of communicating or sharing information with employees and customers. It is also known as fliers but is essentially a letter containing crisp and crucial information to be distributed among a large number of people. Additionally, it can also be used as a cost-effective mode of advertisement. A major advantage of circulars is that minimal manpower is required to draft and distribute them eventually. The dependence on the factor of distribution can be considered a major disadvantage of circulars.

### ADVANTAGES OF A CIRCULAR

1. Circulars are not considered an unnecessary disturbance because people (employees/customers) can choose to read them in their free time
2. Since circulars do not contain unwanted information, there is minimal chance of confusion among the readers
3. It does not require costly infrastructure while making a circular
4. Circular may be the best time-efficient method to pass a message/information among a large section of the population

### \*USEFUL TIPS ON MAKING CIRCULARS EFFECTIVE

1. The heading is the key to an effective circular. Hence, come up with a heading that can be catchy but conveys the message incorporated in the circular
2. Attention must be paid to the design elements to attract the initial attention of the target audience
3. One must select the target audience

## PUBLIC NOTICE

Notices are meant to be a public form of communication and are usually not targeted at a specific individual or group. However, in some cases, public notice can be directed to be read by a particular person or a group. It can be utilised to share information about many activities or facts such as making appeals, issuing instructions, broadcasting orders, etc. Because of its public nature, maximum attention is paid to ensure that the notice reaches a maximum number of people.

### Format

1. *Name of Issuing Organization/Authority*: At the top, mention the name of the person or company that is issuing the said notices.
2. *Title*: Mention "NOTICE" at the top.
3. *Date*: To the left-hand side we print the date on which the notices have been published
4. *Heading*: The heading should make specify the purpose of the notices.
5. *Body*: We write the notice in brief and precise language, employing the least amount of words possible
6. *Writer's Name*: End the notice by mentioning the name and designation of the notice-writer

### Content

The five points that the content of the notice will cover (the five W's)

1. What
2. Where
3. When
4. Who
5. Whom

## **RESUME AND TYPES**

What is a resume? It's a summary or a quick snapshot of your skills and qualifications for a job. Think of it as a non-verbal sales pitch to a potential employer. The following are the four basic types of resumes to choose from when applying for jobs. Which resume you choose depends on your situation and the job for which you are applying:

- Chronological Resume
- Functional Resume
- Combination Resume
- Targeted Resume

### **Chronological Resumes**

A chronological resume is a very common type of resume and just as the name suggests, each section lists the presented items in chronological or date order. Mostly, this type of resume is ideal for those with a solid, gap-free work history inline with the type of job you are applying for. The “Work History” or “Professional Experience” sections of this type of resume are the most pronounced and span between eight to ten years depending on the number of years at your prior institutions. Start with your most recent position and work backward listing both dates and responsibilities. It is not necessary to go back ten years unless the experience is relevant to your job search.

### **Functional**

Suppose you are changing careers or graduating from college and your work history relating to the job you want may not be as robust as you might like; you will want to consider writing a functional resume. Functional resumes tend to highlight skills and their application relating to the job description as opposed to where and when you were previously employed doing the type of job you are applying.

### **Combination**

Just as the name suggests, this resume type is a combination of both chronological and functional. Typically this means that both a robust work history and a built-out skills section are listed within the resume. Creating a combination resume is easier with significant work and education experience. You can generally start your resume with the job titles you are seeking. Write out a robust professional summary and skills section, then include a chronological work history. Toward the bottom of the resume, you can include your education and skills training.

### **Targeted**

A targeted resume can be chronological, functional, or combination but is “targeted” specifically to the position for which you are applying. Work History, Skills, and Education sections are carefully constructed to emphasize the job requirements using exact keyword matching from the description. You will be required to research the company’s mission statement or vision as well as company culture and mirror those beliefs genuinely. A targeted resume is especially helpful when applying online to help you overcome or rank higher in the applicant tracking systems used by companies today.

## **What is a Report?**

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

Really, when people talk about “reports,” they’re usually referring to official documents outlining the facts of a topic, typically written by an expert on the subject or someone assigned to investigate it. There are different types of reports, explained in the next section, but they mostly fit this description.

***What kind of information is shared in reports? Although all facts are welcome, reports, in particular, tend to feature these types of content:***

- Details of an event or situation
- The consequences or ongoing effect of an event or situation
- Evaluation of statistical data or analytics
- Interpretations from the information in the report
- Predictions or recommendations based on the information in the report

Reports are closely related to essay writing, although there are some clear distinctions. While both rely on facts, essays include the personal opinions and arguments of the authors. Whereas reports typically stick only to the facts.

Moreover, reports are heavily organized, commonly with tables of contents and copious headings and subheadings. This makes it easier for readers to scan reports for the information they’re looking for. Essays, on the other hand, are meant to be read from start to finish, not browsed for specific insights.

## **Structure of a Report**

- **Title:** A clear and concise report title.
- **Table of Contents:** A page dedicated to the contents of your report.
- **Summary:** An overview of your entire report — you'll need to wait until you've completed the full report to write this section.
- **Introduction:** Introduce your report topic and what readers will find throughout the pages.
- **Body:** The longest section of your report — compile all of your information and use data visualization to help present it.
- **Conclusion:** Different from the summary, this concludes the report body and summarizes all of your findings.
- **Recommendations:** A set of recommended goals or steps to complete with the information provided in this report.
- **Appendices:** A list of your sources used to compile the information in your report.

## ***What is a Sales Report?***

A **sales report** (also known as a sales analysis report) is a document outlining your sales activity and the impact of that activity over a specific period of time. The details can vary, but typically include metrics about leads, new accounts won, revenue generated, and overall sales performance.

Sales reports are usually created by team leaders or sales managers, and are formatted to effectively communicate important data to specific teams or leaders, even to your investors. You can design your sales report as a multi-page document, an Excel document, a graph, or even a graphic presentation.

## ***What is a Feasibility Report?***

A **feasibility report** is a paper that examines a proposed solution and evaluates whether it is possible, given certain constraints. These constraints could be anything: financial, social, practical, environmental, technical, legal, or any number of other things that could make it impossible or impractical for a solution to be implemented.

In other words, A feasibility report is a document that assesses potential solutions to the business problem or opportunity and determines which of these are viable for further analysis.

For example, in moving the company's manufacturing, the CEO hopes to save money for the company. But is it a good idea? The move could cost the company lots of money, cutting into the savings of the new location. In addition, there are environmental concerns: they might be displacing wildlife. There's also the question of tax breaks, which could change based on the location.

**Note:** Both Sales and Feasibility reports can be drafted using the method outlined in "Structure of a Report"

## ***GROUP DISCUSSION***

### ***What Is A Group Discussion?***

A group discussion is a discussion between a group of participants on a given subject. A group discussion typically forms a part of the selection process used by organisations and educational institutions to check interpersonal communication skills, confidence in public speaking, team spirit, leadership abilities, social behaviour, and problem-solving skills of the prospective candidate. Typically during a group discussion, the candidates talk about the given topic to present facts, opinions and conclusions. Employers use this technique to screen candidates and assess their soft skills.

Group discussion normally comprises 10 to 15 participants at a time. The group discussion process commences with the declaration of the topic to the group, which is followed by giving preparation time of 3 to 5 minutes to everyone. Sometimes, more than 5 minutes of preparation time may be given only in the case that the topic is based on a case study and requires longer statements.

### ***Why GD is important?***

- It helps evaluate whether a candidate is a right fit for the organisation.
- It helps assess how a participant performs under different situations in a group.
- It helps to judge how one conceptualizes and manoeuvres his ideas through the discussion.
- It helps in analysing the candidate's attitude towards fellow members through one's communication and interpersonal skills, listening ability, humility and tolerance of others' ideas.
- It helps in shedding light on the candidate's leadership and managerial skills, problem-solving aptitude, creative thinking and knowledge of diverse topics.

### ***Follow These Tips whenever you Join Group Discussion***

#### **Groom Yourself for GD**

The first thing that catches the eye of a person is grooming. It is the first impression that matters a lot. Keeping this in mind one should dress up well and pay attention to their grooming for the Group Discussion.

#### **Take Clarifications if Required Beforehand**

One should clear any doubts they have beforehand itself so that one can start the Group Discussion on a clear note.

### **Always Carry Pen and Notebook**

One should ensure that they carry a pen and a notepad to the Group Discussion, so that they can jot down any points while participating in the discussion, not only does this help you in remembering your points well, but it also shows your preparedness for the recruiters.

### **Follow Body language Tips For Group Discussion**

Be comfortable and pleasant in your demeanour. Avoid artificial gestures or quirky movements, unnecessary hand expressions and pointing fingers. Moving hands to stress your point, waving your arms in the air, scrubbing your nose or looking at the ceiling to disagree show odd manners. When you are talking with someone, try to look straight into the listener's eyes to convey your thoughts more effectively.

- Don't cross your hands
- Don't point at others
- Use your hands while talking ( hands facing up and open suggest a confident personality )
- Sit Erect, don't slouch
- Don't bite nails

### **Initiate the Discussion if Possible**

It's always advisable to initiate the discussion unless one is not confident about the topic. In such cases when the topic is unfamiliar, wait and let someone else initiate the discussion and then you will be able to get information about the topic, which can then be used to give astute comments.

### **Maintain Eye Contact while Speaking**

It's extremely important to maintain eye contact while speaking. While addressing a group, one should make eye contact with all the members equally with whom it's possible to make eye contact ( due to proximity and line of vision )

### **Be A Good Listener in Group Discussions**

Usually, people think that in a Group discussion one should go on speaking, but one should also listen to the important points made by other candidates as well. Not only does it give you new ideas, but it also gives you time to think and formulate your next response.

### **Speak well and Aloud**

This is the most important of all the points, ultimately one has to speak well to impress recruiters. Hence one should polish their language skills and increase their knowledge base.

### **Maintain Decorum**

It is very important to maintain decorum while in a Group Discussion, as unruly behaviour is undesirable.

### **Be Positive During Group Discussion**

Lastly, maintain an optimistic attitude. It affects us, as well as others around us.

## Other Tips

### Intervene without leaving a bad impression

If you want to interrupt someone, you should have a specific purpose. Wait for the proper time, be polite and speak in a formal tone. You can say, *"Thank you for allowing me to speak,"* and stress your opinion with *"Let me add my points," "Your point is valid but ..."* or *"We can also see this from another angle"* sentences. Try to avoid openly disagreeing with other candidates.

### Complement the agreeable points

You can support points with merit using sentences such as, *"Yes, I also think we can approach this problem differently."* Such actions will leave a positive impact on your quality as a team member. This approach is helpful because panel members also observe candidates' teamwork, their manner of response to differing opinions and general courtesy.

# [MEETING NAME]

# MINUTES

**Date:** [Date]

**Time:** [Time]

**Facilitator:** [Facilitator]

## In Attendance

List attendees

## Approval of Minutes

The minutes were read from the August meeting and approved.

## Board

The Board, new principal, and guests were introduced. Mira Karlsson was nominated as the new Secretary. A motion to elect Mira was made by Angelica Astrom and seconded by August Bergqvist. All present voted in favor, and Mira Karlsson was confirmed as the new Secretary.

## Advisory Committee

There are a number of parent openings on the Advisory Committee. These openings were listed in the most recent newsletter. Three parents indicated an interest in serving on the committee. August Bergqvist will follow up with those parents and do some additional recruiting to fill these openings.

## Budget

The budget for the current school year was distributed by August Bergqvist, PTA Treasurer, and reviewed by the board and PTA members at the last meeting. In tonight's meeting, Angelica Astrom made a motion to approve the budget which was seconded by Allan Mattsson. All present voted in favor of approving the budget as presented.

## Principal's Report

Principal Ian Hansson presented his report.

## **New Business**

- Recap of Back to School night – September 9
- Parent Education Programs – Counselors
- Teacher Grants Application Process – School Principal

## **Committee Reports**

- Membership
- Volunteers
- Newsletter
- Computer Support

## **Announcements**

Enter Announcements

## **Next Meeting**

Date | Time, Location

Motion to adjourn was made at 9:00 p.m. and was passed unanimously.

# **Minutes of Meeting**

**Minutes** are the formal record of what was decided at the meeting. They also tell you who was present. They highlight the key issues that are discussed, motions proposed or voted on, and activities to be undertaken. The minutes of a meeting are usually taken by a designated member of the group. Their task is to provide an accurate record of what transpired during the meeting.

## **Steps Involved in Recording Meeting Minutes**

There are five main steps involved in recording the minutes of a meeting. They are:

- Pre-planning
- Record-taking
- Writing or transcribing the minutes
- Sharing meeting minutes
- Filing or storage of minutes for referencing in the future

### **Pre-Planning**

If a meeting is well-planned in advance, taking minutes will be a lot easier. That said, the chairperson and the secretary or minutes-recorder should work together to determine the agenda of the meeting beforehand. For example, the person recording minutes could work with the chair to draft a document that will serve as an agenda and provide the format for the meeting.

### **Meeting Agenda**

The meeting agenda will serve as a guide for how to take notes and prepare the minutes. In addition, the agenda also includes other details, which need to be incorporated in the minutes. They include:

- Names of all the members present – includes guests and speakers
- Documents that may be handed out as the meeting progresses, such as copies of a list of proposals to be voted on

### **Expectations**

When an individual is chosen as the minutes recorder, it's important for them to know what is expected of them. Therefore, the individual should approach the chair of the committee and ask what their role in the meeting will be.

## **What to Include in Minutes of Meeting**

Before recording any details, a designated minutes recorder should familiarize themselves with the type of information that they should record. The minutes of a meeting typically include the following details:

- Date and time the meeting happened
- Names of attendees, as well as absent participants
- Acceptance of, or amendments made to, the previous meeting's minutes
- Decisions made regarding each item on the agenda, such as:
  - Activities undertaken or agreed upon

- Next steps
- Outcomes of elections
- Motions accepted or rejected
- New business
- Date and time of the next meeting

# Email Etiquettes

## *What is email etiquette?*

Email etiquette means the principles that guide our behaviour when sending and receiving emails. This code of conduct includes guidelines regarding appropriate language, spelling, grammar, and manners. The proper etiquette depends on whom you are emailing. In the workplace, it's always safer to err on the formal side of these conventions.

## *Why is email etiquette important?*

Adhering to email etiquette will help you establish professionalism, build stronger relationships in the workplace and represent your employer well. It will also make communications more efficient and prevent you and the business from getting into trouble. Familiarising yourself with professional email etiquette will help you communicate respectfully with others and succeed in your career.

## *Follow a proper format*

- **Subject line:** Describe the gist of the mail using a few words/ Highlight the core topic of the mail using a few words.
- **Email Greeting:** Mention the recipient's name or address them respectfully. Add a proper salutation/greeting too.
- **Main Body:** Write the main message without deviating from the topic.
- **Signature:** Include your name, surname, company name, and sign-off.

## *Ensure that the subject line is short and specific*

- Do not use deceptive subject lines to grab the receiver's interest
- The subject line should not ideally extend beyond one sentence
- Never send an email without a subject line

## *Use proper/appropriate salutations*

A salutation is another word for your email greeting. Your greeting can be formal or informal depending on the context of the email. But it is generally advised to keep the tone of all emails formal. Ultimately, your greeting sets the tone of the email, so choose it wisely. Avoid salutations like "hi", "hey", etc.

- Start with a professional greeting such as "Dear", "Respected", "Hello", etc.

## *Do not forget to introduce yourselves*

- Never assume that the recipients know who you are

- If you contact someone for the first time, ensure that you provide a brief introduction about yourself before proceeding further (A line or two highlighting relevant information about yourself)

### ***Use professional sign-off***

- The sign-off depends on your relationship with the recipient and your email's purpose
- Some of the most popular professional sign-offs are: Sincerely, Kind Regards, Regards, Thank you, etc.

### ***Respond to emails promptly and appropriately***

- Respond within 12 business hours (between 9 am to 5 pm)
- Emails from your CEO/Boss/Senior should take precedence over all others. Thus, a reply must be given as soon as possible
- Emails related to urgent projects must be given priority
- Emails related to not-so-important issues can be taken up later, but they must not be ignored

### ***Do not send emails over the weekend***

- Do not send emails late on a Friday or over the weekend
- Ensure that your email arrives in the receiver's inbox first thing on Monday

### ***Check email tone***

- **Avoid sarcasm**: The recipient may not understand or may even misunderstand it
- **Avoid humour**: Trying to be funny or cracking jokes may be perceived as your non-commitment to the profession
- **Frame your email positively**: Use positive words (eg: Benefit and Improvement) instead of negative ones (eg: Failure and Mistakes).

### ***Additional Advice***

- Proofread your emails before sending them
- Do not respond to an email emotionally or when emotional
- Double-check that the recipient's ID is correct
- Do not use emojis and avoid slang
- Keep your emails concise because the recipient may read them on their mobile handsets
- Use professional email id



## **Formal Letter**

The following topics will help you understand how to write a formal letter in the most effective manner.

### ***Definition of a Formal Letter***

Formal Letters, also called Business Letters or Professional Letters, are letters that are written in a strict and specific format. Formal letters are naturally much more formal in style than informal/friendly letters. Formal letters can be written for a number of reasons such as,

- to express your concerns while working in a professional setup
- to provide official information across your workspace
- to order goods, to apply for employment, etc.
- to the Editor of a newspaper addressing the problems faced by various groups of people in different areas, etc.

### ***Structure of a Formal Letter***

In order to be able to write a formal letter, you have to first understand the reason behind the letter. As far as formal letters are concerned, the structure of the letter changes depending on the type of letter. There are certain rules to be followed to be able to draft a formal letter. Every sentence should be well thought out and laid down in such a way that the message you want to convey should be precise and clear to the reader.

### ***Types of Formal Letters***

There are different types of formal letters, as discussed, and they can generally be labelled under the following terms:

- Business Letters
- Letters of Application
- Letters to Newspapers

### **Business Letters**

Business letters should be terse, clear and to the point. There is no room for any kind of stories in a business letter. Before you start to write a business letter, there are a few things you should keep in mind.

- Use simple, everyday language to convey the message clearly instead of using flamboyant and overemphatic vocabulary.
- Never use jargon that is commonly used in business when you write a business letter.
- Avoid using abbreviations as much as possible.
- The modes of address vary according to the type of letter and the receiver.
- Clear and exact descriptions of the articles necessary with the expected quality and quantity should be listed with utmost care when you write a letter to order goods.

- When replying to a business letter, always quote the date of the letter you are responding to and its reference numbers (if any).

Formal/Business letters include letters from an employer to the employees and vice versa, letters to order and replace goods, letters of serious concern to an officer of higher rank, letters of complaint, etc.

### **Letters of Application**

Letters of Application usually consist of letters applying for employment. Before and after you write a letter of application, make sure you check for the following:

- Always start with a short introduction stating whether the applicant is writing in response to a reference from an advertisement found online or in the newspaper.
- State the age, education and experience of the applicant.
- Provide the employer with a genuine expression of the applicant's earnestness in taking up the job in the respective company.
- Also, furnish references so that the employer can gather an idea of the kind of employee you would be.

Letters of Application should follow the format of formal/business letters.

### **Letters to Newspapers**

Always address these letters to 'The Editor' and end with 'Yours faithfully'. Letters to the Editor are letters that express concerns that should be addressed to the higher authorities. These letters should be professional and authentic. No newspaper would publish anonymous letters, so make sure you are writing the letter for a cause and provide your name and address correctly.

### ***Writing a Formal Letter – Parts of a Formal Letter***

When writing a formal letter, always be respectful and conscious of your language, no matter what the subject of the letter might be. To write a formal letter, there are some points to be remembered.

1. Always start with the **sender's address**
2. This is followed by the **date**.
3. The **receiver's address** comes next. The receiver can be the name of the firm or the one who represents the firm.
4. The **subject of the letter** is very important. It is a statement of the purpose of the letter. It should be written in a single line.
5. The **salutation** can be *Dear Sir/Ma'am*. If it is a person you know well, you can address them by their name, '*Dear Shrinath*'.
6. The **body of the letter** can be written in 3 paragraphs.
  - The first paragraph should be aimed at introducing yourself and stating the purpose of your letter.
  - The second paragraph should furnish all the information about the matter.

- The third paragraph can be a concluding paragraph where you lay out your expectations regarding the matter.
- To **close the letter**, you can use a complimentary closing like '*Yours faithfully*', '*Yours sincerely*' etc.
  - Unlike informal letters, the **signature** should include your name (in block letters) and designation below your signature.

### **Formal Letter Writing Samples**

#### **Formal Letter Sample 1 – Letter to the publisher ordering books for your store**

Javed  
 Read More Book Store  
 24, Crosby Lane  
 Bangalore 600045

20th August, 2019

The Manager  
 Zack Publishing House  
 Mumbai 400012

Subject: Requirement of new books for the store

Dear Sir,

I have received the books that you sent last week. The books are in perfect condition, and they were delivered on time. Owing to the great service rendered, I would like to order more books that would be a great addition to the wide range of books available at my store. Given below is a list of books that I would like to purchase:

Title of the Book	Author	No. of Copies
Wuthering Heights	Emily Bronte	3
Treasure Island	R L Stevenson	2
A Brief History of Time	Stephen	4

	Hawking	
Surely You're Joking, Mr. Feynman!	Richard Feynman	2

I shall be grateful if you could send me copies of these books as mentioned by VPP as early as possible to the address given.

Thank you in advance.

Yours faithfully,

Signature

JAVED

Manager, Read More Book Store

### **Formal Letter Sample 2 – Letter to the Editor about a road that needs repair**

Ganesh  
 25, SS Street  
 Cheran Nagar  
 Coimbatore 641023

8th September, 2019

The Editor  
 The Hindu  
 Coimbatore

Subject: Repair of the road in Cheran Nagar

Sir,

I would like to bring to your notice that the people in and around Cheran Nagar have been facing difficulties in travelling back and forth because of the bad condition of the roads there. We have appealed to the Municipality, but there has not been any response on the issue so far.

As our appeals to their office have had no effect, we believe that perhaps a mention in the media would be of great help. Since the beginning of the last month, the roads in Cheran Nagar have been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night, it is positively dangerous for vehicles to pass that way. Moreover, there are heaps of road metal

on both sides of the road, which leave very little room in the middle. The residents of the area have been inconvenienced in this way for weeks.

The situation is becoming worse. There have been multiple accidents happening due to this condition. I request you to highlight the seriousness of the matter in your newspaper so that the road may be properly repaired without further delay.

Thanking You

Yours sincerely,

Signature

GANESH

Resident

# **Letter Writing**

## **What is Letter Writing?**

There are six parts of the letter and they are:

- Sender's address
- Date
- Greeting or Salutation
- Body of the Letter
- Subscription
- Signature

### **1. Sender's Address**

The writer's complete postal address has to be mentioned at the beginning of the letter on the left-hand side of the paper. This lets the receiver know where you wrote the letter from.

### **2. Date**

The date is written just below the sender's address, and It lets the recipient know when exactly the letter was written. The date may be written in any of the following ways:

4th July 2005

July 4, 2005

4/6/2005

4-6-2005

4.6.2005

### **3. Greeting or Salutation**

The Salutation depends on the relationship between the sender and the receiver.

- To members of your family and friends, it could be *Dear Father, My Dearest Friend, Dear Uncle, Dear Diana*, etc.
- To Business people or any officer of higher rank, it could be *Dear Sir, Respected Sir/Ma'am*, etc.

### **4. Body of the Letter**

The message that you want to convey is stated in the body of the letter. The style, however, depends on the type of letter you are writing. The style of a friendly letter differs completely

from that of a business letter or an official letter, but certain points apply to both *formal letters* and *informal letters*.

Generally, when you draft the body of your letter, see to it that you divide it into short paragraphs, according to the change in the subject matter. Use simple and direct language that is easy to comprehend. Put down all your points in a logical order.

### **5. Subscription**

The subscription helps you courteously end the letter. The subscriptions change according to the type of letter you are writing. It can be written as *Yours faithfully*, *Yours lovingly*, *Yours sincerely*, *With love*, etc.

### **6. Signature**

The signature or the name of the writer should be written just before the subscription.

## **Different Types of Letters**

Letters can be classified into two main types according to the purpose of the letter. Informal Letters, also known as Social Letters, include Friendly Letters and Notes of Invitations.

Formal Letters, also known as Business Letters, include Letters of Application, Letters to Higher Authorities, and Letters to Newspapers.

### **Informal Letter**

Letters to friends and family can be written in a conversational style. They are just a composition of spontaneous thoughts, and they are easy and personal. When writing an informal letter, you are free to use colloquial language, which would be quite out of place in a formal letter. This does not mean that you can pen down random thoughts that are disconnected and make no sense. Wrong spelling, punctuation and grammar are not allowed even though the letter is informal and personal.

### **Formal Letter**

Formal letters or Business letters should be clear and concise. You should always remember that formal letters are written to bring important information into consideration, so you should always take care to draft the letter carefully by providing only the necessary information.

## **Types of Letters Examples**

Sample Informal Letter – Letter to a Friend in Reply to Her about Planning a Trip Together

16/65, Martins Castle

DB Road

Hyderabad 500023

20/05/2020

Dearest Caro,

I was happy to see your letter, and I loved your idea. I have been wanting to go on a trip with you for a long time, and I think both of us can finally make time to plan and make it happen.

I have a list of places that I thought would be fun to visit. I also do have a list of things I would like to do on our trip. I am too scared of heights, and I know you are too, but I have always wanted to try out bungee jumping with you. Let me know what you think about it. We can also find affordable and beautiful places to stay, and I am sure we can chart it all out. I cannot wait to go on this adventure with you. I know it is a secret to be kept since it is going to be just us, and that makes it all the more exciting. I know for sure that it is going to be worth it too.

I will make sure that I meet you next weekend and make plans for the trip. It would definitely be difficult to get our parents to allow us on this trip, but let's try hard and make this work. See you soon.

Love,

Rose

### **Sample Formal Letter – Letter of Application**

3, Old Gate

Nagpur 440003

20<sup>th</sup> April, 2018

The Principal

Taurina High School

Mumbai 500043

Subject: Application for the post of English Teacher

Dear Sir,

I am applying for the position of English Teacher in your organization with reference to the advertisement on The Indian Express dated 18/04/2018. I have great interest in this position and would highly appreciate it if you could consider my application.

I have completed my Post Graduation in English and have experience of working as a High School English Teacher for two years. In my teaching experience, I have come across various challenging situations with kids and parents, and I have learnt to handle all of them well. I have enjoyed connecting with the children and being a part of their growth and development as considerate and intelligent individuals.

I have attached my resume and experience certificate for your kind perusal and hope to hear from you in this regard.

Yours faithfully,

SEAN ALEXANDER

## IPA

- The Phonetic Alphabet (IPA) invented by IPA Association in 19th century.
- IPA was invented in order to have a system in which there was a **one-to-one correspondence** between each **sound** in language and each phonetic symbol (letter).

**Take for example,**

- In English, there are
  - 26 alphabets
  - But 44 speech sounds
- Therefore, there is no one-to-one correspondence between letters and sounds in English
- There is duality of spelling and pronunciation in English – different letters may represent the same sound while the same letter could represent different sounds.

**Can you think of some such words??**

SOUND	EXAMPLES
/s/	<u>s</u> ee, <u>c</u> ensor, <u>m</u> iss
/sh/	<u>sh</u> oe, <u>ch</u> ef, <u>me</u> nt <u>io</u> n, <u>pr</u> ecious, <u>t</u> ension, <u>p</u> assion, <u>a</u> n <u>x</u> ious
/z/	<u>z</u> oo, <u>se</u> ason
/k/	<u>k</u> ill, <u>ch</u> emistry, <u>c</u> all, <u>s</u> ick
/ee/	<u>ee</u> et, <u>ke</u> y, <u>de</u> al, <u>se</u> ize, <u>ph</u> ysique, <u>re</u> cast
/oo/	<u>oo</u> , <u>mo</u> vie, <u>sou</u> p, <u>true</u> , <u>tru</u> th, <u>ju</u> ice
/ah/	<u>ma</u> rket, <u>fa</u> st, <u>a</u> unt, <u>he</u> art,

According to IPA in English there are 44 sounds. They are –

### Consonants

The manner of articulation is the way the airstream is affected as it flows from the lungs and out of the mouth and nose

Based on the Manner of Articulation Consonants:

- Voiceless sounds are those produced with the vocal cords apart so the air flows freely through the glottis
- Voiced sounds are those produced when the vocal cords are together and vibrate as air passes through

/p/	as in <u>p</u> ast
/b/	as in <u>b</u> oy
/t/	as in <u>t</u> est
/d/	as in <u>d</u> ay
/k/	as in <u>k</u> ite
/g/	as in <u>g</u> o
/tʃ/	as in <u>ch</u> est
/dʒ/	as in <u>j</u> oke
/f/	as in <u>f</u> ind
/v/	as in <u>v</u> isit
/l/	as in <u>l</u> ast
/r/	as in <u>r</u> un

/θ/	as in <u>th</u> ick
/ð/	as in <u>th</u> is
/s/	as in <u>s</u> ad
/z/	as in <u>z</u> oo
/ʃ/	as in <u>sh</u> oe
/ʒ/	as in <u>plea</u> sure
/h/	as in <u>h</u> eavy
/m/	as in <u>m</u> any
/n/	as in <u>n</u> o
/ŋ/	as in <u>ri</u> ng
/j/	as in <u>y</u> esterday
/w/	as in <u>w</u> et

## Vowels

- Unlike a consonant sound, a vowel sound is unobstructed in articulation by the tongue, teeth, or lips
- The vocal tract is relatively open and there is sufficient space for air to escape the mouth without friction
- There are 20 vowel sounds:
  - 12 pure vowel sounds/ monophthongs
    - 5 long vowel sounds
    - 7 short vowel sounds
  - 8 diphthongs (Glides)

LONG VOWELS		SHORT VOWELS	
i:	as in <u>sheep</u>	ɪ	as in <u>ship</u>
a:	as in <u>farm</u>	æ	as in <u>hat</u>
u:	as in <u>cool</u>	ʊ	as in <u>foot</u>
ɔ:	as in <u>horse</u>	ɒ	as in <u>sock</u>
ɜ:	as in <u>bird</u>	ə	as in <u>head</u>
		ʌ	as in <u>above</u>
		ʌ	as in <u>cut</u>

/ɪə/	-	ear,hear,cheer,deer,beer
/eə/	-	air,chair,rare,bare,their
/ʊə/	-	tour,poor,sure,cure
/eɪ/	-	say,pray,pay,day
/aɪ/	-	I , eye, pie, sight, fight
/ɔɪ/	-	oil,coin,voice,boy,boil
/eu/	-	go,so,sow,bow,slow,
/au/	-	owl,out,count,found,bow

## Role/Importance/ Advantage of studying IPA

Learning Phonetics is essential to any young and new language learner as it involves not only production of speech sound but also transmission, and reception of the sound.

The basic purpose behind the design of IPA is to show the basic characters for the recognition of language characteristics like intonation, phones, phonemes of language and the separation of words and syllables.

Knowledge of IPA enables the young and new language learners in recognizing both familiar and unfamiliar sounds, improves pronunciation skills, and develops autonomy in words and sound recognition and overall, to develop effective communication skills.

IPA represents accurate pronunciation of sounds in languages because in IPA there are no separate letters for two different sounds.

Knowledge of IPA provides skill to pronounce any word in any language of the world.

### 1. Builds Confidence

When learners by themselves can decode sounds and their relation to the pronunciation of letters and their combination in words, communication becomes a natural process for them. Even when the words seem unfamiliar to them, instead of getting overwhelmed they will be able to associate words with clear conceptualization.

### 2. Helps in Recognition and Interpretation

Be it young learners or adults, once they know how to use phonetics in everyday life, they can easily recognize the sound each letter makes and how they must be pronounced when they are in

combination with each other. One of the core objectives of learning phonetics is to make learners capable of interpreting the words even when they listen from a person having a different accent.

### **3. Helps to Spell Words Correctly**

Phonetics not only guides the learner in decoding the sound, it also helps them to know how a word must be spelt out while writing. When you spell a word with a phoneme, it is called Grapheme. Graphemes are the symbols that are used to identify a single phoneme – a letter or group of letters that represent the sound. And effective communication can only be completed when learners can use the language appropriately in both reading and writing.

### **4. Improves Fluency**

When it comes to the fluency of a speaker, two things matter the most:

- How fast can a person recognize words!
- How accurate the pronunciation is!

Phonetics does take care of both. Fluency indicates the ‘ease’ with which one can read text. Moreover, when learners can decode words it builds a memory dictionary in their minds and with times this helps to build up the comprehension skill within oneself.

### **Practice**

- restərɒnt (American)
- restə\_ɹɒŋ (British)
- resturɒŋ (Norwegian)
- RESTORĀ (French)
- sələd (American)
- salata (Croatian)
- kli ſei (American)
- kli:ſei (British)

## Task Based Activities

**What is a task-based activity?**

A task-based activity is a procedure in which students have to use the target language in order to achieve a specific outcome. The best TBL activities reflect real-life situations, so the students can see that the lesson is relevant to their own lives.

## Task Based Activities

There are a number of activities you can use for task based language teaching. Here are some very practical things to consider doing in your classes.

### *1. Vacations*

A common task-based learning activity for students is to get them to plan a vacation they're going to take together as a group and then do a short presentation about it to the class, or submit a written assignment or video explaining it.

### *2. Presentations*

Students can be assigned a presentation topic in class, about any current event. That way, students are free to choose whatever interests them, instead of letting my own interests dictate their learning.

### *3. Essays*

essay can be assigned for homework, it'll give students the freedom to choose any topic they want. The only requirement is that they check in with me before starting so that they don't go down the wrong track and waste time on something that is either too basic or too difficult.

### *4. Directions and Task Based Language Teaching*

Another common context is something like directions. This works well because there is most definitely a reason why students have to talk to each other and a task to complete (finding a new location).

## **5. Current Events Poster and Presentation**

An interesting activity I often do in my classes is to get my students to choose a current event that's happening. Then, they have to make a poster and do a short presentation about it to the class.

## **6. Information Gap Activities**

Information gap activities are where each student has only half the information and they have to work together to get the complete picture. This is done by talking.

## **7. Conduct an Interview and Report Results**

A fun way to get students talking to each other about things they're interested in is to get them to survey their classmates about one specific question. Once they've talked to at least 10 of them, they can take a look at their results and analyze them. Finally, they can report to the class what they learned.

## **8. Plan a Class Party**

If your course is coming to an end and you want to have a class party or celebration of some kind, get the students to plan the party for you! Set up some group rules first, including the following:

- time/date of the party
- location
- budget

Then, students can make some plans, give a short presentation to the class and finally vote on which one you'll do.

## **9. Role Plays**

A nice activity to include in a task-based lesson plan is a role play. This is particularly true if your students are studying English for a specific purpose (travel, medical or business English, etc.). The task is that students have to accomplish a certain thing.

### **More Ideas for Task Based Learning**

If you need some more ideas for how to do TBL with your students, here are just a few ideas:

**Making a phone call to make a reservation, or complain about something**

**Write an email in English for work**

**Visiting the doctor**

**Gathering information to make a poster or advertisement**

**Make a short movie**

**Plan a road trip**

**Finding something is a common**

**What are the Steps in a Task Based Learning Lesson Plan?**

**When you're designing a lesson plan for this style of class, there are a number of important steps to follow. Here's a bit of information about each of them:**

#### **Pre-Task**

**In this stage, the teacher introduces the topic and gives instructions on what will happen at the task stage. Basically, the requirements of the project that students will have to complete. You could also introduce the language that may be useful to help complete the task, although students may have to discover more for themselves.**

#### **The Task**

**The goal of this stage is to make your expectations for the task clear and to give students some tips, language, ideas, etc. for how they can proceed (if necessary).**

#### **Planning**

**During this phase, students can prepare a short report (written or spoken) about what happened during their task. They can practice what they're going to say in their group and the teacher can offer some assistance if needed.**

## **Report**

**Students report to the class about what happened during their task. The teacher can also offer feedback.**

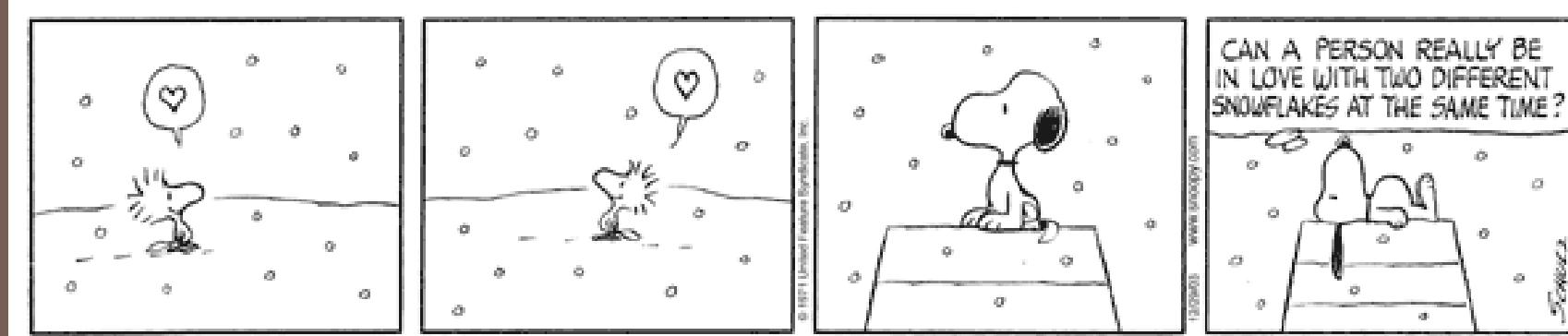
## **Analysis**

**At this point, the teacher can highlight the language students used during the report phase. If you recorded the report phase, you may play this back for the students to notice any language used.**

### **What are the Advantages of Task Based Learning**

**task-based learning had a number of advantages over this traditional model, including the following:**

- **Students control the language they learn and produce, rather than being restricted to something pre-selected by the teacher or text.**
- **Task-based learning allows for a natural setting of the context where students can base their learning on their own experiences. This makes learning far more personal and relevant to your students in many cases.**
- **Language learning can arise from student need, instead of what the next unit is in the textbook. This makes it more memorable for learners.**
- **Errors are a natural part of the learning process in TBL and are seen as a learning opportunity.**
  
- **Students are generally very motivated to complete the tasks because it's something they've chosen to do and it relevant to them.**



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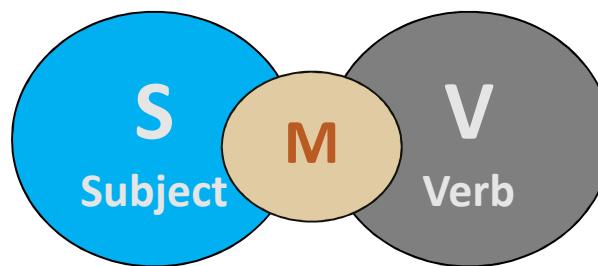
# MODAL VERBS: STRUCTURE & USE

# What are modal verbs?

- Can
- Could
- May
- Might
- Must
- Shall
- Should
- Ought to
- Will
- Would

They are **Auxiliary verbs** that provide additional and specific meaning to the main verb of the sentence

# How do we use modals?



**Example:** **Mary** **could** play the piano

They do not accept conjugation  
They do not need other auxiliary verbs

# Form

There is no “s” in singular

There is no “do / does” in the question

There is no “don’t / doesn’t” in the negative

He can ski                  He canss ski or He can skiss

Would you like to come with me?

Do you would like to come with me?

They can’t be serious

They don’tt can be serious

# Form

Modal verbs do not have **infinitives** or **-ing** forms

~~to can / caning~~

~~to must / musting~~

Modal verbs are followed by an infinitive without **to**

She **must** study (strong obligation)

We **should** have gone the other way (recommendation)

He **could** play football in his youth (ability in the past)

# Form

Modal verbs do **not** have **all the tenses**

Modal verbs use other verbs to complete the tenses

**Can** is completed with **be able to**

**Must** is completed with **have to**

They **can** play the piano

They will **be able to** play the piano in the future

You **must** come early

You **had to** come early yesterday

# What do they express?

They can have more than one meaning  
depending on the situations

1. **Single Concept Modal:** they have **one** meaning
2. **Double Concept Modal:** they have **two** meanings
3. **Modals in past:** They are used to express a situation in the past

# Categories

<b>Single concept Modals</b>	<b>Double Concept Modals</b>	<b>Modals in Past</b>
Will	May	Would have
Might	Must	Could have
Should	Would	Might have
Ought to	Shall	Should have
Had better	Could	May have
	Can	Must have

# Single Concept Modal

Modal	Concept	Examples
Will	Future	Joe will travel to NY next week
Might	Small probability	I might move to Canada some day
Should	Recommendation	You should go to the doctor
Ought to	Formal recommendation	We ought to know about first aids
Had better	Warning	I had better study or I will fail the test

# Double Concept Modal

Modal	Concept	Examples
<b>May (1)</b>	Permission	May I come in?
<b>May (2)</b>	Good probability	We may visit Mexico this summer
<b>Must (1)</b>	Responsibility	Everyone must pay taxes
<b>Must (2)</b>	Assumption	She didn't arrive. She must be sick
<b>Would (1)</b>	Past (used to)	When I was young, I would play soccer
<b>Would (2)</b>	Present unreal	I would buy the car but I can't afford it

# Double Concept Modal

Modal	Concept	Examples
Shall (1)	Educated expression Offer	Excuse me, I shall go now Shall I clean it?
Shall (2)	Contractual obligation	The company shall pay on January 1st
Could (1)	Unreal Ability	I could go if I had time
Could (2)	Past Ability	She could play the piano (but she can't anymore)
Can (1)	Present Ability	We can speak English
Can (2)	Permission	Can I have a candy?

	PROBABILITY/ POSSIBILITY	ABILITY	PERMISSION	OBLIGATION/ ADVICE	OFFERS
CAN		I can play the piano	Can I go out tonight?		
CAN'T	She can't be his mum. She's too young	I can't speak German	Can I borrow the car? No, I can't.		
MIGHT	It might rain tomorrow				
COULD	It could rain tomorrow	I could already read when I was two	Could I see your passport please, sir?		
MAY	It may rain tomorroww		May I leave the table?		
MUST	She must be his sister because they look alike.			You must leave before the clock strikes twelve.	
HAVE TO				I have to study tonight.	
SHALL				You shall pay on Tuesday	Shall I help you?
SHOULD / OUGHT TO				You should see it. It's excellent.	
HAD BETTER				You had better sleep more.	
WOULD					Would you like a drink?

# Modals in the Past

- 
- They are modals referred to actions that happened in the past

**MODAL + HAVE + verb in past participle**

It **must have been** a difficult decision

They **should have invited** her to their wedding

MODAL PERFECT	USES	EXAMPLES
<b>MUST HAVE + P.P.</b>	Logical conclusion on a past event	Peter has arrived late. He <u>must have been</u> in a traffic jam
<b>MAY / MIGHT HAVE + P.P.</b>	Deduction on a past event	Joe <u>may / might have taken</u> the wrong train.
<b>COULD HAVE + P.P.</b>	Possibility to do something, gone unfulfilled	You <u>could have played</u> better
<b>COULDN'T HAVE + P.P.</b>	Certainty that something couldn't have happened	He <u>couldn't have passed</u> because you hadn't studied enough
<b>WOULD HAVE + P.P.</b>	Desire to do something, but impossibility to do it for external causes	I <u>would have visited</u> you, but I forgot your address
<b>SHOULD / OUGHT TO HAVE + P.P.</b>	Lament on something that should have been done	You <u>should / ought to have warned</u> me earlier
<b>SHOULDN'T HAVE + P.P.</b>	Critique on something that shouldn't have happened	He <u>shouldn't have told</u> them
<b>NEEDN'T HAVE + P.P.</b>	Somthing that wasn't necessary doing	You <u>needn't have bought</u> it .

# Modals-like verbs:

A few verbs which often serve as **modals** too.  
They need to be conjugated.

Modal	Concept	Example
Like to	Enjoy	I like to watch TV
Want to	Desire	John wants to buy a car
Need to	Necessity	We really needed to talk to you
Have to	Obligation	Susan had to pay the rent
Have got to	Have to	I've got to go now
Look forward to	Future plan	I look forward to seeing you again

# Practise

1. My son \_\_\_ be home by now. Where can he be?  
a. Have to      b. would      c. should      d. could
2. I think your thumb is broken. You \_\_\_ go to the emergency room.  
a. Might      b. could      c. ought to      d. can
3. If you are interested in losing weight, you \_\_\_\_\_ try this new diet.  
a. Could      b. mustn't      c. don't have to      d. had to
4. John's fallen down the stairs! I \_\_\_\_\_ call an ambulance!  
a. Will      b. might      c. may      d. ought to
5. You \_\_\_\_\_ come too early. We won't leave until 9 o'clock.  
a. Has to      b. must      c. needn't      d. can't

# Practise

6. Children \_\_\_\_\_ be accompanied by an adult at the zoo.
- a. Ought to      b. must      c. would      d. mustn't
7. You \_\_\_\_\_ talk during tests. It's forbidden!
- a. don't have to      b. mustn't      c. couldn't      d. ought to
8. I can feel the heat. We \_\_\_\_\_ be near the fire.
- a. Can      b. would      c. must      d. have to
9. They \_\_\_\_\_ hear him because he was whispering.
- a. Wouldn't      b. mustn't      c. shouldn't      d. couldn't
10. You've never heard of Britney Spears? You \_\_\_\_\_ be serious!
- a. Must      b. had to      c. can't      d. shouldn't

# Practise

11. \_\_\_\_\_ you like to have dinner with me tonight?
- a. Could      b. may      c. should      d. would
12. You \_\_\_\_\_ let him hear about the party tomorrow. It's a surprise!
- a. mustn't      b. wouldn't      c. couldn't      d. can
13. \_\_\_\_\_ I speak to the Chief Councillor, please?
- a. Must      b. May      c. Would      d. Need
14. He has arrived late. He \_\_\_\_\_ missed the bus
- a. Must have      b. Should have      c. Could have      d. must

# More practise

■ Re-write the following sentences using modals so that they have the same meaning.

1. I suggest that you get a good lawyer!

You should get a lawyer

2. A university degree isn't necessary for that job.

You needn't have a university degree for that job  
don't have to have a university...

3. Perhaps my father will pick you up.

My father may / might pick you up

4. Eating is forbidden in class!

You mustn't eat in class

# More practise

■ Re-write the following sentences using modals so that they have the same meaning.

5. Look at his dirty clothes! I'm sure he is a poor person.

He must be a poor person

6. I don't believe that the legend of Hercules is true because there are many contradictions.

The legend of Hercules can't be true

# Use your imagination



**Think about these situations and create a sentence using modals.**

1. We are going to Paris for a weekend. (Make suggestions about things to do)
2. We start school in September. (Talk about necessity)
3. Margaret is a very talented sportswoman. (Talk about ability)
4. You have just won the lottery! (Talk about possibility)
5. Peter has got a headache and a congested nose. (Give him some advice)
6. You want to borrow your uncle's Mercedes Benz. (Ask for permission politely)

# Possible answers



1. We could visit the Louvre / We should go up the Eiffel Tower
2. We have to buy a new notebook
3. She can speak 3 languages! / She is able to play the piano and the violin
4. I might stop working / I may buy a new car / I can travel to New York
5. You should see a doctor / You ought to drink hot tea
6. Can I borrow your car, please? or May I borrow your car, please?

## **1. Skimming**

Skimming, sometimes referred to as gist reading, means going through the text to grasp the main idea. Here, the reader doesn't pronounce each and every word of the text but focuses their attention on the main theme or the core of the text. Examples of skimming are reading magazines or newspapers and searching for a name in a telephone directory.

## **2. Scanning**

Here, the reader quickly scuttles across sentences to get to a particular piece of information. Scanning involves the technique of rejecting or ignoring irrelevant information from the text to locate a specific piece of information.

## **3. Predicting**

Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the story (Bailey, 2015). When making predictions, students envision what will come next in the text, based on their prior knowledge. Predicting encourages children to actively think ahead and ask questions. It also allows students to understand the story better, make connections to what they are reading, and interact with the text.

Making predictions is also a valuable strategy to improve reading comprehension. Students are able to make predictions about a story, based on what they have already heard, read, or seen. This in turn, will allow students to become actively involved in the reading process. To determine if their predictions are correct, students should be required to reread portions of the text to recall facts about the characters or events within the story. Picture walks can serve as a tool to organize information within a story, which can also increase a child's comprehension. During a picture walk, students are able to activate their prior knowledge and connect the visual images in the story to their own personal experiences.

Students can also use a graphic organizer to predict the outcome of a story. They can do this by identifying clues within the text to predict how characters will behave and how significant problems in the story will be

solved. When using a graphic organizer, students are able to stay fully engaged in the story as they capture their thoughts in a logical way. It is important for teachers to encourage children to record clues that either support or deny their predictions. Teachers can also allow students to revise their predictions in order to reflect on the clues that are found within the text.

Making predictions encourages readers to use critical thinking and problem solving skills. Readers are given the opportunity to reflect and evaluate the text, thus extracting deeper meaning and comprehension skills. Students will also be more interested in the reading material when they connect their prior knowledge with the new information that is being learned.

#### 4. Inferring

Inferring means figuring out something that the author doesn't actually say. You can use clues that are in the text, and things from your own mind. Sometimes it's called "reading between the lines," and it adds a lot more meaning to the story. When students infer, they find clues in the text and use what they already know from personal experience or past knowledge to fully understand what the text is about.

Making an inference involves using what you know to make a guess about what you don't know or reading between the lines. Readers who make inferences use the clues in the text along with their own experiences to help them figure out what is not directly said, making the text personal and memorable.

#### Skills Required to Make Inferences

Have background knowledge of the words and concepts in the text. Attend to relevant information. Hold information from earlier parts of the text in memory to be connected with related information that appears later in the text. Monitor for inconsistencies in information.

## **5. Guessing the meaning**

**Guessing from context refers to the ability to infer the meaning of an expression using contextual clues. These clues may be purely linguistic or situational.**

**A guess (or an act of guessing) is a swift conclusion drawn from data directly at hand, and held as probable or tentative, while the person making the guess (the guesser) admittedly lacks material for a greater degree of certainty.**

### **Guessing meaning from context**

**Guessing from context refers to the ability to infer the meaning of an expression using contextual clues. These clues may be purely linguistic or situational:**

- **Linguistic context: the linguistic environment in which a word is used within a text**
- **Situational context: extra-linguistic elements that contribute to the construction of meaning may involve background knowledge of the subject.**

**What this amounts to is that learners should be able to infer the meaning of an unknown word using:**

- 1. The meaning of vocabulary items that surround it;**
- 2. The way the word is formed;**
- 3. Background knowledge of the subject and the situation.**

### **Techniques for guessing**

**Texts are often full of redundancy and consequently, students can use the relation between different items within a text to get the meaning. Our prior knowledge of the world may also contribute to understanding what an expression means.**

- **Synonyms and definitions:**

- Kingfishers are a group of small to medium-sized brightly colored birds
- When he made insolent remarks towards his teacher they sent him to the principal for being disrespectful
- Antonym and contrast
  - He loved her so much for being so kind to him. By contrast, he abhorred her mother
- Cause and effect
  - He was disrespectful towards other members. That's why he was sent off and penalized.
- Parts of speech
  - Whether the word is a noun, a verb, an adjective, or an adverb, functioning as a subject, a predicate, or an object.
- Examples
  - A trojan is an example of a computer virus
- Word forms (the morphological properties of the word)
  - Getting information from affixes (prefixes and suffixes) to understand a word. Examples: *dis-* (meaning not), *-less* (meaning without)...
- General knowledge
  - The French constitution establishes *laïcité* as a system of government where there is a strict separation of church and state.

These techniques help students get the meaning of words or at least narrow the possibilities. If need be using the dictionary should be the last resort to fine-tune the understanding of a vocabulary item

The best way to entice and capture the interest of an audience during a seminar or a lecture is to use audio or visual aids. Computer education has made it even easier as this provides us with the techniques combining audio and visual inputs in the form of power point presentations and short films. However it is not enough to load all the information we have into innumerable (numerous) slides and attempt to convince the people who have gathered to listen.

## **Tips for presentation**

### **Stages of Preparation**

1. Selecting the topic Know your audience, be sure you know who you are addressing, Choose a topic that will interest them and one that interests you as well!!
2. Collecting relevant data – and organizing it in proper sequence
3. Preparing slides based on data –not too many slides!! Just enough to make sure you do not omit (neglect) the main points.
4. Practicing the presentation – Speech, Voice, Tone, intonation (accent), body language etc.
5. Delivery

### **Slide preparation**

1. Do not crowd your slides with words –have a maximum of 5 lines, lengthy sentences should be avoided.
2. Use simple, clear fonts and the size should be big enough to be viewed by the last row in the audience.
3. Do not use too many colours three colours can be maintained for the entire presentation.
4. Pictures and diagrams should be well chosen clarity and neatness should be the main criteria.
5. Practice your talk along with the power point presentation keeping to allotted time.

### **Delivery**

1. Body language is all important –from the moment the speaker walks up to the stage till he leaves.
2. Start with a greeting (salutation, welcoming).
3. Introduce your topic; you could touch upon the main headings of your presentation.
4. Get started with a joke, anecdote (story, sketch), proverb or a question.
5. Divide your speech into three parts and highlight the important points of each part, taking the help of the slides, to make sure you do not forget any.
6. Close your speech with a good concluding statement.
7. Never forget to ask if the audience has any questions to ask.  
(Answer those you know and for the others say that you would look into that particular area.)
8. Close

# How do I organize a paragraph?

There are many different ways to organize a paragraph. The organization you choose will depend on the controlling idea of the paragraph. **Below are a few possibilities for organization, with links to brief examples:**

- **Narration:** Tell a story. Go chronologically, from start to finish. ([See an example.](#))
- **Description:** Provide specific details about what something looks, smells, tastes, sounds, or feels like. Organize spatially, in order of appearance, or by topic. ([See an example.](#))
- **Process:** Explain how something works, step by step. Perhaps follow a sequence—first, second, third. ([See an example.](#))
- **Classification:** Separate into groups or explain the various parts of a topic. ([See an example.](#))
- **Illustration:** Give examples and explain how those examples prove your point. (See the detailed example in the next section of this handout.)

## 5-step process to paragraph development

Let's walk through a 5-step process for building a paragraph. For each step there is an explanation and example. Our example paragraph will be about slave spirituals, the original songs that African Americans created during slavery. The model paragraph uses illustration (giving examples) to prove its point.

### Step 1. Decide on a controlling idea and create a topic sentence

Paragraph development begins with the formulation of the controlling idea. This idea directs the paragraph's development. Often, the controlling idea of a paragraph will appear in the form of a topic sentence. In some cases, you may need more than one sentence to express a paragraph's controlling idea. **Here is the controlling idea for our “model paragraph,” expressed in a topic sentence:**

**Model controlling idea and topic sentence** — Slave spirituals often had hidden double meanings.

### Step 2. Explain the controlling idea

Paragraph development continues with an expression of the rationale or the explanation that the writer gives for how the reader should interpret the information presented in the idea statement or topic sentence of the paragraph. The writer explains

his/her thinking about the main topic, idea, or focus of the paragraph. **Here's the sentence that would follow the controlling idea about slave spirituals:**

**Model explanation** — On one level, spirituals referenced heaven, Jesus, and the soul; but on another level, the songs spoke about slave resistance.

### **Step 3.** Give an example (or multiple examples)

Paragraph development progresses with the expression of some type of support or evidence for the idea and the explanation that came before it. The example serves as a sign or representation of the relationship established in the idea and explanation portions of the paragraph. **Here are two examples that we could use to illustrate the double meanings in slave spirituals:**

**Model example A** — For example, according to Frederick Douglass, the song “O Canaan, Sweet Canaan” spoke of slaves’ longing for heaven, but it also expressed their desire to escape to the North. Careful listeners heard this second meaning in the following lyrics: “I don’t expect to stay / Much longer here. / Run to Jesus, shun the danger. / I don’t expect to stay.”

**Model example B** — Slaves even used songs like “Steal Away to Jesus (at midnight)” to announce to other slaves the time and place of secret, forbidden meetings.

### **Step 4.** Explain the example(s)

The next movement in paragraph development is an explanation of each example and its relevance to the topic sentence and rationale that were stated at the beginning of the paragraph. This explanation shows readers why you chose to use this/or these particular examples as evidence to support the major claim, or focus, in your paragraph.

Continue the pattern of giving examples and explaining them until all points/examples that the writer deems necessary have been made and explained. **NONE** of your examples should be left unexplained. You might be able to explain the relationship between the example and the topic sentence in the same sentence which introduced the example. More often, however, you will need to explain that relationship in a separate sentence. **Look at these explanations for the two examples in the slave spirituals paragraph:**

**Model explanation for example A** — When slaves sang this song, they could have been speaking of their departure from this life and their arrival in

heaven; however, they also could have been describing their plans to leave the South and run, not to Jesus, but to the North.

**Model explanation for example B** — [The relationship between example B and the main idea of the paragraph's controlling idea is clear enough without adding another sentence to explain it.]

**Step 5.** Complete the paragraph's idea or transition into the next paragraph

The final movement in paragraph development involves tying up the loose ends of the paragraph and reminding the reader of the relevance of the information in this paragraph to the main or controlling idea of the paper. At this point, you can remind your reader about the relevance of the information that you just discussed in the paragraph. You might feel more comfortable, however, simply transitioning your reader to the next development in the next paragraph. **Here's an example of a sentence that completes the slave spirituals paragraph:**

**Model sentence for completing a paragraph** — What whites heard as merely spiritual songs, slaves discerned as detailed messages. The hidden meanings in spirituals allowed slaves to sing what they could not say.

**Notice that the example and explanation steps of this 5-step process (steps 3 and 4) can be repeated as needed. The idea is that you continue to use this pattern until you have completely developed the main idea of the paragraph.**

**Here is a look at the completed “model” paragraph:**

Slave spirituals often had hidden double meanings. On one level, spirituals referenced heaven, Jesus, and the soul, but on another level, the songs spoke about slave resistance. For example, according to Frederick Douglass, the song “O Canaan, Sweet Canaan” spoke of slaves’ longing for heaven, but it also expressed their desire to escape to the North. Careful listeners heard this second meaning in the following lyrics: “I don’t expect to stay / Much longer here. / Run to Jesus, shun the danger. / I don’t expect to stay.” When slaves sang this song, they could have been speaking of their departure from this life and their arrival in heaven; however, they also could have been describing their plans to leave the South and run, not to Jesus, but to the North. Slaves even used songs like “Steal Away to Jesus (at midnight)” to announce to other slaves the time and place of secret, forbidden meetings. What whites heard as merely spiritual songs, slaves discerned as detailed messages. The hidden meanings in spirituals allowed slaves to sing what they could not say.

# Paraphrasing and summarizing

## Paraphrase

Rephrasing or restating information from another source in your own words without changing the meaning, usually shorter than the original passage.

## Summary

Summary includes only the main ideas of someone else's writing, restated in your own words, much shorter than the original text. Always acknowledge the original author when using a paraphrase or summary.

## Paraphrasing techniques

Steps to effective paraphrasing and summarizing:

1. Read your text/paragraph and ensure that you understand it.
2. Write down your ideas without looking at the original.
3. Use synonyms or change the word order of your sentence.
4. Compare with the original to see whether you are conveying the same meaning.
5. Note down the source so you can easily cite it later.

## Example

### Original Text

The most common improvement strategy is upgrading management. Modern mythology promises that organizations will work splendidly if well managed. Managers are supposed to have the big picture and look out for their organization's overall health and productivity. Unfortunately, they have not always been equal to the task, even when armed with computers, information systems, flowcharts, quality programs, and panoply of other tools and techniques. They go forth with this rational arsenal to try and tame our wild and primitive workplaces. Yet in the end, irrational forces too often prevail.

### Paraphrase

Developing management is the most common strategy used to improve the overall health and productivity of an organisation; however, this does not always work due to ability or uncontrollable forces, regardless of the tools or technology employed (Bolman & Deal, 2013).

### Summary

Bolman and Deal (2013) recognise that renewing management is the most common strategy for an organization's improvement; however, managers are not always able to find solutions and there are often uncontrollable forces that influence the outcome.

# Precise Writing

## Introduction:

A précis is like a miniature portrait of the passage. The one aspect that needs to be taken care of is that one should not add one's subjective interpretation or comments to the précis and should try to retain the original author's voice and opinions. As far as the writing style is concerned, the writing should be clear with effective sentences (no rambling) and diction should be perfect. Unnecessarily long sentences should be avoided and the transition from one point to another should be smooth and consistent. Finally, the précis should make sense and be logical in its content and presentation.

## Features of a Good Precise

- Marked by clarity, briefness and accuracy.
- It should be written in the précis writer's own words.
- A small version of the original passage.
- Must have a logical order and well connected.
- Must use linking devices such as so, therefore, and, because further etc.
- Must have a title.
- Must not contain any details not found in the original.

## Do's and Don'ts of Precise Writing

- **Do's in a précis:**
  - Start your précis by highlighting the main idea of the passage
  - Once the main idea is established in the précis, you can present the methods, points, facts etc. used by the author of the passage.
  - Compress and clarify a lengthy passage, article, or book, while retaining important concepts, key words, and important data.
  - Remove what is extra and retain the core essence of the work.
- The three grammatical rules you need to follow while writing a précis are: write it in third person, indirect form and appropriate past tense.

- It is advisable to provide designations of officials rather than names and titles. In case the official designation is not provided, you can use the personal name.
- Finally, a wise policy would be to count the words of your précis and put them down in a bracket at the end.
- **Don'ts in a précis:**
  - Do not express your own opinion, wish, remark or criticism.
  - Do not insert any question in your précis, if essential, may be expressed by a statement.
  - Do not use abbreviations.
  - Do not be shaky (insecure). This suggests that most probably, we have not understood the sense of the passage properly.

### **Write a Precise of a given passage.**

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of fighting earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst and gaping cracks appear in busy streets. If the quake strikes at sea, huge tidal waves remove inland. If it strikes in mountain regions, landslides roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively under populated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so

immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property. (330 Words)

**Based on the above paragraph, we arrive at the following theme sentences for the four paragraphs:**

- Earthquake - the deadly enemy of mankind.
- Damage caused by an earthquake in general.
- Damage caused by an earthquake-in particular,
- What can the scientists do?

The above four theme sentences can be developed into the following outline:

- **Earthquake - the deadly enemy of mankind.**
  - Earthquake strikes all without a distinction of national boundary or political affiliation.
  - The power of a quake is greater than that of a man-made weapon of destruction.
  - Scientists are trying to find out means to fight earthquakes; they will find some way to protect themselves from earthquakes.
- **Damage caused by an earthquake in general:**
  - Strikes without warning.
  - Modern city when struck reduced to a primitive village.
- **Damage caused by an earthquake in particular.**
  - Quake strikes plains, seas and mountains causing all round destruction.
  - In 1755, Lisbon destroyed, 450 killed.
  - In 1970, Peru struck, 50,000 killed.
- **What can the scientists do?**
  - In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean.
  - Scientists cannot resist the powerful earthquake.

- They can predict the place of origin of the quake so that precaution can be taken to save man & property.

**Based on the above outline, we can make the following rough draft:**

### **Earthquake- The Great Destroyer**

Earthquake is the deadly enemy of mankind. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to rubble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes and they are able to predict at least where the earthquake will hit so that precaution can be taken to save man and property from destruction. As the number of words in the rough draft is more than required we shall have to reduce it further without reducing the ideas.

**The final draft would look as follows:**

### **Earthquake - The Great Destroyer**

Earthquake is the mankind's deadly enemy. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced -to a nibble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction. (115 words)

# Listening on the job

## **Definition:**

**Listening is the ability to accurately receive and interpret messages in the communication process.**

## **Levels of Listening**

### **1. Ignoring**

The lowest level of listening is called ignoring – not listening at all. If you are distracted by anything while talking to a user, they can get the impression that you are ignoring them. For example, while the user is speaking, you start a conversation with another. You are ignoring your user.

### **2. Pretend Listening**

Pretend listening is most easily explained in the face-to-face conversation. You're talking to the other person and look in their eyes. On the phone, it happens when you say things like "I see" and "OK," etc.

### **3. Selective Listening**

During selective listening, we pay attention to the speaker as long as they are talking about things we like or agree with. If they move on to other things we slip down to pretend listening or ignore them altogether.

### **4. Attentive Listening**

Attentive listening occurs when we carefully listen to the other person, but while they are speaking we are deciding whether we agree or disagree, determining whether they are right or wrong. Instead of paying close attention to the other person, we're formulating our response to what he or she is saying.

### **5. Empathic Listening**

The fifth level of listening is Empathic listening, also known as empathetic listening is the top level of listening. To be successful in providing IT support to end users, you must teach yourself to treat every call as though this is the first

time you've ever heard this problem, even though you may have heard it many times before. Discipline yourself to see it through the eyes of the user. This is called empathic listening. Empathic listening is the highest level of listening, and the hardest to accomplish.

## **Types of Listening**

### **Discriminative Listening**

This is the most basic type of listening. It involves identifying the difference between various sounds. It also enables one to differentiate between familiar and unfamiliar language. The detail of accent and pronunciation typical of a language can be identified by this kind of listening.

### **Comprehension Listening**

This type of listening involves something more than just differentiating between various sounds. It involves attaching meaning to what is being listened to, that is the message is comprehended. It may also include comprehending the non-verbal messages being conveyed intentionally or unintentionally by the speaker.

### **Evaluative Listening**

This is also called critical listening. This involves not only comprehending the message but also evaluating and analyzing the message being received. It involves judging the acceptability of what is said depending on how logical one finds it to be.

### **Attentive Listening**

It involves paying attention to the words that are being spoken rather than understanding the head and the heart of the person speaking. It involves making a conscious effort to listen attentively and decode the message. The concentration is on the verbal part of the message rather than the non-verbal aspect.

### **Pretence Listening**

This involves more hearing than listening. It means pretending through facial expressions that one is listening to the communicated message when actually one is not.

## **Selective Listening**

Listening is done only partly or selectively. It involves selecting the desired part of the message and ignoring the undesired part of the message. The attention of the listener is not focused.

## **Intuitive Listening**

It is a higher form of listening. It means listening through the intuitive mind by silencing the other forms of internal dialogues going on simultaneously.

## **Barriers in listening**

### **1) Distractions**

As you're distracted, you're also likely to miss important points or information that you might need in the future. When you're having a conversation with someone, it's best to keep these distractions away and focus on the person in front of you.

### **2) Noise**

The issue of background noise is especially common during telephone conversations. For example, many people think they can tackle important conversations while they're commuting. In most cases, however, the noise levels are too high for effective communication, not to mention the fact that it can cause strain to the person on the other end as well. In situations like this, it's always better to either defer the conversation or move it somewhere quieter.

### **3) Interruptions**

People are so eager to be heard that sometimes they interrupt conversations to state their own opinion. However, not only is it considered rude, but it's also one of the biggest barriers to effective listening. To avoid making this mistake, try to wait until the other person has finished talking before saying your own ideas out loud.

### **4) Prejudice**

When you live and work in a multicultural environment, it's vital to leave all your prejudices (narrow-mindedness) behind when you're communicating with others. For example, if you assume a person is unintelligent (or even less intelligent than you) you're blinding yourself. You need to listen everyone what they have to say.

## **5) Lack of interest**

Often, we find ourselves in a conversation that simply can't hold our interest. In such cases, we'll focus on something else – which, unfortunately, can be a barrier to listening. Of course, it's not really a good idea to force your attention on a topic which is boring. If the discussion isn't important, turn the conversation to a different direction. If it is important, try to focus on the relevant points and note them down.

## **Guidance for Effective Listening**

Effective listening is a skill that enhances relationships and is particularly important in the role of helping others. This ability allows us to effectively respond to people when they need guidance, advice, or to discuss repentance, confession, relationship issues, etc. The following are some practical suggestions for effective listening below.

- 1. Prepare to listen.**
- 2. Encourage further sharing.**
- 3. Check your listening attitudes.**
- 4. Be aware of both content and delivery.**
- 5. Be aware of your own emotions and reactions while listening.**
- 6. Resist distractions.**
- 7. Listen to themes.**
- 8. Don't get carried away by your own curiosity.**
- 9. As you listen, avoid "preaching," lecturing, or arguing.**
- 10. Use well-placed questions to draw out information.**

## **Listening Computerization and Note –Taking**

Effective note-taking involves extracting and recording the important ideas covered in lecture in a way that will help you to recall them. Good notes provide a valuable means for review and learning and can increase the probability of doing well on an exam.

## **Suggestions to Improve Note Taking**

- 1. Think before writing.** Relate what is being said to what you already know or have reviewed. Use your own interests/needs as well as information common to the course to guide your thoughts.

- 2. Preparing** for class is an aid in helping you to become aware of the major concepts and in deciding what to record.
- 3. Be selective.** Listen to everything, but do not try to write it all down. Search for the main ideas and sort out the important sub points and details. Notes should be brief, legible and consistent.
- 4. Take accurate notes.** Use our own words, but don't waste time thinking of synonyms. Lecturer's terms may be simplified later. Use brackets to separate your own ideas from those of the lecturer.
- 5. Abbreviate words** whenever possible, but be consistent.
- 6.** Don't worry about missing a point. Leave spaces and fill what you missed later. Also, leave spaces for expanding and clarifying notes.
- 7.** Record all important facts: dates, names, places, formulas. Copy diagrams and illustrations which will clarify your notes.
- 8.** Draw a **single line through mistakes**, rather than erase or black out completely. This saves time and energy, and you may find later that the mistakes may have been important to record after all.
- 9. Integrate** lecture notes with text material. This is helpful for clarification and retention of material. If text material is repeated in the lecture, you can make a notation for later referral to the text. Be sure to note supplementary examples or elaborations.
- 10. Review notes** after class. Reread and edit your notes as soon as possible while the information is still fresh in your mind, adding and clarifying in order to increase your understanding.

The students of Engineering and Technology need a particular set of language skills for their success in education and career. They should be capable to communicate the purpose and importance of their work in all positions, both in orally and written words. Good communication skills are often needed to get a good job. Today, the professional profile of a capable engineer contains well-developed communication skills which help him to achieve success in the modern, highly competitive global work arena. So, communication plays a very important role in our professional and personal life. The term ‘communication’ has been derived from the Latin word ‘communicare’ which means ‘to share’. So, communication is sharing of information, ideas, emotions, skills, etc. between two or more human beings by the use of symbols, words, pictures, figures, graphs, and other means.

**Definition:**

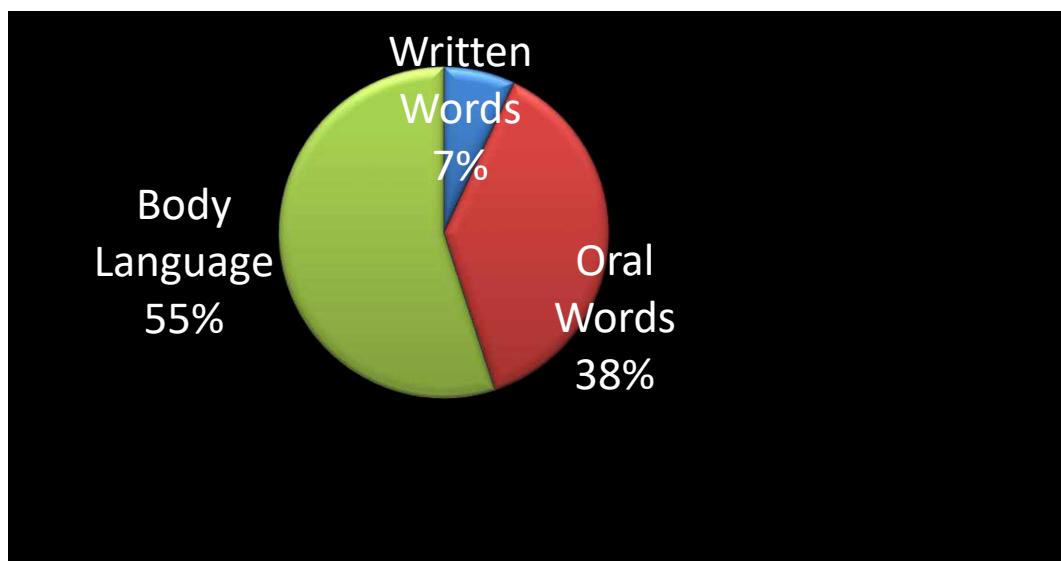
“Communication is the process of transmitting ideas or thoughts from one person to another for the purpose of creating, understanding in the thinking of the person receiving the communication”

**Or**

“It is the act or process of transmission that is usually called communication”

There are three major parts in human face-to-face communication. They are body language, voice tonality, and words. According to a research;

- 55% of impact is determined by body language—postures, gestures, and eye contact.
- 38% by the tone of voice.
- 7% by the content or the words used in the communication process.



## **Levels of communication:**

### **1) Inter personal**

This level contains minimum two human being listener and speaker.

### **2) Intra personal**

There is no need of listener in this level because human beings talk to him or herself, we can say monologue.

### **3) Extra personal**

In this level a human being talks with non-human entities.

### **4) Organisational Communication**

Communication in an organisation for various activities.

### **5) Mass Communication**

to transmit information, concept, advertisement to the mass.

## **Types of Communication:**

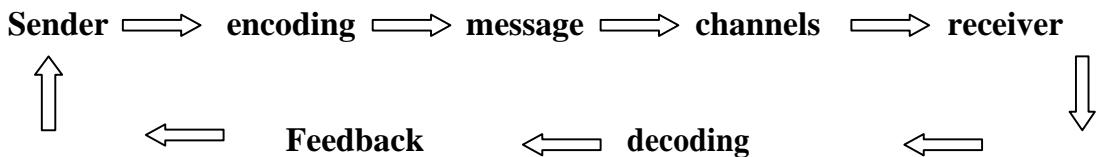
### **Verbal communication**

A dialogue is a reciprocal conversation between two or more entities under which the oral and written communication take place.

### **Nonverbal communication**

Nonverbal communication is the process of communicating through sending and receiving wordless messages. Such messages can be communicated through gesture, body language or posture, facial expression and eye contact. Nonverbal communication plays a key role in every person's day-to-day life, from employment to romantic engagements. It includes pictures, drawings, charts, signs, symbols, body language, sounds and visuals.

## **Process of Communication:**



## **Channels of Communication:**

In any work place all forms of communication are routed through different types of channels according to the nature and purpose of communication. The following are the channels / directions of communication used in workplaces.

- 1) Upward
- 2) Downward
- 3) Horizontal
- 4) Diagonal

- Upward communication starts from the lower levels and goes up to the higher level.



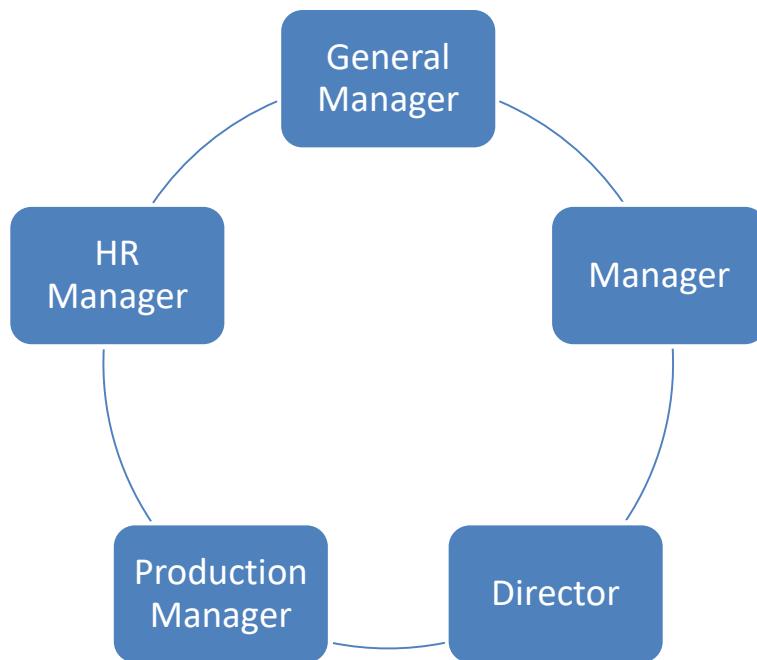
- Downward communication follows the hierarchical order from the higher to the lower level.



- Horizontal communication takes place between employees of equal ranks and sometimes among the peer groups.



- Diagonal communication happens across all official cadres and no hierarchy is followed. This is also known as grapevine communication. This is a mode of informal, unofficial but effective way of communication.



## **Language Barriers:**

- Improper message
- Confusion resulting from homophones and spelling
- Accent
- Physical inconvenience
- Lack of attention
- Lack of confidence
- Improper time management
- Strict seniors / boss
- Status problem / ego
- One way communication
- Job pressure
- Strict rules

## **Use of space in communication:**

Body spacing is divided in four spaces: intimate space, personal space, social space and public space.

**Intimate** space includes touching, whispering and embracing. Distance of intimate space is from less than 6 inches to 1.5 feet.

**Personal** space includes interaction with people who are close to you. Distance of personal space is from 1.5 feet to 4 feet and it depends on people around you and social situation.

**Social** space includes an interaction among people you know. Distance of social space is from 4 feet to 12 feet.

**Public** space includes interaction with audience or public. Distance of public space is from 12 feet to 25 feet or even more.

## **Difference between general and technical communication**

- Actually, General communication is informal or unofficial discussion while the technical communication properly formal or official and all participants become attentive during technical conversation.
- There are no boundaries and barriers in general communication but technical communication has boundaries and barriers of rules and regulations.

are included, while there is no place for feeling and emotions in technical communication. Only technical words are used.

- Habitually, simple topics are communicated in General communication, as current news, local-market, weather, politics, ideas, opinions, etc. But Technical communication discusses on serious topics which are not understood by common people, like Software solutions and programming and Enterprise Resource Planning etc.

## **Internal and External Communication**

Internal Communication is to share or exchange the information between the employees of a company, between the members of any organization, between the units of the company and between the various departments of a company. It may be through letter, notice, mail, meeting, group discussion, phone call, order etc. External Communication is the giving out of information between the companies or organizations, between the customer and company. Usually, it is official that's why correctly documented. It's being with general public, customers, dealers, investors, suppliers, clients, government agencies etc. The tools of external communication are brochures, newsletters, posters, advertisements, financial records, press releases etc.

## 1. Product Description

A product description illustrates what the product is like, going into details about its features. A product can be anything- from a computer software program to a blow-dryer. Product descriptions are written for the people who want to use your product and get up to speed with it as quickly as possible. These descriptions can also include FAQs (frequently asked questions) regarding the product to help solve customer queries.

## 2. Process Description

A process description describes how a process works or an event is produced. These descriptions are written for people who want to learn the underlying mechanism of how something works. From photosynthesis to carbon emissions, process descriptions can be written for anything that needs explanation.

## What is the Benefit Of Writing Technical Descriptions?

Well-written technical descriptions help your audience understand a particular product or process and empower them to use it without any difficulty.

No matter if your audience is your own employees, your target customer, external partners or clients, or someone else, the advantages of creating a technical description remain the same.

One thing to note is that these descriptions should be easy to read, comprehend, and most importantly, helpful. If the reader doesn't understand your product or process after reading your technical description, the document failed to do its job.

Therefore, it's important to write these descriptions in a simple, clear, and concise manner, getting rid of any jargon or buzzwords.

## How to Write Technical Descriptions? (Step by Step)

Now that you know the importance of creating technical descriptions for both your employees and consumers, it's time to get into the details of actually writing a technical description.

While most technical descriptions can be dull to read, making them engaging, interactive, and enjoyable can make a good impression on your readers. Follow these simple steps to create an astounding technical description:

### Step 1. Define your audience

The first and most critical step to writing a technical description is to define your audience. The more you know about the end-user of your technical description, the better you will be able to explain and predict their challenges. In turn, you will be able to write a technical description that is effective and in-line with what the reader presumes.

### Step 2. Describe the result

Illustrate how the reader will benefit from understanding the technical description you have written and what will they accomplish after doing so.

When the reader knows precisely what to expect from the description, the buy-in goes up significantly. Moreover, defining the end-result before-hand will help you write the descriptions better, with your goal as your north-star.

### Step 3. Gather Information

Next, you need to gather information for your technical description. Gathering answers to questions like:

*What are the frequently asked questions by your consumers?*

### *Where do most clients face issues?*

Spend time learning all you can about the product or process you are writing the description for, even if you are already familiar with it. You need to have a clear-cut understanding of the product/process before you begin writing a technical description for it.

### **Step 4. Build an outline**

As we have discussed before, technical descriptions can be as short as a couple of lines and as long as few pages. If your technical description falls in the latter category, it's a good idea to create a structured outline and follow it religiously.

List down every key detail (size, shape, components, software, steps, etc) you are going to cover in the description doc and classify them into various headings, sub-headings, or topics. This way, it would be way easier for you to write down technical descriptions clearly, especially if you are working in a team environment.

### **Step 5. Make it interactive**

Most technical descriptions are text-heavy, filled to the brim with technical jargon no one wants to read. This leads to dissatisfied readers. Make your technical descriptions easy to understand and engaging by making them more interactive. Add images, infographics, videos, and more wherever it makes sense.

Since we all are visual creatures, we understand better when there's some visual context around the content we are reading. This is extremely useful if you are describing something in steps as you can add screenshots to guide the reader to the end-point swiftly.

### **Step 6. Proofread & Edit**

Before you "publish" your technical description, make sure you have proofread the entire thing. It helps to get an extra pair of eyes to go through the document and ensure you haven't missed out on anything important. Stay away from grammatical errors and as it really hampers the reading experience or worse, confuses the reader.

### **Step 7. Keep updating**

In case you have added a new feature to your product or changes the way you carried out a certain process, your technical description becomes obsolete. This is why it's important to regularly re-visit your technical descriptions and update it wherever required.

## **MODAL AUXILIARIES**

### **Learning Objectives**



1. Define and identify modal auxiliaries.
2. Learn how and when to use modal auxiliaries.

We all need to express our moods and emotions, both in writing and in our everyday life. We do this by using **modal auxiliaries**.

## Modal Auxiliaries

Modal auxiliaries are a type of helping verb that are used only with a main verb to help express its mood.

The following is the basic formula for using a modal auxiliary:

Subject	+ modal auxiliary	+ main verb
James	may	call

There are ten main modal auxiliaries in English.

## MODAL AUXILIARIES

Modal Auxiliary	Use	Modal Auxiliary + Main Verb
can	Expresses an ability or possibility	I <b>can lift</b> this forty-pound box. (ability)  We <b>can embrace</b> green sources of energy. (possibility)
could	Expresses an ability in the past; a present possibility; a past or future permission	I <b>could beat</b> you at chess when we were kids. (past ability)  We <b>could bake</b> a pie! (present possibility)  Could we <b>pick</b> some flowers from the garden? (future permission)

Modal Auxiliary	Use	Modal Auxiliary + Main Verb
may	Expresses uncertain future action; permission; ask a yes-no question	I <b>may attend</b> the concert. (uncertain future action)
		You <b>may begin</b> the exam. (permission)
		<b>May I attend</b> the concert? (yes-no questions)
might	Expresses uncertain future action	I <b>might attend</b> the concert (uncertain future action—same as <i>may</i> )
shall	Expresses intended future action	I <b>shall go</b> to the opera. (intended future action)
should	Expresses obligation; ask if an obligation exists	I <b>should mail</b> my RSVP. (obligation, same as <i>ought to</i> )
		<b>Should I call</b> my mother? (asking if an obligation exists)
will	Expresses intended future action; ask a favor; ask for information	I <b>will get</b> an A in this class. (intended future action)

Modal Auxiliary	Use	Modal Auxiliary + Main Verb
would	States a preference; request a choice politely; explain an action; introduce habitual past actions	<b>Will you buy me some chocolate?</b> (favor)
		<b>Will you be finished soon?</b> (information)
		I <b>would like</b> the steak, please. (preference)
		Would you <b>like</b> to have breakfast in bed? (request a choice politely)
		I <b>would go</b> with you if I didn't have to babysit tonight. (explain an action)
		He <b>would write</b> to me every week when we were dating. (habitual past action)
must	Expresses obligation	We <b>must be</b> on time for class.
ought to	Expresses obligation	I <b>ought to mail</b> my RSVP. (obligation, same as may)



### Tip

Use the following format to form a yes-no question with a modal auxiliary:

Modal auxiliary      +    subject    +    main verb

Should                  I                  drive?

Be aware of these four common errors when using modal auxiliaries:

1. Using an infinitive instead of a base verb after a modal

**Incorrect:** I can to move this heavy table.

**Correct:** I can move this heavy table.

2. Using a gerund instead of an infinitive or a base verb after a modal

**Incorrect:** I could moving to the United States.

**Correct:** I could move to the United States.

3. Using two modals in a row

**Incorrect:** I should must renew my passport.

**Correct:** I must renew my passport.

**Correct:** I should renew my passport.

4. Leaving out a modal

**Incorrect:** I renew my passport.

**Correct:** I must renew my passport.

### Exercise 1



Edit the following paragraph by correcting the common modal auxiliary errors.

I may to go to France on vacation next summer. I shall might visit the Palace of Versailles. I would to drive around the countryside. I could imagining myself living there; however, I will not move to France because my family should miss me very much.

## Modals and Present Perfect Verbs

In the previous section, we defined present perfect verb tense as describing a continuing situation or something that has just happened.

**subject + has or have + past participle**

↓              ↓              ↓

I              have              helped  
He              has              helped

Remember, when a sentence contains a modal auxiliary before the verb, the helping verb is always *have*.

**subject + modal auxiliary+ have + past participle**

↓              ↓              ↓              ↓  
I              could              have              helped  
He              could              have              helped  
He              might              have              helped  
He              may              have              helped  
He              should              have              helped

Be aware of the following common errors when using modal auxiliaries in the present perfect tense:

1. Using *had* instead of *have*

**Incorrect:** Jamie would had attended the party, but he was sick.

**Correct:** Jamie would have attended the party, but he was sick.

2. Leaving out *have*

**Incorrect:** Jamie would attended the party, but he was sick.

**Correct:** Jamie would have attended the party, but he was sick.

## Exercise 2



On a separate sheet of paper, complete the following sentences by changing the given verb form to a modal auxiliary in present perfect tense.

1. The man \_\_\_\_\_ (laugh).
2. The frogs \_\_\_\_\_ (croak).
3. My writing teacher \_\_\_\_\_ (smile).
4. The audience \_\_\_\_\_ (cheer) all night.
5. My best friend \_\_\_\_\_ (giggled).

### Key Takeaways



The basic formula for using a modal auxiliary is

subject + modal auxiliary + main verb

- There are ten main modal auxiliaries in English: *can, could, may, might, shall, should, will, would, must, and ought to*.
- The four common types of errors when using modals include the following: using an infinitive instead of a base verb after a modal, using a gerund instead of an infinitive or a base verb after a modal, using two modals in a row, and leaving out a modal.
- In the present perfect tense, when a sentence has a modal auxiliary before the verb, the helping verb is always *have*.
- The two common errors when using modals in the present perfect tense include using *had* instead of *have* and leaving out *have*.



### Writing Application

On a separate sheet of paper, write ten original sentences using modal auxiliaries.

# Reading Skills

A reading skill or ability is, in simple terms, the ability for someone to interact with a text and take in the words. If you have the ability to read, you can do this.

## What Is Reading?

Reading is the process of looking at written symbols and letters and understanding the meaning of them. It's one of the four main language skills alongside listening, speaking and writing. Reading is usually the third language skill that you learn in your language - it comes after listening and speaking.

When we read, we look at written symbols (letters, punctuation, spaces) and use our brains to convert them into words and sentences that have meaning to us. We can read silently (in our heads) or read aloud - speaking every word that we read.

To be able to read, we need to be able to:

- identify the words we see (word recognition);
- understand what they mean (comprehension);
- connect words and their meaning so that reading is automatic and accurate (fluency).

## Different Types Of Reading Skills And Strategies

### What Are Reading Skills?

Reading skills contribute to a child's reading ability - in other words, how well they can read and understand what they're reading. There's a wide variety of reading skills that children develop and work on throughout their primary education and beyond.

These skills can be placed into four main categories: decoding, fluency, vocabulary, and understanding sentences.

These main reading skills make up the bulk of a child's reading ability. Overall, they aim to arm children with the skills to be able to understand the meaning of what they read. This is not only essential for their English lessons and their other school subjects, but also for all areas of life beyond their education.

### What Are Reading Strategies For Reading In The Classroom?

Reading strategies are teaching methods and activities that teachers and parents can use with their children to help develop language and reading skills. Strategies that improve decoding and reading comprehension skills benefit every

student, but are essential for beginning readers, struggling readers, and English Language Learners.

There are many different reading strategies that you can apply to your reading sessions in the classroom. To improve reading comprehension, teachers can introduce the 7 cognitive reading strategies for effective readers. These focus on encouraging skills such as activating, inferring, monitoring-clarifying, questioning, summarising, and visualising. Read more about strategies of reading with Twinkl below.

1. Keep a sharp eye on visual clues: Does the book or text include any images that represent the text? Readers use the clues from the text to create a picture in their head. They use all their senses and imagination to create their mental image. Encourage your students to take a look at any visual clues in the text to see if they give you any clues that will help them to decode the text.
2. Sound it out: If your children are struggling with a particular word, break it down phonetically and say each sound separately out loud. This should help them piece together tricky words and understand how sounds interact. (Remember to look for diagraphs and trigraphs as you read.)
3. Summarising: Summarising allows the reader to digest small snippets of information in a simple structure. This means that they're able to understand the basics of the text without needing to read it all. Using summaries as a reading strategy can help children identify key information and phrases in a text.
4. Ask questions: Readers should learn to ask and answer questions to clarify meaning and ensure they understand what they have read. To help this reading strategy, encourage children to ask questions before, during and after reading.
5. Make predictions: Readers use written and visual clues from the text as well as their own person experiences to make predictions about what might happen before, during and after reading. Using this strategy in reading helps children become more confident in understanding key features of a story and piece together clues in writing.
6. Story Mapping: Story mapping is a great reading strategy that teachers and parents can use when working with fictional texts. This strategy uses templates such as this [Story Mapping Boxes Worksheet](#) to create a visual 'map' of the story plot, characters, setting and themes.
7. Comprehension monitoring: Comprehension monitoring is a form of metacognition. This strategy involves the ability of readers to know when they understand what they read, when they do not understand, and to use appropriate strategies to improve their understanding when it is blocked.

## 8 Tips to Improve Reading Skill Easily

Here are some simple and effective tips and ways to help students build reading skills to better understand classroom curriculum.

1. Personalise reading materials: Students can increase their understanding by seeing how the material connects with their life. Have your students make personal connections with the text by writing it down on the page. You can also help students comprehend the text by helping them see an association with current events.
2. Problem-solving perfection: Blend real-world problem-solving skills into your curriculum. Have your students write out solutions to the problem and discuss their ideas as a class or in small groups.
3. Engage all five senses for different types of learner: Add in activities that reinforce learning and comprehension by using more senses as they read. Remind students to read with a pen or pencil to annotate the text. Have your students take turns reading out loud. Use projectors to guide your lesson and write down questions for those who are visual learners.
4. Set reading goals to motivate students: Have each student set their own reading goals. This can help them take action in building reading skills and students will be more mindful of how they are improving.
5. Try student led reading activities: Your students process reading material and curriculum in very different ways. As you implement reading activities to help your class learn complex materials, you will learn what works best for each student individually.
6. Revisit and reread confusing sentences and texts: Revisiting the parts that were confusing for your child (or that might simply need a quick refresher) can help your child gain a more complete picture of what he or she is learning.

This also helps ensure your child is able to understand upcoming material in the text. You can also keep a record or list of words that your students are unfamiliar or struggling with. You can then encourage your child to look these words up in a dictionary to learn what they mean. Then, find ways to use them in a sentence that your child can write themselves.

7. Talk it out: When your child has finished reading, talk about what he or she just read together. Ask your child what he or she learned and his or her thoughts. For longer reading materials, like novels for book reports, make discussion questions you and your child can talk about together after each reading session.
8. Breakdown reading: Long, complex reading can be more digestible by breaking it up into pieces. Shorter segments will help students retain the information as the class discusses the materials. It can also help students build confidence in understanding a complex subject. When teaching how to improve reading in short bursts, why not check out our [60-second read packs](#) that offer short and manageable reading materials to build reading skills. Our 60-Second reads to help your primary students practise their fluency and comprehension on a daily basis. With only 90-120 words and four short comprehension questions, this is the perfect way to dramatically improve English fluency.

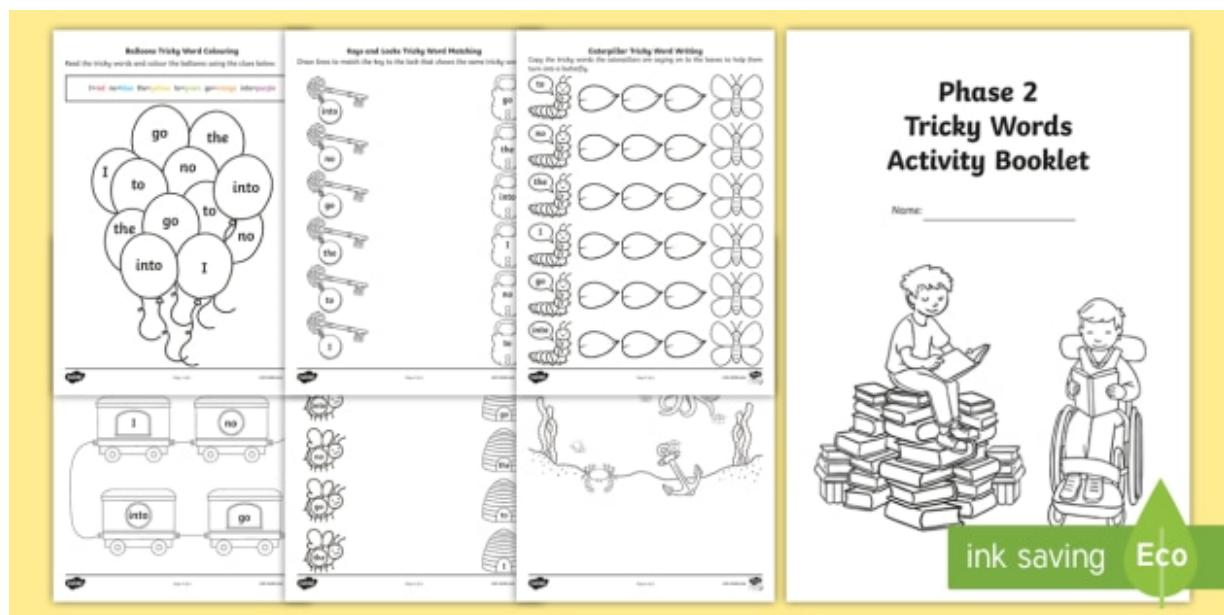
## Types of Reading Skills to Improve

### 1. Decoding

This is a vital reading skill that acts as a foundation for other skills. It relies upon early language skills learned through the use of [phonics](#). Children use decoding to sound out words that they may have encountered before but not read aloud.

Children also need to be able to connect individual sounds to letters, so that they can then piece them all together and sound out the full word.

Being exposed to rhymes, sounds and books at school and at home will help most children pick up phonological awareness. Some children may need further help through specific phonics lessons at school.



### 2. Fluency

Fluency is a useful skill that speeds up a child's reading and understanding of texts. It's also important for when they encounter irregular words, like 'of' and 'the', which can't be sounded out.

If a child is a fluent reader, they read smoothly and at a good pace without too many pauses. You'll find that they can group words together easily and use the correct tone when reading aloud.

Word recognition can be an obstacle when it comes to fluency. Children need to have seen a word a number of times

before they remember how to say it - the number can be even bigger for a child with [dyslexia](#).

To improve this skill you need to encourage children to practise their reading regularly. This means that they'll be exposed to more words more often.

This 60-Second Reads Bumper Pack is great for short bursts of text that aim to improve reading fluency at KS1.

### 3. Vocabulary

Children need to understand most of the words in a text to understand what they're reading. Key to this understanding is having a strong vocabulary, which in turn creates good reading comprehension.

They tend to learn vocabulary in many ways: from what they hear their friends and family say, or maybe what they hear on the television, internet or radio.

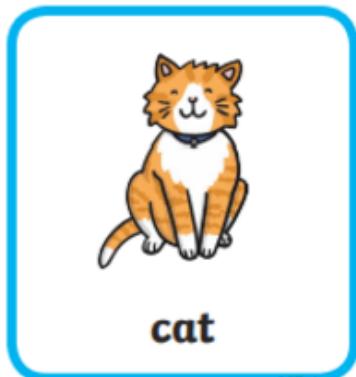
A child's vocabulary can be increased easily by exposing them to more words. This should be a conscious effort by the adults in the child's life by having conversations about lots of different age-appropriate topics.

When a child reads along with an adult or older sibling it can be useful to stop at more difficult or new words and explain what they mean to create some context that the child can refer back to.

Another good idea is for the adult to read the text beforehand and note down any words that the child might struggle with. Then, you can practise this vocabulary before reading the text.

Keeping a vocabulary log of new words and their meanings is a fantastic way for children to track how many words they've learnt. This would be a great tool to refer back to as well.

Word games and [flashcards](#) are especially useful to use in class and there are lots of different options and themes for KS1.



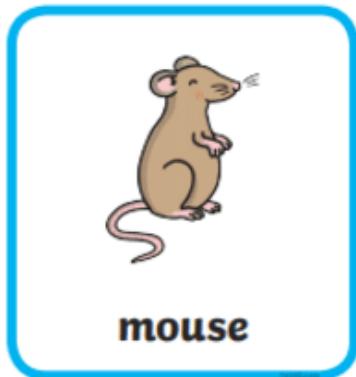
**cat**



**bat**



**hat**



**mouse**



**house**



**dog**

#### 4. Understanding Sentences

Learning about how sentences are formed isn't just useful for writing. Knowing how an idea links with another within sentences helps with reading as well. Being able to connect the sentences together easily to understand their meaning increases reading fluency. This skill is called cohesion and it can help with coherence further down the line. (Coherence is the ability to connect ideas to other ideas across a large piece of writing).

#### 5. Using Background Knowledge and Reasoning

Having background knowledge and knowing the context of things can greatly help with a child's reading ability. It allows them to read between the lines, make inferences and draw meanings from texts, even when the meaning isn't literally spelt out for them.

For example, when reading Oliver Twist, it's helpful to know what the world was like when Dickens was writing the novel. Learning about the Victorian era can help us to understand the context on a deeper level, which means we can understand more about the plot and the characters. It also allows us to see what message Dickens was trying to convey during this time.

Building up a child's background knowledge can be done in a variety of ways. They can learn through life experience, what they see on TV, or they can do research into specific topics.

Having this knowledge is just the first step to developing a child's reading ability though. They then have to learn how to use this knowledge to their advantage, so that they can get more out of what they read. You can support children with this by asking them **inferential questions** about what they've read.

**Examples of Inferential Questions**

Texts Clues + Background Knowledge = Inference

Why...

- Why do you think...
- What is the problem?
- Why did the character...
- What can you conclude about...
- What is most likely true about...
- Predict what would happen if...
- Predict what will happen when...
- What lesson does this text teach?
- How does the author feel about...
- How did the character feel when...
- What generalisation can you make?
- What lesson did the character learn?
- From this story, you could probably guess...
- What would happen in a sequel to this story?

**Examples of Inferential Questions**

Texts Clues + Background Knowledge = Inference

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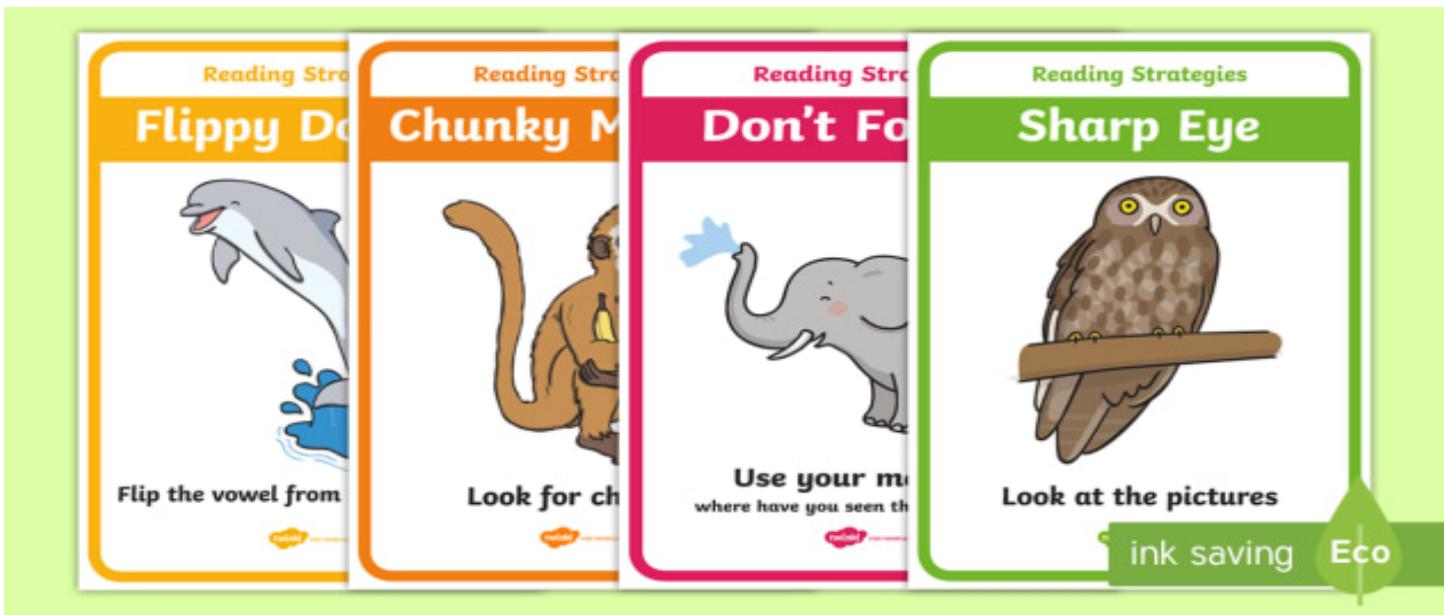
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#### 5. Paying Attention

Paying attention and focusing when reading is a key skill. If you're reading, but your mind is elsewhere, you won't take in anything at all. That's why it's an important skill for children to learn when developing their reading ability.

Plus, if a child pays attention to what they're reading, they're much more likely to remember what it is that they've learnt from that text. They'll also realise if they don't understand what they've read and that they need to go back and reread the text to fully understand it.

Getting a child to pay attention while they're reading is easier said than done, however. The key is finding reading material that they're truly interested in and fascinated by.



## How Can You Improve Reading Skills At Home?

The best way to boost a child's reading skills is to read, read and read some more! Reading practice means children will encounter more words, practise pronunciation and develop their fluency. This does wonders for a child's reading ability.

However, getting a child to read in the first place can be a difficult task. Here are some tips to help you:

- Find out what your child loves to read. They'll be much more willing to practise if they're interested in what they're reading about. 41% of parents say that their children do not enjoy reading. That's a lot of kids! And when kids don't like reading, they are less likely to put the time in to improve. This leads to a cycle of poor reading skills, lowered comprehension, more frustration and even less love for reading.
- Mix things up. Read short stories, poetry, or even newspaper articles. There's so much vocabulary to discover.
- Get into a routine. Reading regularly is essential, so find a time to read and stick to it. This could be every day, every few days or every week.
- Create a positive environment. Reward your child when they do well and encourage them when they need more support.

## PARALLELISM

Parallelism refers to the use of **identical grammatical structures** for related words, phrases, or clauses in a sentence or a paragraph.

Parallelism can make your writing more forceful, interesting, and clear. It helps to **link related ideas** and to **emphasize the relationships** between them. Once a grammatical pattern has been established, the reader doesn't have to strain to understand your meaning and ideas. **Faulty parallelism** refers to the absence of parallel structure and the subsequent loss of clarity.

### ACHIEVING PARALLEL STRUCTURE

Parallelism ensures that similar clauses or phrases are uniform in expression and function. To achieve parallelism, you must use the same verb, noun, adverb, or adjective forms consistently throughout a sentence.

Consider the following examples:

1. *Paul likes dancing, swimming, and running.*
2. *Paul likes to dance, swimming, and run.*

In the sentence "*Paul likes dancing, swimming, and running,*" all of the activities Paul enjoys are consistently presented as **gerunds** (verbs in their -ing form that act as a noun), which retains parallelism. On the other hand, in the sentence "*Paul likes to dance, swimming, and run,*" the activities Paul enjoys are presented in inconsistent forms, resulting in a sentence that is not parallel. This results in a decreased flow, an awkward sentence, and an increased amount of work for the reader.

### SITUATIONS THAT REQUIRE PARALLEL STRUCTURE

You will encounter many instances where you will need to make sure your sentence is parallel. The most common situations are listed below:

#### Lists Or Series

All lists of things, qualities, or actions should take the same grammatical form.

1. **Faulty:** *Cassandra loves reading the newspaper, taking long walks, and to dance*

*the tango.*

2. **Parallel:** *Cassandra loves reading the newspaper, taking long walks, and dancing the tango.*

#### **NOTE THAT THERE ARE VARIOUS WAYS TO CREATE PARALLEL STRUCTURE IN A SENTENCE:**

1. *For opera to take root in Great Britain, infrastructure was required: the building of financial support, the training of singers, and the education of audiences.*
2. *For opera to take root in Great Britain, three things were required: building financial support, training singers, and educating audiences.*
3. *For opera to take root in Great Britain, it was necessary to build financial support, train singers, and educate audiences.*

**Grammatical Tip:** when a list begins with a preposition, either include the preposition only at the beginning of the list or include it before every item.

1. **Incorrect:** *Dictionaries are useful for learning to spell correctly and to prop open windows.*
2. **Correct:** *Dictionaries are useful for learning to spell correctly and propping open windows.*

#### **NOUNS JOINED BY COORDINATING CONJUNCTIONS**

1. **Faulty:** *Among many cultures, rites of passage can involve feats of courage and sometimes even doing dangerous things.*

In the previous sentence, the addition of the verb *doing* before the second noun disrupts the balance of the sentence.

2. **Parallel:** *Among many cultures, rites of passage can involve feats of courage and sometimes even dangerous things.*

## PHRASES JOINED BY CORRELATIVE CONJUNCTIONS

Correlative conjunctions include sentence constructions that include either/or, neither/nor, both/and, not only/but also, or whether/or. When your sentence includes these constructions, it is important to proofread carefully for parallelism.

1. **Faulty:** *Idrees is not only fluent in Urdu but also in English.*
2. **Parallel:** *Idrees is fluent not only in Urdu but also in English.*

Since both nouns are modified by a single adjective (fluent), the adjective should be placed before the first correlative conjunction (not only).

## WHERE EACH CORRELATIVE CONJUNCTION HAS ITS OWN VERB, THE CORRELATIVE CONJUNCTION COMES BEFORE THE VERB:

**Faulty:** Idrees speaks not only two languages fluently but also plays cricket very well.

**Parallel:** Idrees **not only speaks** two languages fluently **but also plays** cricket very well.

Sentences that explain chronological events

## SENTENCES MUST USE VERB TENSES THAT ARE CONSISTENT AND REFLECT THE CHRONOLOGICAL ORDER OF EVENTS.

1. **Faulty:** *Kevin stopped asking for directions and starts using a map.*
2. **Parallel:** *Kevin stopped asking for directions and started using a map.*

Because this sentence describes an event that happened in the past, both verbs need to be in the past tense.

## PARALLELISM IN PROOFREADING

### USING PARALLELISM TO REMOVE REPETITION

**Repetitive words** can often be removed from a sentence if their removal does not detract from your clarity.

1. **Faulty:** *Alan picked up his computer. Alan picked up his books. Alan picked up his phone.*
  2. **Parallel:** *Alan picked up his computer, books, and phone.*
- 
1. **Faulty:** *In the morning, afternoon, and the evening...*
  2. **Parallel:** *In the morning, afternoon, and evening...*

### USING PARALLELISM FOR CLARITY

1. **Faulty:** *Sandra is interested in Canadian art and poetry.*

In the above sentence, we're not sure whether Sandra is interested in Canadian poetry specifically or poetry in general. To ensure your meaning is clear, repeat "Canadian" and retain parallelism.

2. **Parallel:** *Sandra is interested in Canadian art and Canadian poetry.*

## **15. READING COMPREHENSION**

### **What is the meaning of reading comprehension?**

Reading comprehension is **the ability to read text, process it and understand its meaning**. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

### **The Different Levels of Comprehension**

Reading Comprehension is the ability to read the text easily and efficiently for meaning. It is the last step of the reading process taught to children after they have learned phonics, fluency, and vocabulary. **Five levels of reading comprehension can be taught to children.**

1. Lexical Comprehension
2. Literal Comprehension
3. Interpretive Comprehension
4. Applied Comprehension
5. Affective Comprehension

To really understand these different levels, let us take a familiar text and see how different types of questions probe different understandings of the same story. The fairy tale Cinderella tells the story of a young girl, whose evil stepmother will not let her go to the ball. Cinderella's fairy godmother, however, magically whisks her off for the night and Cinderella eventually marries her Prince Charming.

#### **1. LEXICAL COMPREHENSION**

##### **Characteristics:**

- It deals with the understanding of the words in a text.
- The reader must be equipped with the knowledge of unlocking the meaning of the terms in a text.

##### **Questions that start with the following are usually lexical:**

- *What does 'enchanted' mean?*
- What words are most like 'enchanted': Magical or funny? Scary or special?

## 2. LITERAL COMPREHENSION

### Characteristics:

- Identify the main ideas of the paragraph.
- Recall details to support the main idea.
- Organize the sequence of main events that occurred.

### Example Questions

- *Who was the girl who lost the glass slipper?*
- *Where did Cinderella go to live at the end of the story?*
- What happened...?
- How many...?
- How did...?
- Who...?
- What is/are...?
- Which...?

## 3. INTERPRETIVE COMPREHENSION

### Characteristics:

- Reading between the lines.
- Predict endings and anticipate consequences.
- State reasons for events.
- Make generalisations.
- Understand the facts that are explicitly stated in the text.

### Example Questions

- How did the pumpkin turn into a carriage?
- What would have happened to Cinderella if she hasn't lost her slippers?
- Why did...?
- What was...?

- What do you think about...?
- Can you explain...?
- How was this similar to...?

#### **4. APPLIED COMPREHENSION**

##### **Characteristics:**

- Reading beyond the lines.
- Reader links between the text and his own experience and knowledge to develop an answer.
- A reader asks open-ended questions to promote deeper understanding.
- Readers support their answer with a logical reason.
- Readers do the following:
  1. Make generalisations.
  2. Make comparisons.
  3. Make judgments.
  4. Make recommendations and suggestions.
  5. Make decisions.
  6. Create alternative endings.

##### **Example Questions**

- Do you think Cinderella was wrong for going to the ball when her stepmother said she could not go?
- How would you...?
- Do you agree...?
- What would have happened if...?
- How might...?
- What effect does...?
- If you were... what would you...?

#### **5. AFFECTIVE COMPREHENSION**

##### **Characteristics:**

- Previews social scripts to ensure understanding of plot development.

- Connects motive to plot and character development.

### Example Questions

- What do you do when you're disappointed because you cannot do anything fun?  
Is that how Cinderella reacted.
- Do you think what ... has done is appropriate?

## **14. TECHNIQUES OF CORRECT UNDERSTANDING OF A TEXT**

### **(BASIC) Understanding the precise meaning of a text with 5-step technique**

You do not have to understand every text to the last detail. However, when you must (or want to) thoroughly understand a text (e.g., for a test or a presentation), the 5-step reading technique will be an outstanding help. It functions as follows:

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#### **Step 1**

##### **Skim over the text to get an overview.**

The goal is to obtain a rough overview of the text. For that, you must read all titles and all subtitles, look at the illustrations and look into the individual sections. With books: read the summary on the back cover or on the first inside page, read the table of contents, and look through the preface or the introduction.

#### **Step 2**

##### **Ask questions about the text.**

What would you like to know about the topic of the text, what interests you? What do you know already? Write your questions on a sheet of paper and leave space for further questions.

#### **Step 3**

##### **Now read the text thoroughly.**

Read the entire text in a concentrated manner. You can divide longer texts or books into shorter portions that you can manage (sections, pages, and chapters). After each portion, refer to your questions from step 2, and think about what you can already answer by now. Perhaps you can add additional questions or mark an important passage already.

#### **Step 4**

**Mark anything important, answer the questions and summarize the text.**

- a) When you have read the text, review your questions from step 2 and 3 and answer them if possible.
- b) Mark anything of importance in the text (by underlining or highlighting; with a line or notes in the margin of the page). Use pencil, sticky notes or paper slips for books which you are not allowed to mark up.
- c) Create a summary of the text in your own words. It will help you to accurately think through the content of the text one more time.

#### **Step 5**

**Repeat the content.**

One or two days later: review the text with the markings from step 4b one more time. Try to summarize and represent the content in your head or on a piece of paper as completely as possible. Check and compare with the original to see if you have not omitted anything.

# (ADVANCED) Teach the Seven Strategies of Highly Effective Readers

*Elaine K. McEwan*

*Corwin Press, an imprint of Sage Publications*

To improve students' reading comprehension, teachers should introduce the seven cognitive strategies of effective readers: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing. This article includes definitions of the seven strategies and a lesson-plan template for teaching each one.

*To assume that one can simply have students memorize and routinely execute a set of strategies is to misconceive the nature of strategic processing or executive control. Such rote applications of these procedures represents, in essence, a true oxymoron-non-strategic strategic processing.*

— Alexander and Murphy (1998, p. 33)

If the struggling readers in your content classroom routinely miss the point when "reading" content text, consider teaching them one or more of the seven cognitive strategies of highly effective readers. Cognitive strategies are the mental processes used by skilled readers to extract and construct meaning from text and to create knowledge structures in long-term memory. When these strategies are directly taught to and modeled for struggling readers, their comprehension and retention improve.

Struggling students often mistakenly believe they are reading when they are actually engaged in what researchers call *mindless reading* (Schooler, Reichle, & Halpern, 2004), zoning out while staring at the printed page. The opposite of mindless reading is the processing of text by highly effective readers using cognitive strategies. These strategies are described in a fascinating qualitative study that asked expert readers to think aloud regarding what was happening in their minds while they were reading. The lengthy scripts recording these spoken thoughts (i.e., think-alouds) are called *verbal protocols* (Pressley & Afflerbach, 1995). These protocols were categorized and analyzed by researchers to answer

specific questions, such as, What is the influence of prior knowledge on expert readers' strategies as they determine the main idea of a text? (Afflerbach, 1990b).

The protocols provide accurate "snapshots" and even "videos" of the ever-changing mental landscape that expert readers construct during reading. Researchers have concluded that reading is "constructively responsive—that is, good readers are always changing their processing in response to the text they are reading" (Pressley & Afflerbach, 1995, p. 2). Instructional Aid 1.1 defines the seven cognitive strategies of highly effective readers, and Instructional Aid 1.2 provides a lesson plan template for teaching a cognitive strategy.

Instructional Aid 1.1: Seven Strategies of Highly Effective Readers	
Strategy	Definition
Activating	"Priming the cognitive pump" in order to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text
Inferring	Bringing together what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what is already known by the reader in order to extract and construct meaning from the text
Monitoring-Clarifying	Thinking about how and what one is reading, both during and after the act of reading, for purposes of determining if one is comprehending the text combined with the ability to clarify and fix up any mix-ups
Questioning	Engaging in learning dialogues with text (authors), peers, and teachers through self-questioning, question generation, and question answering
Searching-Selecting	Searching a variety of sources in order to select appropriate information to answer questions, define words and terms, clarify misunderstandings, solve problems, or gather information.
Summarizing	Restating the meaning of text in one's own words—different words from those used in the original text
Visualizing-Organizing	Constructing a mental image or graphic organizer for the purpose of extracting and constructing meaning from the text

Instructional Aid 1.2: A Lesson Template for Teaching Cognitive Strategies	
Steps	<i>Teacher Script</i>
1. Provide direct instruction regarding the cognitive strategy	
a. Define and explain the strategy.	
b. Explain the purpose the strategy serves during reading	
c. Describe the critical attributes of the strategy.	
d. Provide concrete examples/nonexamples of the strategy.	
2. Model the strategy by thinking aloud.	
3. Facilitate guided practice with students.	

Instructional Aid 1.3: A Lesson Template for Teaching Summarizing	
<i>Lesson Template for Teaching Cognitive Strategies</i>	<i>Lesson Plan for Teaching Summarizing</i>
1. Provide direct instruction regarding the cognitive strategy	
a. Define and explain the strategy.	<i>Summarizing</i> is restating in your own words the meaning of what you have read—using different words from those used in the original text—either in written form or agraphic representation (picture of graphic organizer).
b. Explain the purpose the strategy serves during reading	Summarizing enables a reader to determine what is most important to remember once the reading is completed. Many things we read have only one or two big ideas, and it's important to identify them and restate them for purposes of retention.

c. Describe the critical attributes of the strategy.	A summary has the following characteristics. It Is short Is to the point, containing the big idea of the text Omits trivial information and collapses lists into a word or phrases not a retelling or a "photocopy" of the text
d. Provide concrete examples/nonexamples of the strategy.	Examples of good summaries might include the one-sentence book summaries from <i>The New York Times</i> Bestsellers List, an obituary of a famous person, or a report of a basketball or football game that captures the highlights.  The mistakes that students commonly make when writing summaries can be more readily avoided by showing students excellent nonexamples (e.g., a paragraph that is too long, has far too many details, or is a complete retelling of the text rather than a statement of the main idea).
2. Model the strategy by thinking aloud.	<i>Thinking aloud</i> is a metacognitive activity in which teachers reflect on their behaviors, thoughts, and attitudes regarding what they have read and then speak their thoughts aloud for students. Choose a section of relatively easy text from your discipline and think aloud as you read it, and then also think aloud about how you would go about summarizing it--then do it.
3. Facilitate guided practice with students.	Using easy-to-read content text, read aloud and generate a summary together with the whole class.  Using easy-to-read content text, ask students to read with partners and create a summary together.  One student is writing good summaries as partners, assign text and expect students to read it and generate summaries independently.

#### References

McEwan, E.K., *40 Ways to Support Struggling Readers in Content Classrooms. Grades 6-12*, pp. 1-6, copyright 2007 by Corwin Press.  
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## **5. TELEPHONE INTERVIEW CONVERSATION**

### **KEY TO ACHIEVING SUCCESS IN TELEPHONIC INTERVIEWS**

**By**

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With the revolution of communication technology and mobile equipment, many activities are executed from remote location. Now is the time when we monitor and control various business activities and professional tasks by holding a mobile handset only.

This era of information and communication technology has also influenced the current job market which includes sending interview call letters by SMS, schedule a telephonic interview and even intimation of final result on a ten digit mobile number. Now the Human Resource (H.R.) Department of many organizations is shortlisting and calling the candidates by telephonic conversations. The time is left far behind when there was long wait for the interview call letter to be delivered by the postman. Now, almost every organization believes in the screening the candidates by telephonic interviews rather than sending sealed envelopes with postage stamps. There are many reasons due to which telephonic interviews are planned.

Telephonic interviews are scheduled to determine whether the candidate is competent to face the personal interview or not. Basically, a telephonic interview is the first contact, the candidate establish with the company. Such interviews are often used for shortlisting the candidates in order to narrow the crowd of applicants who will be invited for face-to-face interviews. Moreover, telephonic interviews minimize the expenses involved in interviewing distant candidates. In many cases, candidates belong to remote area and cost of traveling and accommodation is to be reduced by conducting a telephonic interview to save too much time, money and cost. Obviously, in telephonic interviews, no time is spent in railway stations, bus stands, airports or on the highway. Also there is no expenditure on flights, hotels and meals. Candidate can appear in the telephonic interviews while sitting at their home or any other place of convenience.

As you are also searching for the jobs enthusiastically, so be prepared to attend a phone call which may be your initial step to move inside your new office. So, the candidate should always be prepared for a telephonic interview. Therefore, it is suggested not to switch-off the mobile phone because the first call of interviewer can arrive at any time or any occasions. Many candidates underestimate the importance of a telephone interview and talk in casual way. This is the biggest mistake because that is the first impression and interviewer may not call the candidate again. Some candidates believe that a telephone interview is just a formality and consider it a ceremony before a face-to-face meeting. But it is not true. So, candidates are advised to behave in a gentle and sincere manner while receiving the call.

### **CHALLENGES IN TELEPHONIC INTERVIEWS**

However there are many advantages of telephonic interviews but there are some complexities and challenges associated with it.

- The candidate can't see the interviewer face-to-face, and therefore their body language can't be analysed. Here, the concept of seeing into their eyes and gesticulation is nowhere. In telephonic interviews, candidates cannot show the confidence in terms of greeting smile and sitting style.
- Every person is not gifted with the attractive Anchor-Like Voice. Sometimes, the candidate is very good in

personality and knowledge, but voice is not very impressive. Moreover, pronunciation and dialect of every person is different depending upon the region which is one of the obstacles in effective communication. In this case, telephonic interviews are not successful.

## TIPS TO SUCCEED IN THE TELEPHONIC INTERVIEWS

Here are some tips which should be followed in the telephonic interviews so that the candidates can be called for the personal face-to-face interview or getting appointment letter in hands. Just as you would prepare yourself for the face-to-face/personal interview, devote some time for planning and preparing for such interviews.

### DO NOT SWITCH-OFF YOUR PHONE

The candidates should keep their mobile phone always ON because the phone call can ring anytime. The battery of mobile phone should be fully charged. In case of meeting or other official appointments, the phone may be placed in vibration or silent mode rather than switched-off. It leaves very bad impression on employer if the phone of candidate is in switched-off mode or giving message that the number is out of service due to low balance.

### ATTEND CALL AT QUIET ROOM

Select a quiet, private room with a cell phone in good working condition. Make sure that you do not receive other phone calls if you know the time of telephonic interview.

### KEEP IMPORTANT DOCUMENTS READY

Keep yourself free at least at the time of interview and make sure that there is no background noises to disturb and hinder the interview process. You should be having the copy of your Resume (Professional Profile/CV) that was sent to the company. It will give you the information which information you have sent to the company. You should have a Pen and Paper to note the points. The candidate should keep a calculator and a calendar ready so that any schedule can be fixed or to perform some calculations.

### AVOID RESCHEDULING OF THE INTERVIEW

If you want to change the interview time due to busy schedule, don't reschedule the interview again and again. It will give bad impression of non-seriousness to the interviewers. Try to reschedule the interview only once if unavoidable. You should not reschedule the interview because of not being prepared. Try to have all the certificates and testimonials with you so that you are ready to give any information on demand.

### RESPOND WITHIN SECONDS RATHER THAN MINUTES

In telephonic interview, the candidate should respond to questions within 1 minute. In case you are thinking for the answers, the first response should be delivered within 10 seconds otherwise simply say sorry. Candidates should avoid lengthy responses because the interviewer expects short answers on phone rather than long stories.

### AVOID ANSWERS IN "YES, NO, YA" LIKE WORDS

The candidate should avoid answers in "Yes", "No" or "Ya" words. The response delivered by the candidate should be well explained so that it is understood by the interviewer. The candidate should keep the voice clear, conversant and non confusing.

### JUSTIFY YOURSELF

The candidate should be well prepared to justify his/her performance in last few years. It will leave a very good impression on the employer regarding your current status and performance evaluation. Moreover, there is an impression of being confident to the interviewer. The candidate should be able to describe the goals and objectives of professional life. Here, the interviewee should not give more attention of salary and promotion.

### STAY ALONE DURING THE INTERVIEW

Sometimes, the candidates take help of friends during the interview. It is not advisable. You should be alone while appearing for a telephonic interview rather than friends or kids around you. The candidate should thank the interviewer for spending the valuable time and considering you at least for the telephonic interview. The candidates are not advised to smoke, chew gum, eat or drink anything when the interview is going on. It gives the caller a feeling that you are trying to steal some time before answering.

### DELIVER HONEST AND TRUE INFORMATION

One of the important points the candidate should remember is not to give any manipulated or false information while answering the Tell Me about Yourself Interview question. Now days, the organizations are taking help of detective agencies to keep track of candidates' personal and professional background. Such checks have become very important and strict today. The employer may dismiss the person even after years of working, on the basis of some false information provided during the initial phase of interview.

## **COMMONLY ASKED TELEPHONIC INTERVIEW QUESTIONS AND SUGGESTED ANSWERS**

There is a series of common questions which are asked during a telephonic interview. These questions are generally asked in almost every interview. Following are the questions and suggested answers -

### **1. WHY DID YOU LEAVE THE PREVIOUS JOB ?**

This is one of the tough interview questions in which the candidate should answer in calm and honest way. While answering such question, the candidate should not blame their internal politics in ex colleagues or ex boss. It creates very negative idea about your professional approach. In this case, the candidate can give reasons including career growth, scope to explore the skills and learning environment. The candidates should avoid giving reason that the new organization was giving more salary. In such answer, the employer relates the loyalty of candidate with the salary and monetary benefits.

### **2. WHAT IS YOUR POSITION IN CURRENT ORGANIZATION ?**

Here, the candidate should not boast of his/her position and power in the organization. The candidate is expected to just give a general idea about work profile and experience in the organization.

### **3. WHEN YOU WILL BE ABLE TO JOIN THE ORGANIZATION ?**

Answer of this question should be ready with the candidate once he/she applies for the job. The candidate is advised to have an idea of joining the new organization keeping in view the schedule and appointments. If the candidate fumble or gets confused to answer this question, the employer may think that the candidate is not sure whether to change the current job or not. So be clear about your decision. There is no need to give exact date and time, but the candidate should be able to give the basic idea of month of joining.

## **ANSWER TO FREQUENTLY ASKED QUESTION "TELL ME ABOUT YOURSELF"**

**This is the first and very basic question which is asked everywhere the candidate joins or going to join. Actually, there are many flavours to answers this question, but it requires some basic components to be told to the interviewer.**

**BRIEF SUMMARY OF PERSONAL PROFILE** - It includes the name of candidate and the place where he/she belongs to. The profession of parents and family members can also be narrated by the candidate. In telephonic interviews, the candidate should avoid telling the hobbies like fishing, making friends etc.

**PROFESSIONAL AND ACADEMIC QUALIFICATIONS** - The candidate is required to tell about educational qualifications along with the division and distinctions achieved. However, the marks in each degree, certificate course is not mandatory to tell. In case, the marks or grade is asked, the candidate should have a copy of all the documents to avoid any mismatch in future.

**PROFESSIONAL EXPERIENCE AND COMPANY PROFILE** – Here, the candidate should describe the professional experience with the name of organization worked with. There is no need to tell the exact salary until it is asked. The nature of job and company profile can be told to enable the employer know the current organization, where working.

**WEAKNESSES AND STRENGTHS** – This is another very common question which is asked in almost every interview. Therefore, it is advised to prepare the answer of this question very carefully. Many candidates tell their strength as weakness to attract the interviewer but the employer is not fool. Be honest while answering this question. The candidate may discuss one or two weaknesses like getting nervous in some situations, lacking in some skills, emotional, sensitive etc. Avoid telling weaknesses like short-tempered, sleeping, laziness and related terms. Moreover, the candidate should not boast on strengths. Strengths should be told in the honest and calm manner so that it marks a positive impact on professional capabilities.

The candidate can point out the strengths like

- Positive Attitude with Hard Work
- Punctual and Determined
- Self-Confidence
- Ability to face the failures and recover with confidence
- Learn from Mistakes
- Quick Learner
- Full commitment to work
- Highly Energetic
- Willing to learn New Things
- Good Interpersonal Skills
- Well Organizer and Manager
- Good Helping Hand
- Team Player
- Communication Skills
- Problem-Solving Ability

## **16. TYPES OF READING – SKIMMING, SCANNING, EXTENSIVE READING, AND INTENSIVE READING**

### **TYPES OF READING SKILLS**

Reading is the foundation for success. When children develops reading habit early in their lives, they are more likely to be successful in school, work, and life in general.

That said, learning to read isn't always an easy task for children, and that's why it is crucial that you, as a parent, work with your child and encourage the habit of reading early in their lives. Spend time with them to ensure that your child develops the following essential reading skills.

### **8 Essential Skills for Reading Success**

**The different types of reading skills are:**

#### **1. Decoding**

Decoding is the ability to sound out words children have heard before but haven't seen written out. This is a vital step in the reading process as it forms the foundation for other reading skills.

Decoding heavily relies on an early language skill called phonemic awareness. Phonemic awareness is the ability to hear and manipulate different sounds into words. Children develop this awareness when learning about syllables, words, and sounds (phonemes).

#### **2. Phonics**

Phonics is the ability to recognize the connection between sounds and letters they make. This process of mapping the sounds in words to written words is a very important reading skill. Children first decode the words into sounds and encode the sounds into words as they write and spell.

#### **3. Vocabulary**

A good vocabulary is a fundamental part of academic success. This reading skill is necessary to understand the meaning of words, their definitions, and their context.

The more words a child knows, the better they are at reading and understanding the texts they read.

#### **4. Fluency**

Fluency is the ability to read aloud with understanding, accuracy, and speed. It is a skill needed for good reading comprehension. Kids fluent in reading know how to read smoothly, at a good pace, using proper tone, and without making too many errors.

### **5. Sentence Construction & Cohesion**

Sentence construction and cohesion may seem like a writing skill, but it's an essential reading skill. Connecting ideas between and within the sentences are called cohesion, and these skills are essential for reading comprehension.

### **6. Reading Comprehension**

Understand the meaning of the text – both in storybooks and information books. In fiction books, children imagine the characters and share an emotional and adventurous journey with them. In non-fiction books, children gain new information, which deepens their understanding of new topics and concepts. Reading comprehension is a complex skill that requires time and practice to develop fully.

### **7. Reasoning & Background Knowledge**

This skill helps the child use the background knowledge to make inferences and draw conclusions. Most readers can relate what they have read to what they know. They can also read between the lines to pull out the information when it's not literally spelled out in the text.

### **8. Working Memory & Attention**

These skills are closely related but different and are part of a group of abilities known as executive function. When children read, attention helps them absorb the information from the text, and working memory allows them to retain that information. This helps them gain meaning and build knowledge from what they read.

## **4 DIFFERENT TYPES OF READING TECHNIQUES**

### **1. Skimming**

Skimming, sometimes referred to as gist reading, means going through the text to grasp the main idea. Here, the reader doesn't pronounce each and every word of the text but focuses their attention on the main theme or the core of the text. Examples of skimming are reading magazines or newspapers and searching for a name in a telephone directory.

### **2. Scanning**

Here, the reader quickly scuttles across sentences to get to a particular piece of information. Scanning involves the technique of rejecting or ignoring irrelevant information from the text to locate a specific piece of information.

### **3. Intensive Reading**

Intensive reading is far more time-consuming than skimming and scanning as it needs the reader's attention to detail. It involves close reading that aims at the accuracy of comprehension. Here, the reader has to understand the meaning of each and every word.

### **4. Extensive reading**

Extensive reading lays more emphasis on fluency and less on accuracy. It usually involves reading for pleasure and is more of an out-of-classroom activity. It is highly unlikely for readers to take up the extensive reading of text they do not like.

## **4 COMMON READING PROBLEMS**

### **1. Issues with decoding**

Beginner readers may struggle when they meet new or unfamiliar terms, but typically decoding becomes easier with repeated practice of reading the text out loud. If a child continues to struggle, there may be an underlying difficulty or a physical impairment that does not allow them to hear the sounds or see the letters.

### **2. Poor comprehension of reading skills**

Some children can read like a pro but may not be able to tell you what they have read. This indicates a problem of incomprehension. These children may find the same difficulty when their teachers or parents read aloud.

### **3. Speed**

The more children read, the more they expand their vocabulary. They begin to recognize more words by sight, enabling them to read faster. If speed is the issue with your child, slow processing of information could be the problem. Since reading is a cognitively demanding task, it involves holding information in the mind while continuously processing the text. This can exhaust the children with slow processing. Such children may require extra time to complete tasks that require extensive reading.

#### **4. Mixed reading difficulties**

Mixed reading problems in kids include decoding words and difficulty with comprehension. They have challenges when it comes to reading words, retaining information, and understanding the text. These problems could be due to a reading disorder. Although some kids learn slower than others, if you notice any difficulty that affects your child's daily life, it should be evaluated by a professional.

### **HOW TO IMPROVE THE READING SKILLS OF A CHILD**

Whatever reading problems your child is going through, there are always ways to help. Here are some ways you can help your child overcome their reading problems:

1. Take note of what you are seeing when your child is reading. When you observe your child, you may start seeing patterns. Talk with your child's teacher or caregiver to find out if they have observed something similar.
2. Work on building reading skills at home. Teach sight words for fluency and quick recall. Use flashcards, point out words on the hoardings, brand names, or store names
3. Always remember that if your child is struggling with any skill, it can make them feel inferior, and that can take a toll on their self-esteem. As your child works on their reading skills, make sure you praise their efforts and celebrate their small wins.
4. Choose books that contain detailed visual illustrations to help your child connect the text with the scene.
5. Get your child enrolled in online classes. Planet Spark's programme uses the essential skills for reading success to unlock all aspects of reading focusing on phonics, comprehension, vocabulary, phonemic awareness, and reading for meaning.



## **1 Introduction**

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This work tries to give a survey of the main communication tools, both synchronous and asynchronous that are (or have been) used in e-learning. After evaluating the respective advantages and disadvantages that are exhibited by the different modes of communication, a brief look will be taken at the social factors that may influence online communication. Concluding, several suggestions and recommendations can be made as to facilitate the use of (a) synchronous communication tools in e-learning.

Communicating with teachers and co-learners is an important factor for the conventionalisation of newly acquired knowledge (Schulmeister 2003:159), so some care should be taken to enable both students and tutors to make optimal use of the facilities for communication they are provided with, as well as to take care to offer the needed diversity in communication tools.

## **2 Modes of communication**

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Different means of communication can generally be grouped into synchronous and asynchronous modes of communication. This is true, regardless of whether communication is conducted by means of electronic devices or not.

Both modes of communication can either be point-to-point, with one sender and one receiver or point-to-several which can have a large number of receivers. The third variant, several-to-several communication, is often limited in the number of participants, as a large number of people communicating simultaneously can generate a high volume of information.

### **2.1 Synchronous communication**

Synchronous communication is characterised by the fact that any information immediately reaches all communicators who then can immediately react. This requires all participants to be active simultaneously. An example of this would be a dialogue between two people.

### **2.2 Asynchronous communication**

Asynchronous communication is communication that is conducted by

means of any technology that is capable of storing information to be received and reacted upon at a later date. An example would be an exchange of letters. Asynchronous communication typically allows messages and information to be kept which is of great importance as the possibility to access learning materials as long as possible and in the same manner is highly supportive of the learning process (Glowalla, Grob, Thome 2000:71).

### **3 Communication tools**

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Both modes of communication can be realised by means of a wide range of different tools, each of which has its own advantages and disadvantages.

#### **3.1 Synchronous communication tools**

A typical feature of synchronous communication tools is that communication is linear, i.e. one utterance is followed by the next one, threading or grouping of messages is not possible. To keep communication from becoming incomprehensible separate 'channels' or 'rooms' can be set up for each topic. Usually only one user can 'speak' at a time, thus resulting in users having to compete for participation.

There are several tools to conduct synchronous communication, the most important of which are:

##### **3.1.1 THE TELEPHONE AND INTERNET TELEPHONY**

The telephone still remains the most widely used tool for synchronous communication. It is both cost-effective and easy to use and most people have attained a high degree of familiarity with using it. Usually, only point-to-point communication is possible and, no record of the communication is kept, making it difficult to refer to or to review what was said.

A new development is the use of computers to conduct telephone-like communication over the internet.

##### **3.1.2 CHAT (IRC) / VOICE CHAT**

Internet Relay Chat (IRC) is a protocol that allows a group of users to communicate simultaneously. Communication is text based and linear.

Usually a transcript of the chat can be kept and distributed to its participants, making it possible to review the communication later on.

In order to keep the amount of data at a manageable level, especially with large groups of participants, a moderator is often present to manage users' permission to 'speak'.

Voice chat and broadcasts allows users, by means of microphone and speakers, to communicate via spoken language.

### **3.1.3 INSTANT MESSAGING**

Instant messaging resembles chat in that it is text-based and linear, but it is usually limited to only two people communicating. Most instant messaging programs allow files to be transmitted and keep a history of all messages sent and received.

### **3.1.4 VIDEO BROADCAST AND CONFERENCING**

Video transmissions are becoming more and more feasible due to increasing bandwidth capacities and falling prices for the hardware necessary. Video broadcasts allow the image of one user to be received by large numbers of users, while video conferences with all users sending and receiving are limited in their group size by both technical and practical reasons.

A video broadcast may also be kept accessible for download, thus enabling users to review it at a later date.

Grading, one of the recurring problems of e-learning, may be facilitated through the use of video images to verify the identity of students sitting an online exam.

### **3.1.5 APPLICATION SHARING (AUDIOGRAPHICS) / SHARED WHITEBOARD**

By means of software a group of users can use applications simultaneously, or create sketches and notes on a shared workspace, often called shared whiteboard. Audiographics programs are usually combined with some feature for (audio) chat. They lend themselves ideally to the

teaching of software that involves a lot of visual information, as demonstrations can be made with the whole class watching and repeating them.

### **3.1.6 VIRTUAL WORLDS / MUDS**

Virtual Worlds, often called Multi-User-Domains (MUD) are text based environment where large groups of users can interact with each other or the virtual world in various ways.

## **3.2 Asynchronous communication tools**

Hülsmann makes the case that due to the instantaneous transmission of messages, “real time responsiveness is technically possible in asynchronous conferencing”, and that “responsiveness is not determined technically, but negotiated socially” (Hülsmann, 2003: 86).

There are several tools to conduct asynchronous communication, the most important of them are:

### **3.2.1 MAIL AND FAX**

Although they have to a large extent been replaced by email, mail and fax are still used for a number of purposes. The mailing of CDs or DVDs for example allows for the transmission of large amounts of data, for which digital transmission would be impractical. An obvious drawback is the delay between sender and receiver. Faxes are a quick way to transmit data that would be impractical to digitalise.

### **3.2.2 E-MAIL**

Kearsley calls e-mail the “foundation for all forms of online learning and teaching” and claims that an online course would be possible, and indeed productive, without using any other form of communication (Kearsley 2000:28). E-mail is certainly the most basic form of online communication as no special hard- or software is required (apart from a connection to the

internet), the sending and receiving of messages is free, and their delivery almost instantaneous.

E-mail supports the delivery of any sort of information in addition to plain text, from audio file to video messages, by means of attaching a file to the actual message. The practicability of sending data is restricted by the size of the files, bulkier data is usually transmitted via ftp. Messages can be sent to any number of recipients, thus allowing for the quick dissemination of information.

Mailing lists can be set up, with e-mail messages being sent to the group address forwarded to the list's members, thus allowing members of a group to be contacted more easily.

Regardless of whether students actually do so, the possibility to contact tutors and other students is an important psychological factor (Kearsley 2000:28).

### **3.2.3 DISCUSSION FORUMS / MESSAGE BOARDS**

Discussion forums and message boards are special online environments, where users can post and read messages. In message boards communication is linear and usually threaded, i.e. answers and comments to a post are shown sub-grouped to that message, thus allowing for some structure in discussions.

Forums do not support the subordination of answers, but new areas for the discussion of new topics can be set up easily, either by the users themselves or the forum's moderator. The moderator can control the users' rights to create new topics and to view or to post into certain areas, thus areas for e.g. a course's administrators or group work can be set up. Several conversations can be conducted simultaneously (even by the same users), and a written record of all messages is kept.

Most forums support the sending of messages to other users and have an awareness function that allows registered users to see who else is online at the moment, and thus available for synchronous communication via chat or instant messaging.

- **15 Basic Rules of Social Media Etiquette for Businesses**
  - 1. Understand the Current Issues
  - 2. Don't Overuse Automation
  - 3. Respond Quickly
  - 4. Be Respectful Towards Competition
  - 5. Beware of Too Many Hashtags
  - 6. Avoid Oversharing
  - 7. Be Proactive, Not Reactive
  - 8. Know Who to Follow
  - 9. Give Credit Where Credit's Due
  - 10. Consider the Tone
  - 11. Use Safe Humor
  - 12. Know the Specifics of Each Platform
  - 13. Check Grammar and Spelling Before Posting
  - 14. Keep Your Feed Tidy
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- **Facebook Etiquette**
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- **Twitter Etiquette**
- **FAQ**
  - What Is the Golden Rule of Netiquette?
  - What Should Businesses Not Do on Social Media?
  - What to Avoid Posting on Social Media

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As a business on social media, you need to think carefully before you hit publish. These days, it's inexcusable to allow bad manners, poor behavior, and forgotten etiquette. All the issues become amplified when you take into account the wide global reach of social media.

This article will pinpoint the exact rules that any modern business with an online presence must follow. We'll give actionable recommendations as well as explain the do's and dont's for major platforms.

## **What Is Social Media Etiquette (Netiquette)?**

Just like etiquette is a customary code of polite behavior in society, netiquette is a code aimed to maintain manners on the Internet. The netiquette definition covers all facets of the online world, including email, messengers, social media, multiplayer gaming, and other types of online communication.

Social media etiquette is a subset of netiquette that aims to preserve the reputation of companies and individuals on social media. The demands of social media etiquette

differ from one platform to the next, which is why you should also abide by platform-specific guidelines.

## Why Is Social Media Etiquette Important for Businesses?

There are unspoken social media rules that technically aren't mandatory. But for businesses, whether you follow these rules could mean the difference between profit and loss. If you want your social media marketing efforts to pay off, etiquette shouldn't be overlooked.

Why is it important to understand the rules of engagement in social media? Here are a few reasons:

- Prevents reputational damage – Your audience will see your brand as a respectable, professional business that knows how to handle social media.
- Gives your staff clear guidelines – Your team will be informed on what conduct is expected from them online: for posting content, interacting with users, or defending your organization.
- Attracts followers and brand advocates – People are more likely to follow and support a company with a carefully crafted social reputation.
- Protects against legal and security issues – Rules of netiquette aren't only about being polite. They also help businesses stay compliant with privacy and copyright laws.

There have been several cases of social media fails following Hurricane Sandy. Most notably, Urban Outfitters and Sears took serious criticism for sending insensitive tweets and trying to capitalize on the wake of destruction.

Both brands had to delete the tweets and issue an apology. Interestingly, Urban Outfitters' stock price dropped from \$28 to \$13 in a matter of months, which might have been prompted by the controversial tweet.

As you can see, even big brands can fail to understand how their careless campaigns could damage their businesses. UO and Sears eventually managed to rebuild their reputations, but neglecting netiquette guidelines so outrageously can cost smaller businesses everything.

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# 15 Basic Rules of Social Media Etiquette for Businesses

Now that we're on the same page about the importance of social media etiquette for businesses, let's make our way to practical recommendations. These are easy to apply and require no investments. The points below are social media etiquette tips that work for every industry and on every social platform.

## 1. Understand the Current Issues

Keep tabs on what's happening in the world and sensitively express your opinions. In other words, read the room. If you say the right things at the right time, it will have a positive impact on customer sentiment.

Many brands have commented on the Black Lives Matter movement. For example, Marc Jacobs showed their support through an Instagram post. But even for any other business, whether they support the movement or not, posting content that is irrelevant to current events would read as insensitive and drive customers away.

## 2. Don't Overuse Automation

Too much of anything is usually not the best idea, but using automation as your only tactic of posting can quickly lead to overuse. At times, planned posts are a great way to save time and optimize your posting schedule. However, you should also be spontaneous, add photos and commentary to social media on-the-fly, to stay relevant.

## 3. Respond Quickly

[53% of survey respondents](#) expect a response from a brand within an hour for regular questions. For complaints, however, the number jumps to 72%. So, make sure to have a team member responsible for reacting to both positive and negative feedback. Otherwise, the situation can quickly get out of control.

Best Buy Customer Support did a great job of responding within half an hour to a potential customer on Twitter. They quickly sent an encouraging tweet and, as a result, the communication resulted in a real-life purchase.

## 4. Be Respectful Towards Competition

Bantering with other brands seems to be a popular practice these days, but it can leave the wrong impression. For many people, trashing others is not a sign of honorable

behavior. Instead, show that you respect other companies within your industry. Taking the high road will win you more fans, more likes, and more business.

Two companies – Disney and Pixar – had this fun interaction on Twitter. Both promoted animation films that each studio produced, but it still led to a heart-warming conversation with no hint of rivalry.

## 5. Beware of Too Many Hashtags

The tasteful use of hashtags is a useful tool for attracting potential customers to your page. But if there are more hashtags than actual text, they bring no value and only make you seem desperate. Also, avoid spamming popular hashtags, like #love, #happy, and #dog. Hashtags that are specific to your audience and have an engaged community behind them are the way to go.

On February 14, Domino's posted a photo with a concise description and only one hashtag. They could've flooded the post with multiple seemingly relevant hashtags for better reach. But instead, they made a much better decision to keep it simple and shareable.

## 6. Avoid Oversharing

It's easy to post on social instantaneously, without giving it much thought. However, is this really necessary? Make sure new content adds to your narrative and meets your business objectives. Your customers don't need to know everything about your brand – sometimes, less is more.

## 7. Be Proactive, Not Reactive

Spot the problems as they are forming. But even if you notice that the situation is becoming aggravated, never get involved in a social media spat. Communicate with online users in the same manner that you would if they came to your store.

You might've seen examples where brands were almost annoyed at a customer sharing a complaint. At the very least, some of them aren't helpful. This isn't the case with Zappos. Despite the user not being welcoming to their offers, they didn't snap back.

## **8. Know Who to Follow**

Your follower list also represents your brand. Just like you don't want to be posting and reposting mindlessly, you don't want to dilute your brand with thousands of followers. You shouldn't only focus on the number – who and what those accounts are also matters. These give your brand context and set the general tone.

Coca-Cola's 'following' list on Instagram is filled with great initiatives like food banks and non-profit companies. This conveys the message that the corporation isn't only after monetary profits but is also interested in helping global communities.

## **9. Give Credit Where Credit's Due**

Before reposting content from other accounts, ask for their permission to share and be ready to take no for an answer. To give credit, you can simply add the owner's username in the caption to show that the image belongs to someone else.

Starbucks has a regular practice of reposting user content. When doing so, they always tag the original creator of the photo. It sets a bad tone to repost images without acknowledgment, and the Starbucks social media team never breaks this rule.

## **10. Consider the Tone**

Your brand personality can be described in an adjective. Make sure it's not bragging, complaining, retorting, or venting. Instead, go for lively, positive, or professional. If you're often making snarky comments, it will drive people off.

## **11. Use Safe Humor**

Using humor is great, but you should be mindful not to insult your audience or sound offensive. Also, you can incorporate pop culture phrases but not without fully understanding their meaning. There have already been some mishaps with "Netflix and chill" and phrases like that.

Innocent Drinks is a good example of how to use humor on social media. Their jokes are ridiculous but not too edgy. Not all types of humor translate well in written form and

for a large audience, but this one is pretty safe and family-friendly.

## 12. Know the Specifics of Each Platform

Not all content needs to be shared everywhere. For example, if you compare Twitter, Instagram, and Facebook accounts, you'll notice that brands post entirely different things on each platform. It'll be clear if you recycle Twitter content on Facebook. But it's not necessarily a drawback – you can maximize the opportunities of each medium in unique ways.

## 13. Check Grammar and Spelling Before Posting

You can get away with the odd mistake here and there. But if you keep making silly grammar errors, you might soon see your follower numbers fall through the floor. At the very least, you'll be known as an unprofessional account. Brands publish tons of content every day, and only those that are highly polished and well-structured will stand out.

## 14. Keep Your Feed Tidy

Spare your followers a flashy, mismatched feed unless it's your brand aesthetic, and you're making this decision deliberately. Once again, it's not a requirement, but a coherent feed will attract more followers.

BMW maintains a color story and organizes the highlights. Even these two simple things make the account aesthetically pleasing. Interestingly, images vaguely even feature the same color as the logo. As for companies with lower funds that don't match what BMW has, they can also arrange a neatly looking feed effortlessly.

## 15. Don't Be Needy

Never beg for likes, comments, and other types of engagement. Not only does it not work, but it also annoys the audience and puts the account on the platform's blacklist. Facebook even began clamping down on "engagement bait" across its social network. If the content doesn't get enough engagement, it means that you should be directing your effort toward improving it rather than making your audience do the work.

# Facebook Etiquette

The casual community of Facebook makes engagement with others feel natural. However, the audience here tends to get heavily into politics. The Facebook etiquette dictates that you should always show respect, especially when discussing or posting about politics. Acknowledge tragedies with a simple, empathetic message without injecting any promotion and never "like" bad news.

Also, a common mistake is to cross-post between Facebook and other social platforms. These days, it's considered bad taste, so turn off automatic posting.

## Instagram Etiquette

Instagram is the perfect place to share something visual, which is why most etiquette rules cover photo content. Take high-quality photos and edit them outside of the app – posting grainy, blurry, and overall unprofessional pictures won't pass according to the Instagram etiquette.

Location tag other businesses to show courtesy as well as other accounts you feature on your page. Never include direct links since they aren't clickable on Instagram, and you'll just annoy your followers. Lastly, help more than you sell – 80% to inform, educate, and entertain, 20% to promote – otherwise, it'd be simply rude.

## Twitter Etiquette

Twitter handles rapid-fire conversation, making it a useful platform to easily insert your business into the current topics. According to the Internet comment etiquette on Twitter, you should actually engage in discussions and post valuable content – not just inspirational quotes.

Be wary of who you respond to and how. Unlike Instagram comments and likes which get lost, Twitter shows everything. If you're contemplating posting a sassy response, remember that it's visible right on your profile page. Also, remember what someone sends you via a direct message isn't for public consumption, and with Twitter etiquette, there's implied confidentiality.

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## **Discover Everything You Need To Know (Good And Bad) About Online Education**

One of the most oft-used terms after the pandemic is the term "new normal." The new normal in education is the increased use of online learning tools. The COVID-19 pandemic has triggered new ways of learning. All around the world, educational institutions are looking toward online learning platforms to continue with the process of educating students. The new normal now is a transformed concept of education with online learning at the core of this transformation. Today, digital learning has emerged as a necessary resource for students and schools all over the world. For many educational institutes, this is an entirely new way of education that they have had to adopt. Online learning is now applicable not just to learn academics but it also extends to learning extracurricular activities for students as well. In recent months, the demand for online learning has risen significantly, and it will continue doing so in the future.

As with most teaching methods, online learning also has its own set of positives and negatives. Decoding and understanding these positives and negatives will help institutes in creating strategies for more efficiently delivering the lessons, ensuring an uninterrupted learning journey for students.

### **What Are The Advantages Of Online Learning?**

#### **1. Efficiency**

Online learning offers teachers an efficient way to deliver lessons to students. Online learning has a number of tools such as videos, PDFs, podcasts, and teachers can use all these tools as part of their lesson plans. By extending the lesson plan beyond traditional textbooks to include online resources, teachers are able to become more efficient educators.

#### **2. Accessibility Of Time And Place**

Another advantage of online education is that it allows students to attend classes from any location of their choice. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Additionally, online lectures can be recorded, archived, and shared for future reference. This allows students to access the learning material at a time of their comfort.

Thus, online learning offers students the accessibility of time and place in education.

#### **3. Affordability**

Another advantage of online learning is reduced financial costs. Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and most importantly, real estate. Additionally, all the course or study materials are available online, thus creating a paperless learning environment which is more affordable, while also being beneficial to the environment.

#### **4. Improved Student Attendance**

Since online classes can be taken from home or location of choice, there are fewer chances of students missing out on lessons.

#### **5. Suits A Variety Of Learning Styles**

Every student has a different learning journey and a different learning style. Some students are visual learners, while some students prefer to learn through audio. Similarly, some students thrive in the classroom, and other students are solo learners who get distracted by large groups.

The online learning system, with its range of options and resources, can be personalized in many ways. It is the best way to create a perfect learning environment suited to the needs of each student.

### **What Are The Disadvantages Of Online Learning?**

## **1. Inability To Focus On Screens**

For many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time. With online learning, there is also a greater chance for students to be easily distracted by social media or other sites. Therefore, it is imperative for the teachers to keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson.

## **2. Technology Issues**

Another key challenge of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a consistent internet connection for students or teachers, there can be a lack of continuity in learning for the child. This is detrimental to the education process.

## **3. Sense Of Isolation**

Students can learn a lot from being in the company of their peers. However, in an online class, there are minimal physical interactions between students and teachers. This often results in a sense of isolation for the students. In this situation, it is imperative that the school allow for other forms of communication between the students, peers, and teachers. This can include online messages, emails and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation.

## **4. Teacher Training**

Online learning requires teachers to have a basic understanding of using digital forms of learning. However, this is not the case always. Very often, teachers have a very basic understanding of technology. Sometimes, they don't even have the necessary resources and tools to conduct online classes.

To combat this, it is important for schools to invest in training teachers with the latest technology updates so that they can conduct their online classes seamlessly.

## **5. Manage Screen Time**

Many parents are concerned about the health hazards of having their children spend so many hours staring at a screen. This increase in screen time is one of the biggest concerns and disadvantages of online learning. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen.

A good solution to this would be to give the students plenty of breaks from the screen to refresh their mind and their body.



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# What Are The Advantages And Disadvantages Of Online Learning?

## All About The Advantages And Disadvantages Of Online Learning

Nowadays, **online learning** turns out to be more and more practiced. Many traditional universities started to share their courses online for free. It represents an easy and comfortable method to achieve knowledge in almost every field, from law and accounting, to human sciences, such as psychology and sociology or history. **Online learning** is a great alternative to traditional universities, especially for people who can't afford the time and money to take real courses. But what are the advantages and disadvantages of online learning?

### Advantages Of Online Learning

Although many people still consider traditional universities as the best way to achieve knowledge and get a diploma, **online learning** proves to be a great alternative. Students have the chance to study in their own time and especially for free. It represents a great way to study many fields and to boost the level of self-motivation. **Online learning** is so effective because students can finish their homework quickly, and there is more time left for hobbies or for finding a job.

An access to all resources of a traditional course helps participants learn wherever they are, leaving them the freedom to choose the time for study. With basically an Internet connection, a person can attend different courses. Among the **advantages of online learning** there are the responsibility and self-discipline of students.

### Disadvantages Of Online Learning

Only in a small group a person can develop properly. At school, students learn how to make friends, be patient, get rid of disappointment, and especially to compete. Competition between colleagues can be very stimulating and students will only benefit from it. **Online learning** cannot offer human interaction.

Another **disadvantage** refers to the fact that online courses cannot cope with thousands of students that try to join discussions. Also, online learning can be difficult, if it is meant for disciplines that involve practice.

In conclusion, online learning should be seen as a complement and extension of classical forms of learning. Not even the best online course can fully replace the personal contact with a teacher, or the human relationships that develop in a group. So, traditional classes shouldn't be replaced with online learning.

# Advantages And Disadvantages Of eLearning

## What Are The Advantages And Disadvantages Of eLearning

All of us have access to the internet and we use it for many different things like researching for some information for school and college projects, downloading music, pictures, wallpapers, and screen-savers, to get updates on the latest happenings all over the world, emails, instant messaging, chats, and many other things. But do you know there is one more advantage of the internet, and that is learning? Yes! You can educate yourself in the comfort of your own home and get a degree through the internet now. With the latest technology, even the impossible seems possible now.

### Web-based Learning At A Glance

Web-based learning is commonly referred to as eLearning or online learning. It essentially includes learning online through the courses that are offered on the net. Emails, live lectures, and videoconferencing are all possible through the net. This enables all the participants to give their views on a particular topic and then discuss them further. They also offer static pages like course materials that are printed for the benefit of all the participants. One of the main advantages of accessing pages on the web is that most of the web pages have hyperlinks that will lead you to another page and thus opens up a vast amount of information on the net.

You don't have the time to actually go to a University and attend classes. Earlier it would have been a major problem, as you wouldn't know how to manage that, but not anymore. With the several courses available online, you can actually sit at home and learn. No more of waking up early and attending classes or that irritating class mate. Now take whichever course at peace and at your convenience. A web-based course would typically include course information, timetable, notice board, curriculum map, teaching materials like articles, slides, and handouts, communication through discussion boards and email, summative and formative assessments, student management tools like statistics, records, and student tracking, and also links to external and internal websites that are very useful.

But besides the benefits, are there any limitations of this practice? Let us have a look at the advantages and disadvantages of eLearning.

### **Advantages Of eLearning**

1. You are able to link the various resources in several varying formats.
2. It is a very efficient way of delivering courses online.
3. Due to its convenience and flexibility, the resources are available from anywhere and at any time.
4. Everyone, who are part time students or are working full time, can take advantage of web-based learning.
5. Web-based learning promotes active and independent learning.
6. As you have access to the net 24x7, you can train yourself anytime and from anywhere also.
7. It is a very convenient and flexible option; above all, you don't have to depend on anyone for anything.
8. Not only can you train yourself on a day to day basis, but also on weekends or whenever you have the free time to. There is no hard and fast rule.
9. Through discussion boards and chats, you are able to interact with everyone online and also clear your doubts if any.
10. The video instructions that are provided for audio and video learning can be rewound and seen and heard again and again if you do not happen to understand the topic first time around.

### **Disadvantages Of eLearning**

Well, there are not many disadvantages of eLearning, the main one being that you get knowledge only on a theoretical basis and when it comes to putting to use whatever you have learnt, it may be a little different. The face-to-face learning experience is missing, which may matter to some of you.

1. Most of the online assessments are limited to questions that are only objective in nature.
2. There is also the problem of the extent of security of online learning programs.
3. The authenticity of a particular student's work is also a problem as online just about anyone can do a project rather than the actual student itself.
4. The assessments that are computer marked generally have a tendency of being only knowledge-based and not necessarily practicality-based.

# What is Search engine

## Definition

A **search engine**, also called a *search engine*, is a computer system designed to perform searches of files stored in a database through spiders or bots. When the search engine receives a [query](#) or makes a query in the database offering the result on a results page. If there are several results, they are hierarchical according to their importance.

Given the enormous amount of information available on the Internet, search engines are an essential technology today for the operation of this network.

## Types of search engines

Search engines can be classified **according to the type of information** they collect:

- *Web page search engine*: when performing a search they return as a result the most relevant web page.
- *Image Finder*: Crawls images and displays a mosaic of relevant results.
- *Video Finder*: analyzes the videos and shows the ones that are interpreted to correspond to the search.
- *File Finder*: Returns results based on the name or type of file.

## How search engines work

Regardless of the type of search engine, its **operation** is analogous in all cases.

1. *Registration in the database*: all available information is tracked through [bots](#)
2. *Data Categorization*: All crawled data is categorized based on categorization algorithms
3. *Query in the database*: a query is received and a search is made among all the stored information
4. *Sample of results*: the hierarchical results are offered placing the most relevant in first position

## Examples of search engines

Among the **main search engines** we can find the following:

- [\*\*Google\*\*](#): Created by Larry Page and Sergei Brin in 1996, it is considered the largest search engine in the world.
- [\*\*Bing\*\*](#): owned by Microsoft, formerly known as Live Search, Windows Live Search, and MSN Search.
- [\*\*Yahoo\*\*](#): Currently uses the Bing engine in its searches.
- [\*\*Baidu\*\*](#): is the main Chinese search engine, with more than 600 million users.
- [\*\*Yandex\*\*](#): search engine for Russia and Russophone countries.
- [\*\*DuckDuckGo\*\*](#): is an alternative to search engines focused on ensuring the privacy of its users.

## What Does Search Engine Mean?

A search engine is a service that allows Internet users to search for content via the World Wide Web (WWW). A user enters [\*\*keywords\*\*](#) or key phrases into a search engine and receives a list of Web content results in the form of websites, images, videos or other online data that semantically match with the search query.

The list of content returned via a search engine to a user is known as a [\*\*search engine results page \(SERP\)\*\*](#).

## Techopedia Explains Search Engine

A search engine performs a number of steps to do its job. First a spider/[\*\*web crawler\*\*](#) trawls the web for content that is added to the search engine's index. These small bots can scan all sections and subpages of a website, including content such as video and images.

Hyperlinks are parsed to find internal pages or new sources to crawl when they point to external websites. To help bots do their crawling work in a more efficient way, larger websites usually submit a special [\*\*XML\*\*](#) sitemap to the search engine that acts as a roadmap of the site itself.

Once all data has been fetched by the bots, the crawler adds it to a massive online library of all discovered URLs. This constant and recursive process is known as [indexing](#), and is necessary for a website to be displayed in the SERP. Then, when a user queries a search engine, relevant results are returned based on the search engine's algorithm.

The higher a website is ranked in the SERP, the more relevant it should be to the searcher's query. Since most users only browse the top results, it is particularly important for a website to rank high enough for certain queries to ensure its success in terms of traffic.

A whole science developed in the last few decades to make sure that a website, or at least some of its pages, "scale" the ranking to reach the first positions. This discipline is known as [Search Engine Optimization \(SEO\)](#).

Early search engines results were based largely on page content, but as websites learned to game the system through advanced SEO practices, algorithms have become much more complex and search results returned can be based on literally hundreds of variables.

Each search engine now uses its proprietary algorithm that weighs many complex factors such as relevancy, accessibility, usability, page speed, content quality, and user intent in order to sort the pages in a certain order.

Those employed as SEOs often expend huge energy trying to unravel the algorithm as the companies are not transparent with how they run, due to the proprietary nature of their business and their desire to prevent manipulation of search engine results.

There used to be a number of search engines with significant market share. As of 2020, [Google controls the vast majority of the western market](#); Microsoft Bing has a small presence in second place. While Yahoo generates many queries, their back-end search technology is outsourced to Microsoft.

In other regions of the world, other search engines hold the majority of the market. In China, for example, [the most widely used search engine is Baidu](#), which was originally launched in 2000, while in Russia [more than 50% of users use Yandex](#).

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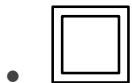
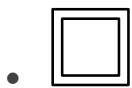
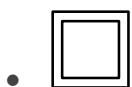
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#### **SYNONYMS**

## Search Provider

### Share this Term



### Related Terms

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- [Natural Search](#)
- [Paid Search](#)
- [Search Engine Results Page](#)
- [Search Engine Optimization](#)

- [Yet Another Hierarchically Officious Oracle](#)
- [Search Engine Marketing](#)
- [Dude, Just Google It](#)
- [SEO Services](#)

### Term Sources

Techopedia uses high-quality sources to support the facts within our content including peer-reviewed studies, academic research institutions, professional organizations, and governmental organizations.

# What is Search engine

## Definition

A **search engine**, also called a *search engine*, is a computer system designed to perform searches of files stored in a database through spiders or bots. When the search engine receives a [query](#) or makes a query in the database offering the result on a results page. If there are several results, they are hierarchical according to their importance.

Given the enormous amount of information available on the Internet, search engines are an essential technology today for the operation of this network.

## Types of search engines

Search engines can be classified **according to the type of information** they collect:

- *Web page search engine*: when performing a search they return as a result the most relevant web page.
- *Image Finder*: Crawls images and displays a mosaic of relevant results.
- *Video Finder*: analyzes the videos and shows the ones that are interpreted to correspond to the search.
- *File Finder*: Returns results based on the name or type of file.

## How search engines work

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# Types of Synchronous vs Asynchronous

## Learning

Synchronous learning happens in real-time, with students and teachers together. Alternatively, teachers can share information asynchronously. Learners explore on their own time, for example by watching videos, reading, and listening. Teachers use a learning management system (LMS) to share learning materials.

## Programming

In coding, synchronous operations are performed one at a time. One task finishes, the next step begins. Asynchronous operations can happen at the same time – you can move to the next step while another step finishes.

## Communication

The key difference between synchronous and asynchronous communication is synchronous communications are scheduled, real-time interactions by phone, video, or in-person. Asynchronous communication happens on your own time and doesn't need scheduling.

In this article, we'll explore everything you need to know about synchronous vs asynchronous communication, in general.

## Why should you move toward asynchronous communication?

A Stanford study of 16,000 employees revealed that remote workers are [13% more productive](#). In another review, a company that switched to remote work recorded an increased [\\$1.3 billion annual value](#).

No more rush-hour commute to work, inhaling carbon-fueled air, engaging in office politics, or having to always be present even when you don't feel like it. You have more time to dedicate to your family and hobbies because you've regained control of your day and how you plan your activities.

While many people assume that location independence is the entire reason remote workers are happier, asynchronous communication plays a significant role in giving remote employees control over how they communicate with their teammates.

In a [remote-first, fully asynchronous environment](#), you wake up when you want to, see the emails sitting in your inbox, and feel no pressure to reply. So you grab a beverage

and finish your morning routine before settling at your desktop to start work for the day.

While many companies are convinced that remote work is the future, they are also struggling with how to hand control over to their employees and adopt async communication — even when the benefits include a happier workforce, reduced overhead costs, and the ability to hire top talent from anywhere in the world.

## What is asynchronous communication?

Asynchronous communication means interaction without real-time conversation — replies can be delayed. A great example is email. In this approach, people aren't scheduling meetings and responses are less time-sensitive.

In this scenario, instead of asking your employees to be online at the same time, you give your teammates the flexibility to choose their working hours, irrespective of their location.

For example, if you've sent an email requesting a document from a team member, rather than expecting an immediate response, you're patient and wait for them to respond later on.

## Synchronous vs asynchronous communication

Synchronous communication takes place in real-time between two or more people. All parties are online at the same time. When a message or request is sent, there's an immediate response.

Synchronous communication is common in a physical work location where managers can walk up to a team member's office and ask for a document or question about a process. Work hours and break times are preset, and there's a ton of pressure to always be available.

Examples of synchronous communication include video conferencing, instant messaging, and telephone conversations.

Situations where synchronous communication is beneficial include:

- Brainstorming sessions
- Weekly team meetings
- Team building activities
- Project discussions

- Interview sessions
- Water cooler conversations

While synchronous communication is instantaneous, there's an expected lag in asynchronous communication. Rather than determining when employees can work or respond to communications, async communication places control with the employee, not the employer.

## Examples of asynchronous communication

**Messaging software:** Messaging software like [Microsoft Teams](#) and [Slack](#) is helpful for employee communication and collaboration. You send a message and the recipient replies when they come online.

**Email:** There's no pressure to respond instantly to work emails. Employees can reply at a convenient time with tools like [Gmail](#) and [Outlook](#).

**Video recording:** Video recordings or demos work great when you need to explain a process. Popular video recording tools include [Zoom](#) and [Loom](#).

**Cloud collaboration:** With tools like [Google Workspace](#) and [Microsoft Teams](#), you can collaborate on documents with your teammates, make edits, and leave comments they can address at a convenient time.

**Video libraries:** A video library is a collection of training videos that employees can watch as part of the [onboarding process](#) or regular training intervals. You can [integrate Guru](#) with learning management software like Lessonly and Skilljar to help employees learn at their own pace.

**Project management software:** Project management tools are a great way to collaborate on projects, communicate deliverables and track project activity. Examples to explore with Guru include [Asana](#) and [Trello](#).

**Wikis and intranets:** [Wikis](#) and [intranets](#) serve as the [single source of truth](#) within an organization. It's a repository of company documents, processes, and other resources employees need to perform their job functions. With an [intranet CMS](#) like Guru, anyone can create content and share [verifiable knowledge](#) so employees are always using [best practices](#).

## What are the benefits of asynchronous communication?

### Flexibility to respond when you can

Async communication gives you the freedom to plan your workday based on your most

productive hours. Instead of switching tabs to reply to non-stop messages, you can batch your responses when you have time.

With more flexibility, you spend extended periods on more important tasks, resulting in improved performance and productivity.

### **More honest communication**

While asynchronous communication is slower, it also tends to be of higher quality than knee-jerk responses. It allows you to think through a particular idea, gather your thoughts, and offer responses when you're ready. This makes it easier for other people to understand your message effectively and avoid unnecessary back-and-forths.

### **Greater transparency since communication is saved by default**

Chat messages and Slack threads all happen in writing and are automatically saved so you and your team can reference them later. This results in greater transparency across your company and ensures nobody misses important information.

### **Better for people in different time zones**

Communicating in real-time across different time zones is hard when one teammate is sleeping peacefully just as another is coming back from their morning run.

Since async communication doesn't require remote workers to be connected at the same time, you can send a message to an employee in Europe from your apartment in San Francisco and they'll respond later in the day when they sit at their workstation.

### **Increased productivity**

In a synchronous environment, the average employee spends [12 hours per week](#) preparing and attending meetings.

Without distractions, employees can block off time for deep work, then batch responses a few times a day instead of checking their phone every 30 minutes.

Not to mention, employees can skyrocket productivity with [asynchronous information sharing](#) to save time and stress. We curated the best business templates to save your team time and quickly build confidence for new hires.

## **Finding the balance between synchronous and**

## asynchronous communication

To be clear, we're not asking you to ditch real-time communication entirely. There are situations where it makes sense.

Remote work, for example, can be extremely isolating. Synchronous communication can help you build rapport with teammates and develop personal relationships that lead to better collaboration at work.

It's also useful when you want to discuss sensitive topics, give critical feedback, performance review, or brainstorm a lot of ideas at once.

When a project is moving quickly and you want to get everyone in sync, a Zoom conference meeting can help you achieve this goal. In a crisis or emergency, it makes sense to get everyone on board fast, to mitigate the problem.

However, it can be a time suck when:

- Employees have to show up to meetings and wait for everyone to arrive
- You wake up in the morning and the first thing you do is respond to work emails and Slack messages
- You spend an entire day replying to an endless email thread instead of finishing that task that's due in an hour

The trick is to keep synchronous communication to a minimum. Give your team autonomy but set rules that keep everyone aligned. Don't micromanage but stay available when they need help getting past a roadblock.

Organize regular team bonding events to manage isolation and maintain social relationships. Combine async and synchronous communication and you'll have a happy team with a healthy work-life balance.

## Quiz: Is your company's current communication working?

Take our free quiz to find out how your company's internal communication stacks up.

## How can asynchronous communication be improved?

As an individual

## **Write your thoughts down**

It's harder to misunderstand or lose context when you write. Writing down your thoughts gives people the time to read and think about your message versus reacting immediately. As you write your thoughts you can refine them and provide more context that helps others understand your messaging quickly which reduces the need for one-on-one meetings or long messaging threads.

## **Overcommunicate**

The time lag between responses offers an opportunity to send clear messages. What does the next person need to know about the task or meeting? Give as much background detail as possible.

Use screenshots and screen recording to provide context. Send links to relevant past conversations and resources that will help your colleagues understand your message better. Set clear deadlines so they know when a task is due. You save more time when you provide context upfront.

## **Create stellar documentation**

It would be great if everyone in your company had superhuman recall abilities and only had to be told things once. Unfortunately, unless you're working in a really cool top-secret program we probably shouldn't know about, people are going to need plenty of reminders about rules for work and communication.

Focus on creating informative documentation that can easily explain tasks and answer basic questions that are likely to pop up throughout the day. You can create documentation around communication processes, specific guidelines around project work, and anything you think your people will find particularly useful.

It's important to not limit yourself to written documents when you're thinking about the best way to communicate certain things. Instructional videos, infographics, and audio files can be a great way to keep people informed.

Having the right documentation gives people much more flexibility and helps ensure that information is accessible and easy to understand. This can help reduce endless back-and-forth messages (so long shoulder taps) and lets everyone work more autonomously and efficiently.

## **Plan ahead**

Rather than sending a message that reads:

"Hi Linda, could you send me the updated onboarding checklist for our sales team right now?"

You could say:

"Hi Linda, I'll need the updated onboarding checklist for our sales team in three days."

Planning gives employees time to prepare and eliminates pressure to complete tasks immediately.

### **Make sure everyone has access to the right documents**

Check your document sharing settings and make sure your coworkers have access to the appropriate files. This might seem minor, but if someone needs to request access, it can result in unnecessary delays of several hours or even an entire day.

### **Use threads to communicate effectively**

The purpose of threads is to make it easy to have text-based conversations. Email discussions are fragmented and lock information inside an inbox where it can only be accessed by the sender and recipient.

Threads are great for conversations where multiple team members can share ideas and make decisions.

Before meetings, use threads to share relevant information to help your team understand the topic at hand. After the meeting, continue the thread so those who couldn't attend can find the information. You can share a link to the video of the meeting in the thread and anyone who asks questions will get answers right inside the thread.

[Communication tools](#) like Slack allow you to manage group projects by adding tasks straight into the project discussion threads. Instead of going through various disjointed conversations, your team can quickly find the relevant thread along with the information they need to get started.

### **Turn off notifications when working**

Notifications ruin your productivity. It keeps you in a state of hyper-responsiveness when you're always waiting for the sound of a smartphone or desktop notification. Each time you respond, it takes [25 minutes](#) to get back on track, which results in lost productivity.

Instead, use time blocks to get more from each day. If you work 8 hours a day, you can

check notifications every three hours and respond at once.

### **As a Manager**

#### **Know when to use asynchronous vs synchronous communication**

What can you communicate via email, in a thread, or through a Zoom conference call?

While team members can set their working hours under async communication, it's important for managers to know when to expect (or not expect) real-time responses.

Establish a protocol for situations that require an instant response and create a dedicated channel so employees know to reply instantly when they receive such messages.

For example, your website going offline is an emergency and requires all hands on deck to fix it immediately. A report for a task that's due next week could be communicated via Slack or a reminder sent on Asana.

#### **Have clear communication processes in place**

One of the biggest reasons asynchronous communication ends up failing is because people don't have rules around communication in place. This is why it's important to establish very clear expectations around how people talk to one another. When you do it correctly, you reduce the chances of misunderstanding or miscommunicating information.

Consider having employees create designated working hours where they know they'll be by their computer and available to work. Utilize different labels, names, and topic settings in your Slack channels so employees know what conversations they should be having in them

#### **Define urgency**

A broken public feature on a website or app is an urgent work problem. A question about which color Post-it® notes your team prefers is not. If you don't find a way to differentiate between the two, every incoming email or Slack is going to feel like it's an emergency.

In order for asynchronous communication to work, employees will need to know the difference between urgent matters and those that can wait.

Set up guidelines around what truly constitutes an urgent matter and the best way to flag that. Have a set plan of action around whom to contact, the right steps to take, and

how to document the problem.

Want to take a deeper dive into the best way to handle communication issues at work? Check out our post on [our approach to internal communication](#) at Guru.

## Evaluate team members based on output and results

Make it clear to employees that they'll be judged based on contributions to the team's objectives not how many hours they spent on the job.

Employees can set their work hours as long they are productive. If they prefer to work three hours in the morning and four hours in the evening for uninterrupted deep work, that's okay as long as they meet their monthly targets.

## Abolish rigid work hours

Adopting a flexible work schedule allows you to recruit top talent from anywhere in the world. You'll naturally gravitate towards async communications when everyone can't be online at the same.

## Schedule asynchronous check-ins

When there's a lot of dependencies on your team, you end up with more meetings. Before Rick sends an update to a customer about a bug the customer found, he has to check with Anna from engineering to see if the issue was fixed. Nobody knows what anyone is working on, which leads to meetings and long email threads.

Use remote check-ins to make meetings asynchronous. It's a way for teams to share what they're working on without disrupting their workflow.

A few ways to do this include:

- A central portal where teams share projects they're working on each day
- A project management tool like Asana where you build workflows and track progress across multiple projects
- A messaging tool like Slack where teams can post what they're working on and it seamlessly integrates with [internal communication platforms](#) like Guru

## Encourage routines, but don't revert to old habits

While there's less need to maintain traditional working hours in a remote environment, encourage your team to have a work routine that replaces the old 9-5 schedule.

As a team leader, you can set:

- Times for weekly check-ins when everyone should be in attendance
- A timeline for responses on emails and messages on Slack (could be 12-24 hours)
- Procedures to communicate for those in different time zones and in case of an emergency

## **Build trust, independence, and accountability into your work culture**

Trust and independence are the values that asynchronous communication is built on. You need to trust that your team will deliver on time, so teammates don't have to worry about anyone not keeping their word. When employees work independently without being micromanaged, it encourages innovation and builds up their confidence.

Let's cut people some slack. Up until very recently, it was nearly impossible for asynchronous work to well...work. Thanks to innovations in modern technology, working remotely is easier than ever, but it's important to keep in mind that the work environment we're enjoying now wouldn't have been possible 20 years ago, or even 10 years ago in some cases.

Remember, you and your colleagues are working together for a reason. You've all been deemed efficient, talented, and capable employees. Unless someone has given you a reason to believe that they can't handle the responsibility that comes with asynchronous work, trust that they can handle the next step in your work environment.

## **Make information easily accessible with a knowledge management system**

81% of employees feel frustrated when they can't access the information they need to complete a task.

An internal [knowledge management](#) (KM) system minimizes the need for employees to ask questions. It becomes the central repository for all company documents such as employee onboarding, process documentation, publishing guidelines, and brand values. The system you choose should be intuitive, easy to search and integrate with your workflow.

## **Use your meeting time well**

We said before that embracing an asynchronous communication model doesn't mean that you're rejecting synchronous work. When you're part of a distributed workforce, every meeting counts. The pandemic forced us to take a hard look at how we were using our meeting times and really think about the best ways to utilize everyone's time.

Take time to think about a meeting's purpose and main objectives before you pull up your scheduling tool. Ask yourself if this is something that needs to be discussed live, or

if you could get the same result after sending an email or Slack.

Pre-meeting work can be a valuable tool for people that are working asynchronously. Having people review documents, watch videos, or come prepared with questions or ideas before you officially meet can cut down on meeting time and make the time you spend together even more impactful.

And don't forget about the value of recorded meetings. Despite your best efforts, there will be times where some people won't be able to meet. Recorded meetings can give people the information they need to continue working.

### **Invest in team-bonding activities**

When you adopt asynchronous communication, there are fewer opportunities for teams to connect in person or socialize, especially when you're remote.

You can fill the void by arranging regular activities that promote relationship building and team unity. For example, you could arrange a monthly Friday game hour, drinks over Zoom to catch up, or bi-annual in-person retreats.

It gives your team something to look forward to on days when they feel isolated or demotivated.

### **Use tools that promote asynchronous communications**

#### **Guru**

[Guru](#) is an internal communication tool and knowledge sharing platform that provides verified information from experts on your team. The information can be accessed by employees right where they work. Think of Guru like a company wiki that integrates with your workflow so you always have the information you need to do your job.

#### **Google Workspace**

[Google Workspace](#) is a collection of cloud computing and productivity tools that make it easy to collaborate across projects in one location. Tools in Google Workspace include Chat, Gmail, Calendar, Docs, Slides, Sheets, Forms, and Drive.

Multiple people can collaborate on a doc, leave comments where anything is unclear and resolve issues in real-time. Everything is saved on Google Drive so you don't have to worry about losing documents or access to files.

#### **Messaging Apps**

Messaging apps like [Slack](#) and [Microsoft Teams](#) eliminate the need to have long discussions over email threads and streamline communication via a messaging platform.

You can organize topics by channels for different teams to improve the quality and relevance of conversations. Team members can choose how they want to be notified based on topics of interest or availability.

Thankfully, Slack doesn't show a read receipt which takes off the pressure to respond immediately you receive a private message.

### Asana

Use [Asana](#) to assign projects and deadlines to your teammates without sending an email or organizing a meeting. You can tag your employees, comment on projects, and even link key project documents in Asana to provide everything they need to get the job done effectively.

### Loom

[Loom](#) is a video messaging tool where you can record your screen, face, and voice to create videos and share instantly either via email or a link. You can use Loom to document processes, onboard new employees, and share knowledge with your colleagues.

As a tool for async communication, you send video messages in your own time frame and your colleague consumes the video at their leisure. It's a great way to explain a product roadmap, show your teammates how to fix an error, or explain why you made certain decisions.

## Beware of creating an always "on" culture

Collaborative overload happens when an employee spends too much time responding to requests and engaging with the team to the detriment of their own work. A few causes of collaborative overload include:

### Prioritizing communication over productivity

According to Harvard Business Review, employees currently spend [50% more time](#) on collaboration than they did 20 years ago.

Think [80% of a workday day](#) on email communication, [15% of company time](#) on meetings, and [over 200 Slack messages](#) a day. Employee time is precious, and

companies should [evaluate if their current internal communication practices work](#) for or against them.

This trend of constant communication means that entire their day is arranged around meetings with time in between spent on core job functions. It usually results in employees working overtime on weekdays and weekends (without extra pay) to complete assigned tasks.

### Unnecessary pressure for employees to always be available

If workers are always engaged in real-time communication, then they have no control over their schedules. Rather than setting their own agendas and being productive, your team spends the day responding to requests. To compensate for lost time, they work faster, which leads to more pressure, higher frustration, and stress. The result is burnout and a lack of motivation to show up.

### Low-quality conversations

The first response is probably not your best response. When you have to respond immediately, there's no time to think your answers through and provide a thoughtful response because you're under pressure. The quality of conversation suffers and solutions are often below par.

## Remote work is here to stay: promote efficiency over constant communication

The future of work is distributed and diverse. More companies are realizing that they don't need to be in the same time zone to get results. Hence, success now depends on results and output not how many hours you show up.

Adopting an asynchronous system enables you to tap into the best talent around the world. It gives your team the autonomy to choose hours when they're most productive and maximize output without having to always be on. It's a great way to do more deep work, disconnect when you need to and come back recharged.

For those times when you need in-person conversations, choose tools that blend synchronous with asynchronous communication for a streamlined workflow.

# Communication

The students of Engineering and Technology need a particular set of language skills for their success in education and career. They should be capable to communicate the purpose and importance of their work in all positions, both in orally and written words. Good communication skills are often needed to get a good job. Today, the professional profile of a capable engineer contains well-developed communication skills which help him to achieve success in the modern, highly competitive global work arena. So, communication plays a very important role in our professional and personal life. The term ‘communication’ has been derived from the Latin word ‘communicare’ which means ‘to share’. So, communication is sharing of information, ideas, emotions, skills, etc. between two or more human beings by the use of symbols, words, pictures, figures, graphs, and other means.

## **Definition:**

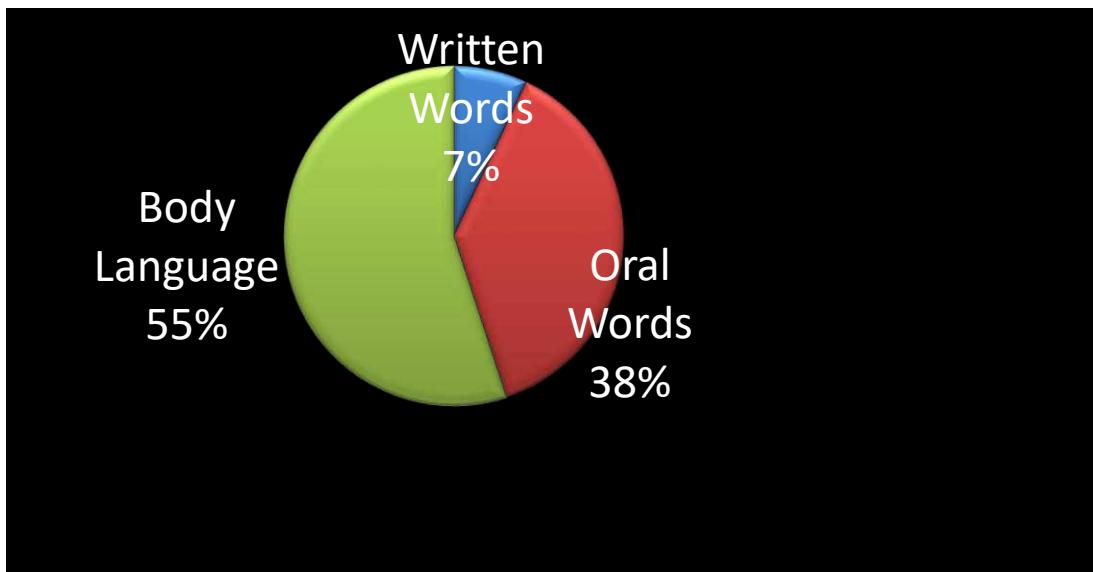
“Communication is the process of transmitting ideas or thoughts from one person to another for the purpose of creating, understanding in the thinking of the person receiving the communication”

**Or**

“It is the act or process of transmission that is usually called communication”

There are three major parts in human face-to-face communication. They are body language, voice tonality, and words. According to a research;

- 55% of impact is determined by body language—postures, gestures, and eye contact.
- 38% by the tone of voice.
- 7% by the content or the words used in the communication process.



## **Levels of communication:**

### **1) Inter personal**

This level contains minimum two human being listener and speaker.

### **2) Intra personal**

There is no need of listener in this level because human beings talk to him or herself, we can say monologue.

### **3) Extra personal**

In this level a human being talks with non-human entities.

### **4) Organisational Communication**

Communication in an organisation for various activities.

### **5) Mass Communication**

to transmit information, concept, advertisement to the mass.

## **Types of Communication:**

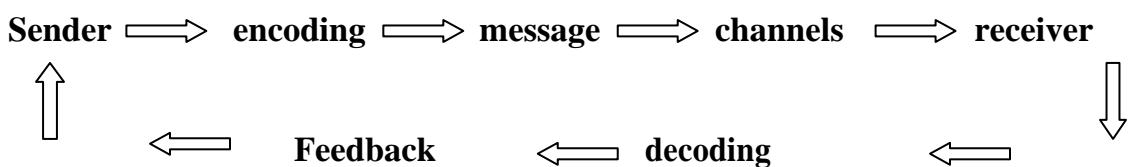
### **Verbal communication**

A dialogue is a reciprocal conversation between two or more entities under which the oral and written communication take place.

### **Nonverbal communication**

Nonverbal communication is the process of communicating through sending and receiving wordless messages. Such messages can be communicated through gesture, body language or posture, facial expression and eye contact. Nonverbal communication plays a key role in every person's day-to-day life, from employment to romantic engagements. It includes pictures, drawings, charts, signs, symbols, body language, sounds and visuals.

## **Process of Communication:**



## **Channels of Communication:**

In any work place all forms of communication are routed through different types of channels according to the nature and purpose of communication. The following are the channels / directions of communication used in workplaces.

- 1) Upward
- 2) Downward
- 3) Horizontal
- 4) Diagonal

- Upward communication starts from the lower levels and goes up to the higher level.



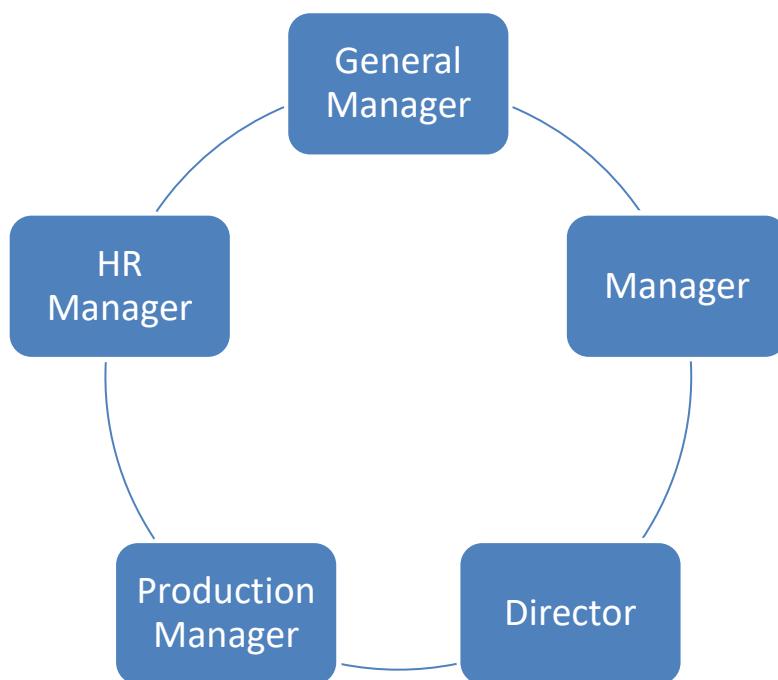
- Downward communication follows the hierarchical order from the higher to the lower level.



- Horizontal communication takes place between employees of equal ranks and sometimes among the peer groups.



- Diagonal communication happens across all official cadres and no hierarchy is followed. This is also known as grapevine communication. This is a mode of informal, unofficial but effective way of communication.



## **Language Barriers:**

- Improper message
- Confusion resulting from homophones and spelling
- Accent
- Physical inconvenience
- Lack of attention
- Lack of confidence
- Improper time management
- Strict seniors / boss
- Status problem / ego
- One way communication
- Job pressure
- Strict rules

## **Use of space in communication:**

Body spacing is divided in four spaces: intimate space, personal space, social space and public space.

**Intimate** space includes touching, whispering and embracing. Distance of intimate space is from less than 6 inches to 1.5 feet.

**Personal** space includes interaction with people who are close to you. Distance of personal space is from 1.5 feet to 4 feet and it depends on people around you and social situation.

**Social** space includes an interaction among people you know. Distance of social space is from 4 feet to 12 feet.

**Public** space includes interaction with audience or public. Distance of public space is from 12 feet to 25 feet or even more.

## **Difference between general and technical communication**

- Actually, General communication is informal or unofficial discussion while the technical communication properly formal or official and all participants become attentive during technical conversation.
- There are no boundaries and barriers in general communication but technical communication has boundaries and barriers of rules and regulations.

- General communications is formal in nature that's why feeling and emotions are included, while there is no place for feeling and emotions in technical communication. Only technical words are used.
- Habitually, simple topics are communicated in General communication, as current news, local-market, weather, politics, ideas, opinions, etc. But Technical communication discusses on serious topics which are not understood by common people, like Software solutions and programming and Enterprise Resource Planning etc.

### **Internal and External Communication**

Internal Communication is to share or exchange the information between the employees of a company, between the members of any organization, between the units of the company and between the various departments of a company. It may be through letter, notice, mail, meeting, group discussion, phone call, order etc. External Communication is the giving out of information between the companies or organizations, between the customer and company. Usually, it is official that's why correctly documented. It's being with general public, customers, dealers, investors, suppliers, clients, government agencies etc. The tools of external communication are brochures, newsletters, posters, advertisements, financial records, press releases etc.



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# Topic - LSRW



**“Language is never learnt. It is  
acquired”**

1. First stage as a baby listens the language spoken around for 3 years.
2. The second stage speaks broken words and sentences for a couple of years.
3. At the third stage reads some picture books. Even alphabets are remembered as pictures.

## 4. The fourth stage learns to ‘write’.

### Listening

45% of communication is listening it's hard to

listening continue on any particular topic

It's needed a big practice

# Listening and Hearing

Listening is an active process. Listener concentrate and retain the information during listening

Hearing is a passive process and no need to retain any information

# Listening



# Hearing



# **Barriers in listening**

1. External noise
2. Personal distraction / disturbance
3. Inappropriate place and time
4. Overload information
5. Selective listening

**Keep away barriers**

1. Do listening practice
2. Active listening
3. Nonstop listening
4. Concentration
5. Observation of non verbal indications
6. The capability to restate the message
7. Asking questions

## Speaking

Rules for valuable speaker:

- Use simple and suitable vocabulary
- Check the stress and rhythm accordingly
- Use simple language, short sentences and avoid self-importance
- Avoid hanging thoughts, relate whatever you say
- Know your listeners / audience.
- Avoid slang words.
- Synchronize (mach) the body language and words.

- Be slow, if you doubt your pronunciation.

## Reading

Reading is the process of decoding the symbols and words whether print or electronic.

It's an interaction between the text and the reader.

Reading is normally an individual activity but occasionally read loudly for the benefit of listeners.

It's not always necessary to understand every word that we read.

## **Types of Reading**

1. Skimming
2. Scanning
3. Reading for thorough comprehension
4. Critical reading

# Skimming

To collect the most important information by running  
the eyes over the text

Skimmers have tendency to read only the title, sub  
titles and topic sentences

Skimmers do not look for details

Pictures, graphs and charts help him to understand the  
text

# Skimming Reading - 1



# Skimming Reading - 2



# Scanning

To find any particular information in text

The scanner scans the text until he finds what he is looking for

# Scanning Reading



## Example

Fans of any cricket player would scan the sports column to know how many runs he scored

Finding the phone number of any well known person from the directory

The expiry date also scan when any product is purchased

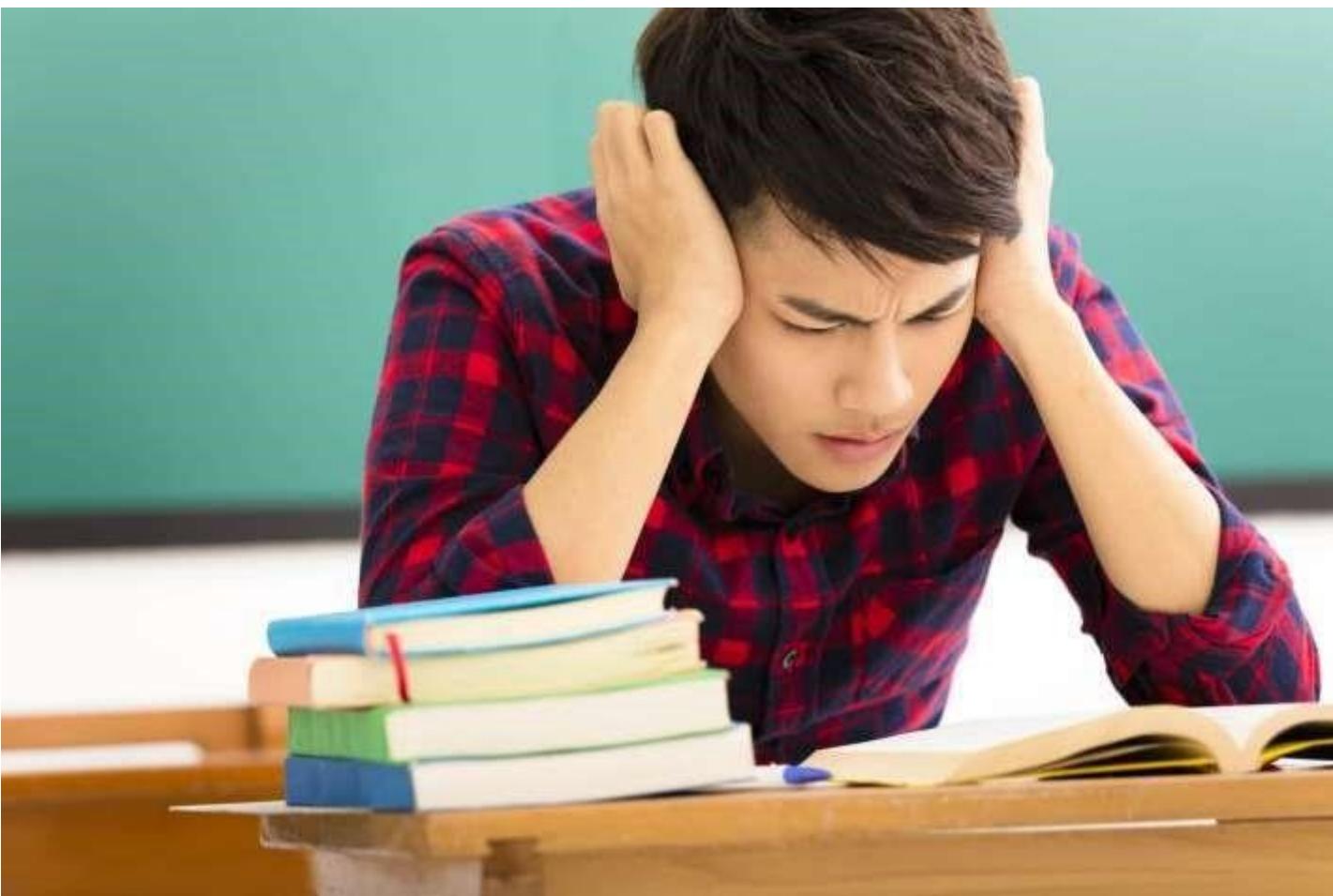
# Reading for thorough comprehension

To gain the full information given in the text

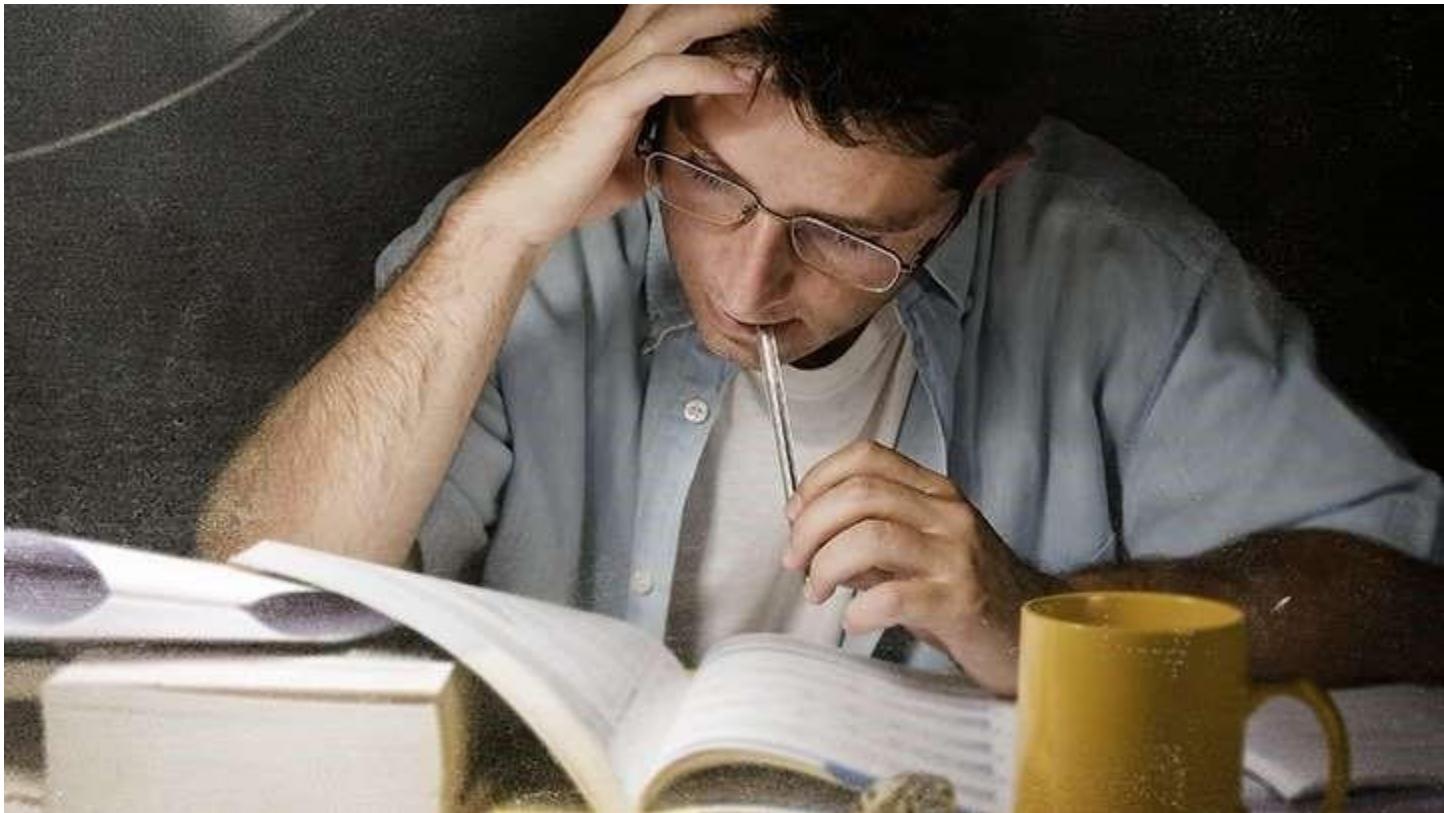
The reader tries to understand the relationship between the ideas and the purpose of the author

Vocabulary becomes extensive in this type of reading

# Reading for thorough comprehension



# Reading for thorough comprehension



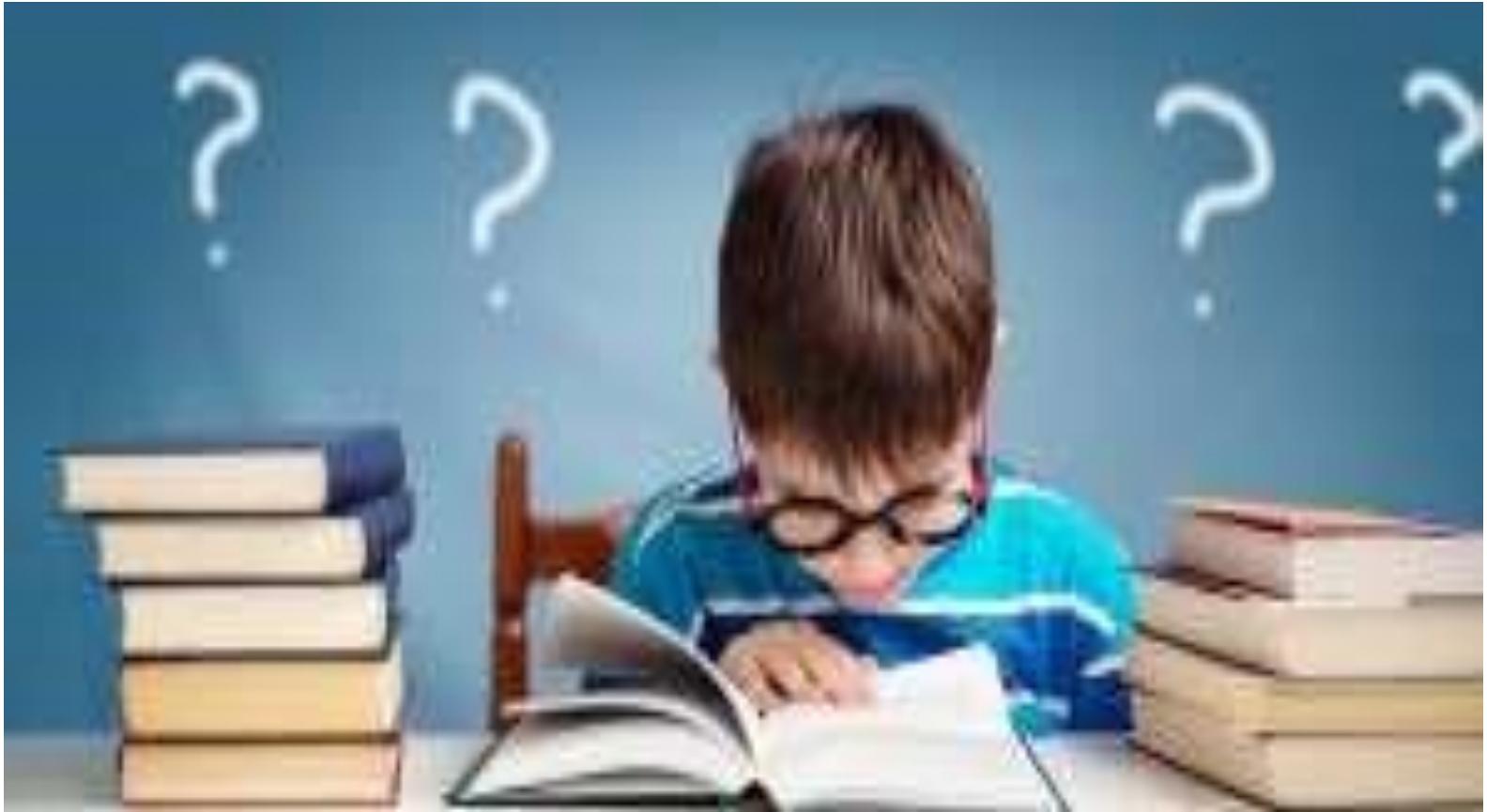
## Critical reading

Reader tends to make judgment on any written work

Reader creates different questions and arguments  
whether in favor or against

It's done to understand the author's purpose of writing  
and language of the book

## Critical reading



# Critical reading



# Writing

**Anyone** can place thoughts or feelings on a paper or computer screen by writing

It's considered one of the most difficult skills and therefore is less preferred.

The grammatical rules are properly used in writing because it's more formal.

*Thanks*

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**Topic**

# **Difference between general and technical communication**

**General Communication**



# Technical Communication



# Technical Communication



# Technical Communication



1.

General communication is informal or unofficial discussion

Technical communication properly formal or official and all participants become attentive during technical conversation.

2.

There are no boundaries and barriers in general communication

Technical communication has boundaries and barriers of rules and regulations.

3.

Feeling and emotions are included  
in General communication

No place for feeling and emotions  
in technical communication. Only  
technical words are used.

4.

Habitually, simple topics are communicated in General communication, as current news, local-market, weather, politics, ideas, opinions, etc.

Technical communication discusses serious topics which are not understood by common people, like Software solutions and programming and Enterprise Resource Planning etc.

## **Internal and External Communication**

# Internal Communication



# External Communication



**Internal Communication** is to share or exchange the information between the employees of a company, between the members of any organization, between the units of the company and between the various departments of a company.

**Internal Communication** takes place through letter, notice, email, meeting, group discussion, phone call, direct order etc.

**External Communication** is the giving out of information between

the companies or organizations,  
between the costumer and  
company.

Usually, it is official that's why  
correctly documented.

It's being with general public,  
customers, dealers, investors,

suppliers, clients, government  
agencies etc.

The tools of external communication  
are brochures, newsletters, posters,  
advertisements, financial records,  
press releases etc.

Thanks

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# Topic

Clauses and Phrases

**Clauses and Phrases**

Both clauses and phrases are basic components  
of writing sentences.

**What are clauses?**

A clause is a group of words have both a subject and a verb. Some clauses are independent, they express a complete thought as a complete sentence. Some clauses are dependent, they cannot stand alone. They have a subject and a verb, but they do not express a complete thought. It is also called subordinate clause.

## **Examples of Clauses**

1. When I get home.  
(dependent or subordinate clause)

2. The lights are not on.

(independent clause)

3. When you wake up.

(dependent or subordinate clause)

4. Put it on the shelf.

(independent clause-understood subject "you")

5. Since it fell on the floor.

(dependent or subordinate clause)

# **Types of clauses:**

**Independent and dependent**

**There are three main types of dependent clauses:**

- 1. Adverbial clauses**
- 2. Adjective or relative clauses)**
- 3. Noun clauses**

These are named by the way they function in a sentence.

An adjective clause describes or gives more information about a noun-tells us which one, what kind, or how many.

Example:

The bag that someone left on the bus belongs to Mrs. Smith.

An adverb clause describes or gives more information about the verb-tells us when, where, how, to what extent, or under what condition something is happening.

Example:

She cried because her doll was broken.

A noun clause takes the place of a noun in the sentence.

Example:

When she will arrive is dependent on traffic.

## What are phrases?

A phrase is a group of two or more words that does not have the subject and verb combination. It can contain a noun or a verb. Essentially, a phrase provides some

additional information to the sentences. A phrase can never stand alone as a sentence.

### **Example:**

The dance was held at the reception hall.

“At the reception hall” is a phrase. It does not have a subject or predicate, and it cannot stand alone as a sentence.

# Examples of Phrases

1. the boy on the bus (noun phrase)
2. will be running (verb phrase)
3. in the kitchen (prepositional phrase)
4. very quickly (adverb phrase)
5. Martin and Jan (noun phrase)

There are eight common types of phrases:

1. noun
2. verb
3. gerund
4. infinitive
5. appositive
6. participial
7. prepositional
8. absolute

## Noun Phrase:

A noun phrase consists of a noun

The confused tourist was lost.

The flu clinic had seen many cases of disease.

## Verb Phrases

A verb phrase consists of a verb

He **was waiting for the rain to stop.**

She **was upset.**

You **have been sleeping** for a long time.

You **might enjoy** a massage.

He **was eager to eat** dinner.

## Gerund Phrases

A gerund phrase is simply a noun phrase that starts with a gerund.

**Walking in the rain** can be difficult.

**Getting a promotion** is exciting.

**Going for ice cream** is a real treat.

## Infinitive Phrases

An infinitive phrase is a noun phrase that begins with an infinitive verb.

I tried **to see the stage**.

**To see Niagara Falls** is mind-boggling.

I went to Spain **to study the language and culture**.

# Appositive Phrases

An appositive phrase restates and defines a noun.

A cheetah, **the fastest land animal**, can run 70 miles an hour.

My idea, **a recycling bin for the office**, was accepted by the boss.

Her horse, **an Arabian**, was her pride and joy.

# Participial Phrases

A participial phrase begins with a past or present participle.

**Washed with my clothes**, my cell phone no longer worked.

**Knowing what I know now**, I wish I had never come here.

**Painted a brilliant white**, the small room appeared bigger.

# Prepositional Phrases

A prepositional phrase begins with a preposition and can act as a noun, an adjective or an adverb.

The book was **on the table**.

We camped **by the brook**.

He knew it was **over the rainbow**.

# Absolute Phrases

An absolute phrase has a subject, but not an action verb.

**His tail between his legs**, the dog walked out the door.

**Their heads hanging down**, the whole group apologized.

The entire team, **their uniforms muddy and stained**, shouted for joy.

# Thanks

## **Unit-3**

### **English In Digital World**

#### **Introduction-**

Internet has been around for quite sometime. However, it is only in the recent years that its popularity has increased to a great extent. The Internet is an information communications channel that enables broadcast and exchange of electronic information amongst individuals and institutions. The usage varies from a simple e-mail to a complex video conferencing facility. The Internet provides several services viz. searching for information (search engines, directories), communication (through e-mail, chat, newsgroups, Internet-Resources and Services 134 mailing list etc.), file transfer protocol (FTP), telnet or remote login, conferencing, media broadcasting, etc. World Wide Web is currently the service that most people use to access Internet services. A variety of tools have been developed over the years to make effective use of these services. In this unit you will get familiarised with some of the popular Internet tools.

#### **Internet Search Tools: -**

There are millions of servers available all over the world hosting private and public websites with their web pages offering information and services. The information available on the Internet can be in the form of HTML pages, attached files in various formats (Word processor, PDF, video, audio etc.), databases attached to websites, dynamic page elements viz. animation, online forms etc. There are so many information items available on the net which makes it difficult to locate the exact required information. As you all know by now that there is no central authority in charge of the Internet. Anyone can create or withdraw websites as and when required. Because of the dynamic nature of the web, it is difficult to keep track of all the information that are available in the web. If you are aware of availability of specific information on the net, all it takes is to provide the exact site address (URL) in the browser to go to that site. But if you have no idea

as to where to look for a specific information, what do you do in such a situation? You then need to take help of different types of search tools that are available on the net. The search tools can be categorised into following three types: Search engines Subject directories Deep web or invisible web. Let us discuss these three categories in details in the following sections.

### **Search Engines: -**

A search engine is a program that searches through keywords or a search term. Search engines use automated software to create indexes of web pages. Search engines comprise the following three basic elements:

- Spiders: These are programs (also known as web crawlers, web robots, web wanderers) that navigate the web from link to link identifying and reading pages and retrieving all documents that are referenced.
- Index: It is a database containing a copy of each web page gathered by the spider. After spiders find pages, they pass them on to another computer program for indexing. The indexing program identifies the text, links and other content in the page, and stores them in the search engine database files.
- Search and retrieval mechanism: It is a program that enables users to put queries to the index and returns results in some schematic order. The search engine database can be searched through keyword or through other advanced search approaches. The required pages will be retrieved if the search term matches the content stored in the index of a search engine.

Internet Tools 135

Search engines can be further categorised into two types: primary and meta search engines. Primary search engine uses a spider to collect its own searchable index whereas, meta search engine searches multiple search engines simultaneously. There are numerous search engines available. Some of the popular ones are- Google, Yahoo, Infoseek, Looksmart, Teoma, Lycos, Hotbot, etc. For metasearch engines you can have a look into ixquick (<http://www.ixquick.com>), Fazzle (<http://www.fazzle.com>), ProFusion (<http://www.profusion.com>), Query Server

### **Deep Web or Invisible Web: -**

These are pages that cannot be found by search engines and are rarely available in subject directories. They comprise information that is stored in databases as well as multimedia and other files. Search engine spiders cannot index these

databases due to a number of reasons: i) Spiders cannot go inside database tables and extract the data. ii) Spiders are incapable of gathering non-textual data such as multimedia files, graphical files and documents in proprietary formats such as PDF files. iii) Sites requiring registration or passwords and login id are excluded by spiders as they require 'typing in' which is not possible for spiders. Deep web sites or database-driven websites hosts dynamically changing content such as the latest news, job postings, flight and train related information etc. The information content is normally stored in a database such as phonebook listing, list of professionals such as lawyers, doctors etc., dictionary definitions, geographical information, etc. in a deep web or hidden website. There are websites that specialise in collecting indexing databases available in the web. Some of examples of such sites that collect searchable databases on the web are:

Complete Planet (<http://aip.completeplanet.com>), Direct Search (<http://www.freepint.com/gary/direct.htm>) Invisible web.net (<http://www.invisible-web.net>) Profusion (<http://www.profusion.com/index.htm>) Search.com (<http://www.search.com>). (<http://www.queryserver.com>), MetaCrawler (<http://www.metacrawler.com>).

Now let us see how to use search engines to retrieve information. For this we will use the Google search engine. Each record is displayed with a few lines of information picked up from the retrieved pages so as to help a user to find its relevance. On clicking any of these links, the required page will be transferred from the concerned server and displayed on your screen. Search engines usually give us a list of best matches to least likely matches in descending order. Most search engines allow you to enter very specific, even complicated search queries. Usually a single keyword or a couple of words will be sufficient to search for the relevant information. The terms 'and' 'or' and 'not' can be used to narrow down or broaden your search e.g., "library education and USA and UK", here, 'AND' is used for narrowing a search. Similarly, 'OR' can be used to broaden it and 'NOT' to refine the search.

iii) Field search: Field specific searching is possible by defining the field to search e.g. Title: global warming, URL: warming. Plus and Minus signs: place the plus sign (+) in front of all words you wish to retrieve and minus signs (-) for those which you want to eliminate.

**Remote Access and File Transfer Tools:** - Telnet and FTP are two commonly used Internet tools. Telnet enables remote access to other computers whereas FTP allows uploading/downloading of files both personal as well as general files.

**Telnet** Telnet is a program that allows you to log on to the computers on the Internet and use online databases, library catalogues, chat services, etc. To Telnet to a computer you must know its address. This may comprise words, for example, spacelink.msfc.nasa.gov or numbers (IP address: 140.147.254.3). Some services require logging into a specific port on the remote computer. For this you will be required to type the port number after the Internet address for example, downwind.sprl.umich.edu:3000. Telnet is based on client/server model. The client program running on your machine initiates the connection with a server program running on a remote machine. Telnet lets you log on to another computer from your computer using Internet. For this you will require valid user id and password to access the remote computer. However, there are many Internet hosts providing public resources which are accessible through special guest account. To use telnet you have to run a telnet client program. If you access the Internet using a shell account, your telnet client will be the Unix telnet program. In case of a PC, you have to run a windows client. The windows operating system has its own telnet client. In windows you can start the telnet program by following these steps:

i) Go to start and click run. ii) In the 'Run window type telnet and then the IP address of the computer you want to access then click OK. Fig. 8.3: Run Window To get access to the system you will have to provide the user id and password. In the following example the IGNOU LibSys server is accessed through telnet. Accessing IGNOU Libsys Server through Telnet By entering user id and Password for the Libsys Library System you can enter Libsys interface and work in the remote computer as if you have been working on the server itself. Internet Tools. Telnet Access to IGNOU's Libsys Server The alternate way is to go to the DOS prompt and enter the telnet command. Telnet sessions are text based and do not have any graphics. With the growing popularity of web, telnet is now less frequently used as a means to access to information on the Internet. File Transfer Protocol (FTP) FTP is an Internet service that allows transfer of file from one computer to another. A file can be a software program, a game, a text document, a spreadsheet, a graphic, animation, a sound or a video file. There are two methods of FTP. In the first method one has to log on to the remote host machine having a

valid account with user id and password. The second method is known as anonymous FTP, where one has to sign in as a guest or as an anonymous user. Like telnet, FTP is also based on a client/ server architecture. Many FTP client software programs are available which make file transfer faster and accurate. You can download a free trial version of WS-FTP from Ip switch Home Page. After installation when you start the programme, the following screen will be displayed

Ip switch WS\_FTP Home Page Internet-Resources and Services 140 To connect to the remote server click connection wizard. The connection wizard will require entry of site name, server address, user name and password of the remote server. Click finish to connect to the remote server. Once you are connected you will see a screen similar to the one given below.

Ip switch WS\_FTP Home Page after Connection with the Remote Host The left frame shows the files of your own computer and the right frame lists the ones available on the remote host. To download a file from remote host, select it and click the arrow pointing towards the left frame. This will download the file from the remote host. To upload a file similar process is to be followed but in the opposite direction. The latest web browsers now available, have inbuilt FTP capability which makes downloading of files a very simple operation requiring no additional FTP software or knowledge of FTP commands.

### **Communication Tools: -**

**E-Mail** - Electronic mail or e-mail in short has made a dramatic change in the personal and business communication all over the world in the last few years. It is one of the most popular and widely used Internet services. Electronic mail is a service that can be made available either through local area network or through Internet. E-mail allows computer users to exchange messages, locally and worldwide. The messages may be sent to a single person or to a group of persons at the same time in a matter of seconds. The messages may be in the form of text only i.e., ASCII files or it may be binary files in different formats e.g. Word, PowerPoint, Excel sent as attachments. Basic e-mail functions include:

- Reading mails (collected in inbox)
- Composing new messages
- Replying to the messages received
- Forwarding messages to other e-mail addresses
- Saving draft messages
- Attachment of file
- Deleting and re-filing messages in some other storage area.

### **Conferencing Tools: -**

Internet facilitates real time communication through number of conferencing tools. Conferencing can be in various forms viz., audio/video conferencing, web based chats, bulletin board systems, shared white boards, etc. We will discuss each of these categories in the following paragraphs. Video conferencing via the net has enormous potential for enhancing communication in all spheres of life – business, governance, education etc. Video conferencing involves broadcasting and receiving of video signals over the Internet in real-time. Conferencing can be in one-to-one, one-to-many (multicast) and many-to-many (multipoint) modes. For video conferencing the basic-requirements are: a video camera (webcam is good enough), microphone, speakers or headphones, sound and video cards with associated software and networking components. Networking can occur over fast Ethernet, TCP/IP (the Internet), cable network or via ISDN (Integrated Services Digital Network). Video-conferencing, however, requires high speed connection for acceptable quality of video output. This is a hindrance to its wide acceptance as a mode of communication for the general public. In audio conferencing, voice is digitised and sent through the Internet to the final destination. For this you require a headset with earphones, a microphone and conferencing software. Internet can also be used to make telephone calls around the world at a cost of local connection. This can serve as an audio conferencing tool to make computer to computer and at times computer to telephone calls. NetMeeting Interface Source: <http://www.microsoft.com/Windows/NetMeeting6> Internet Tools 145 Web based conferencing software such as NetMeeting, CU-SeeMe etc. enables geographically dispersed group of people to communicate in real time using video, audio and collaborative screen sharing tools simultaneously. NetMeeting offers a complete Internet conferencing solution and comes inbuilt with the Windows Operating System (Windows 2000 and above versions). Following tools are available in the NetMeeting software: Video and Audio Conferencing NetMeeting's audio and video conferencing features let you communicate with anyone on the Internet. Chat Chat lets you conduct real-time conversations via text, with as many people as you like. Internet Directory The Microsoft Internet Directory is a Website provided and maintained by Microsoft to locate people to call on the Internet. File Transfer File transfer lets you send one or more files in the background during a NetMeeting conference. Program Sharing NetMeeting's

Program Sharing feature allows you to share multiple programs during a conference with flexibility, and also enables you to retain greater control over the way they're used. Security NetMeeting uses three types of security measures to protect your privacy. Remote Desktop Sharing Remote Desktop Sharing lets you operate a computer from a remote location. Advanced Calling This feature gives you the flexibility to send a mail message to a NetMeeting user or initiate a NetMeeting call directly from your mail address book. Whiteboard The whiteboard lets you collaborate in real time with others via graphic information.

7 Internet-Resources and Services 146 Conferencing without audio and video application is also possible on the web with document management, multimedia conferencing or screen sharing tools. Document sharing packages enables sharing of word processing or spreadsheet files and work on them jointly sitting at remote locations. Multimedia conferencing and screen sharing tools enables users to control as well as synchronise presentations available in text, graphic, image, audio and video formats in real time. Web chats and instant messaging are the other real time communication tools that are very popular and widely used. Chat windows or rooms allow participants to share what they type. These are primarily text only systems, but some systems also have additional facility of incorporating audio and snapshots. Interactive Relay Chat (IRC) is the original chat feature that is supported by most of the browsers. Chat rooms require global chat protocol to conduct online chat sessions. These can generally support fifty to thousand users in a session. A variation of the web chat is the instant messaging (IM) in which a user can communicate with another user who is currently logged in by typing messages. While chat rooms are ideal for discussing a topic among a group of participants, the instant messaging is more suitable for one to one private conversation with friends and family members. To send and receive instant messages, a user needs a connection to the Internet and instant messaging software. ICQ is a popular IM tool available at <http://www.icq.com>. Yahoo, MSN and AOL's Instant Messenger are also quite popular. The instant messaging software enables a user to set up a list of contacts who also use the same program. Once this list is set up, one can see each contact as they come online. A chat session can be started with them quickly and easily. Most conversations are typed text messages that are sent back and forth, though more advanced users can exchange voice, video, files and more.

## 8.6 OTHER TOOLS Virtual Environment Internet

supports a wide range of synchronous activity through virtual environments. These are basically imaginary settings in which one can interact with others. The first such type of virtual environment developed was the MultiUser Dungeon (MUD). A MUD is an elaborate computer mediated imaginary environment which often involves individuals assuming a character and getting involved in virtual role play. A significant feature of most of the MUDS software is that users can create things that stay on after they leave and others can interact in their absence. This allows the world to be built gradually and collectively. There are a large number of MUDs available on the net. Other variations of the MUDs are: MOO (MUD Object Oriented) MUSE (Multi-user Simulated Environment) MUSH (Multi-User Shared Hallucination) MUCK (Multi-User Chat Kingdom)

8 Internet Tools 147 Streaming Media

The use of streaming media to deliver audio and video over the web is growing popular and is very useful in online learning environment. Streaming audio or video refers to the process in which the user receives files in small information packets and plays the media piece by piece. The process is almost invisible except for the initial buffering that takes place. The advantage of streaming is that the user need not wait for the entire file to be downloaded before playing. Streaming media can be delivered live or it can be archived for later use. Streaming media requires special software/ plug-in to be installed in your system. Application players required for this purpose are: Real player (<http://www.real.com>), Windows Media Player (<http://www.microsoft.com/windows/windowsmedia>), and QuickTime (<http://www.apple.com/quicktime/download>). The quality level of the streaming audio and video are determined by the internet connection bandwidth, computer's processor speed and the RAM of the system. Internet congestion may also hamper the smooth delivery of media files.

### **What is online communication?**

Online communication refers to the ways in which individuals as well as computers can communicate with each other over a computer network, such as the Internet. These ways include:

- chat rooms
- e-mail
- filling out online forms

- forums
- instant messaging (IM)
- posting comments on websites, such as blogs
- social networking sites
- VoIP

### **Advantages and Disadvantages of Internet Communication**

Technology has changed the way we communicate in so many ways. It has also changed the way people conduct business, and the manner we conduct our personal and social lives. We can easily text, talk and email through a link to anyone all over the world. In fact, it is now possible to visit any part of the world virtually. The education sector has also improved significantly because it is now possible to acquire a degree from any institution all over the world if you have a computer and internet connection.

On the other hand, internet communication has created numerous problems that appear to increase as the technology advances. The list of advantages and disadvantages of internet communication can be endless, it all depends on the track you choose to it. For example, you must be cautious on how and who you give your personal information. You should also question the sources of your information to determine whether it is the truth or not.

So what are the advantages and disadvantages of internet communication?

#### **Advantages of Internet Communication:**

##### **1. Speed and time**

Through internet communication, time and money are saved. This is because it is much cheaper and quicker to transfer information around. It also becomes faster and efficient to contact a business partner or a relative. We can now communicate with anyone around the world through emails and text messages instantly. The internet has also provided face-to-face communication, thanks to Skype, social media sites, video conferencing, and many other ways offered by communication companies.

##### **2. Job creation**

One major advantage of internet communication is the creation of new and exciting jobs. System analysts, computer programmers, web designers, hardware

and software developers and many other new opportunities created by information communication technology (ICT).

### **3. Globalization**

The internet has indeed brought people closer, and also helped in economic growth. It has also brought down geographical and language boundaries. The universe has become a global village due to information technology, permitting countries such as Japan and Ireland who are separated by language and distance, share information and ideas with one another.

### **4. Cost effective**

It is so cheap to send an email to another country than making a phone call. The internet has also helped to systematize business practices helping businesses to cut cost.

### **5. Improve education sector**

The internet has made it possible for numerous computer programs to be shared with different generations in different parts of the world. Important information such health, business and environment facts are easily available to any person with an internet connection.

### **6. More business opportunities**

Information communication technology (ICT) has made it easier for businesses to be automated allowing customers to contact them 24/7. This means that a company can be opened anywhere, anytime, allowing clients to make purchases from different countries. This makes business easier and more convenient. For example, the use of ezTalks has helped many businesses work together instant and simultaneously. Companies using ezTalks are able to share and access large files without delays, get updates in real time, and ensure every staff participation no matter where they are or at what time.

### **7. Eliminates the cultural gap**

The internet has helped to bridge the gap. People from different nations can easily communicate with each other, allowing the exchange of ideas and views.

## **Disadvantages of Internet Communication :**

### **1. Unemployment**

Even though the internet has improved many sectors, it has resulted in job unemployment through outsourcing, downsizing, and redundancies. For example, a factory can replace skilled personnel with robots which can work faster and for longer hours.

### **2. Privacy**

Although the internet has made communication easier, quicker and convenient, privacy problems have emerged. From email hacking to phone signal interceptions, more and more people are now troubled about their private information.

### **3. Lack of job security**

Since technology keeps on changing, job security has become a problem. This means that IT experts need to be continuously learning to keep up with the changes if they want to retain their jobs.

### **4. Overruling cultures**

While the internet has made the universe a global village, some cultures have consumed others. For instance, teenagers in western countries have influenced most teenagers in other parts of the world on how they dress, act and behave.

## **Netiquettes - Etiquettes Of Social Media**

Netiquette is a set of unofficial rules for good behavior and politeness followed by users of online and digital technologies such as the Internet, email, and chatrooms. Netiquette is derived from the word "etiquette," which refers to the general rules or conventions of correct and polite behaviour in social settings and situations. It is thus the practice of exercising polite and considerate behaviour in online contexts, such as Internet discussion boards and personal email.

## **Five Social Media Etiquette Rules Marketers Should Always Follow: -**

Social media is an integral part of everyone's world these days. Brands have huge audiences to tap into on the various social platforms. Unfortunately, too many brands are misusing social media for their own benefit. As a brand, are you making this mistake? These 5 social media etiquette rules can help you change your approach for the better. You'll see better results when you follow these rules because your audience will appreciate each of them.

### **1. Don't just respond, initiate.**

Yes, it's important to be responsive when social users talk about you. You want to be present and engaging with those people. Tools like Respond by Buffer can help you with this.

If you have the responsiveness covered, are you taking the time to include initiating conversations? You have options for how you can do this easily and efficiently. The benefits of this outreach can be great for your business because few brands do this.

#### Twitter chats

To start, Twitter chats are a highly effective way to initiate conversations, either as the host or a participant. If you're new to Twitter chats, they are live conversations where people tweet about a pre-assigned topic, using a branded hashtag in every tweet. People follow along by monitoring the established hashtag.

As an example, Express Writers hosts a chat with their #ContentWritingChat hashtag. They promote the topic the day before, and people join in at the assigned time: Tuesdays at 11am EST. During the chat, Express Writers sends out questions about the topic, and people respond with their opinions.

How can you benefit from initiating your own Twitter chat? Well, you build influence and a loyal following to start. You also build relationships with the influencers you bring in as special guests. In the long run, Twitter chats help you bring in more committed customers who trust you because of your engagement on Twitter.

How can you benefit simply from participating in Twitter chats? You don't and shouldn't just answer the questions during the chat. More importantly, you should start 1-to-1 conversations with other participants. Respond to their answers or start a side conversation about something else. These side chats during the main

one can be great for getting your brand out there to people who may not already know who you are.

#### Social media monitoring-

Twitter chats are great for starting conversations in a set environment, but it's not the only way to initiate conversations with your target audience. You should also be monitoring specific keywords surrounding your brand and business offerings. Without being too creepy, you want to monitor whenever someone posts a specific keyword that matters to your business, such as "need financial services" if you offer such a service. If you're wondering how you can do this, you have options:

- Hootsuite gives you social monitoring options with their platform. You can set up feeds based on the keywords you select. These feeds can be combined with any other feed types to make it easy to both initiate and respond in one place.
- Mention also has a social monitoring service. This one is a bit more advanced than Hootsuite. Their product can help with both initiation and responsiveness by allowing you to monitor your brand and selected topics.
- Synthesio is probably as advanced as you can get for social media engagement services. It gives you thorough data about how people are engaging with you and what you can do to initiate based on complete analyses about your industry, competitors, and customers.

When you're actively looking for opportunities to initiate conversations with prospects, you're taking your brand ahead of your competitors. You're getting your name out there and building trust with others. Social media is about conversations, so your best results will come from participating in them.

#### **2. Do your research before using hashtags and other platform features: -**

One of the mistakes brands make on social media involves hashtag misuse. When you're ready to publish a tweet, you want to optimize it for reach. Too often, you may choose the wrong or least-effective hashtags. That's why research is key.

When you want to use the best hashtags for reaching the right audience, use a research tool to help you understand which one(s) will work best. There are two options that come to mind right away:

Rite Tag is a paid program that gives you hashtag suggestions within Twitter, Facebook, and most other social platforms. For \$49 a year, you get access to these hashtag suggestions, trend alerts for new popular hashtags for your topic, and

more key features. It's a handy tool if you want to know what's effective at the very moment you're posting content.

Hashtagify is a free alternative to Keyhole. You can research hashtags in an encyclopedia or pay for the pro plan to get suggestions based on your Twitter account activity. The website offers many ways to research hashtags to find the right one(s) for your content and purposes.

Hashtags are tricky when you are either new to social media or overwhelmed by it. To fully understand the best practices, you need to keep in mind:

- Hashtags have different meanings and popularity per platform. What is popular on Twitter might be nonexistent on Instagram.
- Don't make your hashtags too long. The only exception is on Instagram, but with a 140-character limitation, Twitter is not the place for long hashtags. Keep them 1-3 words long, and be as specific as you can.
- You don't want to include more hashtags than your main text. This is true for all platforms. Even though Instagram is a great place for more than 10 hashtags per post, you still want to include a description that doesn't get lost in the crowd.
- Whatever you do, don't send out tweets that #look #like #this. Make sure you're only using the pound sign for the keywords that matter.

Another research issue is when brands start using new platform features without a clear understanding of how to do so, who the typical audience is, and what the audience wants to see. Live-streaming is a great example of this.

With live video appearing on Facebook, Instagram, and Snapchat in the form of "stories," it can get confusing as to what brands are supposed to do with the feature. You might think that you can take the same approach on all three platforms, but that isn't best practice. In fact, you need to re-evaluate whether you should build your own live-streaming strategy for each platform.

Facebook's audience is different from Instagram and Snapchat. People on Instagram expect to see different content than they would on Snapchat or Facebook. It's important that you research and understand these differences.

These are a few resources for using live-streaming effectively on social media:

- How to Choose the Best Live Video Platform via Social Media Examiner
- How to Optimize Video for Different Social Media Channels via Hootsuite

The key in all of this is the importance of doing proper research before acting. If you're making assumptions or ignoring best practices, you're playing a guessing

game that won't give you the best results you could get. You may still see engagement, but optimizing your content will give you even better results.

### **3. Create customized content for each platform: -**

You want to save as much time as possible on social media, and there are tools out there that make cross-posting easy. However, remember this:

Not all platforms are the same, and this includes content appearance.

For example, we can go back to the last point about research. The hashtags on one platform might mean something completely different on another. Most platforms accept hashtags, even LinkedIn now, but are they effective everywhere? Facebook is not an ideal place for hashtags, so you don't want your tweet content to appear there.

You also want to keep in mind:

- **Each platform has its own character limitations.** Twitter only accepts 140 characters, but Instagram and LinkedIn give you much more room to use. Facebook also allows longer posts, but on that platform, shorter is more effective. Keep in mind that if you share a longer post, such as from Instagram, onto Twitter, it'll get cut off and look messy.
- **Each platform allows for different kinds of multimedia.** Facebook allows for live video, recorded video, links, photos, and much more in your posts. On the other hand, Instagram only allows short videos and photos. Links are not recommended there. If you share a post on Facebook with a link and try to cross-post to Instagram, it won't look good.

Instead of cross-posting your content in the same exact format on all your platforms, consider a different approach: cross-promoting. The difference is that you'll still be sharing the same content but just formatting it differently for each platform. It'll optimize your content so that you see better engagement and overall results.

### **4. Don't be a robot: -**

Social media is all about being, well, social. It's about engaging in conversations with other users and your audience. If you automate everything you do on social media, you miss out on the main point of social media. Instead of relying too much on automation, consider engaging as often as possible.

You can start by offering real-time customer service, which is now expected rather than ideal. Your audience is reaching out to you online, but if you're not answering, you're hurting your brand reputation.

Even if you build a bot for customer service, you still need to be there to give people a human being to assist them. Chatbots aren't ideal. In fact, Rob Siefker, Senior Director of Zappos' customer loyalty team, insists that artificial customer service will hurt the experience rather than help. Chatbots don't have that essential human element in their programming, and customers want that.

Engagement, in general, is key to making the most of social media. You want to see a return on your investment, and engagement is how you'll get it. On Twitter, use direct replies to have 1-on-1 conversations with other users. On Facebook, ask questions and use images to increase engagement. Those are just two of the many ways you can build relationships with your audience.

The important part to remember is:

You don't need to stop automating and scheduling content, but you do need to reserve plenty of time and resources for engaging with your audience in real-time.

##### **5. Use direct messages for the right reasons: -**

Direct messages are often misused, and many brands think this feature isn't worthwhile. They are often used for automated sales pitches and generic welcome messages, but what about using them for the right reasons? Use them for customer service.

Facebook, Twitter, and other social media services allow for private messaging between brands and users. It's an opportunity for businesses to interact with their audience in a safe environment without character limits and public exposure.

Direct messaging can also make shopping easier. It not only allows for customer service inquiries but also what is often coined "conversational commerce" where your customers get quick and easy access to your business and its offerings. For example, Facebook bots make it easy for people to shop right from Facebook Messenger with one action.

As long as you're using direct messaging for the right reasons, it still has potential for your business. Use it to continue public interactions in a private setting, and take advantage of its sales potential.

## **Problems And Opportunities in Handling Digital Resources: -**

The opportunities associated with digital learning are immense. Perhaps the most significant benefit of digital learning tools is the ability to personalize learning. Years ago, a teacher could only dream about having the ability to design a curriculum that would be ideally suited to the skills, deficits, and preferences of every single student in the class. Rather, teachers had to be content with teaching to the average—which often meant teaching to no one in particular and leaving many students to struggle with the material. But digital edtech tools make it possible for teachers to target instructional materials to each student. LMS systems can help with organization, data analytics can help with diagnosing student performance in a fine-grained way, and the wealth of digital resources means that teachers no longer need to re-invent the wheel for each activity.

Teachers have long understood that collaborative learning increases not only student engagement but also improves learning outcomes. Digital tools such as Coggle serve as platforms that make it simple for students to brainstorm, research, organize, and present what they have learned.

At the same time, digital tools are not without their challenges. The sad truth is that the research shows that edtech sometimes does not deliver on its promises. One problem is that the life cycle of digital tools is so short that it is nearly impossible for the research to keep up. The second problem is that there is a lot of money to be made in edtech, which means that the field is crowded with purveyors who may not be well-intentioned. Even when their motives are exemplary, they often overemphasize the tech aspect of edtech to the detriment of the “ed” part and devote far more resources to the technical details of their products than to its pedagogical rigor. Further, the proliferation of edtech has made it difficult for teachers to vet materials—something that was not even part of their job description when their only instructional materials were textbooks that, while perhaps dull, had at least been expertly vetted.

The only thing that matches the promise of digital learning tools is their peril—educators and other stakeholders will need to tread carefully to ensure that their students have the best possible educational environment.

Tools to check grammar, - importance of academic integrity.

Grammar is the essence of language! With people adopting newer slangs to communicate and get closer to the rest of the world, the correct usage of grammar

is being affected to an extent where researchers struggle to write effective academic content. Since, academic writing forms the basis of knowledge dissemination, it is imperative for researchers to formulate grammatically correct academic writing. To make this process easier, quicker, and error-free, there are several AI-based online grammar checker tools available. While there are over hundreds of such tools available online, it is crucial for researchers to use best grammar checker tools for testing scientific English.

### Importance of Using Best Grammar Checker Tools

Most academic writing is objective, accurate, and structured. They also use a formal tone. Hence, using an online grammar checker tool to assess your grammar and spelling for submission to an academic journal, makes it easy to meet specific requirements for final publication. Therefore, there is a growing need for inspection tools that help enforce requirements such as appropriate language and improved grammar for each field of study, as well as academic journal style guides and word count limits. Furthermore, online grammar checker tools must provide accurate help with academic English writing, technical terminology, scientific expression, and publication readiness.

### **Six of the Best Grammar Checker Tools for Researchers: -**

Recently, several online grammar checker tools have been launched to address advanced features for enhancing your manuscript. Here we will discuss 6 best language enhancement tools for academic and technical writing for authors:

#### **1. Trinka AI**

Trinka AI is the world's first grammar and language enhancement tool tailored for writing academic and technical papers. It was created with the intention of improving manuscripts for academic English usage and technical vocabulary and making them publication-ready. In addition, it stands out by working with authors and ensuring holistic language improvement beyond grammar and spelling checks. It adheres to academic style guides while suggesting corrections in your manuscript. Furthermore, it has custom-built features such as maintain academic tone, providing unbiased language, concept clarity, sentence structure, alternative word choice. It provides detailed explanations as to why a correction suggested. Furthermore, it helps researchers in reducing word count by suggesting

alternatives without changing the context of the matter. More importantly, it allows you to choose between the US and the UK style to make it easily accessible for researchers all over the world.

Developed by a team of linguists, engineers, and data scientists its acts as a writing assistant to support all kinds of people in all kinds of communication, from academics to everyday conversations.

## **2. Grammarly**

Grammarly is a popular online grammar checking tool that can be used with Google Chrome, Firefox, and Microsoft Edge browsers. This is used to check grammar and spelling errors. There is an indicator in the lower right corner of the writing area, on clicking the indicator, it displays the number of errors and suggestions.

One downside of Grammarly is that you have to switch to a text editor for proofing. Also, Grammarly can be upgraded to the paid version, Grammarly Premium, which is a service that detects plagiarism and provides citation suggestions. The free version of Grammarly gives you access to only basic features.

## **3. Ginger**

Ginger is another handy spelling and grammar checking online tool to improve your writing skills. It can be used on-board in the browser and provides a great user experience. Furthermore, it displays a small icon in the lower right corner of the WordPress post editor, compose area, including Gmail, Facebook, and more. It highlights detected errors as you type. This helps in tracking them easily. However, Ginger has several drawbacks, one of which is the need to switch from WordPress to a text editor. The hassle of having to start the Ginger editor separately by clicking on the icon for better proofing is time-consuming.

## **4. Hemingway**

Hemingway is available as a web-based text editor, so it doesn't work directly within the WordPress post editor. However, you can use a free web-based editor to check your articles for readability, grammar, and spelling errors.

You can think of Hemingway as a style checker, not just a grammar checker. This is because it is a tool that helps you improve readability by displaying your text's readability score and suggesting improvements. Hemingway is available through a paid desktop application for Windows and Mac and can be published directly from WordPress.

## **5. ProWriting Aid**

ProWriting Aid is a premium writing editor and grammar checker designed specifically for science bloggers, content writers, etc. This tool allows users to find and to correct grammatical and linguistic errors in an automated way.

Currently, this tool work on both Windows and Mac, and is also compatible with writing software such as Google Docs and Scrivener. As mentioned earlier, ProWriting Aid can be used for a variety of writing purposes, but it is the field of fiction writing that it really shines in.

## **6. Typely**

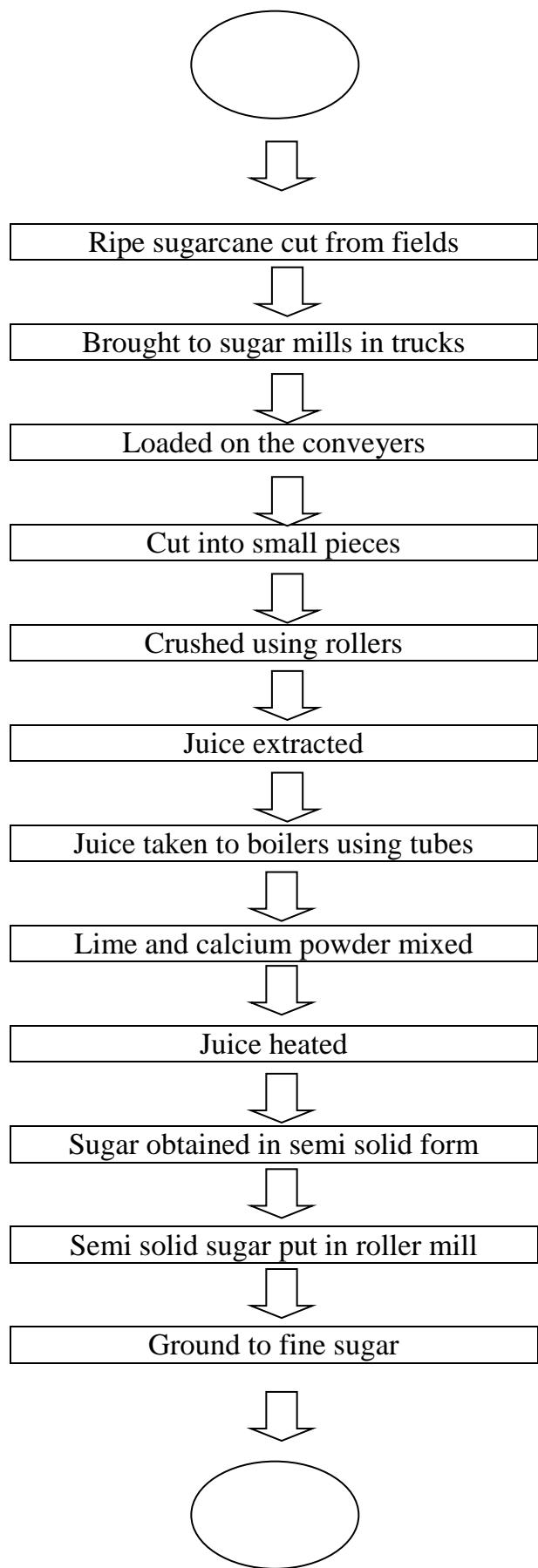
Typely is a completely free spell checking tool that requires no sign-up. An online tool that is easy to use and provides the ability to effectively perform grammar and spell check to help you write in a professional way. It provides a report generation function. Additionally, it provides a service for simple language check through a functional design.

### **Exclusive Strengths of 6 Best Online Grammar Checker Tools: -**

1. Trinka AI – As the world's first AI-based grammar and language improvement tool, it is the most suitable tool for writing thesis and academic writing.
2. Grammarly – You can check grammar and spelling errors when writing a post by installing it in your browser.
3. Ginger – A simple way to check grammar and spelling.
4. Hemingway – Not just a grammar checker, but a style checker. A tool that can improve readability, especially for novelists.
5. Pro Writing Aid – Useful for all types of writers, entrepreneurs, and bloggers. It's a helpful tool for fictional writers and novelists.
6. Typely – A simple grammar and spell check tool that is completely free to use.

**Question:****Extraction of sugar**

Sugar is one of the most essential commodities (Products). It is not very easy to get the sweet product. The farmers have to wait for one year to cut the ripe (mature) cane. Using huge manpower, the cane is shredded (cut) and loaded in trucks. They carry the cane to the nearby sugar mills. Large cranes unload the cane and put it on the moving conveyers. The conveyers take the cane to the moving blades. The heavy blades cut the cane into small pieces and same is taken to crushers. Juice is extracted by pressing. The juice is than piped to the hot boilers. After being heated for some time the semi solid sugar is dried and then transported to roller mill. The dried sugar cubes are ground to granule (small pieces, grain) and filled in bags.

**Answer:**

# Conditional Phrases + Modals

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## What are Conditionals?

Conditionals, or *if* statements, are used with verbs to express scenarios that may or may not realistically happen (e.g. it's unlikely that you will get sunburned on a day with rain in the forecast). There are three different degrees of conditional phrases (1st, 2nd, and 3rd conditional), each of which deals with a different level of likelihood for the events discussed.

Conditional phrases can be written two ways. They can be written with the *if* statement first or reversed with the *if* statement last, leaving the comma out if the sentence is not too long. For example:

- If you go to the lake, you might see the giant squid.
- You might see the giant squid if you go to the lake.

## Modal Auxiliaries

Many conditional phrases use modal auxiliaries (e.g. *might*, *can*, *should*) to modify the meaning of verbs and sentences in several ways. These phrases also express the degree of logical possibility or capability of the verb or sentence. Some of the most commonly used modal auxiliaries in conditional phrases include *can*, *would*, *could*, and *might*. Here's what each of them means in the context of conditional phrases:

- Can expresses that if a condition is met, it is 100% possible that something is capable of occurring. *It is used with the first conditional.*
- Would expresses that if a very unlikely (or even impossible) condition is met, something will definitely occur. *It is used with the 2nd and 3rd conditionals.*
- Could expresses that if a very unlikely (or even impossible) condition is met, something can happen, but it may or may not. *It is used with the 2nd and 3rd conditionals.*
- Might expresses that if a condition, likely or otherwise, is met, something can happen, but it may or may not. *It is used with all three levels of conditionals.*

## 1st Conditional

The 1st conditional is used to describe events that are fairly possible and realistic. It implies that an event can happen (or at the very least is likely to happen) if a condition is met. It's constructed using *if* with present or future tense verbs. For example:

- If Harry Potter gets his letter, he will attend Hogwarts.
- If Hermione does her homework, she can go to bed.

These examples use the 1st conditional because they express conditions that are likely to be met (Harry will possibly get his letter and Hermione will probably finish her homework), yet those conditions still need to be met for the other events (attending Hogwarts or going to bed) to occur.

## 2nd Conditional

The 2nd conditional deals with future events that are less likely to happen or even impossible. It's constructed using *if* and a past tense verb in the first clause, followed by the modal auxiliaries *would* or *could* preceding a present tense verb in the second. For example:

- If Voldemort had a nose, he could wear glasses.
- If Ron Weasley increased his self-esteem, he would be better at sports.

These examples use 2nd conditional because they describe conditions that are unlikely or impossible (Ron probably won't increase his self-esteem and Voldemort will likely never have a nose), and thus they include modal auxiliaries like *would* or *could*.

Sometimes the second conditional is used to politely give someone advice on a sensitive topic. For example:

- Ron, you could get better grades. (direct and impolite)
- Maybe if you studied, Ron, you would get better grades. (indirect and polite)

## 3rd Conditional

The 3rd conditional expresses regret over an event that has already happened, yet which could have gone differently. It's constructed using *if* along with a past perfect tense verb in the first clause, followed by modal auxiliaries like *might*, *could*, *should*, or *would* and a present perfect tense verb in the second clause. For example:

- If Harry had listened to Hermione, he would have developed a better plan.
- If Dumbledore had fed his pet phoenix, Fawkes, the phoenix might have been happier.

These examples use 3rd conditional because they describe events that happened in the past which led to feelings of regret (Harry now regrets not listening to Hermione, and Dumbledore regrets not feeding Fawkes) and which could have happened differently (Harry could have developed a better plan, Fawkes could have been happier).

**BE CAREFUL:** Sometimes the third conditional can be difficult to understand when used with negative constructions. For example:

- If Harry hadn't listened to Hermione, he would not have developed a better plan.

In the above example, it's unclear if Harry listened to Hermione, and it's also hard to judge the quality of Harry's plan.

\* If you have questions on tenses, please see the handout on Verb Tense.

## Extra Credit - Conditional Clauses

Conditional clauses take place using the subjunctive mood, which is a formal tone used in academia, but is becoming less popular in everyday use. With the subjective mood, the verb is always used in its base form (ex: were, eat, give, want) despite the number of subjects involved (which may seem counterintuitive to daily use). Conditional clauses operate when a circumstance is untrue and the sentence includes words such as *if*, *as if*, or *as though*. For example:

- If I were a wizard, I would attend Hogwarts (note the use of were and not was).
- Malfoy behaves as though the wizarding world were indebted to his family (were not was).

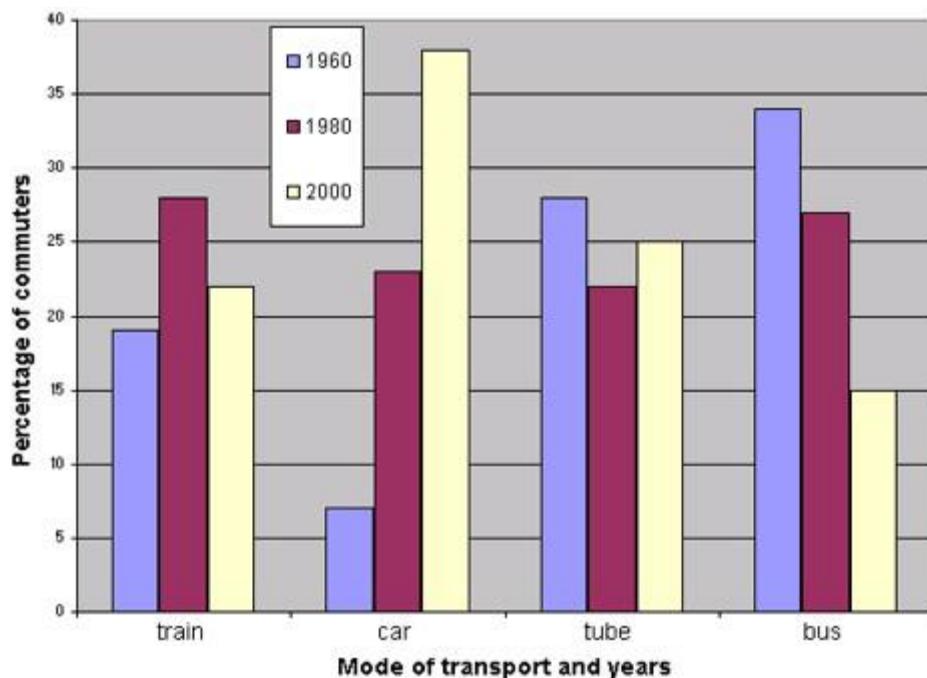
### Works Consulted:

UNC-Chapel Hill Writing Center (<http://writingcenter.unc.edu/>); University of Nevada at Las Vegas Writing Center (<http://writingcenter.unlv.edu/>); *Writing Matters: A Handbook for Writing and Research*, 2nd ed. (Howard)

## TRANCODING

(Bar diagram)

**Question:**      **Traveler transport in London**



**Answer:**

The graph shows the changing patterns in commuting by train, car, tube or bus for commuters in London in the years 1960, 1980 and 2000. The introductory paragraph states the main purpose of the chart, paraphrasing the writer's own words. The number of people using trains at first rose from just under 20% in 1960 to about 26% in 1980, but then fell back to about 23% in 2000. Use of the tube has been relatively stable, falling from around 27% of commuters in 1960 to 22% in 1980, but climbing back to reach 25% by 2000. On the other hand, the use of cars increased steadily from just over 5% in 1960 to 23% in 1980, reaching almost 40% by 2000, whereas the popularity of buses has declined since 1960, falling from just under 35% in 1960 to 27% in 1980 and only 15% in 2000.

The graph indicates the growing use of cars for commuting to work between 1960 – 2000, and the corresponding decline in the popularity of buses from being the most popular mode of transport in 1960 to the least popular in 2000.

## **TRANSCODING**

### **(Flow Chart)**

In the current world of incessant changes and booming development, communication needs to be fast and effective. Graphics, namely, charts and tables are the tools that transform extended information into succinct codes. Let us learn how to draw a basic flow chart from listening to speeches / presentations on the descriptions of various processes.

Flow chart is a diagrammatic sequential representation of a process. Any complicated process can be explained in a series of steps which makes it easy for us to understand the process. Engineers like you would be dealing with various processes, and representing them as flow charts is an integral part of your profession.

#### **Objective:**

- 1) To make the learners aware of the importance of various types of diagrams used in presentations.
- 2) To prepare them to draw different types of diagrams for use in various occasions.
- 3) To give them enough exposure to transcode the data in the diagrams using grammatically correct and meaningful sentences.

#### **Steps use in flow chart:**

Step I Read the flow chart carefully and understand the process depicted in the codes correctly.

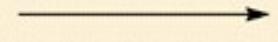
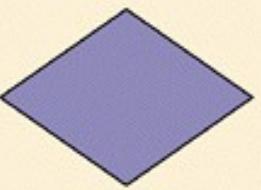
Step II Open the paragraph with introduction of the codes. E –g “The given flow chart is about the process of preparing lime juice”

Step III Use simple present tense throughout and whenever necessary use impersonal passive in present tense form. Avoid using any other tense form.

Step IV Use connectives like, then, now, initially, finally and consequently to establish continuity.

Step V If any inference could be drawn from the flow diagram uses it in the conclusion.

## Different shape of boxes use in Flow chart:

Name	Symbol	Use in flowchart
Oval		Denotes the beginning or end of a program.
Flow line		Denotes the direction of logic flow in a program.
Parallelogram		Denotes either an input operation (e.g., INPUT) or an output operation (e.g., PRINT).
Rectangle		Denotes a process to be carried out (e.g., an addition).
Diamond		Denotes a decision (or branch) to be made. The program should continue along one of two routes (e.g., IF/THEN/ELSE).

## TRANSCODING

### Bar diagram

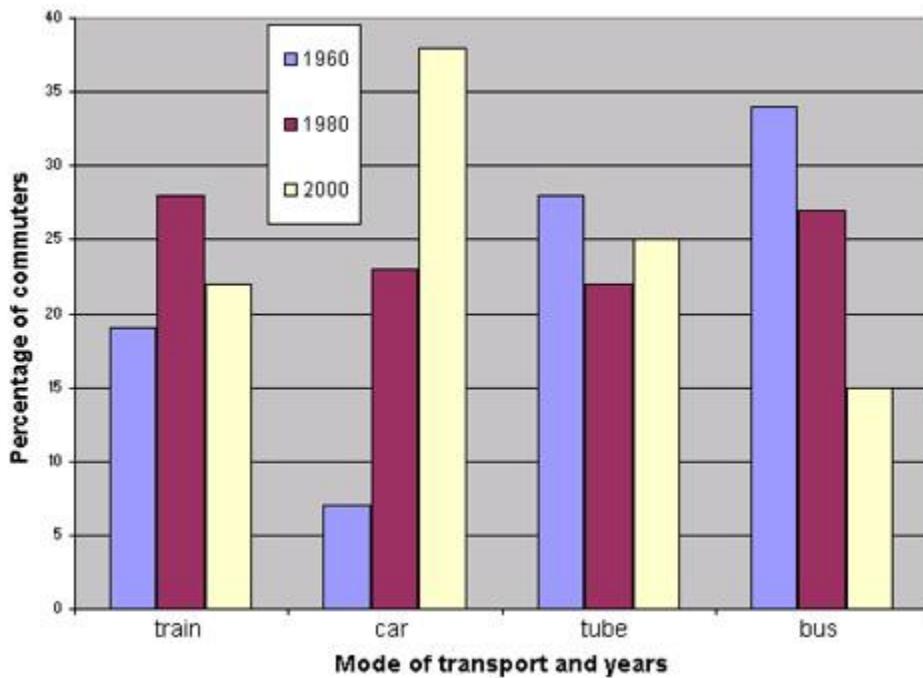
#### Some tips for describing data

- Coherence –use sequencing words e.g. Firstly, Secondly, Finally
- Cohesion –use anaphoric reference e.g. "this", "it", "they", "and", "but" and synonyms
- Vocabulary –use a wide range of appropriate and academic vocabulary
- Sentence Structure –short and compact but not simplistic e.g. correct use of relative clauses.

#### The main writing skills includes

- Describing numerical data
- Identifying differences and similarities
- Comparing and contrasting
- Identifying and describing trends

Question: **Traveler transport in London**



### Preparation

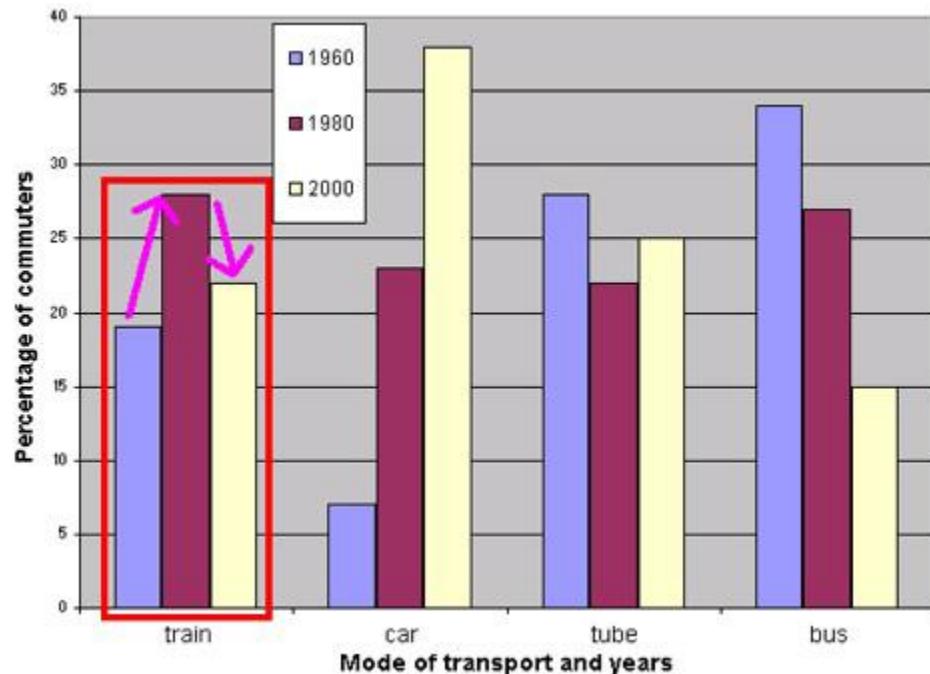
- Identify the main trends for each mode.
- Identify any sudden change in increase or decrease.
- Are there any consistent increase or decrease?
- Does anything seem particularly significant?
- Are there any clear relationships between mode and percentages of commuters?

## Answer

### •Paragraph -1 Introduction

- The graph shows the changing patterns in commuting by train, car, tube or bus for commuters in London in the years 1960, 1980 and 2000.
- The introductory paragraph states the main purpose of the chart, paraphrasing the writer's own words

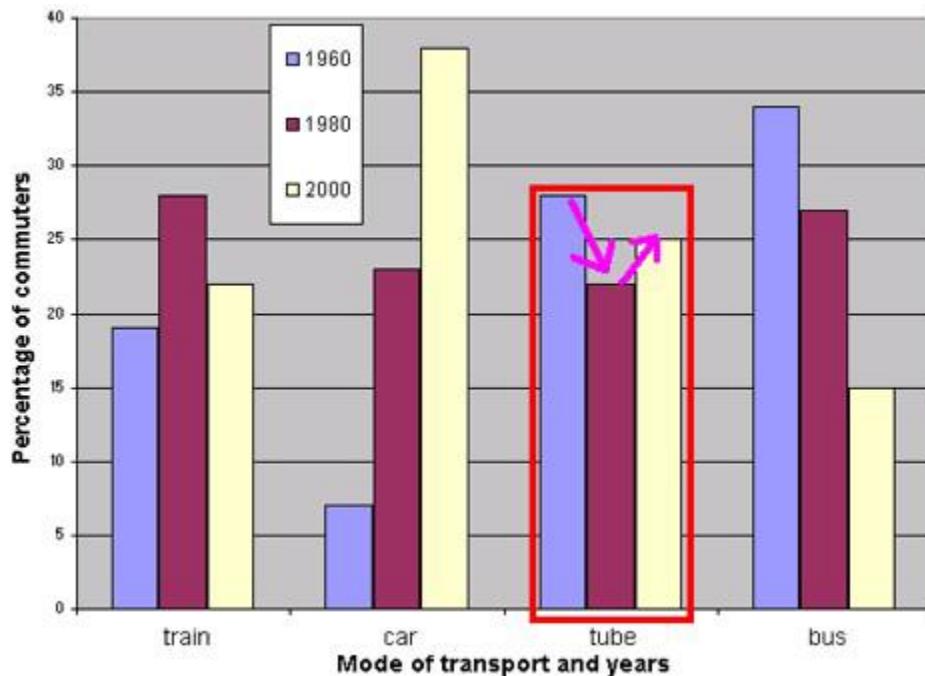
### Use of trains



### Paragraph 2 –Trains

- The number of people using trains at first rose from just under 20% in 1960 to about 26% in 1980, but then fell back to about 23% in 2000.

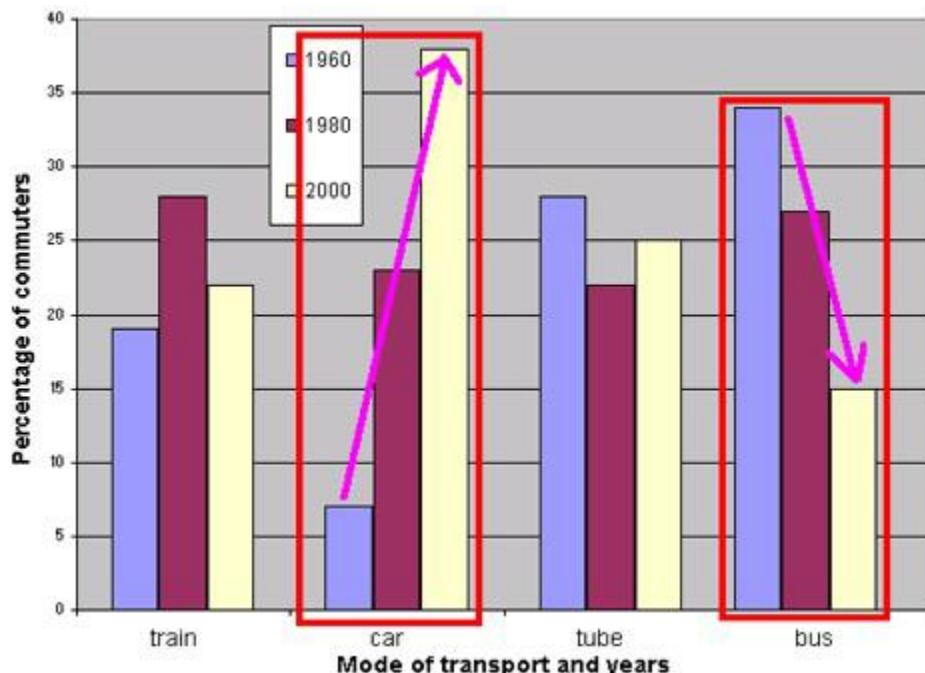
## Use of Tubes



## Paragraph -3 Tubes

- Use of the tube has been relatively stable, falling from around 27% of commuters in 1960 to 22% in 1980, but climbing back to reach 25% by 2000.

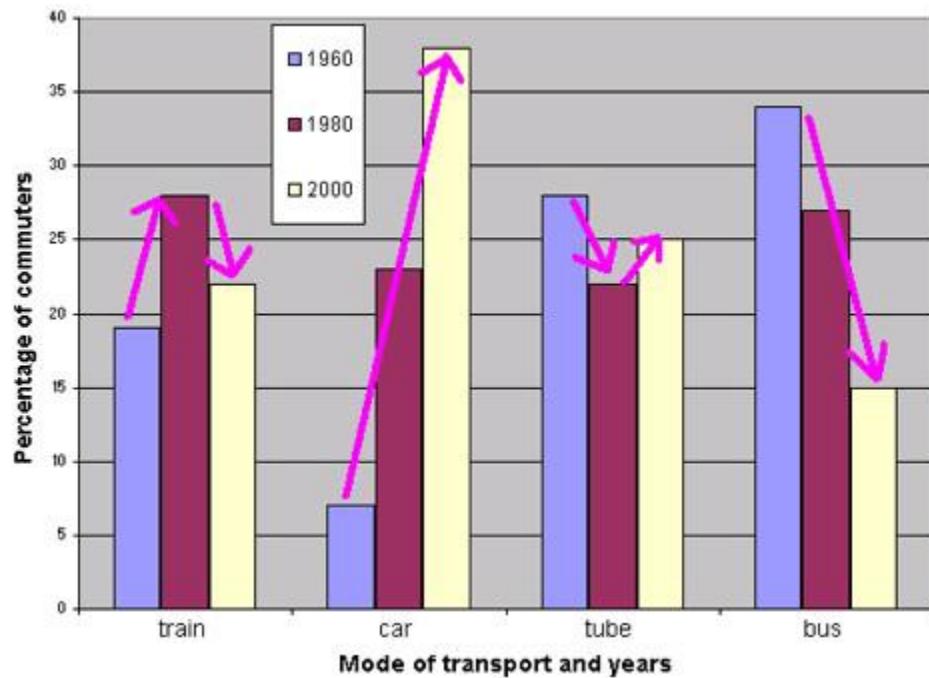
## Use of Cars and Buses



## Paragraph - 4 Uses of Buses and Cars

- On the other hand, the use of cars increased steadily from just over 5% in 1960 to 23% in 1980, reaching almost 40% by 2000, whereas the popularity of buses has declined since 1960, falling from just under 35% in 1960 to 27% in 1980 and only 15% in 2000

## Conclusion



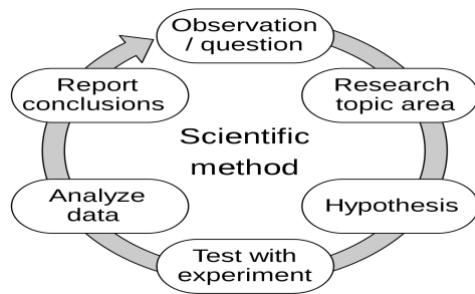
## Paragraph - 5

- The concluding paragraph summarizes the main findings of the chart
- The graph indicates the growing use of cars for commuting to work between 1960 – 2000, and the corresponding decline in the popularity of buses from being the most popular mode of transport in 1960 to the least popular in 2000.

## **scientific method The engineering design process**

The Scientific method is a process with the help of which scientists try to investigate, verify, or construct an accurate and reliable version of any natural phenomena. They are done by creating an objective framework for the purpose of scientific inquiry and analysing the results scientifically to come to a conclusion that either supports or contradicts the observation made at the beginning.

### **Steps of Scientific method**



### **Steps of the scientific method**

The scientific method uses a series of steps to establish facts or create knowledge. The overall process is well established, but the specifics of each step may change depending on what is being examined and who is performing it. The scientific method can only answer questions that can be proven or disproven through testing.

**Make an observation or ask a question.** The first step is to observe something that you would like to learn about or ask a question that you would like answered. These can be specific or general.

**Gather background information.** This involves doing research into what is already known about the topic. This can also involve finding if anyone has already asked the same question.

**Create a hypothesis.** A hypothesis is an explanation for the observation or question. If proven later, it can become a fact.

**Create a prediction and perform a test.** Create a testable prediction based on the hypothesis. The test should establish a noticeable change that can be measured or observed using empirical analysis.

**Analyze the results and draw a conclusion.** Use the metrics established before the test see if the results match the prediction.

**Share the conclusion or decide what question to ask next:** Document the results of your experiment. By sharing the results with others, you also increase the total body of knowledge available.

### **Using the scientific method in technology and computers**

The scientific method is incredibly valuable in technology and related fields. It is obviously used in research and development, but it is also useful in day-to-day operations. Because almost everything can be quantified, testing hypotheses can be easy.

Most modern computer systems are complicated and difficult to troubleshoot. Using the scientific method of hypothesis and testing can greatly simplify the process of tracking down errors and it can help find areas of improvement. It can also help when you evaluate new technologies before implementation.

### **The engineering design process**

The **engineering design process** is a common series of steps that engineers use in creating functional products and processes. The process is highly iterative - parts of the process often need to be repeated many times before another can be entered - though the part(s) that get iterated and the number of such cycles in any given project may vary.

It is a decision making process (often iterative) in which the basic sciences, mathematics, and engineering sciences are applied to convert resources optimally to meet a stated

objective. Among the fundamental elements of the design process are the establishment of objectives and criteria, synthesis, analysis, construction, testing and evaluation.

Common stages of the engineering design process-

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It's important to understand that there are various framings/articulations of the engineering design process. Different terminology employed may have varying degrees of overlap, which affects what steps get stated explicitly or deemed "high level" versus subordinate in any given model. This, of course, applies as much to any particular example steps/sequences given here.

One example framing of the engineering design process delineates the following stages: *research, conceptualization, feasibility assessment, establishing design requirements, preliminary design, detailed design, production planning and tool design, and production*. Others, noting that "different authors (in both research literature and in textbooks) define different phases of the design process with varying activities occurring within them," have suggested more simplified/generalized models - such as *problem definition, conceptual design, preliminary design, detailed design, and design communication*. Another summary of the process, from European engineering design literature, includes *clarification of the task, conceptual design, embodiment design, detail design*.

### **Comparison with the scientific method**

Engineering is formulating a problem that can be solved through design. Science is formulating a question that can be solved through investigation. The engineering design process bears some similarity to the scientific method. Both processes begin with existing knowledge, and gradually become more specific in the search for *knowledge* (in the case of "pure" or basic science) or a *solution* (in the case of "applied" science, such as engineering). The key difference between the engineering process and the scientific process is that the engineering process focuses on design, creativity and innovation while the scientific process emphasizes Discovery (observation).

## Sentence Definitions

There are times when a few words are not enough to explain a technical term. In this case, the definition provided needs to be more extensive. Sentence definitions can provide the additional information needed to help increase comprehension.

**Single Sentence definitions** are an explanation of a word using one sentence. These are more formal explanations than parenthetical definitions. Sentence definitions follow a similar form, which includes:

- The word being defined
- The class to which the word belongs
- The feature that distinguish the term from other words

For example, 'The heart is an organ that pumps blood through the body.' Notice that the word being defined is provided first (heart), then the word is put into a class or category (organ), and finally, distinguishing features are explained (pumps blood).

Example: computer

A computer is a machine that can store and process information.

Keeping the word-class-distinguishing feature format allows the readers to compare the word to terms they may already know, while also understanding how it differs from those words, which improves comprehension.

## Extended Definitions

Although sentence definitions provide more specific details to define a word, there are times in technical writing when the term is so important to the document or so complex in its meaning that an entire paragraph or more is needed to help explain the term. This is when an extended definition is necessary.

**Extended definitions** are the use of a paragraph or more to expand on a word that may be difficult to comprehend. An extended definition almost always starts with a sentence definition, but then expands on the word by providing additional sentences about one or more of the following:

- The function of the term
- The location of the term
- The physical traits of the term

- The causes and effects of the term

Example- Computer -

A computer is **a machine that can store and process information**. Most computers rely on a binary system, which uses two variables, 0 and 1, to complete tasks such as storing data, calculating algorithms, and displaying information.

## Describing an object

Describing encourages students to expand the length of their utterances or how much they speak. They practice thinking about an object as a whole. Students are asked to describe often in the classroom so let's look at how you can encourage them to give a complete description of an object.

Describing an object can include:

- What category is the object in?
- What does the object do?
- What does it look like?
  - What color is it?
  - What size is it?
  - What does it smell/taste like?
  - What sound does it make?
  - What is it made of?
  - What parts does it have?
  - What shape is it?
- Where can you find it?
- Anything else you know about it?

Example- Write a description of a calculator in your own words.

A Calculator

Basically, a calculator is an electronic device. It is used for doing calculations. These days we have all kinds of calculators in the market. The ordinary calculators perform simple arithmetical operations. Addition, subtraction, multiplication and division are used for basic calculations. Human minds can err but not the calculators. Speed and accuracy are the watchwords of a calculator.

## Explaining the Object

Difference Between Describe and Explain

**Describe:** Describe means to give a lot of details and paint a verbal picture of a situation or idea.

**Explain:** Explain means to make an idea or situation clear to someone by describing it in more detail or revealing relevant facts

Answers

**Describe:** Describe answers the questions what, when, where and who.

**Explain:** Explain answers the questions how and why.

Content

**Describe:** Describing includes describing the sight, sounds, smell, taste, etc.

**Explain:** Explaining includes providing reasons and evidence.

Skills

**Describe:** Describing need observation skills.

**Explain:** Explaining requires both observational and analytical skills.

### **Defining an Object**

The process of supplying short definitions quickly is important for communicating with non-specialist audiences. In professional and technical writing environments, you may spend most of your time communicating w

### **Classifying an Object**

Objects can be created and classified in a number of ways. You can define a classifier first and then create instances of that classifier. Alternatively, you might develop several separate objects that turn out to have a similar specification, which you then formally define as a classifier. You would then classify the existing objects as instances of that new classifier.

### **Basic of Classification of Objects**

The classification of various objects into groups can be done on the basis of their similarities and dissimilarities such as: living or non-living; plant or animal, nature of material, use colour, shape, size, appearance, hardness, texture, etc. Thus, the various objects can be classified (or grouped) as follows:

(i) All the objects can be classified into two main groups: Living objects and Non-living objects.

(ii) Living objects can be classified further into two groups: Plants and Animals.

(iii) Non-living objects can be classified into many groups on the basis of their nature of material, use, colour, shape, size, appearance, hardness, texture, etc.

It should be noted that the classification of objects into groups can be done only when the objects have some similarities and some dissimilarities (differences). The objects cannot be classified into groups if all of them are similar or all of them are dissimilar (different). Thus, if we have some objects which are similar in all respects, they cannot be classified into different groups.

## **NOTICE WRITING**

Notices are meant to be a public form of communication and are usually not targeted at a specific individual or group. However, in some cases, public notice can be directed to be read by a particular person or a group. It can be utilised to share information about many activities or facts such as making appeals, issuing instructions, broadcasting orders, etc. Because of its public nature, maximum attention is paid to ensure that the notice reaches a maximum number of people.

### ***Format***

1. *Name of Issuing Organization/Authority:* At the top, mention the name of the person or company that is issuing the said notices.
2. *Title:* Mention “NOTICE” at the top.
3. *Date:* To the left-hand side we print the date on which the notices have been published
4. *Heading:* The heading should make specify the purpose of the notices.
5. *Body:* We write the notice in brief and precise language, employing the least amount of words possible
6. *Writer’s Name:* End the notice by mentioning the name and designation of the notice-writer

### ***Content***

The five points that the content of the notice will cover ( the five W’s )

1. What
2. Where
3. When
4. Who
5. Whom

Important points to Note in Notice-

1. There are many types of information, according to them the content and language of the information should be.
2. The syntax should be simple and concise, but no important thing or information should be missed.
3. The information should be written square or rectangular and the information should have lines around it so that they Get everyone's attention.
4. Key information or important things should be underlined or dark color should be used.
5. Questions like when, where, why, how should be answered in the text.
6. Information is written in the other male. At the end of the notice, the name and designation of the official of the concerned institution should be written. needed.

## CIRCULARS

Circulars are a cheap, efficient, and robust method of communicating or sharing information with employees and customers. It is also known as fliers but is essentially a letter containing crisp and crucial information to be distributed among a large number of people. Additionally, it can also be used as a cost-effective mode of advertisement. A major advantage of circulars is that minimal manpower is required to draft and distribute them eventually. The dependence on the factor of distribution can be considered a major disadvantage of circulars.

### **ADVANTAGES OF A CIRCULAR**

1. Circulars are not considered an unnecessary disturbance because people (employees/customers) can choose to read them in their free time
2. Since circulars do not contain unwanted information, there is minimal chance of confusion among the readers
3. It does not require costly infrastructure while making a circular
4. Circular may be the best time-efficient method to pass a message/information among a large section of the population

### **\*USEFUL TIPS ON MAKING CIRCULARS EFFECTIVE**

1. The heading is the key to an effective circular. Hence, come up with a heading that can be catchy but conveys the message incorporated in the circular
2. Attention must be paid to the design elements to attract the initial attention of the target audience
3. One must select the target audience

## **BUSINESS CONVERSATION (SHORT AND LONG)**

Business conversation, as the name suggests, is the act of communication and the process of sharing information between employees of a business/company. It can also refer to the distribution of information between employees and existing/potential clients. Business conversation is important because it ensures cohesion among different employees, thereby enabling them to function as a single unit. Due to this unifying aspect, effective business communication is crucial to turn any organisation profitable/successful. Additionally, a healthy business conversation practice reduces errors that may jeopardise profitable business ventures. At the same time, it helps convey the business policies/philosophy to the client/customer.

### ***Advantages of Effective Business Conversation***

1. Coming to an agreement between employees
2. Coming to an agreement between business and customers/clients
3. Coming to an agreement between high authority management and employees
4. Effectively executing decisions
5. Effectively communicating orders and decisions
6. Creating and maintaining a professional relationship with the client/customer
7. Attracting potential clients
8. Business conversation also helps in gathering genuine feedback from the customers
9. Without a robust business conversation network, a business cannot function
10. Business conversation is a must for ensuring a good customer service

### ***Business Conversation Can be of a Short or Long Duration***

Whether it is short or long, always start the business conversation with a formal introduction and a brief overview of the exact topic of discussion. The other person/client should not feel that he is forcefully being dragged into the conversation. While holding a conversation with someone you already know, one need not introduce himself/herself. The formal introduction could also be followed by politely asking how the other person is. But one should never address or ask about a personal topic.

#### ***Short Business Conversation***

Short-duration business conversation generally tends to be more informal than long-duration ones. But this does not mean that the short business conversation does not demand a formal approach. Short business conversation will be on an important topic that does not demand a detailed conversation. It does not mean that short business conversation would be on trivial topics either. Hence, the speaker should have the ability to recognise those crucial topics that could be conveyed or find out issues that could be settled through a brief business conversation. Short business conversations are generally employed to convey information or receive vital decisions. Such kind of business conversation also promotes a healthy environment where there is a healthy interaction among the employees. Short business conversations also helps in integrating better the different levels of management and departments that form parts of a business organisation.

Likewise, short business conversation aids an organisation in maintaining a continued relationship with a customer. At the same time, it also helps in building new connections with potential clients. It is also a key component of customer service. It is through short business

conversations that the foundation for long business conversations can be established. In other words, there are more chances for short business conversations to develop into long ones.

### ***LONG BUSINESS CONVERSATION***

Long-duration business conversation provides an opportunity for individuals to discuss business topics that require long hours of discussion. It may or may not be an extension of a short business conversation. Long business conversations provide more time to state one's purpose effectively. Likewise, it gives more opportunity to hear in detail the expectations of colleagues and even customers. Long business conversation has the least chance of confusion between employees, and between a business organisation and its clients too.

### ***SOME USEFUL TIPS***

\*Business conversation generally happens at a pre-determined time, and possibly place too

\*The purpose of the meeting has to be strictly followed or adhered to

\*Be confident and do not move too much

\*Formal wear would be appreciated during a physical meeting

\*Do not overreact by laughing, rather smile gently if and only required

\*Make sure to react appropriately by nodding your head when the other person/customer speaks

\*Business conversations could be held online (Google meet and Zoom) and offline

\*Listen attentively and raise meaningful questions based on the statements of the speaker



## **What is Email?**

Email stands for electronic mail. It is the most preferred means of communication because it is cheaper and faster. It is used in formal, semi-formal as well as an informal way of expression or writing. There are two ways to write the email:

Formally

Informally

## **Tips for Writing Email Letter Format**

Stay up to date and do not use old letter writing formats. There is no need to mention a date when practicing electronic modes of communication. Put all your text left-aligned, rather than following older formats utilized for letters written on paper.

Always declare your request as clearly as possible, and supply it with a valid reason to make your case more powerful.

Formal emails frequently use indirect questions instead of direct ones

Formal complaints should be well worded, but without losing the nature of professionalism. While placing down your complaints, make sure your email does not end up looking tense or undignified. It is necessary to state the issues or events producing offense as clearly as possible, but also in brief.

Always hold your tone respectful and reassuring when dealing with complaints and grievances. At no point in your email, should you attack the sender with any counter-questions or lose the attitude of formality.

Convey happiness or excitement informal emails only with words and appropriate amounts of punctuation, like the occasional exclamation point.

## **Format of Email Writing**

The email writing format is likewise for each of the categories. Though the selection of words and language varies depending upon the kind of email. One can employ friendly and casual writing in informal emails. The language utilized in formal emails should be professional, precise, and formal.

The important steps for writing the email are:

Subject Line

Salutation

Body of the mail

Signature

## **Format**

The format is given here

From: Sender's Mail id

To: Recipient's Mail id

Cc: Other concerned person's with visible email ids

Bcc: Other concerned person's with invisible email ids

Subject: Reason for writing the mail

Greeting/Salutation: Display your respect (Such as Sir, Respected Sir)

Main Body: Content of the email

Introduction

Discuss the matter in detail

Conclusion

Closing line: Thank you for the consideration

Attachments: Attach reference files

Signature line: Name and contact details

### **Formal Email Writing Format**

An email addressed for business communication or professional use falls under this section. The email addressed to any official department, school administration, company or any officers is the formal emails. Use of proper and formal words, the purpose for writing mail, clarity, proper salutation and closing are some of the commands of the formal email.

Let us write a formal email for a resignation letter.

To: (Mail id of the recipient)

Cc:

Bcc:

Subject: Resignation Letter

Respected/ Dear Sir,

I am writing this mail to inform you that I am leaving my position with this organization. As per the standard of the company I've to give a month's notice before quitting. I hope you will get a good replacement for me within this time period.

I really appreciate the opportunities that you have given to me and helped me to grow. Wish you and the company the best in the future.

Kindly let me know what to anticipate as far as my final work schedule and the employee perks. It would be an honor to be assistance with the above.

Waiting for your response.

Thanks and Regards

(Your name)

(Designation name)

Contact details

### **Informal Email Writing Sample**

An email addressed to any friend, family members or relatives appears under this section. The practice of polite, friendly and casual terms along with proper salutations and closings are some of the rules of the informal emails.

Suppose we need to write the invitation to a birthday party in the mail to your friends, then the sample would be:

To: (Email of the recipient)

CC/BCC: (If you need to add more recipient)

Subject: Invitation to a birthday party

Hi,

I hope this mail finds you in considerable time. I am very happy to invite you to my birthday party on Jan 03 at XYZ Hotel from 7:00 pm to 10:00 pm. The theme of the birthday party is 'Cinderella'.

It would be excellent if you come and join us at the party. We will have a great time and fun together.

See You Soon

(Your Name)

## **PRINCIPLES OF EFFECTIVE EMAIL WRITING**

One of the most common methods of communication today is via email. It is therefore essential to know how to communicate effectively via email.

- Firstly get the email address correct.
- Avoid the use of all CAPS in writing as this is equivalent to shouting.
- A relevant and informative subject line is a must as 'Hi' or 'Hello' may lead to your email being ignored or ending up in the spam folder.
- Avoid grammatical and spelling errors.
- Organise your sentences logically.
- Limit your message to one screen and use logically organised sentences and paragraphs

to make it convenient to read.

- Use bullet points / numbered lists or tables and headings to enable quick and clear reading.
- Give your email a personal touch by using appropriate greeting and closing statements that suit the nature of your message.
- The signature block must contain - your name, company, email address / contact information, fax and digital signature.
- While you may want to send an attachment, avoid unnecessary attachments.
- Avoid sending emails when angry. It is improper to fire a person or discuss conflicts within the company via email. Avoid insulting and insensitive comments. No Smilies :) or acronyms (FYI - for your information) to be used.
- Finally double check the matter before pressing the 'send' button

## **Email Etiquettes**

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### **1. Use a clear, professional subject line**

Show your recipient clearly what the email will cover. Many people will decide whether they will open an email depending on the subject line. For someone who gets hundreds of emails a day, a subject line that is to the point makes it easier for them to sort through their inbox and decide what communications to prioritise.

---

### **2. Proofread every email you send**

Make sure there are no grammatical or professional errors. Have you spelt the recipient's name correctly? Are there spelling errors? Are you using simple sentence structures and correct capitalisation and punctuation? Ignoring these compromises your professionalism and the credibility of your email.

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### **3. Write your email before entering the recipient email address**

It is always best practice to write the contents of your email first in case you accidentally send the message too early.

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### **4. Double check you have the correct recipient**

There is nothing worse than sending an email to the wrong Jess or a confidential document to the wrong client or company.

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### **5. Ensure you CC all relevant recipients**

It is unprofessional to leave out a colleague or client from a relevant email chain. Be mindful of who should be informed about a given matter and respect that.

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## **6. You don't always have to "reply all"**

Think about who needs to read your response; no one wants to read an email chain from 20 people that has nothing to do with them.

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## **7. Reply to your emails**

Most people at some point have felt swamped by the large number of emails they have to sift through. But replying to an email is good etiquette, especially if the sender is expecting a response. Acknowledging you received the email but will get back to the sender at a later time is a professional alternative to ignoring or avoiding certain emails.

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## **8. Include a signature block**

If your recipient doesn't know anything about you, they may be skeptical of the authenticity of your email. It is professional to include your full name, title, your company and your contact number.

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## **9. Use the appropriate level of formality**

For instance, begin with "Dear \_\_\_\_\_", use "please" and "thank you" where necessary, and always end your email with the appropriate phrase, "Kind regards", "Thank you", "Sincerely" and so on.

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## **10. Keep emails brief and to the point**

No one wants to read an enormous chunk of text. You can always follow up on the matter later or suggest they give you a call if they have any queries or concerns.

## **Overcoming Problems in Email Communication**

Email is an extremely popular form of communication in both the business and personal communication landscapes, but it can often lead to major problems if the underlying tone of the email message is misinterpreted at one end. If the parties involved are in different emotional states of mind, the slightest disagreement via email can quickly spiral out of control leading to a full blown argument.

As soon as email writers start using text phrases to characterize emotion that would normally be delivered via physical body language, the intended message could be misunderstood by the reader due to a complete misinterpretation of the writer's emotional tone. It's also important to note that intentional sarcasm in an email message only makes matters worst. The source of the problem with email communication deals directly with emotion. Emotion portrayed in a text based email can be interpreted differently when being read by different people, in much of the same way that a well written poem or set of song lyrics can receive various interpretations by various people.

How can we solve the email communication problem? There isn't a single correct answer, but here are 4 bullet points to help you out:

1. **Be clear. Be brief.** – Write short email messages with a crystal clear point. Do not write long winded confusing paragraphs that leave room for misinterpretation.
2. **Proofread.** – Proofread your message multiple times. If the email deals with touchy subject matter, have a third-party read it over as well. This can give you added perspective on how well it will be received by the intended recipient.

3. **Wait.** – Write the email, proofread it, and then sit on it for a little while. Knock off a couple other tasks before you have second look at it. If your emotions were flaring when you wrote the email, a little time can allow these emotions to settle, allowing you to evaluate the message in a different light.
4. **Pick up the phone!** – While email can be a convenient communication channel, certain discussions need to be handled over the phone, or if possible, in person. If you notice that the situation is starting to deteriorate, don't send another email, it's time to pick up the phone or arrange a face to face meeting.

## Check List

Checklist is a list that can be used to verify whether one has done all the things that need to be done before undertaking any important task. Using this we can ensure the consistency and completeness in carrying out a proposed task. The checklist is divided into a number of small steps.

### For example:

Have you enclosed copies of your SSLC mark sheet, transfer certificate and self addressed envelope?

A checklist usually takes care of every small detail. Sometimes a checklist is supplied along with an application form. Before sending the form one has to make sure that the answer to each question in the checklist is an 'yes'.

**Read the following example carefully.**

### Check list for sending completed Application Form

- |  |          |
|--|----------|
| 1. Have I filled in all the columns in the form?                                   | Yes / No |
| 2. Is my name written correctly?   | Yes / No |
| 3. Have I affixed three passport size photographs on pages 1, 3 and 4 of the form? | Yes / No |
| 4. Have I enclosed a copy of Hr. Secondary mark statement?                         | Yes / No |
| 5. Has the mark sheet been attested?   | Yes / No |
| 6. Is there a copy of my birth certificate?  | Yes / No |
| 7. Have I enclosed the D.D?  | Yes / No |
| 8. Have I enclosed a self-addressed envelope for reply?                            | Yes / No |
| 9. Have I enclosed the transfer certificate?                                       | Yes / No |

**Note :** A series of questions of this type is known as a checklist.

### **Points to remember:**

1. Give a suitable title
2. Make a rough note on the points to be included. Select and write only the important points.
3. Make sure that the points are written in 'Yes or No' type questions

4. Maintain the order of priority.
5. Try to use as many different auxiliary verbs as possible.
6. Remember to put question mark at the end.
7. Do not begin any point in the checklist with "whether" or "if"
8. Do not repeat the auxiliary twice. ( Most of the students commit the mistake. For example. Are there enough students are available? This kind of wrong usage is always found in students' answers.)
9. Always start the question using capital letters and end with question mark.

#### For your practice

Your family is about to leave for another city on a two-week holiday. Your father has asked you to prepare a checklist of things to be done. Prepare one using the hints given below.

- a. arranging for letters addressed to you.
- b. your newspaper.
- c. informing milk vendor.
- d. useful addresses and telephone numbers to be taken along.
- e. inform security especially for the night
- f. travel arrangements, onward and return
- g. your pets
- h. your valuables
- i. information to neighbours

#### On the day of your departure

- j. gas cylinder in kitchen
- k. electrical plug and socket connections
- l. water supply
- m. locking cupboards
- n. main door key
- o. extra keys

Add to the list any other points that you consider necessary.

Exercises:

1. Imagine that you have to attend an interview. Make a checklist for your reference.
2. You are the outgoing secretary of your Students' Union. You have arranged for the election of office bearers for next year (President, Secretary and Treasurers). Prepare a checklist which you can use on the morning of the polling day. Discuss the things to be checked with your friend before you start writing