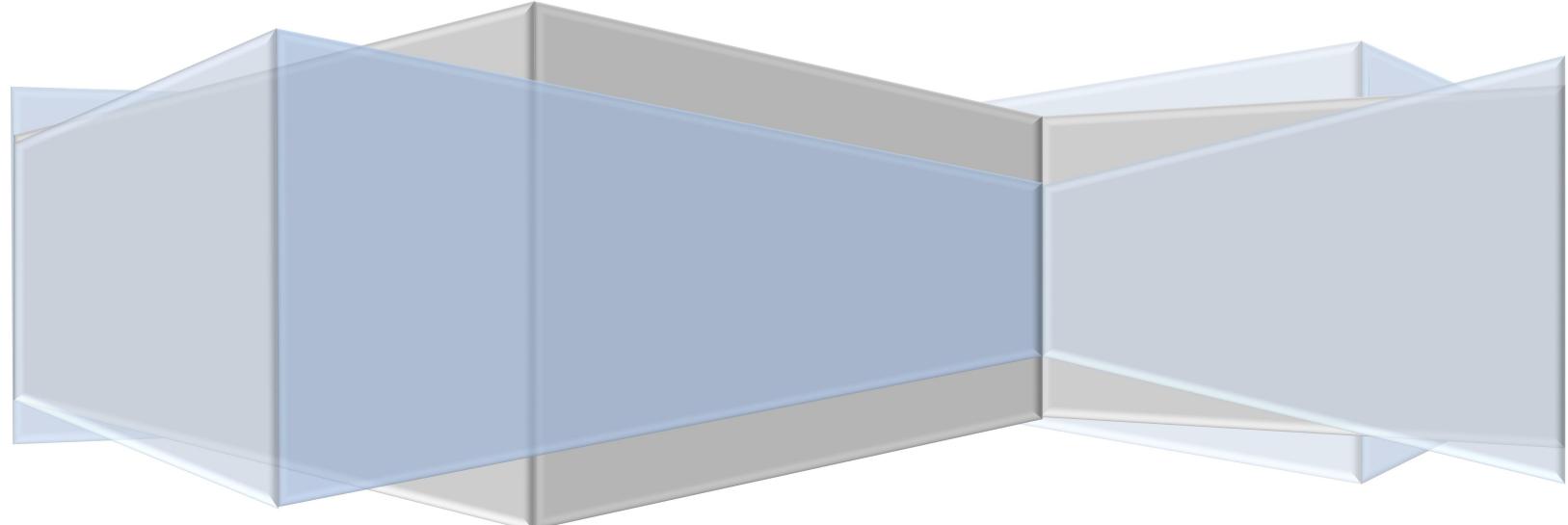




MALLA REDDY
UNIVERSITY

**English for
Technical Communication
& Employability Skills**
B.TECH: II YEAR
(2023-24)





MALLA REDDY UNIVERSITY

(Telangana State Private Universities Act No.13 of 2020 &
G.O.Ms.No.14, Higher Education (UE) Department)

Maisammaguda, Kompally,
Medchal - Malkajgiri
District Hyderabad - 500100,
Telangana

CERTIFICATE

School of Engineering

Certified that this is the bona fide record of practical work done by Mr./Ms.

_____ Roll No. _____ of B.Tech ____ Year ____

Semester for Academic year 20__ - 20__ in **English for Technical Communication and Employability Skills laboratory.**

DATE:

FACULTY IN-CHARGE

HEAD OF THE DEPARTMENT



MALLA REDDY UNIVERSITY

(Telangana State Private Universities Act No.13 of 2020 &
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Maisammaguda, Kompally,
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DistrictHyderabad - 500100,
Telangana

Department of English English for Technical Communication and Employability Skills (Common for Engineering and Digital Forensic Science)			
B. Tech II Year II Semester & B. Sc (DFS) III Year I Semester			
Course Code: MR22-1HS0134			L T P C 0 0 2 1
			Internal : 60 External : 40
INTRODUCTION:			
<p>Today's professional world demands effective technical communication in the form of correspondence, talks, discussions, and documentation more than ever before. Considering such requirements, this course is designed to enhance technical communication and employability skills through a practical, interactive and experiential approach. It aims to equip learners to communicate effectively and confidently in real-life situations, academic settings and at the workplace. The course makes the students excel at various competitive examinations and proficiency tests in English as well.</p>			
COURSE OBJECTIVES:			
<p>The course aims to enable students to:</p> <ol style="list-style-type: none"> 1. Apply both Listening and Speaking skills to day-to-day conversational situations. 2. Build contextual and technical vocabulary for effective usage of language. 3. Perceive critically the overall meaning and organization of the reading texts. 4. Make presentations and interact effectively in debates, group discussions, and job interviews. 5. Be equipped with employability skills and well prepared for English Proficiency Tests. 			
UNIT 1: Introduction to Technical Communication and Employability Skills			
<p>Introduction to Technical Communication</p> <ul style="list-style-type: none"> - General Versus Technical Communication <p>Introduction to Employability Skills</p> <ul style="list-style-type: none"> - Mechanism of CRT Process - Overview of Proficiency Tests (IELTS, TOEFL, GRE) 			
UNIT 2: Technical Correspondence			
<p>Listening and Speaking: Listening for Gist and Detailed Understanding Technical Presentation: Prezi Presentation – Poster Presentation</p> <p>Reading and Writing: Analyzing Technical Reports Technical Report Writing: Introduction - Types of Report - Characteristics of a Good Report - Structure of a Report - Writing a Report - Citing Sources</p> <p>Grammar and Vocabulary: Redundancies, Clichés and Question Tags Technical Vocabulary</p>			

UNIT 3: Workplace Communication	
Listening and Speaking:	Listening to Make Inferences and Draw Conclusions Debates: Etiquettes – Preparation – Practice and Evaluation
Reading and Writing:	Case Studies on Creative and Critical Thinking Structured Analytical and Argumentative Essays: Using Claims and Evidences
Grammar and Vocabulary:	Reported Speech Vocabulary at Workplace
UNIT 4: Technical Communication in Action	
Listening and Speaking:	Listening to Technical lectures/Speeches Group Discussion- Types, openings of a GD, Summarizing a Discussion, Personality Traits Evaluation Telephonic- Etiquettes
Reading and Writing:	Reading Blogs and Web Pages. Writing Business Letters, Memo, Circular, and Blogs
Grammar and Vocabulary:	Simple, Compound and Complex Sentences Collocations
UNIT 5: English for Proficiency Tests	
Listening and Speaking:	Listening to Comprehension Tests Job Interviews – Process, Stages and Types
Reading and Writing:	Comprehending Job Description, Reading Comprehension Exercises Resume, Cover Letter, SoP, and Digital Profile
Grammar and Vocabulary:	Common Errors, Sample Exercises from Proficiency Tests Verbal Aptitude from TOEFL, IELTS, GRE etc.
COURSE OUTCOMES:	
By the end of this course, students will be able to:	
<ol style="list-style-type: none"> 1. Communicate effectively by applying appropriate formal expressions in day-to-day conversations. 2. Draft different forms of essential technical correspondence and reports using contextual and technical vocabulary. 3. Analyze a reading text critically and organize ideas in a logical and coherent manner. 4. Excel at presentation, debate, group discussion and job interview skills. 5. Demonstrate expected employability skills and shine in English Proficiency Tests. 	
REFERENCES:	
<ol style="list-style-type: none"> 1. Aggarwal RS. 2018. <i>A Modern Approach to Verbal & Non-Verbal Reasoning</i>. S. Chand. 2. Ashraf R. M. 2017. <i>Effective Technical Communication</i>. McGraw Hill Education. 3. Chakravarthi, K. T. & Chakravarthi, L. T. 2011. <i>Soft Skills for Managers</i>. Biztantra. 4. Jeff Butterfield. 2020. <i>Soft Skills for Everyone</i>. Cengage Learning India Pvt. Ltd. 5. Markel, M. and Selber, S. 2021. <i>Technical Communication</i>. New York: Macmillan Learning. 6. Monipally, M. 2006. <i>The Craft of Business Letter Writing</i>. Tata McGraw Hill Education. 7. Michael McCarthy and Felicity O'Dell. (2008). <i>English Vocabulary in Use Series</i>. Cambridge University Press. 8. Suzan, L. Candice N. and Smith. M. 2019. <i>Technical Writing and Its Essentials: Introduction to Professional Communications in the Technical Fields</i>. University of Victoria. 9. <i>Exercises in Spoken English. Parts. I-III</i>. CIEFL, Hyderabad. 1992. Oxford University Press 	

UNIT-1: Introduction to Technical Communication

1.1 Introduction to Technical Communication

When you hear the term “technical communication,” what comes to your mind? You may think of scientific reports, technical specifications, instruction manuals, software documentations, or technical support manuals. However, technical communication is so much more than that. Technical communication encompasses all the spoken, written and even graphic genres that are used for communicating technical information specific to a technical subject or it can also be used for office correspondence. You also need to carry out intra and inter-organizational communication.

Technical Communication is a broad field and includes any form of communication that exhibits one or more of the following characteristics:

- Communicating about technical or specialized topics, such as computer applications, medical procedures, or environmental regulations.
- Communicating by using technology, such as web pages, help files, or social media sites.
- Providing instructions about how to do something, regardless of how technical the task is or even if technology is used to create or distribute that communication.

1.1.1 Meaning, Scope and Significance

Technical communication is the process of finding and using information and sharing meaning. The brief conversations you have with your colleagues in the hallway, the text messages you exchange with vendors, the phone calls with your project team—all these are examples of technical communication. In fact, every professional spends most of every workday using the four communication skills: reading, writing, speaking, and listening. Think of it this way: a professional is a person who communicates with others about a technical subject. An engineer is a person who communicates about engineering. An architect is a person who communicates about architecture. A biologist is a person who communicates about biology. Professionals often use these four communication skills to create, design, and transmit technical information so that people can understand it easily and use it safely, effectively, and efficiently. Much of what you read every day—textbooks, computer-based training videos, procedures manuals, Web sites, owner’s manuals—is technical communication.



Examples of Technical communication

1.1.2 General Versus Technical Communication

- General communication is referred as casual conversations whereas Technical communication is more formal interactions in which both parties are aware of the precise topic of conversation.
- General communication is defined as the way in which a person can communicate through their words, deed or actions.
- Technical communicators typically focus on specialized and complex topics in business, science and technology.

Activity

Tick following sentences as either Technical Communication or General Communication. Present your answers to the class with justification.

No.	Situation/Context	General	Technical
1	Misha walked and looked around.		
2	Ukraine President Zelenskyy asks EU leaders for quick membership		
3	My mother hemmed and hawed over where to go for dinner.		
4	Revenues increased by 7% last year.		
5	This website stores cookies on your computer. These cookies are used to improve your website experience and provide more personalized services to you.		
6	Issues with the global supply chain are also slowing the delivery, but many of those issues have been resolved.		
7	Ultra-Game Mode has been newly updated to give you a fuller sensory gaming experience.		
8	The current community program is in its 6th week.		
9	Joe stood up and spoke to the crowd.		
10	Unlock your phone in one seamless motion, with a side power button that is also a robust fingerprint scanner.		
11	The mangy, scrawny stray dog hurriedly gobbled down the grain-free, organic dog food.		
12	The next regular Board of Directors meeting will be held on Thursday, April 28, 2022.		
13	I quickly put on my red winter jacket, black snow pants, waterproof boots, homemade mittens, and hand knit scarf.		
14	Don't use up too much time or effort in writing the concurring or dissenting opinion of the judge.		
15	The incessant ticking and chiming echoed off the weathered walls of the clock repair shop.		
16	Cardholders are not bound in any way to participate in the discount Offer. Any participation is voluntary and the Offer is being made purely on a best effort basis.		
17	Nervously, I unfolded the wrinkled and stained letter from my long-dead ancestor.		
18	My passion for teaching others and sharing knowledge emanates from my curiosity and love for learning.		
19	Into the suitcase, I carelessly threw a pair of ripped jeans, my favorite sweater from high school, an old pair of tube socks with stripes, and \$20,000 in cash.		
20	A risk analysis should be conducted to determine the residual risks related to the use of the product.		

1.1.3 Technical writing Genres

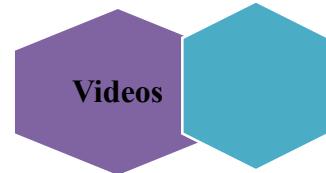
Complaint letter	Insurance claim	Job description	Legal brief	Syllabus	Business Proposal
Receipt or a bill-of-sale	Resume	Lab report	Medical Record	Letter of Acceptance	Personal statement
Annual review	Scholarship application	Restaurant menu	To-do list	• Project Descriptions	• Progress Reports
● Incident Reports	● Inspection Reports	● Memos	● Emails	● Patents	● Meeting Notes
	● Presentations		● Recommendations		

1.1.4 Technical Speaking Genres



Podcasts

Create your own podcast or be interviewed on an existing podcast



Videos

Create topical videos or screencasts and tutorials on sites like YouTube



Conferences

A great way to network, and if you can speak at one of these events, even better

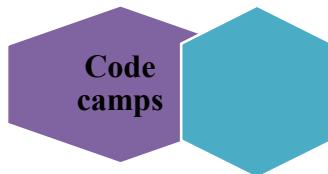


Panel discussion

To exchange ideas through conversation and Cooperative thinking



Most code camps will allow anyone to speak



Code camps

Discussion of matter of professional interest

Activity

Read and tick following genres of Technical Communication as Written (W) or Oral (O)

- Technical or research reports (W | O)
- Proposals and requests for proposals (RFPs) (W | O)
- Documentation records and product specifications (W | O)
- User guides (step-by-step instructions, procedures, manuals) (W | O)
- A viva-voce examination for the projects (W | O)
- Online help, technical support by the customer care (W | O)
- Reference information (encyclopedia-style information) (W | O)
- Consumer literature (information for the public about regulations, safety issues, etc.) (W | O)
- A video lecture in an online course (W | O)
- Marketing literature (product specifications, brochures, promotional literature) (W | O)
- Technical journalism (found in trade magazines, media releases, etc.) (W | O)
- A memo or an e-mail to request information or to identify a problem (W | O)
- A video resume to be sent to the prospective employer (W | O)
- A wiki with instructions that explain how to carry out a new task (W | O)
- An office meeting between the colleagues (W | O)
- A proposal to persuade management to authorize a project (W | O)
- A conference presentation (W | O)
- A report to document a completed project (W | O)
- An oral presentation to explain a new policy to employees (W | O)
- A job interviews (W | O)
- Inquiry letters, sales letters, goodwill letters, and claim and adjustment letters to customers, clients, and suppliers (W | O)
- Web sites to describe and sell products and to solicit job applications (W | O)
- Podcasts, videos, and posts on social-networking sites to introduce new products and services (W | O)
- Research reports for external organizations (W | O)
- Articles for trade and professional journals (W | O)

1.2 Introduction to Employability Skills

Employability skills, often referred to as soft skills or transferable skills, are a set of personal qualities, attitudes, and abilities that make individuals not only suitable for employment but also successful in their careers. These skills go beyond technical knowledge and expertise, encompassing a wide range of attributes that contribute to an individual's effectiveness in the workplace and their overall professional growth. They are essential for adapting to various work environments, collaborating with colleagues, and achieving long-term career goals.

Employability skills can be broadly categorized into several key areas:

1. **Communication Skills:** Effective communication involves both verbal and written abilities. Clear and concise communication helps convey ideas, information, and instructions accurately, fostering better collaboration and understanding among team members.
2. **Teamwork and Collaboration:** The ability to work well with others is crucial in today's collaborative work environments. Teamwork skills encompass active listening, compromising, sharing responsibilities, and valuing diverse perspectives.
3. **Problem-Solving and Critical Thinking:** Employability skills include the capacity to analyze situations, identify challenges, and develop creative solutions. Critical thinking involves evaluating information, making informed decisions, and adapting strategies when faced with uncertainty.
4. **Adaptability and Flexibility:** The modern workplace is constantly evolving, and individuals who can adapt to change and learn new skills quickly are highly valued. Adaptability involves embracing new technologies, adjusting to shifting priorities, and maintaining a positive attitude during transitions.
5. **Time Management and Organization:** Being able to manage time effectively, prioritize tasks, and organize work helps individuals meet deadlines and produce high-quality results. Strong organizational skills also contribute to reducing stress and enhancing productivity.
6. **Leadership and Initiative:** Even if not in a formal leadership role, demonstrating leadership qualities, taking initiative, and being proactive contribute to career advancement. These skills involve motivating others, taking responsibility, and seeking opportunities for growth.
7. **Interpersonal Skills:** Building and maintaining positive relationships with colleagues, supervisors, clients, and customers is crucial. Empathy, patience, conflict resolution, and networking skills contribute to a harmonious work environment.
8. **Negotiation and Persuasion:** Negotiation skills are useful when discussing terms, resolving conflicts, or making decisions collaboratively. Persuasion skills involve presenting ideas convincingly and influencing others positively.
9. **Emotional Intelligence:** Understanding and managing one's own emotions, as well as recognizing and empathizing with the emotions of others, contributes to effective communication and teamwork.
10. **Digital Literacy:** Proficiency in using digital tools, software, and platforms is increasingly important in the modern workplace. Basic knowledge of technology and the ability to adapt to digital advancements are essential.

11. **Work Ethic and Professionalism:** Demonstrating a strong work ethic, including punctuality, reliability, and a commitment to high standards, enhances an individual's reputation and credibility in the workplace.

Tips to develop Employability Skills

1. Join a public speaking club like Toastmasters to improve your speaking and presentation skills.
2. Practice active listening by participating in group discussions or attending seminars and workshops.
3. Participate in team-building activities or workshops to strengthen your collaboration skills.
4. Solve puzzles, play strategy games, or engage in brain-teasers to sharpen your critical thinking skills.
5. Embrace new hobbies or activities that you're unfamiliar with to broaden your adaptability.
6. Use digital tools or apps to create a personal productivity system and manage your tasks and deadlines.
7. Prioritize and plan your daily, weekly, and monthly goals to improve time management.
8. Identify opportunities for process improvement or innovation in your current role and take the initiative to implement them.
9. Seek feedback from colleagues and supervisors to improve your interpersonal skills.
10. Take online courses or tutorials to improve your proficiency in software tools relevant to your field.

Activity

a) How will you learn all of the following Employability skills? We can give you a hint. You CANNOT learn them by reading or listening to good tips. You can learn it the way you learned how to ride a bicycle!

Skills	What you can do to learn this?	How can your TCES facilitator help?	How can your friends help?
Communication skills			
Teamwork			
Problem – Solving			
Adaptability			
Digital Literacy			

b) Divide up into teams of four and launch an investigation into Rameela's career!

Rameela has been recently hired by a big AC installation company in Kolkata. Rameela's supervisor asks her to install / repair air conditioners. Every day Rameela has to go to customers' homes for installing or repairing AC. When Rameela reaches the customer's home, she greets them politely and inquires about the job. Once Rameela has finished the job, she seeks feedback about her service and leaves. Upon completion of each job, Rameela is required to fill the details of the repairs and installation in an excel database. Then she has to mail it to her supervisor. If Rameela continues to perform well in her current position, she can be promoted to a supervisor's position.

c) Discuss and list the skills that Rameela needs to perform well at her job. The first one has been done as an example:

Ability to communicate with customer

1.3 Mechanism of CRT Process

Campus Recruitment Training (CRT) is a process designed to prepare college students for the job market and improve their employability by enhancing their skills, knowledge, and confidence. The CRT process typically includes various components and activities to equip students with the necessary tools to succeed in recruitment processes conducted by companies during campus placements. Here's a simplified overview of the CRT process:

1. Assessment and Baseline Evaluation:

- The CRT process often begins with an assessment of the students' current skills, including their communication abilities, aptitude, technical knowledge, and soft skills.
- Baseline evaluations help trainers identify areas where students need improvement and tailor the training accordingly.

2. Curriculum Development:

- CRT programs are structured around a curriculum that covers a range of employability skills, technical knowledge, and interview preparation.
- The curriculum may include modules on resume writing, interview techniques, group discussions, technical skills, and soft skills development.

3. Skill Enhancement:

- Training sessions are conducted to enhance various employability skills, such as communication, teamwork, problem-solving, and time management.
- Technical skills relevant to the students' fields of study or the industries they wish to enter are also addressed.

4. Mock Interviews and Group Discussions:

- Mock interviews and group discussions simulate real interview scenarios and help students practice their communication, critical thinking, and problem-solving skills.
- Feedback is provided to students to identify areas for improvement.

5. Resume Building:

- Students are taught how to create effective resumes that highlight their skills, experiences, and achievements.
- Guidance is provided on tailoring resumes to specific job positions.

6. Aptitude and Technical Training:

- Students may receive training in aptitude tests, quantitative reasoning, logical reasoning, and technical subjects relevant to their field of study.
- This training is often conducted through practice tests, workshops, and tutorials.

7. Industry Insights and Guest Lectures:

- Industry experts and professionals may be invited to deliver guest lectures, share insights into current industry trends, and provide guidance on career opportunities.
- These interactions help students gain a better understanding of the job market.

8. Placement Preparation:

- CRT programs often include specific sessions on placement preparation, which cover company-specific recruitment processes, assessment tests, and interview strategies.
- Students learn about the expectations of different industries and how to navigate the recruitment process effectively.

9. Soft Skills Development:

- Soft skills, including interpersonal skills, leadership, and emotional intelligence, are developed through workshops and interactive activities.
- Students practice effective communication, teamwork, and conflict resolution.

10. Mock Placement Drives:

- Some CRT programs organize mock placement drives to simulate the actual recruitment process.
- Students participate in these mock drives, which include written tests, group discussions, interviews, and offer negotiations.

11. Feedback and Continuous Improvement:

- Throughout the CRT process, students receive feedback on their performance and areas that need improvement.
- Trainers use this feedback to adapt and refine the training program to meet the specific needs of the students.

12. Placement Support:

- CRT programs often provide support to students during the actual placement process, including company-specific guidance and interview scheduling.
- They may also facilitate interactions between students and potential employers.

The placement process is broadly divided into two categories:

1. On-campus placement drive
2. Off-campus placement drive

On-campus placement drive

These drives are conducted on campus, reducing your effort of having to visit companies for placement drives. Colleges often have placement committees which are responsible for the companies coming on-campus. These companies have their own processes, most of which have the basic steps of pre-placement talks, aptitude and technical test, group discussions and personal interviews.

Off-campus placement drive

Unlike the on-campus drive, the recruitment process of various companies is conducted off the bounds of your college campus. They most often take place in a common place which has space enough to accommodate a number of students. Also called Pool-campus drives, students from different colleges visit the location provided in the details of the drive. Further processes take place there. The level of competition is generally way higher in off-campus drives than in the former because of the number of candidates who sit for the placement drive.

Every company lists their eligibility criteria for the various profiles on offer. Along with that, the various steps of the placement process are declared beforehand too. Now that we know the two primary types of placement drives, let us take a quick sneak peek into what the campus placement drives entail. The general procedure comprises the following steps:

1. The pre-placement talk: An introduction of the company
2. Aptitude/ Technical/ Psychometric test: Based on the profile being offered, this is meant to test the candidate's presence of mind and technical knowledge.
3. Group Discussion: Conducted by specific companies, group discussions are meant to shortlist candidates on the basis of their confidence and the ideas presented by them.
4. Interview: The HR/ technical interview, based on the profile offered, is the last step of the campus recruitment process.

1.4 Overview of Proficiency test

Proficiency tests are assessments designed to measure a person's competence and expertise in a specific field, subject, or skill. These tests are used in various contexts, including education, employment, certification, visa applications, immigration processes, and professional development. Mainly, they are conducted to assess an individual's ability to understand, speak, read, and write in the English language. Below is an overview of some of the most common English proficiency tests:

IELTS (International English Language Testing System)

The IELTS (International English Language Testing System) is a standardized test that assesses the English language proficiency of individuals who want to study, work, or migrate to English-speaking countries. It is widely recognized and accepted by universities, employers, immigration authorities, and professional organizations around the world. Here's an overview of the IELTS test:

Purpose: The IELTS test is designed to measure a person's ability to use English effectively in various real-life contexts, including academic, professional, and everyday situations. It assesses the following language skills:

1. **Listening:** This section evaluates a test-taker's ability to understand spoken English in various accents and contexts, such as lectures, conversations, and announcements.
2. **Reading:** This section assesses a person's reading comprehension skills by presenting passages from academic texts, newspapers, magazines, and other sources.
3. **Writing:** Test-takers are required to demonstrate their ability to write coherent, well-structured essays and responses based on provided information and personal opinions.
4. **Speaking:** This section evaluates a person's ability to engage in spoken conversations, express ideas clearly, and respond to questions and prompts in a face-to-face interview format.

Test Format: The IELTS test is available in two main formats

1. **IELTS Academic:** This version is primarily intended for individuals planning to study at the undergraduate or postgraduate level in English-speaking countries. It includes topics and tasks related to academic subjects.
2. **IELTS General Training:** This version is typically required for immigration purposes, work-related visas, and other non-academic reasons. It assesses everyday English language skills used in workplace and social situations.

TOEFL (Test of English as a Foreign Language)

The TOEFL (Test of English as a Foreign Language) is a standardized test designed to assess the English language proficiency of non-native English speakers. It is widely recognized and accepted by universities, colleges, and organizations around the world, primarily in English-speaking countries. The TOEFL test measures a test-taker's ability to use and understand English at the university or college level. Here's an overview of the TOEFL test:

Purpose: The TOEFL test serves several purposes

1. University and College Admissions: It is commonly used as an admission requirement by universities and colleges in English-speaking countries, especially for international students seeking to study at the undergraduate or graduate level.
2. Scholarship and Fellowship Eligibility: Many scholarship and fellowship programs require TOEFL scores as part of their application process.
3. English Language Program Placement: Some institutions use TOEFL scores to determine the appropriate English language program placement for students who need additional language instruction.
4. Employment and Professional Certification: In some cases, employers and professional organizations may require TOEFL scores to assess English language proficiency, particularly in professions that involve communication and interaction in English.

Test Format: The TOEFL test is available in two primary formats

1. TOEFL iBT (Internet-Based Test): This is the most common format and is administered via the internet. It assesses the four language skills:
 - Reading: Measures the ability to understand academic reading materials.
 - Listening: Evaluates the ability to comprehend spoken English in academic and everyday contexts.
 - Speaking: Assesses the ability to express opinions and ideas coherently and effectively.
 - Writing: Requires test-takers to write responses to integrated and independent tasks.
2. TOEFL PBT (Paper-Based Test): This format is less common and is primarily offered in areas with limited internet access. It assesses listening, structure and written expression, and reading comprehension. The speaking section is not included in the PBT.

GRE (Graduate Record Examinations)

The GRE (Graduate Record Examination) is a standardized test used to assess the aptitude and readiness of individuals who are planning to apply for graduate-level programs (such as master's and doctoral degrees) in various fields, including business, science, engineering, social sciences, and the humanities. It is widely accepted by universities and business schools around the world as part of their admissions process. Here's an overview of the GRE test:

Purpose: The GRE test is designed to measure a test-taker's skills and abilities in the following areas:

1. **Verbal Reasoning:** This section assesses a person's ability to understand, analyze, evaluate, and synthesize written material and to recognize relationships among words and concepts.
2. **Quantitative Reasoning:** This section evaluates a person's mathematical skills, including their ability to understand, interpret, analyze, and solve problems using mathematical concepts and quantitative data.
3. **Analytical Writing:** This section assesses a person's ability to articulate complex ideas clearly and effectively, examine claims and evidence, and support ideas with well-structured arguments.

Test Format: The GRE test consists of the following components:

1. **Analytical Writing Assessment (AWA):** This section includes two tasks:
 - Analyze an Issue: Test-takers are presented with an issue and are required to write an essay expressing their perspective and supporting it with reasons and examples.
 - Analyze an Argument: Test-takers evaluate an argument and write an essay critiquing the reasoning and evidence presented.
2. **Verbal Reasoning:** This section consists of two subsections, each with 20 multiple-choice questions. Test-takers are assessed on their reading comprehension, text completion, and sentence equivalence skills.
3. **Quantitative Reasoning:** Like the Verbal Reasoning section, the Quantitative Reasoning section also includes two subsections, each with 20 multiple-choice questions. Test-takers are evaluated on their ability to solve quantitative problems, interpret data, and apply mathematical concepts.
4. **Research or Unscored Section:** An additional research section or an unscored section (Verbal or Quantitative) may be included in some tests. Test-takers won't know which section is unscored, so they should approach every section seriously.

Observation Notes

Unit 2: Technical Correspondence

Listening and Speaking	: Listening for gist and for detailed understanding
	Technical Presentation: Prezi Presentation – Poster Presentation
Reading and Writing	: Analysing Technical Reports
	Technical Report Writing: Introduction – Types of Report – Characteristics of a Good Report – Structure of a Report – Writing a Report – Citing Sources
Grammar and Vocabulary	: Redundancies, Clichés and Question Tags
	Technical Vocabulary

Listening for gist and for detailed understanding

Listening and its importance

Listening is often overlooked as a skill, but it is one of the most important communication skills we can have. Listening is not just about hearing what someone is saying, it is about understanding and responding to their message.

There are many benefits to being a good listener. For example, good listeners are more likely to:

- **Understand others better:** When we listen actively, we are able to take in the speaker's message and understand their point of view. This can help us to build stronger relationships and resolve conflict more effectively.
- **Learn more effectively:** When we listen actively in class or during a meeting, we are more likely to retain the information that is being presented. This can help us to succeed in school and in our careers.
- **Build stronger relationships:** When we listen to others with empathy and understanding, we build trust and rapport. This can lead to deeper and more meaningful relationships.
- **Be more persuasive:** When we listen to others' concerns and objections, we are better able to address them and persuade them to our point of view.
- **Be more productive:** When we listen effectively, we are able to avoid misunderstandings and errors. This can save us time and frustration.

Listening challenges for English language learners

There are many difficulties an individual may face in understanding a talk, lecture or conversation in a second language (and sometimes even in their first language). The speaker, the situation and the listener can all be the cause of these difficulties.

Contributing factors include the speaker talking quickly, background noise, a lack of visual clues (such as on the telephone), the listener's limited vocabulary, a lack of knowledge of the topic, and an inability to distinguish individual sounds.

Watch the following video:

<https://www.youtube.com/watch?v=Ks0oxK0-BsU>

There are a few skills or 'strategies' for effective listening:

1. Listening for gist

Imagine you are a superhero flying in the sky. From that height, it is possible to see what the entire area is like, how densely populated it is, the kind of houses in each area.

When listening, it is also possible to get the 'whole picture' but with one crucial difference: information comes in a sequence. And in that sequence of information, there are **content words** (the nouns, adjectives and verbs) that can help you form that picture. We often call this listening for **gist**.

For example, the words 'food', 'friends', 'fun', 'park' and 'sunny day' have their own meanings, but when you hear the words in sequence, they help form the context of a picnic.

Practice listening for gist:

Find a short video with subtitles on a topic that interests you. Use the title to help you predict the content and then listen out for the **content words**. Go back, and listen again with the subtitles. How much did you understand the first time? Return to the video a week later and try again.

Tip:

When you learn new words, try to group them with other words used in a similar context. **Mind maps** are good for this.

2. Listening for details

Imagine you are a detective taking a closer look at those buildings you saw earlier on as a superhero. This time, rather than taking in the big picture, you're looking for something specific and rejecting anything that does not match what's on your list.

Similarly, when listening for details, you are interested in a specific kind of information – perhaps a number, name or object. You can ignore anything that does not sound relevant. In this way, you are able to narrow down your search and get the detail you need.

In a listening test, if you are asked to write down the age of a person, listen for the words related to age ('old', 'young', 'years', 'date of birth', etc.) or a number that could represent that person's age. If it is a conversation, you might wait to hear someone beginning a question with 'How old...?'

Practice listening for details:

Decide on a type of detailed information you want to practise listening for and watch programmes where you would expect to get that information. For example, you could listen to a weather report to get details about the weather, or you could follow the sports news to find out the latest results.

Tip:

If you are taking a test, as soon as you get the question paper, skim through the questions, underline the important words and decide what kind of detail you need to identify in the listening text.

Activity 1:

<https://www.nps.gov/media/video/view.htm?id=6C278B04-5E85-4BE9-A148-CB20902DF82E>

Instructions:

1. Listen to the audio recording once.
2. Answer the questions below based on the gist of the recording.
3. You can listen to the recording as many times as you need to.

Audio Recording:

A woman is talking about her experience of visiting the Grand Canyon for the first time.

Questions:

1. What is the main topic of the recording?
2. What are some of the things that the woman saw at the Grand Canyon?
3. How did the woman feel about her experience at the Grand Canyon?
4. What would you like to do if you visited the Grand Canyon?

Answers:

1. The main topic of the recording is the woman's experience of visiting the Grand Canyon for the first time.
2. The woman saw the canyon, the Colorado River, and some of the plants and animals that live in the area.
3. The woman felt amazed and awestruck by the Grand Canyon. She said that it was "the most beautiful thing she had ever seen."
4. If I visited the Grand Canyon, I would like to hike to the bottom of the canyon and take a boat ride on the Colorado River.

Activity 2: **Listening for Details**

https://www.youtube.com/watch?v=nj_g8HY6qdk

Technical Presentation

Presentations are an interesting genre, since they can cover a variety of genres and purposes. Presentations provide the opportunity to present information in a multimodal format, and often require you to condense information for a broad audience. Within the very broad genre of "presentation" many genres fall with more specific conventions and constraints. Some examples include:

- Ted talks
- Conference presentations
- Less formal meeting or business presentations (internal)

As technology continues to develop, you might consider other genres under the umbrella of "presentations," including:

- YouTube videos
- Podcasts
- Websites

Technical presentations are a specific genre that often take the complex, lengthy information included in a formal report and condenses and translates that information in a way that includes visual and audio communication modes.

Technical presentations can vary quite a bit in length and content, depending on your purpose, audience, and context (remember that the rhetorical situation is always relevant!). Generally a technical presentation will:

- Condense a longer text, such as a formal report
- Summarize the most important, useful, or meaningful information from that text
- Use visuals, text, and audio together in order to tell a story

Presentations work to inform, to persuade, or for both. All the things that we've discussed so far are important to consider when you create a presentation, including plain language, document design, and considering diversity, equity, and inclusion. Just as with any other genre, to create an effective presentation, you must understand your audience.

There are various types of presentation software you can use for the visual component of your presentation, including PowerPoint, Google Slides, and Prezi.

1. PowerPoint
<https://www.youtube.com/watch?v=q2MwmFavWpM>
2. Google Slides
<https://www.youtube.com/watch?v=5zKLijW3zAA>
3. Prezi
https://www.youtube.com/watch?v=a-_yOjHUG_E

Poster Presentation

A poster presentation is a visual communication tool and hence presents a different set of challenges than that of an oral presentation. Proper writing tools such as the format for tables and figures that are used for oral presentations and manuscripts are applicable to poster presentations as well.

A poster should focus on presenting a single idea. It will have the same sections as in a written paper. The contents should be arranged to read down columns and from left to right. Bullet points may be used instead of long sentences. Use appropriate font size and colors and explain the abbreviations when first used in the poster. The poster should be “reader-friendly” and self-standing such that the reader should be able to understand it in the absence of the author.

Making a technical poster

You typically present a poster at a conference when your work is not ready for a published paper or an official talk slot. The poster session permits one-on-one (or one-on-few) interaction with interested conference-goers. The greatest value of the poster is when you are standing in front of it, and you should optimize for that. During other times, it can still convey information to passers-by.

Designing the poster

As with a technical paper, your poster should contain the following parts:

- State a problem that you have solved. Indicate its importance. Concrete examples can help the audience to understand and appreciate the problem.
- State the key ideas or solution approach.
- Present evidence, such as a graph or table, that you have solved the problem.

It is important to leave information out of a poster! Don't overfill it. You will learn a lot from the process of selecting the most important parts. You should expect the audience to ask you questions and/or read your paper. The poster's purpose is primarily to attract people to talk to you, and secondarily to serve as a visual aid while you are talking to those people.

Use the visual space effectively. Use graphics. The poster should draw people to learn more, especially from you but also from the poster itself.

Do not design your poster as a set of slides or pages, arranged in a grid. This is very easy to do, so it takes little of your time. However, it discourages foot traffic. The format is unattractive, viewers have difficulty grasping the essential idea and the connections among the parts, and it is clear that you didn't care enough about the topic to make a good poster.

As a corollary, print your poster on a single sheet of paper rather than on multiple pieces of paper. Use of a large-scale plotter may be expensive, but your trip to the conference was even more expensive (and so was your time while performing the research), so it's worth it to increase your impact. You can take a poster on an airplane in a cardboard tube. If you don't want to travel with the poster, you can have it printed in the conference city, if you have time to travel to a print shop there.

I find it most effective to draw the first drafts with paper and pencil, because it is faster to sketch and evaluate ideas than in a program such as PowerPoint, and you will feel less bad when you throw away versions. If you find the text irritating to write out by hand, you might have too much text on your poster. When you start to use a drawing program, focus on the overall structure and get feedback before fine-tuning little details to make it more beautiful.

A common mistake is to write a lot of text on your poster. Your poster should have no paragraphs of text — use few words, just as on talk slides. Everything on your poster should be *easy* to read from about 6 feet away, for people with average eyesight. If your poster is a wall of text, then passers-by won't be able to understand the problem and won't be inclined to stop to talk with you.

Activity -1:

1. Design a poster on Artificial Intelligence. Do not exceed 50 words.
2. Design a poster on Cyber Security Awareness. Do not exceed 50 words.

Technical Reports

A report is a formal document written for a specific audience to meet a specific need. It may contain facts of a situation, project or process; an analysis and interpretation of data, events and records; conclusions drawn from objective data; or Suggestions and recommendations.

Reports help in the analysis of a condition, situation, or a problem for an effective solution.

Reports serve several purposes, which may include:

- Presenting data
- Describing problems and suggesting solutions
- Discussing and analyzing data
- Recording events and happenings
- Analyzing a situation or a condition
- Giving feedback, suggestions or recommendations

Type of Reports

Type	Description	Examples
Informational	Objective presentation of data without analysis/interpretation	Conference reports, seminar reports, trip reports etc.,
Analytical	Presentation of data with analysis and interpretation	Project reports, market research report etc.,
Oral	Face to face presentation of information	Accident reports, sales reports, joining reports etc.,
Written	Presentation of information in written form	Project reports, technical reports, progress reports, research reports etc.,

Activity:

Discuss with a peer about one of the most familiar reports (e.g. Progress report, medical report, weather report).

Characteristics of a Good Report

1. Simplicity:

The language shall be as simple as possible so that a report is easily understandable. Jargons and technical words should be avoided. Even in a technical report there shall be restricted use of technical terms if it has to be presented to laymen.

2. Clarity:

The language shall be lucid and straight, clearly expressing what is intended to be expressed. For that the report has to be written in correct form and following correct steps.

3. Brevity:

A report shall not be unnecessarily long so that the patience of the reader is not lost and there is no confusion of ideas. But, at the same time, a report must be complete. A report is not an essay.

4. Positivity:

As far as possible positive statements should be made instead of negative ones. For example, it is better to say what should be done and not what should not be done.

5. Punctuation:

Punctuations have to be carefully and correctly used otherwise the meaning of sentences may be misunderstood or misrepresented.

6. Approach:

There are two types of approaches: (a) Person—When a report is written based on personal enquiry or observations, the approach shall be personal and the sentences shall be in the first person and in direct speech, (b) Impersonal—When a report is prepared as a source of information and when it is merely factual (e.g. a report on a meeting), the approach shall be impersonal and the sentences shall be in the third person and in indirect speech.

7. Readability:

The keynote of a report is readability. The style of presentation and the diction (use of words) shall be such that the readers find it attractive and he is compelled to read the report from the beginning to the end.' Then only a report serves its purpose. A report on the same subject matter can be written differently for different classes of readers.

8. Accuracy:

A report shall be accurate when facts are stated in it. It shall not be biased with personal feelings of the writer.

9. Logical Sequence:

The points in a report shall be arranged with a logical sequence, step by step and not in a haphazard manner. A planning is necessary before a report is prepared.

10. Proper Form:

A report must be in the proper form. Sometimes there are statutory forms to follow.

11. Presentation:

A report needs an attractive presentation. It depends on the quality of typing or printing as well as quality of paper used. Big companies make very attractive and colourful Annual Reports.

Structure of a Report

Reports should contain the following sections;

Section	Details
Title page	Must include the title of the report. Reports for assessment, where the word length has been specified, will often also require the summary word count and the main text word count
Summary	A summary of the whole report including important features, results and conclusions
Contents	Numbers and lists all section and subsection headings with page numbers
Introduction	States the objectives of the report and comments on the way the topic of the report is to be treated. Leads straight into the report itself. Must not be a copy of the introduction in a lab handout.
The sections which make up the body of the report	Divided into numbered and headed sections. These sections separate the different main ideas in a logical order
Conclusions	A short, logical summing up of the theme(s) developed in the main text
References	Details of published sources of material referred to or quoted in the text (including any lecture notes and URL addresses of any websites used).
Bibliography	Other published sources of material, including websites, not referred to in the text but useful for background or further reading.
Acknowledgements	List of people who helped you research or prepare the report, including your proof-readers
Appendices (if appropriate)	Any further material which is essential for full understanding of your report (e.g. large-scale diagrams, computer code, raw data, specifications) but not required by a casual reader

Citing Resources

A technical report citation requires the following: the name of the author, date, the title of the report, the publication number, the publisher and, if available, the DOI or URL.

Example of APA Style, 7th Ed.

Last Name: Gaster

First Initial: M.

Date: 2017

Title of Report: On the flow along swept leading edges

Publication Number: CoA/N/AERO -167

Publisher: College of Aeronautics

Reference List Citation:

Gaster, M. (2017). *On the flow along swept leading edges* (Publication No. CoA/N/AERO-167). College of Aeronautics. DOI or URL

Activity-1

Use the words in the box below to fill in the blanks in each section of the report.

Submitted	investigated	investigates	requested
Inexpensive	treat	prescription	side effects
Interest	cost	prevent	unaware
benefit	users	alternative	safety poisonous
consult			
	recommended		

Introduction

This report was by Dr Ali Hassan, Health Department. It traditional medicine and whether it is

Facts and findings

1. In the past decade there has been renewed attention and in the use of traditional medicine globally.
2. Most herbal remedy is well tolerated by the patient, with fewer unwanted than chemical drugs and may be safer to use over time.
3. Alternative therapies are commonly used to or disease and chronic illness and to improve quality of life.
4. Herbs much less than chemical medications. Research, testing, and marketing add to the cost of chemical medicines. Herbs tend to be compared to drugs.
5. There is a wide misconception that "natural" means "safe". Some consumers may be of potential side-effects, and how and when herbal medicines can be taken safely.
6. Herbs are available without a You can grow some simple herbs, such as peppermint, at home. In some remote parts of the world, herbs may be the only treatment available for them.

Conclusion

Experts and of the remedy are divided about its and safety. However, treatments are considered to be effective in most cases.

Recommendations

It is that patients:

- remember that natural does not mean safe. Make sure that the remedy is safe because some herbs are
- a doctor or a pharmacist before using any medicine because herbal remedies can interact with other medicines.
- use with care as its for children and pregnant women has not been established.

AVOIDING REDUNDANCIES AND CLICHÉS

Avoiding redundancies and clichés is essential for effective and engaging writing. Redundancies can make your writing verbose, while clichés may weaken the impact of your message. Here are some examples of redundancies and clichés, along with alternatives:

Redundancies:

Advance Planning: Planning is inherently done in advance, so just say "planning."

Redundant: We need to do some advance planning for the project.

Free Gift: A gift is something given without cost, so "free" is unnecessary.

Redundant: With every purchase, you'll receive a free gift.

Close Proximity: Proximity implies closeness, so "close" is redundant.

Redundant: The store is in close proximity to the mall.

End Result: The result is what happens at the end, so "end" is redundant.

Redundant: Let's analyze the end result of our efforts.

True Facts: Facts are, by definition, true, so "true" is unnecessary.

Redundant: I will provide you with some true facts about the situation.

Clichés:

At the end of the day: Instead, try "ultimately" or "in conclusion."

Cliché: At the end of the day, it's all about customer satisfaction.

Think outside the box: Use more specific language depending on the context.

Cliché: We need to think outside the box to find a solution.

In the nick of time: Replace with "just in time" or "at the last moment."

Cliché: He arrived in the nick of time to catch the train.

The ball is in your court: Be more direct with "it's your move" or "you decide."

Cliché: I've provided all the information, and now the ball is in your court.

All in the same boat: Consider alternatives like "we're all facing the same situation."

Cliché: In this challenging project, we are all in the same boat.

Grammar - Question Tag

A tag question is a small question that is attached, or "tagged", to the end of a sentence. Rather than repeat the main verb, a form of "be" or other auxiliary verb or modal is used in the tag.

Examples

You came by train, **didn't you?**

It's very windy today, **isn't it?**

You can meet me at the station, **can't you?**

You couldn't give me a ride, **could you?**

Sentence Pattern

If the sentence is negative, the tag is usually positive, as in the example below.

You didn't tell him, **did you?**

Note: Sentences with negative words are considered to be negative. Therefore, they require positive tag question endings, as in these examples:

He never drinks alcohol, **does he?**

Nobody left a message, **did they?**

If the sentence is positive, the tag is usually negative, as in the next example.

You told him, **didn't you?**

Twelve Rules for Tag Questions

Rule	Example
1. After “let’s”, the tag begins with “shall”.	Let’s invite the neighbours over for dinner on the weekend, shall we?
2. Use “aren’t I” in tags to mean “I am not”.	I’m on time, aren’t I? (correct) I’m on time, am’t I? (incorrect)
3. Use “won’t” for polite request tags.	You’ll bring the other things, won’t you?
4. Use “will” or “would” with imperative sentences (commands).	Wait here until I return, will you? Wait here until I return, would you?
5. Use “mustn’t” with the modal “must”.	This must be the address, mustn’t it?
6. Two endings are possible when “have” is the main verb of the sentence.	You have enough money, haven’t you? (British English) You have enough money, don’t you? (North American English)
7. Use pronouns for people, not proper names, in question tags.	Paul is a good tennis player, isn’t he? Betty has a good job, hasn’t she?
8. Use “it” in a question tag when the sentence includes the words “this” or “that”.	This is your pen, isn’t it?
9. Use “they” in a question tag when the sentence includes “these” or “those”.	Those are your sandals, aren’t they?
10. Use “there” in a question tag when the sentence includes “there + a form of be”.	There is a lot of work to do today, isn’t there?
11. Use “they” in a question tag when the sentence includes indefinite pronouns (nobody, no one, someone, somebody, everyone, everybody).	Everyone is here now, aren’t they? Nobody has eaten yet, have they?
12. Use “didn’t” in a question tag when the sentence includes the verb “used to”.	You used to go skating very often, didn’t you?”

Practice Questions

1. Choose the sentence which contains no errors.

- A. You won’t mind if I am a little late in getting there, do you?
- B. It’s hot in here. Open a window, will you?
- C. She’s very artistic, doesn’t she?
- D. You’ve never been to Quebec, haven’t you?

- 2. Choose the answer which contains no errors.**
- A. Their new house is on Oak Avenue, isn't it?
 - B. Nothing is the matter, isn't it?
 - C. Male African elephants weigh more than male Indian elephants, aren't they?
 - D. You know how to operate this machine, can't you?
- 3. Choose the sentence which contains no errors.**
- A. Nobody called for me while I was in conference, did they?
 - B. All this is too much for me to carry by myself. Give me a hand, do you?
 - C. This meal was delicious, isn't it?
 - D. Your daughter is in Thailand at the moment, wasn't she?
- 4. Choose the sentence which contains no errors.**
- A. As a student, you used to work part-time at a coffee shop, didn't you?
 - B. You've never eaten this kind of food before, haven't you?
 - C. Your English have improved a lot during the last couple of months, haven't it.
 - D. You used to be in the same history class as me, weren't you?
- 5. Choose the sentence which contains no errors.**
- A. You weren't paying attention to me, are you?
 - B. You couldn't recommend a good place to have a quick meal, could you?
 - C. You've never come to this park before, did, you?
 - D. It's cold today, so wear warm clothing, are you?
- 6. Choose the sentence which contains no errors.**
- A. You wouldn't lie to me, won't you?
 - B. It's a nice day. Let's go to the beach, shall we?
 - C. We don't have a vocabulary quiz on Monday, are we?
 - D. It's already 7:00. They will be here soon, will they?
- 7. Choose the sentence which contains no errors.**
- A. You didn't forget to bring your wallet, did you?
 - B. It's your turn to take the dog for a walk, doesn't it?
 - C. You haven't finished reading that novel yet, haven't you?
 - D. You like to listen to classical music, aren't you?
- 8. Choose the sentence which contains no errors.**
- A. This pie looks delicious, isn't it. It's making my mouth water.
 - B. That's a new pair of boots, are they?
 - C. We can pick up a carton of milk on the way home, can't we?
 - D. Nobody is absent today, aren't they?
- 9. Choose the sentence which contains no errors.**
- A. You know how to drive a car, can't you?
 - B. This job makes us really tired, isn't it?
 - C. He shouldn't smoke here, should he?
 - D. Nothing can't go wrong, can it?
- 10. Choose the sentence which contains no errors.**
- A. They always look happy together, don't they?
 - B. Those are new glasses, are they?
 - C. There was some confusion about who would do what, isn't there?
 - D. These gloves don't belong to you, don't they?

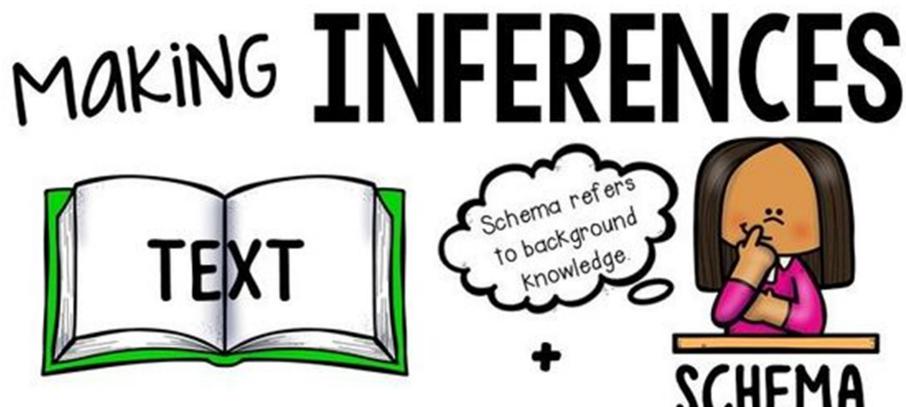
Observation Notes

UNIT-3

Listening and Speaking : Listening to make inferences and to draw conclusions

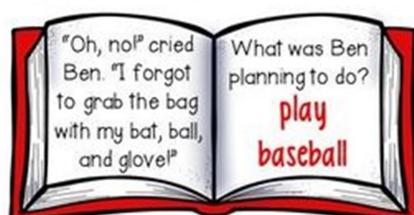
Reading and Writing :

Grammar and Vocabulary :

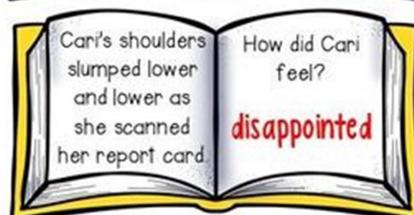


Authors assume readers will
"read between the lines".

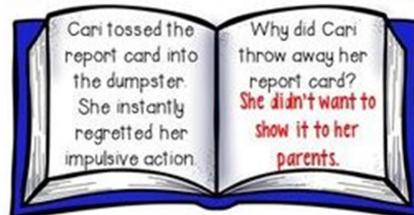
1. Authors expect readers to infer using *context clues*.



2. Authors expect readers to infer using *feelings*.



3. Authors expect readers to infer characters' *motives*.



Watch Videos 1: <https://www.youtube.com/watch?v=DRMyeG6Zejw>

2: https://www.youtube.com/watch?v=AuRD8yY_sjw

Listening to make inferences to draw conclusions

Imagine you are a tourist in a country whose language you do not speak. In a restaurant, you hand over a credit card to pay for the bill, but the server seems to say something apologetic in response. Even though you don't understand his words, you can probably conclude that the restaurant doesn't take credit cards, and you need to pay with cash instead.

This is the technique of inferring meaning: using clues and prior knowledge about a situation to work out the meaning of what we hear.

Similarly, we can infer the relationship between people from the words they use, without having to find out directly. Take the following conversation:

A: Tom, did you do your homework?

B: I did, sir, but the dog ate it.

A: That's a terrible excuse. You'll never pass your exams if you don't work harder.

We can infer from the use of the words 'homework' and 'exams' that this is a conversation between a student and his teacher. By using contextual clues and our knowledge of the world, we can work out what's being said, who is speaking and what's taking place.

Practise inferring meaning:

Find a YouTube clip from a popular television show, for example *Friends*. Now, rather than watch it, just listen to the dialogue. How much can you infer about what is taking place, who is talking and what their relationship is? Now listen to the clip a second time but watch it too. Were your conclusions correct?

Tip: The next time you hear a word you don't understand, try to guess its meaning using the context or situation to help you. But don't worry if you don't get it the first time. As with everything in life, the more you practise, the better you will get.

Listening to draw conclusions and inferences is a skill that develops over time. The skill requires students to put together various pieces of information, and relies on good word knowledge. Learn to develop skills by practicing with inferential information, making implied information more clear, to draw conclusions based on the evidence.

DEBATE

A debate is a **discussion** or **structured contest** about an issue or a resolution. A formal debate involves two sides: one, supporting a resolution and one opposing it. Such a debate is bound by rules previously agreed upon. Decisions at a board meeting, public hearing, legislative assembly, or local organization are often reached through discussion and debate. In the context of a classroom, the topic for debate will be guided by the knowledge, skill, and value outcomes in the curriculum.

Debate Etiquette

- Introductions should precede the debate.
- The debater should not offer emotional appeals. She/he should concentrate on the evidence.
- The debater should never falsify, create or distort evidence.
- The debater should never publicly disagree with the decision of the judge or the audience.
- Winners need to be congratulated by the opposition.
- Debaters should not insult, offend, or disrespect other debaters and/or judges in any way.
- Do not speak out of turn or interrupt an opponent.
- Debaters should avoid swaying, shuffling, and pacing.

Debater's Lingo

- Refer to the opposite side as “my opponent”.
- Use phrases like “There are three main points that prove the affirmative...”
- In the rebuttal, say....”My opponent said..., however,... “

Structure for Debate

A formal debate usually involves **three groups**: one **supporting a resolution** (affirmative team), one **opposing the resolution** (opposing team), and those who are **judging** the quality of the evidence and arguments and the performance in the debate. The affirmative and opposing teams usually consist of three members each, while the judging may be done by the teacher, a small group of students, or the class as a whole. In addition to the three specific groups, there may be an audience made up of class members not involved in the formal debate. A specific resolution is developed and rules for the debate are established.

Debate Preparation:

- Develop the resolution to be debated.
- Organize the teams.
- Establish the rules of the debate, including timelines.
- Research the topic and prepare logical arguments.
- Gather supporting evidence and examples for position taken.
- Anticipate counter arguments and prepare rebuttals.
- Team members plan order and content of speaking in debate.
- Prepare room for debate.

Conducting Debate:

Debate opens with the affirmative team (the team that supports the resolution) presenting their arguments, followed by a member of the opposing team. This pattern is repeated for the second speaker in each team. Finally, each team gets an opportunity for rebutting the arguments of the opponent. Speakers should speak slowly and clearly. The judges and members of the audience should be taking notes as the debate proceeds. A typical sequence for debate, with suggested timelines, is as follows:

- The first speaker on the affirmative team presents arguments in support of the resolution.
(5 – 10 minutes)
- The first speaker on the opposing team presents arguments opposing the resolution.
(5 – 10 minutes)
- The second speaker on the affirmative team presents further arguments in support of the resolution, identifies areas of conflict, and answers questions that may have been raised by the opposition speaker. (5 – 10 minutes)
- The second speaker on the opposing team presents further arguments against the resolution, identifies further areas of conflict, and answers questions that may have been raised by the previous affirmative speaker. (5 – 10 minutes)
- The rules may include a short recess for teams to prepare their rebuttals. (5 minutes)
- The opposing team begins with the rebuttal, attempting to defend the opposing arguments and to defeat the supporting arguments without adding any new information. (3 – 5)
- First rebuttal of the affirmative team (3 – 5 minutes)
- Each team gets a second rebuttal for closing statements with the affirmative team having the last opportunity to speak. (3 – 5 minutes each)
- There cannot be any interruptions. Speakers must wait their turns. The teacher may need to enforce the rules.

Post-debate Discussion and Evaluation

When the formal debate is finished, allow time for debriefing and discussion. Members of the audience should be given an opportunity to ask questions and to contribute their own thoughts and opinions on the arguments presented. Members of the debate teams may also wish to reflect on their performance and seek feedback from the audience, including the teacher. If some form of assessment was part of the debate plan, it would be conducted at this time. Assessment could be conducted by the teacher, the judging team, or the entire class.

Debate – Practice

Example1: Are social networking sites effective, or are they just a sophisticated means for stalking people?

Arguments supporting the motion	Arguments against the motion
<p>Social networking sites are effective and are not just a sophisticated means for stalking people.</p> <p>Evidence: A 2017 study published in the journal Computers in Human Behavior found that social networking sites were associated with increased levels of social support, which can have a positive effect on mental health and well-being.</p> <p>Additionally, a 2018 study published in the journal Media Psychology found that social networking sites can be used to build relationships and provide support to individuals who are geographically distant, suggesting that social networking sites can be an effective way to build and maintain relationships.</p>	<p>Social networking sites are not effective and are only a sophisticated means for stalking people.</p> <p>Evidence: A 2017 study of 15- to 25-year-olds conducted by the University of Warwick found that the more time spent on social media, the more likely people were to report feeling lonely and depressed, and the less likely they were to report feeling happy, content, and satisfied.</p> <p>Additionally, a study published in 2018 in the journal Cyberpsychology, Behavior, and Social Networking looked at the impact of social media on adolescent mental health and found that adolescents who spent more time on social media had significantly lower self-esteem and higher levels of depression and anxiety.</p>
<p>Social networking sites are effective and are not just a sophisticated means for stalking people.</p> <p>Evidence: A 2017 study published in the journal Computers in Human Behavior found that individuals who used social networking sites reported increased levels of civic engagement and political participation, suggesting that social networking sites can be used to promote civic engagement.</p> <p>Additionally, a 2014 study published in the journal First Monday found that social networking sites can be used to spread important information and increase awareness of important issues, suggesting that social networking sites can be used to promote social change.</p>	<p>Social networking sites are not effective and are only a sophisticated means for stalking people.</p> <p>Evidence: The use of social networking sites has been linked to cyberbullying and cyberstalking.</p> <p>A study published in 2017 in the journal Cyberpsychology, Behavior, and Social Networking found that individuals who had experienced cyberbullying reported higher levels of depression, anxiety, and stress.</p> <p>Additionally, a study published in 2018 in the Journal of Clinical Psychology and Psychotherapy found that individuals who had experienced cyberstalking reported higher levels of anxiety, depression, and post-traumatic stress disorder.</p>
<p>Social networking sites are effective and are not just a sophisticated means for stalking people.</p> <p>Evidence: A 2017 study published in the journal Computers in Human Behavior found that individuals who used social networking sites reported increased levels</p>	<p>Social networking sites are not effective and are only a sophisticated means for stalking people.</p> <p>Evidence: A 2018 study published in the journal Cyberpsychology, Behavior, and Social Networking found that individuals who used social networking sites frequently reported higher levels of narcissism, materialism, and impulsivity.</p>

<p>of self-expression and creativity.</p> <p>Additionally, a 2014 study published in the journal First Monday found that individuals who used social networking sites reported increased levels of self-esteem and improved self-concept, suggesting that social networking sites can be used to promote positive self-image.</p>	<p>Additionally, a 2012 study published in the journal Computers in Human Behavior found that high levels of social media use were associated with a decrease in face-to-face social interaction, suggesting that social networking sites are not an effective means of communication.</p>
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2. Should laptops be allowed in classrooms?

Arguments supporting the motion	Arguments against the motion
<p>Laptops can be a useful tool in the classroom and can enhance learning.</p> <p>A 2018 study from the University of Sydney found that the use of laptops in the classroom can enhance learning.</p> <p>The study found that students who used laptops during class were more likely to be engaged in the material and were more likely to retain the information.</p> <p>Additionally, a 2014 study from the University of Minnesota found that the use of laptops in the classroom can increase student engagement and improve student performance.</p>	<p>Laptops can be a distraction in classrooms and impede learning.</p> <p>A 2018 study from the University of Michigan found that students who used laptops in class were more likely to be distracted and performed worse on exams than their counterparts who did not use laptops.</p> <p>The study also found that the presence of laptops in the classroom was a significant source of distraction for both laptop users and non-users.</p> <p>Furthermore, a 2013 study from the University of Nebraska-Lincoln found that students who used laptops during class reported lower levels of engagement and understanding, as well as lower test scores.</p>
<p>Laptops can be used to facilitate collaboration and group work in the classroom.</p> <p>A 2017 study from the University of California-Riverside found that the use of laptops in the classroom can facilitate collaboration and group work.</p> <p>The study found that students who used laptops during class were more likely to work together and engage in cooperative learning.</p> <p>Additionally, a 2018 study from the University of Toronto found that group work facilitated by laptops can lead to increased learning and understanding.</p>	<p>Laptops can be a source of disruption in classrooms and lead to an increase in cheating.</p> <p>A 2017 study from the University of Southern California found that the presence of laptops in the classroom was associated with increased cheating.</p> <p>The study found that students who used laptops during class were more likely to be disruptive and less likely to pay attention to the lecture.</p> <p>Additionally, a 2018 study from the University of Calgary found that students who used laptops in the classroom were more likely to engage in inappropriate online behavior and were more likely to be caught cheating.</p>
<p>Laptops can be used to access online resources in the classroom.</p> <p>A 2017 study from the University of California-Berkeley found that the use of laptops in the classroom can facilitate access to online resources.</p> <p>The study found that students who used laptops during class were more likely to access online materials such as lecture</p>	<p>Laptops can be a source of security risks in classrooms.</p> <p>A 2013 study from the University of Wisconsin-Madison found that the presence of laptops in the classroom can be a security risk.</p> <p>The study found that laptops can be used to access unauthorized websites and applications, as well as to access confidential information.</p> <p>Furthermore, a 2013 study from the University of</p>

<p>slides, videos, and other resources. Additionally, a 2018 study from the University of British Columbia found that the use of laptops in the classroom can facilitate access to online databases and other digital resources.</p>	<p>Georgia found that the use of laptops in the classroom can increase the risk of virus and malware infections.</p>
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Topics for Practice

1. Is it unethical to eat meat?
2. Should cigarettes be banned from society?
 - There are no positive results from smoking. We know that there is harm to the individual, harm to the people around him and harm to the society.
 - Everyone can decide for himself if he/she wants to harm himself/herself. The harm to people around the smoker can be minimised and the harm to society can also be minimised.
3. Are beauty pageants a way to objectifying women?
4. Should the death penalty be taken away completely?
5. Should violent video games be banned?
6. Is peer pressure harmful or beneficial to individuals?
7. Should cell phones be banned in schools?

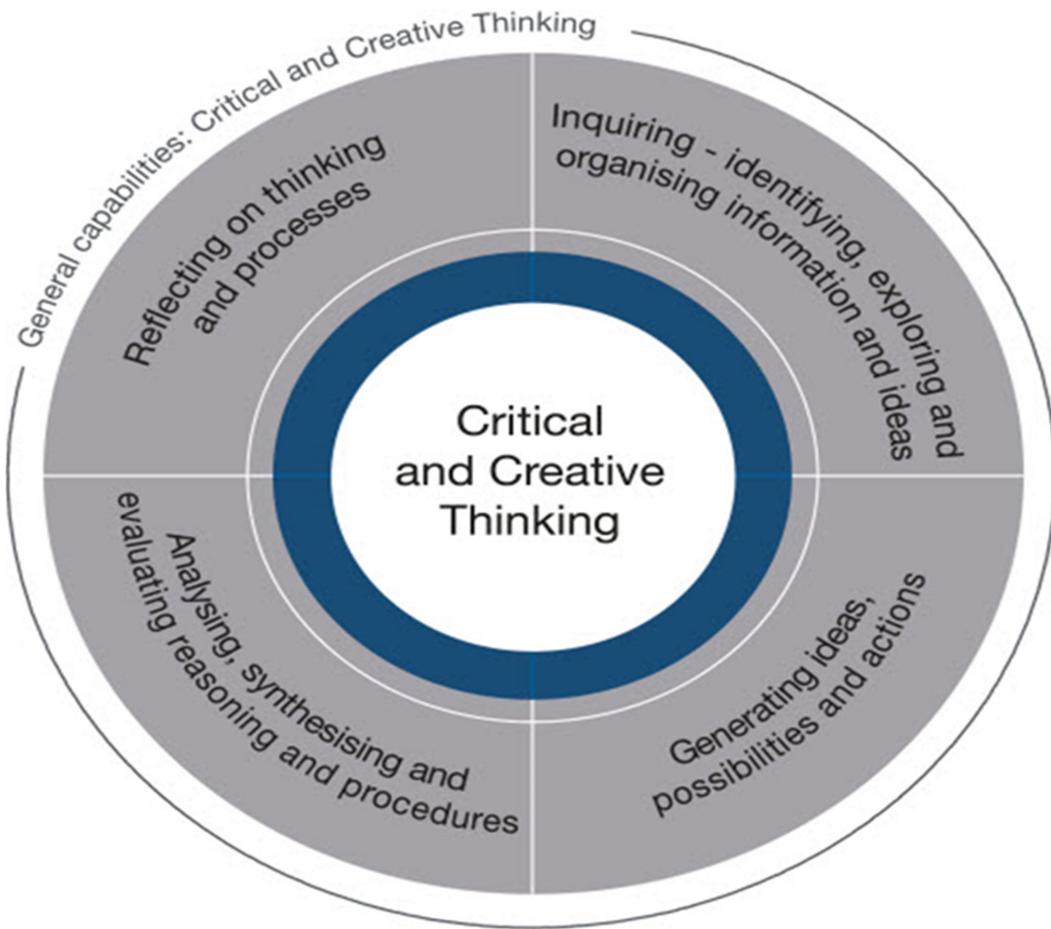
CASE STUDIES ON CREATIVE AND CRITICAL THINKING

Watch Video: <https://www.youtube.com/watch?v=MDdK4diviSA&t=18s>

Critical thinking is the ability to clearly and logically consider information that is presented to us. Creative thinking is about generating new, novel, or useful ideas. The great innovators combine critical thinking and creative thinking.

Creative thinking (a companion to critical thinking) is an invaluable skill for college students. It's important because it helps you look at problems and situations from a fresh perspective. You see problems as interesting opportunities, and you challenge assumptions and suspend judgment. You don't give up easily. Some of the best examples of creative thinking skills may include lateral thinking, visual reading, out-of-the-box thinking, copywriting, artistic creativity, problem-solving, analytical mind, and divergent thinking. By practicing critical thinking, we are allowing ourselves not only to solve problems but also to come up with new and creative ideas to do so. Critical thinking allows us to analyse these ideas and adjust them accordingly.

Generally speaking, creativity is associated with generating ideas, while critical thinking is associated with judging them. ... It is fundamentally creative in the sense that its aim is to produce something new: an insight, an argument, a new synthesis of ideas or information, a new level of understanding.



Creative Thinking vs Critical Thinking

Creative Thinking is a way of looking at problems or situations from a fresh perspective to conceive of something new or original

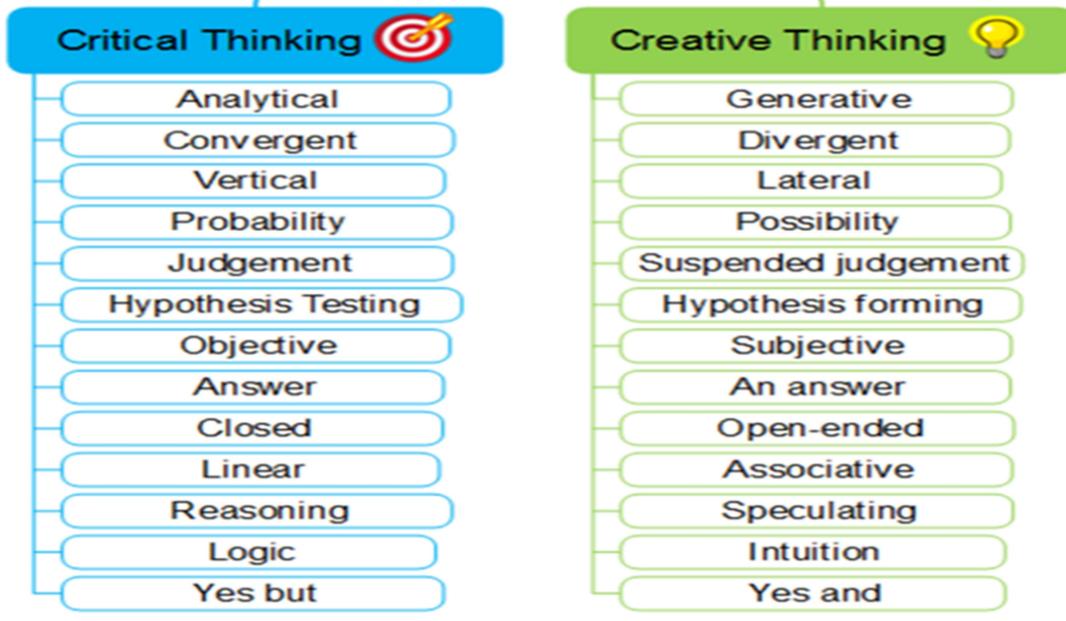
Critical Thinking is the logical, sequential disciplined process of rationalizing, analysing, evaluating and interpreting information to make informed judgements and/or decisions.

They are the complementary skills that you use as different stages when trying to solve a problem or forming a judgment about something. **Critical thinking** is the ability to clearly and logically consider information that is presented to us. **Creative thinking** is about generating new, novel, or useful ideas. The great innovators combine critical thinking and creative thinking. Old world perspectives with new world ideas.

Creative Thinking and Critical Thinking are two expressions that show the difference between them when it comes to their inner meanings. Creative Thinking is going beyond the limitations and being original and fresh in one's ideas. Critical Thinking, on the other hand, is more evaluative in nature and analyses a particular thing. Hence, one can conclude that while Creative thinking is generative in purpose, Critical Thinking is analytical in purpose. This is one of the main differences between creative thinking and critical thinking.

No matter what process you chose, the ultimate goal is to generate ideas that are unique, useful and worthy of further elaboration. Oftentimes, critical thinking is performed after creative thinking has generated various possibilities. Critical thinking is used to vet those ideas to determine if they are practical.

Critical vs Creative Thinking



Importance of Critical and Creative Thinking

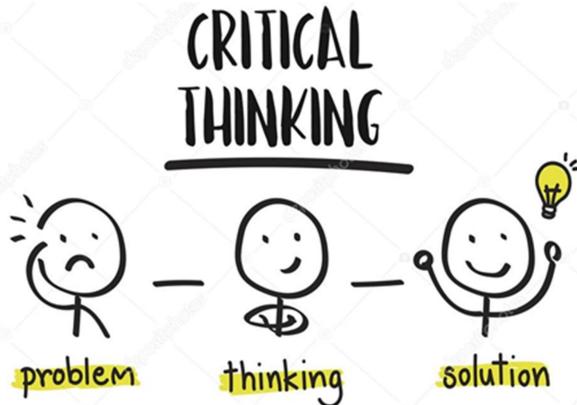
Creativity goes hand in hand with innovation. ... Creativity improves the process of solving problems. It doesn't matter if we're talking about developing a new strategy or an innovative way to stay ahead of the competition. Creative problem solving gives that competitive edge that any business is striving to achieve

Both creative and critical thinking are essential in the success of a business. ... Both ways of thinking require elaboration on the problem, which leads to problem-solving. Creative thinking can be used to elaborate on the initial problem in order to come up with new solutions.

By applying creative and critical thinking approaches to your subject area you will enrich and deepen your learning experiences. Furthermore, creative and critical thinking skills can benefit many other areas of your life from problem solutions to decision making.

The reason why innovation benefits from critical thinking is simple; critical thinking is used when judgment is needed to produce the desired set of valued outcomes. That is why the majority of innovation outcomes reflect incremental improvements built on a foundation of critically thought-out solutions.

How to Improve Critical Thinking Skills



- Open-mindedness: Critical thinkers must work to have unbiased thought processes and remain open to more than one point of view. This openness to challenging information is a foundation for critical thinking.
- Analysis: Analyse information to determine its reliability and to understand it well enough to draw further conclusions. This is one of the most important aspects of critical thinking.
- Interpretation: Take time to interpret your analysis, synthesizing, and deciphering the meaning of relevant information.
- Problem-solving: Once you analyse and interpret a problem, you can come up with one or more possible solutions.
- Decision-making: By making a decisive decision, you come to a conclusion based on the data you have interpreted.
- Effective communication: You must be able to convincingly explain your conclusions (and the thought process behind them) toSelf-improvement: Good critical thinkers develop positive habits of mind by reflecting on their own personal critical thinking process and looking for ways to improve it.

Critical and creative thinking are two inseparable sides and educational goals everywhere. Both are necessary skills in everyday life. To be applied depends on the ability and confidence of the lecturer to apply in the form lab in the laboratory. They both play an important role in every aspect of our life and as we learn to implement them for solving problems and stay focused in what we do.

Resources:

1. [Article on the Importance of Creative Thinking](#)
2. [Video on Critical and Creative Thinking Tool](#)
3. [Article on Importance of Critical Thinking](#)
4. [Video on Differences between Creative & Critical Thinking](#)
5. [Ted Talk on Creative and Critical Thinking](#)

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

— Albert Einstein

A Case study on Creative Thinking

Levi Strauss & Co.

Case Study: Child Labor in Bangladesh

Shortly after our Terms of Engagement (TOE) were implemented, factory assessors discovered that two factories in Bangladesh were employing workers under the minimum working age. While a clear violation of the TOE, Levi Strauss & Co. (LS&CO.) management found itself in a difficult situation when it came to addressing the problem.

The issue of underage labor is a complicated one in Bangladesh — a country where it is not uncommon for a child (defined in the TOE as a person younger than 15 or younger than the mandatory schooling age) to support an entire family on his or her wages. Further, many children born in Bangladesh are not issued birth certificates and due to malnutrition, many people can look younger than their age.

Other companies facing the issue of child labor at the time simply instructed their contractors to fire underage workers. LS&CO. management decided to take a different approach — one that would be informed and guided by the company's values: empathy, originality, integrity and courage.

Several LS&CO. managers and consultants met with the contractors to develop an agreement on what to do in the immediate situation and how the contractors would operate going forward.

Under the agreement, the factories agreed to continue to pay the already employed underage workers their salaries and benefits while they attended school and offer them full-time jobs when they reached the legal working age. LS&CO. agreed to pay for the students tuition and books. If there was no room in the nearby public school, LS&CO. and the factories would rent space and hire a teacher for the students.

The factories also agreed that going forward, their personnel would require any youth who applies for a job to present a school certificate stating that the applicant is 15 years old or older. In the event an applicant appears much younger, a dental examination may be used to establish the worker's age.

Our approach to this difficult situation earned LS&CO. the praise of Bangladeshi and U.S. government officials, academics and several nongovernmental organizations (NGOs). Subsequently, the Bangladesh Garment Manufacturers and Exporters Association along with other groups set aside approximately \$1 million for the education of about 75,000 underage girls who previously worked in factories.



DOCKERS
SAN FRANCISCO

Levi Strauss
SIGNATURE

Analytical and Argumentative essays

Analytical and argumentative essays are two common types of academic writing that require different approaches and skills. Let's explore the characteristics of each:

Analytical Essays:

Purpose:

Objective Analysis: The primary goal of an analytical essay is to examine, interpret, and analyze a particular topic or subject.

Understanding Components: It often involves breaking down the topic into its various components, exploring their interrelationships, and explaining how they contribute to the overall understanding.

Structure of an analytical essay

Introduction:

Present the topic.

Introduce the main components to be analyzed.

States the thesis or main argument.

Body:

Divide into sections, each focusing on a specific component.

Provide detailed analysis, evidence, and examples.

Use subheadings for clarity.

Conclusion:

Summarize the main points.

Restate the thesis.

Draw conclusions based on the analysis.

Language and Tone

Objective and Neutral: The tone is often objective and neutral, focusing on facts and evidence.

Third Person: It is typically written in the third person.

Example Topics:

Analyze the symbolism in a novel.

Examine the causes and effects of a historical event.

Evaluate the strengths and weaknesses of a scientific theory.

Argumentative Essays

Purpose

Persuasive Argument: The primary goal is to persuade the reader to adopt a particular point of view or take a specific action.

Debate and Counterargument: It involves presenting a clear stance, supporting it with evidence, and addressing opposing viewpoints.

Structure of the Essay

Introduction:

Introduce the topic and issue.

Present a clear thesis statement (the main argument).

Body:

Present supporting evidence and reasons.

Include counterarguments and refutations.

Develop a logical flow of ideas to convince the reader.

Counterargument and Rebuttal:

Acknowledge opposing viewpoints.

Present counterarguments.

Provide a rebuttal to strengthen the main argument.

Conclusion:

Summarize the main argument.

Restate the importance of the thesis.

Suggest a course of action or implications.

Language and Tone:

Persuasive and Assertive: The tone is persuasive and assertive, aiming to convince the reader of the validity of the argument.

First Person: It can be written in the first person, depending on the assignment guidelines.

Example Topics:

Should schools implement dress codes?

Is social media more harmful than beneficial?

Should the government increase funding for space exploration?

Reported speech

Reported speech is when we tell someone what another person said. To do this, we can use direct speech or indirect speech.

Direct speech: *'I work in a bank,' said Daniel.*

Indirect speech: *Daniel said that he worked in a bank.*

In indirect speech, we often use a tense which is 'further back' in the past (e.g. *worked*) than the tense originally used (e.g. *work*). This is called 'backshift'. We also may need to change other words that were used, for example pronouns.

Present simple, present continuous and present perfect

When we backshift, present simple changes to past simple, present continuous changes to past continuous and present perfect changes to past perfect.

'I travel a lot in my job.'

- *Jamila said that she travelled a lot in her job.*

'The baby's sleeping!'

- *He told me the baby was sleeping.*

'I've hurt my leg.'

- *She said she'd hurt her leg.*

Past simple and past continuous

When we backshift, past simple usually changes to past perfect simple, and past continuous usually changes to past perfect continuous.

'We lived in China for five years.'

- *She told me they'd lived in China for five years.*

'It was raining all day.'

- *He told me it had been raining all day.*

Past perfect

The past perfect doesn't change.

'I'd tried everything without success, but this new medicine is great.'

- *He said he'd tried everything without success, but the new medicine was great.*

No backshift

If what the speaker has said is still true or relevant, it's not always necessary to change the tense. This might happen when the speaker has used a present tense.

'I go to the gym next to your house.'

- *Jenny told me that she goes to the gym next to my house. I'm thinking about going with her.*

'I'm working in Italy for the next six months.'

- *He told me he's working in Italy for the next six months. Maybe I should visit him!*

'I've broken my arm!'

- *She said she's broken her arm, so she won't be at work this week.*

Pronouns, demonstratives and adverbs of time and place

Pronouns also usually change in indirect speech.

'I enjoy working in my garden,' said Bob.

- *Bob said that he enjoyed working in his garden.*

'We played tennis for our school,' said Alina.

- *Alina told me they'd played tennis for their school.*

However, if you are the person or one of the people who spoke, then the pronouns don't change.

'I'm working on my thesis,' I said.

- *I told her that I was working on my thesis.*

'We want our jobs back!' we said.

- *We said that we wanted our jobs back.*

We also change demonstratives and adverbs of time and place if they are no longer accurate.

'This is my house.'

- *He said this was his house.* [You are currently in front of the house.]
- *He said that was his house.* [You are not currently in front of the house.]

'We like it here.'

- *She told me they like it here.* [You are currently in the place they like.]
- *She told me they like it there.* [You are not in the place they like.]

'I'm planning to do it today.'

- *She told me she's planning to do it today.* [It is currently still the same day.]
- *She told me she was planning to do it that day.* [It is not the same day any more.]

In the same way, *these* changes to *those*, *now* changes to *then*, *yesterday* changes to *the day before*, *tomorrow* changes to *the next/following day* and *ago* changes to *before*.

Practice Test-1

1. 'My best friend at school became a nurse first, then a paramedic.' → He told me that his best friend at school ___ a nurse first, then a paramedic.
 - Was becoming
 - Had become
 - Has become
2. 'I had lived in four countries by the age of ten.' → She said that she ___ in four countries by the age of ten.
 - Lived
 - Was living
 - Had lived

3. 'I commute 45 minutes to work.' → She told me that she ___ 45 minutes to work, but I bet it takes longer now with the roadworks.
- Has commuted
 - Commuted
 - Had commuted
4. 'We were hoping to have our wedding in June.' → She told me that they ___ to have their wedding in June. In the end, though, they got married in September.
- had been hoping
 - are hoping
 - have been hoping
5. 'Oh, hi, Ethan! I'm just leaving, unfortunately.' → When I got there I saw him, but he said he ___.
- is just leaving
 - was just leaving
 - had just left
6. 'We've seen four elephants already and it's only our first day.' → He said that they ___ four elephants on their first day. Imagine what animals they've seen by now!
- were seeing
 - have seen
 - had seen

Observation Notes

UNIT-4

Technical Communication in Action

- 4.1 Listening and Speaking: Listening to Technical Lectures/Speeches
- 4.2 Group Discussions-Types, Openings of a GD, summarizing a discussion, Personality Traits Evaluation.
- 4.3 Reading and Writing: Reading Blogs and Web Pages. Writing Business Letters, Memo Circular and Blogs.
- 4.4 Grammar and Vocabulary: Simple, compound and complex sentences, Collocations.

4. Introduction to Technical Communication in Action

4.0.1 A Brief History of Technical Communication

When you hear the term “technical communication,” what comes to your mind? You may think of scientific reports, technical specifications, instruction manuals, software documentations, or technical support manuals. However, technical communication is so much more than that. Technical communication encompasses all the spoken, written and even graphic genres that are used for communicating technical information specific to a technical subject or it can also be used for office correspondence. You also need to carry out intra and inter-organizational communication.

Technical Communication is a broad field and includes any form of communication that exhibits one or more of the following characteristics:

- Communicating about technical or specialized topics, such as computer applications, medical procedures, or environmental regulations.
- Communicating by using technology, such as web pages, help files, or social media sites.
- Providing instructions about how to do something, regardless of how technical the task is or even if technology is used to create or distribute that communication.

4.0.2 Meaning, Scope and Significance

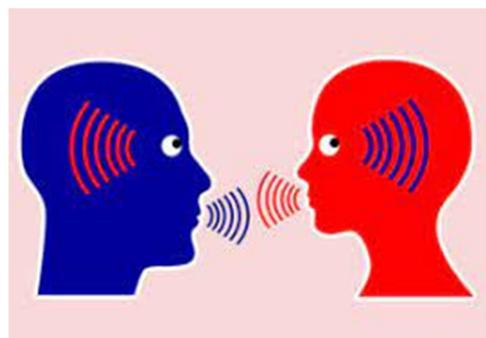
Technical communication is the process of finding and using information and sharing meaning. The brief conversations you have with your colleagues in the hallway, the text messages you exchange with vendors, the phone calls with your project team—all these are examples of technical communication. In fact, every professional spends most of every workday using the four communication skills: reading, writing, speaking, and listening. Think of it this way: a professional is a person who communicates with others about a technical subject. An engineer is a person who communicates about engineering. An architect is a person who communicates about architecture. A biologist is a person who communicates about biology. Professionals often use these four communication skills to create, design, and transmit technical information so that people can understand it easily and use it safely, effectively, and efficiently. Much of what you read every day—textbooks, computer-based training videos, procedures manuals, Web sites, owner's manuals—is technical communication.

4.1 Listening and Speaking: Listening to Technical Lectures/Speeches:

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. “The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.” _____ Dr. Rachel Naomi Remen

10 Tips to be a good listener:

1. Try to be still as you are listening.
2. Try to ignore distractions.
3. Make eye contact with the speaker.
4. Try to pinpoint the point of view of the speaker.
5. Try not to daydream. ... Refocus when you catch yourself thinking about something else.



6. Try not to think about what you are going to say next when another person is talking.
Concentrate on the speaker.
7. Observe body language (including your own).
8. Learn how to paraphrase what you have heard.
9. Learn how to ask for clarification if you don't understand. Don't pretend to understand.
10. Avoid interrupting (unless you are practicing how to interrupt politely).

4.1.1 Listening strategies:

Here are some strategies for improving your listening skills:

- Practice listening for the gist or main purpose.
- Reduce listening barriers.
- Listen for specific details such as problems.
- Listen for speaker bias. ➤ Make assumptions and predictions.
- Listen to many different accents.
- Listen with noise in the background. Learn to “tune out” other sounds.
- If you ask a question, listen for the answer.
- Practice summarizing and paraphrasing.
- Ask questions you think you know the answer to.
- Recognize pauses and false starts.
- Create your own questions.
- Find English music that you enjoy listening to.

4.1.2 Listening barriers

- ✓ The speaker spoke too quickly.
- ✓ The speaker used informal language and idioms.
- ✓ The vocabulary level is too high.
- ✓ You assumed incorrectly that you knew what they were going to say.
- ✓ The speaker has an unfamiliar accent.
- ✓ The recording is not clear.
- ✓ The recording is not loud enough.
- ✓ You are not interested in the topic.

- ✓ You don't have any background knowledge.
- ✓ You had a strong emotional reaction to a word or point that you heard.
- ✓ You did not give the speaker
- ✓ Something is distracting you.
- ✓ You are tired.
- ✓ You are hungry.
- ✓ You are nervous.

Activity

Activity-Links for Listen to speak activity

1. [Michelle Obama's Best Advice For Students | How To Succeed In Life](#)
2. [Bill Gates' advice on how to combat mistrust in science](#)
3. [There's no such thing as MIRACLE, Richard Feynman advice to students | self-improvement video](#)
4. [Emma Watson speech for HeForShe Second Year Anniversary \(20/9/16\)](#)
5. [The Advice That Changed Satya Nadella's Life](#)
6. [Joe Biden's First Presidential Speech](#)
7. https://youtube.com/playlist?list=PLua6pzs27dr-8LcGht9GjkjAlidA_JCNT
8. [The Significance of Ethics and Ethics Education in Daily Life | Michael D. Burroughs | TEDxPSU](#)
9. [Matthew McConaughey | 5 Minutes for the NEXT 50 Years of Your LIFE](#)
10. [Why it is so important to warm up your communication in English](#)

Activity - II

<https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening/amazing-facts>

GROUP DISCUSSION

Introduction to Group Discussion

Group discussion is an effective way to look at an issue from various angles. When a topic is discussed in a group, all the participants come out with their own ideas.

It makes it easier to come to a conclusion as we get the overall view of a problem. Recently, of course, GD has emerged as a tool to measure one's behavioral, emotional and psychological attributes.

Why is GD a part of selection process

Though GD is about discussing an issue, it involves more than just analytic thinking of a person.

In Today's world of cut-Throat competition, being competent in doing your job is not enough. Organizations today look for more than functional competencies in their employees. With the rapid economic growth, It has become even more necessary for everyone to be capable of dealing with a situation independently and working as a Team player at the same time.

Written tests can only test the knowledge of a person. Interview can give an insight into his emotional and intellectual quotient. But a GD can assess one's ability to meaningfully contribute towards the team's goal and the way he work under stress.

Structure of group discussion

In informal discussions, we are not subject to any scrutiny. In the canteen, garden or home, we are hardly bothered about Etiquette.

There was also no defined structure on how to go about the discussion.

The only thing we are concerned about was what he said. But a formal discussion follows a structure.

Structure of GD

A G.D usually consists of 8 to 12 people. A topic is given to the participants with some time to prepare on it before the actual commencement of the discussion.

After getting instruction from the evaluator the participants begin the discussion.

A group discussion usually follows a three-phased structure.

1. Brain Storming:

Brainstorming starts with the introduction and the viewpoint of the various members on that topic.

2. Evaluation:

Evaluation consists of the real discussion where the participants discuss the topic with examples and questions.

3. Summary:

In the end comes the summary, where a member of the group summarizes the discussion, mentioning the key points raised.

TYPES OF GROUP DISCUSSION:

Freewheeling or student-led:

In a freewheeling or student-led GD, the participants are given a room where they have to manage everything from deciding the topic of discussion to arranging their seats.

After the GD is done with, the evaluator, asks them question regarding how they arranged themselves, how was the topic decided, why was it decided etc.,

This form of GD examines the overall capabilities of the candidate to work in an organization.

Moderator led:

Moderator led GDs are more common in practice. Here a moderator remains present during the discussion.

He gives the topic of discussion, informs them about the time limits, and often asks the silent member to summarize the discussion.

In this kind of GD the analytical thinking of the participants is given importance.

Detailed observatory style:

Some GDs also include hi-tech methods like close circuit cameras etc to assess the overall behavior of the participants.

These are of the detailed observatory style. In this kind of G.Ds participants are observed from another room using audio-visual aids. The Examiner evaluates the candidates according to the behavior of the absence of an evaluator, physically present before them.

KINDS OF TOPICS:

1. Factual: A factual topic is one that is based on a fact such as “The rule of one is international peace keeping” or “The state of women in India compared to other countries”.

2. Controversial: A topic is one which is debatable such as “which is the land of opportunities, India or the west?” or “should there be smaller states?” etc.

3. Abstract: An abstract topic is one that is non-knowledge based such as “Blue is better than red” or “Ice cream or Soft drink” etc,

TECHNIQUES FOR REMEMBERING POINTS:

When we try to pressurize our self to remember things, we may become tense. There are two easy ways to find out some points to speak on. They are:

1. Keywords and views of affected parties.
2. The SPELT method.

KEYWORDS AND VIEWS OF AFFECTED PARTIES:

When the topic is given to you, find out the keyword and ask yourself, questions like

When - Where – Who - What - How

When you see the matter from the affected people’s point of view, you may get other ideas.

THE SPELT METHOD:

SPELT means social, political, economic, legal and technological method. When the topic is given, try to see that from these angles.

SPELT MEANS

S-Social

P-Political

E-Economical

L-Legal

T-Technologic

Have you ever thought how players are selected for a cricket team?

A team consist of different kinds of players like fast bowlers, spin bowlers, left-handed, right-handed, opening batsmen, middle order batsmen, attacking batsmen, defense batsmen and all-rounder etc.,

The selector looks for the kind of player he wants and selects him. If the selector is looking for a middle order batsman, he will choose someone belonging to that category. Even though a bowler bowls extremely well, he will not be selected unless there is a vacancy for him.

Nevertheless a batsman who doesn't play well will also not be selected.

Employees follow this method where they select the candidate with qualities they want. In the group discussion, they look for that quality and select the best fit.

CATEGORIZATION OF PARTICIPANTS:

As the players of cricket team, the participants of group discussion can also be divided in to various categories such as.

1. Initiator: One who initiates the discussion
2. Coordinator: One who makes the silent member
3. Sharper: One who gives the direction to the team
4. Finisher: One who keeps a time check and makes the team finish the task on time
5. Leader: One who leads the discussion and shows leadership skills making all participants speak
6. Innovator: One who comes out with new ideas
7. Conflict manager : One who takes care of the smooth functioning of the discussion
8. Talking terror : One who keeps on speaking at length without giving any chance to others
9. Silent member: One who hardly speaks but listens to others

QUALITIES THAT ARE VITAL IN GROUP DISCUSSION:

Besides looking for the right kind of candidate, employers look for the right qualities. These qualities are necessary to be able to work in an organization. They are:

1. Problem solving capacity
2. Analytical thinking
3. Communication skills
4. Team work
5. Receptiveness

1. Problem solving capacity:

- ✓ Discussing an issue aims at coming out with a solution. Make sure that what you say in the GD focuses towards a solution.
- ✓ Speaking just for the sake of speaking or speaking on something that is not relevant to the topic is not acceptable.
- ✓ The focus should be on taking the team towards the point of solution. Only meaningful discussion can serve the purpose.

2. Analytical thinking:

- ✓ What does it take to solve a problem?
- ✓ More than anything else, it requires analytical thinking looking at a problem and coming up with an immediate solution may not move beneficial in the long run.
- ✓ The quality of the solution we give and the way we defend it by giving appropriate reasons shows our analytical skills.
- ✓ In our day to day life, we take a number of discussions, which need some kind of analytical thinking, group discussion, in a way can reflect the analytical side of our mind.

3. Communication skills:

- ✓ It is worthless to discuss the importance of communication skills. It is one of the basic skills required for anyone who wants to be successful in life.
- ✓ In a group discussion, it is very important to get your idea across to the other members of the group clearly.
- ✓ The evolution of your performance is not done only on the basis of what you speak but how you speak. In a discussion, which is oral and verbal, your communication skills play a big role.

4. Team work:

- ✓ Now comes the question, why do we need to discuss an issue in a group at all?
- ✓ The prime reason is to develop teamwork by involving a team to solve a problem and get the whole team involved in a productive manner will speak volumes about our leadership skills.
- ✓ We should remember that we are a part of team. Though our views and ideas are exclusive to us, we must look in to the view of the team.

5. Receptiveness:

- ✓ Being receptive means accepting others opinions.
- ✓ Give equal importance to what all team members say.
- ✓ If somebody comes up with a view opposite to yours, accept that and try to defend your idea in a different way.
- ✓ Remember that in a discussion, nobody is right or wrong.
- ✓ If we only focus on our view and ignore others, the result will not be faithful.

HOW TO IMPROVE YOUR PERFORMANCE IN GROUP DISCUSSION:

1. Dress properly:

Your appearance will surely have a great impact on your performance. Make sure you get in to the GD room only boost your confidence but also make others look at you with a sense of respect. Be in formals and avoid too much of glossiness which may have effect on you.

2. Be confident:

Everybody feels nervous while speaking before an audience watching you. The only way to minimize this nervousness is to practice. In fact, there is no reason to feel nervous when you know that you are right. Keep smile on your face, which will keep you out of pressure and make others feel that you are confident enough while sitting in the room be firm and do not let tension mount on you.

3. Keep a pen and paper:

Keep a pen and a paper with you will surely help. Before the beginning of the discussion, you can get down some important points. In addition, you can note down some points given by the others and make use of them as reference later.

4. Body language:

More than your words, your gesture will show your confidence. Do not speak only with your mouth but make use of your hands also. Remain active throughout the discussion. Keeping a positive attitude will give you upper hand over other participants.

5. Do not interrupt frequently:

Being a team player is an important as communication. It is necessary to speak throughout the discussion but let others finish their point. When you do not agree with someone's point, you should look for the right opportunity to put forth your opinion. Interrupting people in the middle will not only irritate them but also make you a target of their anger.

6. Communication skills:

It is a good if you have a neutralized accent but it is not mandatory. While trying to impress others, do not venture up on using an accent you are not familiar with. Try to be as natural as possible. The objective is not just testing your English but also about how clear you can transfer your ideas to others.

7. Initiate the discussion:

Initiating the discussion will give you better chance of selection. As the initiator, you will also get the chance giving all your points, which at a later stage would sound repetitive. Though initiating the discussion is good of u make a mistake here, may have a bad impact also.

8. Do not be aggressive:

Be positive not aggressive being aggressive is not at all accepted. Make sure that none of your remarks sound offensive to anyone. Offensive remarks will spoil the atmosphere. This will make the discussion a personal fight.

9. Acknowledge other points:

While some one can oppose your view, a member of your group may have the same opinion as you. If there is something that you agree on, acknowledge the same in your speech. It will not only make you acceptable to the group but also open door for.

10. Do not keep points in store:

Many people make the mistake of keeping some points in store with the plan that they will speak on those later. Unfortunately they never get a chance to discuss those points. Do not wait for an opportunity to come use the one you have. As the discussion progress, you will keep on getting new ideas.

11. Do not get personal:

Many people make the mistake of being personal during the discussion. Take the discussion professionally and do not mind if somebody disagrees on your point or differs from your opinion. Don't get in to controversial issues like caste, religion, sex etc, unless the topic demands.

12. be flexible:

Do not take firm stand on an issue. A group discussion is not debate where you speak with either for or against a preposition.

13. Participate throughout and do not be repetitive:

Just because you had initiated the topic, you should not keep yourself out of the discussion. Keep your presence visible throughout the discussion. Do not repeat the same things again and again. In this way, you cannot gain only others attention but also given fuel for the discussion to go on.

14. Remember you are in a team:

Group discussion is a test to find out your effectiveness in working as a team. So, rather than taking it as a moving ground of your capabilities, make sure you appear to be a part of a team and share the common goal. It is all about making people understanding your views and getting to know their ideas keep yourself open to objections and deliberately ask for others opinion before they come to object yours. At the end of discussion, if your contribution helps the team to find a solution, the objective is achieved.

15. Motivate others:

Group discussion will give you ample score to show yours leadership skills. Keep motivating others by some kind of encouragement praise others if find point really important and new even if you do not contribute much to the discussion but your leadership skills work you have a fair chance to discussion.

16. Summarize the discussion:

Summarizing the discussion is as important as initiating it. It is unlikely that one will get the chance of doing the both.

As you would hardly get enough time to summarize, do not venture to make it an elaborate one, keep it short and simple.

Activity:

Team Division will be done by Teacher, minimum 8 max 12 candidates, selection of the topic will be done by teammates. Preparation Time is 10 min. Discussion 15 min.

Assessment will be given as per the below parameters.

Communication/ Accuracy	Content/ Knowledge	Leadership/ Teamwork	Body language	Delivery Skill
10	5	5	5	5

4.3 Reading and Writing: Reading Blogs and Web Pages, Writing Business Letters, Memo Circular and Blogs.

Blog vs. Website

A blog is typically a section of your business's website — but, unlike the rest of your website, you need to update the blog section frequently by adding new posts. Additionally, your blog is a tool that allows you to engage more with an audience, either by analyzing how many readers share your blog posts on social media, or by allowing readers to comment on your individual posts. In this way, a blog is more like a two-way conversation than the rest of your website. However, a blog can also be an entire website, and often is, if the blog is for personal use alone — for instance, a travel blog.

There are plenty of benefits to blogging — it helps drive traffic to your website, it enables you to better convert that traffic into leads, it allows your business to establish authority in an industry, and it continues to help your business grow and attract new customers months and even years after publication.

What is the difference between a wiki and a blog?

A wiki is a collaborative space where anyone who visits the site can edit, share, or publish content — Wikipedia is one of the most popular examples of this. On the other hand, there is typically only one person, or a team of people, with admin permissions to edit, share, or publish to a blog. Website visitors who come across the blog can potentially leave comments at the bottom of the blog post, but they cannot publish to the site or edit the posted material.

Example:

Professional Blogger Meena-Thakur

<https://www.quora.com/What-was-that-one-big-moment-a-turning-point-that-changed-your-life/answer/Meena-Thakur-29>

4.3.1 Business Letters

4.3.2 Formal Letters and Official Emails

These serve as a formal communication between two persons. The language used is formal and logical. It helps in removing the ambiguity and the doubts of the person involved in the business using Request, Complaint, Appreciation, Inquiry, Apology, and Instructions

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.

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 James*'.
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.
2. To **close the letter**, you can use a complimentary closing like '*Yours faithfully*', '*Yours sincerely*' etc.
3. Unlike informal letters, the **signature** should include your name (in block letters) and designation below your signature.

Sample

1 Sep 2023

To

The Dean (H&S)

Malla Reddy University

Hyderabad

Subject: Permission to print/take photocopies of TCSS Pre-test Question papers.

Respected sir,

This is to bring to your kind notice that the English Department is going to conduct a Pre-test for the new lab course- Technical Communication and Soft Skills (TCSS). Please give us permission to take 800 photocopies and also notify the examination branch.

Thanking you and counting on your perennial support always.

Yours sincerely,

Dr. XXXXXX

H.O.D English

Official Email

Email writing is an essential part of professional communication. It is not easy to get people to respond to your emails if they do not feel interested in your message or proposal.

When you start writing an email,

- Make sure you type in the right email ID. Always check with the receiver for the exact **email address**.
- The **Subject** line is the first thing anyone receiving the email would see. It also determines if the receiver would want to open the mail. ‘The front line is what recipients use to determine whether to delete an email. The subject line is what motivates people to actually open the email.’ said Loren McDonald.
- See to it that your **Salutation or Greeting** is appropriate to the receiver/s. The greeting builds a rapport.
- The **Body** of the email states what the email is about. Be clear with what you want your receiver to know. Make sure you have everything you want to convey drafted in simple terms. Keep it short. Use standard font style and size. Do a final spelling/grammar check/proofread.
- Finally, **sign off** the email on a polite note and proofread it before hitting send. The closing should feel genuine; only then will the receiver want to respond.

Sample

Day 1 in India



Bezos, Jeff < alias@domain.com >

Tue 1/14/2020, 8:41 PM

Reply all | ▾

Dear Amazonians,

I am excited to share that I just landed in India. We've grown to more than 63,000 Amazonians here, with teams working on the Amazon.in marketplace, as well as our global businesses, bringing innovative products and experiences to customers worldwide. I'm extremely proud of what you've built across the Amazon.in marketplace, Prime Video, music, AWS, digital, and devices (to name just a few!) – serving customers, sellers, manufacturers, content creators, developers, and more. The remarkable growth of our business in India is because of your hard work – obsessing every day about how to best serve our customers. Even with our early success, it's very much Day 1 for us in India! I'm excited to be part of it with you all and look forward to another amazing visit this week.

Thanks!
-Jeff

4.3.3 Memos, Circulars, and Blogs

Memos are brief printed documents traditionally used for routine, day-to-day communication within organizations.

According to Dr. Johnson-Sheehan, “Memos are written to people inside [a] company or organization. They are used to convey decisions, meeting agendas, policies, internal reports, and short proposals”.

Objectives of a Memo

- To keep people informed, memos should be informative and deliver a concise, clear, and direct message.
- Keeping track of corporate policies and announcing new ones
- Reminding employees of existing rules or updating them on a situation
- Procedures are explained enabling employees on how to use new equipment
- Employee notification of a firm change
- Announcing a new job or a promotion

Format of a memo

The format of a memo follows the general guidelines of business writing. A memo is usually a page or two long, single spaced and left justified. Business materials should be concise and easy to read. Therefore, it is beneficial to use headings and lists to help the reader pinpoint certain information.

- Add Headings: Write headings that are short but clarify the content of the segment. For example, instead of using "Summary" for your heading, try "New Advertising Recommendations," which is much more specific. The major headings you choose are the

ones that should be incorporated in your purpose-statement in the opening paragraph.

- Use Lists: For easy reading, put important points or details into lists rather than paragraphs when possible. This will draw the readers' attention to the section and help the audience remember the information better. Using lists will help you be concise when writing a memo.
- Sections: The sections of the memo should be allocated in the following manner:
- Header: 1/8 of the memo

Opening, Context and Task: 1/4 of the memo

Summary, Discussion Segment: 1/2 of the memo

Closing Segment, Necessary Attachments: 1/8 of the memo

This is a suggested distribution of the material to make writing memos easier. Not all memos will be the same, and the structure can change as you see necessary. Different organizations may have different formatting procedures, so be flexible in adapting your writing skills.

Strategies to write an effective memo

Make a list of your essential points, recognize your target audience and use appropriate tone. Keep paragraphs to a minimum, before distributing, proofread and review it, write a topic that is simple and uncomplicated.

Sample

You are The Head of XYZ Company and you want to inform your employees regarding "Internal reports of the company on Quality Check and remind them of their roles and responsibilities in the above stated field. Write a memo using the above information.

Model answer

To: Kelly Anderson, Marketing Executive

From: Jonathon Fitzgerald, Market Research Assistant Date: June 14, 2007

Subject: Fall Clothes Line Promotion

Market research and analysis show that the proposed advertising media for the new fall lines need to be reprioritized and changed. Findings indicate that no longer are young adults interested in sitcoms as they watch reality television shows. Also, it has become increasingly important to use the internet as a tool to communicate with our target audience to show our dominance in the clothing industry.

XYZ Company needs to focus advertising on internet sites that appeal to young people. According to surveys, 72% of our target market uses the internet for five hours or more per week. The most frequented sites in order of popularity: Google, Facebook, eBay

Shifting our efforts from our other media sources such as radio and magazine to these popular internet sites will more effectively promote our product sales. Young adults are spending more and more time on the internet downloading music, communicating and researching for homework and less and less time reading paper magazines and listening to the radio. As the trend for cultural icons to go digital, so must our marketing plans.

Young adults are tuning into reality television shows for their entertainment. Results from the focus group show that our target audience is most interested in shows like American Idol, The Apprentice, and America's Next Top Model. We need to focus our advertising budget on reality television shows and reduce the amount of advertising spent on other programs.

By refocusing our advertising efforts on our new line of clothing we will be able to maximize the exposure of our product to our target market and therefore increase our sales. Tapping into the trends of young adults will help us gain market share and sales through effective advertising.

Attachments: Focus Group Results, January- May 2007; Survey Findings, January - April 2007

Thank you

Name:

Email Id- Phone Number:

Circulars

A circular letter or email is used when a company needs to inform all its customers about a change or important event happening in the company. This could be a new address, a change in the management, the opening of a new factory, store or e-commerce website. As they are sent to all the customers, new and old, on the company's database, circular letters also offer a marketing opportunity, a way of reminding clients of the company's services, products or benefits. Circular letters can also be internal, sent to all staff within a company to inform them, for example, of changes in the organizational structure or various administrative matters.

Circulars are frequently issued by the head office to its branches or by higher officers to their subordinate officers for compliance when any information, instructions, or guidelines are to be provided to all of the branches by the head office.

Structure of Circular

The address of the issuing agency is frequently included in all kinds of circulars, as well as the address, phone number, and so on. At the top, the issuing office/agency/department is printed.

The term "reference" is normally written on the left side of the page. Each circular has its own set of rules.

The date is written on the right side of the page.

The subject of the circular is written in simple letters.

The word FOR is inserted after the subject, indicating FOR WHOM the circular is being published.

If a bank's head office issues a circular for all of its zonal/regional offices, it must always include the information: "All zonal/regional offices are included". If the circular is intended for all of the company's branches, it should be written as- "For: every branch".

In circulars, no salutations such as Dear Sir and Dear Sirs are used. The salutation might be used when the circular is addressed to the authorities. Dear Dealers, Dear Customers, and Dear Valued Customers are all phrases that have been employed.

Straightforward, unambiguous, formal, and basic language should be utilized to deliver the instructions / directions in clear terms.

The last circular is signed by the issuing authority. The circular issuing authority's designation is also written beneath the signature. In circulars, the words yours faithfully or yours sincerely should not be used.

Sample

HIGGINSON & CO.

21 West Way Farnborough GU14 9LP

Dear Valued Customer

Due to the large increase in the volume of our trade with Germany, we have decided to open a branch in Frankfurt. Mr Dieter Beckerman, who has worked with us for the last 7 years, has been appointed as General Manager.

This new branch will open on 1st September and from that date all orders and enquiries should be sent to:

Mr Dieter

Beckerman Higginson & Co. Stiftstraße 25 D – 60313 Frankfurt am Main

Tel: (+49) 69 8321564 Fax: (+49) 69 8321565

We take this opportunity to express our thanks for your custom in the past and we are sure that this new branch will lead to even higher standards in the service we provide.

Signature

Name & position

Activity

You are working part time in Pizza House, Clocktower while doing your B.Tech. The Manager of your branch wants to open another Pizza house in Secretariat on public demand. Therefore, the

Manager asked you to write a circular in order to inform the public.

Write a circular and produce it to your teacher/s for feedback.

Blog:

Blog is a regularly updated website or web page, and either be used for personal use or to fulfill a business need.

In 1997, Jorn Barger, blogger for Robot Wisdom, coined the term “weblog”, which was meant to describe his process for “logging the web” as he surfed the internet. The term “weblog” was shortened to “blog” in 1999, by programmer Peter Merholz.

In the early stages, a blog was a personal web log or journal in which someone could share information or their opinion on a variety of topics. The information was posted reverse chronologically, so the most recent post would appear first.

What is a blog used for?

- To help your company rank on search engines.
- To share information about a given topic and become an expert in an industry.
- To attract visitors to your site, and turn those visitors into leads.
- To cultivate an online community and engage with an audience."

Why You Need a Blog

For businesses, a blog is a valuable tool to have in your marketing strategy. It's a great way to get the word out about your brand and build rapport with your audience and potential customers.

Use it to provide your audience with useful industry-related information, share company news, and product updates. Blog content is also easy to repurpose for email marketing needs and across social channels. Without one, you're missing out on opportunities to promote your brand.

Creating engaging blog content may seem like a heavy lift at first. Luckily there are free tools like HubSpot's AI Content Writer to help you write better content faster.

How To Blog

- Choose your target audience.
- Brainstorm content ideas frequently based on your market segment.
- Research and review a content management system (CMS).
- Create a blog strategy and editorial calendar.
- Pay attention to article structure.
- Become an expert in marketing and promoting your blog.
- Learn about SEO.
- Use a variety of blog post styles.
- Repurpose old content.
- Perform a competitive analysis.

How to Promote Your Blog

A blog is an excellent channel to build awareness and promote your brand

1. Link from Your Website
2. Repurpose Blog Content
3. Utilize Interlinking
4. Promote on Social Media
5. Consider Guest Blogging
6. Leverage Influencers
7. Explore Paid Options

Activity:

Create your own Blog with the given Rubric.

<http://edynamiclearning.com/wp-content/uploads/2020/03/eDynamic-Learning-Activity-3-Create-a-Blog.pdf>

4.4 Grammar and Vocabulary: Simple, compound and complex sentences, Collocations.

A simple sentence is a short sentence consisting of a subject and a predicate. In other words, it can be said that a simple sentence is one main clause. It can also be a combination of a phrase and a clause.

Eg: I / am a student at New York Academy of Dramatic Arts.

Navya, Dhaya and Priya / are going to Thailand for their vacation.

A compound sentence is a sentence that has more than one main clause. It should have at least two main clauses and they can be combined using a coordinating conjunction or a conjunctive adverb;

Eg: I am ready to go,/ but/ my brother has not reached home yet.

We have to complete it;/ otherwise, /we will have to face the consequences.

A complex sentence should have a main clause and a subordinate clause. The two clauses can be combined using a subordinating conjunction or a correlative conjunction.

Eg: Latha did not finish all the work/ because she reached home late.

My brother, who completed his mechanical engineering degree, is now working at BOSCH.

Main clause: A main clause is a group of words that make up the major part of a sentence. The main clause has the ability to convey meaning and make complete sense even if taken separately from the sentence, and so, it is also referred to as the independent clause. A subject and a verb are required to form a main clause.

Eg: I am sure my team will win as they have been practicing for months.

A subordinate clause: A subordinate clause also known as a dependent clause, is a combination of words that includes a noun, a verb, a subordinating conjunction or a relative pronoun, other parts of speech and determiners. It is only a part of the sentence, mostly employed to provide

more information about the rest of the sentence. Let us look at how different dictionaries define a subordinate clause.

Eg: **Though we had no interest in watching a movie**, we went along with our friends to the theater.

Exercise 1 – Identify the Type of Sentence

Identify whether the following sentences are simple, compound or complex sentences. Also, mention which of the clauses is the main clause and the subordinate clause.

1. I did not know that this food was meant only for the staff.
2. She is innocent, so she has appealed to the court.
3. If you are not ready with the song, it is better to let them know.
4. She will come home or I will stay back at her place.
5. In the evening, I am going to the park.
6. The sun looks amazing today.
7. I remember the day that we met very well.
8. Nithi is not keeping well, yet she decided to go to work.
9. After they reach the hotel, they will inform us.
10. We are going to the park.

4.4.1 Collocations:

What is a collocation?

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Look at these examples:

Natural English....	Unnatural English...
The fast Train fast food	The quick train quick food
a quick shower A quick meal	A fast shower A fast meal

Why learn collocations?

- Your language will be more natural and more easily understood.
- You will have alternative and richer ways of expressing yourself.
- It is easier for our brains to remember and use language in chunks or blocks rather

Types of collocation

There are several different types of collocation made from combinations of verb, noun, adjective etc. Some of the most common types are:

- adverb + adjective: completely satisfied (NOT ~~downright~~ satisfied)
- adjective + noun: excruciating pain (NOT excruciating ~~joy~~)
- noun + noun: a surge of anger (NOT a ~~rush~~ of anger)
- noun + verb: lions roar (NOT lions ~~shout~~)

- verb + noun: commit suicide (NOT ~~undertake~~ suicide)
- verb + expression with preposition: burst into tears (NOT ~~blow up in~~ tears)
- verb + adverb: wave frantically (NOT wave ~~feverishly~~)

Sample Collocations

There are several different types of collocation. Collocations can be adjective + adverb, noun + noun, verb + noun and so on. Below you can see seven main types of collocation in sample sentences.

1. adverb + adjective

- Invading that country was an **utterly stupid** thing to do.
- We entered a **richly decorated** room.
- Are you **fully aware** of the implications of your action?

2. adjective + noun

- The doctor ordered him to take **regular exercise**.
- The Titanic sank on its **maiden voyage**.
- He was writhing on the ground in **excruciating pain**.

3. noun + noun

- Let's give Mr Jones a **round of applause**.
- The **ceasefire agreement** came into effect at 11am.
- I'd like to buy **two bars of soap** please.

4. noun + verb

- The **lion started to roar** when it heard the **dog barking**.
- **Snow was falling** as our **plane took off**.
- **The bomb went off** when he started the car engine.

5. verb + noun

- The prisoner was hanged for **committing murder**.
- I always try to **do my homework** in the morning, after making my bed.
- He has been asked to **give a presentation** about his work.

6. verb + expression with preposition

- We had to return home because we **had run out of money**.
- At first her eyes **filled with horror**, and then she burst into tears.
- Their behavior was enough to **drive anybody to crime**.

7. verb + adverb

- She **placed** her keys **gently** on the table and sat down.
- Mary **whispered softly** in John's ear.
- I **vaguely remember** that it was growing dark when we left.

Collocation Quiz:

<https://www.englishclub.com/vocabulary/collocations-quiz.php>

Observation Notes

UNIT-V

English for Proficiency Tests

Listening and Speaking	: Listening to Comprehension Tests Job Interviews – Process, Stages and Types
Reading and Writing	: Comprehending Job Description, Reading Comprehension Exercises Resume, Cover Letter, SoP, and Digital Profile
Grammar and Vocabulary	: Common Errors, Sample Exercises from Proficiency Tests Verbal Aptitude from TOEFL, IELTS, GRE etc.

Listening to Comprehension Tests

The listening comprehension test gauges how attentively a candidate listens, internalize and effectively understands what other people say in a communication process. The better the listening comprehension assessment, the better is a candidate's proficiency in understanding and internalizing information and facts from customers/ clients and making the right decision.

A listening comprehension test is used to assess and evaluate an individual's ability to understand and comprehend spoken English. During the listening comprehension assessment, a candidate hears the recording of different conversations and discussions.

Level - B1 Listening Test

Watch Video: <https://www.youtube.com/watch?app=desktop&v=2Q9nfZloVo0>

Level - A1 Listening Test

Watch Video: <https://www.youtube.com/watch?v=H8mRwu1gdbE>

Sample Test

Teacher Talk

[Hide transcript](#)

On the recording, you will hear:

(Narrator): Listen to a teacher talking in a biology class.

(Woman): We've talked before about how ants live and work together in huge communities. Well, one particular kind of ant community also grows its own food. So you could say these ants are like people — like farmers. And what do these ants grow? They grow fungi [FUN-guy]. Fungi are kind of like plants — mushrooms are a kind of fungi. These ants have gardens, you could say, in their underground nests. This is where the fungi are grown.

Now, this particular kind of ant is called a leafcutter ant. Because of their name, people often think that leafcutter ants eat leaves. If they cut up leaves they must eat them, right? Well, they don't! They actually use the leaves as a kind of fertilizer. Leafcutter ants go out of their nests looking for leaves from plants or trees. They cut the leaves off and carry them underground . . . and then feed the leaves to the fungi — the fungi are able to absorb nutrients from the leaves. What the ants eat are the fungi that they grow. In that way, they are like farmers!

The amazing thing about these ants is that the leaves they get are often larger and heavier than the ants themselves. If a leaf is too large, leafcutter ants will often cut it up into smaller pieces—but not all the time. Some ants carry whole leaves back into the nest. In fact, some experiments have been done to measure the heaviest leaf a leafcutter ant can lift without cutting it. It turns out, it depends on the individual ant. Some are stronger than others. The experiments showed that some "super ants" can lift leaves about 100 times the weight of their body!

(Narrator): Now answer the questions.

Questions

In your test book, you will read:

1. What is the main topic of the talk?

- A. A newly discovered type of ant
- B. A type of ant with unusual skills
- C. An increase in the population of one type of ant
- D. A type of ant that could be dangerous to humans

2. According to the teacher, what is one activity that both leafcutter ants and people do?

- A. Clean their food
- B. Grow their own food
- C. Eat several times a day
- D. Feed their young special food

3. What does the teacher say many people think must be true about leafcutter ants?

- A. They eat leaves.
- B. They live in plants.
- C. They have sharp teeth.
- D. They are especially large.

4. What did the experiments show about leafcutter ants?

- A. How fast they grow
- B. Which plants they eat
- C. Where they look for leaves
- D. How much weight they can carry

Interview Skills

What is an interview?

- Interview is an interaction between two or more persons usually with a question answer pattern.
- Selecting the right candidate for the right job is not easy unless we interact with the candidate personally.
- Usually interview is the final stage of selection process but depending on the company you have applied to, there could be more than one interview.
- The basic purpose of having the interview is to have an interaction between the prospective employee and the employer, which gives opportunity to come out with a mutual understanding.

Why is interview apart of most selection process?

- Personal interview gives an opportunity for both the employee and the employer to present themselves discuss various issues and come for a mutual agreement.
- Interview can expose your strength weakness, thinking ability and communication skills etc.,

There are some reasons why interview is important they are:

- Verification of the data given in the resume can be done easily.
- Make it easy to assess how interested the candidate is in the job.
- It gives an opportunity for the interviewer to find out a candidate intelligence quotient.
- Make it easy to find out the right candidate and encourage him to accept the job.
- As a direct way of interaction, the selection of a candidate can be done in a better way through interview than any other form of selection.

Types of interview:

- Employers use interviewing styles that assist in revealing those attributes of the candidate that are most essential for the job and most beneficial to the organization.
- Becoming familiar with different types of interviews will give you a chance to better prepare.

Face-to-face interviews:

- These are one-to-one meeting between the candidate and the interviewer, popular with many organizations.
- Here the focus should on the person asking questions.
- Your goal is to establish report with the interviewer and show them that your qualifications and experience will benefit their organization.

Pond interviews:

- These involve several people sitting on a panel.
- The actual number of interviewers can vary from 3-10 members.
- Put your group management and group presentation skills into practice.

- Maintain eye contact with panel member who asked the question, but also seek eye contact with the other member of the panel as you.

Telephone interview:

- It is the method of initial screening.
- Telephone interviews are increasingly used by companies as an integral part of the recruitment process.
- Arrange for a quick place and time to schedule the conversion. Listen to the questions carefully before you answer. Since your voice is the key, convey energy with the inflection in the voice.
- Have a copy of your resume, open and a notepad nearby.
- Make sure you allow enough time interviews can take up to an hour.

Video interviews:

- These are rare, particularly if you have applied for an overseas position or for those who live far away from the site.
- As far as possible, you should treat them as traditional interviews dress as you would for a conventional interview; address your answer to the interviewer and listen carefully to the questions and instructions, asking the interviewer to repeat anything you don't understand.

The stress interview:

- The stress interview intentionally greater and promotes discomfort. The interviewer may have an abrupt or brash attitude.
- Alternately, the interviewer may share, be silent, and spend time taking notes.
- The purpose of this type of interview is to test the candidate's ability to be assertive and handle difficult situations.

Example questions:

- What kind of people do you find it difficult to work with?
- What are some of the things you find difficult to do?

The behavioural interview:

- In behavioral interviews candidates are asked to respond to questions that require examples of previous activities undertaken and behaviors performed. To succeed at this type of interview to be prepared to give accounts of how you have dealt with difficulties on the job. The purpose of this type of interview is to predict future performance based on past experiences.

Traditional interviews:

- The traditional interview questions tend to focus on your beliefs, your professional or management style, your preferred ways of interacting and how you would handle hypothetical situations.
- The benefit of traditional interview questions is that they enable the interviewer and job candidate to establish rapport and to get to know each other in a less pressurized environment.

Structure interview:

- A structured interview is hardly effective as the interviewer comes with a prepared questionnaire and asks the entire interviewer the same questions.

Unstructured interview:

- An unstructured interview is more effective as it involves personal attention and includes open ended questions.

Required key skills:

Communication and social skills:

- The importance of communication and social skills does not need any discussion.
- Your body language also plays a big role in defining your social skills and your confidence.
- Your idea about teamwork, cooperation and your personality can also give an insight into your social skills.

Behavioral skills:

- It is about your leadership skills, temperament, adaptability, confidence and sense of duty and responsibility.

Analytical thinking:

- Every job includes some analytical thinking. At times you may have to take decisions on your own.
- Though teamwork is always advocated, an employee who can think and work independent by is an asset for the employees.
- Each question asked by the employer should be seen with the analytical angle and the answer should be logical enough to be successfully defined.

Preparing for an interview:

- Now, let's see how you should prepare for an interview in each of the three stages.
 1. Before the interview,
 2. During the interview &
 3. After the interview.

Before the interview

- Know the company
- Prepare questions
- Dress properly
- Things to be taken
- In the office

Know the company:

- It is very important to know the company. Your understanding about the company will make the interviewer feel that you are serious about the job and have done homework properly.

Prepare questions:

- Prepare some possible questions which you feel can be asked by the interviewer. Prepare answers for them also, preferably in writing practice those answers in front of a mirror where you can see your confidence reflected, but make sure that the answers do not appear as prepared ones.

Dress properly:

- Getting a good impression on the interviewers is very important. Before you speak, your personality speaks a lot about you. The way you carry yourself also matter a lot. You should have a decent haircut and wear a formal dress make sure to polish your shoes.

Things to be taken:

- Keep with yourself additional copies of your resume, some passport size photographs, your educational certificates and a list of your references
- You may also carry a notepad to note down any information you feel is important before the interview while waiting do not get nervous thinking about what has not yet happened, rather, try to make yourself comfortable.

In the office:

- Ask the receptionist about the name designation of the interviewer. It always helps when you know whom you are speaking with.
- Instead of taking other in the waiting hall, try to remember the answer you had prepared.

During the interview

Introduction:

- When called for the interview, tell yourself that you are getting the job today. Knock the door and ask for the permission before you enter the room. Greet the interviewer with the firm handshake. Thank him when you are offered a seat. Firmly and maintain eye contact with the interviewer ever if you are nervous, do not show that on your face confidence is the key.

Answer honestly:

- Honesty is always appreciated. Hitting around the busy may also lead to rejection. If you do not know any answer, say so frankly. In this way you will not only be able to show your honesty but be able to close all the scope for the interviewer to look out for any shortcoming in you.

Be precise:

- Be precise in your answer it will show your seriousness about time.
- Your answer should be clear enough to communicate to the interviewer what he wants to know.
- If you do not understand a question, ask the interviewer to repeat it. Do not assume a question.

Body language:

- How you say is as what you say if your is as what you say if your is not accompanied by proper body language. It will not be impressive.
- An appropriate body language will show your confidence and push the interviewer to ask you questions.
- Polished gestures and mannerism will surely impress the interviewer.

Your resume:

- It is obvious that you will get questions based on the information you have provided there.
- Thoroughly read your resume and think of questions you may get.
- Make sure that the answers you give in the interview match with the information given in the resume.
- The answer should also be logical so that the interviewer will not feel as if you have given wrong information.

Stress:

- In panel interviews, you will find some interviewers constantly observing your behavior instead of asking questions. They very keenly observe your mannerisms, attitude and stress level. When you answer the questions make sure you are answering to the whole panel and not just to the person who asked you the question.

After the interview

- Thank the interview for giving you the opportunity to be interviewed. Give them a feeling that you are really interested in the job. Your last impression is as important as your first one.

Interview attire

- For those of you who need a quick review of the basics, here are some guidelines for successful interview dress.

Interview dressing:

- Dress your best for all your interviews, regardless of the dress code of the organization.

Dos:

- Dress conservatively.
- Practice good grooming.
- Do have clean, neatly styled hair.
- Do have clean hands and trimmed nails.
- Do carry a briefcase with extra copies of your resume.
- Do wear shoes you can walk easily in.

Don'ts:

- Don't wear torn, soiled, wrinkled clothing.
- Don't dress casually.
- Don't wear athletic shoes.
- Don't eat spicy, offensive smelling foods prior to the interview.
- Don't carry a purse AND a briefcase.

Here is how men & women can dress for an interview:**Women:**

- White, off-white or natural-coloured blouse with a consecutive neckline.
- No ill-fitting (short, tight, clingy, slit) skirts heels. Avoid open-toe sharp high heels, sandals or shoes with decorations.
- Conservative nail polish, avoid unusual colors like blue, green.
- Understated makeup.
- Small stud earrings instead of dangling or oversized earrings.
- Long hair pulled back in a neat, simple, style, no "big hair" or "elaborate style".

Non-verbal communication:

- One needs to understand the value of a bright smile. In addition to the enthusiasm it expresses to the interviewer smiling will give you confident and make you feel better about yourself.

During the interview, remember to practice good nonverbal skills such as:

- Sit up straight with your shoulders back and hands resting in your lap.
- Place both feet on the floor.
- Maintain eye contact to demonstrate interest and enthusiasm.
- Limited hand gesture to emphasize key points.
- Be aware of nervous movements such as tapping of your foot or playing with a ring.
- Try to smile when responding to questions.
- Try to relax; you will find that you are better able to respond. To questions if you simply relax a little.
- Use open palms as this signifies openness and honesty.
- Use right hand movements to give out information when talking and the left hand when you want to receive.

Pit falls to watch for: Preparing for what you have to say is important, but practicing how will you say it is imperative the nonverbal message can speak louder than the verbal message you're sending. Here are some pitfalls that have to be watched for.

The handshake:

- It's your first encounter with the interviewer. The person holds out his hand and receiver a limp, damp hand in return not a very good beginning. Your handshake should be firm, not bone .crushing and your hand should be dry and warm. Try running cold water on your hands when you first arrive at the interview site run warm water if your hand tends to be cold.

Your positive:

- Stand and sit erect we're not talking ramrod. Positive but show some energy and enthusiasm. A slouching posture looks tired and uncaring check yourself out in a mirror or on videotape.

Eye contact:

- Look the interviewer in the eye. But don't stare occasionally and nonchalantly glance at the interviewers hand as he speaking. By constantly looking around the room while talking you convey lack of confidence or dis comfort with what is being discussed.

RÉSUMÉ WRITING

There are three main ways to organize the information on your résumé:

1. Chronological
2. Functional
3. Combination

1. Chronological Résumé

This is the best method to use when:

- You can show steady progress in your education and employment
- The name of your last employer is important
- You want to find a job in the same area as your previous one

Don't use this format if

- You want to emphasize skills you haven't used in other jobs
- You're looking for a job you've never done before
- You've changed jobs a lot

Chronological Résumé Structure

- Starts off with a job objective or a personal profile
- Groups education, work and volunteer experiences and lists items in reverse chronological order
- May include a section on awards and accomplishments
- Provides information on interests
- Provides references

2. Functional Résumé

This is the best format to use when:

- You have little or no actual work experience in the area in which you're looking for work
- You haven't worked before
- You want to emphasize talents and skills you haven't used in a particular job
- You've had a variety of jobs in the past which aren't connected
- You've done mostly temporary work in the past

Don't use this format when

- You have a steady pattern of jobs and education
- Your past employers are important in relation to your job objective

Functional Résumé Structure

- Starts off with a job objective
- List of skills and/or achievements that support the objective
- Groups education, work and volunteer experiences and lists items in reverse chronological order (most recent first)
- Provides information on interests
- Provides references

3. Combination Résumé

This is the best format to use when:

- Your education is an important part of your skills and your practical skills are limited
- Your background shows a wide range of unrelated skills
- Your work history isn't reflective of you as a stable worker—you've held a lot of different jobs
- Your work history shows more time in other work areas

PARTS OF A RÉSUMÉ

NAME

- Do not use nicknames
- Highlight so it stands out: **bold**, larger font

ADDRESS

- Use your complete address
- Don't use abbreviations except for the 2-letter abbreviations for provinces (i.e. NS, NB, PE)
- Put the postal code on a line by itself

TELEPHONE/FAX NUMBERS

- Include area code. 2 acceptable styles are: (080) 555-1234 or 080/555-1234

EMAIL ADDRESS

- Include it if you have one, giving the message you are computer literate
- Do not use an email address that is inappropriate (i.e. hotchick@hotmail.com)

OBJECTIVE OR PROFILE

- An objective gives focus, direction and support to the body of the résumé
- It is an *attention grabber*
- If you are “shopping for work”, you might use a Career Profile focusing on skills, achievements and character attributes

EDUCATION

- List your most recent education first
- Include the name of the school and dates (years) of attendance
- Include courses studied, particularly if your résumé is short
- Additional training courses and certificates should be included
- It is not necessary to include your junior high

WORK EXPERIENCE

- List your most recent work experience first and work backwards
- Include dates, job title, employer, job responsibilities
- Use ***action verbs*** to tell what you have done
- Include volunteer work experience

AWARDS AND ACTIVITIES

- List academic honours or certificates you received
- Stress extra-curricular activities and special achievements in sports, clubs, or other school activities
- These offer employers evidence of leadership, dedication and initiative

SPECIAL SKILLS AND ATTITUDES

- Highlight the skills you have that relate directly to the position for which you are applying
- These may include specific computer applications, fluency in a foreign language, or special abilities you possess that are not necessarily part of your formal education
- Highlight attributes such as honesty, enthusiasm, and maturity—qualities that make you indispensable in the work place

REFERENCES

- Think carefully about who can act as your references. Type the name, title, company, address, and phone/fax number of three to four references.
- Prior permission to use any individual's name as a reference is a *must* and as a courtesy, inform your references that they may be contacted.

Who can you ask to be a reference?

- Someone from your school (teacher, guidance counsellor, coach, administrator).
- Someone you've worked for (summer, part-time or full-time employer).
- Someone you've worked for on a casual basis (babysitting, shovelling snow, delivering papers).
- Someone you've helped (as a volunteer or as a friend).
- Someone whose opinion is respected (elder, minister, community leader).
- You **cannot** use a relative!!

Web Resources for making Resume and Cover letters

<https://create.microsoft.com/en-us/templates/resumes>

SOP - Standard Operating Procedure

SOP stands for standard operating procedure. SOPs are more than simply a written set of work instructions. A standard operating procedure is a document containing step-by-step instructions to guide employees on how to perform a technical, repetitive process within an organization. Think of it as a playbook for how to get a task done. SOPs are written for a set of people who will perform the task. Without guidelines, each person might complete the job in his or her own way. The SOP definition is the same no matter what industry you're in. For example, manufacturing companies might write a SOP for employee training to reduce risks and incidents and ensure a safer workplace.

An SOP creates consistency of process in order to deliver expected outcomes.

For example, HR might create an SOP for onboarding employees.

SOPs can help companies run more efficiently and ultimately save money. For example, manufacturers can create standard operating procedures for line workers to manage machine maintenance. Having a checklist in place that needs to be reviewed daily can avoid unplanned downtime due to equipment failure.

The general purpose of a SOP document is to:

- Align every worker to the standard way of working in a company to create consistency
- Provides clarification for every employee
- Result in consistent, superior product or service output
- Reduce chances for costly errors due to miscommunication
- Stay on schedule
- Ensure compliance, i.e. food manufacturers must follow FDA regulations
- Reduce product recall rates
- Improve operational efficiency
- Increase profits

A SOP is distributed to all relevant employees that are affected or involved in the specific process.

SOP Template

A standard operating procedure template is a preformatted document that a company uses as a starting point to write an SOP. Like any template, this one serves as a basic structural guideline for creating operating procedures.

A company might have a number of SOPs, written by different people, reflecting methods of completing a variety of assignments. A template creates a single style, like a standard font and spacing, so every one of the documents is structurally consistent.

A template will dictate what information needs to be in the document and the placement of each topic within the SOP. This consistency from one SOP to the next helps readers (most often employees) easily find the information they need.

SOP Template

SOP should include:

1. Title: Every SOP will have a unique title depending on what it's outlining.
2. Introduction: Some companies like to include a reminder of the organization's mission.
3. Scope of SOP: This section covers the purpose of the SOP and the process it covers and why it's important to follow the enclosed steps, like compliance and/or safety.
4. Contacts: Every SOP should identify who the document is intended for, list roles and responsibilities, and contact information for coordinating personnel.
5. Glossary: If the SOP includes specific language or acronyms, include a glossary of terms.
6. Step-by-step process: This section is where the procedure is broken down into step-by-step instructions with relevant information, like specific equipment used. For some processes, this might be a visual representation, like a flowchart.
7. Checklists: Often, itemized checklists are easier to follow and some SOPs might be better described in this form.

Digital profiling

Digital profiling is the process of gathering and analyzing information about an individual that exists online. A digital profile can include information about personal characteristics, behaviors, affiliations, connections and interactions. Digital profiling is used in marketing, enterprise security, criminal justice and recruitment, among other areas.

In enterprise security, digital profiling is used to identify suspect employees and protect the organization from an insider threat. An employee may be singled out because of suspicious behavior. To determine whether he really poses a risk to the company, his online behavior may be scrutinized and a digital profile assembled. In a low-profile case, information would typically be gathered through corporate email, logs and social media content, connections and posts. In a more high-profile case, investigators might employ surveillance technologies for a more complex profile of the individual.

In criminal justice, digital profiling is used to identify suspected criminals and people of interest. Law enforcement officials work with forensic psychologists and combine a digital profile with other information that is known about a given individual.

In human resources (HR), recruiters and hiring managers use digital profiling to find and assess potential employees. In combination with traditional employee vetting using resumes and interviews, potential hires are evaluated based on their digital profiles, or online footprints. Recruiters may use social media sites for professionals like LinkedIn, where users can create profiles that will be appealing to potential employers. Social media activity can add to a candidate's digital profile both positively and negatively, as social media analytics become a larger part of recruiting efforts by employers.

Common Errors - grammar mistakes explained

1 Your vs. you're

Much like to and too, your and you're are **homophones**. That means they sound the same when spoken aloud but have two different meanings.

Your is a possessive pronoun. It indicates that something belongs to a singular second person.
You forgot your backpack at school yesterday.

You're is a contraction of *you are*.

You're expected to arrive no later than 6 p.m.

2 Who vs. whom

Who is the subject of a sentence, whereas *whom* is the object of a sentence.

Who will be hosting the party this weekend?

To whom should I send the package?

3 Who's vs. whose

Who's is a contraction of *who is*. *Whose* is the possessive form of *who*, a relative pronoun.

Who's ready for the exam on Friday?

Whose laptop is this?

4 Affect vs. effect

Affect is a verb that means “to cause an effect.” *Effect* is a noun that refers to a result.

How will a heat wave affect your vacation plans?

An increased budget will have a major effect on hiring.

5 Who vs. that

Who refers to a person. *That* refers to an inanimate object. However, *that* can also refer to a group of people in cases where the group, rather than its members, is emphasized.

My brother is the one who solved the mystery.

I took a course that changed my perspective on climate change.

We're part of an organization that promotes native plant cultivation.

6 That vs. which

That is used to introduce a clause that adds necessary information to a sentence. *Which* is used to introduce a clause that adds detail but isn't critical to the sentence.

One of my dogs, the one that ate a rock, needs to see a vet.

My other dog, which is a terrier, also needs to see the vet.

7 I.e. vs. e.g.

I.e. is short for *id est* and is used to clarify statements. *E.g.* is short for *exempli gratia* and is used to provide examples.

I'll be late again tomorrow (i.e., my car is still in the shop).

Additionally, a comma should follow these abbreviations, and they should be enclosed in parentheses.

I've read lots of novels over the past year (e.g., A Tree Grows in Brooklyn and The Fault in Our Stars).

8 Then vs. than

Then indicates when something will happen. *Than* is used to compare people or things.

First we'll go over the homework; then we'll watch the presentation.

Our cousins are taller than us.

9 Each and every

Each refers to two items. *Every* refers to three or more items. Additionally, *each* refers to the individual items in a group, while *every* refers to the group as a whole.

Each of my children made me a Mother's Day card.

Every one of my coworkers is going to the dinner.

10 More than vs. over

More than indicates the literal quantity of things being discussed. *Over* can indicate an object's physical position or a figurative amount larger than another mentioned in the same sentence.

She owns more than ten jackets.

We're going to come in over our budget.

11 Less vs. fewer

Less is used to describe an abstract or otherwise uncountable amount of items. *Fewer* is used for countable numbers of items.

The students had less time to work on the assignment today.

If fewer people used disposable water bottles, there would be less plastic in landfills.

12 Me vs. I

I and *me* are both first-person singular pronouns. Use *I* when you're the subject of the sentence and *me* when you're the object of the sentence.

It was almost midnight, so I didn't stop to pick up my shoe.

You want me to dance with you?

13 A lot vs. allot vs. alot

A lot can be a pronoun or an adverb. It means “often” or “a large amount.” *Allot* is a verb that means “to distribute.” *Alot* is not a word. Avoid it in your writing.

There were a lot of jellyfish.

We were allotted two notebooks and five pens each.

14 Farther vs. further

Farther refers to literal distance. *Further* means “more.”

The island looked farther away than ever.

We want no further communication with your company.

15 Like vs. such as

Like is used to make a comparison, while *such as* is used to provide specific examples.

The couch has black and white spots like a dalmatian.

We have many pizza toppings, such as peppers, pineapple, and pepperoni.

16 May vs. might

Generally, *may* is used in the present tense to ask for permission and to indicate something that is likely to happen. *Might* is used with the past tense and to describe things that are either unlikely or didn't happen.

May I bring a guest to the book signing?

There might have been time for discussion, but the fire alarm went off.

17 Past vs. passed

Past refers to something that has already happened. It can be a noun, an adjective, a preposition, or an adverb. *Passed* is a verb.

Our grandfather told us stories about the past.

*The SUV **passed** on our right.*

18 Based off vs. based on

This is an example of language evolving, and perhaps one day, *based off* will be considered grammatically correct. But currently, *based on* is considered to be the correct phrasing. Both of these phrases are used to indicate the facts or circumstances that drove a specific decision or conclusion.

Based on the rain in the forecast, I decided not to water my garden today.

Another version of this phrase, *based off of*, is never correct.

19 Compliment vs. complement

A *compliment* is a kind word or bit of praise for another person or thing. To *complement* someone or something means to enhance their skills or assets with other skills or assets.

*I liked Dara's presentation, so I paid her a **compliment**.*

*Dara's background in UX design **complements** my front-end development experience.*

20 Misplaced modifiers

A misplaced modifier is a word or phrase that's too far away from the noun it's modifying. A misplaced modifier can make a sentence confusing for readers. Here is an example of a sentence with a misplaced modifier, which is bolded:

*My sister adopted another cat **named Ghost**.*

So she has two cats named Ghost now?

Here is a corrected version of this sentence:

*My sister adopted another cat **and named her Ghost**.*

21 Passive voice

The passive voice isn't inherently incorrect, but many writers use it when the active voice would be a more accurate, clearer choice.

Passive voice: *Breakfast was prepared by me.*

Active voice: *I prepared breakfast.*

22 Possessive nouns

Possessive nouns are versions of nouns that show ownership. Often, they use apostrophes.

For a singular possessive noun, the apostrophe goes before the *s*.

Maryam's notebook.

For a plural possessive noun, the apostrophe goes after the *s*.

The students' grades.

That said, there are different schools of thought about what to do when a singular possessive noun ends in the letter *s*. Some say the apostrophe goes at the end, without adding an *s*.

That's James' car.

Chicago style stipulates that when a name ending in *s* becomes possessive, you add an apostrophe and an *s*.

That's James's car.

23 Commas

Commas are versatile punctuation marks, so it's easy to use them incorrectly. Commas are used to create short pauses within sentences, such as to separate items in a list, distinguish independent clauses, or note appositives.

I went to the store for butter, flour, and milk.

I went to the store for butter flour and milk.

24 Semicolons

Semicolons are most frequently used to separate independent clauses within a sentence. They're also used to separate items in a serial list when those items contain punctuation of their own.

Amalia is taking twenty credits this semester; her goal is to graduate early.

I need the weather statistics for the following cities: London, England; Paris, France; and Perth, Scotland.

25 Title capitalization

Although it can vary between style guides, the general rules for title capitalization are:

- Articles are lowercase unless they're the first or last word of the title
- Nouns, verbs, adjectives, and adverbs are always capitalized

The Cat in the Hat

Things Fall Apart

26 Apostrophes

Apostrophes create a few types of words:

- Contractions (*she did* = *she'd*)
- Singular possessive nouns (*Jason's*)
- Shortened colloquial words (*it was* = *'twas*)

In some cases, they also create plurals.

*Remember to dot your **i**s.*

*Remember to dot your **i**'s.*

27 Punctuation's place in parentheses

When it comes to parentheses and other punctuation, there are a couple of rules to follow.

- If the text in parentheses is a complete sentence and is separate from surrounding sentences, the period goes inside the parentheses.
- Additionally, a phrase that could stand alone as a complete sentence can also be contained inside another complete sentence.

My house has blue trim. (My neighbor's house has blue trim, too.)

My house has blue trim (my neighbor's house has blue trim, too).

My house has blue trim (with white windows) and a green door.

Question marks and exclamation marks are the exceptions to the rule. When they're part of a parenthetical passage enclosed in another sentence, they always go inside the parentheses, whether it's a complete sentence or a fragment.

Dimo got lost on the way to his interview (but he wasn't late so they never knew!).

- Use commas after parentheses, not before.

Because parenthetical text usually relates to what's directly before it, it shouldn't follow a comma.

However, it's completely normal to place a comma **after** parentheses, without a space.

*The party was too quiet, (**the DJ canceled**) so Gina brought out her guitar.*

*The party was too quiet (**the DJ canceled**), so Gina brought out her guitar.*

28 Incomplete comparisons

When you make a comparison in your writing, you need to mention both (or all) of the things you're comparing.

My car is faster than my cousin's car.

An incomplete comparison is a comparison that fails to mention one or more of the things being compared.

My car is faster.

29 Em dash vs. en dash vs. hyphen

Em dashes, en dashes, and hyphens are frequently mixed up. Here is a quick look at them:

Em dash: —

En dash: –

Hyphen: –

Use an em dash when another type of punctuation, like parentheses or a pair of commas, doesn't quite capture the tone you need. Em dashes have a quick, casual connotation, so they're often used to indicate an aside or sudden tone change in a sentence.

They are afraid of two things—spiders and senior prom.

En dashes are used to show date and time ranges. They can also be used to link complex compound adjectives when both halves are hyphenated or when one of the parts is a multi-word noun or an open compound adjective.

We're open Monday–Saturday.

The Nobel Prize-winning author will be reading from her book at the library tonight.

Hyphens are used to connect words. Often, this is to create a compound modifier, which is a multi-word adjective.

Antonio Luis–Rodríguez just finished writing his most attention–grabbing novel yet.

30 Subject/verb agreement

In any sentence, the subject and verb need to be in the same tense.

My classmates hopes our teacher will be back soon.

My classmates hope our teacher will be back soon.

Web Resources for Sample Exercises from Proficiency Tests

<https://www.cambridgeenglish.org/exams-and-tests/proficiency/preparation/>

GRE Verbal Reasoning

The Verbal Reasoning section analyzes the capabilities of candidates regarding the evaluation and analysis of written content and their powers of information synthesis. It also examines their abilities to understand relationships between component aspects of sentences and identify the inherent connections between concepts and words. The GRE verbal reasoning questions come in several types and formats.

About 50% of the examination requires candidates to read passages and then answer questions related to the same. The other part requires reading, interpreting, and completing existing sentences, groups, or even paragraphs. It is a 40-question test that is split into two parts, and each of the subsections is scored on a scale of 130-170 in one-point increments.

In the GRE exam pattern, the verbal section is section-adaptive, which means that the way you perform in the first 20 questions would determine the nature of difficulty in the next set of 20 questions. In order to score towards the higher end of the scale in the GRE verbal section, students must be able to access the more difficult subsections.

GRE Verbal Reasoning Syllabus

The syllabus comprises the following types of questions:

1. Reading Comprehension
2. Sentence Equivalence
3. Text Completion

The syllabus ideally includes verbs, tenses, adjectives, nouns, pronouns, sentence structures, pronoun agreements, idioms, and modifiers, along with idiomatic expressions, verb-subject agreements, and parallelism. These play a vital role when candidates start solving GRE verbal reasoning practice questions.

Types of Questions for GRE Verbal Reasoning

Reading Comprehension

These questions are tailored to examine the abilities of candidates concerning reading and understanding the passage along with ensuring the following:

1. Understanding individual sentences and words and their meanings.
2. Understanding paragraph meanings and also more significant text portions.
3. Providing summaries of passages.
4. Demarcating between major and minor aspects.
5. Reasoning and finding missing data.
6. Understanding textual structure and relationships.
7. Drawing conclusions from given information.
8. Textual analysis and conclusions.
9. Recognizing any position and its inherent advantages/disadvantages.
10. Creating alternative positions/explanations.

There are three types of questions in reading comprehension- multiple choice, select-in passage, and multiple-answer multiple choice. Every question may be based on a passage which could be a single paragraph or even multiple paragraphs. There are 10 passages usually for the examination, most of which have one paragraph each in terms of their length. Passages come from subjects that are both non-academic and academic. They cover disciplines like humanities, daily aspects, periodicals, books, social sciences, biological sciences, physical sciences, arts, and business.

Approximately 50% of the questions in the test will be based on given passages, and the question count could be 1-6 for any given passage. Questions may include providing word meanings to analyzing evidence for strengthening or weakening any position/point in the passages, and so on. Many are multiple-choice queries, in which candidates might have to choose either a single or multiple answers.

Text Completion

The question structure is the following:

1. 1-5 sentences in passages.
2. 1-3 blanks.
3. Three answer options for every blank.
4. Answer options for various blanks independently function.
5. The single correct answer, comprising one choice for every blank and zero credit for partially correct answers

The questions test the ability of aspirants by removing vital words from shorter passages and asking aspirants to use the information that remains in the passage as a foundation for choosing phrases/words for filling up the blanks and creating a meaningful passage in all.

Sentence Equivalence

These questions cover the capabilities of aspirants to achieve conclusions on how the passage should be finished based on partly-available information and also emphasize the meaning of the completed *whole* portion. There will be a single sentence with only a blank, and you will have to discover two choices that ensure a full and coherent sentence while generating sentences with the same meaning. The structure of the question is the following:

1. Single sentence.
2. One Blank.
3. Six answer options.

You will have to choose two out of the available choices for answers without any credits for answers which are partly correct.

GRE Verbal Reasoning Practice Questions

Reading Comprehension

Landscapes nourish the human spirit and create special memories in us they are sanctified by remarkable natural merits. Natural parks such as Kruger and Yellowstone in the United States of America are wild, magnificent, and large. On the other hand, the neighborhood of Paris is warmly local as it has Buttes-Chaumont. However, natural parks are depleting quickly to accommodate the needs of the burgeoning population in the urban environment. While there is no denying the fact that human needs will prevail, yet, shouldn't a line be drawn between the most imperative needs of human beings and the hunger for more?

What is the main purpose of the passage?

Options:

- To drive home the message that human needs are never-ending
- To convey the role played by parks in ushering human emotions
- To emphasize the fact that human greed is limitless
- To convey the importance of preserving natural parks in urban as well as non-urban settings
- To highlight how only countries like the U.S. and France have natural parks while none others have

Correct answer would be Option E.

Text Completion

While the chief of the police does not agree, the press has ___ the failure of the police in curbing the mugging menace in the downtown area, claiming that the problem has actually ___.

Aggrandized

Noted

Aggravated

Appreciated

Deprecated

Mollified

Answer:

Deprecated, Aggravated

Sentence Equivalence

The last year's Olympic games would have gone down in history as one of the most well-organized Olympic Games ever; if it had not been ____ by the stampede during the closing ceremony.

Options:

elevated

blighted

demeaned

depraved

marred

slighted

Answer:

Marred, blighted

Observation Notes

Observation Notes