

Building vocabulary

Building vocabulary is a powerful way to enhance your life and career. A better vocabulary training can bring about a rapid improvement in your vocabulary skills, which in turn can increase your ability to communicate by writing, conversing, or making speeches. Acquiring a large vocabulary can benefit you at work, and socially. It will enable you to understand others' ideas better and to have the satisfaction of getting your thoughts and ideas across more effectively.

A person who knows thousands of words, and he / she will continue to learn more whether you work at it or not. The fact is that many of the words one knew were probably learned simply by coming across them often enough in your reading, in conversation, and even while watching television. But increasing the pace of the learning requires a consistent, dedicated approach. If the person learned only one new word a day for the next three years, the person would have over a thousand new words in your vocabulary. However, if he / she decided right now to learn ten new words a day, in one year the person would have added over three thousand to what he / she already know, and probably have established a lifetime habit of learning and self-improvement.

Four basic steps to a better vocabulary

While there are not any magic shortcuts to learning words, the larger your vocabulary becomes, the easier it will be to connect a new word with words already know, and thus remember its meaning. So the learning speed, or pace, should increase as the vocabulary grows. There are four basic steps to building your vocabulary:

1. Be Aware of Words

Many people are surprised when they are told they have small vocabularies. "But I read all the time!" they protest. This shows that reading alone may not be enough to make you learn new words. When we read a novel, for instance, there is usually a strong urge to get on with the story and skip over unfamiliar or perhaps vaguely known words. But while it is obvious when a word is totally unknown to you, you have to be especially aware of words that seem familiar to you but whose precise meanings you may not really know.

Instead of avoiding these words, you will need to take a closer look at them. First, try to guess at a word's meaning from its context—that is, the sense of the passage in which it appears; second, if you have a dictionary on hand, look up the word's meaning immediately. This may slow down your reading somewhat, but your improved understanding of each new word will eventually speed your learning of other words, making reading easier. Make a daily practice of noting words of interest to you for further study whenever you are reading, listening to the radio, talking to friends, or watching television.

2. Read

When you have become more aware of words, reading is the next important step to increasing your knowledge of words, because that is how you will find most of the words you should be learning. It is also the best way to check on words you have already learned. When you come across a word you have recently studied, and you understand it, that proves you have learned its meaning.

What should you read? Whatever interests you—whatever makes you want to read. If you like sports, read the sports page of the newspapers; read magazines like Sports Illustrated; read books about your favorite athletes. If you are interested in interior decorating, read a magazine like House Beautiful—read it, don't just look at the photographs.

Often people with very low vocabularies don't enjoy reading at all. It's more of a chore for them than a pleasure because they don't understand many of the words. If this is the way you feel about reading, try reading easier things. Newspapers are usually easier than magazines; a magazine like Reader's Digest is easier to read than The Atlantic Monthly. There is no point in trying to read something you simply are not able to understand or are not interested in. The important idea is to find things to read you can enjoy, and to read as often and as much as possible with the idea of learning new words always in mind.

3. Use a Dictionary

Most people know how to use a dictionary to look up a word's meaning. Here are some pointers on how to do this as a part of a vocabulary-building program:

Have your own dictionary: Keep it where you usually do your reading at home. You are more likely to use it if you do not have to get it from another room. At work, there may be a good dictionary available for your use. At home, most people do not have a big, unabridged dictionary; however, one of the smaller collegiate dictionaries would be fine to start with.

Circle the words you look up: After you have done this for a while, your eye will naturally move to the words you have circled whenever you flip through the dictionary. This will give you a quick form of review.

Read the entire entry for the word you look up: Remember, words can have more than one meaning, and the meaning you need for the word you are looking up may not be the first one given in your dictionary. Even if it is, the other meanings of the word will help you understand the different ways the word is used. Also, the word's history, usually given near the beginning of the entry, can often give a fascinating picture of the way the word has developed its current meaning. This will add to the pleasure of learning the word as well as help you remember it.

4. Study and Review Regularly

Once you have begun looking up words and you know which ones to study, vocabulary building is simply a matter of reviewing the words regularly until you fix them in your memory. This is best done by setting aside a specific amount of time each day for vocabulary study. During that time you can look up new words you have noted during the day and review old words you are in the process of learning. Set a goal for the number of words you would like to learn and by what date, and arrange your schedule accordingly. Fifteen minutes a day will bring better results than half an hour once a week or so. However, if half an hour a week is all the time you have to spare, start with that. You may find more time later on, and you will be moving in the right direction.

In order to review words effectively, all the information on a word should be kept in one place—in a notebook, for example, or on an index card. Index cards are convenient because the words can be placed in alphabetical order, which makes them easy to find when reviewing; and the cards can be carried around with you, so you can study them anywhere. You should try to be systematic about studying, so that you are sure to review each word at least once every couple of weeks.

Do not throw cards away, though; you can get a great feeling of accomplishment by looking at the growing stack of words you have learned and by occasionally glancing at an old card and thinking, “Once I actually didn’t know the meaning of this word!”

Other vocabulary building methods / Advantages & Disadvantages

The steps discussed do not involve the use of vocabulary-building aids such as books, tapes, or CDs; all that is required is a dictionary. But what about such materials? Are they worth using?

The first advantage of vocabulary-building books is that they present words generally considered important to know, thus saving you time. Another advantage of many of these books is that they will use the words in several sentences, so that you can see the words in different contexts. A third advantage is that they usually have exercises that test what you have learned, which gives you a clear sense of progress.

The major disadvantage of many of these books is that the words in them may sometimes be too difficult for the person who does not have a large vocabulary. Such a person would have a hard time learning these words and could quickly become discouraged. We suggest, therefore, that you scan the materials you are interested in before buying. If most of the words are totally unfamiliar to you, you will probably not get very much out of it. If, however, you recognize many of the words but do not quite know them, then the material is probably at the right level for you.

Many books approach vocabulary building by teaching you word parts—prefixes, suffixes and roots—and showing you how these parts can go together to form many different words. You might find this approach useful, because it will make you sensitive to how words are formed, and this can often be a help in figuring out a word's meaning from its context.

The Important thing to keep in mind is that these materials are not a complete substitute for the process we have been talking about. One book will not give you all the words you need to know. Besides, you are establishing a lifetime interest in building your vocabulary, and just selecting one way to approach it may not be enough.

However, the use of vocabulary-study materials as a supplement to the “Four Basic Steps” will reinforce your learning and speed your progress immediately.

THE EIGHT PARTS OF SPEECH

There are eight parts of speech in the English language: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. An individual word can function as more than one part of speech when used in different circumstances. Understanding parts of speech is essential for determining the correct definition of a word when using the dictionary.

1. NOUN

- **A noun is the name of a person, place, thing, or idea.**

man... Butte College... house... happiness

A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (*the, a, an*), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding '*s*'. Nouns can function in different roles within a sentence; for example, a noun can be a subject, direct object, indirect object, subject complement, or object of a preposition.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Nouns" for further information.

2. PRONOUN

- **A pronoun is a word used in place of a noun.**

She... we... they... it

A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun *she* is the girl. Pronouns are further defined by type: personal pronouns refer to specific persons or things; possessive pronouns indicate ownership; reflexive pronouns are used to emphasize another noun or pronoun; relative pronouns introduce a subordinate clause; and demonstrative pronouns identify, point to, or refer to nouns.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Pronouns" for further information.

3. VERB

- A verb expresses action or being.

jump... is... write... become

The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. ("She can sing." Sing is the main verb; can is the helping verb.) A verb must agree with its subject in number (both are singular or both are plural). Verbs also take different forms to express tense.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Verbs" for more information.

4. ADJECTIVE

- An adjective modifies or describes a noun or pronoun.

pretty... old... blue... smart

An adjective is a word used to modify or describe a noun or a pronoun. It usually answers the question of which one, what kind, or how many. (Articles [a, an, the] are usually classified as adjectives.)

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Adjectives" for more information.

5. ADVERB

- An adverb modifies or describes a verb, an adjective, or another adverb.

gently... extremely... carefully... well

An adverb describes or modifies a verb, an adjective, or another adverb, but never a noun. It usually answers the questions of when, where, how, why, under what conditions, or to what degree. Adverbs often end in -ly.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Adverbs" for more information.

6. PREPOSITION

- A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.

by... with.... about... until

(by the tree, with our friends, about the book, until tomorrow)

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb. The following list includes the most common prepositions:

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Prepositions" for more information.

7. CONJUNCTION

- **A conjunction joins words, phrases, or clauses.**

and... but... or... while... because

A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. Coordinating conjunctions connect grammatically equal elements: and, but, or, nor, for, so, yet. Subordinating conjunctions connect clauses that are not equal: because, although, while, since, etc. There are other types of conjunctions as well.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

See the TIP Sheet on "Conjunctions" for more information.

8. INTERJECTION

- **An interjection is a word used to express emotion.**

Oh!... Wow!... Oops!

An interjection is a word used to express emotion. It is often followed by an exclamation point.

The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my!

Sentence

Group of words join together to give a complete meaning is called sentence.

Types or kinds of sentences

There are four kinds of sentences serving different functions according to the speaker's intention:

- A declarative sentence makes a statement and ends with a full stop or period: This car was assembled in 1961.
- An interrogative sentence asks a question and ends with a question mark: When was that other car assembled?
- An exclamatory sentence expresses strong emotion and ends with an exclamation mark: That car is exquisite!
- An imperative sentence gives a command or a direction and can end with a period or, if it is urgent, an exclamation mark: Don't scratch the paintwork!

To express our ideas in speech and in writing, we use various combinations of words such as **phrases**, **clauses**, and sentences. To state a complete thought, we could use a simple sentence.

Sentence structure

A simple sentence is one of several ways to structure a sentence. There are four structures:

- Simple;
- Compound;
- Complex;
- Compound-Complex or Complex-compound.

The importance of sentence structure for your writing

As you write essays, it is necessary to have a good mix of sentences to make it interesting.

An unbroken series of simple sentences in an essay is simply unacceptable. Not only will it bore the reader, but it will also reflect an immature style of writing. The writing will lack an aesthetic flow.

Using the simple sentence in an essay is an art. It is most effective when used occasionally to grab the reader's attention or to express the gist of an argument.

Too many compound or complex sentences without the occasional intervention of a simple sentence could make your essay difficult to read. Your reader might find your writing hard to understand.

Proper development in writing requires a knowledge of the variety of sentence structures as well as a conscious effort to use these structures in a good mix as you compose an essay.

The simple sentence

The various structures have nothing to do with the length of a sentence. A long sentence can be a simple sentence.

The following statements are all simple sentences. Note the progression from one word to many words:

- Turn!
- The car turns.
- The car turns quickly.
- The silver car on the newly tarred road turns quickly into our shaded driveway.
- With a preceding screech of its brakes, the silver car on the newly tarred road turns quickly into our shaded driveway.

Prepositional phrases can be used to modify the subject and the verb. Adjectives can modify the subject, and adverbs can modify the verb.

The elements of a simple sentence

A simple sentence is one independent clause consisting of

- a subject or a subject understood, as in “[You], turn!” The subject may also be a compound;
- a predicate—a single-word verb or a compound verb or a verb phrase;
- a complete thought.

Here is a simple sentence with a compound subject:

The car and the motorbike collided in the intersection.

Here is a simple sentence with a compound verb:

The car turned and stopped in our driveway.

If you define a verb phrase as a phrase that includes the verb, its auxiliaries, its complements, and other modifiers, then it is illustrated above, to some extent, in the words, “turns quickly into our shaded driveway.”

Useful tips for Situational Writing

- (1) **ADD ON** your OWN IDEAS to the information given in the Visuals.
Do NOT just lift or 'Copy and Paste' - you will NOT get credits or high marks!
- (2) Keep ideas simple and straightforward. Take care of grammar and language.
- (3) Choose 1 of the 2 (or 3) given options to your advantage.
Choose Wisely so that you are comfortable in elaborating with SOUND REASONS.
- Last but not least, do a rough PLAN of key ideas you want to put in!
You'll be able to write more carefully and coherently when you do just a rough plan.

Situational Writing

A formal essay in an academic setting is not only a chance to demonstrate your expert writing skills but it's designed to see how well you're able to find, analyze and present data and research. A situational essay focuses on one specific situation, but you can observe and interpret any situation in various ways. By analyzing the core elements of a situational essay, you'll gain insight into how to write a proper one.

1 Situation Description

Before your readers are able to follow along with your expert research and analysis, they must have a basic understanding of the focus situation of your essay. Whether you're focusing on the United States subprime mortgage crisis of 2008 or the Writers Guild of America strike in 2007, provide background information about your focus situation. Your introductory paragraph is a fine place to summarize the basic but essential elements of your focus so your readers have their bearings when your analysis begins.

2 Central Issue

At the heart of a great situational essay is a focus situation consumed with conflict. Within any significant situation plagued with conflict there are often opposing groups, sects or organizations fighting over one main issue. Once the central issue is identified, explain and analyze it well. The cause of the U.S. subprime mortgage crisis of 2008 contains many layers ranging from the Federal Reserve lowering rates, to the misuse of asset-backed securities, and others. Presenting your readers with intricate and detailed angles about the situation with research and data is essential.

3 Outcome

Your readers want to know the outcome of the major conflict that defines your focus situation. Whether you go into detail about how your focus situation led to a larger problem, like the complete collapse of a country's economy, or if government intervention resolved it, a portion of the body of your situational essay must include the outcome or outcomes of the central issue. For ongoing problems, your readers will want to know what is different about your focus situation now than when it started, and where you and others predict the situation will go in the future.

4 Overall Evaluation

Even though a good portion of your situational essay focuses on describing and researching your focus situation, your readers are concerned with your evaluation of the situation. Your entire situational essay will be directed by your own expert opinion, and it's important to align all research, justification and evidence with your own view of the situation. The more evidence you have in support of your view the more successful your situational essay is.

AMERICAN ENGLISH VOCABULARY & SPELLING

Introduction

The most significant differences between British and American English are in their pronunciations, their vocabularies, and their spelling. There are grammatical differences, too, but these are less important and harder to describe, so we will pass over them for today.

Pronunciation

British English and American sound noticeably different. The most obvious difference is the way the letter *r* is pronounced. In British English, when *r* comes after a vowel in the same syllable (as in *car*, *hard*, or *market*), the *r* is not pronounced. In American English the *r* is pronounced. To hear some good examples of this difference, click on this link and watch the YouTube video.

<https://www.youtube.com/watch?v=2nAnT3PASak>

Vocabulary

There are many differences in American and British English vocabulary. Here are 10 common words in American English followed by their British English equivalents:

American / British

1. elevator / lift
2. garbage / rubbish
3. vacation / holiday
4. truck / lorry
5. sweater / jumper
6. cookie / biscuit
7. french fries / chips
8. line / queue
9. parking lot / car park
10. silverware / cutlery

Spelling

Finally, there are spelling differences. Below are three rules you can follow.

- Most words ending in -our in British English are spelled without the u in American English (humour/humor, behaviour/behavior, etc.)
- Most words ending in -re in British English are spelled with -er in American English (centre/center, litre/liter, etc.)
- Many British English verbs ending in -ise are spelled with -ize in American English (realise/realize, organise/organize, etc.).

Differences between British and American English

Introduction

British and American English can be differentiated in three ways:

- Differences in language use conventions: meaning and spelling of words, grammar and punctuation differences.
- Vocabulary: There are a number of important differences, particularly in business terminology.
- Differences in the ways of using English dictated by the different cultural values of the two countries.

Our clients choose between British or American English, and we then apply the conventions of the version consistently.

Differences in language use conventions

Here are some of the key differences in language use conventions.

1. Dates. In British English, the standard way of writing dates is to put the day of the month as a figure, then the month (either as a figure or spelled out) and then the year. For example, 19 September 1973 or 19.09.73. The standard way of writing dates in American English is to put the month first (either as a figure or spelled out), then the day of the month, and then the year. For example, September 19th 1973 or 9/19/73. Commas are also frequently inserted after the day of the month in the USA. For example, September 19, 1973.
2. *o* and *ou*. In British English, the standard way of writing words that might include either the letter *o* or the letters *ou* is to use the *ou* form. For example, *colour*, *humour*, *honour*, *behaviour*. The standard way of writing such words in American English is to use only *o*. For example, *color*, *humor*, *honor*, *behavior*.
3. *Through*. In American English, the word *through* (or *thru*) can be used to mean *until*. For example, 'September 19th thru October 1st', would be in British English '19 September until 1 October'.

4. Hyphens. Hyphens are often used in British English to connect prefixes with the main word. For example, *pre-emption*, *pre-trial*, *co-operation*. They are less common in American English. For example, *preemption*, *pretrial*, *cooperation*.
5. *z* or *s*? In British English, *s* is generally used in such words as *recognise*, *authorise*. The letter *z* is used in American English in such words as *recognize* or *authorize*. However, it is not wrong to use *z* in such words when using British English as standard.
6. Note, however, that some words must always end in *-ise* whether you are using British or American English standards. These include:

i. advertise	advise
ii. arise	comprise
iii. compromise	demise
iv. despise	devise
v. disguise	enfranchise
vi. excise	exercise
vii. franchise	improvise
viii. incise	merchandise
ix. premise	revise
x. supervise	surmise
xi. surprise	televise
7. */* or *//*? In American English, a single */* is used in such words as *traveled* or *counseled*. In British English, *//* is used (e.g. *travelled*, *counselled*).
8. Note, however, that in British English, some words that end in a double *//* lose one */* when a suffix is added: *skill* becomes *skilfully*, *will* becomes *wilfully*. In American English, the double *//* is retained: *skill* becomes *skillfully*, *will* becomes *willfully*.
9. *-re* or *-er*? In American English, the *-er* ending is used in words like *theater*, *center*, *meter*, and *fiber*. In British English, these words are spelt *theatre*, *centre*, *metre*, and *fibre*.
10. *oe* and *ae*. Some scientific terms retain the use of the classical composite vowels *oe* and *ae* in British English. These include *diarrhoea*, *anaesthetic*, *gynaecology*,

and *homoeopathy*. In American English, a single *e* replaces the composite vowel: *diarrhea, anesthetic, gynecology, homeopathy*.

11. *-e* or *-ue*? In British English, the final silent *-e* or *-ue* is retained in such words as *analogue, axe* and *catalogue*. In American English, it is omitted: *analog, ax*, and *catalog*.
12. *-eable* or *-able*? The silent *e*, produced when forming some adjectives with a suffix is generally used in British English in such words as *likeable, unshakeable*, and *ageing*. In American English, it is generally left out: *likable, unshakable*, and *aging*. The *e* is however sometimes used in American English where it affects the sound of the preceding consonant: *traceable* or *manageable*.
13. *-ce* or *-se*? In British English the verb that relates to a noun ending in *-ce* is sometimes given the ending *-se*. For example, *advice* (noun) / *advise* (verb), *device/devise, licence/license, practice/practise*. American English uses *-se* for both the noun and verb forms of these words. It also uses *-se* for other nouns which in British English are spelt *-ce*, including *defense, offense, pretense*.
14. Prepositions. In American English, it is acceptable to omit prepositions in certain situations. In British English, this habit is less common. For example, an American lawyer might find a certain clause in a contract to be 'likely enforceable'. A British colleague would be more likely to say that it was 'likely to be enforceable'. An American civil rights activist might 'protest discrimination', while his British colleagues would 'protest against discrimination'.
15. *Have* and *got*. In American English it is quite acceptable to use the word *got* without *have* in sentences like 'I got two tickets for the show tonight'. In British English, it is more usual to say 'I've got two tickets for the show tonight'.
16. *Gotten*. *Gotten* is a proper word in American English, but is only used as an Americanism in British English, except in certain phrases such as 'ill-gotten gains'.
17. *While* or *whilst*? Both *while* and *whilst* are used in British English. In American English, *while* is the right word to use, and *whilst* is regarded as a pretentious affectation.

18. The past tense and past participle of the verbs learn, spoil, spell (only in the word-related sense), burn, dream, smell, spill, leap, and others, can be either irregular (learnt, spoilt, etc.) or regular (learned, spoiled, etc.). In British English, both irregular and regular forms are used, but the irregular forms tend to be used more often. In AmE, only the regular form is used.

19. Directional suffix -ward(s): British forwards, towards, rightwards, etc.; American forward, toward, rightward.

20. Full stops/Periods in abbreviations: In American English, we write "Mr.", "Mrs.", "St.", "Dr." etc., while in British it is usually "Mr", "Mrs", "St", "Dr", etc.

21. Quotation marks: In British English, single quotation marks are used, and in American English, double quotation marks are used. In British English, double quotation marks are used within the single quotation marks, whereas in American English, single quotation marks are used inside double quotation marks.

22. Period and comma: In British English, the period and comma are placed outside quotation marks. However, if the punctuation mark is a part of the quote itself, then the quotation mark is placed after the period or comma. In American English, the period and comma are always placed inside quotation marks.

23. In British English, i.e. and e.g. are used, whereas in American English, i.e., and e.g., are used.

24. Serial commas are used in American English but not in British English.

25. Use of the Present Perfect:

In British English the present perfect is used to express an action that has occurred in the recent past that has an effect on the present moment. For example: I've lost my key. Can you help me look for it?

In American English the following is also possible: I lost my key. Can you help me look for it?

In British English the above would be considered incorrect. However, both forms are generally accepted in standard American English. Other differences involving the use of the present perfect in British English and simple past in American English include already, just and yet.

British English:

I've just had lunch
I've already seen that film
Have you finished your homework yet?

American English:

I just had lunch OR I've just had lunch
I've already seen that film OR I already saw that film.
Have you finished your homework yet? OR Did you finish your homework yet?

Vocabulary

Here are some key vocabulary differences.

British	American
aerial (tv)	antenna
aluminium	aluminum
anti-clockwise	counterclockwise
at weekends	on weekends
cheque (bank)	check
film	movie
grey	gray
holiday	vacation
manoeuvre	maneuver
metre	meter
plough	plow
post	mail
programme	program
sceptical	skeptical
storey (of building)	story, floor
towards	toward
transport	transportation
tyre	tire
yours faithfully	respectfully yours / yours truly
yours sincerely (letter)	sincerely yours

Difference related to cultural values

British and American English have a number of differences which relate to the different cultural values of the two countries. For example, British English contains a number of frequently used metaphors relating to football ('scoring an own goal') and cricket ('a sticky wicket'), while American English uses metaphors relating to baseball ('in the ball park').

The two versions of the language also have certain tendencies which are worth bearing in mind. These are not absolute, since individual writers have their own styles which may incorporate aspects of both British and American tendencies. However, in general:

- British English tends to react more slowly to new words and phrases than American English. American English enthusiastically adopts new usages, some of which later pass into general use (e.g. *corporate citizen*, *social performance*), and some die out after a short period in fashion (e.g. *synergy*).
- British English has a slight tendency to vagueness and ponderous diction. American English (at its best) tends to be more direct and vivid.
- American English tends to be more slangy than British English.
- Both American and British English are keen on euphemisms. In British English, these are often used for humorous purposes (e.g. *to be economical with the truth*) or to smooth over something unpleasant. In American English they may be used for prudish reasons (thus *lavatory* or *WC* becomes *restroom* or *bathroom*), to make something mundane sound important (thus *ratcatcher* becomes *rodent operative*), or to cover up the truth of something unpleasant (thus civilian deaths in war become *collateral damage*).
- We would also like to recommend different approaches to copy and substantive editing:
 - doing two to three passes for substantive edits and two passes for normal edits would suffice to ensure that no typographical or grammatical inconsistencies are left in the document. American English has a tendency to lengthen unnecessarily existing words in an effort to make them sound more important (thus *transport* becomes *transportation*).

Frequently Asked Questions

Q. The client has formatted the document in British English, and the journal too is a British one, but the instructions say use American English? What should I do?

A. In such a case, do not change the English throughout the manuscript. Keep British English, and write a remark.

Q. It is a British journal, but it uses the “Oxford Comma”; what does that mean?

A. An Oxford Comma is simply a serial comma used in BrE:

<http://www.askoxford.com/asktheexperts/faq/aboutother/oxfordcomma>

Q. This Elsevier journal is completely confusing. It says use UK Grammar, with US spellings. Is that right?

A. Yes. The thumb rule is that the Journal Guidelines always overrule the English instructions given by the client. Also, please write a Remark about this to bring this to the author's notice as a journal instruction.

Further Reading

- ⇒ http://en.wikipedia.org/wiki/American_and_British_English_differences
- ⇒ <http://english2american.com/>

IV WRITING

WRITING REVIEW OF BOOKS

Thinking About Your Book

At the upper primary level – How to encourage and initiate children towards writing review of books.

Stories are fun to read. They are fun to write. Stories are also fun to share with others. When you read a good book, you often want to tell your friends about its *plot, characters and setting*. Those three parts help you to read and write a story. You can also use them to report on a book. A book report helps you remember the book, lets you share it with others, and can help you learn how to express your thoughts in writing.

A book report tell us about a story in two or three summary paragraphs. The summary tells enough about the story to interest to reader, but it doesn't give away the whole story.

Follow these steps to write a book report:

1. Write the title and author of the book. Remember to underline the title.
2. In the first paragraph describe the main character and the setting where he/she lives. The summary paragraph should state what the main character says and does, and what the author says about the character.
3. State one or two important events that happened in the story. This second paragraph is also a summary paragraph.

Writing Your Own Book Report

Choose a book that you have read and liked. Take notes on the parts of the book that you will use in your book report.

1. Write the title and author of the book.
2. Write a summary paragraph that describes the main character.

State what the character says and does. Also mention the setting where the character lives.

3. Write a summary paragraph about the plot of the book. Bring out about one or two important events that happen in the story.

Edit Your Book Report

1. Did you write the title and author of the book?
2. Did you describe the main character and the setting?
3. Did you write a summary paragraph about the plot?
4. Did you indent the first sentence of each paragraph?
5. Did you begin your sentences with a capital letters?
6. Did you end your sentences with the correct punctuation?
7. Did you spell your words correctly?

At your level (Trainees level)

Take up the book review section in the newspapers. Read the reviews thoroughly. You can write reviews of any two books you read recently or you liked very much.

Here is an excerpt of a Book Review- KADAVULIN KUZHANTHAIKAL – Autobiography: C.C. Vijayakumari; Sivasakthi Kakkum Karangal, 3/16, Ponniyamman Koil Street, Alapakkam, Porur, Chennai – 600 116, Rs. 250 – The Review was done by Mr.P. Sundaresan – *The Hindu, Tuesday, February 19, 2008.*

Vijayakumari, the epitome of self-confidence and devotion to a cause, speaks her mind through her autobiography. Her great journey through life was beset with trials and tribulations right from her infancy. When conscience smote the teenager for being discriminated against, she quit her parental home with the guts of the “Pudumaippenn” conceived by Bharati. Vijaya turned a live wire wedded only to her work having been reckoned as an instrument of God. The book full of the philosophy of life dilates on his belief. By her own choosing, she lives and works for the

mentally challenged whom she calls children of God as well as destitute senior citizens. And she scored a hat trick by running a chain of Sivasakthi Homes in Chennai, Bangalore and Singadivakkam village on the outskirts of Kancheepuram. Focus is on the invaluable services being volunteered by humanitarians. Not to speak of the dedicated board of trustees. There is a loud thinking that translation of this in other languages will go a long way to further the cause

REFERENCE:

1. Tina Thoburn, Ruta Schlatterbeck and Ann Terry. *Macmillan English*. New York: Macmillan Publishing Co., 1982. Print.

Answer the following questions

1. Write a review of any one book you read recently or you liked very much.
2. What are the steps involved in Book Reviewing?

DEBATE :

A debate is a formal argument in which there are two sides that take opposing or supportive viewpoints and discuss them in an organized discussion of opposite views. A judge listens to both sides of the debate and decides which side made the better organized and supported argument.



The Basic Debating Skills

Style

Style is the manner in which you communicate your arguments. This is the most basic part of debating to master. If the debater's articulation lacks confidence the content and strategy will be of little value.

confidence
clear voice

Speed

It is vital to talk at a pace which is fast enough to sound intelligent and allow you time to say what you want, but slow enough to be easily understood. The debater needs to strike a balance between being too fast and too slow. The speed of the debater should be such that it allows him or her the space to fully express his ideas.

Tone

Varying tone is what makes you sound interesting. Listening to one tone for an entire presentation is boring. Articulation in the same tone for long will make the audience feel monotonous and uninterested. The tone needs to be decided based on the nature of the idea being presented.

Volume

Speaking quite loudly is sometimes a necessity, but it is by no means necessary to shout through every debate regardless of context. There is absolutely no need to speak any more loudly than the volume at which everyone in the room can comfortably hear you. Shouting does not win debates. Speaking too quietly is clearly disastrous since no one will be able to hear you.

Clarity

The ability to concisely and clearly express complex issues is what debating is all about it. The main reason why people begin to sound unclear is usually because they lose the "stream of thought" which keeps them going. It is also important to keep it simple. While long words may make you sound clever, they may also make you incomprehensible.

Use of notes and eye contact

Notes are essential, but they must be brief and well organized to be effective. There is absolutely no point in trying to speak without notes. Of course, notes should never become obtrusive and damage your contact with the audience, nor should they ever be read verbatim. Most people sketch out the main headings of their speech, with brief notes under each heading.

When writing notes for rebuttal during the debate, it is usually better to use a separate sheet of paper so that you can take down the details of what the other speakers have said and then transfer a rough outline onto the notes you will actually be using.

Eye contact with the audience is very important, but keep shifting your gaze. No one likes to be stared at.

Content

Content is what you actually say in the debate. The arguments used to develop your own side's case and rebut the opposite side's. The final logistics of how long you will be debating, how many people will be in your group, and how the debate will unfold (ie: which team speaks first etc.), will all be decided by your tutorial leader.

What do the debaters do?

- ❖ Assume that there is a right answer and they have it
- ❖ Combative participants attempt to prove that the other side is wrong
- ❖ Concentrate on winning the debate
- ❖ Listen to find flaws and make counter arguments

- ❖ Defend their assumptions as truth
- ❖ Seeing two sides of an issue
- ❖ Defend one's own views against those of others
- ❖ Searching for flaws and weaknesses in others' positions
- ❖ Create a winner and loser, discourage further discussions
- ❖ Seek a conclusion that satisfies their position

Structure of a debate:

There are always two sides in a debate.

	Affirmative/Supporting	Negative/Opposing
First speaker	<ul style="list-style-type: none"> -Defines the subject of debate, introduces the team and what each member will argue -Presents their argument 	<ul style="list-style-type: none"> -Defines the subject, introduces the team and what each member will argue -Presents their argument -Rebuts first speaker's affirmative points
Second speaker	<ul style="list-style-type: none"> -Rebuts first speaker's negative points -Presents their argument 	<ul style="list-style-type: none"> -Rebuts second speaker's affirmative points -Presents their argument
Third speaker	<ul style="list-style-type: none"> - Rebuts the whole negative team's argument -presents a final smack-down point 	<ul style="list-style-type: none"> -Rebuts the whole affirmative team's argument -Presents a final smack-down point

Then the leaders of both the teams present their closing argument: no new points are made.

~~Vocabulary for Debate~~

~~To open an argument~~

- Well, I think that...
- The first point I would like to raise is this...

- Our position is the following...
- Here's the main point I want to raise...
- I would like to deal with two points here. The first is...
- Our opponents have still not addressed the question we raised a moment ago...
- The other side has failed to answer our point about...
- Notice that the affirmative side has not addressed our main point.
- Let me just restate my position.
- Just to be clear, here is what I mean...

Vocabulary for transition of points

- ✓ I'm listening to the other side...
- ✓ I see your point, but I think...
- ✓ Yes, I understand but my opinion is that...
- ✓ That's all very interesting, but the problem is that...
- ✓ I'm afraid I can't quite agree with your point.
- ✓ I think, I've got your point, let me respond to it...
- ✓ We can see what you're saying. Here's my reply...

To Conclude

- So finally, we...
- To sum up, here are the main points our opponents have not addressed...
- We pointed out that...
- Our opponents have claimed that...
- To recap the main points...
- Let's sum up where we stand in this debate.
- Let me summarize our position in this debate.
- In summary, we want to point out that...
- Let's see which arguments are still standing.
- Let's take stock of where we are in this debate.

7. GROUP DISCUSSION

18/12/19
Minds, when united, can move mountains.

Learning Objective

To describe the importance of group discussion as an instrument for training in Spoken English, for developing the personality, and for assessing the suitability of candidates for a specific job and to help the learner imbibe the skills required for an effective participation.

DEFINITION

The term *Group discussion* (GD) is used to refer to an oral communication situation in which a small number of professionals meet and discuss a problem or issue to arrive at a consensus or to exchange information on a significant matter related to the function, growth or expansion of the organisation to which they belong. The purpose of the discussion is to elicit the views of all participants and through intense interaction evolve a consensus. By its very nature, the number of participants is small ranging from five to ten. It has been observed that if the number is smaller, the discussion does not get off the ground and the interaction is less animated and diversified with the result that often important aspects and factors are not properly focussed. Then again if the number is large, a few participants become reticent and do not contribute to the discussion. Thus, the very purpose of holding a group discussion is lost.

Often, the group discussion is used as an instrument for judging the suitability of a candidate for a job as several personality traits come to the fore during the discussion, and this helps the prospective employer assess the applicant. Some of these traits, which are vital, for success in the professional world, are: quick grasping power, mature reaction to views expressed by others, positive approach to issues and problems, leadership qualities, power of exposition, analytical ability, communication skills and group

behaviour. GD is also used as an academic exercise for the development of these personality traits. In management courses GD based on case studies has been found to be of great value. It develops important soft skills required for organisation and coordination of activities of groups of employees.

PROCESS

Unlike a meeting, the group discussion is not structured. There is no chairperson, no secretary, and no detailed agenda. Only the problem or issue is stated and any member can initiate the discussion and deal with any aspect. Similarly, any member can give a preview of what points are likely to arise, provide an internal summary of the views expressed upto a point of time and summarise the discussion towards the end. However, it is the duty of each member to ensure that the discussion proceeds smoothly in an orderly fashion, leading to the emergence of a solution, a common viewpoint or a course of action. Obviously, display of anger, emotion and excitement has no place in a group discussion.

Sometimes the topic to be discussed is made known to the participants beforehand so that they can ponder and formulate the views before the discussion starts. Sometimes the topic is announced after the participants have assembled. In this case, a few minutes are allowed for thinking and preparation. The participants generally sit in a circle round a table so that each participant is able to observe the expression and make eye contact with the others.

GUIDELINES

As a student and later as a professional you may have to take part in a group discussion. Your effectiveness would depend upon whether you possess the personality traits mentioned earlier. Try to cultivate them if you do not possess any and sharpen the ones you already

have. The quality of your performance would improve if you follow the guidelines given below in the form of DOs and DONTs.

Dos

1. Define the topic or the issue.
2. Analyze its scope and implications.
3. Initiate and generate the discussion.
4. Listen to the views of others intently.
5. Encourage and motivate reticent members to speak.
6. Intervene forcefully but politely, when the situation demands.
7. Summarize views of the others before presenting your point of view.
8. Be brief and to the point in the presentation of your views.
9. Concede to others' points of view, if they are reasonable.
10. Try to lead the group to a definite conclusion.
11. Emphasize the points you consider significant.
12. Look at, and address, all the members of the group.
13. Speak with proper pronunciation.
14. Help the group conclude the discussion within the allotted time (usually an hour or so).
15. Maintain a relaxed and pleasant atmosphere throughout the discussion.
16. Summarize the main view-points at the end.
17. State the conclusions reached.

Don'ts

1. Don't be assertive in presenting your views.
2. Don't dominate the discussion.
3. Don't monopolize the discussion.
4. Don't make any personal remarks.
5. Don't jump to conclusions.
6. Don't enter into dyadic discussion.
7. Don't speak continuously for a long time.

8. Neither raise your voice too high nor speak too softly.
9. Don't speak in monotone.
10. Avoid using speech mannerisms and time-filters.
11. Don't use aggressive gestures.
12. Neither recline in your chair nor lean forward.
13. Don't ignore any member of the group.

HELPFUL EXPRESSIONS

We would now like to list a few expressions which you can use while participating in a group discussion.

i. Expressing your opinion

I am of the view..... I feel I think So far as I am concerned

ii. Defending your Opinion

Let me restate what I mean.... I repeat what I said earlier because What I am trying to say is ... The point made by ABC really supports my view---- This is what I was trying to suggest....

iii. Asking the Opinion of Others

What is your opinion ... Do you have any opinion on the matter.... What do you feel about this Do you have any comments on this suggestion....

iv. Agreeing with Others

I fully agree I hold the same opinion... That's right. I also think so... This point is well taken. I endorse this viewpoint....

v. Disagreeing with others

I don't agree.... I don't think so.... I'm afraid I feel differently... you can't say that... Oh no, this is not the issue..... That's not the issue.....

vi. Expressing Certainty

I'm sure that.... I'm absolutely certain ... I've no doubt that ... There's definitely

vii. Making suggestions

I suggest that first we... Let's start with... What about ... May we then.... Why don't we

viii. Insisting

Let me emphasize this point... I have to say again that... I must draw your attention again to what I said earlier... I'm afraid I have to insist on.... I reiterate....

ix. Giving In

I concede.... I take that back.... Alright, then.... You are right, I withdraw..... I now see the point..... I accept your modification.....

x. Interrupting

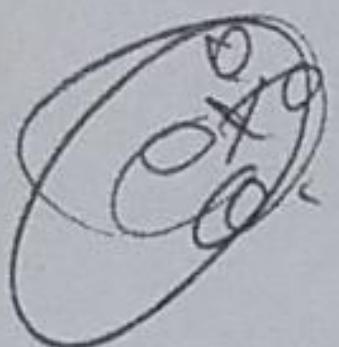
Could you stop for a while... Just a minute.... May I butt in here.... Could you clarify this point.... Before you go on let me....

TYPES OF GROUP DISCUSSION

In professional organizations there is a growing tendency to make a group of persons responsible for formulating the policy and its execution in day to day work. Because of this change in work culture the frequency of holding GD has considerably increased. As a result besides **interactive group discussion** which we have discussed so far, there are other methods which some organizations use for elicitation of views and pooling of opinions. Let us briefly look at these methods. In the **first method** a person presents a problem or an idea. The participants are asked to suggest solutions or express their views about the idea. The response of each participant is written either on a blackboard, whiteboard or a piece of paper. After this process is over, discussion takes place and an attempt is made to arrive at a consensus. In the **second method**, the participants are asked to think and write their views on the issue or problem presented. After sometime the participants are asked to present their solution or opinion one by one. Other members silently rank the solutions or opinion from the most suitable to the least suitable. Finally, the

decision is based on the solutions or opinion ranked most suitable by a majority of participants. In the **third method** the members do not meet face to face. They are asked to express their response to an issue or a problem through a carefully prepared questionnaire. The results are collected and circulated to all members of the group. They are asked to react, modifying their earlier stand if they so desire. The conclusions reached are again circulated until a consensus is arrived at. The **fourth method** is called **group debate**. In this the group is divided into two sub-groups. The issue or problem is presented in the form of a proposition and one such group is asked to speak for, and the other against, the proposition. The debate is listened to by a panel of three or four senior and knowledgeable professionals. After the debate is over, it is they who take a decision and let it be known to the members of the group. The panel also informs the group the reasons that led it to arrive at the announced decision.

GROUP DISCUSSION AND CAMPUS INTERVIEW



GD is considered an important instrument of assessment of the suitability of candidates for employment during campus interviews as well. Visiting companies generally take the following five steps for selection.

Step one: The members of the selection panel give a talk in which they present a profile of the company, a description of the job offered and the package of compensation.

Step Two: The talk is followed by an **aptitude test** to find out the suitability of the mindset of the candidates for the job.

Step Three: Those who qualify in the aptitude test are required to participate in a GD. Its purpose is not so much to test the depth and extent of knowledge about the topic as to observe the participants group behaviour and the quality of their interaction within the group.

Step four: Those whose performance is up to the mark are then invited to appear in what is called a technical interview. Here an attempt is made to find out the extent of technical knowledge and skills required for the job. The questions are generally based on contents of the discipline courses done by the interviewee.

Step Five: All those who appear in the technical interview have to appear in **Human Resource (HR) interview**. It is a sort of oral personality test. Its purpose is to find out whether the interviewee possesses soft skills and also whether he has the potential to grow quickly and imbibe the relevant skills and work culture of the organization within a short time.

EVALUATION

When the need to assess the quality of contribution by participants arises, it is advisable to use an evaluation sheet so that all aspects are taken into account for arriving at a conclusion. In the sample evaluation sheet given below (Exhibit 30.1), all the qualities and skills required for effective participation are grouped into five categories. The first includes elements such as the relevance of the views expressed, the significance of information presentation, the frequency of interaction, and reaction to the views of others. The second refers to the manner in which presentations and interventions are made. The third is a grouping of skills of pronunciation, delivery, voice modulation and use of body language. The fourth includes abilities such as generation, discussion, directing it on the right track, maintaining a smooth flow of communication, prompting the group to reach an agreed view-point or solution. The fifth refers to the qualities of courtesy and consideration for others and concern for eliciting the views of all members.

Evaluation sheet

Note: Indicate your assessment by putting a tick (✓) in the appropriate column. The legend (is as follows: A= Excellent; B=Very good; C= average; D= Poor; E= Exposed. The first four ratings are self-explanatory. The fifth is to be ticked when a participant does not make any contribution. He simply utters a few phrases such as 'No', 'Yes', 'I agree', 'That's a good point' etc., or does not speak at all.

Exhibit 30.1

Name of the participant _____		Ratings				
Sl.No.	Board aspects of evaluation	A	B	C	D	E
1.	Extent and quality of contribution					
2.	Techniques used for discussion					
3.	Communication skills					
4.	Leadership qualities					
5.	Group behaviour					

Place: _____ Signature of the Evaluator
Date: _____

Let us now briefly explain the aspects mentioned in the Evaluation Sheet given in Exhibit 30.1.

1. **Extent and quality of contribution.** In GD each member is expected to contribute to the discussion. If you are well conversant with the issue/problem or are knowledgeable about the topic, you may start the discussion. But do remember that it is the responsibility of the first speaker to analyse the topic and point out the scope of discussion. If you speak later, you may

either react to the views of earlier speakers by explaining their points further or by expressing your agreement or disagreement with them. In either case you must support your opinion with reasons. The quality of contribution is assessed on two parameters: first, whether what you say is relevant and second, whether your contribution would lead to the solution or help the group arrive at a proper conclusion.

2. **Techniques used for discussion.** You may summarise what had already been said and then offer your comments or express your views. But if you so wish, you may express your opinion straightaway in a forceful manner and then demolish the arguments put forward by earlier speakers and show to the group how what you say is more relevant or useful in solving the problem or resolving the issue.
3. **Communication skills.** These refer to both verbal and non-verbal means of communication. Verbal communication includes the ability to choose words and construct sentences which are acceptable both from grammatical and usage points of view and are at the same time appropriate to the occasion. Active listening and effective speaking are the other skills which form part of verbal communication. Among the non-verbal skills are the use of voice and body language, which we have discussed in detail in Chapter 3.
4. **Leadership qualities.** As pointed out earlier, one or two participants emerge as leaders during the course of discussion in a GD. Some of the attributes that help them stand out from the rest are listed below. The panel of evaluators would look for these qualities in your contribution to the discussion. To win the position of a leader you should possess the ability:
 - To generate new ideas or viewpoints on the given topic or problem;
 - To respond to the views of others with maturity;
 - To look at positive side of things;

- To persuade other participants to your point of view;
- To change the earlier stand if a more reasonable or acceptable viewpoint is put forward;
- To keep the discussion on the right track;
- To ensure participation by all members;
- To summarise the various points of view expressed by members;
- To handle aggressive discussers tactfully;
- To formulate the agreed solutions and suggestions for decision making;
- To act as a cohesive force uniting diverse arguments into a harmonious proposition;
- To listen attentively and to speak clearly; and
- To remain cheerful and vibrant throughout the discussion

5. **Group behaviour.** The corporate world attaches a great deal of importance to an employee's ability to work smoothly in a group. To be able to do so, you need to possess team spirit and to function in cooperation with others. In GD this quality should manifest itself in terms of your spirit of accommodation to others' views, your zest and amiability, your emotional strength to remain cool and calm even to rude responses and your willingness and listen to devastating comments and biting criticisms when a smile.

COMMUNICATION CORE

A group discussion is held to discuss a problem or an issue to arrive at a decision and to exchange information on a significant matter related to the function, growth or expansion of a professional organization. It is also used as an instrument for assessing the suitability of a candidate for the job. Usually, the group comprises 6 to 10 persons. The discussion is unstructured and there is no chairperson or secretary to generate and regulate the discussion. For effective participation one should possess effective communication

skills, an ability for using different interactive strategies, and also to be aware of the nature of group dynamics.

REVIEW QUESTIONS

1. What are the various purposes for which group discussion is held?
2. In what way is group discussion different from other discussion groups such as meeting, symposium, seminar, etc.?
3. Why do employers use group discussion as one of the instruments for assessing the suitability of candidates for a job?
4. Describe briefly the points one should bear in mind for effective participation in a group discussion.
5. Discuss the points that the group as a whole should bear in mind for the smooth and goal-oriented flow of communication.

EXERCISES

The following statements may be used for group discussion. As you can see, each statement is provocative and controversial. This has been purposely done so that animated discussion is quickly generated and the interactive process proceeds fast without any embarrassing breaks.

- i. Parliamentary democracy has failed in India, what the country needs is presidential form of government.
- ii. The only solution to Kashmir problem is its division on the basis of actual line of control.
- iii. To achieve greater efficiency in administration and balanced growth of all regions the states in India should be reorganized.
- iv. In view of the impending shortage of petrol, the expansion of automatic vehicle industry should be stopped forthwith.
- v. To make it socially more relevant, university education should be nationalized.

- vi. All tests and examinations should be abolished from the university system and alternative methods be devised to assess the student's performance.
- vii. Ragging is a necessary evil.
- viii. Internet is more of a bane than a boon.
- ix. Generation gap is a myth in as much as all sections of our society, cherish the same values and respect the same patterns of social behaviour.
- x. The practice of eating non-vegetarian food should be discontinued as it is injurious to physical as well as mental health.
- xi. Euthanasia should be legalized to relieve the pain and agony of those suffering from fatal diseases.
- xii. The organization of beauty contests in India should be banned as it is against the spirit of our culture.
- xiii. Television exercises a baneful influence on all sections of our society and so all its programmes should be carefully censured.
- xiv. Indian cinema today is neither a source of healthy entertainment nor an agent of social change.
- xv. 'Arranged marriages' in India always prove to be more successful than 'love marriages'
- xvi. For becoming a successful manager in a professional organization it is essential to have a degree in management studies.
- xvii. The use of English as a medium of instruction at the school level in India should be discontinued as it encourages rote learning.
- xviii. The present policy of liberalization of our economy should be changed as it is against our national interest.
- xix. Politics is no longer an instrument of public service, it has instead become a means of acquiring power and wealth.
- xx. The proposal to reserve 33% seats for women in legislature is against the spirit of Indian constitution.

Public Speaking:

Public speaking called as Oration, the art of speaking face to face to a light but live audience. Some times it can be also be pre-recorded delivered by means of technology such as video conferencing, multimedia presentation and non-traditional forms.

Purpose of public speaking:

The function of public speaking depends on what the speaker intends when addressing a particular audience. The same speaker might deliver a different speech to a two different audiences.

Four types of Public speaking.

- * Ceremonial speaking.
- * Demonstrative speaking
- * Informative speaking.
- * Persuasive speaking

The Elements of Public speaking:

- | | |
|-----------------|-------------|
| → Speaker. | → feedback |
| → message. | → situation |
| → Audience | |
| → Channel. | |
| → Interference. | |

Benefits of Public Speaking:

- * Improves confidence.
- * better research skills.
- * Stronger deductive skills.
- * ability to advocate for causes.

To become an effective speaker.

Concentrate on :

- ① Writing the speech.
- ② Overcoming fear of speaking
- ③ Practicing the speech.
- ④ Preparing your presentation slide.
- ⑤ giving the speech.

My Dream for the future

Introductory Speech

Peer Pressure

Graduation speech / college day speech

Situational Speaking:

⇒ Situational speaking it is an instance of communication having a speaker, an utterance and a ~~hearer~~ hearer who interprets the utterance

⇒ Examples, • Introducing ^{to} others,

- Encouraging others
- Making suggestion
- Asking for favors
- Asking for repetition

Situational Dialogues :

- * asking the way
- * Booking airline tickets
- * In restaurants
- * At a hotel
- * Making an appointment
- * At a bank
- * Telephoning (Making a call)
- * Meeting people after long time
- * greetings
- * What shall we do in events
- * Complaining
- * Apologizing

Debate

A formal discussion on a particular matter in a public meeting, in which opposing arguments are put forward and which usually ends with a vote. It is a process that involves formal discourse on a particular topic, often including a moderated and audience.

5 Elements of debate:

- * The Judge
- * The Resolution
- * The Sides
- * The Speeches
- * The Decisions

Rules of Debates:

- 1) Be prepared.
- 2) When to argue, when to walk away.
- 3) what you say & how you say it
- 4) Listen and listen.
- 5) Respond to arguments.
- 6) Watch out for crafty tricks.
- 7) Develop the skills of arguing in public.
- 8) Be able to argue in writing
- 9) Be great at resolving deadlock

10) Maintain Relationships

Do's and Don't of debate:

- * Prepare what you're going to say.
- * Have a strategy
- * upload each speaker
- * Number your cue card
- * Remain quite while other debaters are presenting their speech
- * Listen to the speaker's feedback.
- * Be humble in victory and gracious in defeat.

Don't:

- * Don't use mannerism that will distract the audience.
- * Don't interrupt other speakers while they are speaking.
- * Don't use personal attacks towards the opposition in a speech
- * Don't shout
- * Don't use inappropriate language.
- * Don't include false evidence or fact in your speech

II SPEAKING

1. FACING AN INTERVIEW

[An interview is a professional meeting with candidates or applicants for a certain role in an organisation. The main aim of an interview is to short-list the applicants and choose those who would be best suited for the job at hand. In an interview, applicants may be asked a multitude of questions to determine their suitability for the job.]

There are many types of interviews that employers may conduct; behavioural interviews, group interviews, phone and video interviews, second interviews, and even interviews held during a meal.

Employers will start assessing you the minute you walk in the door, so your presentation and attitude are very important.]

Recruiting Company's Expectation

- Problem - Solving skills
- Punctuality
- Bonafide employee
- Co-operative mind
- Smartness and confidence
- Successful motivation
- High level of intelligence
- Presence of mind
- Decision - making skills
- Employee's potential services for the development of the company
- Team work and leadership qualities

Universal interview questions focus on the following areas:

Professionalism	Personal Adjustment	Drive and Energy
Command of Presence	Flexible	Pace
Body language	Mature	Enthusiasm
Dress / grooming	Emotional Stability	Achievements
Hygiene	Confident	Posture

Punctuality	Open to Influence	Integrity
Intelligence	Leadership	Personal Standards
Depth	Commands Respect	Honesty
Common sense	Responsible	Sincere/Genuine
Logical	Tough Minded	Accurate dates
Organized	Take Charge	Gut Feel
	Empathy	
People Skills	Communicating Skills	Track Record
Smile	Vocabulary	Progression
Sociable	Grammar	Length
Upbeat	Listening Skills	Commitment
Approachable	Tone of Voice	Successes
Positive	Eye Contact	Compatible
	Specificity of Answers	Experience

Candidate Expectation

- ✓ Negotiable salary
- Feeling proud of being company's employee
- ✓ Knowledge-oriented approach
- Motivating factors (incentives)
- ✓ Dedicated higher-grade people
- Opportunity for widening knowledge and practical experience
- ✓ Opportunity for sharpening skills
- Possibility to exhibit personality traits and skills
- ✓ Job satisfaction

How to prepare for an interview?

What do I need to know before an interview?

You need a job. The employer needs a person to fill a position. You must be the best choice among all the candidates. So, you must know all that you need to know about the company / organization, do and say all that

you should in order that you make yourself 'the best choice' at hand for the employer.

at hand for

What do I need to do before an interview?

Give yourself plenty of time to:

- Review your CV, covering letter and any application forms you have completed.
- Working from the job description, think of (anticipate) questions the employer may ask.
- Prepare answers to possible questions. Even if these questions are not asked it makes you think carefully about what you are offering.
- Research the role and gather as much information as possible about the organization that has called you for an interview.
- Think about how well your experience, interests and skills fit the job and the organization.
- Research current affairs and trends in your job sector.
- Find out what the prospective employer is actually looking for.

Offering

questions

You should also:

- Plan the day of the interview, especially your journey with an aim to arrive 15 minutes early. Take money in case you need to take a taxi or bus unexpectedly.
- Wear clean and neat professional clothing most appropriate to the position you are interviewed for, are the best option with comfortable, polished footwear.
- Avoid junk jewellery, excessive make-up and strong perfumes.

clothing approp.

Check List: Before Attending the Interview

- Note the date and time of interview to be punctual
- Keep photo copies of the following:

at hand for

you should in order that you make yourself 'the best choice' at hand for the employer.

What do I need to do before an interview?

Give yourself plenty of time to:

- Review your CV, covering letter and any application forms you have completed.
- Working from the job description, think of (anticipate) questions the employer may ask.
- Prepare answers to possible questions. Even if these questions are not asked it makes you think carefully about what you are offering.
- Research the role and gather as much information as possible about the organization that has called you for an interview.
- Think about how well your experience, interests and skills fit the job and the organization.
- Research current affairs and trends in your job sector.
- Find out what the prospective employer is actually looking for.

Offering

questions

You should also:

- Plan the day of the interview, especially your journey with an aim to arrive 15 minutes early. Take money in case you need to take a taxi or bus unexpectedly.
- Wear clean and neat professional clothing most appropriate to the position you are interviewed for, are the best option with comfortable, polished footwear.
- Avoid junk jewellery, excessive make-up and strong perfumes.

clothing appropriate

Check List: Before Attending the Interview

- Note the date and time of interview to be punctual
- Keep photo copies of the following:

- 1. Your own letter of application and Resume/CV
- 2. The job specification/description and your own notes
- 3. Mark lists and provisional certificate
- 4. Age proof
- 5. Sports Certificates
- Be aware of the current affairs
- Have a pen
- 6. Paper presentation
- 7. Project / Course
- 8. In plant training and industrial visit
- 9. Birth Certificate / ID card
- 10. Call letter

Unhealthy factors during an Interview: Finding-fault tendency

- Vague and boring answers
- Poor self-esteem about yourself
- Argumentative talk
- Bad manners and behaviour
- Inferiority complex
- Long talking
- Agitated and confused mood
- Negative attitude
- Stammering in your reply
- Indecisive talk
- Disrespectful behaviour / answer
- Grim face

TOP INTERVIEW QUESTIONS

1. Tell me about yourself

Almost always in all the interview the very first question from the interviewer would be "Tell me about yourself."

Be Prepared

Prepare a one-minute speech ahead of time. Develop your own personal branding statement that clearly tells who you are, your major strength and the clear benefit that your employer would receive if he hires you. The advantages of this approach are that you'll quickly gain their attention and interest them in knowing more. You'll separate yourself

from your competitors. You'll also have a higher chance of being positively remembered and hired.

Your Unique Selling Proposition (USP)

Start with your name.

"I am Sathyanarayanan, from Krishnagiri. I have completed my MCA with 75%, from the famous 'Sacred Heart College, Tirupattur. I am from a happy family of five".

Then, give them "your synopsis about you" state specifically your Unique Selling Proposition. It is also known as a personal branding or a value-added statement. The USP is a brief, one-sentence description of who you are, your biggest strength and the major benefit that a company will derive from this strength.

Here is an example of a Unique Selling Proposition:

"I'm a seasoned Project Manager with a strong target oriented drive, with an ability to lead a team eliciting cooperation and best potential, during the past 8 years."

Be Specific

The key is that you must make your interviewer see your strongest benefit to the employer. Be specific and don't wander about with a list of skills or talents. Be sure to put a monetary value on your work if at all possible and be ready with details when you are called upon. Give an estimated value to the money you have either helped to make or save for your employer.

2. What is your greatest strength?

The best way to respond is to describe the skills and experience that directly correlate with the job you are applying for.

Sample Answers

- When I'm working on a project, I don't want just to meet deadlines. Rather, I prefer to complete the project well ahead of schedule
- I have exceeded my sales goals every quarter and I've earned a bonus each year since I started with my current employer
- My time management skills are excellent and I'm organized, efficient, and take pride in excelling at my work
- I pride myself on my customer service skills and my ability to resolve what could be difficult situations.

3. What is your greatest weakness?

There are several different ways you can answer. You can mention skills that aren't critical for the job, skills you have improved on, and turning a negative into a positive.

Non-Essential Skills - Come up with an honest shortcoming, which is not essential for success in that job.

Note that the term "weakness" is never used in the sample answers - you always want to focus on the positive when interviewing.

Sample Answers

- Being organized wasn't my strongest point, but I implemented a time management system that really helped my organization skills.
- I used to wait until the last minute to set appointments for the coming week, but I realized that scheduling in advance makes much more sense.
- Sometimes, I spend more time than necessary on a task, or take on tasks personally that could easily be delegated to someone else.

UNIT - I

I - LISTENING

MOCK - INTERVIEWS / ACTUAL INTERVIEWS

There are five mock interviews given in this session. Mock -interviews / Actual Interviews. Answer the questions given below.

A. Watch the interview clips and answer the questions given below

DIALOGUE 1

- Interviewer** : So, tell me a little bit about yourself?
- Joy Brown** : Well, my name is Joy Brown. I'm 27 years old and I'm single.
- Interviewer** : How would you describe your personality?
- JB** : I am hard working, eager to learn. I enjoy working with other people and I love challenges.

DIALOGUE 2

- Interviewer** : Could you tell me something about yourself?
- Julie** : Yes. My name is Julie Thomson. I'm married. I have 3 kids, one son and two daughters.
- Interviewer** : How would you describe yourself?
- Julie** : I like being with people and helping people. I enjoy problem solving and challenging work. And I am serious about work but I also like to have fun .

DIALOGUE 3

- Interviewer** : Tell me a little about yourself?
- Anne** : My name is Annette Johnson. But most people call me Anne. I am originally from Boston. But, I have worked in Seattle for 8 years now.
- Interviewer** : May I ask how old you are?
- Anne** : I am 24.

Interviewer : Have you finished your studies?
Anne : I graduated from the University of Washington in June. And I hope to find a full time job now.

DIALOGUE 4

Interviewer : Could you describe yourself briefly?
Andrew : Sure. My name is Andrew Wilson. I am 30 years old and I am single.
Interviewer : Are you originally from Los Angeles?
Andrew : No, I am originally from San Francisco. I moved to Los Angeles over 10 years ago as a student.
Interviewer : Describe your personality to me.
Andrew : Well, I'm a dedicated worker and 'people-person'. I enjoy working as a team. I also like to be in contact with the public.

DIALOGUE 5

Interviewer : Can you tell me something about yourself?
Lady : Yes. I graduated from Central University with a B.A. in Management. After I graduated I was in Hotel management for six years in New York City. I also enjoy working with PR and customer service.
Interviewer : Do you have any family obligations?
Lady : Yes, I am married with a two year old daughter and also I have to support my parents.

Answer the following:

1. In the above dialogues, what personal details do the candidates share?
2. Comment on the body language of the candidates.
3. Prepare and deliver a one-minute speech, which will give all the

necessary information about you. You may practise before a mirror so that it does not sound rehearsed.

B. Watch the Personal Interview of Akash and answer the questions

Priya : Hello, Akash

Akash : Hello.

Rahul : Hai! Akash.

Akash : Hello.

Priya : Can you tell us something about yourself?

Akash : I am Akash ... I graduated from Pune. I have big interest in sports. That's why I have been associated with sports since my childhood. Though I started my sports at a later stage, because I found my interest at, say VI or VII standard. Thereafter, I picked it quite well and in VIII standard, I started representing my school and taking part in many competitions. I actually explored myself through sports. So, I think of myself as a sportsperson.

Rahul : OK. Can you compare sports with management?

Akash : Yes, sure. Actually Sports itself is management. Suppose, we take Cricket, in that if the captain is not able to manage the team, in that case, the team will not perform, up to its mark. Even though, all players are of high calibre and the captain is unable to manage its resources well, he will suffer may be defeats or may be win close matches in that case. So, in every place you do need management may be in different flavours.

Rahul : What is the meaning of the name Akash?

Akash : Sky

Rahul : Why do you think that your parents gave you this name?

Akash : Actually, I was born after many years; they asked for me

and got it. So, they wanted me to touch as many heights as I could. So, that's why maybe the name Akash might have been given.

- Rahul** : Do you think, you have justified your parents' wish?
- Akash** : See, at least humans will never be satisfied, even if you become a big shot persons ...
- Rahul** : I am talking about Akash, not humans.
- Akash** : OK, not like, completely yet. But, at least, my parents are very happy that I have reached a level where I am standing on my own feet at the age of 23.
- Rahul** : So OK, what remains now, to ensure Akash reaches the sky?
- Akash** : It's that he can secure his own future; he can secure his family's future, as well as he can actually live up to the limits. Whatever the expectations are, he has to fulfill them.
- Priya** : Complexity achieving greater heights.
- Akash** : Yes.
- Priya** : Now, if I just take that and take it forward, your marks have shown consistent declining.
- Akash** : It is not consistent declining. You can see. It's from the Pune University, OK, this is my SSC, this is HSC, and these are all overall percentage. If you take the group percentage, that is 92.3, which counts actually.
- Priya** : These four put together
- Akash** : These four put together
- Priya** : Would be around 60, some 60 around
- Akash** : Around 65.
- Priya** : So, if I take these three figures, it is a consistent decline.
- Akash** : See, that is the State Board, this is University. This is Pune

University. If I would have given my same exams same, say, Bangalore University, it would have been more than 85%.

Rahul : Why?

Akash : A first class in Pune University is considered as 80-85 percent in Bangalore University or any other...

Rahul : As considered by whom?

Akash : It is considered all over India now.

Rahul : Is there a body which says that?

Akash : Yes, it does say.

Rahul : Which body says?

Akash : If you go for ...

Answer the following:

1. What is the special area of interest of the candidate? How do you come to know?
2. Do you think that Akash knows his management subject well? State your reasons.
3. Did Akash's parents really name him for the reasons expressed in the interview? What do you understand about him from his explanation?
4. If you were asked about the meaning of your name and the reason why you were named so, what would your answer be?
5. How did Akash explain his low score from Pune University? What is your opinion about his personality?

C. Watch the Face to Face Interview and answer the questions given below

Priya : Hello!

Panelist 1 : So, Ms. Priya Mathur, tell us about yourself.

- Priya** : I'm Priya Mathur. I'm a final year student of BMS. I went to several other schools before coming to Mumbai and joined St. Mary's School. My hobbies are reading and travelling.
- Panelist 2** : Well Priya, what are the subjects you like most?
- Priya** : Well, I like Accounting, Marketing Management and Economics.
- Panelist 2** : Could you please define 'Audit' for us?
- Priya** : Sure. An audit is an examination and verification of company's financial and accounting records by a professional such as a certified public account.
- Panelist 3** : Tell us more about what you want to do in future?
- Priya** : Yes, sir, I believe in giving my 100% and I hope to be an asset to your company.
- Panelist 1** : That'll be all Priya. Thank you very much.
- Priya** : Thanks. It was nice meeting you.

Answer the following:

1. What is the impression created by Priya Mathur on the panelists in her interview? Why?
2. Analyse the body language of Priya Mathur.
3. What lessons do you learn from Priya Mathur's interview?

D. Pooja meets the HR-Manager for a Face-to-Face interview - Watch and answer the questions given below

- Pooja** : Good morning madam, I've come for an interview.
- HR-M** : Good morning, please take a seat.
- Pooja** : Thank you.
- HR-M** : How are you feeling today?

- Pooja** : Good
- HR-M** : Can I get your resume?
- HR-M** : OK, can I know something about you?
- Pooja** : Well, my name is Pooja. I reside at Malad. About my qualification, I have completed my graduation from Mumbai University in the year 2007. Currently, I'm pursuing my MBA in HR from ICFL. As far as my work experience is concerned, I've worked as a tele-marketing executive for a period of one year, with EXLIX International.
- HR-M** : Can I know about your previous work experience?
- Pooja** : In my previous job, the job responsibility was handling customer grievances, generating leads and coordinating with marketing executives.
- HR-M** : OK, tell me something about your family background.
- Pooja** : My family consists of four members. My father is working as a manager at a Govt. industry. My mother is a homemaker. My brother is currently studying in second B.com.
- HR-M** : What do you think... is this job suitable for your qualification?
- Pooja** : I'm a graduate and I have all the necessary skills to take up this job.
- HR-M** : What do you mean by customer service?
- Pooja** : Customer service is a post-sale support that is to give instant service to the customer.
- HR-M** : Where do you see yourself, in the next five years from now?
- Pooja** : Well, in the next five years, I see myself as an individual improving the operational profit of my company, irrespective of what position I hold at that time.

HR-M : That's sounds good. Is money important for you?

Pooja : Of course, yes, it fulfills my day-to-day needs.

HR-M : What are your salary expectations?

Pooja : Well, I don't have any salary expectations. But, you can offer me what suits my ability and company's standard.

HR-M : What are the negative points in you?

Pooja : Well, the negative points in me, well, I need to learn to handle new challenges and get more patience in me.

HR-M : Why do you want to leave your present job?

Pooja : Well, I want to explore myself, polish my abilities, and learn new things. That's why I want to change my present job.

HR-M : Well, everything is OK with your profile; I've selected you in the first round. You have to come for the second round for an interview with our HR- Head. Coming Monday is fine with you?

Pooja : Fine.

HR-M : See you on Monday.

Pooja : Thank you madam.

Answer the following:

1. How do you evaluate the body language of Pooja? Is she comfortable? Illustrate.
2. Do you think that she was well prepared for the interview? State your reasons.
3. How does she view her salary and money? What impression does it make on you?
4. What are the positive traits exhibited by the candidate?