



“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतन्त्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

— इन्दिरा गाँधी



“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”

— Indira Gandhi

Block**1****EXPLORING THE JOB MARKET**

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COURSE INTRODUCTION

This course titled *English at the Workplace* has been designed for students across different disciplines in order to develop their English skills required at the workplace. We have primarily concentrated on first time job seekers since most of you will be searching for your first job. The skills that the first time job seeker would require have been clearly spelt out here. The course is divided into four blocks which are as follows:

Block 1: Exploring the Job Market

This block equips you with basic skills required to explore the job market such as profiling oneself for the job, searching for the job, responding to different kinds of job advertisements and preparing for the job.

Block 2: Preparing for Job Interviews

The second block focuses on specific skills required at the workplace such as using non-verbal communication (body language) effectively, portfolio making, writing an impressive CV and facing interviews confidently.

Block 3: Skills for the Workplace I

Block 3 focuses on two important aspects of the workplace – understanding cross-cultural interaction in business contexts and learning about customers and customer service. It also discusses the importance of work ethics.

Block 4: Skills for the Workplace II

The last block of this course concentrates on essential linguistic life-skills at the workplace such as participating in discussions, making presentations, writing business letters and emails.

All the blocks give you ample practice in speaking, listening, reading and writing. Each block also has a vocabulary or grammar focus in order to help you enhance your English language competence.

There is an audio that accompanies the course. Please make use of it for the listening-speaking activities.

If you diligently work through the material, your communication skills will definitely improve and you will feel more confident about joining the workplace and performing well there.

Best of luck!

BLOCK INTRODUCTION

This is the first block of English at the Workplace. It will help you to identify the qualities and skills required at the workplace. It will also guide you to write a profile of yourself on the basis of leaders in the world of business and other spheres.

This block will also help you look at job advertisements carefully and to respond to them wisely. This will enable you to both look for jobs and prepare for jobs.

All these contexts have been cleverly woven in the activity types that we have given you. It is through the skills of reading, writing, listening and speaking that these topics are covered. There is an audio recording, which will help you listen to correct English in terms of pronunciation, stress and intonation.

We hope you enjoy reading the units and find them useful.

ACKNOWLEDGEMENT

The material (pictures and passages) we have used is purely for educational purposes. Every effort has been made to trace the copyright holders of material reproduced in this book. Should any infringement have occurred, the publishers and editors apologize and will be pleased to make the necessary corrections in future editions of this book.

Material for this Block has been taken from IGNOU, CFE Programme BEG-006, Block-1.

UNIT 1 PROFILING ONESELF FOR THE JOB

Structure

- 1.0 Objectives
- 1.1 Warm Up
- 1.2 Reading Comprehension: A Profile
- 1.3 Vocabulary: Personal, Social and Professional Qualities
- 1.4 Listening: Talking About Oneself
- 1.5 Speaking: Giving a Self Profile
- 1.6 Grammar: WH-questions
- 1.7 Writing: A Profile
- 1.8 Let Us Sum Up
- 1.9 Answers

1.0 OBJECTIVES

In this unit, which is the introductory unit for the block, you will learn

- about the qualities necessary at the workplace
- how to behave when you go to a new office/work place
- how to write a profile of another person using clues/hints given
- to read a profile of a successful person and understand the qualities required
- vocabulary related to personal/social/professional qualities/business
- to understand language structures required for asking and answering questions related to the workplace.

1.1 WARM UP

Look at these sentences from a conversation between two friends looking for a job:

Salman: “You know, final year of college is almost getting over, and I am so confused about life. I don’t know what kind of job I want. What about you?”

Amir: “I know that I want a job with a decent salary.”

Salman: “But you must be having some job objectives?”

Amir: “My objectives are very simple. I want security of service and an opportunity to do well in life.”

Salman: “But everyone tells me one should have long-term as well as short-term goals. Have you thought about that?”

Now, enact a Role-play. One of you takes the role of Salman, and the other plays Amir. You may add more lines.

1.2 READING COMPREHENSION: A PROFILE

You must have heard of William (Bill) H. Gates, Chairman of Microsoft Corporation, who is among the world's richest people. Read his profile and answer the questions that follow.

William (Bill) H. Gates is the principal founder of Microsoft Corporation, the worldwide leader in software, services and solutions, that help people and businesses realize their full potential. Microsoft had revenues of US\$ 39.79 billion for the fiscal year ending June 2005, and employs more than 61,000 people in 102 countries and regions.

On June 15, 2006, Microsoft announced that effective July 2008 Gates will move out of a day-to-day role in the company and spend more time on his global health and education work at the Bill and Melinda Gates Foundation. After July 2008, Gates served as Microsoft's Chairman till February 2014. Subsequently he took on the post of Technology Advisor to support the newly appointed CEO Satya Nadella.

Born on Oct. 28, 1955, Gates grew up in Seattle with his two sisters. Their father, William H. Gates II, is a Seattle attorney. Their late mother, Mary Gates, was a schoolteacher, University of Washington Regent, and Chairwoman of United Way International.

Gates attended a public elementary school and the private Lakeside School. There, he discovered his interest in software and began programming computers at the young age of 13.

In 1973, Gates entered Harvard University as a freshman. While at Harvard, Gates developed a version of the programming language BASIC for the first microcomputer – the MITS Altair.

In his junior year, Gates left Harvard to devote his energies to Microsoft, a company he had begun in 1975 with his childhood friend Paul Allen. Guided by a belief that the computer would be a valuable tool on every office desktop and in every home, they began developing software for personal computers. Gates' foresight and his vision for personal computing have been central to the success of Microsoft and the software industry.

Under Gates' leadership, Microsoft's mission has been to continually advance and improve software technology, and to make it easier, more cost-effective and more enjoyable for people to use computers. The company is committed to a long-term view, reflected in its investment of approximately \$6.2 billion on research and development in the 2005 fiscal year.

In 1999, Gates wrote *Business @ the Speed of Thought*, a book that shows how computer technology can solve business problems in fundamentally new ways. The book was published in 25 languages and is available in more than 60 countries. *Business @ the Speed of Thought* has received wide critical acclaim, and was listed on the best-seller lists of the *New York Times*, *USA Today*, *the Wall Street Journal* and *Amazon.com*. Gates' previous book, *The Road Ahead*, published in 1995, held the No. 1 spot on the *New York Times*' bestseller list for seven weeks.

Gates has donated the proceeds of the book to non-profit organizations that support the use of technology in education and skills development.

In addition to this love of computers and software, Gates founded Corbis, which is developing one of the world's largest resources of visual information – a comprehensive digital archive of art and photography from public and private collections around the globe.

Philanthropy is also important to Gates. He and his wife, Melinda, have endowed a foundation with more than \$28.8 billion (as of January 2005) to support philanthropic initiatives in the areas of global health and learning, with the hope that in the 21st century, advances in these critical areas will be available for all people.

Gates was married on Jan. 1, 1994, to Melinda French Gates. They have three children. Gates is an avid reader, and enjoys playing golf and bridge. (from the Internet last updated June 2006)

Activity 1

- 1) i) Who is William (Bill) Gates?

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- ii) What is Microsoft Corporation?

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- iii) Why did Gates start Microsoft Corporation?

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iv) What is the Mission of Microsoft?

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v) Besides being interested in Computers, what are the two other things Gates is known for?

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vi) What are the things Gates likes to do in his leisure time?

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.....

2) Complete the following sentences.

- i) Bill Gates was born.....
- ii) He started showing interest inwhen.....
- iii) Gates went to Harvard Universityand while studying at Harvard, Gates
- iv) In 1975, Gates started.....
- v) In 1999 he wrote The book tells the reader.....
- vi) In 1994, Gates married and they have

1.3 VOCABULARY : PERSONAL, SOCIAL AND PROFESSIONAL QUALITIES

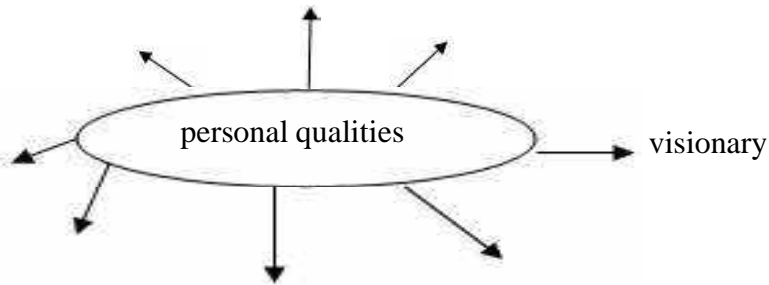
Talking about people, the business world, and computers

Activity 2

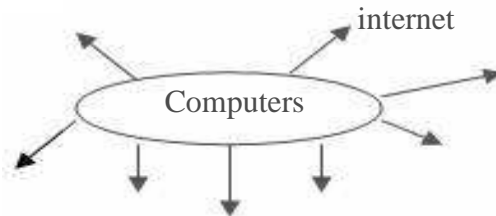
- 1) Look at the following jumbled words which are taken from the profile of Bill Gates. Put them in their appropriate webs. Add more words of your own.

leadership, revenue, software programming, internet, access, visionary, BASIC, fiscal year, philanthropic, chairperson, organization, foresight, cost effective, personal computer, language, Microsoft, global company

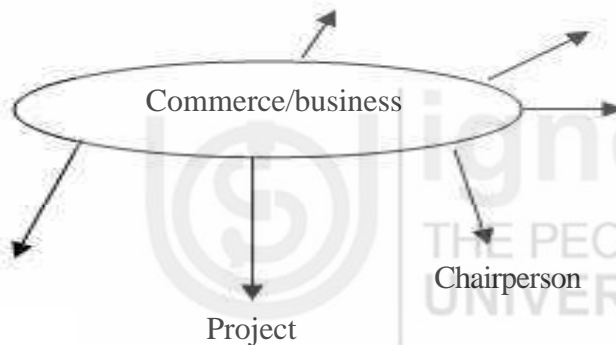
a)



b)



c)



- 2) In order to be successful at the workplace you need personal, social and professional qualities. You will find words related to these qualities in the box given below. Put the words in their appropriate lists. You will find that some words fit into more than one list.

team leader	motivator	leadership
soft spoken	open minded	conflict resolution
disciplined	receptive to new ideas	ability to empathize
friendly	helpful	approachable
hardworking	persuasive	dedicated
creative	firm	able to meet deadlines
punctual	role model	inspiring others

Personal

hardworking

.....
.....
.....

Social

friendly

.....
.....
.....

Professional

leadership

.....
.....
.....

- 3) From the list above, say which three qualities from each list are important at the workplace. Why are they important according to you?
- a)
b)
c)

1.4 LISTENING: TALKING ABOUT ONESELF

Activity 3

Listen to World Tennis player from Hyderabad, India – Sania Mirza talk about herself. Listen again then answer the questions.



Photo credit: <http://www.freepressjournal.in/its-been-an-amazing-year-for-me-saniamirza/706873>

- i) Who is Sania Mirza?

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.....

- ii) What are some of her achievements?

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.....

.....

iii) What are three qualities of Sania that impress you?

.....

.....

.....

iv) What are Sania's interests and hobbies?

.....

.....

.....

v) Complete the following sentences

- a) Sania's Coach allowed her to play when.....
- b) She became the first woman to win a WTA title at the age of
- c) The secret of her the success is
- d) If she had not become a tennis player she would have
- e) Sania's dream is

1.5 SPEAKING: GIVING A SELF PROFILE

You have first listened to Sania Mirza talk about herself. Now you have to give a brief self profile to people who do not know much about you.

Speak about yourself using the following hints.

(You may write down what you have to speak on a notepad first)

Hints

- 1) Give your full name, age, date of birth, etc.
- 2) Tell something about your educational background-schooling/college, etc).
- 3) Say what you wish to do in life.
- 4) Talk about a special achievement and how you managed to get success.
- 5) Describe some of your personality traits/qualities.
- 6) Talk about your hobbies/interests in life and any secret wish or desire you may have.

1.6 GRAMMAR: WH-QUESTIONS

At the work place you need to ask questions to know about people, their qualifications, interests, etc. You also need to answer questions correctly when you are asked about yourself, the department you work for, what work you do and so on. These are known as Wh - questions.

Another way of making questions is to reverse the word order of the subject and verb in a sentence as can be seen from the examples given below:

Statement

- 1) Bill Gates is the Chairman of Microsoft Corporation.

Is Bill Gates the Chairman of Microsoft Corporation?

- 2) Bill Gates continued to be the Chairman of Microsoft Micro Corporation till February 2014.

Did Bill Gates continue to be the Chairman of Microsoft Corporation till February 2014?

Another way of making a question sentence is by using *do*, *does* and *did* in front of the subject.

‘Do, and, does’ are used in the sentences with the simple present tense, and ‘did’ is used in the sentences with the simple past tense, as in the following sentences:

1) Plants grow quickly.

1) Do plants grow quickly?

2) The sun rises in the east.

2) Does the sun rise in the east?

3) Sandeep got up late yesterday.

3) Did Sandeep get up late yesterday?

Sentence 1 has been changed into a question by putting ‘do’ before the plural subject ‘plants’. There is no change in the form of the verb ‘grow’.

Sentence 2 has been changed into a question by putting ‘does’ before the singular subject ‘Sun’. The ending -es in the verb ‘rises’ has been dropped from the verb. We use ‘does’ with *he*, *she*, *it* and all singular nouns in the subject position. Sentence 3 has been changed into a question by putting ‘did’ before the subject ‘Sandeep’. The past tense form of the verb ‘got up’ has been changed into the simple present tense form of the verb ‘get up’.

We use ‘did’ with all similar and plural subjects.

Activity 4

- I) Write questions seeking information to the answers given, and answers to the questions asked.

Q1) Who is Roger Federer?

A)

Q2)

A) The office timings are from 9 a.m. to 5 p.m.

3)

A) Mr. Aziz Adani is the manager of the sales department.

Q4) In which department does Sunil Arora Work? (Hint: Purchase department)

A)

Q5)

A) She is Amia John.

Q6)

A) It is on the third floor. (Hint: Director's office)

Q7)

A) She is busy today. You can meet her only on Monday. (Hint: Principal)

II) Change the following sentences into questions:

- 1) Students work very hard near the exam.
- 2) All of them played their parts very well in the dance.
- 3) The Amazon is the largest river in the world.
- 4) A horse can run very fast.
- 5) The lion is the king of the forest.
- 6) Hitler hated Jews the most.
- 7) I sent my younger brother an email yesterday.
- 8) They work from morning till evening.
- 9) My father always helps my mother on Sundays.
- 10) The baby cried the whole night.

1.8 WRITING: A PROFILE

Writing 1

Activity 5

Write about any one person in your college/workplace: Use the questions to help you.

Who is s/he?

What is her/his educational background?

In which department does s/he work?

What work does s/he do?

What are her/his personal and professional qualities?

What makes her/him different from others?

What are her/his hobbies?

What are her/his future plans?

What are her/his achievements?

Use the notes given below to write about V. Narayana Murthy, Chairman, Infosys India.

Notes

- is an icon of new India
- is the greatest businessman of recent times
- creates a culture of discipline at the workplace
- creates wealth and shares wealth
- eye for perfection
- global citizen
- listens to others patiently
- respects all people
- believes in simplicity-lives in a 3 bedroom house



Chairman, Infosys, India
(Retired on 20th August 2006)

1.8 LET US SUM UP

In order to be successful at the workplace, you need to be prepared to speak and write about yourself. Introducing yourself with confidence; being well prepared to meet new people, meet new challenges, etc. will go a long way in enabling you to adjust to a new job.

In this unit you have learnt about personal, social and professional qualities needed at work.

You have read about some very successful people like Bill Gates, Sania Mirza, Narayan Murthy etc and what makes them successful.

You have also learnt how to talk about yourself and to write a self profile.

In the Grammar Section you have learnt how to frame questions and answer them.

1.9 ANSWERS

Activity 1

- 1)
 - i) Chairperson of Microsoft Corporation and a philanthropist interested in learning and health issues.
 - ii) Worldwide leader in software services and solutions.
 - iii) He believed that the computer would be a valuable tool on every office desk and in every home.
 - iv) To continually advance and improve software technology, and to make it easier, more cost effective and enjoyable for people to use the computer.

- v) He founded Corbis, which is developing one of the world's largest resources of visual information which includes digital art and photography from public and private collections around the world. He is philanthropic and donates billions of dollars for global health and learning.
- vi) Reading, playing golf and bridge
- 2) i) on October 28, 1955.
- ii) computers ———— when he was 13 years old.
- iii) in 1973 ———— developed the programming language BASIC.
- iv) a company called Microsoft
- v) *Business @ the speed of thought* ———— how computer technology can solve business problems.
- vi) Melinda ———— 3 children.

Activity 2

- 1) Personal qualities - leadership, visionary, philanthropic, foresight,

Computers— software programming, internet, access, BASIC, personal computer, language, Microsoft

Commerce/business – revenue, fiscal year, organization, cost effective, global company, chairperson

2) <u>Personal</u>	<u>Social</u>	<u>Professional</u>
Punctual	role model	team leader
Creative	friendly	approachable
Disciplined	team leader	able to meet deadlines
Soft spoken	approachable	punctual
Helpful	open-minded	conflict resolution
Firm	conflict resolution	inspiring others
Hardworking	ability to empathize	motivator
Dedicated	dedicated	

Tape Script

Hi! I'm Sania Mirza from Hyderabad, India. I was born on November 15th, 1986.

I am a tennis player and my dream is to win the Wimbledon Singles Championship one day.

I was introduced to tennis at the age of six but my coach refused to allow me to play when he saw me. When he saw my game, he was quite amazed!

I have reached the position at which I am today only because of my hard work and dedication, and the support of all my family members.

When I decide to do something, I leave no stone unturned to get success in it.

In February 2005, I became the first ever Indian woman to win a WTA title, by winning the AP Tourism Hyderabad Open, defeating ninth seeded Alona Bondarenko in the final.

Often, I sit back and reflect on my strengths and weaknesses. By doing so I am able to think of the strategies to overcome my weak areas.

I became the first female Indian to be seeded in a Grand Slam Event at the 2006 Australian Open.

In partnership with Martina Hingis we became one of the greatest doubles teams in women's tennis and won 14 titles in 16 months including three Grand Slam titles – Australian Open, Wimbledon and US Open and 41 matches from 2015 to 2016.

Besides playing tennis, I enjoy good music and love to read books in my spare time. I love non-vegetarian food and don't mind having it 24x7.

One of the little known secrets of my life is that I always wanted to be an interior designer!

Today, I think, dream and live only tennis. I am proud to lend my face and voice to many welfare projects and enjoy being a brand ambassador.

Activity 3

- i) Tennis player from India
- ii) First Indian woman to win a WTA tournament (in 2006).
- iii) Hardworking
Dedicated
Reflects on her strengths and weaknesses
- iv) Music, reading, good food
- v) a) he saw her game
b) 18
c) hard work and dedication
d) become an interior designer
e) to win the Wimbledon Single's title.

Activity 4

- 1) He is a tennis player
- 2) What are the office timings?
- 3) Who is the manager of the sales department?
- 4) Sunil Arora works in the Purchase Department.
- 5) Who is she?
- 6) Where is the Director's office?

7) Can I meet the principal today?

II)

- 1) Do students work hard _____ ?
- 2) Did they play _____ ?
- 3) Is the Amazon the largest _____ ?
- 4) Can a horse run _____?
- 5) Is the lion the king _____ ?
- 6) Did Hitler hate _____ ?
- 7) Did I send _____ ?
- 8) Do they work _____ ?
- 9) Does my father always help _____ ?
- 10) Did the baby cry _____ ?



UNIT 2 SEARCHING FOR A JOB

Structure

- 2.0 Objectives
- 2.1 Warm Up
- 2.2 Reading Comprehension: Creative Job Hunting
- 2.3 Vocabulary: Definitions
- 2.4 Listening
- 2.5 Speaking
- 2.6 Grammar: Passive Form
- 2.7 Writing: Filling a Questionnaire
- 2.8 Let Us Sum Up
- 2.9 Answers

2.0 OBJECTIVES

By the end of the unit you will:

- have some idea about the world of jobs
- know how to search for a suitable job
- know how to write letters to find out about the job market
- explore the internet for jobs
- understand vocabulary associated with jobs

2.1 WARM UP

Are you familiar with the internet? If so, look up the Internet and find at least three to four sites that will tell you about the availability of jobs.

Interview any young friend who has just secured a job. Find out about his/her job.

2.2 READING COMPREHENSION: CREATIVE JOB HUNTING

A **career** is a course of successive situations that make up some activity. One can have a sporting career or a musical career, but most frequently “career” in the 21st century refers to the workplace: the series of jobs or positions by which one earns one’s bread.

In the relatively static societies before modernism, many workers would often inherit or take up a single lifelong position (a place or role) in the workforce, and the concept of an unfolding career had little or no meaning. With new ideas of progress and of the habits of individualist self-betterment, careers became possible, if not expected.

Career counseling is one-on-one or group professional assistance in exploration and decision making tasks related to choosing a major occupation. The field is vast and includes Career Placement, Career Planning, Learning Strategies, and Student Development.

By the late 20th century a plethora of choices (especially in the range of potential professions) and more widespread education had allowed it to become fashionable to plan (or design) a career.

Once you have decided on your career and completed the course of study, you will need to look for a job. In order to decide the sort of job you would like to undertake, it is sometimes advisable to contact consultants who could help you to understand the challenges involved in starting a new job. Consultants that take up too many diverse areas may lose focus and may not be able to deliver the goods. However many consultancies have had real success stories and going to one can help you plan your ventures.

It has been estimated that most jobs are not advertised in a competitive job market. Most employers actually expect applicants to take the initiative. It has been estimated that one-third of vacancies for graduates are not advertised publicly, particularly in a competitive job market. It can be cost effective for the employer to draw on a limited but well-qualified and motivated “self-referred” pool of candidates.

If you decide to take this creative approach to job search, remember that thorough research is vital to success. A small number of well-targeted applications are more likely to produce results than wasting paper and postage on mass mailing.

You will need to look beyond the recruitment sections of the local and national press to the general news/business sections. Where have new contracts been awarded, which organisations are expanding, who is reporting record profits or developing a new product/service?

Research thoroughly. What is the focus of individual companies? What do they look for in graduates?

Build up a network of contacts. Usually people are happy to talk about their areas of work and can provide you with further, perhaps even more relevant contacts. Academic staff may have excellent links with the local industry and commerce, which could help you develop your network.

Remember to keep a record of your network of contacts and follow them up from time to time to let them know you are actively seeking work, to update them on your progress or to say thank-you. Never underestimate the effectiveness of personal contacts – hopefully your motivation and perseverance will be recognised when a vacancy does turn up.

Telephone before you send a letter, so that your application does not arrive “cold” or on the wrong person’s desk. Aim to track down the most relevant person and their job title (and make sure you spell their name correctly!). Clearly state what job area you are interested in. Say why you have chosen to apply to that particular organisation. Demonstrate that you know something about them, their products and/or services.

You will need to convince the employer that you can do the job for which you are applying. The style and tone of your letter should be persuasive. State when you are available for an interview or discussion. You may want to follow your letter with a telephone call a few days later to demonstrate your commitment and enthusiasm.

If you want to discuss creative job-hunting or receive feedback about your CV and covering letter, feel free to speak to a Career Adviser or use an E-Guidance service.

Activity 1

After reading the passage answer the following questions.

- 1) What does a career imply in the 21st Century?

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- 2) Before the so called 'modernism' what sort of jobs existed?

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- 3) What is the role of the career counselors or advisors?

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- 4) List some other areas in which career counselors work?

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5) Besides counselors who are the other people who can help you with a job?

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6) A creative approach to a job implies:

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7) How do you prevent your application from reaching 'cold'?

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2.3 VOCABULARY: DEFINITIONS

Activity 2

1) Fill in the blanks with the most appropriate words.

- i) I have been in this job so long that I feel my career is more or less _____. (progressive, static)
- ii) It is interesting to _____ the possibilities of different career options. (explore, accept)
- iii) It is advisable to take help from _____ to find a job. (consultants, offices)
- iv) Sometimes in the _____ world today jobs are not advertised. (consultant, competitive)
- v) Jobs are advertised in the _____ sections of the newspapers. (matrimonial, recruitment)

2) Look at the adjectives below. Match each of the definitions (i-xii) with one of the adjectives. The first one is done for you.

extrovert	punctual	sensitive	ambitious	practical
cool-headed	empathetic	persuasive	dynamic	reliable
energetic	creative			

Definitions:

- i) A person who wants to get to the top. *ambitious*
- ii) A person who can relate to other people's feelings.
- iii) A person who enjoys meeting people and new situations.
- iv) A person who is always on time.
- v) A person who can be counted upon.
- vi) A person who can change people's opinions.
- vii) A person who is good at finding solutions to problems.
- viii) A person who is original in his thinking.
- ix) A person with the capacity for vigorous activity.
- x) A person who is easily affected by emotions.
- xi) A person who is forceful and vigorous.
- xii) A person who does not easily get ruffled.

2.4 LISTENING

Activity 3

Listen to this advertisement on the audio. Complete the passage after you have listened to the advertisement

The advertisement is for jobs in a)_____ sector. They are looking for b)_____ c)_____ experts. For the General Managers the three skills that are desirable are d)_____, e)_____, f)_____. Experience should be a minimum of g)_____ years. For Project Managers the candidate should be h)_____ / _____ or i)_____ with at least j)_____ years of experience. Project leaders should have 6 years of k)_____ experience. Candidates having l)_____ visa will be preferred. Interviews can be scheduled by m)_____ or by sending n)_____ to the email address given.

2.5 SPEAKING

Activity 4

Here is a situation.

You have gone to submit your application for a job. When you reach there you find that it is a "walk in" interview. You are asked to wait as you will be called in shortly. At the reception you meet another young man / woman. You get into a conversation about your qualifications and your previous job. In pairs act out this scene. Ensure that both of you speak, on issues that are relevant. Before you speak you and your partner can write out your script.

Read the following sentences from the reading passage:

- 1) It has been estimated that most jobs are not advertised in a competitive job market.
- 2) Never underestimate the effectiveness of personal contacts – hopefully your motivation and preferences will be recognized when a vacancy does turn up.

The underlined sentences are in the passive voice and the doers of the action are not mentioned. The doers in reports, newspaper headlines and science experiments are omitted because the doers are many or are not very important to know, or are very obvious.

The passive forms of the verb in different tenses would look as follows:

Tense	Simple	Continuous	Perfect
Present	Is/am/are+ past participle	Is/am/are+ being+ past participle	Has/have+ been +past participle
Past	Was/were+past participle	Was/were + being + past participle	Had + been + past participle
Future	Will/ shall + be + past participle	-	-

Activity 5

Change the following sentences into the passive voice. Omit the doer where it is necessary.

- 1) They pulled down many trees.
- 2) We make water from a mixture of hydrogen and oxygen.
- 3) Someone hit my car from the back.
- 4) The Principal unfolded the flag on Independence Day.
- 5) Madam Curie discovered Radium.
- 6) They announced the winners of the Nobel Prize in Physics and Chemistry yesterday.
- 7) Someone broke the window yesterday in the evening.
- 8) The fire brigade will put out the fire.
- 9) They have cleared all the roads in this area due to VIP movement.
- 10) They elected a new mayor yesterday.

2.7 WRITING: FILLING UP A QUESTIONNAIRE

Activity 6

Filling up a questionnaire

Very often when you apply for a job you submit a resume. On the basis of the resume you are short listed and called for an interview. Some companies expect you to fill up a questionnaire just before the interview.

Here's such a questionnaire. Please read it carefully and fill it up. You have applied to a company manufacturing chocolates.

Questionnaire

All candidates appearing for the interview are expected to fill up this form just before the interview. This will give us a better picture of you.

Name:

Job applied for. Tick the right box.

Management Trainee

Administrator

Account Officer

☐
☐
☐

a) List previous jobs and positions held if any.

1)

2)

3) Not Applicable

b) List three reasons why you feel you are really suitable for the job.

1)

2)

3)

c) List any two hobbies you have that will support your candidature and say how.

1)

2)

d) These are some qualities we value in our employees. Number them according your priority.

honesty

☐

commitment

☐

punctuality

☐

respect

☐

sense of belonging

☐

responsibility

☐

- e) In a short paragraph of not more than 100 words tell us about yourself. Write about your dreams and ambitions and how you plan to make them a reality.

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2.8 LET US SUM UP

After going through this unit you will have some idea of the type of jobs available in the market. More than that, you would have learnt how to explore the job market and get help to find the most suitable job. Remember that if you get a job you like and enjoy it then your job will cease to be work, and will become a world of joy. That would be the best thing that would happen to you, wouldn't it?

2.9 ANSWERS

Activity 1

- 1) It means a working existence, or a job by which one earns one's living.
- 2) Before the state of 'modernism' people would inherit or take up a single lifelong job.
- 3) They assess your interests, personality, values and skills and help you to explore career options.
- 4) Career placement, career planning, learning strategies and student development.
- 5) Consultants provide advice on the challenges of new jobs.
- 6) A creative approach to job implies taking the initiative and
 - Writing a small number of well targeted applications
 - Studying the business section of a newspaper
 - Studying new contacts
 - Building up a network of contacts

- 7) Telephone the right person before you send the application. Clearly state your job interest, explain why you have chosen to apply and show that you know about the job.

Activity 2

- 1)
 - i) static
 - ii) explore
 - iii) consultants
 - iv) competitive
 - v) recruitment
- 2)
 - i) ambitions
 - ii) empathetic
 - iii) extrovert
 - iv) punctual
 - v) reliable
 - vi) persuasive
 - vii) practical
 - viii) creative
 - ix) energetic
 - x) sensitive
 - xi) dynamic
 - xii) cool-headed

Tape script

This is radio Barkha. Well, it is time now for job advertisements. You may be the lucky one who has a job waiting for you. Best of luck all you job seekers, young and not so young - here we go.....

This ad is for those interested in working

It is not for everyone.

It takes a lot to be a banking technology expert. And that's exactly what Fiserv needs. The world's largest IT Company has a market cap of \$8 billion and over 17,000 clients. And it's now looking for people under the following heads.

Banking Experts

General Managers: Candidates should be BE/B.Tech / ME / M.Tech/MBA/ CA. Excellent interpersonal, marketing skills and sound technical exposure is required. 11 or more years of experience in handling multiple projects in banking domains. PMP certification will be an added advantage.

Project Managers: Candidates should be BE/B.Tech/ME/M.Tech/ MBA/CA with over 8 years of experience. Excellent interpersonal skills and sound technical exposure is a must. PMP certification will be an added advantage.

Project Leaders: Candidates should be BE/B.Tech / ME / M.Tech/MBA/CA with over 6 years of experience. Hands on exposure to the given technologies is essential.

Candidates with B1 Visa would be preferred. Interested candidates may call at 91-9818327119 to get an interview scheduled or send their resumes to careers@fiserv.co.in

Activity 3

- a) the banking sector
- b) banking
- c) technology
- d) interpersonal skills
- e) marketing skills
- f) sound technical exposure
- g) 11 eleven
- h) B.E /B.Tech or
- i) MBA/M.Tech / CA
- j) 8 (eight)
- k) hands on experience
- l) B1
- m) telephone
- n) resume



Activity 4

- Omar:** Hi! My name is Omar. Are you waiting for the interview for the script writer for the radio station?
- Surayia:** I'm Surayia. Yes, although I didn't realize that this is going to be a "walk in" interview. I haven't really prepared.
- Omar:** Well, nor have I. I thought that we just have to submit the application.
- Surayia:** Well, is this your first job?
- Omar:** No, actually I have done a short stint with ARBC.
- Surayia:** Wow! Why did you leave?
- Omar:** Oh, it was a project for four months. What about you?
- Surayia:** This would be my first job, although I have done some script writing as part of my training.
- Omar:** Where were you trained?
- Surayia:** At the College of Mass Communication.
- Omar:** That's a really fine place.
- Surayia:** Where were you trained?
- Omar:** Oh, at a local vocational institute.

Surayia: Oh that's my name announced—see you.

Activity 5

- 1) Many trees were pulled down.
- 2) Water is made from a mixture of hydrogen and oxygen.
- 3) My car was hit from the back.
- 4) The flag was unfolded by the Principal on Independence Day.
- 5) Radium was discovered by Madam Curie.
- 6) The winners of the Nobel Prize in Physics and Chemistry were announced yesterday.
- 7) The window was broken yesterday in the evening.
- 8) The fire will be put out by the fire brigade.
- 9) All the roads in the area have been cleared due to the movement of VIP.
- 10) A new mayor was elected yesterday.

Activity 6

My name is Salmaan Anwar. I'm in my final year of Economics (Major). I have many dreams which I'm determined to fulfill. I wish to join UNESCO. Here I would like to work on projects involving underprivileged children. My dream is to create a world where no child goes hungry. My greatest joy is to see a smile on a child's face. In order to fulfill my ambition I am also a member of the college social welfare club. We have taken under our care a nearby slum cluster. I do voluntary teaching there. I teach both adults and children. I go there twice a week in the evenings.

UNIT 3 RESPONDING TO JOB ADVERTISEMENTS

Structure

- 3.0 Objectives
- 3.1 Warm Up
- 3.2 Reading Comprehension: Responding to Job Ads
- 3.3 Vocabulary: Related to Advertisements
- 3.4 Listening: To a Conversation
- 3.5 Speaking: Role Play, Telephoning
- 3.6 Grammar: Non-finites (Names of Skills, Intentions, kind of job)
- 3.7 Writing: Responding to an Advertisement
- 3.8 Let Us Sum Up
- 3.9 Answers

3.0 OBJECTIVES

This unit will help you to:

- Learn and practise structures around advertising and responding to advertisements
- Understand the language of an advertisement
- Develop vocabulary related to jobs
- Use polite language to make enquiries
- Be aware of language structures and vocabulary required to respond to advertisements

3.1 WARM UP

Read the two advertisements given and discuss the following:

- 1) Who put in the advertisement?
- 2) What is the person/organization looking for?
- 3) What are the skills required for the job?
- 4) If you were interested in the job mentioned what would you want to know?
- 5) What is the basic difference between the two advertisements?

Advertisement 1

Positions of two full time Senior Consultants in Physics

Location: IGNOU, Maidan Garhi, New Delhi

Date Listed: 01-Aug-2...

The School of Sciences invites application from candidates for the positions of two full-time Senior Consultants in Physics. They will be involved in helping the faculty in developing theory and practical components of Physics electives

of B. Sc. (CBCS) programme, IGNOU Vacancy Details: No of posts: 02 Name of the post: Sr Consultant

Age Limit: The maximum age limit for these posts is 68 years on the date of advertisement.

Essential Qualifications: PhD. in Physics with minimum 10 years teaching experience at UG/PG level.

Desirable: 1. Teaching of Electronics, Optics, Electromagnetic Theory, Nuclear Physics, Quantum Mechanics, Thermodynamics and Statistical Mechanics at UG/PG level along with other Physics Courses. 2. Experience of writing text books and SLMs at UG/PG level.

Selection Process: Candidates will be selected through an Interview.

How to Apply: Eligible candidates can attend the interview along with application in the prescribed format with original documents and xerox copies of the same on 31.08.2018

Last date of receipt of application: 31.08.2018

Advertisement 2

Hotel Jobs in London **Ad ID:** 5849316

Location: London

Date Listed: 12-Aug-2018

A BRITISH MULTINATIONAL COMPANY IN HOTEL INDUSTRY BUSINESS IS LOOKING FOR WORKERS TO WORK IN BRITAIN. FLIGHT TICKETS AND ACCOMODATION IN LONDON WILL BE PROVIDED. VACANCY FOR CLEANERS, GARDENERS, STEWARDS, DRIVERS, BAR ATTENDANTS, PLUMBERS, P.R.MANAGERS, LANGUAGE TRANSLATORS, WATCHMAN, RECEIPTIONIST, CLERKS, COOKS, ACCOUNTANTS, TECHNICIANS, WEB DESIGNERS, PROGRAMMERS, etc.

Interested? Contact: P.N.Suresh. (for Langdith Hotels Ltd)
suresh@yahoo.com

(Adapted from the Internet)

3.2 READING COMPREHENSION: RESPONDING TO JOB ADS

Read the guidelines given for responding to an advertisement and then extract the relevant information from the advertisement that follows.

Thousands of employers use classified ads as a means to advertise vacancies and even more people respond to these ads, but only a few applicants ever get a positive response. You may think, so why bother with these ads? If you consider the competition for one job, it may seem a futile operation, but there are a few secrets for responding to job ads and if you make use of these tips, your chances of landing the job increase tremendously.

Benefits of responding to job ads

The job ads are the ideal place to find a comprehensive directory of businesses that are looking for employees. There is normally a bit of information about the company and the best of all - you get an idea of what the companies are looking for, what they expect, and in some cases, what they are willing to pay.

How to use the classified ads

It is better not to look for entry level jobs since these types of ads will be in the minority, rather scan the ads to find who is hiring and where possible, to find the names of the recruitment officers

Step 1: Select the advertising vehicle

Subscribe or purchase newspapers that run job ads for the area where you would like to locate a job as well as any national papers or magazines that focus on your particular job industry. Make a list of Internet sites that run classified job ads and browse them regularly as well.

Step 2: The scanning process

If you are a beginner, mark the entry level jobs and respond to them first. You should be prepared to be at the company first thing in the morning. You secondly, must also mark entry level openings in other job fields. They may not directly apply to you, but it indicates that the enterprise is willing to employ at the entry level.

Thirdly, scan the ads that indicate that experience and higher qualifications are needed. Even though you won't get the advertised job, you get valuable information such as who the manager is, the name of the recruitment officer, and the types of job responsibilities that you can expect.

Step 3 Make a list

Before you start responding to job ads, you need to make a list of all the relevant hiring companies and the positions advertised.

Best time for responding to job ads

If you saw a job ad in a weekend paper, you should respond on Monday. Don't mail your CV since it will only arrive later in the week. Emails only get read around Tuesday or Wednesday, so you need to be at their offices on Monday before the rest of the applicants respond. If the ad doesn't say "No calls" then you can make a phone call to enquire, but if it states that calls are not welcome, you should pay them a personal visit. Most employers urgently look for replacements and will be too happy not to deal with thousands of applicants and that is why you should help them out by responding on Monday. You need not call for an interview or meeting, just arrive at their offices with your CV and well prepared for an interview.

Now look at the advertisement given below:

**MY LADY JEWELLERS
PVT LTD.**

A fast growing fashion jewellery manufacturing company based in Singapore is looking for the expansion of its Marketing Division.

REQUIRED ARE: SALES OFFICERS, AREA SALES MANAGER, ACCOUNTANT, OFFICE ASSISTANT CUM COMPUTER OPERATOR

Candidates must be graduates with 3-5 years of experience

SALARY NO BAR

For prior appointment contact:

9888833300 Fax: 22459876

Activity 1

Answer these questions:

- 1) i) What kind of information does one get from these classified advertisements?

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- ii) Where would you find classified advertisements? List them.

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- iii) Why do we call a newspaper an advertising vehicle?

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- iv) Which kind of jobs must you apply for? Why?

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- v) Why must you mark the entry level jobs of the company even if they do not apply to you?

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- vi) Why must one scan jobs that require 'experience' and 'higher qualifications'?

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- vii) What is the best thing to do if the advertisement says 'No calls'? Why?

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- 2) Answer the following questions related to the advertisement.

- i) In your opinion, what size company is 'My Lady Jewellers'?

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ii) Does the reader know where he/she will be posted? Why?

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iii) Match the post with the required skill/qualification. The skills are provided in the box below. One skill may be applicable to more than one post.

a) Sales Officer:

.....

b) Accountant:

.....

c) Office Assistant-cum-computer operator:

.....

- | | |
|--------------------------------------|-------------------------------------|
| a) Taking notes in short-hand | b) A degree in sales management |
| c) A degree in Accountancy | d) Operating a computer efficiently |
| e) Communicating effectively | f) Telephoning |
| g) Keeping books and ledgers | h) Convincing people |
| i) Making spreadsheets | j) Preparing and typing letters |
| k) Interviewing people | l) Preparing tour reports |
| m) Guiding and training new recruits | |

iv) Is the salary negotiable? Pick the sentence that illustrates this.

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v) Is there any entry level post? How can you tell?

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- vi) In view of what we read in the passage 'Responding to Job Ads' would it be all right to walk into their office with your resume unannounced? What should one do first?

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- vii) Why is the address of the company office not provided? Guess the possible reason(s).

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3.3 VOCABULARY: RELATED TO ADVERTISEMENTS

Activity 2

In the grid below are places where one may come across advertisements. Find them.

L	M	R	U	I	O	N	J	X	Y	C	T	U	H	W
K	S	G	F	I	L	E	A	A	W	A	T	R	M	D
H	T	B	S	N	E	W	Y	F	G	B	O	A	R	D
A	B	U	D	J	O	S	O	D	E	L	Q	A	W	G
N	J	L	R	O	O	P	O	S	T	E	R	D	Q	T
D	P	L	Q	P	I	A	K	I	L	L	A	S	T	E
B	I	E	W	X	N	P	O	D	D	S	D	Z	T	D
I	N	T	E	R	N	E	T	A	K	E	I	X	D	E
L	S	I	B	A	E	R	C	R	Y	S	O	W	R	T
L	W	N	O	Z	T	W	E	L	D	A	M	E	L	L
S	F	G	X	Z	L	A	L	D	M	V	N	E	G	K
D	Y	U	S	E	L	S	O	O	I	T	T	R	J	K

Clues:

- i) Advertisements printed on small pieces of paper and distributed with the newspaper or stuck on walls or key places for people to see.

- ii) Places where people put notices and general information.
- iii) What one surfs on the computer when one wants information? We need a telephone or cable connection for this.
- iv) Another word for the network we can access using the computer and the cable.
- v) That which provides us connectivity to different sources of relay and telecast and which allows us to watch things telecast in far off places on our television sets.
- vi) That which brings in the news and a fund of information every morning.
- vii) Large printed matter on thick paper which we find stuck on public places.
- viii) The device that brings across songs, plays, news and jingles without pictures.

3.4 LISTENING: TO A CONVERSATION

Activity 3

Listen to the conversation and tick the correct alternative.

- i) Super Designers advertised/did not advertise the job in newspaper.
- ii) There was/were only one/a few jobs advertised.
- iii) The post of the Illustrator was at number 3 /4.
- iv) The receptionist connected Martin Day to the design/arts department.
- v) Martin Day has a degree in fine arts/commercial art.
- vi) He has the required/less than the required experience.
- vii) Martin Day needs/does not need an appointment for a walk-in-interview.
- viii) The time given to him is 11.30 on Thursday/Wednesday.
- ix) Lilian Thomas was encouraging/not so encouraging in her replies to Martin Day.
- x) He has been advised to bring in some landscapes/portraits that he has drawn.

3.5 SPEAKING: ROLE PLAY, TELEPHONING

Activity 4

You have just listened to a conversation between a candidate for a job and the office staff of the company.

Now play the roles of the following persons in pairs.

Role 1

Geoffrey Baldwin: is aspiring to become a Sales Officer in a publishing house, called Indigo Publishers. Has a post graduate degree in commerce. Has experience of working as a Sales Executive in a firm that deals in computer parts (three years and five months, one year and seven months less than the 5-7 years mentioned in the advertisement). Wishes to change his line a bit. Willing to learn how to market books.

Mary Thomas is the front office assistant. She receives the call and after the initial talk transfers it to Usmaan Khan, the Sales Manager.

Usmaan Khan enquires about his qualifications. He also asks him about his experience. Asks him why he wants to shift. Asks him whether he would be able to learn how to market books.

3.6 GRAMMAR: NON-FINITES (NAMES OF SKILLS, INTENTIONS, KIND OF JOB)

Activity 5

- I) When we talk of the skills required for a job or the abilities one has we often tend to use words like: typing, contacting, marketing, handling, issuing, working on a computer, designing etc.

Look at these sentences:

- a) I have some knowledge of **accounting** but **preparing** excel sheets would be difficult for me initially.
- b) **Handling** the Excel Programme is not very difficult. You will learn it in no time.
- c) Try **telephoning** the manager after 5.30 in the evening. He is usually back from his field work by then.
- d) Are you good at **convincing** people?

You will notice that the highlighted words are formed by adding 'ing' to a verb and are used as nouns. They can be the subject or the object of a verb. These verb-nouns are called **Gerunds**.

- 1) Complete the sentences given below using gerunds.
- i) Your job will include.....(**write**), I mean (**type**) letters, (**answer**) the telephone, (**take**) dictation and (**maintain**) the files.
 - ii) Sir, there's Mr. Randhawa on the telephone. He has been (**call**) since morning.
 - iii) Think carefully before.....(**join**) your new assignment. Remember in order to do so you will be.....(**quit**) a comfortable job.
 - iv) The skill of(**read**) and(**write**) in English is essential for an office boy's job here.
 - v) Simply(**place**) an advertisement in a popular daily will fetch us many candidates.
 - vi)(**respond**) to job advertisements is a skill that freshers must learn.

- vii) The Manager is always busy nowadays.(interview) candidates for different jobs takes up most of his time.
- viii)(market) designer clothes can be tricky. One never knows when someone will simply copy them instead of(buy) them.

II) So far you have learnt one function of the verb+ ing form (as a noun). Now look at these sentences and say whether they are functioning as nouns or something else.

- i) The two Companies had **conflicting** interests.
- ii) The General Manager of the Company saw his staff **coming** in late.
- iii) The lady **sitting** near the counter is the next candidate for the interview.
- iv) The lady I spoke to had a very **encouraging** tone when I asked about my chances of getting the job.

You will notice that these words are functioning as describing words or adjectives and telling us more about the nouns they are qualifying. Hence **encouraging** voice, **conflicting** interests, **coming** in late, **sitting** near the counter. These are present participles.

Similarly we have past participles formed by adding 'ed' to a verb (published, cleaned) or the third form of irregular verbs (fallen, driven).

2) Complete the sentences using the appropriate participles.

- i) The(type) letters are ready for dispatch.
- ii) Please remove the(break) chairs from the hall.
We shall have our meeting here.
- iii) Joan and Raul reached the(meet) point well before the appointed time. They wanted to be punctual on the day of the informal interview.
- iv) I think a line is(miss) in the letter. Please insert it and have it (dispatch).
- v) Please show me a few samples of a(cover) letter.
- vi) This is a (well-pay) job. Everyone wants it.
- vii) The (attend) patients looked settled while the (un, attend) ones looked..... (dis, satisfy).
- viii)The company has changed its name. All the letter heads have been printed afresh. Please use the(change) letterheads.

3.7 WRITING: RESPONDING TO AN ADVERTISEMENT

After you have decided that you would like to apply for a particular post you need to send them your CV or resume which you will read about in a later unit.

You would need to prepare a covering letter with your application.

You will now read a covering letter in response to a job advertisement. The important thing in this letter is that you need to show that your skills match the job you are applying for.

Activity 6

Imagine that you have received training in film scripting from the Institute of Mass Communication, Ireland after getting a degree in Film Production. You have worked as an assistant with a Scriptwriter at Ronald and Smith Studios for over five years.

You are applying for the job of Junior Script Writer at Worldwide Films, Riverwalk, Tampa, Florida.

Say you are looking for an opportunity to work with a big film company. Also mention that since you have a special degree and five years of experience you would be happy to assist with the script of a full-fledged film.

Say that you can be reached at the above address and telephone number. Tell them when you would call to find out about the status of your application.

Your language needs to be polite but not ingratiating.

3.8 LET US SUM UP

It is important for us to keep looking at various vehicles of advertisements and read them carefully for the information given in them. In case we have queries we can call them up and clarify our doubts unless they have clearly indicated that they would not entertain any calls. When we visit them we should take all our necessary papers so that we are prepared for an impromptu interview. It is important to give a complete picture of your skills and qualifications and be honest with them while answering their queries. A polite but confident covering letter goes a long way in ensuring that your application will be read and you will be considered for the job.

3.9 ANSWERS

Warm Up

Advertisement 1

- 1) IGNOU, New Delhi
- 2) Inviting applications for the post of Senior Consultants.
- 3) Experience of writing text books and SLMs at UG/PG level
- 4) Whether the recruiters will consider freshers/candidates without any work experience.
- 5) The first advertisement is of an academic institution while the second is from hospitality sector.

Advertisement 2

- 1) A British Multinational in the Hotel Business.
- 2) Candidates looking for jobs ranging from cleaners, gardeners, stewards, drivers, computer programmers to managers related to the hospitality industry to work in Britain.
- 3) Each job requires the relevant qualification or skill:
 Cleaners: skill of using various gadgets for cleaning
 Gardeners: skill of planting, growing and maintaining gardens and lawns.
 Stewards: Diploma in Hotel Management, etc.
- 4) Since it is already mentioned that flight tickets and stay will be looked after by the employers the candidates would want to know the salary, working hours, holidays, the perks and the retirement benefits.
- 5) This advertisement is different from the first one as it has been placed by an organization looking for fresh recruits.

Reading Comprehension**Activity 1**

- 1)
 - i) One gets to know a bit about the company and what it is willing to pay for a job and the qualifications they are looking for in the candidate for a specific job. You also get to know the names of the recruiting officers.
 - ii) One can find these advertisements in newspapers, magazines and Internet sites.
 - iii) A newspaper is an advertising vehicle because it carries a lot of different kinds of advertisements and is still the most popular place to look for advertisements.
 - iv) Since one is a fresher one must apply for the entry level jobs. One can apply for the higher level jobs once one has obtained experience.
 - v) We need to mark these jobs to identify the companies and organizations that employ at entry level. They may have jobs suiting one at a later stage. So one can keep them handy.
 - vi) These jobs give a good picture of who the manager will be or the name of the recruiting officer and the job responsibilities one can expect.
 - vii) The best thing to do is to pay them a visit personally. This means they do not welcome calls and telephonic enquiries. Of course, one needs to carry one's resume and the relevant papers in case they decide to interview immediately.
- 2) Answers related to advertisement.
 - i) 'My Lady Jewellers' is a middle-sized company

- ii) The place of posting or the location of its new Marketing Division is not mentioned. Either it is not yet finalized or they want to take people who would be willing to move and would come with an open mind.
- iii) a) Sales Officer: **A degree in Sales Management, communicating effectively, preparing tour reports, guiding and training new recruits, convincing people.**
b) Accountant: **A degree in Accountancy, keeping books and ledgers, making spreadsheets, operating a computer efficiently.**
c) Office Assistant-cum-Computer Operator: **Communicating effectively, convincing people, taking notes in short-hand, telephoning, preparing and typing letters.**
- iv) Yes. The line 'Salary No Bar' shows this.
- v) There is no entry level post since they are asking for experience of 3-5 years.
- vi) No, it would be right to first telephonically contact them and fix an appointment.
- vii) Possibly the area of posting is not decided or they do not want to reveal it. They might also wish to know who would be willing to move out of their city.

Vocabulary

Activity 2

- i) Advertisements printed on small pieces of paper and distributed with the newspaper or stuck on walls or key places for people to see- **Handbills**
- ii) Place where people put notices and general information- **Board (Notice)**
- iii) What one surfs on the computer when one wants information... We need a telephone or cable connection for this- **Internet**
- iv) Another word for the network we can access using the computer and the cable- **Web**
- v) That which provides us connectivity to different sources of relay and telecast and which allows us to watch things telecast in far off places on our television sets- **Cable**
- vi) That which brings in the news and a fund of information every morning- **Newspaper**
- vii) Large printed matter on thick paper which we find stuck on public places- **Poster**
- viii) The device that brings across songs, plays, news and jingles without pictures- **Radio**

Listening**Activity 3****TAPESCRIPT**

- A) (Female voice): Hello, Superb Designers. How may I help you?
- B) (Male voice): Hello, my name is Martin Day. I called up regarding a job you have advertised in the Sunday edition of the Times of Dubai.
- A: Which particular job are you talking about?
- B: The job of an Illustrator. It is at number 4 in your advertisement.
- A: Right. Let me just connect you with our arts department. Ms. Lilian Thomas will assist you.
(Pause)
- C) (Different female voice): Hello, this is the arts department. I am Lilian Thomas. What is your query, sir?
- B: I have a graduation certificate from the School of Arts, Addis Ababa. I have graduated in commercial art.
- C: Yes. That's good.
- B: But I don't have five years experience. My experience is just over four years. Do you think I should apply?
- C: A little over four years, you said. Umm.. Well, there is no harm in trying your luck.
- B: You have mentioned a walk-in-interview. Can you give me an appointment for the same?
- C: Let me check. Wednesday at 11.30 would be fine. I hope it suits you.
- B: Yes. I shall be there. One last question. What would you advise me to carry with me apart from my resume and certificates?
- C: It would be a good idea to bring some of your sketches. Have you done any human figures or portraits?
- B: Yes, a few.
- C: Bring them along. All the best. (Click)

Activity 3

- i) Super Designers **advertised** the job in newspaper.
- ii) There were only **a few** jobs advertised.
- iii) The post of the Illustrator was at number **4**.
- iv) The receptionist connected Martin Day to the **arts department**.
- v) Martin Day has a degree in **commercial art**.

- vi) He has **less than the required** experience.
- Vii) Martin Day **needs** an appointment for a walk-in-interview.
- viii) The time given to him is 11.30 on **Wednesday**.
- ix) Lilian Thomas was **encouraging** in her replies to Martin Day.
- x) He has been advised to bring in some **portraits** that he has drawn.

Speaking

Activity 4

The dialogue might be like this.

- Mary Thomas: Indigo Publishers. Can I help you?
- Geoffrey Baldwin: I wanted to enquire about the post of Sales officer in your publishing house.
- Mary: Hold on, I'll connect you to Mr. Usman Khan, our Sales Manager.
- Geoffrey: Thank you.
- Mary: Go ahead. You are through.
- Usmaan Khan: Hello.
- Geoffrey: Hello, my name is Geoffrey Baldwin. I wanted to apply for the post of Sales Officer in your Publishing House.
- Usmaan: May I know your qualifications Mr. Baldwin, if you don't mind?
- Geoffrey: Yes, of course. I have a Post Graduate degree in Commerce.
- Usmaan: Good, and do you have any experience of sales?
- Geoffrey: Yes, I do. I am working as a Sales Executive in a firm that deals in computer parts.
- Usmaan: For how many years have you been working?
- Geoffrey: For three years and five months. Do you think I should apply since my experience is one year and seven months short?
- Usmaan: There is no harm in applying. But why do you wish to shift to selling books, Mr. Baldwin?
- Geoffrey: I want a change.
- Usmaan: You will have to learn marketing of books very quickly. Would you be able to do that?
- Geoffrey: Oh yes, I am willing to learn the trade as fast as I can.
- Usmaan: Good. In that case come to the office with your resume and your certificates at 11.30 a.m. on Thursday. I hope that suits you.
- Geoffrey: Oh that's fine. I'll be there. Thank you for your time, sir.
(Click)

Grammar

Activity 5

- 1)
 - i) Your job will include **writing**, I mean **typing** letters, **answering** the telephone, **taking** dictation and **maintaining** the files.
 - ii) Sir, there's Mr. Randhawa on the telephone. He has been **calling** since morning.
 - iii) Think carefully before **joining** your new assignment. Remember in order to do so you will be **quitting** a comfortable job.
 - iv) The skill of **reading** and **writing** in English is essential for an office boy's job here.
 - v) Simply **placing** an advertisement in a popular daily will fetch us many candidates.
 - vi) **Responding** to job advertisements is a skill that freshers must learn.
 - vii) The Manager is always busy nowadays. **Interviewing** candidates for different jobs take up most of his time.
 - viii) **Marketing** designer clothes can be tricky. One never knows when someone will simply copy them instead of **buying** them.
- 2)
 - i) The **typed** letters are ready for dispatch.
 - ii) Please remove the **broken** chairs from the hall. We shall have our meeting here.
 - iii) Joan and Raul reached the **meeting** point well before the appointed time. They wanted to be punctual on the day of the informal interview.
 - iv) I think a line is **missing** in the letter. Please insert it and have them **dispatched**.
 - v) Please show me a few samples of a **covering** letter.
 - vi) This is a **well -paid** job. Everyone wants it.
 - vii) The **attended** patients looked settled while the **unattended** ones looked **dissatisfied**.
 - viii) The company has changed its name. All the letter heads have been printed afresh. Please use the **changed** letterheads.

Activity 6

(You may write your name and address here and your telephone number)

Date

.....(Any name)

Worldwide Films

44, Riverwalk

Tampa

Florida, FL 0000888

Dear Mr./Ms,

I have been working as an assistant with Scriptwriter at Ronald and Smith Studios for the last five years. I have received training in film scripting from the Institute of Mass Communication, Ireland after getting a degree in Mass Communication from an institute in Durban. I believe that my qualifications and experience will help me to be a good Junior Script writer, the post I aspire for, in your, company.

Although I am happy working at the Ronald and Smith Studios assisting in writing scripts for the television, I wish to have some experience in films. So I am looking for an opportunity to work with a big film company. Since I have a special degree in film scripting and five years of experience with television I am very interested in assisting with the script of a full-fledged film. Here, I wish to add that my communication skills are excellent and I am very comfortable working in a team.

I have attached the testimonials along with my application. Should you find my application suitable for the post of Junior Scriptwriter you may contact me at the address or the telephone number given above. I shall be calling your office within ten days to find out the status of my application. I look forward to hearing from you.

Sincerely,

(Signature)

(Name)



UNIT 4 PREPARING FOR THE JOB

Structure

- 4.0 Objectives
- 4.1 Warm Up
- 4.2 Reading Comprehension: You are in Control
- 4.3 Vocabulary: Words in Context
- 4.4 Language Focus
- 4.5 Listening: Off the Beaten Track
- 4.6 Writing and Speaking: Some Frequently Asked Questions
- 4.7 Let Us Sum Up
- 4.8 Answers

4.0 OBJECTIVES

This unit will help you to

- Understand the selection criterion in an interview
- Identify the skills needed
- Practice answering some Frequently Asked Questions (FAQS)
- Familiarize yourself with new interview formats like the telephone interview and videoconferencing

You will also be provided with

- Vocabulary inputs
- Quick tips
- Sentence structures for effective answers
- Sample interviews for analysis

4.1 WARM UP

Talk to people who have faced interviews in the last year. Find out what they have to say about

- The experience of their first interview
- The best / worst moment
- About the interviewer(s)
- How did their preparation help?
- What would they change if they could?

Don't worry if you come across some negative experiences or opinions. Don't let it scare you - it's all part of the job-hunting game.

4.2 READING COMPREHENSION: YOU ARE IN CONTROL

What is an interview about? And is there a perfect interview? Read on to find out.

One of the most important things you can learn about job interviewing is that you - yes, that's right, you can exercise a remarkable degree of control over the entire process. Understanding, using and expanding on the control you have over the interview may be the single most important factor in your ability to get the job you want and build it into a job you love.

What does it take?

There are some folks who just attract other people to them. I'm not talking about physical attractiveness here. I'm talking of personal traits such as friendliness, courtesy, genuine interest in the other person, good listening skills, an ability to influence the environment rather than being controlled by it. A person who radiates a sense of control communicates competence, calm and confidence. Your interview goal is to communicate that you are the best person for the job. With control you exude a sense of certainty, predictability and lowered risk. These are subtle qualities all interviewers are looking for. When you feel not in control, you tend to present yourself both personally and professionally in a way that does not attract other people.

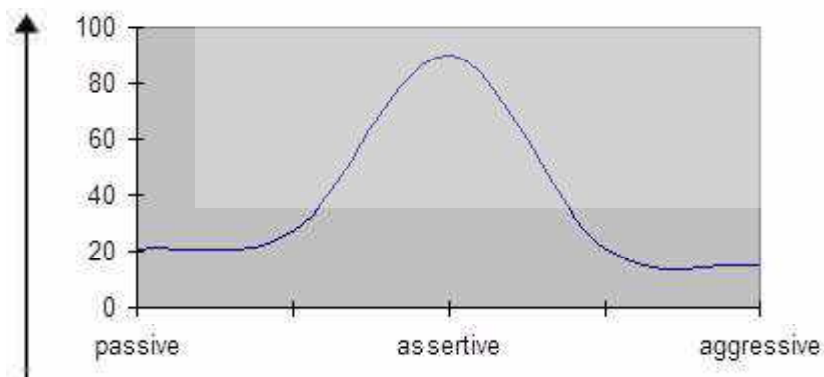
By taking control I do not mean charging into the room like a star from the world wrestling shows, physically overwhelming the space with your body language and cologne while verbally dominating the conversation by not letting the interviewer get a word in edgewise. It might be kind of fun to watch but it sure won't get you the job.

Two things I'm absolutely sure of – (a). You do want to exhibit the appropriate level of assertiveness in the interview to demonstrate you are capable and (b). You do not want to cross the invisible line between assertiveness and aggression.

Get Feedback

How do you know what you talk like? What your presentation is like? - Get feedback, real feedback. Take a look at this **Communication Effectiveness Model**

High Communicative Effectiveness



Low energy level —————> High energy level

Next because you are the best source of information about yourself, ask yourself the following question:

When do I communicate in the passive zone / assertive zone / aggressive zone?

What am I doing most frequently?

Be Heard

No job interviewer is going to sit there trying to pry information out of you. If you are too passive in your communication it shows non-interest and “not - good-with-people”. On the other hand, maybe you have determined that you are much too aggressive in the way you communicate. This is also bad news because you will be seen as ‘hard to work’ with and not a team player. No interviewer is going to recommend hiring you if you come across as opinionated.

Answer this - whose interview is it anyway? I want you to actually stop for a minute or two to think about this. Sure your potential employers are interviewing you but they are interviewing other candidates as well. This makes the time you spend for your interview very precious. It is your time to be seen as a winner, it’s your time to shine. This interview is yours and you need to take responsibility for it.

Remember the interviewer assumes more or less that you can do the job. In today’s hectic world, no one has the spare time to interview someone who they think can’t do the job, do they? Only the best candidates, only the most appropriately skilled individuals, only those who the interviewer actually hopes can do the job, will be called for the interview. Of course, it’s up to you to communicate that you actually can do the job.

The interview is a two way street. You are not going to be interrogated like an enemy agent in some war movie. They have work that needs to be done and the money to pay for it. You have the skills and the attitude. They are trying to determine if you are the best person for them and you are trying to find out if this is the best place to work in at this point of your career.

Remember in many ways a job interview is like skydiving -you don’t get a “do over”, if you blow it on the first try, you never get a second chance to make a first impression.

Activity 1

1) Read the passage given above and mark T/F according to the passage.

- i) An interview is meant to give the candidate a hard time.
- ii) No one doubts your basic ability since you were called in the first place.
- iii) The passive and aggressive styles of communication are very high on effectiveness.
- iv) Interpersonal communication skills are under observation from the moment we enter the job market.
- v) Attitude judgments about people are old fashioned; they don’t happen in the modern workplace.
- vi) The fear of powerlessness doesn’t affect interview performance.
- vii) In spite of somebody else doing the questioning the candidate actually can control the interview.
- viii) In an interview the two parties are trying to decide on a mutually beneficial agreement.

- 2) Based on the passage you have just read, complete the list.

Selection criterion for the winning candidates.

The candidate should have the following:

Ability to _____

Quality of _____

Must _____

Should have _____

The candidate must not

- 3) Complete the following:

i) Aggressive communication styles are harmful because _____

ii) Being in control helps because _____

iii) Feeling powerless during the interview stops us from _____

iv) The interviewer is looking for subtle qualities like _____

v) The way we converse with each other is important because it shows _____

4.3 VOCABULARY: WORDS IN CONTEXT

Activity 2

- 1) Find words from the passage, which mean the same as the following:

i) knowing in advance what is going to happen

ii) too much of anything; a person or situation that is too dominating

iii) speaking or acting in a forceful way so that people notice you

iv) behaving in an insistent and forceful way without caring about other people

v) somebody who has very distinct opinions and puts them across aggressively

vi) very busy

vii) questioned

viii) another chance

- 2) The word grid below hides ten adjectives which have the qualities that you must cultivate at the workplace. Locate them.

E	F	F	I	C	I	E	N	T	P	L	E	A	S	A	N	T
C	A	P	A	B	L	E	T	F	R	I	E	N	D	L	Y	Z
C	Z	X	Y	R	E	S	T	F	U	L	W	X	E	A	S	Y
O	W	U	V	P	E	R	F	E	C	T	I	O	N	I	S	T
N	F	X	Y	N	F	F	A	B	C	A	L	B	J	S	L	L
S	R	Z	O	G	E	D	F	U	N	M	L	V	O	E	O	E
I	E	H	A	R	D	I	D	E	T	B	I	I	Y	R	W	A
D	Q	U	I	A	H	F	S	G	C	I	N	O	A	I	F	R
E	U	S	J	R	L	F	K	O	B	T	G	U	B	O	I	N
R	E	U	P	E	M	I	K	O	A	I	I	S	L	U	V	I
A	N	A	Q	O	N	C	W	D	D	O	X	V	E	S	Z	N
B	T	L	R	S	I	U	X	Y	Z	U	Y	R	E	A	L	G
L	L	L	T	U	A	L	E	R	T	S	K	I	L	L	E	D
E	Y	Y	Q	V	Z	T	O	U	G	H	Z	K	C	A	L	M

- i) having the abilities or qualities necessary to do something.
- ii) a kind and friendly person
- iii) a person who does a job well and successfully without wasting time and energy
- iv) a person who does not show undue worry or excitement
- v) someone you enjoy being with because s/he is humorous, friendly and happy
- vi) someone with talent and expertise in their job
- vii) someone who pays full attention to things and is ready to deal with anything that might happen.
- viii) someone with a strong desire to be successful and powerful
- ix) someone who likes the company of most people
- x) a person who refuses to accept anything that is not perfect

4.4 LANGUAGE FOCUS

Here are a few language structures that can be used in interviews. Practise them whenever the opportunity arises.

Answering ice breakers

Q: Good morning/ good evening...
How are you? Could we have your name? Ayushi Rajwar right? Hope you haven't had to wait too long? Are you comfortable?

A: Good morning/ good evening... Fine thank you. Ayushi Rajwar / I am... Yes that's right. Not at all... Of course, thank you ...

Asking questions, asking for clarifications / for time May I/could I have a moment to think about this... I'd like to know some thing... I have a question... Could I get back to this question in some time? (If you don't mind) Could you repeat the question, please? May I ask if... There is something I'd like to know... May I know / I'd like to know the pay package/remuneration you are offering.

Activity 3

Given below are two parts of brief conversations between two different persons on various occasions in daily life. Match part A of the conversation with part B.

A	B
i) Hello! Savita! How are you?	a. Thank you very much, sir. You helped a lot.
ii) Hi Vikas! Coming to see the movie?	b. Yes, here it is.
iii) May I know your name please?	c. Thanks! I need the good wishes.
iv) Many thanks for the lovely birthday present.	d. Fine, thank you.
v) Congratulations, Rehman. You've done very well in the exams.	e. Certainly sir. I'll bring it in a moment.
vi) Can I help carry your books Mrs. Rao?	f. Of course not. In a moment.
vii) May I borrow your camera for a day, please?	g. I'm Roopa Trivedi.
viii) Good luck with exams, Sarita	h. Sorry. Not a paisa on me.
ix) Excuse me, could you tell me the way to the station?	i. Oh that's very kind of you. Thank you very much.
x) Excuse me. Can I have another glass of water?	j. No thanks. I've had enough.
xi) Like another cup of tea?	k. Yes, of course.
xii) Like to come for a drink?	l. Sure. Go straight and then turn right.
xiii) Have you any change on you?	m. My pleasure. I hope you liked it.

xiv) May I take my calculator into the examination hall, please?	n. That's out of the question. They're not allowed.
xv) Would you mind moving your car, please?	o. Love to.

4.5 LISTENING: OFF THE BEATEN TRACK

Interview techniques have expanded hugely. It now caters to the time bound and technologically advanced world of work. Listen to a call center HR supervisor talking about new interview formats.

Activity 4

- 1) Complete the following in your own words with ideas from what you just heard:
 - i) Since the interviewer can't see you nodding in response to what they are saying on the phone _____
 - ii) The speakerphone is not a good idea because _____
 - iii) How you sound on the phone is important. Your voice should not _____
 - iv) In case the interviewer doesn't give us a chance to talk about our skills then _____
 - v) If there is no invitation for a meeting then _____
 - vi) The phone interview is the first level before _____
 - vii) Helpful ideas to prepare for an interview via videoconferencing are to _____

- 2) Listen to David's advice for **telephonic interviews** and fill out the following checklists

Dos

Don'ts

4.6 WRITING AND SPEAKING: SOME FREQUENTLY ASKED QUESTIONS

Given below are some FAQs (Frequently asked questions) at interviews. Write out your answers. Then practise a mock interview with a friend/colleague

- 1) What are your career goals?
- 2) Where do you see yourself 5/10 years from now?
- 3) Why should we hire you?

- 4) What are your extracurricular interests?
- 5) What did you enjoy most in your college/university?
- 6) What appeals to you most in this job?
- 7) What are your greatest achievements?
- 8) At this point in life what is the most important thing for you?
- 9) How would your friends describe you?
- 10) What motivates you?
- 11) What do you want out of life?
- 12) What are your strengths and weaknesses?
- 13) Tell us about yourself?
- 14) How would you judge your interpersonal skills?
- 15) What do you know about our company?

This is just a small sample. The range of possible questions is infinite but what makes interviews predictable is that the questions are from a few basic categories.

Here is a table that will help you. Look at the “best answer option” and answer the sample questions.

Question category	Sample	Best answer option	What's your answer? Use the suggested structures to answer the questions ...
Testing attitudes	Do you like teamwork? How do you handle criticism? What bores you and what do you do about it?	<ul style="list-style-type: none"> Give examples to support what you claim is your belief. <i>For example, Yes I enjoy teamwork. In fact most of my projects have been in teams.</i> Talk about the importance of that attitude in your work. Be honest and positive. <i>For example, if the criticism is constructive I'm okay with it but if it is uncalled for I do feel bad but I know these things happen sometimes</i> 	<p>I am...</p> <p>I like /enjoy / prefer...</p> <p>I am comfortable in /doing /with ...</p> <p>I am good in/ at / with...</p> <p>I believe I am...</p> <p>I consider myself...</p>

Testing behavior	<p>How would you deal with conflicts with colleagues?</p> <p>How do you deal with stress?</p> <p>Tell us about a time when you solved a problem in a creative way?</p>	<ul style="list-style-type: none"> • Describe how you behave in a certain way and why and what the experience has taught you • Provide a concrete illustration • Keep the answer small and include only important aspects • Know exactly which of your experiences reflect which aspect of your behavior • <i>For example, I believe talking it through can solve most problems, I used to do that during my work in the students council....</i> 	<p>I believe...</p> <p>I enjoy....</p> <p>I like/prefer to...</p> <p>I'd like to tell you about...</p> <p>During ...</p> <p>When I was...</p> <p>Let me give you an example ...</p> <p>Like the time when I ...</p> <p>I used to...</p>
Testing skills	<p>How comfortable are you with new technology?</p> <p>Are you better at verbal skills or written skills?</p> <p>Are you proficient in the latest software?</p>	<ul style="list-style-type: none"> • Describe your skills and relate it with the what the job requires • Be ready with proof either in your C.V or experiences that you can relate to prove that you have the skill. • If you want to talk about your qualities relate them to the skill you are asked about. • <i>For example I'm good at computers particularly the kind of software required for ...</i> 	<p>I am good in/ at/ with ...</p> <p>I have done a lot of ...</p> <p>I have a lot of / considerable experience in ...</p> <p>My skills are ...</p>
Industry knowledge	<p>What do you know about our company?</p> <p>What do you know about our products and services?</p>	<ul style="list-style-type: none"> • Know the company • Know the industry • Don't just state statistics, give your analysis of a situation 	<p>Based on my research...</p> <p>I'd say...</p> <p>It's obvious that...</p> <p>It seems that ...</p> <p>The trend is ...</p>

4.7 LET US SUM UP

Preparing for job interviews is an essential activity for any job hunter in the present competitive world. Being prepared is the sign of a good interviewee. This unit focuses on how you can be in control during the interview and the skills needed to be counted as a winning candidate. It also provides ideas and structures to help you deal with frequently asked questions.

The “vocabulary” sections introduce you to a range of words useful for interview. The grammar section deals with question answers. The unit also provides a few helpful navigation tools through the writing and speaking sections.

4.8 ANSWERS

Activity 1

1) i. F ii. T iii. F iv. T v. F vi. F vii. T viii. T

2) Selection criterion ...

Ability to influence the environment

Quality of competency, calm and confidence

Must exhibit friendliness, courtesy, genuine interest in the other person, good listening skills

Should have the appropriate level of assertiveness and conversational skills

The candidate must not

- Feel powerless
- Overwhelm the interviewer with body language
- Verbally dominate the conversation
- Ignore the possibility of attitude judgments
- Communicate aggressively
- Communicate passively

3) i) ...the candidate is seen as a difficult person to get along with and thus a bad choice as an employee. It means low interpersonal skills, which is a huge drawback in the workplace.

ii) ... it shows competence, calm and confidence. All three are essential qualities for a winning candidate.

iii) ... being positive and effective in our personal or professional presentation.

iv) ... a sense of certainty, predictability of action and therefore lowered risk for the employer

v) ... how we would manage everyday situations at work.

Activity 2

- 1) i) predictability
ii) overwhelming
iii) assertive
iv) aggression
v) opinionated
vi) hectic
vii) interrogated
viii) do-over
- 2) i. capable ii pleasant iii. efficient iv. calm v. fun vi skilled vii alert viii ambitious ix. friendly x. perfectionist

E	F	F	I	C	I	E	N	T	P	L	E	A	S	A	N	T
C	A	P	A	B	L	E	T	F	R	I	E	N	D	L	Y	Z
C	Z	X	Y	R	E	S	T	F	U	L	W	X	E	A	S	Y
O	W	U	V	P	E	R	F	E	C	T	I	O	N	I	S	T
N	F	X	Y	N	F	F	A	B	C	A	L	B	J	S	L	L
S	R	Z	O	G	E	D	F	U	N	M	L	V	O	E	O	E
I	E	H	A	R	D	I	D	E	T	B	I	I	Y	R	W	A
D	Q	U	I	A	H	F	S	G	C	I	N	O	A	I	F	R
E	U	S	J	R	L	F	K	O	B	T	G	U	B	O	I	N
R	E	U	P	E	M	I	K	O	A	I	I	S	L	U	V	I
A	N	A	Q	O	N	C	W	D	D	O	X	V	E	S	Z	N
B	T	L	R	S	I	U	X	Y	Z	U	Y	R	E	A	L	G
L	L	L	T	U	A	L	E	R	T	S	K	I	L	L	E	D
E	Y	Y	Q	V	Z	T	O	U	G	H	Z	K	C	A	L	M

Activity 3

- i) d
- ii) k
- iii) g
- iv) m
- v) a
- vi) i
- vii) b
- viii) c
- ix) l
- x) e

xi) j

xii) o

xiii) h

xiv) n

xv) f

Tape Script

Hi, I'm David Smith. I'm here to talk to you about two interviews that companies like ours are going in for in a big way - Telephonic and video conferencing.

Well, the first contact with a potential employer is almost always by phone. Even in this age of online interviews, the phone remains important. Add to that the huge number of call centers and BPOs whose lifeline is the phone.

Whatever the cause of the telephonic interview you must be prepared. You have to make that interview lead up to the face to face and if it is an interview for a voice based job well-this is the interview.

You know the call usually comes in when we are least prepared for it – when you just reached home or you're sleeping late...

How do you prepare?

Firstly the most obvious and neglected point is that the recruiter has only your voice to judge...which, by the way, is enough. So record yourself... how do you sound? Remember there's no perfect voice but it shouldn't be too high-pitched or too loud or too soft. If anyone's ever told you that you speak too fast – slow down. You need to come across as confident and alert (not hyperactive and fidgety), pleasant (not funny) and attentive (no long thoughtful pauses, please)

Second, take a surprise call in your stride, instead of letting your caller hear a gulp, nervous breathing and shaky sentences say something like, "Thank you for calling, would you wait just a moment while I close the door". Take a deep breath, slow your heart beat down, pull out your documents, the company information, smile and get back on the phone. Now you are in control. The smile changes the way you sound, it improves voice quality - makes it more pleasant. So even if they can't see you, smile.

Next let the caller do the major talking but keep up your end of the conversation. Over the phone they can't see your body language signs... like a nod or a shift in the chair - a long silence while you are listening could mean you're not there. Fill it with hmm... ok, yes, I understand, mm.... in moderation they work wonders.

Next very importantly - be brief, thorough but brief. You must stick to the point, no long winded explanations. Then again something about the technology - don't use a speaker phone unless it is of a very good quality. The speaker leaves your hands free but makes you sound like you are speaking from another planet – voices echo badly. When holding the phone keep the receiver an inch from your mouth and speak directly into it.

The next bit is important. One of the mystical things about a phone is that it can pick up and amplify every background sound like whirring fans, your nervously tapping feet, too many deep breaths, gum being chewed or smoke being inhaled or exhaled and papers rustling. Imagine the scene yourself, you wouldn't be happy with the candidate either.

And now what's the video conferencing thing... new kid on the block really, but increasingly common. Do everything that you would do for a face-to-face interview. Additionally remember - don't take notes, don't wear too many accessories, also don't make too many hand gestures - the transmission makes them very jerky and rainbow colored, there will be a time gap before the audio reaches you and they will be watching you all the time - so show yourself the way you want to be seen. Do remember we tend to notice more details when we are watching someone on camera.

Finally for both the videoconference and telephonic interview here are a few tips.

One - if the interviewer doesn't give you an opening to sell your skills - you need to salvage the situation - have some work related questions ready and while you are getting an answer, wait for a pause and tell that you have worked on similar things before. Push your skills but not aggressively.

Two - Ask questions related to the job requirements.

Three - If you haven't already been asked or invited to meet the interviewer, take the initiative like - "It sounds very exciting. I'd certainly be interested. Could we meet to discuss this?"

Last - don't talk about money. Financial negotiations are too important to be discussed over the phone. Just make sure you get the face-to-face interview...

Activity 4

- i) ... you must use words like 'I understand' or 'ok' or fillers like hmm, but in moderation.
 - ii) ... it makes us sound too far away and creates too much echo.
 - iii) ... sound too high-pitched or too loud or too soft.
 - iv) ... we will need to find an opportunity to do so / we could ask a question and in response to what is said, mention our skills.
 - v) ... we should ask for an appointment.
 - vi) ... the face to face interview.
 - vii) ... do everything that we would do for a face-to-face interview, be extra careful about our body language and presentation and not make too many gestures.
- 2) This is our checklist. You should have identified at least 5 points each

Dos

- i) Sound confident, alert and attentive
- ii) Sound pleasant

- iii) Speak at a moderate pace
- iv) Smile during the conversation
- v) Be prepared for surprise calls
- vi) Give verbal cues to show that you are listening
- vii) Give thorough but brief answers
- viii) Keep the mouthpiece one inch away from your mouth and speak directly into it
- ix) Take initiatives, ask relevant questions, seek further appointments

Don'ts

- i) Sound hyperactive, fidgety
- ii) Speak too fast, loud or slow
- iii) Have long pauses or long sentences in you answers
- iv) Talk more than the interviewer
- v) Use speaker phone unless of a very good quality
- vi) Smoke /chew gum/tap feet while on the phone
- vii) Have distracting background sounds
- viii) Talk about money



Block**2****PREPARING FOR JOB INTERVIEWS**

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BLOCK INTRODUCTION

This block is designed for adult students who will soon be entering the world of business at the end of their course of studies.

In order to present yourself successfully you need to be able to use your non-verbal communication skills (body language) effectively, build up your portfolio, write an impactful CV/ biodata and be confident at the interview and other activities such as group discussions which are often part of the interview process these days. Our units in this Block cover these areas:

Unit 5 Using Body Language Effectively

Unit 6 Portfolio Making

Unit 7 Writing Your Curriculum Vitae (CV)

Unit 8 Preparing to face an Interview

Please attempt all the activities related to these topics. Students who already have some practical experience of using English in business may be able to proceed more rapidly through these units than students with less experience.

While the focus of each unit may be different, the language skills of Reading, Writing, Listening, Speaking, and Grammar are covered. Role play is also an essential part of the course. We suggest you practice with any friend/sibling/classmate you are comfortable with and who has a certain proficiency in the language.

To be fluent and confident in the language, you need to have a good vocabulary. Besides the vocabulary we have introduced in the units, it would be a good idea to have a “vocabulary register” where you note down new words - and what’s more, use them in the right context.

We hope you enjoy reading this Block.

ACKNOWLEDGEMENT

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Material for this Block has been taken from IGNOU CFE Course BEG-006, Block-2 and 3.

UNIT 5 USING BODY LANGUAGE EFFECTIVELY

Structure

- 5.0 Objectives
- 5.1 Warm Up
- 5.2 Reading Comprehension
- 5.3 Vocabulary: Making Sentences
- 5.4 Listening Comprehension
- 5.5 Speaking: A Television Interview
- 5.6 Grammar: 'If' – Conditional Clauses
- 5.7 Writing: A Speech
- 5.8 Let Us Sum Up
- 5.9 Answers

5.0 OBJECTIVES

This unit will help you to:

- Expand your vocabulary regarding non-verbal communication
- Understand non-verbal communication
- Recognize the importance of body language
- Improve your own body language
- Face an interview panel confidently
- Prepare and deliver a speech impressively

5.1 WARM UP

Look around you at the people in the room and identify:

- Body movements that indicate interest
- Body movements indicating boredom
- Signals exhibiting authority or power
- Movements that convey pride

Discuss the impact of these movements with a friend.

5.2 READING COMPREHENSION

Communication between people takes place in various ways. Most people think that the most popular way of communication is by speaking. What they don't know is that actual verbal communication, accounts for only 10% of a message. We really cannot determine the truthfulness or sincerity of people by what they say alone. Very often words transmitted verbally do not reflect what people really feel. The only way you can determine their true inner feelings is by reading their body language. It is difficult to question a person directly because even his/her replies may not indicate what s/he really feels or thinks. What then should we do?

Read people's body movements and gestures. Here are some examples of non verbal behaviour and their interpretation.

Brisk, erect walk	Confidence
Standing with hands on hips	Readiness, aggression
Sitting with legs crossed, foot kicking slightly	Boredom
Sitting, legs apart	Open, relaxed
Arms crossed on chest	Defensiveness
Walking with hands in pockets, shoulders hunched	Dejection
Hand on cheek	Evaluation, thinking
Touching, slightly rubbing nose	Rejection, doubt, lying
Rubbing the eye	Doubt, disbelief

Body Language during an Interview

When you appear for an interview it is important to remember that besides your resume you are going to be watched for the clothes that you wear and how you present yourself during the interview itself. After all before a word has even been spoken, your body language will have already given people their first impression of you. Based on your body language they would be able to assess if you come across as insecure or self assured. It can also show if you are an assertive or a quiet type of person. It helps give an impression whether you are speaking the truth or not. Body language can show if you are prone to stress or not. It can show others how enthusiastic you are and if you are a nice person, someone who will take work seriously and yet has a sense of humor. The Committee may ask you a question but they will pay attention not only to what you say but also to how you say it. Body Language will determine whether you “click”. Everybody uses body language but it takes place mostly at the subconscious level. By becoming more aware of your own body language and recognizing the body language of others you can definitely improve and increase your chances of getting the job.



During your job interview, try to adopt a posture that shows interest but still comes across as being relaxed. You can do this by sitting up on the chair at the beginning of the interview with your back against your chair. If you slouch it might give the impression that you are not interested in the job. If you sit at the edge of a chair you come across as being tense and uncomfortable. You can change your body posture during the interview. For example, when someone says something, it is good to turn a little with your shoulders towards the speaker and to lean forward a little. This shows that you are taking interest in what the other person is saying. It is also important to pay attention to the posture of the person who is interviewing you.

Sometimes your hands are an obstacle during a job interview rather than a useful means of communication. In a difficult situation we fold our arms across our body. During a job interview it is better not to do this because it can be interpreted as a defensive gesture. It is better to let your hands lie on your lap or place them on the armrest of your chair. From these positions it is also easy to support your words with hand gestures. Hand movements also help to liven up the interview. It indicates that you feel at ease and you are relaxed. However, it is better not to make too many hand movements as it may be a distraction. Do pay attention to inadvertent movements that you may make sometimes due to nervousness. For example, shuffling your feet or kicking against the leg of a table can be very irritating to other people. Drumming with your fingers is also a distraction.



It is also important to show through your body language that you are listening to the people interviewing you. Looking directly into somebody's eyes or looking away actually serves as the dots and commas in your spoken sentences. When one of the committee members explains something or poses a question, keep looking at the person for as long as she / he is speaking. This shows that you are listening. When you answer a question you should look first at the person who asked the question, but while you answer you should take turns looking at the other people on the interview panel.

Success at the interview also comes from paying attention to the body language of the people interviewing you. Acceptance and irritation of the panel can be noted through their body language. So do be conscious of the body language of the members of the interview panel.

To conclude, do remember that knowledge of body language can help you in many ways to improve your own body language during an interview. Keep yourself updated on issues relating to body language to make a success of your career and your life.

Adapted from an article “Body Language during a Job Interview” by Frank van Mar Wijk.

Activity 1

1) Besides speaking what are the other means of communication?

.....

.....

.....

.....

.....

.....

.....

2) Here are some body gestures. What do you think they indicate?

- Sitting with hands clasped behind the head and crossing the legs

.....

- Open palms

.....

- Tilted head

.....

- Stroking chin

.....

3) What are some of the inherent qualities that your body language may reveal at an interview? List at least four.

.....

.....

.....

.....

.....

.....

.....

- 4) What advice does the article give you regarding sitting on the chair at an interview.

.....

.....

.....

.....

.....

- 5) Some movements could be distracting and irritating. What are they?

.....

.....

.....

.....

.....

- 6) Mention two other points to remember about body language when facing an interview panel.

.....

.....

.....

.....

.....

5.3 VOCABULARY: MAKING SENTENCES

Activity 2

- 1) Use the following words in sentences so as to bring out their meaning.

i) convey

.....

.....

ii) transmit

.....

.....

iii) assess

.....

.....

iv) self-assured

v) prone

vi) indicate

vii) inadvertently

viii) mutual

ix) updated

x) issues

5.4 LISTENING COMPREHENSION

Activity 3

After listening to the audio, attempt these questions.

1) Complete these sentences:

- i) If you understand body language you can excel in yourand.....
- ii) Dialogue includes
- iii) Before we reach any conclusion we must understand
- iv) Understanding the unspoken word have helped people
- v) One should not just believe the

2) Match the gestures in A with what they indicate in B.

- | | |
|---|-----------------|
| i) Left hand over right with palms down shows | disinterest |
| ii) Right hand over left shows | interest |
| iii) Crossing legs watching without flickering the eyes shows | encouragement |
| iv) Nodding the head shows | decision making |
| v) Narrowing of the eyes and stroking the chin shows | disagreement |

5.5 SPEAKING: A TELEVISION INTERVIEW

Activity 4

Mr. Jaiswal is the CEO of a well known advertising firm. Ms. Bindu is a TV reporter. In pairs, take on the roles of Mr. Jaiswal and Ms. Bindu and practise the interview. Listen to the dialogue to get the right stress and intonation.

Ms. Bindu: Good evening viewers. Welcome to the Business Show. We have with us a very important guest this evening. It is none other than Mr. Jaiswal, CEO of Ogilcy and Ogilcy – the well known advertising firm. Good evening Mr. Jaiswal, let me begin by thanking you for spending time with us. Could you tell our viewers when you started this firm? Tell us something about the origin of the organization?

Mr. Jaiswal: Well, it all began in a very small way, when my brother and I decided to set up a printing press. We did our work well and we began to get orders to print advertisements. That was the beginning. It was printing advertisements, and not creating advertisements that started us off.

Ms. Bindu: That is interesting. So what made you enter the world of advertising?

Mr. Jaiswal: We started getting involved in what we printed. Then we wondered why should we not design the advertisements? I still remember that it was an advertisement for biscuits. Something simple yet something that reached every home. That advertisement was a success. It really reached out.

Ms. Bindu: That's great! But today we see you as the head of a firm that is synonymous with everything in advertising whether it is in the print or visual media. How did that happen?

Mr. Jaiswal: Well it just happened. We got a good creative team together and we set up an advertising firm. Perhaps it was the team headed by Mr. Tiwari that really stole the show. The people just loved it and there was no turning back.

- Ms. Bindu: Viewers let us take a quick break and watch two popular advertisements designed by Mr. Jaiswal.
- Ms. Bindu: Wasn't that really spellbinding? All of us really love watching those advertisements over and over again. Mr. Jaiswal, yours is really a success story. Since we are running short of time, would you like to give our viewers a special message?
- Mr. Jaiswal: Yes, ours is a success story but success does not come without effort. Hard work, originality, good team work and a desire to do your best will really go a long way to make you the No. 1 company.
- Ms. Bindu: That's a wonderful message for all of us wherever we are, whatever we do. Thank you Mr. Jaiswal and thank you viewers. See you again on our Business Show next week.

5.6 GRAMMAR: 'IF' – CONDITIONAL CLAUSES

- 1) Eg. (1) Teo has lost his watch. He thinks it might be in Lin's house.
So he says. 'If I find my watch in Lin's house I will give you a call'
(There is a strong possibility that he will find the watch)
- 2) Eg. (2) Ayesha imagines what she will do if she wins a lottery
"If I won a lottery, I would give it to charity"
(Here Ayesha is imagining the possibility of winning a lottery, she does not believe in that possibility)

In sentence 1 we are referring to an action or event that will be possible or is likely to happen. Therefore, we promise something. In such cases we use the simple present tense in the 'if' clause and simple future in the main clause.

In sentence 2, we are referring to an action or event that is imaginary or impossible. In such cases we use the simple past tense in the *if clause*, and *would* plus *the first form of the verb* in the main clause.

Also remember that if the 'if' clause comes before the main clause, it is followed by a comma. If the main clause comes before the 'if' clause, we don't put comma before the 'if' clause.

Here are some more examples of the use of 'If' conditional clauses.

- 3) I'd be very frightened if a thief entered my home.
- 4) If I go to France this summer, I will visit all the museums.
- 5) If you asked me out for dinner I'd order a vegetarian meal.
- 6) If you loved me you would not do this to me.
- 7) We would all be very ill if we drank the water from that tank.

Activity 5

1) Complete these sentences using main or if clauses.

- i) If I went to bed now, _____
- ii) _____ if we did not accept their invitation.
- iii) If I was bitten by a snake, _____
- iv) What would you do if _____?
- v) What would happen if _____?

2) Put the verb in brackets in the correct form.

- i) I'm sure she will lend you the money. I'd be very surprised if she _____ . (refuse)
- ii) If somebody _____ in here with a gun, I'd be very frightened. (walk)
- iii) I'm sure Ibrahim _____ if you explained the situation to him. (understand)
- iv) Nimi gave me this ring. She _____ very upset if I lost it. (be)
- v) _____ you mind if I used the phone? (will)
- vi) If he finishes his work on time, I _____ (take) him out for lunch.
- vii) The litmus paper turns red if we _____ (dip) it in acid.
- viii) I'll punish him if he always _____ (come) home late.
- ix) If you drink dirty water, you _____ (fall) sick.
- x) The prices _____ (go up) if it does not rain well.

3) Answer the questions in the example given below:

Example:

- a) Shall we leave at 10.30 am?
- b) No (arrive / too early) If we leave at 10.30 a.m. we will arrive too early.
- i) Is Lyn going to write the examination?
No. (fail) If she _____
- ii) Let's be honest with them.
No. (not believe) If _____
- iii) Why don't we visit Birmingham?
No (cost too much) If _____
- iv) Is Manju going to apply for the job?
No (not get) If _____
- v) Why don't we invite Jay home?
No. (have to invite friends too) If _____

5.7 WRITING: A SPEECH

Activity 6

You have been asked to give a speech to a group of young people in your community on “posture”. Here are a few points. Using them write out a speech to be delivered at the community center.

- Posture shows level of self confidence
- Attentiveness when body turns to the speaker
- Lack of interest and reservation shown when you do not incline towards the speaker
- Hunch shoulders and lowered head indicates a tendency to hide and not be seen
- A puffed chest shows aggressiveness
- Posture shows your status in the group

Remember to use simple, conversational language that will help to establish a rapport with the audience.

5.8 LET US SUM UP

Interpersonal relations play a major part in our lives today. Yet relationships are built on so many things that are left unsaid. In this unit you have learnt about the significance of body language. This will help you to understand people and make you conscious of your own body. You have also been introduced to a large number of words (both adjectives and verbs) associated with body language. Besides, you have practised preparing and giving a speech. Someday, when you sit as a member of the interview panel this knowledge will help you in performing your role as an interviewer.

5.9 ANSWERS

Activity 1

- 1) The other means of communicating are by observing and understanding body movements.
- 2)
 - Confidence, Superiority
 - Trust, sincerity, innocence
 - Interest
 - Process of taking a decision
- 3) Whether you are insecure
speaking the truth
prone to stress
you are enthusiastic
you have a sense of humour
(any four)

- 4) Have your back against the chair
Do not slouch on the chair
Do not sit on the edge of the chair
Change body postures to face other interviewers
- 5) Too many movements of the hands
Shuffling of the feet
Kicking the table
Drumming your fingers
- 6) Look at the person who poses the questions initially. Look at everyone else thereafter.

Activity 2

- 1) His letter does not convey his true feeling about the incident.
- 2) We can use a radio to transmit messages.
- 3) His mode of living makes it difficult to assess his status.
- 4) His way of walking indicates that he is a self assured person.
- 5) She is always prone to accidents, so I am not surprised.
- 6) All the symptoms indicate that Ravinder has dengue fever.
- 7) The secret just slipped out from my mouth inadvertently.
- 8) The respect between the two department heads is mutual.
- 9) This letter will keep you updated about the events.
- 10) I have no issues to settle with you so please be relaxed.

Audio text: Body Language and the Art of Listening through one's eyes: Magic of Movements

It's no myth that those who understand body language better excel in their workplace and in their social circle because they know when to make the right moves. Managers, salespersons, teachers and many more use it in their everyday life to their advantage.

The way we speak and what we speak forms a very small portion of our dialogue. The majority of the conversation can be understood through a person's body language. An experienced salesperson always looks into the eyes of his customer to see his pupils. If the pupils are dilated then it means that the customer is interested in the product and that it is the right time to strike.

During a meeting or training program or a presentation you can very easily make out if a person is listening to you or not. If the left hand is kept on right hand and the palms facing down then it's a clear cut signal that the listener is interested in whatever you are saying. On the other hand, if the right one covers the left one it's a signal of disagreement or that the listener wants to raise a point opposing yours. If a person is sitting with his arms and legs crossed and gazing continuously at you without flickering his eyes then it means that the person is not interested in what you are talking about. If a listener nods his head then it means that he is interested and is encouraging you. On the other hand, if he nods his head rapidly then it means that he wants you to finish quickly. If the listener narrows his eyes

occasionally or strokes his chin or pulls his beard gently then it's a sign of evaluation and that the listener is about to make a decision.

However, all said and done, one must be wise enough to read the overall signals and not come to any conclusion based on just any one gesture. It is the art of understanding the unspoken words that has given an edge to those who have excelled in their respective professions merely over others who believed the word of mouth.

Activity 3

1)

- i) excel in your workplace and social circle.
- ii) the way we speak and what we speak.
- iii) all the overall signals.
- iv) excel in their professions.
- v) spoken word.

2)

- | | |
|--|-----------------|
| i) Left hand over right with palms down show | interest |
| ii) right hand over left shows | disagreement |
| iii) crossing legs, watching without flickering the eyes shows | disinterest |
| iv) nodding the head shows | encouragement |
| v) narrowing of the eyes and stroking the chin shows | decision making |

Activity 5

1)

- i) I would wake up early in the morning.
- ii) They would feel bad —————
- iii) ————— I would see a doctor at once.
- iv) ————— someone hurt you?
- v) ————— you won the lottery?

Accept all ideas as long as the correct form of the verb is used.

2)

- i) refused
- ii) walked
- iii) would understand
- iv) would be
- v) would

- vi) will take
- vii) dip
- viii) comes
- ix) will fall
- x) will go up

3)

- i) If she wrote it, she would fail
- ii) If we are honest with them they will still not believe us/ If we were honest with them they would not believe us.
- iii) If we visited Birmingham it would cost too much/If we visit Birmingham, it will cost too much.
- iv) No, if she applied for the job she would not get it/If she applies for the job, she will not get it.
- v) No, if we invited Jay we would have to invite his friends too. / No if we invite Jay we will have to invite his friends too.

Activity 6

Friends, we are all aware that communication can be both verbal and non verbal. I am going to tell you something about non-verbal communication which is sometimes more potent and effective than a hundred spoken words. I will take just one aspect of non-verbal communication and that is your posture. Have you ever wondered about what your posture conveys? It really tells the person watching a lot about you. It conveys the level of your self confidence. By orienting your body to a speaker addressing you, you show attentiveness and by not doing it you show lack of interest and reservation. It may also indicate indifference. As you listen to the speaker your alertness is indicated by the way you sit. Hunched shoulders and head down indicates a tendency to hide and not be seen.

It could even show dishonesty. Of course, puffing your chest up and placing your head with your chin up could be a sign of superiority or over confidence. You may appear as a rather unpleasant person. Above all your posture reveals your status within the group. So friends do take care of your posture and do remember that even if you have not spoken a word people can learn a lot about you just by observing your posture. It speaks a lot about you!

UNIT 6 PORTFOLIO MAKING

Structure

- 6.0 Objectives
- 6.1 Warm Up
- 6.2 Reading Comprehension: Organising a Portfolio
- 6.3 Vocabulary
- 6.4 Grammar: Modals Indicating Obligation
- 6.5 Writing: Self-profile
- 6.6 Speaking: Presentation
- 6.7 Listening: Creating a Web-version of your Portfolio
- 6.8 Let Us Sum Up
- 6.9 Answers

6.0 OBJECTIVES

In this Unit you will learn about the objectives of portfolio making. You will also learn

- what a portfolio is
- the difference between a portfolio and a resume
- the importance of having a portfolio
- what materials to collect for a portfolio
- the order of documents in a portfolio
- to arrange documents in a portfolio according to relevance for a job
- to write a brief profile of yourself highlighting your strengths
- the importance of having a web-version of a portfolio

Note: You may write 'resume' or résumé or resume'.

6.1 WARM UP

- 1) Take a look at these pictures. What qualities of a person do you think each picture highlights?

i)



ii)



iii)



iv)



v)



vi)



- 2) Now look at the following character traits and decide which pictures best represent these traits. You may add some relevant characteristics of your own.

Creativity
Dedication
Communication skills
Spirit of Competition
Teamwork
Ambition
Spirit of adventure
- 3) Now make a list of the strengths you have and should highlight while applying for any job.

6.2 READING COMPREHENSION: ORGANISING A PORTFOLIO

Pre-reading

Before you read the text on Portfolios attempt the following questions. Then read the passage and check your answers.

- 1) Is a portfolio just another name for a resume?
- 2) Is a resume included in a portfolio?
- 3) Can one put pictures into a portfolio?
- 4) How long does it take to collect documents for a portfolio?

Usually, when you talk to someone who is preparing for an interview and ask him/her if his/her portfolio is up-to-date, the response you get is that of bewilderment. People more often than not question the need of a portfolio.

Perhaps the answer to their question is, “No, a portfolio is not absolutely necessary.” But if you want to give proof of your skills, get an edge, make an impact, or in short do everything possible to procure a job, then yes, you really do need a portfolio when you are called for an interview for a professional position.

How is a portfolio different from a resume?

- A portfolio is not a resume. The first personal document in the portfolio is the resume.
- Portfolio contains tangible evidence of your skills and abilities.
- It may contain colorful graphics relevant to the skills required for the position sought.
- A portfolio is not sent out like a resume; it is usually taken along at the time of the interview.

A portfolio is a powerful interviewing tool for just about all job seekers. It is a visual representation of your abilities, skills, capabilities, knowledge, qualities

and it represents your potential. It presents tangible proof of your skills and abilities.

Physically, it is a collection of things that represent work-related events in your life. Remember that while pursuing hobbies or volunteer activities, or simply pursuing your interests, you probably developed skills that can now be extremely useful in a work-related environment. The portfolio provides “evidence” of your potential by demonstrating what you accomplished in the past.

Why is a portfolio worth the work?

It helps you to:

- Make focused preparation for interviews.
- Convince others of your skills, abilities and qualities pertaining to the job requirement.
- Showcase and hence communicate your skills clearly.
- Demonstrate the results of your work.
- Establish the habit of documenting your accomplishments and results.
- Create a personal database.
- Assess your own progress in your career development.

A portfolio can be an important learning tool for job seekers to help them assess their learning and to compare it to the employer’s need for skilled and capable employees.

How do you make a portfolio?

You start by developing a portfolio “collection” that contains all of your artifacts. If you have written, developed, created or earned anything, you can file, print, frame, photocopy, photograph or digitize it. This is the stuff of which portfolios are made. These may include any of the following:

- Articles
- Awards
- Brochures
- College transcripts and degrees
- Drawings and designs
- Grants
- Letters of commendation
- Letters of reference
- Manuals and handbooks
- Merit reviews
- Photographs
- Presentations
- Programming examples

- Project summaries and reviews
- Scholarships
- Training certificates

These should be used according to their relevance to the position currently being sought, and should appear in chronological order.

The portfolio should be housed in a sturdy 3 ring binder with not more than 20 pages. This will allow you to add or subtract documents as needed. The binder should be neat and orderly, and the contents well organized.

The first page of the portfolio should be the index. This will give the interviewer a concise overview of what is actually contained in the portfolio. It will enable him/her to look at the documents of interest, and quickly get an idea of your achievements.

The first personal document should be your personal resume or curriculum vitae. This concise document should outline all relevant credentials, education, work experiences, and activities. The next section of the portfolio will include all certificates, commendations and other credentials. The most relevant or the most recently gained document should come first in this section. Following this should be educational degrees, achievements, club recognition, or volunteer acknowledgments. This section may come prior to the credential file if a person is just entering the professional world, or just graduating from college. The remainder of the portfolio can be personalized from here.

The ideal portfolio is organized, neat, and presents a clear picture of who this person is that is applying for the position. It is important to remember that the interviewer is busy, so the portfolio should present a person in the best light without too many frills or time-consuming inclusions.

The portfolio, like the resume, should be fluid. Adjustments need to be made in it for each position sought. It is important to keep the portfolio updated and complete. At the back of your mind, keep looking for documents to add to your notebook. The portfolio is your best chance of demonstrating skills and experience to a prospective employer. Make sure you have one.

Activity 1

Answer the following questions based on the reading text:

- 1) How would you define a portfolio?

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2) What are the basic differences between a portfolio and a resume?

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3) Name four qualities that a portfolio can represent.

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4) How does building a portfolio act as a learning tool for students?

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5) How should artifacts be placed in a portfolio?

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6) When should a person start collecting artifacts for his portfolio?

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6.3 VOCABULARY

Activity 2

- 1) Find a word in the Reading Comprehension that is similar in meaning to each of the following words/phrases:
 - i) Results that are easy to see so there is no doubt.
 - ii) Evidence that shows people your abilities.
 - iii) Ornamental objects of no great value
 - iv) Arranged in order of time of occurrence
 - v) An object produced or shaped by human craft
 - vi) An official award or a recommendation
 - vii) Expressing much in few words
 - viii) Coming before

- 2) Look at the following sentence from the Reading Passage:

The portfolio should be housed in a sturdy 3 ring binder with not more than 20 pages.

As you are aware the verb housed is derived from the noun house. There are other such words which are normally nouns but are sometimes used as verbs. Some of these words are *carpet*: carpeted, *elbow*: elbowed and so on.

Fill in the blanks with the correct form of the words in the box.

motor	queue	captain	carpet	pocket
pilot	floor	butter	bud	shoulder

- i) I want my room
- ii) We down to Lucknow.
- iii) He the plane in a skilful manner.
- iv) Who will the team?
- v) We up for the tickets.
- vi) After his father's death, he all the responsibilities.
- vii) Let me the toast.
- viii) Plants in spring.
- ix) He all the money and left.
- x) His last question completely me.

6.4 GRAMMAR: MODALS INDICATING OBLIGATION

As you are already aware modals are auxiliary verbs that indicate the functions

of the language –they express functions such as *suggestions, advice, capability, possibility* and so on.

In this unit, we will look at the modals which express suggestions and obligation. The modals are *should, must, have to, have got to, ought to, need to*.

<u>Suggestion</u>	<u>obligation</u>	<u>Prohibition</u>
should	needn't	mustn't
ought to (strong)	don't have to	can't
need to	must	shouldn't
	have to	

Activity 3

1) Fill in the gaps in the following sentences using the words given below:

should	shouldn't	have to/has to	don't have to
must	mustn't	need(s)	

- i) Although you _____ make a portfolio to apply for a job, it helps to represent your skills and capabilities better.
- ii) You _____ send/mail your portfolio to the organization, but take it with you to the interview.
- iii) One _____ preserve and file all records and proofs of achievement in all fields in order to create an impressive portfolio.
- iv) The first document in the portfolio _____ be the resume.
- v) The candidate _____ to make adjustments in the portfolio for each position sought.
- vi) One _____ try to dress up the portfolio with unnecessary frills to make it look impressive. It _____ look professional.
- vii) It _____ be put in a three-ring binder as this allows you to add or subtract documents when needed.

2) Choose the correct phrase/word(s) in *italics* to complete each sentence:

- i) Applicant *must/need* include the names of two referees.
- ii) You *needn't/mustn't* stay back late -we have cancelled the meeting.
- iii) You *needn't/mustn't* send that reminder to Khalid and Sons -they paid their dues this morning.
- iv) Airline pilots *should/ have to* have excellent eyesight.
- v) You *should/must* save the file before you turn the computer off, or you will lose it.
- vi) Employees are reminded that they *mustn't/needn't* use the office phone to make personal calls.
- vii) You *mustn't/don't have to* come to the meeting if you have more important things to do.

- viii) University teachers *must/should* be graduates in their respective areas.
- ix) They *should/must* have a PhD if possible.
- x) They *need/should* have several publications in referred journals.

6.5 WRITING: SELF- PROFILE

Activity 4

Now write a brief, one-page profile of yourself. You may add this profile to your portfolio. If you are not working yet, you may write a profile of a friend who does. Use the framework below as a guideline:

Current job profile
 Responsibilities you are required to undertake in this job
 Skills required to fulfill these responsibilities
 Brief outline of previous jobs and special skills developed in the period
 Educational qualifications
 Extra-curricular activities in college and school, highlighting the skills they helped develop
 Awards, scholarships, special commendations received during student life
 Career path you would like to chart out for yourself in the next five years

Note: With relevant changes corresponding to each job you apply for, this profile may also be used as a cover letter. If you already have a job or have held one earlier, you should highlight the first four points mentioned above and mention the others briefly. For first-time job seekers, however, it is important to emphasize your educational background, field work, surveys, projects and major activities. You should be able to highlight how everything you did honed some skills, which can now be used to advantage in a professional environment.

6.6 SPEAKING: PRESENTATION

Activity 5

Make a presentation to your class/friend on why you think it is essential to have a portfolio while applying for a position in an organization.

6.7 LISTENING: CREATING A WEB-VERSION OF YOUR PORTFOLIO

Activity 6

Listen to an expert talking to you about creating a web-version of your portfolio and answer the questions given below. You can listen to the audio two to three times if needed.

- 1) Why is it especially beneficial for a web designer or a software engineer to have a portfolio website?

- 2) Why must you be careful while choosing a free website to create your portfolio?

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- 3) How is it easier to show a client your expertise in a field in a web portfolio?

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- 4) Why do you need to keep checking your portfolio website regularly?

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- 5) Can you complete the following sentences based on what you heard in the audio?

- Having a portfolio in a web format demonstrates
- A portfolio is always a work in
- Artists can use the web portfolio to
- You must mention the link to your portfolio in your

6.8 LET US SUM UP

In this Unit you learnt about the importance of portfolios in job searches. A portfolio helps to highlight your strengths as it presents a visual and tangible evidence of your skills and achievements. It has become increasingly important to have a portfolio when applying for a job.

Collecting a portfolio is not a one-day job; it is something you do over a period of time, as you achieve milestones in all you undertake to do. These are not just proof of what you have done but the special skills you utilized in the process. A portfolio is always a piece of work in progress. This means it is important to keep updating it regularly. House your portfolio in a three-ring binder, so that it is easy to add or subtract documents according to need. Do not let your portfolio exceed twenty pages.

It is important to index the documents in your portfolio so that a potential employer can easily locate in it the documents that are of greater relevance to the job you are seeking.

Remember the first personal document in your portfolio is always your resume, followed by credentials, and then educational degrees, volunteer work, etc. Place your documents according to their relevance to the job you are aspiring for. Having a web version of your portfolio is an added advantage as it creates an impressive visual impact, demonstrates that you are tech-savvy, and is easy to access.

The vocabulary exercises and the grammar activities are given to help you to improve your word-power and acquire fluency in the language.

6.9 ANSWERS

Warm up

Possible answers:

- 1) Team spirit, creativity, artistic temperament
- 2) Sportsmanship, competitive spirit, ambition, dedication
- 3) Ambition, teamwork
- 4) Good communication skills, good interpersonal skills
- 5) Team spirit, spirit of adventure, fearlessness
- 6) Innovative thinking, creativity

Pre-reading

- 1) No, a portfolio is not a resume. A portfolio is much more comprehensive than a resume. It is a compilation of documents that are a tangible proof of a person's achievements and skills.
- 2) Yes, the resume is the first document in the portfolio.
- 3) Yes, the portfolio can include pictures that document one's skills and achievements.
- 4) Collecting documents for a portfolio is an ongoing process. One should add all documents to it that can be used to highlight one's personality. You, however, need to edit it for each job application.

Activity 1

- 1) How would you define a portfolio?

A portfolio is a visual representation of a person's abilities, skills, capabilities, knowledge and qualities. It presents tangible proof of these skills and abilities in the form of artifacts, certificates, and other documents. The portfolio provides evidence of a person's potential by demonstrating what s/he accomplished in the past.

- 2) What are the basic differences between a portfolio and a resume?

A resume is a concise document that outlines all of a person's relevant credentials, education, work experience, and activities. It does not include any additional documents.

A portfolio has detailed proof of these credentials in the form of documents. It may also contain photographs. A resume is always the first document in a portfolio.

- 3) Name four qualities that a portfolio can represent.

Some qualities that a portfolio can represent in the form of documented evidence are a person's abilities, skills, knowledge and potential.

- 4) How does building a portfolio act as a learning tool for students?

A portfolio acts as an important learning tool for students. It helps to form the habit of documenting your accomplishments and to make a focused preparation for interviews. It also helps you to assess your own progress in career development and compare it to the employer's requirements.

- 5) How should artifacts be placed in a portfolio?

The portfolio begins with an index. The first document in a portfolio is always the resume. The next section contains certificates, commendations and other credentials. The third section of the portfolio has all educational degrees, achievements, extra-curricular activities, volunteer work, etc. The final section contains personal information in brief.

- 6) When should a person start collecting artifacts for his portfolio?

A portfolio collection is developed over a period of time. It is always a work in progress and should be updated regularly. Whenever you develop, create, write or do anything that could be of value to you in your work, you should file its documents as part of your portfolio collection.

Activity 2

- 1)

i) Results that are easy to see so there is no doubt	Tangible
ii) Evidence that shows people your abilities	Credentials
iii) Ornamental objects of no great value	Frills
iv) Arranged in order of time of occurrence	Chronological
v) An object produced or shaped by human craft	Artifact
vi) An official award or a recommendation	Commendation

vii) Expressing much in few words

Concise

viii) Coming before

Prior

- 2) i. carpeted ii. motored iii piloted iv. captain v. queued vi. shouldered vii. butter viii. bud ix. pocketed x. floored

Activity 3

1)

- i) Although you **don't have to** make a portfolio to apply for a job, it helps to represent your skills and capabilities better.
- ii) You **shouldn't** send/mail your portfolio to the organization, but take it with you to the interview.
- iii) One **should/must** preserve and file all records and proofs of achievement in all fields in order to create an impressive portfolio.
- iv) The first document in the portfolio **must** be the resume.
- v) The candidate **needs to** make adjustments in the portfolio for each position sought.
- vi) One **shouldn't/mustn't** try to dress up the portfolio with unnecessary frills to make it look impressive. It **should** look professional.
- vii) It **should** be put in a three-ring binder as this allows you to add or subtract documents when needed.

Note: 'Should' is used to give advice, whereas 'must' is a stronger expression. Both can be grammatically correct in the same sentence, but with a difference in emphasis.

- 2)
- i) must
 - ii) needn't
 - iii) needn't
 - iv) have to
 - v) must
 - vi) mustn't
 - vii) don't have to
 - viii) must
 - ix) should
 - x) should

Audio text

With the ever-increasing popularity of the Web, it is advantageous for you to know how to design web pages. Consider creating a web version of your resume, with links to your digitized portfolio. It's an excellent way to display your work and impress potential employers. Placing your portfolio into a web format is extraordinarily powerful. It demonstrates that you are current and contemporary. The visual impact is striking.

Portfolio websites are especially useful for photographers and artists looking to display photos, sketches, paintings or prints on the web. If you are a writer, it can contain writing samples. It makes perfect sense for a web designer, software engineer or writer for online content, to have a web site that shows their previous work. If this is the method in which you work, what better way to present yourself than online?

Remember that your portfolio is a work in progress. You don't need to upload everything at once. Take it one step at a time and take the time to create a professional, polished portfolio. Keep your portfolio current. Check to make sure everything is in working order on a regular basis. That means no broken images or broken links to other sites or outdated information. If you have a link to your email address test it to make sure it works.

Add a link of your portfolio to your resume and mention it in your cover letters so employers can access the information quickly and easily.

You just need to keep a few things in mind when building your online portfolio:

- If you decide to use a free website to create your portfolio, be mindful of domain names and free websites that offer you space for your site. Many free sites also use banner ads to support their sites and you have no control over what type of ad might be displayed. You would not want a hiring manager to see a pop up of Madonna on your portfolio!
- Use images and color, but keep it neat and clean.
- Edit and update as you come across new jobs that fit your interests. When you refer a client to your website, you will be able to refer them to specific web pages that demonstrate the expertise they are seeking.

Activity 6

- 1) Because it shows their previous work.
- 2) Many free sites use banner advertisements to support their sites and you have no control over what type of advertisements might be displayed. This may sometimes turn out to be embarrassing.
- 3) When you refer a client to your website, you can refer them to specific web pages that demonstrate the expertise they are seeking. This is easier than sifting through papers.
- 4) You need to check your website regularly to make sure everything is in working order and to ensure there are no broken images or broken links to other sites or outdated information. Also, if you have a link to your email address, you should test it regularly to make sure it works.
- 5) Completed sentences:
 - Having a portfolio in a web format demonstrates **that you are current and contemporary**.
 - A portfolio is always a work in **progress**.

Preparing for Job Interviews

- Artists can use the web portfolio to **display photos, sketches, paintings or prints**.
- You must mention the link to your portfolio in your **cover letter** and **resume**.

UNIT 7 WRITING YOUR CURRICULUM VITAE (CV)

Structure

- 7.0 Objectives
- 7.1 Warm Up
- 7.2 Reading Comprehension: What is a CV?
- 7.3 Vocabulary: Sub-heads in a CV
- 7.4 Listening: A Consultant Describes a Good CV
- 7.5 Grammar: Revising Tenses
- 7.6 Writing: Writing Your Own CV
- 7.7 Let Us Sum Up
- 7.8 Answers

7.0 OBJECTIVES

In this unit you will learn about the importance of a Curriculum Vitae (CV) while applying for a job. You'll learn to write your first CV or update a current one to ensure that it meets international standards. You will learn how to organize information on your CV under the most commonly accepted headings.

The grammar section will take you through a revision of different tenses.

Finally, in the writing section you'll use the given template to write your own CV.

7.1 WARM UP

Imagine that you are the manager of a McDonald's outlet in Shanghai, China. You are looking for a young person to take orders at the customer counter. You have received many CVs in response to your job advertisement. Put a tick against the personal information necessary to select the right candidate:

Name

Sister's name

Date of birth

Breed of the pet dog

Favourite food

Contact address

E-mail

Passport number

7.2 READING COMPREHENSION: WHAT IS A CV?

Read the following passage on what a CV is and how it should be written.

Your curriculum vitae (CV) is your most important weapon when it comes to job hunting. With your CV or resume you will be able to promote yourself.

Prospective employers will often make a snap judgment as soon as they read it. Even the most qualified people on the planet can find themselves rejected if the resume fails to impress the interview board. So how can your CV catch the attention of an employer?

Avoid making it too fancy and complicated. You only have about five seconds to grab the attention - if it is too clever and unreadable it will go in the bin.

Don't try to make jokes and never criticize previous employers.

CV length

There are no set rules governing the length of your CV - this will be decided on your career history, education and achievements. If possible, try to keep it to one page, but if this looks too crowded then spread it out over two sheets. If you write more than this, the employer has too much to read.

Everyone has a different theory when it comes to CV design. Don't make your design very complicated, just make sure everything is clearly marked. Include your career progress, education and achievements prominently so your prospective employer doesn't have to search.

Remember to include

Career history

Skills and strengths

Awards and achievements

Contact details

Here is a basic format: Start off with your name, address and contact details clearly listed at the top of the page. Follow this with a profile of yourself which should include an outline of your skills, experience and immediate career goals.

After this you can put in your career history - in reverse chronological order over the past 10 years - with brief descriptions of your responsibilities and achievements. Then comes education, interests/personal details and references.

Stick to the truth always

Make sure your CV is printed on good quality A4 size paper and never attach extra documents, letters or certificates. You can take these along for the interview. Read and re-read your CV, and then ask a friend or family member to read it as well. Make sure there are no spelling errors or coffee stains as these will be fatal. It is important to be truthful. Never try to smudge dates and jobs to hide periods of unemployment. A basic check will expose your deceit and ruin any chance of getting the job.

Follow all instructions on the job advertisement. If they want four copies of your CV, then you should send four. It is also important to get it in on time. Once again, remember your CV is the **first impression** that an employer has of you.

Activity 1

1) Read the passage carefully to answer the following questions:

i) How does a CV help in job hunting?

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ii) Why is it important to keep your CV simple and readable?

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iii) How long should your CV be?

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iv) In which section will you include your career goals?

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v) What do you need to keep in mind while describing your career history?

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vi) How can a friend help by reading your CV?

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vii) Should you hide that you were unemployed for six months?

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7.3 VOCABULARY: SUB-HEADS IN A CV

Although a CV can be organized in many different ways, most prospective employers would expect to see the following headings.

Education	Referees	Personal Details	Profile
Additional Skills	Interests	Professional Experience	

Activity 2

Peter Devereaux, a French graduate, is compiling his CV. He has collected the relevant details. Now he has to organise them. Look at the following points and decide which heading Peter should put them under.

For example:

University of Paris – Bachelor’s degree in Business Management: answer = ‘Education’

Writing Your Curriculum Vitae

- i) Fluent in English
 - Interests
 - Additional skills
 - Education
- ii) Pop music and dancing
 - Interests
 - Additional skills
 - Personal details
- iii) Prof. D W Martin, University of Paris

- Personal details
- Profile
- Referees
- iv) Able to work well in a team
 - Profile
 - Personal details
 - Interests
- v) Responsible for supply chain management
 - Additional skills
 - Interests
 - Professional experience
- vi) McDonald's chain – Assistant Project manager (2017 – 2018)
 - Personal details
 - Interests
 - Professional experience
- vii) Computer literate
 - Interests
 - Professional experience
 - Additional skills
- viii) Date of birth – 4 May, 1993
 - Personal details
 - Profile
 - Professional experience

7.4 LISTENING: A CONSULTANT DESCRIBES A GOOD CV

Activity 3

Listen to this advice from a recruitment consultant on how to produce a good CV. Then, look at the following statements and decide which are true and which are false, according to the audio. You may listen to the audio more than once.

- i) Employers don't care what CVs look like. (True / False)
- ii) Companies only receive a few applications for each position. (True / False)
- iii) Your CV should include as much information as possible. (True / False)
- iv) You should spread your points out on the page. (True / False)
- v) It is better to focus on key facts. (True / False)
- vi) The most important features are that it is easy to read and looks good. (True / False)
- vii) A good CV will guarantee a good job. (True / False)

7.5 GRAMMAR: REVISING TENSES

In this course you've learnt about the various tenses in the English language to denote the time of an action. Let us go through the following table to revise the most common tenses in English:

Tense	Use	Examples
Simple Present	<ul style="list-style-type: none"> action in the present habitual action facts talking about the future. 	I go. I brush my teeth every morning. Oil floats on water. The President leaves tomorrow morning.
Present Progressive	<ul style="list-style-type: none"> action taking place in the moment of speaking 	He is playing. I am not playing.
Simple Past	<ul style="list-style-type: none"> action took place in the past, mostly connected with an expression of time 	I worked hard yesterday. He went home today morning.
Past Progressive	<ul style="list-style-type: none"> action going on at a certain time in the past actions taking place at the same time 	I was working... She was going...
Present Perfect Simple	<ul style="list-style-type: none"> action started in the past and continues up to the present 	I've worked... She has not gone...
Present Perfect Progressive	<ul style="list-style-type: none"> putting emphasis on the course or duration (not the result) action that recently stopped or is still going on 	He has been speaking since... I've been working for...
Past Perfect Simple	<ul style="list-style-type: none"> action taking place before a certain time in the past 	She had spoken...
Past Perfect Progressive	<ul style="list-style-type: none"> action taking place before a certain time in the past 	He had been painting...

Activity 4

- Here is Jaishree Dutta describing her profile and interests in her CV. Fill in the blanks with the correct tenses. Use the table given above for reference.

Profile

I _____ (is) keen to follow a career in Tourism or Hotel Management.
I _____ (is) well-organised, highly motivated and _____ (has)
excellent communication skills. In addition, I _____ (is) reliable, flexible
and quick to learn.

Interests

I _____ (enjoy) yoga, swimming, skiing and classical music. Last
summer, I also _____ (participate) in the New York marathon.

- 2) This is Li Ming Cho describing her professional experience on her first CV. Fill in the blanks with the correct tenses. Use the table given above for reference.

Professional experience

I _____ (study) commerce in Australia for three years.

While graduating, I _____ (do) voluntary work at the college library.
My job _____ (is) to enter student profiles into the college database.

Recently, I _____ (manage) the cash counter at the local super-
market. This _____ (give) me additional skills in managing customers
and dealing with money.

7.6 WRITING: WRITING YOUR OWN CV

Using all the information you've gathered on writing CVs in this unit, write a good CV for yourself. Keep in mind the ideal job that you're looking for. Before you actually start writing, organize the points under the various headings of a good CV.

If you are writing a CV for the first time, include any work experience that you have. This could be unpaid, voluntary, summer job(s), internship or extracurricular activity.

You can use the following template to write your CV. Feel free to make changes to the template according to your needs.

Curriculum Vitae

Tel: _____

Email: _____

Profile	
Education	
Professional experience	
Additional skills	
Interests	
References	

7.7 LET US SUM UP

In this unit we focussed on the importance of writing a good CV. You learnt that clarity and impact are necessary to make your CV stand out in the crowd. In the listening section, you heard advice from a job consultant on the most important aspects of a CV. You learnt about the main headings for organising information on your CV.

The section on writing enabled you to use a popular template for writing a CV. In the grammar section you revised tenses.

Activity 1

- i) A CV helps in job hunting by giving a first overall impression of one's achievements to the prospective employers.
- ii) If a CV is not clear and readable it will get rejected. Most employers spend only 5 seconds on a CV.
- iii) A CV should not be more than one or two pages. We must choose the information that will go into the CV.
- iv) I will include my career goals in my profile.
- v) My career history should be in reverse chronological order. This is because an employer will be most interested in my latest job.
- vi) By reading through my CV, a friend can help me make sure that I've made no mistakes.
- vii) No, one should not lie in the CV. Most employers will check on the basic details. A lie will ruin all chances of getting the job.

Activity 2

- i) Additional skills
- ii) Interests
- iii) Referees
- iv) Profile
- v) Professional experience
- vi) Professional experience
- vii) Additional skills
- viii) Personal details

Tape Script

With CVs, first impressions are everything. For some vacancies, employers receive an enormous number of applications. So it's important that your CV stands out from the rest. Firstly, it should look good – well-presented, with a clear layout, with lots of white space so that the information can be located easily. Secondly, you should choose your points carefully so that your CV is concise and relevant. Keep it to one page, if you can. Use the spell-check on your computer. Use appropriate phrases, perhaps from the job advertisement, to express your achievements and abilities. To sum up, the key words are – clarity and impact. A good CV can go a long way in getting you that all important job interview.

Activity 3

- i) False - *The consultant says CVs should look good.*

Preparing for Job Interviews

- ii) False - *The consultant says - For some vacancies, employers receive an enormous number of (a lot of) applications.*
- iii) False – *You should select information carefully.*
- iv) True - *It should have a clear layout and lots of white space.*
- v) True - *Your CV should be ‘concise’ and ‘relevant’ - only put in information which you think is important for the job.*
- vi) True - *Clarity and impact are very important.*
- vii) False - *It won’t guarantee a good job, but it could help you get an interview.*

Activity 4

- i) Jaishree Dutta
am, am, have, am, enjoy, participated
- ii) Li Ming Cho
studied, did, was, have been managing, has given

UNIT 8 PREPARING TO FACE AN INTERVIEW

Structure

- 8.0 Objectives
- 8.1 Warm Up
- 8.2 Reading Comprehension 1: From the Point of View of the Job Seeker
- 8.3 Reading Comprehension 2: From the Recruiter's Point of View
- 8.4 Vocabulary: Verbs
- 8.5 Listening Comprehension 1: Talking about Preparing for an Interview
- 8.6 Listening Comprehension 2: Two Interviews
- 8.7 Writing 1: An Analysis
- 8.8 Writing 2: Preparing My Reference Sheet
- 8.9 Grammar: Modals
- 8.10 Let Us Sum Up
- 8.11 Answers

8.0 OBJECTIVES

This unit will help you to

- Plan out your interview
- Identify the do's and don'ts while appearing for an interview
- Practise answering some tough questions

You will also be provided with

- Vocabulary inputs
- Quick tips
- Modals to ask appropriate questions
- Sample interview for analysis

8.1 WARM UP

Answer this about yourself: What do you notice most when you meet somebody for the first time? How soon do you form opinions? Is the first opinion important?

8.2 READING COMPREHENSION 1: FROM THE POINT OF VIEW OF THE JOB SEEKER

Read this leaflet of an employment agency designed to help young job seekers and answer the questions given below:

Congratulations! Your cover letter and resume' have made a good impression and the employer has called you in for an interview. Now it is time to make sure that you also have the interview planned out as far as possible.

Most people want to know how much English they need. Well here's the answer – a good amount of effective communication skills in English might actually clinch the deal for you.

In an interview you may have as little as ten minutes to give an impactful answer to the one main question from each panel member. There could easily be six or more of them, and not surprisingly the number of people gazing at you from across the table seems to increase the higher the profile of the job.

What the panel is testing is obvious:

a) Do they believe you can do the job well?

How can you expect the interview panel to pin down your good qualities if you're not sure of them yourself? You also need to be able to turn your not-so-positive attributes into something more flattering (for example, you may have chaotic organizational skills, but are finding tremendous help in the form of lists). So get the facts about yourself clear in your mind. You may know you are strong in the lab work but weak on writing up. Or you may be an excellent speaker but poor on project management. However your SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis shapes up, make sure you've assessed yourself thoroughly and honestly before you start. Getting constructive criticism from colleagues will undoubtedly help a lot.

b) Do they like the look of you?

It's true to say it's called an 'interview' because they call you 'in to view' you. Of course this has more to do with your attitude than with your haircut or the color of your tie or blouse. You could seriously harm your chances with something as trivial as not smiling at all during the interview. This will be interpreted as either that you are not able to cope under pressure or that you were born miserable. Not good.

You are a happy person and you are not under pressure. You are relaxed, confident. You are likely to get lots of other offers. You are on your way to the top. This is the impression you want to create. This is the affirmation you need to say in your mind before you walk through that door.

c) Do you show any strong contraindications for either a) or b)?

Just one 'no-no' can turn the panel against you even if they quite like you in all other respects.

In a nutshell, for the whole interview never cease to be ENTHUSIASTIC (you're relaxed, so smile a little), ATTENTIVE (you are alert, maintaining good eye-contact and nodding a fair bit), and POSITIVE (give forward-looking answers).

WARNING! Do not go to the other extreme and appear cocky. No one likes a cocky person. Even if your CV is strong and you've already come across well during the interview, a little humility is always a very positive thing. Expressing a willingness to learn more or admitting a small weakness will make you appear honest.

My last piece of advice would be to *never* let your guard down and get your big 10 must dos ready. Your sociability will almost certainly be tested. Everyone you encounter needs to be impressed, from the peon to the chairperson. So be prepared to think on your feet and charm them all. You'll end up feeling exhausted, but if you get your head straight before you start, you'll find it much easier to sell yourself. And with the best of luck, you might just get that job.

Activity 1

- 1) Select the most appropriate answer according to the passage:
 - i) Good communication skill in English
 - a) may help you get the job
 - b) may impress the interviewer
 - c) are not very necessary
 - ii) A SWOT analysis
 - a) will reveal what you need to hide during the interview
 - b) will only discourage you
 - c) will help you make an honest assessment of yourself
 - iii) A suitable impression of you during the interview would be...
 - a) aiming for the top
 - b) appealing, relaxed, confident, alert
 - c) not under pressure, laid back
 - iv) How many of the following statements are true?
 - a) A good CV will not be enough if your attitude is wrong.
 - b) Admitting mistakes will create a bad impression.
 - c) Personal characteristics are a major part of what is being assessed.
 - d) It is important to be able to present your characteristics in a positive light.
 - e) The way you are dressed could be the single most influential factor in the interview.
 - f) The focus should be on being on your best behavior only in the interview room.
- 2) Here is a checklist that you could use for the interview. Read the passage and fill **the big 10 must dos** for the interview.
 - i) _____
 - ii) _____

- iii) _____
- iv) _____
- v) _____
- vi) _____
- vii) _____
- viii) _____
- ix) _____
- x) _____

Remember to do this with a pencil. By the end of the unit you might want to change or add a few more items on the list

3) Do you know the meaning of the following terms? Here's a small brainteaser. Try guessing the meaning from the context, don't use the dictionary.

- i) A profile of your professional/ educational achievements and qualifications _____ m _
- ii) Qualities or characteristics _____ r _ _ t _ _
- iii) Extremely confusing state of something; for e.g. Traffic _____ c
- iv) In brief; a small or concise package n _ _ _ _ _
- v) Fatigue, what you would feel after a hard day's work _ _ h _ _ _ _ _
- vi) To comprehend, to understand something as... _ _ _ _ p _ _ _

8.3 READING COMPREHENSION 2: FROM THE RECRUITER'S POINT OF VIEW

Most managements regard the hiring of entry-level professionals as one of its toughest jobs. With experienced people there is a frame of reference – a track record. With recent graduates there is little or nothing. Often the only solid things that the interviewer has to go on are the examination results which is a blind alley when it comes to the question of whether a candidate can be a good employee or not. Employers consider employing new recruits a gamble. So as recruiters we have to find different ways of predicting potential.

After relying as best we can on examination results to evaluate your ability, we focus on questions that reveal how willing you are to learn, to get the job done and how you would be on average days and when the going gets tough.

For the candidate our advice would be to try and stand out of the crowd. Don't be branded as average in an interview where thousands are trying their luck. How to do this... well, the simplest way is to give concrete evidence of what you claim to be.

Contrary to popular belief, it isn't necessary to have snap answers ready for every question, because you can never do that. In fact, it is important to pause and collect your thoughts before answering. By the same token occasionally asking for time or asking for questions to be repeated is useful to gain time – only occasionally though.

Most recruiters would also advice owning up to something you don't know- don't try to bluff the panel on issues that can be verified and checked and believe me most things can. But of course remember you cannot really afford not to know too many things. If you do come across a question that stumps you, don't babble incoherently. It is best to say, "I'd like to come back to that later". You'll get time to come up with a logical answer.



Activity 2

- 1) Complete the following sentences with ideas from the passage
 - i) Most recruiters regard taking an entry level professional a tough job because.....
 - ii) Examination results are not the only thing; interviews are also focusing on
 - iii) One should not try to bluff through questions because
 - iv) Recruiters call hiring entry level professionals a gamble because
- 2) Choose the most appropriate answer:
 - i) What is the recruiters opinion about difficult questions
 - a) Go ahead and give any answer that comes to you
 - b) Take your time to think and then speak
 - c) Just say you don't know

- ii) Examinations are not the only standard of judgment
 - a) Because they never make sense anyway
 - b) Workplace skills like teamwork, problem solving, adaptability and ethics are not tested in examination formats
 - c) Because a good candidate can get a bad score once in a while
- iii) Concrete illustrations of the abilities that you claim to have will show
 - a) That you have amazing memory
 - b) That you are good at talking
 - c) That you have done what you claimed

8.4 VOCABULARY: VERBS

Activity 3

What do verbs do? They describe what you did / do / are going to do. Here are some verbs to help you talk about your responsibilities and experiences.

implement, analyze, document, arrange, upgrade, assist, conduct, consult, develop, facilitate, support, construct, justify, delegate, act, recommend, edit, collaborate, work.

Use the appropriate form of these verbs to complete the sentences below:

- i) I _____ as an assistant to the director of our theatre troupe.
- ii) We got together and _____ a new model for the science festival.
- iii) Many juniors have _____ me about their physics projects.
- iv) We were taught to _____ our questions carefully.
- v) I was in charge of _____ the freshers party.
- vi) I _____ the sports coach.
- vii) I believe teamwork means _____ productively.
- viii) We _____ a survey on students using mobiles.
- ix) Successful projects work through proper _____.
- x) All my projects have been _____ in the portfolio.
- xi) I _____ a new application for this software.
- xii) I _____ the college magazine this year.
- xiii) Training _____ progress, it allows us to improve our work.
- xiv) Plans need to be _____, not just designed.
- xv) My claims are _____ by my work during the apprenticeship.
- xvi) I like to learn new skills, to keep on _____ the old ones.
- xvii) We must _____ our beliefs with actions, in other words do what we say.
- xviii) I've never had African cuisine before. What would you _____ ordering?

8.5 LISTENING COMPREHENSION 1: TALKING ABOUT PREPARING FOR AN INTERVIEW

Activity 4

- 1) You will hear Ruchi Sahay talking about her preparations. Listen to the recording and use her CV to answer the questions that follow:

Ruchi Sahay

44 London Road

Contact: 01962-898960

Manchester

Education

St. Johns School

Winchester College- Advertising Studies

Other information

- 3 year training and apprenticeship in Animations and computer graphics with Eye Corp International.
- Summer job with the Daily Planet, local news section, junior editor – 2014
- Fluency in Spanish and French
- Member of the local debating society
- Twice honorary member of the student council
- Core member of the project group dealing with counseling of teenagers
- Member of the state level team of the dramatic society
- Regular contributor to the Daily

Day and date: March 24th, Thursday

Meeting with: Mr. Fox Mulder

Company: New Age Corp.

My interest areas include

Skills they should know about

I'm good at

I can

I have

Questions to ask the interviewer

- 2) Choose the most appropriate alternative:

- David's suggestion was
 - to make a cheat sheet
 - to stop being nervous
 - to practice answering questions based on her CV
- Ruchi has not mentioned this
 - decided the clothes that she is going to wear

- b) gone over her answers to tricky questions
- c) reading up body language tips
- iii) Ruchi wants to avoid this
 - a) tough questions
 - b) reaching late
 - c) simple language
- iv) According to Ruchi, using language effectively implies
 - a) being able to match the level of interaction of the interviewer so that we don't sound too formal or informal.
 - b) using technical words to show that we know the job
 - c) providing detailed explanations for every question

Note: a cheat sheet need not contain only facts; it should have a list of everything that you need to remember to project in the interview



Quick tips

Positive factors in an interview	Negative factors in an interview
Psychological and behavioral cues Early arrival Alert, expressive attitude Relaxed manner Smiling Clear voice Verbal cues Sticking to the main point Relevant responses Organized information Spontaneous replies Candor Appropriate humor	Psychological and behavioral cues Late arrival Inattentive Withdrawn or condescending Tense, fidgety Frowning Mumbling, timid Verbal cues Changing the subject Generalizing or excessive detail Disorganized Uncalled for humor Long and frequent pauses Criticizing others Evasive

8.6 LISTENING COMPREHENSION 2: TWO INTERVIEWS

Activity 5

You will hear two interviews. Listen and answer the questions that follow. You may listen to them more than once.

- 1) Choose the correct option according to the recording
 - i) Ms. Wong did not continue her studies at Christ College because
 - a) She didn't want to go in for higher education
 - b) The college didn't offer a course of her choice
 - c) She had started her first job
 - ii) Ms. Wong's German is rusty since
 - a) she has had very few opportunities to use it
 - b) she loves French
 - c) she never understood German anyway
 - iii) The interviewer believes that the candidate likes a fast work pace because
 - a) it is given in her CV
 - b) she says she enjoys brainstorming and long session of project work.
 - c) she seems obsessed with work.
 - iv) David wants to join New Age Corp. because
 - a) he wants a job
 - b) he has just finished college
 - c) he'll get better opportunities at New Age
 - v) David would like to do this in future
 - a) work in the same company
 - b) own a company
 - c) work in any other company
 - vi) What is David's question for the recruiter?
 - a) whether he will get the job.
 - b) whether the company is going to move overseas.
 - c) whether he'll get the chance to work in one of the overseas branches as well.

8.7 WRITING 1: AN ANALYSIS

Activity 6

1) Which do you think was a better interview? Why?

.....

.....

.....

.....

.....

.....

.....

2) Look at the final question of the second interview. What would be yours if you were in David’s place?

.....

.....

.....

.....

.....

.....

8.8 WRITING 2: PREPARING MY REFERENCE SHEET

Make your own cheat sheet. Use David’s idea and design a cheat sheet that may help you when you go for an interview. Please do remember not to refer to the cheat sheet while answering. It’s only a reminder of everything you should say or do.

This is what we would include in our cheat sheet:

The company

Date, day and time

Person we are meeting [if known]

Anything important about the company

 In the last two years

 In the past

What special things have I done that they should know?

 In school

 In college

What makes me a good choice?

Interpersonal skills/ communication skills/ problem solving skills /creative / organized / effective negotiations/ marketing/ administrative skills/ adaptability/ flexibility/ integrity/ any other

Salary expected _____

Questions for the recruiter _____

What am I supposed to carry to the interview?

Copies of the C.V and other documents

8.9 GRAMMAR: MODALS

Modals are auxiliary verbs which show the speaker's attitude or mood. Modals do not take "-s" or "to" after them, nor do they take "do". For e.g.it would be wrong (*) to say

- * We should to phone later
- * I do may follow you
- * I cans understand you

They are used in the following ways

- To express intentions – *will, might* - I'll put them away today.
- To express permission – *can, may* - May I sit down?
- To express ability – *can, could* - We can do this.
- To express obligation – *must, should, ought to, have to* - You must get ready, we'll be late!
- To express prohibition – *mustn't, can't, shouldn't* - You shouldn't party every night.
- To make offers – *will, shall, can* - Will you join the club, please?
- To make suggestions – *should, shall, could* - We could go out tomorrow, don't you think?
- To make requests – *can, could, would, may* - Would you do this for me?

Activity 7

- 1) Complete the dialogue with the correct modal verbs.

Sales: Hello, Sales Department

Deepak Poddar: Oh, hello (I/speak). i) *Can I Speak* to Mr. Larson, please?

Sales: I'm afraid he isn't here today. (ii /help) you?

Deepak Poddar: (iii/ you give) him an urgent message?

Sales: Sure.

- Deepak Poddar: It's Deepak Poddar from the Chicago office. (iv/ you tell) _____ him that I (v /not/make) _____ it to our meeting in Stockholm because I (vi/ attend) _____ an important marketing meeting that day.
- Sales: Ok, I (vii/ give) _____ him the message.
- Deepak Poddar: That's great and (viii you/make) _____ sure that you tell Mr. Larson that he (ix not/ decide) _____ the poster until he's spoken to me.
- Sales: I (x check) _____ with a colleague. (xi you/ hold) _____ the line for a moment please? Hello. I'm afraid it was sent out yesterday.
- Deepak Poddar: Oh no!
- Sales: (xii/call) _____ the printers and tell them to stop work on the catalogue until further notice?
- Deepak Poddar Yes, please. And (xiii you/call) _____ me back to confirm that they have stopped work on it? It's really important that they don't print it yet.
- Sales: Sure, no problem. I (xiv/get) _____ back to you in a few minutes.

8.10 LET US SUM UP

The day of the interview is filled with a lot of uncertainties and you will be under pressure to give your best performance. The good thing is like all performances this can work out great with preparation. This unit focuses on last minute details, the right attitude during the interview as well as the recruiters' expectations from your answers.

The vocabulary section highlights the use of verbs and words from the passages while the discussion and writing section provides activities designed to reinforce your preparation. The grammar section reviews modals.

8.11 ANSWERS

Activity 1

- 1)
 - i) a
 - ii) c
 - iii) b
 - iv) True statements – a, c, d
- 2) **The big 10 must dos** for the interview – this is what our list looks like, you should have identified any 10 of these.
 - i) Effective communication skills in English

- ii) Turning not-so-positive attributes into positives
- iii) Doing a SWOT analysis
- iv) Smiling
- v) Staying relaxed, confident
- vi) Remain enthusiastic
- vii) Attentive - alert, maintaining good eye-contact and giving positive non verbal responses
- viii) Positive answers
- ix) Willingness to learn
- x) *Never* let your guard down
- xi) Think on your feet
- xii) Charm them all

- 3)**
- i) resume
 - ii) attributes
 - iii) chaotic
 - iv) nutshell
 - v) exhausted
 - vi) interpreted

Activity 2

- 1)**
- i) ...there is no previous work record to judge the candidate's workplace skills.
 - ii) ...your willingness to learn, ability to get the job done and how you would be as an employee.
 - iii) ...most information is verifiable.
 - iv) ...it is difficult to say for sure who will be a good employee and who will be a disappointment.
- 2)**
- i) b
 - ii) b
 - iii) c

Activity 3

- 1)**
- i) worked
 - ii) constructed
 - iii) consulted
 - iv) analyse
 - v) arranging
 - vi) assisted

- vii) collaborating
- viii) conducted
- ix) delegation
- x) documented
- xi) developed
- xii) edited
- xiii) facilitates
- xiv) implemented
- xv) supported
- xvi) upgrading
- xvii) justify
- xviii) recommend

Audio text for listening comprehension 1

I'm so excited ... actually really nervous too. I had sent my CV to New Age Corp which is the market leader in the animations industry... and just when I thought of giving up – here's the call letter. After the first excitement ...well it was a bad case of jitters. Then my friend...David...he suggested getting a cheat sheet ready. Sounds interesting? ...it is. It has everything about me so that I don't forget, everything I want them to know...you know things like my skills and what I am like... and ... a checklist of the documents I need to carry. I even noted down the clothes and accessories I'm choosing... oh yes... and my answers to the tricky questions. I'm not going to learn them but this ... kind of ... helps me focus on important information... things I can't afford to miss.

In fact David grilled me on my CV.... I didn't know there were so many items to ask about. So I'm going over the details of projects, college, experiences... everything I've put in there.

I already have my transport ready.... reaching late would be suicidal and I've spent the last few days looking over company details ... I must know everything about New Age Corp... that reminds me I must ask them if they are venturing into film production ... that would be exciting.

What else about my preparation ... well let's see...we must be able to use language effectively ...not too formal if the recruiter is not ... what I mean is, we need to match the interviewers' level of formality. And... I'm going to keep my answers simple... you know ...no complicated explanations ——and jargon only where necessary. I need to come across as approachable, manageable and skillful. It does sound like getting ready for a show but then being prepared could mean beating all odds and landing that dream job.

Activity 4

- 1) My interest areas include – animations/films, writing, sports/ softball, social activities, debating/public speaking, theatre [*you should have got at least four of these*]

I'm good at – verbal and written communication, interpersonal skills

I can – play softball, interact one to one or in large groups of people, speak two foreign languages

I have – participated in theatre, worked with young people, contributed to newspapers, been junior editor, been apprentice in an animations company

Questions for interviews: If they have ventured into film production

- 2) i) a ii) c iii) b iv) a

Audio text 2

Candidate 1 Ms. Sheila Wong

Interviewer: Good morning, Ms...?

Candidate: Ms. Wong, Good morning

I: Ms. Wong ... right... how are you?

C: Fine thank you, and you?

I: Oh fine ... um... so...you'd like to join our team, I gather?

C: Yes, I would.

I: That's good. ...We'd like to know something about you ... perhaps you could tell us about your education?

C: Sure, well I left school in 1999 and went on to join a graduate program in media studies. And then... I wanted to do a course in advertising, which my college didn't offer ... at specialization level that is.

I: That would be Christ College, Right?

C: Yes, in Bangalore. Well since they didn't have advertising, I went to New Age Media, which was giving a diploma ... a two-year diploma in advertising. In fact I finished the course this summer.

I: That's interesting.... Tell me what did you enjoy most at school? Which course did you like the most?

C: Ah.... That would have to be ... foreign languages.

I: Foreign languages?

C: Yes we had French and German.

I: And are you fluent in those now?

C: I'm good at French. My German ...mmm...is a bit rusty. You see I used a lot of French in my projects.

I: Did you like those projects... I see quite a few in your CV?

C: Oh yes, it was exciting. I loved working on the projects. For one you... you get a lot of free hand to try out new things. And then... the brainstorming sessions... the long hours at design and storyboarding. It's a...fulfilling experience.

I: I see you like a fast work pace. Tell me ... Do you think you get more creative ideas when you are working alone or does a team help?

C: I think a team helps... a small one though ...discussing and going over concepts is very useful.

I: That's good to hear...

Candidate 2 Mr. David Smith

I: David why don't you tell me something about yourself

C: um... well... I

I: Yes?

C: I'm ...I think I'm serious and... calm.

I: Calm?

C: Yes, I don't panic in a crisis and I... enjoy working with all kinds of people...even those...you know who are difficult to get along with.

I: Ok and where do you see yourself in say... 5 years time?

C: umm... you mean my long term plans? Well I see myself in media and one day I'd rather open my own company.

I: What is it specifically about New Age that attracts you?

C: First of all, I want to start working and I have finished my studies this year, you know. .. I want to get on. More importantly, I've heard a lot about New Age ...it's a big company. I'll have better scope... that's why.

I: Fair enough... before we move on is there something you'd like to know?

C: Yeah. Just one question. If I get the job will I be working overseas as well...in your branches or something?

I: Our staff regularly does six month placement overseas...you're interested in working overseas, are you?

C: Yes. It would be interesting ...I would enjoy that.

I: Well can I ... well I'd like to know...what do you consider your strengths and weaknesses?

C: As I mentioned I don't panic in crisis. And my weakness ... I think I get bored of repetitive workyou know ...sameness

I: Does that imply lack of commitment?....

Activity 5

1) i) b

ii) a

iii) b

iv) c

v) b

vi) c

Activity 6

This is our assessment of the candidate:

- 1) Ms. Wong begins the interview on a positive note. She speaks without much hesitation, acknowledges interruptions. Her answer to the first question is well organized. She goes on to mention her interest in languages, always a positive accomplishment. Further she gives a very convincing reason for not being good at German. She obviously knows the working of her field and focuses on what would be considered tough situations to convey that she is comfortable with them.
- 2) David's interview starts off with a lot of hesitation on a very predictable question. Further he mentions a quality – calmness – which he definitely doesn't show at that moment. He also doesn't provide any experiences or illustrations to justify his claims. David doesn't volunteer information even though he has been given lots of cues where he can sell his plus points for example, future plans and why this company. He also doesn't seem to be sure of his choices, indefiniteness is a definite drawback. His answer to the question on weakness is badly worded and exposes a weakness that could lose him a possible job. It would have been better to say it with a positive focus "I like to do new things, to innovate".

Activity 7

- 1) ii) Can I help you?
- iii) Could you give him _____?
- iv) Could you tell him _____
- v) I will not make it _____
- vi) I have to attend _____
- vii) I will give him _____
- viii) could you make sure _____
- ix) _____he must not decide the poster _____
- x) I will check _____
- xi) Will you hold the line _____?
- xii) Should I call the printers _____?
- xiii) could you call me _____
- xiv) I'll get back _____

Block**3****SKILLS FOR THE WORKPLACE-I**

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BLOCK INTRODUCTION

In this block we have concentrated on three very important aspects of business:

Unit 9 - Etiquette, cultural awareness and gender perceptions

Units 10 and 11 – Understanding customers and customer service

Unit 12 – Work Ethics

Businesses are no longer highly localized entities, but part of a global village. It, therefore, becomes essential to understand the basic business etiquette that is followed at any workplace. Moreover, it is also important to be sensitized about other cultures and people especially the gender perceptions that may vary from one culture to another. The most important aspect of any business is the service to the customer. If the customers are happy, the business prospers. In this block we have dealt with different types of customers that you may encounter in your workplace. It is important to build rapport with them, handle their complaints with sympathy and sensitivity. In this block we have tried to make you understand the means of retaining your old customers as well as getting new customers. The final unit of this Block is on Work Ethics. Eventually, in whatever we do, we must be honest and upright. Remember, it is always good people who achieve great things professionally in the true sense of the word.

The information is couched in reading, writing, speaking and listening activities. Please complete these activities and we assure you that your communication skills will considerably improve. We request you to spend time on all the activities in each unit. This will enhance both your fluency as well as accuracy in the language. While performing the listening tasks, please take notes as you listen. This will aid your comprehension as well as concentration.

For the entire activities look at the answers after you have attempted them. If you answer incorrectly, try to analyze why; if not consult the teacher at the study center.

Do write to us if you have any problem.

Good luck with the block.

ACKNOWLEDGEMENT

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Material for Unit 10 and 11 has been taken from BPOI-006, Block-4.

UNIT 9 ETIQUETTE, CULTURAL AWARENESS AND GENDER PERCEPTIONS

Structure

- 9.0 Objectives
- 9.1 Warm Up
- 9.2 Reading: Etiquette
- 9.3 Vocabulary
- 9.4 Listening: Understanding Cultural Differences
- 9.5 Grammar: Articles
- 9.6 Speaking: Expressing Opinion About Workplace Etiquette
- 9.7 Writing
- 9.8 Let Us Sum Up
- 9.9 Answers

9.0 OBJECTIVES

This Unit will focus on the importance of etiquette and cultural awareness as well as gender perceptions at the workplace. Here you will learn:

- What workplace etiquette means
- The importance of etiquette in a competitive job market
- The importance of body language in etiquette
- What constitutes bad manners at work/what is not appropriate
- The importance of cultural awareness in a multicultural workplace
- Common gender perceptions

9.1 WARM UP

- Do some people put you off by the way they talk?
- Why do you think this happens?
- Why do you think you find some people more pleasant than others?
- Are you as comfortable working with people of another culture as you are with people with whom you have cultural similarity?
- Do you think men and women are treated the same in your office?

9.2 READING: ETIQUETTE

Read the following passage and answer the questions given:

What is Etiquette?

The Oxford dictionary defines etiquette as ‘the customary code of polite behavior

in society or among members of a particular professional group'. Adhering to a behavior code at work helps to create a work environment that is conducive to positive interaction among employees; this makes for a productive and efficient workforce.

What is this code of polite behavior that we speak about? The list of things that constitute good workplace etiquette could go on and on. We can broadly classify this into: (i) professional appearance, (ii) behavior code or office etiquette.

Professional appearance:

When you step into the job market, your first impression is created by your appearance at the interview. At the workplace too, your appearance plays an important part in how you are perceived as a professional. Good grooming, which includes maintaining good personal hygiene, is fundamental to a professional appearance. It shows that you care about the image of the organization you represent, and that cleanliness and neatness are important to you. Here are some fundamentals that you need to bear in mind:

- Choose a wardrobe suitable to your workplace. Some offices specify a dress code – abide by it, footwear included.
- It is not necessary to have hair styled according to current trends, but ensure that hair is well groomed at all times.
- Never appear sloppy.
- Keep nails clean and neatly clipped.
- Take care of your dental hygiene. Bad breath isn't just unhealthy for you; it is very bad manners to subject others to it.
- Use fragrance or deodorant to get rid of fowl body odor, but do not overdo the fragrance.
- See that footwear is polished and clean always.
- Wear a pleasant expression instead of a frowning one.

Behavior code:

In addition to your professional appearance, there is a way of conducting yourself at work which we refer to as office etiquette. Here are some features of office etiquette that you need to bear in mind and practise at work:

- Say 'Good morning' to colleagues when you enter office.
- Say 'thank you' when someone offers help or does something for you.
- Remember to speak softly instead of shouting and disturbing others.
- Listen patiently while others are speaking instead of interrupting them.
- Respect others' opinions even if you don't agree with them.
- Remember to return things you have borrowed from colleagues.
- Keep your office table/cubicle neat, especially if you are sharing it with someone.
- Avoid gossiping about colleagues to other office workers.
- Avoid using fowl language, however angry you are.

- Limit personal phone calls during office hours to emergency situations only.
- Avoid surfing on the net/checking your Facebook posts or Whatsapp messages during work hours.

How does etiquette benefit you?

Etiquette differentiates you from others in a competitive job market. Good social skills, of which etiquette is a large part, help you make a great first impression in the job market. However skilled you are professionally, if you do not create the impression of being well groomed, well mannered and polite, and someone who other office workers could easily get along with, your chances of getting a good job are reduced drastically. Furthermore, workplace etiquette helps you create and perpetuate a comfortable, warm and friendly work relationship with your colleagues.

Check Your Progress 1

You have read many examples of what constitutes professional etiquette. Here are more examples of what we commonly see in offices. Some of them constitute acceptable and some unacceptable office behavior. Classify each of these as 'acceptable' or unacceptable'.

- 1) Arriving late for meetings.
- 2) Cleaning up after using the office kitchen or snack area.
- 3) Talking while someone is making her/his presentation.
- 4) Offering to help when a new colleague is in need.
- 5) Making promises to help but not really keeping them.
- 6) Talking about personal problems with colleagues at work.
- 7) Talking about personal problems with colleagues after work hours.
- 8) Gossiping to other office workers about a colleague's problems with handling his/her work.
- 9) Offering a colleague help with work that is new to him/her.
- 10) Flirting with co-workers.
- 11) Coming to a colleague's work station while they are working and start chatting.
- 12) Speaking so loudly on the phone that others cannot focus on their work.

Check Your Progress 2

Now answer these questions based on the reading passage:

- 1) What does your appearance say about your professional attitude?

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2) Why is it important to follow a behavior code?

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9.3 VOCABULARY

We are sometimes rude or disrespectful to others or may just embarrass them without meaning to do so because of the use of inappropriate language/body language. Hence, it is important to be conscious of what we say and the manner in which we communicate our thoughts and feelings to others at the workplace.

Check Your Progress 3

Here are some examples of inappropriate language/body language use. Change them and give an alternative that you think will not be rude, offensive or embarrassing to the listener.

A) Something people said that was unacceptable:

- 1) Meena: Shut up, Madhuri. You're disturbing me with your loud chatter.
- 2) Mohit: Hi Geeta. You're looking really hot today.
- 3) Lalit: Prem, give me Rs. 500/-.
- 4) Madhuri: Prem, throw that paper cup in the dustbin. I hate your habit of littering the office.
- 5) Amit: Mohit, the boss wants you in his office. You're in for some fireworks because he's very angry with your stupid mistakes.

B) Some things people did that were unacceptable. Offer acceptable alternatives.

- 6) Mohit wanted some help from Geeta in understanding a document. He went up to her table and bent so close to her while speaking that it made her uncomfortable.
- 7) Prem forgot to bring lunch from home, but he was so hungry he ate up most of Mohan's food.
- 8) Hemant's colleagues gifted him a perfume for his birthday. They then told him loudly to use lots of it every day.
- 9) Hemant burst out laughing when Reena made a mistake in her presentation.
- 10) Rakesh cracked a joke about women that embarrassed all his female colleagues.

- 11) Just after lunch, Prem put his finger in his mouth to dislodge some food stuck between his teeth.
- 12) Jatin takes too many breaks and goes to his colleagues and starts chatting with them and distracting them from their work.

9.4 LISTENING: UNDERSTANDING CULTURAL DIFFERENCES

Listen to a talk on cultural differences and the necessity to understand them. Answer the questions that follow.

Check Your Progress 4

Based on the lecture on cultural awareness that you just heard, term these statements as true or false.

- 1) A person's culture affects their managerial style.
- 2) We need to understand other people's culture, but we should not try to adapt their practices.
- 3) It would be rude to talk to colleagues about their cultural practices.
- 4) Just because people do things differently from you does not mean that they are wrong.
- 5) Koreans think it is disrespectful to give somebody something with one hand.
- 6) Japanese people bow in greeting.
- 7) In the Middle East people lightly hug each other in greeting.
- 8) Kissing on the cheek is a formal way of greeting in France.
- 9) In Britain it is accepted for friends to ask each other personal questions.
- 10) If a man addresses his boss by his first name, chances are they are in USA.

9.5 GRAMMAR: ARTICLES

You have already studied Articles *a/an, the*. Let us revise them with this exercise.

Check Your Progress 5

Fill in the blanks using suitable articles:

I had strange dream last night. I saw myself sailing in boat, in the middle ofAtlantic Ocean.alien landed on my boat. It madestrange sound and my boat began to fly. I think we were moving towards moon when suddenly unusual looking eagle hit against the boat. The boat fell back into the ocean and I fell withthump—not into the ocean but onto the floor!

9.6 SPEAKING: EXPRESSING OPINION ABOUT WORKPLACE ETIQUETTE

We often need to speak out when things get unpleasant. But we must convey our feelings with tact, taking care not to cause offence. Let us practice the scenarios given below.

Check Your Progress 6

Presented below are two scenarios where a few employees have made the workplace atmosphere unpleasant for others. Write and speak out solutions for these situations.

Scenario 1

The official language of this organization is English. However, a few employees who speak a language other than English often communicate with one another in that language. Some employees think there is no problem with this and it is none of their business. Other employees feel uncomfortable and left out when in the presence of these coworkers. What is your opinion? Do you believe that workplace etiquette demands that employees should always speak in a language that everyone can understand?

Scenario 2

This office has provided its employees with a spacious, well equipped kitchen with a refrigerator, a microwave oven, and a coffee maker. While most employees clean up after using these services and do not leave stale food in the refrigerator or the kitchen counter, throw used disposables in the trash can and keep the microwave clean, a few employees are careless. The behavior of these careless coworkers has led to both resentment among their tidier coworkers and annoyance that everyone else has to clean up their trash. What do you think can be done to improve this situation?

9.7 WRITING

Read the following paragraphs and attempt the task given below.

Gender and the workplace

Although economic roles between men and women have become more similar over time, sex differences are still prevalent and tensions still exist in the workplace.

Organizations across countries are increasingly implementing nondiscriminatory hiring practices where women are given opportunities equal to men. We do find that there are certain types of jobs such as those of police officers, fire fighters, truck drivers, etc., which are generally preferred by men, and there are other occupations like nursing, teaching, etc., which are preferred by women. These are personal preferences which may be dictated by nature or the way boys and girls are nurtured. However it is the duty of organizations to give equal opportunities to people of both sexes, based only on a person's credentials.

Although the number of women in all types of work fields has been steadily rising, there is still a gap between women and men regarding compensation for producing similar work in many fields. Also since women are the primary care givers at home, the entire workforce needs to be sensitized to certain needs that may arise from time to time as a result of the dual role they are necessitated to play throughout life. Additionally, their vulnerability where personal security is concerned needs to be understood and taken care of.

What is your opinion about the kind of challenges women face at the workplace and how do you think their organizations can help them in overcoming these challenges?

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9.8 LET US SUM UP

We have learnt in this unit that etiquette plays a major role in our professional lives. We have also studied what constitutes this polite behavior code that we call etiquette. We have studied several examples of acceptable and unacceptable behavior at work. In addition we have learnt the importance of cross cultural awareness in today's shrinking world where we need to work with people from all over the globe. We have also familiarized ourselves with several differences in cultural practices. This unit has also helped us understand gender perceptions and the importance of an equal opportunity at the workplace.

9.9 ANSWERS

Check Your Progress 1

Acceptable or unacceptable

- 1) Arriving late for meetings. **Unacceptable**
- 2) Cleaning up after using the office kitchen or snack area. **Acceptable**
- 3) Talking while someone is making her/his presentation. **Unacceptable**
- 4) Offering to help when a new colleague is in need. **Acceptable**
- 5) Making promises to help but not really keeping them. **Unacceptable**
- 6) Talking about personal problems with colleagues at work. **Unacceptable**
- 7) Talking about personal problems with colleagues after work hours. **Acceptable**
- 8) Gossiping to other office workers about a colleague's problems with handling his/her work. **Unacceptable**
- 9) Offering a colleague help with work that is new to him/her. **Acceptable**
- 10) Flirting with co-workers. **Unacceptable**
- 11) Coming to a colleague's work station while they are working and start chatting. **Unacceptable**
- 12) Speaking so loudly on the phone that others cannot focus on their work. **Unacceptable**

Check Your Progress 2

- 1) Appearance plays an important part in how you are perceived as a professional. Your first impression, at the interview, or as the representative of your organization, is created by your professional appearance and approach. Good grooming, which includes maintaining good personal hygiene, is an important part of professional appearance. It shows that you care about the image of the organization you represent, and that cleanliness and neatness is important to you.
- 2) Your behavior code or how you conduct yourself at work, plays a big role in enhancing your career. However skilled you are professionally, if you do not create the impression of being well groomed, well mannered and polite and someone who other office workers could easily get along with, your chances of getting a good job are reduced drastically. Furthermore, workplace etiquette helps you create and perpetuate a comfortable, warm and friendly work relationship with your colleagues.

Check Your Progress 3**A) Something people said that was unacceptable:**

- 1) Meena: Shut up, Madhuri. You're disturbing me with your loud chatter.

Meena: Madhuri, would you mind speaking softly? I'm getting a little distracted.

- 2) Mohit: Hi Geeta. You're looking really hot today.

Mohit: Hi, Geeta. You're looking lovely/beautiful.

- 3) Lalit: Prem, give me Rs. 500/-.

Lalit: Prem, could you lend me Rs. 500/-please?

- 4) Madhuri: Prem, throw that paper cup in the dustbin. I hate your habit of littering the office.

Madhuri: Prem, please throw your used paper cup in the dustbin. Let's try to keep the office clean.

- 5) Amit: Mohit, the boss wants you in his office. You're in for some fireworks because he's very angry with your stupid mistakes.

Amit: Mohit, the boss wants you in his office. Take care; I think he's a little upset with you about something.

B) Some things people did that were unacceptable. Offer acceptable alternatives.

- 6) Mohit wanted some help from Geeta in understanding a document. He went up to her table and bent so close to her while speaking that it made her uncomfortable.

Mohit should have taken a chair and sat at a polite distance from her. Sitting too close makes people uncomfortable.

- 7) Prem forgot to bring lunch from home, but he was so hungry he ate up most of Mohan's food.

Prem could have shared Mohan's food, but he should not have eaten a lot of it. He should have arranged for some food from elsewhere.

- 8) Hemant's colleagues gifted him a perfume for his birthday. They then told him loudly to use lots of it every day.

If Hemant's colleagues thought that he needed a perfume because he had bad body odor, they should just have gifted it to him without those taunting remarks.

- 9) Hemant burst out laughing when Reena made a mistake in her presentation.

Everybody makes mistakes. It was ill mannered of Hemant to laugh when Reena did. Instead, he should have said some words of encouragement to her.

- 10) Rakesh cracked a joke about women that embarrassed all his female colleagues.

It is very bad manners to crack sexist jokes in office. Rakesh should not have done it.

- 11) Just after lunch, Prem put his finger in his mouth to dislodge some food stuck between his teeth.

Rakesh should have used a toothpick to clean his mouth. If he could not find one, he should have gone to the rest room and rinsed his mouth.

- 12) Jatin takes too many breaks and goes to his colleagues and starts chatting with them and distracting them from their work.

Jatin should not chat with his colleagues while they are working. This way he wastes not only his own time but also theirs.

Text for audio

Cultural awareness in a multicultural workplace

The nature of our workplaces has changed over the last several years. We now have colleagues at work from all over the world. This new multicultural workplace has brought differences in cultures which in turn bring differences in areas such as communication styles, managerial styles, workplace etiquette, approach to time and a plethora of other cross cultural differences.

To maximize potential at work and to maintain a comfortable work atmosphere, cross-cultural awareness is essential.

Cultural differences at the workplace may be due to differences in people's country of origin, race, religion or ethnic background. The best way to have an integrated workforce is for workers to understand each other's culture and benefit from the strengths of each culture.

How do we build cultural awareness?

Try and learn a bit more about other cultures and countries. Information is easily found on the internet and in books. You can also ask your colleagues. Then try to

use that knowledge to understand socio-cultural habits of people from other cultures and how they react to situations. If you learn something interesting about a coworker's culture, ask about it or mention it in a relevant situation. Hearing about it from them will clarify it to you even better. Try to avoid jumping to conclusions about people, if they do things differently from you. One of the first rules of cultural awareness is refraining from assuming one way is wrong and the other is right.

Here are some common differences in people from different nationalities.

The length of pleasantries before getting down to business varies from country to country. In the eastern part of the world i.e. in countries like India, you would traditionally greet someone with folded hands or even touch the feet of elders, whereas in the west you would do so with a handshake. In Japan and Korea, bowing to greet someone is a common sight. The Koreans also think it disrespectful to hand something over to another person with one hand. They use both their hands to do so. The French greet formally with a handshake and informally by lightly kissing the cheek or 'air kissing'. In the Middle East people hold each other lightly by the shoulder and hug. If you get somebody flowers in France, buy them in odd numbers, but not 13. The French always believe that gifts should be opened when they are given, in front of the giver.

In India you may easily ask somebody where they are from. But if you asked the same question in Britain, it may be viewed as an attempt to "place" the person on the social or class scale. In Britain, even close friends do not ask pointedly personal questions relating to professions or relationships whereas in India, it is considered a sign of closeness for us to take an interest in our friends' personal lives.

In England, seniors at the workplace are generally addressed formally whereas in USA, first names are common. Cultural differences also dictate the dress codes in organizations in different countries, with some being much more formal than others.

Check Your Progress 4

True or false.

- 1) A person's culture affects their managerial style. **True**
- 2) We need to understand other people's culture, but we should not try to adapt their practices. **False**
- 3) It would be rude to talk to colleagues about their cultural practices. **False**
- 4) Just because people do things differently from you does not mean that they are wrong. **True**
- 5) Koreans think it is disrespectful to give somebody something with one hand. **True**
- 6) Japanese people bow in greeting. **True**
- 7) In the Middle East people lightly hug each other in greeting. **True**
- 8) Kissing on the cheek is a formal way of greeting in France. **False**
- 9) In Britain it is accepted for friends to ask each other personal questions. **False**

- 10) If a man addresses his boss by his first name, chances are they are in USA.
True

Check your progress 5

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Check your progress 6

Scenario 1

Possible solution

This is a common issue, especially in India where there are many regional languages. One solution is to establish a code of conduct that requires you to use only official language at work, whether in writing or while speaking. In spite of this if some people persist in using another language, they should be gently but firmly dissuaded from doing so. It should be explained to them that this isolates their colleagues and would also not be good for their own image at work.

Scenario 2

Possible solution

There will generally be a few people in office who need to be given lessons in cleanliness and tidiness. They may not mean to be messy, but perhaps have never learnt or been taught the importance of being neat and clean. There is no harm in enforcing a strict code of conduct. If they still do not learn their lesson, daily or weekly duties may be assigned to keep the kitchen clean. This way the culprits will not be able to ignore their duties towards keeping the place clean.

Check your progress 7

In my opinion, women face several challenges at the workplace especially in the Indian context. In many places, women have to face verbal and behavioral discrimination from their male colleagues who make snide comments on their looks as well as manner of functioning. For instance, women are denied lead roles in projects that involve high risk-taking or travelling. Women are even subjected to sexual harassment with men asking for sexual favors from women who are ambitious and eager to move up the career ladder. Some women also face “gender pay gap” where they are offered lower salary than men though their designation or position is the same. Another significant problem that women face is that many of them are forced to quit their jobs or denied promotions when they are pregnant.

Organizations can play an important and active role in overcoming such challenges. The companies must ensure parity in working conditions and make all rules and regulations transparent. Companies must introduce women-friendly policies such as offering maternity and child-care leave to women. Last but not the least, employees must be gender sensitized for better functioning and workplace congeniality.

UNIT 10 UNDERSTANDING CUSTOMERS

Structure

- 10.0 Objectives
- 10.1 Warm Up
- 10.2 Reading
- 10.3 Language Focus
- 10.4 Listening: Types of Customer
- 10.5 Writing
- 10.6 Speaking and Writing
- 10.7 Grammar: Relative Clauses
- 10.8 Pronunciation: Stress and Rhythm in Connected Speech I: Content Words and Structure Words
- 10.9 Let Us Sum Up
- 10.10 Answers

10.0 OBJECTIVES

This Unit deals in detail with the various types of customer you are likely to deal with at work. Here you will learn about:

The difference between a telephone and face-to-face business conversation

- Types of customer
- What to expect from each customer type
- How to handle each customer type
- The importance of using the right tone of voice for each customer type
- The importance of being patient in dealing with difficult customers
- Phrases to use in handling customers

10.1 WARM UP

Activity 1

Think of all the times you have gone to a store and have been confronted with a salesman whose attitude you found unpleasant. Did you find his/her tone of voice offensive, or was it his/her words that caused you to lose your temper? And were there occasions when, just because the sales person was pleasantly coaxing, you ended up buying something when you had actually only gone window shopping?

10.2 READING

As human beings we all display different characteristics, especially when under stress. In face-to-face situations, the body language and facial expressions of the person you are speaking to tells you how they are feeling, thus making it easier

for you to give appropriate responses. However, on the telephone you need to be able to recognize different types of people purely from their choice of words and their tone of voice. This is even more important for those of us who deal with customers over the telephone on a day-to-day basis.

Most customers have a specific type of product or service in mind when they make contact with an organization. They respond well to your offer to help if you do so in a positive, pleasant, and professional manner. There are others who, because of their outlook on life, their attitude, personal habits or background, may cause you frustration and require additional efforts on your part to handle them. It is this group of difficult customers that we will learn about in greater detail in this unit.

There are different kinds of difficult customers. They could be negative, rude, inconsiderate, aggressive, unreasonably demanding or too talkative. While it is not an easy task to deal with such customers, it is important to treat each one as an individual and avoid stereotyping them. Remember to stay calm and focused and not lose control of the situation.

It is also important to recognize the kind of person you are dealing with as early in the conversation as possible, as this will help you in providing an adequate response with positive results.

Types of customer



Indecisive customers: These are people who will spend hours deciding what to buy. They want to know more, but are difficult to convince, and will find excuses to avoid making a decision. Consequently, they take up a lot of your time. The way to deal with them would be to use a firm tone of voice while emphasizing the qualities of the brand you are offering. Ask a lot of open-ended questions to know exactly what their needs are so that you can offer the best possible solutions.



Reluctant customers: These, unlike the above, will listen to everything but are unwilling to make the final decision. They will even stop you from approaching the final step of buying the product or closing the call. Their typical response would be “Why don’t I get back to you on this?” or “I don’t have the time right now.” Such customers need to be driven into making a decision.

You need to make them aware of the need to buy at the opportune time by drawing their attention to the extra benefits, and special features of the product or service without being aggressive.



Demanding customers: The demanding customer generally feels the need to be in control. Such customers may raise their voice, find fault with everything, and make unreasonable demands on you. They will push you to commit to a response of their choice. They could throw tantrums and demand that their needs be met, and even accuse you of neglecting them.

The important thing is to stay calm and patient and not allow their behaviour to provoke you. Be firm and assertive and focus on the customer’s needs. Be flexible and willing to listen to requests, and talk about what you can

do, not about what you cannot do. Prepare to negotiate if you are thoroughly familiar with your organization's policies and procedures. Bear in mind that your ultimate goal is customer satisfaction, so provide an alternative where possible.



Rude and inconsiderate customers: They will go out of their way to be offensive. They will raise their voice, demand to see or speak to the superior, use abusive language, and snap at you. Though outwardly they seem confident and self-assured, they are often insecure and defensive, and are just trying to get attention. In dealing with them, be calm, assertive and in control of the situation. Keep an even tone of voice, and if they interrupt you while you are dealing with another customer, make direct eye contact, smile and tell them firmly that you will be with them as soon as you have finished with the present customer.



Talkative customers: Such customers are friendly, chatty and expressive, and love to connect with people. They ask lots of questions. This may be because they are generally talkative, or are lonely and looking for someone to listen to them. Stay warm and friendly, ask open-ended questions to determine what they need, then switch to closed-ended questions to control the situation and limit the opportunity for the customer to continue talking. When you find the conversation slipping, ask back-on-track questions that relate to the product or service. But make sure your tone remains friendly so that you don't sound patronizing or condescending.



Passive customers: These customers listen patiently, but do not voice their own opinions, state their concerns or work towards a decision. You cannot understand or anticipate their thoughts; hence handling them is difficult since you do not know what their needs are. Their responses to what you say are usually "Ok, I see" or "Uhhhh". To understand their requirement you need to get them as involved in the conversation, and assist them to come out with their query or problem. Ask closed-ended questions to reconfirm understanding or to ask for an opinion, and also learn to read between the lines. You may also give references of other customers who were satisfied with similar solutions so that they feel confident about their decisions.



Dissatisfied customers: You will often encounter dissatisfied customers. No matter what you try to do for them, they will complain, and feel annoyed and victimized. They feel that their situation is the most important in the world. In fact these are the customers who are likely to tell the maximum number of people that they are unhappy with the way you do business. Give them uninterrupted attention while they speak – their immediate need is to know that someone is willing to attend to their problems. Do not make excuses; a dissatisfied customer does not want to hear why he did not get the service or product he wanted. It is also best to not cover the mistake, try to correct it. Empathize with him, do not patronize him. Ask open-ended questions and paraphrase the customer's responses to

acknowledge that you have understood the problem correctly, and then take appropriate action to suit his/her needs.



Irate customers: Customers can be angry for various reasons. They may be unhappy with the service, or feel they have been cheated. These customers feel the need to show anger to be taken seriously and will use their anger to intimidate you. What they really want is for you to take notice of them, give them special attention and appreciate the reason for their anger. They are also looking for explanations and solutions. The anger helps them to

feel that they are the ones in control. What they do not want from you are denials, justifications, arguments, and excuses, or a condescending tone of voice and strong words.

You need to be at your professional best. Remain calm and confident. If the customer raises his/her voice or uses abusive language, take a deep breath and count to ten before responding. Remember that irate customers are angry with the organization, product, or service that you represent, not with you. Remain objective and focused on getting the information out of them that can help you sort out the problem. Following these steps will help you to tackle difficult situations with angry customers:

First of all, acknowledge their feelings and let them express themselves, then go beyond the anger and try to find the reasons for it.

- Listen actively without interrupting. Do not say anything that will further add to their anger and frustration.
- Empathize with them and reassure them that you understand why they are angry and that you want to solve their problem.
- Negotiate a solution by involving them in finding it and implement their solution if it is feasible. If not, suggest one closest to it.
- Go further and request for a written complaint via email.
- Later, conduct a follow up and ensure that everything goes well. This may require making a personal call after a period of time. Remember that the thumb rule is to under-promise but over-deliver.

Remember that a key factor that determines your success is your ability to handle various types of customer. This is where all your virtues of patience, tact, understanding and ability to use appropriate language are tested to the hilt.

Check Your Progress 1

- 1) Look at the statements below and write down the type of customer that you would associate each statement with.
 - i) I've only got a few minutes, so I need you to attend to me immediately.
 - ii) Oh, you sound a lot like a friend of mine from Pune. Have you ever been to Pune?
 - iii) Why don't we take this up another time?
 - iv) Can't you understand when someone tells you something once?

- v) I don't think this will work.
 - vi) Never again will I ever use the services of your organization.
 - vii) It's working better now, but still not as I expected.
 - viii) Hmmm, perhaps.
- 2) Read the statements/phrases below and mark which you think are appropriate and which are inappropriate to use while dealing with difficult customers.
- i) We could not furnish the details you asked for as we were short on staff.
 - ii) You will have to wait two days to get this information.
 - iii) I understand your concern.....
 - iv) That's not possible.....
 - v) I'll certainly mail it to you by tomorrow.
 - vi) However, what I can do is.....
 - vii) Our policy doesn't permit.....
 - viii) That's not right....
 - ix) I can assure you that.....
 - x) I can see you are upset....
 - xi) I'm sorry you had to deal with this billing problem. I'll do whatever I can to help you.
 - xii) I really want to help you solve this problem with your order
 - xiii) I'm not sure we can do that...
 - xiv) That must have been very difficult for you
 - xv) I think you should....

10.3 LANGUAGE FOCUS

The right language is a very powerful tool while tackling difficult situations. Especially while dealing with customers who tend to get emotionally charged and lose their temper, you need to choose your words with utmost care. Here are some example phrases that can escalate, and some that can defuse the tension in such situations.

Avoid using phrases such as these that fuel emotion

- Why didn't you...
- You should have...
- You never...
- You always...
- There is nothing I can do...
- Our policy does not permit...
- That's impossible...

- You don't realize...
- Calm down...
- I've got problems too...
- You're not the only one in a hurry...
- I've already told you a hundred times....

Instead, start your sentences with phrases like these that help to defuse anger. These are especially useful while handling irate customers.

Useful phrases such as these defuse tension

- May I explain?
- So what you would like me to do is...
- Here's what I can do...
- I'll be happy to check...
- Would you be interested in seeing...
- I understand what you're saying.../why you ...
- Some people have found it helpful to...
- It's important that...
- In order for me to assist you better...
- What would you suggest...../How would you suggest we deal with....
- May I suggest.....

Check Your Progress 2

Now make statements for the following situations using the appropriate phrase from the examples above.

- i) You want some additional information to be able to solve a problem.
- ii) You want to offer the customer something new.
- iii) You want to make an important point.
- iv) You are offering to go into further detail.
- v) You are offering to verify something.
- vi) You want to paraphrase something to show your understanding of it.
- vii) You want to give the example of another satisfied customer.
- viii) You want to involve the customer in finding a solution to the problem.
- ix) You want to assure your customer you empathize with him.
- x) You want to offer a solution.

You will have noticed that there are certain typical phrases that form the base for formal telephone conversations. The 'do you want' is replaced by 'would you like', and 'could' and 'may' are used a lot.

Activity 2

Rewrite the following sentences using phrases from the box below, to make them sound more appropriate for handling your customers. You may be able to use more than one option in some cases.

- i) What did you say?
- ii) When did you last call us?
- iii) Can you give me your order number?
- iv) What's your name?
- v) I'll see what I can do.
- vi) That's something I cannot do.
- vii) The manager is not available at the moment.
- viii) I'll call you tomorrow.
- ix) I know you are not satisfied.
- x) Is 2.30 p.m. on Friday okay?

Could you tell me.....	I assure you
I would like.....	Could you give.....
May I	I beg.....
I would like you	Please.....
I'm afraid.....	Would it be.....
Would.....	Could.....

10.4 LISTENING: TYPES OF CUSTOMER

Listen to a talk about 'Types of Customer'.

Some of these customer types may be different from those in the reading section, but knowing as many of them as possible will help you deal with them better. After listening to the audio answer the following questions.

Check Your Progress 3

As you have learnt from the talk on types of customer, you need to adopt a certain type of attitude and tonal quality while dealing with different customers. Match these, numbered i-ix, to the types of customer, marked (A) - (I). Some tonal qualities may be suited to more than one customer type.

- i) Be prepared with facts and figures
 - ii) Be encouraging and make them feel comfortable
 - iii) Be friendly, but restrict getting side tracked
 - iv) Count to ten and stay cool
 - v) Admit lack of awareness where necessary, and seek assistance
 - vi) Be patient as you may need to ask many questions to get some information
 - vii) Be firm to defend what is logically worth defending
 - viii) Be assertive, but use a calm, soothing tone of voice
 - ix) Use voice and words to speak with conviction
- A) Aggressive
B) Extroverts

- C) Analytical
- D) Technically aware
- E) Shy
- F) Skeptical
- G) Passive
- H) Chronic complainers
- I) Irrate

10.5 WRITING

Activity 3

Look at the situations given below. Make sentences in response to the situations. Note the situations pertain to 'telephoning'.

- i) Answering the telephone.
- ii) Offering to take a message.
- iii) Saying who you are.
- iv) Asking to speak to Mrs. Jones.
- v) Asking the caller for more information about the call.
- vi) Saying someone is unavailable.
- vii) Asking for the caller's name.
- viii) Asking the caller to repeat something.

10.6 SPEAKING AND WRITING

Below are situations in which you have to make calls to a customer. With a partner, make these conversations in writing and practice them, one person playing the executive and the other the customer. Remember to use the tonal quality based on what type of customer you are, and as the executive, the tone of voice you need to take to deal with a particular type of customer. You can use the help of the phrases in the box to make the dialogue. Switch roles and practice again.

I'm positive you have not been charged...

Sorry I don't mean to inconvenience you...

Let me talk to your supervisor....

I agree that it is an inconvenience for you....

Are you certain you have the figures and dates right?

Would it be possible for you to...

I can see that this is upsetting for you...

Activity 4

- 1) You call a customer to collect an outstanding invoice, the amount outstanding is Rs.200, and he has defaulted on payment. The customer disputes the amount and is not willing to pay. He is also the aggressive sort.

- 2) A customer calls in to make a payment of Rs. 8,000 and you see that there is still Rs. 3,000 due. You need to convince her to make the additional payment as well. Being an irate customer, she loses her temper and does not want to pay the extra amount.
- 3) You call a customer for payment of Rs. 11,000, the customer says that he has a query on the account and refuses to pay till that is sorted out. Find out the details and collect information on the account. You have an irate customer.
- 4) You call up a customer to collect a payment that is due. The customer is unable to pay now due to financial problems. Your customer is shy and hesitant.

10.7 GRAMMAR: RELATIVE CLAUSES

Read the sentences given below:

- 1) Indecisive customers are those who will spend hours deciding what to buy.
- 2) Especially while dealing with customers who tend to get emotionally charged and lose their temper, you need to choose your words with utmost care.
- 3) The computers which/that the company bought were very expensive.
- 4) The candidate whom they selected had extensive experience of computer industry.
- 5) We are looking for an assistant whose typing speed is excellent.
- 6) The lady to whom I spoke in your office was very helpful.

The underlined sentences are all examples of Relative Clauses or adjectival clauses. We use a relative clause beginning with who, that, which to describe or define a person or a thing. Who is used to refer to a person, and which or that to describe or define a person.

The relative pronoun whose is used to show possession.

In formal or written language, we may insert to, from, about, on in front of whom, which and whose.

Activity 5

- 1) Complete the sentences with who, whom, which, that and to whom.
 - i) The receptionist at the desk I spoke was very helpful.
 - ii) The hotel has a large conference hall in workshops can be held.
 - iii) I can give you the name of the HR Manager I deal with.
 - iv) We drew a short list of candidates CVs were very good.

- v) We've got a machine prints in colour.
 - vi) Yesterday I met someone brother works in your office.
 - vii) Our client manufacturers clothing is distributed in the popular retail stores.
 - viii) We are looking for someone has a proven track record of excellence.
- 2) Complete the following sentences about yourself and your work, using relative clauses.

I work for a company that does event management.

- i) I'm in a division
- ii) I have a boss
- iii) As part of my work, I deal with people
- iv) I sometimes have to do jobs
- v) In my free time, I enjoy doing things.....

10.8 PRONUNCIATION: STRESS AND RHYTHM IN CONNECTED SPEECH I: CONTENT WORDS AND STRUCTURE WORDS

In Connected Speech we put words together to form phrases and sentences. For example, 'rice and curd' is a phrase and 'I am a student' is a sentence. When we put words together to form phrases and sentences in English, how do we say them? Do we give equal importance to all the words that form a phrase or a sentence? In other words, do we stress all the words in a phrase or sentence? No, we don't. In a phrase or sentence (or in a longer piece of connected speech) we stress some of the words and leave the **others** unstressed. For example, in the phrase 'rice and curd' we stress the words 'rice' and 'curd' and leave the word 'and' unstressed. In the sentence 'I am a student' we stress only the word 'student' and leave the other words unstressed. The phrase and the sentence given above are reproduced below, this time with the stressed words marked with the vertical bar (').

10.8.1 Words to be Stressed in Connected Speech

'Rice and 'curd.

I am a 'student.

In the two examples given above we stressed certain words and left others unstressed. Are there any rules regarding which words we should stress in a piece of connected speech? Yes, there are. In fact, the meaning of the phrase or the sentence decides this. We stress those words in a phrase or sentence that are important for the meaning of the phrase or sentence.

10.8.2 Content Words and Grammatical Words

We said above that we stress those words that are important for the meaning. Let us illustrate this. In the sentence 'I love you' if the speaker wants to tell the person that he loves only the referred to person as 'you' and no one else, he will

stress the word 'you'. If, on the other hand, the speaker wants to state that he (and no one else) loves that person, he will stress the word 'I'. Look at the same sentence repeated twice below.

I love 'you' (The speaker loves that person 'referred to as 'you' and none else)
'I' love you (The speaker, and none else, loves the person referred to as 'you')

What if the meaning doesn't require any particular words in an utterance to be stressed? Then the speaker will stress the **content words** in an utterance and leave the **grammatical words** unstressed, e.g. I 'love you. Now what are content and grammatical words?

Nouns, main verbs, adjectives, adverbs, question words and demonstrative are **content words**, that is, they have independent meanings of their own, and **articles, pronouns, prepositions, auxiliary verbs, and conjunctions** are **grammatical words**, that is, their main function is to show the grammatical relations among words. A few examples are given below, in which only the content words are stressed and the grammatical words are left unstressed. The stressed words are marked with the vertical bar.

I 'gave him 'ten 'books.

I 'love my 'friends.

I 'love to 'live in 'Delhi.

There are 'ten 'boys and 'five 'girls in our 'class.

My 'son is a 'good 'driver.

I 'ate some 'rice and 'curd.

We have a 'grey 'cat in our 'house.

'Give me 'six 'eggs, 'please.

In the examples given before, most of the content words are monosyllabic. What happens when a content word has more than one syllable? If a content word that has more than one syllable occurs in a piece of connected speech, we stress only that syllable in it which we stress if we were to say the word by itself. Here are a few examples in which the content words have more than one syllable each.

The 'coffee was 'excellent.

It was an 'excellent a'chievement.

I've made a mis'take

They have de'clared a 'holiday to'day.

Do you re'quire any as'sistance?

I will 'never for'get you.

We 'visited 'London last 'summer.

Is'lām is the re'ligion of 'Muslims.

I have an im'portant exami'nation to'morrow.

10.9 LET US SUM UP

This unit has introduced you to the types of customer you are likely to come across in your line of work. It has then gone on to tell you how best to deal with them, with a special focus on irate customers.

It has also given you many examples of phrases you should not use while handling customers and alternative phrases to replace these.

You have had the opportunity, in this unit, of extensive practice in the use of this type of language with plenty of exercises for practice. You have also learnt the use of modals, and their importance in questioning and in formal telephone conversation.

10.10 ANSWERS

Check your progress 1

- 1)
 - i) I've only got a few minutes, so I need you to attend to me immediately. **Demanding**
 - ii) Oh, you sound a lot like a friend of mine from Pune. Have you ever been to Pune? **Talkative**
 - iii) Why don't we take this up another time? **Indecisive**
 - iv) Can't you understand when someone tells you something once? **Rude**
 - v) I don't think this will work. **Reluctant**
 - vi) Never again will I ever use the services of your organization. **Irate**
 - vii) It's working better now, but still not as I expected. **Dissatisfied**
 - viii) Hmmm, perhaps. **Passive**
- 2)
 - i) We could not furnish the details you asked for as we were short on staff. **Inappropriate**
 - ii) You will have to wait two days to get this information. **Inappropriate**
 - iii) I understand your concern..... **Appropriate**
 - iv) That's not possible..... **Inappropriate**
 - v) I'll certainly mail it to you by tomorrow. **Appropriate**
 - vi) However, what I can do is..... **Appropriate**
 - vii) Our policy doesn't permit..... **Inappropriate**
 - viii) That's not right.... **Inappropriate**
 - ix) I can assure you that..... **Appropriate**
 - x) I can see you are upset.... **Appropriate**
 - xi) I'm sorry you had to deal with this billing problem. I'll do whatever I can to help you. **Appropriate**
 - xii) I really want to help you solve this problem with your order **Appropriate**
 - xiii) I'm not sure we can do that. **Inappropriate**
 - xiv) That must have been very difficult for you **Appropriate**
 - xv) I think you should.... **Inappropriate**

Check your progress 2

The answers are given in **bold**.

- i) You want some additional information to be able to solve a problem.
In order for me to assist you better I would need you to give me some more details.
- ii) You want to offer the customer something new.
Would you be interested in seeing another version of this?
- iii) You want to make an important point.
It's important that you familiarize yourself with the terms of the contract.
- iv) You are offering to go into further detail.
May I explain this to you in greater detail?
- v) You are offering to verify something.
I'll be happy to check it out for you.
- vi) You want to paraphrase something to show your understanding of it.
So what you would like me to do is to waive the delivery charges.
- vii) You want to give the example of another satisfied customer.
Some people have found this payment option helpful.
- viii) You want to involve the customer in finding a solution to the problem.
How would you suggest we deal with this development?
- ix) You want to assure your customer you empathize with him/her.
I understand why you feel this way.
- x) You want to offer a solution
Here's what I can do. May I suggest an alternative?

Activity 2

Answers are given in **bold**.

- i) What did you say?
I beg your pardon? / Could you repeat that?
- ii) When did you last call us?
May I know/Would you happen to remember when you last called us?
- iii) Can you give me your order number?
Could you give me/May I have your order number?
- iv) What's your name?
May I have your name, please?
- v) I'll see what I can do.
I assure you I'll do my best to help you in this matter.

vi) That's something I cannot do.

I'll tell you what I can do.

vii) The manager is not available at the moment.

I'm afraid the manager is not available at the moment. Why don't I ask him to call you as soon as he gets in?

viii) I'll call you tomorrow.

May I call you tomorrow? / Would it be alright if I called you tomorrow?

ix) I know you are not satisfied.

I can understand why you feel this way.

x) Is 2.30 p.m. on Friday okay?

Would 2.30 p.m. on Friday be okay?

Text for Audio

Types of Customer

There are as many types of customer as there are types of people. Also different customers have different sets of expectations from the products and services that they want to buy, or have bought. Both of these together determine the types of customer you are likely to deal with on a day-to-day basis.

Loud and aggressive customers can be very demanding and find it difficult to understand an opinion different from theirs. They are more than likely to make unreasonable requests, and the sooner they are pacified, the less is the danger of the exchange escalating to unpleasant heights. Use a calm and soothing tone of voice, and pacifying words like "Please", "I understand", and "I agree". Be assertive, but make sure nothing you say sounds remotely rude or aggressive.

Then there are the analytical, questioning types. They will carefully evaluate the pros and cons before making a decision, and ask a volley of questions, some relevant, some not so. See that you stick to logic, and make sure there are no loopholes in any solutions you offer. State facts and figures with care and precision. If in doubt, offer to transfer the call to somebody who can supply the more technical details.

The skeptical types are those who have a hard time trusting anything you say. Be prepared to buttress your points with all the data at your disposal, speak with conviction, choose your words with care, reassure them of full future support (and see that you provide it).

Be careful how you deal with the shy, timid ones. They tend to sound apologetic and unsure, and can be easily intimidated, so the first thing you need to do is make them feel comfortable. Probe gently for their needs, use an encouraging tone of voice, and assure them of your intentions with words like 'I'll be happy to do that for you'.

You also need to be especially careful with the technically aware customers. They tend to be somewhat impatient. These are straightforward people who need you to be honest about the advantages and disadvantages of what you are about

to offer, and have no patience with ambiguity or vagueness. Acknowledge the fact that they are technically well versed, but maintain a quietly assertive tone, for they can be a little overbearing. If unsure about some details, be candid and seek assistance immediately.

You will be pleased to come across the extroverts. They are talkative and friendly, and happy to part with any information you seek. Reciprocate the friendliness, but just be careful not to get side-tracked by too much chatter.

Then there are certain personal traits that make different people respond in varied ways. You will need to coax information out of the passive customers, a little like with the shy ones. With the chronic complainers you play the balancing act, admitting they are right where you need to and gently putting your foot down where they are unreasonable. The irate customer's temper is ready to explode, so be patient but firm. Those who constantly try to interrupt need to be told firmly that listening once in a while isn't a bad idea.

Check your progress 3

- i) Be prepared with facts and figures – **Analytical, also Technically aware**
- ii) Be encouraging and make them feel comfortable – **Shy, Introvert**
- iii) Be friendly, but restrict getting side tracked - **Extroverts**
- iv) Count to ten and stay cool – **Irate, also sometimes Aggressive**
- v) Admit lack of awareness where necessary, and seek assistance - **Technically aware**
- vi) Be patient as you may need to ask many questions to get some information – **Passive**
- vii) Be firm to defend what is logically worth defending – **Chronic complainers**
- viii) Be assertive, but use a calm, soothing tone of voice - **Aggressive**
- ix) Use voice and words to speak with conviction - **Skeptical**

Activity 3

- i) Good morning. How may I help you?
- ii) Would you like to leave a message?
- iii) This is Brinda Patel.
- iv) May I speak to Mrs. Jones, please?
- v) May I know what this is about?
- vi) I'm afraid he's busy at the moment. / I'm afraid he isn't in office right now.
- vii) Could/May I have your name, please?
- viii) Could you repeat that, please?

Activity 4

Situation 1: This is only a sample conversation; yours could be different, but try to use the relevant phrases from the box in the Speaking section and/or from the Language Focus section.

- Customer: Hello.
- Executive: Good afternoon, Sir. This is Raman from XYZ Connections. I've called about an outstanding bill of yours.
- Customer: As far as I can remember, there is no outstanding bill I need to pay. Please don't disturb me with these false bills.
- Executive: I'm afraid there is. The outstanding amount is Rs.200, and it has been due for the last two months.
- Customer: Can't you understand when someone tells you something once?
- Executive: I understand what you are saying, but according to our records, a payment of Rs.200 is outstanding against your bill for the month of May.
- Customer: Well, this is a late payment charge that I had been told would be waived when I spoke to your executive last month.
- Executive: I'm afraid there is no such record of the waiver. However, here's what I can do. I'll.....

Situation 4: This is only a sample conversation; yours could be different, but try to use the relevant phrases from the box in the Speaking section and/or from the Language Focus section. Remember that you are speaking with a shy customer.

- Customer: Hello?
- Executive: Good afternoon. This is Manish, from Welcome Appliances. May I speak with Ms. Amrita Singh?
- Customer: Yes. Err... This is she. Errr...errr... What is this about?
- Executive: I hope I'm not disturbing you, but I need to remind you of a payment that is due. It's your installment for the month of March for the computer you bought in January.
- Customer: So..... ummm..... Err.... When is this due?
- Executive: I'm afraid it is already overdue by almost a month. And your next installment will be due too in another week.
- Customer: Oh. Actually.....I don't know...(sounds embarrassed)
- Executive: (Senses the hesitation) If you find this payment scheme inconvenient, may I make a suggestion....?
- Customer: Yes.....okay.
- Executive: What I can do is, I can split the payment.....

Activity 5

1) Completed sentences with *who*, *whom*, *which*, *that* and *to whom*.

- i) The receptionist at the desk **to whom** I spoke was very helpful.

- ii) The hotel has a large conference hall in **which** workshops can be held.
 - iii) I can give you the name of the HR Manager **who/that** I deal with.
 - iv) We drew a shortlist of candidates **whose** CVs were very good.
 - v) We've got a machine **which/that** prints in colour.
 - vi) Yesterday I met someone **whose** brother works in your office.
 - vii) Our client manufacturers clothing **which** is distributed in the popular retail stores.
 - viii) We are looking for someone **who** has a proven track record of excellence.
- 2) Completed sentences using relative clauses.
- i) I'm in a division **that handles the publicity**.
 - ii) I have a boss **who is very creative**.
 - iii) As part of my work, I deal with people **who are very talented**.
 - iv) I sometimes have to do jobs **that require me to work late into the night**.
 - v) In my free time, I enjoy doing things **that help me relax**.

UNIT 11 ESSENTIALS OF CUSTOMER SERVICE

Structure

- 11.0 Objectives
- 11.1 Warm Up
- 11.2 Listening: Customer Service
- 11.3 Vocabulary
- 11.4 Reading - I: Good Customer Service Made Simple
- 11.5 Reading - II: Moments of Truth
- 11.6 Speaking
- 11.7 Writing
- 11.8 Grammar: Linkers
- 11.9 Pronunciation: Stress and Rhythm in Connected Speech - II: Weak Forms
- 11.10 Let Us Sum Up
- 11.11 Answers

11.0 OBJECTIVES

This Unit will familiarize you with the essentials of customer service. Here you will learn:

- What is customer service
- The importance of good customer service
- How we can make our customer service exceptional
- The importance of word-of-mouth publicity
- The importance of customer loyalty
- Qualities of a good customer service executive

11.1 WARM UP

Think of all the times you have gone to a store and have been confronted with a salesman whose attitude you found helpful and encouraging, and another whose attitude you found rude and unfriendly, or listless to the point of being discouraging. Which of these are you likely to pay a repeat visit to? Would the same logic apply whether the executive you were dealing with was speaking to you over the telephone?

Activity 1

Now think of all the qualities you would like a good sales person or customer service executive to have.

11.2 LISTENING: CUSTOMER SERVICE

Listen to a talk on customer service and then answer the questions in the exercise below.

Check your progress 1

1) How would you define good customer service?

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.....

.....

2) Is good customer service dependent on the salesperson alone?

.....

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.....

.....

3) Why is it essential to build a relationship with your customer?

.....

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.....

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4) What is the likely fallout of a bad experience of a customer?

.....

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- 5) What, according to the text, is the one thing that is essential for a business to run profitably?

.....

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11.3 VOCABULARY

Activity 2

Following are words describing character traits a person can have. List these as positive or negative for a customer service executive.

- 1) soft-spoken
- 2) gently persuasive
- 3) encouraging
- 4) aggressive
- 5) loud
- 6) a good listener
- 7) talkative
- 8) pushy
- 9) defensive
- 10) offensive
- 11) attentive
- 12) well informed about the product
- 13) one who interrupts
- 14) well mannered
- 15) politely firm
- 16) rigid
- 17) pleasant
- 18) disinterested
- 19) markets aggressively
- 20) speaks clearly

11.4 READING - I: GOOD CUSTOMER SERVICE MADE SIMPLE

How do you go about forming a relationship with your customers? By remembering the one true secret of good customer service and acting accordingly;

“You will be judged by what you do, not what you say.”

If you truly want to have good customer service, all you have to do is ensure that your business consistently does these things:

1) Answer your phone

Get call forwarding or an answering service. Hire staff if you need to. But make sure that someone is picking up the phone when someone calls your business. (Notice I say “someone”. People who call want to talk to a live person, not a “fake recorded message”.)

2) Don’t make promises unless you will keep them

Reliability is one of the keys to any good relationship, and good customer service is no exception. If you say, “Your new bedroom furniture will be delivered on Tuesday”, make sure it is delivered on Tuesday. Otherwise, don’t say it. The same rule applies to client appointments, deadlines, etc. Think before you give any promise – because nothing annoys customers more than a broken one.

3) Listen to your customers

Is there anything more exasperating than telling someone what you want or what your problem is and then discovering that that person hasn’t been paying attention and needs to have it explained again? From a customer’s point of view, I doubt it. Let your customer talk and show him/her that you are listening by making the appropriate responses, such as suggesting how to solve the problem.

4) Deal with complaints

No one likes hearing complaints, and many of us have developed a reflex shrug, saying, “You can’t please all the people all the time”. Maybe not, but if you give the complaint your attention, you may be able to please this one person this one time - and position your business to reap the benefits of good customer service.

5) Be helpful - even if there’s no immediate profit in it

The other day I went into a local watch shop because I had lost the small piece that clips the pieces of my watch band together. When I explained the problem, the proprietor said that he thought he might have one lying around. He found it, attached it to my watch band – and charged me nothing! Where do you think I’ll go when I need a new watch band or even a new watch? And how many people do you think I’ve told this story to?

6) Take the extra step

For instance, if someone walks into your store and asks you to help them find something, don’t just say, “It’s in the left hand shelf.” Lead the customer to the item. Better yet, wait and see if he has questions about it, or further needs. Whatever the extra step may be, if you want to provide good customer service, take it. They may not say so to you, but people notice when people make an extra effort and will tell other people.

7) Throw in something extra

Whether it’s a coupon for a future discount, additional information on how to use the product, or a genuine smile, people love to get more than they thought

they were getting. And don't think that a gesture has to be large to be effective. The local photographer that we use gives a small photo album with the set of pictures he prints. A small thing, but so appreciated.

If you apply these simple rules consistently, your business will become known for its good customer service. And the best part? The irony of good customer service is that over time it will bring in more new customers than promotions and price slashing ever did!

by Susan Ward, About.com

Link: <http://sbinfocanada.about.com/od/customerservice/a/custservrules.htm>

Check your progress 2

Mark the following statements as true or false, according to the author of the text above.

- i) People prefer speaking to a 'live' person rather than a recorded voice.
- ii) You should try to keep the promise you made to your client.
- iii) When a customer talks, you should only listen, and make no sound.
- iv) Don't let the customer's complaint worry you because you cannot please all of them.
- v) Give some help free of charge; this will encourage the customer to come back to you.
- vi) Customers don't like it if you walk with them and try to explain everything about the product they show an interest in.
- vii) It is a good idea to give customers information of attractive offers for the future.
- viii) Overall, cutting down prices and having promotion drives brings in more new customers.

11.5 READING - II: MOMENTS OF TRUTH

A "moment of truth" is that point in time when the customer comes in contact with an aspect of your organization and forms an impression, positive or negative, about the quality of service you provide. This is why the "Moment of Truth" is also an opportunity for you to create a lasting positive impression in your customer's mind.

Take, for example, the time you went to a restaurant with your two-year old and the waiter ushered you to a table and immediately fetched a high chair for your child. Or when you were peering at the menu he appeared with a pair of reading glasses. Both of these are moments of truth you are going to carry with you.

Yet it is not as if there is one such moment with each customer. In fact the relationship you build with customers is actually laid brick by brick by several such moments at different stages in your interaction with them. These moments may come via phone calls, in-person contacts, letters, email, brochures/fliers, web sites, advertising, etc. But each one is equally important. For instance in the

example of the restaurant, you may have another moment where you are served the wrong order and the waiter takes it away but without an apology. That's your negative "Moment of Truth" that has every chance of wiping out the good impression that the previous moments created. A customer doesn't say, "Well, I have had five contacts with the company. Two were bad but three have been good, so they must be all right." Most customers are influenced by the most recent contact. If it was bad, they feel negatively about your company, no matter how many positive moments they may have experienced before it. Hence every contact you have with a customer is as much an opportunity to undo all the good that previous contacts have built up and maybe lose the customer, as it is to undo the bad impression that the customer may have of the company, and regain his trust.

Remember that customers don't read your company's customer service policy statement, or look at its balance sheets to decide whether it is customer oriented. They do this purely on the basis of the contacts they have had with it. These contacts may be at different moments in time, and each of these "moments" determines their impression of the company.

Managing Moments of Truth

So what can you do to ensure that these moments make a positive impact on customers? To manage a Moment of Truth favourably, you need to exhibit care and concern at all times to prove to customers that you personally value their business and that you are prepared to put yourself out for them, by sorting out complicated arrangements on their behalf, for example. Additionally, if you are well informed about the policies of your organization, and about what liberties you can take to make on-the-spot decisions, you are less likely to tell a customer that you will get back after consulting your superior – a reaction no customer relishes. Customers always want problems resolved quickly and efficiently. While handling a problem, see that there is no passing the buck, making excuses, or any attempt to ignore even a part of the problem – all of these can make the "Moment of Truth" go horribly wrong.

To ensure that each one of your "Moments" goes off favourably, "own the problem" and regard it as your personal responsibility to see that consumers or customers are satisfied.

Your action plan

Your actions:

- Crisis management
- Authority levels
- Initiative
- Recommendations to your manager

How to Handle Moments of Truth

Companies that handle Moments of Truth well will tend to have the following five characteristics:

- 1) Performance at every contact point is assessed against the consumers' criteria. This includes, for example, first impressions of the company building / shop / lounge etc., mailings, standard letters and so on.

- 2) Staff who “own the problem” and regard it as their personal responsibility to see that consumers or customers are satisfied.
- 3) They have clearly defined and well understood crisis management procedures so that staff knows how to handle problems in such a way that the problem is taken from the consumer and replaced with a solution. As one insurance company puts it, if you give them your business they will never make a drama out of a crisis.
- 4) Authority levels facilitate spontaneity and recovery.
- 5) The management style and methods of control encourage staff to use their initiative to serve the company well.

Moments of Truth – Conclusions

- Consumer service survival requires you not to retreat and distance yourself from the customer.
- You have to get even more sincere and authentic than you normally are. The customer wants someone to really listen to him and appreciate his predicament.
- The customer wants you to do battle for them not against them. That’s the basis for long term successful consumer service: *Building the Relationship*.
- **First impressions:** First impressions are made in 30 seconds – about the place, about the people
 - *about the place...* you may notice: cleanliness, orderliness, spaciousness, lighting, sound, pleasant or unpleasant odours, furnishings...
 - *about the people...* you may notice: if they are smiling, if they seem harried, how they are dressed, if they seem to be working together or apart from one another...

All of these put together make a strong first (and sometimes lasting) impression.

Difficult Customer Behaviour

- We all have personal triggers. It’s important to realize what a customer might do that could cause us to “turn off” or not handle an encounter well.
- Behaviours many people find hard to deal with include: yelling, profanity, finger pointing, name calling, body odour, peculiar dress, name dropping, etc.

Think of a few behaviours you might find annoying or difficult to handle; write down how you would manage that behaviour positively.

Our example...

Behaviour: A customer yells at me.

Response: I tell the person in a calm voice that her raised voice upsets me and I will be able to help her more effectively, if she doesn’t raise her voice.

Check your progress 3

Now note down how you would respond to customer behaviour in the following situations:

- 1) **Customer behaviour:** A customer shows impatience and demands your immediate attention

Your response:

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- 2) **Customer behaviour:** At a restaurant, a customer is annoyed that s/he has been served the wrong order.

Your response:

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- 3) **Customer behaviour:** At a restaurant, a customer is unhappy with his table.

Your response:

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- 4) **Customer behaviour:** A customer is keen on chatting, but you need to disconnect the phone.

Your response:

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- 5) **Customer behaviour:** A customer is annoyed that a product hasn't been delivered by the promised date.

Your response:

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11.6 SPEAKING

Activity 3

An impatient customer is waiting to be attended to at a car showroom. His temper is building.

Complete the following dialogue between the customer and the sales representative and then enact it with a partner.

Customer: (Impatiently) Excuse me, I'd like to know when somebody is going to attend to us!

Executive: Just a moment, Sir.

Customer: What! I've already been



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For further speaking practice, you could make up dialogues for the situations in **Check your progress 3** and enact them with a partner.

11.7 WRITING

Activity 4

Write down the points about further improving your customer service, particularly focusing on what you can do after having sold your service/ product. Now take a look at the answer key and see how many of these match with yours and how many are new to you. Discuss these with the others around you.

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11.8 GRAMMAR: LINKERS

Linkers, as you may already know, are also called connectives, and they illustrate how parts of a text relate to each other. They help to link clauses, sentences, paragraphs and ideas together to show the logical development of what the writer or speaker wants to say.

They are used for adding information to the main point, contrasting ideas, expressing cause and effect, expressing purpose and opinion, in sequencing, listing examples, making conclusions and giving emphasis. **You will find several examples in the listening audio script.**

Tabled below are some of the functions which linking words fulfill.

FUNCTION	LINKING WORDS/CONNECTIVES
a) For addition	and, as well as, besides, moreover, furthermore, what is more, in addition, not only but also, another point is that, additionally

b) For contrasting	but, however, although, despite, in spite of, nevertheless, on the contrary, on the one hand, on the other hand, whereas, while, in contrast, neither...nor
c) For expressing cause or reason	because, as, since, this is why, because of, due to, owing to, for this reason,
d) For expressing result	hence, therefore, thus, consequently, as a result
e) For expressing opinion	I would say that, in my opinion, I think (that), I believe (that), personally, apparently
f) For expressing purpose	to, so as to, in order that, so that
g) In sequencing	first (of all), at first, in the beginning, to begin with, then, next, secondly, before, after, after that, afterwards, when, soon, prior to, immediately, once, suddenly, as soon as, no sooner....than, hardly...when, finally, eventually, at the end, in the end, at last, until, lastly
h) For summing up/concluding	all in all, overall, generally, in conclusion, on the whole, in the main, to sum up
i) For emphasis	especially, particularly, naturally, exactly because, above all, whatever, whenever
j) For giving examples	for example, for instance, for one thing, this includes, such as, e.g. (for example), i.e. (that is)

Check Your Progress 4

- 1) Now go back to the audio script of the Listening section, and with your partner find the connectives for addition and those for contrasting in it.

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- 2) Complete the following paragraph by inserting the right linking device in each blank space.

..... online commerce has become quite popular over the years, many people still like to go out shopping. What gives them satisfaction is the entire process of making the shopping list, getting ready for the outing, and the shopping itself. fulfilling their need to buy things, it also serves as an outing.

....., many are of the opinion that they want to see and touch products to get a better feel and idea of them before making their decision to buy., if one wants to buy new upholstery for the sofas, or even a pair of trousers, how can one get the feel of the fabric without physically touching it?

....., there are others who believe that online shopping is a blessing. their busy work life, they have neither time nor energy to go out shopping. is it convenient, saves time and effort.

....., it's each one to his own. So either way, happy shopping!

11.9 PRONUNCIATION: STRESS AND RHYTHM IN CONNECTED SPEECH II: WEAK FORMS

Rhythm refers to the recurrence of an event at regular periods of time. The rhythm of English speech depends on the stressed syllables occurring at regular intervals of time. This is easy in a sentence like:

'Go and 'post this 'card.

because in this sentence there is one stressed syllable, then one unstressed syllable, and then one stressed syllable, and so on. Let us take another sentence.

The 'boy you 'met on 'Monday 'came to 'see you.

Once again, in this sentence, stressed syllables occur regularly, one after every weak syllable, but there is a slight pause after 'Monday'. In the sentence that we use in our everyday speech, the stressed syllables may not occur so regularly. Take the sentence

He is a pro'fessor of Mathe'matics at the Uni'versity of 'Delhi.

There are four stressed syllables (which have been marked). There are four unstressed syllables before the first stressed syllable, four unstressed syllables between the first and the second stressed syllables, five unstressed syllables between the second and the third stressed syllables, and three unstressed syllables between the last two stressed syllables. Given below is another example.

'John's 'friend 'Ram / 'visited him on the o'ccasion of his 'birthday.

In the sentence given above, four stressed syllables occur together without any unstressed syllable between them but there is a slight pause after 'Ram'. Between the fourth and the fifth stressed syllables, there are six unstressed syllables, and between the fifth and the sixth stressed syllables, there are three unstressed syllables.

How can we make the stressed syllables occur at regular intervals of time, if they don't occur regularly in an utterance, as the two sentences given above illustrate?

When there are too many unstressed syllables between two stressed syllables, we have to say them quickly and use the *reduced* or *weak forms* of some of the words. In weak syllables the vowels generally used are /ə/, /ɪ/ and /ʊ/. Sometimes we also leave out certain sounds – don't pronounce them at all.

Given below is a list of the weak forms of some common English words. The strong form is used when the word is said in isolation or is stressed. In the case of verbs and prepositions, the strong form is also used when the word comes at the end of the sentence. **You can listen to all the examples of weak forms on the audio recording.**

Word Class	Word	Strong form	Weak Form	Examples of a phrase or a sentence with the weak form
Articles	a	/eɪ/	/ ə /	It's a 'book.
	an	/æn/	/ ən /	He 'ate an 'apple.
	the	/ði:/	/ ðɪ / (before vowels)	The 'eighth of 'June.
			/ ðə / (before consonants)	The 'book's 'here.
Auxiliary or helping verbs (and linking or connecting verbs)	am	/æm/	/m/	I'm 'going to 'Delhi. I'm a 'teacher.
	are	/ɑ:/	/ə/	They're 'going.
	can	/ kæn /	/ kən /	Can I 'go 'now?
Prepositions	at	/æt/	/ət/	I 'met him at the 'Post 'Office.
	for	/fɔ:/	/fə(r)/	I 'did it for my 'mother.
Conjunctions	and	/ænd/	/ənd/ (before vowels) /ən/ (before consonants)	'Over and a'bove 'Butter and 'jam
	as	/æz/	/əz/	As 'soon as I 'can.
Pronouns	he	/hi:/	/hɪ/ (after pause or vowels), /ɪ/ (after consonants)	He 'told me. Is he 'here?
	her	/hɜ:/	/hə(r)/ (possessive)	Her 'aunt's come.

A very important point to remember is that the weak forms of prepositions and auxiliary and linking verbs are **not** used when they occur at the end of a sentence. The sentence:

Where are you from?

cannot end with the weak form / frəm /. It has to end with the strong form /frɒm/.

Similarly, 'Who's coming?' /hu:z kʌmɪŋ/ 'I am' /aɪ æm /. (Note the strong form of *am*)

Check Your Progress 5

Mark the stressed syllables in the following sentences. In some cases you may have to divide the sentence into groups. Check your answers with those given at the end of this unit. After you have checked your answers, say the sentences with the correct stress patterns. You can also listen to these sentences on the audio recording.

- 1) He's a good painter.
- 2) She's a nice girl.
- 3) Jack and Jill went to get some water.
- 4) It's a very beautiful building.
- 5) The Prime Minister of France is quite dynamic.
- 6) Can I see you at ten?
- 7) I'm afraid I'm very late today.
- 8) My father is a retired engineer.
- 9) The plane to London is delayed by two hours.
- 10) Can you get me a cup of tea?
- 11) He's extremely honest.
- 12) Honesty is the best policy.
- 13) He's a Professor of Physics.
- 14) Can a cobra swim?
- 15) My neighbour has an imported car.
- 16) Have you ever travelled by plane?
- 17) I worked in the States for two years.
- 18) Jackals are very cunning animals.
- 19) I have a working knowledge of Arabic.
- 20) It's impossible to please everybody.
- 21) What an enormous man!
- 22) She has a very pleasant personality.
- 23) Uncle Robert visited us yesterday.
- 24) Please bring me a chair.
- 25) Would you like anything to drink?

11.10 LET US SUM UP

We have learnt in this unit that customer service is a very important component of any business – for the client as well as the organization. For the client it brings greater satisfaction, trust in the organization, and a sense of loyalty that encourages him to come back.

For the business, a satisfied customer means good word-of-mouth publicity that will bring in new customers and repeated business from the same clients, both of which are cost-free promotions.

We have learnt also that good customer service involves every department of the business, not just face-to-face or telephonic contact with the customer.

11.11 ANSWERS

Audio text on Customer Service

What is customer service? Is it the ability to communicate to your customers all that your company can provide them, or is it something more than that? If it is something more, then what is that something?

In simple terms, customer service is an organization's ability to fulfill their customers' needs. But what makes an organization's customer service exceptional? Superior customer service is that which exceeds your customers' expectations and makes your business stand out from that of your competitors. What this essentially means is that every aspect of your business has an impact on what you finally deliver to your customer. Good customer service is not just limited to face-to-face customer contact with the person availing of your services, or telephonic conversation you may have with her/him while providing the service or product. From the moment a customer thinks of purchasing a product or service from you, then through the sales process, and the service you render thereafter, at every stage there are opportunities for an organization to add customer service to the product.

Although it's true that a good salesperson can sell anything to anyone once, you have to remember that good customer service is all about bringing the customer back. This s/he will do only if s/he goes away satisfied the first time, in which case you also hope that s/he will pass positive feedback about your business to others, who may then try the product or service you offer for themselves and in their turn become repeat customers. Word-of-mouth referral is the most effective form of promotion. It costs nothing and carries a lot of credibility as it is based on personal experience. On the other hand, a customer who has had a bad experience is likely to tell ten other people about it, who in all probability will pass on the information to as many more. It is not difficult to imagine how much damage bad publicity of this sort can do to a business. Additionally, it's important to remember that finding new customers is more expensive than retaining existing ones; and a lost customer is also lost revenue, not to mention the damage he will do to your reputation. So essentially, it will be your approach and attitude that determines whether a customer is ever likely to come back to you for something else. You need to win over your customer in a manner that builds a relationship with him/her – a relationship that an individual customer is comfortable with,

and feels that s/he would like to pursue. The bottom-line really is – you may slash prices, do sales promotions, or whatever else you can think of to bring in new customers – but the only way for your business to stay profitable is to bring back some of those customers.

Check your progress 1

- 1) Good customer service is that which exceeds your customers' expectations and makes your business stand out from that of your competitors.
- 2) No, it isn't. Every aspect of the business has an impact on customer service. Good customer service is not just limited to face-to-face customer contact with the person availing of your services, or telephonic conversation you may have with him/her while providing the service or product. From the moment a customer thinks of purchasing a product or service from you, then through the sales process, and the service you render thereafter, at every stage there are opportunities for an organization to add customer service to the product.
- 3) Building a relationship with the customer gives him/her a feeling of comfort and confidence, which in turn will in all probability result in him/her coming back for further business and recommending it to others.
- 4) A customer who has had a bad experience is likely to tell ten other people about it, who in all probability will pass on the information to as many more. This negative publicity cannot be good for any business.
- 5) One very important thing for a business to run successfully is for customers to come back to it for more.

Activity 2

POSITIVE	NEGATIVE
soft-spoken	aggressive
gently persuasive	loud
couraging	talkative
a good listener	pushy
attentive	defensive
well informed about the product	offensive
well mannered	one who interrupts
politely firm	rigid
pleasant	disinterested
speaks clearly	markets aggressively

Check your progress 2

- i) People prefer speaking to a 'live' person rather than a recorded voice. **True.**
- ii) You should try to keep the promise you made to your client. **False You must keep the promise you made to your client.**

- iii) When a customer talks, you should only listen, and make no sound. **False.**
Listen keenly, but show him that you are listening by making the appropriate responses, such as suggesting how to solve the problem.
- iv) Don't let the customer's complaint worry you because you cannot please all of them. **False**
Try to address the complaint. Even if you can please one customer with your handling of complaints, your business will reap the benefits of good customer service.
- v) Give some help free of charge; this will encourage the customer to come back to you. **True**
- vi) Customers don't like it if you walk with them and try to explain everything about the product they show an interest in. **False Customers like attentive staff.**
- vii) It is a good idea to give customers information of attractive offers for the future. **True**
- viii) Overall, cutting down prices and having promotion drives brings in more new customers. **False**
In the long run, good customer service brings in more new customers than either of these.

Check your progress 3

These are sample responses. Yours could be different, but they must be aimed at creating a positive impression on the customer.

- 1) **Your response:** In a calm voice, you tell the customer you understand that he is in a hurry, and will be with him as soon as you finish with the one you are dealing with, as he too has been waiting for some time. Meanwhile, you offer him a refreshment/seat.
- 2) **Your response:** You apologize for the mistake and immediately replace his order, and offer a free side dish.
- 3) **Your response:** You express understanding and change his table. If there is no empty table, you express your regret at not being able to do so, and try to understand what is causing him discomfort, and address the problem.
- 4) **Your response:** You tell him that what he is talking about sounds really interesting, but you need to carry on with your job.
- 5) **Your response:** You express your regret and apologize, and assure him that it will be done at the earliest. Offer an additional free service to make up for the inconvenience.

Activity 3

This is one way you could develop the dialogue. Yours could be different.

Customer: (Impatiently) Excuse me, I'd like to know when somebody is going to attend to us!

- Executive: Just a moment, Sir.
- Customer: What! I've already been waiting for twenty minutes.
- Executive: My apologies. Please give me a minute. I'll get somebody to attend to you.
- Customer: Oh! Somebody else told me that five minutes ago.
- Executive: Here, Sir. Take a look at these brochures and I'll join you as soon as I get done with this billing. And I apologize again for the inconvenience. Meanwhile, could I offer you something to drink?
- Customer: (Satisfied) Thank you, young man.

Activity 4

These are only sample answers; yours could be different.

- 1) Make follow-up calls to the customers to see if the service/product is working well.
- 2) Ensure that all free services in future are delivered on time.
- 3) Provide feedback forms for your customers to complete.
- 4) Pay special attention to negative feedback.
- 5) Keep a list of customer complaints to identify any patterns and the cause of dissatisfaction.
- 6) Take effective steps to address common complaints in the list.
- 7) Take testimonials of good service from satisfied customers.

Check your progress 4

- 2) Completed paragraph with linkers:

Although online commerce has become quite popular over the years, many people still like to go out shopping. What gives them satisfaction is the entire process of making the shopping list, getting ready for the outing, and the shopping itself. **Besides/Other than** fulfilling their need to buy things, it also serves as an outing.

Additionally/Furthermore, many are of the opinion that they want to see and touch products to get a better feel and idea of them before making their decision to buy. **Especially, for instance/for example**, if one wants to buy new upholstery for the sofas, or even a pair of trousers, how can one get the feel of the fabric without physically touching it?

On the other hand/However, there are others who believe that online shopping is a blessing. **Owing to/Because of** their busy work life, they have neither time nor energy to go out shopping. **Not only** is it convenient, **but also** saves time and effort.

At the end, it's each one to his own. So either way, happy shopping!

Check Your Progress 5

Stress mark

- 1) He's a 'good 'painter.

- 2) She's a 'nice 'girl.
- 3) 'Jack and 'Jill / 'went to 'get some 'water. (division into groups shown by/)
- 4) It's a 'very 'beautiful 'building.
- 5) The 'Prime 'Minister of 'France / is 'quite dy'namic.
- 6) Can I 'see you at 'ten?
- 7) I'm a'fraid I'm 'very 'late to 'day.
- 8) My 'father is a re'tired engi'neer.
- 9) The 'plane to 'London / is de'layed by 'two hours.
- 10) Can you 'get me a 'cup of 'tea?
- 11) He is ex'tremely 'honest.
- 12) 'Honesty is the 'best 'policy.
- 13) He is a pro'fessor of 'Physics.
- 14) Can a 'cobra 'swim?
- 15) My 'neighbour has an im'ported 'car.
- 16) Have you 'ever 'traveled by 'plane?
- 17) I 'worked in the 'States for 'two 'years.
- 18) 'Jackals are 'very 'cunning 'animals.
- 19) I have a 'working 'knowledge of 'Arabic.
- 20) It's im'possible to 'please 'everybody.
- 21) 'What an e'normous 'man!
- 22) She has a 'very 'pleasant perso'nality.
- 23) 'Uncle 'Robert 'visited us 'yesterday.
- 24) 'Please 'bring me a 'chair.
- 25) Would you 'like 'anything to 'drink?

UNIT 12 WORK ETHICS

Structure

- 12.0 Objectives
- 12.1 Warm Up
- 12.2 Reading Comprehension: Characteristics of Work Ethics
- 12.3 Vocabulary: Positive Qualities
- 12.4 Listening: Case History
- 12.5 Speaking: A Short Welcome Speech
- 12.6 Grammar: Verbal Phrases, Modals
- 12.7 Writing: Filling up an Inventory of Occupational Work Ethics
- 12.8 Let Us Sum Up
- 12.9 Answers

12.0 OBJECTIVES

This unit will help you to:

- Understand what work ethics is
- Develop the right attitude towards your work
- Develop vocabulary related to work ethics
- Understand the main points of a case study in work ethics
- Develop the ability to welcome new recruits and describe the behaviour expected of them
- Learn and practise language structures that are related to work ethics
- Be able to complete an inventory on work ethics

12.1 WARM UP

You have been appointed in a company or organization, and you are going to join the new workplace soon. You have the right qualifications and the right experience. But there is something more you need to have in order to stay on in the job and get promotions.

Think of the qualities you need to have and write them here.

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12.2 READING COMPREHENSION: CHARACTERISTICS OF WORK ETHICS

Definition

A simple definition of 'ethics' would be a set of moral principles. The word derives from the Greek concept of 'ethos', which means 'the characteristic spirit

or attitudes of a community, people or system'. Work ethics would thus mean morality at work.

Work ethics is a universal norm, which makes us feel personally accountable and responsible for the work that we do. Basically, work ethics is usually associated with people who work hard and do a good job.

We can summarize the characteristics of work ethics under three major heads — *interpersonal skills*, *initiative*, and *being dependable*.

Interpersonal Skills

Interpersonal skills include our habits, attitudes, manners, appearance, and behaviour we use around other people. This affects how we get along with other people. Our interpersonal skills begin to develop early in our lives. Our family, friends and our observation of our immediate world influence our attitudes and interpersonal skills. Television and movies also have a role to play in shaping our interpersonal skills. Some of the interpersonal skills are also inherited as our appearance and our genes largely influence our personalities.

In order to improve our interpersonal skills we need to know how people look at us. We may have habits or actions that we are unaware of but which may not be appropriate. Once we become aware of them, we can make a conscious effort to change and this would positively influence our relationship with people.

As adults we have the responsibility of improving our own interpersonal skills because these greatly influence our opportunities and success. This is because people make judgments about one another based on their relationships and interpersonal skills.

Initiative

Initiative is a very important characteristic in modern times. It means the ability to act or take charge before others do. Direct supervision is often not a feature of the modern workplace. Without initiative, we may delay things and miss opportunities, which can cause problems for us. And if our performance is poor, we may lose our job and may not get another chance to prove our worth.

This ability is most important for those who work out of a home office or have a small business. Initiative helps in growing your own business by understanding what factors, risks, decisions and options are good for your own business. It reduces your dependence on others, who may not value your business the same way you do. Lack of initiative may lead to losses or reduced success.

Drive and effort are both components of initiative. Even if we are gifted, unless we work harder, longer and more efficiently than others we will never be the best. The amount of drive and effort we put forth in any of our professional or even leisure activities like sports makes the difference between average performance and high performance. In order to excel, we need to have the right attitude, skill and the initiative to perform better than the others or better than before.

Being dependable

Being dependable is a highly valued quality in the modern workplace. This concept includes honesty, reliability, and being on time. People who are not dependable can cause extra expenditure, emergencies and wastage of time, not take initiative, and not utilize resources well. Sometimes lack of dependability can have serious consequences like losses of different kinds, even loss of life.

When asked to list the most important skills and characteristics they look for while hiring new employees, many employers have listed good communication skills, positive attitude, and the ability to be dependable, punctual, and responsible. In addition to these characteristics we also need some personal characteristics, which include dressing properly, being polite, and displaying self-confidence.

Check Your Progress 1

Now answer these questions:

- 1) i) How would you describe ‘work ethics’?

.....

.....

.....

.....

.....

.....

- ii) Which kind of employee would you say has good work ethics?

.....

.....

.....

.....

.....

.....

- iii) Which are the three major characteristics of work ethics?

.....

.....

.....

.....

.....

.....

iv) Does our family or environment influence our interpersonal skills?
How?

.....

.....

.....

.....

v) Why do you think interpersonal skills are important at the place of work?

.....

.....

.....

.....

vi) How can we improve our interpersonal skills?

.....

.....

.....

.....

.....

vii) Do we have direct supervision in the modern workplace? What do we need to have in the absence of direct supervision?

.....

.....

.....

.....

.....

viii) Is being gifted enough for a person to perform well and excel in his / her field? Why/why not?

.....

.....

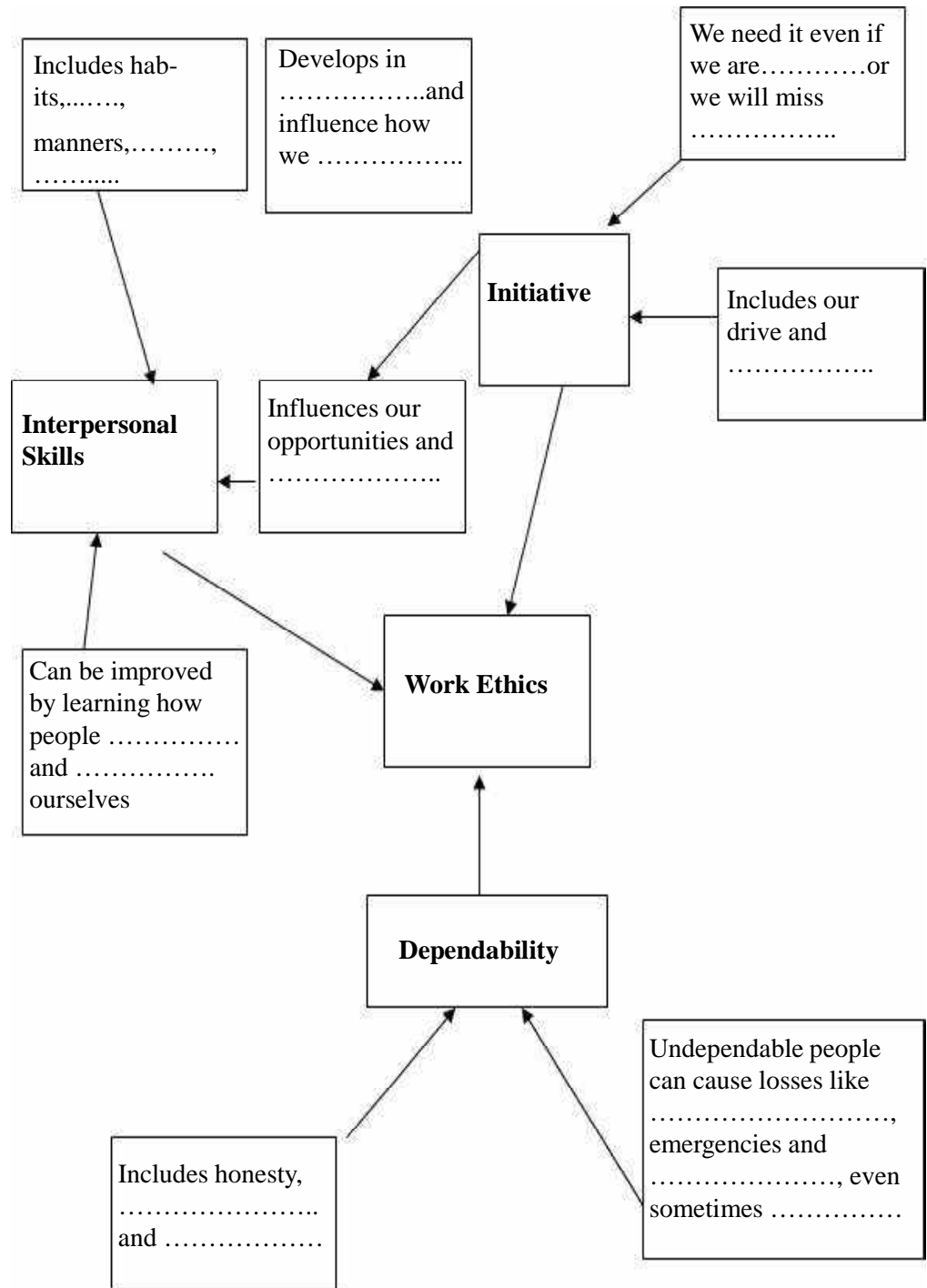
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2. Complete the web chart about 'Work Ethics'.



12.3 VOCABULARY: POSITIVE QUALITIES

Check Your Progress 2

Given below are some good work habits of some people. Match them with the words in the box.

self-confidence	hard work and effort	punctuality and regularity
suitable appearance	good interpersonal skills	right attitude
initiative	dependable	

- i) Rama gets on well with the others in her office.
.....

- ii) You can give Tamanna any work and you can rest assured that it will be done.....
- iii) Sameer takes a lot of interest to take on interesting projects and work on them. No one needs to tell him what to do next.
- iv) Saloni always comes on time. She is never missing from office.
- v) Bob always tries to listen to the other person's point of view. Then he gently makes his point.....
- vi) Pavan may not be very bright but he works hard and sincerely at whatever job he has at hand.
- vii) Ajmal comes very decently and smartly dressed to office. He looks so prim and proper.....
- viii) We all like the way Tasleen carries herself and interacts with people. She surely makes an impression.

12.4 LISTENING: CASE HISTORY

Listen to this recording by a management consultant and answer these questions by ticking the right option.

Check Your Progress 3

Complete the sentences using the right option.

- i) Organizational ethics falls between two things. They are
 - law and personal abilities
 - law and personal beliefs
 - law and technology
- ii) People in the corporate world need to
 - work towards individual goals of their own.
 - work together towards goals different from the management.
 - work towards a common goal which benefits all.
- iii) Code of conduct is actually.....
 - the behaviour that is prohibited.
 - the behaviour that is favoured.
 - the behaviour that is favoured or prohibited.
- iv) Trust, loyalty and commitment are.....
 - new values.
 - traditional values.
 - exceptional values.

12.5 SPEAKING: A SHORT WELCOME SPEECH

Check Your Progress 4

Imagine you are the team leader of a unit. A new recruit has joined your team. Introduce the person to the others and welcome the new recruit. Your speech

should help the new person feel comfortable and reassured in the new workplace.

Here are some hints:

- Greetings and expressing why you are gathered there
- New recruit's name and previous experience/position
- A few words in appreciation of the new recruit saying how valuable he/she will be to the organization
- Welcoming the new recruit
- Putting the recruit under someone's charge
- Offering to be available and ready to help in case of need
- Expressing hope in the growth of the company or unit with a new hand with diverse experience.

Write your speech here.

.....

Now play the role of the team leader in turns in small groups.

12.6 GRAMMAR: VERBAL PHRASES, MODALS

You have learnt the use of some modals in your previous units. Now look at these sentences.

- 1) I think you **should** inform Mr. Faisal about this new development. (It is inappropriate not to inform Mr. Faisal, not doing it would not be right.)
- 2) You **must** check every piece of the consignment before shipping it. (It is necessary to check every piece so that no defective piece is shipped by mistake.)
- 3) Everyone **needs** to be computer literate nowadays. (Without being computer literate, work may be difficult.)
- 4) You **ought** not to use office stationary or telephone for personal purposes.
- 5) **Should** you require any more information, you can give me a call anytime between 9 and 6.

The words 'should', 'must', 'need' and 'ought' are **modals**.

- 1) We use 'should' to show what is appropriate especially when criticizing somebody's actions. It is also used for asking or giving advice. It is also used to refer to a possible event as in sentence 5.
- 2) 'Must' is used to say that something is necessary or important - sometimes involving rules or law.
- 3) The modals 'need' and 'need not' are used to state that something is/was necessary or not necessary.
- 4) We use 'ought to' to say what the right thing to do is. It is also used to say what you advise or recommend.

Complete the sentences given below using appropriate modals.

should must need ought to/ought not to

- i) I carry my certificates for the first informal meeting?
I think you..... You never know they may like you and would like to know more about you.
- ii) Webe hasty in coming to conclusions about people.
- iii) Employeesbe at their work stations by 9 o'clock.
- iv) I think this matter is serious. Youreport it to the Director immediately.
- v)he want to see last month's account he can access this file from my folder.
- vi) Youto get an identity card or a pass made as soon as possible. The gateman will not let you in without it.
- vii) I think youstop worrying and concentrate on your new project.
- viii) Wego through the contract carefully before signing it.

12.7 WRITING: FILLING UP AN INVENTORY OF OCCUPATIONAL WORK ETHICS

You have learnt about various desirable qualities that come under work ethics in your reading and listening passages.

Check Your Progress 6

- 1) Given below are the major heads under work ethics. Complete the inventory.

Work Ethics

- i) Interpersonal skills
 -
 -
 -
- ii) Initiative
 -
 -
 -
- iii) Dependability
 -
 -
 -
- iv) Positive traditional values
 -

-
-
-

v) Positive new values

-
-
-

2) Below is a list of some qualities or skills that are important work ethics in the 21st century. Match them with the correct explanation.

S. No	Qualities/Skills	Explanation
i)	Adaptability	the ability to use one's time effectively
ii)	Cultural competence	the capacity and willingness to organize, develop and manage a business venture
iii)	Imagination	the quality of being able to adjust to new conditions or situations
iv)	Time Management	the ability to successfully exchange or understand information/ideas
v)	Communication	the ability to understand the differences in the background of people and not doing or saying things that might be inappropriate
vi)	Entrepreneurship	the ability to think of new ideas or ways

12.8 LET US SUM UP

Young people are being added to the work force every day. These new recruits need to have some concept of work ethics so that they may be accepted as good workers. It is important to value and respect the code of conduct, work and opinions of others if one wishes to improve one's chances and opportunities for success and growth. In this unit we have empowered you with the language required to deal with this topic.

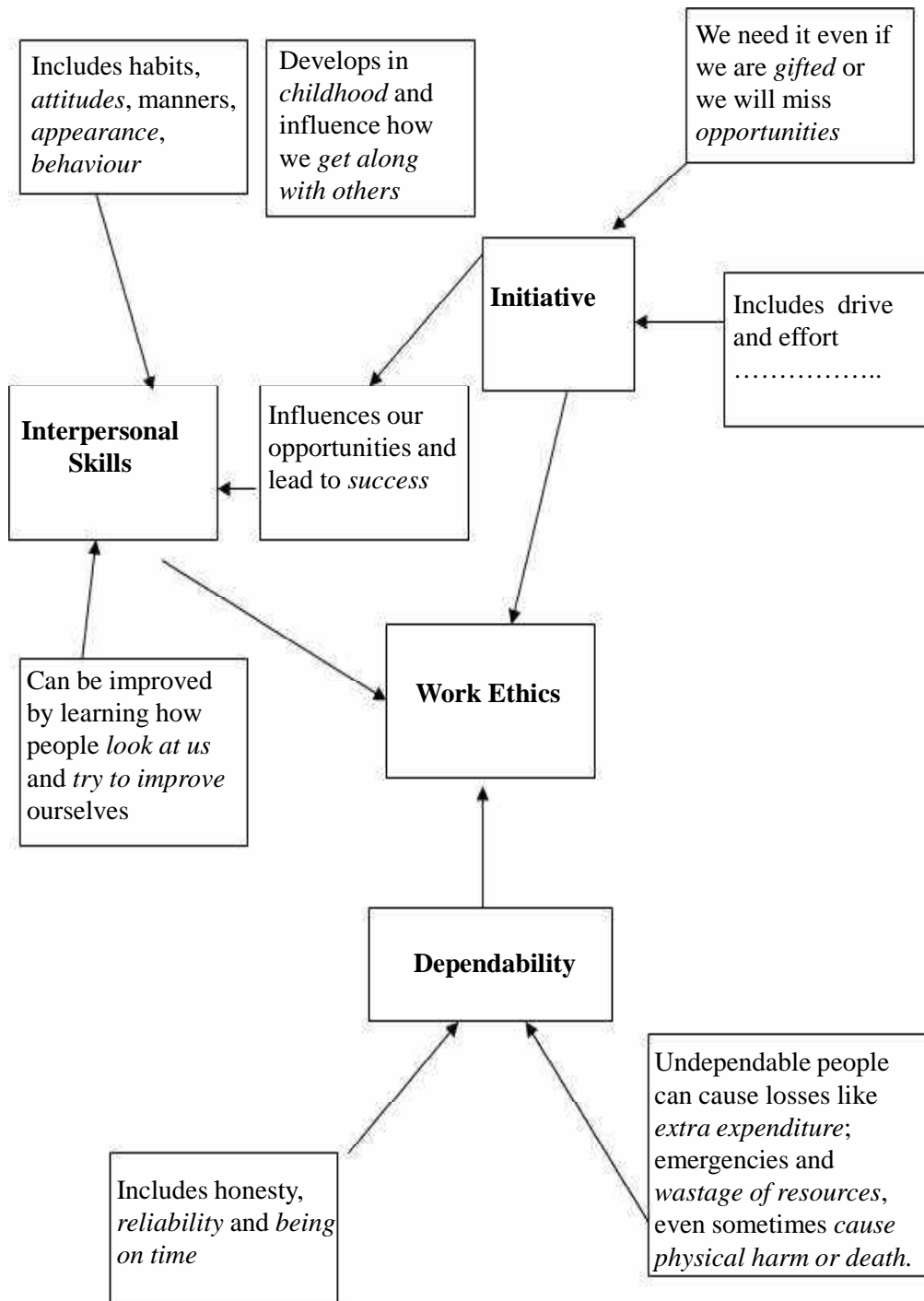
12.9 ANSWERS

Check Your Progress 1

- 1) i) Work ethics means morality at work. It includes the right spirit and the right attitude. It makes us responsible and accountable for what we do at the work place.
- ii) A person who is good at his/her job, has good relations with colleagues and is honest and reliable is known to have good work ethics.
- iii) The three major characteristics of work ethics are interpersonal skills, initiative and dependability.
- iv) Yes, our family and immediate environment influence our interpersonal skills. This begins very early in our life. Our attitudes are shaped by our relationships and our early childhood experiences. Some qualities are also inherited.

- v) Our interpersonal skills affect the way we get along with people. If we have poor interpersonal skills then we would have more conflicts and our functioning will not be smooth.
- vi) Often we have habits that we are unaware of. It is a good idea to try to become aware of how others look at us. If we knew that we have any inadequacy we would make a conscious attempt to change ourselves.
- vii) In the modern workplace there is no direct supervision and hence we would have to depend on our own drive and initiative to be able to perform well and make the best use of opportunities.
- viii) Being gifted is a good thing but this alone is not enough. We need to work harder, better and longer than the others to become the best. Only then we can excel in our field.

2) Completed web chart about 'Work Ethics'.



Check Your Progress 2

- i) Rama gets on well with the others in her office. *Good interpersonal skills*
- ii) You can give Tamanna any work and you can rest assured that it will be done. *Dependable*
- iii) Sameer takes a lot of interest to take on interesting projects and work on them. No one needs to tell him what to do next. *Initiative*
- iv) Saloni always comes on time. She is never missing from office. *Punctuality and regularity*
- v) Bob always tries to listen to the other person's point of view. Then he gently makes his point. *Right attitude*
- vi) Pavan may not be very bright but he works hard and sincerely at whatever job he has at hand. *Hard work and effort*
- vii) Ajmal comes very decently and smartly dressed to office. He looks so prim and proper. *Suitable appearance*
- viii) We all like the way Tasleen carries herself and interacts with people. She surely makes an impression. *Self-confidence*

Audio text

(Based on a presentation to shareholders of a Europe-based international industrial enterprise, 1999 by Cornelius von Bayer)

I am a management consultant specializing in workplace ethics, what people like to call 'business ethics'. I am now going to talk to you about certain aspects of business ethics.

Between law and religion

I describe my work as filling a middle ground. On the one hand, there is the law, which deals with crime and punishment. On the other, there is religion, which deals with virtue and sin. Organizational ethics sits in between — it goes well beyond the law, and links to the personal beliefs of the employees, but its focus is the corporation or association. Such groups of people must work together to achieve common goals, while also striving to do the right thing in a complex, diverse world.

My brand of organizational ethics actually deals much more with creating and maintaining a healthy corporate culture than with exploring philosophical ethics applied to business.

Codes

Let me describe some of my activities. I help organizations to develop codes of various sorts. Ethic codes generally deal with corporate values and guiding principles, and codes of conduct generally deal with actual behaviour that is favoured or prohibited. However, there is no firm line between different kinds of codes. Codes cover many subjects — each organization needs some but not others at any given time in its history.

Values

Organizational values often include such traditional virtues as trust, loyalty and commitment, honesty and respect for one another, and avoiding conflicts of interest. Values may also include newer elements such as innovation, teamwork, customer focus and continuous improvement.

Check Your Progress 3

- 1) Completed sentences:
 - i) Organizational ethics falls between two things. They are **law and personal beliefs**.
 - ii) People in the corporate world need to **work towards a common goal which benefits all**.
 - iii) Code of conduct is actually **the behaviour that is favoured or prohibited**.
 - iv) Trust, loyalty and commitment are **traditional values**.

Check Your Progress 4

Speech

A very good morning to all my friends here. Today we have gathered here to welcome Mr/Ms.....who has joined us today in the capacity of He/she has a lot of experience as aincompany. I am sure we shall find his/her experience and expertise valuable in this organization.

..... (Name of person) we welcome you to (name of organization). You will be placed in the department of/unit.....

..... (Name) will be your team leader and your mentor as well. He will help you get used to the working system here and give you guidance as and when necessary. He will help you feel comfortable in your new workplace.

In case you need any other assistance or guidance you are welcome to contact me. I shall certainly find time to discuss any matter with you.

..... (Name) I am sure the company will grow further with your inputs and your expertise and skills. Friends kindly join us for a cup of tea.

Check Your Progress 5

- i) **Need** I carry my certificates for the first informal meeting? I think you **must**. You never know they may like you and would like to know more about you.
- ii) We **ought not to** be hasty in coming to conclusions about people.
- iii) The employees **must** be at their work stations by 9 o'clock.
- iv) I think this matter is serious. You **should** report it to the Director immediately.
- v) **Should** he want to see last month's account he can access this file from my folder.
- vi) You **need** to get an identity card or a pass made as soon as possible. The gateman will not let you in without it.
- vii) I think you **should** stop worrying and concentrate on your new project.

Activity 6**1) Work Ethics**

- i) Interpersonal skills
 - *Right habits and attitude*
 - *Pleasing manners and behaviour*
 - *Right appearance*
- ii) Initiative
 - *Self-discipline*
 - *Drive*
 - *Effort*
- iii) Dependability
 - *Responsibility*
 - *Honesty*
 - *Reliability*
- iv) Positive traditional values
 - *Trust*
 - *Loyalty*
 - *Commitment*
 - *Respect for one another*
- v) Positive new values
 - *Innovativeness*
 - *Team work*
 - *Continuous improvement*

2

S. No.	Qualities/Skills
1)	Adaptability: the quality of being able to adjust to new conditions or situations
2)	Cultural competence: the ability to understand the differences in the background of people and not doing or saying things that might be inappropriate
3)	Imagination: the ability to think of new ideas or ways
4)	Time Management: the ability to use one's time effectively
5)	Communication: the ability to successfully exchange or understand information/ideas
6)	Entrepreneurship: the capacity and willingness to organize, develop and manage a business venture

Block

4

SKILLS FOR THE WORKPLACE-II

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BLOCK INTRODUCTION

This is the last Block of the programme. In this Block we have primarily concentrated on different skills, which are essential to you in your workplace namely participating in discussions, making presentations and writing business letters. **Note that all these letters can also be written in the form of emails.**

In Unit 13, we will discuss how to participate meaningfully in a discussion whether it is to share an idea or a thought or to express a point of view. In Unit 14, we will explore why making good presentations is crucial to your education and if honed properly will be very effective at your workplace. In Units 15 and 16, we will discuss the mechanics of written correspondence in business particularly letters and emails. Along with activities pertaining to letter writing we have also given you practice in vocabulary enhancement, grammar and listening comprehension.

Note, along with the print material there are audio recordings. Use them along with the course material.

We hope you enjoy the course and find it useful.

ACKNOWLEDGEMENT

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Unit 13,14 & 15 of this Block have been taken from CFE Programme BEG-006, Block-2, 3 & 4.

UNIT 13 PARTICIPATING IN DISCUSSIONS

Structure

- 13.0 Objectives
- 13.1 Warm Up
- 13.2 Reading Comprehension: Discussion Basics
- 13.3 Vocabulary
- 13.4 Listening Comprehension: The Anatomy of a Discussion
- 13.5 The Language of Discussions
- 13.6 Writing and Speaking: A Dice Game
- 13.7 Grammar: Verbs Followed by a Participle and Infinitive
- 13.8 Let Us Sum Up
- 13.9 Answers

13.0 OBJECTIVES

This unit will help you to

- understand the purpose of discussions in the recruitment process
- identify the skills and attitudes needed when participating in a discussion
- practise the language of discussions

You will also be provided with

- vocabulary inputs
- quick tips for discussions

13.1 WARM UP

Think about these questions before you begin.

- 1) How often do we get into discussions with strangers?
- 2) What are the usual topics for discussions?
- 3) In a group discussion who is considered impressive or identified in an obvious or subtle way as the leader?
- 4) What kind of conflicts can happen in a discussion?
- 5) How do people infer that the purpose of the discussion has been achieved?

13.2 READING COMPREHENSION: DISCUSSION BASICS

Read this feature article and answer the questions that follow:

Who would say ‘no’ to an invitation to share ideas! Almost everything starts out with “Let’s discuss this, shall we?” “Oh yes.” We love to talk. It brings out the best and the worst in us. People spend significant amount of time interacting with each other and quite a part of it interacting in groups. Politics, food, sports,

music, neighbours, family and philosophy along with everything under the sky and beyond has been spoken about, argued upon and discussed.

Discussions and Recruitment

Recruiters coming up with discussions as an assessment tool must have been the brainwave of management gurus, panicky HRs or psychologists. Whoever thought of it, hit the nail right on the head! Nothing reveals attitudes, behavior and skills as when unlike minds sit down for a discussion.

What are they looking at?

A discussion by its very structure integrates skills that are essential in the workplace – teamwork, leadership skills, goal awareness, task completion and problem - solving skills, to name a few. Let's take an example: if Jamal shouts his rival down in a group discussion is he likely to do the same in a departmental brainstorming session? If Asmit feels that a single idea said in ten different ways helps her keep up her end of the discussion, is she going to be an asset when the creative team of the company meets? If I refuse to listen to a different opinion or “put down” every argument with relish and panic when I am “losing”, am I going to be the same with customers? The answer to all these questions is YES. Imagine the recruiter knowing all of these things about you in the selection round before you have a face-to-face interview! Would they want you in their company? Obviously not. A discussion is a powerful tool because it reveals far more about you than you would imagine.

How to do it right

This is where everyone has an expert opinion. The way I see it, there are things that you must not do – get aggressive for one. Most employers prefer somebody who can manage conflict calmly and productively.

Then again, speaking more doesn't necessarily mean making sense, so keep it brief; get to the point. This of course, doesn't mean using single line statements without any explanations nor does it mean speaking in monosyllables. Competitive discussion groups will not give you time for wordy explanations, it's better to make a point with an impact and make it fast.

The next roadblock is purely your own perception of situations, and that's what makes the difference between a leader and the crowd. It's not you against the group; it's you and the group. The more opponents you see the fewer colleagues you will find.

Be seen and get heard

What happens when there are more than 20 people participating, does everyone get profiled in detail? Not exactly. Watch a football game. When the camera pans the crowd, you can see screaming fans, painted faces and dancing crowds. Some of them stand out- we notice them and remember them. That's recall value.

The lesson is, in bigger groups you need to be able to stand out, be noticed and be recognized as worthwhile competition (and not because of a painted face or hysteries). Discover ways of creating recall value – a good initial statement, effective conflict management and presenting a relevant and interesting opinion are just some of the ways.

In terms of attitude, focus on positive body language, clarity of expression, voice, choice of words, analysis, team building skills, social adaptability, creativity and a certain amount of leadership skills as well.



Activity 1

- 1) Choose the most suitable alternative to complete the sentences.
 - i) Discussions have gained importance as an assessment tool because...
 - a) they are fun to watch and participate in.
 - b) they make the selection process simpler and more streamlined.
 - c) they test integrated workplace skills.
 - d) they test knowledge.
 - ii) Discussions predict...
 - a) how a candidate is going to function in the workplace.
 - b) the success rate of the participant.
 - c) how obedient an employee the participant is going to be.
 - d) who is going to be liked by the boss.

- iii) The wrong set of participant behavior would be...
 - a) competitiveness, leadership skills, shouting a rival down
 - b) recall value, being noticed, being assertive
 - c) aggressive, overly competitive, opinionated, panicky.
 - d) Calm, quiet, submissive
- iv) The best way to be heard is to ...
 - a) speak loudly
 - b) create recall value
 - c) argue
 - d) reach a consensus
- v) It's not enough to have an opinion,
 - a) it's important that everybody agrees with you
 - b) it's important to lead every discussion
 - c) it's important to defeat the opponent
 - d) it's important to express it effectively

2) The discussion checklist

According to the writer the behavioural requirements for a discussion are:

.....

.....

.....

.....

.....

13.3 VOCABULARY

Activity 2

- 1) Pick out words from the passage that mean the same as the following:
 - i) Scared
 - ii) People in charge of hiring new employees
 - iii) A brilliant idea which occurs suddenly
 - iv) A phrase meaning 'knowing what the ultimate aim is'
 - v) A phrase referring to 'a meeting to discuss lots of ideas and collectively choosing the best one'
 - vi) Responding with single words like *yes, no, ok, all right*; also referring to words with one syllable
 - vii) Something that obstructs progress, stops us from getting ahead
 - viii) Remembering something afterwards
 - ix) Starting something
 - x) Creating a team

13.4 LISTENING COMPREHENSION: THE ANATOMY OF A DISCUSSION

This section deals with how group discussion works as a selection tool – its structure and the assessment criterion.

Listen to the presentation by Ahmad Raja Khan, the HR Director of a management consultancy firm about how a discussion moves and is assessed. Then read the questions given below and listen once again.

Activity 3

- 1) Identify the incorrect statements and correct them
 - i) There must be consensus at the end of a discussion.
 - ii) It's enough to contribute meaningfully and not come into the limelight.
 - iii) We must wait for a chance to speak.
 - iv) Wide reading and extensive knowledge is necessary for active participation.
 - v) Participants need to talk loudly and keep talking to make themselves heard.
 - vi) Quantity is more important than quality.
 - vii) We only need to know what we are about to say. A contradictory idea is not worth thinking about.
 - viii) The more we can dominate the group the better are our individual marks.
- 2) Match the following and complete the sentences on the left

i) If the discussion progresses logically and every point reinforces or leads out from what has been said before	a) it does not create order and is not a positive feature
ii) If the participants interrupt each other too often	b) the purpose of the discussion
iii) An uninvolved, laid back and uninterested style	c) but also needs to be deeply analyzed
iv) It's important to achieve	d) is listless and is marked low on the scale.
v) Information shared needs to be not just the obvious and the surface understanding of the issue	e) the group displays a sense of direction

13.5 THE LANGUAGE OF DISCUSSIONS

Look at the following language structures that you would need to use in a discussion.

Initializing a topic
Starting the discussion

Good morning/ hello...

General statements

I'd like to inform you about / share with you ...

We're here to talk about...

It is said that/generally believed that...

Let's begin with ...

Questions

Did you know that advertising...?

What makes advertising succeed?

Why do people see ads?

Shock Value

Here's an interesting fact.....

A little known fact about advertising is.....

It is interesting to note that.....

The main body of the discussion includes functions like the ones given below

Inviting responses

We'd like to have your opinion on this...

What do you think ...

How do you think this happens ...

Is this what you meant....

**Expressing opinions/ beliefs/
making a point**

In my opinion/view... ..

I believe...

I'd like to say / to add...

I tend to think...

I (really) think...

It seems to me ...

It's obvious that...

Clearly...

Moving the discussion on

Can we go on to think about...

I think we should also consider...

How about...

What do you think about...

There is another aspect to this issue...

Agreeing

I completely/absolutely/totally agree...

I must agree/ have to admit...

I agree entirely...

I couldn't agree more...

I quite agree...

I think you're right...

I agree somewhat...

I partially agree...

That seems okay but...

Confirming/checking information/ restating for clarity

Is this what you meant...

If I get you/understand you right...

In other words...

Tell me if I got you/understood you right...

Did you mean/does that mean....

To put that another way...

If I follow you correctly...

Could you clarify...

Interrupting

Excuse me, may I ask for a clarification on this

If I may interrupt ...

Sorry to interrupt but...

If you don't mind, I'd like to complete the thought...

Making a suggestion

I suggest that...

Perhaps we should...

(I think) We could...

Disagreeing

I completely/absolutely/totally disagree...

I disagree entirely...

I don't agree at all...

I must /have to disagree...

I think quite differently on this...

I don't entirely/exactly agree/believe that...

I'm afraid I cannot agree/don't agree...

I have some reservations about this idea...

I can't say I believe that/ agree to that...

Are you trying to say that/are you saying that...

Dealing with Interruptions

If I may finish what I am saying...

Sorry please let me finish...

I'd like to complete what I was saying...

Participating in Discussions

It might be worth...

What about/ How about...

Why don't we...

Let's look at it this way...

Moving towards the conclusion

The best conclusion, with or without consensus is one that restates the initial proposition and summarizes the major stand/s that the group has taken. Here are a few ways to start doing that:

So can we agree on ...

We seem to have come to / arrived at a conclusion...

I think we can safely say...

Finally / Fundamentally then...

Are we on agreement on this that

I guess we can agree on ...

I guess/ suppose we can agree to disagree on ...

Can we / why don't we bring all these ideas together

13.6 WRITING AND SPEAKING: A DICE GAME

Activity 4

Play this simple game with a friend. You are player 1. Then, go through each block and write down the answer after consulting **The Language of Discussions**. The startup box is common for both players. Roll a dice and move the given number of blocks. Whichever block you stop at is the position you are at in a discussion. Solve that and move on....

1 Free education till college is the best way to empower our vast human resource frame the initial line	2 You are the second speaker. Discuss the implications of the issue. Ask about group opinion.	3 You do not agree with the opinion of the participant who spoke just before you. Explain why.	4 You must add a point to the ideas given by the earlier speaker / participant
5 There are members in the group who have not participated. Express your view and ask for theirs.	6 Restate the existing idea and introduce a fresh aspect.	7 You are not very sure about what was just said. Ask for clarification.	8 You are in complete disagreement with what is being said. Express yourself.
9 You have been interrupted twice and you need to finish what you were saying.	10 There's a disagreement between two participants and the discussion has come to a standstill.	11 You need to review what has been discussed till now.	12 You agree with the speaker. In fact you have a point that supports him/her.

13 Add a new perspective, move the discussion ahead on a fresh point.	14 Make a suggestion about what should be considered next. 17 The discussion was successful. Congratulations! The conclusion was...	15 You feel there's no consensus. Restate the differing views and move towards a conclusion.	16 There's definite consensus. Conclude the discussion.
--	---	---	---

13.7 VERBS FOLLOWED BY A PARTICIPLE AND INFINITIVE

Verbs associated with three of the five senses – sight, hearing and feeling – can be followed by either an infinitive or a participle.

I saw him jump.

Or

I saw him jumping.

I heard him shout.

Or

I heard him shouting

I feel something move.

Or

I felt something moving.

The verbs *jump*, *shout* and *move* in these sentences are infinitives without to, whereas *jumping*, *shouting* and *moving* are participles.

The infinitive suggests a momentary and/or completed action. The present participle suggests a continuing action. It expresses an interest in the doing of the action (i.e. the process) rather than its completion (i.e. the final result)

She could hear her father coughing.

I watched him throwing the ball.

Activity 5

- 1) Complete the following sentences with a number of words which include an infinitive or a participle related to the verb in brackets. The form you choose will depend on the meaning you wish to convey.
 - i) Today I could see the peacock (dance) (where?)
 - ii) The watchman reported to the owner that he had seen (break) (what?)
 - iii) During an earthquake one can feel (shake).

- iv) While I was sitting in the balcony I smelt..... (burn).
- v) I think I know where your car key is. I saw it.....(lie) (where?)
- vi) For nearly an hour we sat completely silent and motionless listening to (play) (where?)
- vii) She watched me (write) my name.
- viii) I heard him (sing) in the bathroom.
- ix) I could see the child (tremble) when his father shouted at him.
- x) I heard him (shout) my name repeatedly.

13.8 LET US SUM UP

This unit introduces you to a group discussion as an assessment tool and provides you with insights into its working. You are also provided with specific skills that you would need to be successful in a discussion and language structures for various functions and steps of a discussion. The vocabulary section reviews relevant vocabulary and the grammar section helps you practise the verb + ing and *to* - infinitive without *to*.

13.9 ANSWERS

Activity 1

- 1) i-c, ii-a, iii- c, iv- b, v-d
- 2) These are some points we identified from the text. You may add some more:
 - Positive body language
 - Clarity of expression and voice
 - Relevant choice of words
 - Analytical abilities
 - Team building skills
 - Social adaptability
 - Creativity
 - Leadership skills
 - Creating recall value
 - Make a point with impact – relevance and immediacy
 - Better conflict management

Activity 2

- i) Panicky
- ii) Recruiters
- iii) Brainwave
- iv) Goal awareness

- v) Brainstorming session
- vi) Monosyllables
- vii) Roadblock
- viii) Recall
- ix) Initializing
- x) Team building

Audio Text

Let's start from the basics. One needs to know what one's objective in the group is. A good definition of your objective is –to be noticed, to have contributed meaningfully in an attempt to help the group reach the right consensus. What does this essentially mean? The **first implication** is that you should be noticed by the panel. Merely making a meaningful contribution and helping the group arrive at a **consensus** is not enough. You have to be seen by the evaluating panel to have made a meaningful contribution. What does that mean in practice?

You must ensure that the group hears you. If the group hears you, so will the evaluator. That does not mean that you shout at the top of your voice and be noticed for the wrong reasons. You have to be assertive. If you are not a very assertive person, you will have to simply learn to be assertive for those 15 minutes. Remember, assertiveness does not mean being bull-headed or being arrogant.

And most importantly, you have to make your chances. Many group discussion participants often complain that they did not get a chance to speak. The fact is that in no group discussion will you get a chance to speak. There is nothing more unacceptable in a group discussion than keeping one's mouth shut or just murmuring things which are inaudible.

The second important implication is that making just any sort of contribution is not enough. Your contribution has to be meaningful. A meaningful contribution suggests that you have a good knowledge base and you are able to put forth your arguments logically and are a good communicator.

The quality of what you say is more valuable than the quantity. There is this myth amongst many group discussion participants that the way to succeed in a group discussion is by speaking loudly and at great length. One could not be more wrong. You must have meat in your arguments.

If you do not start the group discussion and are not amongst the first five speakers and find that everyone in the group is talking for the topic, then it makes sense to take the alternate approach and oppose the topic even if you initially intended to talk for the topic. Second, it helps to have knowledge of how group members who take a stand diametrically opposite to yours will put forth their argument and to be prepared with counter arguments. Everybody else will state the obvious. So highlight some points that are not obvious. The different perspective that you bring to the group will be highly appreciated by the panel.

Be careful that the “something different” you state is still relevant to the topic being debated. Also consider - Can you take the group ahead if it is stuck at one point? Can you take it in a fresh and more relevant direction?

The **last implication** is that you must be clearly seen to be attempting to build a consensus. Gaining support or influencing colleagues is the mantra adopted by many successful business leaders. Nobody expects a group of ten intelligent, assertive people, all with different points of view on a controversial subject to actually achieve a consensus. But what matters is “Did you make attempts to build a consensus?”

The reason why an attempt to build a consensus is important is because in most work situations you will have to work with people in a team, accept joint responsibilities and take decisions as a group. You must demonstrate the fact that you are capable and inclined to work as part of a team.

Activity 3

- 1) Incorrect statements and correction
 - i) There must be consensus at the end of a discussion – there need not be a consensus, although participants must try to achieve it.
 - ii) It’s enough to contribute meaningfully and not come into the limelight – if you are not seen, your contribution is meaningless.
 - iii) We must wait for a chance to speak – we need to create an opportunity to speak.
 - iv) A participant can make a meaningful contribution only if he/she has a good knowledge base and is able to put forth his/her arguments logically.
 - v) Participants need to talk loudly and keep talking to make themselves heard – participants need to use effective language and an assertive attitude to be heard.
 - vi) Quantity is more important than quality – quality is always more important than quantity.
 - vii) We only need to know what we are about to say. A contradictory idea is not worth thinking about. - Every idea is important even one that contradicts your opinion. It will help to come to a balanced statement on the issue.
 - viii) The more we can dominate the group the better are our individual marks. A domineering attitude is marked very low on the individual marks scale.

- 2) i. e, ii. a, iii. d, iv. b, v. c

Activity 5

- i) dancing in the backyard
- ii) Rashid break a window.
- iii) the earth shaking.
- iv) the toast burning.

- v) lying in the top drawer.
- vi) the music playing in the room.
- vii) write
- viii) singing
- ix) trembling
- x) shout



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UNIT 14 MAKING PRESENTATIONS

Structure

- 14.0 Objectives
- 14.1 Warm Up
- 14.2 Reading Comprehension: About Presentations
- 14.3 Vocabulary: Word Partnerships
- 14.4 The Stages of a Presentation
- 14.5 Speaking: Making a Presentation
- 14.6 Grammar: Prepositions
- 14.7 Writing: Outline of a Presentation
- 14.8 Listening: How to Overcome Anxiety
- 14.9 Let Us Sum Up
- 14.10 Answers

14.0 OBJECTIVES

The aim of this Unit is to introduce and practice the techniques of making effective presentations. We will help you to become familiar with the basics of good presentation and understand its stages: introducing the topic, organizing and sequencing the information to be presented, choosing the appropriate language and tone, particularly the use of connecting words and phrases. We will discuss some ways to present material of this kind.

14.1 WARM UP

Activity 1

- 1) Take a look at these pictures. Make three possible statements on presentations based on what you see in these pictures.



i)



ii)



iii)

- i)
-
- ii)
-
- iii)
-

2) Think about how you can avoid the situation depicted in the third picture.

What makes one a good presenter?

Think of a presenter whose speech or lecture

- 1) **you really enjoyed,**
- 2) **you found really boring and difficult to put up with.**

Now make a list of the points you would keep in mind during a presentation. Put it aside for now. You can check them out and add new points to this list in the course of the unit.

14.2 READING COMPREHENSION: ABOUT PRESENTATIONS

Activity 2

Before you read the given text on Presentations attempt the questions below. Then read the text and check your answers.

- 1) Can you complete this sentence?
The purpose of most presentations is either to _____ or to
- 2) Name at least three qualities of a good presenter.
- 3) Can you make a list of different situations in which people are required to make presentations at the workplace?
- 4) Do you think presentations are part of the recruitment process? What purpose could they serve for the selection panel?

Presentations are a way of communicating ideas and information to a group. The objective of communication is to make your message understood and remembered. In order to achieve this, the presenter must be clear, coherent, articulate and convincing. A presentation puts you on display before your audience. Therefore, in order to be effective and impressive in your presentation you need to prepare before you actually deliver. Even experts in communication need to plan and prepare their presentations in advance.

Most presentations either inform the audience about something or try to persuade the audience about a product, service, an idea or a concept. Hence we often hear of sales presentations for existing or prospective clients, as well as presentations

on projects, reports, proposals and updates on various business activities for business associates, seniors, colleagues and subordinates.

However, these days presentations have also become an important part of the recruitment process in business organizations. Perhaps this is because the job market has become so competitive that job interviews are not enough for companies to gauge the skills of their applicants. Therefore, in many organizations, the short listed applicants are asked to make presentations before the selection panel. Through presentations the interviewers get an opportunity to look at the ability of the applicants to identify and organize appropriate material on a specific topic as well as to support and illustrate ideas. On the other hand, the candidates have a chance to show their public speaking skills, their ability to communicate to an audience, to persuade and convince and to display their confidence and leadership abilities.

No wonder presentations are considered as one of the first managerial skills.

14.3 VOCABULARY: WORD PARTNERSHIPS

Activity 3

Check a Business dictionary to find a few words that often form partnerships with the words listed below. Remember that these words can make partnerships with words that can come before or after them. The first one is done for you as an example.

- 1) Initial, consumer, economic, market, sales – **boom** - time, in sales, in profits, in demand (antonym: **slump**)
 - i) boom
 - ii) market
 - iii) price
 - iv) profit
 - v) results

14.4 STAGES IN A PRESENTATION

There are three broad stages in a presentation:

- a) Beginning
 - b) Body of the presentation
 - c) Conclusion
- a) In the beginning of the presentation the presenter **greet**s the audience. (Good morning' ..., 'welcome' etc.). Then the presenter states the topic of the presentation, simply and briefly. In doing this, the presenter may **define** any term or concept that is new to the audience. This is an important point to remember, since the audience can consist of business people or lay persons or both. The presenter must be aware of the level of the audience. For instance, a concept such as 'Quality Circles' may have to be defined if

the audience is a mixed one but may not require explanation to a group of people in an industrial firm.

It is also important to put the audience at ease at the beginning of the presentation by stating that questions may be asked and discussion can take place. The presenter may either ask: 'If you have any questions, please feel free to interrupt and I will do my best to answer them, or 'If you have any questions or doubts, please keep them till the end of the presentation when we can discuss them.'

Look at this introduction to presentations:

- 1) Good morning, ladies and gentlemen...
- 2) Welcome to this session
- 3) Today I will be speaking about franchising.
- 4) I would like to begin by defining the concept of franchising.
Franchising is...

Which phrases tell the audience about the structure of the presentation? These are: 'I will be speaking about...', 'I will begin by ...'

Alternative phrases which can be used in place of the above are:

'I will start by looking at...'

'To begin with, I will talk about...'

'What I want to talk about today is...'

- b) In the body of the presentation, which is the main part of the presentation, the most important aspect is the sequencing of ideas. For each idea, the following sequence may help:

Give the main idea

Explain related idea e.g. Cause, reason, link

Show its result, effect or implication

If there are several important ideas, the presenter must clearly indicate the order of sequencing in the beginning, such as:

First of all, we will discuss...

After that

Finally...

During the presentation, the presenter will need to use **markers of sequence** such as:

Next... (the next idea)

Then we have (the next related idea)

Now I'd like to turn to .. (another idea)

Alternative sequencing words and phrases are:

To begin with Secondly Thirdly... After that

First of all... What happens... Then... Following this

Firstly... Next is... Next...

The first step is

The next stage is ... Finally

Other stages in the main part of the presentation may be:

Turning to a new topic: The presenter can say:

‘Now I will turn to ...’, ‘We can go on to consider...’

Check Your Progress 1

Mark the main stages in the following presentation; you may underline the words that mark these stages:

Let me explain the various steps that we go through before we make a new medical product available to doctors and patients. First of all, a new substance is tested under laboratory conditions to determine its possible side-effects. If the tests are successful, the substance is then tested on volunteers. Subsequently, a licence is applied for from the government, so that the product can be evaluated by hospital specialists, following specified procedures. Next, the information from trials is published in the medical press. Following this, the accumulated data is presented to the Committee on safety of Medicine. Then, after the licence is granted, the product is introduced and marketed.

14.5 SPEAKING: MAKING A PRESENTATION

Now prepare a presentation on the achievements of your school / college / department in the past year. Make the presentation before your friend/colleague or a family member. You may ask to be rated on the Evaluation form given below:

PRESENTATION EVALUATION FORM

Name of Presenter:

Title of Presentation:

THE PRESENTATION	excellent	good	poor
Captured interest			
Presentation of main ideas			
Timing			
Signposting			
Body language and confidence			
Visuals			
Overall			

14.6 GRAMMAR: PREPOSITIONS

Activity 4

- 1) The text below deals with a very important aspect of presentations: the audience questions! Fill up the blank spaces in the text with the help of these words given in the box. You will need to use some of these words more than once. Remember to re-read the text after you've checked your answers with the Answer key.

of, to, until, in, on

Audience questions are important any presentation. You can have two policies this issue. You may either allow the audience ask you questions anytime during the course your presentation or you may request your audience to hold questions the end. Questions are an excellent indicator the extent of involvement of the audience your presentation. If you choose the first option inviting the questions during the presentation, you will have the opportunity clarify doubts as you go along and ensure that your point has been understood. But if you save them the end you will get through the material uninterrupted. It is up to you make the decision. Whatever you do, make sure you stay time! If your allotted time is 10 minutes, do not exceed it. This way you can make sure that the audience remains engaged.

- 2) Here are some frequently used expressions in presentations. Can you furnish the preposition that will follow these words?

- i) begin
- ii) emphasize
- iii) I'd like to point
- iv) I'm sure you would agree
- v) I'd now like to turn
- vi) to expand
- vii) I'd like to illustrate this
- viii) to digress
- ix) moving on
- x) to elaborate

14.7 WRITING: OUTLINE OF A PRESENTATION

Activity 5

- 1) Look at the visual below and write a paragraph based on it.



Remember there is no single correct answer to this question.

2) Here are some commonly used structures of Presentations:

- 1) Chronological : Past → Present → Future
- 2) Pro Con : Concept – Benefits – Drawbacks
- 3) Problem – causes – solution

Write down an outline of a presentation on any one of the topics given below. Try to use some facts or statistics to substantiate or illustrate your points. You could put these in graphics on PowerPoint slides or charts.

Now make the presentation before a mirror or before your friends. If possible you can record the presentation and then listen to it for self correction.

- 1) Your town / city
- 2) Your favourite shopping place
- 3) The television channel you like most
- 4) The importance of presentations in the workplace
- 5) The biggest threat to the environment of the place you live in

14.8 LISTENING: HOW TO OVERCOME ANXIETY

Activity 6

Listen to an expert telling you something about presentations and answer the questions given below. You can listen to the audio 2 to 3 times if needed.

- 1) What problem do many presenters face? What solution does the speaker offer?

.....

.....

.....

.....

- 2) How does PowerPoint help you in dealing with the content of your presentation?

.....

.....

.....

.....

.....

.....

- 3) In what way do visuals help the presenter?

.....

.....

.....

.....

.....

.....

- 4) What should we guard against while using PowerPoint?

.....

- 5) What is the main theme of the presenter's talk?

.....

.....

- 6) Can you complete the following sentences based on what you hear in the audio?

- i) The speaker highlights the importance of
- ii) The speaker cautions us against
- iii) The speaker advises us to
- iv) The speaker guides us on
- v) The speaker suggests
- vi) The speaker emphasises

14.9 LET US SUM UP

In this Unit you have learnt about the **importance of presentations**. They are commonly used in workplaces for the purpose of communication in a variety of situations that range from reporting to your department or the progress of your work to selling products and services. Besides, they have recently become part of the recruitment process.

The **objective** of most presentations is either to inform or persuade the listeners about something.

The **essentials** of presentations include clarity, coherence and a structured outline.

Preparation for presentations is as important as the actual delivery. Well prepared presentations help you to be more confident and to overcome fear and anxiety.

It is necessary to pay due attention to **outlines** which must follow a well structured pattern.

Presentation verbs play an important role in making your presentation clearly understood and effective. A wide range of these words are used by all good presenters.

Use of **signaling, signposting and listing techniques** is essential to give direction, clarity and lend coherence to your presentation. These devices also help you to carry the attention of your listeners to the end of the presentation.

Practise of presentations ensures that you get familiar with the content, and you time yourself. Practise also enhances the confidence of the speaker.

Use of **PowerPoint** can help you to feel more comfortable with your presentation and to make it more engaging. The **graphics** can help you to present complex data in a simple and comprehensive manner.

14.10 ANSWERS

Activity 1

- 1) Here are three possible statements. It is possible that your statements are very different from these.
 - i) The gentleman is making use of graphics to present data.
 - ii) The lady seems to be reading from a piece of paper during her presentation.
 - iii) This is a bored member of the audience.
- 2) All of these three statements tell you something very important about presentations.
 - The first one suggests that the use of graphics can help you to present difficult data in a simpler and more interesting way, so that the audience can follow it better.
 - The second warns you against reading from paper. You may use your notes to guide you along, but never read them out to the audience.
 - The third statement cautions you against an undesirable situation, which you too may have experienced as member of the audience. You can avoid this by being a good presenter.

- 1) The purpose of most presentations is either to **inform** or to **persuade**.
- 2) Three qualities of a good presenter are that he/she must be clear, coherent and articulate. (There can be several other qualities like confidence, communication skill, etc.)
- 3)
 - while selling goods and services to present or prospective clients
 - projects
 - reports
 - proposals
 - updates on various business activities
 - as part of the recruitment process
- 4) Yes they are. Shortlisted candidates who reach the final stage of recruitment are sometimes asked to make presentations on self chosen topics or topics given by the panel/ selectors. Several skills can be assessed by the panel on the basis of the presentation made by a candidate such as creativity, expression, knowledge, communication skills etc.

Activity 3

This is a task that should help you to organize your vocabulary. A compilation from two different dictionaries could be both interesting and useful. Here are some possible combinations.

- i) initial, consumer, economic, market, sales – **boom** - time, in sales, in profits, in demand (antonym: **slump**)
- ii) global, up-, down-, foreign - **market** – place, economy, share, value, conditions, leader, -oriented, research, segmentation
- iii) market, purchase, retail, trade, competitive, net - **price** – fixing, war, -rise, tag, range
- iv) accumulated, net, paper, total, realized, increase in, drop in, make – **profit** – margin, making, sharing (antonym: **loss**)
- v) interim, first-quarter, annual, financial, release, achieve, affect, good, poor - **results** – show, in.

Check Your Progress 1

Introduction: First of all..., if..., Subsequently..., Next..., Following this..., Then, after...

Activity 4

The answers are marked in **bold**.

- 1) Audience questions are important **in** any presentation. You can have two policies **on** this issue. You may either allow the audience **to** ask you questions anytime during the course **of** your presentation or you may request your audience to hold questions **until** the end. Questions are an excellent indicator **of** the extent of involvement of the audience **in** your presentation.

If you choose the first option **of** inviting the questions during the presentation, you will have the opportunity **to** clarify doubts as you go along and ensure that your point has been understood. But if you save them **until** the end you will get through the material uninterrupted. It is up to you **to** make the decision. Whatever you do, make sure you stay **on** time! If your allotted time is 10 minutes, do not exceed it. This way you can make sure that the audience remains engaged.

2) Some frequently used expressions in presentations:

- i) begin **by telling you something about...** /**with a personal experience...**
- ii) emphasize **on...**
- iii) I'd like to point **out...**
- iv) I'm sure you would agree **with me / to this suggestion...**
- v) I'd now like to turn **to...**
- vi) to expand **on...**
- vii) I'd like to illustrate this **with the help of...**
- viii) to digress **from this for a moment...**
- ix) moving on **to...**
- x) to elaborate **on...**

Activity 5

- 1) This is a picture that shows a gentleman practising his presentation before a mirror. There are many advantages of practising a presentation before you actually deliver it. Some of these are:
 - it makes you familiar with the content of your presentation.
 - you also get comfortable with any complex information like names, figures, etc which you might fumble with if you do not practice.
 - you can time yourself and ensure that you are not overshooting the time limit.
 - increases your confidence and comfort level.

Text for audio

The thought of public speaking fills many people with fear and anxiety. One way to overcome this is by making sure that you are familiar with your subject and content. In the case of presentations, PowerPoint plays an important role in guiding you through the content of your presentation with the help of headlines and graphics. When you move to a new slide, the headline prompts you about what to say next. This also helps the audience to understand what you want to convey.

PowerPoint also offers you the advantage of illustrating your headlines with the help of graphics like bar diagrams, pie charts, graphs, tables, pictograms etc. While these visuals help you to cope with more complex information of data, statistics and trends, they also enable the audience to comprehend intricate information on performance, comparisons, predictions more easily. In other

words, they help you to gain the focused attention of your audience and alleviate your fear and anxiety.

However, a few precautions are necessary. Never fill up your slides with too many graphic elements and animation effects. These can become a source of distraction. It is best to choose simple designs.

The key thing here is preparation. Plan the outline of your presentation carefully so that it is well structured. Make sure that all your headings and subheadings are up on the slides and adequately and appropriately illustrated. Go through your slides several times so that you are absolutely familiar with them. You will generate a deep confidence that dispels anxiety and fear and helps you to enjoy your own presentation.

Activity 6

- 1) Most speakers are afraid to speak before an audience and suffer from anxiety. The speaker suggests the use of PowerPoint slides. These can make you feel more comfortable by giving you the much needed support in your presentation.
- 2) You can put down the headings and subheadings on the slides and use them to guide you through. This way you will not leave out any important point on account of nervousness or oversight.
- 3) They help in transferring complex information like data, dates, etc to graphics which makes it more interesting, compact and easier to understand. They also help you to deal more effectively with areas like comparisons, future prospects, trends, etc.
- 4) We should guard against overloading our slides with visuals.
- 5) How to overcome fear and build up confidence in presentations by making effective use of PowerPoint.
- 6)
 - i) The speaker highlights **the importance of PowerPoint slides.**
 - ii) The speaker cautions us against **overloading the slides with too much information.**
 - iii) The speaker advises us to **prepare well.**
 - iv) The speaker guides us on **how to use PowerPoint to our best advantage.**
 - v) The speaker suggests **careful use of graphics and animation.**
 - vi) The speaker emphasises **the need to practise by going through the slides several times.**

UNIT 15 WRITING BUSINESS LETTERS

Structure

- 15.0 Objectives
- 15.1 Warm Up
- 15.2 Kinds of Correspondence
- 15.3 Listening Comprehension
- 15.4 The Structure: Layout and Content of Business Letters
- 15.5 The Language of Business Writing
- 15.6 Application Letter
- 15.7 The Activity File
- 15.8 Grammar: Noun or Pronoun
- 15.9 Let Us Sum Up
- 15.10 Answers

15.0 OBJECTIVES

This unit will help you to

- Identify the various kinds of business correspondence you might encounter
- Analyze the possible layouts and organization structures of business letters
- Use appropriate and effective language in business correspondence

You will also be provided with an array of sample correspondence and an activity file to help you practice the structures.

Note that while the format may be different, these letters can also be sent by e-mail.

15.1 WARM UP

Have you ever needed to write to:

Banks

Insurance companies

Government and semi or non-government agencies

Education bodies

Companies and industries

Newspapers and publication houses

Shopkeepers or dealers

Travel agents

Any other?

Do you have copies of any of the correspondence that you may have done with any of the above mentioned people or letters that you have received from them? If yes, then you have an authentic sample of an official/business letter.

How are these letters/e-mails different from personal correspondence?

15.2 KINDS OF CORRESPONDENCE

Look at the two letters given below. One of them is a letter to a bank and the other is a personal letter to a friend.

Letter 1

11 Surya Road
Masjid Moth-I
New Delhi-110048
26 November 2017

The Manager
State Bank of India
12th Floor, Himalaya House
23, Kasturba Gandhi Marg
Cannaught Place
New Delhi-110001

Subject: Notification regarding change of address of Mrs Shashi Mehra
(Savings account no. 12899076)

Dear Sir /Madam,

I have a savings account in your branch ((Savings account no. 12899076) and am writing to notify you of a change in my house address as I have recently shifted my residence.

The previous address in your records was 234, Siddhartha Enclave, New Delhi-110036. The current address is as follows:

Mrs. Shashi Mehra
11 Surya Road
Masjid Moth-I
New Delhi-110048

Kindly make the necessary changes.

Yours faithfully

Mrs Shashi Mehra

Letter 2

Thursday 7 December 2017

Dear Manjari,

Sorry I didn't have time to reply to your mail. I'm off on a tour of the Andes. In fact I'm leaving today. I will be travelling with Dolly and Kalyani. You may remember them from the party last month.

By the way, I've shifted to my new place. The house is located in Masjid Moth, New Delhi. You'll like it here. Just the kind of quiet you prefer.

Hope you can visit me soon. I'll call you as soon as I get back from this trip.

Bye for now.

Warmly

Samira

Activity 1

Based on these letters can you answer these questions? Discuss your answers with a friend or study mate.

1) What is the common purpose of these letters?

.....

.....

.....

.....

.....

.....

2) How is the formal letter different from the personal one (hint : think about the following criterion – layout, content, words and expressions, amount of information conveyed)

.....

.....

.....

.....

.....

.....

3) Why do you think they are different?

.....

.....

.....

.....

.....

Activity 2

Now that you can identify formal correspondence, look at the following samples of various documents of correspondence within and outside businesses. Some of them you will deal with on the job and some you will need to use while job hunting.

With the clues given in the boxes (1 to 4), can you match the correct definition with its sample document (A-D)?

Which are the ones that you are likely to use in the process of applying for a job?

1) This is a formal tool of correspondence in businesses though it is also useful for personal correspondence. It can carry extensive information both in informal or formal language as the context determines. In the business sector it is used as an official document for inter company transfer of information. This is what you would be using to introduce yourself to the company.

2) This is the kind of text you would normally find on message boards in companies and in your home too! This document requires the informal style and conveys key information through crisp, to-the-point language where the focus is on quick reading and comprehension. This is what we do when we note down information from a phone conversation.

3) A document for internal transfer of information regarding company activities or notices. Brief, factual and without the formal formatting of the letter.

4) An electronic document - fast, easy accessible and secure. It can serve as official online document. The style can vary from very formal to very informal.

A

CTA Ltd.
Glagoljaska
8, 6000 Koper
Slovenia

Sub: Reply to enquiry

Dear Urska Gerzeli

We are pleased to confirm your booking for a 15-day package at the Living India resort at Jaisalmer, Rajasthan. On the basis of the requirements that you mentioned in your letter, we have put together the following itinerary for the delegates.

The **First week** at Arogya along with consultation with our therapists and a gala weekend banquet.

The **Second week** offers visits to the Chowk Bazaar and sightseeing tours to nearby tourist destinations.

December happens to be the peak season for us in terms of overseas customers as the resort is located in a warm area. We are however happy to offer you group discounts of 12 %.

Your terms of payment are perfectly acceptable.

We are also sending you a catalogue of our products that you can buy online.

If there is anything else, we'd be glad to help.

Looking forward to seeing you in India.

Best regards

Sales team

Living India

B

To:

Cc:

Bcc:

Subject:

Hi Pradeep

Thanks for your email today.

You'll be glad to know that I'll be able to meet the deadline and should be able to finalize things within a week or so. Can we arrange to meet early October so that I can look over my manuscript and discuss the amendments and new page design etc.?

Talk to you soon.

All the best...

Shilpi

C

Sally

Plz upload the new cover design. It needs to go online by Monday.

Could you also check out the latest downloads for JAVA.

We are meeting for lunch aren't we?

Deepa

D

To: Personnel

From: Public Relations

Date: Dec 1 20..

In house Document Formats

I am enclosing a booklet of the company general rules regd. document formats. Please summarize the rules for the notice board.

S/d

15.3 LISTENING COMPREHENSION: ESSENTIALS OF A FORMAL LETTER

Activity 6

Listen to the recording on the essential points in writing a former letter and complete the sentences. You may need to listen twice or three times.

- 1) Informal letters are like having an
- 2) Personal letters unlike the more formal letters have diverse
- 3) The conventions of formal letters are
- 4) Business correspondence include the following letter types: (Name any four)
- 5) Four points that should be kept in mind while writing format letters:
 - i
 - ii
 - iii
 - iv

15.4 THE STRUCTURE: LAYOUT AND CONTENT OF BUSINESS LETTERS

The structure of a business letter includes considerations regarding how the various items or parts are arranged on paper. Apart from the physical placing of these items there is also the structuring or organization of the information in the letter.

Let us first see the commonly accepted physical format of official correspondence.

A**FINANCIAL TIMES****Pitman Publishing**

(Address in small font)

12 November 20..

B

Mr. Vikram Das

C

General Manager

Das Printing Co. Ltd.

34 Jawahar Nagar

Delhi-110007

Dear Vikram

D

Heading or subject line

E

This layout has become firmly established as the most popular way of setting out letters, fax messages, memos, reports—in fact all business communications. The main feature of the fully blocked style is that all lines begin at the left hand margin.

F

Open punctuation is usually used with the fully blocked layout. This means that no punctuation marks are necessary in the reference, date, address, salutation and closing section. Of course essential punctuation must still be used in the text of the message itself. However, commas are used minimally; in fact, only when not using them makes the message unclear.

F

It is usual to leave out one clear line between each section. I enclose some more examples of the fully blocked format in e-mails and memos. Most people believe that this format is easy to produce, formal and makes good design sense.

Please feel free to contact us for further details.

G

Yours sincerely

H

Shirina Thomas

I

Senior Consultant

Encl: samples of letters, memos and emails

J

Copy:

K

All students

Faculty

Now let us look at what the letters A to K stand for:

- A) The Letterhead - dictated by company trends and personal design
- B) The Date – follow the UK pattern of day/month/year or the pattern followed in many other countries; month/day/year. Style dictates spelling out the month.
- C) The Recipient's address
- D) Salutation – if the recipients name has been used in the inside address, it is usual to use a personal salutation. For example: Dear Mr. Andani, Dear Ajmal, Dear Ms. Sharma

If your letter is addressed generally to an organization, then the more formal salutation should be used. For example Dear Sir/Madam

- E) Heading or subject line – this is only a brief indication of the content of the letter. It is usually placed one clear line space after the salutation.
- F) Body of the letter - as the letter indicates the fully blocked format is the most popular formatting for letters; business or otherwise.
- G) Leave taking note – this is meant to conclude the message. Do so on a positive future-focused note.
- H) Complimentary close – the close depends on the level of informality established by the salutation. The two most common closes are ‘yours faithfully’ – used with Dear Sir/Sirs/Madam/ and ‘yours sincerely’ used with more personalized greetings for example Dear Ms. Sharma, Dear Ajmal, Dear Mr. Adnani.
- I) Name of the sender and designation – the name and the designation is naturally important in business situations. For someone applying for a job, a clearly spelt out name is equally necessary. When a letter is to be signed on behalf of the sender, it is usual to write ‘for’ or ‘pp’ in front of the senders printed name.
- J) Enclosures
- K) Copies circulated

Organizing Content

In the previous section we observed the layout or physical organization of a letter. What about the body or content of the letter? As in any piece of writing, the better organized the writing, the more effective the communication. Since business correspondence is functional and purpose-driven it is imperative to organize the information.

This is how information is normally arranged in formal correspondence:

- 1) Opening greeting
- 2) Connecting with the reader
- 3) Giving a reason for writing/stating purpose
- 4) Giving news or information
- 5) Making a request/ agreeing to a request
- 6) Specifying the (further) action that needs to be taken/the work that is to be done
- 7) Concluding / leave taking note
- 8) The closing

In formal correspondence, a range of structures act as signaling devices to signify these divisions in a letter. Here is a letter that uses such structure to organize information:

Dear Mr. Sharma /

I am writing in reference to our phone conversation last week. 2 I am pleased to say that the idea has been liked. 3. Our production manager, Mr. Morris would like to see the prototype before deciding to place an order. 4

Would you be able to attend our company seminar on Monday? I believe it will be a good opportunity to present the prototype. 5

Please confirm so I can book your presentation well in advance. 6

Looking forward to your visit. 7

Thank you

Here are some points that you need to keep in mind when writing a business letter/email:

The key to organizing a letter is simple

Step 1

Enlist the points that you need to include

Sequence in order of appropriacy

Step 2

Sequence them in order of logical importance

For example: I want to write to Asmit

- 1) to tell her about my new job
- 2) to ask her for first day guidance
- 3) if she can meet me on Wednesday
- 4) because she could tell me where to shop for some good business clothes

This is what the logical sequence should be like – 1, 2, 4, 3 and these will become my paragraphs in the letter

The next tip is to decide and choose an approach – the direct or the indirect. What are these? Well exactly what they say – do you want to get to the point straight in the first paragraph, for example, in the letter sample in section 15.2 or would you prefer to give a background before coming to the immediate purpose of the letter, for example a sales letter that starts out by talking about the company first and then markets the virtues of a particular product. The thumb rule should be that if there is a specific purpose then get to it as quickly as possible. The exceptions would be letters that are meant to convey overall generalized information.

Dear Mr. Kumar,

Thank you for your enquiry of 6 October.

As requested by you, we have enclosed our catalogue and price-list. All our products carry a two-year guarantee from the date of sale.

You will notice that we offer a wide selection of watches, but may we draw your attention to the models described on pp. 6-7 of the catalogue, which we think might best suit your market?

If there is any further information you require, please contact us. Meanwhile, we look forward to hearing from you soon.

Yours sincerely
Manoj Tiwari
Marketing Head

15.5 THE LANGUAGE OF BUSINESS WRITING

In this section we shall focus on expressions that are and should be used in formal correspondence. We use language both spoken and written for specific purposes. The words and phrases used to convey one purpose would need to vary from what we use to fulfill another purpose.

Chunks of language that serve a specific purpose can be referred to as structures. These are often formulaic expressions that fulfill language functions. They also provide different levels of formality to create a variety of moods. For example “I’m afraid this is not really possible” is a polite refusal. Look at the variations possible with the same intent:

No way (most informal)

Not possible

Absolutely not

This is simply impossible

It seems difficult for this to happen

I’m afraid this is not really possible

I regret to inform you that this would be very difficult to make possible (most formal)

Let’s now look at some of the functions you will be expected to deal with:

Function	Structures
Connecting with the reader and stating purpose. Giving a reason for writing	I / We am/are writing to enquire / inform / request / ask for / apply/ remind / bring to your notice / follow up on / complain regarding (about) ...
Expressing certainty/doubt	We assure you / are convinced that surely we are not in a position to confirm / unable to confirm... We / are not very sure regarding/about...
Emphasizing/focusing attention/reminding	To be more specific / We /I would like to draw your attention to / We / I wish to / would like to remind you .../ Could you also / We request you to / We would like you to look into (the matter)
Referring	With reference to / I am / We are / writing / with reference to / in connection withThis is in reference to ...

Give opinions/ suggestions/ advice recommendations/ offer assistance	We / I would like to / wish to suggest / recommend / advice that ...It is our / my opinion / belief that ... We/ I believe / think / am sure / am convinced that...We would be glad to / happy to / assist / help outIf there is anything we / I could do ...If there is anything (else) you would like us / me to do ...we/I would be glad to help out in any (other) way ...
Obligation/ necessity	I / we must insist on / that ...It is / will be necessary to / important to ...It is / will be required to ...
Apologizing	I / we must / would like to apologize...We / I regret (the inconvenience)... we / I am /are sorry for...
Agreeing/ disagreeing/yes/no	We / I would be glad to / are /am pleased to ...We'd / I'd be happy to ...Unfortunately/ we / I am/ are unable to ...I'm /we're afraid ...(cannot agree to /with)

Organizing signposts	
Specifying the action	Structures
Leave taking	We / I would like you to / wish you to ...Could you We / I require / request / need you to
Opening greetings/ Salutations and closings	Looking forward to hearing from you / to your (quick) response / to a positive reply/ response...We / I look forward to further correspondence / contact / interaction... Hoping for a quick / positive response...We request / await ... your confirmation / reply / agreement to / inputs on / more information on/about ... Sir / Dear Sir / Madam; Dear Sir; Dear Madam; Dear Ms / Mr. Goswami; Dear Malvika(thank you) yours sincerely / sincerely yours /yours truly/(American) yours / yours faithfully/best regards/regards

15.6 APPLICATION LETTER

When you apply for a job you may have to write a letter of application, fill an application form and write a resume or a C.V. Whether your application is short listed depends on the impression your C.V makes. And to make sure that your C.V is read from among the huge numbers that reach a company it is important to have an impressive resume and a very good application.

Job applications are a tricky business. In real life there are no limits to job applications but such a letter should be on one side of the paper if it is word-

processed.

Here are some simple things to consider when writing an application to a company

- 1) Mention the position you are applying for and where you learnt of it.
- 2) Expand on some points of your background and experience showing how they are relevant to this job. Do not repeat ALL the information in your resume or your application form.
- 3) Emphasize your interest in and suitability for the job. If possible, show that you have knowledge of what the target job entails.
- 4) Mention that you have attached a copy of your resume or the completed application form.
- 5) State that you are willing to attend an interview.

Set your letter out clearly. Follow closely the format of formal letters and do keep a copy of the letter and the advertisement.

Activity 4

Points 1-5 above correspond to parts of the letter given below. Can you find those parts and match them to the points 1-5.

Dear Sir/Madam

I feel I am well qualified for the position. I have a level 2 coaching certificate and have had two years experience as part time coach with Model High School. I enjoy working with people, both young and old.

I would be happy to attend an interview at any time convenient to you.

I would like to apply for the position of full time tennis coach, advertised in the January edition of "Sports Monthly"

A position with your club would give me an opportunity to work full time in the job that I love.

A resume giving details of my qualifications and experience is attached.

Yours sincerely,

XYZ

15.7 THE ACTIVITY FILE

This is a collection of writing activities that you need to practice from the inputs you have just received

Activity 5

Given below is a request letter. The sentences unfortunately have been jumbled up. Can you put them in the correct order? Regroup the sentences numbered 1-7

Arrange the parts below to make a complete letter

- 1) I am interested in Package D (the 20 day trek in Nepal).

- 2) Yours faithfully
- 3) We look forward to your confirmation of our booking as soon as possible
- 4) Thank you for the information you sent about the Himalayan walking tour holidays
- 5) We would really prefer the weekend beginning September 6th with any day around October 2nd as our second choice.
- 6) I would like to make a booking for two people
- 7) Dear Sir/Madam

Activity 6

Refer to section 15.6 for this activity. Given below are a few advertisements that appeared in the classifieds section of the local newspaper. Choose a job that you'd like to apply for and write an application for it.

Seeking Staff

The new Raheja Children's Centre at 26, Defence Colony is seeking about a dozen staff, including a trainee nurse and a casual kitchen helper. Applicants should write to the centre, to reach it no later than Monday, March 3. Further information can be obtained by telephoning Ms. Rahat Hasnain on 998881235

Required

Youth worker required for 20 weeks commencing late February. 3 days and 2 nights per week. Shift work. Applicants should be experienced in some area of youth welfare. Car essential.

Applications in writing by Friday 24th January to The Chairperson, Naveen Youth Refuge, P.O Box 579, New Delhi 2042.

Artist

Mohsin Art Studio requires artists to do assembly, must also have the ability to draw and keen to learn airbrush illustration. Apply in writing to Ahmad Khalid, 32, Bela Road, Civil Lines, Delhi-110054.

Activity 7

Refer to section 15.4 for this activity on structures.

The opening statement of a formal letter indicates the purpose of the letter. Below are four examples. Match them to the incomplete letters given:

- 1) I would like some information on the courses you offer at your college.
- 2) Please find enclosed a cheque for Rs. 5000.
- 3) I refer to your letter dated November 5th.
- 4) I am writing to inform you about an error in your records.

Letter A

This is to cover the registration fee and the first installment of the tuition fee for the diploma in time management. Please forward the receipt to the above address.

I have realized that you have my date of birth noted as 18/12/75. I must point out that the correct date is 12/08/75. As a result of this I was unable to use your certificate as documentary evidence for my driving test.

I look forward to your co-operation in correcting this detail at the earliest.

Letter C

My interest is in computers. I have done two beginner courses in the subject and now wish to join a more advanced course. Could you send me any brochures that you may have available, including cost and enrollment procedures?

Thank you

Letter D

This is with reference to your letter dated November 5. You stated that I would receive the books I had ordered within a week. It has been three weeks and I still haven't received my order.

Could you please look into the matter?

And now for the next two examples make up your own opening statement based on the purpose of the letters.

Letter E

I am moving to Melbourne in early May and will need a full time nurse to look after my invalid mother. We will be living in the western suburbs. I will forward you the exact address as soon as possible.

I would be grateful to receive any information on services available in the area.

Letter F

You said that there are three books overdue. I'm afraid that's just not possible. I returned "British Pictorial History" on Wednesday last and "Ivanhoe" yesterday. I do have Nelson Mandela's biography with me and I apologize for the delay in returning it.

Please check your records again.

Activity 8

The list below contains words commonly used in applications. Use suitable words from this list to finish the letter given below

Preference / prefer

Reference / refer

Experience / experienced

Qualified / qualifications

Advertised / advertisement

Attached / attach

Pleased / pleasure / grateful

Interested / interest

Information / inform

Position

Vacancy

Welcome/willing

Opportunity/opening

Responsible

Requirement

Enquire / inform / confirm

Possible

Employment /employee / employed / employ

Company / industry / field

Ability / capability / skill /proficient

Apply /applied / application

Reply /response

Convenient / convenience/consideration

Suitable / available

Resume / curriculum vitae

Sincerely / extremely / recently/ immediately

Dear Sir/Madam

I am writing to 1..... about the possibility of 2.....in any type of hotel work.

I have had three years 3..... as chef in a hotel in Perth. I 4.....completed a special course in world cuisine which included a world tour cum training program.

I would welcome an 5..... to work for the Hilton and I feel I would make a 6.....employee.

I am 7.....to start work 8.....and am willing to move if 9.....

My 10.....is attached

Should you have an 11.....at present or foresee any in the near future, I would be 12.....to hear from you.

15.8 GRAMMAR: NOUN OR PRONOUN

Activity 9

Look at each phrase in italics and decide if it should be replaced with a pronoun. If so, cross it out and write the pronoun. If not, put a tick. Remember this is matter of style as well because sometimes it is possible to use a noun or a pronoun.

Back in the 1970s Bill Gates and Paul Allen were at high school in Seattle. *Bill and Paul 1.....* were great friends and *Bill and Paul 2.....* were both interested in computers and in writing programs for *computers 3.....*. In 1975 the first personal computer came in the market, a very primitive machine by today's standards. At this time *Bill 4.....* was at Harvard and *Paul 5* had a job. *Bill and Paul 6* immediately decided that *Bill and Paul 7* would write software for the computer. The owner of the company was a man called Ed Roberts.

Paul 8 phoned *Ed 9.....* and told *Ed 10.....* that *Bill and Paul 11.....* could offer *Ed 12.....* some software. *Bill and Paul 13.....* then wrote a program in a big hurry. *Ed 14.....* invited *Bill and Paul 15.....* to visit his company in New Mexico. But *Bill and Paul 16.....* didn't have enough money for two plane tickets so *Paul 17.....* flew there on his own and met *Ed 18.....*. When *Paul 19.....* loaded the software into the computer, it worked. *Ed 20* was impressed. *Ed 21.....* immediately agreed that the two men should work on software for the computer.

15.9 LET US SUM UP

This unit focused on business correspondence and formal letters of various kinds. To recap, we started out with a selection of corporate correspondence and then observed the physical formatting of a letter. We have also discussed the organization of business letters/emails as well as a wide variety of structures used in them. This was followed by a special section on job applications. We ended the unit with an activity file and a grammar activity focusing on the use of nouns and pronouns in texts.

15.10 ANSWERS

Activity 1

Discussion guidelines – we list here some of the features of the formal letter given in this section. This will help you in your discussion:

Although both the letters have been written for communication yet the formal letter uses a definite, non-flexible format; it is purpose driven communication with minimal extra information apart from what will contribute to the basic message; the writer usually follows the direct approach i.e. she comes to the point of the letter very quickly in the first paragraph with minimal introduction ; the letter also uses formulaic constructions to introduce ideas like “I am writing to notify you...”; the writer uses a highly organized format for conveying information i.e. the information is logically sequenced.

Now use these points and observe the differences in the personal letter.

Activity 2

- 1) A
- 2) C
- 3) D
- 4) B

Audio Script

In the course of our life, we all have to write both formal and informal letters/e-mails. Let's first discuss the difference between the two.

As you are aware, informal letters are likely to be in the form of extended long-distance private conversation. But, at the same time, they are not really different from other kinds of writing. For instance, in a letter to a relative or a friend, you may wish to describe a place or a person, tell a story, or even have an argument. In these private letters, you may use whatever style that serves you best. These letters are therefore rather varied in their style and content.

Formal letters, on the other hand, are generally more 'set' in their style and phraseology, although the conventions change from time to time. They are usually written, for example, when you want to request an organization to do something for you, or when the decisions of the government have to be conveyed to the people concerned and records have to be kept.

What are these formal letters? These include, for example, letters of enquiry, applications for jobs, letters to newspapers, orders for goods, letters asking for travel and hotel reservations, etc. There may be semi-formal (also called demi-official) letters written to business/professional colleagues and addressed by name.

You will no doubt realize the importance of formal letters, as you enter the workplace.

A formal letter has to observe the form usually adopted for such communication. There are certain things that one should keep in mind, when writing a formal letter.

- Keep your letters as brief as possible. Remember that the person you're writing to hasn't the time to go through a long, rambling letter. If s/he receives such a letter, s/he's likely to slip it in at the bottom of her/his pile of incoming mail, with the thought that s/he'll look at it when s/he has more time.
- In fact, most formal letters are restricted to one or two main points. Most of them do not exceed one page of single-space typing, and very few are longer than two pages. Topics that are too complex to be treated within the space of the usual formal letter are generally made the subject of reports. If the situation requires a letter as well, you can send a covering letter with your report and state the main points and the conclusion.
- Your letters should be clear, precise and complete. This suggests that all the information should be given but unnecessary details should be avoided. Care should be taken to highlight the main points. These points should be arranged in a logical sequence.

Activity 6

- 1) a long-distance private/personal conversation.
- 2) style and context
- 3) more rigid than informal letters

- 4) letters of enquiry, request, complaint, letters about job, i.e. covering letters, letters of acceptance and rejection.
- 5)
 - i) brevity
 - ii) clarity
 - iii) focus
 - iv) logical sequencing

Activity 4

Dear sir/madam

I would like to apply for the position of full time tennis coach, advertised in the January edition of “Sports Monthly” POINT 1

I feel I am well qualified for the position. I have a level 2 coaching certificate and have had two years experience as part time coach with Model High School. I enjoy working with people, both young and old. POINT 2

A position with your club would give me an opportunity to work full time in the job that I love. POINT 3

A resume giving details of my qualifications and experience is attached. POINT 4

I would be happy to attend an interview at any time convenient to you. POINT 5

Yours sincerely

XYZ

Activity 5

The correct sequence is – 7, 4, 1, 6, 5, 3, 2

Activity 6

A Possible application for **Seeking Staff**

Dear Sir / Madam

I am writing to apply for the post of trainee nurse at the Raheja Children’s Centre as advertised in The Telegraph on November 1st.

I am currently a junior nurse with St. Stephens Hospital. My duties include handling the children’s helpline unit.

I wish to work closely with children and that makes your centre a first choice.

A detailed resume listing my qualifications and experience is enclosed.

I would be happy to come in for an interview any time next week.

Thank you

Possible application for **Required**

Dear Sir / Madam

I am writing in response to your advertisement for the vacancy of Youth worker.

I have had 5 years experience as counselor for Gyandeeep College, Mohali. I have also worked as a team leader for two interstate youth welfare undertakings by the local council. I enjoy interacting with young people.

I believe working with Youth Welfare will be a responsibility that I am most suited to fulfill.

I enclose my resume and will be glad to come in to meet you whenever convenient.

Yours sincerely

Possible application for *Artist*

Dear Mr. Khalid,

I wish to respond to your advertisement in the The Daily dated 3rd December. I am a senior design and graphics consultant with The Galleria and my work involves teaching design and illustration to young artists. I wish to consolidate my 6 years experience as trainer with practical experience.

Mohsin Art Studio has been on the forefront of modern art and I believe it would be a wonderful work experience and opportunity to learn airbrush illustration.

I include my detailed resume and portfolio.

Looking forward to your response.

Yours sincerely

Activity 7

Letter A – 2

Letter B – 4

Letter C – 1

Letter D – 3

Letter E – I am writing to request your assistance in hiring nursing help / I am writing to enquire about availability of trained nurses.

Letter F - I am writing in response to a reminder note I have received.

Activity 8

Dear sir/madam

I am writing to 1 *enquire* about the possibility of 2 *vacancy* in any type of hotel work.

I have had three years 3 *experience* as chef in a hotel in Perth. I 4 *recently* completed a special course in world cuisine which included a world tour cum training program.

I would welcome an 5 *opportunity* to work for the Hilton and I feel I would make a 6 *suitable* employee.

I am 7 *willing* to start work 8 *immediately*, and am willing to move if 9 *required*.

My 10 *resume* is attached.

Should you have an 11 *opening* at present or foresee any in the near future, I would be 12 *grateful* to hear from you.

Activity 9

The following blanks need pronouns

- 1) They
- 2) they
- 6) They
- 7) they
- 10) him
- 11) they
- 12) him
- 13) They
- 15) them
- 16) they
- 21) He



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THE PEOPLE'S
UNIVERSITY

UNIT 16 WRITING BUSINESS E-MAILS

Structure

- 16.0 Objectives
- 16.1 Warm Up
- 16.2 Reading
- 16.3 Listening Comprehension
- 16.4 Writing Business Email: Dos and Don'ts
- 16.5 Common Trends in E-Communication
- 16.6 Email Acronyms and Abbreviations
- 16.7 Writing
- 16.8 Language Focus
- 16.9 Let Us Sum Up
- 16.10 Answers

16.0 OBJECTIVES

In this Unit you will learn about:

- different kinds of web tools used today
- different types of e-correspondence and their advantages
- basics of email: login- logout- compose etc
- writing business emails -how to write simple, direct and relevant mails
- common trends in e-communication
- email vocabulary



16.1 WARM UP

Take a look at this quote. What does it say about today's communication?

"The Internet is becoming the town square for the global village of tomorrow."

Bill Gates

Town square is a place in the middle of a town or village where people can come and meet just to talk or discuss. Do various social media sites like Facebook or Instagram act in the same way as a town square? How?

Do you use Internet? Make a list of at least 6 ways in which you use Internet to communicate.

16.2 READING

16.2.1 Correspondence

Correspondence or communication with others has changed drastically over the last few years because of the spread of Internet facility. In India around 481 million people or 35% of the total population were using Internet by December 2017. This was an increase of 11.34% in the number compared to December 2016. Correspondence through email is one of the many ways to communicate on Internet. In this Block you will look at – commonly used email service providers, and other forms of communication made possible because of Internet.

16.2.2 Types of correspondence

The nature of correspondence is directly related to the sender's intention. When one converses with friends and relations, the correspondence is informal or **personal**. On the other hand, when one talks for the purpose of official work or business, the correspondence is formal and **professional**.



Communication using electronic mediums is known as E-Communication/ Electronic Communication/ E-Correspondence. In this unit we will be looking at e-correspondence for professional purposes. Correspondence is very important for business / professional purpose. Hundreds of messages flow in and out of an organization on a daily basis. Some of the common types of correspondence in professional world are – Internal, External, Routine, Sales, Personalized and Circulars. Each of these can be communicated through different mediums.

Electronic: email, sms, fax, voicemail, web-conferencing etc.

16.2.3 E-correspondence

Check Your Progress 1

Here is a text on e-correspondence that has some important words missing. Can you think of them and insert them? If you need help you may look at the box at the end of the text. After you have filled in the gaps, check your answers with the Key. Then read through the completed passage again.

Electronic correspondence (e-correspondence) involves usage of communication to perform the task of communication. The digital world has its own and as a user of this communication tool, it is important to become familiar with this language and its abbreviations. For example, every second, millions of messages are from one place to another through communication /telephone networks formed by satellite links. This network is called It connects one computer with several others The Internet users are connected with each other through (www) where the websites around the globe are interlinked with each other. This means that the information stored on one address or site can be accessed by a thousand others across the network with the web. In order to or 'browse' things available on the sites, one needs to have a web browser or internet explorer software.

Internet language technology view World Wide Web
transmitted linked worldwide

Have you heard of these acronyms / abbreviations/ short forms? If so write down the full form next to them. Now read the text to find out what exactly they mean?

LAN

WAN

SMS

Email

The Internet networking used for limited area, say within a building, is called Local Area Network (LAN). However, if the messages are to be routed outside the workstations, the networking to be used is Wide Area Network (WAN).

The latest devices of communication technology that have brought significant changes in the way messages are written, sent, received, stored and disseminated are email, web conferencing, voicemail, telex, fax, short message service (SMS), electronic mail, and more recent additions are social networking sites such as Facebook, Twitter, MySpace etc.

Check Your Progress 2

There are some more important abbreviations, which are commonly used when using Internet for correspondence. Match the abbreviation with the full-form given below.

S.No.	Abbreviation	Full Form
1)	Com	Portable Document Format: a type of a computer file that contains words etc, and can be sent on the Internet. It can then be opened on any computer
2)	Jpg	educational institute- often used in email or website addresses of educational institutions
3)	b-to-b	Consumer-to-Business: any activity in which a customer uses Internet to deal with a company
4)	edu	Business to business and is used to describe any business activity wherein the companies use Internet to deal/trade with each other
5)	pdf	last part of the name of a file that contains a photograph
6)	C2B	Commercial organization and is found as part of website or email addresses of companies

In column 1, some advantages of e-correspondence are given. Match column I with the correct explanation or information given in Column II.

S.No.	Column 1: Advantages of e-correspondence	Column II: Explanation or information
1)	Ease in drafting and editing	new devices of storing data have led to enormous space saving
2)	Reduced incidence of error	information can be passed on at a rapid speed saving valuable time
3)	Instant transfer	handling and using information has become affordable
4)	Large storage space	the entire process of exchanging messages has become very creative
5)	Cost-effective	the chances of error are minimized due to automation and the output is accurate
6)	Interesting	Ready-made templates and formats are available, composing and editing has become easy and effortless

16.3 LISTENING COMPREHENSION

Listen to the audio on electronic mails carefully and then attempt the activity given below. You may listen to the audio more than once.

Check Your Progress 4

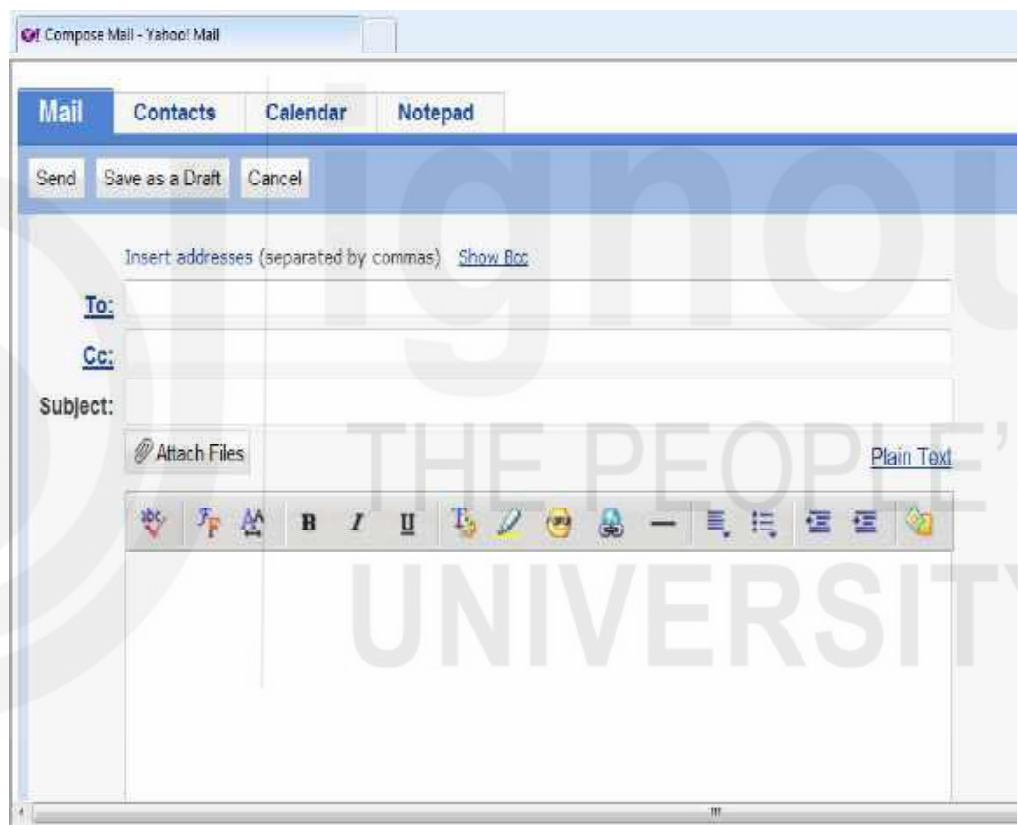
Based on your listening of the tape, fill the blanks with the correct word in order to learn about important features of email.

- 1) Emails are quite from other forms of messages such as letters.
- 2) Letters delivered by the postman are also called
- 3) Emails can be accessed from any location such as and
- 4) Yahoo and Rediffmail are
- 5) The sign @ stands for
- 6) Incomplete emails or emails that are typed much before sending them are automatically saved in the '.....' folder.
- 7) or refers to those messages that are unwanted or advertise things.
- 8) Messages that the user wants to delete go to the '.....' folder.
- 9) While a message is being sent it goes into

- 10) If a user wants to send a copy of an email to someone other than the main receiver, the email address can be typed in '.....,' which means Carbon copy.
- 11) If a message has to be sent to multiple number of people and the user wants to hide the identity of others to whom the message has been sent; then those specific addresses are typed in '.....' or

Step-by-step procedure to send an E-mail message

- 1) Log in- connect with the service provider or network using user name and password.
- 2) Compose mail: click new message or compose mail option
- 3) Add recipient: add the email address of the recipient in the header TO. If there is more than one receiver, you can add them in CC and BCC options.



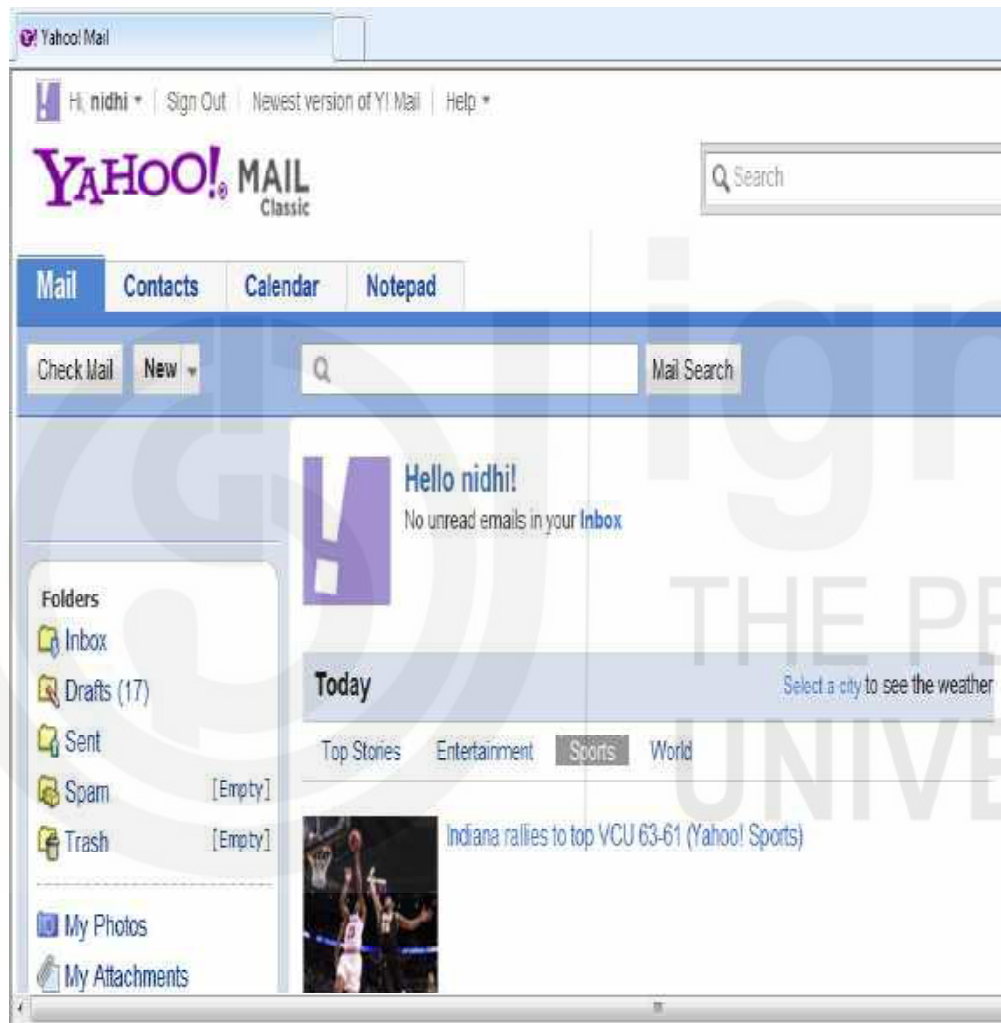
Compose Mail Box

- 4) Add Subject: add the subject of the mail
- 5) Attach files: attach the important files, if any, to be sent along with the message. These can range from image, text, audio to video files.
- 6) Draft message: write the message in the blank space provided for the same. Content can be of any length and can be personalized with the help of options given, usually above the space.
- 7) Send: once the mail is drafted, it can be sent to the receiver by clicking on the send option or can be saved in draft folder to be sent later.
- 8) Sign out: once the mail is sent, you can close your mailbox by signing out.

Remember: In the 'Drafts folder', incomplete or future messages can be stored. 'Sent messages' folder contains the history of mails sent by you. 'Trash' is the folder where all the useless or deleted mails are stored. 'Address book' is meant for recording and maintaining the contacts and their email addresses. If the user wants to reply to a message, then clicking on 'Reply' can do it. If the user wants to respond to all the people who have been Cced or Carbon copied to, the 'Reply All' is used.

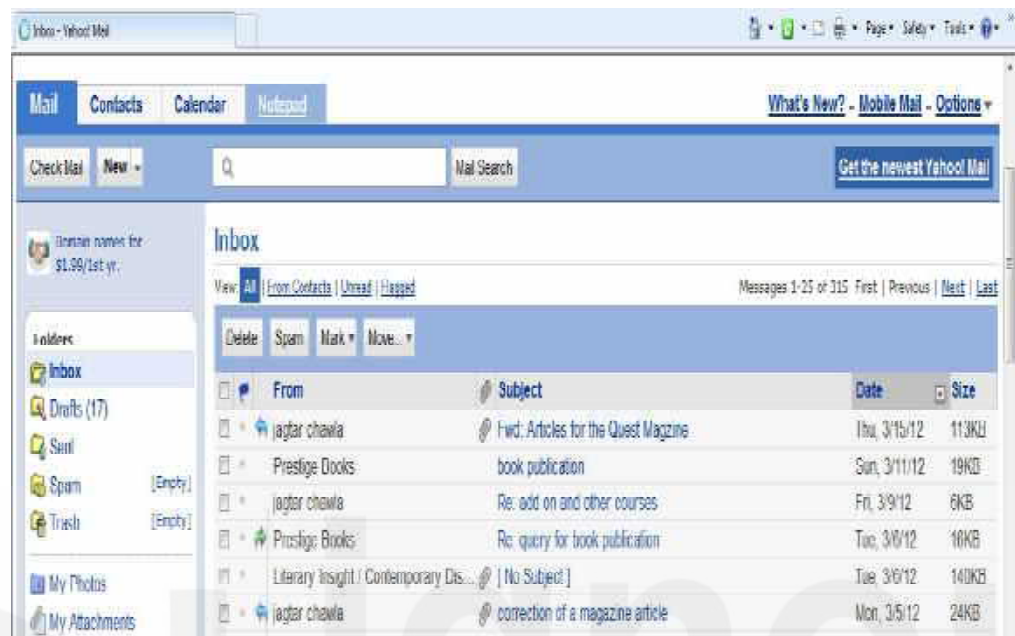
Step-by-step procedure to read an email message

- 1) Log in: connect with the service provider or network using user name and password and reach your home page.



- 2) Go to Inbox: on reaching your home page, click on the inbox folder where all the received mails are stored.
- 3) View mail: inside the Inbox, you can find all the mails received along with names of the sender, subject of the mail and the date.
- 4) Open mail: click on chosen mail to open and read it.
- 5) Reply or forward: you can reply to any mail by choosing the reply option given on top. That mail can also be forwarded further to one or many interested people.

- 6) Delete mail: unwanted mails can be deleted by selecting them through the checkbox given before them and clicking delete option.
- 7) Sign out: once the mail is sent, you can close your mailbox by signing out.



Check Your Progress 5

Imagine that one of your friends has recently opened an email account but is still not sure about writing an email. Based on the steps provided above, explain the process to him/her.

.....

.....

.....

16.4 WRITING BUSINESS EMAILS: DOS AND DON'TS

In today's time, email has become one of the most important ways of

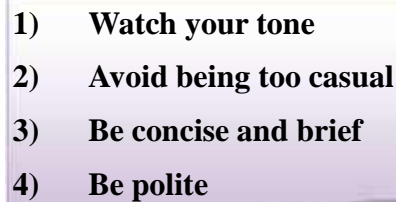
communicating in the world of business. It is one of the most convenient ways of relaying information, keeping track, following-up and transferring huge amount of data in an economical way. With business organizations, government institutes and education sector becoming more and more hi-tech, emails are increasingly used to transfer data, memos, tutorials and other useful information to all the stakeholders.

While one can write an email in an informal way to family and friends, this is not a good practice in business communication. In business communication, we

In 1960s, Email was called computer-based-messaging-system (CBMS). It was in 1974 that the trademark of 'Electronic Mail' was first registered.

refrain from using some of the informal ways of writing like adding emoticon (a list of popular emoticon is given later in the unit), short forms or sms language like 'brb, lol, b4' etc.

Though email messages permit flexibility and informality, it has been generally recognized that a minimum level of standard should be followed while drafting emails. Email writing should follow the approach similar to other forms of correspondence where effectiveness is given primary importance. Like other modes, email should be attention grabbing and persuasive. Therefore, you should-

- 
- 1) **Watch your tone**
 - 2) **Avoid being too casual**
 - 3) **Be concise and brief**
 - 4) **Be polite**

There are some protocols that are observed in business communication. Let's take a look at them below.

Important Tips

1) Start with a salutation

Begin your email by addressing the person to whom you are writing. For example, messages should begin with

- For addressing someone you do not know well or a superior
Dear Sir/Madam, Dear Mr Mehta, or Dear Professor Smith,
- *It is wrong to write Mr/Ms/Dr before the first name only. These are written either before a full name or the last/family name*
- For addressing someone with whom you have a working relationship
Dear Jai, or Dear Heena, that is name followed by a comma.
- For addressing someone you know well
Hi Arun, Hello Arun or just the name followed by a comma Arun,

2) Write in short paragraphs

- K.I.S.S. – Keep it short and simple is a good rule to remember
- Get straight to the point and use short sentences
- Divide your email into two to four short paragraphs, each one dealing with a single idea
- Bullet-points can be used for extra clarity, especially if you are listing several questions for the recipient to answer/suggesting a number of alternative options/explaining the steps that you will be carrying out
- Put a double line break, rather than an indent (tab), between paragraphs
- Use correct punctuation and avoid repetition

3) Stick to one topic

If you need to write to someone about several different issues, write separate mails for each of them. For example, if you are giving your boss an update on Project X, asking him for a review meeting to discuss a pay raise, and telling him that you have a doctor's appointment on Friday, then do not put them all in the same email. **It is hard for people to keep track of different email threads and conversations if topics are jumbled up.**

Make sure that in the 'Subject' space, the topic is clearly mentioned. For example: "Request for Meeting on" Or "Follow-up on the Decision taken on" etc.

4) Use capitals appropriately

Emails should preferably follow the same rules of punctuation as other written correspondence. Capitals are often misused. In particular, you should:

- Never write a whole sentence of an email in capitals
- Always capitalize "I" and the first letter of proper noun
- Capitalize acronyms (*USA, BBC, UNESCO*)
- Always start sentences with a capital letter

5) Sign off the email

While writing an email, it is essential to close it appropriately.

- For very formal emails such as job application, use *Yours sincerely* and *Yours faithfully*.
- Use *Best regards* or *Kind regards*, in semi formal and most other situations.
- When writing to people you know well, it is polite to sign off with something such as "All the best," "Take care," or "Have a nice day," before typing your name.
- "Thanking you" is wrong use of English language. If needed, simply type "Thank You."
- Do include your name, email address, telephone number and postal address, where appropriate. It makes it easy for your correspondents to find your contact details.
- The postal address should be that of the company.
- Include the web link of your company.

6) Use correct grammar

Always check the grammar, spellings, punctuation and language before sending the email.

Check Your Progress 6

Compare the following two job applications. The content of the emails are identical – but whom would you give the job to?

i've attached my resume i would be grateful if you could read it and get back to me at your earliest convenience. i have all the experience you are looking for – i've worked in a customer-facing environment for three years, i am competent with ms office and i enjoy working as part of a team. thanks for your time

Or

Dear Sir/Madam,

I've attached my resume. I would be grateful if you could read it and get back to me at your earliest convenience. I have all the experience you are looking for:

- I've worked in a customer-facing environment for three years
- I am competent with MS office
- I enjoy working as part of a team

Thank you for your time.

Yours faithfully,

Kiran Gujral

16.5 COMMON TRENDS IN E-COMMUNICATION

There are more than one ways to exchange information in business. Email is simply one of them. One of the fastest growing mediums of communicating is through a well-known application- Whatsapp. Most of us are used to sending Whatsapp for personal use. However, when using Whatsapp for professional use, there are some good practices that must be followed.

- 1) Always use professional language on Whatsapp.
- 2) Avoid using unnecessary short forms like 'b4' or '2moro'. It does not take long to type 'before' or 'tomorrow'.
- 3) You may use short forms like 'asap' or 'pfa' as these are acceptable in the business world.
- 4) Do not send unprofessional messages like 'good morning' or jokes or messages unrelated to business either to individuals or in business group.
- 5) If possible avoid sending messages after working hours. Respect other people's time as well as yours.
- 6) Instead of sending one long message on Whatsapp, number them and keep to the point.
- 7) If sending a message in a group, when possible mention the name of the person for whom the message is important.
- 8) Be respectful in your language.
- 9) Ensure that your name is clearly visible as a sender rather than have nicknames.
- 10) Avoid exchanging personal messages.

16.6 EMAIL ACRONYMS AND ABBREVIATIONS

It is fun and exciting to communicate using various social media. There are so many platforms to choose from. Snapchat, Instagram, Blogs, Facebook etc are just a few popular ones. These can also be used for advertising business as well as personal communication. On these platforms acronyms and emoticons can be used but excessive use of these is not appropriate.

Let's look at some common acronyms and emoticons below:

ASAP	As Soon As Possible	LOL	Laughing out loud
BTW	By the way	ROFL	Rolling on the Floor Laughing
BRB	Be right back	TIC	Tongue in cheek
IOW	In other words	SYS	See you soon
TC	Take care	IAE	In any event
TTYL	Talk to you later	<g>	Grinning
PLZ	Please	ASL	Age, sex, location
NP	No problem	THX	Thanks

Emoticons

:-)	Smiling	:- 1	Indifferent
:- (Sad	;-)	Winking
;- (Crying	;- D	Laughing
:- \	Undecided	:- o	Surprised
:- @	Screaming	8-)	Wearing sunglasses
:-&	Tongue tied	:- P	Tongue hanging out

16.7 WRITING

Check Your Progress 7

- I) Fill in the gaps to complete this e mail written by Punit Luthra to a colleague working in their Hyderabad office.

..... Ahmed

Could you the press cuttings of all articles published about our company in your local newspapers in the last six months? I for our annual report.

..... in by the last week of this month.

.....

Punit Luthra

Radiant International

14 Patel Road

New Delhi-110007

Remember:

Subject lines of emails appear in the inbox and must indicate clearly, specifically but briefly what the mail is about. Based on that the receiver will decide whether to open the mail immediately or put it off to a later time.

Check your answer with the Key.

- II) Imagine that you are Ahmed. Write an e mail to Punit in response to his request for information. Don't forget to write a suitable subject line for the email.
- III) You are Kashish Kaur. You have an important visitor coming to your company on Tuesday 6th August. You would like your assistant Amit to take care of him. Write an email to your assistant asking him/her to:
- receive the visitor at the airport – *mention date and time*
 - take him to the hotel and then bring him to your office
- IV) Your company is organizing a conference on New Age IT Solutions. Write an email to an expert inviting him /her to be one of the speakers.

When you have completed the tasks mentioned above, you must note the degree of formality/informality used. This is an extremely important part of business communication.

In the first set of 2 mails, Punit and Ahmed are colleagues of similar rank and do not need to be formal in their mails.

In the next email, Kashish Kaur is the boss, writing to her Assistant Amit.

In the last mail you are writing to an expert, presumably a senior person outside your company and you need to be very formal.

16.8 LANGUAGE FOCUS

Check Your Progress 8

- I) **Here are some language structures commonly used in email writing. Unfortunately the sentences have got jumbled. Sort them out by putting the words in the right order.**
- 1) order would I place like to an for
 - 2) I writing to you am know let
 - 3) you phone for your call this morning thank
 - 4) are in some of by the we computer softwares web interested advertised you on the.

- 5) you week send could us the information by the end please of the?
- 6) are for the we inconvenience sorry caused.
- 7) would if tomorrow you could I confirm my bookings appreciate by.
- 8) forward looking visit to your
- 9) reply I look to your forward.
- 10) know please let the goods by when can us you send us.

II) Find and correct the mistake in each sentence

- 1) Please reply this message to confirm that it has been received.
- 2) I don't like receiving trash messages.
- 3) They haven't received of your emails.
- 4) I've thrown my email by mistake.
- 5) I will email you the files. I know your email name.

16.9 LET US SUM UP

In this unit you learnt about the different kinds of web tools used in the current times for communication. In particular, you learnt about different types of e-correspondence and their advantages. The unit also detailed the steps for opening an email account along with steps for drafting and reading emails. You also learnt about the rules for writing direct and effective business emails.

16.10 ANSWER

Check Your Progress 1

Electronic correspondence (e-correspondence) involves usage of communication **technology** to perform the task of communication.

The digital world has its own **language** and as a user of this communication tool, it is important to become familiar with this language and its abbreviations. For example, every second, millions of messages are **transmitted** from one place to another through communication /telephone network formed by satellite links. This network is called the **Internet**. It connects one computer with several others **worldwide**. The Internet users are connected with each other through the **World Wide Web** (www) where the websites around the globe are interlinked with each other. This means that the information stored on one address or site can be accessed by a thousand others across the network **linked** with the web. In order to **view** or 'browse' things available on the sites, one needs to have a web browser or internet explorer software.

Check Your Progress 2

S.No.	Abbreviation	Full Form
1)	com	Commercial organization and is found as part of website or email addresses of companies
2)	Jpg	last part of the name of a file that contains a photograph

3)	b-to-b	Business to business and is used to describe any business activity wherein the companies use Internet to deal/trade with each other
4)	edu	educational institute- often used in email or website addresses of educational institutions
5)	pdf	Portable Document Format: a type of a computer file that contains words etc, and can be sent on the Internet. It can then be opened on any computer
6)	C2B	Consumer-to-Business: any activity in which a customer uses Internet to deal with a company

Check Your Progress 3

S.No.	Column 1: Advantages of e-correspondence	Column II: Explanation or reasons
1)	Ease in drafting and editing	Readymade templates and formats available, composing and editing has become easy and effortless
2)	Reduced incidence of error	the chances of error are minimized due to automation and the output is accurate
3)	Instant transfer	information can be passed on at rapid speed saving valuable time
4)	Large storage space	new devices of storing data have led to enormous space saving
5)	Cost-effective	handling and using information has become affordable
6)	Interesting	the entire process of exchanging messages has become very creative

Audio text on Electronic Mails for 16.3

Electronic mail is very different from letters and other forms of messages that were sent through the means of a postman. The technology of the two is very different. Messages sent through a postman are now known as 'snail mail'. Can you think of a reason why it is known as 'snail mail'?

Electronic mail or email is a method of exchanging digital messages from a sender to one or more recipients. Email system operates through the Internet network. One needs to open an email account with any of the service providers such as Google, Rediffmail, Yahoo, Hotmail etc. Those who operate these accounts are called *users*. Users can access their accounts from any location—home, office, cyber-café, market etc. Once the account is opened, the users get a mailbox address containing their chosen identification code along with the name of the service provider or organization.

For example, xyz@yahoo.com or abc@gmail.com

Here 'xyz' and 'abc' are the user chosen codes. Yahoo.com and gmail.com are the service providers. Both the names are separated by 'at the rate of' sign (@), which indicates that the user is 'located at' the particular mailbox of that particular service provider.

The user can access the account anytime by 'logging in' to their email account, which is protected by password. The user also generates this password herself or himself. These passwords serve as the key to unlock the mailbox. Some of the common passwords are – 123456789, qwerty123, user's date of birth or anniversary etc. However, these are also known as weak passwords as other people can 'hack' an account easily.

Each email system uses a fixed structure, generally with basic options of 'Inbox', 'Compose', 'Drafts', 'Sent Mail', 'Bin' and 'address book'. Modern systems offer many additional user-friendly features along with these basic ones.

'Inbox' is used to store all the received messages. Clicking on the 'Compose' key opens a small window in which the email is typed out. There are some basic details that have to be filled while sending an email. These details are usually common to all the email service providers. These are 'To,' 'Cc,' 'Bcc,' 'Subject,' and 'Compose email'. Nowadays all service providers have additional functions that users can use while composing an email – attach (files, audio, videos, image), font (size, style, colour), etc.

Check Your Progress 4

- 1) different
- 2) snail mails
- 3) home and office
- 4) internet service providers
- 5) at the rate of
- 6) draft
- 7) junk mail or spam
- 8) trash
- 9) outbox
- 10) CC
- 11) Bcc or blind carbon copy

Check Your Progress 6

Based on the email written, the job would most likely be offered to the second candidate because

Explanation:

- The second email has a clear structure
- It uses punctuation marks appropriately
- It has appropriate beginning and sign off
- It uses bullet points to emphasize skills description

- I) A suitable subject line for the above email could be: **Request for Press Cuttings of Last Six Months**

I)

Dear Ahmed

Could you **please send me** the press cuttings of all articles published about our company in your local newspapers in the last six months? I **need them** for our annual report.

Please send them in by the last week of this month.

Regards

Punit Luthra

Radiant International

14 Patel Road

New Delhi

II)

Subject: **Press Cuttings to reach you by 28 September**

Dear Punit

Received your email asking for local press cuttings. I will ensure that they reach you by 28 of September. Would it be OK if I couriered them to you?

Regards

Ahmed

III)

Subject: Mr Ramgopal's visit on 6 August

Dear Amit,

Mr Ramgopal is visiting our company on 6 August. Can you please receive him at the airport on 6th morning at 8 am? He is taking the Jet Airways flight from Chennai. Please take him to the Park Plaza at Nehru Place where he is booked and then bring him over to my office by 10 am.

Thanks

Kashish Kaur

Subject: Invitation as Guest Speaker for New Age I T Solutions from 12-14 September

Dear Mr Banerjee,

I am pleased to let you know that our company is organizing a conference on New Age I T Solutions from 12 to 14 September 20...

We would like to invite you as one of the guest speakers for a session of 2 hrs which will include interaction with participants.

Please let us know if 13 August 11 am would suit you. We will be thankful if you accept our invitation.

We look forward to your confirmation.

Kind Regards

Amita Sood

Network Solutions

124/67 Nehru Place

New Delhi

Check Your Progress 8

- I)**
- 1) I would like to place an order for...
 - 2) I am writing to let you know...
 - 3) Thank you for your phone call this morning.
 - 4) We are interested in some of the computer softwares advertised by you on the web.
 - 5) Could you please send us the information by the end of the week?
 - 6) We are sorry for the inconvenience caused.
 - 7) I would appreciate if you could confirm my bookings by tomorrow.
 - 8) Looking forward to your visit.
 - 9) I look forward to your reply.
 - 10) Please let us know by when you can send us the goods.
- II)**
- 1) Please reply to the message to confirm that it has been received.
 - 2) I don't like receiving junk messages.
 - 3) They haven't received any of your emails.
 - 4) I've deleted my email by mistake.
 - 5) I will email you the files. I know your email address.

Notes



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UNIVERSITY

Notes



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BEGLA-136

ENGLISH AT THE WORKPLACE (BLOCK 1 to 4)



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