

FUNDAMENTALS OF BUSINESS ENGLISH  
**PARTICIPANT MANUAL**

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## A story to understand the importance of communication at workplace:

### PROBE TO PROVIDE PRECISELY

#### Background:

I am part of the testing team in Infosys and work on test case preparation and execution. The test cases prepared by me are also used by the regression team for regression testing so it is very important that each test case has clarity on the scenarios.

#### A request from the client:

An old rule followed by us for a long time was to club many scenarios into one test case. The client now wanted to change it as the regression team found it difficult to test selective scenarios. So she communicated to me that all the test cases prepared in the last 6 months should be split into unique test case based on unique scenario.

#### My action:

As per the client's email I split the last 6 months test cases based on unique scenarios and presented it to the client.

#### What had gone wrong?

The new test cases which I was preparing for the current project still followed the old rule of many scenarios in one test case. When the client reviewed it she was disappointed to see that the new rule was not being followed.

Miscommunication here was from both ends. I did not ask the client if the new test cases had to follow the new rule because her email mentioned that she wanted me to correct the past 6 months test cases only. The client had not specified clearly that the new rule should be followed for all the new test cases going forward.

#### What could I have done better?

- I should have clarified at the time she sent the mail to split the test cases, whether the new rule should be followed for new test cases as well.
- When I was sending the new test cases for review I should have highlighted the fact that the old rule has been applied here and let me know whether they need to be changed.

#### The takeaways:

- It is very important to set expectations with the client.
- It is always good to clarify the questions before working on the task.
- It is important to communicate to the client about the progress of the task regularly to avoid rework.

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## My English Learning Track

Lesson 1	Introduction to Grammar	Grammar	One hour
Lesson 2	Adverbs, Adjectives	Grammar	One hour
Lesson 3	Articles	Grammar	One hour
Lesson 4	Prepositions	Grammar	One hour
Lesson 5	Introduction to Articulation Skills	Speaking	One hour
Lesson 6	Speech patterns 1	Speaking	One hour
Lesson 7	Speech Patterns 2	Speaking	One hour
Lesson 8	Listening to Understand	Listening	One hour
Lesson 9	Listening for Interpersonal effectiveness	Listening	One hour
Lesson 10	Tenses	Grammar	One hour
Lesson 11	Tenses	Grammar	One hour
Lesson 12	Subject Verb Agreement	Grammar	One hour
Lesson 13	Techniques to Reading	Reading	One hour
Lesson 14	Levels of Reading Comprehension	Reading	One hour
Lesson 15	ABC of Writing, The KISS concept	Writing	One hour
Lesson 16	Essay Writing	Writing	One hour
Lesson 17	Essay Writing Session	Writing	One hour
Lesson 18	Précis writing, Memos and Notices	Writing	One hour
Lesson 19	Introduction to Verbs-Auxiliary, Modals	Grammar	One hour
Lesson 20	Link Expressions, Question Tags	Grammar	One hour
Lesson 21	Active and Passive Voice	Grammar	One hour
Lesson 22	Modifiers, Collocation, Phrasal Verbs	Grammar	One hour
Lesson 23	Compound nouns/Countable/Uncountable nouns	Grammar	One hour
Lesson 24	Report Writing	Writing	One hour
Lesson 25	E mail Etiquette	Writing	One hour
Lesson 26	Email Writing	Writing	One hour
Lesson 27	Business quiz, Idioms and Phrases	Vocabulary	One hour
Lesson 28	Individual presentations	Speaking	One hour
Lesson 29	Individual presentations	Speaking	One hour
Lesson 30	Feedback and Poster creation	Closure	One hour

## Lesson One

### Introduction to Grammar

Topics covered:

- Parts of a sentence
- Parts of Speech

By the end of this module, the learner will be

- Identify the different parts of a sentence
- Identify the 4 different types of sentences
- Write the correct types of sentences according to the purpose
- Identify the different parts of speech with examples
- Connect to the grammar concepts already in learner's knowledge base

Did you know that of all the world's languages (over 2,700) English is arguably the richest in vocabulary; and that the Oxford English Dictionary lists about 500,000 words, and a further half-million technical and scientific terms remain un-catalogued!

Parts of a Sentence:

The Sentence: When we speak or write, we usually use words in groups. A group of words, arranged in a grammatically acceptable way, which gives complete meaning, is called a sentence.

E.g. English is a global language.

Parts of a Sentence: Words are classified into different parts, according to the work they do in a sentence. Accordingly, parts of speech are 8 in number:

1. Noun
2. Adjective
3. Verb
4. Adverb
5. Pronoun
6. Preposition
7. Conjunction
8. Interjection.

Basic sentence structures: Every sentence has two parts. The first part is called the subject. It includes a noun or a pronoun. It names the person or the thing we speak about. The second part is called the predicate. It includes a verb. It tells something about the subject.

For E.g. Sheela is studying.

Sheela-subject / is studying-predicate

Types of sentences:

Sentences are of 4 different kinds, based on what functions they can perform, such as; make a statement, ask a question, express a command/a request, express a strong or sudden feeling.

Accordingly, they can be classified as-

a) Statement sentence, which states facts, reports or describes something.

E.g. Scientists generate new ideas.

E.g. An idea can change the world.

b) Interrogative sentence- which asks for information or which has a question mark at the end. These contain two types, such as

- Yes /No question; E.g. Are you happy? (which can elicit only Yes/No as answer),
- WH question (Where, Why, How, Who, Whom, What and Why)

c) Imperative sentence, which commands or requests. They can start with a verb as subject (you) is understood.

E.g. Don't argue with me. (Command)

E.g. Please listen to me. (Request)

d) Exclamatory sentence, which express surprise, admiration, shock, joy etc. in an emphatic way.

E.g. Wow! We won the match!



## Practice 1

1. Rewrite the jumbled sentences in the order of subject and predicate:
  - a. make, not ,any, do, noise,
  - b. expensive, bananas, this, are, year,
  - c. blames, a, tools, workman, his, bad,
  - d. sand, the, leaves, some, on
2. Tick the sentences that are complete:
  - a. Rose smells heavenly.
  - b. Because there are so many restaurants and so less
  - c. Some pages on the floor...
  - d. People are standing up.
  - e. A loving mother's soothing touch!
3. Group the sentences under different categories as statement, Interrogative, Imperative and Exclamatory:
  - a. A strong individual can change the world.
  - b. Is the training clear to you?
  - c. Don't touch the screen.
  - d. Well done!
  - e. Let us start learning.

## Parts of Speech:

Parts of a sentence also denotes Parts of Speech, whereby words are connected together to make meaningful sentences. They are classified into different parts, according to their usage in a sentence. Thus a word can be Noun or Adjective in one context or a verb in another context.

E.g. The book (Noun) "Alchemist" was a bestseller. He booked (Verb) his ticket on-line. Harry Potter has a bookish (Adjective, meaning: Scholarly) look about him.

Accordingly, Noun, Adjective, Verb, Adverb, Pronoun, Preposition, Conjunction and Interjection comprise parts of speech.

Noun are the names a person, place, a common/ collective thing or an abstract idea. They can be named as

- Proper Noun (E.g. Sachin, Mysore etc. which are one of a kind)
- Common Noun (E.g. Bench, Engineer, etc. which can be counted, which are commonly found)
- Collective Noun (E.g. Fleet, Bunch etc. which denotes a collection)
- Abstract Noun (E.g. Beauty, Honour, Strength etc. which denotes quality, which is not concrete)
- Material Noun (E.g. Gold, Silver, Iron, glass, brick etc., which refers to metals and materials).

Adjective describes a Noun or a Pronoun. E.g. He is a proud (Adjective) father (Noun)

Verb indicates an action or a state of being. E.g. she sold (Verb) her car recently. He is (verb) a doctor.

Adverbs are modifying words. They tell us something more about a verb, adjective or an adverb itself. An adverb that modifies a verb is used generally along with the verb. It can even come at the beginning of a sentence.

E.g. She sang softly to the baby.

E.g. Softly she sang to the baby.

Pronoun is used in the place of a Noun. E.g. the boy lost his pen. He (Personal Pronoun) was very upset about its (Possessive Pronoun) disappearance.

Pronouns are of different types such as –

- Personal pronoun (E.g. I, we, you, he, she, it, they)
- Possessive pronoun (E.g. my, your, his, hers, theirs)
- Reflexive pronoun (E.g. herself, myself)
- Demonstrative pronouns ( E.g. that, this, these, those)
- Distributive pronouns ( E.g. each, every, either, neither)
- Reciprocal pronouns ( E.g. Each other, one another)
- Interrogative pronouns ( E.g. whose, which, what, who)
- Relative pronouns ( E.g. who, whose),
- Pronouns of quantity ( E.g. more, much, little)
- Pronouns of number (E.g. many)

Preposition connects a Noun or a Pronoun with some other word or expression in the sentence.

E.g. the book is on (Preposition) the table. The milk booth is just round (Preposition) the corner.

Conjunction connects clauses or sentences together. E.g. and, but, because, either...or, not only...but also, etc. E.g. she is beautiful, and smart. He is slow, but steady in his work.

Interjection states a strong feeling such as joy, fear, surprise etc. E.g. Alas! What a sad day!



## Practice 2

1. Point out the Nouns in the following sentences and identify whether they are common, proper, abstract, collective or material nouns:
  - a. The crowd was noisy.
  - b. We love honesty as a policy.
  - c. The elephant can carry heavy load.
  - d. The Ganges is a holy river.
  - e. My pearl chain is precious to me.
2. Fill in the blanks with the parts of speech given below:

She (Pronoun), slowly (Adverb), Oh! (Interjection), and (Conjunction), when (Conjunction), manager (Noun), compliments (Verb), pretty (Adjective)

- a. Janet is an efficient .....
- b. ....is very clever in handling people.
- c. Her .....face lights up when someone .....her on her looks.
- d. She would .....lower her eyes in modesty.
- e. Her friends Joan .....Lana, help each other.
- f. ....It is so wonderful to see them together.

3. Use the following words in sentences as both Nouns and Verbs:

Board. E.g. The board (Noun) was black in colour. He boarded (Verb) the bus.

- a. Plan
- b. Bark
- c. Center
- d. Account
- e. Mistake

4. Pick out all the Nouns and classify them:

Many years ago, the city of Florence in Italy, was the home of the greatest artist in the world. Many great artists and painters in the city saw amidst them, a young man, who could draw, paint and sculpt. He studied the horse, the cloud, the plant or the butterfly to become the greatest painter in Florence. He had an eye for beauty and a generosity of spirit. He was Leonardo da Vinci.

5. Read the following story and identify all the eight parts of speech:

A farmer got a bountiful crop of oranges in his orchard. He was very pleased with himself. He thought of gifting his first basket of oranges to the munificent king. He travelled to the palace with his juicy fruit but was stopped at the gate by the security guard. The farmer enquired with the guard, "Please help me get an audition with the king." The guard judged the farmer to be a simpleton. The greedy guard said, "Well, I will convey you to him, but you have to promise me, half of what he gives you." The farmer agreed



readily, and was presented before the king. The king appreciated the gift of luscious oranges and wanted to do something kind in return. He asked, "Tell me, dear man, what can I give you as a reward?" The ingenious farmer said, "Oh King! Please give me hundred lashes as a reward. I have promised to divide my reward equally with your servant. Fifty are for him." Hurray! Long live the king!! The just king not only punished the corrupt guard but also rewarded the farmer's family with an employment in his palace.

6. Examine different types of sentences in the above story and categorize them:

For E.g.: Statement sentence- A farmer got a bountiful crop of oranges in his orchard.

- a. Interrogative sentence- \_\_\_\_\_
- b. Imperative sentence- \_\_\_\_\_
- c. Exclamatory sentence- \_\_\_\_\_

7. Introduce suitable conjunctions into the sentences:

Some conjunctions: but, yet, or, nor, until, unless, that, which, while, because, so, as

- a. I am hungry. Give me some rice ..... some noodles.
- b. Two crows quarreled..... two doves sat on the fence.
- c. I have neither eaten .....rested.
- d. ....you hurry, you will miss the train.
- e. The trekker was both adventurous.....intelligent.
- f. My friend told me .....she would visit me soon.

8. Add suitable interjections, with exclamatory mark (!) to the following sentences:

Some interjection words are: Bravo, Alas, Wow, Hurray, Cheers and Behold

- a. She is dead
- b. The victory is ours
- c. You have made us proud
- d. The warriors stand tall
- e. What a great idea

Notes:

## Lesson Two

### Adverbs, Adjectives

Topics covered:

- Adverbs
- Adjectives

By the end of this module, the learner will be

- Identify an adverb/adjective
- Identify the types and forms of adverb/adjectives easily.
- Use the right adverb/adjective in their spoken and written communication.
- Use the appropriate adverb/adjective according to the purpose of communication.

As you are already aware, the parts of speech is classified into 8 categories, according to the roles that the words play in the sentence. Adverbs and adjectives are also parts of speech.

An Adverb modifies a verb, an adjective, another adverb, a phrase, or a clause. An adverb indicates manner, time, place, cause, or degree and answers questions such as "how," "when," "where," "how much".

Adverb describes a Verb by expressing how the action is done. E.g. She sold (Verb) her car recently (Adverb). E.g. she walked (Verb) slowly (Adverb). An Adverb also describes another Adverb or an Adjective. E.g. He reads his lessons very (Adverb) quickly (Adverb). E.g. He is a very (Adverb) intelligent (Adjective).

An adverb that modifies a verb is used generally along with the verb. It can even come at the beginning of a sentence.

Kinds of Adverb:

<p><b>Adverb of Manner</b></p> <p>These refer to words which show 'how' or 'in what manner'.</p> <p>E.g. bravely, fast, quickly etc.</p> <p>He ran quickly across the garden.</p> <p>They fought bravely in the war.</p>	<p><b>Adverb of Time</b></p> <p>These refer to words that answer the question 'when'.</p> <p>E.g. now, soon, today, yet etc.</p> <p>The unrest in the city was soon to end.</p> <p>We shall see the movie tomorrow.</p>
<p><b>Adverb of Place</b></p> <p>These refer to the words that answer the question 'where'.</p> <p>E.g. down, here, there etc.</p>	<p><b>Adverb of Frequency</b></p> <p>These refer to words that answer the question 'how often'.</p> <p>E.g. always, never, often, twice etc.</p> <p>He visited his parents often.</p>

He went there to watch the match.  She is standing near the gate.	Raj rarely finds time for his family.
<b>Adverb of Affirmation/Negation</b>  These refer to words that assert the actions emphatically.  E.g. certainly, surely, definitely etc.  Luckily, he escaped unhurt.  He certainly was a hero.	<b>Adverb of Degree</b>  These refer to words which show 'how much' or 'to which extent'  E.g. hardly, quite, too , very etc.  He is a pretty good singer.  He is quite angry.
<b>Adverb of Interrogation</b>  These refer to question words like – when? Why? Where?  E.g.  Why didn't he come?  When is the match scheduled?	<b>Adverb of Relation</b>  These refer to words that refer back to a noun as their antecedent.  E.g. when ,where  This is the place where I played as a child.  I worked in this office when I was twenty.

An Adjective describes a Noun. It indicates the color, size, quality or quantity of the Nouns in a sentence.

E.g. sweet girl-what kind of girl? White flag-what color? Six pens-how many? Three liter-how much?

An adjective has three forms: positive, comparative, superlative. So it can be used in three degrees of comparison.

a) Positive degree of an adjective is

- i) Its simplest form
- ii) Indicates the existence of a particular quality
- iii) Uses the format of; as...as, so...as. E.g. No other athlete in the college is as good as Nandan.

b) Comparative degree is

- i) Of higher degree of quality than the positive
- ii) Is used when two things are compared
- iii) Is used in the format of, adjective+er...than

E.g. Nandan is better than any other athlete in the college.

c) Superlative degree of an adjective is

- i) the highest degree of quality
- ii) used in the format of, the+ adjective in superlative form

E.g. Nandan is the best athlete in the college.

A superlative degree cannot be attained when there is comparison involving only two persons, places or objects.

There are ten kinds of adjectives-

- a. Adjectives of quality, which talks about the quality of the Noun. E.g. A clever lady.
- b. Adjectives of quantity, which refers to the quantity. E.g. I know little German.
- c. Adjectives of number, which tells the number or how many. E.g. All that glitters is not gold.
- d. Interrogative adjective, which are adjectives such as -which, where, why- used to frame questions. E.g. whose book is it?
- e. Demonstrative adjectives, which are adjectives used to point at someone or something. E.g. This bag is cute. That boy is kind.
- f. Distributive adjectives, which are adjectives used to refer to a person or a thing separately. E.g. every child needs care. Neither boy listened to my advice.
- g. Possessive adjectives, which are adjectives indicating possession. E.g. her head is in the clouds.
- h. Proper adjectives, which are adjectives derived from proper names/nouns. E.g. Chinese goods are in profusion. The English cricket team is very happy.
- i. Emphasizing adjectives are used to emphasize a noun. E.g. own, very. E.g. I saw it happen with my own eyes.
- j. Exclamatory adjectives, which indicates exclamation, expression of strong feelings. E.g. What a pity!



## Practice

1. Add suitable Adverbs to the following sentences to complete them:

Some adverbs: always, never, almost, already, ever, often

- a. He .....reached the station on time.
- b. The shop keeper.....cheats his customers.
- c. She .....forgot to pay her electricity bill.
- d. Nothing.....happens by chance.
- e. The passersby ..... talk to her.

2. Complete the following sentences with suitable Adjectives; you can use your own imaginative adjectives.

A motorist rode his .....bike, dangerously on the .....streets of Delhi. A .....accident occurred. He ran over..... street hawkers. As many as five people were critically injured. A/an .....crowd gathered around the place of accident. He was badly beaten up. His.....face was bruised.

3. Choose suitable adjectives from the list given below to complete the following sentences:

These, festive, such, whole, a number of, all

Dusseera has .....rituals connected with its festivity. People of ..... the communities come together to celebrate Dusseera. Bonds of friendship and brother hood are fostered with .....celebrations. Deepavali is considered one .....occasion when the .....country wears a ..... air.

4. Underline the Nouns in the sentences which act as adjectives:

- a. I always use paper towels in the kitchen.
- b. The dog got its head stuck in the empty cookie jar.
- c. I heard that papaya juice is very healthy.
- d. My dog loves to eat cat food.
- e. Some automobile dealers are trustworthy.

5. Put the adjectives in brackets in the correct position:

- a. Brown gloves (woolen)
- b. An unusual ring (platinum)
- c. Dark clouds (stormy)
- d. A big cat (grumpy)
- e. A cheerful face (lovely)

Notes:

## Lesson Three

### Introduction to Articles

Topics covered:

- Articles

By the end of this module, the learner will be

- Identify different articles in English language
- Use the right article in a statement
- Identify where an article is required
- Identify which of the three articles goes with a particular word
- Use the right article in a sentence according to the purpose

An article is a word that combines with a noun to indicate the type of position (specific/non-specific) being made by the noun. Articles specify the grammatical sureness of the noun. E.g. I had been to a movie. I had been to the movie 'Rascals.' (The earlier sentence does not specify any specific movie; the later sentence specifies the noun 'movie' with 'Rascals')

The articles in the English language are a/an/the. A/An are also known as determiners (a word used to identify a person or thing).

Articles are categorized as either definite (The) or indefinite (A, An).

- The definite article 'the'

is used for both singular and plural nouns. E.g. The girls, the boy

denotes some specific information about the noun which is already mentioned earlier. E.g. the boy standing in the corridor is my student. The noun 'boy' is made more definite by adding that he is someone's student; the specific boy is a student as well.

- The Indefinite articles a/an

do not denote any specific information about the noun.

E.g.1 a boy is standing outside in the corridor. (refers to some boy)

E.g.2 Give me an ink-pot. (refers to some ink-pot)

'A/' 'An' is used for only singular not plural nouns as English usage of indefinite article A/An to mean 'one' is generally accepted. E.g. A bird is chirping outside my window. An apple a day keeps diseases away. A/An can be used with only countable nouns. E.g. a girl, an umbrella.

In case of uncountable nouns such as milk, oil, sugar, bread etc., we can say, a cup of milk, a litre of oil, a Kg of sugar, a loaf of bread etc.

The form 'An' is used before words that begin with a vowel sound (even if spelled with an initial consonant alphabet, as in 'an heir' or even if spelled with a vowel alphabet, as in a university) In case of vowels having the sound of 'Yu', indefinite article 'A' is used. E.g. a utensil, a European, a ewe, a unit. Similarly, when vowel 'O' sounds as 'Wa', indefinite article 'A' is used. E.g. a one-eyed pirate.

The form 'A' is used before words that begin with a consonant sound. E.g. a cat, a telegram, (even if spelled with a vowel alphabet, as in a university). Note: Articles A/An are placed before consonant/vowel sounds with consonant/vowel alphabets.

- Definite article 'The' is placed before

Definite persons/things. E.g. Call the salesman, standing outside.

Names of rivers, oceans, ranges of mountains, group of islands, gulfs and bays, holy books, magazines, newspapers, associations, public buildings, trains, ships and names of some provinces or countries. E.g. I read the Times of India newspaper. The Andaman and Nicobar islands are favorite tourist destinations. The Red Fort is in Delhi. The parent-teacher meeting was yesterday. I did not sail in the Titanic. The U.S.A has stringent visa regulations. The Gita can be read in English translation

Before an adjective in the superlative degree. E.g. I am the shortest person in my class.

Before nouns denoting uniqueness. E.g. the sun rules the world.

Before an adjective used as a noun. E.g. the poor and the rich divide should vanish.



## Practice

1. Complete these sentences about festival of Dussera in Mysore with appropriate articles a/an/the:

.....festival of art and culture is a big crowd puller. Dussera attracts people from across ..... world. Scores of tourists from different countries, witnessed .....grand finale of .....nine-day celebrations. Elephants were .....highlights of .....procession. ....official designate, .....elephant Balarama carried the 75 Kg golden howdah, becoming .....cynosure of all eyes.

2. Tick the correct sentences:

- It is a one-sided game.
- It is an one-sided game.
- I saw a European walking on the streets.
- I saw an European walking on the streets.
- He fought like a hero.
- He fought like an hero.
- This is the book he gave her.
- This is a book he gave her.
- An donkey is an useful animal.
- A donkey is a useful animal.

3. Insert articles where ever necessary:

- Get litre of oil from corner store.
- Will you paint portrait of me?
- The traveller was old master craftsman.
- The poor farmer did not have even rupee.
- The courageous warrior lost arm in battle.
- Staying at home is very comforting.

4. Pair the nouns with suitable articles:

- a. ....ulcer
- b. .... yellow flower
- c. ....U.N.Agency
- d. ....Indian product
- e. ....year old boy
- f. ....heretic
- g. ....usurper
- h. ....womanly quality
- i. ....aircraft
- j. ....x-ray plant
- k. ....ugly person
- l. ....hostel
- m. ....historical novel
- n. ....Unique feature
- o. ....unanimous decision
- p. ....hindu custom
- q. ....unimportant event
- r. ....ideology
- s. ....ewe
- t. ....one-way ticket



## Lesson Four

### Preposition

Topics covered:

- Preposition of time
- Preposition of place and direction

By the end of this module, the learner will be

- Differentiate clearly between the various prepositional words
- Identify the different prepositions used to express time and place
- Identify the right usage of prepositions of time/place/direction in appropriate manner
- Use different prepositions of time/place in their communication according to the purpose

A preposition is a word placed before a Pronoun or Noun equivalent to connect that and other words in the sentence. Thus it pre-positions a Noun or rules it. E.g. the car keys are on the table. The cat jumped over the fence. The words on, over are Prepositions. They show the relationship between person or place or thing in time and space. Prepositions derive their meaning from the expressions or sentences in which they are used.

Prepositions of Time and their usage:

at, on, in, within, by, before, after, from, since, for, during, till, until.

- At- shows a point of time. E.g. Let us meet at 4 pm.
- On- shows a general point of time. E.g. My birthday is on March 24.
- In- shows a period of longer time over months, years.. E.g. Cost of living went up in the 1990s.
- In- also means by the end of a certain period. E.g. I will be home in an hour.
- Within- means before the end of a certain period E.g. I will return the money within a week.
- By- shows the point of time by which time action will have been completed. E.g. I will be home by 7pm.
- Before- indicates a time earlier than a certain point of time. E.g. I will have constructed my new house before 2012.
- After- indicates a time, later than a certain point of time. E.g. I am going to settle in my new house after 2012.
- Since- refers to a certain point of time, from past till now. I have worked as a linguist since 2004.
- For- refers to duration of time, from past till now. E.g. I worked for a travelling agency for two years.
- During- represents the span of time of an action. E.g. The child was sleeping during the exam.
- Till- indicates, how long something or some action is going to last. E.g. I will wait here till you come.
- Until- indicates, up to the point of time. E.g. Don't go away until I say so.

Preposition of Place

A preposition relates nouns, pronouns and other phrases to the rest of the words in a sentence (object of the preposition). It usually points to the temporal, spatial or logical relationship of its object to the rest of the sentence.

E.g.

- The bag is on the chair.
- The bag is beneath the chair.
- The bag is leaning against the chair.
- The bag is beside the chair.
- He holds the bag over the chair.
- He looks into the bag during his journey.

In each of the preceding sentences, a preposition relates the noun "bag" to the rest of the sentence, connecting them in space and in time.

Some common prepositions are -above, across, against, along, around, behind, below, beneath, beside, between, beyond, down, from, near, of, off, over, through, to, toward, under, with etc.

Prepositions that show position or location: in, on, under, over, near, beside, above, below, underneath, at etc.

- In is usually used with large places such as big cities, countries, etc. though often it is used with small places also.
- At is used for small places such as villages, small towns, buildings etc. E.g. He was born at Harding hospital in Mysore.
- On refers to position on the surface. E.g. the cat sat on the bed.
- Below, under refers to lower than something but above the ground. E.g. the thief was hiding below the staircase. E.g. my ring rolled under the table.
- Over means, getting to the other side. E.g. the horse jumped over the fence.
- Near refers to the state of being close by. E.g. my house is near Mysore University.
- Prepositions of spatial relationships: among, between, beside, in front of, behind, with, in.
- Beside means by the side of. E.g. the child walked beside the mother.
- Among refers to more than two people or things. E.g. the victorious team celebrated among themselves.
- Between refers to two people or things. The baby sat between his parents.

Prepositions of Direction: at, to, off, toward, into, onto, through, from, upon etc.

- At refers to an exact place where you are supposed to do something. E.g. I live at Cunningham road in Bangalore.
- Off indicates leaving a particular place. The old lady struggled to get off the train.
- To means moving towards something/some direction. E.g. the tourist was travelling to Ooty.
- Above refers to higher than something else. E.g. I saw clouds sailing in the sky, above my head.
- Through refers to movement, with limits on top, bottom and sides. E.g. the train moved through the dark tunnel. The child jumped through the tyre.
- Into refers to movement of entering into the inside of anything. E.g. the child ran into the street, at the sound of ice-cream vendor's bell.
- Towards refers to movement in the direction of something, not necessarily, directly at it. E.g. don't look towards me for help.
- Onto indicates movement towards top of something. E.g. the squirrel jumped onto the table.
- From refers to movement in the sense of starting from somewhere. E.g. the train started from the Mumbai station.
- Upon talks about things in motion. E.g. The Lion jumped upon the Deer.
- With refers to the instrument with which the action is done. E.g. He cut an apple with a knife.



## Practice

- Fill in the blanks with the right preposition of time:
  - The meeting is \_\_\_\_ September 15th \_\_\_\_ 9 a.m.
  - Due to weather conditions, the plane couldn't take \_\_\_\_\_ time.
  - Ram usually gets up \_\_\_\_ 6am.
  - We are planning to go out \_\_\_\_ Saturday night.
  - I fell asleep \_\_\_\_ the film.
  - John will be back \_\_\_\_ a few minutes.
  - I learnt to play guitar \_\_\_\_ 4 weeks.
  - I have been with this company \_\_\_\_ four years.
  - We have been neighbors' \_\_\_\_ January 2002.

- j. Let's wait \_\_\_\_ we get the orders.
- k. Last week we watched TV \_\_\_\_ 8am \_\_\_\_ 8pm.
- l. The time now is quarter \_\_\_\_ ten.
- m. It gets very hot here \_\_\_\_ April.
- n. It gets very hot here \_\_\_\_ night.
- o. They had a massive fight \_\_\_\_ Christmas day.

2. Fill in the blanks with the correct prepositions given here:

before, at, towards, under, into, beside, over, around, towards, through.

The student sits .....his computer, the whole day. His feet are ..... the table. Sometimes, he stands .....his bed and gazes .....the far distance. He passes his hands .....his hair. Lost in thought, he wanders .....his desk. Finally, he walks .....the door.

3. Complete the conversation given below, using suitable prepositions:

Vicky: Will the college be open ..... 9 am?

Sana: Absolutely ....time.

Vicky: I found my assignment here ....accident.

Sana: Where did you copy the answers .....?

Vicky: Would you be quiet, I am .....the phone.

Sana: I am ..... Room No 9, if you want .... find me later.

Vicky: I am coming .....you, in fact you will find me .....you, cheers!

4. Tick the correct preposition in each bracket:

- a. The parents look after the child. (in, on, after)
- b. My aunt came (over, into, across) rare coins, when she cleaned out the attic.
- c. Please switch (off, for, over) the lights after use.
- d. He has retired (with, from, away) politics.
- e. Don't worry (of, over, from) the past.

## Lesson Five

### Introduction to Articulation Skills

Topics covered:

- Articulation Skills
- Speaking face to face
- Speaking over telephone



By the end of this module, the learner will be

- Understand the basics of articulation skills
- Identify the difference in face to face and telephone conversation
- Use the right approach and skills according to the speech function

Companies find clarity of communication as a key limitation in fresh graduates' joining the organization. The 3 A's-aptitude, attitude and articulation skills are the key requirements that are expected of a fresher. Effective articulation is used as a platform to exchange or explore ideas, get something done, work out conflicts or negotiate deals or simply to enhance team interpersonal effectiveness.

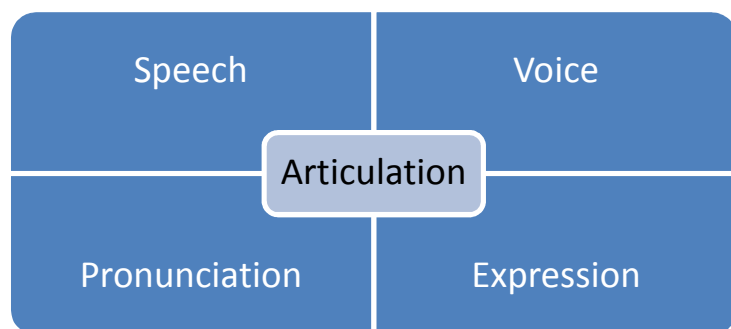
In the first module on articulation skills, we will focus on the basic concept of articulation. When we look up the word articulation in the thesaurus, it gives us two categories of results-

Expression	Enunciation
Verbalization	Pronunciation
Communication	Speech

The focus of this module is on the column expression and the speaking skills involved in our ability to articulate our thoughts with clarity. It could mean any or all of the below-

- Stating one's point of view
- Giving an explanation
- Sharing one's feeling
- Asking and responding to questions
- Structuring one's points as part of the verbalization
- The impact of the expression i.e. the tone etc.

Articulation skills will look at the 4 main aspects of Speaking as given in the table below:



We shall look at Speech in this module:

Aristotle the Greek philosopher, acknowledged five elements in his Rhetoric (fourth century B.C.):

- the speaker
- the speech (message)
- the audience
- the occasion
- the effect

With this Aristotle was guiding speakers to create speeches according to the audiences and for different occasions or for different effects.

Irrespective of the language used, speech has many complexities within it. Our speech will encompass many units of ideas planned or unplanned. It employs phrases, known and sometimes unknown words, fillers-both sound and word, and also the right responses. Speech is also situation centric ranging from casual to formal and direct or indirect.

Let us see how we can categorize speech based on the above aspects and the different functions of speech:

Speech as interaction: this comprises our daily interactions - conversations with clients/colleagues wherein we may not be looking at deeper objectives or outcomes. Simple daily interactions such as greeting each other, making small talk, sharing basic information in a friendly and non- threatening environment are part of Speech as interaction.

Here the intent of the speaker is to create a comfort zone for the other person. It is also about how they (the speaker) would like to portray themselves, to create a good image, in front of the other person.

In such interactions speech would take the following form:

- Casual than formal
- Not much emphasis on the message
- Polite and non-intrusive
- etiquettes of communication are followed
- Balanced conversation by the parties involved
- guided by role and the relationship
- Is more of a social formality or obligation

Skills in Speech as an Interaction:

- Using the right openers and closures in our conversation
- The art of making Small Talk
- Recounting experiences with clarity and specificity

- Taking turns to ensure balance in speaker and receiver interaction
- Interjecting at appropriate place and in the right manner
- Giving verbal encouragers to carry the conversation forward

Some of the frequently used instances of speech as interaction-

- Chatting to your batch mates in the canteen
- Small talk when waiting for the bus
- Talking to your neighbors, before the class begins
- meeting a group of people for the first time

Speech as transaction: this refers to situations where we give heavy importance to the message. The focus is more on the information. Rather than focusing on creating the right image (as in the earlier type), here the speaker will have to ensure that the information is clear, accurate and proper comprehension has happened.

In such transactions, speech would take the following form:

- Primary focus will be on content of the message
- Right communication strategies will be employed
- Listening skills such as probing, summarizing, paraphrasing are used
- Interruptions, digressions, repetitions are a part of this function
- Influencing and negotiation skills are essential requirements

Skills in Speech as an Interaction:

- Ability to describe/explain in detail
- Listening skills such as Probing/clarifying/summarizing/paraphrasing
- Agreeing and disagreeing in the right manner
- Giving suggestions to further the objectives of the transaction
- Justifying ones point of view with data
- Making comparisons and evaluating the information

Some of the frequently used instances of speech as transaction-

- Team meeting for problem solving or strategizing
- Meetings and calls for decision making
- Brain storming/discussions

Speech as performance: as the name suggests, here speech as performance refers to information which is given out to the audience probably in a larger manner and in a different environment. The speaker has to focus both on him as well as the message so that both credibility and impact are not missed out.

In such performances speech would take the following form:

- It is more monologues than a dialogue
- Uses a standard format/structure
- More formal than casual
- Evaluates both the speaker and the delivery

Skills in Speech as an Interaction:

- Use of right structure/format

- Sequencing and organizing the information
- Audience orientation and management
- Language skills and flair
- Overall impact-right from opening to closure

Some of the frequently used instances of speech as performance-

- Presentations to be done for the class
- Speech to share information or present
- Addressing a large group of people
- Facilitating a workshop/session

Hence when we articulate and use speech as a medium, it is extremely important to recognize the function where we are employing speech and then tune ourselves to the requirement of the function, the situation and ensure the purpose is met.

#### Face to Face vs Telephone conversation

We live in a global village where effective communication has become a huge challenge. However technological advances have brought multiple dimensions to communication. People find it easier to send an email or pick up the phone to speak to their colleagues. Direct communication where both parties talk face to face is considered as the most effective form of communication. Face to Face communication has its own merits as well as challenges. The merits are that it gives us the opportunity to communicate in a direct manner and discuss and argue on all points then and there. Also the ability to observe the others body language, facial expressions and eye contact patterns will supplement the communication. The challenge however is to avoid jumping to conclusions or assumptions based on the other person's body language to derive the meaning of the communication.

#### Benefits of face to face communication

- Personal touch
- Nonverbal support
- Instant rapport building
- Dialogue among many
- Builds confidence, credibility and trust

#### Benefits of speaking over Telephone

- Saves time especially in time sensitive issues
- Contact any person at any time
- Can connect people on different locations at one time
- Aids in communicating sensitive message without discomfort.



### Practice

Role-play scenarios: In groups of 4 to 6 please prepare for one of the given scenarios (as directed by your facilitator). You will ten minutes to prepare and 3 minutes to present before the group.

#### Face to face scenarios:

1: You meet your senior in college at the bus stop. You have, in earlier occasions, shared just a cordial hello with him/her. Make small talk as you wait for the bus to arrive.

2: A family function has been organized by your relative on the day of your module test. Meet your HOD and request him/her to give your leave and explain to him the reason why you need to be there.

3: Your team is organizing an event in your college. You all (team) decide to meet the sponsors to confirm the dates of the event and to ensure that they provide the necessary support for the event.

4: You are asked to present your project to the class. Get ready to do a small presentation for your team.

Telephone scenarios:

1: You got to know that your classmate has won a competition. Call him up to congratulate him.

2: Answer a call from your colleague who wants suggestions from you to prepare for an audition.

3: You have been assigned a difficult project and want some guidance. You decide to speak to your senior requesting him/her to review the assignment prepared by you before submitting it.

4: Your team has prepared a design for a new client requirement. The client and their team come on a call to understand the design. Present your ideas to the group who are in the tele-conference.

Note: when you role play the face to face scenarios, keep in mind the value of voice tone and the emotion carried through body language. When you disagree with someone, although your words will express your disagreement, your tone, posture and eye contact should express your respect and appreciation for their opinion.

Communicating effectively over telephone is a different matter altogether. Since there is no visual support, you will have to place greater emphasis on words and tone in order to create a visual image of the speaker, their thoughts, feelings, intentions in the receiver's mind.

Notes:



## Lesson Six

### Speech patterns 1

Topics covered:

- Intonation
- Word stress

By the end of this module, the learner will be

- Understand the importance of appropriate intonation and word stress in workplace conversations.
- Follow some of the 'rules' of intonation.
- Use right intonation patterns of articulation.
- Speak in a well-paced fluid expression.
- Identify content words and function words.
- Apply stress on the right word to ensure clarity of message.

Pronunciation relates to the standard formulation or construction of any particular word. Each letter within a word has its own function or use and the correct pronunciation is the result. On the other hand, Intonation relates to the tone or note of a word. It can add deeper meaning and extra stress to a word. In many ways, intonation is just as important as the way a word is pronounced.

Intonation is the way your voice goes up and down when you speak. It varies from one language to another. It is about how we say things, rather than what we say. Without intonation, it's impossible to understand the expressions and thoughts that go with words. Listen to somebody speaking without paying attention to the words: the 'melody' you hear is the intonation.

Intonation can clearly show us which parts of utterances are regarded as background, in the generalized material, and which parts carry the focus of the information.

Since intonation, like body language, is open to several interpretations it allows for variation. However some universals such as the difference between a question intonation and a statement intonation need to be followed as 'universally' done.

When speaking in English the words we stress can change the underlying meaning of a sentence. Let's take a look at the following sentence:

E.g. We don't think Rhea should get the seat.

This sentence can have different meanings based on the word we stress on. Let us see how the stress on a word can change the meaning...

Read the sentence aloud stressing on the word in bold:

We don't think Rhea should get the seat.

Meaning: Somebody else thinks Rhea should get the seat.

We don't think Rhea should get the seat.

Meaning: It's not true that we think Rhea should get the seat.

We don't think Rhea should get that seat.

Meaning: That's not really what we mean. OR we are not sure Rhea will get that seat.

We don't think Rhea should get that seat.

Meaning: Somebody else should get that seat, not Rhea.

We don't think Rhea should get that seat.

Meaning: In our opinion it's wrong that Rhea's going to get that seat.

We don't think Rhea should get that seat.

Meaning: Rhea should have to earn (be worthy of, work hard for) that seat.

We don't think Rhea should get that seat.

Meaning: Rhea should get another seat.

We don't think Rhea should get that seat.

Meaning: Maybe Rhea should get something else instead.

From this we realize that the important point to remember is that the true meaning of the sentence is also expressed through the stressed word or words.



## Practice

Practice stressing on different words in the following sentences to derive the meaning:

- Ram is not coming to the picnic tomorrow.
- Radha is going for the competition.
- I didn't say you are not smart.
- John is dating Rhea.

Basic intonation patterns:

Falling Intonation means that the pitch decreases with time [↘]; here the voice starts very high and goes down to the bottom.

When a speaker chooses a falling tone, he is indicating to the listener that this is all he has to say and thus offers a chance to the listener to comment on, agree, disagree, question etc. it conveys finality.

e.g. Have you attended the workshop?

Falling tone is also used for wh questions such as why, what where, how etc asked in a neutral tone.

e.g. How did it go?

Rising Intonation means the pitch of the voice increases over time [↗]; here the voice starts very low and goes up to the top of the range.

This tone is used in close ended (Yes/No) questions where the speaker is expecting a confirmation or denial. Yes/No questions are always uttered in rising tone.

e.g. Do you want to go for dinner? Yes

Fall rise Intonation falls and then rises [↘↗]; here the voice changes direction- so it goes first one way and then the other.

This tone signifies dependency, continuity and non-finality. This tone also shows limited agreement, uncertainty and doubt.

e.g. Are you happy with the decision? Yes, but...

Rise Fall Intonation rises and then falls [↗↘]. This is similar to fall rise but in the opposite direction.

Rise fall intonation is used to convey strong feelings of approval, disapproval or surprise. Not often used tone.

e.g. I think it was awful!

Level Intonation-the pitch remains at a level. This tone is neutral and uninterested. It is used in restricted context and conveys a feeling of boredom, disinterest and mundaneness.

Quick reference:

Falling intonation	Wh-word questions, statements, chat
Rising intonation	Yes/No questions, implies something to follow
Fall rise intonation	To imply, express reservation, usually comes after a pause in a sentence



## Practice

Use the right intonation for the following sentences:

- Are you coming for the movie?
- Well, I am not sure...
- Have you attended the program?
- I think it was wonderful!
- What time does the bus leave?
- I like mangoes, apples, litchi, chikoos...

Word Stress:

English is considered a stressed language while many other languages are considered syllabic. In English, we give stress to certain words while other words are quickly spoken. In other languages, such as French or Italian, each syllable receives equal importance (there is stress, but each syllable has its own length).

Many speakers of syllabic languages don't understand why we quickly speak, or swallow, a number of words in a sentence. In syllabic languages each syllable has equal importance, and therefore equal time is needed. English however, spends more time on specific stressed words while quickly gliding over the other, less important, words.

Let us look at an example. The modal verb "could", when used in the positive form will have the speaker quickly glide over it and not put too much emphasis on its pronunciation.

You should be going to the party.

On the other hand, in its negative form "shouldn't" we tend to stress on its negative form by also stressing on should not.

You should not be going to the party.

As you can see in the second sentence which is longer than the first, both should and not are stressed.

Thus we need to understand that we generally stress on some words which are considered CONTENT WORDS such as

- Nouns e.g. Town, India
- (most) principal verbs e.g. visit, construct
- Adjectives e.g. exciting, boring
- Adverbs e.g. daily, quietly

Non-stressed words are considered FUNCTION WORDS such as

- Determiners e.g. the, many, some
- Auxiliary verbs e.g. don't, am, can, were
- Prepositions e.g. below, next to, adjacent
- Conjunctions e.g. for, while, and
- Pronouns e.g. them, he, you



## Practice

Read aloud to bring the difference between nouns and verbs-

- Infosys won the contract for making the software.
- In summer, wood contracts and warps.
- We need a permit to enter the park.
- Infosys rules don't permit visitors on weekdays.
- Michael Phelps set a new world record in the London Olympics.
- Most often we record the seminar to go through later.

Create sentences using the given words as nouns and verbs and enunciate it correctly.

- conduct
- present
- suspect
- object
- produce
- discount

Read aloud these sentences stressing on the highlighted word to bring out the difference in vowel and consonant sounds:

- Tara **phoned** me to give the good news.
- We **found** the watch after a long search.
- Should I** prepare for the event?
- I want to buy **shoe dye** for my little brother.
- This **butter** is **better** than that one.
- Calm down**, everything will be okay.
- Come down**, I want to tell you something.
- The **four** of us travelled **far**.

## Lesson Seven

### Speech patterns 2

Topics covered:

- Indianisms
- Sentence stress
- Connected Speech

By the end of this module, the learner will be

- Be able to identify the commonly used Indianism words
- Avoid using Indianisms in your conversations.
- Ensure Indianism is not used in your written communications.
- Apply syllabic stress to bring speech clarity
- Articulate connected words in a fluent manner

What is Indianism?

Indianisms are certain grammatical errors that come in when an Indian speaks English by transliterating. I.e. when communicating, the speaker thinks in his native language and translates it into English. With this, often grammatical errors and improper sentence construct creeps in.

For e.g.-It was very hot in the afternoon when the teacher entered. She tried to switch the fan on, but there was some problem. And then she said, "Why is fan not oning?" (ing form of on)

This can create confusion for a native speaker.

Let us look at some of the commonly used Indianisms in our everyday life-

#### a. Use of progressive tense in Stative verbs

- The famous McDonalds line-"I am loving it." When using stative words such as like, love, have, feel etc. do not use progressive tense.
- I am having a brother-wrong
- I have a brother-correct

#### b. Wrong usage of Prepositions

- a. Let us discuss about this-wrong
- b. Let us discuss this-correct
- c. She has so much of time to do it-wrong
- d. She has plenty of time to do it-correct

#### c. Use of incorrect Tag questions

- a. Raj did it, no?
- b. Dev is here, isn't it?

- c. Sheila closed the door, did she?

Correct answers:

- a. Raj did it, didn't he?
- b. Dev is here, isn't he?
- c. Sheila closed the door, didn't she?

d. Variations in Word order

- a. My all pockets are empty. Wrong
- b. My pockets are all empty. Correct
- c. She is late always. Wrong
- d. She is always late. Correct

e. Answers to a question

- a. "Didn't you take Rita to school?"
- b. Yes, I didn't. Correct
- c. No, I didn't. Wrong

f. Inappropriate usage

- a. Ram was not available but. Wrong
- b. But Ram was not unavailable. Correct
- c. I only told her to do that. Wrong
- d. I told her to do that. Correct

g. Use of "of"

- a. Jane had so much of time at hand hence...
- b. Jane had so much time at hand hence...

h. Use of rhyming words

- a. Let's have some chai- vai/coffee-shoffee
- b. I would love to have some ice-cream, vice-cream.



## Practice

1. Remove Indianisms and rewrite the sentences:
  - a. I am having two uncles.
  - b. We had gone to there yesterday.
  - c. I was not knowing about that
  - d. I didn't knew that.
  - e. My favorite hobby is listening music.
  - f. I only suggested the plan.
  - g. The food there is bad it seems.
  - h. My good name is Aarthi.

Sentence stress:

There are two very simple rules about word stress:

- One word has only one stress.
- We can only stress vowels, not consonants.

Let us understand Syllables:

Syllable is one unit of sound in a word. A syllable is a unit of sound made from a single vowel, or single vowel/consonant combination.

For e.g. if you were to clap to the rhythm of every word, you would clap twice for the word 'water', once for the word 'tap' and thrice for the word 'magazine'-this unit of sound is a syllable.

- Every word is made of syllables
- Each word has either one, two, three or more syllables.
- Syllables never have more than one vowel sound in them.

You could stress on a syllable by using one or more of the following five features:

- It is l-o-n-g-e-r
- It is LOUDER
- It has a change in pitch
- It is said more clearly
- It uses larger facial movements

Monosyllable- words with one syllable. E.g. Bat, mug, sit

Disyllable- words with two syllables. E.g. coffee, travel, later

Trisyllable- words with three syllables, E.g. widening, minister, inaugurate

Polysyllable- words with four or more syllables (words with three or more syllable are referred as polysyllabic)E.g. Chidambaram, anniversary

Syllable Stress:

Syllables break our words into sections which can be stressed, or unstressed. The syllable that is stressed will alter the pronunciation of the word.



## Practice

Read aloud and practice syllabic beats for the following words

Monosyllabic Words:

Hat	Gun	Love	Pen
Pet	Kin	Fill	Wrist
Fun	Cub	Den	Fish

Di Syllabic Words:

Water  
Joker  
Waiter

Pension  
Polka  
Polish

Ration  
Stigma  
Ruler

Tri syllabic Words

Computer  
Newspaper

Government  
Rational

Assessment  
Modify

Polysyllabic Words:

Predictable  
Malnutrition

Hallucination  
Stability

Evaluation  
Facilitator

Connected Speech:

In our natural speech we do not utter every word after another word. Fluency of speech involves rhythm, pace and smooth flow of words. To make our flow of speech smooth sometimes we pronounce the beginning or the end of some words by connecting them to the next one. This is the feature of connected speech.

Linking is a way of piecing together the pronunciation of 2 words so that they are easy to say and flow together smoothly.

Many words in English have a "full" and a "weak" form. As English is a stressed language, and since timing between stressed syllables should be equal, to give rhythm, we have a habit of swallowing non-essential words. For e.g. function words are often unstressed.

Examples of weak forms:

And-

fish and chips (fish'n chips)  
Education and Research (EnR)  
By and large (by n large)

Can

Sona can speak Spanish better than Mona can (The first "can" is the weak form, the second can is the full form.)

Of

Can I have a pint of beer? (full)  
That's the last of the chocolates! (weak)

Have

Have you finished? (weak)  
Yes, I have. (full)

Should

Well, you should have told me. ("should" and "have" are both weak here)



Contractions are used usually in spoken English more than in written form. Let us look at some of them:

Positive		Negative	
Full form	Contracted	Full form	Contracted
I will	I'll	Are not	Aren't
I am	I'm	Is not	Isn't
There will	There'll	Has not	Hasn't
They have	They've	Must not	Mustn't
We are	We're	Does not	doesn't
She would	She'd	Were not	Weren't

Notes:

## Lesson Eight

### Listening to understand

Topics covered:

- Hearing versus Listening
- Listening cycle
- Techniques for good listening

By the end of this module, the learner will be

- Apply the different stages of the listening cycle for complete comprehension.
- Take note of specific information based on what is heard.
- Comprehend and interpret what is heard in a sequential manner.

Hearing and Listening:

Hearing is unconscious and reflexive- sound waves strike the ear drum and cause vibrations that are transmitted to the brains. It is automatic and effortless.

Listening is conscious. Effort is required to comprehend and assimilate the information. The brain gives meaning to the sound heard.

Facts of Listening:

85% of what we learn is from listening

45% of our time is spent every day in listening

An individual can recall 50% of what they have just heard.

However, only 20% of it is remembered later

Listening is a complex process—it is a primary part of a holistic communication process. Listening is the cycle of receiving, attending, and understanding auditory messages-messages transmitted through the medium of sound.

Active versus Passive Listening

Passive listening is one way listening with no interaction- for e.g. watching TV, listening to a speech, listening to the Radio etc.

Active listening is listening with the intent to understand the other person's thought and feelings and to communicate your understanding. You are about and value

Active listening involves a restatement of either the message or the feelings of the speaker without giving advice, analyzing or probing to the satisfaction of the sender. The point is- for the moment- to abandon your own thoughts, feelings, wishes, need to control the conversation, or wish to solve the problem and just understand the speaker's view, to communicate your understanding to the sender.

When listening, it is helpful to try and understand what the speaker is saying from their angle and give credence to what they have to say. Listening is hard work and requires commitment and discipline. The listener must prepare to listen and use specific skills to ensure they have heard and interpreted the message correctly. It is reflective and empathic experience.

Listening involves six stages:

1. **Receiving:** Receiving happens when the listener tunes in and focuses on what the speaker is saying. As mentioned earlier, there is a lot of difference between hearing and listening. Hearing is the reception of sound; listening is where we attach meaning to what we have heard. Receiving happens when we listen and attach meaning to the sound.
2. **Attending:** Attending happens when the listener becomes conscious and alert to what the speaker has said. The mind will have to pay attention to what is being said. We receive many stimuli; we can't focus on all of the stimulus at once. Hence we choose to consciously or unconsciously attend to some and reject others.
3. **Understanding:** Understanding happens when we make sense of the message we heard. Effective communication begins with understanding-only when the receiver has understood the message. Communication is defined as the sharing or understanding of a message and its right meaning. Hence receiving, attending and understanding becomes very crucial stages to its effectiveness as the listener must understand the intended meaning and the context assumed by the sender.
4. **Remembering:** is an important listening process. This means that the listener has not only received the message and interpreted it but he/she has also added it their mental storage bank. However since we all deal with short term memory issues, most often what is remembered may be quite different from what was actually heard.
5. **Evaluating:** is a stage in which active listeners participate by weighing evidence, sort out facts from opinion, and determine if there are any assumptions, bias or prejudice in a message.
6. **Responding:** is the action wherein the listener will respond to indicate to the speaker that he has heard and understood the message. It is a form of feedback which closes the communication cycle. Your response could be in different forms- Verbal, non-verbal or sometimes complete silence. Thus this stage of the cycle is the only obvious means by which the sender may be able to conclude on the degree of success achieved in communicating the message.

#### Poor Listeners

- Interrupt
- Change the subject
- "Yes, but....." style
- Use negative body language
- Are easily distracted
- Impatient
- Appear not to be listening
- Take over the conversation
- Ask few questions
- Ask closed questions
- Insist on having the last word
- Clearly want to talk, not listen

#### Good listeners

- Use eye contact
- Look attentive but relaxed
- Give cues and prompts
- Ask open questions
- Don't interrupt
- Use positive body language
- Concentrate
- Do not appear to judge
- Ask for opinions, views, and feedback
- Are patient
- Show they have identified key points



#### Group Activity

Listen to any one of the TED videos and write a summary of the concept discussed by the speaker.

## Lesson Nine

### Listening for Interpersonal Effectiveness

Topics covered:

- Hearing versus Listening
- Listening cycle
- Techniques for good listening

By the end of this module, the learner will be

- Understand the importance of effective listening in workplace interactions.
- Recognize the different skills involved in Active listening
- Apply the different skills to ensure active listening takes place.

To reduce gaps in our communication, it is essential for both the sender and the listener to do effective listening. Active listening is the core skill of interpersonal communications.

Active Listening is not only a methodology, but also an attitude. Therefore it has a wide and flexible application. Although you may choose not to paraphrase every time someone speaks to you, you can elect to listen with specific and conscious intent to understand.

Let us look at some of the skills involved in Active Listening:

Suspending Judgment:

Keeping an open mind and focusing on achieving and demonstrating understanding of the other person's complete message and real feelings before expressing your point of view or making judgments. This doesn't mean you don't have a view, it means you hang it up out of the way until you have thoroughly heard the other person's view.

- it means showing neither agreement nor disagreement
- It means not asking questions
- It means not giving advice or jumping to problem solving.
- It means sending the conversational ball back to the other person, instead of taking control of it by yourself.

Paraphrasing:

Stating back to the other person in your own words your understanding of what they have said. When actively listening you paraphrase for 2 reasons

- To test your understanding of what was said
- To demonstrate your understanding to the other person

The advantage of paraphrasing is that it helps you to be precise your understanding. If you paraphrase inaccurately the other person will correct you and the misunderstanding will be clarified. Paraphrasing is also an excellent skill to use especially when someone throws a googly (odd question) at you and you are at a loss for words. It helps you buy time to answer.

Paraphrasing is actually quite simple. Most often people often think that this skill may not be very effective, but it truly is the key to active listening.

### Points to ponder when paraphrasing

- Is the problem complex enough?
- Do you have the necessary time and concern?
- Are you genuinely interested in helping the other person?
- Can you withhold judgment?
- Is your paraphrasing in proportion to other responses?

### Clarification:

Clarification is the process of checking out the exact meaning of the sender's words by using open or closed questions. We use it to check our understanding of the subject discussed by the speaker. Questions starting with who, why, what, where, when and how are used when clarifying a point.

Avoid using leading, bombarding, or double questions as these may bring with them a response of defensiveness from others and also direct the focus away from the topic.

### Attending skills:

These are verbal and nonverbal behaviors that indicate to the speaker that you (as listener) are "turned in" and receiving the message. Such as:

#### Making direct eye contact

- Using open body posture to signal receptiveness
- Use of "minimal encouragers" such as head nodding, smiling, saying "uh-huh"...

Verbal following...brief statements acknowledging that you have understood the speaker and summarizing what you heard, while not changing the subject.

### Summarization:

At the conclusion of a statement, reflecting back in a concise manner the major points of the total message. Summarization has to be crisp and specific to the most important points to be reemphasized.

This skill is especially important

- When the topic of discussion is complex and long drawn.
- When the conversation happens over the telephone.
- When a decision has been taken after brainstorming.

### Dealing with feelings:

Awareness of feelings is the first step in dealing with feelings. If we are not aware of what we are feeling, we may act on it unconsciously. If we can notice and name our feeling we then have the power to make choices about how to handle it.

We can use awareness to reflect and check our understanding of the other person's feelings. Since feelings are most often expressed very indirectly, we have to infer them. If we assume what the other person's feelings are, we create a gap.



## Practice

1. State whether the below sentences are True or False:

- a. When someone is telling you something, it helps to ask leading questions so you know where the conversation is going ( )
- b. Paraphrasing does not help effective listening as it brings your personal biases into the context of the conversation. ( )
- c. To check out the exact meaning of the sender's words by using open or closed questions is ineffective as it interrupts the speaker's flow of thoughts ( )
- d. Making direct eye contact with a speaker is considered rude in western cultures as it can be seen as intrusive. ( )
- e. Using open body posture when listening to someone is effective as it means that you are tuned in and receiving the message. ( )
- f. Use of "encouragers" such as head nodding, smiling, and saying "uh-huh" etc. does not constitute attentive listening as it can distract the speaker ( )

2. Paraphrase the following statements:

(Tip: you may use stems like-"I understand", "It sounds like.....", "It seems as though..."; "I imagine that....")

- a. Deepak says: "I told you the deadline was Friday and you didn't meet it! I don't want to work with you on any more projects as you never meet your deadlines."
- b. A new staff member says to you: "This place is sure really strict, what happens if someone wants to do something different, I did a similar job last year and found several ways to save time."

Notes:

## Tenses

Topics covered:

- Introduction to Tense
- Past Tense
- Present Tense
- Future Tense

By the end of this module, the learner will be

- Identify the three different tenses easily
- Identify the 4 forms of each tense
- Able to use the right form of tense according to the time to express clearly
- Use the different forms of past tense according to the purpose of communication

Tense indicates an action done within certain time frame. It involves action + time. When an action is completed or finished in the past time frame, it is named as past tense. It talks about action taking place in the past time, with signal words such as-last year, yesterday, 1990, 2 hours ago, a few minutes back. E.g. Yesterday, I met my school friend. Similarly, action happening in the present time is indicated by the present tense, with signal words such as-now, always, never, frequently, just now. E.g. I always go to the market to buy fresh vegetables. An action going to happen in the future time is indicated by the future tense, with signal words such as-in a year from now, tomorrow, next week, 2012, next time. E.g. I am going to Bangalore tomorrow.

In a Tense form, verb plays significant role as-a) it indicates an action done by the subject b) It indicates the state of being of the subject C) It indicates the time frame. E.g. He completed his project (action) yesterday (time). Sameer is a caring individual (state)

Each Tense is further divided into four types. They are

- Simple
- Continuous
- Perfect
- Perfect continuous

Past Tense can be classified as-

Simple Past Tense indicates-

- An action that was completed sometime in the past time frame

E.g. my friend lived in India for ten years.

Past Continuous Tense indicates-

- An action that was happening at a point of time in the past
- Verb always takes a form of verb + ing.

E.g. I was watching cricket match at 7pm yesterday.

E.g. verb + ing (watch + ing)

Past Perfect Tense

- Stresses on the sequence of two actions in the past
- Indicates which action took place earlier and which action later

E.g. On opening my purse I found that I had forgotten to bring my mobile.

Past Perfect Continuous Tense indicates

- The earlier of two actions in the past
- That earlier action continued right up to the moment of the beginning of the later action

E.g. He had been lying on the road for ten hours when the family found him.

Present Tense can be classified as-

Simple Present Tense-

- Indicates habitual action or fact that can be permanent/ verifiable

E.g. I always go for a walk.

E.g. Water boils at 100°C.

- Can be used to express future action.

E.g. I am going to visit the exhibition tomorrow.

Present Continuous Tense-

- Indicates an action that is happening as we speak
- Verb always takes a form of verb+ing

E.g. I am meeting my friend for lunch now. E.g. verb+ing (meet+ing)

- Certain verbs cannot take the verb+ing forms as their primary and secondary meanings are different

E.g. I am seeing a T.V program (see means the ability to see with eyes) the correct sentence would be- I am watching a T. V program (watching = observing, gazing).

Present Perfect Tense-

- Indicates an action that is just completed

E.g. He has finished his report. (just now)

- Indicates a past action continuing to the present

E.g. She has lived in Mysore for ten years. (Now also living)

- Does not indicate when the action took place

E.g. I have finished my course work. (just now)



### Present Perfect Continuous Tense –

- Indicates an action that began in the past and is still continuing

E.g. I have been teaching since 1992.

- Indicates a verb form of verb+been+ing

E.g. have+been+teaching.

Future Tense can be classified as-

### Simple Future Tense-

- Indicates an action that is going to happen sometime in the future time frame. E.g. my manager is visiting my house tomorrow.
- The modals shall, will are used to express future action. E.g. the college team will play the final match in the city next Sunday.
- A common way is to use the Simple Present Tense verb form to express future action. E.g. our delegation leaves for Malaysia next week.

### Future Continuous Tense-

- indicates an action that will be continuously happening at a point of time in the future.

E.g. she will be presenting her doctoral paper at 2pm next Sunday.

### Future Perfect Tense-

- Indicates an action that will have been completed by certain point of time in the future.

E.g. He will have completed his training in five years' time.

### Future Perfect Continuous Tense

- Indicates a continuous future action before a given future time. This form is rarely used as it has a cumbersome structure.

E.g. they are so lazy; they will have been giving the same excuses for two months from now.

Here is a snapshot of the major tenses in English and their primary use. The facilitator will clarify doubts if any.

	Tense	Form	Use
--	-------	------	-----

1	Simple present	I work in	For routines and what is seen as almost a permanent
2	Present continuous	I am working in	For what is happening at the moment of speaking or presently in your life
3	Simple past	I worked in ...	For an action completed and which may not have an implication in the present
4	Past continuous	I was working in ...	For an action that was happening in the background when some other event happened.
5	Present perfect	I have worked in ...	For an action completed in the recent past and which is relevant to the present.
6	Present perfect continuous	I have been working ...	For an action that began in the past and continues into the present
7	Past perfect	I had worked ...	For referring to an action that happened before a more recent past action
8	Past perfect continuous	I had been working ...	For referring to an action that was happening in the background past when a second significant action took place
9	Future	I am going to I will I work ...	For actions that are intended to be done in the future
10	Future perfect	I will have worked	For actions anticipated to have happened in the future



## Practice

1. Correct the following sentences:

- Surjeet lives in Chennai last year.
- David is eating mangoes yesterday.
- We will win the match by 10 wickets in 2010.
- She waits for me near the road patiently.

2. Fill in the blanks with the correct form of the verb in brackets:

I ..... (love) Mysore. It is a ..... (grow) city. It ..... (assimilate) people easily into its culture. There ..... (be) a number of things a tourist can do, when he .....(plan) a vacation in Mysore. He ..... (modal+visit) the world famous KRS, pay homage to Goddess Chamundi... (wander) into the Zoo or visit the shopping area. Mysore ..... (be) the place to be in, during Dussera. One ..... (get) to see the city in all its splendour. Foreigners..... (come) to this city in large numbers. They..... (love) to.....( visit) Mysore palace and .....(admire) its traditional architecture. They..... (stand) awe struck when the palace .....(be+light) up during the night time. They..... (like) the beautiful handicrafts and mirror work fabrics on display, in the Dussera exhibition. I..... (has+been) to Mysore several times. I never get..... (tire) of visiting Mysore.

3. Rewrite the following sentences, changing the verbs to the Continuous, Perfect, Perfect Continuous forms of Present Tense:

1a) Mother cooks a meal (Simple Present Tense)

1b) ..... (present continuous)

1c) ..... (present perfect)

1d) ..... (present perfect continuous)

2a) She sweeps her room (Simple Present Tense)

2b)..... (present continuous)

2c) ..... (present perfect)

2d)..... (present perfect continuous )

3a) The man caught a fish (Simple Present Tense)

3b)..... (present continuous)

3c) ..... (present perfect)

3d) ..... (present perfect continuous)

4. Fill in the blanks with the correct form of the Future Tense of the verb given in brackets:

- We ..... homework when father comes home in the evening. (do)
- I..... the latest bestsellers before the end of my summer vacation. (read)
- You ..... the tragic news already. (be+have+hear)
- I..... tennis after I finish my class. (play)
- I ..... my internship by this time tomorrow. (be+have+complete)
- Don't forget, you ..... her to the party next Saturday. (escort)
- I ..... my English skills by the end of next month. (learn)

5. Identify the different forms of Tenses:

He married a sweet girl. E.g. Simple Past Tense

- They are going to visit Thailand.
- She has built a mansion.
- It will rain in the next hour
- I shall buy a new bag tomorrow
- They have been working hard
- What are you doing at present?
- Dogs do not see colors
- He will have been shooting wild animals by this time next week
- I had created a training module

Notes:

## Lesson 12

## Subject Verb Agreement

Topics covered:

- Introduction to Subject-Verb Agreement
- Rules of SVA

By the end of this module, the learner will be

- be able to articulate the concept of subject verb agreement
- Apply five rules of SVA in their everyday conversations/communications
- Identify the proper usage of subject with verb in a given statement
- Know how the subject and verb needs to match in a given sentence

A verb indicates the action done by the subject.

E.g. the king pardoned the prisoner.

Here, the king (subject) does an action of pardoning (pardoned [verb]) the prisoner (object). Thus the object does not act but suffers an action by the subject.

The verb (pardoned) is transitive verb as it uses object (prisoner) to complete the meaning of the sentence.

The sentence can be written in its passive form-The prisoner was pardoned by the King. Another E.g. Clouds sail in the sky; does not have an object.

The verb (sail) is intransitive. It will not take an object to complete the meaning of the sentence. This sentence contains only subject (Clouds), verb (sail) in the sky (complement) in the sentence.

Therefore, a transitive verb will have two voices-i) Active voice ii) Passive voice. Intransitive verb will have only one voice i.e. Active voice.

Verbs are classified into two kinds depending on their usage in the sentence-

- Main verbs-E.g. create, govern, walk, etc.
- Auxiliary verbs (helping verbs)
- Primary auxiliaries (verb 'be', 'do' forms) used to form questions and tenses.
- Modal auxiliaries-can, could, shall etc. used to express ability, obligation, necessity...

Subject verb agreement: Subject and verb have certain rules, which have to be followed to maintain the agreement (concord) between them.

General Rule: A verb is said to agree with its subject in number and person when both the verb and the subject have the same number (singular/plural) and person (I [I, we], II [you], III person [he, she, it, they]).

E.g. He opens his mouth in surprise. He (subject, singular number, third person, personal pronoun) opens (singular verb) his (singular number, third person, possessive pronoun) mouth in surprise. Here subject and verb agree in number and person.

Another E.g. He opens your mouth in surprise. Here your is not the correct possessive pronoun (person). Though subject (He, singular) and verb (opens, singular) agree, they do not agree in person.

First rule: when two subjects are joined by 'and', the verb is plural

- John and jade are friends
- My friend and her mother are in China

Second rule: when two subjects are joined by 'and', refer to the same person/thing, the verb is singular. In such case the article (A/An/The) will be mentioned once.

- My philosopher and guide is my mentor
- The horse and carriage is ready for your jaunt

Third rule: when two subjects are joined by 'and', refer to the same idea the verb is singular

- Fish and chips is my favorite food complement
- Bread and jam makes a nice sandwich treat

Fourth rule: when two subjects which are practically synonymous, are joined by 'and', the verb is singular

- Power and position attracts many a shallow person
- Peace and prosperity is needed for national development

Fifth rule: when two subjects preceded by 'each'/'every' are joined by 'and', the verb is singular

- Every boy and girl is asked to bring her parent to the meeting
- Each man and woman asks, 'what is needed to end corruption?'



## Practice

1. Identify the error in the following sentences:

- Tom is tallest boy in class.
- They worked hardly.
- I got this book from the stationary shop.
- Practice is necessary for perfection.
- An one-legged man was struggling to walk.
- The cost of commodities have risen.
- Anu as well as her friends have gone home.
- There are a bunch of keys on the floor.
- A good friend and neighbour are hard to come by.
- The crowd were jubilant.

2. Tick the correct verbs from the bracket to concur with the subject:

- Either answer (is, are) satisfactory.
- One hundred rupees (is, are) the price of a movie ticket.
- Either my pen or my book (is, are) always misplaced.
- There (was, were) plenty of dancers on the dance floor.

- e. One of my friends (is, are) presenting a fashion show.
- f. Chethan and Bharat (doesn't, don't ) want to eat at home.
- g. Neither the cat nor the kittens (drink, drinks) milk.
- h. Literature (is,are) his favourite subject.
- i. Your trousers (is,are) at the dry-cleaners.
- j. The family next door often (quarrel, quarrels) among themselves.

## Lesson 13

### Techniques to reading

Topics covered:

- Skim
- Scan
- Intensive
- Extensive

By the end of this module, the learner will be

- Understand the various strategies of reading skills.
- Know the 4 different reading techniques
- Know when to use this technique
- Apply the technique of reading according to the purpose required

Reading comprehension refers to the capacity to understand written information. Most of us read habitually; books, magazines, newspapers, e-books, blogs or journals, for pleasure or to expand our skills and knowledge. We do a variety of reading at work, as part of our job too.

Reading supports learning of language in several ways:

- It increases not only our reading ability but also language fluency.
- It helps us to increase our vocabulary, awareness of sentence and speech structure, grammar in real contexts and gives a holistic view of the function of the language.
- It provides information of the content, on various cultures, and knowledge of the society and its diverse lifestyles.
- It assists the reader in interacting with the written word, as a one to one meaningful dialogue, that facilitates reading with ease and comprehension.
- It exercises the mind, tones the mental faculties, hones the language skills, and enhances creativity of the thought process.

Pre-reading Strategies

- Be clear about
- the purpose for reading the text
- what you seek or expect to learn from the text- to help you to get relevant information quickly and competently.
- Acquire background knowledge of the text to predict or anticipate events and adapt reading strategies accordingly.
- Check understanding while reading, during reading and after reading. Write out all the points and check for correctness of recall to help enhance effective recall and retention of information in the mind.

Understand the format of different types of the resources that hold information. E.g. resources such as, newspapers or magazines. Articles that cover-

- news has key points in the beginning of the article which is later elaborated

- viewpoints have the gist of main news in introduction and summary

Features highlight current/ burning issues in the body of the articles, as their coverage is of diverse depth and extent.

As you read,-

- keep the question of who, where, why, how at the back of the mind
- make a distinction between, attitudes, opinions, facts or inferences raised by the author
- infer ideas, negate/cancel new/repetitive ideas iv)analyze and connect to previous ideas, information you already hold on that subject, predict events, guess future actions
- Get actively involved in reading by
- making notes
- underlining or highlighting
- noting down the key words
- raising questions of your own; seeking answers to questions raised by the author
- paraphrasing at the end of each important section
- summarizing finally, to check your accuracy; to know your thinking pattern as to why some relevant information was left out or distorted or new information was added, which was not present in the article
- reading with a questioning mind while decoding linkers, literary signals (E.g. bold font, question mark, etc.) to understand author's and article's direction.

Techniques of reading:

1. Skimming
2. Scanning
3. Extensive reading
4. Intensive reading

Skimming

Skimming is a method of reading quickly without pausing to take in details, with the objective of understanding the essence or the main idea of the text.

E.g. when you read through a newspaper or magazine, you read rapidly to get the key points, and skip the trivial detail.

In this type of reading one gathers information without going deep into the matter. Thus, skimming may be defined as "looking over a text/ passage quickly, in order to get a general or superficial idea of the content." It's not necessary when skimming, to comprehend every single word. E.g. when skimming a Travel Brochure, one reads key words or concepts to get quick information.

Strategy to skim:

- Read the contents, tables, indexes, titles, sub-titles, headings, sub-headings and illustrations.
- Read the first and the last paragraphs, introductions to related articles, summaries.
- Read the first and the last sentence (topic sentence) of each paragraph.
- Ignore the peripheral details and look for the main idea.
- Guess the meaning of unfamiliar words, from the context or from previous knowledge. Look up the words in the dictionary later.
- Glance through the reading passage and note the title, introduction, summary of text, heading, sub-heading, highlighted/bold words, diagrams, examples, etc., to get a sense of the content.
- Focus only on the relevant information and skim over the rest, to reduce necessity to hold entire information in memory.
- Paraphrase at the end of each section, validate comprehension, and restate information.
- Skimming should be done at least three to four times faster than, the one's normal speed.

When to use skimming:

- To preview a text prior to reading it in great detail
- To get an overview of the lengthy document
- To read lots of material in a short time
- To check easy readability

Scanning:

Scanning is another reading technique, which helps gather information very quickly. Scanning is used to find exact words or details or particular pieces of information in a text. Scanning is for a specific focus. It is the technique you use when you run your eyes quickly over the page, to find precise phrases or information, necessary for your work. It is a reading skill that asks for close attention to definite facts in a text or a piece of writing, like referring to a timetable or scoreboard.

Example

- When searching for the timings of your English exam from the general time table.
- When trying to find a particular name in the phone book (E.g. Nita. Then you quickly run your eye over all the Nita's and their address, in the page of the phone book, to know the number of the right Nita.)
- When searching for your name on the railway reservation chart (you look up your bogie and reservation number.)
- When inspecting the meeting schedules or plans (to know the time and business work allotted to each day.)
- When scanning a tourist pamphlet or a conference guide, (to search the hot tourist spots quickly or the rooms where discussions will take place.)
- When scrutinizing an airplane schedule, (to identify the date and time of departure.)
- When checking a TV schedule in your newspaper (to find a resource to determine whether it will answer your questions regarding the exact time and day of different TV programs).

Intensive Reading:

Intensive Reading is, slow, close and accurate reading of the whole text, done with a lot of concentration, for a detailed understanding. It aims for higher degree of comprehension and longer retention, unlike skimming and scanning, which is for getting the gist of the matter quickly.

Intensive reading technique is applied on shorter texts, to extract specific information and grasp the details of a specific situation. Each word, number or fact is important in Intensive reading, so as, to understand and evaluate its content in depth. E.g. A bookkeeping report, an insurance claim, a contract. In here, you have to read line by line, to get specific and detailed notes, check out the unfamiliar words, and generally try to absorb all the information, given therein.

When you read a manuscript, as a source material for writing an article or when you read a critique, in order to comment on it; you need to read it intensively. Extensive reading on the other hand, is reading longer texts for pleasure, and also, to acquire a general understanding of a subject. E.g. reading a novel, magazines, self-help books etc. We use all the skills of reading, i.e., skimming, scanning, intensive reading and extensive reading, when we read.



1. Read the following short passages (A to G) quickly. Mark A to F as appropriate in the blank beside the type of passages given below:

(Clues: A letter, A memo, A set of instructions, part of a short story, case study, a page from the dairy)



One example has been done for you:

A.

September 11, 2011

Today was my day off. I did a bit of shopping-met Grace for lunch. She had been ill lately. She looked good today. We also caught a movie at multiplex. The movie was so... so but it had great music. In the evening I talked to mom over the phone. Later I watched TV.

Type of passage- a page from the Dairy

B.

Mumbai

September 30, 2011

Dear Riya,

Thanks for your letter. It was sweet of you to reply. I wanted to ring you up and speak to you but then I don't know your work timings.

I am so happy to know that you will be coming in December. Finally, we will be able to meet. Let me know the exact date of your arrival. We will have dinner in our favorite restaurant. Call me on my cell: 78654321.

I look forward to hearing from you soon.

Your friend,

Poorna

Type of passage\_\_\_\_\_

C

Kayla, who just recently graduated from high school, works for a magazine publisher. She has been working at her new job as a data-entry clerk for only two weeks. On her coffee breaks, Kayla likes to go down to the composition department and watch Juan and Carin use the computers to makeup magazine pages. Juan has even volunteered explanations on how the programs work. Carin has never offered to explain anything to Kayla. Yesterday Carin told Juan that she had to take special classes to learn the software programs, so she didn't think it was right for Juan to teach Kayla how to use the software. "Besides," Carin said, "she might get so good that she'll take over one of our jobs!"

Type of passage\_\_\_\_\_

D

Research at Oxford University and other educational institutions have revealed that the majority of the global organizations look for individuals to work in their company who are not only technically competent but are also good in their behavioral attributes. In this competitive global village, hard skills on its own does not merit as much as an individual's soft skill competency. Hence the need to ensure that the graduates who are at the threshold of joining the professional world are equipped at the college levels itself so that they get a definitive edge when they move into an organization.

Type of passage\_\_\_\_\_

E

Blend three cups of water, one cup of orange juice (about two oranges), and ½ cup of sugar. Serve with ice. Makes 4 glasses.

Type of passage\_\_\_\_\_

F

To: All Department Heads

From: Pankaj Das, Department Head

Date: 15 September 2011

Re: Holiday Announcement

A new holiday list is going to be circulated for the New Year 2012. If there are any objections/suggestions please call me at 6785432198.

Type of passage\_\_\_\_\_

2. First read the following questions. Scan the schedule to find the answers.

- a. You want to watch both the highlights of the cricket match as well as the road show. Is it possible?
- b. Is there a show on how to make good investments?
- c. You are thinking about traveling to the US for a holiday. Which show would you watch?
- d. Your friend is fond of movies and loves to know what happens in Bollywood. You invite her over to watch this show with you. What time would that be?
- e. Priya is interested in keeping fit, which show should she watch?
- f. You love outdoor games! Which sport can you watch that takes place outside?
- g. Which indoor sport can you watch this week?
- h. You want to catch up on the latest cinema released. Which program should you watch?
- i. How often can you watch the news?
- j. You are in a mood for a horror film this evening. Any luck?

STAR Minus	24X30	Ace TV
<p>6.00 p.m.: Headlines Today- join Ketan Mehta for your daily news roundup.</p> <p>6.30: Ghar Ghar ki Kahani-Phalguni walks out of her house. See more in today's episode.</p> <p>7.00: Sports Review- Watch highlights of IPL's final fight between CSK and MI's.</p> <p>8.30: - In news today: Meet Palit Jodi who is in the thick of controversy over IPL.</p> <p>10.30: News at Bedtime- A nightcap of the day's most important events.</p> <p>11.00: MOMA: Art of Living- A fascinating documentary that helps you enjoy the difference forms of rural art in India.</p> <p>12.00: Late Night drama- Reflections from Barkha on parliament today.</p>	<p>6.00 p.m.: News In-Depth – an In-depth coverage of the most important national and international news stories.</p> <p>7.00: Nature Revealed- A documentary that takes a look at the beautiful universe of the Bandipur National Park.</p> <p>7.30: World Masters- Live coverage of world badminton championship from Peking.</p> <p>9.30: It's Your Money- Popular game show that makes or breaks the player depending on how they place their bets.</p> <p>10.30: Green Park- Stephen King's latest movie on monster madness to scare you silly.</p> <p>0.30: Late Night News- catch up on the news you missed out during your busy day.</p>	<p>6.00 p.m.: Travel Abroad - This week Dev and Rea take us on a trip to sunny California!</p> <p>6.30: Enemies-watch another entertaining episode of the four enemies.</p> <p>7.00: The Bikers- watch the action in the thrilling reality show.</p> <p>9.00: Film Fare award night-be with the dazzling stars in the glittering award ceremony.</p> <p>10.00: Slim Fit- A guide to losing weight to be fit and healthy.</p> <p>11.30: Review The Three Idiots- Aamir and Maddy come together to showcase their new movie Three Idiots.</p> <p>1.00: Countdown- a close look at India's participants to the Miss world contest-their trial and triumphs</p>

### 3. Activity on Intensive reading:

Is intensive reading really reading?

This question may seem a bit strange. Obviously, intensive reading is at least one kind of reading, a slow, careful reading style that is appropriate for very difficult texts. However, in many ways, intensive reading is really more of a language study method than a form of reading. Intensive reading is useful for English study because its slow speed allows students to stop and look new words up in the dictionary; it also allows students to pause and carefully study long or difficult sentences to get a better understanding of their grammar.

However, intensive reading alone will not make students good readers. In fact, too much intensive reading may actually cause students to develop bad reading habits. For example, because intensive reading requires students to pay attention to every detail, it often encourages the habit of paying more attention to the vocabulary and grammar of a text than to its overall meaning. It also encourages the habit of reading English very slowly, and students who become accustomed to reading English in this way often never learn to read any faster. Finally, intensive reading tends to be relatively boring, so students who fall into the habit of reading everything intensively often come to dislike reading in English.

The main reason why we read extensively is to understand the meaning of the text, usually as quickly as possible, so extensive reading is more like "real" reading than intensive reading is. In order to become good readers, students need to practice reading extensively as well as intensively. It is important for students to use intensive reading especially so that they can study a text's grammar and vocabulary. They also need to read intensively if a text is very difficult. But it is equally important for them to spend time reading texts in an extensive style, focusing mainly on the meaning of the text, not stopping to look up every new word.

Furthermore, to become good readers, students need to read a lot - entire books or magazines - instead of just short articles or passages from English textbooks. Just as a runner must run a lot every day in order to build muscles for running, good readers need to read frequently and extensively to build good reading skills.

According to the passage, what are the main purposes of intensive reading?

- What are some things students can learn through intensive reading?
- What are some bad habits intensive reading may encourage?
- What is the main purpose of extensive reading?

- d. How do students become good readers?
- e. What would help students to develop good reading skills?

## Lesson 14

### Reading Comprehension

Topics covered:

- Levels of Reading comprehension
- Literal
- Interpretive
- Applied

By the end of this module, the learner will be

- Understand the various levels of reading comprehension.
- Able to apply the 3 levels of comprehension to decipher the meaning.
- Use the right reading comprehension level according to the purpose required.

Reading is an essential skill, responsible for increasing one's ability, to assimilate large volumes of information. It helps one read, diverse materials, for business or pleasure. Reading leads to better life skills, as, one can communicate effectively, with the fund of knowledge at one's disposal, recollect his learning, and pass it on to others.

A reading comprehension is measured in 3 levels, based on the depth and complexity of reading. If we measure it from easiest to the complex level, we can name them as:

- Level 1- Literal
- Level 2- Interpretive
- Level 3- Applied

#### Level I-Literal

Literal reading is the skill of receiving; primary, exact and direct meaning of ideas or words, inscribed in the text, through literal reading comprehension.

Literal reading can be utilized, by an average reader, with good basics of language, as a thorough understanding of vocabulary, and sentence structure, is important for literal comprehension.

Literal reading does not go deeper into the meaning or symbolism, of the written text.

Literal reading refers to ideas and facts, directly stated on the printed pages. So, distinguishing main ideas, details, sequences, causes and effects, are essential for literal comprehension.

#### Level-2 Interpretive

The second level of comprehension is interpretive or referential comprehension. At this level, one reads critically and analytically, reads more into what one has already read. It is apparent that before one infers into reading matter, one has to understand the ideas that are stated (literal comprehension). Interpretive reading begins with a good understanding of the material. Once a material is selected, it is analyzed, to comprehend its sequence of thought. Prior knowledge is utilized, to make a prediction on the information

and draw conclusions. Learning outcome is more from the reader's side, than from the writer's, as the reader has read more meaning into the text, than evident on the surface.

#### Methods of Interpretive reading

- Predicting logically, the author's purpose of writing the text.
- Summarizing the main idea, when this is not explicitly stated in the text.
- Selecting conclusions, which can be deduced from the text one has read.
- Exploiting familiarity of story structure, to understand the organization of ideas, in the implied/interpretive meaning.
- Becoming aware of one's general perception, before, during and after reading.
- Creating images, related to the text, by reading the text's headings and summaries, to create an explicit plan of the text's content.
- Making up questions, in order to search for answers, at a deeper level.
- Being an active contributor to the content and relating one idea to the other, through interpretive interactions, between what one gathers from the text, and what one already knows.
- Using one's visual imagination and recollecting one's memory, during reading.
- Utilizing word and semantic knowledge, employing crisis resolving and prediction skills.

#### Level-3 Applied

Applied reading is reading beyond the lines, while interpretive reading is reading between the lines. At an applied level, statements which signify insight or opinions of the author are extracted from the content and applied in real contexts. At the same time, interactions created by the author are united with other ideas, outside the text range. The reader goes beyond direct and implied interpretations of the content and activates the 'execute' stage.

#### Methods to applied reading:

- Preview before reading the text selection.
- Identify which statements precisely reflect the meaning of the selection.
- Analyze and synthesize the given information.



### Practice

Read the following passage and answer the questions:

Remove the extra word from the passage below:

1	We all rely on answering machines and voice mail. Yet a research shows that they are	
2	among the most hated things in business life. What's worse, you can easily upset	
3	callers with a bad message. Here it is how to improve your message. First state your/	
4	your company's name. It is frustrating enough not to have speak to someone without	
5	wondering if you have even so reached the right person. Ask callers to leave their	
6	name, reason for calling and phone no. Also, if you leave out an alternative no., say it	
7	slowly. It's a good idea to let the people know when you will pick up your messages.	
8	Next, make sure of the bleep sounds immediately after the outgoing message. It is	
9	irritating for callers to have to start there message all over again because the bleep	
10	interrupted them. Researchers say that seven out of ten callers do not leave messages	
11	so far it may be better to get a phone answering service to handle your calls.	
12	In the end, it will cost you too much less to pay an agency to handle your callers	
13	than to lose a client but who is unable to get through to you.	

## Lesson 15

### Business writing

Topics covered:

- ABC of writing
- The KISS concept

By the end of this module, the learner will

- Apply the ABC concept of business writing
- Ensure to use the 7C's of effective writing in all written communications
- use the concept of KISS in their written messages

#### ABC of Biz Writing Skills

Effective written communication takes time and skill since such a small portion of our communication is contained in the words themselves.

For business purposes, we must deliver our message clearly, succinctly and effectively if we want to be successful. Poorly written messages create confusion or fail to achieve their intended purpose.

Much of our success in dealing with people depends on our communication skills- the choice of words, the tone, understanding the purpose and the audience...

In our written communication too there are some pointers for us to follow-

- We must choose words that others will understand easily.
- We have to capture and maintain their interest.
- We must use words that reflect our sincerity and objectivity.

One of the benefits of written communication is that it is data in black and white. We can go back to refer to the data over and over again. We also have ample time to structure our ideas and present it well. Most important, it gives us instant feedback from the receiver.

The disadvantage of written communication is that it is too time consuming.

Let us look at the ABC of Business writing

The ABC of good writing is Accuracy, Brevity and Correctness.

Accuracy-

Using appropriate words is an integral part of being able to communicate effectively. The way you use words, avoiding ambiguity, and punctuate your message will actually reflect the tone of your message.

Some examples of ambiguity-

- We dispense with accuracy
- She was driven from her home by her husband.

Grammatical errors can lead to confusion. Hence it is important to ensure that proper word order is followed and punctuations are used correctly to give accurate meaning to your message.

Some examples:

- An employee asking for leave wrote, "Since I have to go to my village to sell my land along with my wife, please sanction me one week leave."
- A candidate applying for a job wrote, "This has reference to your advertisement calling for a 'typist and an accountant - Male or Female'. As I am both I am applying for the post."

Brevity

Another characteristic of effective writing is to be brief and simple. Use familiar words, short sentences and short paragraphs. Cut needless words and needless information. Also avoid redundancy of words.

Eg. 1. 'His past history is questionable'. Here past and history duplicate the meaning.

Eg. 2. What I have done is read every one of the memos in question and pulled out all the relevant ones that I think we should have the lawyers look at.

Rewritten to make it brief and simple-

- I have identified the relevant memos that need legal review.
- I have identified the relevant memos for the lawyers' perusal.

When your communication fails to be brief and loses clarity, we say that it has a high fog index. Fog index is a tool which is used to measure the complexity of a written piece. The higher the fog index the higher is the difficulty in understanding the message. This can be reduced by using less number of words, more number of sentences and less number of hard words ( words which use 3 or more syllable, e.g., comfortable).

Another principle which helps you to keep messages brief is the KISS concept. It has also been modified and lengthened in the following manner:

- Keep it Simple
  - Short sentences, short paragraphs, simple subject line
- Keep it Strong
  - use concrete words and examples
- Keep it Sincere
  - Reflect your sincerity and friendliness
- Keep it Short
  - Cut needless words, redundant information & stale phrases

Clarity and Correctness-

Written language is very different from face to face communication. The words used must be correct, professional, and the tone positive.

Seven C's of writing:

- Clear-Every email should be clear and to the point. Your reader will respond quickly only if the meaning is crystal clear. Use short sentences and simple words.
- Concise- Avoid over used business phrases, use active verbs, keep sentence to average length
- Correct- Avoid jargon, complex words, technical terms and abbreviations if the reader is not familiar to their usage.
- Complete- give all the information required on a particular subject to avoid the reader coming back for additional information.
- Courteous- use a tone which is friendly but efficient. Readers want to know that there is someone at the other end who is taking notice and showing interest in their concerns.
- Conversational- the best letters have a conversational tone and read as if you were talking to your reader. Use contractions like I'm, Can't to make it conversational.
- Credible- More specific information you give, better credibility is built.



## Practice

### 1. Exercise on Accuracy, Brevity and Correctness:

Sometimes using too many short sentences can make e-mail messages difficult to read. Here are a few such examples. Try joining the sentences using conjunctions like and, but, however, although, besides, etc.

- There was a technical problem. The server went down. The technicians had left by that time.
- You had sent the query last week. We had sent the solution yesterday. You may not have seen it.
- Our company has the culture of hard work. Our executives seem to be facing burnout. We need to improve their efficiency.
- Short sentences are easy to write and understand. Long sentences are confusing. A simple writing style is recommended.
- All business messages should be courteous. People like to be treated with respect. It is inappropriate to use a style that makes others feel humiliated.

### 2. Rewrite these sentences to make them crisp.

- As requested, I have attached the latest report and feel sure that you will find it useful to make your presentation, particularly to the clients who are onsite who have specific requirements regarding the new project.
- Working in this team requires a great deal of specialist knowledge, including mastery of the complex documentation, an awareness of the various methods of data processing available and the ability to interact with customers located in various global locations.
- One of the most difficult aspects of communicating with people who you have not face to face is establishing a personal relationship with them in order to show them that you are not just a distant voice somewhere but a real person, a part of the team.

### 3. Correct the punctuation mistakes in this e-mail.

- i am afraid that we have not been able to contact you by telephone as my colleague called throughout the day yesterday at half hourly intervals but was told that you were not available so please contact me as soon as possible as we need to check a number of details in your order
- you can reach me by phone at any time this afternoon or tomorrow morning and our office hours are 9 to 6 so you can leave a message for me to call back if necessary

Notes:



## Lesson 16 &17

### Essay Writing

Topics covered:

- ✓ Introduction to writing styles
- ✓ Comparative
- ✓ Persuasive
- ✓ Descriptive
- ✓ Evaluative

By the end of this module, the learner will be

- ✓ Know about the different styles of writing.
- ✓ Identify the style of writing in a given message so that response can be specific.
- ✓ Use the right writing style according to the purpose required.

#### Essays

- Comparative
- Persuasive
- Descriptive
- Evaluative

The first key to successful business writing is to know your audience. The second important aspect is to know the purpose of your writing. If you are clear about these two elements- Purpose and Audience, then when you actually start writing, factors such as composition and style considerations will help the process. The choice of format is also important and can help you communicate your message better.

In this module we will look at some of the commonly used styles of writing.

Planning and drafting:

Five pillars of Writing:

1. Ideas and content
2. Structure and organization
3. Conventions
4. Sentence fluency
5. word choice

Main aspects of writing:

1. Purpose and Audience
2. Sketch your plan, research and put your Initial thought together
3. Use various techniques to put your ideas on paper-Mind map, Doc Spider
4. Select the appropriate Style and Approach
5. Create a structure with the help of the 5 pillars

Persuasive writing also known as argumentative style uses logic and reasoning to portray the fact that one idea is superior to the other. The argument must always be based on proper reasoning and solid evidence given through stating facts, logical reasons, examples, and SME quotes.

Comparative writing demonstrates resemblances and variances between two topics. We use comparison and contrast thinking when we have to decide on which job to take up or which car to buy, or whether to drive a car or take a bus or train for a journey.

To write a comparison or contrast passage the writer will have to first decide what are the

- o Similarities or differences.
- o Which is more significant, the resemblances or the variances?

Descriptive writing contains detailed descriptions about something. When you want to describe something, may be a picture or even an emotion, it helps to list it the way you see, think and feel about it.

The style of the writing should be as if you were selling the idea or as if you would be paid if you convinced the person that they could actually imagine the subject of description

Evaluative writing is about appraising the topic, thinking about its pros and cons, forming a pov, presenting your points to the reader and also to make them agree to your view point.

Evaluation is often used for book and movie reviews. It can also be used to describe a process. We evaluate employees and teams; we evaluate the success of particular programs in government or education.

Establish credibility and state ideas with confidence

With these fundamentals, you can adapt your writing skills to different writing contexts that you would come across at the workplace.

4 basic writing formats

<p>Comparative</p> <ol style="list-style-type: none"> <li>1. Art films versus commercial flicks</li> <li>2. Eastern culture Vs Western culture</li> <li>3. Dog Vs Cat as a pet</li> <li>4. Capital punishment is more effective than life imprisonment</li> </ol>	<p>Descriptive</p> <ol style="list-style-type: none"> <li>1. The Infosys campus at Mysore</li> <li>2. An interesting training program you have attended so far</li> <li>3. Your role model</li> <li>4. A memorable holiday</li> </ol>
<p>Evaluative</p> <ol style="list-style-type: none"> <li>1. Is the I-Pad the best technological innovation in the last five years?</li> <li>2. Work in India or work abroad</li> <li>3. Why doesn't India produce more Olympic medal winners?</li> <li>4. Is engineering still considered the best career option?</li> </ol>	<p>Persuasive</p> <ol style="list-style-type: none"> <li>1. Soft skills for a career edge.</li> <li>2. Pledge your body organs.</li> <li>3. Steven covey's books</li> <li>4. Let's save hockey.</li> </ol>

1. In which kinds of business writing do these different formats and style put to use?
2. Can all these formats get used within a single piece of writing?

3. Can a descriptive text be narrative and an argumentative text be persuasive?



## Practice

1. Identify the style required to write on this topic. Write a 200 word essay and get it reviewed by your buddy/mentor.

1. In today's world what plays an important role? Is it the Knowledge that you possess or the Money that you earn? Compare both the aspects.
2. Persuade your friend on your view that reality show provides a platform for the youth of today to display their talents.
3. Evaluate the adage, "First Impression is the best impression and this impression always plays an important role in the life of an Individual."
4. Describe the beautiful Infosys Campus at Mysore DC.

2. Categorize the topics into the right slot:

1. Fresh Food Vs Canned Food
2. White tiger is a great book
3. My cat has blue eyes
4. Global climate change is made by man
5. Harry Potter series is one of the best, I have ever read
6. Spectacles Vs Contact lenses
7. An apple a day keeps the doctor away
8. My watch has three colors with a leather strap
9. Soft skills add value to an individual
10. Star movies Vs HBO

## Lesson 18

### Précis Writing, Memos and Short Notices

Topics covered:

- Précis Writing
- Memos
- Notices

By the end of this module, the learner will be

- Know about the rules involved in précis writing
- apply the concepts of writing a memo
- able to incorporate the guidelines to notice writing

Précis writing is where an article is condensed to one fourth its size, ensuring that the article does not lose out on the message to be given. Some of the examples of précis writing in business correspondence are writing memos, notices, condensed reports etc.

The three C's of précis writing:

1. Condensation – The précis should be a brief, shortened version of the original article. In general, the précis should be one fourth the length of the original.

2. Comprehension – Although it is important to reduce the article to one fourth its size, it should not lose its meaning in this process. The condensed article should be as easy to understand as the original article.

3. Coverage –while condensing the article, all the main points or ideas in the original article should be retained and adequately covered, so that the shortened article comes across as complete.

Memo writing:

The three basic reasons to write a memo are: to persuade action, to issue a directive or to provide a report. There are also a few general rules to writing an effective Memo. The purpose of the business memo is to communicate in an effective, concise method that connects the purpose of the writer with the interests or needs of memo recipients.

Memos are written to:

- Solve problems by introducing new information like policy changes
- Imparts information regarding new products
- To present goals or expectations requiring the recipient to take action such as attending a meeting or changing a current work procedure

Parts of a memo:

- Header: A key difference between memos and letters is the title found in memos. Readers usually decide to read the memo generally on the basis of the title line, the line is important. The Header should include "To, From, Date and Subject" headings.
- Body: is the text which contains the details and covers all the points of the information.
- Closure: to state the action expected from the reader. There is no formal closure like in an email.



## Practice

Task: Write a memo/notice/circular

1. Mobile phones are not allowed inside the college from next week. Mobiles found in use inside the campus will be confiscated.
2. The college is conducting a cleanliness drive in and around the area. Give details of this initiative to enthuse volunteers to join the campaign.
3. The cricket ground is being converted into a laboratory building due to severe space crunch. Cricket practice in the evenings will not be allowed anymore.
4. An initiative started by your department wherein leaders from different fields will give a talk every week. Send a memo to the entire college.
5. From next month, the college will follow a dress code. Students are expected to strictly follow the dress policy.
6. Your college is conducting a road show on 'Go Green'. Invite for volunteers.

## Lesson 19

### Auxiliary Verbs

Topics covered:

- Introduction to verbs
- Auxiliary verbs
- Modal verbs

By the end of this module, the learner will be

- Able to identify different verbs
  - Able to explain the difference between main and auxiliary verbs
  - Able to identify the usage of auxiliary verbs in a sentence
  - Able to use the most appropriate auxiliary verb in a sentence according to the purpose of the communication
- 
- A verb-
    - is a word or a phrase that indicates an action or a state of being.
      - E.g. He teaches French (action). He is in poor health (State of being)
    - tells us what a person or thing does
      - E.g. The president addressed the nation.
    - tells us about the subject/object
      - E.g. The president (subject) addressed (verb) the nation (object).
  - A subject indicates the doer of the action while an object refers to the person or thing who suffers the action. 'Addressed' is the verb which takes 'nation' as the object to complete the sense of the sentence. Such verbs which take an object are called transitive verbs. Not all sentences need objects to complete their sense.
  - E.g. Rose smells sweet. It does not need an object to give complete meaning. In such case smells is an intransitive verb. Such verbs have no passive form.
  - Verbs are of two kinds based on their function in the sentence-
    - main verbs such as, eat, read, work, discuss, play etc
    - auxiliary verbs such as, verb 'be' (is, are, am, was, were, be, being, been), do forms (do, does, did), has, have, had, can, could etc. auxiliary verbs are also called as helping verbs. There are two kinds of auxiliary verbs-i) primary auxiliaries, which are used to form questions, tenses etc.
    - E.g. Has, does, am, was, have.
    - modal auxiliaries E.g. can, could, shall, should, will, would, may might, must, need to, used to, ought to. Dared to. Modal auxiliaries seek to express possibility, necessity and permission.



## Practice

1. Underline the verbs in the following sentences; say whether they are transitive or intransitive verbs:

- a. He picked up the bill for discussion.
- b. The road ran across the field.
- c. Put the tent here.
- d. The sun rises in the East.
- e. The tiger jumped into the well.
- f. The men built the bridge.
- g. The walls fell over.
- h. You are irritating me.

2. Complete the following by adding suitable objects:

- a. The child broke.....
- b. Most people dislike.....
- c. The dacoit killed.....
- d. He is making.....

- e. He sold.....
- f. A goldsmith makes.....

3. Choose the right words from the brackets:

- a. The horse (flew, blew, galloped) hard that day.
- b. A boat (floats, flows, sails) on the river.
- c. They (hang, hanged, hung) pictures on the wall.
- d. The teacher (abused, appointed, praised) the children that day.
- e. The banker (hurried, wandered, ignored) the people around him.
- f. The bird has (flown, flew, flowed) its coop.
- g. Mother (lay, laid, put) the breakfast on the table.

4. Identify the transitive and intransitive verbs in the following:

- a. We were angry.
- b. The gates are closed.
- c. She was watching the T.V.
- d. He was detained over raging a junior college mate.
- e. Karna applied for medicine at the college.

## Lesson 20

### Link Expressions, Question tags

Topics covered:

- Link Expressions
- Question tags

By the end of this module, the learner will be

- Able to use the appropriate link expressions in their sentence construction
- Able to frame correct question tags based on the type of sentence

Link Expressions:

Link expressions are words or short phrases that help to connect ideas and sentences so that the reader can follow the message clearly. We use these expressions to link sentences, paragraphs and sections both forwards and backwards. They are also called Transition words.

A transition is a paragraph, sentence, phrase, or a word, which directly summarizes the content of a preceding thought, sentence, paragraph, or section. It also implies the summary. It helps the reader to proactively comprehend the new information that the writer wishes to present.

Types of transition:

- Transitions between sections
- Transitions between paragraphs
- Transitions within paragraphs

We use different kinds of conjunctions, phrases and other words to show the transition of idea and to make connections clear to the reader. These commonly used transition/link expression words are bucketed under different categories to indicate its use in writing.

- Addition: again, also, besides, as well as, in addition, likewise, furthermore, similarly, moreover...
- Consequence: accordingly, as a result, consequently, for this purpose, hence, subsequently, therefore, thus, for this reason...
- Generalizing: for the most part, generally speaking, ordinarily, usually, generally, as a rule, as usual...
- Similarity: comparatively, correspondingly, identically, likewise, similar, moreover...
- Contrast and Comparison: in contrast, instead, likewise, on the contrary, similarly, yet, but, however, still, nevertheless...
- Sequence: in the meantime, now, in the first place, at the same time, later, before now, in time, meanwhile, next, then, for the time being, soon, earlier, simultaneously, afterward, the next step, in turn, to begin with, in conclusion, while...
- Summarizing: all in all, in conclusion, all things considered, by and large, in brief, on the whole, in summary, briefly, to sum up, to summarize, finally, in short...

#### Question Tags:

Question tags are short additions to sentences, asking for agreement or confirmation or disagreement. It is frequently used in Spoken English.

A question tag follows a positive or a negative sentence. If the sentence is positive the question tag is negative. If the sentence is negative, the question tag is positive. A question tag starts with an auxiliary verb followed by a personal pronoun.

For sentences which do not have an auxiliary verb, use do/does in the present tense and 'did' in the past tense. If the subject of the sentence is not a personal pronoun, form the personal pronoun.

- You are learning English, aren't you?

(In the above sentence, 'you' is the personal pronoun and 'are' is the auxiliary verb)

- Your friend learns English, doesn't he?/doesn't she?

(Here the sentence is in the present tense and so the auxiliary 'does' is used. The personal pronouns he/she denotes the subject 'your friend'.)

Sometimes the statement will have a word which shows negation. In such cases the tag used should be positive.

- She never comes early, does she?

When 'have' is the main verb in a sentence there are two possibilities for framing question tags.

Example:

- They have an expensive car, haven't they?
- They have an expensive car, don't they?

With the Imperatives use will/would

- Open the door, will you?
- Open the door, would you?

For a polite request use 'won't

- Open the door, won't you?

For a suggestion beginning with 'Let' use shall for the question tag.

- Let us go for a walk, shall we?

After affirmative sentences, we use the negative interrogative:

- For example:
- Ram helped you, didn't he?
- Mary was there, wasn't she?

When question tags are used, the speaker merely expects agreement. The tags are usually said with a falling intonation, as in statements.



1. Fill in the blanks using the right link expression:

(Though, Otherwise, hence, as soon as, since, nevertheless, until, therefore)

- a. The team hopes to complete the order on time ----- they will be in trouble.
- b. \_\_\_\_\_ you receive the email, let us know.
- c. Our company is downsizing, \_\_\_\_\_ we are not taking in new recruits.
- d. \_\_\_\_\_ last week, we are having major power cuts.
- e. Ram is not a good worker, \_\_\_\_\_ he got to go onsite.
- f. \_\_\_\_\_ we get the information from the management, we are in the dark.

2. Fill in the blanks with the right question tags.

- a. Tom works at Infosys, \_\_\_\_\_?
- b. They are going home for the weekend, \_\_\_\_\_?
- c. Asha is coming for the movie with us, \_\_\_\_\_?
- d. I am not smart, \_\_\_\_\_?
- e. John and Jane don't talk to each other, \_\_\_\_\_?
- f. You haven't completed the assignment, \_\_\_\_\_?

## Lesson 21

### Voice

Topics covered:

- Active Voice
- Passive Voice

By the end of this module, the learner will be

- Able to identify the voice of a sentence
- Able to change a statement from Active to Passive voice and vice versa.
- Able to use the right voice in a situation according to the purpose.

### Introduction to Active and Passive Voice

Let us look at two examples-

- The hunter shot the bird (Active voice)
- The bird was shot by the hunter (Passive Voice)

An action can be expressed in two ways-

i) Active voice: E.g. The hunter (Subject) shot the bird (Object).



When the subject (hunter) of the sentence is the 'doer' of the action, indicated by the verb (shot), it can be called Active voice.

ii) Passive voice: The bird (Subject) was shot by the hunter (Object). When the subject (hunter) in the Active voice becomes the object of the verb in the sentence, it can be named as Passive voice and it is introduced by the word 'by'. The word 'by' indicates it being an agent. When the agent is unimportant, 'by' is omitted.

In Passive voice, the subject-object, inter change their places.

E.g. She sang a song. She (subject) sang (verb) a song (object) (Active Voice).

E.g. A song was sung by her. A song (subject) was sung (verb 'be' + past participle form of verb 'sang') by (by is added to doer of action) her (object). Thus, she (subject) in Active voice becomes her (object) in the Passive voice. (The pronoun in the subject (she), changes into object (her), in the passive voice.) When it is necessary to complete the meaning, by is added to the object. Otherwise, by is omitted.

E.g. The house was pulled down by them. Here 'by them' is unimportant as it does not specify any person or thing.



## Practice

1. Identify the Active and Passive sentences from the following:

1. The building was owned by a rich businessman
2. The ball missed the goal
3. The children looked after their father
4. Most of the work was done by her
5. He raised his face to the sky
6. Evil ministers surrounded her
7. They hired a car to travel to Delhi
8. He won the match by a goal

2. Change the following active voice into its passive voice form after writing out the present, past and future tense forms:

An E.g. sentence, 'He rings a bell' has been done for you. Try out for these two sentences:

- a. The cleric wrote a letter
- b. The girl drinks apple juice

Hint: use the verb 'be' form: is, was, are, were, am, be, being, been, to change the voice of the verb. E.g. is, are, am (Simple Present Tense), was, were (Simple Past Tense), be (Simple Future Tense), being (Continuous Tense), been (Perfect Tense). E.g. He has built a house (Active voice); A house has been built by him (Passive voice). E.g. He is building a house (Active voice); A house is being built by him (Passive voice)

Tense	Active	Passive
Simple Present Tense	He rings a bell	A bell is rung by him
Present Continuous Tense	He is ringing a bell	A bell is being rung by him
Present Perfect tense	He has rung a bell	A bell has been rung by him
Present Perfect Continuous Tense	He has been ringing a bell	No passive form
Simple Past Tense	He rang a bell	A bell was rung by him
Past Continuous Tense	He was ringing a bell	A bell was being rung by him

Past perfect Tense	He had rung a bell	A bell had been rung by him
Past Perfect Continuous Tense	He had been ringing a bell	No passive form
Simple Future Tense	He will ring a bell	A bell will be rung by him
Future Continuous Tense	He will be ringing a bell	No passive form
Future perfect tense	He will have rung a bell	A bell will have been rung by him
Future Perfect continuous	He will have been ringing a bell	No passive voice

## Lesson 22

### Modifiers, Collocations, Phrasal Verbs

Topics covered:

- Modifiers
- Collocations
- Phrasal Verbs

By the end of this module, the learner will be

- Able to ensure the modifiers are used correctly
- aware of collocation words
- able to use the correct phrasal verbs in their communication

#### Modifiers

A **modifier** can be either a word which is an adjective or an adverb, or a phrase or clause acting as an adjective or adverb. The modifier has the same basic principal. It adds information to another element in the sentence. Modifiers breathe life into sentences. Modifiers when they are carefully chosen and placed properly, allow the writer to depict situations with as much accuracy as possible with the words used. The removal of the modifier normally does not affect the grammatical construction of the sentence.

#### Collocations

Collocation is grouping of words that habitually appear together and thereby convey a different meaning. They are somewhat similar to English idioms. Like idioms they're word combinations that are used by native English speakers. Collocations are made from combinations of verb, noun, adjective etc. Some of the most common types are:

Examples:

verb + noun -- take a vacation  
 adjective + noun -- light rain  
 adverb + verb -- completely forget  
 adverb + adjective -- totally awesome  
 adjective + preposition -- tired of ...  
 noun + noun -- a business deal

## Phrasal Verbs

Phrasal verbs such as these are used frequently in conversations and discussions as well as informal e-mail messages.

A verb + a preposition is called as a phrasal verb. Depending on the prepositions added to the same verb the meaning would change.

Example:

- Look after; look at, look upon, look down.
- Phrasal verbs are very common in written and spoken language.



## Practice

1. From the following pair choose the right one:

- a. I almost watched the whole movie.
- b. I watched almost the whole movie.
  
- a. We read that the company is expanding in the annual report.
- b. In the annual report, we read that the company is expanding.
  
- a. My computer nearly stopped five times today.
- b. My computer stopped nearly five times today.

2. Choose the right collocation:

- a. Raj was not very confident to (give/make) a suggestion in the discussion.
- b. Sam had to step out of the session to (do/make) a telephone call.
- c. Infosys will always (do/make) an attempt to keep our customers delighted.
- d. The beleaguered Hockey team tried their level best to (win/beat) a match in the tournament.
- e. The team will require all details to (put/carry) out a plan of action.

3. Look at the following sentences. What do the expressions in bold mean?

- a. He got held up in the traffic during the rush hour.
- b. They called off the program due to low nominations.
- c. Where are you put up?
- d. The client was put off by the poor hospitality shown towards them.
- e. I need to wash up before the meeting.

4. Match the verbs and prepositions to form different phrasal verbs. Write a sentence using the phrasal verb formed.

give	off
stand	out
make	down
hold	in
speak	on

keep	do
stuck	up

## Lesson 23

### Compound, Countable, Uncountable Nouns

Topics covered:

- Compound Nouns
- Countable Nouns
- Uncountable Nouns

By the end of this module, the learner will be

- Able to use compound nouns in their business writings
- Identify the countable and uncountable nouns

#### Compound Nouns

A compound word is formed when two words are joined together to form a new word. The new word will have a meaning which is different to the two individual words. Compound nouns are used extensively in business writing. They are written in three different ways: as single words, as hyphenated words and as two words.

Sing words	Hyphenated words	Two words
Grandfather	Mother-in law	High school
Bestseller	Fund-raiser	Batch mate
Sidewalk	Dining-table	Bee hive

The two parts may be:

Noun + noun

Noun + verb/adverb

Verb + noun/ adverb

Verb + adverb

Adjective + noun/verb

#### Countable and Uncountable Nouns

Countable nouns are things that can be counted. It is used to answer the question 'How many....?' E.g. pens, dog, cup, etc.

Examples:

- I want an apple.
- I have a dozen pens.
- There are 3 people here.

Uncountable nouns are things or substances that we cannot divide into separate elements. It is used to answer the question 'How much....?' For E.g. electricity, sugar, information etc.

Examples:

- How much sugar do you need in your tea?

- I've got a little money.
- Do you have some time?



1. Match the following list of words to create compound words:

office	manager	
business	team	
executive	hunter	
mailing	computer	
head	director	
marketing	call	
conference	shake	
Sales	strategy	
over	house	
key	list	
hand	head	
green	system	
Project	man	
personal	board	

2. Form sentences using the following compound nouns:

breakdown, outcome, cutback, drop-out, feedback, hold-up, makeup, output, set-back, stand-in, takeaway, weekend, chairperson, network, software

3. Identify and segregate the countable and uncountable nouns:

Information, accommodation, water, understanding, baggage, wood, cheese, garbage, knowledge  
Person, bottle, dollar, suitcase, coin, animal, women

## Lesson 24

### Report Writing

Topics covered:

- Report Writing

By the end of this module, the learner will be

- Use the correct format when writing reports.
- Follow the structure and guidelines of report writing.

- Ensure that the report aligns to the 7C's of business writing.

What is a report?

A report is mostly a written communication of information or advice from a person who has collected and studied facts to a person who has asked for the report which is needed for a specific purpose. Often the function of a report is to provide a basis for a decision and action.

A report is read by several layers of audiences.

- a. Primary- Individuals who have to act or make decisions on the basis of the report.
- b. Secondary- Individuals affected by actions that the primary audiences would take in response to the report.
- c. Immediate-Individuals responsible for evaluating the report and getting it to the right people.

Examples of types of reports:

- A report of a conference on any specific subject for someone who could not attend the program.
- A report of a person's knowledge of the facts and/or opinions on a particular situation or incident or issue at work for the boss to help him arrive at a decision or taking some action.
- A report in the form of a letter or memo informing someone what you know about the area of work or incident or giving suggestions/recommendations on what needs to be done.
- A report of some facts and figures in a prescribed format meant for a unit/team to enable them to take action/ come to a decision

Steps to Report planning:

- Define the problem
- Explain the purpose
- Outline the issues for investigation
- Work plan
- Analysis and interpretation of data
- Draw conclusions
- Recommendations

Features of the report:

All reports will contain the following three elements:

- a. Introduction
- b. Text of the report
- c. Conclusion

Main report will cover the following features:

- Title
- Terms of reference
- Procedure followed
- Findings with examples where necessary

- Conclusion
- Recommendations
- Date, place and signature of the person who created the report

Other features to the report:

- Table of contents
- Acknowledgments
- Appendix-supplementary information
- References if any

Structure of the report: reports have their own structure and this is distinct from an essay. They tend to follow a standard structure but much depends on the circumstances in which they are written.

Introduction- should have a standard format-

- Statement of the subject
- Indication of the objectives
- Brief description of methods used to obtain information
- Summary of conclusions, findings and recommendations in brief

Body of the report- should have facts and figures, data on the analysis, fact findings.

Final- contains the conclusions and recommendations. It will leave the reader with the final impression



## Practice

Activity:

You college has conducted a cleanliness drive and a seminar on waste management last week. This event was very well appreciated by all the participants and the local populace. In fact the college wants to make it an annual event. You are part of the group of volunteers who took part in this drive,. Your college principal has asked you to give him a report on-

- a. The event
- b. what went well
- c. the challenges faced
- d. Recommendations on how it can be improved for the next time.

Write a report using a standard report template and ensuring all the guidelines is followed.

Notes:

## Lesson 25 & 26

### E-mail Etiquette

#### Topics covered:

- E-mail Etiquette
- Practice Email writing

By the end of this module, the learner will be

- Understand the etiquettes involved in Email writing.
- Follow email etiquettes when writing emails.
- Write well-structured routine and non-routine emails using ABC and the 7C's.

Let us look at some of the dos and don'ts to be kept in mind when writing emails:

#### Do's

##### Subject line:

1. short (3-5 word)
2. meaningful
3. relevant to the content of the e mail
4. Change the subject line, if inappropriate, when you use the reply option.

##### To and CC field:

5. Names of people from whom you expect a response or action.
6. CC for people who have to be in the loop but do not need to respond.

##### Salutation and closure:

7. Address people with a Hi/ Hello/ Dear and not just the name.
8. End the e mail with 'Thanks & Regards' or 'Regards'
9. Use their proper name and not nick/pet name.
10. If you are addressing a group, use 'Hi all', 'Hi team', 'Dear all' etc.
11. If you are addressing two individuals use 'Dear xyz, abc,'

##### Use of BCC:

12. Use bcc only when you need to send information to a large group of (unrelated) people.
13. If using bcc mention on the top of the mail 'bcc intentional'

##### Signature line:

14. Signature line should be within 4-5 lines.



15. Signature line will contain your designation, address and contact number.
16. Let your signature line reflect your professionalism.

Conventions of writing:

17. Keep your sentences short and simple.
18. Short paragraphs and one idea in each paragraph.
19. Use bullets or numbers for sequential information.
20. Spell check and grammar check before you send.
21. Begin the sentence with capital letter.
22. Use capitalization for 'I' or proper nouns.

Structure:

23. Use the 3T\* method of writing.
24. Use the 3 steps of introduction/context setting, middle and then the closure.
25. Ensure there is a logical flow to your information.
26. Highlight points by using bold, or color the particular word/number.

Attachments:

27. To reduce the content of your email, write the summary in the email and send the rest of the information as an attached document.
28. Zip up the heavy attachments to save space.
29. If it is for multiple users, use a link.
30. Check for virus before you send it.

Aesthetics:

31. Use standard font face and size (Times new roman/Arial, size 10)
32. Use black or dark blue for writing the mail.
33. Use a plain background for your emails

Last but not the least:

34. Read your email loudly to see how it sounds before you send it.
35. When angry, wait till you cool down to reply back.
36. Use reply button to maintain the thread of the email.

\*3 T mechanism

tell them what you want to tell them (Introduction), tell them (Body), tell them what you have told them (Summarize)



1. Fill in the gaps in these e-mails with appropriate expression. In case you note some errors in the other parts of the sentences, correct them.

To : Rajesh

Sub: \_\_\_\_\_

\_\_\_\_ Rajesh,

This is to \_\_\_\_\_(note/check /update) you that the three \_\_\_\_\_(modules/pieces/codes) of the CARISTA project, i.e. Billing, Dispatch and Tracking are on \_\_\_\_\_(schedule/time/plan).

\_\_\_\_\_ (unfortunately/sadly/on the other hand) the order entry module has been \_\_\_\_\_ (delayed/held up/overdue) by two days due to a/an \_\_\_\_\_ (flaw/dysfunction/ error) in the ZED code. (But/however/not to worry) we are working overtime to \_\_\_\_\_(change/rectify/convert) it.

Please \_\_\_\_\_ (ask/revert/check) if you have any \_\_\_\_\_(doubts/queries/confusion).

Thanks & Regards,

Amish

To: Sumesh

Sub: \_\_\_\_\_

\_\_\_\_\_

As \_\_\_\_\_ (mentioned/discussed/spoken) with you last week, I plan to go on leave from Wednesday for two weeks. I have already \_\_\_\_\_ (planned/made/prepared) all the necessary arrangements to travel and have handed over my tasks to Sumit.

\_\_\_\_\_ (therefore/regret/so) i will not be able to take up the CR from the client as it would \_\_\_\_\_ (need/involve/mean) a lot of effort and additional time which I will not be able to \_\_\_\_\_ (spare/give/contribute) at this point in time.

I \_\_\_\_\_ (ask/request/recommend) you to please suggest one of our team members for this initiative. Once I am back from my leave, I \_\_\_\_\_ (assure/promise/ guarantee) you that I will be ready for any additional tasks.

\_\_\_\_\_

Ashish

To: Team\_USP

Sub: status meet

\_\_\_\_ team,

As you are \_\_\_\_\_ (knowing/aware/conscious), lately there have been certain \_\_\_\_\_ (problems/issues/worries) that have hindered our \_\_\_\_\_ (task/mission/deliverables) and has created slip ups in our timelines.

Today's meeting will \_\_\_\_\_ ( look/ tackle/address) the following concerns:

- a. XXXXXXXXXXXX
- b. YYYYYYYYYYYY
- c. ZZZZZZZZZZZZ

We need to \_\_\_\_\_ (work out/brainstorm/ devise) on ways to overcome the \_\_\_\_\_ (droop/slump/failings) in our performance and get the project back \_\_\_\_\_ (on track/running/moving).

Will look forward to your \_\_\_\_\_( active/sincere/interactive) participation today.

Thanks & Regards,

Nimesh

To: Flex.com

Sub:

I am \_\_\_\_\_ (undergoing/undertaking/enduring) the e-learning course on Adobe Flex on LMS  
\_\_\_\_\_(yet/but/except)I am unable to \_\_\_\_\_ (download/copy/transfer) the application to my system \_\_\_\_  
(since/because/for) I do not have the Flex builder on my system.

Is Flex builder the only way I can code Flex applications? \_\_\_\_\_ (if not/if so/ thus) can we write the code on a notepad  
and \_\_\_\_\_ (copy/transmit/move) it like we do in Java?

I have tried \_\_\_\_\_ (surfing/browsing/probing) Infy wiki to get some answer on this, but there are none. Hence I  
have approached you for \_\_\_\_\_ (help/ assistance/aid).

Thanks for any \_\_\_\_\_(data/information/ facts) provided.

Regards,

Ramesh

To: Ganesh

Sub: \_\_\_\_\_

Hi Ganesh,

Due to a \_\_\_\_\_ (bug/worm/germ) detected last week in the EUI package, the team has not been able to \_\_\_\_\_  
(deliver/transfer/send) the module \_\_\_\_ (on/in/before) time. We are in the process of \_\_\_\_\_  
(fixing/correcting/clearing) the defect and it will take considerable amount of \_\_\_\_\_ (rework/recoding/redoing) to  
set it right. To \_\_\_\_\_ (create/complete/finish) the module on time, we may require \_\_\_\_\_ (additional/further/  
more) resources from the AXL project team.

I request you to \_\_\_\_\_ (delegate/assign/direct) three people for a week to help us reach our \_\_\_\_\_ (aim/target/  
intention)

\_\_\_\_\_

Samish

To: PSB\_MYS

Sub: \_\_\_\_\_

Team,

We had a \_\_\_\_\_ (meeting / get together/ face to face) with CCD head Ganesh regarding the file server inside the ODC (offshore development centre) which uses the client network.

As per the security policy, Infosys should not be taking \_\_\_\_\_ (spares/duplicates / copies) of any data which is in the client network inside the ODC. \_\_\_\_\_ (further/based/ in lieu) on these instructions we have stopped taking copies of the file server.

Also, we need to stop using the file server and move them back to your \_\_\_\_\_ (particular/relevant/respective) share point portal or any other \_\_\_\_\_ (link/ page/ folder) given by the corresponding system managers for storing the documents.

Please \_\_\_\_\_ (move/push/ shift) all your documents from the file server by eod. CCD will be deleting the project folders from the file server after 8pm.

Please contact me if you need any \_\_\_\_\_ (assistance/help/backing) regarding this.

Thanks,

Suresh

2. In pairs or groups of three write an e-mail suitable for any of the following situations.

1. Write an e-mail addressing to the Head of Marketing division of NYIT, an IT training organization, requesting to sponsor one of the events during your college fest and asserting the reasons why she should do so.

2. Write an e-mail to the HoD of your department telling her how a lack of certain equipment's in your Lab is proving to be a hindrance in your learning and request her to procure the same. Mark it to anybody else whom you feel relevant.

3. Write an e-mail to your teacher congratulating her for getting her paper published in a major technical journal.

Notes:

## Lesson 27

### Vocabulary

Topics covered:

- Idioms and Phrases
- Business terms

By the end of this module, the learner will be

- Aware of some of the commonly used Business Idioms and Phrases
- Able to use some of the common business terms in their communication

One of the challenges of working in the multicultural global workplace and interacting with native speakers of English is to get used to the usage of idioms in their communication. Often you may get confused when your colleagues use Idioms and phrases in their communication. Sometimes we may be able to assume the meaning from the context but most often it is not easy to get the right meaning. Knowledge of idioms and phrases can help you to overcome this challenge and add color to your language. They also help you to explain a situation by creating a vivid mental image.

Idioms:

- Idioms are a group of words or a phrase whose meaning differs from the meaning of the elements or components which make the phrase.
- The phrase may have a figurative meaning which may be completely different from its literal meaning.
- For e.g. Break the ice doesn't mean breaking a block of ice using a hammer.
- It means to make people, who have not met before, more relaxed and comfortable with each other.



### Practice

Write the meaning and a sentence for the given Idioms and Phrases:

- As cool as a cucumber
- Be on the ball
- Bear the brunt
- Cutting edge
- Deliver the goods
- Explore all avenues
- Fast track something
- Go the extra mile
- Hard as nails
- Hidden agenda

A Business quiz: In groups, participate in a business quiz. Either the facilitator or one among you will play the quiz master. Note down the words which you learnt during the quiz.

## Lesson 28 and 29

Individual presentations

## Lesson 30

Wrap up

- Feedback
- Recap of learning
- Planning for further skills enhancement

Create a poster of your learning:

In groups as directed by your facilitator, create a poster of your learning from this workshop. Use the skills that you have picked up from FOBE such as the method to structure your ideas, create the right content, and use of proper grammar and presentation the techniques that you have learnt from this program. Good Luck☺.

### About Infosys

Many of the world's most successful organizations rely on Infosys to deliver measurable business value. Infosys provides business consulting, technology, engineering and outsourcing services to help clients in over 30 countries build tomorrow's enterprise.



For more information, contact [askus@infosys.com](mailto:askus@infosys.com)

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