

PRACTICAL ENGLISH



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SAN INTERNATIONAL
SCIENTIFIC PUBLICATIONS

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PREFACE

This book is intended for intermediate-level students. It may be helpful to higher school teachers and university students. It has five units that encompass the advanced type of writing and speaking expressions. The main body of the units consists of several sample dialogues, expressions, writings, and exercises. The main reason for including such conversations, functional expressions, and various types of model writings is to enhance students' English speaking and writing skills and to encourage them to master these essential skills.

Moreover, various types of exercises are developed under each unit. Numerous practical sample examples are given to help learners understand the topic treated. The activities are used to practice authentic language use and simplify the expression in similar communication and writing, allowing users to communicate in real life. This book aims to accelerate learners' English language proficiency and improve their classroom English examination performance. The book is useful to learners who wish to improve their English language competency. This book has been written to answer the questions almost all students over the years have needed to ask. We hope all who use this book will also have their questions answered and enjoy the confidence and mastery of the communication skills in speaking and writing.

ACKNOWLEDGEMENTS

We are grateful to everyone who helped us prepare this book. Several university teachers were kind enough to answer an enquiry asking how they felt the Practical English Usage could be improved: their feedback was constructive. We are also indebted to colleagues who have added significant comments and suggestions to the accuracy and clarity of the book. We must also acknowledge our debt to the former authors and reference works of the present generation: “Practical English Usage” by MICHAEL SWAN, “Learn How to Speak English Fluently” by YOGESH VERMANI and Business Writing Skills by Tutorialspoint.com. Finally, it is with particular pleasure that we express our gratitude, once again, to the editorial, design and production team at KONGUNADU PUBLICATIONS INDIA PRIVATE LIMITED, whose professional expertise is matched only by their concern to make an author’s task as trouble-free as possible.

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UNIT 1

PROCESS OF COMMUNICATION

Importance of Communication - Verbal Communication - The Process of Communication - Barriers to Effective Communication - Non-Verbal Communication - Categories of Non-verbal Communication - Non-verbal Techniques for Effective Communication - Role-Plays - Why use Role Plays? - Role-play Activities

1.1 IMPORTANCE OF COMMUNICATION

Your birth was a matter of great joy to your parents. With your first cry, you told everyone that you had arrived in this world. When you were hungry, you cried, and your mother understood that and gave you milk. As a baby, your face told your mother that you were neither well nor uncomfortable. Months later, when you uttered the first words, your parents were thrilled. You also started waving your hands or nodding your head to say ‘bye’ or ‘yes’ or ‘no’. Then slowly, you started speaking. You asked questions because you wanted to know about things around you. Later, when you went to school, you learned the alphabet. Today you can speak and write to express yourself or, for the purpose of this study, shall we say, ‘communicate’ with others. But, what is Communication?



We either speak or tell, or we just do it without words. When we look back at the history of mankind, we find that early man could not speak as we do today. As we use them today, words and languages developed much later in human history. However, early human beings expressed their feelings and experiences without using any words. Their face, expressions and use of the head and other organs (body parts), like the hands, could tell others many things. Later, the language developed, and people used words to speak to others or convey feelings. With the alphabet, writing gave yet another powerful tool to convey thoughts, ideas and feelings.

Why do we communicate?

We live in a society. Besides ourselves, there are others who may be rich or poor, living in big houses or in huts, literate or illiterate. They may also belong to different religions and communities, often speaking different languages. But still, all of them can speak or interact with one another. Such interaction is essential for societies to survive. We ask questions and get answers, seek information and get it. We discuss problems and come to conclusions. We exchange our ideas and interact with others. To do all these, we use communication. Imagine a situation where we are not able to speak and interact with others or think of a family living in the same house without speaking to each other. Such situations can create plenty of problems. When we get angry, don't we stop talking to our friends or family members, at least for some time? Soon we talk it over or discuss matters and begin a normal conversation. If we do not speak to each other, we cannot understand each other. So communication can help us to understand each other and solve problems. But what is Communication?

What is communication?

Defining communication is not very easy. It means many things to many people. Unlike definitions of a theory or some scientific term, 'communication' has no definition accepted by all experts. We know that when we convey something by words, we may call it a message. If you are used to a mobile phone, you would know the term 'SMS'.

This SMS is the short form for ‘Short Message Service’. Here, the messages are short sentences or just a word, phrase, or sentence like “I am in a meeting”. “Please call me at 4:00 p.m” or “congratulations” or “see you at home”. These are all messages. They are short, and when someone receives them, they ‘understand’ it. For example, take the message “I am in a meeting”. Please call me at 4:00 p.m”. It does not need any explanation. The moment you read it, you can understand it. Suppose someone has passed an exam. Just send a message “congratulations”. The person who gets it immediately follows it. So shall we use these two words, namely ‘message’ and ‘understand’, and define communication?

Concept of Communication

The word communication has been derived from the Latin word “communis”, which means common. Communication, therefore, refers to sharing ideas, facts, opinions, information and understanding. It is the transfer or transmission of some information and understanding from one person to another. Although the word “communication” is used often, there is no consensus amongst communication experts regarding its definition. In general, it is defined as the process by which information is exchanged between individuals. The process uses written messages, spoken words and gestures. Communication can be defined as the process of transmitting information, thoughts, opinions, messages, facts, ideas or emotions and understanding from one person, place or thing to another person, place or thing.

Agricultural Communication is defined as a planned transfer of farm technologies from the research system to the farmers' system through extension systems and media to make desirable changes in respect of higher productivity, profitability and prosperity and also getting feedback from the clients.

The importance of communication in any managerial process can hardly be overemphasized. If an organization is to operate as an integrated unit, it is necessary that the top management should keep the lower-level supervisors and employees well-informed of its ultimate objectives and what it wants each person to accomplish towards their realization. By freely sharing information, the management takes employees into its confidence, prepares them for changes, avoids misunderstanding, removes it if at all it develops, and makes them more knowledgeable about the problems and policies of the enterprise.

1.2 VERBAL COMMUNICATION

Verbal communication takes place directly between the superiors and juniors in organizations and between farmers and extension functionaries in the field and is often known as face-to-face communication. It takes the form of talks, public addresses, verbal discussions, telephonic talks, telecommunications and other artificial media, such as audio-visual aids, speeches and orders, holdings of meetings and conferences, lectures, social get-togethers, training sessions, public address systems, museums, exhibitions, counselling etc.

1.2.1 Merits

- ✚ It is the least time-consuming, is more direct, simple and the least expensive.
- ✚ It is more communicative and effective and aids in avoiding delays, red tape and formalities.
- ✚ It generates a friendly and cooperative spirit.
- ✚ It provides immediate feedback, as questions can be put and answers obtained about the information transmitted.

1.2.2 Demerits

Since every piece of information cannot be put into writing, most of it is conveyed by means of oral instructions, mutual discussions and telephonic conversations. However, verbal communication has certain demerits. These are:

- ✚ Lengthy, distant and important information cannot be effectively conveyed verbally.
- ✚ Verbal talks may often be distorted if there is some cause of indifference between the receiver and the sender.
- ✚ It is inadequate where permanency and uniformity of form are required.
- ✚ Due to various communication gaps as a result of status and other physical or personal barriers, communication is incomplete.
- ✚ Spontaneous responses may not be carefully thought out.
- ✚ Spoken words can be more easily misunderstood than written words.
- ✚ It presupposes expertise in the art of effective speaking.

1.3 PROCESS OF COMMUNICATION

- ✚ The information function serves to provide knowledge to the individual's need for guidance in their actions. It also fulfils workers' desires for awareness of things that affect them.
- ✚ The command and instructive functions serve to make the employee aware of his obligations to the formal organization and to provide him with additional guidance on how to perform his duties adequately.
- ✚ The influence and persuasion function (also known as a motivational function) encourages the appropriate individual to perform or to exhibit certain behaviour. Messages communicated are used to convince individuals that their actions can be personally or organizationally beneficial.
- ✚ The integrative function refers to the fact that the communication of messages/ideas if properly handled, should help to relate the activities of the workers to their efforts complement rather than detract from each other. Work efforts are unified rather than fragmented as a result of properly integrative communication. Employees can perform well and be involved only when they understand their duties and responsibilities. Unless the organization's key goals, values and strategies are communicated to employees, they will not work in that direction.

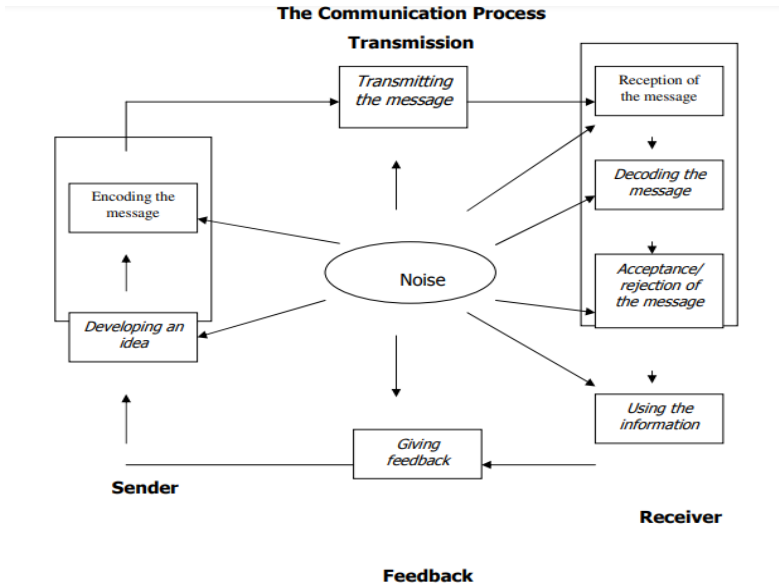


Figure 1.1: Communication Process

The two-way communication process involves the transmission of a message from a sender to a receiver and back. Communication may take place through speech, hand signals, or other forms. All communication involves eight steps, regardless of the form used.

- ✚ **Developing an idea:** The sender should perceive that he has some important message to be conveyed to the receiver. The sender should clearly know what he wants to communicate to the receiver.

- ✚ **Encoding the message:** The sender codifies the message. In this step, he selects appropriate words, charts, or symbols to convey his idea as clearly as possible. He also decides on the medium of transmission so that the words and symbols constituting the message can be arranged in a suitable manner.
- ✚ **Transmitting the message:** This step involves the transmission of the message using an appropriate medium of communication, such as a memo, phone call or personal interaction. While transmitting the message, the sender tries to ensure that the timing of the message is right. The sender also takes care that the transmission of the message doesn't encounter any barriers or interference, which may impede the flow of communication. Ensuring that the communication channel is free from barriers or interference increases the chances of the message reaching the target audience and holding its attention.
- ✚ **Reception of the message:** In this step, the receiver, the person for whom the message was intended, receives the message. If the message is communicated orally, the receiver has to be a good listener to avoid the loss of information during the transmission of the message.
- ✚ **Decoding the message:** The message is decoded and understood by the receiver. The receiver has to understand the message exactly as intended by the sender. The communicator of a message can make the receiver listen to him, but understanding has to be achieved by the receiver alone. This aspect of understanding is referred to as “getting through” to a person.

- ✚ **Acceptance or rejection of the message:** The receiver is free to accept or reject the decoded message. The receiver can not only choose whether to accept a message, but he can also choose whether to accept the message in total or in part. The acceptance decision of the receiver is influenced by factors such as his perception regarding the accuracy of the message, the authority of the sender, and the implications of accepting the information.
- ✚ **Using the information:** This step involves the use of the information by the receiver. The receiver may use the information, discard it, or store it in the future.
- ✚ **Giving feedback:** Feedback occurs when the receiver sends back some response to the sender or acknowledges receipt of the message. The communication loop is complete only after feedback has been provided. Feedback is essential for finding out whether the message has been properly received, decoded, accepted and used by the receiver

The two-way communication process can be compared to the back-and-forth pattern of play of tennis or badminton. The players adjust their shots depending on the response of the opponent. Similarly, as communication progresses, the sender adjusts his message according to the previous response of the receiver. Two-way communication leads to the accurate transmission of information and improves the quality of decisions and actions dependent on that information.

1.4 BARRIERS OF COMMUNICATION

The communication barriers may prevent communication or carry incorrect meanings, due to which misunderstandings may be created. Therefore, it is essential for a manager to identify such barriers and take appropriate measures to overcome them. The barriers to communication in organizations can be broadly grouped as follows:

- ✚ **Semantic Barriers:** These are concerned with the problems and obstructions in the process of encoding and decoding a message into words or impressions. Normally, such barriers result from wrong words, faulty translations, different interpretations, etc. For example, a manager has to communicate with workers who have no knowledge of the English language; on the other hand, he is not well conversant in the Hindi language. Here, language is a barrier to communication as the manager may not be able to communicate properly with the workers.
- ✚ **Psychological Barriers:** Emotional or psychological factors also act as barriers to communication. The state of mind of both sender and receiver of communication reflects in effective communication. A worried person cannot communicate properly, and an angry recipient cannot understand the message properly. Thus, at the time of communication, both the sender and the receiver need to be psychologically sound. Also, they should trust each other. If they do not believe each other, they cannot understand each other's message in its original sense.

- ✚ **Organizational Barriers:** The factors related to organizational structure, rules and regulations, authority relationships, etc., may sometimes act as barriers to effective communication. In an organization with a highly centralized pattern, people may not be encouraged to have free communication. Also, rigid rules and regulations and cumbersome procedures may also become a hurdle to communication.
- ✚ **4. Personal Barriers:** The sender and receiver's personal factors may be a barrier to effective communication. If a superior thinks that a particular communication may adversely affect his authority, he may suppress such communication. Also, if the superiors do not have confidence in the competency of their subordinates, they may not ask for their advice. The subordinates may not be willing to offer useful suggestions in the absence of any reward or appreciation for a good suggestion.

1.5 NON-VERBAL COMMUNICATION

A message can sometimes be expressed without the help of words. Non-verbal Communication is the process of communicating without the use of words. It is defined as non-word human responses like facial expressions and gestures and the perceived characteristics of the environment through which the human verbal and nonverbal messages are transmitted. Non-verbal Communication is also known as “silent language.”

It involves the use of cues, gestures, vocal characteristics, facial expressions, and spatial relationships between the sender and the receiver to convey a message. For example, a smile, a glance, a stare, or a frown convey different meanings.

1.5.1 Categories of Non-Verbal Communication

Kinesics

Kinesics is the interpretation of body language, such as facial expressions and gestures or, more formally, non-verbal behaviour related to movement, either of any part of the body or the body as a whole. Body Language is technically known as kinesics. Body language is the unconscious, and conscious transmission and interpretation of feelings, attitudes, and moods through body posture, movement, physical state, position and relationship to other bodies, objects and surroundings, facial expression and eye movement, and this transmission and interpretation can be quite different to the spoken words. Body movements include gestures, facial expressions and other physical movements. Every body movement conveys a certain meaning. For example, raising an eyebrow conveys disbelief, rubbing the nose indicates puzzlement and shrugging shoulders shows indifference. When a person is eager to hear something, he sits with his feet under the chair, toes pressed to the ground, and leans forward on the desk. When a person is listening carefully, he maintains eye contact and frequently nods his head.

Proxemics

Proxemics is the technical term for the personal space aspect of body language. Proxemics is the study of measurable distance between people as they interact. Body spacing and posture are unintentional reactions to sensory fluctuations or shifts, such as subtle changes in the sound and pitch of a person's voice. The social distance between people is reliably correlated with physical distance, as are intimate and personal distance, according to the following delineations:

- ✚ Intimate distance for embracing, touching or whispering
 - Close phase – less than 6 inches (15 cm)
 - Far phase – 6 to 18 inches (15 to 46 cm)
- ✚ Personal distance for interactions among good friends or family members
 - Close phase – 1.5 to 2.5 feet (46 to 76 cm)
 - Far phase – 2.5 to 4 feet (76 to 120 cm)
- ✚ Social distance for interactions among acquaintances
 - Close phase – 4 to 7 feet (1.2 to 2.1 m)
 - Far phase – 7 to 12 feet (2.1 to 3.7 m)
- ✚ Public distance used for public speaking
 - Close phase – 12 to 25 feet (3.7 to 7.6 m)
 - Far phase – 25 feet (7.6 m) or more

Oculesics

It is the study of the role of eye contact in nonverbal communication. Our eyes are a very significant aspect of the non-verbal signals we send to others. Oculesics is one form of nonverbal communication, which is the transmission and reception of meaning between communicators without the use of words. It can include the environment around the communicators, the physical attributes or characteristics of the communicators, and the behaviour of the communicators

Chronemics

Chronemics is the study of the use of time in nonverbal communication. The way we perceive time, structure our time and react to time is a powerful communication tool and helps set the stage for the communication process. Across cultures, time perception plays a large role in the non-verbal communication process. Time perceptions include punctuality, willingness to wait, and interactions. The use of time can affect lifestyles, daily agendas, speed of speech, movements and how long people are willing to listen.

Haptics

Haptics refers to the study of touching. There are six different kinds of touch. These include positive, playful, control, ritualistic, task-related and unintentional.

Managers should know the effectiveness of using touch while communicating with subordinates but need to be cautious and understand how touch can be misunderstood. Working with others and using touch to communicate, a manager needs to be aware of each person's touch tolerance.

Paralinguistics

It is the study of variations in pitch, speed, volume, and pauses to convey meaning. Interestingly, when the speaker is making a presentation and is looking for a response, he pauses. However, when no response is desired, he will talk faster with minimal pausing.

Paralanguage

Paralanguage refers to the non-verbal elements of communication used to modify meaning and convey emotion. Paralanguage may be expressed consciously or unconsciously, including pitch, volume, and, in some cases, speech intonation. Sometimes the definition is restricted to vocally produced sounds. The study is known as paralinguistic. Paralanguage refers to voice quality, volume, pitch, speed and non-fluencies (like 'ah,' 'um,' or 'uh.')

used to convey a message. It helps to convey information about the attitude of the speaker. Sometimes there may be a contradiction between what a person says and what his actions indicate.

Physical Appearance

Physical appearance always contributes towards how people perceive individuals. Neatly combed hair, ironed clothes, and a lively smile will always carry more weight than words. It is believed that physical appearance determines the success a person will attain at every stage of his life.

1.5.2 Understanding nonverbal communication

The following guidelines can help individuals understand nonverbal communication better:

- ✚ **Observe keenly what is happening:** When nonverbal behaviour involves an emotional response (for example, tears rolling down the cheeks or eyes becoming red), it clearly conveys the message to the other person.
- ✚ **Consider the differences between verbal statements and nonverbal behaviour:** If there is a discrepancy between what a person says and what his body language indicates, then the situation should be studied closely. It is believed that actions are more accurate than words.
- ✚ **Look for subtleties in nonverbal behaviour:** Through careful observation, one can differentiate between fake and genuine actions. For instance, a sarcastic smile can be differentiated from a genuine one.

✚ Non-verbal Techniques for Effective Communication: Another aspect of effective communication is a basic understanding of body language. Studies have shown that more than 50% of a spoken message's meaning can be determined by nonverbal gestures. It is claimed that only 15 % of what is said is verbal and at least 85% of interpersonal communications are nonverbal.

For this reason, it is important for the speaker and the listener to be aware of three important characteristics and principles of nonverbal communication.

First, most nonverbal communication is automatic and unconscious. It is more difficult for the speaker and the listener to control their nonverbal responses than their verbal ones. Because of this factor, most people will place more emphasis on the meaning of nonverbal clues as opposed to the actual spoken message. It is equally important for the speaker to be aware of their body language to make certain they are conveying the message without contradiction to the verbal message.

Second, if there is an attempt by one person to deceive another with words, there will likely be a conflict betrayed by the leakage of nonverbal cues. This means that a false statement provided by the speaker will likely be accompanied by a nonverbal cue, or nonverbal leakage, which actually represents the truth. One should also be aware of a conscious effort on behalf of the speaker to

suppress nonverbal responses. For example, if one attempts to control their facial expression while providing a false statement, one might unconsciously display the truth through nonverbal expressions of the hands or feet.

The third characteristic to consider is that different types of nonverbal cues are usually interconnected and congruent in manifesting the same attitude or emotion. This is how two people listening to the same story can come to the same conclusion despite paying attention to different communication cues. One might be more aware of the speaker's tone of voice, while the other pays more attention to the visual cues, yet both interpret the same meaning of the message. The following are some examples of nonverbal cues to be aware of for improving one's effective communication skills:

Eye Behavior

This includes eye contact, tears, and pupil dilation. Eye contact can signify a willingness to listen and truth (direct) or avoidance and deception (no contact or very little contact.) Tears can indicate a wide variety of emotions, but most importantly, they tend to indicate the strength of the feeling. The dilation of pupils can be a good indicator of alarm, excitement, interest, and satisfaction. Conversely, the contraction of pupils can represent a lack of interest, boredom, or tranquillity.

1.5.3 Facial Expression and Head Movements

The human face is capable of expressing more than one emotion at a time. However, the mouth of the speaker is more restricted than the eyes. There are different degrees of smiles, different degrees of the spontaneity of smiles, and different degrees of congruity with the expression of other parts of the face, particularly the eyes. Because of this, it is very difficult to interpret the movements of the mouth and their meanings. One should seek additional training opportunities to become proficient in this area. Head movements such as up and down, which normally indicates agreement, or back and forth, which normally indicates disagreement is common. These movements can be very subtle during a conversation but can be very helpful in determining attitudes.

Shoulders

Shoulders can be a good indicator of stress. As tension begins to rise, so will one's shoulders. Conversely, as one becomes more relaxed, so will the shoulders.

Arms and Hands

Arms folded across the chest, animated talking with arms and hands, trembling or fidgety hands, fidgeting with an object while speaking, playing with hair, clenched fists, and pounding the table are just a few of the many indicators with arms and hands.

Most of these will be self-explanatory to the observer and will likely provide the bulk of the nonverbal cues within a conversation. It is very important to remember the different personalities and cultural beliefs one might encounter when interpreting nonverbal cues. Do not jump to conclusions, and be certain to take the whole picture before evaluating.

1.5.4 Role-Play

Role-play is any speaking activity when you either put yourself into somebody else's shoes or when you stay in your own shoes but put yourself into an imaginary situation!

Imaginary people

The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star the choice is endless! Students can also take on the opinions of someone else. 'For and Against' debates can be used, and the class can be split into those expressing views in favour and those against the theme.

Imaginary situations

Functional language for a multitude of scenarios can be activated and practised through role-play. 'At the restaurant', 'Checking in at the airport', and 'Looking for lost property' are all possible role-plays.

Why use role-play?

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons: It's fun and motivating. Quieter students get the chance to express themselves in a more forthright way. The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities. In addition to these reasons, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

1.5.5 Tips on successful classroom role-play

Prepare for success

Role-play is possible at elementary levels, provided the students have been thoroughly prepared. Try to think through the language the students need and ensure this language has been presented. Students may need the extra support of having the language on the board. I recently did a 'lost property office' role-play with elementary adults, and we spent time beforehand drilling the structures the students would need to use. When the role-play began the students felt 'armed' with the appropriate language. At higher levels, the students will not need so much support with the language, but they will need time to 'get into' the role.

Some of the possible teacher roles are:

- ✚ **Facilitator:** students may need a new language to be ‘fed’ in by the teacher. If rehearsal time is appropriate, the feeding into of new language should take place at this stage.
- ✚ **Spectator:** The teacher watches the role-play and offers comments and advice at the end.
- ✚ **Participant:** It is sometimes appropriate to get involved and take part in the role-play yourself.

Bring situations to life

Realia and props can really bring a role-play to life. A group of my young learners recently played the roles of pizza chef and customer. A simple cone of white card with CHEF written on it took a minute to make and I believe it made the whole process more fun and memorable for the class. As soon as it was placed on their heads, they ‘became’ the pizza chef and acted accordingly. Rearranging the furniture can also help. If you are imagining, you are at the tourist information office or at the doctor’s surgery, try to make it as real as you can. Students can even leave the room and make an entrance by knocking on the door.

Keep it real and relevant

Try to keep the roles you ask students to play as real to life as possible. It may be hard for students who have little

opportunity to travel to imagine they are in ‘Ye Olde Tea Shop’ in the heart of the English countryside. However, it may be within their schema to imagine they have been asked to help an English speaker who is visiting their own country. This may involve using some L1 to explain the local culture or to translate local menus into English for the guest to their country. Students working in the business world may find it easy to role-play a business meeting with colleagues visiting from abroad. If you are working with young children, try to exploit their natural ability to ‘play’. They are used to acting out a visit to the shops or preparing food, as that is how they play with their friends.

Feed-in language

As students practise role-play, they might find that they are stuck for words and phrases. In the practice stage, the teacher can ‘feed in’ the appropriate language. This may need the teacher to act as a sort of ‘walking dictionary’, monitoring the class and offering assistance as and when necessary. If you are not happy doing this and you feel that the process of finding the new language should offer more student autonomy, you could have a ‘time-out’ after the practice stage for students to use dictionaries to look up what they need. As mentioned in the role of the teacher section, feeding in the language students need is fundamental. By doing so, they will learn new vocabulary and structure in a natural and memorable environment. It is a chance to use real and natural language.

Error Correction

There are many ways to correct mistakes when using role-play. It is rarely appropriate for the teacher to jump in and correct every mistake. This could be incredibly demotivating! Some students do like to be corrected straight after a role-play activity while the language is still fresh in their minds. Sentences with errors can be written on the board for the group to correct together.

- ✚ **Self-correction:** If you have the equipment to record the role-plays either on audiocassette or on video, students can be given the opportunity to listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistakes.
- ✚ **Peer correction:** Fellow students may be able to correct some mistakes made by their peers. Students could be asked to listen out for both great bits of the language they'd like to use themselves and some mistakes they hear. Be careful to keep peer correction a positive and profitable experience for all involved. Making a note of common mistakes yourself and dealing with them in future classes ensures that the students don't lose motivation by being corrected on the spot or straight after the role-play. Negotiate with students and ask them how they would like to be corrected.

Use your imagination and have fun

The most successful role-play I did last year was with a group of teenagers and was used as a springboard activity after listening to a song. The song was Avril Lavigne's Skater Boy. The class worked in pairs to act out the scene of Skater Boy finally getting to meet his ex-girlfriend after the concert. The results were humorous and I was surprised that they all really got into the roles they played.

Role-play can be much fun. If you still feel reluctant to use it in class, I suggest you begin to integrate it slowly. Why not extend an appropriate reading or a listening from a course book and turn it into a role-play? You may be pleasantly surprised by the results!

1.6 ROLE-PLAY ACTIVITIES

Role-play #1

A. You are a cancer patient. You don't want chemotherapy because you heard it is not good for you. It kills cells. It doesn't help; the pharmaceutical companies want to earn money by promoting chemo as useful. The doctors are paid by the pharma companies, and they will let you die because they care about money and not about you. Talk to your doctor and explain why you refuse the treatment. Explain that you will use juices and herbal medicine instead. You read on the internet that it saved thousands of people.

B. You are a doctor. An oncologist. A person of science. A rational being. You believe in data, facts, and verifiable experiments. You have a patient who refuses chemotherapy because they read on the internet that it kills people. She wants to drink juices instead. You know that chemo could save her. If you catch cancer early on, there is a very high chance of recovery. You know that if she refuses, there is a high chance she will die. Try to save her life.

Role-play #2

A. You watch the sky every day. You see it every day – the trails in the sky. The chemical trails. Chemtrails. What else can that be? They are trying to poison us. Manipulate us. You've seen videos. Some pilots confirmed it. Persuade your friend that chemtrails are a real danger.

B. You are a person of science. A rational being. You believe in data, facts, and verifiable experiments. You know that the so-called chemtrails are just condensation trails from planes and are perfectly normal. Try to explain the science behind the condensation trails to your friend.

Role-play #3

A. You decided not to vaccinate your children. You read articles about vaccination, and you learned how dangerous it is. It causes autism and contains lead and other toxic elements. You know what is best for your child, and herbal

teas and meditation will work fine. You are angry that your friend doesn't support you.

B. You are a person of science. A rational being. You believe in data, facts, and verifiable experiments. Your friend decided not to vaccinate their children. They believe that vaccination causes autism and that it is dangerous. Try to explain the benefits of vaccination and disprove

UNIT 2

PUBLIC SPEAKING ACTIVITIES

Public Speaking - Self-Introduction - Different modes of speaking, including Extempore - Techniques for developing confidence and overcoming fear - Suggestions for delivering a confident speech.

2.1 PUBLIC SPEAKING

Public speaking (sometimes termed oratory or oration) is the process or act of performing a presentation (a speech) focused on an individual directly speaking to a live audience in a structured manner in order to inform, influence, or entertain them. Public speaking is commonly understood as the formal, face-to-face talking of a single person to a group of listeners. Public speaking is the process of speaking to a group of people in a structured deliberate manner intended to inform, influence or entertain the listeners.




2.1.1 Basic Principles of Public Speaking

In order to make a successful presentation, a speaker should practice certain principles of good delivery.

- ✚ **Look Natural:** If the presenter is stiff or artificial, he/she will look uncomfortable and awkward. The audience may see this as a lack of confidence, which might affect their perceptions of credibility. A good speaker strives for a natural, easygoing style of presentation.
- ✚ **Maintain eye contact:** Make and maintain eye contact with the audience members often. This demonstrates confidence in the information being communicated to them and engages them in a discussion. Nervous eye-shifting and avoidance of eye contact will display anxiety that the audience will notice.
- ✚ **Practice:** While we are humans and no one is perfect, consistently practising presentations will continuously improve public speaking skills. Speaking to a friend or a few colleagues is very different from commanding an audience of one hundred or one thousand people. The more you practice, the better you will become and the more comfortable you will be with public speaking.
- ✚ **Do not read from Notes:** Reading from notes for any extended length of time takes the interest of audiences away. Although it is acceptable to glance at notes frequently, do not mumble. If you made an error, correct it and continue. No need to make excuses or apologize profusely.

- ✚ **Speak with conviction:** If you rely on it, believe in what you are saying. Persuade our audience effectively. The material you orally present should have the same ingredients as that which are required for a written research paper, i.e. a logical progression from Introduction to Body to Conclusion.
- ✚ **Pause:** Allow yourself and your audience a little time to reflect and think. Don't race through your presentation and leave your audience and yourself feeling out of breath.
- ✚ **Audio-visual aids:** There are many kinds of props which you may use for a successful presentation. This can be a good substitute for an introductory statement. This can also generate a more interesting approach to the audience. When using audio-visual aids to enhance your presentation, be sure all necessary equipment is set up and in good working order prior to the presentation.
- ✚ **Speak, Listen, respond, Adjust and Adapt :** Speak to your audience, listen to their questions, respond to their reactions, adjust and adapt. Always be prepared for the unexpected. If you are short of time, know what can be safely left out. If you have extra time, know what could be effectively added.
- ✚ **Leave them with anticipation:** When it comes to public speaking, less is more. Make your presentation a bit shorter than expected. Never allow your delivery to be so long that your audience wonders when it will be over. Make them wish you had spoken longer and gone further in-depth on your topic.

-  **Inspire change :** Focus on the benefit you want to provide your listeners or the change you want to encourage them to make. Think about the following:
- What is the purpose of your presentation?
 - What are you helping or motivating your audience to do?
 - What are you teaching them?
 - What goals are you helping them to achieve?
 - What message do you want them to walk away from your presentation with?

2.1.2 Dos and Don'ts of Public Speaking

One important aspect to study while learning to improve spoken English is to understand the principles of public speaking. Most of us, at some point of time in life, have to speak in front of a crowd. Public speaking is a requisite, whether it is a presentation in your office or a project as part of your course curriculum. Good communication and a presence of mind help effectively deliver your message. But for people who have doubts about their speaking skills, especially their language skills, for them nervousness is at another level. These people don't just have to overcome the stares of people but also their inner fear of English speaking. It is a fact that some people are natural at public speaking while some face a hard time doing it. However, it is something that we all can mend ways with. Public speaking is not confined to just your language skills; it entails your facial expressions, body language, the ease with which you communicate, and many other factors.

Let's look at the dos and don'ts you should remember before facing a group of people.

Basic– Dos

- ✚ Be enthusiastic – Show your enthusiasm and energy.
- ✚ Face the audience – Manage your presentation such that you face the audience at all times. Don't show them your back.
- ✚ Speak clearly – Be loud enough that the audience gets your message, even the backbenchers

Basic – Don'ts

- ✚ Don't show your nervousness – Don't fidget with things in your hands. Make only purposeful movements and gestures.
- ✚ Don't play with your slides – Either move on to the next slide or stick to the one you are explaining to avoid confusion with your audio-visual aid.
- ✚ Don't make awkward gestures – It's a strict no-no to put your hands in the pocket.
- ✚ Don't have awkward hands or facial gestures that create a diversion.

English – Dos

- ✚ Define your words – Do define any word or phrase that you think the audience is not familiar with. It is

important to remember that not all sitting in a group belong to the same background as you.

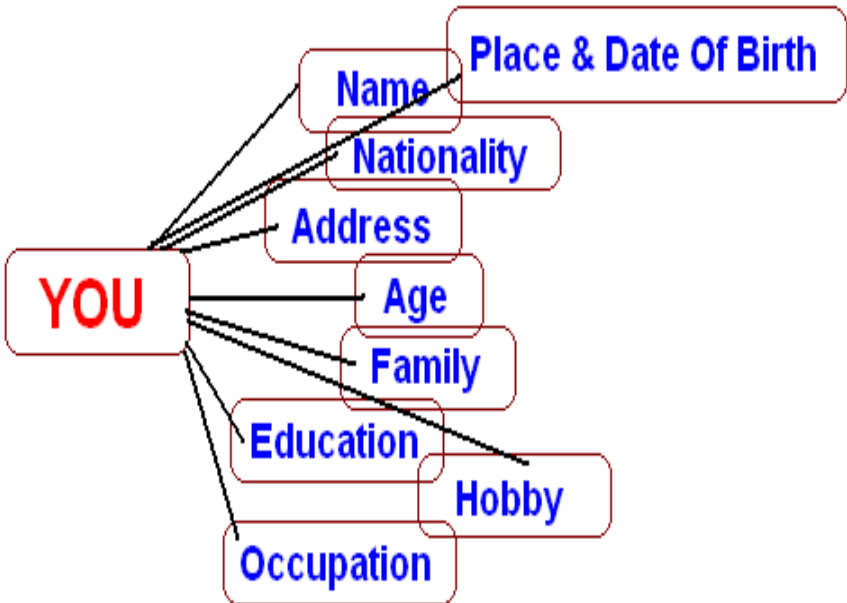
- ✚ Be Precise and simple – Be as precise and simple when it comes to talking. Don't use complex words like “panache”; instead, you can use “style or flair”. Keep it as simple and precise as possible.

English – Don'ts

- ✚ Don't start with affirmative words – This is the first lesson on how to improve communication skills. Always start with a positive word. A lethargic start to a sentence, for instance - So, we all are gathered here to discuss IELTS preparation, sounds dull.
- ✚ Don't introduce a topic with a start like ‘briefly’ – When you start your topic with something like “Briefly”,; it implies that the intro is redundant but still forced on the listeners. It is better to avoid such an apologetic start. Speaking English fluently is one of the main concerns that make us nervous before a presentation. However, if you are well-acquainted with your topic and have structured it well, the language barrier will not be a stumbling block. Organize your presentation, giving yourself enough space to speak slowly and clearly. Don't rush with your talk and gasp for words. Practice and practice more to get your speech right.

2.2 SELF-INTRODUCTION

Learning the Second Language is important as it is essential to every aspect and interaction in our everyday lives. Every sentence we use has the purpose of enabling second language learners to move beyond vocabulary and grammar to the functional aspect of communication.



Being able to communicate with each other forms bonds and teamwork, and it's what separates humans from other animal species. Communication drives our lives and better us. The topics and the exercises of this text aim at the enhancement of the learners' communication skills.

Let's begin with 'Self-introduction' as "You only get one chance to create a first and best impression". The arrival of a new academic year brings a lot of energy and enthusiasm to students, teachers and parents (although in a different way), and it is high time to practice self-introductions. Here, two ways of introducing oneself - in an educational atmosphere and for a career, are presented for practice as both are indispensable in one's life.

2.2.1. Introducing oneself – in an educational atmosphere

Take the following communication as an example.

Model 1: Here, Shiva is introducing himself at a volleyball camp

Hi! My name is Shiva. I am 19 years old. I live in Sattur with my parents and brothers. I am a first-year Computer Science student. I am pursuing a Certificate Course in Communicative and Functional English after my college hours to improve my language skills. I like Programming and Mathematics. During weekends, I take dancing lessons, swimming and veena. I like puppies. My favourite colour is pink. My favourite food is masala dosa. I want to learn how to play volleyball better. Thank you.

Each of the sentences in this self-introduction has a grammatical structure. But, the message of Shiva is more than just subjects, verbs and objects. Each sentence has a purpose or topic.

The topics are:

Hi - **GREETING**

My name is Shiva. – **NAME**

I am 19 years old. - **AGE**

I live in Sattur with my parents and brothers – **WHERE YOU LIVE & FAMILY**

I am a first-year Computer Science student.

I am pursuing a Certificate Course in Communicative and Functional English after my college hours to improve my language skills – **CLASS & DISCIPLINE.**

I like Programming and Mathematics. – **SUBJECTS**

During weekends, I take dancing lessons, swimming and veena. – **HOBBIES**

I like puppies. – **ANIMALS**

My favourite colour is pink- **COLOUR**

My favorite food is masala dosa. - **FOOD**

I want to learn how to play volleyball better. – **PURPOSE FOR BEING AT CAMP**

Thank you.- **CLOSING**

Once the students are clear about the purpose or topic of each sentence, they can choose which words to say by using the topic as cues to **CHOOSE** their own words to deliver the message.

Some cues for each topic are given below for your use

GREETING

Hi
Hello
Good day
Good morning
Good afternoon
Good evening

NAME, AGE and WHERE YOU LIVE

I am _____. (I am in my
twenties / I am nineteen.)
I live in
I am from
I come from

FAVOURITES / FOOD

I like
I enjoy
I am fond of
I love
I find _____
enjoyable
My favourite food is

HOBBIES / COLOURS

I like

I enjoy

I am fond of

I love

I find _____ enjoyable

My _____ favourite colour is

FAREWELL

Thank you.

I hope to talk with you soon (or) I hope to meet you again soon.

Self-introductions can also be expanded into other activities throughout the year so that this vocabulary is recycled and new vocabulary is integrated. Students can talk about: greeting, name, age, where they are from, food, animal, music, hobbies/sports, family, and closing with more confidence and speed. It gives them a chance to reveal how much they can say about themselves at one time.

Model 2: Most of the self-introduction is in the “I” form. By using each topic cue to make a question, the series can easily be converted into an interview.

- i. Student A asks the question encouraged by the topic cue, and Student B answers the question.
- ii. From the information collected during the introductory session in a college,

Student A can now introduce Student B to another student C (and vice versa).

For example: Introducing one's friend

(Student A) Ammu: Hi, Praveena. This is Rita. She is 19 years old. She is a first-year Maths student. She likes curd rice and vegetable biriyani. She loves pet animals. Her mother gifted her a puppy for her birthday. Her favourite colour is green.

(Student B) Praveena: Nice to meet you, Rita.

2.2.2 Self-introduction – for career

Self-introduction during an interview is a crucial one in any networking situation. It is both a personal and professional communication skill that is needed in your everyday life. Think about how you can use this short period of time to not only introduce yourself but also convey something about who you are and what you do. When you introduce yourself, it is not for anyone else's benefit but **YOURS!** In brief, self-introduction is marketing your skills. First impressions count a great deal in an interview. A job interview is a tough competition with one or a few winners. And the manner in which you introduce yourself in an interview will be remembered so much so that it might be the deal breaker. Self-introductions are a natural oral form that helps to assess the workers' confidence, vocabulary, grammar and attitude, and also help the employers get to know them. Here are some tips for introducing yourself.

- ✚ **Dress appropriately and be perfectly groomed:** These are things over which one can have control, so make the most of them. Since first impressions count, introduce yourself with style before you even open your mouth.
- ✚ **Walk into an interview confidently:** Avoid slouching, slumping or crossing your body with your arms. You are going to win, so face them with confidence.
- ✚ **Greet your interviewers immediately:** Offer your hand for a handshake, make eye contact and smile.
- ✚ **Open your interview with a comment about being pleased to have the opportunity to be interviewed by the firm or organization:** Thank the interviewers for the opportunity. This should be brief, genuine and not flowery.
- ✚ **When asked to sum up who you are, be ready for such a question:** How would you describe yourself? Write a list now and remove non-job-related qualities to arrive at your list for a job interview. Craft this into a neat, short reply that sums up who you truly are. When asked questions at the start about why you want the job, be prepared with an interesting and genuine statement.
- ✚ **Enjoy the rest of your interview:** If you've made a good impression by this point, the rest is simply about displaying your knowledge, and your confidence level should be boosted.

2.2.3 Points to remember before you attend this interview question i.e. introducing yourself

Assume now you are sitting in front of the HR manager. Take the initiative to attend to this question and give your real answers.

Prepare your answer as per the usual procedure

- # Your name (spell out your name clearly) and place (where you are living)
- # Your current educational status (PG / UG with the name of the institution and percentage you have scored)
- # Your Plus Two and Tenth (the place where you studied) with the percentage
- # Your co-curricular activities (related to your Subject)
- # Your extra-curricular activities (apart from regular class hours)
- # Awards/trophies/distinctions won by you for academic excellence, if any
- # Reasons for choosing the discipline in your education
- # Your interests and hobbies
- # Family particulars (Father, Mother, Brothers, Sisters, Spouse, Children)
- # Employment history and reasons for leaving each employment.
- # Achievements in each employment.
- # Reason for quitting employment now.
- # The languages you know (speak, read and write)

Answer 9 only if asked (Details of the family). If you are asked to tell them about your family, then say about your family members. Otherwise, there is no need.

Answer 10 to 12, only if you have previous working experience.

Caution

- ✚ Do not talk ill of your family members, faculties in institutions, or past employers.
- ✚ Do not sit on the edge of the chair while answering.
- ✚ Look into the eyes of the interviewer while answering.
- ✚ Remember to say ‘sorry’ if your opinions or answers are rejected.
- ✚ Don’t say anything about the field in which you are not interested. For example, if you have no interest in technical skills, don’t make mention it in your self-introduction.
- ✚ If you have finished your presentation, just hang up. Do not answer beyond what you have already said, even if the interviewer has not shot his next question.
- ✚ Say ‘Thank you’ at the last part of the interview to every interviewer before leaving the room.
- ✚ Don’t look back and walk out confidently after shutting the door gently behind you.
- ✚ Before you attend the interview, thoroughly make enquiries about the organization, their business, special matters etc., as they may ask for what you know about their company. Just feel free and be at ease.

- ✚ Display assertiveness while introducing yourself. Do not use very difficult English words. Make it plain and simple. Be honest and truthful because you can be grilled on any word uttered by you.
- ✚ Rehearse “self-introduction” in front of the mirror every day till you achieve mastery.

2.2.4 Model Self-introduction

Some samples are given below for the learners’ reference. Go through each and every sample and prepare a self-introduction highlighting your abilities and skills.

SAMPLE 1. Self-Introduction

Good morning Sir.

My name is Seenu; I am from Madurai.

I completed my PG and UG Microbiology in GT College, Madurai.

I completed my schooling in T.V.S. Hr. Sec. School, Madurai.

My hobbies are drawing, painting and listening to music.

My aim is to do a good job in the Microbiology industry, and I would like to help my country to develop economically.

Thank you, Sir.

SAMPLE 2:

May I know something about you and your family?

Good morning Sir.

My name is Seenu; I am from Madurai.

I completed my PG and UG Microbiology at GT College, Madurai.

I completed my schooling in T.V.S. Hr. Sec. School, Madurai.

My hobbies are drawing, painting and listening to music.

My aim is to do a good job in the Microbiology industry, and I would like to help my country to develop economically.

Thank you, Sir.

SAMPLE 3: Introducing you and your family

It's my pleasure to introduce myself, and thank you for giving me this golden opportunity to me.

I'm N. Sandeep from Visakhapatnam.

About my academic qualification:

Now I am doing my B-Tech final year.

I completed my +II from Palayamkottai with 85% marks.

I did my tenth in Government High School from Tirunelveli with 95%.

About my family:

My family consists of 5 members, including me. I am the eldest. My father is a Government employee, and my mother is a homemaker. My brother and sister are busy with their studies.

My hobbies are listening to music, painting, and reading books.

About my strength:

Positive thinking, being optimistic and having self-confidence boost me up always.

My weakness:

I am believing people very easily, and I never feel happy until I finish my work.

My short-term goal is to complete my degree.

My long-term goal is I want to become a great programmer.

Thank you very much, Sir.

SAMPLE 4: Introducing yourself

Good morning Madam,

Firstly, I would like to thank you for giving me an opportunity to introduce myself.

My name is Anu. My native place is Jaipur.

Now, I am pursuing (doing) B.A. in Economics M T N College, Madurai.

I did my schooling at M. L. Higher Secondary School in my native place.

My strength is self-confidence. I am a positive thinker.

My weakness is I never feel comfortable until I finish my work.

I am a fresher so you can melt me as your requirement.

My goal is to work in a group where I can get knowledge related to my field and my skill can be useful for the organization.

Thank you, Madam.

SAMPLE 5: Tell me about yourself and your family.

Good morning, Sir.

It's my pleasure to introduce myself. My name is Albert Suresh. My native is Chennai. I am a fresher.

About my qualification:

I completed my M.A. English with an aggregate of 65% in 2012. I did my schooling with 66% in 12th standard and 65% in 10th standard in N M V Higher Secondary School, Salem.

My technical skills are in C, C++, HTML and XML.

About my family,

My family consists of 4 members, including me, my father - a Businessman; my mother – a Dentist and my elder brother - a worker in Sutherland Global Service.

Coming to my hobbies,

My hobbies are like playing table tennis, making new friends, watching movies a lot and listening to songs. I have done some short films too.

Note:

If your educational qualification is one discipline, but you attend an interview for another related discipline, what to do?

For example, your educational qualification is IT based one. But you are attending an interview for BPO.

They may ask, “Why do you prefer BPO to IT?”

On such occasions, reply like this:

I believe in this quote. “The real success is in finding a work which you love.”

I love working in BPO. So I am here, and I believe that here I can upgrade and enhance my knowledge.

Other related questions such as –

- i. What are your goals?
- ii. How do you feel about working nights and weekends?
- iii. Tell me honestly about your strong points and weak Points. Sometimes, the strong and weak points of your previous working place (your boss, management team etc.) might be asked
- iv. What was the toughest challenge you have ever faced?
- v. Why did you resign from your previous job? are also to be prepared and answered with care.

A self-introduction is necessary for any job, and this text will help you prepare for any interview, and it also shows you the shortest and smartest way to build up your self-introduction and gives you confidence.

2.2.5 Introducing oneself in a Telephonic Conversation

Start any telephone conversation by introducing yourself. The person who makes a call is referred to as the ‘caller’, and the other person who attends the call is mentioned as the ‘receiver’ here.

Sample 1: When the receiver attends and answers the caller directly:

Caller : Hello! This is John (or) It's John calling.

Receiver: Good morning, John. Maya speaking.

Is there any news?

Caller : Yes. This is just a reminder call.

Receiver: For what?

Caller : Today at 4 p.m., we have a meeting in our conference hall.

Receiver: Don't worry. I remember it. I will be there sharply at 4p.m.

Caller : Okay. Would you make a call when you go there?

Receiver: Certainly. Any other.....?

Caller : No, please.

Receiver: Okay. Thanks for calling. Bye for now.

Sample 2: The caller doesn't introduce himself. The person whom the caller wants to speak is not there. When some other person attends the call:

Caller : Hello!

Receiver : This is Raj. May I ask / know who is calling, please?

Caller : Oh, I'm Suresh. Your brother Vivek's friend.

Receiver : Hello. Vivek is not here at the moment. Any message
for him?

Caller : No, thanks. Please inform him about my call. I will call

him again in the afternoon.

Receiver : Oh, yes. May I hang up now?

Caller : Okay. Thank you.

Receiver : You're welcome.

Worksheet

Assume you are attending an interview for a famous company in a city.

- ✚ Introduce yourself to your employer, highlighting your skills.
- ✚ Introduce yourself to your class teacher on the first day of your college studies.
- ✚ Draft a telephonic conversation in which the receiver attends and answers the call directly.
- ✚ Draft a telephonic conversation in which the caller's call is attended by some other person.

2.3 DIFFERENT MODES OF SPEAKING, INCLUDING EXTEMPORE

Extempore forms an important part of the admission process in a number of B-schools. In this article, we shall try to understand the various challenges in an extempore speech and how to manage these challenges through superior performance. An extempore speech is an impromptu speech which the candidate is required to make on a topic given there and then. No prior preparation is permissible.

An extempore presentation tests the candidate on the following: -

- ✚ **Ability to think of the feet:** Since the candidate is required to speak on the spur of the moment, it gauges the candidate's ability to think, organize and speak there and then.
- ✚ **Analysis of the topic and identification of the issue to be addressed:** An extempore has a huge probability of going in a random and directionless manner if the proper analysis does not precede the speech. The candidate is advised to understand the key issues which need to be addressed and then logically position them to create a coherent and well-knitted presentation.
- ✚ **Idea generation:** The biggest challenge in an extempore speech is to come out with a quick sequence of ideas. This assumes even stronger proportions because of the limited time available for the task.
- ✚ **Prioritization and sequencing to display logical thinking:** The challenge is not just to speak under time pressure but also to make logical sense through a systematic and rational listing of ideas. This becomes even more critical if the topic is an abstract one and hence dependent on one's perception.
- ✚ **Ability to connect with the panel:** Conventionally, the time available for an extempore presentation ranges from one to five minutes. In this limited time span, the candidate is expected to do justice to the topic, which is more likely to happen if he connects well with the panel.

- ✚ **Communication skills:** These are important as the effectiveness of the presentation is critically determined by communication skills – both verbal and non-verbal. While articulation, fluency and modulation are key determinants of verbal effectiveness, energy, eye contact, and gestures mark the efficacy of non-verbal connection. Overall presentation skills- like body language, confidence, poise & composure – also have an important role to play in enhancing the quality of the extempore speech.
- ✚ **Mental Preparation:** Know what to speak before delivering a speech. Ponder over the topic for some time and prepare the flow of delivery. Your previous extempore practice sessions would surely help here. Understanding the audience - the direction they are most likely to accept helps in framing the flow of speech.
- ✚ **Handle mental blocks smartly:** At times, when you get blank about what to speak, try to manoeuvre yourself out of the situation gracefully by avoiding being nervous. Candid smiles also help, and for such situations, it is better to have backup plans.
- ✚ **Control on speech:** Don't get emotional about the respective topic, avoid getting too personal on sensitive matters and don't deviate from the topic. For a satisfactory performance, it is always better to use your knowledge in an intelligent way with control over the speech. Emotional attachment to the topic may be detrimental to the overall performance, as it may limit you to the only dimension of the topic.

- ✚ **Presenting both sides:** In the case of controversial topics, the candidate may choose to explore both sides, a stand which becomes difficult to take in the case of GDs due to the challenges of group dynamics. In an extempore, since the candidate is the only person speaking, it becomes possible for a smart, strategic speaker to discuss both aspects of the controversial topic. However, one has to be careful about the time constraints while taking this stand.

2.3.1 Techniques for Developing Confidence and Overcoming Fear

An estimated 75% of adults suffer from a fear of public speaking. When stress hormones are released, we may behave differently - frequently, our minds go blank, our voices become harder to control, we may visibly shake etc. Even professional public speakers have to deal with nerves but they have techniques to cope. In this article, we discuss ways of speaking with confidence in public.

Positive mental imagery

Visualize delivering your presentation confidently and successfully, as this will reinforce your confidence. Really imagine being there and using all of your senses to form the imagery. If you find that your visualizations are negative, then challenge these scenarios by drawing on previous experiences of successful communication. Substitute the negative imagery with more realistic imagery.

Managing nerves

Remember that you haven't been invited to present for the purpose of being ridiculed - the audience wants to hear you speak. Plan for managing your nerves by:

Avoiding consuming too much caffeine beforehand as this is a stimulant and can leave you feeling more nervous and shaky. Preparing music or a podcast that you can listen to on the way to the presentation. Find a mindfulness exercise you'd feel comfortable doing as you travel to the venue. Master controlled breathing beforehand so you can engage in this right before going onstage. If you have time, engage in exercise beforehand. Exercising releases endorphins which reduce stress levels and make you feel better. Recognize that it's unlikely that the audience will know that you're feeling nervous - you do not look as anxious as you feel.

Pausing

During the presentation, if you notice that you're speaking too quickly, then pause and breathe. This won't look strange - it will appear as though you're giving thought to what you're saying. You can also strategically plan some of your pauses, such as after questions and at the end of sections because this will give you a chance to calm down and it will also give the audience an opportunity to think and reflect. Pausing will also help you avoid filler words, such as "um", as well, which can make you sound unsure.

Practice

If you're very familiar with the content of your presentation, your audience will perceive you as confident.

Practising tips:

- ✚ Don't just read the presentation through - practice everything, including your transitions and using your visual aids.
- ✚ Stand up and speak it aloud as though you were presenting to an audience.
- ✚ Ensure that you practice your body language and gestures.
- ✚ Practice in front of others and get their feedback.
- ✚ Film yourself presenting and watch it back.
- ✚ Freely improvise so you'll sound more natural on the day.
- ✚ Don't learn your presentation verbatim because you will sound uninterested, and if you lose focus, then you may forget everything.

Confident body language

You'll notice that professional public speakers look relaxed and confident; they talk slowly and make positive body movements. To appear confident:

- ✚ Maintain eye contact with the audience
- ✚ Use gestures to emphasise points
- ✚ Move around the stage
- ✚ Match facial expressions with what you're saying
- ✚ Reduce nervous habits

Use your nervous energy

It can be difficult to hide your nerves, so another way of dealing with this is to emphasize your emotions. This means conveying the emotions you're explaining/you felt at the time, for example, the disappointment you felt at a failure or the excitement you felt at a finding. The emotion you display will hide your nerves.

Speak slowly

When you're nervous, you may rush through your presentation and finish too quickly. This makes it obvious to the audience that you're nervous, it's probably frustrating for them to listen to and watch, you're not taking the time to connect with them, and it's likely that you're making mistakes. Try speaking at a speed that feels uncomfortably slow because it's likely that's the correct speed.

Connect with an audience from the start

The first five minutes are vital for engaging the audience and getting them to listen to you. Consider telling a story about a mistake you made or maybe life wasn't going well for you in the past - if relevant to your presentation's aim. People will relate to this as we have all experienced mistakes and failures. The more the audience relates to you, the more likely they will remain engaged which will increase your confidence.

Friendly faces

Find a member of the audience that is: engaged, nodding or smiling in each section of the room. When you find yourself becoming uncomfortable, you can move your eyes to the friendly face in that section.

Identify and challenge your excuses

Write down the thoughts you have when you avoid speaking in a meeting or when you reject delivering a presentation. These thoughts will identify what you're specifically afraid of, such as worrying that the audience will judge you as incompetent. This negative inner dialogue reduces your confidence and makes you think you can't speak in public. Challenge these thoughts by looking at evidence of your successful communication and recognise how unrealistic the thoughts can be.

Focus on your message

When you're presenting, focus on what you're saying and why this message needs to be delivered to the audience. This will keep you connected with your speech and will prevent you from being distracted by, for example, an audience member falling asleep or your evaluation of how the presentation is going. Instead, you'll be connecting to the listeners who find your presentation valuable.

Create a stage persona

It can be tempting to imitate favoured public speakers, but it's better to work out what your characteristics as a speaker are and then amplify these. To develop a confident stage persona, ask yourself:

- ✚ What are my best characteristics as a speaker? E.g. Am I empathetic? Humorous? etc.
- ✚ What are my features as a speaker? E.g. Do I gesticulate a lot? Am I energetic? Do I stick to the script or do I improvise? etc.

Humour

More experienced and confident public speakers use humour in their presentations. The audience will be incredibly engaged if you make them laugh, and it lightens the mood, which will make you feel more comfortable. But caution must be exercised when using humour because a joke can be misinterpreted and even offend the audience. Only use jokes if you're confident with this technique and it's suitable for the situation. Making fun of yourself is usually a safe way of using humour and it cultivates trust because it's more relatable to the audience.

Be prepared for mistakes

Mistakes happen all the time, but reacting awkwardly can make the audience feel uncomfortable. It's better to laugh at yourself so consider preparing one-liners to fall back on if you do make a mistake. Having this backup can make you feel more secure.

Recognize the positives afterwards

After delivering a presentation, it's typical for some people to only focus on the negatives of the presentation. By doing this, you're ignoring the positives even though there were probably more of these compared to the number of negatives.

Acknowledge these positives and write them down so you can remind yourself in the future and challenge your negative predictions. It's important to accept that you're probably going to be nervous when you present, but most people experience this feeling, and it doesn't ruin presentations. Have confidence in what you're saying and convert your nerves into something helpful. You won't develop your confidence if you don't push yourself and if you avoid uncomfortable situations.

2.3.2 Deliver A Speech with Confidence

Style and substance are the two key components of a solid speech. A dynamic speech relies on powerful and highly memorable delivery along with powerful content. Without one or the other, a speech is only 50% of a speech.

Project Voice: Use appropriate volume to speak to the size of the room and the audience.

Vary tone: Change the tone in response to the speech being given; for example, serious, excited; this keeps the energy

flowing and ensures that the audience remains engaged and clued in.

Switch speed of delivery: Increase and then decrease the speed of delivery to focus the audience's attention on specific points; this enables the speech to engage and involve

Involve pauses: Intertwine pauses add variety to the speech; dramatic pauses are especially excellent as they can emphasize certain points and engage attention in specific areas.

Enunciate clearly: Pronounce words with clarity and vigour; this enables the audience to truly grasp the content and the essence of what is being spoken.

Avoid verbal distractions: Tune out any filler words such as 'um,' 'like,' 'you know,' and 'so' as these distract from the overall intent of a speech and focus the listener's attention on all but the actual content of the speech.

Maintain eye contact when speaking: Continue facing the audience and proceed with the 'searchlight' effect divide the room into thirds and face each with a certain point; this ensures that each third feels it receives equal involvement from the speaker.

Vary facial expression: Alter facial expressions to the nature of the speech to make the experience more interactive and exciting for the audience; for example, smiling to express happiness and frowning to express disbelief are wonderful ways to connect with the audience.

Incorporate hand gestures: Use hand gestures to enliven the discussion; there are 4 types of hand gestures, one-hand subtle, one-hand dramatic, two-hand subtle, and two-hand dramatic; feel free to incorporate such diversity and gestures into speeches so that audiences are more engaged and involved.

Utilize body language: Make movement purposeful and geared towards emphasizing certain points; the useful idea is to imagine a triangle and use each vertex represents a change in the topic; it would be most effective to begin and finish from the centre

Express passion: Project positive energy and enjoy the topic; this is the time to shine!

UNIT 3

WRITTEN COMMUNICATION

Letter Writing: Structure, complaint letter, letter of congratulation, letter of regret, etc. - Messages through Email and other Media - Note-making - Paragraph writing - Developing hints into stories - Jumbled sentences

3.1 LETTER WRITING

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

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

3.1.1 Structure of a Formal Letter

In order to be able to write a formal letter, you must first understand the reason behind the letter. As far as formal letters are concerned, the structure of the letter changes depending on the type of letter. There are certain rules to be followed to be able to draft a formal letter. Every sentence

should be well thought out and laid down in such a way that the message you want to convey should be precise and clear to the reader.

3.1.2 Types of Formal Letters

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

- ✚ Business Letters
- ✚ Letters of Application
- ✚ Letters to Newspapers

Business Letters

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

- ✚ Use simple, everyday language to convey the message clearly instead of using flamboyant and overemphatic vocabulary.
- ✚ Never use jargon that is commonly used in business when you write a business letter.
- ✚ Avoid using abbreviations as much as possible.

The modes of address vary according to the type of letter and the receiver. Clear and exact descriptions of the articles necessary with the expected quality and quantity should be listed with the utmost care when you write a letter to order goods.

When replying to a business letter, always quote the date of the letter you are responding to and the number of references (if any). Formal/Business letters include letters from an employer to the employees and vice versa, letters to order and replace goods, letters of serious concern to an officer of higher rank, letters of complaint, etc.

Letters of Application

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

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

Letters to Newspapers

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

3.1.3 Writing a Formal Letter – Parts of a Formal Letter

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

- ✚ Always start with the **date**.
- ✚ This is followed by the **sender’s address**, and the **receiver’s address** comes next. The receiver can be the name of the firm or the one who represents the firm.
- ✚ The **subject of the letter** is very important. It is a statement of the purpose of the letter. It should be written in a single line.
- ✚ The **salutation** can be *Dear Sir/Ma’am*. If it is a person you know well, you can address them by their name, ‘*Dear Shrinath*’.
- ✚ The **body of the letter** can be written in 3 paragraphs. The first paragraph should be aimed at

introducing yourself and stating the purpose of your letter. The second paragraph should furnish all the information about the matter. The third paragraph can be a concluding paragraph where you lay out your expectations regarding the matter.

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

Sample structure of a formal letter Writing

Date: xx/xx/xxxx

(on the right side)

Sender’s Address

Name / Designation of Receiver

Address of the Receiver

Subject:

Salutation (Mr/Mrs/ Ms)

Body of the Letter

Signature / Name of the Sender

Designation of the Sender

3.1.4 Complaint Letter

A **Complaint Letter** is a type of letter written to address any type of wrongdoing, offence, grievance, or resentment arising out of a product, service, etc. It is used to raise your concern about unfair things and seek a productive outcome. It is a fundamental right and duty of a citizen to seek justice arising out of any injustice, and the first step toward it is filing a Complaint. It inspires other troubled consumers, influences the concerned authorities to take proper action, and makes the defaulters more liable, responsible, and responsive. It can be of the following types: -

- ✚ Personal Complaint letter
- ✚ Professional Complaint letter

Complaint Letter Writing Tips

Although the motive of the complaint letter is to vent out your grievance and frustration, it is imperative that you use a tone that is polite and simple.

- ✚ Try to be formal and avoid using offensive and disrespectful words.
- ✚ Make sure that you introduce yourself properly.
- ✚ The purpose of writing should be loud and clear.
- ✚ Do not deviate from the topic and write to the point.
- ✚ Make sure you adhere to the format as it carries marks.
- ✚ Underline the subject of the letter with a pencil. Also, underlining the main points is very important.
- ✚ Make sure you double-check for grammatical accuracy and spelling. They carry marks.

Sample Complaint Letter

24.03.2022

From

Examination Hall

St. Xavier's School

Delhi

To

North-west Supervisor

NCERT Office

Pitampura, Delhi

Dear Sir/Madam,

Subject: Complaint on the non-availability of textbooks – Reg.

This is to bring to your notice that even after a month of the commencement of classes, the latest NCERT textbooks are not available at any bookstore. Students have to attend school without textbooks. Some are borrowing the older versions of their seniors with outdated syllabus. This results in problems in learning and understanding. The lectures teachers are delivering are not having an effective impact on the students.

Books play an important part in learning, and Sir/Madam, I hope you understand the intensity of the situation. I request you to undertake quick action in making the books available as soon as possible. I hope my complaint does not fall on deaf ears.

Thank you.

Yours sincerely,

Jadavarman Sundara Pandian

Write a letter to M/s. H.M.T. Corporation Chandigarh, complaining that the wristwatch you recently bought from them does not function properly and asking for a replacement. You are Dipti/ Deepak Gupta, 450, Sector 20, Chandigarh.

24.03.2022

From

450, Sector-20, Chandigarh

To

M/s. H.M.T. Corporation

Customer Complaint Division, Chandigarh

Sir/Madam

Subject- Complaint on the functioning of the watch and its replacement

On February 27, 2021, I bought a Titan Watch (Model No. 2356) worth Rs. 5500 from your store. Unfortunately, your product has not performed well. The watch doesn't work half the time despite several attempts at changing its battery. I am highly disappointed because such an act of neglect is not expected from such a renowned store.

To resolve the problem, I would appreciate you changing the watch to a new, fully functioning model. I have the receipt intact. Enclosed are copies of the receipt along with the guarantee card.

I look forward to your reply and a resolution to my problem and will wait until a week before seeking help from a consumer protection agency. Please contact me at the above address or by phone at +2519178196XX.

Thank you.

Yours Sincerely

Kumar

Enclosure(s): 1. Receipt

2. Guarantee card

3.1.5 Congratulation Letter

A Congratulation letter is written when a person attains something in life. Apart from that, it is written when a student scores good marks, gets admission to a college, gets a job, gets married or gives birth to a baby. There are many occasions when a congratulatory letter is written. A congratulatory letter is always written on happy occasions in a pleasant tone. There are many ways to convey your best wishes to a person. Writing a letter and conveying it is something very different. Also, here the person who receives the letter values the wishes that are conveyed via letters. Writing a letter and conveying it is something very different. Also, here the person who receives the letter values the wishes that are sent via letters. While writing this letter, it should be kept in mind that you are conveying your best wishes through words, so you should use optimistic words and should draft the letter with a sense of happiness. You should keep the language clean and precise and make sure your happiness radiates through this letter.

Congratulations Letter Writing Tips

- ✚ Keep the language clear and precise.
- ✚ Praise the person or appreciate the person on the achievement.
- ✚ In the case of marriage and other functions, wish the person luck in his future life.
- ✚ Do not make grammatical mistakes.
- ✚ The letter must be written in a happy tone.

- ✚ Keep the flow of the letter standard, and do not deviate from the topic midway.
- ✚ End the letter by giving your best wishes and congratulations.

Congratulations Letter Template

Date

From

To

Dear Sir or Madam,

Subject: Congratulation letter – Reg.

I(name of the writer) am writing this letter to Mr.(name of the recipient) to congratulate him on the occasion of his engagement that took place on(date of the engagement). It is indeed a happy and proud moment, and I am glad to know that he is finally going to settle in life.

Congratulations to you and your partner, and all the best for your life ahead. This letter is on behalf of our company, and we all wish him good luck. May God bless you with bright life and future ahead.

Yours truly,

(Name of employer)

(Sign of the employer)

24.03.2022

From
Kumar
Anna Salai
Chennai.

To
S. Raja
3D, Oberoi Apt
Mumbai

Dear Sir,

Subject: Congratulation letter – Reg.

We are writing this letter to congratulate you on your engagement. We recently got the news that you got engaged and that happy news made us write this letter to you. I thank God that I got your contact and was lucky enough to congratulate you on writing this letter. We are happy for you as you finally found a perfect mate for you.

You were well settled, and the sole thing incomplete in your life was a life partner. Now, as that too has been fulfilled, I am very happy and glad. We wish you a very happy married life and wish you success in your life ahead. At the end of this letter, I would like to wish you all the very best. May God bless you with loads of happiness in your career and your future.

Thank you.

Yours truly,

Kumar

24.03.2022

From
Ms. Maha
14 Kyd Street
Tamil Nadu

To
Mr. Kumar
Borivali
Mumbai

Dear Kumar,

Sub.: Congratulation letter – Reg.

How have you been? I am certainly in the pink of my health, especially now that I heard from a neighbour that you have bought your new house in Delhi. Time flies so quickly; it seemed like yesterday when we shared an apartment. Remember! How hell-bent we were on becoming successful. I am so delighted to hear about your New House. I want to congratulate you on this success in person, but right now, this is the only means by which I can reach you.

I remember all those years of our struggles together. It is so good to see that you are doing so well in life and are getting your breakthroughs now. All the very best for everything in life. I hope you fulfil all your goals and reach the pinnacle.

Hope to see you soon.

Thank you.

Yours truly,

Maha

24.3.2022

From
Meena
Manager, Alyssum Decor
A-4/15, Downtown
Bangalore.

To
Ms. Vennila
55, Wright Street
Hyderabad.

Dear Sir,

Subject: New baby congratulation Letter – Reg.

We recently heard about the arrival of a new member of your family. We are happy to hear that and on behalf of the company with you and your wife, congratulations. We hope the baby is keeping in good health and there was no trouble in the process of the delivery.

We shower our good wishes on the newborn and wish him a good life ahead. Also, as you are on leave, in case you wish to extend it, you can have a talk with the HR manager and follow the necessary procedure for the leave extension. We once again congratulate your family, and may God bless his blessings on the newborn and your family.

Thank You.

Yours truly,

Meena

(Signature)

A regret letter or email is about informing and showing a feeling of sadness or disappointment on the incident or an occurrence or failure to do something. This letter is about communicating a feeling of sadness that conveys a piece of unpleasant or bad news of any kind, such as failure to get a job or the candidature has been rejected, or the loss of somebody and may be lost of something very valuable.

3.1.6 How to write Regret Letter?

The regret letter format or email content should be written tactfully using very polite and courteous language, saying that I or we regret to inform you that and refer about the incident and the occurrence and may explain the whole incident series wise.

24.03.2022

From

Mr. Muthu

191 / N - Patricia Avenue

Bangalore – 600 020

To

XYZ LIMITED

326 / H - Raman Nair Street,

Chennai – 682 016.

Dear Sirs,

Sub.: Letter of regret – Reg.

We regret to have delayed clearing your accounts which were so unavoidable despite our sincere wish.

Enclosed, please find a cheque of Rs. 2,000 on account, which, we assure you, will be followed in two weeks time by another cheque in full settlement of the dues.

Please accept our apologies for failing to keep our accounts up-to-date.

We appreciate your courtesy in bearing with us.

Yours faithfully,

For ABC LIMITED

(V. Muthu)

SALES MANAGER

3.2 MESSAGES THROUGH EMAIL AND OTHER MEDIA

Introduction

An electronic communication invented in the 1970s to do communication faster during the era of letters and telegrams that changed the way people communicate with each other is called an Email. Ray Tomlinson is called as the father of the email system, and he sent a communication between two computer systems for ARPANET. Email is called so since it is an electronic mail sent to a person or to a system, and unlike normal mail, a physical letter or paper is not needed for the same. Instead of a postal service and an address, an email address and an internet connection are needed.

What is Email

A method of exchanging messages instantly from one system to another with the help of the internet is called an Email. Initially, Email usage was limited to users of the same computer, and it asked for the users to be online to receive the messages. Time changed, and now we know how the mailbox looks. The mail can be sent to more than one recipient, and the recipient's name can be hidden from others by adding their names in Bcc.

The process starts with an email client's help by connecting it through a server called Simple Mail Transfer Protocol through the internet. A dedicated port is assigned to the server to help the client transfer the messages through the mail. It is necessary to keep the header information intact so that the recipient's email address should be correct. SMTP converts the information to transfer the mail content across the ports. The @ sign acts as a divider between the name and mail server, and hence SMTP looks for the mail server after @ sign.

There are different clients for emails, such as Outlook, Gmail, thunderbird etc. and emails can be sent and received from different clients. When the domains are different, SMTP looks for the domains in Domain Name System, and with the help of an IP address, a signal is sent to the recipient's server saying about the email. Now the gateways are opened, the mail is sent to the new server, and communication happens.

Importance of Email

Business communication can be done easily without any security issues, and it is faster than any other form of communication. Also, contacts can be saved easily with the help of emails, and past messages can be checked frequently rather than saving the data on the local server. This helps to save storage space. Most of the emails come with a subject line, and hence it is easy to understand the matter inside the email and categorise them accordingly.

This helps in saving time checking emails. Unwanted emails can be easily ignored and moved to spam folders. An informal communication tool where the language needs not be official as it is made to be simple as in a conversational talk so that the business runs smoothly. Emails can be used as a tool to start the conversation as it is fast, and hence the business can be made to run smoothly. Email is faster than it can be compared to one-to-one chat. As it can be made as an informational talk and as a serious business talk, email works magic in both ways in terms of speed. No other tool is this faster to send messages.

3.2.1 Important Components of an Effective Email

Subject Lines

Email subject lines are like newspaper headlines. They should convey the main point of your message or the idea that you want the reader to take away. Therefore, be as specific as possible. One-word subjects such as “Hi,” “Question,” or “FYI” are not informative and don’t give the reader an idea of how important your message is. If your message is time sensitive, you might want to include a date in your subject line, like “Meeting on Thurs, December 2”. Think about the subject lines on the email messages you receive. Which ones do you think are most effective? Why?

Greetings and Sign-offs

Use some kind of greeting and some kind of sign-off. Don't just start with your text, and don't just stop at the end without a polite signature. If you don't know the person well, you may be confused about how to address them ("What do I call my TA/professor?") or how to sign off (Best? Sincerely?). Nonetheless, it is always better to make some kind of effort. When in doubt, address someone more formally to avoid offending them. Some common ways to address your reader are:

Dear Professor Smith,
Hello, Ms. McMahon,
Hi, Mary Jane,

If you don't know the name of the person you are addressing, or if the email addresses a diverse group, try something generic yet polite:

To whom it may concern,
Dear members of the selection committee,
Hello, everyone,

Your closing is extremely important because it lets the reader know who is contacting them. Always sign off with your name at the end of your message. If you don't know the reader well, you might also consider including your title and the organization you belong to; for example:

Mary Watkins
Senior Research Associate
Bain and Company
Joseph Smith
UNC-CH, Class of 2009

For your closing, something brief but friendly, or perhaps just your name, will do for most correspondence:

Thank you,
Best wishes,
See you tomorrow,
Regards,

For a very formal message, such as a job application, use the kind of closing that you might see in a business letter:
Sincerely,
Respectfully yours,

3.2.2 Cc: and Bcc: ('carbon copy' and 'blind carbon copy')

Copying individuals on an email is a good way to send your message to the main recipient while also sending someone else a copy at the same time. This can be useful if you want to convey the same exact message to more than one person. In professional settings, copying someone else on an email can help get things done, especially if the person receiving the copy is in a supervisory role.

For example, copying your boss on an email to a non-responsive co-worker might prompt the co-worker to respond. Be aware, however, that when you send a message to more than one address using the Cc: field, both the original recipient and all the recipients of the carbon copies can see all the addresses in the To: and Cc: fields. Each person who receives the message will be able to see the addresses of everyone else who received it.

Blind copying emails to a group of people can be useful when you don't want everyone on the list to have each other's addresses. The only recipient address that will be visible to all recipients is the one in the To: field. If you don't want any of the recipients to see the email addresses in the list, you can put your own address in the To: field and use Bcc: exclusively to address your message to others. However, do not assume that blind copying will always keep recipients from knowing who else was copied—someone who is blind copied may hit “reply all” and send a reply to everyone, revealing that they were included in the original message.

3.2.3 Uses of Email

The one use that comes to focus more often is that we can contact the person any time of the day, and he/she can read the mail and respond at their own convenience. This makes the email respect the individual's time and avoids unnecessary communication.

The traditional method of contacting people anywhere in the world used to be costly. With a single click, mail can be sent to anyone who has a mail address, which helps to maintain contacts easily. And this is done at no cost at all if the system is connected to the internet. Emails can be used for many purposes, and this depends on the person who uses them. It can be used as a means of communication, informing a failure or an update, helping the team with instructions and guidelines to follow, route map for a trip, instructions to be followed for cleaning or hospitalizing and anything that seems relevant to the user.

In educational terms, emails can be sent to apply for admissions and receive results and job offers. It helps communication be smooth and simple, and people find it easy by clicking on the send button.

Advantages

The main advantage we could think of email is that it is paperless. The documents of instructions and status updates can be sent through the mail rather than typing it in paper and distributed the same. This makes the work easy with less clutter and is environment-friendly.

When there is a history of emails to be referred for a particular document, we can add a reference to the email and the process can be made simple rather than going through the entire mail chain. Alerts can be set for emails, and they can be scheduled to send the emails on time so that the recipients receive the emails at the intended time.

Photos or any documents can be shared easily with various people through a single mail, and it is received sooner by them. Also, as cloud storage, this can be saved permanently in the mailbox. Any details, including the time and the list of recipients who received the messages, can be saved and sorted if needed using emails. The users can set automated replies for the emails they receive, and this helps to save time. Email etiquette is to be followed while sending an email. This helps the user to sort out the emails and check for the important ones. Also, viruses spread through the attachments in the mail. Small disadvantages can be avoided for the bigger good of society, and hence judicious usage of emails helps people in many ways.

3.2.4 Anatomy of a good email

Every email you write has the same basic structure: Subject line, greeting, email body, and closing. But as with every written form of professional communication, there's a right way to do it and standards that should be followed. Here's how to write a proper email:

Subject line

The subject line could be the most important part of the email, though it's often overlooked in favour of the email body. But if you're cold-emailing someone or just establishing a professional relationship, your subject line can entice people to open the message as well as set expectations about what's enclosed.

On the other hand, a poorly crafted or generic subject line (like “Hi” or “You don’t want to miss those”) can deter the reader and result in your email landing in the spam folder. “Spend double the amount of time crafting the right subject line as you do on the [body] because if they don’t open the email, it doesn’t matter,” says Cole Schafer, founder and copy chief of Honey Copy.

Openers

In most email writing situations, you’ll want to include a quick greeting to acknowledge the reader before diving into your main message or request. The exception: When you’re on an email chain with close colleagues, it often becomes more natural to drop the opener (as well as the closing). Though it may initially feel like a faux pas, it signals a better professional rapport.

Body

The body of an email is the meat of your message, and it must have a clear and specific purpose, such as getting feedback on a presentation or arranging a meeting with a new client. It should also be concise. That way, people will be more inclined to read it rather than skimming it and risking missing critical information. If you can, boil it down to a few choice sentences. And for emails that require more length and detail, keep it as focused as you can. “Nobody wants to receive a novel. You want to keep it between three, four, or five lines of text,” says Schafer.

Closings

Just as you want to start things off on the right foot with your greeting, you also want to part well. That means writing a friendly sign-off. And there are plenty of options to choose from.

3.2.5 Email letter Template

Use our free **Email letter** to help you get started. Simply download the .doc or pdf file and customise it. If you need additional help or more examples, check out some of the sample letters below.

To: name@email.com

From: name@email.com

Date : _____ (Date on which letter is written)

Subject: _____ (subject).

Dear _____ (name of the concerned person),

This is regarding _____ (brief background for the email). It is _____ (full details).

_____ (Conclusion)

Thank you.

With regards,

_____ (name)

Email Letter

Following is a sample email format for a teacher thank you letter.

To: hema@email.com

From: sitamahalakshmi@email.com

Dear Mrs. Hema,

I would like to extend my heartfelt thanks to you for shaping my career and making me what I am today. I owe my values and maturity to you and your personality, which was my inspiration, and I strive to meet your expectations both in academics as well as in moulding my personality. Whatever I am today, I am grateful for the strong and genuine foundation you have laid in my life by being my first teacher after my mother. Thank you for not only treating me as a student but also as a friend, and I deeply acknowledge and admire the fact that you never forced your ideals on me but let me make mistakes and learn but always assured me that you were behind me to help me, encourage me, correct me and let me grow as a person. I consider myself to be lucky for having had the opportunity to associate with you, especially at the most important phase of my life when I was like wet clay and could be moulded into either a beautiful pot or waste clay patches. I not only thank you but also promise you that the values and goodwill that I imbibed from you will come with me to my grave.

Thank you.

With lots of love and Best Regards,

Sitamahalakshmi.

Contact: 9488403841

3.2.6 Communication Through Other Media Sources

Social media is defined as the platform used by applications that focus on using the internet to connect people across the globe. There are many applications like email, chat messengers and applications, blogs, Facebook, Twitter, etc. The major function they provide to the users is connectivity and communication. These applications run intricate algorithms that monitor shared and stored data. One major function of social media is to monitor, track, and analyse a user's online activities. This allows for the collection of information on user interests and preferences. This process enables product suggestions the next time the user browses the platform.

For example, if you check out details about some product on the xyz e-commerce site, the next time you log onto your social media sites, you will easily find those and similar products, which will appear as suggestions for you to look at. Thus, social media plays a huge role in gathering user information to increase sales.

3.2.7 Common Communication Tools

Internet communication tools are used for both personal and professional purposes to increase followers and friends by an individual Establish informal connections with clients by business firms and startups.

A list of various internet communication tools are:

- ✚ Instagram
- ✚ Facebook
- ✚ Twitter
- ✚ WhatsApp
- ✚ Emails
- ✚ Blogs
- ✚ YouTube

Some available communication tools are listed in the following sections.

Text Messaging

A mobile device with text messaging, also called SMS (short message service), the capability allows users to send and receive short text messages, typically fewer than 300 characters, on a phone or other mobile device or computer. Text messaging services typically provide users with several options for sending and receiving messages:

- ✚ **Mobile to Mobile:** send a message from your mobile device to another mobile device.
- ✚ **Mobile to Email:** send a message from your mobile device to an email address anywhere in the world.
- ✚ **Web to Mobile:** send a message from a text messaging Web site to a mobile device, or request that a Web site alert a mobile device with breaking news and other updates, such as sports scores, stock prices, and weather forecasts.
- ✚ **Mobile to Provider:** send a message by entering a four- or five-digit number assigned to a specific

content or wireless service provider, followed by the message, such as a vote for a television program contestant.

Skype Video Conference

Skype is one of the most popular mediums of communication in business as well as for personal use. For companies that need to meet with people who are located far from other parts of the world, the use of the internet as a communication tool is helpful. With a video conferencing program like Skype, people in a meeting can see each other, hear each other and get instant responses just like a real meeting does. Skype is good for one-on-one interaction as well as with multiple people and can be done anywhere if using a smartphone or tablet.

Virtual Meetings/Webinar

Skype may be mostly used for personal purposes, but virtual meetings and presentation programs such as Go To Meeting & Go To Webinar are built for business and work purposes. It is efficient for collaboration and presentation because it is easy to display a slide show presentation to be shown to all the attendees. A Webinar can be recorded and played again, which makes it a useful presentation tool using the internet.

Social Media


In terms of communicating important project events and milestones, nothing beats the internet as a tool for communication with its social media sites, e.g., Twitter, Facebook and the like. These are some of the ways to use the internet as a communication tool. However, for internal project communication, you can use private social media tools such as Yammer, Bitrix, Jive, Blogtronix, Bloomfire, and more.

Note-Making

Note-making is an advanced writing skill that is increasingly important due to the knowledge explosion. There is a need to remember at least the main points of any given subject. Making notes is a complex activity which combines several skills. We also published a post – Note making – The CBSE way earlier, in which we summarised the main points in note making. Here you go with the detailed version.

3.2.8 How to make notes

Read the passage carefully.

-  **Heading:** What is the main idea of the passage? Frame a heading based on the central idea and write it in the middle of the page.

- ✚ **Subheadings:** How has the main idea been presented and developed? Are there two or three subordinate/associated ideas? You can frame subheadings based on these.
- ✚ **Points:** Are there further details or points of the subtitles that you wish to keep in these notes? Indent, i.e., suitable space and number. All subheadings should be written at a uniform distance from the margin.
- ✚ **Indenting:** All points should also maintain the same distance away from the margin.

Note

Do not write full sentences. And use abbreviations wherever necessary. Read below for more help on abbreviations.

Help with abbreviations

Use standard abbreviations and symbols as far as possible:

Capitalised first letters of words

e.g. U.P., U.S.A., U.K., U.S.S.R., etc.

Common abbreviations

Sc. (for science), Mr., Mrs., Dr., Govt., etc

Common symbols

e.g., : \, ∴ , +ve, -ve, ® (leading to), ↑ (rising), ↓ (falling), =, etc.

Measurements and Figures

, e.g., : 100', 100", 100 kg, 1000 mm, 100ml, etc.

Making your own abbreviations:

Keep the main sounds of the word. For example, edu. (education), prog. (programme). Retain the suffix so that later when you are going over the notes, you may recall the full form of the word —e.g., ed'nal (educational), prog've (progressive).

Caution

Do not get over-enthusiastic about abbreviations.

You should not abbreviate every word (one abbreviation in a point is enough.)

As a general rule, the heading should not be abbreviated. You may use abbreviations in subheadings. Notice that indenting, i.e., shifting from the margin, has been used to clearly indicate subheadings, points and sub-points. Subheadings, though separated by points, occur below one another. Points and sub-points come below one another similarly.

Example:

Read the following passage carefully and make notes, also give a suitable title:

The term “computer” can be applied to any device that has a microprocessor in it. Computers can be divided into five according to the purpose they are used for and their capabilities. The most familiar type is the Personal Computer (PC). It is designed for general use by a single person. A PC comes in two types: desktop and laptop. The former is not designed for portability and has to be set up in a permanent location. On the other hand, laptops – also called notebooks – are portable computers that are slightly larger than an average hardcover book. Another kind is a Workstation.

The computers used for this purpose have a more powerful processor, additional memory and enhanced capabilities for performing a special group of tasks, such as 3D Graphics or game development. A computer can also be used as a Server. For this, it needs to be optimised to provide services to other computers over a network. Servers usually have powerful processors, lots of memory and larger hard drives. A fourth type, a Main frame, is the heart of a network of computers or terminals that allow hundreds of people to work at the same time on the same data. Sometimes, computers can be used for specialised fields as well. The Supercomputer is at the top of the heap in power and expense. It is used for jobs that take massive amounts of

calculating, like weather forecasting, engineering design and testing, serious decryption, and economic forecasting. New types of computers keep on emerging as there is increased demand in different specialities.

Types of Computers

Personal Computer

For general single person use

Two types: desktop and laptop

Workstation

Has powerful processor

Perform tasks like 3D Graphics or game development

Server

i) Has large hard drives

ii) Provide services for computers in a network

(d) Main Frame

i) Heart of a network of computers

ii) Allow many to work at the same time on the same data

(e) Supercomputer

i) Expensive

ii) For specialised fields

Weather forecasting, serious decryption, economic forecasting, etc.

3.2.9 Exercises

Read the following passage and make notes from it and give a suitable title:

Long before the technology for modern bridge building was developed, human beings have been designing structures of various kinds across rivers. Early bridges were made of tree trunks laid across the gap between the banks of the rivers. Sometimes a number of boats were placed one beside the other to form a bridge over which soldiers could cross the river. There are also reports of bridges made of ropes, primitive forms of the modern suspension bridge. The Romans built an arch (a structure consisting of two curved tops on two supports, which holds the weight of something above it) bridge of stone masonry (the bricks and pieces of stone), some of which survive to this day. In the 18th century, iron came to be used for building bridges.

Modern bridges are no longer made of timber or iron. With the invention of Portland cement, structures could be built of concrete (a very hard building material made by mixing together cement, sand, small stones and water), which has very great strength. When steel was used with concrete to make reinforced concrete (RC), it became possible to build bridges that could withstand both compression and tension. A process was soon found to prestress (describes concrete or similar material that has been made stronger) concrete to overcome its tendency to stretch (to cause something to reach) under tension. Prestressed concrete provided an ideal material for modern bridge building.

Modern bridges can be classified into four types. The simplest of these is the beam (a long thick piece of wood, metal or concrete) bridge, in which a beam rests on the two piers (a column used to support a wall or roof) on the two banks of the river. When this beam carries a load, the upper part of the beam is compressed, and the lower part is subjected to tension. An RC beam can withstand both these forces.

The second type of bridge is the arch bridge. Parts of the arch are subjected to compression and practically no tension; the keystone at the top of the arch locks all the parts together. Concrete has excellent compressive strength and builds strong arch bridges. The third type is the suspension bridge. Here huge steel cables are suspended from tall towers, and the deck of the bridge hangs from these cables. The fourth type is the cantilever bridge. The distance between the two piers is bridged by two beams, each reaching nearly half the distance between the piers. Each beam is supported only at one end, the other end being free. The top part of the cantilever is stretched, and the bottom part is subjected to compression. A beam is used to close the gap between the two cantilevered beams.

Bridges are subjected to various forces. The loads transported over the bridge, together with the dead weight of the bridge, press down on the foundation. Floods may lead to an erosion of the sand on the riverbed and thus expose the piers. Therefore, it is very important to provide a good foundation for the piers and towers.

Read the following passage carefully and make notes:

Linguistics views language as a symbolic system. In language, words act as symbols of which signifier (form) and signified (meaning) are part. Linguistic symbols are primarily vocal symbols. As far as linguistics is concerned, language is primarily speech because even now, there exist many preliterate societies for which speech is the only manifestation of language since they do not have scripts. Language is also a system of systems. It achieves what people want of it by means of an interrelating series of different systems – systems of sounds, systems of grammatical patterning, systems of word meanings, and systems of reference to non-linguistic events. Linguistic symbols are arbitrary (having any value or form of any degree or extent).

In general, there is no necessary inherent (existing as a natural) relation between the sounds that make up a word and the object signified by it. There is no reason why the four-legged domestic pet, which is generally regarded as man's best friend, should be called *dog* in English, *kuttha* in Hindi, *hund* in German. Even onomatopoeic words (using words that imitate the sound they denote) differ from language to language – the crowing of a cock is expressed differently in different languages.

Read the following passage and make notes from it and give a suitable title:

Long before the technology for modern bridge building was developed, human beings have been designing structures of various kinds across rivers. Early bridges were made of tree trunks laid across the gap between the banks of the rivers. Sometimes a number of boats were placed one beside the other to form a bridge over which soldiers could cross the river. There are also reports of bridges made of ropes, primitive forms of the modern suspension bridge. The Romans built an arch (a structure consisting of two curved tops on two supports, which hold the weight of something above it) bridge of stone masonry (the bricks and pieces of stone), some of which survive to this day. In the 18th century, iron came to be used for building bridges.

Modern bridges are no longer made of timber or iron. With the invention of Portland cement, structures could be built of concrete (a very hard building material made by mixing together cement, sand, small stones and water), which has very great strength. When steel was used with concrete to make reinforced concrete (RC), it became possible to build bridges that could withstand both compression and tension. A process was soon found to prestress (describes concrete or similar material that has been made stronger) concrete to overcome its tendency to stretch (to cause something to reach) under tension. Prestressed concrete provided an ideal material for modern bridge building.

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Bridges are subjected to various forces. The loads transported over the bridge, together with the dead weight of the bridge, press down on the foundation. Floods may lead to an erosion of the sand on the riverbed and thus expose the piers. Therefore, it is very important to provide a good foundation for the piers and towers.

3.3 PARAGRAPH WRITING

A paragraph is a unit of thought or information unified by a main idea. In a paragraph, one idea or thought is developed by means of examples of developing ideas. This idea can move in either direction, i.e. from general to specific. It has unity, coherence and balance. Having read a good para, the reader should not have to ask questions that should have been answered in the paragraph.

A paragraph is made of 3 elements

- ✚ The topic sentence
- ✚ A body (linking sentence)
- ✚ Apt conclusion

3.3.1 Topic sentence

It is the main idea or point that is expressed in one sentence of the paragraph in the form of a general statement. It should occur at the beginning of a paragraph so that it gives the writer a clear direction to move forward. Or it may also occur in the middle of the para. Sometimes it may occur at the end of the para so that it serves to sum up the whole idea contained in the para.

3.3.2 Coherence and Linking words

Coherence is achieved when the reader is able to follow the writer's thought process in a sentence and can anticipate the next thought as being logically continuous to the previous one. It can take place only with the help of linkers and cohesive markers.

For example:

Also and then, not only... but also, both... and similarly, likewise, first, next, second, last... Therefore, hence, in the same way, but, still however, otherwise, after, before, since, till, until, when, if, only if, unless, provided that, because, so since, as...as, so...as.

3.4 ANALYTICAL PARAGRAPH

Analysis means breaking down a topic into its parts. There are three basic methods of developing an explosive thought. One is to begin by stating the central idea of the para in a topic sentence and then follow up with relevant details (facts, figures, illustrative examples) in support of the topic. It can begin by giving the relevant details () and then follow them with a summarising conclusion. Analysing the pros and cons of the topic, i.e. it is developed by presenting the +ve and -ve sides of a database issue side by side, and finally, it is closed with a via-media statement.

3.4.1 Argumentative paragraph

It is the viewpoint where he/she tries to prove a particular point. All that he says may be either for or against the issue raised. It can develop in two ways. The topic sentence may occur at the opening of the para with the argument, or the topic sentence may be placed at the end of all the arguments. He/she has to employ various kinds of rhetorical devices and illustrations to prove his /her point.

Following cohesive devices should be used to strengthen the argument.

Naturally, it is certain, in addition to that, for instance, moreover, as a result, Evidently, that is why it is universally accepted; nobody can deny the fact.

Technical Description of a Smartphone

Smartphones are phones that go beyond the traditional cell phone and provide additional functions to users. They work by means of a rechargeable battery and an operating system, which has been modified to support the extra features. It is similar to a computer, but one difference is that it needs to be connected to a mobile phone service provider in order to send and receive data.

The smartphone is equipped with internal memory and is complemented by a flash memory similar to a hard drive in a regular computer. It is widely used by business people to aid in scheduling a personal organisation. It is tightly coupled with scheduling software that lets us view, change and respond to appointments and conflicts as they arise on a daily basis. Beyond the basic phone, smartphones typically offer audio and video playback, personal organisation application and a global positioning system (GPS). It allows the user to play more types of audio files than the basic phone. The larger screen with high resolution provides a high-quality video.

Description of an Air – Conditioner

The air conditioner is similar to the refrigerator. In simple terms, both take heat from the inside and transfer it outside, leaving the inside cool. The basic components of an air conditioner include a compressor, a fan, a condenser coil and a refrigerant. The first modern air conditioner was a dehumidifier invented by Willis Carrier in 1902. The name ‘Carrier’ is a powerful brand in air conditioning even to this day. Once considered a luxury, air conditioners are common in most places in India. The window AC is being replaced by the split AC for home use largely because of its energy efficiency. Apart from homes, we travel by cars, buses and trains in air-conditioned comfort. Movie halls, restaurants, malls, shops, offices and similar public places are all air-conditioned to provide comfort for users.

The other uses of air conditioning relate to processing applications where the process requires the same irrespective of the human need for it. Some of the process applications include hospitals, especially dust-free environments like operation theatres and neonatal centres. In addition, certain manufacturing places like pharmaceuticals, Food and Textiles require a clean, dust-free, moisture-free environment provided by air conditioning. Like any other industrial product, air conditioners too cause environmental pollution at a macro level and health problems at an individual level.

Description of a Communication (cell phone) Tower

Communication towers have widely been used for the purpose of telecommunication for either amateur ham radios or professional applications used in the commercial field. The required condition for tower selection is the size of the antenna height above the ground. The load at the top of the antenna tower is tolerable, facing the wind at a speed of 45m per second as calculated for an antenna of ordinary pipe structure. The safety margin of design increases as the antenna height increases. Especially for a tower of 20m/h or more, consideration is given to vibration–resistance characteristics. Communication towers come in kits. The length of each section is 2.44m. The main posts and braces are fastened entirely by bolts. The design is in accordance with the steel structure design standard of the Japan Architecture Society and the U.S. EIA Standard RS – 222F. All components are galvanised and will not rust for 20 to 30 years. The three main posts, made of channel steel, are arranged in a 60-angle cross-section. Pipes of optimum design are used for bracing them. These main masts have the best performance cross-section and are made of good high-tension steel. These are machined on large-scale equipment which combines high precision with low cost.

Describe the uses of iron

Iron is the sixth most abundant element in the universe. It makes up about 5% of the earth’s crust, consequently, the most abundant element on earth. Iron is one of the three

naturally magnetic elements; the others are cobalt and nickel. Iron is the most magnetic of the three. Metallic iron is virtually unknown on the surface of the earth except as iron-nickel alloys from meteorites and very rare forms of deep mantle xenoliths. Therefore, all sources of iron used by human industry exploit iron oxide minerals, the primary form which is used in the industry being hematite. Pure iron is a silvery grey metal which combines readily in the presence of oxygen and moisture to form iron oxide.

Iron is the most widely used of all metals, accounting for 95% of worldwide metal production. Its low cost and high strength make it indispensable in engineering applications such as the construction of machinery and machine tools, automobiles, the hulls of large ships, and structural components for buildings. Since pure iron is quite soft, it is most commonly used in the form of steel. Powdered iron is used in metallurgy products, magnets, high-frequency cores, auto parts, and catalysts. Radioactive iron (iron 59) is used in medicine as a tracer element in biochemical and metallurgical research. Iron blue is used in paints, printing inks, plastics, cosmetics (eye shadow), artist colours, laundry blue, paper dyeing, fertiliser ingredient, baked enamel finishes for autos and appliances, and industrial finishes. Black iron oxide is used as a pigment in polishing compounds, metallurgy, medicine, magnetic inks, in ferrites for the electronics industry. These are the various applications of iron in our day-to-day life.

3.4.2 Compare and Contrast

In a compare and contrast paragraph, the writer writes about the similarities and differences between two or more people, places, things or ideas. The following words help the writer to write a good compare and contrast paragraph:

Assisting words

Similarities

similar to
both
also
too
as well as

Differences

on the other hand
however
but
in contrast
differs from
while
unlike

Comparison between the newspaper and the television

In the ages of information technology, television and newspaper have emerged as two types of popular mass media. These two media types have become increasingly essential in our modern life. Although they share common

in updating information and diversifying in classification, they differ in how people created and used them.

Firstly, both newspapers and television are invented with the purpose of providing information to their audiences. They are used to transfer information from all over the world. Secondly, TV has many channels like sports, entertainment, news, exploration, etc., just as newspapers have segments like politics, sports, economics, etc., to serve people with specific purposes. The readers can ignore unexpected information in newspapers similar to the watchers can change channels on TV if the shows are not interesting to them.

Despite these similarities, TV and newspaper have some very significant differences. We can say that newspaper is the only cheapest way to enrich our knowledge. On the other hand, a TV is an electronic device which costs more. TV provides us with round-the-clock entertainment services. But the newspaper will not provide such entertainment. Watching TV continuously will affect our eyes. Reading the newspaper will improve our reading skills. Today's youngsters are attracted towards the negative impacts of TV. On the other hand, reading the newspaper is a good habit to be developed. Comparing newspapers and television, the effect of television has quite appreciable.

Comparison between the human brain and the computer

A living brain can be thought of as a device for processing information. A computer is a manmade device for processing information. The human brain weighs about 1.5 kg, whereas the weight of the computer varies from a few grams to tones. While blood glucose is the source of energy for the human brain, the computer works on the power drawn from electricity. The human brain needs a fairly steady temperature for its effective function. On the other hand, the computer is not very sensitive to temperature changes. Both the human brain and the computer have the same number of parts. The human brain has an unlimited capacity for memory. Though the computer also has a vast memory power, its memory capacity is limited by technology. If the speed of calculation is compared between the human brain and the computer, the computer is faster in calculation than the human brain. However, a computer can never function on its own unless it is given commands for its operation. Though computers today have Artificial Intelligence, no manmade device can match the wonderful functions of the human brain.

Machines and Computers have replaced the work done by human beings. Write two paragraphs of 125 words each comparing and contrasting manual labour against work done by machines.

Manual labour is physical work done with the hands. This labour was the only known means before the industrial era

started. The people had to toil hard to get even small things done. In ancient days, manual labourers were considered very low and were treated as slaves. Even today, picking fruits, vegetables and flowers are done manually. Manual labour will be the only alternative in case of machine failure. Machines cannot be used when there is a need for intrinsic work. For instance, there is machine-made jewellery, but people prefer handmade ones for their unique designs. Manual work can be done by people who are illiterate but experienced. The time consumed for a process is long.

To operate even a simple machine requires energy or force from another agency. A machine can be operated by an expert, or it will lead to major problems. The more sophisticated the machine, the more expertise is required. The machine stops working even if the smallest part fails. But the modern products produced by the machine are very sleek, stylish and handy. While working, some machines don't even need the presence of a human being. For instance, if one has an automatic washing machine, the machine can be loaded and instructed to follow a program with the help of software. These machines have made life easy as well as man lazy. Machines help to produce things on a large scale, whereas man-made products are produced in a limited number. When people did work manually, they were healthy, and they did not have to go to medical practitioners often. Due to industrialisation and modernisation, even youngsters are prone to all kinds of ailments, including heart problems. Though machines are a boon to society to lead a comfortable life, one should be aware of the threats it creates.

Exercise:

- ✚ Compare and contrast human beings with robots
- ✚ Compare life in a city with that in a city.
- ✚ Compare calculators and computers.

3.5 DEVELOPING THE HINTS

Writing stories from the outlines given is not merely filling up dashes but developing the phrases into full sentences. Usually, students takedown hints or notes from various sources in the form of an outline. This outline has been elaborated in the form of a sentence for their learning purpose during tests or examinations. So, the exercise on “Writing Stories from Outline” prepares the learners to develop their skill in elaborating gists or points into sentences and paragraphs.

What is a Story?

Before analysing “How to write stories from the given outline”, it would be better to know what a story is and what composes a story. A story is a work of fiction or imagination that is usually written in an easily understandable grammatical structure with a natural flow of speech. A story is meant to be read in a single sitting, and therefore, it should be direct and brief as possible. For developing the hints given, there is no need to cook the story as the outline of the story is provided to the learners.

It is a piece of composition which implies the techniques of narration.

3.5.1 How to write stories from the outline given?

- # Read the hints given very carefully.
- # Understand all details given in the story.
- # Think of the setting or background of the story.
- # Choose an apt title for the story. The title should be short and catchy. It is good to use adjectives to describe important events or characters. For example, The honest farmer (or) The famous writer (or) The clever crow etc.
- # Begin the story with a description of the background and the main characters. Take care to make it an interesting one.
- # The next paragraph should deal with the details or the problem mentioned in the story. The third paragraph should be the concluding part. It may end with a solution to the problem discussed. It should satisfy the readers' interest.
- # Each new incident can also be written in a new paragraph.
- # Use only past tense when narrating the story.
- # The dialogues between characters make the story lively. For such dialogues, use present tense in direct form.
- # There is no need to write a rough draft.
- # It is very important to build upon the story with coherence from the beginning to the end.

- ✚ The first paragraph should be the description of the place and characters as given in the outline. The next paragraph should deal with the problem or the twist in the story. The solution to the problem should form the concluding paragraph.
- ✚ Revise the story after completing it.
- ✚ If there is a need, revise the title also.
- ✚ The moral of the story is implied. It need not be written explicitly.

Some samples are given below for practice.

Outlines:

Two friends – pass through a forest – a bear comes out – one friend climbs up the tree – the other lies on the ground – without movement – the bear sniffs – goes away – the friend on the tree gets down – enquires the other friend what the bear said into his ears – moral.

Story 1: Two friends and a Bear

Once, there were two friends. They decided to go to the nearby town for their business. On the way, they passed through a dense forest. Many wild animals lived in that forest. So, they walked very fast. When they were walking, they heard the growling of a bear. Suddenly, they saw a black bear coming towards them. One of the friends knew how to climb up a tree. So, he ran and climbed up a tree. He thought he was safe. The other friend did not know how to climb up a tree. So, he felt helpless. He thought for a while,

and he lay down on the ground without movement. He pretended to be dead. The bear came near the man lying on the ground. He sniffed him. Then he left the place thinking that the man was dead. The man on the tree climbed down. He said to the other friend, “Get up. Let us continue our journey. The bear has gone away.” He again asked, “What did the bear whisper in your ears?” The other friend replied that the bear whispered in his ears not to trust a false friend.

Outlines:

A happy and rich family – father, mother and two sons – father’s plan about his children’s studies – sudden change in the younger son – his bad habits – dismissal from college – his departure from home with his share of the family property – he foolishly spends money on a new business – deceived by his friends – turns a beggar – chance meeting with his father – the generous love of the father.

Story 2: The Return of the Prodigal Son

Once, a rich man named Keshav lived in a town. He was honest and good. So, people liked him. He lived with his wife and two sons, Ramu and Balu. Both of his sons were at college. He had very high hopes for them. He wished his sons to join a foreign university for higher studies. So, he told his wife about his desire. When they were talking, Balu entered the room. He walked towards his parents unsteadily. He was drunk. The mother cried, “Oh, my God! What happened Balu?” He told them slowly that he had hit some of the students of his college in a drunken state, and he was dismissed from the college by the principal.

Balu's parents understood that their son had been keeping bad company. They were shocked when he demanded his share of his father's property. He said stubbornly that he wanted to start a business of his own. The father agreed to divide the property with a broken heart. Balu started 'Balu Films' with his friends. His friends misused his money. No film was released. He understood lately that his friends had cheated him. They left him alone. He had no money. Days, months and years passed. One day he was hungry, and he walked slowly on the road. On the way, an old man asked him, "Could you bring this luggage to the Restaurant?" He also agreed to carry the heavy luggage. But when he saw the old man's face, he was shocked. It was none other than his father. He cried, "Father", falling down on his father's feet and said, "forgive me". Keshav also wept in joy. He embraced his son, and they went back home. Each and every one of the family welcomed him. The home was happy again after many years.

3.5.2 Worksheet

Construct stories using the following outlines:

A boy falls into bad company – his father feels sad – wants to teach him a lesson – gives him a basket of good apples – places a rotten apple among them – some days pass – the rotten apple spoils the good apples.

King Midas – loves gold very much – angel appears – Midas says, “Everything I touch should turn into gold” – angel blesses – he touches the table – becomes gold – touches bed – becomes gold – touch coffee – becomes gold – he is unhappy – touches food – becomes gold – he is hungry and thirsty – touches his daughter – she becomes gold – desperate – prays to angel – blesses Midas – everything back as original.

An old farmer – four sons – always quarrel – advice no use – farmer sad – falls ill – gives them a bundle of sticks – tells them to break the sticks – try in turn – in vain – farmer unties the bundle – they break them one by one – they have learnt a lesson.

A farmer – had a goose - laid a golden egg daily – the farmer became greedy – planned to become rich soon – killed the goose cut it open to get golden eggs – no golden egg inside her – disappointed.

Robert Bruce – king of Scotland – wanted to free his country from English – but was defeated many times – to protect himself from enemies – hides in a cave - sees a spider – tries to climb up many times – fails – it tries again – succeeds at last – the king gathers his army men – another battle against English – fight and wins.

3.6 JUMBLED SENTENCES

Jumbled sentences are a very challenging exercise. It requires concentration to read the sentences carefully and grasp the central idea and correlation between sentences. In this test, the students have to rearrange the jumbled sentences into meaningful paragraphs. This type of test judges the students' ability to understand the logical pattern, thematic unity and the evolution of ideas in a paragraph.

Hence, it requires a thorough knowledge of syntax and semantics. Jumbled sentences, or Para Jumbles, as we can say, is the technique for placing the Jumbled sentences into an appropriate succession, so the importance of the sentences when consolidated is exhaustive and minimal. Jumbled sentences are some baffling sentences or words that must be assembled in an appropriate succession to bode well out of an entry or sentence. To realise how to begin and end a sentence, what word goes before or withdraws, and how to join two words or sentences, have information on the principles that are going ahead for you beneath. Give them a speedy read. To see how to endeavour inquiries on Jumbled Sentences, read the principles referenced beneath. They will assist you with scoring better and further develop your verbal abilities as well.

How to Arrange Jumbled Sentences?

There are a few guidelines that one can apply to tackle such inquiries and reach an unmistakable reply.

- ✚ Track down the Opening Sentence
- ✚ Track down the Closing Sentence
- ✚ Discover the connection between sentences
- ✚ Utilisation of Signpost Words
- ✚ Thing – Pronoun Relationship
- ✚ Tracking down the focal topic of the sentence

3.6.1 Rules for Jumbled Sentences

- ✚ **Rule 1:** Attempt to discover the point clarified in the section or in the sentence. This should be possible by searching for words that are rehashed oftentimes in the sentence.
- ✚ **Rule 2:** On the off chance that a particular word is rehashed in more than one sentence, the sentences can be put individually in the section.
- ✚ **Rule 3:** Assuming a sentence begins with a ‘name’ of an individual, that sentence will definitely be the first sentence in the section.
- ✚ **Rule 4:** Assuming a sentence begins with pronouns other than ‘You’ and ‘I’, most certainly that sentence won’t be the first sentence of the passage
- ✚ **Rule 5:** The sentences beginning with the words ‘That’, ‘These’, ‘Consequently’ and ‘Those’, then, at that point, additionally those sentences won’t come first in the passage.

- ✚ **Rule 6:** In the event that an article is available at the beginning of a sentence. Then, at that point, the odds of that sentence being the first in the section is more.
- ✚ **Rule 7:** In the event that every one of the articles is available as the beginning expressions of various sentences then they are organised as follows
 - ✚ The sentence beginning with 'A' starts things out
 - ✚ The sentences beginning with 'An' and 'The' will follow the sentence beginning with 'A'.
- ✚ **Rule 8:** In case there are three sentences beginning with 'However', 'So' and 'Presently' individually. Then, at that point, those 3-sentences will be organised in the accompanying request
 - ✚ A sentence beginning with 'However'
 - ✚ A sentence beginning with 'So'
 - ✚ A sentence beginning with 'Now'
- ✚ **Rule 9:** On the off chance that the given arrangement of sentences comprises of the basic, compound and complex sentences they are organised in an accompanying way
 - ✚ **Basic sentence:** A sentence comprising of just a single proviso, with a solitary subject and action word. For example, Meena was studying hard.
 - ✚ **Compound sentence:** a sentence that comprises of 2-free provisos associated with each other with a combination. For example, Meena was studying hard, still, she failed the exam.
 - ✚ **Complex sentence:** a sentence that comprises a free proviso and at least one ward statement associated

with it. For example, Meena realised she would fail the exam, still she studied hard.

- ✚ **Rule 10:** Assuming a sentence begins with the words Hence, Finally or Therefore that sentence comes toward the end in the passage.

Rearrange the group of sentences to make a coherent paragraph

I

1. As far as India is concerned, there is a growing imbalance
2. These challenges are both internal and external
3. This results in increased import dependence.
4. Twenty-first-century global realities have altered the concept of national security.
5. The latter essentially involves ensuring an uninterrupted supply of energy to support the economic and commercial activities necessary for sustained economic growth.
6. While national security is a holistic concept, energy security is one of its major components.
7. The need of the hour, therefore, is to acknowledge the important challenges to Indian energy security.
8. This imbalance emanates from the demand for energy and its supply from indigenous sources.

I. 4,6,5,1,7,2,8,3

II

1. Both had a city type of government.
2. Athens and Sparta were the two most advanced Greek cities of the Hellenic period.
3. For example, Sparta was hostile, war like and military.
4. However, the differences outweigh the similarities.
5. Whereas Athens carted more towards the democratic and cultural way of life.
6. Also both took slaves from the people they conquered.
7. The latter city left a mark in the field of art, literature, philosophy and science.
8. Also, the former passes on its totalitarianism and superior military traditions to the latter.

II. 2,1,6,4,3,5,8,7

III

1. In the long term, certain chemicals in tobacco smoke intensify the damage in the lung region.
2. But, giving up smoking progressively reduces such risks of lung cancer.
3. Consequently, the mucus remains and starts accumulating in the lungs, making them liable to infection.
4. However, without any doubt, it can be said that smoking is injurious to health.
5. The damage caused to the lungs and respiratory passage inhibits the process that removes mucus and dust particles.
6. There is overwhelming statistical and experimental evidence to associate smoking with diseases like lung cancer and coronary heart attack.
7. This in turn induces cancer in the lung tissue.

8. Apart from an early death from these two diseases, heavy smokers suffer from persistent cough, which damages the lungs.

III. 6,8,1,5,3,7,2,4

IV

1. Cosmic rays of various kinds come through the air from outer space.
2. But enormous quantities of radiation from the sun are screened off.
3. Heat makes our environment tolerable, and some ultraviolet rays penetrate the atmosphere.
4. As soon as man leaves the atmosphere, they are exposed to these radiations.
5. Light gets through and this light is essential for plants to grow and make their food.
6. Space is a dangerous place not only because of meteors but also because of rays from the sun and other planets.
7. The space suits and the walls of the spacecraft prevent a lot of radiation
8. The atmosphere acts as a protective blanket on earth.

IV. 6,1,2,8,5,3,4,7

V

1. The dissolved cellulose is formed into threads by a technical process.
2. This fibre is, in fact, a reconstituted natural fibre
3. After that, they are dried on a heated roller.
4. The cellulose is obtained from shredded wood pulp.
5. Finally, they are wound into a bobbin.

6. It is made by dissolving cellulose in a solution of sodium hydroxide (NaOH)
7. The treads are drawn from the setting bath of dilute Sulphuric acid. Then, they are wound on a reel and washed.
8. Rayon is a manmade fiber.

V. 8,2,6,4,1,7,3,5

VI

1. Antarctica, which is regarded as a continent by itself, is located in this southern polar region.
2. Geographers have found that there are some important differences between the northern and southern polar regions of the earth.
3. Antarctica is snow-bound almost throughout the year, but the snow in the arctic melts in summer.
4. The arctic region, in the north, is mostly sea, surrounded by masses of land.
5. But, on the whole, both the Polar Regions help nature maintain the ecological balance.
6. The southern pole, on the other hand, is situated in a land mass surrounded by oceans.
7. Both regions, in general, have a very cold climate.
8. The winter in the arctic is not as severe as in the Antarctic.

VI. 2,7,8,1,4,3,6,5

VII

1. Where there is a language barrier, communication is accomplished through sign language.
2. Body language transmits ideas or thoughts through certain actions.

3. Many of these symbols of whole words are very picturesque and exact and can be used internationally.
4. Ever since humans have inhabited the earth, they have made use of various forms of communication.
5. Other forms of non-linguistic language can be found in Braille, signals, flags, morse code and smoke signals.
6. A nod signifies approval while shaking the head indicates a negative reaction.
7. Generally, this expression of thought and feelings has been in the form of oral speech.
8. Nonetheless, verbalisation is the most common form of communication.

VII. 3,5,4,1,7,6,2,8

VIII

1. The training of employees in a modern organisation is a process different from what it was in the past.
2. Today training is given in institutes where the latest tools and methods are used in the training programme.
3. Then for the rest of his life, he would keep working and earning a living using the skills he learnt from his master.
4. Adaptation to new tools and methods is an important aspect of his training.
5. In the past, when the carpenter or a mason wanted to learn the skills of masonry or carpentry, he would apprentice himself to an experienced craftsman and learn from him.
6. With modern techniques, employees can complete the work more quickly and efficiently.

7. The craftsman learns something of the theory behind the skills that he learns instead of blindly doing what he has been taught.

VIII. 1,5,3,2,4,7,6

IX

1. Insulin has the capacity to regulate the body's energy distribution.
2. Insulin mimics have to be rigorously tested for safety and effectiveness before being administered to the human body.
3. Beizhang and his colleagues undertook the research.
4. It also regulates calorific use.
5. They made drugs that mimic insulin
6. Rats were first fed on a high-fat diet.
7. This is taken as the basis of research.
8. The insulin was tested on rats.

IX. 1,4,2,7,3,5,6,8

X

1. To test his hypothesis that the shape of a pyramid is responsible for the preservation of dead bodies, an accurate model of the Cheops was made, and a dead cat was put inside it.
2. This is now called the Great pyramid.
3. He found it usually humid there, but what really surprised him were the garbage cans that contained, among the usual tourist litter, the bodies of a cat and some small desert animals that had wandered into the pyramid and died there.
4. The pyramids on the west bank of the Nile were built by the pharaohs as royal tombs and date from about 3000 B.C

5. Some years ago it was visited by a Frenchman named Bovis took shelter from the midday sun in the pharaohs' chamber, which is situated in the center of the pyramid, exactly one-third of the way up from the base.
6. He began to wonder whether the pharaohs had really been so carefully embalmed by their subjects after all, or whether there was something about the pyramid themselves that preserved bodies in a mummified condition.
7. The most celebrated are those at Gisa, of which the largest is the one that housed the pharaoh, known as Cheops.
8. Despite the humidity, none of the bodies had decayed, but just dried out like mummies.

X. 4,7,5,3,6,1,8,2

XI

1. For one, the higher compression that makes the diesel more efficient necessitates the use of heavier engine components.
2. Thirdly, diesel engines have been noted for their loud noise and vibrations
3. However, the popularity of diesel engines still continues because Petrol is costlier than diesel.
4. Finally, these engines are known for the emission of heavy smoke.
5. The diesel engine, an increasingly popular engine in automobiles, has its own disadvantages.
6. But plugs are available to preheat the engines to provide easier starting.
7. Therefore, diesel engines remain heavier than petrol engines.

8. Another disadvantage is that diesel engines are difficult to start in cold weather.

XI 5,1,7,8,6,2,4,3

XII

1. The aim is to find out how much of these raw materials could be provided if a plant for recycling waste were built just outside the city.
2. All these ideas are already being made use of, but what is new is the idea of combining them on such a large scale in a single plant designed to recycle most types of waste.
3. A new concept of recycling waste is taking shape in the form of a project.
4. This plant would recycle not only metal such as steel, lead and copper but also paper and rubber as well.
5. The latest project is to take a city of around half a million inhabitants and discover exactly what raw materials go into it and what goes out.
6. Methods have been discovered for example, for removing the ink from newsprint.
7. This would enable the paper to be used again.
8. Also, through these methods, valuable oils and gases can be obtained from old motorcars and tyres from these methods.

XII. 3,4,1,5,6,7,8,2

XIII

1. Human beings can walk, run, swim, and so on, but robots are usually confined to one place.

2. Another advantage human beings have is the way the same person can do jobs as different as making a cup of tea or designing a new machine.
3. It is a known fact robots have many advantages over human beings.
4. Taking into account all these factors, it should be remembered that robots owe their existence to human beings.
5. However, it is also true that humans can do many things that robots can't.
6. Even if the robots are able to move, they can do only in a very limited way.
7. For example, humans can carry out a task without having to be told exactly how to do it; they don't have to be programmed.
8. And unlike robots, people can know whether what they are doing is good or bad and whether it is boring or interesting.

XIII. 3,5,7,1,6,2,8,4

XIV

1. This could be easily adapted for use by local authorities.
2. Paper, is in fact, probably the material that can be most easily recycled.
3. Recycling of this kind is already happening with milk bottles, which are returned to the dairies, washed and refilled
4. On top of that, more and more dairies are experimenting with plastic bottles.
5. A machine has been developed that pulps papers then processes it into packing e.g., egg boxes and cartons.

6. It would mean that people would have to separate their refuse into paper and non-paper, with a different dustbin for each.
7. And now with massive increases in paper prices, the time has come at which collection authorities could be profitable
8. But both glasses and paper are being threatened by the growing use of plastic.

XIV. 5,1,6,2,7,3,8,4

XV

1. A great deal of the information we now know about sleep and the psychological changes causes can be traced back to the invention of the electroencephalogram in the 1950's
2. Brain wave function could be examined and scientists could observe sleep from moment to moment.
3. According to current scientific thought, the human body is preprogrammed to sleep
4. This machine allowed scientists to record the feeble electric currents generated on the brain without opening the skull
5. At nightfall, cells in the retina send a sleep signal to a cluster of nerve cells in the brain.
6. In the 1970's, it became possible for scientists to make assumptions about the role breathing plays during sleep.
7. It was here that science really began to understand the nature of sleep and the role of it plays in people's lives.
8. These nerve cells are concentrated in a part of the brain called the hypothalamus.

XV. 3,1,4,2,7,5,8,6

XVI















1. Near these, tucked into a corner, there is a children's playground with swings, seesaws and model vehicles.
2. One of the pleasant features of the park is the fact it is surrounded by trees.
3. On the other side of the park from the river there are more sports facilities
4. And there are flowerbeds with interesting shrubs and flowers
5. An attractive path runs beside the river.
6. On one side of the park, however, there is a patch of trees through which river winds.
7. As the park goes, Mappin is large.
8. Most of the flat grounds are taken up by three football pitches and two rugby pitches.

XVI. 7,2,6,5,1,3,8,4

UNIT 4

PRACTICAL ENGLISH

Conversational proficiency – Exercise on the use of different grammatical constructions in Context.

-  *Greeting*
-  *Introducing*
-  *Requesting*
-  *Inviting*
-  *Congratulating*
-  *Thanking*
-  *Apologising*
-  *Advice*
-  *Suggestions*
-  *Opinions*
-  *Permission*
-  *Sympathy*
-  *Asking to repeat*
-  *Complaining*
-  *Understanding and Being Understood*
-  *Agreement, Preference*
-  *Asking for Information or Changing the Topic*

Conversational Proficiency

“What is the purpose of (formal) communication?”





Before entering any institution or organisation, certain communicative abilities are looked for in the learners by the higher authorities and employers. The ability to speak,

conduct oneself properly in an interview, get along with others, listen carefully and accurately, make an effective presentation, prepare good yet brief report, make proposals, sell ideas, convince and influence others are some of the qualities looked for in the learners before they are appointed. All these activities require effective communication skills. So, communicative abilities are to be mastered or trained by each and every individual in his / her learning period to achieve a career.

4.1 GREETING

In this Unit, we will look at samples of some common functions in English and the language used to perform them. You can practice the expressions both alone and with your classmates in order to use them with skill and confidence when speaking English. Let's start with different ways of introducing oneself and others. Whether you are at college, with friends, or in business, introducing oneself is an everyday occurrence, and it is an important skill to master. Here are some easy steps on how to greet the people you meet in a sincere and open way.

Some of the common expressions of greeting are given below:

-  Hi, Megha! How're you? /
-  Hi, how do you do?
-  Hello, Ram! Nice to meet you again.
-  Hello, Ram! Nice to meet you after so long.

- ✚ How / Very nice to see you again!
- ✚ Good morning/afternoon/evening.
- ✚ Hi/hello, everybody.
- ✚ Good morning, everybody.
- ✚ How're you getting on?
- ✚ How's life?
- ✚ What's the latest?
- ✚ What's up?
- ✚ I hope you're keeping well.
- ✚ I hope all is going well with you.

Expressions like 'Hi' (pronounced 'hai') and 'Hello' are used in informal contexts with friends and equals. 'Hello' is used with colleagues and other acquaintances also. The last two are very formal and can be used with people who are senior in age, position, etc. The different use of expressions depends on the degree of intimacy with the person you are talking to.

Look at some expressions used to greet people and to take leave of them. Read each of them and repeat it. Note the use of contracted forms such as 'I'm' for 'I am' and 'you'll' for 'you will'.

Communication Activity: Greeting and taking leave –
Group work

Practise the following Pattern in Pairs till you are familiar with words/sentences in bold letters.

Model 1: Informal: Casual talk between friends

Madhavan: Hi, Ram!

Ram: Hello, Madhava! Nice to meet you after so long!
How are you?

Madhavan: Fine, thank you. How's life with you?

Ram: Just the same. By the way, when is your college reopening?

Madhavan: After two weeks. Do you have any plans?

Ram: Nothing in particular. What about going to film?

Madhavan: That's fine. Let's go for the first show. We'll call Raju and Seenu also. I must hurry now, or I'll miss my bus. We'll meet at the theatre. Bye.

Ram: Bye, bye! Have a nice day.

Model 2: Informal: Two friends meeting on the way and leaving without delay

Lami: Good morning; how are you?

Boju: I'm very well, thank you. What about you?

Lami: I'm fine. Shall we have a cup of coffee?

Boju: No, thanks. I am on my way to pick up my sister waiting at her school gate. See you later.

Lami: When?

Boju: Tomorrow evening.

Lami: OK, bye.

Model 3: Formal: Two Colleagues meeting on the way and parting instantly

A: Good morning. We haven't met for quite some time, have we?

B: Yes. Indeed, it's a pleasure to see you.

A: It was nice meeting you, but I'm afraid I have to go now. I must leave. I hope you'll excuse me.

B: That's quite all right. I hope we can meet again soon.

A: Yes, we must.

B: Yes, I hope so too.

A: Yes, please do come over.

B: Bye, bye.

Model 4: Formal: Mr. Anand meets Amen, a teacher in his neighbourhood at a bookstore.

Amen: Good morning, Sir. How're you?

Mr. Anand: Good morning Anita. I'm very well, thanks. What about you?

Amen: I'm fine, thank you.

Mr. Anand: How is your new college?

Amen: It's good, Sir. I enjoy teaching there. This college has proper classrooms, laboratories and a good library. It is totally different from my previous working place.

Mr. Anand: At last, you've found a place where you would like to work.

Amen: Yes sir. I'm happy about that.

Mr. Anand: My wife wants to talk with you. Come to our home one day with your mother.

Amen: Sure sir. It's almost time for my coaching class.

Mr. Anand: Oh, it's all right. See you later. Bye.

Amen: Bye sir.

Worksheet

1. Write five different ways of informal and formal greetings (each five).
2. Imagine that you and your classmates meet your Professor on the way to your class. He / She calls you to give some instructions. How will you greet him/her? How will you take leave? (Write at least two each).

4.2 INTRODUCING

The way you introduce and present yourself provides people with the first best impression of you. Most people begin forming an opinion of you within 3 seconds, and these judgements can be difficult to change. When we introduce ourselves to someone, we're saying we're interested in establishing some sort of ongoing rapport for mutual benefit. There are three parts to our introductions:

- ✚ the handshake (often, but not always)
- ✚ introducing yourself
- ✚ moving into the conversation

The first impression can be the difference between starting a successful business relationship or finishing with a one-off meeting. It is very easy to make a negative first impression on someone, often without knowing we've done so. It's much harder to make a positive impression, so you must put some effort into your introductions.

Model 1: Introducing oneself

Some of the common ways of introducing oneself are given below

1. Good morning. I'm Rajesh from IIT, Chennai.
2. Excuse me. I'm.....from.....
3. Excuse me. My name is I'm from
4. I'm the new student I'm from
5. Good morning. I'mfrom

I have just joined this department of Micro-biology (mention your department).

Communication Activity: 4 students in each team

The team will introduce themselves first individually.

Karthik: I'm Karthik. I am a first-year Computer Science student. I come from Sattur.

Ravi: I'm Ravi. I am a first-year Literature student. I am a day-scholar.

Dheena: I'm Dheena. I'm a first-year Economics student. I am a hostellite.

Deva: I'm Deva. I'm a first-year Commerce student. I come from my grandpa's home in Virudhunagar.

The whole class should practice this Pattern individually with 4 students in each team. They should tell about their name, their class, department and place of living when introducing them to their team. It would be better if they start with a greeting like "Good morning, friends".

Model 2: Introducing others

Some of the common ways of introducing others/someone else is the following:

1. This is Mr. / Ms.....
2. Meet my friend/brother/sister.....
3. Do you know my father.....?
4. Please meet Mr. / Ms..... (Ms is pronounced ‘Miz’)
5. May I introduce my teacher.....?
6. Let me introduce
7. I’d like to introduce my mother
8. I’m sure you’d like to meet

To introduce others, the same team will be given practice first by introducing them and then others one by one.

Karthik: I’m Karthik. I am a first-year Computer Science student. I come from Sattur.

Ravi: This is Karthik. He is a first-year Computer Science student. He comes from Sattur. I’m Ravi. I am a first-year Literature student. I am a day scholar.

Dheena: This is Karthik. He is a first-year Computer Science student. He comes from Sattur. That’s

Ravi: He is a first-year Literature student. He is a day scholar. I’m Dheena. I’m a first-year Economics student. I am a hostellite.

Deva: This is Karthik. He is a first-year Computer Science student. He comes from Sattur. That’s Ravi. He is a first-

year Literature student. He is a day scholar. He's Dheena. He is a first-year Economics student. He is a hostelite. I'm Deva. I'm a first-year Commerce student. come from my grandpa's home in Virudhunagar.

The whole class should practice this Pattern in the team.

Practise the following in Pairs

Introducing your friend to your mother:

Nita: Latha, this is my mother. Ma, meet my friend Latha.

Mother: Hello, Latha. How are you?

Latha : I'm fine, thank you.

Mother: Nita quite often talks about you. Why don't you come

home one day?

Latha: I'll come on holiday. Thank you, Aunty.

When two people are introduced to each other, mention the senior person first.

Model 3. Introducing the Chief Guest (who has come to honour the winners of the departmental competition) to the audience: (Fill in the needed details of the Guest for the underlined words)

Friends, let me introduce (or I am glad to introduce) our Chief Guest of the evening Ms. G. Thilakavathi. As you all know, she is the first woman Indian Police Service (IPS) Officer

from Tamilnadu. She is also a famous short story writer. Her short story Arasigal Aluvathillai won the Government of Tamil Nadu's best short story prize for 1988-89. She was awarded Sahitya Academi Award for Tamil for her novel 'Kalmaram' in 2005. She has been promoted to Director General of Police and is currently the chairperson of the Uniformed Services Recruitment Board. We feel highly elated and privileged to welcome you Madam to our Programme.

Model 4. Introducing yourself to a VIP who has come to inaugurate Sports Meet: (Write about you in the place of underlined words)

Good morning Sir. I'm Rita, a final year PG Mathematics student at V.H.N.Senthikumara Nadar College (Autonomous), Virudhunagar. I am also the Student Representative of our College. It is my pleasure to invite you to our College Sports Meet.

Worksheet

- ✚ Assume your friends Jay and Allan have come to your home. Introduce them to your parents.
- ✚ Assume you are the representative of your class. Your department has arranged for UG Literary Association Meet. Introduce the Chief Guest to the audience.
- ✚ Presume you are the compere of Youth Festival 2015 in your college. You are one among the group that welcomes the VIP who has come to deliver a lecture and distribute the prizes. Introduce yourself to the VIP.

4.3 REQUESTING

The common expressions of request are listed below:

- ✚ Could you help me, please?
- ✚ Can I help you?
- ✚ Can you please lend me your pen?
- ✚ Can you do me a favour
- ✚ Do you mind helping, please?
- ✚ Will / Would you please help me?
- ✚ I'm sorry to trouble you, but I need your help.
- ✚ If you don't mind, please help me.

The first four are informal, used when you talk with your friends and equals. The rest are rather formal and polite, used when you talk with superiors. Some samples are given below:

Model 1: In a Hotel

Keerthi: Can you please serve some more rice?

Server: Yes, Madam. Anything else?

Keerthi: Yes. Please get me a plate of mutton curry in a parcel.

Server: OK, ma'am

Model 2: In the classroom

Shiva : Could you please lend me a pen? Mine doesn't write.

Raj : Sorry, I have only one pen with me.

Shiva : Do you have a pencil?

Raj : Sorry, I don't have a pencil either.

4.3.1 Accepting / Declining an Invitation

The following are the expressions commonly used for inviting:

- ✚ I would like to invite you to my birthday party.
 - ✚ Won't you please accept my invitation to the housewarming ceremony?
 - ✚ We are pleased to invite you to my wedding.
 - ✚ We would be delighted if you attend the party.
 - ✚ Please accept our invitation for a family get-together.
- An invitation has to be graciously accepted or declined.

Accepting an invitation:

- ✚ With pleasure.
- ✚ OK / All right.
- ✚ Thank you. I would be happy to.
- ✚ That's a nice idea. Thank you.
- ✚ We would be delighted to.
- ✚ We would love to. Thank you.

Declining an invitation:

- ✚ No, thank you.
- ✚ Thank you very much, but I have some important work.
- ✚ I am sorry. I can't.
- ✚ I wish I could, but I can't.
- ✚ I regret (feel sorry) that I'm unable to accept your invitation.
- ✚ Unfortunately I'm not free. But thank you very much for your invitation.

Model 1: Invitation to a birthday party (Accepted):

Riya : My baby's birthday is on the 16th. Please join us with your

family for her birthday party at 6 in the evening.

Reshma : With pleasure.

Model 2: Invitation to lunch (Declined):

Ravi : Please join us for lunch.

Raj : No, thank you. I just had my lunch.

Worksheet

You are in need of a pen. Write down five different expressions of request for a pen to your friend. Your friend has come to invite you to her birthday party. Write down five different expressions of accepting and declining her invitation (each 5).

4.4 CONGRATULATING / COMPLIMENTING

Congratulation is an expression of joy in the success or good fortune of another. The prefix "con" means "with." When we congratulate someone, we are rejoicing "with" someone. So, blessings overflow from them to us. So the person who congratulates is to be blessed immeasurably, perhaps sometimes even more than the person you are congratulating. When we congratulate others for their accomplishments, we will soon have something to be congratulated for.

Indirectly, we are investing in their success. We make ourselves part of their celebration. When we congratulate them and give to their cause, we open the windows for the success of our own cause. Congratulate and be “with” others in their success. Then when it is your turn, people will be with you. We congratulate and compliment people on various occasions such as marriage, getting a rank or promotion, winning an election or a prize, etc.

The following are some common expressions to congratulate others.

- ✚ Congratulations! / Congrats! / My hearty congratulations!
- ✚ Hearty congratulations / Congrats on...!
- ✚ It was nice to hear that you have got success in.....
- ✚ What a wonderful/superb performance. Hearty congrats!
- ✚ Let me congratulate you on.....
- ✚ I'd like to congratulate you on
- ✚ May I congratulate you on your

Some common expressions used for complimenting others are given below.

- ✚ That's a nice dress (you are wearing)
- ✚ You look smart / You're looking very smart.
- ✚ The sweet you have made is absolutely delicious.
- ✚ That's nice.

- ✚ My compliments on your delicious preparation.
- ✚ Well done! / Very well done! Keep it up!
- ✚ You really deserve this honour.
- ✚ We are proud of you.

Respond to Congratulations / Compliments with

- ✚ Thank you (for saying so).
- ✚ Oh, thanks, not really.
- ✚ I am glad you like it.
- ✚ It is very good of you to say so.

Communication Activity: Congratulating/Complimenting and responding- Group work. Practise the following in Pairs

Model 1: Congratulating your friend on winning a championship:

Rakesh : Rajeev, I've won the championship in athletics. Here's the cup.

Rajeev : Well done, my friend! You deserve it. Hearty congrats!

Model 2: The Principal congratulates a student for being one of the winners:

Principal : Divya, I'm happy to congratulate you for bagging the State Level Rank in National Talent Search Examination

Divya : Thank you, madam.

Principal : You've brought glory to your college. My heartiest

congratulations!

Divya : Thank you very much, madam. Your constant encouragement helps me a lot.

Model 3: Sathish's article on 'Conservation of Natural resources' wins the first prize in an international competition organised by UNESCO. His thesis Supervisor and Coordinator, Dr. Ranjan congratulates him on his achievement.

Dr. Ranjan: Sathish, I have just heard the wonderful news. Congratulations on your remarkable achievement.

Sathish : Thank you very much, Sir. It's all because of the encouragement and help that I have always gotten from you.

Dr. Ranjan : Not entirely. It is the result of your own hard work. You really deserve this honour. Every one of our department is really proud of you. I'm sure you will keep up the good work.

Sathish : Thank you, Sir. It's very kind of you.

Worksheet

1. Congratulate your Boss on his promotion.
2. Congratulate your friend on winning the Best Student Award.
3. Compliment your sister's new hairstyle.
4. Compliment your mother's delicious preparation for the celebration of your birthday.

4.5 EXPRESSING GRATITUDE

Expressions of gratitude are of great importance in our day-to-day life on many occasions. The most common expressions of gratitude are:

- ✚ Thanks. / Thanks a lot.
- ✚ Thank you very much.
- ✚ I am happy to express my thanks to you.
- ✚ That is indeed nice / kind of you.
- ✚ I'm really grateful / obliged to you for your help.
- ✚ I really can't find words to express my thanks.
- ✚ I / We would like to express my / our gratitude for your kind help.

The first three are more informal, and the rest are often used in formal speeches or writing.

Response to Such Expressions of Gratitude:

- ✚ Welcome.
- ✚ You're welcome.
- ✚ That's OK. / all right.
- ✚ Please don't mention it.
- ✚ No mention, please.
- ✚ My pleasure.
- ✚ It was a pleasure.
- ✚ Glad I was able to help.

Model 1:

Sita : Could anybody lend me a pen?

Elsa : Take this. I have an extra one.

Sita : Thanks, Elsa.

Elsa : That's OK.

Model 2:

Ram : Time, please.

Tom : Half past one.

Ram : Thank you.

Tom : You're welcome.

4.6 APOLOGISING

It is good manners and courtesy to ask for an apology on some occasions, for example, when you are late for your work, unable to keep your word, forget some important thing, etc.

Common expressions of apology and response are given below.

- ✚ Sorry.
- ✚ I'm so / really / very / extremely sorry for being late for the class.
- ✚ Excuse / Pardon me for forgetting my ID card.
- ✚ Please forgive me for not keeping up my promise.
- ✚ Please accept my apology for my harsh words to you.

Response to Apology:

- ✚ That's OK / all right.
- ✚ Please don't worry.
- ✚ It doesn't matter at all.
- ✚ Forget it. / Let us forget it.
- ✚ Don't feel bad about it, please.
- ✚ No need/reason to apologise.

Model 1: In the classroom of a college

Teacher : Vasu, read the first paragraph on Page 10.

Faru : I'm really sorry, Mam. I didn't have the textbook.

Teacher : Why?

Faru : I gave the book for binding. They will give the book tomorrow only. Pardon me, Mam.

Teacher: All right. Bring the book tomorrow.

Model 2: Apologising for interrupting

Attendee : Excuse me, madam. Phone call for you from a parent.

Teacher : (to the students) Excuse me. (to the Attender), Ask them to phone me after this hour.

4.7 ADVICE

How to ask for and give advice

Advice is an opinion that someone offers you about what you should do or how you should act in a particular situation.

Use *should* and *ought to* for general advice.

e.g. You *should* go to bed earlier.

Use *had better* (not) only for very strong advice and warnings. *Had better* (not) is much stronger than *should* or *ought to*. It suggests that something negative will happen if you don't take the advice. We usually only use it in speaking,

e.g. You *had better* finish your assignment, or you might get a bad score.

- Use *should* in questions. *Ought to* and *had better* are not common in questions,
e.g. *Should I study hard for the final exam?*
- Use *maybe*, *perhaps*, or *I think* to soften advice. These expressions usually go at the beginning of the sentence.
e.g. *Maybe you should call her now; Perhaps you ought to work hard to get the extra points; I think you should wake up earlier in order not to miss the school bus.*

Do you often wonder how to ask for advice or give someone some advice?

Here are some common phrases and expressions that will help you.

Asking for and Giving Advice

Asking for advice:

- ✚ I need some advice. I've no idea what to do.
- ✚ I am at a loss to know what to do. What do you think?
- ✚ What do you think I should do?
- ✚ What would you recommend?
- ✚ What do you suggest?
- ✚ Have you got any ideas?
- ✚ I'd appreciate your advice.
- ✚ What would you advise me to do?
- ✚ What would you do if you were me?
- ✚ Do you think I should ...?
- ✚ Would it be a good idea to ...?
- ✚ How would you react in my position?

Giving advice: possible suggestions

- ✚ You could always ... (go to the shop and ask for an exchange).
- ✚ My advice would be to ... (take it back and ask for a refund).
- ✚ What you need to do is ... (make a copy in case the original gets lost).
- ✚ One thing you could do is ... (read your speech/presentation to a friend).
- ✚ Have you thought about/tried ... (enquiring at the reception)?
- ✚ It's generally a good idea to ... (read your answers again before handing in your paper).
- ✚ If I were you, I would ... (discuss the idea with my family/colleagues). (Sending it to your parents/ a friend's home))..... might be a good solution.
- ✚ It would probably be better/safer/wiser to ... (ask for written confirmation).
- ✚ I think your only option is to ... (talk to them before the announcement).
- ✚ The sooner you(call/write/confirm/cancel) the better.

Responding positively

- ✚ That's a good idea!
- ✚ I think you're right - I'll do that!
- ✚ I never thought of that.
- ✚ Yes, that might help.

- ✚ I'll give it a try and see what happens.

Responding negatively

- ✚ No. I don't think so.
- ✚ I don't think that would help.
- ✚ I'm not convinced of that, but I'll think about it.
- ✚ I don't think that's the solution ... but thanks anyway.
- ✚ I've already tried that, but thank you for the suggestion.

4.8 SUGGESTIONS

- ✚ Advice and suggestion are co-related to each other. Advice acts as a noun which means an opinion recommended or offered, while suggestion also acts as a noun which means an idea or a fact that is put ahead for analysis or consideration.
- ✚ *Might* (want to), *could*, *why don't/doesn't*, and *why not* are often used to make suggestions. Suggestions are not as strong as advice.
- ✚ Use "*might* (want to) and *could*" to make suggestions. They often express a choice of possible actions.
- ✚ *Might* is often used with *want to*,
e.g. You *might* (want to) schedule your writing test in the morning, or you *could* wait until the afternoon.
- ✚ Do not use *could not* in negative suggestions. Use *might not want to*,
e.g. You *might not want to* be punished for being late.
- ✚ *Why not* and *why don't/doesn't* are both question forms and end with a question mark.

e.g. *Why don't* you prepare costumes for your audition? *Why not* prepare costumes for your audition?

4.8.1 Making Suggestions

- ✚ Let's revise...
- ✚ What about going to...?
- ✚ How about going ...?
- ✚ Why don't we go ...?
- ✚ Couldn't we ...?
- ✚ Shall we ...?
- ✚ What would you say to ...?
- ✚ Don't you think it is a good idea to ...?
- ✚ Does it matter if we ...?
- ✚ Would you like to ...?
- ✚ Let's go to...
- ✚ I suggest you/we take...into consideration...
- ✚ We could...
- ✚ Do you fancy ...
- ✚ We might as well...

4.8.2 Accepting Suggestions

- ✚ OK. Let's.
- ✚ Yes, I'd like to.
- ✚ Yes, I'd love to.
- ✚ What a good idea!
- ✚ Why not?
- ✚ Yes, with pleasure.

- + Yes, I feel like taking a walk.
- + Yes. That sounds like a good idea.
- + Yes, that's not a bad idea.
- + Brilliant!
- + Count me in too.

4.8.3 Refusing Suggestions

In some cases, if you want to refuse or you disagree with the suggestions, you could say:

- + No, let's not.
- + Well, I'd rather...
- + I don't feel like it.
- + I dislike going for a walk.
- + What an awful/bad idea!
- + I'm not sure about that idea.
- + I'd love to, but...
- + I don't think it will work.
- + I don't think I can.
- + I'm not very keen on (+_ing)

4.8.4 Things to Remember about suggestions

The verb "suggest" can be followed by either:

Should + verb = I suggest (that) we should go to the theatre.

A verb (in the subjunctive form) = I suggest (that) we go to the movies.

4.9 OPINIONS

“That” is optional:

- ✚ I suggest that we should visit Paris.
- ✚ I suggest we should visit Paris.

4.9.1 Expressing Opinions

- ✚ Expressing Personal Point of View
- ✚ I bet that
- ✚ I dare say that ...
- ✚ I gather that ...
- ✚ In my opinion...
- ✚ In my experience...
- ✚ As far as I am concerned, ...
- ✚ As far as I know...
- ✚ As far as I understand...
- ✚ As for me / As to me, ...
- ✚ As I see it...
- ✚ From my perspective
- ✚ From my point of view, ...
- ✚ I (strongly) believe that...
- ✚ I am not sure/certain, but...
- ✚ I am of the opinion that ...
- ✚ I am sure / I am certain that ...
- ✚ I'm absolutely convinced...
- ✚ I am sure/certain/convinced that...
- ✚ I am under the impression that ...
- ✚ I believe that...

- ✚ I guess that ...
- ✚ I have no doubt that ...
- ✚ I have the feeling that ...
- ✚ I hold the opinion/ view that ...
- ✚ I might be wrong, but...
- ✚ I really feel that...
- ✚ I suppose
- ✚ I tend to think that...
- ✚ I think /consider /find /feel /believe /suppose /presume /assume that ...
- ✚ I would say that ...
- ✚ I'd like to point out that...
- ✚ I'd suggest that
- ✚ If you ask me...
- ✚ In my experience...
- ✚ It goes without saying that ...
- ✚ It's obvious to me...
- ✚ It is my impression that ...
- ✚ It seems to me that ...
- ✚ My impression is that ...
- ✚ My own feeling on the subject is that ...
- ✚ My view/opinion/belief/impression/conviction is that ...
- ✚ Personally speaking...
- ✚ Personally, I think...
- ✚ The point is that...
- ✚ To my mind, ...
- ✚ What I mean is...
- ✚ I don't know about other people, but I can say...

4.9.2 Three Ways to Give a Personal Opinion

Expressing a Strong Opinion

- ✚ I bet that
- ✚ I dare say that ...
- ✚ I'm absolutely convinced that...
- ✚ I'm sure that...
- ✚ I strongly believe that...
- ✚ I have no doubt that...
- ✚ There's no doubt in my mind that...

Expressing a Neutral Opinion

- ✚ I am not sure/certain, but...
- ✚ I think...
- ✚ I feel that...
- ✚ In my opinion...
- ✚ In my view...
- ✚ I tend to think that...
- ✚ I suppose that...
- ✚ It seems to me that...
- ✚ I must admit that I'm not sure...

Expressing a Subjective Opinion

- ✚ In my experience...
- ✚ I don't know about other people, but I can say...
- ✚ What I've found is...
- ✚ As I see it...

- ✚ If you ask me...
- ✚ In my experience...
- ✚ To my mind, ...
- ✚ As far as I am concerned, ...
- ✚ As far as I know...
- ✚ As far as I understand...
- ✚ As for me / As to me, ...

Expressing General Point of View

We use these words and phrases to express a general point of view:

- ✚ Some people say that...
- ✚ Many/Most people think/believe that...
- ✚ It is often said that...
- ✚ It is generally accepted that...
- ✚ Everybody knows that...
- ✚ According to scientists...
- ✚ It is thought that...
- ✚ Some people say that...
- ✚ It is considered...
- ✚ It is generally accepted that...
- ✚ The research seems to suggest...
- ✚ Apparently...
- ✚ I've heard that...

4.10 SEEKING, GRANTING, OR REFUSING PERMISSION

The common expressions for (a) Seeking permission, (b) Giving permission, and (c) Refusing permission are the following:

Seeking permission

1. May / Can / Could I go out, please?
2. Do / Would you mind if I go out, please?
3. Is it all right if I go out?
4. If you don't mind, I would like to read the newspaper now.

Giving permission

1. Certainly, you may.
2. By all means.
3. Yes, of course.
4. Go ahead.
5. It is perfectly all right / OK.
6. You can / may if you want.

Refusing permission

1. I am sorry; I cannot allow you to go out.
2. I'm afraid it is not possible.
3. I'm sorry; I am not supposed to permit you.
4. No, you can't / may not.
5. You are not allowed to read the newspaper now.

Model 1: Seeking and granting permission – formal

Kaku : Good morning, mam. May I take leave for three days?

Amen : Good morning. What! Leave for three days!

Kaku : Mam, My mother has high fever. The doctor advised her to take complete rest. I should take care of her. Please, Mam.

Amen : OK. Take care of your mother.

Kaku : Thank you, Mam.

Model 2: Seeking and refusing permission – formal

Ravi : Good morning, Sir.

Principal : Good morning Rakesh.

Ravi : Sir, we are first-year literature students. Can we go on an excursion to Kodaikanal this weekend?

Principal : I'm sorry. I can't give you permission. The College Council has decided that only during your final year, the students can go on an excursion.

Ravi : Would you please request the Council to reconsider its decision?

Principal : I'm afraid I won't.

Ravi : That's OK. We will go on an excursion in our final year.

Thank you, Sir.

Model 3: Seeking, refusing and giving permission – informal

Links : Can I have an ice cream, please?

Anu : No, you can't. You are advised to be on a diet.

Links : Can I have a piece of cake?

Anu : That's OK. But have a cake with no icing on it.

Worksheet

You have forgotten your ID. Your Head of the Department asks you to write an apology letter. Draft an apology letter. Write down five different expressions of gratitude and the following response (each 5). Write down three different ways of seeking, giving and refusing permission (each 3).

4.11 SYMPATHY

Unfortunately, bad things happen. When we hear about these events happening to people we care about, expressing our sympathy can go a long way. Doing so is often difficult as we want to communicate our concerns but don't want to be intrusive or offensive. With these tips and your sincere sentiments, your words of comfort are likely to be meaningful to the person in your life who is having a tough time.

Expressing sympathy

- ❖ That's too bad.
- ❖ That's so sad.
- ❖ I'm sorry. What bad luck!

- ❖ I hope things get better soon.
- ❖ It would be OK soon.
- ❖ I hope you feel better soon.
- ❖ What a pity!
- ❖ Oh, that's terrible.
- ❖ Be patient; it will be better soon.
- ❖ I can't tell you how sorry I am.
- ❖ Oh, I am sorry to hear that.
- ❖ I know how it feels.
- ❖ I take my sympathy to you.
- ❖ You must be very upset about it.
- ❖ I sympathise with your condition.

Responding

- ✚ It's very kind of you.
- ✚ Thank you very much.
- ✚ It would be OK, thanks.
- ✚ Thanks for your sympathy.
- ✚ Thanks for your support.

4.11.1 Structuring Common Phrases of Sympathy in English

Here are some common phrases to help you express sympathy.

I'm sorry to hear about + Noun/Gerund

I'm sorry to hear about your difficulties with the boss. I know he can be really difficult at times. Ellen just told me the news. I'm sorry to hear about that!

Please accept my condolences.

This phrase is used to express sympathy when someone has died.

Please accept my condolences. Your father was a great man.

I'm sorry to hear of your loss. Please accept my condolences.

That's so sad.

That's so sad that you lost your job.

That's so sad that he doesn't love you anymore.

I hope things get better soon.

This phrase is used when people have been having difficulty over a long period of time.

I know your life has been difficult lately. I hope things get better soon.

I can't believe how much bad luck you've had. I hope things get better soon.

I hope you feel better soon.

This phrase is used when someone is experiencing health problems.

I'm so sorry you broke your leg. I hope you feel better soon.

Stay home for the week. I hope you feel better soon.

Example Dialogue

Expressing sympathy is used in a number of situations. For example, you might express sympathy for someone whose family member has passed away. Generally, we express sympathy to someone who has difficulties of some sort. Here are some example dialogues to help you learn when to express sympathy in English.

Person 1: I've been rather sick lately.

Person 2: I hope you feel better soon.

Another Example

Person 1: Tim has been having a lot of trouble lately. I think he might be getting a divorce.

Person 2: I'm sorry to hear about Tim's problems. I hope things will get better for him soon.

4.11.2 Writing Sympathy Notes

It's also common to express sympathy in writing. Here are some common phrases you can use when writing a sympathy note to someone. Notice that it is common to use the plural 'we' and 'our' when expressing written sympathy as a way to express that a family. Finally, it's important to keep a sympathy note short.

My heartfelt condolences on your loss.

Our thoughts are with you.

She/he was a lot of things to many people and will be missed tremendously.

I am thinking of you in your time of loss.

We are very saddened to hear of your loss, with our deepest sympathies.

You have my sincere sympathy.

You have our deepest sympathy.

Example Sympathy Note

Dear John,

I heard recently that your mother passed away. She was such a wonderful woman. Please accept my heartfelt condolences on your loss. You have our deepest sympathy.

Warm regards,

Krish

4.12 ASKING TO REPEAT

It's important to know how to ask someone to repeat something in English whether you're a native speaker or an English learner. In both cases, there are going to be situations in that you simply don't hear what someone says to you. As a learner, there will also be situations that you don't understand because of how something was worded or said. This doesn't need to be a stressful situation, though, because there are many ways to ask for repetition in English.

Expressions to use in asking someone to say something again

- ✚ Pardon
- ✚ I'm sorry I didn't hear/catch what you said
- ✚ Would/ Could you say that again, please?
- ✚ Would/ Could you repeat what you said, please?
- ✚ I'm sorry, what did you say?
- ✚ What was that?
- ✚ Informal: What was that again...?
- ✚ Very informal: What?/ Eh/ Mm?

Expressions to use in checking you have understood

- ✚ So,...
- ✚ Does that mean...?
- ✚ Do you mean...?
- ✚ If I understand right...
- ✚ I'm not sure I understand. Does that mean...?

Expressions to use in saying something another way

- ✚ In other words,...
- ✚ That means...
- ✚ What I mean is...
- ✚ That's to say...
- ✚ ..., or rather...
- ✚ What I'm trying to say is...
- ✚ What I'm driving at/ getting at is...
- ✚ Giving yourself time to think
- ✚ ..., oh/ er/ um, ...

- ✚ Let me see/ think...
- ✚ ..., just a moment...
- ✚ ..., you see, ...
- ✚ ..., you know, ...
- ✚ How shall I put it?
- ✚ ..., now what's the word...?

Expressions to use in checking someone has understood you

- ✚ Do you know what I mean?
- ✚ ... if you see what I mean
- ✚ I hope that's clear.
- ✚ Do I make myself clear.

Informal:

- ✚ Are you with me?
- ✚ Get it?
- ✚ Right?
- ✚ Very informal:
- ✚ Got the message?
- ✚ Changing the subject
- ✚ ..., by the way,...
- ✚ ..., before I forget ...
- ✚ ..., I nearly forgot ...

Expressions to use when you want to add something

- ✚ I'd like to make another point.
- ✚ I'd also like to say...

- ✚ You need help
- ✚ I don't understand. I'm sorry.
- ✚ I'm not sure I understand what you mean.
- ✚ What's the meaning of...?
- ✚ What does the word ... mean?
- ✚ What's the French/ the English word for ...?
- ✚ I didn't hear what you said.
- ✚ Can you/ Could you/ Would you (repeat, please?/ say it again, please?/ explain it again, please?/ spell that word, please?/ write it on the board, please?/ speak louder/ up, please?/ speak more slowly, please?)
- ✚ Could you step aside, please? I can't see the board.

Expressions to use when you want to apologise

- ✚ Sorry, I'm late.
- ✚ I apologise for being late.
- ✚ I'm afraid I've forgotten my workbook.

Expressions to use in showing you're interested

- ✚ Uh, uh.
- ✚ I see...
- ✚ Really?
- ✚ Oh, yes.
- ✚ How interesting!
- ✚ I know/ see what you mean.

4.13 COMPLAINING

Complaints are expressions of “displeasure or annoyance” in response to an action that is seen by the speaker as unfavourable.

Examples:

I have a complaint to make. Your pizza is just too salty.
I want to complain about the noise you are making.

4.13.1 Making a complaint

- ✚ I'm sorry to say this but...
- ✚ I hate to tell you, but...
- ✚ I'm angry about...
- ✚ I have a complaint to make...
- ✚ There seems to be a problem with...
- ✚ I'm afraid there is a slight problem with...
- ✚ Sorry to bother you but...
- ✚ I'm not satisfied with...
- ✚ Wouldn't be a good idea to...
- ✚ There appears to be something wrong with...
- ✚ I was expecting... but...
- ✚ Sorry to bother you, but...
- ✚ I want to complain about...
- ✚ I'm afraid I've got a complaint about...
- ✚ I have to make a complaint about...
- ✚ I don't understand why...
- ✚ Excuse me, but there is a problem...
- ✚ Would you mind...?

4.13.2 Accepting a complaint

- ✚ I'm so sorry, but this will never happen again.
- ✚ I'm sorry; we promise never to make the same mistake again.
- ✚ I can't tell you how sorry I am.
- ✚ I wish it never happened.

Rejecting a complaint

- ✚ Sorry, there is nothing we can do about it.
- ✚ Sorry, but it's not our fault.
- ✚ I'm afraid there isn't much we can do about it.

Sample

A faulty TV

A: Good afternoon. Can I help you?

B: I hope so. I bought this television here about three months

ago, but the sound and picture quality is awful. The picture is always flickering, and there's a dark line down the left-hand side of the screen. And there's an annoying hissing sound in the background.

A: Do you have an outdoor antenna?

B: Yes, I do.

A: Have you tried adjusting the antenna?

B: Several times.

A: Hmmmmm. I'll get our engineers to have a look at it.

B: A friend of mine bought the same model here and had exactly the same problems. I want a refund.

A: I'm afraid it isn't our policy to give refunds, Sir.

B: I want to see the manager.

4.14 UNDERSTANDING AND BEING UNDERSTOOD

Being human, we all have certain basic needs. One of our most basic needs, the need to understand and be understood, seldom gets much attention. Without the ability to understand what others say or the meaning behind their words, we can miss important cues, lose out on opportunities, fail to see changes in time to appropriately react and go off in a totally different direction. Worse, if we lack understanding, we're more prone to selfish acts than helping others.

Similarly, without others being able to understand us, we're often left confused, frustrated, overlooked, angry, misinterpreted, and taken for granted. We might even feel sad and depressed, particularly if being misunderstood is a constant, and we do nothing to help remedy the situation.

How can we work on improving both our ability to understand others and make it easier for them to understand us? Much of the following recommendations follow a commonsense approach, yet there may be some new angles to consider.

Think first, then speak. Start by thinking about what you're going to say — well before you say it. If this is difficult, employ

the breathing in and out technique. Take one or two deep breaths (you can do this without seeming too obvious) while you consider how you want to frame your words. What's the purpose of your conversation? Do you need to inform, request information, ask for assistance, offer sympathy, encouragement or counsel? When you're clear about why you need to say something, your message will likely be better received and understood.

Avoid jargon. Just because certain words are in constant use in the media, among friends, by politicians, or on social networks does not mean that they're conducive to a better understanding in conversations or discussions. In fact, jargon and clichés tend to produce just the opposite effect. Most people tune out, thinking they've heard this before and know where it's going. Any hope you have of having them understand your point of view or become engaged in what you're saying rapidly diminishes. Find better descriptive words and phrases, use active verbs and keep sentences short. Not only will others start to listen to you, but they'll also absorb more of what you say.

Say less, mean more. Another practical suggestion is to say fewer words but choose them wisely. People tend to lose concentration or interest when a conversation drags on. Get to the point as quickly as possible. Besides, if you earn a reputation as someone who's accurate and precise, who doesn't blaviate or waste others' time with empty words, people will listen to you more and likely better understand what you say when you speak.

Mean what you say. Most people have an innate ability to detect phoniness when others speak. Your words are only part of the communication process. Tone, body language, emphasis on words or lack thereof, facial expressions, breathing, flushing, sweating and other physical signs also convey emotion, conviction, or a disconnect between what's being said and what the speaker means or beliefs. Make it a point to speak the truth according to the values you hold dear and what you believe wholeheartedly.

Don't belabour the point. Far too many of us blather on, perhaps thinking erroneously that more is better, that continuing to belabour the point will somehow make it clearer. In most cases, it won't. Exceptions may be if you're a professor explaining some complicated theory to beginner students or a surgeon discussing the possible risks and benefits of a proposed surgical procedure. The point is to know when it's time to quit talking. Once you've delivered your message, take a breath. Allow time for the listener to digest and process what you've said and respond accordingly. The conversation is a two-way exchange, not just one-way.

Learn how to listen. Of vital importance is that you develop your listening skills. Instead of anticipating what you're going to say and tuning out the speaker, keep your focus and concentration on what he or she is saying. If you want to develop a better understanding of others, you must hear what they're saying. So, be an active listener. This is not only respectful, but it's also necessary to the process of understanding and being understood.

Use appropriate non-verbal communication. In addition, recognise that understanding others sometimes means responding in non-verbal ways. Instead of a lecture on what he or she did wrong, maybe what's really needed is a hug or a sympathetic look. Actions are also expressions of understanding; this is a technique that you can work on to improve your understanding of others and theirs of you.

4.15 EXPRESS AGREEMENT AND DISAGREEMENT

It is worthwhile saying that silence is not understood as agreement. If you agree with an opinion or an idea, you are expected to say so.

- ✚ Expressing Agreement
- ✚ I completely/absolutely agree with you.
- ✚ There is no doubt about it that...
- ✚ I couldn't agree more.
- ✚ I completely agree.
- ✚ Absolutely,
- ✚ Exactly
- ✚ Of course
- ✚ You are absolutely right.
- ✚ Yes, I agree
- ✚ I think so too.
- ✚ That's a good point.
- ✚ I don't think so, either.
- ✚ So do I
- ✚ I'd go along with that
- ✚ That's true.

- ✚ Neither do I
- ✚ I agree with you entirely
- ✚ That's just what I was thinking.
- ✚ I couldn't agree more.

4.15.1 Expressing Partial Agreement

- ✚ I agree up to a point, but...
- ✚ That's true, but...
- ✚ You could be right.
- ✚ It sounds interesting, but...
- ✚ I see your point, but...
- ✚ That's partly true, but...
- ✚ I'm not sure about that.
- ✚ It is only partly true that...
- ✚ I can't agree with that, only with reservations.
- ✚ That seems obvious, but...
- ✚ That is not necessarily so.
- ✚ It is not as simple as it seems.
- ✚ Yes, OK, but perhaps...
- ✚ I see what you mean but have you thought about...
- ✚ I hear what you're saying, but...
- ✚ I accept what you're saying, but...
- ✚ True enough, but...
- ✚ On the whole, I agree with you, but...
- ✚ I agree with your principle, but...
- ✚ I agree with you in part, but...
- ✚ Well, you could be right.
- ✚ To some extent, I agree with you, but...

Express agreement with others?

- ✚ I couldn't agree more.
- ✚ You're spot on.
- ✚ You're absolutely right.

4.15.2 Expressing Disagreement

- ✚ I can't share this/that/the view.
- ✚ I totally disagree.
- ✚ No way! (slang)
- ✚ I'm afraid I can't agree with you.
- ✚ To be honest...
- ✚ On the contrary (formal)
- ✚ It's out of the question.
- ✚ That's different.
- ✚ I don't agree with you.
- ✚ However...
- ✚ That's not entirely true.
- ✚ I'm sorry to disagree with you, but...
- ✚ Yes, but I don't think...
- ✚ That's not the same thing at all.
- ✚ I'm afraid I have to disagree.
- ✚ I'm not sure about that.
- ✚ I must take issue with you on that.
- ✚ It's unjustifiable to say that...
- ✚ What I object to is...

Express disagreement with others?

I can see your point, but I think this problem can best be tackled through...

[One needs to disagree respectfully. Here you're first acknowledging the person's point of view ('I can see your point') and then providing a differing point of view. This will make the person more receptive to your point. And, of course, avoid saying blunt phrases such as 'you're wrong, or you're incorrect']

I think we can approach this problem in another way. What do you think? [Asking a question ('what do you think?') and seeking opinion makes your disagreement milder and easy to take]

I beg to differ on this point. I think...

I'm afraid I disagree with you on this. I think...

4.16 PREFERENCES

There are many ways to talk about your preferences in English. Here are some common phrases and expressions to express preferences:

Questions about preferences:

- ✓ Which do you prefer, football or volleyball?
- ✓ Which do you like better, tea or coffee?
- ✓ Do you prefer hot coffee or iced coffee?
- ✓ Would you prefer to go for a walk or see a movie?
- ✓ Would you rather have dinner with me?

Expressing Preferences:

- ✚ I prefer tea to coffee.
- ✚ I'd prefer to have some water.
- ✚ I like tea better than coffee.
- ✚ I prefer reading books.
- ✚ I prefer jogging to running.
- ✚ I'd prefer living in a city to living in the country.
- ✚ I would rather go home.
- ✚ I'd rather stay at home than go out.
- ✚ I'd rather take a nap than go for a walk.
- ✚ I'd rather play football than golf.

Expressing Preferences in English Examples

- ✚ I prefer ginger to green tea.
- ✚ I prefer pasta to noodles.
- ✚ I prefer dancing to singing.
(“dancing” and “singing” are gerunds. They are verbs acting as nouns.)

Another example is in the third person singular.

“Tim prefers watching videos to playing computer games.”

Another structure is:

1. Would + infinitive – we use this to describe the present and future preferences.

Examples:

I would prefer to go to Bangkok.

We also have a contracted form for this structure.

Contracted form:

- I'd prefer to go to Bangkok.
- I'd prefer to come early.

Negative form:

- I'd prefer not to come early.

Question form:

- Would you prefer to come early?

2. would prefer + infinitive + rather than + the base form of the verb

This means to want to do one thing more than another thing

Examples:

- I would prefer to go to Bangkok rather than go in Phuket.
- I'd prefer to stay home rather than get wet in the rain.

3. **would prefer** + object pronoun + infinitive

– to describe our preferences for the actions of another person (in the present or future)

Examples:

- I would prefer him to stay home.

Negative form: I would prefer him not to stay home.

Question form: Would you prefer him to stay home?

Three (3) common mistakes

1. I would prefer sleep. X

I would prefer to sleep. (correct)

2. I prefer yoghurt than milk. X

I prefer yoghurt to milk. (correct)

3. I'd prefer to stay home than get wet in the rain. X

4.17 ASKING FOR INFORMATION OR CHANGING THE TOPIC

Sometimes you want to ask English people for information. In English it is not very polite to start a conversation with a direct question. For this reason, we have a number of phrases.

Phrases for Asking for Information

- ✚ Can you tell me...?
- ✚ Could you tell me...?
- ✚ I'd like to know...
- ✚ *Do you know...*
- ✚ *Do you have any idea...?*
- ✚ *Could anyone tell me...? (use this phrase when asking a group of people)*
- ✚ *Would you happen to know...?*
- ✚ *I don't suppose you (would) know...?*
- ✚ *I was wondering...*
- ✚ *I'm calling to find out... (use this phrase on the telephone)*
- ✚ *Do you happen to know...?*
- ✚ *Could you find out...?*
- ✚ *Could you give me some idea of...*
- ✚ *I'm interested in...*
- ✚ *I'm looking for..*
- ✚ *Have you got an idea of....?*
- ✚ *Don't suppose you (would) know...?*
- ✚ *I wonder if you could tell me...?*
- ✚ *I wonder if someone could tell me...?*

Examples of Asking for Information

Asking for information:

- ✚ *Excuse me, could you tell me how to get to the bus station?*
- ✚ *Can you show me on the map?*
- ✚ *Excuse me, do you know where the police station is?*
- ✚ *How far is it to the beach from here?*
- ✚ *How are you today?*
- ✚ *Where is Jame?*
- ✚ *What is in the box?*
- ✚ *Who is this?*

There are some responses we use:









- ✚ *Yes, it is/was / will ...*
- ✚ *Oh yes, I did / Oh no, I didn't.*
- ✚ *That's (quite) right.*
- ✚ *No, it isn't really so.*
- ✚ *I'm sorry, but that isn't correct.*
- ✚ *Well, it's the contrary, in fact.*

Information about Products

Asking information about products




- ✚ *Could you give me some (more) information on this?*
- ✚ *What can you tell me about this (product)?*

There are some responses we use




-  *This is one of our top brands.*
-  *It's our best-selling refrigerator.*
-  *This one is the best in its class.*
-  *We're really pleased with its performance.*
-  *It's an excellent computer.*
-  *I highly recommend this one.*
-  *This model comes with several features.*
-  *This particular one has two components.*

Information about Price

Asking information about Price

-  *What does this sell for?*
-  *How much is it?*
-  *How much does it run?*

There are some responses we use:

-  *This (one) sells for \$6900.*
-  *This one goes for \$7900.*
-  *This one is priced at \$9798.*

UNIT 5

ENGLISH FOR CREATIVE PURPOSE

Preparing, organising and delivering a speech - Proposing a vote of thanks - Delivering a welcome speech - Narrating Real-life incidents & Stories

5.1 PREPARING, ORGANISING AND DELIVERING A SPEECH

5.1.1 Preparing Notes

Once you have created a comprehensive outline and have thought through your speech, you should be able to make your note cards or whatever you might be using (notes or an iPad, for instance). Every speaker is a bit different, and different speech topics and organisational patterns may require different notation techniques.

- ✚ Your note cards (or cue sheets) must have enough information on them to be able to deliver the speech without missing details and be organised in the precise order that you have planned. A common technique is to print the outline in a font that is large enough to be read from a distance.
- ✚ You should be able to glance at the cards, get your bearings, and look back at the audience. If you are reading the cards word-for-word, there are too many words on them unless it is an exact extended quote or group of statistics that must be delivered precisely.

- ✚ Be sure your notes or cards are numbered (e.g., boldly in the upper right-hand corner), so you can keep them organised. Colour coding is often done to easily distinguish the cards at a glance. Losing your place can be very stressful to you and distracting to the audience.
- ✚ Avoid writing or printing on two sides; flipping a page or card is distracting to the audience. The audience should not be aware of the notes. It is best to simply slide the cards aside to advance to the next card.

*All the real work is done during the rehearsal period. ~
Donald Pleasence*

Rehearsal Checklist

Rehearse a few days before you are to deliver your speech
Use the note sheets or cards you will be using or delivery
Practice with the presentation aids you will be used for
delivery
Practice with the presentation aids you will be using
Time your speech and cut or expand it if needed
Rehearse with a colleague or an audience if possible
If you can rehearse in the room with the podium, you will
use
Plan what you will do with your hands
Plan and practice your opening and closing carefully, so
you can deliver them exactly

5.1.2 Rehearsing the Speech

- ✚ Rehearse your speech—aloud and ideally with a colleague or fellow student as an audience. Rehearse in front of a mirror if needed. There are some students who record a rehearsal speech so they can get a real sense of what the audience will hear. If you are using presentation aids, rehearse with them for timing and familiarity, so you only have to glance at the screen or easel. Time the speech to be sure it is within the assigned time. Phrase the speech as you will phrase it in the actual delivery (and listen for the verbal fillers, awkward pauses, and other non-fluencies). Plan what to do with your hands.
- ✚ You should also know exactly how your speech will begin and end. Regardless of how dependent on notes the speaker may be, here is one constant word of advice: know exactly how you are going to begin your speech. Not just an idea but verbatim, with every inflection, every gesture, and every eye contact with the audience. The first few sentences should be so ingrained that you could perform them during an earthquake without batting an eye.
- ✚ A memorised introduction accomplishes several goals. First, it gives you the opportunity to breathe and realise it's not so bad to be up there after all! Second, it lets the audience know you are prepared. Third, it signals to the audience that what you are about to say is important. Finally, it gives you the opportunity for direct eye contact (because you are not reading) and commands the audience's attention. Eye contact is a signal to the audience that you care about them!

- ✚ The conclusion of your speech is equally important. In show business parlance, the end of a song or a scene is called a “button.” It is a “TAH-DAH” moment that lets the audience know you are finished and that it is their turn to applaud. The ending impression your speech leaves with the audience is greatly affected by how effective the ending is. The content and structure notwithstanding, you should also know exactly how you will end (verbatim), so there is no hesitation, no stumbling, and no tentative “I guess that’s all” feeling. A confident and decisive beginning will draw the audience to you; a confident logical ending will be very effective in preserving a lasting impression on the audience.

5.1.3 Managing Stress

As William Ball noted in his book for actors and directors, *A Sense of Direction*, getting in front of a group and speaking is people’s greatest fear (greater than fear of death). Fear and stress result in psychological and physical manifestations that can affect speech. Stress physically causes muscles to tighten, often including vocal cords. This raises and often limits the speaker’s vocal pitch under stress. The tempo of the speech may also be affected. Novice speakers tend to rush as though to be anxious to “get it over with.” It is a factor to remember in a corporate or business meeting: the speaker should speak slowly enough because what he has to say is important, and the audience should listen. Remember, as noted above, rushing gives the impression that the speaker thinks the message is not worth the time.

Stress can accelerate perspiration. It is wise to have a facial tissue or small towel handy for dabbing for comfort. Stress can also make the mouth and throat feel dry. Sipping water is a simple solution. There is a myriad of solutions to relieving a speaker's stress: from hypnosis to imagining the audience to be naked. Among the simplest and most effective is to do a moderate amount of exercise prior to the speech, even as basic as walking. Exercising helps to naturally chemically relieve the tension and helps deepen the breathing that supports the voice. Simultaneously while exercising the body, it is a good idea to warm up the voice. The vocal cords are muscles which should not be jump-started. Physical exercises will likely help relax for better posture and hand and body gestures. As part of the relaxation process, actors "warm up" physically before performances and often do relaxation exercises to help concentration and relieve stress. The best antidote for stress is to be well-prepared and confident.

5.1.4 Delivering the Speech

You have taken all of the right steps before stepping up to the podium or lectern. You have selected a good topic. You have researched the topic. You have organised the best information in a compelling way. You have rehearsed your speech. You have received feedback on your rehearsal from an objective listener. You have carefully constructed your notes and practised with them. You have planned and practised your speech introduction and conclusion verbatim.

You have checked out the room and the equipment. You did something to reduce your stress before your speech. You did vocal warm-ups. You chose the perfect outfit to wear. You made sure your gum was discarded, and your hair pulled back. You arrived at least 15 minutes before your speech. You leapt to the podium with great enthusiasm when introduced. Now you must deliver. If you look up the word “deliver,” you will find it means more than just “give.” To “give” is a willingness to offer something without obligation or the expectation of something in return. To “give” also implies a pre-determined responsibility. You have a responsibility as a speaker to “deliver” information that will help your audience or enlighten them in some way. Speeches are delivered.

Steps for Effective Delivery

Approach the podium as you rehearsed.

Stand with a confident posture.

Deliver your brilliant opening.

Realise you are a hit with the audience.

Breathe.

Spontaneously interject a humorous observation related to your topic.

Make all your points without hesitation, “*ums*,” “*likes*,” or “*uhs*.”

Five Steps to Super Speeches

Plan Your Speech

- A. Who am I going to be speaking to?
- B. Where will I be speaking?
- C. When will I be giving the speech?
- D. How much time is allowed for my speech?
- E. What will the message of my speech be?
- F. Do I know enough about my topic, or should I do more research?
- G. How will I present my information and develop my topic?
- H. Do I have my thesis stated in the introduction of my speech in one sentence?

Prepare

- A. Review the main idea (thesis) of the speech
- B. Choose a plan of organisation
- C. Develop an outline using the main points
- D. Add supporting details to the outline
- E. Write the introduction
 - 1) To get the audience's attention (hook)
 - 2) To motivate the audience
 - 3) To let the audience know what the speech is about
 - 4) To gain the audience's trust
- F. Write the conclusion
 - 1) To get the audience's attention (hook)
 - 2) To motivate the audience

G. Rearrange the speech

- 1) Intro
- 2) Body
- 3) Conclusion

Polish

A. Time your speech

B. Add connecting words (transitions)

C. Review and improve your vocabulary:

- 1) No grammatical errors or slang
- 2) Use words your audience will understand
- 3) Make descriptions detailed

D. Prepare your outline for the teacher

- 1) Hand your outline to the teacher before you speak.

E. Prepare notecards for practising and presenting (4x6 CARDS)

- 1) Never Ever Read to Your Audience. Your Goal is to Talk with People.

Practice

A. Everyone must practice

- 1) Practice a half hour for every minute of your speech

B. Decide what style you will use to present

- 1) Friendly and sincere
- 2) Casual and informal
- 3) Serious and formal

C. Set goals for each session

- 1) Time the speech

- 2) Polish your language
- 3) Use notecards
- 4) Use your visual aids when appropriate
- 5) Use your voice and body language appropriately

D. Practice in many ways

- 1) Time the speech
- 2) Polish your language
- 3) Use notecards

E. Be patient

Present

A. Attitude

B. Dress for success

C. Project confidence

D. Prepare your materials ahead of time

E. Use all of the skills of speaking

- 1) Eye contact
- 2) Sound confident
- 3) Emphasise key ideas and words
- 4) Concentrate on what you're saying
- 5) Make sure your audience is understanding

6) Smile and gesture

F. Finish with confidence

- 1) Pause and smile
- 2) Ask for questions
- 3) Give clear answers

5.1.5 Important Guidelines for Using Visual Aids

Experience has shown several important guidelines for using visual aids:

Visuals support the presentation. They're not a substitute for presenting. The visual should assist in making the instructional point, not become an entertainment vehicle on its own. Good visuals increase retention, reinforce ideas presented, and build the confidence of the presenter. Deadly visual aid mistakes include:

- ✚ Don't talk to the visual aids or the items you're demonstrating; talk to the audience.
- ✚ Don't show everything at once. Focus attention on one point, step, or object at a time.
- ✚ Don't pass objects around the audience. Project small items on an overhead.
- ✚ Don't limit the action to yourself. Give each audience member a task, handout, or object to work with.
- ✚ Don't apologise for your aids or equipment.
- ✚ Don't try to perform with visual aids unless you've practised with them.
- ✚ Don't use all the bells, whistles, and gongs.

What Visual Aids Should I Use in My Speech?

- ❖ What is the subject of my speech?
- ❖ What points will be clearer if illustrated by a visual aid?
- ❖ What type of visual aid best illustrates each point (graph, chart, map, picture, etc.)?

- ❖ What type of visual aid can I best prepare? (Assess your talent as an artist when asking this question.)
- ❖ Do I need assistance in lettering, such as using stencils or rub-on letters?
- ❖ Would it be better to use the actual object than to try to draw a picture or prepare a model of it?
- ❖ Will a two-dimensional aid or a three-dimensional aid best illustrate my speech?
- ❖ How long will it take me to prepare the visual aid(s) that I need?
- ❖ When is my speech due for performance?

5.2 WELCOME SPEECH

Welcome address is vital in any function because it heralds the commencement of the programme or function and sets the feel of the function. A pleasing welcome speech has its effect throughout the function from the beginning till the end.

In English, it differs as per the occasion's demands; for example, a wedding welcome speech, a welcome graduation speech, a welcome address in a seminar/conference etc will be totally different in the phrases and terms used. Giving away a "welcome speech" and "vote of thanks" are some of the responsibilities bestowed on us if we work in an organisation.

This chapter guides you on how to do a formal welcome speech.

5.2.1 Characteristics of a welcome speech

- ✚ Welcome speech should be brief.
- ✚ It should start with greeting the dignitaries on and off the dais.
- ✚ This is followed by a brief description of the objectives of the meeting.
- ✚ The chief guest of the formal function should be welcomed first; then the other important guests on the dais should be addressed; it should be followed by guests on the front row and then everybody down the hall.
- ✚ On some occasions, if the chief guest is not a known person, a brief introduction of the chief guest is also given by the person who gives the welcome speech.
- ✚ A welcome speech should not be concluded by thanking. It should make the participants feel at ease and eagerly wait for the upcoming events.
- ✚ Maximum duration of the welcome speech can be three to four minutes.
- ✚ Care should be taken to make the speech livelier.

5.2.2 Some common “welcome quotes.”

- ✓ I extend a hearty welcome to _____
- ✓ I offer a warm welcome to _____
- ✓ I accord a genial welcome to _____
- ✓ I am delighted to offer a happy welcome to _____

- ✓ I request the members of the audience to join me in offering a warm-hearted welcome to _____
- ✓ I salute him/her with a winsome welcome
- ✓ I welcome _____ with the loving hearts of all present
- ✓ I welcome _____ with my whole heart
- ✓ I welcome _____ with all my heart
- ✓ Let me offer you a pleasant welcome
- ✓ Please permit me to offer you a fraternal welcome
- ✓ We feel honoured to offer you a cheerful welcome

5.2.3 Sample Welcome Address

Other dignitaries, Guests and Invitees, press and TV persons, my dear colleagues and students, Ladies and Gentlemen.

Very good morning, one and all gathered here.

It is a great occasion for ----- to come together to start a new

It gives me great pleasure to welcome the dignitaries on the dais and off the dais to this National Seminar on “” at GVNC.

I would like to take this opportunity to express my hearty welcome, on my behalf and on our institute’s behalf, to our Honorable Chief Guest for honouring our invitation to be the chief guest of this function and inaugurate the..... We extend a warm welcome and present a bouquet of flowers to Dr.....

I also welcome our beloved Principal Dr....., who is always supportive of such Seminar and developmental initiatives in the institute, for accepting to grace this

function and deliver his address. We present a bouquet of flowers to welcome Dr.

A hearty welcome to..... for accepting our invitation at short notice to be with us today as a guest of honour. He has taken the lead in establishing this centre at IISc and generating the corpus required from various stakeholders. We welcome him and present a bouquet of flowers to

Hearty welcome to Honorable Dr. for accepting our invitation at short notice to preside over the function. We extend a hearty welcome and present a bouquet of flowers to

Hearty welcome to....., and we are very happy to have him with us as the guest of honour on this occasion. We present a bouquet of flowers to welcome.

We extend our hearty welcome to our..... for this function. We present a bouquet of flowers to welcome. Also, a special welcome towho is the main support for this function. We present a bouquet of flowers to welcome A special welcome to all the dignitaries off the dais and Invitees for taking time off from their busy schedules to grace this function. We welcome the press, TV persons, and officers of our institute, my colleagues from the department, students and other invitees.

Once again, I extend a hearty welcome to all of you for this function.

5.3 VOTE OF THANKS

How to write “vote of thanks”?

A vote of thanks for a function is given at the end of the function. It is a brief talk given on behalf of the organisation as a group to a specific person or group of people.

For a formal function, the organising secretary or an equivalent member who is involved in the function from the beginning till the end is the best person to give away the vote of thanks.

Just like a welcome speech, the vote of thanks should also be brief as thanksgiving is the concluding session; everyone, including the person who is giving the “vote of thanks”, may be tired and bored, especially if it is for the valedictory function. The aim of the vote of thanks is not to summarise the programme or to bore anyone else but to thank everyone who has made the show a success.

The order of speech for the “vote of thanks”

As in the welcome speech, there should be an order of thanking according to the importance. For a formal function, it is best to thank the chief guest first, then the dignitaries on the dais, people in the front row and then everybody down the hall.

While drafting the speech, thanks should be given to each individual who is responsible for the arrangements, catering, setting up the event, organising the event etc. It ends with a call to applause from the crowd for all the efforts taken for the successful organisation of the programme.

Think about people who are responsible for the following:

invitations stage * setting and lighting * Catering
technical arrangements * musicians * the press and media
contacts

To be avoided

- ✚ Avoid too much of thanking own people from the organisation. For example, when you deliver a vote of thanks for an annual day or college day, one of the faculties who was involved in the organisation may be given the responsibility to give away the vote of thanks. It may not look appropriate to keep thanking the entire departmental faculty for their active participation in the programme because they might have done it as part of their job responsibility, and it may not look appropriate to pat our own shoulders in public.
- ✚ Take care not to be critical or evaluative about the day's events in the thanksgiving speech.
- ✚ A vote of thanks speech is not an attempt at summarising the events for the day. Instead, it should be a way of showing appreciation with heartfelt words of gratitude. It can also be used as an opportunity to respond to the remarks, requests or promises made by the chief guest.
- ✚ Specify what you are grateful for, and it should be expressed in a sincere manner using suitable words. You will feel more confident if you have a small card with points written on whom you want to thank and which phrase or words to be used for a particular person.

- ✚ Rehearsing the speech also helps in gaining confidence.
- ✚ Have eye contact with the audience and talk to the audience.
- ✚ Speak slowly, with confidence and deliberately as you look around the hall.
- ✚ Use body language and gestures to emphasise the sincerity of your words.
- ✚ Smiling on your face will enhance your appearance as well as leave the guests at ease.

Common expressions used for the vote of thanks speech

- I thank.....
- I am grateful to.....
- Let me express my gratitude to
- I take this opportunity to thank.....
- We remain grateful to.....
- Our words may not be capable of communicating our sense of gratitude to....
- We offer our sincere thanks to....
- Permit me to mention our appreciation to
- I bow my head in gratitude towards
- May I take this occasion to salute him
- ❖ with great applause.
- ❖ We are happy to mention our obligation to....
- ❖ We express our gratefulness to...

Sample Vote of Thanks

Good Morning one and all present here.

It is a privilege and a great joy for me to extend a vote of thanks to all those who have contributed in one way or the other to make this National Conference a success. I take this opportunity to thank the management for being the driving force behind this whole process.

I'm grateful to the _____, for accepting our invitation to be here with us on this special occasion and for motivating us with his enthusiastic speech-it's been a great pleasure. Thank you, Sir.

I extend my sincere thanks to our Respected Principal, _____, for his great effort and encouragement in conducting this programme. Thank you, Sir.

I would like to thank the Director, _____, for his unstinted support and guidance. Thank you,

I express my sincere gratitude to _____, Head of the Department, for her logistic support and guidance.

I would like to thank our co-ordinator _____, who acted as the backbone for making this function a grand success.

I am happy to thank our Staff, Students who worked off the screen to make this function a colourful one.

Finally, I would like to thank all the participants from various colleges for their involvement and willingness.

Ladies and Gentlemen, we look forward to a great conference. Let us together make it a grand success.

Thank you one and all.

5.4 NARRATING REAL-LIFE INCIDENTS & STORIES

Writing a story is the most important thing one can do: both fiction and non-fiction. However, both are different and have unique approaches and ways of working. Writers have different ways in which they look at writing, but there are basic steps of writing a plot, narration, characters, and more to be followed, maybe in one own way. Writing a short story becomes very tricky because one has to carefully choose and put down words because of word limits and constraints. Some writers have written even 300 pages and brought it down to just 20 or 30 pages. It requires a lot of skills to write down real-life incidents and confine them into short stories. A lot of reading is required to write any story. Reading is the fuel that ignites and runs the process of writing, and without that, it is difficult to come out with stories that could have insights and life in them, as a matter of fact. Given below is a step-by-step guide to get your story onto paper and get it going for proofreading and editing. There are several points below which will help you get through what you have been cooking up in your head.

The Right Selection

Before you start writing, first, select a topic from a list of experiences: witnessed or experienced. Choose the incident that has completely moved you and has had an impact on you. You can select stories of others, too, that has helped you understand and contemplate life and people.

Putting Things on Paper

Recall the incident in your mind and pen down the facts, sequence of events and figures necessary to write your story. This step is important because it will be the foundation of your story. Since you know the plot and the characters already, writing the basic information can be very quick.

Plot

A careful selection and arrangement of events to reveal cause and effect is important. Finding the right sequence of events into some kind of cause and effect or order of importance is what makes the plot.

Characters

Choosing your characters plays a key role in progressing your story. Don't include every real person in your short story. Too many characters are confusing to the reader and make the story unnecessarily complicated and jarring. But do make your characters complicated and interesting to make them stand out more and to increase the pace of the story.

Be Descriptive

Painting a picture in your reader's mind is one of the most powerful techniques to master your writing, be it fiction or non-fiction. What makes your writing more powerful is its specificity. Usually, when people read a nonfictional story, they want to know they are getting as close as possible to a first-hand account of the incident that actually occurred. They want to feel as though they hear the story from someone who has experienced it or has genuinely been an eyewitness to the incident giving specific details of what happened. Something to think about when writing about real-life events are:

- ✚ Will the events make for a good story?
- ✚ How closely should you mirror real life?
- ✚ Who might end up reading your story?
- ✚ What perspective should you use?
- ✚ Would this work better with fictional characters?
- ✚ Should you change the names to protect the guilty (and yourself)?

Real-Life Incidents of Famous Scientists!!!

THOMAS ALVA EDISON

We all know that Thomas Alva Edison invented Electric bulbs, and roughly he experimented around 1000 times before coming up with a working model. All his assistants were very happy that, finally, his research was successful. Edison then called his office boy (peon) and told him to test

the bulb; the office boy was very nervous, and while carrying the bulb, he accidentally dropped it, and he was very afraid that Edison might fire him from the job for his negligence.

Edison constructed a new bulb. Again he called the same office boy to test the bulb, all of Edison's assistants were a bit surprised to see that and didn't understand why did he give the bulb to the same office boy who had dropped it before.... finally they asked Edison that why did he call the same office boy as there are chances of him dropping it again and that all his effort would go waste, for that Edison politely replied that "it took roughly 24 hours, i.e. 1 day to construct a new bulb and if drops it again, I can construct one more within a day but had I not given him the same task again, he would have lost his self-belief and self-confidence which is very difficult to get back, and I don't want that to happen".

ALBERT EINSTEIN

As soon as we hear the term "Theory of Relativity", only a person's image flashes in everyone's mind, that is Albert Einstein. Yes..!! He became globally well-known and famous for his work on relativity. Einstein was invited to give a presentation on his theory of relativity, and wherever he went, his driver also accompanied him, and he sat in the last row while Einstein was presenting his theory.

After a few presentations, his driver told Einstein that the “Theory of Relativity” is so simple even I could give a presentation on it; Einstein was not annoyed by that; instead, he was happy that his theory is understood even by a layman who has no knowledge about science.

For the next presentation, Einstein asked his driver to present the theory; in those days, media was not a booming industry and hence the people at the place where Einstein was about to give the presentation didn't know what he looked like, so Einstein's driver was professionally, and Einstein became the driver. Finally, his driver started the presentation, and everyone believed that he was the real Einstein, he presented the theory very well and also answered every question that was hurled at him as all those questions were the same as the ones which were asked to Einstein at his previous presentations, but one person asked a very basic question which was not asked in any of the previous presentations given by Einstein, the driver was so perplexed that he didn't know what to do, then he came up with such a gem of an answer that displayed his very good presence of mind, any guesses what he might have told??

Here is his reply to the person who asked the question, “You are asking such a silly question that even my driver can answer; he is sitting in the last row; you can clarify it with him”, and he finished the presentation...!!!

PRACTICAL ENGLISH



Dr. R. Saravana Selvakumar is an Assistant Professor in the Department of English at G. Venkataswamy Naidu College (Autonomous) in Kovilpatti. With fourteen years of teaching experience, he specializes in African Theatres, Cultural Studies, and English Language Teaching (ELT). Dr. Selvakumar serves as the Editor of the Journal of Inventive and Science Research Studies and holds the position of Editor-in-Chief for both the English department's magazine "Rainbow" and the college magazine "GVNC Phoenix," an annual publication. He also serves as the coordinator of the Linguaholic forum, providing free placement-related training. Additionally, he oversees the College Social Responsibility Scheme and organises various social awareness programs. He holds the role of Member Secretary in the BOS Academic Council. Dr.

Selvakumar has been nominated as an editorial board member for several journals, including IJELC, IJPSD, IJDSSH, Tumbe Group of International Journals, and Sage Journals. He has contributed chapters to edited books and authored papers in various SCI, Scopus, UGC Care List, and other UGC-listed national and international journals. His research has received funding from ICSSR and TNSCST for conducting seminars and minor projects, respectively. Furthermore, he serves as the Ph.D. External for scholars at Vel Tech Rangarajan Dr. Sangunthala R&D Institute of Science and Technology in Chennai.



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