

Communication skills

NOTES

Introduction of Communication

The word communication is derived from the latin word 'communis' which means common. Communication refers to the commonness or sharing of information, facts, ideas, opinions, attitudes and understanding. Communication essentially means transmission of commonly meaningful information.

Communication is an essential part of our life. Nearly seventy percent of our working time is consumed in making communication. We communicate in the form of either reading or writing or speaking and listening. Moreover, body language, facial expression and other various physical actions are also part of the communication.

Communication skills

Communication is a vital life skill, developing your communication skills can benefit you in all aspects of your life, from your professional life to social gatherings, in business communicating effectively with clients and colleagues is one of the most essential skills a candidate can have.

Good verbal and written communication skills are essential in order to deliver and understand information quickly and accurately. Being able to communicate effectively is a vital life skill and should not be overlooked. ... To communicate well is to understand, and be understood.

Importance of Communication Skills

In Business, Workplace & Profession Life. Communication is a most important skill. Communication skills are not only needed in daily personal life, but also required in the profession, workplace and in business. ... It is important for a good communicator to be a good listener.

Definition of Communication:

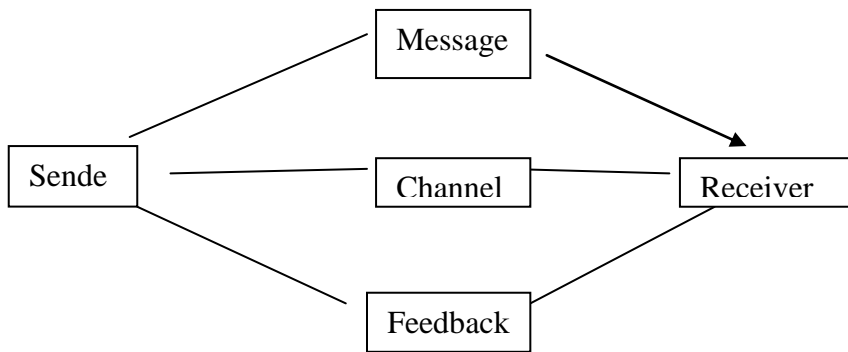
Communication is an integral part of human life. Without communication no one can live because man is social animal. According to Charles summer "communication is an exchange of facts, ideas, opinions or emotions by two more persons". little Peter says that "communication is the process by which information is transmitted between individuals and/or organization and that understanding response results". In short communication is a sharing information, ideas ,emotions, opinions, facts and so many things by two and more persons.

For e.g.a) Communication between parents and daughter.

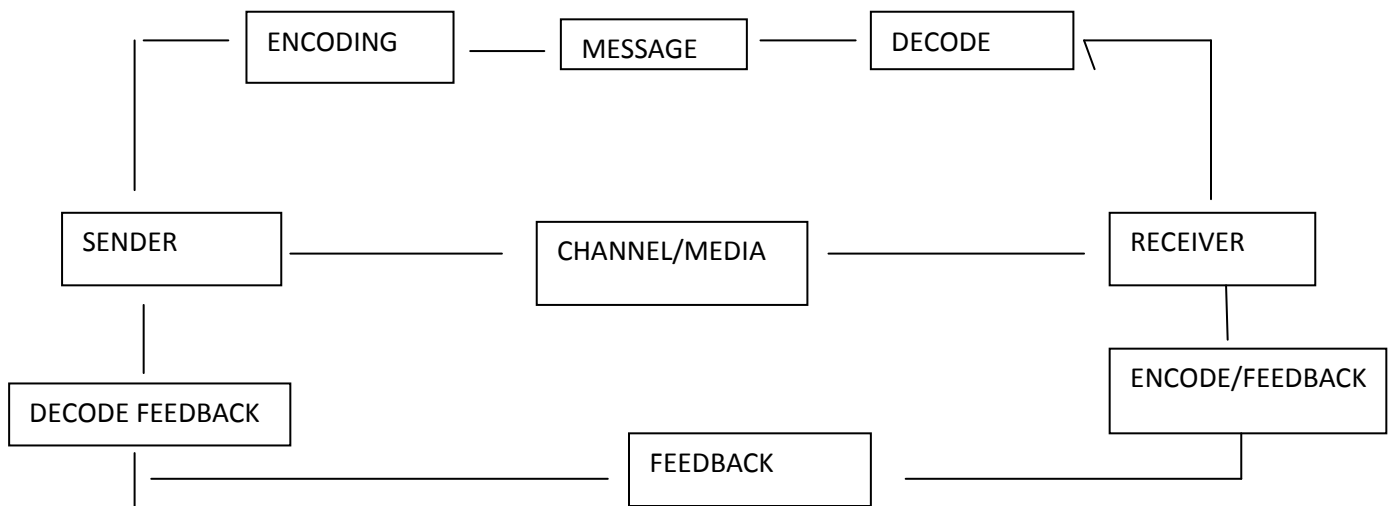
b) Communication between principal and teachers.

Process of Communication:

Communication is called as a process. It is an interactive & dynamic process. This process is cyclic one. In this process at least two persons are needed they are sender (speaker) and Receiver (listener). Communication process can be defined as **“a rotating process in which a sender sends the message via proper channel and the message is received by the receiver and the receiver provides the feedback to the sender.** In the process of communication the sender can become the receiver and the receiver can become the sender. The whole communication process can be understood from the following diagram.



COMMUNICATION DIGRAM/CYCLE



ELEMENTS OF COMMUNICATION PROCESS

- | | | |
|-------------------------------|--------------------|-------------------|
| 1. SENDER (SPEAKER) | 4. MESSAGE | 7. CHANNEL |
| 2. RECEIVER (LISTENER) | 5. DECODE | |
| 3. ENCODE | 6. FEEDBACK | |

Types of communication skills:

Communication can be categorized into three basic types: (1) verbal communication, in which you listen to a person to understand their meaning; (2) written communication, in which you read their meaning; and (3) Non-verbal communication, in which you observe a person and infer meaning.

Formal communication skills:

Communication which is bound to certain rules principles or form is the formal communication it is official communication formal communication is bound to particular topic. It requires to use the formal or official language since it is structured and bound to a topic, there is no scope for the expression of personal feelings. Most of the organizational communication is in the formal way ... e,g 1) The principal communicating with the staff in the meeting.

2) The student is answering to a question asked in an oral exam.

The formal communication is used to convey to management discussion planning, order, notice, instructions, suggestions or demands from employees.

Informal communication skills:

Communication which is a free flow of ideas as there are no certain rules, principles or form is called as informal communication. Informal communication allows quick of emigrate reactions and sharing of information's this type of communication is not bound to any particular topic and language. It goes on expanding the informal communication is not authentic.

Informal communication is also called as "grapevine communication" it is more spread gossips or rumors thought it friendly nature and it allow the expression of personal feelings

Listening Communication:

Listening is a mode where you are receiving and processing every other form of communication to another person, or group of people, is putting forward.

Verbal Communication:

Verbal or oral communication uses spoken words to communicate a message. When most people think of verbal communication, they think of speaking, but listening is an equally important skill for this type of communication to be successful. Verbal communication is applicable to a wide range of situations, ranging from informal office discussions to public speeches made to thousands of people.

Improving your verbal communication skills can help you to foster better relationships with your coworkers and maintain a large network of contacts that you can call on when necessary. Consultants are one group of professionals that need to pay particular attention to this area of communication, as they need to constantly meet with new people and quickly communicate large quantities of important information.

Non-Verbal Communication:

Non-verbal communication includes body language, gestures, facial expressions, and even posture. Non-verbal communication sets the tone of a conversation, and can seriously undermine the message contained in your words if you are not careful to control it. For example, slouching and shrinking back in your chair during a business meeting can make you seem under-confident, which may lead people to doubt the strength of your verbal contributions. In contrast, leaning over an employee's desk and invading his or her personal space can turn a friendly chat into an aggressive confrontation that leaves the employee feeling victimized and undervalued.

Posture

Posture is positioning or balancing the body while standing or sitting. Posture indicates confidence, courage, attitude, hesitation or inclination towards someone or something.

Facial expressions

Words may lie but expressions don't. Pleasure, happiness, surprise, sorrow, worry, regret, anger, hatred, love, satisfaction, excitement, nervousness, etc. are clearly communicated through facial expression.

Eye contact

In face to face communication eye contact is very much important. Eye contact makes sending or receiving of the message easy. Eye contact helps the sender to express the message clearly.

Dress and appearance

Proper or suitable dress code and appearance help create an impression about the speaker or sender. The dress reflects the profession, choice, occasion or status.

Written Communication:

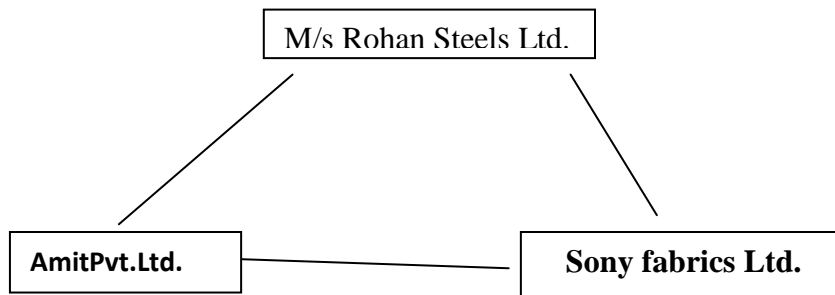
Written communication is essential for communicating complicated information, such as statistics or other data that could not be easily communicated through speech alone. Written communication also allows information to be recorded so that it can be referred to at a later date. When producing a piece of written communication, especially one that is likely to be referred to over and over again, you need to plan what you want to say carefully to ensure that all the relevant information is accurately and clearly communicated.

Interpersonal Communication:

Interpersonal communication is the communication between one person and another (or others). It is often referred to as face-to-face communication between two (or more) people. Both verbal and nonverbal communication, or body language, plays a part in how one person understands another.

Diagonal Communication:

In this communication a person working in one organization and communicating with another at the same time writes a letter, reminders, sends fax or talks on telephone, arrange a meeting, seminars or discussion. Sometimes the person makes internal as well as external communication which here needs to correspond diagonally.



Family Communication:

Family communication is the study of the communication perspective in a broadly defined family, with intimacy and trusting relationship. The main goal of family communication is to understand the interactions of family and the pattern of behaviors of family members in different circumstances.

Political Communication:

Communication is one of the most relevant tools in political strategies, including persuasion and propaganda. In mass media research and online media research, the effort of strategist is that of getting a precise decoding, avoiding “message reactance”, that is, and message refusal. The reaction to a message is referred also in terms of approach to a message.

Principles of Effective Communication

In order to make communication effective, it is important that both sender and receiver do their roles properly. They should have required amount of knowledge of the subject matter. Sender proposes or intention behind sending the message is exactly understood by the receiver. It means the desired meaning of the message (senders meaning) and the understood meaning of the message (receivers meaning) are almost same. This type of communication is effective communication.

Purpose of communication

When the sender is aware of the purpose of communication the job becomes easy. The sender understands what and what for the communication is to be done. The purpose of communication makes the sender aware of content of the communication. In the same way receiver also gets clear idea about communication. The purpose helps both the sender and the receiver stay focused on the topic of the communication.

Developing ideas

All communication starts with the ideas when sender gets some ideas about topic of communication. The ideas to be a effectively developed.

Evaluating the receiver

Sender's communication is basically for the receiver. That is why the sender has to know or analyzes the receivers. In this analysis the sender has to find out average numbers of the audience or receivers. Their average age, gender ratio understanding level, interest etc, to make the communication effective.

Channel

Effectiveness of communication also depends on the selection of proper channel. If the sender has to give some important and long message. It should be a given in the written form. In any academic or professional presentation a sender should used both verbal and nonverbal (slides, graphs etc), modes together. Selection of proper channel plays very vital role in the effective communication process.

Eliminating barriers

Some barriers are known while some others come very suddenly. But both the sender and the receiver should be ready to eliminate any barrier coming in the communication. Elimination of the barrier /enhance changes of effective communication.

Clear and correct message

Vagueness in the meaning of the message doesn't bring the sender and the receiver on the common platform. So their meanings differ from each other and that adversely affects communication. It is far from being effective. So any message sent should be clear and correct so it carries only the intended meaning to the receiver. Then communication became effective.

Feedback

Principles of consistency

Whenever the person wishes to communicate a certain message. He must be consistent in his expression it should be consistent with overall objectives. Policies, programmes and procedures of the organization. There should not be any differences between the statements and the actions; otherwise receiver may not be faithful in his or her acceptance of the message and its execution.

Principle of information

In the beginning the sender of the message must have perfect clarity in his or her own mind about what is to be communicated. When there is proper understanding there is effective communication.

Communication Barriers

Communication is an interactive process. When it is done without or by eliminating the disturbances, it becomes effective. There are some known or unknown disturbances which badly affect the process of communication. Some of the disturbances come naturally while some caused by failure of machines or human psychology.

What is barrier?

1. A barrier is any factor which affects the free flow of communication
2. Any disturbance that disrupts the smooth flow of communication is barrier to communication.

Physical barrier

The environmental elements and physical appearance, disabilities create some impediments in communication. They are physical barriers; there are two types of physical barriers.

Environmental barriers

Time, noise distance and surrounding are the environmental barrier

Time- any actions untimely done (either in advance or a delayed one) may not have any desired effect.

Noise- any loud noise during communication may make the receivers to miss some link in communication. It could be the sound of an aero plane, crackers vehicle, loud music, lightening, thunder showers, telephone or Mo: phone ring etc.

Distance- if there either too long or short distance between the sender and the receiver, it can come as a barrier because of more distance the sender voice may not be audible or the expressions may not be visible. Then the exact meaning is not perceived.

Surroundings

Personal barriers

Personal physical disabilities illness some habits and the personal appearance may also come as a barrier. Someone who is deaf cannot exactly understand the intended meaning as the communication is not properly and fully heard. Similarly because of ill health it becomes difficult to concentrate in communication. If the sender's appearance is very unstable it distracts the receiver.

Mechanical barriers

- **Mechanical barriers**
- **Sometimes the equipment's being used are faulty, defective and they cause interruption in communication.**
- **Such machine oriented disturbance is called as a mechanical barrier.**

Overcoming the barriers

Psychological barriers

- **Day Dreaming**
- **Prejudice**
- **Emotions**
- **Generation Gap**
- **Phobia**

Language barriers

- **Difference in language**
- **Technical jargons**
- **Pronunciation**

Reading

WHAT IS READING? Reading is a skill which enables us to get a message recognizing the written words (written symbols) getting (understanding) the meaning used to teach pronunciation grasping information from texts. Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. There are the following types of reading and the corresponding types of activities to develop the corresponding reading skills Skimming reading is reading to confirm expectations reading for communicative tasks. General reading or scanning is reading to extract specific information; reading for general understanding. Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information function and discourse).

Good beginning reading instruction teaches children how to identify words, comprehend text, achieve fluency, and develop the motivation to read. Whole language approaches focus on

comprehension and meaning, while phonics approaches focus on word identification and decoding – or sounding out – words.

Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

Some of the barriers to effective reading are as follows-

- Lack of grammatical and linguistic competence: ...
- Lack of motivation: ...
- Lack of concentration: ...
- Proper light and ventilation: ...
- Size of the book: ...
- Articulating the words and sentences loudly:
 - Overcoming reading barriers
 - **I read more.** [Learning Ally] has helped me read more books because it reads at a faster pace than I do. It doesn't have to stop to sound out a word, like I might have to. The books also show the text on my screen and highlight sentences while they're read. Highlighting words helps me connect the visual and verbal together.
 - **I'm building my vocabulary.** The audiobooks have also helped me to increase my vocabulary. When I hear a [new] word I can listen to the whole sentence to figure out what it means. [I'm learning] the right way to use words.
 - **I keep up better.** [Learning Ally] has a website where I choose books and download them to my library. I then use the Learning Ally app to access the books on my iPad (you can use other devices, too). If I have extra time in class I can pull out my iPad and headphones and read without disturbing the other students. I can now keep up with my class. It makes me feel good knowing I can read at the same rate as everyone else.
 - **I enjoy reading.** Since starting with Learning Ally I have read more books than ever before. They're more interesting. The books are human-narrated instead of computer-

narrated so voices match characters. I have tried different kinds of books and enjoyed every book I've read. Reading now seems more like entertainment; it doesn't feel like a chore anymore. It is so much more relaxing for me.

Listening

All communication includes one or two or all basic skills. Listening, speaking, reading and writing are the four basic skills listening is the first activity as all other activities. Speaking, reading and writing begin from it. Listening is an important tool to comprehend; listening is the base of learning and development of other skills. Any message when listened carefully can be easily understood. Communication becomes effective when it involves listening. Therefore listening skills need to be improved or developed. It is found that most communicators are very much aware about the development of speaking, reading or writing. But that awareness is not found in case of listening. Most of understanding in communication is through listening, it is required to develop the listening. For effective listening a listener has to be concentrating with all senses. When a listener makes deliberate efforts and gives some systematic training to self, listening is very much developed. Listening is very much essential for developing and maintaining interpersonal communication and relationships.

1. "Listening is an activity to acquire to comprehend speech sounds".

2. "Listening is a polite attempt to identify a speaker's perspective".

Types of listening

Listening is an intentional and organized process. There are various types of listening. According to Adrian Doff.....there are two major types of listening.

Casual listening

Casual listening is unintentional and without much attention. This type of listening has no specific purpose behind it. It is unintentional therefore it does not help to come to any conclusion. In casual listening full part of communication is not carefully attended. Casual listening is found in friendly chats, social functions, informal communication.

Focused listening

Focused listening is very much intentional and systematic process. Focused listening is practiced to recognize, understand and act. In this type of communication is carefully attended. the listener

gives full attention to communication in order to interpret it. Focused listening helps to understand the hidden meaning.

Other types of communication

Active listening also can be called as ‘attentive listening’. Active listening involves attention careful consideration, concentration and comprehension of the speakers ideas. The listener participates in communication process actively and attentively. The listener nods the head, leans forward or shows positive language; which supports and encourages the speakers to communicate.

Passive listening

Passive listening is very stern, rigid and orthodox type of listening. This type of listening may create confusion in the mind of speakers about true intention of the listener. The listener wears the ‘flat’ face, serious facial expressions, surrenders all gestures that are used in active listening.

Critical listening

Critical listening is also being called as ‘evaluative listening’. This type of listening involves critical evaluation of the speaker’s thoughts and ideas. The listener assesses the speaker’s depth of knowledge, choice of words and devices.

Selective listening

In this type of listening, the listener listens to only important and specific information. The listener does not heed to other topics or issues in the speech. The listeners only pay full attention to information and ideas related to field of profession or area of study.

Biased listening

In this type of listening, the listener is biased and prejudiced against the speaker. The listener has preconceived notions about the speaker and the speech.

Techniques to improve listening skills

- Motivate yourself to listen...
- Respect to the speaker..
- Positive body language..
- Manage your mood..
- Improve your listening span..
- Speakers should use appropriate body language..
- Voice modulation and intonation...

IMP QUESTIONS

1. Define 'Communication' and draw a neat diagram showing the stages in the process of communication.
2. Write the types of Non-verbal Communication and explain them.
3. Mention the barriers to effective communication and the ways to overcome them.
4. Define the communication process in detail.
5. Mention the five elements of communication cycle.
6. Why do we say that communication process is two way process?
7. 'Every career demands effective communication skills'. Explain with example.
8. Explain some of the basic principles of effective communication.
9. What are the principles of effective communication?
10. what are the main barriers to communication?

Types of communication

Feedback

Unit 2: Verbal & Non-verbal Communication

Use of Language in Spoken Communication

Language is essentially a means of communication among the members of a society. The purpose of this paper is to show that a common language is one of the most important features of a community and the ceaseless use of the same language is the most certain proof of the historical continuity of a community of people. The need to communicate triggers both the occurrence and the development of a language and this need arises and becomes stronger and stronger when one has someone else to communicate with, i.e. where there is a society. In terms of linguistics, the study of language is a multidisciplinary Endeavour. Communication takes place not only orally, but also in writing. It is this plurality of aspects in studying the same object that makes language a perpetual phenomenon.

Principles and Practice of Group Discussion

What is it?

It is that form of discourse which occurs when two or more persons, recognizing a common problem exchange and evaluate information and ideas, in an effort to solve that problem.

Purposes

1. To solve a problem (decision making)
2. To exchange information (improve understanding)
3. To motivate
4. To plan a programme of action
5. To elect or select a person for a position etc
6. To entertain
7. To hear and discuss a report
8. To form attitudes
9. To release tensions
10. To train individuals

Procedure

- Understand and adopt proper technique
- Recognition of the problem as such by the group
- Listing of as many solutions as possible
- Critical thinking and testing of these hypotheses to find the most appropriate and feasible solution
- Acceptance or rejection of the solution or solutions by the group
- Putting the accepted solution into practice
- One of the group members should take up the role of the Chairman
- Size of the group not exceed 30 persons

Role of chairman

- Make physical arrangement for the meeting. Seating arrangement should be such that everyone can see the faces of all other members.
- Introduce the members
- Announce the topic and purpose of discussion
- Follow a plan
- Build a permissive climate
- Give or get classification of value statements
- Promote evaluation of all generalizations
- Protect minority opinion
- Try to get balanced participation
- Promote group cohesion
- Remain personally neutral
- Give a final summary of discussion

Role of members

- Talk one at a time. No private conversation
- Supply relevant information
- Contribute one point at a time
- Answer questions directly, specifically and briefly
- Listen attentively
- Don't deviate from the subject
- Open minded-willingness to change the previous opinion, if required
- Support the needed leadership
- Promote group harmony

GROUP DISCUSSION

What is a Group Discussion?

Group discussion is an important activity in academic, business and administrative spheres. It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication. The exchange of ideas takes place in a systematic and structured way. The participants sit facing each other almost in a semi-circle and express their views on the given topic/issue/problem.

How does Group Discussion differ from a Debate?

Debate is competitive in nature while group discussion is a co-operative group process. In a debate, a speaker can speak either 'for' the topic or 'against' the topic whereas in a GD, the speaker can express both. The final decision or result in a debate depends on voting while in a GD, the group reaches group consensus.

Why is a group discussion an important activity at college level?

As a student, it helps you to train yourself to discuss and argue about the topic given, it helps you to express your views on serious subjects and in formal situations. It improves your thinking, listening and speaking skills. It also promotes your confidence level.

It is an effective tool in problem solving, decision making and personality assessment. GD skills may ensure academic success, popularity and good admission or job offer. Thus it is important to be able to take part in a GD effectively and confidently.

Participants should know how to speak with confidence, how to exhibit leadership skills and how to make the group achieve the goals.

The panel which normally comprises of the technical and HR (Human Resource) experts of the company will observe and evaluate the members of the team. The rules of the GD – the time limit, panel's expectations etc are explained after the initial introduction by the panel, soon after the topic or case to be discussed is given to the group members. The panel does not interfere during the discussion, it only observes. The panel at its discretion may provide some time to think over the topic or may ask them to start immediately. Each candidate is supposed to express their opinion either supporting or against the topic. The discussion carries on till the panel signals termination. It is left to the discretion of the panel to extend or cut short the given time.

The objective of a selection in GD is mainly to check your team playing skills. You have to understand the other persons' point of view, while making your point and ensure that your team as a whole reaches a solution or agreement that is both feasible and accepted by all team members.

There are four major areas of evaluation in selection GDs: subject knowledge, oral communication skills, leadership skills and team management.

Subject Knowledge:

Participants must possess a thorough understanding of the topic on which they are supposed to speak. You must prepare yourself to talk on a wide range of subjects.

Be abreast of the current events, national and international affairs, burning social and economical topics, scientific and environmental issues, key newspapers' controversial topics and any experience that may be expected of an educated person. As a member of the group, you are expected to contribute substantially to the discussion. The originality of your ideas, your knowledge and initiative and your approach to the topic or case contribute to your success in the group discussion.

The best way to equip yourself is to read daily newspapers, good magazines, national and international journals and also watch new bulletins and informative programmes on the television.

Internet is the greatest boon which provides you with everything you are looking for. The World Wide Web is a vast database of current authentic materials that present information in multimedia form and reacts instantly to a user's input. The greater your knowledge of the subject, the more enthusiastic and confident you will be during the discussion. Once you have understood the topic or issue, you should be able to generate ideas as well as organize them so that you present it well. You will have the ability to analyze facts or information in a systematic way. A person putting forward new ideas that may work will be accepted as the natural leader of the group. The panel will observe the ideas put forward, their originality, the depth of analysis and their relevance to the topic. Problem solving skills are essential and do not hesitate to give solutions. Your approach to the case study will be observed keenly by the evaluators.

Oral Communication Skills:

If subject knowledge is important, communication skills is more important as without expression, the knowledge is of no use. As the exchange of ideas in a group discussion takes place through speech, one of the pre-requisites of success in a GD is the ability to speak confidently and convincingly. Good communication skills include active listening, clarity of thought and expression, apt language and proper non verbal clues.

Listening Skills:

One of the weaknesses of most human beings is that we love to listen to our own voice rather than listen to others. Listening is as important as speaking in a GD, unless you listen, you cannot contribute to the stated purpose of communication. It is extremely important to listen very carefully, only then you will be able to pick up the thread of discussion and continue. Only active participation as a listener in a group makes a person a good leader. A leader is identified by the panel.

Clarity of thought and expression:

Clarity is the art of making yourself clear to the audience. Only when your expressions are clear, you can convince your team and the panel. More than words, it is the tone in which they are spoken that conveys the message. You should not be too loud or too soft. A lively and cheerful voice with appropriate modulations will attract the audience. Proper articulation of words, achieved through phonetic accuracy is very essential slang, and artificial accents are to be avoided.

Apt Language:

The flow of language must be smooth. Use simple language and avoid long winding sentences. Appropriateness of language demands that there should be no errors of grammar. Do not use unfamiliar phrases and flowery language. Be precise. Be polite and courteous.

Proper non verbal clues:

Non verbal clues include eye contact, body movements, gestures and facial expressions. The panel very keenly watches the non verbal behavior of the team. They generally evaluate the body language cues of the team to determine personality factors such as nervousness, co-operation, frustration, weakness, insecurity, self confidence, defensiveness, etc. A candidate who appears professional is more likely to be noticed by the panel. A confident posture, appropriate facial expressions and meaningful eye contact with the team will create a good expression.

Team behavior:

Your group behavior is reflected in your ability to interact with the other members of the group. You must be mature enough to not lose your temper even if you are proved wrong. You must be patient and balanced. Your success in a GD depends on how well you play the role of initiator, information seeker, information giver, procedure facilitator, opinion seeker, opinion giver, clarifier, summarizer, social-supporter, tension reliever, compromiser, attacker, humorist and dominator. The selection panel notes the differences in the amount of participation of the members.

They observe the silent spectators, the ever dominating but not contributing much, member who participates actively exhibiting his knowledge and the moderate ones. Your ability lies in analyzing the problem well and making others to endorse your view. Finally while appreciating others point of view, you should effectively present yours without contradicting other's opinions.

Your ability in convincing the team is your success Leadership Skills:

The success of any team depends to a larger extent on its leader. The panel evaluates a candidate's personal skills which allow him to prove himself as a natural leader in the GD. Though there is no appointed leader in a GD, a leader emerges. Assertiveness, emotional stability, objectivity, self-confidence, decision making, discretion, initiative, good communication skills, patience, persuasiveness and adaptability are some of the

leadership qualities that are immensely useful in proving oneself as a natural leader in GD.

A good leader should neither be very authoritative nor submissive but must be democratic. Such leaders see to it that all the members in the team participate and when there is a problem, try to deal with it amicably. Leaders should know how to deal with the 'bull dozers', who make noise but do not have any logic.

TO SUMMARIZE:

Advantages of a GD:

- Ideas can be generated, shared and tried out.
- Groups provide a support and growth for any endeavor.
- Combine talents to provide innovative solutions.

Roles in a Structured GD:

- Initiator
- Information seeker and giver
- Procedure facilitator
- Opinion seeker/giver
- Clarifier
- Summarizer
- Social supporter
- Harmonizer
- Tension reliever
- Energizer
- Attacker
- Dominator

What to do in a GD?

- Speaking is important; do not sit silently. Speak freely.
- Do not monopolize the conversation or talk too much.
- Give everyone a chance to speak.
- Maintain eye contact with everyone in the group.
- Show active listening skills.
- Do not interrupt anyone while they are speaking.
- Keep the topic on track and don't be irrelevant.
- Encourage someone who is silent to talk.
- Do not argue with anyone.
- Do not debate with anyone, while the group looks on.
- Do not repeat what has been said; be attentive; try to develop on ideas expressed or give out new ideas.
- Clarify your doubts and then proceed.
- Be brief.
- Do not commit grammatical errors while talking.

Some topics for Group Discussion:

- Terrorism in India • Religion should not be mixed with politics
- Morals & Values among Indians is Degenerating
- With Media Publishing and Telecasting Trivia, Censorship is the Need of the Hour
- We are not serious about saving Wildlife/Environment
- The education system needs serious reforms
- The Internet is an exercise in hype

- Is our Political System Reason for our Backwardness?
- Politics is run by the Barrel of Gun
- Corruption is the Price we pay for Democracy
- What India needs is a Dictatorship?
- Nuclear War cannot be won and should not be fought Should Research on Human Cloning be banned?
- Brain-Drain has to be stopped
- Should Animals be used for Testing New Drugs & Medical Procedures?
- Do NGOs in India Really Work for Others OR Work for their Own Vested Interests?
- Security Cameras & Privacy
- Advertisements Cheat People, Hence Should Be Banned
- What is the Difference between People who do Things Rightly and People who do Right Things?
- Are Peace and Non-Violence Outdated Concepts?
- Capital Punishment should be Banned or Allowed?
- Is Dependence on Computers a Good Thing?
- Every Cloud has a Silver Lining
- Nice Guys Finish Last
- Privatization of Higher Education
- How effective are Indian B-schools?
- E-Learning: A Substitute for Classroom Learning?
- Cricket as a National Obsession is a Detriment to Other Sports

- Public Speaking (Addressing Small Groups and Making Presentation)

- **Interview Techniques:**

Interviewing Techniques Interviewing is the opportunity to influence and persuade the employer that you are the best candidate for the position. It requires the three P's – Preparation, Practice and Performance. By striving to achieve the three P's you significantly increase your chances to make a good impression for the internship and/or job you desire. The following is a basic guide to interviewing – including information on preparation, practice and performance. But we'll start with what interviewers look for and the types of interviews you may encounter

Interviews range from conversations lasting a few minutes to several formal meetings, sometimes with more than one interviewer. The interview process allows you to demonstrate that you are the right candidate for the job.

The better prepared you are, the more relaxed and comfortable you will be when the interview questions begin. The following offers a few interview tips and suggestions on ways to refine your interview technique.

- **Do your research**

Before the interview, it is a good idea to gather information about the company that has the position vacant and try to relate your experience to the specific duties of the job opportunity available.

We suggest preparing a list of questions you want to ask about the organization and the position.

These could include:

- Do you have a detailed job description?
- Why is the position available?
- What training and induction will be given?
- What prospects are there for personal and professional development?
- What are the company plans for the future?
- What attributes would you hope that I bring to the job?
- When can I expect to hear from you?
- What skills and attributes do successful people at your company usually have?
- What do you like best about working at the company?
- What results are expected from me?
- What specific problems are you hoping to solve during the first six months?
- What communication style do you prefer?
- What are your goals for the department?

Types of Interviews

Phone Interview – This is typically a brief and focused conversation used to screen you “in or out” of a more in-depth face-to-face interview. For a list of do’s and don’ts regarding phone interviews go to: Capital Region Campus Career Center 2

Traditional Interview – The interviewer uses broad-based questions that require factual responses. Some examples of traditional interview questions are:

Can you describe yourself?

- ♣ What are your strengths? Your weaknesses?
- ♣ Why should I hire you?

Behavioral (or Performance-Based) Interview – This type of interview probes into your past behavior regarding certain situations. The concept of the behavioral interview is that future success can be predicted through past performance. Some examples of **behavioral interview questions include:**

Can you describe a time when you had to use your analytical skills and you were successful?

- ♣ Tell me about a time when you failed at something and how you dealt with it?
- ♣ Can you talk about a situation where you were asked to show leadership?

Situational Interview – In this type of interview you are presented with a hypothetical situation (usually a “real-life” situation that you would confront on the job and/or in the workplace), and you’re asked to explain what you would do. It is meant to assess your analytical, problem-solving and judgment skills.

Stress Interview – This is an interview that assesses your ability to deal with stressful situations and/or positions. The interviewer may use interviewing techniques that cause you stress to see how you will react.

Second or Subsequent Interview – It’s the final step in securing a job offer. The goal for the employer in this interview is to focus on your specific skills and qualities, and to better determine your organizational fit.

It is important to note that traditional, behavioral, situational and/or stress interview questions can be encountered within one interview situation. They are not types of interviews typically used in

- **Look the part**

Dress for success! At an interview it is extremely important to look, act and dress professionally as you won't have a second chance at making a good first impression. Ideally, a business suit should be worn. Clean shoes, clean finger nails and clean well groomed hair are important. If wearing a black or very dark suit, make sure there is no dandruff or specks of fluff on the shoulder.

We can't overemphasise how important first impressions are. Research has shown that an interviewer has made an impression within the first eight seconds of meeting the person. The remainder of the interview is spent confirming this opinion, or turning this opinion around.

- **Plan ahead**

Be prepared! Below are some of our job interview preparation tips:

- Practice interviewing - Enlist a friend (better yet, a group of friends and colleagues) to ask you sample questions. Practice making eye contact.
- Video record your practice sessions - Pay attention to body language and verbal presentation. Eliminate verbal fillers, like "uh," and "um." Practice using positive body language to signal confidence, even when you're not feeling it.
- Handle logistics early. Have your clothes, resume, and directions to the interview site ready ahead of time, to avoid any extra stress.

- **Anticipate likely questions**

To get to the motivations and working style of a potential employee, employers often turn to behavioural interviewing, an interviewing style which consists of a series of probing, incisive questions. This may sound a little intimidating, however with a little preparation you can feel confident before the interview.

Behavioural interview questions are aimed at establishing various core competencies relevant to the role, such as teamwork, creativity and innovation, decision making ability, business awareness or conflict resolution. The interviewer is looking for examples of past behaviour that demonstrate these competencies.

Sample behavioural interview questions include:

- Describe a situation in which you didn't meet your stated goal, how did you handle it?
- Tell us about a situation in which you encountered resistance from key people, how did you convince the person or people to do what you wanted?
- Describe a situation in which you took the initiative to change a process or system and make it better, how did you identify the problem? How did you go about instituting change?

- **Prepare interview answers**

Interviewers will follow up your preliminary answers with further questions about your actions.

To prepare for these types of interview questions, the following tips might help:

- Review your research about the company and the position.
- Make a list of key attributes for your desired job.
- Write sample interview questions that are likely to uncover the attributes you identified

as important.

- Create answers to the sample interview questions based on a template such as “Situation – Task – Action – Result” with specific details from your work experience. This is known as the STAR technique:

Situation - Describe a situation you were in eg. A colleague was struggling with performance.

Task - Tell them what you decided to do eg. I sat down with my colleague to discuss how I could help.

Action - Describe what you actually did eg. I gave my colleague examples of how I improved my own performance.

Result - Tell them what happened as a result of your actions eg. His/her performance improved dramatically.

- Practice answering the interview questions and follow-up questions so that you are very familiar with several detailed examples.

Perhaps surprisingly, the point most people forget to expand upon is the result of the action they took. Naturally it is better to use an anecdote with a positive outcome, but if this isn't possible explain what you learnt from the situation and how you would do it differently next time.

- **During the interview**

To be on the safe side, bring a spare copy of your resume to the interview. We advise arriving at least ten minutes early as interviewers are unimpressed by lateness and will rarely accept excuses from prospective employees.

A firm (but not bone crunching) handshake with a big smile will do wonders when you first meet your Interviewer. Some small chit chat from the reception area to the interview room will also help. These are the vital seconds (not minutes) in making your first impression.

Body language and other forms of non-verbal communication are important elements in the way an interviewee performs. Appearing relaxed and trying to act naturally is easier said than done but good appearance is mostly a matter of assuming a position that you are comfortable with.

We suggest sitting up straight, leaning forward slightly and always maintaining good eye contact with the interviewer or panel. Looking disinterested will limit your options.

If offered a drink this can help and can be used as a prop to perhaps give you some time to answer a difficult question. By accepting a drink it does show that you are fairly confident and reasonably relaxed.

Always treat the interview as a two way discussion and answer questions honestly, directly and keep to the point. Everyone present will be focusing their attention on you, so clouding your answer with jargon or evading the issue will be more obvious than you think. If you are not certain about a particular question, do not be afraid to ask if it can be rephrased. Listen, never interrupt and answer only what is asked.

There are common questions which arise in most job interviews, and while you should be prepared, try not to rehearse answers that are too precise. We suggest a better approach is to work on broad subject areas that are likely to come up during the interview. Some of these areas include:

General background - Often the first question is a request for a summary of your background. People applying for their first job should focus on extra curricular activities,

education, and qualifications. It is quite acceptable to repeat major points you have outlined in your resume or letter of application.

Qualifications - A specific question often asked is "Why do you think you are qualified for this position?" Qualifications, in this context, mean all qualifications which could make you suitable for the position including educational, employment-related and personal. In most cases, this may be the question that will win or lose you the job, so your answer needs to be clear and memorable.

Experience - Here is where your research pays off. Your answer should include details about relevant employment, community or educational experience and a discussion of the nature of the industry, the organisation and the position itself.

Reasons for applying - If you are applying for your first, or one of your first jobs, your answer should describe what you find appealing about the position, how you prepared yourself for a career in the organisation and how you believe your present job equips you for the position in question.

Career objectives - Be ready to discuss your long-term aspirations. Your best approach is one that indicates you have thought about your career in these terms and have taken some action towards realising your ambitions.

Crisis management - In some organisations, employers give candidates questions designed to test their ability in situations or crises. You should try to find out the most common type of dilemma for employees in the job you are seeking and formulate an intelligent response.

- **Sample interview questions**

- What job would you like if you had a completely free choice?
- Why are you seeking a position with our company?
- Why do you want to be a *****
- How do you cope with pressure situations? Be ready to give an example.
- Have you come across a situation like this?
How did you handle it? What was the outcome?
- What are your greatest achievements to date?
- What objectives did you set yourself at the beginning of your career or study?
- Have you achieved those objectives?
- What interests you most/least about this job?
- Describe your own personality.
- Describe a situation where you have... (as mentioned earlier, this is the style of questioning used in competency based interviewing, so have relevant examples at the ready.)
- What salary are you looking for? (Do your homework beforehand!)

Towards the end of the interview, you will usually be asked if you have any questions of your own. Be confident when asking your questions and use them to score additional points in your favour.

At the end of your interview, smile and thank the people involved for their time. While decisions and job offers are usually made some time after the interview(s), should an offer of employment be made at the conclusion of any interview you attend, ask whether the offer will be confirmed in writing. Also, it is not unreasonable to request a short period of time to consider the offer before formally accepting.

Extempore:-

Extempore speech is something which is spoken without any prior preparation or rather delivered on the spot.(sometimes a minute or two is given to organize the speech)

Following things are evaluated in an extempore speech :

- How quickly one can imagine and speak on the topic
- How one begins and ends the speech creating an impression on the audience
- Confidence - measured by the tone, hand gestures and facial expressions of the speaker
- Clarity of thought
- Stage presence and how one connects with the audience

As I have mentioned above, meaning of extempore speech is a speech or spoken anything without preparation. It is also known as spontaneous speaking or impromptu speech. The topic is given on the spot at the time of speech. That's why people become nervous when it comes to situation speaking (extempore speech). Unlike, the prepared speech you won't get a lot of time to writing down and practicing the speech. You will be on the stage and have to deliver without any prior preparation. The importance of the extempore speech is it helps you think and develop presence of mind and it directly helps your brain to react fast.

What are the things that are evaluated in an extempore speech?

The main objective of extempore speech is to evaluate or check the knowledge of candidate about specific topic and how he/she reacts at the time while speaking.

1. Presence of Mind: Judges/crowd will evaluate that how quickly your brain process.
2. Beginning/opening and ending: How you begin and how you end will create an impression on audience.
3. Thoughts: It describes the clarity of your thoughts.
4. Last but not least "confidence": An extempore speech is the best way to measure your tone at the time of speaking, facial expressions and movement of your hands.

What topic would i have to speak on extempore competition?

There are hundreds of topics out there on you can prepare for. Here are some extempore topics on what you can prepare for.

How to overcome the fear of Extempore speech | How to prepare for Extempore Speech?

So you probably are seeking the solution of this problem. How to overcome the fear of extempore speech? Or How to deliver an extempore speech?

So here is the answer, if you are really a hardcore introvert like me then i will suggest you some points that will help you in situation speaking.

1. Let me tell you what... Its very hard for a speaker to speak about the topic that he/she doesn't know. So you have to seek some ideas and example of extempore speech will definitely help you.

2. What? : What the topic is all about? You can start your extempore speech by introducing the topics.
3. Why?: Why that “topic” is important for people or what are the advantages and disadvantages of those topics.
4. Current Affairs: Let the audience know about the current importance of that topic and we shall proceed or what we can do about it.

- **Presentation skills**

- Objectives

1. Understanding the nature and importance of presentation skills.
2. Knowing different pre-planning steps.
3. Identifying the four important steps in preparing an effective oral presentation.
4. Learning how to structure and organize a presentation
5. Reviewing techniques for effective delivery
6. Learning how to handle stage fright

Importance of presentation skills

We may not be all professional public speakers but we may have to make a presentation at some point or time or the other. Whether one is student, a professional engineer, an academician, or a business executive, one may have to make oral presentation in front of ones colleagues or professional peers. A professional student may be required to make presentation in the form of progress report, student seminars, research presentations, and so on. Business executives may have to introduce a new product that their company has launched, to present a new plan that they want others to know about, or they may just have brilliant idea that they would like to share with their colleagues.

Oral Presentation

An oral presentation in the form of oral communication. It is participative two way communication process characterized by the formal and structured presentation of a message using a visual aids. It is purposeful or goal oriented, communicates a message to an audience in way that brings about the desired change in their understanding or opinion.it is flexible, changing as well as complex and varied.

Speeches are intended to celebrate an occasion, to felicitate a person, to welcome or bid farewell to someone or to inaugurate a function, while oral presentation raise a particular issue for discussion.

- **Stages of presentation**

- Planning and presentation

Planning a presentation involves defining the purpose, analyzing the audience, analyzing the occasion, and choosing a suitable title.

- Know the audience
- Stimulate the interest in the audience

- Be sensitive to the needs and expectation of the audience
- Know her purpose
- Analyze the occasion
- Fit the material to the time at his disposal

➤ **Preparing the presentation**

Preparing the presentation involves developing the central idea and the main points, gathering supportive material, planning and visual aids.

- Deal with speech anxiety effectively
- Develop the required confidence
- Seek precise and relevant examples

➤ **Organizing the presentation**

Your presentation should be organized into three distinct parts: introduction, body and conclusion.

The opening of the presentation should convince the audience to listen to it.

- Get the audience attention
- Introduction to the subject
- Establish the credibility
- Preview the main ideas



➤ **Rehearsing the presentation**

Rehearsal should be planned and conducted properly and systematically.

- Plan and rehearsal
- Rehearse before live audience
- Timing during rehearsal

1. What is the purpose of the interview?
2. What should you do before the interview?
3. What are the most common interview questions?

Unit 4

FORMS OF THE TENSES

The forms of a tense may be expressed in different ways. There are three forms of tenses, the common, the progressive, and the emphatic.

Now read the following sentences:

- * I write.
- * I am writing.
- * I have written.
- * I have been writing.

The verbs in all of these sentences refer to the present time, and are, therefore, said to be in the present tense.

In sentence 1, however, the verb simply talks about the action. It doesn't state whether the action is complete or not. The verb is therefore said to be in the simple present tense.

In sentence 2, the verb shows that the action is incomplete or continuous. The verb is therefore said to be in the present continuous tense.

In sentence 3, the verb shows that the action is finished, complete or perfect at the time of speaking. The verb is therefore said to be in the present perfect tense.

In sentence 4, the verb is said to be in the present perfect continuous tense because it shows that the action which started at some point of time in the past is still continuing at the moment of speaking.

Just as the present tense has four forms, the past tense also has four forms.

- * I wrote. (Simple past tense)
- * I was writing. (Past continuous tense)
- * I had written (Past perfect tense)
- * I had been writing. (Past perfect continuous tense)

Similarly, the future tense has the following four forms:

- * I will/shall write. (Simple future tense)
- * I will/shall be writing. (Future continuous tense)
- * I will/shall have written. (Future perfect tense)
- * I will/shall have been writing. (Future perfect continuous tense)

Verb Tenses—Grammar Rules

BASICS

Verbs come in three tenses: past, present, and future. The past is used to describe things that have already happened (e.g., *earlier in the day, yesterday, last week, three years ago*). The present tense is used to describe things that are happening right now, or things that are continuous. The future tense describes things that have yet to happen (e.g., *later, tomorrow, next week, next year, three years from now*).

The following table illustrates the proper use of verb tenses:

<p>Simple Present</p> <p><i>I read</i> nearly every day.</p>	<p>Simple Past</p> <p>Last night, <i>I read</i> an entire novel.</p>	<p>Simple Future</p> <p><i>I will read</i> as much as I can this year.</p>
<p>Present Continuous</p> <p><i>I am reading</i> Shakespeare at the moment.</p>	<p>Past Continuous</p> <p><i>I was reading</i> Edgar Allan Poe last night.</p>	<p>Future Continuous</p> <p><i>I will be reading</i> Nathaniel Hawthorne soon.</p>
<p>Present Perfect</p> <p><i>I have read</i> so many books I can't keep count.</p>	<p>Past Perfect</p> <p><i>I had read</i> at least 100 books by the time I was twelve.</p>	<p>Future Perfect</p> <p><i>I will have read</i> at least 500 books by the end of the year.</p>
<p>Present Perfect Continuous</p> <p><i>I have been reading</i> since I was four years old.</p>	<p>Past Perfect Continuous</p> <p><i>I had been reading</i> for at least a year before my sister learned to read.</p>	<p>Future Perfect Continuous</p> <p><i>I will have been reading</i> for at least two hours before dinner tonight.</p>

The Present Tenses

Simple Present: 1.

Present Perfect: 1.

Present Continuous

The Past Tenses

Simple Past

Past Perfect

Past Continuous

Past Perfect

Continuous

The Future Tenses

Simple Future

Future Perfect

Future Continuous

Future Perfect

Continuous

Examples with explanation:

Common Form:

The common form of tenses is expressed in the above [sentences](#).

Progressive Form:

The progressive form of tenses is expressed in the above sentences, and represents an act or state as continuing at the time referred to.

Emphatic Form:

1. I do work.
2. I did read an entire hour.

The emphatic form of tenses is expressed by the above sentences, and expresses an act or state with positiveness. Do or did help to make the emphatic forms of tenses.

1. I did not see you yesterday.
2. He did not arrive as we expected.

Do and did do not render negative propositions emphatic, but simply make them more exact by including the negative [adverb](#) with in the parts of the [verb](#).

1. Did you receive the book that I sent?
2. Know you the people?
3. Have you spoken with the gentleman?

We see from the above sentences that a sentence may be made interrogative by placing the verb or some part of it before the subject.

Give the tenses of the verbs in the following sentences:

1. The governor is in town to-day, but he will leave to-night at eight o'clock.
2. You are now where you stood fifty years ago this very hour, with your brothers, and your neighbours, shoulder to shoulder, in the strife for your country.
3. Those who survived that day, and whose lives have been prolonged to the present hour, are now around you.
4. Some of them you have known in the trying scenes of war.
5. And when you shall here have exchanged your embraces, when you shall have once more pressed the hands which have been so often extended to give succour in adversity, and then look abroad upon this lovely land which your young valour defended.
6. He had now entered the outskirts of the village.
7. There were rows of houses which he had never seen before, and those which had been his familiar haunts had disappeared.
8. Then all the people looked and saw that what the deep-sighted poet said was true.
9. I hope you will enjoy your vacation.
10. We are reading Emerson's "Behaviour," and find that it will be all or more than we can master.
11. I do believe you, my boy; for you have always shown an honest, manly spirit.
12. Have the times so changed, that merit cannot win without influence?

4.1 Complete the following sentences using an appropriate tense form.

- | | |
|--|--|
| 1. I here since morning. | a) am always
b) have always been
c) had always been |
| a) am waiting
b) have been waiting
c) had been waiting | 4. They in this street for twenty years. |
| 2. It raining since yesterday. | a) have lived
b) have been living
c) Either could be used here |
| a) hasn't stopped
b) didn't stop
c) hadn't | 5. I to a foreign country.
a) am never gone |
| 3. I interested in metaphysics. | |

- b) have never been
- c) was never gone

6. Where the sun rise?

- a) does
- b) do
- c) had

7. I Susie Monday.

- a) see
- b) am seeing
- c) Either could be used here

8. We the money on the 15th.

- a) are needing
- b) will need
- c) Either could be used here

9. 'There is the doorbell.' 'I

- a) am going
- b) will go
- c) Either could be used here

10. She half of her time traveling.

- a) spends
- b) is spending
- c) Either could be used here

What Are Articles?

The Articles

The words *a*, *an*, and *the* are known as articles. *A* and *an* are called the indefinite articles because they are used to indicate non-specific people or things. *The* is called the definite article because it does indicate a specific person or thing.

- **A** cup (i.e., any cup)
 - **The** cup (i.e., a specific cup)
1. The words *a* or *an* are called articles. They come before nouns.
 2. There are two articles-*a* (or *an*) and *The*.
 3. *A* or *An* is called the Indefinite Article, because it usually leaves indefinite the person or thing spoken of: as,

Example: A doctor; that is any person

4. *The* is called the definite article, because it normally points out some particular person or thing; as,

Example: He saw the doctor; meaning some particular doctor.

The indefinite article is used before singular countable nouns; e.g,

A book, an orange, a girl,

The definite article is used before singular nouns, plural countable nouns and uncountable nouns, e, g;

The book, the books, the milk

5. the choice between a or an is determined by sound. Before word beginig with a vowel sound an is used; as, an ass, an enemy, an ink pad an orange an umbrella, an hour, an honest Man, an heir.

It will be noticed that the words hour, honest heir begin with a vowel sound as the initial consonant h is not pronounced.

6 .before a word beginning with a consonant sound a is used; as

A boy, a reindeer, a woman , a yard, a horse a hole, also a university a union, a European , a ewe, a union ,a useful, article;

Because these words [university, union, etc] begin with a consonant sound, that of yu .similarly we say,

A one-rupee note such a one, a one eyed- man.

Because one begins with the consonant sound of w.

7. Some native speakers use an before words beginning with h the first syllable is not stressed.

An hotel [more common :a hotel]

An historical novel [more common: a historical novel.]

Articles are words that define a noun as specific or unspecific. Consider the following examples:

After the long day, the cup of tea tasted particularly good.

By using the article *the*, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

After a long day, a cup of tea tastes particularly good.

By using the article *a*, we've created a general statement, implying that any cup of tea would taste good after any long

English has two types of articles: definite and indefinite. Let's discuss them now in more detail.

The Definite Article

The definite article is the word *the*. It limits the meaning of a noun to one particular thing. For example, your friend might ask, "Are you going to the party this weekend?" The definite article tells you that your friend is referring to a specific party that both of you know about. The definite article can be used with singular, plural, or uncountable nouns. Below are some examples of the definite article *the* used in context:

Please give me the hammer.

Please give me the red hammer; the blue one is too small.

Please give me the nail.

Please give me the large nail; it's the only one strong enough to hold this painting.

Please give me the hammer and the nail.

Please hand me a book; any book will do.

Please hand me an autobiography; any autobiography will do.

Exceptions: Choosing A or An

There are a few exceptions to the general rule of using *a* before words that start with consonants and *an* before words that begin with vowels. The first letter of the word *honor*, for example, is a consonant, but it's unpronounced. In spite of its spelling, the word *honor* begins with a vowel sound. Therefore, we use *an*. Consider the example sentence below for an illustration of this concept.

My mother is a honest woman.

My mother is an honest woman.

Similarly, when the first letter of a word is a vowel but is pronounced with a consonant sound, use *a*, as in the sample sentence below:

She is an United States senator.

She is a United States senator.

This holds true with acronyms and initialisms, too: an LCD display, a UK-based company, an HR department, a URL.

Article before an Adjective

Sometimes an article modifies a noun that is also modified by an adjective. The usual word order is article + adjective + noun. If the article is indefinite, choose *a* or *an* based on the word that immediately follows it. Consider the following examples for reference:

Eliza will bring a small gift to Sophie's party.

I heard an interesting story yesterday.

Indefinite Articles with Uncountable Nouns

Uncountable nouns are nouns that are either difficult or impossible to count. Uncountable nouns include intangible things (e.g., information, air), liquids (e.g., milk, wine), and things that are too large or numerous to count (e.g., equipment, sand, wood). Because these things can't be counted, you should never use **a** or **an** with them—remember, the indefinite article is only for singular nouns. Uncountable nouns can be modified by words like *some*, however. Consider the examples below for reference:

Please give me a water.

Water is an uncountable noun and should not be used with the indefinite article.

Please give me some water.

However, if you describe the water in terms of countable units (like bottles), you can use the indefinite article.

Please give me a bottle of water.

Please give me an ice.

Please give me an ice cube.

Please give me some ice.

Note that depending on the context, some nouns can be countable or uncountable (e.g., hair, noise, time):

We need a light in this room.

We need some light in this room.

Using Articles with Pronouns

Possessive pronouns can help identify whether you're talking about specific or nonspecific items. As we've seen, articles also indicate specificity. But if you use both a possessive pronoun and an article at the same time, readers will become confused. Possessive pronouns are words like *his*, *my*, *our*, *its*, *her*, and *their*. Articles should not be used with pronouns. Consider the examples below.

Why are you reading the my book?

The and *my* should not be used together since they are both meant to modify the same noun. Instead, you should use one or the other, depending on the intended meaning:

Why are you reading the book?

Why are you reading my book?

Omission of Articles

Occasionally, articles are omitted altogether before certain nouns. In these cases, the article is implied but not actually present. This implied article is sometimes called a “zero article.” Often, the article is omitted before nouns that refer to abstract ideas. Look at the following examples:

Let’s go out for a dinner tonight.

Let’s go out for dinner tonight.

The creativity is a valuable quality in children.

Creativity is a valuable quality in children.

Many [languages and nationalities](#) are not preceded by an article. Consider the example below:

I studied the French in high school for four years.

I studied French in high school for four years.

Sports and academic subjects do not require articles. See the sentences below for reference:

I like to play the baseball.

I like to play baseball.

My sister was always good at the math.

My sister was always good at math.

PREPOSITION

Definition

1. This part of a speech basically refers to words that specify location or a location in time. Examples of Prepositions: *above, below, throughout, outside, before, near, and since* Aboard, About, Above, Absent, Across, After, behind, but, by.
2. A **preposition** is a word or set of words that indicates location (*in, near, beside, on top of*) or some other relationship between a noun or pronoun and other parts of the sentence (*about, after, besides, instead of, in accordance with*). A preposition isn't a

preposition unless it goes with a related noun or pronoun, called the object of the preposition.

Sample Sentences:

- Micah is hiding *under* the bed.
 - The italicized preposition introduces the prepositional phrase “under the bed,” and tells **where** Micah is hiding.
 - *During* the game, the audience never stopped cheering for their team.
 - The italicized preposition introduces the prepositional phrase “during the game,” and tells **when** the audience cheered
 - prefer to read *in* the library.
 - He climbed *up* the ladder to get *into* the attic.
 - Please sign your name *on* the dotted line *after* you read the contract.
 - Go *down* the stairs and *through* the door.
 - He swam *across* the pool.
 - Take your brother *with* you.
1. There is a cow in the field.
 2. He is fond of tea.
 3. The cat jumped off the chair.

In sentence 1, the word in shows the relation between two things –cow and field.

In sentence 2, the word of shows the relation between the attribute expressed by the adjective found and tea.

In sentence 3, the word off shows the relation between the action expressed by the verb jumped and the chair.

The words in, of, off, are here used as prepositions.

Def –A preposition is a word placed before a noun or pronoun to show in what relation the person or thing denoted by it stands in regard to something else..

[The word preposition means that which is placed before ,]

It will be noticed that-

In sentence 1, the preposition joins a noun to another noun;

In sentence 2, the preposition joins a noun to an adjective ;

In sentence 3, the preposition joins a noun to a verb.

2) The noun and pronoun which is used with a preposition is called its objects. It is in the accusative case and is said to be governed by the preposition.

Thus in sentence 1 the noun field is in the accusative case, governed by the preposition in.

4. A preposition may have two or more objects; as,
The roads run over hill and plain.
4. The preposition is usually placed before its objects, but sometimes it follows it; as ,
 1. Here is the watch that you asked for.
 2. That is the boy [whom] I was speaking of.
 3. What are you looking at?
 4. What are you thinking of?
 5. Which of the chairs did you sit on?

Note: when the object is the relative pronoun that, as in sentence 1 , the preposition is always placed at the end.

The preposition is often placed at the end when the object is an interrogative pronoun [as in sentences 3,4 and 5] or a relative pronoun understood [as in sentence 2]

Note: sometimes the objective its placed first for the sake of emphasis; as

This I insist on. He is known all the world over.

The preposition for, from, in, on, are often omitted before nouns of place or time ; as, we did it last week . I cannot wait a minute.

KINDS OF PREPOSITIONS

1. Simple preposition

At, by, for, from in, off, on ,out ,through, till, to, up ,with

2. Compound prepositions

Which are generally formed by prefixing a preposition [usually a= no or be=by]to a noun ,an adjective or an adverb.

About, above, across, along, amongst, around, before, behind, below, beneath ,beside, between, beyond, inside, outside, underneath, within, without

3. Phrase preposition

According to away from because of by way of, In
accordance with, in spite of, along with, in front of

Grammar Rules Review

This is a quick, basic grammar review for nouns, verbs, and the sometimes confusing usage of lay versus lie, and rise versus raise. This reference can be used for term papers, grammar class reviews, or simply for anyone confused or curious about the basics of English grammar.

Nouns

1. Noun identification
2. Count, Mass, and Collective Nouns
3. Plural and Possessive Nouns

Noun Identification

What is a noun? A noun is a person, place, thing, quality, animal, idea or activity.

For example:

Person — Maria, Place — Detroit, Thing — Desk, Quality — Animal — Dog,
Idea — Independence, activity — Navigation

Spot the nouns in a sentence: Maria went into the city to purchase detergent.

Nouns: Person — Maria Place — City Thing — Detergent

The functions of nouns

Nouns sometimes function differently in sentences. For example:

Subject: Maria likes ice cream

Object of Preposition: He gave the ice cream to Maria

Subject complement: The best customer is Maria

Grammar vocabulary: Nominal means any word, or group of words, used as a noun. The nominal word used in the original noun example is Maria.

Types of Nouns

The names of specific things, places, and people, like Maria or Detroit, are Proper nouns.

General, colloquial names, like table or house are Common nouns. Common nouns can either be concrete, or abstract.

When an object is concrete i.e. you can see it and touch it, like a phone or a chair, it is a Concrete noun.

When it is a quality or idea, like freedom or justice, it is an Abstract noun.

Count Nouns

Count nouns are anything that can be counted. They are singular or plural. Plurals usually end with "s."

Singular — Car

Singular — Chair

Singular — Dog

Plural — Cars

Plural — Chairs

Plural — Dogs

Irregular Examples

Singular — Mouse

Singular — Child

Plural — Mice

Plural — Children

Most nouns ending in s, sh, o, or ch need an -es suffix to be plural

Singular — Bus

Plural — Dishes

Singular — Church

Plural — Buses

Singular — Potato

Plural — Churches

Singular — Dish

Plural — Potatoes

Nouns ending in a consonant followed by y become plural by changing the y to i and adding -es

Singular — Mystery

Plural — Mysteries

Mass Nouns are nouns that cannot be counted and they usually do not have a plural form

Examples: Freedom, sand, money

Collective nouns refer to groups of people and/or things. Unlike mass nouns, they can usually be counted, so they usually have plural forms.

Examples:

Singular — Staff

Singular — Herd

Plural — Staffs

Plural — Herds

Plural Nouns

Plural nouns are the nouns that have been changed into their plural states by adding -s or -es. Remember your irregular nouns, such as mice and children! They too are plural nouns.

Possessive Nouns

Nouns can be possessive and express ownership, usually following the use of “of.”

Example: The life of Maria

Most singular possessives are formed by adding an apostrophe and “s.” If the noun is plural, the possessive form becomes “s” and apostrophe.

Singular Common: Dog

Plural Common: Dogs

Singular Possessive: Dog’s

Plural Possessive: Dogs’

Exception: if the plural noun does not end with an “s,” the possessive is formed by adding apostrophe and “s.”

Example:

Singular Common: Woman

Plural Common: Women

Singular Possessive: Woman’s

Plural Possessive: Women’s

Pronouns

A pronoun takes the place of an unknown noun. The unknown noun is called the “antecedent.”

Example: Maria wondered if she was late for work.

Maria is the antecedent of “she.” Instead of saying: Maria wondered if Maria was late for work, “she” appears to take the place of “Maria.”

The Nine forms of Pronouns:

Personal, possessive, interrogative, relative, and
indefinite, reflexive, demonstrative.
reciprocal, intensive,

The pronoun must always agree with antecedent, so if the antecedent is male, the pronoun must be male, if the antecedent is plural, the pronoun must be plural, etc.

Example:

Correct: When Maria bought the detergent, she used her credit card.

Incorrect: When Maria bought the detergent, they used his credit card.

Pronoun Cases

Nominative Cases: I, you, he, she, it, we, they, who

The nominative, or subjective, case pronoun is the subject of the sentence.

Examples: She went to the store.

Who has the book?

I am he.

This is she.

Objective Cases: Me, you, him, her, it, us, them, whom

These function as direct or indirect objects.

Examples:

We gave HER the bus money.

The bag is with HER.

We gave IT to HER.

I don't know to WHOM I speak.

Possessive Cases: My, mine, his, her, hers, its, our, ours, their, theirs, your, yours, whose

The possessive case pronoun shows possession

Example:

That is MY bag.

HER bus was late.

That bag is MINE.

The bags are all HERS.

Personal Pronouns can refer to the person/people speaking (First person,) spoken to (second person,) or spoken ABOUT (third person.)

First person subject singular: I

Second person subject singular: you

First person subject plural: We

Second person subject plural: you

First person object singular: me

Second person object singular: you

First person object plural: us

Second person object plural: you

Third person subject singular: he, she, it

Third person object plural: them

Third person subject plural: they

Third person object singular: him, her, it

Example: I wanted to give them to her, but he wouldn't let me.

I — first person singular

He — third person singular

Them — third person plural

Me — first person singular

Her — third person singular

Possessive Pronouns

Like regular nouns, personal pronouns can also be possessive. Possessive Determiners are possessive forms of personal pronouns. Possessive Determiners must have a following noun.

First person determiner singular: My
(book)

Second person pronoun singular: Yours

First person determiner plural: Our (book)

Second person pronoun plural: Yours

First person pronoun singular: Mine

Third person determiner singular: His,
Her, Its (book)

First person pronoun plural Ours

Third person determiner plural: Their
(book)

Second person determiner singular: Your
(book)

Third person pronoun singular: His, hers,
its

Second person determiner plural Your
(book)

Third person pronoun plural: Theirs

Example: They have MY bags but they know they're MINE.

My — Determiner, dependent on "Bags"

Mine— stands in place of "My bags."

Indefinite Pronouns

These have no specific antecedents. These are usually identified with general words like: all, any, some, or none.

Examples:

Singular: another, both, nobody, everything, nothing, somebody, everyone, no one, something, etc.

Plural: all, many, most, much, some

Examples: Somebody has her bags.

Plural: Everyone knows about Maria's bags.

Indefinite pronouns are only pronouns if they are used ALONE. If they are used with a noun, they become indefinite adjectives.

Pronoun: Both knew they were Maria's bags.

Adjective: Both baggers knew they were Maria's bags.

If the subject performs actions TO or FOR itself, the action in the sentence passes BACK to the subject and becomes a reflexive pronoun.

First person singular: Myself

Second person plural: Yourselves

First person plural: Ourselves

Third person singular:
Himself/Herself/Itself

Second person singular: Yourself

Third person plural: Themselves

Example: We asked OURSELVES where her bags were.

“We” is the doer and receiver of the action “ask.”

Intensive Pronouns are used to point back to the noun or pronoun for emphasis.

Example: I myself knew they were Maria's bags.

The intensive pronoun does not always need to directly follow the noun.

Example: I prefer walking myself.

Reciprocal pronouns express mutual action.

Examples: each other/ each other's

One another/one another's

Maria and Heather greeted each other.

Interrogative Pronouns

These are used to ask questions and can be personal or non-personal

Personal subject: Who/Whoever

Personal object: Whom/Whomever

Personal possessive: Whose

Non-personal subject: Which

Non-personal subject: What

Example:

Who has the bags?

Which bagger has them?

Whose bags are these?

Demonstrative Pronouns

These substitute specific nouns, usually when someone is gesturing toward something.

Singular: This/That

Plural: These/Those

Example: These are for her.

Verbs

A verb is an action part of speech. It can also express a state of being, or the relationship between two things. It is most powerful when following a noun. Example: He HIT her. Verbs are the most complicated part of speech because they can sometimes become nouns, depending on their use.

The three kinds of verbs: transitive verbs, intransitive verbs, and linking verbs.

Transitive verbs

These take objects. Transitive verbs carry the action of subject and apply it to the object.

Example: She TOOK the bags.

Intransitive verbs

These do not take an object, but express actions that do not require the agent doing something to something else.

Example: She LEFT.

Linking verbs

These link the agent with the rest of the sentence and explain the link between the subject and the rest of the sentence.

Examples: appear, grow, seem, smell, taste

example: Maria seems tired from shopping.

The Lay/Lie and Raise/Rise Confusion

Thee two pairs of verbs are constantly misused. In each, there is a transitive verb (TRV) and an intransitive verb (INV).

Lie — Intransitive, means recline or be situated

Lay — Transitive, means to place or put something

Infinitive — INV: Lie

TRV: Lay

INV: Rise

TRV: Raise

1. He usually (do) his homework in his room.

2. The doctor told him to stop (smoke) and take a trip.

3. Could you (help) me please?

4. I have decided (study) more and improve my overall average.

5. Let me (leave) the classroom please.

6. He wants Mary (do) the dishes.

7. She (not /do) any bad thing yesterday, I'm

Rise — Intransitive, means to get up.

Raise — Transitive, means to lift something up.

sure.

8. They (come) here next week to visit my new office.

9. Would you mind (open) the window, please? It's hot here.

10. Had they (leave) your husband before you came here?

1. Lots of people waiting in the entrance hall.

2. The office closed all day yesterday.

3. The print very small, we can hardly see it.

4. The carpet lots of stains.

5. The meeting upstairs in the conference room.

6. Mr and Mrs Taylor moved in next door.

7. Two cars involved in the A19 crash.

8. Richard does not care whether United or City winning.

9. His application form posted last week.

10. The flowers arrived in a beautiful long box.

Complete the exercise according to the picture.

- the picture, I can see a woman.
- The woman is sitting a table.
- She is sitting a chair.
- There is another chair the woman.
- Her feet are the table
- The woman is holding a cup her hands.
- the table are a laptop, a paper, a calculator, an appointment calendar, two pens and a muffin.
- The woman is looking her laptop.
- The woman's bag is the table.

Exercise:

- I **have** -----here since morning.
- It _____ raining since yesterday.
- I _____ interested in metaphysics.
- They _____ in this street for twenty years.
- I _____ to a foreign country.
- Where _____ the sun rise?

7. I _____ Susie Monday.
8. We _____ the money on the 15th.
9. 'There is the doorbell.' '_____.'
10. She _____ half of her time traveling.

Exercise:

1. We walked _____ the edge of the desert.
2. It is another three weeks _____ the holidays.
3. I don't know how she manages to support such a large family. She has nothing _____ her pension.
4. Are you wearing anything _____ your sweater?
5. Do you mind? I was _____ you!
6. We should arrive _____ their place **in** time _____ lunch.
7. They live _____ a small one bedroom flat _____ the third floor.
8. Granny is arriving _____ the 3.30 train.
9. Last year, there were a large number of mangoes _____ the tree.
10. His house is _____ the way from Mumbai to Thane.
11. He met and fell in love with a French girl when he was _____ the London School of Economics.
12. A few days after the accident she died _____ the injuries.

2.