



Maharaja Education Trust ®  
**MIT First Grade College**

(Affiliated to University of Mysore)  
Industrial Suburb, Manandavadi Road, Mysuru -570008

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**Department of English -Spoken English**

**I Semester**

**1.Parts of Speech**

**Introduction**

“Parts of speech” are the basic types of words that English has. Most grammar books say that there are eight parts of speech: *nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions* and *interjections*. We will add one more type: *articles*.

It is important to be able to recognize and identify the different types of words in English, so that you can understand grammar explanations and use the right word form in the right place. Here is a brief explanation of what the parts of speech are:

**Parts of Speech**

1. Nouns
2. Pronouns
3. Verbs
4. Adjectives
5. Adverbs
6. Prepositions
7. Conjunctions
8. Articles/determiners
9. Interjections

- Some words can be considered more than one part of speech, depending on context and usage.
- Interjections can form complete sentences on their own.

Read about each part of speech below and get started practicing identifying each.

**1.Noun**

Nouns are a person, place, thing, or idea. They can take on a myriad of roles in a sentence, from the subject of it all to the object of an action. They are capitalized when they're the official name of something or someone, called *proper nouns* in these cases. Examples: *pirate, Caribbean, ship, freedom, Captain Alexander.*

## **2.Pronoun**

Pronouns stand in for nouns in a sentence. They are more generic versions of nouns that refer only to people. Examples: *I, you, he, she, it, ours, them, who, which, anybody, ourselves.*

## **3.Verb**

Verbs are action words that tell what happens in a sentence. They can also show a sentence subject's state of being (*is, was*). Verbs change form based on tense (present, past) and count distinction (singular or plural). Examples: *sing, dance, believes, seemed, finish, eat, drink, be, became*

## **4.Adjective**

Adjectives describe nouns and pronouns. They specify which one, how much, what kind, and more. Adjectives allow readers and listeners to use their senses to imagine something more clearly. Examples: *hot, lazy, funny, unique, bright, beautiful, poor, smooth.*

## **5.Adverb**

Adverbs describe verbs, adjectives, and even other adverbs. They specify when, where, how, and why something happened and to what extent or how often. Examples: *softly, lazily, often, only, hopefully, softly, sometimes.*

## **6.Preposition**

Prepositions show spacial, temporal, and role relations between a noun or pronoun and the other words in a sentence. They come at the start of a prepositional phrase, which contains a preposition and its object. Examples: *up, over, against, by, for, into, close to, out of, apart from.*

## **7.Conjunction**

Conjunctions join words, phrases, and clauses in a sentence. There are coordinating, subordinating, and correlative conjunctions. Examples: *and, but, or, so, yet, with.*

## **8.Articles and Determiners**

Articles and determiners function like adjectives by modifying nouns, but they are different than adjectives in that they are necessary for a sentence to have proper syntax. Articles and determiners specify and identify nouns, and there are indefinite and definite articles. Examples: articles: *a, an, the*; determiners: *these, that, those, enough, much, few, which, what.*

Some traditional grammars have treated articles as a distinct part of speech. Modern grammars, however, more often include articles in the category of determiners, which identify or quantify a noun. Even though they modify nouns like adjectives, articles are different in that they are essential to the proper syntax of a sentence, just as determiners are necessary to convey the meaning of a sentence, while adjectives are optional.

## 9. Interjection

Interjections are expressions that can stand on their own or be contained within sentences. These words and phrases often carry strong emotions and convey reactions. Examples: *ah*, *whoops*, *ouch*, *yabba dabba do!*

## 2. TENSES

Tenses denote the time of action. They show when the work is done. They are:

- (1) Present Tense
- (2) Past Tense
- (3) Future Tense

They are further divided into:

- (1) ***Simple Present-*** It is used to denote scientific facts, universal truths and work done on daily basis.

**ASSERTIVE RULE --- sub + V1 + s/es + object**

**Example** – She writes a letter.

**NEGATIVE RULE --- sub + does not + v1 + s/es + object**

**Example** – She does not write a letter.

**INTERROGATIVE RULE --- Does + sub + v1 + s/es + object**

**Example** – Does she write a letter?

**INTERROGATIVE NEGATIVE ASSERTIVE --- Does + sub + not + v1 + s/es + object**

**Example** – Does she not write a letter?

(2) ***Present Continuous***– It is used to express an action taking place at the time of speaking.

**ASSERTIVE RULE --- sub + is/am/are + v1 + ing + object**

**Example** – she is writing a letter.

**NEGATIVE RULE --- sub + is/am/are + not + v1 + ing + object**

**Example** – She is not writing a letter.

**INTERROGATIVE RULE --- is/am/are + sub + v1 + ing + object**

**Example** – Is she writing a letter?

**INTERROGATIVE NEGATIVE RULE --- is/am/are + sub + not + v1 + ing + object**

**Example** – Is she not writing a letter?

(3) ***Present Perfect***– It is used to show an action that started in the past and has just finished.

**ASSERTIVE RULE --- sub + has/have + v3 + object**

**Example-** She has written a letter.

**NEGATIVE RULE --- sub + has/have + not + v3 + object**

**Example** – She has not written a letter.

**INTERROGATIVE RULE --- has/have + sub + v3 + object**

**Example-** Has she written a letter?

**INTERROGATIVE NEGATIVE RULE ---has/have + sub + not + v3 + object**

**Example**– Has she not written a letter?

(4) ***Present Perfect Continuous***– This tense shows the action which started in the past and is still continuing.

**ASSERTIVE RULE --- sub + has/have + been + v1 + ing + object**

**Example** – She has been writing a letter.

**NEGATIVE RULE --- sub + has/have + not been + v1 + ing + object**

**Example**– She has not been writing a letter.

**INTERROGATIVE RULE ---has/have + sub + been + v1 + ing + object**

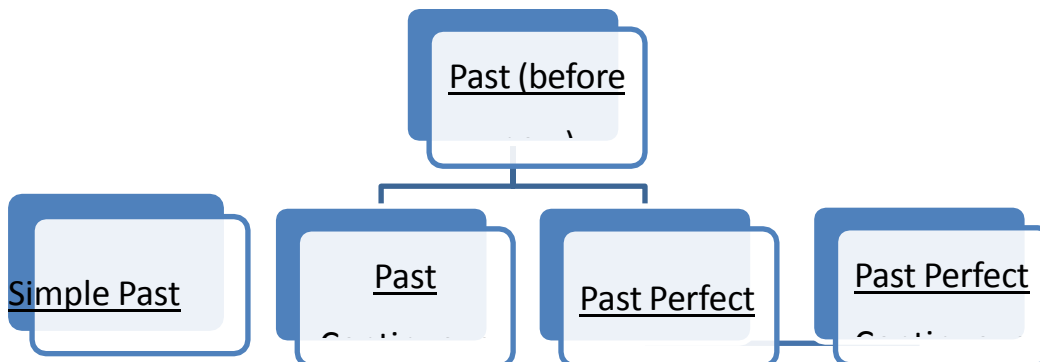
**Example** – Has she been writing a letter?

**INTERROGATIVE NEGATIVE RULE --- has/have + she + not + been + v1 + ing + object**

**Example** – Has she not been writing a letter?

## Past Tense

Tense symbolizes the ever moving, non-stop wheel of time which is forever busy gathering moments of future and throwing them into the dustbin of past



### Simple Past

Used to indicate an action completed in the past. It often occurs with adverb of time. Sometimes it is used without an adverb of time.

Used for past habits.

Eg. I played football when I was a child. Rule:

#### **Subject + V2**

Eg She wrote a letter

1. Assertive Sentences – **Subject + V2 + Object + (.)** She wrote a letter.

2. Negative Sentences-

**Subject + didn't + V1 + Object + (.)**

She didn't write a letter.

3. Interrogative Sentences-

**Did + Subject + V1 + Object + (?)**

Did she write a letter?

#### 4. Interrogative Negative Sentences-

**Did + Subject + not + V1 + Object + (?)**

Did she not write a letter?

### **Past Continuous Tense**

Used to denote an action going on at some time in the past.

e.g. I was driving a car. Rule:

was/were + ing

#### 1. Assertive Sentences –

**Subject + was/were + V1+ ing + Object + (.)**

She was writing a letter.

#### 2. Negative Sentences-

**Subject + was/were + not + ing + Object + (.)**

She was not writing a letter.

#### 3. Interrogative Sentences-

**Was/were + Subject + ing+ Object + (?)**

Was she writing a letter?

#### 4. Interrogative Negative Sentences-

**Was/were + Subject + not + ing+ Object + (?)**

Was she not writing a letter?

### **Past Perfect Tense**

Used to describe an action completed before a certain moment in the past, usually a long time ago. If two actions happened in the past, past perfect is used to show the action that took place earlier.

e.g. The patient had died before the doctor came.

#### 1. Assertive Sentences –

**Subject + had + V3 + Object + (.)**

She had written a letter.

#### 2. Negative Sentences-

**Subject + had + not + Object + (.)**

She had not written a letter.

3. Interrogative Sentences-

**Had + Subject + V3 + Object + (?)**

Had she written a letter?

4. Interrogative Negative Sentences-

**Had + Subject + not + V3 + Object + (?)**

Had she not written a letter?

**Past Perfect Continuous Tense**

Used to denote an action that began before a certain point in the past and continued up to some time in past.

e.g. I had been learning English in this school for 20 days.

1. Assertive Sentences –

**Subject + had been + V1 + ing + Object + (.)**

She had been writing a letter.

2. Negative Sentences-

**Subject + had + not been + V1 + ing + Object + (.)**

She had not been writing a letter.

3. Interrogative Sentences-

**Had + Subject + been + V1 + ing + Object + (?)**

Had she been writing a letter?

4. Interrogative Negative Sentences-

**Had + Subject + not + been + V1 + ing + Object + (?)**

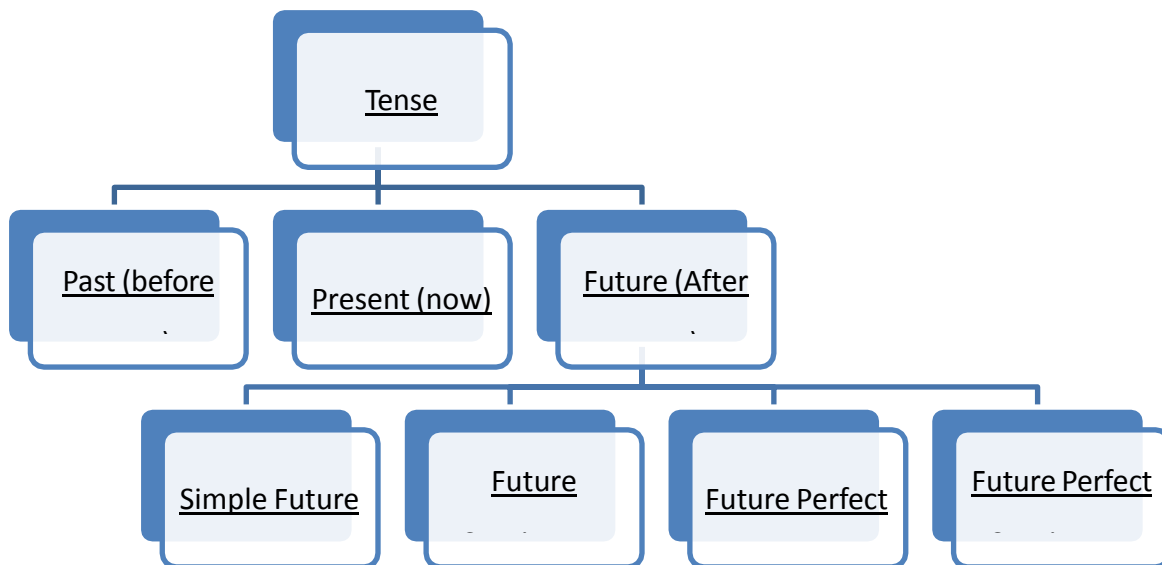
Had she not been writing a letter?



## FUTURE TENSE

Time and tide wait for no man. So, a period of time following the moment of speaking or writing is called as future tense.

For e.g- She will write a letter.



### Simple Future

This tense tells us about an action which has not occurred yet and will occur afterwards or in future

Rule – **Will/Shall + Verb (1st form)**

In Future Tense helping verb 'Shall' is used with 'I' and 'We'. Helping verb 'Will' is used with all others. When you are to make a commitment or warn someone or emphasize something, use of 'will/shall' is reversed. 'Will' is used with 'I' & 'We' and 'shall' is used with others.

In general speaking there is hardly any difference between 'shall & will' and normally 'Will' is used with all.

Now, let us use this rule in various forms of sentences;

1. Positive / Affirmative Sentences –

**Subject + Will/Shall + Verb (Ist form) + Object + (.)**

She will write a letter.

2. Negative Sentences-

**Subject + Will/Shall + Not + Verb (Ist form) + Object + (.)**

She will not write a letter.

3. Interrogative Sentences-

**Will/Shall + Subject + Verb (Ist form) + Object + (?)**

Will she write a letter?

4. Interrogative Negative Sentences-

**Will/Shall + Subject + Not + Verb (Ist form) + Object + (?)**

Will she not write a letter?

### **Future Continuous Tense**

It is used to express an ongoing or continued action in future.

e.g. He will be distributing sweets in temple tomorrow at 12 o'clock.

In the example, the action will start in future (tomorrow) and action is thought to be continued till sometime in future.

We use the future continuous to talk about something that will be in progress at or around a time in the future.

Rule: **Will/Shall + Be + Verb (Ist form) + Ing**

Now, let us use this rule in various forms of sentences;

1. Positive / Affirmative Sentences –

**Subject + Will/Shall + Be + Verb (Ist form) + Ing + Object + (.)**

She will be writing a letter.

2. Negative Sentences-

**Subject + Will/Shall + Not + Be + Verb (Ist form) + Ing + Object + (.)**

She will not be writing a letter.

3. Interrogative Sentences-

**Will/Shall + Subject + Be + Verb (Ist form) + Ing + Object + (?)**

Will she be writing a letter?

4. Interrogative Negative Sentences-

**Will/Shall + Subject + Not + Be + Verb (1st form) + Ing + Object + (?)**

Will she not be writing a letter?

### **Future Perfect Tense**

It is used to express an action which will happen/occur in future and will be completed by a certain time in future.

We use the future perfect to say that something will be finished by a particular time in the future.

e.g. They will have shifted the house by Sunday morning. Rule:

**Will/Shall + Have + Verb (3rd form)**

Now, let us use this rule in various forms of sentences;

1. Positive / Affirmative Sentences –

**Subject + Will/Shall + Have + Verb (3rd form) + Object + (.)**

She will have written a letter.

2. Negative Sentences-

**Subject + Will/Shall + Not + Have + Verb (3rd form) + Object + (.)**

She will not have written a letter.

3. Interrogative Sentences-

**Will/Shall + Subject + Have + Verb (3rd form) + Object + (?)**

Will she have written a letter?

4. Interrogative Negative Sentences-

**Will/Shall + Subject + Not + Have + Verb (3rd form) + Object + (?)**

Will she not have written a letter?

## **Future Perfect Continuous Tense**

It is used to talk about actions that will commence at a fix time in future and will continue for some time in future.

If there is no time reference, then it is not a Future perfect continuous tense. Without continued time reference, such sentences are Future Continuous Tense. Continued time reference only differentiates between Future Continuous Tense and Future Perfect Continuous Tense.

The future perfect progressive emphasize the duration of an activity that will be in progress before another time or event in the future.

e.g. This time tomorrow, I will be enjoying the cricket match in the stadium. It is also used to talk about planned actions or actions expected to happen.

e.g. They will be staying for a week's

The future perfect progressive emphasize the duration of an activity that will be in progress before another time or event in the future.

**Rule: Will/Shall + Have been + Verb (Ist form) + Ing**

Now, let us use this rule in various forms of sentences;

### 1. Positive / Affirmative Sentences –

**Subject + Will/Shall + Have been + Verb (Ist form) + Ing + Object + (.)**

She will have been writing a letter.

### 2. Negative Sentences-

**Subject + Will/Shall + Not + Have been + Verb (Ist form) + Ing + Object+ (.)**

She will not have been writing a letter.

### 3. Interrogative Sentences-

**Will/Shall + Subject + Have been + Verb (Ist form) + Ing + Object + (?)**

Will she have been writing a letter?

### 4. Interrogative Negative Sentences-

**Will/Shall + Subject + Not + Have been + Verb (Ist form) + Ing + Object + (?)**

Will she not have been writing a letter?

### 3.Articles

In English The words ‘a’, ‘an’ and ‘the’, known as articles, present problems for most speakers of English as an additional language. This is not surprising, since there is no equivalent construction in many languages, and those languages that do have articles do not necessarily use them in the same way as English.

#### **Introduction**

It is often difficult to decide whether an English noun needs an article before it, and, if so, which article (a/an/the) to use. The main things to consider when choosing an article are whether or not the noun is countable, and whether it is definite. Countability means that the noun can be made plural, e.g. book/books. This is something you can check in a learner’s dictionary of English. Whether a noun is definite or indefinite depends on whether you and your reader or listener both know what you are referring to.

When you have to decide whether to use an article, and which article to use, consider this chart: Choosing the right article

Is the noun singular and countable?	Yes	Is it definite?	Yes	Is it definite?	yes	the	no	a/an	yes	the	no	article
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For example: I bought a book – book is a singular, countable noun; therefore it has to have an article. Your reader does not know which book you are referring to, therefore it is ‘indefinite’. The book I bought is interesting - book is again a singular, countable noun; therefore it has to have an article. In this case, we know which book you are referring to (the book you bought), so it takes a definite article.

(More details on the definite article are given below.) I like the books you gave me – books is a plural noun. It is used in a definite sense (we know which books – the books you gave me), so it takes a definite article.

I like books – books is a plural noun. It is used about books generally, not specific books, so it takes no article. Blood is thicker than water – blood and water are singular, uncountable nouns. They are used in a general sense, therefore they do not need an article. I bought two books – you do not need an article, because you already have

the word two. I bought some books – you do not need an article, because you already have the word some. How do you know whether you need an article and which article to use? A single, countable noun must have an article if there is no other number, determiner or possessive (e.g. two, our, this). If the noun is plural, an article may not be necessary. Look first at your noun: our house – you do not need an article, because you already have the possessive our. this year – you do not need an article, because you already have the determiner this. car – you need an article, because this is a singular countable noun with no determiner already. trees – you may need an article, depending on whether the noun is definite or not. For example: Trees are usually green – no article is needed, because you are talking generally and the noun is not definite, i.e. you are not talking about specific trees. The trees in the park are green – the article is needed because you have specified which trees you are talking about. Indefinite article (a/an) If the noun is singular and countable, and this is the first time you have mentioned it, then you will usually need the indefinite article: I bought a book – we do not know which book.

There is a bird outside – we do not know anything about the bird. Measurements and rates also take the indefinite article: Three times a week If the noun starts with a vowel sound, then the article an is used: an ear, an uncle, an hour If the noun starts with a consonant sound, then the article a is used: a school, a university Definite article (the) If your reader or listener understands what you are referring to, then you will usually need the definite article: I bought a book last week. The book is about trees. (You have just mentioned the book, so you both know which one.) We went to a wedding yesterday.

The bride wore a lovely dress. (You have not mentioned the bride before, but you both know she is connected to the wedding.) Some things are taken to be common knowledge in English and therefore take the definite article: Decades – He was born in the 1920s.

Currencies –The dollar is getting stronger against the pound. Superlatives and ordinals – The second book in the series is the best. Oceans, seas and many rivers –The Nile flows into the Mediterranean. Plural or ‘united’ countries – The Maldives are much

smaller than the United States of America. Adjectives used as nouns – The poor will always be a challenge for the rich in any country. Many organisations –The World Health Organization has a detailed definition of health. A scientific categorisation – The zebra is native to Africa. A symbol – The Merlion is a symbol of Singapore. Unique people, places or things – The prime minister said she would call a conference on changes affecting the earth's climate. 2 Unique adjectives – The same people always take the only parking spaces available. Other word patterns which take 'the': Specific nouns modified by a relative clause – The paintings (which are) in the gallery Specific nouns followed by 'of'. This is a very common pattern - The use of this procedure Plural nouns preceded by 'of' – e.g. Some of the paintings were interesting. Common error: No article You cannot write most of paintings or none of paintings. It is either most of the paintings (definite) or most paintings (general). Most of the paintings in the exhibition were landscapes. (definite – we know which specific paintings – they are in the exhibition) Most paintings nowadays (general – not specific paintings) We do not need an article if a noun is plural or uncountable and it is not definite. Women generally live longer than men.

Articles are difficult to use. Exercise Try this exercise, putting a/an/the in the blanks. If there should be no article, then place a \* in the blank. The answers and explanations follow.

Mr Coleman was (1) \_\_\_ very fastidious person. He lived three (2) \_\_\_ streets away from us, in (3) \_\_\_ small house with (4) \_\_\_ beautiful garden. Having taken early retirement from his (5) \_\_\_ job as (6) \_\_\_ button counter, he now had plenty of time to worry, and this he did very successfully. He often spent sleepless nights trying to figure out how he could successfully cook both sides of (7) \_\_\_ omelette without it breaking, or how he might achieve better access to (8) \_\_\_ tins at (9) \_\_\_ back of his cupboard. (10) \_\_\_ most of his home was exceptionally neat and tidy, but several loose cables behind

#### 4) Active and Passive voice

Look at the following sentences

1.The snake bites Maya

2.Maya is bitten by the snake

In the first sentence,the doer of the action is the snake.The sufferer (the one who receives the effect of the action or verb)is Maya.the doer of the action is called **Subject** and the sufferer is called the **object**.

A sentence that begins with a **subject** is called an **Active sentence**.A sentence that begins with an **object** is called **Passive sentence**.Of the two sentences given above,the first one is in **Active Voice** and the second one is in **Passive Voice**.

#### Active Voice

The verb is said to be in active voice,when it speaks of a person,an animal or thing,what does.

#### Active Voice

<b>Subject + Verb + Object</b>
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**Example:**

**S / V / O**

1.The teacher/ is teaching/ English

**S / V / O**

2.The teacher/punished/him

**S / V / O**



3.The King/sold/horses

## 2.Passive Voice

The verb is said to be in the Passive voice, when it speaks of what is done by a person,an animal or to a thing.

### Passive Voice

Object + verb + agent 'by'+ doer of the action(Subject)
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**Example:**

**O / V / Agent by/ S**

1.English/ is being taught/ by/ the teacher

**O / V / A by / S**

2.He /was punished/by/the teacher

**O / V / A by/ S**

3.The horses/were being sold/by/the king

Observe the following :

**S / V / O**

1.Mala/ reads/many books – **Active Voice**

Many books was read by Mala – **Passive Voice**

**S / V / O**

2.Janaki /sings/a song – **Active Voice**

A song is being sung by Janaki – **Passive Voice**

3.Hari/ has written/ this letter – **Active Voice**

This letter has been written by Hari – **Passive Voice**

4.They/made/ him king – **Active Voice**

He was made king by them –**Passive Voice**

5.He/may help/you –**Active Voice**

You may be helped by him –**Passive Voice**

**Prior to change the voice one should be aware of the following Active as well as passive forms**

<b>Active Form</b>	<b>Passive form</b>
<b>I</b>	<b>Becomes</b>
<b>Me</b>	<b>Me</b>
<b>We</b>	<b>Us</b>
<b>You</b>	<b>You</b>
<b>He</b>	<b>Him</b>
<b>She</b>	<b>Her</b>
<b>They</b>	<b>Them</b>
<b>It</b>	<b>It</b>
<b>May</b>	<b>May be</b>
<b>Will</b>	<b>Will be</b>
<b>Has</b>	<b>Has been</b>
<b>Have</b>	<b>Have been</b>
<b>Had</b>	<b>Had been</b>

## Analysis of Active into Passive Voice

<b>TENSE ANALYSIS OF ACTIVE AND PASSIVE VOICE</b>		
<i>The syntax of the sentence and the form of the verbs undergo certain changes while we change the voice of the Transitive verbs which can be learnt by heart easily as per the following table.</i>		
Tense	Active Form	Passive Form
Simple Present	Sub. + 1st form of the verb (do/does + verb) + object	Obj. + is/am/are + 3rd form of the verb (Past Participle form) + agent (by + the doer of the action) if relevant
Present Continuous	Sub. + is/am/are + 'ing' form of the verb + obj.	Obj. + is/am/are + being + 3 <sup>rd</sup> form of the verb. + agent (by + the doer of the action) if relevant
Pre. Perfect	Sub. + have/has + 3rd form of the verb + obj.	Obj. + have/has + been+ 3 <sup>rd</sup> form of the verb. + agent (by + the doer of the action) if relevant
Pre. Per. Cont.	Sub. + have/has + been + 'ing' form of the verb + obj.	No passive form
Simple Past	Sub. + 2nd form of the verb (did + verb) + obj.	Obj. + was/were + 3rd form of the verb. + agent (by + the doer of the action) if relevant
Past Continuous	Sub. + was/were+ 'ing' form of the verb + obj.	Obj. + was/were + being + 3rd form of the verb. + agent (by + the doer of the action) if relevant

<b>Tense</b>	<b>Active Form</b>	<b>Passive Form</b>
Past Perfect	Sub. + had + 3rd form of the verb + obj.	Obj. + had + been + 3rd form of the verb. + agent (by + the doer of the action) if relevant
Past Per. Cont.	Sub. + had + been + 'ing' form of the verb + obj.	No passive form
Simple Future	Sub. + will/shall + root form of the verb + obj.	Obj. + will/shall + be + 3rd form of the verb. + agent (by + the doer of the action) if relevant
Future Cont.	Sub. + will/shall + be + 'ing' form of the verb + obj.	No passive form
Future Perfect	Sub. + will/shall + have + 3 <sup>rd</sup> form of the verb + obj.	Obj. + will/shall + have + been + 3rd form of the verb + agent (by + the doer of the action) if relevant
Future Per. Cont.	Sub. + will/shall + have + been + 'ing' form of the verb + obj.	No passive form

<b>SIMPLE PRESENT</b>	
<b>PASSIVE VOICE = object + am / is / are + verb + agent</b>	
<b>ACTIVE VOICE</b>	<b>PASSIVE VOICE</b>
He tells stories.	Stories are told by him.
They teach me.	I am taught by them.
India conducts world trade.	World trade is conducted by India.

<b>PRESENT CONTINUOUS</b>	
<b>PASSIVE VOICE = object + am / is / are + being + verb + agent</b>	
<b>ACTIVE VOICE</b>	<b>PASSIVE VOICE</b>
They are collecting the fee.	The fee is being collected by them
We are building a new house.	A new house is being built by us.
Hamid is collecting books.	Books are being collected by Hamid.

<b>PRESENT PERFECT</b>	
<b>PASSIVE VOICE = object + has been / have been + verb + agent</b>	
<b>ACTIVE VOICE</b>	<b>PASSIVE VOICE</b>
Arun has scolded me.	I have been scolded by Arun.
They have written many essays.	Many essays have been written by them.
Leena has bought several pieces of furniture.	Several pieces of furniture have been bought by Leena.

<b>PRESENT PERFECT CONTINUOUS</b>	
This tense form has no passive form	

### SIMPLE PAST

**PASSIVE VOICE = object + was / were + verb + agent**

ACTIVE VOICE	PASSIVE VOICE
They sold books.	Books were sold by them.
Maya played beautiful shots.	Beautiful shots were played by Maya.
He invited Sita.	Sita was invited by him.

### PAST CONTINUOUS

**PASSIVE VOICE = object + was / were + being + verb + agent**

ACTIVE VOICE	PASSIVE VOICE
Arun was doing homework.	Homework was being done by Arun.
The children were writing the essay.	The essay was being written by the children.
Hari was making a kite.	A kite was being made by Hari.

### PAST PERFECT

**PASSIVE VOICE = object + had been + verb + agent**

ACTIVE VOICE	PASSIVE VOICE
They had arranged a tour.	A tour had been arranged by them.
Meena had taken a lottery.	A lottery had been taken by Meena.
We had given him timely help.	He had been given timely help by us.

### PAST PERFECT CONTINUOUS

This tense form has no passive form

### SIMPLE FUTURE

**PASSIVE VOICE = object + will / shall + be + verb + agent**

ACTIVE VOICE	PASSIVE VOICE
Manu will take care of you.	You will be taken care of by Manu.
The police will arrest him soon.	He will be arrested soon.
Sathish will settle the matter.	The matter will be settled by Sathish.



## FUTURE CONTINUOUS

This tense form has no passive form

## FUTURE PERFECT

PASSIVE VOICE = object + will / shall + have been + verb + agent

ACTIVE VOICE	PASSIVE VOICE
They will have arranged the books.	The books will have been arranged by them.
Raju will have cancelled the ticket.	The ticket will have been cancelled by them.
The children will have completed the work before long.	The work will have been completed by the children before long.

## FUTURE PERFECT CONTINUOUS

This tense form has no passive form

## QUESTIONS IN PASSIVE VOICE

Not only statements, but questions and imperatives also assume passive form. Questions are our concern here. If it is difficult for you to convert the questions into passive form directly, first convert the questions into statements. Then follow the method cited below:

### ACTIVE VOICE - PASSIVE VOICE

- |   |   |
|---|---|
| <p>1. <b>Will you drive the car?</b><br/>You will drive the car.<br/>The car will be driven by you.<br/>Will the car be driven by you?</p> <p>2. <b>Is Kala making tea?</b><br/>Kala is making tea.<br/>Tea is being made by Kala.<br/>Is tea being made by Kala?</p> <p>3. <b>Do the children learn grammar?</b><br/>The children learn grammar.</p> | <p>Grammar is learnt by the children.<br/>Is grammar learnt by the children?</p> <p>4. <b>Have they asked the question?</b><br/>They have asked the question.<br/>The question has been asked by them.<br/>Has the question been asked by them?</p> <p>5. <b>Did Saji plan the programme?</b><br/>Saji planned the programme.<br/>The programme was planned by Saji.<br/>Was the programme planned by Saji?</p> |
|---|---|

## IMPERATIVES IN PASSIVE FORM

Imperatives can be put in passive form. Identify the different forms of imperatives such as request, order, granting permission, greetings etc. first. These sentences won't have subject. Sometimes subject appears as addressing. Imperatives begin with a verb or with the word 'Please'. In order to convert imperatives into passive form, place the phrase 'You are asked to' / 'You are requested to' / 'You are ordered to' before the sentence ('not to' instead of 'to' in the case of negatives).

EXAMPLES	
ACTIVE VOICE	PASSIVE VOICE
Stop talking.	You are asked / ordered to stop talking.
Please keep the queue.	You are requested to keep the queue.
Don't look out of the window.	You are asked not to look out of the window.
Fire!	You are ordered to fire.

Imperatives can be converted into passive form using an expression beginning with 'let'.

EXAMPLES	
ACTIVE VOICE	PASSIVE VOICE
Call the doctor in.	Let the doctor be called in.
Make a kite.	Let a kite be made.
Kill that dog.	Let that dog be killed.
Don't do it.	Let it not be done.



## **Punctuation**

There are 14 punctuation marks that are commonly used in English grammar. They are the period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis. Following their correct usage will make your writing easier to read and more appealing.

### Sentence Endings

Three of the fourteen punctuation marks are appropriate for use as sentence endings. They are the period, question mark, and exclamation point.

The **period** (.) is placed at the end of declarative sentences, statements thought to be complete and after many abbreviations.

- As a sentence ender: *Jane and Jack went to the market.*
- After an abbreviation: *Her son, John Jones Jr., was born on Dec. 6, 2008.*

Use a **question mark** (?) to indicate a direct question when placed at the end of a sentence.

- *When did Jane leave for the market?*

The **exclamation point** (!) is used when a person wants to express a sudden outcry or add emphasis.

- Within dialogue: *"Holy cow!" screamed Jane.*
- To emphasize a point: *My mother-in-law's rants make me furious!*

### Comma, Semicolon, and Colon

The comma, semicolon, and colon are often misused because they all can indicate a pause in a series.

The **comma** is used to show a separation of ideas or elements within the structure of a sentence. Additionally, it is used in numbers, dates, and letter writing after the salutation and closing.

- Direct address: *Thanks for all your help, John.*
- Separation of two complete sentences: *We went to the movies, and then we went out to lunch.*
- Separating lists or elements within sentences: *Suzi wanted the black, green, and blue dress.*

Whether to add a final comma before the conjunction in a list is a matter of debate. This final comma, known as an Oxford or serial comma, is useful in a complex series of elements or phrases but is often considered unnecessary in a simple series such as in the example above. It usually comes down to a style choice by the writer.

The **semicolon** (;) is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show.

- *John was hurt; he knew she only said it to upset him.*

A **colon** (:) has three main uses. The first is after a word introducing a quotation, an explanation, an example, or a series.

- *He was planning to study four subjects: politics, philosophy, sociology, and economics.*

The second is between independent clauses when the second explains the first, similar to a semicolon:

- *I didn't have time to get changed: I was already late.*

The third use of a colon is for emphasis:

- *There was one thing she loved more than any other: her dog.*

A colon also has non-grammatical uses in time, ratio, business correspondence and references.

### Dash and the Hyphen

Two other common punctuation marks are the dash and hyphen. These marks are often confused with each other due to their appearance but they are very different.

A **dash** is used to separate words into statements. There are two common types of dashes: en dash and em dash.

- En dash: Twice as long as a hyphen, the en dash is a symbol (–) that is used in writing or printing to indicate a range, connections or differentiations, such as 1880-1945 or Princeton-New York trains.
- Em dash: Longer than the en dash, the em dash can be used in place of a comma, parenthesis, or colon to enhance readability or emphasize the conclusion of a sentence. For example, *She gave him her answer — No!* Whether you put spaces around the em dash or not is a style choice. Just be consistent.

A **hyphen** is used to join two or more words together into a compound term and is not separated by spaces. For example, part-time, back-to-back, well-known.

## Brackets, Braces, and Parentheses

Brackets, braces, and parentheses are symbols used to contain words that are a further explanation or are considered a group.

**Brackets** are the squared off notations ([ ]) used for technical explanations or to clarify meaning. If you remove the information in the brackets, the sentence will still make sense.

- *He [Mr. Jones] was the last person seen at the house.*

**Braces** ( { } ) are used to contain two or more lines of text or listed items to show that they are considered as a unit. They are not commonplace in most writing but can be seen in computer programming to show what should be contained within the same lines. They can also be used in mathematical expressions. For example,  $2\{1+[23-3]\}=x$ .

**Parentheses** ( ( ) ) are curved notations used to contain further thoughts or qualifying remarks. However, parentheses can be replaced by commas without changing the meaning in most cases.

- *John and Jane (who were actually half brother and sister) both have red hair.*

## Apostrophe, Quotation Marks and Ellipsis

The final three punctuation forms in English grammar are the apostrophe, quotation marks, and ellipsis. Unlike previously mentioned grammatical marks, they are not related to one another in any form.

An **apostrophe** ( ' ) is used to indicate the omission of a letter or letters from a word, the possessive case, or the plurals of lowercase letters. Examples of the apostrophe in use include:

- Omission of letters from a word: *I've seen that movie several times. She wasn't the only one who knew the answer.*
- Possessive case: *Sara's dog bit the neighbor.*
- Plural for lowercase letters: *Six people were told to mind their p's and q's.*

It should be noted that, according to Purdue University, some teachers and editors enlarge the scope of the use of apostrophes, and prefer their use on symbols (&'s), numbers (7's) and capitalized letters (Q&A's), even though they are not necessary.

**Quotations marks** ( " " ) are a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another and repeated word for word. They are also used to indicate meanings and to indicate the unusual or dubious status of a word.

- *"Don't go outside," she said.*

Single quotation marks ( ' ) are used most frequently for quotes within quotes.

- *Marie told the teacher, "I saw Marc at the playground, and he said to me 'Bill started the fight,' and I believed him."*

The **ellipsis** is most commonly represented by three periods ( . . . ) although it is occasionally demonstrated with three asterisks (\*\*\*) . The ellipsis is used in writing or printing to indicate an omission, especially of letters or words. Ellipses are frequently used within quotations to jump from one phrase to another, omitting unnecessary words that do not interfere with the meaning. Students writing research papers or newspapers quoting parts of speeches will often employ ellipsis to avoid copying lengthy text that is not needed.

- Omission of words: *She began to count, "One, two, three, four..." until she got to 10, then went to find him.*
- Within a quotation: *When Newton stated, "An object at rest stays at rest and an object in motion stays in motion..." he developed the law of motion.*

## **Letter Writing**

Format of a Formal Letter includes:

The following points need to be taken into consideration while writing a Formal letter-

- a. A Formal Letter strictly follows the prescribed format for writing a Formal Letter.
- b. Use of colloquial words, abbreviations and slang language should be restricted while writing a formal letter.
- c. A Formal Letter must be precise and to the point.
- d. The Subject line is very important in a Formal Letter.

The Format of a Formal Letter is as follows –

**1. Sender's address:** The address and contact details of the sender are written here. Include an email and phone number, if required or if mentioned in the question.

**2. Date:** The date is written below the sender's address after Leaving one space or line.

**3. Receiver's address:** The address of the recipient of the mail (the officer/principal / Editor) is written here.

**4. The subject of the letter:** The main purpose of the letter forms the subject. It must be written in one line. It must convey the matter for which the letter is written.

**5. Salutation** (Sir / Respected Sir / Madam)

**6. Body:** The matter of the letter is written here. It is divided into 3 paragraphs as follows –

Paragraph 1: Introduce yourself and the purpose of writing the letter in brief.

Paragraph 2: Give detail of the matter.

Paragraph 3: Conclude by mentioning what you expect. (For example, a solution to your problem, to highlight an issue in the newspaper, etc).

**7. Complimentary Closing**

**8. Sender's name, signature and designation (if any)**

## **Informal Letter | How to write Informal Letter**

A Letter written for an informal purpose is called an Informal letter. It is written for a casual purpose.

Let us discuss the types of an informal letter

Types of Informal letter

1. Letter to parents
2. Letter to siblings
3. Informal Letter to friend
4. Letter to classmates
5. Letter to neighbors

For complete details please see – Informal letter Format, Examples, Topics. What is an Informal Letter?

Informal Letter Format

The following points need to be followed while writing an Informal letter-

- a) An Informal Letter does not strictly follow the prescribed Format.
- b) The language of an Informal Letter must be friendly and casual.
- c) An Informal Letter can have extra information.
- d) The Subject line is not required in an Informal Letter.

The Format of an Informal Letter is as follows –

**1. Address:** The address of the sender is followed by that of the receiver.

**2. Date:** The date is written below the address after leaving one line.

**3. Salutation / Greeting (Dear / Hi / Hello)**

**4. Body:** The matter of the letter is written here. It is divided into 3 paragraphs as follows –

a) Paragraph 1: beginning

b) Paragraph 2: Main content.

c) Paragraph 3: ending

## 5. Sender's name and signature.

### **Letters of Inquiry**

A letter of inquiry asks someone for specific information. In some cases, such as a request for promotional material, the recipient will have a clear interest in responding to your letter. In other cases, such as a request for specific information on a product, the recipient may or may not be as motivated to respond quickly. Consequently, always make the tone of the letter friendly and make it easy for the recipient to identify and provide the information you need.

#### **Format**

Name of the Organization:

Address:

City, State Zip Code

Date

Respected Mr. /Ms. Last Name,

RE: Inquiry Letter (format)

It is with much respect that I plead with you to furnish me with \_\_\_\_\_ (identify the specific item at hand here).

I badly need it because of \_\_\_\_\_ (state the reasons why you badly need the item or property you seek.)

To further vouch for my stand, I hereby attach the following affidavits \_\_\_\_\_ (explain the affidavits that you have decided to attach to the document).

If possible, I request you to get to me on or before \_\_\_\_\_ (mm/dd/yyyy). For any urgent matters, reach me viXXX-XXX-XXXX.

Faithfully,

Your Name

(Designation)

## **Letter to the Editor Format**

Formal letters format do not vary much in general, be it a Letter to the Editor, Principal or **Internship request letter..**

**Sender's Address**

**Date**

**Receiver's Designation  
Address**

**Subject**

**Respected:Ma'am/Sir**

**Body of the Letter**

**Introduction-** Gives a brief abstract of the content to follow.

**Content-** Includes the main details and subject matter of the letter.

**Conclusion-** This part concludes the information to provide a summary and give fluidity to the whole content.

A letter appears better structured if the writer adheres to this sequence of writing.

**Yours Sincerely,**

**Sender's Name**

**Sender's Designation (Optional)**

**Sender's Signature**



## II SEMESTER

### Unit 1-Situational Conversation/Role play

#### Sample Conversation In A Grocery Store:

**You:** Hey! Could you please help me out a bit? Actually, all this is a little new for me.

**Tim:** Sure, Sure. What can I help you out with?

**You:** I have a brief list at hand, but the brands are all unknown to me. I wanted to pick a pack of string cheese and wanted to know which brand is the best?

**Tim:** Well, I reckon you opt for Kraft dairy products. That's what I've seemed to learn from my wife.

**You:** Ha-ha! Wives and their specifications. By the way, I'm Raj from India.

**Tim:** I'm Tim. I have to mention this that I love India; have visited that country twice for work purpose. I must mention I'm mesmerized by the culture and the warm people.

**You:** Yes, I'm glad you had a great time in my country. I'm here on a work project as well.

**Tim:** Great! Nice to know. By the way, aren't we forgetting something your wife sent you here for?

**You:** Yes. Yes. My list.

**Tim:** Yeah. What else are you looking for? Just string cheese?

**You:** No no! I completely forgot the purpose of walking in here. My wife would have booted me out of the house if I would go back home empty handed. Ha-ha! So, the list reads spaghetti. Where would I find spaghetti please?

**Tim:** Walk down this aisle and on the extreme right you will notice a rack full of it. Pull out a pack, lucky for you... this grocery sells only one brand, which is the best.

**You:** Oh! Thank God. Just help me out with two more things if you don't mind, after which I'm

good to go.

**Tim:** Sure. I'm happy to help!

**You:** Thanks. I wanted some vegetables and fruits. Where would I find them?

**Tim:** That's right near the billing counter. Come let me guide you there. Anyway I'm done with the shopping; you could pick and choose while I clear my bill.

**You:** Perfect. I'm so glad to have met you Tim or I would be running in circles around this huge store looking for stuff.

**Tim:** You're welcome Raj! And now that we're done buying grocery for our wives, do you mind grabbing a quick beer?

**You:** Yes yes! Would love to...

As you can notice in the conversation above, your interaction should be light and friendly rather than selfish and needy. Make sure to be comfortable while speaking in English as your comfort while talking in the English language will ignite a friendly touch making both the parties comfortable. Kiss adieu to all your embarrassments and embrace fluent English by practicing more, reading more and acquiring mor

## **How to talk about a teacher you like very much?**

Written by Monika Agarwal

You are discussing your school life with your relatives when your aunt, who is also a teacher, happens to ask you about your favorite teacher. With fluent English speaking skills, you can describe your favorite teacher in detail. Your loved ones will be amazed with your strong command over spoken English. While describing the adorable traits of your teacher, here are a few things to keep in mind.

Things To Remember:

1. Keep it brief

There may be many traits that make your teacher stand apart from others. However, your listeners are not in for a discourse, they just want to hear why you like that particular teacher. So

just focus on what is that unique thing which no other professor gives you. It may be that she considers you as a favorite or she is very helpful in your weak subjects.

## 2. Provide examples

Your description will be more effective if you can provide instances where she has helped you a lot, which has made a difference in your studies. Recollect incidences where her assistance was invaluable to you. It will give credence to your claim of why that particular teacher is your true favorite.

### How To Speak In Front Of The Class?

A Popular Activity To Develop Strong English Communication Skill Would Be By Writing Down All Your Memories Of The Summer Vacation. This Will Act As A Guide When You Describe Your Holidays In Front Of The Class. An Extensive Speech Wouldn't Require You To Give Out Extensive Details Of Your Travel Or Formal Activities. Your Talk Should Simply Give The Reader An Idea Of What All You Did Throughout Your Summer Months. Make Sure To Keep Your Spoken English Skills At Its Ace Best And Beforehand Begin By Organizing All Your Thoughts And Plan Out The Order In Which You Will Be Speaking

Step 1: In your mind, collect each and every activity that you've been a part of. This will help you not miss out on anything important.

Step 2: If time permits, discuss it along with your parents and brainstorm over some of the special moments you've spent together. Essence plays a very important role in talking about your experiences.

Step 3: Make sure that every sentence you speak is in fluent English. It is important for you to get well-acquainted with the English language before hitting the stage.

Step 4: Try and concentrate on only those moments that you really enjoyed keeping the few negative moments at bay.

Step 5: You could also stand out from the other students by including a few words of appreciation towards your parents and friends, who made your holiday time special and extravagant

## **Unit 2-Aspects of Oral Communication-Conversing, Listening, and Body Language**

### **Self- Introduction**

How to Introduce Yourself in a Casual Setting

1. Remember These Phrases to Break the Ice

how to introduce yourself in english

“Break the ice” is a common English expression. It means “to get comfortable with someone.”

There are many ways to start talking to someone new. I recommend that you memorize only two or three, so you don't forget them.

Pick ones that you can use anywhere, anytime. Which ones sound most natural to you? The most important thing is that you're comfortable saying them when you introduce yourself.

Here's the easiest one: just say hello and your name. Then, if possible, shake hands.

Amy: Hello. I'm Amy.

(Offer your hand.)

Brian: Hello, I'm Brian.

(Shake hands.)

Amy: Nice to meet you.

See? It's that easy. You can also break the ice by using other common greetings like "good morning," "good afternoon" and "good evening."

After the first greeting, the best way to break the ice is to ask for very basic information. This gives you a reason for starting the conversation.

Here are some examples:

How are you?

Where are you from?

What are you doing here? or What brings you here?

Are you having a good time?

Another great ice breaker is a compliment. Find something you like about them and tell them.

Just be a little careful here when picking an object to compliment. A good rule of thumb is to avoid discussing permanent characteristics (e.g. someone's physical appearance, accent, etc.) because it can really come off wrong. They might be offended or think it's too forward (overly-friendly).

Instead, try a compliment like these:

I love your dress.

You have a beautiful dog.

Is that your car? I really like it.

## 2. Prepare Basic Answers About Yourself

Prepare some basic answers about yourself now, so that you can introduce yourself with confidence and perfect English in the moment.

Keep your answers short and simple so you have less time to make mistakes—and less time to lose someone's attention!

Have answers ready for these questions:

Where are you from?

What do you do?

What are you doing here?

Do you like your job?

How was your trip?

Are you having a good time?

What do you think of the weather?

What do you think of the movie/event/conference/restaurant?

Even when questions are specific, you can have a general response prepared. Say something generally positive, then add in more detail. Adding the detail keeps the conversation interesting. Then you can ask a question.

Example 1:

Brian: What do you think of the restaurant?

Amy: It's really nice. I especially liked the fish. Did you?

Example 2:

Brian: How do you find the conference?

Amy: It's really interesting. I especially liked the first speaker. What did you think?

Example 3:

Brian: How was your trip?

Amy: It was mostly fine. I only had one layover. How was yours?

### 3. Ask Follow-up Questions to Spark a Conversation

Now you need to keep the conversation going. Part of introducing yourself is letting the person you're talking to introduce himself/herself, too.

To do this, have more simple questions ready. Like before, have three or four questions memorized. These questions can be more general to spark a real conversation.

Questions are always better than comments, because they make the other person talk, and this gives you time so that you can think of new things to say.

Did you read the news about \_\_\_\_\_?



Have you seen [movie/TV show]?

Do you like this neighborhood/bar/city?

You can also use some of the questions that we discussed in section two.

#### 4. Ask Even More Questions to Keep the Conversation Going

how to introduce yourself in english

If you aren't confident in your English skills, it's much easier to listen to the other person than it is to speak.

Pay attention to the answers from your first questions and ask for more details. People like talking about themselves, so this won't be a problem. Below are some sample conversations.

Amy: How are you?

Brian: A little tired.

Amy: Why is that?

Brian: I didn't sleep well last night.

Amy: I'm sorry to hear that. What went wrong?

Brian: I'm a bit jet-lagged from my flight.

Amy: I bet. Where did you fly from?

Brian: I came from London last night.

Amy: That's far! Was it a long flight?

Brian: Just a few hours. But I had a long layover in Frankfurt.

You can see how Amy keeps the conversation going each time by asking Brian for more information. When she does this, she also learns more about him.

Let's look at another example:

Amy: Where are you from?

Brian: I'm from England.

Amy: Wow! That's far! When did you arrive?

Brian: I flew in last night.

Amy: Was it a long flight?

Brian: Just a few hours. But I'm still feeling jet-lagged.

Amy: What's the time difference?

We can see how this conversation is a little different, but the same questions still work.

When we meet people, we usually have similar conversations to introduce ourselves and get to know each other better. That's why it's important to practice these introductions and memorize some of these common questions.

Let's look at one more example. Let's say Amy and Brian are both at a business conference.

Amy: What are you doing here?

Brian: I'm here for the conference.

Amy: So am I. What company are you from?

Brian: I'm with the Sales team from Samsung.

Amy: That's really interesting. Do you like it?

Brian: Most of the time, yes.

Amy: What do you like about it?

Brian: I get to travel to nice conferences like this!

When you're traveling for business, asking what people do for work is always a safe bet. However, be careful to keep the conversation positive. Don't say anything bad about their work in case they disagree with you!

#### 5. Have an Exit Plan

Not all conversations are going to be good.

If you find you have nothing more to say or you're not connecting with the person you're talking with, you need a way to leave politely. Otherwise, there could be a lot of awkward silences. Here are a few key lines for leaving politely:

Excuse me, I need to [find my friend/go to a meeting]

Well, it's been lovely talking to you.

Best of luck.

Nice to meet you, Brian.

I hate to run off, but I need to go.

Let me give you my card before I go.

Enjoy your time here!

As you say these phrases, hold out your hand for a handshake, making it clear that you're ending the conversation.

## 6. Smile and Be Confident!

how to introduce yourself in english

You're your own biggest judge.

Most people will be happy that you came and talked to them. Even if you make a mistake when you introduce yourself, keep talking. People will remember your smile and your confidence more than any small errors.

Finally, practice saying these expressions a few times at home or with a friend so that when you meet someone new, you'll be prepared.

## Introducing Yourself in a Professional Setting

### 1. Prepare Some Background Information About Yourself to Break the Ice

how to introduce yourself in english

A professional environment, be it a job interview, a networking event or any other situation where you have to show your professionalism, is not the same as meeting a friend at a bar or introducing yourself to your classmates.

Being professional means you have to be a bit or much more formal (depending on the context), use properly constructed sentences and, above all, show the other person you're a professional, an asset, a person worth having in their life or team.

If you're supposed to take part in a formal, professional situation, prepare a little bit of background basic information so you can introduce yourself professionally.

Remember that first impressions are very important and normally impossible to change once they happen, so take this first step very seriously.

Instead of saying:

Hi! My name's John.

Howdy, how you doing?

Hi, I'm John, from New York.

Try these:

Good morning, my name is John Doe. Very nice to meet you.

I'm John Doe from New York. Nice to meet you, Mr. Gordon.

Good morning, sir. My name is Doe, John Doe. I come from the New York office.

Good afternoon, Mr. Gordon. I'm John Doe from New York. I have heard a lot about you.

It's a pleasure to finally meet you, Mr. Gordon. My name is John Doe. I just arrived from New York.

## 2. Prepare a Short Presentation About Your Career Background

how to introduce yourself in english

In your head! You don't need to go to the event with a projector and show them a PowerPoint presentation on who you are and what you do!

This will be the first real piece of information about you that these new people will be getting after you have introduced yourself, so be specific and choose the skills and qualities that match the kind of situation you're in.

You don't want to "kidnap" the conversation and make it all about you, and you also don't want people to get bored because you've decided to tell them in detail what you did while you were working in Argentina for that amazing insurance company.

Be precise! If they have any questions, they'll ask, and you can always introduce part of your story later in the conversation when it fits much better.

Let's have a look at how our two friends, Amy and Brian, could briefly talk about their career background and make a good first impression:

Amy: I work for an IT company in Lower Manhattan. or I've been working as an editor for Select Magazine for 15 years.

Brian: I've been working as a freelance translator since 2002. or During the last 10 years, I've been in charge of managing translation projects related to marketing.

Avoid saying too much at this point, and try not to give too much information if it doesn't suit the conversation.

Here's an example of something you should avoid saying right away:

I've been a freelance translator for 20 years. When I finished studying Translation and Mediation, I decided that I wanted to start looking for a job, but finding a good one was so difficult that I gave up three weeks later. I started my own business and began looking for big clients so that I could get a stable income. A couple of years later I moved to Bosnia, and...

Remember to also show interest in the other speaker/s after you've introduced yourself and your career status. You can add one of the following questions at the end of your "presentation":

What about you, Mr. Gordon?

Do you have any experience in IT?

What do you do for a living, Mr. Gordon?

I've heard you work in ... as a ..., don't you, Mr. Gordon?

3. Prepare Relevant Information About Yourself Beforehand

how to introduce yourself in english



As the conversation goes on, the situation you're in will determine what you speak about.

If you're on a job interview, you most probably will have to answer questions about your last job, your experience in this and that field, or your strengths and weaknesses.

If you're networking or are taking part in a professional event like a convention or a business meeting, you'll probably get asked several different questions depending on the kind of event you're in.

Regardless of the kind of event and the type of questions you get, make sure you're relevant and of value, and always try to answer the questions directly and to the point (unless they're uncomfortable or very out-of-place).

When you're getting ready for the event, try to think of possible questions you might get and how you'd answer them. Preparing in advance will help you know what to say when you're actually asked those questions, and give you some confidence to answer other questions that you might not have prepared for specifically.

Whatever you're answering, remember to stay on topic and avoid going off on a tangent (changing the topic or talking about unrelated things).

Here are a couple of examples of things you shouldn't say unless specifically asked about (which would be weird, nonetheless):

Oh yes, I love kittens!

I think McDonald's has the best coffee in town.

Facebook is full of handsome men and pretty women.

Instead, you might say the following:

I own my own translation company and I have four employees.

My biggest strength is being able to adapt very easily to almost any kind of situation.

I find it interesting that more and more people are deciding to attend this kind of convention.

I'm so glad you just asked that. As a matter of fact, yes, I am married and I have four amazing kids.

Note that this final answer to a potential question would be fine in a professional or networking situation, but it's not okay for an interviewer to ask you about your marriage, children or family life—at least if you're interviewing in America.

#### 4. Think of Things That Make You Unique

how to introduce yourself in english

Have you lived in five different countries? Are you a polyglot (a person who knows a number of languages)? Did you graduate with honors?

During a job interview or a professional event, there will come a time when you'll have to brag (boast proudly about yourself) a little bit about yourself.

Use that moment to shine like a diamond and show you are a valuable asset and a person worth keeping close.

Be unique, be brilliant and do it in a professional way!

Make a list of things that make you professionally unique. It can be anything you've achieved in your life that makes you feel proud of yourself.

Don't lie, exaggerate or beautify what you say. Honesty will get you further than lies, so don't say you speak Swahili fluently if you actually only know a few words in that language.

Read what Amy and Brian have to say about their professional lives. Aren't they something?

Amy: I met Bill Gates in 2005 when I was working as an assistant. He shared some thoughts on building your own brand. That was a turning point in my career.

Brian: I used to live in Bosnia and Herzegovina, where I got to work with the Institute for Research of Crimes Against Humanity and International Law. This allowed me to have an insight on the topic, which has certainly proved to be valuable for my job as a translator.

Avoid talking about things that could be detrimental (negative) for you or are so unimportant that they're not even worth mentioning:

I'm punctual and very responsible.

My mom always packs lunch for me. (Seriously, Brian?)

I lived in Bosnia, where the food is amazing.

## **Nonverbal Communication and Body Language**

Your facial expressions, gestures, posture, and tone of voice are powerful communication tools. Here's how to read and use body language to build better relationships at home and work.

What is body language?

While the key to success in both personal and professional relationships lies in your ability to communicate well, it's not the words that you use but your nonverbal cues or "body language" that speak the loudest. Body language is the use of physical behavior, expressions, and mannerisms to communicate nonverbally, often done instinctively rather than consciously.

Whether you're aware of it or not, when you interact with others, you're continuously giving and receiving wordless signals. All of your nonverbal behaviors—the gestures you make, your posture, your tone of voice, how much eye contact you make—send strong messages. They can put people at ease, build trust, and draw others towards you, or they can offend, confuse, and undermine what you're trying to convey. These messages don't stop when you stop speaking either. Even when you're silent, you're still communicating nonverbally.

In some instances, what comes out of your mouth and what you communicate through your body language may be two totally different things. If you say one thing, but your body language says something else, your listener will likely feel that you're being dishonest. If you say "yes" while shaking your head no, for example. When faced with such mixed signals, the listener has to choose whether to believe your verbal or nonverbal message. Since body language is a natural, unconscious language that broadcasts your true feelings and intentions, they'll likely choose the nonverbal message.

[Read: Effective Communication]

However, by improving how you understand and use nonverbal communication, you can express what you really mean, connect better with others, and build stronger, more rewarding relationships.

The importance of nonverbal communication

Your nonverbal communication cues—the way you listen, look, move, and react—tell the person you're communicating with whether or not you care, if you're being truthful, and how well you're listening. When your nonverbal signals match up with the words you're saying, they

increase trust, clarity, and rapport. When they don't, they can generate tension, mistrust, and confusion.

If you want to become a better communicator, it's important to become more sensitive not only to the body language and nonverbal cues of others, but also to your own.

Nonverbal communication can play five roles:

- **Repetition:** It repeats and often strengthens the message you're making verbally.
- **Contradiction:** It can contradict the message you're trying to convey, thus indicating to your listener that you may not be telling the truth.
- **Substitution:** It can substitute for a verbal message. For example, your facial expression often conveys a far more vivid message than words ever can.
- **Complementing:** It may add to or complement your verbal message. As a boss, if you pat an employee on the back in addition to giving praise, it can increase the impact of your message.
- **Accenting:** It may accent or underline a verbal message. Pounding the table, for example, can underline the importance of your message.

Source: *The Importance of Effective Communication*, Edward G. Wertheim, Ph.D.

Types of nonverbal communication

The many different types of nonverbal communication or body language include:

**Facial expressions.** The human face is extremely expressive, able to convey countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

**Body movement and posture.** Consider how your perceptions of people are affected by the way they sit, walk, stand, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and the subtle movements you make.

**Gestures.** Gestures are woven into the fabric of our daily lives. You may wave, point, beckon, or use your hands when arguing or speaking animatedly, often expressing yourself with gestures without thinking. However, the meaning of some gestures can be very different across cultures. While the "OK" sign made with the hand, for example, usually conveys a positive message in

English-speaking countries, it's considered offensive in countries such as Germany, Russia, and Brazil. So, it's important to be careful of how you use gestures to avoid misinterpretation.

**Eye contact.** Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's interest and response.

**Touch.** We communicate a great deal through touch. Think about the very different messages given by a weak handshake, a warm bear hug, a patronizing pat on the head, or a controlling grip on the arm, for example.

**Space.** Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can use physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.

**Voice.** It's not just what you say, it's *how* you say it. When you speak, other people "read" your voice in addition to listening to your words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as "ahh" and "uh-huh." Think about how your tone of voice can indicate sarcasm, anger, affection, or confidence.

Can nonverbal communication be faked?

There are many books and websites that offer advice on how to use body language to your advantage. For example, they may instruct you on how to sit a certain way, steeple your fingers, or shake hands in order to appear confident or assert dominance. But the truth is that such tricks aren't likely to work (unless you truly feel confident and in charge). That's because you can't control all of the signals you're constantly sending about what you're really thinking and feeling. And the harder you try, the more unnatural your signals are likely to come across.

However, that doesn't mean that you have no control over your nonverbal cues. For example, if you disagree with or dislike what someone's saying, you may use negative body language to rebuff the person's message, such as crossing your arms, avoiding eye contact, or tapping your feet. You don't have to agree, or even like what's being said, but to communicate effectively and not put the other person on the defensive, you can make a conscious effort to avoid sending negative signals—by maintaining an open stance and truly attempting to understand what they're saying, and why.

How nonverbal communication can go wrong

What you communicate through your body language and nonverbal signals affects how others see you, how well they like and respect you, and whether or not they trust you. Unfortunately, many people send confusing or negative nonverbal signals without even knowing it. When this happens, both connection and trust in relationships are damaged, as the following examples highlight:

Jack

believes he gets along great with his colleagues at work, but if you were to ask any of them, they would say that Jack is “intimidating” and “very intense.” Rather than just look at you, he seems to devour you with his eyes. And if he takes your hand, he lunges to get it and then squeezes so hard it hurts. Jack is a caring guy who secretly wishes he had more friends, but his nonverbal awkwardness keeps people at a distance and limits his ability to advance at work.

Arlene

is attractive and has no problem meeting eligible men, but she has a difficult time maintaining a relationship for longer than a few months. Arlene is funny and interesting, but even though she constantly laughs and smiles, she radiates tension. Her shoulders and eyebrows are noticeably raised, her voice is shrill, and her body is stiff. Being around Arlene makes many people feel anxious and uncomfortable. Arlene has a lot going for her that is undercut by the discomfort she evokes in others.

Ted

thought he had found the perfect match when he met Sharon, but Sharon wasn’t so sure. Ted is good looking, hardworking, and a smooth talker, but seemed to care more about his thoughts than Sharon’s. When Sharon had something to say, Ted was always ready with wild eyes and a rebuttal before she could finish her thought. This made Sharon feel ignored, and soon she started dating other men. Ted loses out at work for the same reason. His inability to listen to others makes him unpopular with many of the people he most admires.

These smart, well-intentioned people struggle in their attempt to connect with others. The sad thing is that they are unaware of the nonverbal messages they communicate.

[Read: Tips for Building a Healthy Relationship]

If you want to communicate effectively, avoid misunderstandings, and enjoy solid, trusting relationships both socially and professionally, it’s important to understand how to use and interpret body language and improve your nonverbal communication skills.

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#### How to improve nonverbal communication

Nonverbal communication is a rapidly flowing back-and-forth process that requires your full focus on the moment-to-moment experience. If you're planning what you're going to say next, checking your phone, or thinking about something else, you're almost certain to miss nonverbal cues and not fully understand the subtleties of what's being communicated. As well as being fully present, you can improve how you communicate nonverbally by learning to manage stress and developing your emotional awareness.

#### Learn to manage stress in the moment

Stress compromises your ability to communicate. When you're stressed out, you're more likely to misread other people, send confusing or off-putting nonverbal signals, and lapse into unhealthy knee-jerk patterns of behavior. And remember: emotions are contagious. If you are upset, it is very likely to make others upset, thus making a bad situation worse.

If you're feeling overwhelmed by stress, take a time out. Take a moment to calm down before you jump back into the conversation. Once you've regained your emotional equilibrium, you'll feel better equipped to deal with the situation in a positive way.

The fastest and surest way to calm yourself and manage stress in the moment is to employ your senses—what you see, hear, smell, taste, and touch—or through a soothing movement. By viewing a photo of your child or pet, smelling a favorite scent, listening to a certain piece of music, or squeezing a stress ball, for example, you can quickly relax and refocus. Since everyone responds differently, you may need to experiment to [find the sensory experience](#) that works best for you.

#### Develop your emotional awareness

In order to send accurate nonverbal cues, you need to be aware of your emotions and how they influence you. You also need to be able to recognize the emotions of others and the true feelings behind the cues they are sending. This is where emotional awareness comes in.

[\[Read: Improving Emotional Intelligence \(EQ\)\]](#)



Being emotionally aware enables you to:

- Accurately read other people, including the emotions they're feeling and the unspoken messages they're sending.
- Create trust in relationships by sending nonverbal signals that match up with your words.
- Respond in ways that show others that you understand and care.

Many of us are disconnected from our emotions—especially strong emotions such as anger, sadness, fear—because we've been taught to try to shut off our feelings. But while you can deny or numb your feelings, you can't eliminate them. They're still there and they're still affecting your behavior. By developing your emotional awareness and connecting with even the unpleasant emotions, though, you'll gain greater control over how you think and act. To start developing your emotional awareness, practice the mindfulness meditation in HelpGuide's free [Emotional Intelligence Toolkit](#).

How to read body language

Once you've developed your abilities to manage stress and recognize emotions, you'll start to become better at reading the nonverbal signals sent by others. It's also important to:

**Pay attention to inconsistencies.** Nonverbal communication should reinforce what is being said. Is the person saying one thing, but their body language conveying something else? For example, are they telling you “yes” while shaking their head no?

**Look at nonverbal communication signals as a group.** Don't read too much into a single gesture or nonverbal cue. Consider all of the nonverbal signals you are receiving, from eye contact to tone of voice and body language. Taken together, are their nonverbal cues consistent—or inconsistent—with what their words are saying?

**Trust your instincts.** Don't dismiss your gut feelings. If you get the sense that someone isn't being honest or that something isn't adding up, you may be picking up on a mismatch between verbal and nonverbal cues.

Evaluating nonverbal signals

**Eye contact** – Is the person making eye contact? If so, is it overly intense or just right?

**Facial expression** – What is their face showing? Is it masklike and unexpressive, or emotionally present and filled with interest?

**Tone of voice** – Does the person's voice project warmth, confidence, and interest, or is it strained and blocked?

**Posture and gesture** – Is their body relaxed or stiff and immobile? Are their shoulders tense and raised, or relaxed?

**Touch** – Is there any physical contact? Is it appropriate to the situation? Does it make you feel uncomfortable?

**Intensity** – Does the person seem flat, cool, and disinterested, or over-the-top and melodramatic?

**Timing and place** – Is there an easy flow of information back and forth? Do nonverbal responses come too quickly or too slowly?

### **Unit 3- Interview Skills**

- Tips to face an Interview

#### Interview Skills

#### What to Do Before, During and After Your Interview

We all need interview skills. In a wide range of situations, the ability to answer tough questions, and to stay cool under pressure, is extremely valuable.

Perhaps you're looking for a new job or a promotion. Maybe you need to reinterview for your own job. Or maybe you want to brush up on your interview skills before meeting with a potential new client.

In this article and video, you can learn the skills you need to ace your next interview – whatever form it takes.

We'll outline the preparation you need to do in advance, how to follow up afterward, and how to deliver a polished and persuasive performance in the interview itself – giving you the very best chance of success!

[Click here](#) to view a transcript of this video.

## How to Prepare for an Interview

There's no doubt that interviews can be stressful. But the more time you spend preparing for an interview, the more confident you will feel. That confidence will be noted, favorably, by your interviewer.

Follow these six steps to set yourself up for success.

### 1. Research the Organization

If you have an interview with a new organization, start by finding out more about it. Spend time browsing the organization's website (the "About" section is a good place to start) and reach out to anyone in your network that may have a personal connection or any other information.

This will help you to plan answers that align with the organization's goals and values. By mentioning key facts during the interview, you'll show that you're organized, diligent, and serious about the job.

It's also a good idea to research your interviewer as an individual. Visit their LinkedIn profile to discover their professional interests and career history. If possible, you can also make discreet inquiries within your wider professional network. This will help you to anticipate their questions, and to build rapport with them on the day.

### 2. Prepare and Practice Your Answers

You'll likely be under pressure in the interview, so having answers ready for the most common – and most difficult – questions will ensure that you don't forget something important. This will also save you from having to think them up on the spot!

Thoroughly reread the job advert, or the job description, as the interview will likely be structured around it. Consider how your experience matches the job requirements, and try to come up with examples.

Our article [How to Answer Interview Questions](#) contains a comprehensive list of common questions, along with guidance on preparing powerful answers for each one.

Many people find role-playing useful before an interview. Sit down with a friend or colleague who's willing to act as the interviewer. Then, go through several rounds of mock interviews until you feel confident with your answers.

You can also use visualization techniques to rehearse a successful interview. Picture yourself sitting confidently, speaking clearly, and giving all the responses you've prepared.

And there are a range of memory techniques that you can use to fix your answers firmly in your mind. The Roman Room System is a particularly powerful method for remembering and recalling your key points.

Tip:

See our article [Hiring People: Questions to Ask](#) for a guide to the kind of questions you might face and a breakdown of the techniques interviewers use.

### 3. Calm Your Nerves

A few nerves can sharpen your mind and push you to perform at your best. However, many people struggle with anxiety before an interview. And, if you don't take steps to control it, that anxiety could hamper your performance.

There are many techniques that you can use to reduce stress, quiet your mind, and restore feelings of calm and control.

See our articles on physical relaxation techniques and guided imagery for useful ways to combat anxiety.

Our video on Confidence Hacks has quick, useful tips and tricks to combat nerves.

Tip:

Try to find out about the format of the interview: how many people will be interviewing you? Will any of the interviewers be joining by telephone or online? Will you be expected to do any tests before or after the interview?

The more you know about the challenge ahead, the more comfortable you'll feel.

#### 4. Polish Your Image

You need to show up to your interview looking professional. In general, this means dressing "one level up" from what regular employees at the company tend to wear.

If you don't know what the normal level is, try to look for images of the office online. If that doesn't work, don't be afraid to ask! The organization will likely be happy that you take these things seriously.

Lay out your outfit the night before. Make sure that your clothes are clean and pressed, and that your personal appearance is tidy and professional.

#### 4. Don't Forget the Basics

Some of the simplest things are the most important.

With that in mind, make sure you plan your journey – check your route and leave plenty of time to get to your destination.

This may sound obvious, but people regularly miss interviews, or arrive late, due to unexpected hitches on their journey. Leaving it to the last minute can also make you more anxious in an already stressful situation. If it's practical, consider making a test journey in advance.

Also, if you're bringing a portfolio to showcase your career highlights, ensure that it's ready to go the night before. And pack extra copies of your résumé – it's a good idea to reread this, too, so that you're not caught out by anything in it!

## During the Interview

### 1. Make a Good First Impression

Your interview may be your first interaction with the organization or this group of people. So, treat everyone you meet as though they were your interviewer.

For example, imagine that you arrive late to your interview, and you start complaining about the journey to the person who's sharing the elevator with you. Only when you both get out at the same floor do you realize that they're the CEO!

Arrive in good time and be courteous, polite and friendly to everyone you meet – making a great first impression will pay off later in the process.

Note:

If your interview is taking place online, there are additional ways to make a good – or bad – impression. See our video [How to Ace a Video Interview](#) for more advice on this.

### 2. Answer the Right Questions

Although you've prepared responses to the questions you think you'll face, be sure to answer the questions that you are asked.

Listen carefully to what's being said, and don't be afraid to ask for clarification if necessary. It's better to have the question repeated than to "wing it" because you haven't understood what you've been asked. This will also show that you're fully engaged in the interview – and buy you some time to consider your answer.

Even if you get the precise question you'd anticipated, resist the urge to repeat your practice answer word for word. Instead, act as though you're hearing it for the first time. This will stop you from coming across as robotic or overconfident, and reassure the interviewer that you're giving an engaged, honest response.

### 3. Ask Questions

Think of your interview as a conversation, not an interrogation. Yes, the interviewer will be asking you lots of questions, but it's important that you ask questions, too – and that you listen carefully to their answers.

This will enable you to make an informed decision about whether the organization or role is a good fit for you.

Here are some questions to consider:

What is the biggest challenge in this role?

Who will be my boss, or who will I be reporting to? What are they like? What are their expectations?

Who previously held this role? Why did they leave?

What does this company value the most?

How will my success be evaluated? What metrics will be used? (This is particularly important if you're reinterviewing for your own job .)

Note:

Although it's important to ask questions, your first interview may not be the best time to ask about salary and benefits. These can be difficult issues to discuss, and asking about them too early may send the wrong signal.

However, salary, benefits and work flexibility are important. They can all make or break the deal, so use your judgment to decide when and how to address these issues.

#### 4. Get Your Tone Right

An interview is usually a fairly formal situation and the language you use should reflect that. You can still be yourself, but make a particular effort to speak clearly, to use the appropriate terminology, and to avoid slang (and certainly bad language). Aim to match your tone to that of the interviewer.

Keep "reading the room" during the interview, to make sure that your words are having the desired effect.

#### 5. Pay Attention to Your Body Language

Your body language plays an important part in the way you come across during interviews. Practice maintaining good eye contact, offering a firm handshake, sitting comfortably but confidently in your chair, and smiling.

It's also important to stay in control of your arms and legs, even if you're nervous. Try not to play with items in your hands, touch your hair or face, fidget, or jiggle your feet or legs. These are all signals to your interviewer that you're nervous or uncomfortable.

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MIT FGC, Dept of English, notes by Asst. Prof.Reena Satheesh & Asst. Prof.Rakshith Kesari

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After the Interview

You're not finished when you walk out of the interview room! Follow the steps below to make sure that you get the best out of the whole process.

### 1. Follow Up

After your interview, send a thank-you letter or email within 24 hours. Include everyone on the interview panel, not just the person at the top. If you can't contact everyone directly, ask your primary contact to pass on your thanks.

### 2. If You're Offered the Job

If you're offered the position, congratulations! You now need to gather all the information you can about your role. This is the time to get details about your start date, the terms and conditions of employment, and what kind of onboarding or training you'll receive.

It's also worth understanding the goals that relate to your position, and whether the organization expects any quick wins within the first 60-90 days.

### 3. If You're Not Offered the Job

A rejection can be tough to process, especially if it was a role you really wanted or thought you could easily secure.

Keep in mind that sometimes things simply don't go our way. There will be many factors behind the decision of who gets a job offer. If it wasn't you this time, try not to take it personally.

See our article [Developing Resilience](#) for advice on how to bounce back even stronger after a setback.

#### 4. Get Feedback

Once the process is complete, try to get feedback from your interviewers on how you performed, and how well your skills matched the position on offer.

If you didn't get the job or contract, learn whatever lessons you can to increase your chances of success in the future. And if you were successful, you'll know which areas you can improve on when you start your new role.

#### Key Points

All of us need to brush up on our interview skills from time to time.

Preparation is essential before an interview. Research the company, prepare answers for likely questions, plan your journey, and role-play your performance. If you're struggling with confidence, take the time to invest in yourself and learn techniques to keep your cool.

During the interview, try to make a good first impression, pay close attention to your tone and body language, and ask questions. Listen attentively to make sure you're answering exactly what you're being asked.

Once the interview is over, send a thank-you message to everyone involved in the process. Whether you secure the position or not, ask for feedback to learn from the experience, and to improve your interview skills for the future.

#### Group Discussion

Group Discussion or GD is a type of discussion that involves people sharing ideas or activities. People in the group discussion are connected with one basic idea. Based on that idea, everyone in the group represents his/her perspective.

## Group Discussion

GD is a discussion that tests the candidate's skills, such as leadership skills, communication skills, social skills and behavior, politeness, teamwork, listening ability, General awareness, confidence, problem-solving skills, etc.

The Group Discussion is generally the next level after the entrance exam to pursue a professional degree. In the case of recruitments, Group Discussion can be the starting or at the end, depending on different companies or organizations.

It is not fixed that the group discussion is always performed around the table. People can sit in any arrangement, but everyone should be able to see every face. It is not only the usual discussion, but it is also a discussion with knowledge and facts.

## Group Discussion

In this topic, we have included:

What is Group Discussion

Why GD

GD Process

Importance of Group Discussion

Types of Group Discussion

Rules of Group Discussion

Seven Mistakes to avoid in a Group Discussion

Simple hacks to crack a group discussion for beginners

Group Discussion for Competitive exams

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MIT FGC, Dept of English, notes by Asst. Prof.Reena Satheesh & Asst. Prof.Rakshith Kesari

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## Rejection in Group Discussion

### Estimated criteria for a Group Discussion

#### What is Group Discussion?

Group Discussion is a combination of two words 'Group' and 'Discussion.' Let's discuss it in detail.

#### Group

A group means many people are working together to achieve some targets. The performance of a group depends on the collaborative work of the individuals. The team of three or more than three people is considered as a group.

#### Discussion

Discussion means exchanging ideas between two or more than two people, which is generally a face-to-face interaction. It is a process of talking between people to reach a specific decision. It is also defined as a conversation about a specific topic.

The result or end product of group discussion can be a particular decision, enhanced knowledge, actions, an argument, doubt-clearing, disagreement, etc.

#### Why GD?

Over the last years, GD is used to test the soft skills of the candidates. It is used as a quick method to shortlist a few candidates from the massive strength. The written exam tests the knowledge and aptitude. Organizations check the social skills, technical, and communication skills so that a candidate can work effectively without any obstacle in between his/her skills.

The GD or Group Discussion is used as an exam for many organizations and schools. It tests the personality skills, communication skills, teamwork, confidence, problem-solving skills, social skills, behavior, and leadership abilities of a candidate. It is also an essential part of short-listing candidates for a job or admission to a university.

An intelligent candidate with good knowledge and skills sometimes lacks communication skills, which can be a lack of confidence, hesitation in speaking, unable to explain his/her point of view, etc. Due to this, Group Discussion nowadays has become an essential part of most of the organization and institutes.

Knowledge and technical skills are essential things for a candidate, but in an organization, he/she might have to face the meetings, discussing technical issues, handling new employees, etc. Here, a lack of communication skills becomes the disadvantage of that candidate. Hence, organizations and institutes ensure that the candidate must possess all the qualities before joining.

Who are Panelists?

Panelists are the people who judge the Group Discussion. Evaluation parameters are different for every company, but the general procedure remains the same.

GD Process

Let's discuss how GD or Group discussion is conducted.

Participants

The participants can range from 7 to 12 in a group. The number of candidates in a Group Discussion depends on the available strength. If the strength is low, the number of participants can range from 5 to 7.

Duration of a GD

The average duration of a Group Discussion is 15 minutes. But, it may vary depending on the number of candidates in a group. Sometimes, the panelist or judges can extend the discussion for more than 15 minutes. They can also end the discussion in between. The participants should not consider any assumption that the GD will be conducted only for 15 minutes.

In some cases (IIFT), the duration of a Group Discussion can extend upto 45 minutes.

Process

Group Discussion

The process of a Group Discussion starts with the announcement of the topic. The given topic could be technical, factual, or case study.

Before beginning with the discussion, the preparation time of 3 minutes is given. The time can also extend in case of a long case statement.

Any participant in the group can initiate the discussion. After the lead participant, anyone in the group can continue the discussion. Similarly, everyone gets the chance to speak. One after another, participants in the group express their views on the given topic.

It ends when the panelist stops the discussion or may ask one or more than one participant to summarize the GD. Whenever you are asked for the summary, remember to cover the discussed points. The summary cannot include the words that were not part of the discussion. The participants that were quite among the discussion are generally asked to summarize it, which is a good opportunity to present their views. But, it does not mean that everyone should be quite. The summary should include the essential discussed points and the conclusion of the discussion.

The final scores are calculated. Based on the performance of each participant, the panelist gives the scores. The panelists are usually four to five to judge the performance of candidates in the Group Discussion.

Importance of Group Discussion

Group Discussions are an essential part of testing candidates in the organizations, recruitment process, etc. It also plays an important role in improving the skills of a candidate.

Group Discussion

So, let's discuss the importance of Group Discussion.

Increases confidence

The GD allows the participants to speak in public, which increases their confidence to speak without any hesitation.

Focuses on Deep thinking

It tests the knowledge of a candidate. The participants get only a few minutes (3 to 5) for the preparation. In such a small duration, they have to make a list of points to speak. The participants in a group listen and understand other participants points of view, making them think deeply about the topic.

Improves Communication Skills

GD helps the students to represent their views and ask the questions. It not only increases the confidence of a candidate but also enhances their communication skills.

Removes hesitation of speaking

Some candidates usually have hesitation in speaking in public. At starting, such candidates might face difficulty while speaking. But, after two or three Group Discussion, it improves. Group Discussion helps such candidates to speak loudly and express their views on the topic. It further removes their hesitation in speaking.

Team Work

Group Discussion is also based on teamwork. In a company, it is very important to work as a team for the assigned project. Due to this, the quality of working together with team members is checked in the Group Discussion. The panelist also judges the cooperation of participants in the group. It allows participants to share their views with other participants in the group.

Behavior

It helps to understand the attitude and behavior of the candidates towards other participants in a group.

Listening Skills

GD improves the listening skills of the candidates. For example, the panelist may ask any candidate in a group to summarize the discussion. A candidate can only summarize if he/she has good listening skills. Due to this, every candidate presents in the discussion listens carefully. It further improves the listening skills of the candidates.

## Diversity in the Ideas

The Group Discussion involves sharing ideas with other participants in the group. Every participant shares his/her thoughts in the group, which makes the diversities in the ideas.

## Recruitments

Group Discussion is widely used for the recruitment process. It helps panelist to select a few candidates from the group. It also helps them to judge that the candidate is suitable for the organization or not.

## Types of Group Discussion

There are two types of Group Discussion, which are listed below:

### Topic-Based Group Discussion

### Case Study Based Group Discussion

### Topic-Based Group Discussion

There are few candidates in a group, where each group is given any topic. The group members discuss the topic, which is called a Group Discussion.

The topic-based Group Discussion can be further classified as:

### Controversial Topics

### Knowledge-Based topics

### Abstract Topics

### Conceptual topics

Let's discuss the above topics in detail.

### Controversial Topics



The discussion on controversial topics becomes a debate. Such topics are given to judge the participants' temper and how they can handle the discussion without losing their calm. It shows that how a candidate can represent his/her views without arguing with other participants.

The example of the controversial topics can be Reservation System, Religion equality, etc.

### Knowledge-Based topics

The participants should have a proper understanding of the topic before proceeding for a discussion. The information should be enough to convince the panelists. The essential thing is to be confident. Do not initiate the discussion if you are not aware of the topic.

The examples of Knowledge-Based topics can be 'CAT vs. GATE' and 'Government jobs vs. Private jobs'.

### Abstract Topics

The abstract topics test the creativity and thinking of a candidate. It also tests the communication skills.

The example of Abstracts topics can be 'A walk to remember'.

### Conceptual topics

The conceptual topics are widely used today by companies. It tests the knowledge, logical, and aptitude skills of a candidate. The topic for the discussion is randomly selected, giving panelists a space to judge the participants' creative thinking and ability to handle the situation.

The example of Conceptual topics can be 'Life is a Puzzle.'

### Case Study Based Group Discussion

The Case study based Group Discussion is generally followed by the MBA Institutes, such as IIM, etc. In such a discussion, a problem is given, and the participants are asked to resolve them. The preparation time is also higher as compared to other discussions. The panelists test the teamwork and decision-making skills of the participants.

The participants need to active and updated with the things around them. It also tests the observation capability of the participants.

The example of Case study based topics can be 'Discussion between boss and manager'.

### Rules of Group Discussion

There are some rules of a Group Discussion. The rules of Group Discussion are listed below:

Prepare well for the topic.

The quick trick is to note all the important points during the preparation time. Do not write brief paragraphs. Try to write short points and explain them briefly in the discussion.

Be confident about your content

It would help if you always were confident about your content. If you are not confident, you may hesitate while speaking, which will create a negative impression.

Participants Introduction

Most participants only focus on their content. You should be aware during the introduction of all the participants in your group. To get attention, you can call out the person's name when the discussion gets diverted.

### Body Language

Always take care of your body language. Do not focus only on the content.

### Leadership

Try to take the lead in the group if you are confident about the topic and the knowledge.

Avoid false starts or commitments

Do not initiate the discussion if you are not sure about your content. Do not present any wrong information.

### Follow your Domain

Every company has its own culture. Prepare your content according to the company requirements. For example, industrial companies will focus more on technical talks, while marketing companies seek the combination of creative and oriented content.

### Do not fight

In the Group Discussion, some candidates often get aggressive. Do not fight during the discussion. Most of the companies require sensitive and polite candidates rather than aggressive ones.

### Estimated criteria for a Group Discussion

The performance of an effective Group discussion depends on individual skills and group coordination.

Let's discuss it in detail.

### Individual Skills

#### Group Discussion

The individual skills are listed below:

## Communication Skills

All the participants in the Group Discussion present their views on the given topic. The language used should be simple so that everyone present in the discussion can easily understand.

## Content

The content is an essential part of the discussion. The content is the words spoken by every candidate. The content should not be copied, repetitive, and wrong. It creates a negative impression. The candidate should not get diverted from the topic. If the content is correct and relevant to the topic, the panelists examine the content and give scores based on your content. They also check that the content is in-depth or superficial.

## Analytical Skills

The analytical skills include the exploration of the asked question. Such skills are more focused on a case study Group Discussion. It primarily includes exploring 'how' and 'why' of the subject content.

## Creativity

It includes how you can think differently from other participants or present your views in different ways. You can also abstract the topic differently. All these points will make you unique.

It will also gain more focus from the panelists on you.

## Decision Making

GD helps in evaluation of the topic and reaching towards the specific decision. It is based on the suggestions given by the members of the group. The task of selecting suitable candidates from the group also becomes easy for the panelist or boss.

## Covering Mistakes

The panelists give the topic at the time of the Group Discussion. You usually get a few minutes to prepare. Sometimes while speaking, mistakes often happen. But, it does not mean that we should stop the discussion in between and get nervous. In such cases, never lose confidence. Always correct the mistakes and come back with confidence.

## Reasoning Skills

The panelist checks how much a participant is right in his/her logical skills. They also check how good you are in supporting standpoints, how you respond to the other participants, and weaken or strengthen other arguments in the discussion.

### Voice

Voice can range from high-pitch to low-pitch. A high-pitch sometimes seems irritating, while low-pitch may not be understood by everyone present in the discussion. So, voice plays a very important role.

High-pitch is useful when the Group discussion becomes a market where everyone is speaking, and no one is audible. At that time, your high-pitch can calm the participants. So, you should adjust your voice and pitch as per the circumstances.

### Fluency

A participant of a Group Discussion should have fluency in his/her spoken English. Everyone in the discussion listens to you carefully. Improper fluency will distract the listeners. So, it is essential to be fluent while speaking.

### Enthusiasm

Group Discussions are generally unpredictable. Various candidates are keen to share their views with others. The more enjoyment you feel while sharing views, the better will be your performance in the discussion. If you are not interested in the Group Discussion, you may not be able to express your views clearly.

### Initiative

Initiative means to take the lead in the discussion. If you are confident and have good knowledge about the topic, take action. Do not hesitate and be the first one to start the discussion. It will get you the bonus points.

You can also take the initiative between when the discussion is diverted or going out of the topic.

### Group Coordination

#### Group Discussion

The group coordination includes the qualities that are evaluated based on group situations, which are listed below:

### Body Language

The panelists mainly focus on eye contact and hand movements. Your way of sitting is also essential. Hand movements are the sign of your keen interest in the discussion. You cannot sit randomly as you are in your home. You have to be very careful about the ways you sit, speak, etc. The speaker should maintain eye contact with every participant in the discussion. But, it does not mean that you should not maintain eye contact when you are not speaking. You are required to be aware of the whole discussion period.

The improper body language is considered as a lack of interest or a lack of confidence. It will also distract the attention of panelists from your words. Do not participate in the unusual activities, such as playing with pens and hairs, tapping on the desks, and laughing. You should grab your focus only on the topic.

### Behavior

The behavior of the candidate in the Group Discussion should not be aggressive. It should be polite. Remember that the B-schools or organizations are looking for sensitive and polite candidates, not violent bouncers.

### Listening Skills

The panelist observes that every candidate is listening to the discussion or not. They can also ask any candidate to summarize the discussion at the end. The panelist may infer the poor listener in many ways, such as lack of confidence, poor eye contact, or poor summary at the end. Hence, it is a rarest and essential skill to be a good participant in a Group Discussion.

### Leadership Quality

In a group, one or two participants play the role of a lead. They define the essential points of a topic and try to hold the grip of the group to achieve a common goal. Such candidates often score bonus points. But it does not mean that the candidate who speaks first will get bonus points while others not. It mainly depends on the content. If the first person's content is not impressive compared to the other candidates, he/she will get fewer scores.

### Team Work

In any company, we need to work as a team for the projects. Due to this reason, panelists also check the coordination of the participants in a team. You should not infer any participant while speaking. Do not try to prove that other participants are not speaking correctly.

### Seven Mistakes to avoid in a Group Discussion

Most of the candidates in a Group Discussion are not aware of some mistakes. Little mistakes can have an adverse impact on our impression towards the judges, which are listed below:

Stop taking leads if you do not know much

We should not take the lead in a Group Discussion if we are not much aware of the topic. If we are confident and have much knowledge about the topic, we can initiate the discussion of that group. Otherwise, wait for others to start.

Being second, third, or fourth in the group helps you better understand the topic by listening to other candidates.

Do not hesitate to initiate the discussion

If you have much knowledge and are confident about the topic, try to take the lead.

Do not copy anyone else ideas or comments

You should not copy the ideas and comments of other participants in the group. It creates a negative impression. In case you do not have any idea about the topic, it's better to act smart. Analyze and listen to other participants, add some points, and convert it in your own words.

Do not avoid eye contact with other participants while speaking

When you start a discussion, you should not forget that it is a discussion with multiple candidates. It means that you are not only speaking but having conversations or debates with them. Avoiding eye contact is considered a sign of disrespect and a lack of confidence.

Do not lose confidence in the whole discussion

The group discussion is not carried for a long duration. It is just for a short span of time. Try always being confident. Do not get nervous if some point goes wrong. Mistakes often happen, but how to recover is more important. Take a challenge to correct your mistakes and come back again with confidence.

Do not speak slowly

You should always speak loudly in a Group discussion so that everyone can hear and understand your words. Sometimes, the scene of a GD becomes like a market where everyone speaks, but no one is clearly audible. If you have a low voice, there is no chance for you to stand. You can increase your volume and try to settle down the commotion. It will also leave a good impression.

Try to contribute in a discussion rather than just speaking

Some candidates often speak continuously in a single go. The reason may be the fear of not getting another chance. You should try to cover one keyword at a time by breaking the points into two or three different parts. The words we speak should be valuable without any repetition.

Simple hacks to crack a group discussion for beginners

Group Discussion

It might be complicated for a beginner to crack a Group Discussion. Let's discuss some simple hacks to crack a Group Discussion for beginners, which are listed below:

Create a structure before beginning

During the preparation time, prepare a structure of your discussion. As soon as your discussion starts, look at your structure, and start speaking serially. You can also discuss the agenda with your group and work together on it. It gives a logical flow to your discussion. In this way, you and your group mates can together plan the discussion. To avoid the off-track discussion, keep summarizing in between so that everyone remains on track.

The structure can be in the form of:

A flowchart

A block diagram

Simple steps

Notes

Speak point to point

The organizations are interested in hiring candidates who speak point to point and have effective communication. They do not want to hire those who just beat the rush only to leave a good impression. You should be confident about your words, prepare the discussion according to the topic, and do not hesitate.

Your points should be clear and precise. Do not include large paragraphs in your discussion.

Be yourself

Do not compare yourself with others. When you apply for an organization or a company, you know that the work culture will fit your needs. Do not speak to create an impression. Speak that you feel correct.



## Attitude

During the discussion, if you found any incorrect statements, inequality to someone, disrespects, comments, ethnicity, etc. that you are not satisfied with, start and present your views. Do not focus on what others will think or say. Raise your voice and hold the chance to speak. But be polite while objecting to someone's point of view. Always be friendly and kind to your group mates.

## Clarity

You should be clear with your words. Your voice should be audible to everyone present in the discussion. Do not speak fast to cover all the points. You should always be confident even if you make mistakes.

## Maintain eye contact

A beginner often feels nervous in a Group Discussion, due to which he/she is unable to keep eye contact with other group members. It makes a negative impression that the candidate is not confident.

So, always maintain eye contact with other group members in the whole discussion.

## Be formal

You may be confident while speaking in a Group Discussion. But, always take care of your body language, dressing style, and gestures. Remember, it is a formal discussion, not a casual discussion.

## Be careful

Sometimes, candidates only focus on their speech and matter. Do not concentrate only on yourself. You should always be careful in a Group Discussion. Listen to other participants as well. The panelists at the end can ask anyone to summarize the discussion. The summarization includes all the essential points discussed by everyone in the discussion. If you are unable to summarize, it will create a negative impression.

## Include examples

You should always try to include examples in the Group discussion. Such candidates are awarded bonus points.

A panel discussion is a specific format used in a meeting, conference, or convention. It is a live, in-person or virtual discussion about a specific topic amongst a selected group of experts who share differing perspectives in front of an audience.

The main purpose of a panel discussion is for the panelists to share their wisdom and provide insights to create real value and takeaways for the audience. It's an "up close and personal" discussion amongst the panelists and with the audience. It's the part of the story that you can't find on Google, YouTube, or TED.

So let's take a deeper dive into the panel discussion definition and what it IS and is NOT:

A panel discussion IS:

A panel discussion is typically facilitated by a skilled "panel moderator" who guides the panel and the audience through a lively conversation about a specific topic.

The panelists are a group of people typically 3-4 experts or practitioners in the field, who share facts, offer opinions, and responds to audience questions either through questions curated by the moderator or taken from the audience directly.

The panel session typically lasts for 60-90 minutes.

It can be produced to be in front of a live audience or recorded for replay, shown in-person or remotely, with the moderator and panelists in one location or attending remotely, and with the audience in one physical room, or "virtually" (otherwise known as "geographically dispersed").

A panel is NOT:

A set of presentations, one after another. The panel format allows for a brief introduction and then discussion among the panelists and audience. If the majority of the panel agenda is centered around presenting information, then just give each panelist a speaking slot with a Q&A after each speaker.

A one-on-one interview with each panelist. Many untrained moderators simply ask questions of each panelist, one after another, rather than build the dialogue into a conversation. Unless you create interplay among the panelists, create a format that includes an "up close and personal" interview with each speaker.

Just Q&A from the audience. When the focus is completely on answering the audience's questions, you have a forum or "town hall" meeting.

Not that any of these formats are bad; they are simply different than a panel. Just call it like you see it, be it a panel, presentation, interview, or forum.

How to run a successful panel discussion

According to the Stanford Business School, “the best panel discussions are customised, concrete, and connected”, and all these factors hinge on strong preparation.

Here’s what you can do to ensure your panel discussions live up to their potential:

### 1. Pin down your purpose

Everything stems from your purpose. Ask yourself what value you’re trying to create or what goal you hope to achieve with your panel discussion.

Your purpose could be anything from exploring differences in opinions and bringing a diversity of perspectives to the table, to showcasing the benefits of a product or service, to providing updates on the latest industry trends. It can even be to provide some entertainment or showcase your brand’s personality.

Once you have your purpose, you’ll be able to determine the format and tone of the panel discussion. Is it more casual and entertaining like a relaxed chat, or more sober like an industry debate?

Pinning down your purpose requires that you know your audience. What topics do they care about? What biases or assumptions might they have? What are their biggest concerns or challenges at the moment?

Only by knowing your audience can you tailor the content of your panel discussion – and, by extension, your event – to fit their needs.

Make audience interaction happen with Pigeonhole Live. [Click here to get started.](#)

## 2. Choose the right panellists

Based on the topic of your panel discussion, choose your speakers such that they'll be able to cover diverse angles and offer unique perspectives – if your speakers are too similar in profile and experiences, it's unlikely the conversation will be very interesting to listen to.

Be sure to research your panellists to ensure they have the right expertise to be contributing to your panel discussion topic. You can even check out their past speaking engagements to see if they have the personality and confidence to capture the audience's attention.

The ideal number of panellists is between 3 to 5. Too few, and the discussion may as well just be an interview. Too many, and the dialogue could become too cumbersome to manage.

## 3. Prep your panellists

Successful panels discussions seem free-form and effortless, but there's actually a lot of prep work that goes into them.

In addition to giving panellists the discussion questions beforehand, another key thing you can do as an event planner is to inform them on the audience. Beyond the basic like ages and jobs, panellists would benefit from audience information like:

What are their biggest pain points and challenges right now?

What do they hope to gain from listening to the discussion?

What actionable insights can they benefit from?

Collect this information by crowd-sourcing it before the event itself – use an online question collecting tool (like ours!) to ask your audience what they'd like answered during the panel and incorporate them into the discussion.

With more audience information, panellists will be able to use the right use cases or anecdotes to tailor their answers for maximum relatability, impact, and resonance.

#### 4. Have a strong moderator

Moderators play a significant role in the success of a panel discussion. A good moderator can elevate a simple sharing session to an active and fascinating dialogue. A bad moderator can turn an otherwise engaging conversation into a snooze fest.

Moderators fulfil a multitude of purposes, including:

Managing the time and keeping the conversation moving forward

Preventing any one or two panellists from dominating the discussion

Steering panellists in the right direction and reigning things in if the discussion gets too off topic

Clarifying jargon, terminology, and concepts that the audience may not be familiar with

Paraphrasing or bridging concepts to highlight key takeaways and help the audience connect with the conversation on stage

Facilitating Q&A sessions

The qualities of a great moderator include proactiveness, good listening skills, and clarity.

#### 5. Engage the audience

The best panel discussions are audience-focused. In addition to asking panellists to make their information more relatable, event planners should also find ways to get audiences to participate in the discussion, whether that's through live polls or Q&A.

One simple but impactful thing you can do is to open with a poll to set context for the discussion—if your panel is about SEO tools, you can run a multiple-choice poll (with real-time results) at the start to see how many people in the audience currently pay or would pay for SEO tools, and then use that as a jumping-off point for the panellists to comment on.

There are lots of other ways to use live polls to drive audience interaction at your next panel discussion, including breaking the ice, gathering sentiment, or crowdsourcing key takeaways. But running an engaging panel discussion gets trickier for larger audiences, and the traditional who-raises-their-hands-first way of collecting and addressing questions simply isn't the best way to stimulate meaningful discussion.

A more effective way to get your audience to participate is to have them submit questions through a Q&A platform, and have the rest of the audience vote on which questions they want answered. Having the audience submit their questions digitally also helps combat the “shy audience” problem, creates a more seamless audience experience, and increases engagement.

## **Unit 4- Art of Writings**

- Resume and Report writing

Resumes are not a one-size-fits-all document. To be effective, each must be customized to the role you are applying for and be able to articulate your individual set of skills and unique experience. It should also use a resume format that matches your level of work experience and a resume template that is appropriate for the role at hand.

### Do's of Resume

Do include soft skills Recruiters prefer candidates who bring intangible skills such as being a team player, being adaptable to innovation, a can-do attitude and a strong work ethic. Mention these traits in your skills section, and show how you use them in your work accomplishments (e.g. to demonstrate leadership and flexibility, describe how you supervised teams of copywriters or journalists in remote locations).

Do prepare different resumes for different jobs Don't use just one resume for all job applications. Tailor it according to the specific job requirements of each position you're applying for. For

example, when applying for a news agency role, mentioning your passion for politics is a good idea. If you're applying for a contract writer position, focus on your ability to write persuasive content.

Do use action verbs When describing your work accomplishments, start each statement with a strong action verb. Use phrases like “managed content writing team,” or “delegated assignments and edited work for grammatical proficiency.” This presents you as a powerful candidate who takes the initiative, compared to a resume that has words/phrases like “was tasked with assisting the senior editor.”

Format

## Resume

Name:

Address:

Contact no:

Email ID:



Photo

### **Job objectives**

### **Specialization**

### **Education qualification**

### **Technical skills**

### **Work experience**

Institution :

Occupation :

Experience :

**Personal Information**

Date of birth:

Marital Status:

Religion:

Language known:

**Hobbies**



I hereby declare that the above-mentioned details are correct to the best of my knowledge and belief.

Date:

Place :

Signature

What is Report Writing?



Report Writing – A report is a written account of something that one has observed, heard, done, or investigated. It is a systematic and well-organized presentation of facts and findings of an event that has already taken place somewhere.

Reports are used as a form of written assessment to find out what you have learned from your reading, research, or experience and to give you the experience of an important skill that is widely used in the workplace.

#### Newspaper Report Format

1. **Headline-** A descriptive title that is expressive of the contents of the report.
2. **By line-** Name of the person writing the report along with the designation. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.
3. **Place and date of reporting-** It is generally not mentioned in a magazine report separately, but here, it is.
4. **Opening paragraph-** It includes the expansion of the headline. It needs to be short as it is a general overview of the report.
5. **The account of the event in detail-** It is generally written in two parts: First, complete account of what happened in its chronological sequence (preferably) and second, the witness remarks.
6. **Concluding paragraph-** This will include the action that has been taken so far or that will be taken. It is the last paragraph.

#### Report Writing Example for Business Students

XYZ Case study

Short Business Report: Guidelines

This document provides an outline for our annual business. Please follow this format when preparing your case reports.

#### Contents

The report should begin with a table of contents. This explains the audience, author, and basic purpose of the attached report. It should be short and to the point.

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MIT FGC, Dept of English, notes by Asst. Prof.Reena Satheesh & Asst. Prof.Rakshith Kesari

[Type text]

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DATE: March 24, 2018

TO: Mr. Siddhartha Malik

FROM: Jeena Claudette, Marketing team, XYZ company

As per your request, we have prepared an annual business report for the financial year 2017-2018. Please contact us if you need any additional information.

### **Executive Summary**

The second page of the document must have a report title at the top, and provide an executive summary, that is a paragraph or two that summarizes the report. It should provide a sufficient overview of the report so that an executive (who doesn't have the time or energy to fully read through the long report) can actually grasp the main points beforehand.

Most importantly, the summary should contain (a) the purpose of the report, (b) what you did (analysis) and what you found (results), and (c) your recommendations. These recommendations should be short and not go beyond a page.

### **Report**

Next page in the report must contain a title at the top (the same title that you put on the top of the previous page). This is the first page that one should actually number, and it should be page 2 (as the table of contents is not technically part of the report).

- This part introduces the reader to your report, sets the purpose in place and broadly plates out the content of your entire document
- Throughout your report, keep breaking points and starting off a new logical thought with a numbered sub-heading
- A conclusive paragraph ties up all the information written before and leaves room for inferences if any
- The length of the body of the report will be determined by the necessity to convey the analysis and conclusions, but should generally not exceed 10 pages
- Tables and figures must all be labelled
- References could be cited in footnotes, or in a separate "References" section, if they are many or if you prefer that format

Hence, this concludes our discussion on the given topic. We hope now, that you have report writing on your fingertips. Have fun with English communication.

