DEPARTMENT MECHANICAL ENGINEERING

ADVANCED ENGLISH COMMUNICATION SKILLS LAB MANUAL

SUBJECT NAME	Advanced English Communication Skills Lab
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MARRI LAXAMAN REDDY

INSTITUTE OF TECHNOLOGY AND MANAGEMENT

MISSION AND VISION OF THE INSTITUTE:

Our Vision:

To establish as an ideal academic institutions in the service of the nation the world and the humanity by graduating talented engineers to be ethically strong globally competent by conducting high quality research, developing breakthrough technologies and disseminating and preserving technical knowledge.

Our Mission:

To fulfill the promised vision through the following strategic characteristics and aspirations:

- Contemporary and rigorous educational experiences that develop the engineers and managers;

- An atmosphere that facilitates personal commitment to the educational success of students in an environment that values diversity and community;

- Prudent and accountable resource management;

- Undergraduate programs that integrate global awareness, communication skills and team building across the curriculum;

- Leadership and service to meet society's needs;

- Education and research partnerships with colleges, universities, and industries to graduate education and training that prepares students for interdisciplinary engineering research and advanced problem solving;

- Highly successful alumni who contribute to the profession in the global society.

Vision and Mission statements of the Department of Mechanical Engineering:

Vision Statement:

"The Mechanical Engineering Department strives immense success in the field of education, research and development by nurturing the budding minds of young engineers inventing sets of new designs and new products which may be envisaged as the modalities to bring about a green future for humanity"

Mission Statement:

1. Equipping the students with manifold technical knowledge to make them efficient and independent thinkers and designers in national and international arena.

2. Encouraging students and faculties to be creative and to develop analytical abilities and efficiency in applying theories into practice, to develop and disseminate new knowledge.

3. Pursuing collaborative work in research and development organizations, industrial enterprises, Research and academic institutions of national and international, to introduce new knowledge and methods in engineering teaching and research in order to orient young minds towards industrial development.

PROGRAM EDUCATIONAL OBJECTIVE

PEO 1: Graduates shall have knowledge and skills to succeed as Mechanical engineer's for their career development.

PEO 2: Graduates will explore in research.

PEO 3: Mechanical Graduates shall have the ability to design products with various interdisciplinary skills

PEO 4: Graduates will serve the society with their professional skills

PROGRAM OUTCOMES

A. Engineering Knowledge: Apply the knowledge of mathematics, science, engineering fundamentals and an engineering specialization for the solution of complex engineering problems.

B. Problem Analysis: Identify, formulate, research, review the available literature and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural science and engineering sciences.

C. Design and development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specific needs with appropriate considerations for public health safety and cultural, societal and environmental considerations.

D. Conduct investigations of complex problems: Use research based knowledge and research methods including design of experiments, analysis and interpretation of data and synthesis of the information to provide valid conclusions.

E. Modern tool usage: Create, select and apply appropriate techniques, resources and modern engineering and IT tools including predictions and modeling to complex engineering activities with an understanding of the limitations.

F. The Engineer and society: Apply reasoning, informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practices.

G. Environment and sustainability: Understand the impact of the professional engineering solutions in society and environmental context and demonstrate the knowledge of and need for sustainable development.

H. Ethics: Apply ethical principles and commitment to professional ethics, responsibilities and norms of the engineering practice.

I. Individual and team work: Function effectively as an individual and as a member or leader in diverse teams and in multi disciplinary settings.

J. Communication: Communicate effectively on complex engineering activities with the engineering community and with the society at large, such as being able to comprehend, write effective reports, design documentation, make effective presentations, give and receive clear instructions.

K. Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

L. Life – long learning: Recognize the need and have the preparation, ability to engage in independent and life – long learning in the broadest context of technological change.

PROGRAMME SPECIFIC OUTCOMES:

PS01: Students acquire necessary technical skills in mechanical engineering that make them employable graduate.

PSO2: An ability to impart technological inputs towards development of society by becoming an entrepreneur.

COURSE OBJECTIVES:

To improve the students' fluency in English, through a well-developed vocabulary and enable them to listen to English spoken at normal conversational speed by educated English speakers and respond appropriately in different socio-cultural and professional contexts.

Further, they would be required to communicate their ideas relevantly and coherently inwriting.

COURSE OUTCOMES:

ME 075.1   To improve the student's fluency in English through well-developed vocabulary.

ME 075.2   Listen and speak effectively.

ME 075.3   Develop proficiency in academic reading and writing.

ME 075.4   Increase possibilities of job prospects.

ME 075.5   Communicate confidently in formal and informal contexts.

ME 075.6   Make students industry ready.

INSTRUCTIONS TO THE STUDENTS

1. Every student should obtain a copy of the laboratory manual
2. It is important that all students arrive at each session on time.
3. Dress code: Students must come to the laboratory wearing:
   - Trousers.
   - half-sleeve tops.
   - Leather shoes.
   - Half pants, loosely hanging garments and slippers are not allowed.
4. Students should come with thorough preparation for the experiment to be conducted.
5. Students will not be permitted to attend the laboratory unless they bring the practical record fully completed in all respects pertaining to the experiment conducted in the previous class.
6. Experiment should be started only after the staff-in-charge has checked the experimental setup.
7. All the calculations should be made in the observation book. Specimen calculations for one set of readings have to be shown in the practical record.
8. Wherever graphs are to be drawn, A-4 size graphs only should be used and the same should be firmly attached to the practical record.
9. Practical record and observation should be neatly maintained.
10. They should obtain the signature of the staff-in-charge in the observation book after completing each experiment.
11. Theory regarding each experiment should be written in the practical record before procedure in your own words.

LABORATORY SAFETY PRECAUTIONS

1. Laboratory uniform, shoes & safety glasses are compulsory in the lab.
2. Do not touch anything with which you are not completely familiar. Carelessness may not only break the valuable equipment in the lab but may also cause serious injury to you and others in the lab.
3. Please follow instructions precisely as instructed by your supervisor. Do not start the experiment unless your setup is verified & approved by your supervisor.
4. Do not leave the experiments unattended while in progress.
5. Do not crowd around the equipment's & run inside the laboratory.
6. During experiments material may fail and disperse, please wear safety glasses and maintain a safe distance from the experiment.
7. If any part of the equipment fails while being used, report it immediately to your supervisor. Never try to fix the problem yourself because you could further damage the equipment and harm yourself and others in the lab.
8. Keep the work area clear of all materials except those needed for your work and cleanup after your work.

LIST OF EXPERIMENTS

1. Activities on Fundamentals of Inter-personal Communication and Building Vocabulary - Starting a conversation – responding appropriately and relevantly – using the right body language.

2. Role Play in different situations & Discourse Skills - using visuals - Synonyms and antonyms, word roots, one-word substitutes, prefixes and suffixes, study of word origin business vocabulary analogy, idioms and phrases, collocations & usage of vocabulary.

3. Activities on Writing Skills – Structure and presentation of different types of writing – letter writing/Resume writing/ e-correspondence/Technical report writing/ – planning for writing – improving one's writing.

4. Activities on Presentation Skills– Oral presentations (individual and group) through JAM sessions/seminars/PPTs and written presentations through posters/projects/reports/emails/assignments etc.

5. Activities on Group Discussion and Interview Skills – Dynamics of group discussion, intervention, summarizing, modulation of voice, body language, relevance, fluency and organization of ideas and rubrics for evaluation- Concept and process, pre-interview planning, opening strategies, answering strategies, interview through tele-conference & video-conference and Mock Interviews.

FUNCTIONAL ENGLISH

Man has been using language as a tool of communication for centuries. It has enabled him to interact with the environment and to regulate his social behaviour and articulation, etc? World Role play is a means to correct oneself for above questions.

Though there are a number of means of communication, language is the most widely used instrument. Today, language is one of the most prized possessions for man. It acts as a repository for wisdom, a propeller for the advancement for knowledge and a telescope to view the vision of the future. Ever since the dawn of civilization man has been trying to exploit the flexibility and dynamism of language for the conduct of his day-to-day affairs. With globalization there is a need to self evaluate oneself to be in tune with the required communication skills.

SELF HELP QUESTIONS
1. Do I find it difficult to start a conversation?
2. Am I unable to pick a topic?
3. Am I unable to keep the conversation flowing smoothly?
4. Do I always agree with what others say, disagree with them all the time?
5. Do I frequently talk about myself, my family and my interests?
6. Have I a tendency to dominate every conversation, situation?
7. Do I give the other participants a chance to speak?
8. Have I any mannerisms likely to annoy people?
9. Do I respect other people's time and interests?
10. Am I self-conscious about the language I use – grammar pronunciation,

ROLE PLAY

Learning by doing is mostly preferred in the process of effective language learning. Role Play is the platform where the students improve the speaking skills, non-verbal communication, and contextual usage of language makes the student understand how to face real life situation.

When suddenly called upon to make a speech, or dialogue or role- play, the student may experience a sinking feeling. Of course, one should precisely study the art of public speaking. In countless instances, circumstances prevent the course of action. As we do not secure the essential training in time, we may resort to find sufficient speech examples to meet the demands of almost any normal situation.

For example, may you assume that you have just been asked to introduce a speaker? The president of your club looks in your general direction and says, "I would like the club member Shankar to introduce our speaker". This means you have just acquired a speech assignment. So as a student, you must be prepared to face such situations.

The important aspects of role play are speaking skills, listening skills, and non-verbal communication. One has to cultivate the habit of listening so as to understand, answer according to the context.

POINTS TO BE KEPT IN MIND

1. Volume: important for the speaker to study the distance between him and the listener to focus on proper audibility.
2. Pitch and Modulation: modulating the voice and the pitch brings about the grip of the dialogue for effective communication.
3. Pace, Pronunciation and enunciation: maintain optimum pace to be audible and clear. Proper pronunciation of words and enunciation makes the dialogue distinct and effective. So, one has to keep in mind the use of stress and intonation.
4. Vocabulary and syntax: Apt vocabulary, correct usage of idiomatic expressions, phrasal verbs and correct sentence structure help in communicating effectively

NON-VERBAL COMMUNICATION.

This deals with things that are beyond verbal communication. Non-verbal communication is partly instinctive, partly taught and partly imitative. Body language plays a key role in most of the Oral communication. Some of the aspects of non-verbal communication are following.

1. Eye contact: eye contact is the most powerful and direct element that conveys ones attitude and readiness for any situation.
2. Facial Expressions: the face is the index of the mind. Universal facial expressions are connected with Universal Emotions. A smile indicates pleasantness; wide opening of eyes shows interest etc.
3. Posture: the variations in three postures standing, sitting and lying down exhibit negative and positive attitude. Upright position with shoulders in straight line shows assertive attitude of a person.
4. Body movement and Gestures: body movement talks about movement of head, hand and feet. Appropriate and controlled hand and feet movements reveal an assertive and matured personality.
5. Proximity: one has to analyze the situation and the relation with others to maintain suitable distance.
6. Appearance: attire, jewellery, makeup, shoes, hairstyle all reveal your personality, attitude and readiness to participate in a given situation.

EXAMPLES

DINIING OUT

Hostess: Hi, will you be having lunch?
Mary: Yes, but I'm not very hungry. It's too hot outside.
Hostess: I know what you mean. It's a scorcher today.
May: I'm not used to this kind of weather. I'm glad that everything
       is air Conditioned here.
Waiter: Hi, my name is Carl and I'll be serving you today. Can I get you something
to drink?
Mary: Just water, please, with ice.
Waiter: Of course. I'll be back in a moment.
May: Thank you
Waiter: Would you like to hear about our h use specials?
Mary: I think I'll just have a salad, bread, and a glass of white wine.
Waiter: O.K. What kind of wine? Our h use wine is quite good.
Mary: Fine, I'll have a glass of that.
Waiter: Would you like some dessert? We have a delicious chocolate
         cheese cake.
Mary: I don't think so. I'm on a diet. Just bring the bill, please.

MAKING AN APPOINTMENT

Secretary: Good morning, Haskell, Cleaver, and
Young Alex: I'd like to speak to Mr. Young please.
Secretary: Who's calling please?
Alex: I'm related to Stephanie Garner. Mr. Young asked me to get in
        touch when I arrived in the .S.
Secretary: please hold.
Mr. Young: Hello Mr. Alex. How are you? I'm looking forward to meeting
             you. Can you come by tomorrow at 10 a.m.?
Alex: Yes, I think so. Where are you located?
Mr. Young: Our offices are just behind the State Capitol building.
            You can walk from your hotel.
Alex: What time should I leave the hotel?
Mr. Young? Oh, maybe around 9.30. It should only take about twenty minutes on
foot.
Alex: Thanks, I'll see you tomorrow morning.

EXERCISES

1) Fix an appointment with sales manager of ABC Company for advertising your special soft ware.
2) You meet your boss unexpectedly in a hotel and he is alone. You join him for tea. He asks you casually about your past project experience in B. Tech final year. As a fresher converse with your boss about the project.
3) You have to join a welcome dinner party organized by MNC Company. How you converse in the party with your new colleagues? Converse at east with three on

VOCABULORY BUILDING

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Says the linguist, David Wilkins about vocabulary learning. Vocabulary is the name for the words that we must know in order to listen, speak, read, and write effectively. Vocabulary and knowledge of words are closely inter-related. To develop vocabulary one has to continuously read newspapers, magazines, books and play language related games. The following are few aspects of vocabulary along with illustrations that we should know for effective communication:

SYNONYMS AND ANTONYMS:

S. No	Word	Synonym	Antonym
01	abandon	Forsake, leave, relinquish	Retain, stay.
02	barricade	Obstacle, barrier, hurdle	Approachable, help, open
03	clandestine	Secret, undercover,	Public, open, forthright
04	Discrepancy	Variance, divergence	Agreement, Concordance
05	Entangle	Involve, implicate	Unravel, clear
06	Fidelity	Faithful, Loyal	Faithless, disloyal
07	hone	Perfect,	Blunt, dull
08	imbibe	Absorb, engrave	Reject
09	penchant	Liking, preference	aversion
10	mettle	Courage, strength	cowardice
11	relinquish	Let go, disown, release	Retain,
12	Zeal	eagerness	lethargic

Word definition

Word definition : Understanding or defining the right meaning of the word based on the sentence and the context.

1. Charles, aware of his susceptibility to gum disease, is *"diligent"* about flossing.
   a. Excited   b. none   c. uncomfortable   d. ambivalent   e. thorough
2. The *"intermittent"* rain soaked the garden many different times during the day.
   a. Light   b. incredulous   c. protracted   d. none   e. periodic

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IMPORTANT WORD ROOTS

The Root is the basic part of a word. It shows its main meaning and other parts can be added to it. The following are some root words; their meanings and the various words formed using these roots.

ROOT	MEANING	EXAMPLES
Aqua	Water	Aquatic, aqueduct
Audio	I hear	Audible
Bios	Life	Biomedical, biography
Centrum	Centre	Epicentre, concentrate
Centum	A hundred	Centenary, century
Chronos	Time	Chronological
Corpus	The body	Corpse,
Demos	The people	Democracy
Floris	A flower	Flora,
Geo	Earth	Geocentric, geography
Grapho	I write	Autograph, calligraphy, graphology
Homo	A man	Homage, homicide, humane
Impero	I command	Imperial, imperative
Judicis	A judge	Judicial, adjudicate, judicious
Kosmos	The world	Cosmopolitan
Medius	The middle	Mediator, medium, intermediate
Monos	Alone	Monarch, monotony
Multus	Many	Multitude, multinational, multifaceted
Novus	New	Novice, novel
Omnis	All	Omnipotent, omniscient, omnibus
Pathos	Feeling	Apathy, empathy, sympathy
Phileo	I love	Anglophile
Primus	First	Primary, premier, primitive
Scriptus	I write	Scripture, describe, proscribe
Tele	After	Telepathy, telephone
Theos	A god	Theology, theocracy
Thesis	A placing	Hypothesis
Verbum	A word	Adverb, verbal, verbatim

LIST OF IMPORTANT ONE-WORD SUBSTITUTES

One Word Substitutions:
1. One who is out to subvert a government : Anarchist
2. One who is recovering from illness : Convalescent
3. One who is all powerful : Omnipotent
4. One who is present everywhere : Omnipresent
5. One who knows everything : Omniscient
6. One who is easily deceived : Gullible
7. One who does not make mistakes : Infallible
8. One who can do anything for money : Mercenary
9. One who has no money : Pauper
10. One who changes sides : Turncoat
11. One who works for free : Volunteer
12. One who loves books : Bibliophile
13. A Government by the people : Democracy
14. A Government by a king or queen : Monarchy
15. A Government by the officials : Bureaucracy
16. A Government by the rich : Plutocracy
17. A Government by the few : Oligarchy
18. A Government by the Nobles : Aristocracy
19. A Government by one : Autocracy
20. That which cannot be described : Indescribable

ANALOGY:
An analogy is a comparison of two things that seem unrelated, but are actually related or similar to each other in some respect.

ANALOGIES—THE TOP TEN TYPES
Being aware of the most frequently asked analogy types will give you a much
better chance of mastering analogies.

1. WORD : SYNONYM
Scent : aroma
Magazine : periodical
2. WORD : ANTONYM
Destroy : build
Remember : forget
3. CAUSE : EFFECT
Microbe : disease
Cloud : rain
4. PART : WHOLE
Leg : body
Branch : tree

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5. CONDITION : LESSER DEGREE OF THE SAME CONDITION
Flooded : moist
Dark : murky
6. CONDITON : GREATER DEGREE OF THE SAME CONDITION
Intelligent : brilliant
Bright : radiant
7. PERSON OR THING : CHARACTERISTIC OR QUALITY
Teacher : scholarly
Hero : brave
8. PERSON OR THING : GROUP OR CATEGORY
Accountant : professional
Hammer : tool
9. PERSON OR THING : ACTION OR FUNCTION
Actor : portray
Knife : cut
10. WORKER : DEVICE HE/SHE USES
Mechanic : wrench
Surgeon : scalpel

Idioms & Phrases: An idiom is a form of expression peculiar to a particular language and often having a meaning other than the one that it appears to have.

1. Smell a Rat: How come the front door is open? Frankly, *I smell a rat.* I'm convinced that something *is definitely wrong here*.
2. Go to the Dogs: Have you seen their house lately? It's really gone to the dogs.
It's true that it has become run-down and *in serious need of repair*.
3.Fishy: When the security guard saw a light in the store after closing hours, it seemed to him that there was something *fishy* (something strange) going on.
4.Take the Bull by the Horns: She finally *took the bull by the horns* (acted decisively to correct the situation) and went to a professional dance school for help.
5.Let the cat out of the Bag: He wasn't supposed to know about it, but someone *let the cat out of the bag (reveal secret).*
6.For the Birds: As far as they were concerned, *it was for the birds*! They left during an intermission because they found the reading totally *uninteresting and meaningless*.
7.Straight From the Horse's Mouth: That's right. I got it straight from the horse's mouth!
8.Pay Through the Nose: Since many other stamp collectors would also be bidding for it, he realized that he would have to *pay through the nose* in order to have it.
9.Tongue-in-Cheek: I didn't mean to offend her. I was simply making a *tongue-in-cheek remark.*
Pull Someone's Leg: Oh, really? Come on, you're pulling my leg! Do you really think that I'm trying *to fool you with a ridiculous story*?

The very words *prefix* and *suffix* are good examples too. *Pre* means *before* and *fix* means *to fasten or attach*, so quite literally, a prefix is something attached to the beginning of something else. *Suf* is a variant of *sub, below or under*, so a suffix is something fastened

underneath something else (in this case, behind the root).

Prefix	Meaning	Example
ante-	before	antecedent
anti-	against	anticlimax
auto-	self	autopilot
circum-	around	circumvent
dis-	not	disappear
Extra-	beyond, more, than	extracurricular
hetero-	different	heterosexual
Hyper-	over, more	hyperactive
inter-	between	intersect
macro-	large	macroeconomics
micro-	small	microscope
mono-	one	monocle
omni-	all, every	omniscient
Post-	after	postmortem
sub-	under	submarine
syn-	same time	synchronize
trans-	across	transmit
Un-	not	unfinished
uni-	one	unicorn

Reading Comprehension

Ask yourself this question: *Do I read every word in your own language when I am reading a schedule, summary, or other outlining document?*

The answer is most definitely: *No!* Reading in English is like reading in your native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skills in your native language and English are basically the same.

The overview of the four types of reading skills used in every language is as follows:

Skimming - used to understand the "gist" or main idea
Scanning - used to find a particular piece of information
Extensive reading - used for pleasure and general understanding
Intensive reading - accurate reading for detailed understanding

Skimming

Skimming is used to quickly gather the most important information, or *'gist'*. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming.

Examples of Skimming:
- The Newspaper (quickly to get the general news of the day)
- Magazines (quickly to discover which articles you would like to read in more detail)
- Business and Travel Brochures (quickly to get informed)

Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

Examples of Scanning
- The "What's on TV" section of your newspaper.
- A train / airplane schedule
- A conference guide

Extensive reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you understand each word.

Examples of Extensive Reading
- The latest marketing strategy book
- A novel you read before going to bed
- Magazine articles that interest you

Intensive reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

Examples of Intensive Reading
- A book keeping report
- An insurance claim
- A contract

Guessing Meanings from Context:

The use of contextual clues can be one of the best ways to improve students' reading skills. Unfortunately, students often insist on understanding **each** word when reading. Realizing that a text can be understood in a general sense by using contextual clues can go a long way towards helping students cope with increasingly difficult texts. At the same time, the use of contextual clues can also provide a means by which students can rapidly increase their existing vocabulary base.

Reading Clues :

Deduction - What does the sentence concern? Which words does the *unknown* word seem to relate to?

Part of Speech - Which part of speech is the unknown word? Is it a verb, noun, preposition, adjective, time expression or something else?

Chunking - What do the words *around* the unknown word(s) mean? How could the unknown word(s) relate to those words? - This is basically deduction on a more local level.

Vocabulary Activation - When quickly skimming through the text, what does the text seem to concern? Does the layout (design) of the text give any clues? Does the publication or type of book give any clues to what the text might be about? Which words can you think of that belong to this vocabulary category? ***Make logical guesses about the meaning of the unknown words in the following paragraph.***

Inferring Meaning:-

Finding the main idea of a paragraph along with making an <u>inference</u> or <u>understanding vocabulary, words</u> in context is one of the reading skills you'll need to master before taking the <u>reading comprehension</u> section on any standardized test.

The main idea of a paragraph is the point the author is trying to make, minus all the details. It's the answer you give to a co-worker when he or she asks you what you did on Friday night. You'd probably say something like this:"I saw that new action movie."

In essence, you are giving your friend the **main idea** of the event. Sometimes, the main idea of a paragraph is very clear, but other times, such as when you're taking a standardized test like the [TOEFL](), [TOEIC](), [SAT](), [ACT](), [PSAT]() or [grad school tests](), the main idea is murky and the answer choices are vague.

1. Summarize the Passage

After you've read the passage given to you, summarize what you've just read in your head or on a scrap of paper You'd probably come up with a **one-sentence explanation.** Chances are good that you've found the main idea if you can summarize the whole passage down to one sentence. Just be sure your one sentence is broad enough to cover every detail in the text.

2. Look for Repetition of Ideas

If you read through a paragraph and you have no idea how to summarize it because there is so much information, start looking for repeated words, phrases, ideas or similar ideas.

3. When the Main Idea is stated

Sometimes, the author of a paragraph (often new writers) will write the main idea directly in the text usually in the first few sentences. In that case, the main idea is easy to find: just look for the sentence that summarizes the whole paragraph.

4. When the Main Idea is implied:

This is a little trickier. If the author doesn't write down the main idea of the text, it's up to you to infer what the main idea is. It seems to me that the author is giving us different situations (having an interview, hanging out with friends, speaking publicly) and then telling us to speak differently in each setting (use slang with friends, be respectful and quiet in an interview, etc.).

Summary

Finding the main idea can be challenging, but if you use the tools above and practice, you'll be well on your way to the score you want on the verbal or reading sections of those standardized tests.

Goals of Critical Reading

Textbooks on critical reading commonly ask students to accomplish certain goals:

- to recognize an author's purpose
- to understand tone and persuasive elements
- to recognize bias

Notice that none of these goals actually refers to something on the page. Each requires inferences from evidence within the text:

- recognizing purpose involves inferring a basis for choices of content and language
- recognizing tone and persuasive elements involves classifying the nature of language choices
- recognizing bias involves classifying the nature of patterns of choice of content and language

Critical reading is not simply close and careful reading. To read critically, one must actively recognize and analyze evidence upon the page.

Viva voce Questions:

1. What do you understand by the term "**skimming**"?
2. What do you mean by "**scanning**"? Give some examples.
3. Give some examples of extensive reading.
4. How intensive reading skills are helpful?
5. How do you infer the meaning from a passage?
6. State some goals of critical reading.

WRITING SKILLS

Of the four skills in language learning, writing and speaking are known as active skills while reading and listening are passive skills. In the course of a student's career it is important that he develops all four skills to grow in his career.

Communicate by speaking all the time. We need to communicate with the written word in most cases as a supplement to our spoken word or to make our needs formal and taken seriously. Communication is very essential in today's world. We all need to communicate our needs and at the same time have the ability to grasp other people's needs.

RESUME WRITING

A resume packages your assets into a convincing advertisement that sells you for a specific job.
Mary Ellen Guffey.

Purpose : To seek a job in an organization.

Role of Resume : To highlight your positives along with your academic qualification and other achievement.

A resume should be original. It should reflect candidate's personality, employment goals and his/her aspirations.

A resume must answer the following questions :

    a. How can an employer contact the candidate?
    b. What are his/her career objectives?
    c. Which institution has been attended?
    d. What course (academic/professional) has been completed?
    e. What is his/her experience (if any)?
    f. What are his/her career achievements?
    g. What are his/her special skills or capabilities?
    h. What are his/her awards or honors that he/she has received?
    i. What are his/her activities/special interests/hobbies?
    j. What are his/her references?

Format of a RESUME :

Heading : Heading includes contact information like applicants name, postal address, telephone/mobile number and email i.d.

Position sought : If your applying for any advertised post mention it or this is not necessary if you are applying for an unsolicited job position.

Career objective : This should be a specific one sentence focused statement expressing your career goal in relation to the post. It should convey your motivation and interest in the job.

Education : Specific details about your qualification and professional training (if any) should be mentioned starting with your matriculation along with percentage of marks, grade, year of passing, institution studied and the board or university.

Special Skills : If you have any special skills related to the job mention them. Like work experience at the time of your project work etc.

Activities & Interests : Extra-curricular, co-curricular and professional activities along with hobbies and interests must be mentioned.

Achievements/Accomplishments/Honours : The applicants achievements, accomplishments, honours and awards distinguish him from others. It helps in convincing the employer that you are achiever and therefore **worth hiring.**

References : Some employers need references from persons who know the applicant. It can be from the college or from someone who is working in the same organization. The reference letter should contain name of the person along with his designation, full contact address, telephone number and mail I.D.

Be factual and *__HONEST__* when writing your resume. Any false information or tall claims will land you into trouble.

The language has to be simple covering all the relevant points.

Take special care of Grammar usage, Vocabulary, Spelling and punctuation.

All the data has to be in chronological order.

Types of Resume

1. Targeted Resume
2. Inventory Resume
3. The Chronological Resume
4. The functional Resume
5. The Combination resume

`**Targeted Resume** : is used to focus your resume toward a specific career objective, performed in a specific industry, and for a specific company. The resume is written to highlight the skills, qualification and experience that match the requirement of your job target.

Inventory Resume : is used for a general objective and not specific job. It can be used to apply to a number of companies. It is used to highlight your skills, qualification and achievements in a

more general manner.

The Chronological Resume : is used to highlight the progressive career growth and advancement. It is easy to read and can be quickly scanned for employment history and widely accepted by hiring authorities. It lists your job experience in the date order starting with the recent one.

The Functional Resume : highlights key skills, accomplishments and qualifications at the top of the resume, regardless of where they have occurred in your career. Your employment history is de-emphasized by placing it at the bottom. Many hiring authorities don't like this format , as it is generally believed that this format is used to hide some deficiencies in your career.

TECHNICAL REPORT WRITING

Technical articles describe, discuss or analyze a systematic investigation towards increasing the sum of knowledge in a specific field.

Nature & Significance : Technical and research articles are essential to all fields of science, technology, humanities, management etc. The technical report adds to the existing knowledge and understanding of particular topic or subject. We come across technical reports in professional journals or as presentation in seminars and conferences.

The presentations help the scientist to improve their scope of research for the benefit of human race.

Professional such as administrators, scientist, business executives, engineers and others have to write reports for different purposes.

The size of the report varies from one page to running into many pages. The report may be presented orally, electronically or in a written form. We will be dealing with written format of a technical report.

As a common type of communication used during work, reports reinforce, prompt, motivate and persuade the reader to act. By helping in dissemination of ideas, views and suggestions, reports develop information and understanding essential for effective decision making.

The reports serve several purposes, which may include:
- Presenting data
- Describing problems and suggesting solutions
- Discussing and analyzing data
- Recording events and happenings
- Analyzing a situation or a condition or
- Giving feedback, suggestions or recommendations.

Types of Reports :

Informational reports : presents facts of a case, problem, condition or situation without any analysis, interpretation or recommendations. The function of the author is to collect, compile and organize facts for the reader. e.g. Conference reports, seminar reports, trip reports etc.

Analytical reports : presents data with interpretation and analysis. The author analyzes the facts of the case, problem, condition or situation objectively and forwards conclusions, inferences and recommendations. It is the prime responsibility of the author to evaluate the information and make appropriate inferences. e.g. Project reports, feasibility reports, market research reports etc.

Routine reports : is prepared on a periodic basis i.e. daily, weekly, fortnightly, monthly, quarterly or annually depending on the norms of the organization and are called periodic reports. They may contain simple information like production output to complex information like marketing or research data. Routine reports may be informal or analytical depending on the purpose. e.g. daily production, monthly sales, annual reports etc.

Special reports : are prepared and presented with a specific purpose. They are presented to convey special information related to a single condition, situation, problem or occasion. Most important decision are taken based on these report in an organization. e.g. launch of new product depending on the market demand and presence of competing products, inquiry reports, research reports, thesis, dissertation etc.

Reports & their types

Criteria	Types	Description	Examples
Function	Informational	Objective presentation of data without analysis or interpretation	Conference reports, seminar reports, trip reports.
	Analytical	Presentation of data with analysis and interpretation	Project reports, feasibility reports, market research reports.
Periodically	Routine	Presentation of routine information	Daily production reports, monthly sales reports, annual reports.
	Special	Presentation of specific information related to a single condition, situation, problem or occasion	Inquiry reports, research reports, thesis, dissertation
Communicative Form	Oral	Face-to-face presentation of information	Accident report, sales reports, joining reports, conference reports.
	Written	Presentation of information in written form	project reports, progress reports, research reports.
Nature, scope and length	Formal	Long reports with elaborate description and discussion	Annual reports, thesis, project reports, technical reports.
	Non-formal	Short reports	Laboratory reports, daily production reports, trip reports.

 Oral and Written Reports : Oral reports are informal and face-to-face presentation of information. Written reports are more conventional than oral reports. They are extensively used for their proper presentation skills. They have permanent value and need proper maintenance for future references.

Formal and Non-formal Reports : The nature, scope and length of the report decides whether it is formal or informal. Formal reports are comparatively longer with elaborate description and discussion. The length of the report may vary from few pages to few hundred pages. Formal

reports are more informational, analytical, routine or special in comparison with informal reports.

Formats of Reports :

Format	Description
Printed forms	Forms prepared to record for repetitive and routine data
Letter format	Short informal reports to be communicated to someone outside an organization
Memo format	Short informal reports to be communicated to someone within an organization
Manuscript format	Formal reports printed on plain paper

Printed forms : are used for routine information. E.g. daily production reports, monthly sales, trip reports, conference reports, laboratory reports, inspection reports, confidential reports etc.

Types of formats and styles :

a. Printed forms : are used to collect routine information like daily production, monthly sales, trip reports, lab reports, inspection reports and confidential reports.
b. Letter format : is used for the short reports which are to be send to someone outside. This format contains all the elements of a letter along with additional sections like illustrations, references etc. This format may be used for informational, analytical, routine, special, evaluation, feasibility, survey legal or non-formal reports.
c. Memo format: is a short report for internal circulation within an organization. Informational, analytical, routine, special or non-informal are some examples.
d. Manuscript format : are long and formal with section and sub-section, each with a clear heading. The headings and sub-headings are arranged in a logical way. A structured report will help in thinking clearly and deciding where to put each fact or idea. It helps the readers in easy reading and find the information they needed.

Structure of Formal report :

A formal report may include the following parts or elements :

i.   Title page
ii.   Preface
iii.   Letter of Transmittal
iv.   Acknowledgements
v.   Table of contents
vi.   List of illustrations
vii.   Abstract / Executive summary
viii. Introduction
ix.   Methodology
x.   Discussion / Finding / Analysis
xi.   Conclusion

xii. Recommendation
xiii. Appendices
xiv. References and bibliography

Title Page : usually contains the title of the report, name of the person and organization to whom it was submitted, name of the author and date.

Preface : is optional and is used to introduce the report by mentioning the salient features and scope.

Letter of Transmittal : is the letter by author explain the purpose of writing the report. It generally contains the objectives, scope and highlights of the report.

Acknowledgement : section contains the names of the persons who contributed in preparation of the report and made it possible.

Table of contents : provides overall view of report and lists the headings and sun-headings.

List of illustrations : is a list giving systematic information about tables, graphs, figures, chart etc.

Abstract / Executive summary : It is the part where all the essential information in the report like key findings, results, conclusions recommendations etc. are summarized.

Introduction : is the section where reader is introduced to the report and are prepared for discussion that follows by providing background information, defining its aims & objective, discussing the scope and limitation of the report.

Methodology : The procedure of gathering the information, information source, methods of data collection, procedure for investigating the situation / problem and the criteria of survey are covered under this heading.

Discussion / Finding / Analysis : This the main part of the report as the entire data is presented in an organized form. The focus is facts and findings, objective description, discussion of the problem, analysis of the situation and findings of the investigation. It is usually divided into sections and sub-sections with well-structured and clear headings and sub-headings.

Conclusion : A summary of the discussion and findings, results and conclusions, implications of the conclusions, presentation and inferences are the essence of this part.

Recommendation : are proposed in this section based on results and conclusions. A solution to the problem or situation may be suggested.

Appendices : contains all the supporting material or data and normally kept separate from the main body to avoid interrupting the line of development of the report.

References and bibliography : section contains the list of books, journals, reports, dissertations, published documents which are used in preparing this report and may also contain list of material for further reference.

Writing Strategies : Irrespective of the type of the report one needs to adopt effective writing strategy. As reports are systematic attempts to discuss problems, situations or conditions and stimulate thinking or action in an individual, it needs special attention.

These following steps will help in organizing and presenting the report systematically :

a. **Analyze the problem and purpose** : An effective report begins with an objective analysis of the problem to discussed and the objective of writing the report. The following questions need to be answered before beginning to write a report.

   i. What do you want to present or discuss in the report?
   ii. Why do you want to present it?

Answering these question will help in identifying the problem and writing the report in a systematic way.

b. **<u>Determine the scope of the report</u>** : The writer should have an idea about the possible readers of the report and it becomes easy for the writer to connect. Should avoid false assumptions and be practical and rational. These questions are relevant and to be answered.
   i. Who is the audience? (age, education, subject knowledge, profession, status, preferences, biases, attitude, interests, language, level and so on.)
   ii. How is the report relevant to the audience?
   iii. What is in it for the audience?
   iv. What does the audience expect from the report?
   v. How much background information will the audience need?

c. **<u>Gather all the information</u>** through primary sources like discussions, interviews, observation, surveys, questionnaires, experiments and or from secondary sources like Internet, reports, books, journals, dissertations, magazines, pamphlets, newspapers etc. It is important to ensure that the data is accurate, current, relevant and bias free.

d. **<u>Analyze and organize all the information</u>** in a logical way after evaluating the information objectively. Before organizing the information, outline may be prepared by choosing the central idea, main idea, major supporting idea and developing idea.

e. **<u>Writing the first draft</u>** : For writing the first draft the points to be remembered are :-
   i. Focus on the scope and purpose of the report.
   ii. Simple and direct language should be used without overstressing the perfect expression.
   iii. A computer should be used for preparing the report.

f. **<u>Reviewing and revising</u>** : The rough draft has to be reviewed, edited, revised in order to improve the quality of its content and presentation. Review is to assess whether the report has achieved its purpose, whereas editing involves correcting its format, style, grammar, spelling and punctuation. Focus should be on improving the report's quality.

g. **Writing the *<u>FINAL DRAFT</u>*** : Writing the final draft involves the following points:
   a. The report should be simple, clear, concise, direct and readable.
   b. Appropriate words, short sentences and meaningful paragraphs should be used.
   c. Appropriate linking device should be used.
   d. Graphic highlighting technique to improve readability and comprehension should be applied.
   e. Important points should be *<u>emphasized</u>*.

PRESENTATION SKILLS

In business or in a student's career making presentations will be a part of the career all throughout. Therefore, attention must be paid towards honing the skills of effective presentation skills. Some of these presentations are made in formal situations and few in informal situations. World and most of the times these presentations are impromptu, meaning, a manager might ask an employee to discuss a technical topic at a staff meeting, so the speaker begins speaking without preparation planning.

Presentations are of 3 kinds
1. Impromptu: are those where the time given for preparation is minimal
2. Extempore: are the ones where the time given for preparation is adequate. After adequate preparation, you can outline the speech and prepare lecture notes and presentation aids, practice the presentation and then deliver the presentation with ease
3. Seminar: are those where sufficient time is given to write a research article that can be read out to the audience using suitable presentation aids.

1. Research your topic
2. Analyze your audience
3. Outline your message
4. Use a multimedia approach
5. Rehearse the speech out aloud
6. Arrive early
7. Start with an introduction
8. Use note cards or your visual aids
9. Don't let questions digress from your main topic
10. End with a summary of your main points

Presentations can be oral in the form of JAMs or Oral presentations or Seminars.

Just a Minute or JAM is impromptu speech given in the time limit of one minute. In this fast developing global technology there is need for quick analysis and resourceful decision making. There is no extensive preparation and one has to speak innovatively at the spur of the moment.

Power Point Presentation : PPT is a tool used in the presentation. It is a software provided by Microsoft in their MS software.
A convenient and easy to use tool. It is a preferred tool for most of the presenters.

Let the presenter select a topic. The process of presentation starts with data collection with reference to the topic. Once data collection is completed, sieve the data and retain the material which is relevant for presentation. Arrange the data as per the chronological order of presentation. It is pertinent to cover all the points in the given time slot. Know

your audience and their level of intellect.

Open the software and select a new slide. Follow the procedure for decent presentation.

1. Start with selection of slide.
2. Select theme and background which should be decent and presentable.
3. Selection of colour should be contrasting. If the background is dark, then the colour of the text should be light and vice-versa.
4. Preferred font is Times New Roman.
5. Font size is 22 to 26 for title, 20 to 24 for headings, 18 to 20 for sub-headings and 16 to 18 for text.
6. Follow uniform colour selection.
7. Avoid animation preferably.
8. Usage of animation or colour change is done to either highlight or draw attention towards a particular point.
9. Include two or three point in bullet form per slide.
10. Remember the projection on the screen is only for reference purpose and not for reading from slides.
11. Position yourself in such a way where you can look at the screen from the corner of your eye for reference. Never obstruct the view of you audience.
12. Maintain eye contact with your audience. Phase your presentation in such a way that every point is understood properly.
13. Modulate your tone as per the size of the room.
14. If your presentation consists of statistical data, prepare handout of the data and distribute in advance for easy reference.
15. Be in a position to anticipate the questions and be ready with clarification.

GROUP DISCUSSION

As in a football game, where you play like a team, passing the ball to each team member and aim for a common goal, GD is also based on team work, incorporating views of different team members to reach a common goal. A Group Discussion can be defined as a formal discussion involving 8 to 10 participants in a group. They are given a topic. After some time, during which they collect their thoughts, the group is asked to discuss the topic for 15 to 20 minutes. The GD process is to assess a candidate's personality traits.

There is a considerable difference between public speaking and GD. In public speaking, the audience merely judges and passes a verdict on the speaker. Nobody in the audience competes with you. They listen to what the speaker says but do not compete with the speaker. They listen to what the speaker says, but do not discuss the subject with equal rights as does the speaker.

The same is the case with an interview. In an interview, a candidate has to deal with the interviewer who asks questions to which the interviewed responds. He will be given ample opportunities as the interviewer is interested in the answers. In a debate or lecture, the candidate is given some time to think and marshal his ideas and the chairman or the presiding officer will ensure that no one intervenes. The interview focuses on personality traits wherein the interviewers ask well directed questions to assess the overall personality of a candidate.

Dynamics of GD:

Flexibility: You must be open to other ideas as well as to the evaluation of your ideas. That is what flexibility is all about. But first, remember: Never ever start your GD with a stand or a conclusion. By taking a stand, you have already given your decision without discussing the topic at hand or listening to the views of your team members.

Assertiveness: You must put forth your point to the group in a very emphatic, positive and confident manner

Initiative: A general trend amongst students is to start a GD and get the initial kitty of points earmarked for the initiator. But that is a high risk-high return strategy. Initiate a GD only if you are well versed with the topic.

Creativity: An idea or a perspective which opens new horizons for discussion on the GD topic is always highly appreciated. When you put across a new idea convincingly, such that it is discussed at length by the group, it can only be positive

Team Player: It lays great emphasis on this parameter because it is essential for managers to be team players. Management aspirants who lack team skills cannot be good managers.

Reasoning Ability: Reasoning ability plays an important role while expressing your opinions or ideas at a GD.

Leadership: A leader would have the following qualities:

S/he shows direction to the group whenever group moves away from the topic.

S/he coordinates the effort of the different team members in the GD.

S/he contributes to the GD at regular intervals with valuable insights.

S/he also inspires and motivates team members to express their views.

Inspiring ability: A good group discussion should incorporate views of all the team members. If some team members want to express their ideas but are not getting the opportunity to do so, giving them an opportunity to express their ideas or opinions will be seen as a positive trait.

Awareness: The content or awareness generally constitutes 40 to 50 percent marks of your GD. Apart from these qualities, communication skills, confidence and the ability to think on one's feet are also very important.

GD Initiation:

Initiating a GD is a high profit-high loss strategy. When you initiate a GD, you not only grab the opportunity to speak, you also grab the attention of the examiner and your fellow candidates.

If you can make a favourable first impression with your content and communication skills after you initiate a GD, it will help you sail through the discussion. But if you initiate a GD and stammer/ stutter/ quote wrong facts and figures, the damage might be irreparable. If you initiate a GD impeccably but don't speak much after that, it gives the impression that you started the GD for the sake of starting it.

GD Summarization:

A conclusion is where the whole group decides in favour or against the topic. You can summarize what the group has discussed in the GD in a nutshell. Keep it brief and concise. It must incorporate all the important points that came out during the GD. If the examiner asks you to summarize a GD, it means the GD has come to an end. Do not add anything once the GD has been summarized.

GD – Points Marked on :

1. Audibility : Communication skills.
2. Analysis : supported by facts & examples
3. Content : Obtain by good reading
4. Team Work
5. Demeanor : Body Language counts, don't sit cross-legged
6. Leadership : People should listen and agree to you.

GD Techniques:

There are a few simple techniques that can make you an effective participant:

Prepare: If you know what the topic of the discussion will be, there is a lot you can do to prepare in advance. You can read round the topic to make sure you are aware of the main issues and arguments, and spend some time deciding what your own position is.

Listen: An effective discussion is one in which people listen to each other. Listening is a very important discussion skill and make sure you listen and respond to what other people have to say.

Be polite: In a discussion, it's important to stay calm and be polite, even if you feel strongly about the topic under discussion. Using words like *please, thank you, I'd like to… May I…? Would you mind…? Could you…?* Make you sound polite and respectful.

Take / make notes: It's a good idea to have a pen and paper handy. You can jot down any useful or important words or ideas that might come in handy later in the discussion – or afterwards.

Speak clearly: Practise your pronunciation and speak clearly and confidently. If you need time to collect your thoughts, you could say something like *Hmmm… just let me have a minute to think about this.*

Useful phrases for GD:

There are lots of useful phrases that you can use in discussions. Here are just a few of them:

o Agreeing: *You're absolutely right about that.*

o Disagreeing: *I'm sorry, I don't see it that way at all.*

o Interrupting: *Sorry, do you mind if I say something here?*

o Dealing with interruptions: *Could I just finish what I'm saying?*
o Asking for explanation: *Would you mind telling us what exactly you mean by that?*
o Asking for more information: *Would you mind saying a little bit more about that?*
o Adding more information: *Another point I'd like to make is…*

Different parts of a GD: – (considering a 15 minutes GD).
Chaos period. (1-2 minutes).
Generating ideas. (7-8 minutes).
Building on ideas. (5-6 minutes).
Conclusion. (rarely comes; ½ – 1 minutes)

Roles in Group Discussion:
Group enterprise roles: These roles are constructive to the group.
Initiator-contributor: Generates new ideas.
Information-seeker: Asks for information about the task.
Opinion-seeker: Asks for the input from the group about its values.
Information-giver: Offers facts or generalization to the group.
Opinion-giver: States his or her beliefs about a group issue.
Elaborator: Explains ideas within the group, offers examples to clarify ideas.
Coordinator: Shows the relationships between ideas.
Encourager: Praises the ideas of others.
Harmonizer: Mediates differences between group members.
Standard Setter: Suggests standards or criteria for the group to achieve.
Follower: Goes along with the group and accepts the group's ideas.

Dysfunctional roles
These roles are destructive to the group.
Aggressor: Attacks other group members, deflates the status of others, and other aggressive behavior.
Blocker: Resists movement by the group.
Recognition seeker: Calls attention to himself or herself.
Self-confessor: Seeks to disclose non-group related feelings or opinions.
Dominator: Asserts control over the group by manipulating the other group members.
Help seeker: Tries to gain the sympathy of the group.
Special interest pleader: Uses stereotypes to assert his or her own prejudices.

Types of GD Topics: GDs are Topic Based and Case Based
Topic Based GDs:
1. Factual speech topics
2. Controversial and argumentative issues
3. Abstract discussion material
Case Based GDs: 4. Case studies

Factual topics for a group are – as the word says – about facts. This is a sample list of speech topics on current issues and facts: *Why drinking and driving is dangerous to yourself and others.*

A controversial group discussion topic is a speech topic that has many controversies.
What is wrong with child labor?

Abstract group discussion topics are things that cannot be touched, not be easily defined or formulated. Just think in a creative manner and start a vivid group discussion with one of these abstract topics to talk about: *The Nostradamus Code*

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Case Studies: The fourth type of group discussion topics are case studies. You determine a problem and together with the other group members you have to find a satisfying solution. These are small group discussion topic ideas. *Dropouts – Individual attention in safe schools and smaller classes; is that the way to stop students to drop out?*

Body Language: Body language plays an important role during the Group Discussion. The panelists will surely take note of your body language.

1. Pointing fingers: Pointing fingers generally signifies talking in anger and accusing someone with your finger. It exhibits your aggression. This should be completely avoided.

2. Playing with pen or paper: Playing with pen, paper or just moving your hands shows careless attitude. Whether you remain silent or talk while playing with such objects, it will show your lack of interest.

3. Stooping or slouching: You should sit straight while in a GD. Don't slouch or bend forward. That is an informal posture and is not at all welcomed in GD rounds.

4. Sitting with crossed arms or legs: When you sit with crossed arms/legs or both, it refers to a closed mindset and a person who is not ready to accept/listen to others' point of views.

Throwing your hand: Don't throw your hands in such a manner that it enters your next group member's space. Everyone has their own personal space and entering that disturbs the entire group coherence.

6. Fidget: You should not keep fidgeting or moving uncomfortably in your chair.

7. Not to be stiff: When it is advised that you should not keep fidgeting, it is also meant that you should not be absolutely stiff in your position. You should have a relaxed posture.

8. Scratching, pricking, rubbing: You should not engage your hands in inappropriate activities such as scratching, pricking, rubbing etc. This will again show your lack of interest in the GD and too much obsession with yourself.

9. Control your facial expressions: Control your facial expression and avoid showing your anger/disgust/frustration reflect on your face. Also don't smirk, smile or laugh unnecessarily. Don't make it too stoic.

10. Moving your legs: Continuous movement of legs will show your impatience. If you keep moving your legs, you will communicate that you want to get rid of the GD process.

Do's of participating in a GD:

☐☐Listen to the subject carefully

☐☐Put down your thoughts on a paper

☐☐Initiate the discussion if you know the subject well

☐☐Listen to others if you don't know the subject

☐☐Support you point with some facts and figures

☐☐Make short contribution of 25-30 seconds 3-4 times

☐☐Give others a chance to speak

☐☐Speak politely and pleasantly. Respect contribution from other members.

☐☐Disagree politely and agree with what is right.

☐☐Summarize the discussion if the group has not reached a conclusion.

Don'ts of participating in a Group Discussion

Initiate the discussion if you do not have sufficient knowledge about the given topic.

Over speak, intervene and snatch other's chance to speak.

Argue and shout during the GD

Look at the evaluators or a particular group member

Talk irrelevant things and distract the discussion

Pose negative body gestures like touching the nose, leaning back on the chair, knocking the table with a pen etc.

Mention erratic statistics.

Display low self confidence with shaky voice and trembling hands.

Interview skills

The second stage of seeking a job is attending an interview. Once your resume is scrutinized and cleared, you are asked to attend an interview. The interview may be conducted sometimes after passing a written examination conducted by the employer.

Research the organization : Interviewers sometimes may ask few questions to test your knowledge about the organization. The questions may include like "What do you know about our company?", "Why do you want to join us?", "What made you interested in our organization?", "How do you rate our company?", "Tell us why you are interested in our company?" or "Our company was recently in news. Can you tell why?"
The candidate should have basic information about the organization which may include :
   a. Major areas of operation
   b. Products/services of the organization
   c. Focus of activities of the organization
   d. Growth rate
   e. Hierarchical structure of the organization
   f. Work culture
   g. Financial standing and turnover of the organization
   h. Corporate culture
   i. Recent developments in the organization
   j. New products, services and projects
   k. Factors making the organization successful

Job analysis : minimum knowledge about the job is desirable. If you know what is expected from you, it becomes easy to adapt to the situation. The likely question you are going to face are "Why are you interested in this job?", "What makes you fit for this position?", "What do you know about this position?", "What makes you think you are fit for this job?", " How will you rate yourself for this position?" Hence, the try to answer these following questions.

   a. What does this job involve?
   b. What are the responsibilities associated with this job?
   c. What are the challenges of this job?
   d. What are the skills and abilities needed for this job?

Pre-interview preparation techniques :

   a. **Self analysis**: Identify your strengths and weaknesses. Identify your major accomplishments, achievements, special interests, hobbies and career goals. A detailed description of one these may be needed at the time of interview. Be prepared.
   b. **Revise your subject knowledge** : Brush up your subject knowledge. Gather additional knowledge along with your subject.
   c. **Develop the interview file** : The interview file should contain following paper &

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documents :
1. Interview call letter
2. Original degree, certificates and transcripts
3. References & testimonials
4. Copies of your Resume
5. All other relevant papers that might be needed during interview

Interview Questions :

Types of Interview questions :

a. Open questions : The main purpose is to encourage the candidate to talk broadly about a topic or subject.
b. Closed questions : Specific answer has to be given.
c. Probing question : In depth knowledge of the subject with proper explanation and clarification as answer is expected for the specific question.
d. Reflective questions : These questions are asked to confirm the statement or answers given by the candidate.
e. Loaded questions : Loaded question are to assess the candidate's response to a sensitive question, issue or subject. They are posed to judge the candidate's ability to handle difficult and sensitive situations.
f. Hypothetical questions : An hypothetical question is asked to assess a candidate's response or possible reaction to a given or imaginary situation.
g. Leading questions : It is posed to get a particular or desired answer. A simple yes or no is expected from us.

Answering Strategies :

a. Attentiveness : Be attentive not to miss the question. Normally questions are not repeated. Never give an answer till the question is completed.
b. Accuracy : Especially it is very important when concerned with date, timelines, persons, places etc. Give exact answer if you know. There is nothing wrong in accepting one's lack of knowledge. No one expected to know everything.
c. Brevity : Reply to what is asked. Be brief. A long answer does not necessarily mean a better answer.
d. Focus : Be specific and focused. Don't deviate and give un-necessary information to impress the interviewer.
e. Clarity : Answer directly and clearly. Never give a chance to the interviewer to ask for repeat of the answer. Clarity of voice and thought are very essential.
f. Positive attitude : Be positive. Answer negative question positively. Sometimes sensitive or negative question may be asked to explore the trait of negative attitude in a candidate.
g. Logical thinking : Answer should be rational and logical. The question which are probing or hypothetical needs better analytical skills organized thought process.

Practice : Practice is the need of the hour. Mock interviews, Audio/video practice sessions will help an individual a long in achieving his/her cherished goal.

The DO's : Look your best, Dress formally, look well groomed & smart and be relaxed. Speak carefully, clearly, confidently and slowly with appropriate pauses. Be articulate and speak distinctly with voice quality, accent and intonation. Speaking too fast is a sign of nervousness. Speak confidently and with a smile on the face.
Be polite, flexible, tactful, interested with controlled emotions.

The Don'ts : Never argue with interviewer. Never display lack of confidence, emotions or your nervousness. Never prolong the conversation.
Never use scents, deodorants or excessive make-up, Usage of **new** clothes, shoes should be avoided. The new shoes may pinch your feet and walking smoothly may be hampered. Avoid high heels. New clothes will make you feel self-conscious as you are not whether they are conveying a confident image about you or not.

Miscellaneous : A job interview is a conversation between an applicant and an interviewer/selection committee. So, it includes listening skills, speaking skills and your analytical skills. Speak clearly, precisely using simple words, short sentences with appropriate pronunciation. It is a two way interaction with planned conversation in a formal atmosphere.

The interviews may be conducted personally or telephonically. Generally telephonic interviews are conducted for more experienced persons.

Group discussions are sometimes held as part of an interview the supervision of an employee from the organization. Proper group discussion skills will be an added advantage.

Importance of Body Language : Body postures, gestures, eye contact play a very important role in your success.
It is very important to maintain **proper eye contact** while listening and speaking. It indicates that you are attentive. It displays your sincerity and level of confidence. Do not speak looking at your feet. It means you or either shy or telling a lie. If is more than one listener, then look at every one with equal importance.
 Facial Expressions : They should be natural. A simple smile gives positive signal and generates goodwill. However a continuous smile without context gives a wrong signal. Keep the smile meaningful.
Gestures : should be natural. Avoid gestures to express negative feelings. e.g. to say "NO" verbal communication is preferred to gestures.
Avoid confusing gestures like biting of nail, scratching of head and excessive usage of fingers.
Usage of hands and arms carefully is a positive gesture.
The gestures and verbal communication should match and should not be contradicting.
Posture & Body movements : Posture speaks about your personality. It shows whether the person is confident, bold, dynamic, timid or submissive.
Posture should be natural. Standing, sitting or bowing are examples. The postures should match with verbal message. No funny or jerky movements should be displayed.
It is important to display a posture which reflects self-confidence, maturity, alertness and physical stamina.