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General English

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Chapter 01 – Grammar & Vocabulary Chapter 01 – Grammar & Vocabulary Many types of languages are used throughout the world to communicate daily our countless ideas, beliefs, intentions, actions and feelings. And with mass media and the Internet, this interaction is occurring faster and more frequently with every passing second. Even specialized languages, such as mathematics and computer programming, are being used more often in an effort to create much desired and needed new processes and systems and to educate people. Therefore, as members of a growing global village encompassed by our dynamic information age, good language expression, usage, and comprehension are vital not only for accurately communicating with each other in many different ways and on many different levels, but also for correctly communicating with and managing our machines, structures and other synthetic systems as well as the organic systems we've inherited. Like most of the systems in the world and universe in which we live, languages are organic and continuously evolving systems within larger changing systems, such as our local, national and international communities. Within all languages, cultural traditions and conventions have shaped, organized, re-organized and normalized language subsystems, thereby, structuring overall language systems. So like culture, itself, language is ever-developing as conventions and traditional systems are forever challenged and language structure is permanently altered. For any language, especially English – our focus in this chapter – to be meaningful, it has to be grammatical. Grammatical correctness is thus a prerequisite to any functional discourse. Grammar, one of the most important "aspects" or levels of linguistic study, is the body of descriptive statements about the morphological and syntactic structures of a particular language as it deals primarily with the rules that govern the combination and group of words to bring meaningful sentences. Much the same as language, grammar is also related to specific things being ranked above or below other things. The elements of this system where things or people are in separate levels of importance are morphemes, words, phrase, clauses and series of words that make sense and that have a subject and a verb otherwise known as members of the grammatical rank scale (i.e., sentence). Our aim in this chapter is to explore the foundation of grammar, focusing on the elements of morphemes and words after a quick look at the levels of language-based analysis: study of language speech sounds (i.e., phonology), the study of the shapes of things (i.e., morphology), the set of rules for forming language (i.e., syntax), meanings of words (i.e., semantics) and practicals (i.e., pragmatics). 1 | Chapter 01 – Grammar & Vocabulary The sound, structure and meaning are method of the grammar and the vocabulary used in it. All languages have grammar and each language has its own grammar. People who speak the same language can communicate because they deeply know the grammar system of that language, that is, the rules of making meaning. In this chapter, after introducing grammar & vocabulary, it is well managed to put bright light on the basic elements of grammar and its importance in the effective communication. The knowledge of word - creation and construction/ group of objects - and word classes is no doubt central to the effective use of words in higher ranks of grammatical analysis. Apart from defining grammar and examining levels of verbal study, we also have focused on morphemes and word creation and construction/ group of objects processes. It should be foregrounded that without words, there is no grammar and without grammar, language loses its soul, in fact, its purpose, as it becomes just, as William Shakespeare would put it: "a story told by a very stupid person, full of sound and extreme anger, show/indicate nothing." 1.1 Grammar & vocabulary: meaning & definition The grammar of a language is an analysis of the various functions performed by the words of the language, as they are used by native speakers and writers. There are many different ways of analysing a language. In such an analysis, words can be given various names, depending on the function which they perform. For instance, words which perform the function of naming things are commonly referred to as nouns and the words which perform the function of expressing states or actions are commonly referred to as verbs. It should be kept in mind that many English words can perform more than one function. For instance, in the following sentence, the underlined words can be referred to as nouns because they perform the function of naming things. e.g., I have lost my comb. Water is one of the necessities of life. However, in the following sentence, the same word can be referred to as verbs because they perform the function of expressing actions. e.g., I comb my hair every morning. Do you water the plants every day? Hence, from the above explanation, we can say that "Grammar is the set of structural rules governing the composition of clauses, phrases and words in any given natural language." 2 |

Chapter 01 – Grammar & Vocabulary The vocabulary is all about words — the words used in a language or a special set of words used by a particular person or group — also called word stock. How many words are there in the English language? No easy answer is possible. In order to reach a believable total, there must be an agreement about what to count as an item of vocabulary. In effect, the overall vocabulary is beyond strict statistical assessment. Nonetheless, limited counts take place and serve useful ends, and some rough indications can be given about the overall vocabulary. The Oxford English Dictionary (1989) defines over 500,000 items described as 'words' in a promotional press release. The average college, desk or family dictionary defines over 100,000 such items. Specialist dictionaries contain vast lists of words and word-like items. When printed material of this kind is taken into account, along with lists of geographical, zoological, botanical and other usages, the crude but credible total for words and word-like forms in present-day English is somewhere over a billion items. Hence, vocabulary can be defined as all the words that a language has. We can also say that "It is the totality of words used by, understood and agreed by, or at the command of a particular person or group."

1.2 Elements of grammar There are numerous elements to English grammar. The structural rules that guide the use of spoken and written English have evolved and continue to evolve, but the basic framework remains relatively consistent. English grammar is based on two general classes of words: nouns and verbs. Nearly every other aspect of English grammar features some modification of either one. The grammatical construction of a sentence in English depends on the words that comprise it, as a correct sentence, features both a subject, which contains a noun, and a predicate, which contains a verb. Nouns are the words that represent persons, places and objects. Most sentences feature a noun, as a noun is the subject of a sentence. A noun can be general, like "dog," or it can be specific, like "Rex." The former is a common noun, the latter is a proper noun. There are several other types of noun, including concrete, abstract and collective nouns. Verbs represent the action that occurs in a sentence. English grammar depends on showing a subject doing something or having something done to it. The shortest sentences in English are comprised of a single verb: for example, "Go." Though this 3 |

Chapter 01 – Grammar & Vocabulary sentence does not explicitly include a noun, it does include a subject: the person to whom it is addressed. There are several classifications of verbs, but the most common is transitive and intransitive. Transitive verbs create a transition between the subject and an object featured in the sentence. For example, "Michelle picks up a spoon." features a transitive verb. Michelle is the subject, the spoon is the object, and "picks up" is the transitive verb. Intransitive verbs transfer no action to an object. For example, "Jim ran quickly." is a sentence that features a subject and a verb, but the last word in the sentence is an adverb, a word that modifies the verb. Sentences that feature an intransitive verb usually include an adverb as well. While adverbs modify verbs, adjectives modify nouns. For example, "The best sport happens at night." features a modification of the noun "sport." Generally, adjectives are used with common nouns, but often an adjective can modify a proper noun as well. The complexity of English grammar rests with the modification of both nouns and verbs, adding layers of nuance to sentence constructions. Additional elements of English grammar include pronouns, words that take the place of nouns. Pronouns can include people, objects, and ideas. "His," "her," "their," "they," and "it" are all examples of pronouns, but there are others as well. Prepositions often describe the position or relation of one thing relative to another. These are words such as "in," "on," "by," and "around." Prepositional phrases, which begin with these words can, themselves, function as adjectives and adverbs, modifying the various nouns and verbs of a sentence. 1.3 Usage of effective communication "A man is as alive as he can communicate." (L. Ron Hubbard) This quotation emphasizes the importance of communication and its corresponding need. Communication plays a significant role in our lives at all levels. It is, in fact, an integral part or facet of our life. Communication is the only activity which is performed or indulged in all the time, and not occasionally or sporadically. The list of its benefits is endless. A glance at just a few of them will, however, suffice to underscore the importance and need for effective communication. 4 |

Chapter 01 – Grammar & Vocabulary Effective communication and success go together, for an individual as well as for an organization. It facilitates human endeavour and enhances all aspects of human life. Healthy working human relationships are the result of effective communication, as it influences and moulds human thinking, beliefs, frame of mind and value systems. It decides good human behaviour as well as social behaviour. In a way it helps to develop an effective democratic and multicultural society. It will not be an exaggeration to say that our personal, professional and civic lives revolve around communication. Communication has a definite role to play in our life, as we spend 75-90% of our time in communication, whether it be speaking, reading, writing or listening. Today, technological development, globalization and team-based organizational structures have given rise to a culturally diverse workforce. This, again, intensifies the need to communicate effectively. Higher administrative jobs require effective communication to a greater extent. It resolves conflicts between organizational complexity and individual needs. It encourages people to think in new ways. It boosts morale; motivates people; produces greater efficiency, leading to higher productivity; creates a healthy atmosphere, bringing about unity; maintains smooth functioning; promotes the control of factors necessary for successfully achieving the final goal; and so on. It helps quick decision-making. Reaching the final goal, ensuring profitability, is possible only with effective communication. Conversely, inability to communicate effectively will weaken the administration. It will result in problems like miscommunication, low morale, lack of motivation, inefficiency, chaos, lack of control, reduced productivity, lack of unity and non-achievement of the final goal and perhaps total failure. That is why effective communication is a must. Neglecting communication or underestimating its value and importance will take us back to the dark ages and will deprive us of all the latest developments. Good communication is today's need. Its absence would make success unattainable. 5 |

Chapter 01 – Grammar & Vocabulary 1.4 Parts of speech Parts of speech are sentence elements that work together to make up a sentence. Just as a car is not a functioning car without all of its synchronized parts working together, a sentence is not a functioning sentence without the correct usage and combination of its essential parts of speech. The difference is that not all basic sentence parts—or parts of speech—have to be included all of the time to actually make up a complete and functioning sentence, but its parts do have to work together accurately for a writer to convey his or her intended ideas. The basic parts of speech include: Noun, Pronoun, Verb, Adjective, Adverb, Preposition and Article. 1.4.1 Nouns A noun is a word describing who or what in a sentence—it can be a person, place or thing. Remember, a “thing” can be anything—an animal, a device, a point, an object, an event, and so on. A noun is usually an essential part of any basic sentence. It's typically who or what the sentence is about, but other nouns are often also included in longer or more complex sentences. Noun Examples: • Larry smiled. • Larry smiled at Isabel, Kevin, and their two dogs, Trevor and Lance. • Trevor and Lance were watching a show on Animal Planet. • Alaska is home to many interesting creatures. • That plain red wooden chair in the corner is a priceless antique. • The iceberg was massive underneath the water. • Austin, Texas is known as the “Live Music Capital of the World,” but the New York Times created controversy when it referred to it as the “Live Music Capital of the South.” A proper noun names a particular person, place or thing, and the first letter of a proper noun is always capitalized. From the examples listed above, Larry, Isabel, Kevin, Trevor, Lance, Animal Planet, Alaska, Austin, Texas, “Live Music Capital of the World,” New York Times, and “Live Music Capital of the South” are all proper nouns. Common nouns are not specific and don't require capitalization. From the examples listed above, dogs, show, creatures, chair, corner, antique, iceberg, and water are all common nouns. 6 |

Chapter 01 – Grammar & Vocabulary 1.4.2 Pronouns Pronouns can be used in place of nouns (when appropriate), and a pronoun operates just like a noun in a sentence. It's important to remember, however, to use pronouns carefully. Often times, writers make the mistake of referring to a noun with a pronoun without first providing and introducing the actual noun a pronoun is replacing. This creates confusion for readers since it's then not clear who or what a pronoun is referring to. Also, once introduced, nouns should be mentioned again here and there throughout a paragraph to remind readers of the name or title of a noun (or noun phrase) even if it's only a common noun, such as "philosophy student" or "kitten." Nouns should be renamed even more often when many different nouns are being talked about in the same paragraph, especially when writers are describing interaction between characters or objects...e.g., He swore to her he would never deceive her again even though she was the one who had first lied to him about it after he told her what the other man told him she said. How many people are being referred to in the previous sentence? When starting a new paragraph, it's also a good idea to re- introduce a noun in the first sentence since readers typically look for a change in thought or direction in a new paragraph. On the other hand, it is a good idea to use plenty of pronouns intermittently throughout paragraphs to replace nouns (once they've been introduced) so that all sentences don't begin exactly the same or follow the exact same pattern each time. Sentences may start to sound redundant or choppy (and sometimes boring) when they're all the same and become very predictable to readers. Without sacrificing meaning and direction in your paragraphs, it's good to mix it up a bit with sentences. Personal pronouns tend to come to mind first when we think about pronouns. It's because most people use them a lot in their writing and most writers instinctively know to use personal pronouns when referring to people or things even if they're not always sure when or how often to use them. The main thing to remember about personal pronoun usage is that it is based on number, person and gender. However, with the factor, gender, a lot has changed over the years in English language usage when it comes to the political correctness (PC) of referring to a person by their gender. It's something to keep in mind when writing since the main change has to do with writers no longer automatically referring to an anonymous someone as "he" or "him." For instance: "A baseball pitcher must work constantly on the accuracy of his pitch." How do we know the pitcher isn't female? So, it's better to replace the word "his" with either "his or her" or with the word "their." Even though "their" is typically known as a plural personal pronoun, it has now become an acceptable and 7 |

Chapter 01 – Grammar & Vocabulary gender-neutral way to refer to someone: "A baseball pitcher must work constantly on their pitch." Another thing to remember about personal pronouns is that when writers use certain statements or commands, such as "Stop!" or "Listen to me!" the personal pronoun "you" is implied... "You stop!" or "You listen to me!"

Personal Pronouns

Person	Number	Singular	Plural
1st Person	I (my, me)	we (our, us)	
2nd Person	you (your, you)	you (your, you)	
3rd Person	he (his, him)	they (their, them)	she (her, her) it (its, it)

Personal Pronoun Examples:

- He smiled at them, but I wish he would also smile at me.
- You gave me your new recipe, so of course my lasagna tastes great.
- Today, they watched it until she arrived; you will have to watch it all day tomorrow.
- A philosophy student spends a lot of time writing papers for his or her courses.
- A law student spends hours studying their law books. (gender-neutral)
- They gave him to us yesterday, and we are really enjoying our new kitten.
- Its name is Sunflower.

Note: In most of the examples above, it's not always clear who or what the sentence is about (besides a pronoun of some type). That's why it's important for a writer to make sure readers always know who or what is being referred to before using a huge splattering of personal pronouns to replace nouns in a paragraph. Personal pronouns and slang go together like...well, a lot of people use slang pronouns. And in common everyday conversation, it's usually very acceptable; however, as most academic writers probably know, words like "y'all" aren't used in scholarly writing unless a writer is directly quoting someone else using such a word. Depending on various cultures and regions, different versions of the plural form of the pronoun "you" are used. Other slang personal pronouns include but are not limited to "you guys" (referring to males and females), or "yous guys" and "yous." It's only necessary, however, to use "you" when addressing more than one person. (The word "dude" or "dudes" has been used as a personal pronoun recently too, but it's also 8 |

Chapter 01 – Grammar & Vocabulary slang and shouldn't be used in academic, business or formal writing.) Pronoun confusion is common with certain personal pronouns: "I" versus "me" "we" versus "us" "it" versus "they" "I" is used as the subject noun in a sentence (person, place, or thing a sentence is about), whereas "me" is used as the object noun. "We" is used as a subject noun in a sentence (person, place, or thing a sentence is about), whereas "us" is used as an object noun. Use the pronoun "it" when referring to a singular non-human noun, but use "they" when referring to more than one of anything. Examples: Examples: Examples: I went fishing in the Gulf of Mexico. ("I" = who the sentence is about.) We will be going for a vacation in France next year. ("We" = who the sentence is about.) The lion pride was an amazing site to see on the Serengeti even though it was from a distance. ("pride" = "it.") Gina and I will scuba dive in Puget Sound. ("Gina and I" = who the sentence is about.) We, including several other people from another club, are participating in the race. ("We" = who the sentence is about.) The corporation was very generous with its donations. (A corporation or any other type of organization is a single entity.) Sherry called me last night from London. ("Sherry" = who the sentence is about.) I'm surprised you asked us to do the research. ("I" = who the sentence is about.) All of the people working for the small corporation were well educated, and they had all received their degrees from University. (People in an organization = "they.") You will give all of the candy to Jimmy and me. ("You" = who the sentence is about because "You" is the noun performing the action, "give," even though it's in the possible future.) We heard you were excited to help us with the marketing project. (The sentence is about "We" first because it is the noun performing the very first action, "heard.") The data is organized by division, but it is not alphabetized or categorized by department. ("Data" can be used as a singular or plural noun.) Note: Confusion often occurs also around the words "your" and "you're." The word "your" is a personal pronoun (refer to the Personal Pronouns chart in this section), and the word "you're" is the contraction for the words "you are." Unfortunately, technology and computers have not helped us any with word confusion. Many a person has recently sent an email or instant message (IM) reply to someone across the Internet cloud saying, "Your welcome!" Whose welcome? 9 |

Chapter 01 – Grammar & Vocabulary The possessive form of a personal pronoun is not punctuated with an apostrophe. For instance, many people get the words "its" and "it's" mixed up. However, the word "its" is the possessive form of the personal pronoun "it," whereas the word "it's" is a contraction for the words "it is." Possessive Personal Pronoun Examples: • Is that hamburger yours? (NOT: "your's") • Where is hers? (NOT: "her's") • Theirs was the first to compete in the race. (NOT: Their's) • His is the book next to hers. (NOT: "her's") • Its characteristics are similar to the other dated sample's characteristics. (NOT: "It's") • Ours is much bigger than yours. (NOT: "your's") • It's sad that Harry's transferring to another university. (CONTRACTION) Reflexive pronouns are used only to reflect or refer back to the main noun of a sentence or the subject—who or what the sentence is about. Reflexive Pronoun Examples: • Jerome hurt himself playing tennis. (Jerome) • Michelle struggled with herself over the issue. (Michelle) • I said to myself I would never get behind on my studies. (I) • The couple enjoyed themselves on vacation in Norway. (The couple) • We set ourselves on the right course and never looked back. (We) • You should prepare yourselves for a wonderful experience at our office. (You) • It duplicated itself after a massive exposure to radiation and chemicals. (It) • The meeting will be attended by Miguel and myself. (The meeting?) • It's only Cecilia and myself going. (It's?) Reflexive Pronouns Person Number Singular Plural 1st Person myself ourselves 2nd Person yourself yourselves 3rd Person himself themselves herself itself 10 |

Chapter 01 – Grammar & Vocabulary Intensive reflexive pronouns are used to emphasize the subject of a sentence. Examples: • He himself will be the first to admit he was wrong. • I like chocolate cake with chocolate icing myself! Reciprocal pronouns include "each other," which refers to two nouns, and "one another," which refers to more than two nouns. Examples: • Trevor and Rover always hurt each other when they play too rough. • Participants in the group support one another. Demonstrative pronouns are used to determine "number" and proximity." Examples: • This latte' is yours, and that one is mine. • These shoes will be okay, but I recommend those shoes for hiking. Demonstrative Pronouns Proximity Number Singular Plural Near This These Distant That Those Demonstrative pronouns may also be used to replace a common noun (or noun phrase) in a sentence as long as it's first clear to readers who or what the pronoun is referring to. It's not accurate to refer to a human as "that" or "this" unless it precedes a noun: "That belongs to "this" man." However, it is okay to refer to a group of humans as "those" or "these." Examples: • The fast roller coaster caused my stomach to ache. That caused my stomach to ache. • Which kids knocked over the table? Oh, those. 11 |



Chapter 01 – Grammar & Vocabulary Indefinite pronouns are used to replace universal groups and general quantities or parts of groups or things. (They are also used as adjectives, which describe nouns.) Examples: • Many people joined the organization after the meeting. • One will know when it's the right time. Indefinite Pronouns Quantifiers enough, few, fewer, less, little, many, much, several, more, most Universals all, both, each, every (everybody, everything, everyone), one (two, three....) Partitives any (anybody, anything, anyone), either, neither, none (nobody, nothing, no one), one (two, three....), some (somebody, something, someone) 1.4.3 Verbs A verb is a word used in a sentence to explain what a noun—a person, place or thing—is doing or to explain what's being done to a noun. It's usually an action word, but a verb or set of verbs can also explain an emotional/physiological response or action, (like "feel") or a mental action or state, (like "think") or a state of being, which may not typically be noticed or seen by others. For instance, the word "exist" is a verb that can be used to explain what a person, place, or thing is doing even though such a word might not automatically come to mind when trying to think of a true action word. However, "exist" can be used to explain the state of being of a noun or noun phrase—even though it's not necessarily an obvious or observable action. What about the verb "mad?"—Is it always apparent when someone is mad? (And that could apply to both meanings of the verb "mad.") Yet, "mad" is a commonly used verb, but it's not truly an action word. It's more of a state of being or state of mind or emotion type of word. The verb "mad" is typically paired with some form of the verb "be." For instance: "Gary was always mad at Katrina." or "I am mad at you." Therefore, even though verbs may not always be apparent action words, a verb of some sort (or set of verbs) is usually an essential element in any basic sentence. Verb Examples: 12 |

Chapter 01 – Grammar & Vocabulary • Larry exists—his spirit haunts the motel every night. • Boris practices everyday in preparation for the tour. • Rover hurt the kitten when he licked its little ear. • When Katya first arrived in Roswell, New Mexico, she noticed a shooting star in the sky. • I produce short training films for my organization. • Sonja says she transcends her physical being during yoga. • The television exploded while we were on vacation—I thought I had switched it off right before we left! Verb Forms – Five factors come into play when determining what form a verb should take in a sentence: person, number, voice, mood and tense. These are known as verb properties. Verb Properties Person Verbs are in the same person as the subject or noun/noun phrase. Examples: • I am planning to go to the museum. (First Person) • You are planning to go to the museum as well. (Second Person) • Jeffrey is planning to go with us to the museum. (Third Person) Number Verb forms match subject numbers/quantities. Examples: • The trip to Rome was planned in advance. • The trips to Rome were planned in advance. Voice Verbs explain either what a noun is doing or what's being done to a noun—active voice versus passive voice. Verb forms change accordingly. Examples: • Selma ate all of the raspberries. (Active Voice) • All of the raspberries were eaten by Selma. (Passive Voice) Mood Verb forms are sentence-type appropriate. Examples: • Listen! • Has he shopped at that store before? • I wish I had won the lottery last night. • If I knew how to tell him, I would. Tense Verbs indicate past, present, and future tense. Examples: • I do study. • I did practice yesterday. • I have done that once before myself. 13 |

Chapter 01 – Grammar & Vocabulary Verb Expansion – Writers frequently use a combination of verbs, auxiliary or helping verbs. One or more of these words are used before the main verb in a sentence to alter a verb's meaning to better fit the context of the intended message as it relates to the overall story. Auxiliary or helping verbs provide "variations in meaning related to tense (time) and such conditions as probability, possibility, obligation and necessity (mood)." Sometimes authors automatically use these verb phrases in their writing without even being aware of it. However, a writer may often find himself or herself stuck just trying to figure out a certain verb problem in a sentence because even though they may instinctively know something's just not right, they're not exactly sure what it is or how to fix it. This is often especially true when it comes to the use of auxiliary or helping verbs in sentences. Primary Auxiliary words include

84%

**MATCHING BLOCK 15/20**

**SA** Revised EPC\_Resource Book.pdf (D106092916)

Forms of "be" be, am, is, are, was, were, been, being Forms of "

have" have, has, had Modals can, could, may, might, will, would, shall, should, must, ought to Special auxiliary, "do" do, does, did Auxiliary/Helping Verbs Examples: • Larry will have existed for twenty years. • I do not want to go with you to Antarctica! • I should have studied more before the final exam. • We are inviting the entire class to New York. • I am finishing my delicious pizza before I eat my chocolate cookie ice-cream. • You could have told me to meet you right in front of the café; next time, you ought to let me know exactly where you'll be. • Nancy can fly non-stop to Rome from New York. In the last example, the verbs "can fly" are used to show that "Nancy" has some options for flying to "Rome." Because of the verb choices and sentence structure, we see that Nancy is not actually flying yet. What happens if the word "can" is left out? How would that change the meaning of the sentence? What form would the verb "fly" then need to take? Would that then deliver the same message as before?—not if Nancy hasn't bought her airline ticket yet. Proper tense and subject–verb agreement usage are crucial for conveying a 14 |

Chapter 01 – Grammar & Vocabulary writer’s intended message. Therefore, it’s not just about understanding verbs and/or groups of verbs that work together to form a verb phrase in a sentence (as demonstrated in the examples above), but more importantly, it’s about determining when to use a certain form of a verb(s) dependent upon the subject or noun/noun phrase of a sentence. Similarly, the beauty of music isn’t simply determined by its individual music notes, but what form they take and how the notes are put together and arranged to deliver a musician’s overall message. When music is composed in a logical and meaningful way, it is understood and felt by listeners. Overall, when selecting a verb(s) and determining its form, first, ask yourself a couple of questions: “Who or what is my sentence about?” and “What is the subject (person, place, or thing) of my sentence doing or trying to do, when and under what conditions/circumstances? Second, think about your overall intended message in the essay, manuscript or report you’re writing, and make sure your verb(s) works to enhance that message on the sentence level. Showing versus telling – You might remember in elementary school (depending on where you attended), your teacher asking you and your classmates to bring something in for a “Show and Tell” assignment. Kids would bring in to school a photo book or something else to show the class, and then they’d tell a story about it. Now, many higher learning English teachers encourage writers with the phrase: “Show—don’t tell.” What does it mean? And how are the two above ideas about “showing” and “telling” or “not telling” related? For adult learners, essays, manuscripts and reports, in most cases, aren’t accompanied by an object like a photo book of course; however, they may be accompanied by charts, graphs or pictures. These may help to tell a story. Objects may, indeed, be demonstrated alongside presentations, but they don’t tell the whole story either. The main idea behind “Show—don’t tell” is for a writer to present a story in such a way that readers fully grasp his or her intended message and meaning. Readers can “see” and “feel” it. Writers want readers to experience what they read as in the following poem by American poet, Dunbar. DAWN An angel, robed in spotless white, Bent down and kissed the sleeping Night. Night woke to blush; the sprite was gone. Men saw the blush and called it Dawn - Paul Laurence Dunbar (1872-1906) 15 |

Chapter 01 – Grammar & Vocabulary 1.4.4 Adjectives Adjectives are descriptive words used in sentences to modify or describe nouns or pronouns, and they typically (but not always) precede them. Adjectives help add meaning to messages delivered in sentences by helping readers to better visualize or understand specifics about the nouns or pronouns they modify. They add richness to a sentence. Adjective Examples: • The famous musician had a guitar-shaped swimming pool behind his huge but gaudy Hollywood mansion. (WITH ADJECTIVES) The musician had a pool behind his mansion. (WITHOUT) • The sad, brown willow tree swayed gently in the wind. (WITH ADJECTIVES) The tree swayed in the wind (WITHOUT) • Many people are afraid of basements because they are often dark and cold. (WITH ADJECTIVES) People are afraid of basements. (WITHOUT) • We stayed on a remote, tropical South Pacific island surrounded by shimmering blue-green water that kissed pristine, white sandy beaches. (WITH ADJECTIVES) We stayed on an island surrounded by water that kissed beaches. (WITHOUT) 1.4.5 Adverbs Adverbs are modifiers of verbs, adjectives, other adverbs or sentences. They are used to enhance one of these types of words or a sentence. For instance, adverbs modifying verbs often answer questions, such as: How? When? Where? Why? To what degree? Or to what extent of quality/quantity? Adverb Examples:

• Helen shouted loudly. • Sara’s plane flew faster than Camille’s plane. • Honestly, I cannot attend the wedding. • The meeting went very badly. • The bridge was pretty wide. (not formal) • Tomorrow, I’ll talk to our instructor about the project, or you can talk to her today. Adverb clauses modify verbs and also answer questions, such as: How? When? 16 |

Chapter 01 – Grammar & Vocabulary Where? And Why? Adverb Clause Examples: • When you knocked at the front door, I must’ve been in the shower. I must’ve been in the shower when you knocked at the front door. • After you find the keys, we can go for a drive. We can go for a drive after you find the keys. 1.4.6 Prepositions Prepositions join parts of sentences. For instance the sentence, “I found my keys on the car,” is linked by the preposition “on” and would not make sense without it. Prepositions act as a bridge between two parts of a sentence and provide readers with information, such as location and time. Location – Preposition Examples: • Connie and Roger drove from Tucson to Atlanta in just four days. • The disease had spread throughout the village. • The object is \_\_\_\_\_ the box. Time – Preposition Examples: • Jedd has been waiting for his test results since last week. • The dictator ruled the small country throughout the last century. • He will continue working until his replacement is found. Defining – Preposition Examples: 17 |

Chapter 01 – Grammar & Vocabulary • Henry took his son to see a movie despite his son’s behaviour earlier that day. • Cassandra made cookies for her classmates. • Mohammed was happy about the upcoming camping trip. Common Prepositions about behind for onto toward above below from out under across beneath in outside underneath after beside inside over until against between into past up along beyond like since upon among by near through with around despite of throughout within at down off till without before except on to 1.4.7 Articles An article always precedes a singular noun unless a noun is universal or all- encompassing. In some cases, plural forms of nouns are also preceded by an article. This occurs when plural nouns are specific. Articles Non-specific nouns a, an Specific noun the Examples: • A party was planned in his honor. • The party went well last weekend. • Jim was made an honorary member of the yacht club. • The boys were found fishing near the bridge. • The culture and history of the Mississippi River is quite fascinating. • The data will be evaluated. / Data will be evaluated. 18 |

Chapter 01 – Grammar & Vocabulary 1.5 Word Choice Word choice is a big topic for discussion. Just thinking about choosing and using the right words for an essay, manuscript or report can be as overwhelming as reading the dictionary itself. For as many words as there are in a dictionary, that's how many word choices a writer has. And dictionaries don't include all slang or colloquial words (which we typically don't use in academic writing anyway). Further, modern dictionaries change every day as new words or new forms of words are added. Some words are promoted from slang or are added due to technological influences that have become a major part of our everyday lives. For instance, it wasn't long ago when the word "google" didn't exist. Hang on...just let me google the word "google" to double check that.

Glossary of Correct Usage First, are a few word choice topics listed worth pointing out since they include common word choice issues that come up for writers. If you recognize a few incorrect word choices from the list below that you often use in your own writing, don't worry—you're not alone. Even avid writers, have to stop and think about some of these choices.

1.5.1 Word Choice Confusion Below are words that are commonly (but incorrectly) used in place of each other. Some sound similar or are spelled "almost" alike, but each word has a unique meaning. Commonly Confused Words

WORD PART OF SPEECH VS. WORD PART OF SPEECH accept (verb) ↔ except (preposition) def: acknowledge; agree to; receive def: exclude; apart from advice (noun) ↔ advise (verb) def: recommendation; suggestion def: counsel; give advice; warn affect (verb/noun) ↔ effect (verb/noun) def: to influence; to act upon / observable manifestations def: to cause to come into being; to bring about/result aggravate (verb) ↔ irritate (verb) def: make worse; exacerbate def: bother; annoy almost (adverb) ↔ most (pronoun/adverb) def: approximately; nearly def: the majority; a large amount / mainly; on the whole 19 |

Chapter 01 – Grammar & Vocabulary WORD PART OF SPEECH VS. WORD PART OF SPEECH already (adverb) ↔ all ready (adjective) def: by now; previously def: ready to go; prepared altogether (adverb) ↔ all together (adverb/adjective) def: overall; in total def: jointly; simultaneously/calm; cool can (verb) ↔ may (verb) def: be able to; be capable of def: might; could continual (adjective) ↔ continuous (verb) def: recurrent; repetitive def: incessant; nonstop disinterested (adjective) ↔ uninterested (adjective) def: neutral; fair-minded def: not interested; indifferent e.g. (adverb) ↔ i.e. (adverb) def: for example / Latin: exempli gratia def: that is / Latin: id est farther (preposition) ↔ further (adjective/verb) def: beyond; past def: additional; more/advance; promote imply (verb) ↔ infer (verb) def: involve; entail def: deduce; assume; surmise lay (verb/adjective) ↔ lie (verb) def: put down; set/unqualified; amateur def: recline; sit set (verb/noun) ↔ sit (verb) def: place; put/collection; arrangement def: be seated; lie who (pronoun) ↔ whom (pronoun) substitute for "he" or "she" or "they" substitute for "him" or "her" or "them" 1.5.2 Verb Choices Tense—The need to describe events in time determines a writer's verb choices. First, a verb is chosen for meaning and context. Second a verb/its verb form is chosen to indicate "when the action in a sentence occurred." Thus, without tense in a writer's storyline, readers do not know when events: take place, took place, have taken place, had taken place, will take place or will have taken place, nor do readers understand the order in which they've occurred. Present tense is most commonly used to provide information and give generalizations, whereas past tense is used to recount past events. Not only should verbs agree with subjects (nouns), but also subject/verb combinations should be parallel, or match, in sentences and sentence combinations. 20 |

Chapter 01 – Grammar & Vocabulary Examples: • Lars drives his older truck whenever he goes to the ranch. (Lars/drives = he/goes) • Javier prepared a great Italian dinner, and he served expensive Italian red wine. (Javier/prepared = he/served) • Donald shopped at the Bourse when he visited Philadelphia, Pennsylvania. (Donald/shopped = he/visited) • Jeffrey likes to eat cheese and croissants daily whenever he travels to Paris. (Jeffrey/likes to eat = he/travels) • When we went camping, we made hotdogs. (we/went = we/made) • When we go camping, we make hotdogs too. (we/go = we/make) Perfect and progressive tenses are used when some event is continuous or repetitive, or when needing to describe a past event that came before another past event. Think of perfect tense as not so perfect because it needs extra verbs to help main verbs—i.e., helping verbs. Perfect tense takes some form of the helping verb "have." Writers often get past tense mixed up with perfect tense. Next, progressive tense uses some form of the verb "be" as a helping verb for main verbs. Notice also how with progressive tense the main verbs change form—they always have an "ing" ending. Examples: • I am working out a lot. / You are working out some. / He is working out the most. • Kevin was working out. / They were working out together. • They will be working out more often. Passive voice versus active voice—Verbs are used in the same way for both active and passive voice, and it's not incorrect to use one over the other. The difference is that with active voice, the subject/noun is "doing" the action/verb, whereas with passive voice the subject/noun is not directly performing the action/verb. Verbs tend to be action words anyway, so active voice is preferred in most writing. It sounds more alive and engaging. In some cases, a writer should choose passive voice if they want to take the emphasis off of the subject/noun, or if they want to be polite (like in an email message). Examples: • Coffee was spilled in the break room. (PASSIVE VOICE) You spilled the coffee in the break room. (ACTIVE VOICE) 21 |

Chapter 01 – Grammar & Vocabulary • The experiment was completed, and it was determined that eagles do fly higher than hawks. (PASSIVE VOICE) I completed the experiment, and I determined that eagles do fly higher than hawks. (ACTIVE VOICE) • The car is damaged. (PASSIVE VOICE) Harry damaged the car. (ACTIVE VOICE) Separable two-word verbs are combinations of verbs and adverbs. They can be pulled apart, and the two words can then be used separately in different parts of a sentence in relation to the object while still maintaining the same meaning. Inseparable two-word verbs are combinations of verbs and prepositions, which must stay together, or the combos will sound awkward or lose meaning. (Keep in mind that some words like “up” are both adverbs and prepositions.) Examples: • Jenny wanted to drop off the documents today. Jenny wanted to drop the documents off today. • James pulled off the business deal. James pulled the business deal off. • Gabriel made up her face. Gabriel made her face up. • Constance turned in her final draft yesterday. Constance turned her final draft in yesterday. • The pirates turned against their captain. • Hazel spelled out her complaints and requirements. • They thought up a new arrangement. • Rachel shouldn’t pass up the opportunity. Sometimes verbs are used as adjectives (a.k.a. participles). It might be second nature for many writers to use these verb forms as adjectives. However, it’s probably a good idea to know how and why verbs are used in this manner. You never know when you’ll need to explain where/why you used a certain verb/adjective, even if it’s just an explanation to yourself. Keep in mind that depending on what form of a verb you use—“ing” ending or “ed” ending—the meaning will be different. Examples: • Cassandra is a troubled woman. / Cassandra is a troubling woman. • Kim was an uninterested socialite. / Kim was an uninteresting socialite. • The tired dogs slept all day. / The tiring dogs slept all day. • The bored dancers couldn’t wait until rehearsal ended. / The boring dancers 22 |

Chapter 01 – Grammar & Vocabulary couldn’t wait until rehearsal ended. 1.5.3 Pronoun Choices The pronouns, “who,” “whom,” and “that,” are often confusing for writers because they’re not sure of which one to use and when. Also, many writers use “that” when referring to a person when only “who” and “whom” should be used when referring to an individual or people. Just remember that “who” refers to the subject/noun of a sentence while “whom” refers to an object/noun in a sentence. One way to remember is to associate or temporarily replace “who” and “whom” with other pronouns. Note: Some people find it acceptable to use the word “that” when referring to any plural noun, human or non-human. Substitute Pronouns Pronoun Replacement who he, she, they whom him, her, them that it (inanimate objects/non-human things) Examples: • Sherry gave the box to whom? / She gave the box to him. • The boys who found the frog took it to the pet store. • Many books that used to be in the library are no longer there. • Sally rented the truck. / Who rented that? (or “it”) • I used to have fire ants in my backyard that kept me from going outside. • I had my head examined by someone whom I could trust. 1.5.4 Article Choices Choosing articles can be tricky, especially for non-native English writers, whose first language doesn’t include similar articles. English language articles are divided into two groups: definite and indefinite. Choosing which article to use, or knowing when not to use an article depends on the type of noun used. Proper nouns are name specific people, places or organizations, whereas common nouns are non-specific. Most of the time, proper nouns don’t require the article “the” beforehand; however, some proper nouns do, and it’s just a matter of learning them. 23 |

Chapter 01 – Grammar & Vocabulary Common nouns are usually preceded by “the” as well as “a” or “an” depending on whether or not they are specific or not. Also, certain common nouns that are general in nature do not need an article preceding them. For instance, the noun, “culture” doesn’t normally have an article before it unless a writer is talking about a specific culture—“the culture of Rome....” Plural forms of nouns, like general nouns, usually don’t need an article beforehand unless being referred to specifically. Articles and Noun Types Article Word Noun definite the specific common nouns (singular) / specific plural or general nouns indefinite a, an (some) non-specific common nouns Examples: • John was thrilled when he first saw the Rocky Mountains. • Kerry found a fishing pond near the campsite. • Eat an egg for breakfast if you’re hungry. • The men at the club voted for change. • Society dictates law. (no article) • The university is a society of learners. • Some banker called you today. 1.5.5 Modifier Choices Adjective and adverbs are important because they modify other words and help add more meaning and description to sentences. It’s not only important for a writer to choose the right adjectives and adverbs to use in their sentences, but also it’s important, perhaps even more so, for a writer to place modifiers appropriately. Groups of words can also modify, and these types of modifiers can include certain verb forms. For instance, “Suddenly feeling sick, Barry went home.” A modifier’s purpose is to add value to another word or set of words in a sentence. You may have heard English teachers lecture about “dangling modifiers” or “misplaced modifiers,” and these phrases might’ve sounded scary. A lot of ordinary people don’t understand what these phrases even mean, let alone know where to put modifiers in their sentences. So what are “dangling modifiers” or “misplaced modifiers” anyway? When someone says you have a “dangling modifier,” it means simply that your modifier is not inserted by or near the words it is supposed to be modifying. Or it can 24 |

Chapter 01 – Grammar & Vocabulary mean you don't actually have anything in your sentence for the modifier to modify. So, your modifier is just hanging out in your sentence with nothing to do. Modifiers can either be one word or a set of words called complex modifiers, but each type of modifier must be placed close enough to whatever it's modifying for a sentence to make sense. In the following examples examine the out of place modifier or complex modifier in the first sentences and the correctly placed modifier in the second sentences. Examples: • Sherry said that she would like to attend the gala enthusiastically. [X] Sherry said enthusiastically that she would like to attend the gala. • Kyle started to grow weary waiting for hours. [X] Waiting for hours, Kyle started to grow weary. • We've seen thirty planes almost take off since we've been waiting. [X] We've seen almost thirty planes take off since we've been waiting. • My brother informed me he would travel to Europe today. [X] My brother today informed me he would travel to Europe. • While still a student, Microsoft recruited my sister for a job as a programmer. [X] While my sister was still a student, Microsoft recruited her for a job as a programmer. • Being able to take care of themselves now, I decided to go back to school. [X] Since my children are able to take care of themselves now, I decided to go back to school.

1.6 Sentence Structure / Construction Basic sentence construction is something learned in beginning English language courses; however, as life happens and time goes by, many of these first learned English fundamentals begin to elude us. After a quick review, though, it usually all comes back, and good sentence construction becomes a bit easier to put into practice on a daily basis.

1.6.1 What is a Sentence? A basic sentence is a complete thought or idea—subject + predicate. It's also known as a simple sentence. • Subject (Noun Phrase) – One of two main parts of a sentence containing the

Chapter 01 – Grammar & Vocabulary subject noun or a pronoun—a person, place or thing—often accompanied by modifiers. Therefore, the noun or pronoun is who or what the sentence is about. • Predicate – One of two main parts of a sentence containing the verb, objects or phrases governed by the verb. Subject-Noun + Verb + Object-Noun → ? [ Subject ] [ Predicate ] [ Sentence ] We first learn that a "basic" sentence is made up of a noun and a verb. Example: She jumped. However, after our first English lessons, we learn to construct more sophisticated sentences. Example: Henry plays video games too much. where "Henry" = subject noun, "plays" = verb and "video games" = object noun. Therefore, the words, "plays video games too much," make up the predicate. The object of a sentence is the noun or pronoun directly related to and affected by the subject's action (verb). The object is NOT who or what a sentence is mainly about; it's not the focus of the sentence.

1.6.2 Sentence Building Blocks • A phrase is a cluster of connected words that do not form a complete idea or sentence. Examples: • the brown hat • my English teacher • around the corner • A clause consists of a subject (noun/noun phrase) and a predicate (verb/verb phrase). It can either be an independent clause (simple sentence), or it can be a dependent clause that relies on an independent clause to form a complete sentence. Examples (independent clause):

Chapter 01 – Grammar & Vocabulary • I want some cereal. • Marie likes cats. Examples (dependent clause): • Because you were late • Before you go to bed • A simple sentence contains a subject (noun/noun phrase) and a predicate (verb/verb phrase). It communicates one complete idea as an independent clause. It's a complete sentence. Examples: • Joe went to the store. • The frog jumped and landed in the pond. • Will you help me with the math homework? • A compound sentence is the logical combination of two complete thoughts or independent clauses to form one sentence. It is usually linked by a coordinating conjunction or a semicolon, but subordinating conjunctions used in a complex sentence can be used as coordinators as well to form a compound sentence as it were. Examples: • I was late; however, the class had not started. • Can I go home with you, so we can do our homework together? • Our team tried hard, but we lost the game. • A complex sentence includes a dependent clause linked to an independent clause by a subordinating conjunction of some kind to form a complete sentence. Examples: • We won the game, but my uniform was muddy because it rained the entire time. • After our trip to the beach, school started back, and I was excited to see my friends. • I will get to watch television, but first, I have to clean up the dishes after we finish eating.

1.6.3 Sentence Types • Declarative sentences state a fact. Example: Rene' loves playing football.

Chapter 01 – Grammar & Vocabulary • Imperative sentences give an order. Example: Trevor, fetch the ball. • Interrogative sentences ask questions. Example: Which countries did you visit while in Europe? • Exclamatory sentences exclaim. Example: Help me! 1.6.4 Combining Sentences What if you want to combine two (or more) complete thoughts or sentences to create a compound sentence or a complex sentence? Joining related ideas allows writers to avoid “choppiness” caused from overuse of short or blunt sentences. There is more than one way to unite two (or more) sentences. However, two complete sentences (independent clauses) may only be joined by a conjunction of some type or a semicolon, whereas dependent clauses connected to independent clauses use subordinating conjunctions. Complete sentences must be joined correctly or run-ons and comma splices will occur and become a problem in writing. Run-on sentences and comma splices occur when two complete thoughts are combined incorrectly. Examples of what NOT to do are as follows: NOT: Kerry loves to play the guitar she is a wonderful musician. (RUN-ON) NOT: Jeff likes sports, he coaches soccer in his spare time. (COMMA SPLICE) The first sentence is incorrect because it’s a run-on sentence; it needs a comma and a conjunction or it needs a semicolon. The second sentence is incorrect because of a comma splice—a coordinating conjunction is needed after the existing comma, or the comma should be changed to a semicolon. In both sentences, two or more complete thoughts are joined without proper punctuation/coordination or subordination. 1.6.5 Sentence Coordination Coordination—two or more complete ideas or thoughts are combined that could each stand alone. 28 |

Chapter 01 – Grammar & Vocabulary stand alone as independent clauses (or simple sentences) (each containing a subject + predicate). Use one of the seven coordinating conjunctions—for, and, nor, but, or, yet, so (a.k.a., FANBOYS)—with a comma included beforehand to combine sentences. Sentence Coordination Examples: • I

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hate to waste a drop of gas, for it is very expensive these days. •

Javier prepared a great Italian dinner, and he served expensive Italian red wine. • Rachel was not ready for marriage, nor was she ready for a real commitment of any type. • You may not have French fries, but you may have salad. • Helen may visit her grandmother for Thanksgiving, or she might wait until winter break. • Keith worried about the wounded bird, yet he didn’t want to be responsible for it. • We will be in Sweden for three weeks, so we’ll have plenty of time to soak up the culture. 1.6.6 Sentence Subordination Subordination—two or more ideas or thoughts are combined that could NOT stand alone as independent clauses (if the subordinating conjunction begins the first clause). Sometimes sentences are combined so that one clause is dependent upon another clause or phrase. In other words, because of its structure and correlation to another sentence, a dependent sentence cannot stand alone. Below is a list of words commonly used to set up a dependent clause combined with an independent clause to form a complex sentence. Notice that some of the subordinating conjunctions in the table below are prepositions. 29 |

Chapter 01 – Grammar & Vocabulary Subordinating Conjunctions after before now that though whereas although even once till wherever as even if rather unless while as if even though since until as long as if so that when as though if only than whenever because in order that where Sentence Subordination Examples: • So that it can be used in a study next year, the specimen will be frozen now. • As long as Mr. Wei goes to China, I will volunteer to go as well. • Now that the quarter is over, I can take a break from school. • Whenever we visit Orlando, Florida, my family always enjoys Disney World the most. • While it might seem like a case study about corporate leadership, it is really a case study about teamwork. • Now that the oven is hot, Jack can bake some good cake. Changing complex sentences to compound sentences mostly involves flipping complex sentences around. The following examples combine two equal sentences, but instead of using coordinating conjunctions with a comma to join the two independent clauses, a subordinating conjunction is used to combine them instead in each example. When a subordinating conjunction is used in this manner, there is no subordinate clause. A comma is not needed when subordinating conjunctions are used to join independent clauses. Examples: • The specimen will be frozen now so that it can be used in a study next year. • I will volunteer to go as well as long as Mr. Wei goes to China. • I can take a break from school now that the quarter is over. • My family always enjoys Disney World the most whenever we visit Orlando, Florida. • It is really a case study about teamwork while it might seem like a case study about corporate leadership. • Jack can bake the cake now that the oven is hot. 30 |

Chapter 01 – Grammar & Vocabulary Note: There's another type of conjunction that has not been covered here so far; however, it is NOT used to combine complete sentences, NOR does it usually require commas. It's worth mentioning, though, because correlative conjunctions can easily be confused with other types of conjunctions (listed above), especially since correlative conjunctions include some of the words used as coordinating conjunctions (e.g., "or" and "nor"). However, correlative conjunctions come in pairs and link similar kinds of words and/or sentences. Some of the most commonly used correlative conjunctions are included in the following table: Correlative Conjunctions either/or Example: We can see either a play or a movie. neither/nor Example: He was neither saint nor sinner in my eyes. not only/but also Example: Your instructor is not only flexible but also fair. whether/or Example: I don't know whether to visit Africa or China next year. both/and Example: Both my best friend and my fiancée will attend graduation. as/as Example: Your dog isn't as big as my dog. 1.7 More about sentence transformation As we now know the various types of sentences, we must also know that the sentences can be transformed into different form without changing their original meaning. Below tables define the rules to make these transformation happen. Affirmative to Negative Sentence Transformation Rules

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### MATCHING BLOCK 1/20

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Affirmative sentence means the sentence which are used to describe any general action, event, speech or expression. Examples: Every student is present today. He was always punctual.

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### MATCHING BLOCK 2/20

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Sr. No. Affirmative Sentence structure Negative Sentence structure Rule Example 31 |

Chapter 01 – Grammar & Vocabulary Affirmative to

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### MATCHING BLOCK 3/20

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Negative Sentence Transformation Rules 1 Subject +always + verb + ext. OR Subject + auxiliary verb + always + verb/ adjective/ adverb + ext. Subject + never opposite verb + ext. OR Subject + auxiliary verb + never + opposite verb/ adjective/ adverb + ext. If there is 'always' in an affirmative sentence, 'never' will be used for ever/always in negative sentence and verb /adjective/adverb will be opposite meaning. Affirmative: He was always punctual. Negative: He was never late. 2 Subject + verb + too + adjective + to + verb + ext. Subject + verb + so + adjective + that + subject + can/ could + not + verb + ext. If there is present tense before too, 'can' will be used after that and if there is past tense before too, 'could' will be used after that. Again when there is for + noun/ pronoun after too+ adjective, the noun/ pronoun after for will be the subject after that. Affirmative: He is too weak to walk. Negative: He is so weak that he cannot walk. 3 Subject + verb + as + adjective + as + noun/ pronoun. Subject + auxiliary verb + not + verb + less + adjective + than + noun/ pronoun. In negative sentence 'as-as' is replaced by 'not less-than'. Affirmative: He is as wise as his brother. Negative: He is not less wise than his brother. 4 Subject + auxiliary verb + verb/ adjective/ adverb + ext. Subject + auxiliary verb + not + opposite verb / adjective / adverb + ext. In order to change an affirmative sentence having an auxiliary verb with a verb/ adjective/ adverb into a negative sentence, we should add 'not' after the auxiliary verb and use the opposite meaning of verb/ adjective/ adverb in negative sentence. Affirmative: I shall remember you. Negative: I shall not forget you. 5 Subject + verb + ext. Subject + auxiliary verb to do + not + opposite verb + ext. If there is no auxiliary verb in an affirmative sentence, to do verb will be used as auxiliary verb to make it a negative sentence. After to do verb not will be added and the opposite meaning of verb will used there. This to do verb will be according to the tense of the verb of affirmative sentence. Affirmative: She remembered me. Negative: She did not forget me 32 |

Chapter 01 – Grammar & Vocabulary Affirmative to Negative Sentence Transformation Rules 6



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## MATCHING BLOCK 4/20

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Subject + must + verb + ext. Subject + cannot but + verb + ext. Subject + cannot help + verb-ing + ext For making a negative sentence from an affirmative sentence having must, we have to use cannot but/cannot help for must. In this case, basic form of verb will be used after cannot but and present participle (verb-ing) will be used after cannot help. Affirmative: We must read attentively. Negative: We cannot but read attentively. We cannot help reading attentively. 7 Every + noun/ body/ one + verb + ext. There is no + noun/ body/ one + but + verb + ext To change an affirmative sentence having every + noun/ body/ one into a negative sentence, we can use there is no for every, then we have to put the word after every and next we should use but before verb+ ext. Affirmative: Everybody hates a liar. Negative: There is no body but hates a liar. 8 As soon as + subject + verb (past), subject + verb(past) + ext. No sooner had + subject + verb(past participle) + than + subject + verb(past) + ext. To change an affirmative sentence having as soon as with two clauses, no sooner had will be used for as soon as in negative sentence; than must be used between the two clauses. Affirmative: As soon as he came, the rain started. Negative: No sooner had he come than the rain started. 9 Only + subject + verb + ext. None but + subject + verb + ext. Here only is used before a person, but alone is used after the person, word and auxiliary verb. For changing an affirmative sentence into a negative sentence where only is before a person or alone is after the person and auxiliary verb, we have to start the negative sentence with none but for only/alone. Affirmative: Only God can help us. Negative: None but God can help us. 10 Subject + auxiliary verb + alone + ext. None but + subject + auxiliary verb + ext. It will be applied when the subjective word is a person word i.e., he/ she/ I/ you/ they/ we/ any proper noun. Affirmative: He was alone alive in the house. Negative: None but he was alive in the house. 33 |

Chapter 01 – Grammar &amp; Vocabulary Affirmative to Negative Sentence Transformation Rules 11

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## MATCHING BLOCK 5/20

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Only + subject + verb + ext. OR Subject + verb + only + object + ext. Nothing but + subject + verb + ext. OR Subject + verb + nothing but + object + ext. When only is used before an object/thing, nothing but will be put there to make a negative sentence from an affirmative sentence . nothing but is used in negative sentence for only when there is an object/thing after only in affirmative sentence. Affirmative: Only the monsoon causes rain in our country. Negative: Nothing but the monsoon causes rain in our country. 12 Subject + verb + only + number/age + ext. Subject + verb + not more / less than + number/age + ext. When only is used before number/ age, not more / less than will be used in negative sentence for only in affirmative sentence. Affirmative: I am only 20. Negative: I am not more/less than 20. Assertive (or Declarative) to Interrogative Sentence Transformation Rules

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## MATCHING BLOCK 6/20

W

Assertive (or Declarative) Sentence – A sentence that makes a statement or assertion is called an assertive or declarative sentence. Assertive sentence ends with a period. Examples: He goes to school. He likes to play chess. They are singing a song. Interrogative Sentence – A sentence that asks a question is called an interrogative sentence. Interrogative sentence ends with question mark. Examples: Where are you going? Do you use your laptop?

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## MATCHING BLOCK 7/20

W

Sr. No. Assertive Sentence structure Interrogative Sentence structure Rule Example 1 Subject + auxiliary verb + ext. auxiliary verb + n't + subject + ext.? If there is an auxiliary verb in the assertive sentence, n't added with the auxiliary verb and be placed before the subject in the interrogative sentence Assertive: We shall play. Interrogative: Shan't we play? 2 Subject + auxiliary verb + not + ext. auxiliary verb + subject + ext.? If the assertive sentence is a negative sentence, the negative word will be deleted in interrogative sentence and then it will be started with only auxiliary verb. Assertive: We can not study attentively. Interrogative: Can't we study attentively? 34 |

Chapter 01 – Grammar &amp; Vocabulary Assertive (or Declarative) to Interrogative Sentence Transformation Rules 3



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## MATCHING BLOCK 8/20

W

Subject + verb + ext. to do + n't + subject + verb + ext.? If there is no auxiliary verb in the assertive sentence/affirmative sentence, to make it an interrogative sentence to do verb will be used as an auxiliary verb there and n't will have to add after the to do verb and to do with n't will be placed before the subject in the interrogative sentence. Assertive: He reads a book. Interrogative: Doesn't he read a book? 4 Subject + never + verb + ext. to do verb + subject + ever + verb + ext.? If there is 'never' used in the assertive sentence, to make an interrogative sentence to do verb will be used as Question word and 'never' is replaced by 'ever'. Assertive: I never drink tea. Interrogative: Do I ever drink tea? 5 subject + auxiliary verb + verb + nothing + ext. auxiliary verb + subject + verb + anything + ext.? If there is 'nothing' used in the assertive sentence, to make it interrogative sentence, sentence starts with auxiliary verb and 'nothing' is replaced by 'anything' Assertive: There was nothing to do. Interrogative: Was there anything to do? 6 everybody/ all/everyone + verb + ext. Who + to do verb + n't + verb + ext.? If there is everybody/all/everyone used in the assertive sentence, to make it interrogative sentence, everybody/all/every one is replaced by 'who + to do verb' and n't will have to add after the to do verb. Assertive: Everybody hates a liar. Interrogative: Who doesn't hate a liar? 7 Nobody + auxiliary verb +verb+ ext. Who + auxiliary verb+ verb + ext.? auxiliary verb + anybody + verb+ ext.? If there is 'Nobody' used in the assertive sentence, to make it interrogative sentence, 'Nobody' is replaced by 'Who' If there is 'Nobody' used in the assertive sentence, to make it interrogative sentence, sentence starts with auxiliary verb and 'nobody' is replaced by 'anybody' Assertive: Nobody can hit accurately. Interrogative: Who can hit accurately? Can anybody hit accurately? 35 |

Chapter 01 – Grammar & Vocabulary Assertive (or Declarative) to Interrogative Sentence Transformation Rules 8

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## MATCHING BLOCK 9/20

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none/no one + auxiliary verb+ verb + ext. who + auxiliary verb+ verb + ext.? auxiliary verb + anyone + ext.? If there is 'none/no one' used in the assertive sentence, to make it interrogative sentence, 'none/ no one' is replaced by 'who'. If there is 'none/no one' used in the assertive sentence, to make it interrogative sentence, sentence starts with auxiliary verb and 'none/no one' is replaced by 'anyone' Assertive: None/No one can do this. Interrogative: Who can do this? Can any one do this? Assertive to Imperative Sentence Transformation Rules

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## MATCHING BLOCK 10/20

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Imperative Sentence – A sentence that expresses a request, command or advice is called an imperative sentence. Examples: Open the door. (an order) Please help me. (a request)

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## MATCHING BLOCK 11/20

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Sr. No. Assertive Sentence structure Imperative Sentence structure Rule Example 1 You + auxiliary verb + verb + ext. Verb + ext. If the assertive sentence consist auxiliary verb and no negative word then to make it imperative remove subject and auxiliary verb from sentence Assertive: You should do the sum. Imperative: Do the sum. 2 you +auxiliary verb + not + verb + ext. Do + not + verb + ext. If the assertive sentence consist auxiliary verb and negative word 'not' then to make it imperative remove subject and auxiliary verb from sentence and start sentence with 'Do not' Assertive: You should not waste your time. Imperative: Do not waste your time. 3 you + should + never + verb + ext. Never + verb + ext. If the assertive sentence consist auxiliary verb 'should' and negative word 'never' then to make it imperative remove subject and auxiliary verb from sentence and start sentence with 'Never' Assertive: You should never tell a lie. Imperative: Never tell a lie. 36 |

Chapter 01 – Grammar & Vocabulary Assertive to Imperative Sentence Transformation Rules 4 |

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## MATCHING BLOCK 12/20

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We/He/She/Noun + verb + ext. Let + me/ us/ him/ her/ them/ noun + verb + ext. If the assertive sentence consist of subject other then 'you' and no auxiliary verb then to make it imperative use object form of pronoun. If subject is pronoun than start sentence with 'Let' Assertive: She sings a song. Imperative: Let her sing a song. 5 I/we/he/she/they/ + auxiliary verb + not + verb + ext. Let me/ us/ him/ her/ them + not + verb + ext. If the assertive sentence consist of pronoun as subject other then 'you' and auxiliary verb and also negative word 'not' then to make it imperative use object form of pronoun and start sentence with 'Let' and place 'not' after subject. Assertive: We do not do it. Imperative: Let us not do it 6 Noun + auxiliary verb + not + verb + ext. Let not + noun + verb + ext. If the assertive sentence consist of noun as subject and auxiliary verb and also negative word 'not' then to make it imperative start sentence with 'Let not'. Assertive: John does not go there. Imperative: Let not John go there. Assertive to Exclamatory Sentence Transformation Rules

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## MATCHING BLOCK 13/20

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Exclamatory Sentence – A sentence that expresses strong feelings or emotions is called an exclamatory sentence. These sentences express surprise, joy, sorrow, appreciation, love excitement, frustration, anger etc. An exclamatory sentence ends with exclamation mark. Examples: What a beautiful flower it is! How nicely she is singing! That is fantastic! Hurrah! We won the match! Sr. No. Assertive Sentence structure Exclamatory Sentence structure Rule Example 1 Subject + verb +

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## MATCHING BLOCK 14/20

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a + very + adjective/ adverb + ext. What + a/ an + adjective/ adverb + ext. + subject + verb! In exclamatory sentence, 'very' is replaced by 'what +a/an' and these are used after verb and before adjective/ adverb. Assertive: It is a very nice story. Exclamatory: What a nice story it is! 37 |

Chapter 01 – Grammar & Vocabulary Assertive to Exclamatory Sentence Transformation Rules 2

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## MATCHING BLOCK 16/20

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Subject + verb + very + adjective/ adverb + ext. How + adjective/ adverb + ext. + subject + verb! In exclamatory sentence , 'very' is replaced by 'how' and it is used after verb. Assertive: The scenery looks very nice. Exclamatory: How nice the scenery looks! 3 Subject + wish + subject + verb + ext. If + subject + verb + ext.! For 'subject + wish', 'if' is used in exclamatory sentence. Assertive: I wish I had the wings of a bird. Exclamatory: If I had the wings of a bird! 4 Subject + wish + subject + could + verb + ext. Would that + subject + could + verb + ext! For 'subject + wish + could', 'if /would that' is used in exclamatory sentence Assertive: We wish we could shift there. Exclamatory: Would that we could shift there! Exclamatory to Assertive Sentence Transformation Rules Sr. No. Exclamatory Sentence structure Assertive Sentence structure Rule Example 1 what + a/an + adjective/ adverb + subject + verb! Subject + verb + a + very + adjective/ adverb. In assertive sentence, 'what +a/an' is replaced by 'a very' and these are used after verb and before adjective/ adverb. Exclamatory: What a nice baby you are! Assertive: You are a very nice baby. 2 How + adjective/ adverb + subject + verb! Subject + verb + very + adjective/ adverb. In assertive sentence, 'how' is replaced by 'very' and it is used after verb. Exclamatory: How beautifully you sing! Assertive: You sing very beautifully. 3 Hurrah! Subject + verb + ext. It is a matter of joy that + subject + verb + ext. 'Hurrah' is replaced by 'it is a matter of joy' Exclamatory: Hurrah! we have won. Assertive: It is a matter of joy that we have won. 4 Alas! Subject + verb + ext. It is a matter of sorrow that + subject + verb + ext. 'Alas' is replaced by 'it is a matter of sorrow'. Exclamatory: Alas! I am undone. Assertive: It is a matter of sorrow that I am undone. 38 |

Chapter 01 – Grammar & Vocabulary Exclamatory to Assertive Sentence Transformation Rules 5

If + subject + were/verb(past) + ext.! Subject + wish + subject + were/ verb(past) + ext. For 'If were/verb(past)', 'subject + wish + were/verb(past)' is used in assertive sentence. Exclamatory: If I sang a song! Assertive: I wish I sang a song. 6 Were/Had + subject + ext.! Subject + wish + subject + were/had + ext. For 'Were/ Had', 'subject + wish + were/had' is used in assertive sentence. Exclamatory: Were I a child again! Assertive: I wish I were a child again. 7 Would that + subject + could + verb + ext.! Subject + wish + subject + could + verb + ext. For 'if /would + that subject', 'wish' is used in assertive sentence. Exclamatory: Would that we could play cricket! Assertive: We wish we could play cricket. 1.8

Direct and indirect speech There two ways to convey a message of a person, or the words spoken by a person to other person. 1. Direct speech 2. Indirect speech Suppose your friend whose name is John tells you in school, "I will give you a pen". You come to home and you want to tell your brother what your friend told you. There are two ways to tell him. Direct speech: John said, "I will give you a pen." Indirect speech: John said that he would give me a pen. In direct speech the original words of person are narrated (no change is made) and are enclosed in quotation mark. While in indirect speech some changes are made in original words of the person because these words have been uttered in past so the tense will change and pronoun may also be changed accordingly. In indirect speech the statement of the person is not enclosed in quotation marks, the word "that" may be used before the statement to show that it is an indirect speech. Indirect speech is also called reported speech because reported speech refers to the second part of indirect speech in which something has been told by a person. Reported verb: The verb first part of sentence (i.e., he said, she said, he says, they 39 |

Chapter 01 – Grammar & Vocabulary says, she says) before the statement of a person in sentence is called reporting verb. Examples: • He said, "I work in a factory." (Direct speech) He said that he worked in a factory. (Indirect speech) • They said, "We are going to cinema." (Direct speech) They said that they were going to cinema. (Indirect speech) In the above examples the reporting verb is "said". Reporting speech: The second part of indirect speech in which something has been told by a person (which is enclosed in quotation marks in direct speech) is called reported speech. For example, a sentence of indirect speech is, He said that he worked in a factory. In this sentence the second part "he worked in a factory" is called reported speech and that is why the indirect speech as a whole can be called reported speech. 1.8.1 Fundamental rules for indirect speech 1. Reported speech is not enclosed in quotation marks. 2. Use of word "that": The word "that" is used as a conjunction between the reporting verb and reported speech. 3. Change in pronoun: The pronoun (subject) of the reported speech is changed according to the pronoun of reporting verb or object (person) of reporting verb (first part of sentence). Sometimes the pronoun may not change. Examples: • He said, "I am happy." (Direct speech) He said that he was happy. (Indirect speech) • I said to him, "You are intelligent." (Direct speech) I said to him that he was intelligent. (Indirect speech) In the above examples the pronoun of reported speech is "I" that was changed in indirect speech into the pronoun (subject) of reporting verb that is "he". 4. Change in time: Time is changed according to certain rules like now to then, today to that day, tomorrow to next day and yesterday to previous day. Example: • He said, "I am happy today." (Direct speech) • He said that he was happy that day. (Indirect speech) 5. Change in the tense of reported speech: If the first part of sentence 40 |

Chapter 01 – Grammar & Vocabulary (reporting verb) belongs to past tense the tense of reporting speech will change; however will remain unchanged if the first part of sentence (reporting verb) belongs to present or future tense. Examples:

- He said, "I am happy." (Direct speech) He said that he was happy. (Indirect speech) – Tense of reporting speech changed
- He says, "I am happy." (Direct speech) He said that he is happy. (Indirect speech) – Tense of reporting speech didn't change

Change in tense is made according to the rules of indirect speech which are given in the table below.

**DIRECT SPEECH** **INDIRECT SPEECH** **PRESENT TENSE** **PRESENT SIMPLE** changes into **PAST SIMPLE**

- He said, "I write a letter." • He said that he wrote a letter.
- She said, "He goes to school daily." • They said, "We love our country." • He said, "I do not like computer." • He said that he wrote a letter.
- He said that she went to school daily.
- They said that they loved their country.
- He said that he did not like computer.

**PRESENT CONTINUOUS** changes into **PAST CONTINUOUS**

- He said, "I am listening to the music." • He said that he was listening to the music.
- She said, "I am washing my clothes." • They said, "We are enjoying the weather." • She said, "I am not laughing." • He said that she was washing her clothes.
- They said that they were enjoying the weather.
- She said that she was not laughing.

**PRESENT PERFECT** changes into **PAST PERFECT**

- She said, "He has finished his work." • He said that he had finished his work.
- He said, "I have started a job." • I said, "She has eaten the meal." • They said, "We have not gone to New York." • He said that he had started a job.
- I said that she had eaten the meal.
- They said that they had not gone to New York.

**PRESENT PERFECT CONTINUOUS** changes into **PAST PERFECT CONTINUOUS**

- He said, "I have been studying since 3 O'clock." • She said, "It has been raining for three days." • I said, "She has been working since 2007." • He said that he had been studying since 3 O'clock.
- She said that it had been raining for three days.
- I said that she had been working since 2007.

**PAST TENSE** **PAST SIMPLE** changes into **PAST PERFECT**

- He said to me, "You answered correctly." • John said, "They went to cinema." • He said, "I made a table." • She said, "I didn't buy a car." • He said to me that I had answered correctly.
- John said that they had gone to cinema.
- He

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said that he had made a table. • She said that she had not bought a car. **PAST CONTINUOUS**

changes into **PAST PERFECT CONTINUOUS**

- They said, "We were enjoying the weather." • He said to me, "I was waiting for you." • I said, "It was raining." • She said, "I was not laughing." • They said that they had been enjoying.
- He said to me that he had been waiting for me.
- I said that it had been raining.
- She said that she not been laughing.

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Chapter 01 – Grammar & Vocabulary **PAST PERFECT** changes into **PAST PERFECT** (tense does not change)

- She said, "She had visited a doctor." • He said, "I had started a business." • I said, "She had eaten the meal." • They said, "We had not gone to New York." • She said that she had visited a doctor.
- He said that he had started a business.
- I said that she had eaten the meal.
- They said they had not gone to New York.

**FUTURE TENSE** **FUTURE SIMPLE TENSE** **WILL** changes into **WOULD**

- He said, "I will study the book." • She said, "I will buy a computer." • They said to me, "We will send you gifts." • I said, "I will not take the exam." • He said that he would study the book.
- She said that she would buy a computer.
- They said to me that they would send me gifts.
- I said that I would not take the exam.

**FUTURE CONTINUOUS TENSE** **WILL BE** changes into **WOULD BE**

- I said to him, "I will be waiting for him." • She said, "I will be shifting to new home." • He said, "I will be working hard." • He said, "He will not be flying kite." • I said to him that I would be waiting for him.
- She said that she would be shifting to a new home.
- He said that he would be working hard.
- He said that he would not be flying kites.

**FUTURE PERFECT TENSE** **WILL HAVE** changes into **WOULD HAVE**

- He said, "I will have finished the work." • She said, "They will have passed the examination." • He said, "I will have gone." • He said that he would have finished the work.
- She said that they would have passed the examination.
- He said that he would have gone.

Note: The tense of reported speech may not change if reported speech is a universal truth though its reporting verb belongs to past tense. Examples:

- He said, "Mathematics is a science." (Direct speech) He said that mathematics is a science. (Indirect speech)
- He said, "Sun rises in east." (Direct speech) He said that sun rises in east. (Indirect speech)

Tense didn't change because reported speech is a universal truth thought its reporting verb belongs to past tense.

1.8.2 Indirect speech for Interrogative (question) sentence

For changing interrogative (question) sentence into indirect speech we have to observe the nature of question and then change it into indirect speech. A question can be of two types. One, which can be answered in only YES or NO and another, which needs a little bit explanation for its answer and cannot be answered in only YES or NO.

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Chapter 01 – Grammar & Vocabulary Examples: • Do you like music? (It can be answered in YES or NO) • How are you? (It cannot be answered in YES or NO but it needs a little bit explanation i.e., I am fine.) Questions which can be answered in YES/NO. To change questions (which can be answered in yes or no) into indirect speech, word “if” or “whether” is used before the question in indirect speech. Rules for change in tense of question sentences are same as for change in normal tenses in indirect speech but sentence will not start with the auxiliary verb of the tense. The word “that” is not used between reporting verb and reported speech as conjunction in indirect speech for question sentence. Question mark is not used in indirect speech. Examples: • He said to me, “Do you like music?” He asked me if I liked music. (Not, did I like music) or He asked me whether I liked music. • She said to me, “Will he participate in the quiz competition?” She asked me if he would participate in quiz competition. • I said to him, “Are you feeling well?” I asked him if he was feeling well. • They said to me, “Did you go to school?” They asked me if I had gone to school. • He said to me, “Have you taken the breakfast?” He asked me if I had taken the breakfast. Question which cannot be answered in YES/NO To change such questions into indirect speech, the words “if” or “whether” is not used. The tense of the question is changed according to the rules for change in normal tenses in indirect speech but sentence will not start with the auxiliary verb of the tense. The word “that” is not used between reporting verb and reported speech as conjunction, in indirect speech for question sentence. Question mark is not used in indirect speech. Examples: • He said to me, “How are you?” He asked me how I was. (Not, how was I) • Teacher said to him, “What is your name?” Teacher asked him what his name was. • She said to him, “Why did you come late?” 43 |

Chapter 01 – Grammar & Vocabulary She asked him why he had come late. • He said, “When will they come?” He asked when they would come. • She asked his son, “Why are you crying?” She asked her son why he was crying. 1.8.3 Indirect speech for sentence having modals Direct Speech Indirect Speech CAN changes into COULD • He said, “I can drive a car.” • She said, “He can play a violin.” • They said, “We can climb on a hill.” • He said that he could drive a car. • She said that he could play a violin. • They said that they can climb on a hill. MAY changes into MIGHT • He said, “I may buy a computer.” • She said, “He may visit a doctor.” • They said, “They may go to zoo.” • He said that he might buy a computer. • She said that he might visit a doctor. • They said that they might go to zoo. MUST changes into HAD TO • He said, “I must work hard.” • She said, “They must carry on their work.” • I said to him, “You must learn the test-taking strategies.” • He said that he had to work hard. • She said that they had to carry on their work. • I said to him that he had to learn the test-taking strategies. THE BELOW MODALS DO NOT CHANGE Would • They said, “We would apply for a visa.” • He said, “I would start a business.” • She said, “I would appear in exam.” • They said that they would apply for visa. • He said that he would start a business. • She said that she would appear in the exam. Could • She said, “She could play a piano.” • They said, “We couldn’t learn the lesson.” • He said, “I could run faster.” • She said that she could play a violin. • They said they couldn’t learn the lesson. • He said that he could run faster. Might • He said, “Guests might come.” • She said, “It might rain.” • John said, “I might meet him.” • He said that guest might come. • She said that it might rain. • John said that he might meet him. Should • He said, “I should avail the opportunity.” • She said, “I should help him.” • They said, “We should take the exam.” • He said that he should avail the opportunity. • She said that she should help him. • They said that they should take the exam. Ought to • He said to me, “You ought to wait for him.” • She said, “I ought to learn new methods.” • They said, “We ought to attend our classes.” • He said to me that I ought to wait for him. • She said that she ought to learn new methods. • They said that they ought to attend their classes. 44 |

Chapter 01 – Grammar & Vocabulary 1.8.4 Indirect speech for exclamatory and imperative sentences Indirect speech of

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imperative sentence A sentence which expresses command, request, advice or suggestion is called imperative sentence. Examples: • Open the door. • Please help me. •

Learn your lesson. To change such sentences into indirect speech, the word “ordered” or “requested” or “advised” or “suggested” or “forbade” or “not to do” is added to reporting verb depending upon the nature of imperative sentence in reported speech. Examples: • He said to me, “Please help me.” (Direct speech) He requested me to help him. (Indirect speech) • She said to him, “You should work hard for exam.” (Direct speech) He suggested him to work hard for exam. (Indirect speech) • They said to him, “Do not tell a lie.” (Direct speech) They said to him not to tell a lie. (Indirect speech) • He said, “Open the door.” (Direct speech) He ordered to open the door. (Indirect speech) • The teacher said to student, “Do not waste time.” (Direct speech) The teacher advised the students not to waste time. (Indirect speech) • He said, “Please give me a glass of water.” (Direct speech) He requested to give him a glass of water. (Indirect speech) • Doctor said to me, “Do not smoke.” (Direct speech) Doctor advised me not to smoke. (Indirect speech) • The teacher said to him, “Get out.” (Direct speech) The teacher ordered him to get out. (Indirect speech) Indirect speech of exclamatory sentences Sentence which expresses state of joy or sorrow or wonder is called exclamatory sentence. Examples: • Hurrah! We won the match. • Alas! I failed the test. • Wow! What a nice shirt it is. 45 |

Chapter 01 – Grammar & Vocabulary To change such sentences, the words “exclaimed with joy” or “exclaimed with sorrow” or “exclaimed with wonder” is added in the reporting verb depending upon the nature of exclamatory sentence in indirect speech. Examples: • He said, “Hurrah! I won a prize.” (Direct speech) He exclaimed with joy that he had won a prize. (Indirect speech) • She said, “Alas! I failed in exam.” (Direct speech) She exclaimed with sorrow that she failed in exam. (Indirect speech) • John said, “Wow! What a nice shirt it is.” (Direct speech) John exclaimed with wonder that it was a nice shirt. (Indirect speech) • She said, “Hurrah! I am selected for the job.” (Direct speech) She exclaimed with joy that she was selected for the job. (Indirect speech) • He said, “Oh no! I missed the train.” (Direct speech) He exclaimed with sorrow that he had missed the train. (Indirect speech) • They said, “Wow! What a pleasant weather it is.” (Direct speech) They exclaimed with wonder that it was a pleasant weather. (Indirect speech) 1.8.5 Changes in pronoun in Indirect Speech The pronoun (subject) of the reported speech is changed according to the pronoun of reporting verb or object (person) of reporting verb (first part of sentence). However, sometimes the pronoun may not change. Below are certain rules you must understand. 1. First person pronoun in reported speech (i.e., I, we, me, us, mine, or our) is changed according to the pronoun of reporting verb, if pronoun in reporting verb is third person pronoun (i.e., he, she, it, they, him, his, her, them or their). Examples: • He said, “I live in New York.” (Direct speech) He said that he lived in New York. (Indirect speech) • They said, “We love our country.” (Direct speech) They said that they loved their country. (Indirect speech) 2. First person pronoun in reported speech (i.e., I, we, me, us, mine, or our) does not change if the pronoun (Subject) of reporting verb is also first person pronoun (i.e., I or we). Examples: • I said, “I write a letter.” (Direct speech) I said that I wrote a letter. (Indirect speech) • We said, “We completed our work.” (Direct speech) 46 |

Chapter 01 – Grammar & Vocabulary We said that we completed our work. (Indirect speech) 3. Second person pronoun in reported speech (i.e., you, yours) is changed according to the person of object of reporting verb. Examples: • She said to him, “You are intelligent.” (Direct speech) She said to him that he was intelligent. (Indirect speech) • He said to me, “You are late for the party.” (Direct speech) He said to me that I was late for the party. (Indirect speech) 4. Third person pronoun in reported speech (i.e., he, she, it, they, him, his, her, them or their), does not change in indirect speech. Examples: • They said, “He will come.” (Direct speech) They said that he would come. (Indirect speech) • You said, “They are waiting for the bus.” (Direct speech) You said that they were waiting for the bus. (Indirect speech) 1.8.6 Changes in time and adverbs in indirect speech Time and adverbs are changed in indirect speech. Please refer to the below examples. Examples: • He said, “I will buy a book tomorrow.” (Direct speech) He said that he would buy a book the next day. (Indirect speech) • She said, “I am happy now.” (Direct speech) She said that she was happy then. (Indirect speech) • He said, “I like this book.” (Direct speech) He said that he liked that book. (Indirect speech) Common Rules: 1. Today changes to that day/the same day. 2. Tomorrow changes to the next day/the following day. 3. Yesterday changes to the day before/the previous day. 4. Next week/month/year changes to the following week/month/year. 5. Last week/month/year changes to the previous week/month/year. 6. Now/just changes to then. 7. Ago changes to before. 8. Here changes to there. 9. This changes to that. 47 |

Chapter 01 – Grammar & Vocabulary 1.9 Synonyms and Antonyms If there were only one word to voice a particular thought, the world would be dull and the reading, writing and/or speaking will be extremely boring if every person, place or object could only be expressed with the same word. To add extra spice and flavour to our communication we use synonyms and antonyms. 1.9.1 Synonyms Synonyms are words that have the same or very similar meaning. All words can have a synonym. Nouns, verbs, adjectives, adverbs and prepositions can have a synonym as long as both the words are the same part of speech. Examples: Adjectives: Beautiful, lovely, gorgeous, stunning, striking Nouns: House, home, dwelling, residence, adobe, quarters Verbs: Jump, bound, leap, hop, skip Prepositions: In, inside, within Some more examples: • Small, little, mini, short, tiny, petite, fine • Soft, silky, downy, weak, limp, soggy • Weak, wimpy, faint, flimsy • Hold, cling, clench, grasp, wait, grip • Run, dash, sprint, • Fast, prompt, quick • Smart, bright, intelligent, brilliant • Shy, bashful, introverted, quiet, withdrawn • Kind, considerate, gracious, sweet, thoughtful • Lazy, idle, lethargic, lackadaisical • Mean, bad-tempered, difficult, unpleasant, unfriendly • Friendly, sociable, outgoing, warm, extroverted • Rich, wealthy, well-to-do, affluent, well-off The list could be lengthy but the important point to consider is that all of the above synonyms could be interchanged in a sentence. However, when you do replace a word with its synonym, you have to pay close attention to the context so that the synonym will convey the same meaning. 48 |

Chapter 01 – Grammar & Vocabulary For example: • My driver’s license has expired. You couldn’t replace the word “expired” with the word “die” even though the two are synonyms. It wouldn’t make sense. A driver’s license can’t die. So, you need to keep in mind that not every synonym of the word you want to replace will be a good choice. 1.9.2 Antonyms Antonyms are words that have opposite meanings. For example, the antonym of long is short. Often words will have more than one antonym but as with synonyms it depends on the context. For instance, the word “warm” could have the antonym “cool” or “chilly”. In order to choose the correct antonym, you have to look at all the meanings and how the word is used. “Cool” can mean “stylish” as well as “chilly” so the word “cool” may not be the best choice. Types of Antonyms Antonyms fall within the three categories: graded antonyms, relational antonyms and complementary antonyms. Graded antonyms are word pairs that have variations between the two opposites. For example, big and little are antonyms but there are a lot of changes before you get to the opposite meaning. Like this: Big » huge » bulky » full-size » slight » petite » little Other examples are: • Happy – sad • Healthy – sick • Smart – stupid Relational antonyms are pairs that have a relationship. Each word wouldn’t exist without the other. There can’t be a parent without a child or it’s either all or nothing. Some examples include: 49 |

Chapter 01 – Grammar & Vocabulary • Open – close • Husband – wife • Front – back • Hello – goodbye Complimentary antonyms are word pairs that have no degree of meaning. There are only two opposite possibilities. • Dead – alive • True – false • Male – female • Daughter – son • On – off When using antonyms always keep in mind the context of the word and then choose the best word that means the opposite. Summary • Grammar is the set of structural rules governing the composition of clauses, phrases and words in any given natural language. The vocabulary is all about words — the words used in a language or a special set of words used by a particular person or group — also called word stock. There are numerous elements to English grammar. English grammar is based on two general classes of words: nouns and verbs. The grammatical construction of a sentence in English depends on the words that comprise it, as a correct sentence, features both a subject, which contains a noun, and a predicate, which contains a verb. Nouns are the words that represent persons, places and objects. Verbs represent the action that occurs in a sentence. There are several classifications of verbs, but the most common is transitive and intransitive. Transitive verbs create a transition between the subject and an object featured in the sentence. Intransitive verbs transfer no action to an object. Adverbs modify verbs, adjectives modify nouns. Additional elements of English grammar include pronouns, words that take the place of nouns. Prepositions often describe the position or relation of one thing relative to another. • Communication plays a significant role in our lives at all levels. The list of its benefits is endless. It resolves conflicts between organizational complexity and individual needs. It encourages people to think in new ways. It boosts morale; motivates people; produces greater efficiency, leading to higher productivity; creates a healthy atmosphere, bringing about unity; maintains smooth functioning; promotes the control of factors necessary for successfully achieving 50 |

Chapter 01 – Grammar & Vocabulary the final goal; and so on. It helps quick decision-making. Reaching the final goal, ensuring profitability, is possible only with effective communication. • Parts of speech are sentence elements that work together to make up a sentence. The basic parts of speech include: Noun, Pronoun, Verb, Adjective, Adverb, Preposition and Article. • A noun is a word describing who or what in a sentence—it can be a person, place or thing. ◦ A proper noun names a particular person, place or thing, and the first letter of a proper noun is always capitalized. ◦ Common nouns are not specific and don’t require capitalization. • Pronouns can be used in place of nouns (when appropriate), and a pronoun operates just like a noun in a sentence. • A verb is a word used in a sentence to explain what a noun—a person, place or thing—is doing or to explain what’s being done to a noun. • Adjectives are descriptive words used in sentences to modify or describe nouns or pronouns, and they typically (but not always) precede them. • Adverbs are modifiers of verbs, adjectives, other adverbs or sentences. They are used to enhance one of these types of words or a sentence. • Prepositions join parts of sentences. • An article always precedes a singular noun unless a noun is universal or all encompassing. • Choosing and using the right words are critically important. Modern dictionaries change every day as new words or new forms of words are added. Some words are promoted from slang or are added due to technological influences that have become a major part of our everyday lives. • The need to describe events in time determines a writer’s verb choices. Present tense is most commonly used to provide information and give generalizations, whereas past tense is used to recount past events. Not only should verbs agree with subjects (nouns), but also subject/verb combinations should be parallel, or match, in sentences and sentence combinations. • Verbs are used in the same way for both active and passive voice, and it’s not incorrect to use one over the other. The difference is that with active voice, the subject/noun is “doing” the action/verb, whereas with passive voice the subject/noun is not directly performing the action/verb. • English language articles are divided into two groups: definite and indefinite. Choosing which article to use, or knowing when not to use an article depends on the type of noun used. • Adjective and adverbs are important because they modify other words and help add more meaning and description to sentences. • A basic sentence is a complete thought or idea—subject + predicate. It’s also known as a simple sentence. The subject is one of two main parts of a sentence containing the subject noun or a pronoun—a person, place or thing—often 51 |



Chapter 01 – Grammar & Vocabulary accompanied by modifiers. Therefore, the noun or pronoun is who or what the sentence is about. The predicate is one of two main parts of a sentence containing the verb, objects or phrases governed by the verb. • A phrase is a cluster of connected words that do not form a complete idea or sentence. • A clause consists of a subject (noun/noun phrase) and a predicate (verb/verb phrase). It can either be an independent clause (simple sentence), or it can be a dependent clause that relies on an independent clause to form a complete sentence. • A compound sentence is the logical combination of two complete thoughts or independent clauses to form one sentence. • A complex sentence includes a dependent clause linked to an independent clause by a subordinating conjunction of some kind to form a complete sentence. • In direct speech the original words of person are narrated (no change is made) and are enclosed in quotation mark. While in indirect speech some changes are made in original words of the person because these words have been uttered in past so the tense will change and pronoun may also be changed accordingly. In indirect speech the statement of the person is not enclosed in quotation marks, the word “that” may be used before the statement to show that it is an indirect speech. Indirect speech is also called reported speech because reported speech refers to the second part of indirect speech in which something has been told by a person. • Synonyms are words that have the same or very similar meaning. • Antonyms are words that have opposite meanings. The Zero Hour Q: Define the following in few words. • Phonology • Morphology • Syntax • Semantics • Pragmatics A: Phonology: The study of language speech sounds. Morphology: The study of the shapes of things. Syntax: The set of rules for forming language. Semantics: Meanings of words. Pragmatics: Practicals. Q: What all does the basic part of speech includes? 52 | Chapter 01 – Grammar & Vocabulary A: The basic parts of speech include: Noun, Pronoun, Verb, Adjective, Adverb, Preposition and Article. Q: Explain the following with an example. • Personal Pronouns • Possessive Personal Pronouns • Reflexive Pronouns • Reciprocal Pronouns • Demonstrative Pronouns • Indefinite Pronouns • Declarative sentences • Imperative sentences • Interrogative sentences • Exclamatory sentences A: Personal Pronouns: The pronouns used to refer to people or things are called personal pronouns. The usage of personal pronouns is based on number, person and gender. For example: He smiled at them, but I wish he would also smile at me. Possessive Personal Pronoun: A form of personal pronoun that is not punctuated with an apostrophe is called possessive personal pronoun. For example: Is that hamburger yours? (NOT: “your’s”) Reflexive Pronouns: The pronouns used to reflect or refer back to the main noun of a sentence or the subject—who or what the sentence is about are called reflexive pronouns. For example: I said to myself I would never get behind on my studies. Reciprocal Pronouns: Reciprocal pronouns include “each other,” which refers to two nouns, and “one another,” which refers to more than two nouns. For example: Trevor and Rover always hurt each other when they play too rough. Demonstrative Pronouns: Demonstrative pronouns are used to determine “number” and “proximity.” For example: This latte’ is yours, and that one is mine. Indefinite Pronouns: Indefinite pronouns are used to replace universal groups and general quantities or parts of groups or things. For example: Many people joined the organization after the meeting. Declarative sentences state a fact. For example: Rene loves playing football. 53 | Chapter 01 – Grammar & Vocabulary Imperative sentences give an order. For example: Trevor, fetch the ball. Interrogative sentences ask questions. For example: Which countries did you visit while in Europe? Exclamatory sentences exclaim. For example: Help me! Q: What do you mean by correlative conjunctions? A: The conjunction that comes in pairs and link similar kinds of words and/or sentences is called correlative conjunctions. For example: Your instructor is not only flexible but also fair. Q: What is a reporting verb? A: The verb first part of sentence (i.e., he said, she said, he says, they says, she says) before the statement of a person in sentence is called reporting verb. For example: He said, “I work in a factory.” In the above example the reporting verb is “said”. 54 | Chapter 02 – Reading & Writing Skills Chapter 02 – Reading & Writing Skills Your ability to communicate with others will be important to you throughout your life. Whether you are looking for a job, meeting new people, making a purchase or interacting in any way with other people, the way you present yourself will tell a great deal about you as a person. This unit will help you understand the importance of first impressions, listening, interacting with others, and presenting yourself well in business as well as social situations. 2.0.1 First Impressions When you meet someone for the first time, you make an impression on that person. He or she may be favourably or unfavourably impressed with you. We all want people to like us and think well of us when we first meet them. From this list, check the items that you think will help make a good first impression. 1. Neatly combed, clean hair 2. Clean clothes 3. Muddy shoes 4. Clean teeth 5. Speaking in complete sentences 6. Bad breath 7. Pleasant smile 8. Tattoos 9. Little eye contact 10. Firm handshake If you picked 1 clean hair, 2 clean clothes, 4 clean teeth, 5 speaking in complete sentences, 7 a pleasant smile and 10 a firm handshake, you are correct. The way you dress and groom yourself tells people something about you. When you are dirty or wear torn clothing and frown or scowl, you project a poor self-image. 2.0.2 Making Introductions Have you ever been with a friend at the mall and run into someone that you knew but that your friend did not know? Did you introduce that person to your friend? Throughout your life you will be making introductions and meeting people. Knowing how to make introductions is a good skill to learn now. Some rules for making introductions: 55 |



Chapter 02 – Reading & Writing Skills • Speak in a clear, distinct voice so that people can hear and understand you. • Keep the tone of your voice polite and patient. • Look at the person to whom you are speaking. Examples: 1. Tyrone and Maria are at the mall. They meet Ralph. Maria does not know Ralph so Tyrone is going to introduce them. Select the best introduction. a) Tyrone: "Hi, Ralph. This is Maria." b) Tyrone: "Maria, I'd like you to meet my classmate, Ralph. Ralph, this is my friend, Maria." If you picked b, you are correct. 2. There is an open house at your school. You want to introduce your parents to your favorite teacher, Mrs. Windsor. Select the best introduction. a) "Hey Mrs. Windsor, this is my mom and dad." b) "Mrs. Windsor, I want you to meet my parents, Marian and Bob Smith. Mom and Dad, this is Mrs. Windsor." If you picked b, you are correct. Why do you think that it is important to mention your parents' names? Explain your answer. 2.0.3 Representing Your Employer While on the job, you always represent your employer. When you greet people—customers or others—they will get an impression about the company you represent. The way you present yourself will make a difference to your employer. What would you think if the person who waited on you at a fast-food restaurant wore dirty clothes and had dirty hair? What would you think if that person had dirty hands? Would you feel comfortable purchasing food at that restaurant? Check the items that would help an employee in a fast-food restaurant represent an employer in the proper way. 1. Yawning while taking a customer's order. 2. Yelling across the counter to a friend who comes into the restaurant. 3. Politely asking customers how you can help them. 4. Offering to assist a customer. 5. Making sure that your clothes are clean and pressed. 56 |

Chapter 02 – Reading & Writing Skills 6. Keeping your finger nails clean and trimmed. 7. Paying attention to the customers' needs. 8. Offering negative information about your employer to other employees. 9. Talking negatively about company rules to your customers. 10. Carrying on a phone conversation while waiting on a customer. 11. Making sure that you are doing the job that you were hired to do. If you picked 3, 4, 5, 6, 7 and 11 you are correct. You can see that many of the items that allow you to make a good first impression are the same items that will allow you to represent your employer in a good way. 2.0.4 Giving Directions Have you ever been invited to a party but did not know where it was being held? In that case, you might ask for directions to the party. Below are two examples of directions. Select the set of directions that you believe would be the easiest to follow. Examples: • Leaving the school, face south and turn left, which is east, onto Reynolds Road. At the light, turn right, which is south, on to 35th Street. Proceed approximately two miles to Wyoming Avenue and turn right, which is west. This will be the first right turn past the Tory's Pizza Shop. Proceed to the second left, which is Long Street. The house is on the right-hand side at the top of the hill. The address is 921 Long Street. The house is white with black shutters. • Leave the school and go left and then turn right. Drive a short way until you find Wyoming Avenue. Calcutta Road is on your left. Turn right. Long Street will be on your left. The house number is 921. It is a white house with black shutters. If you selected the first example, you are correct. The second set of directions is not clear. For example, after the direction "Leave the school," you do not know where to turn left and then right. 2.0.5 Some tips for giving good directions • Speak clearly so that people can understand what you are saying. • Look at the person to whom you are speaking. • Be sure that you are giving enough details so that the person can find his/her way. • Use the words left and right to indicate the directions for turning. 57 |

Chapter 02 – Reading & Writing Skills • Use the terms north, south, east and west if you are sure of your directions. • Keep in mind the person who will be following your directions. • It may be helpful for you to draw a map to go along with the directions. 2.0.6 Following Directions In class your teacher gives you directions about where to put your name on your paper, how to fold your paper, when to turn in your homework and other specific things to do. It is important that you pay attention and follow the directions that are given so that you will get credit for the work that you do. There are several ways that you can learn to follow directions. It will be helpful for you to find the ways that work best for you. You may use different methods for different types of directions. Examples: Make a checklist Your teacher assigns a science project that is due in one month. For this project, you will have to do several different things. One way to follow the directions would be to write down each of the items that will need to be completed and develop an approximate time schedule for the work. You can check them off as you do them so that you will be sure that you complete the whole assignment. Be sure to write the date that the assignment is due on the top of your page. Take notes Your mother asks you to do several things when you get home from school. She wants you to stop at the market, drop off a package and pick up a newspaper. While she is talking, you should write things down so that you will not forget any of the chores after school. You need to take notes about what to purchase at the market, where to drop off the package, and the location of the news stand. Repeat the directions back to the person giving the directions Your friend tells you how to get to his/her house. To make sure that you know the way, repeat the directions back to your friend. That way, if you make a mistake, your friend can correct you and save you from getting lost. Ask for clarification If you do not understand any part of the directions, ask for clarification. For example, if a person gives you directions using the terms north, south, east and west, and you are not sure about these directions, you should ask the person to tell you in another way. You may want to draw yourself a map and ask the person giving the directions to check it to make sure the directions shown are correct. 58 |

Chapter 02 – Reading & Writing Skills 2.0.7 Learning to Listen More than half of your waking hours pass with you in the listening mode-listening to parents, teachers, friends, the radio, tapes and television. Today, people are "talked at" more than ever before. Since listening occupies such a large part of daily life, improving your listening ability is important. It was once believed that everyone knew how to listen. To help you understand and remember the information you hear daily, it is necessary to concentrate and practice listening intently. Hearing and listening are not the same skill. Hearing does not require you to react or to do anything. You hear simply because your ears-are not closed to all sounds. For example, without really concentrating it is easy to hear cars passing by or the clicking of people's shoes as they pass by in the hallway. Listening, on the other hand, requires mental activity. The listener must cooperate mentally with the speaker by gathering, sifting, and weighing the ideas that are spoken. Listening Requires Thinking Listeners and speakers influence each other. If you seem interested, the person speaking to you is more likely to be enthusiastic about talking to you. If you act or look bored, fidget, talk to someone else or daydream, the person speaking to you may have trouble concentrating. As a result, the speaker is less effective. Observe good listening manners • Listen to a speaker as carefully as you would want that person to listen to you if you were speaking. • Use the speaker's name when responding to a question or remark. • Look at and give your attention to the person speaking. • Do not interrupt. Wait for your turn to speak. Your facial expressions show whether you are following the conversation or merely waiting for a chance to break in with your own comments. Listening in the Classroom In class you listen to learn, and you profit by paying attention. When you listen attentively, you may cut down the time you must spend going over the material discussed. Tips to help you learn how to follow the development of a class discussion • Learn to tell the difference between main points and details. • Learn to weigh both sides of controversial issues. • When in doubt, ask questions. 59 |

Chapter 02 – Reading & Writing Skills • Stay alert. Naturally, you cannot remember everything you hear. What you must learn to do is to tell the difference between what is important and what is relatively unimportant. This means you must learn to tell the difference between facts and opinions. A fact is a statement of that which exists or has been done. It can be verified or checked for the truth. For example, "Water is composed of hydrogen and oxygen" and "Lincoln was the sixteenth president of the United States" are both factual statements. They can be verified. An opinion is a statement of what one believes or thinks about something. It is a viewpoint, a matter of taste, or a personal preference. Listen for words such as ought to, I think, good, best and should. These are key words that signal an opinion. Let's Check to See If You Are a Good Listener • Do you pay attention when other people are talking? • Do you allow other people to finish what they are saying before you speak? • Do you interrupt other people's conversations? • Do you prejudge others by your own emotions, biases or prejudices? • Do you avoid distractions while listening? Questions for further thought 1. Is there is a difference between making an impression with new friends and making an impression with new co-workers? 2. Why is it important to be polite and courteous to everyone? 3. How can good listening skills make you a better friend, a better worker and a better student? 2.1 Reading Skills The skill of reading is necessary to accomplish everyday tasks such as understanding road signs, interpreting maps, reading newspapers, completing tax returns, reading and interpreting operating instructions, completing banking procedures and many, many others. This unit will help you learn a variety of reading methods and techniques. 60 |

Chapter 02 – Reading & Writing Skills 2.1.1 Finding Main Ideas The main idea in a piece of reading material that contains more than one paragraph is the thought that ties together all the ideas presented in the different paragraphs. It is the common thread that links the paragraphs together. To identify the main idea of an article or a chapter, decide what each paragraph is about, and then think of an idea that links all the paragraph ideas together. Sometimes the main idea will be stated directly in a topic sentence. A topic sentence is often the first sentence but may be any sentence in the paragraph. Other times it will be hidden or implied. To determine an implied main idea, you must read all the details and figure out the main idea. Study the following paragraphs. Auto clinics are a new and growing business. There are now more than 40000 auto clinics in India, and many more will be built in the next few years. How does an auto clinic work? As the car is driven forward, the rollers turn backward, so the car is driven without going anywhere. Meanwhile, a group of mechanics gives the car more than 100 tests using the latest equipment. After the tests, the car owner is told what is wrong with the car and how much it will cost to repair it. Underline the main idea or topic sentence in each of the above paragraphs. Look at the supporting details in each paragraph. Select one of the following titles that best fits the whole reading. 1. "Forty Thousand Auto Clinics" 2. "The Work of an Auto Clinic" 3. "Tests at an Auto Clinic" 4. "The Growth and Work of Auto Clinics" Now, look at the answers. Title 1: Does this title come from the first paragraph? Yes, but it is too general. It does not tell the main idea for the whole article. Title 2: Does this title tell the main idea of the second paragraph? Yes, but it is too specific. It does not tell about the first paragraph. Title 3: What paragraph does this come from? Does it tell the main idea of that paragraph or the article? No, this is also too general. 61 |

Chapter 02 – Reading & Writing Skills Title 4: Does this title connect the main idea of the first paragraph with the main idea of the second paragraph? This tells what the entire article is about. It is the main idea of the article. What did you see when you first read the words in the triangle? Did you notice that the word 'the' is repeated? How actively is your brain working when you read? If you concentrate intensely as you read and use the skills you have learned, you will find that large ideas and concepts, as well as small details, are more easily remembered. Within each paragraph you read, you should find a main idea, or topic, sentence. This main idea sentence tells what the paragraph is about. Following this sentence will be several sentences telling more about the main idea or topic. Finally, you should locate a sentence that sums up what was said or leads you to read the next paragraph. When reading a paragraph or passage, ask the following questions. • What is this paragraph about? • What is the most important thing the author is saying? • Do all other ideas in the paragraph support the main idea? If you can answer these three questions, you have found the main idea of the paragraph. For practice, study the following paragraph, then find the main idea and underline it. It is wise for every person to have a budget. A well-planned budget usually provides for three kinds of goals: long-range, intermediate, and immediate. Long-range goals include such things as saving for marriage, further training after high school, or a large purchase. Intermediate goals cannot be attained immediately but can be reached in several months or a year. For example, buying a compact disc player or having enough money to pay school expenses may be an intermediate goal. Finally, immediate goals include some needs that must be met each week or month. An example of this might be saving for a car payment. 62 |

Chapter 02 – Reading & Writing Skills If you selected the second sentence as the main idea, you are correct. Now circle some of the sentences that support the idea that designing a well-planned budget provides for long-range, intermediate, and immediate goals. These sentences are the supporting details. 2.1.2 Fiction vs. Non-fiction There are two types of writing the reader should be able to understand. All readers should be aware of the differences between fiction and non-fiction. Fiction is when the author makes up the situations and characters in his or her writing. Fictional writing could be partially based on the life of a well-known person. An example of fictional writing is the book *The Shining*. Non-fiction is factual writing, including biographies, autobiographies, technical writing, and directions. Non-fictional writing tells about people who actually lived, events that really occurred, and facts that can be proven. An example of non-fictional writing is *The Diary of Anne Frank*. You can find examples of both types of writing in English textbooks, newspapers and magazines. 2.1.3 Do I Have to Read All That? Reading does not always involve starting at the beginning of an article and reading each and every word until you get to the end. To locate the information you need quickly and efficiently, you may often use two handy techniques: scanning and skimming. Scanning Suppose you need to know how far a pigeon can see, in what year the War of 1812 ended, or the cost for a new alternator for a '75 Chevy. You could get an encyclopedia or parts manual and read it all, or you can use a reading technique called scanning. Scanning is simply looking quickly through a number of paragraphs or pages to find the right spot to read. You use scanning any time you look up a telephone number, check a film schedule to see what time a movie begins, or locate a price from a parts list. To make scanning easier, use the following helpful hints. 63 |

Chapter 02 – Reading & Writing Skills • Know exactly what information to look for. • Look at, rather than read, the material. Watch for: a) specific dates. b) names of people or places. c) numbers. d) italicized words. When you scan, you should not read anything else in the article besides the information for which you are searching. Let your eyes move quickly until they rest on the information you want. Skimming You can find out a lot about the information an article contains by using a reading method called skimming. Skimming means reading quickly without reading every word. If you need to get only a general idea of what the material is about, follow these six steps. 1. Carefully read the title and first paragraph. 2. Pay special attention to any headings or subheadings that are in darker print. 3. If there are no headings, read the first sentence in each paragraph. 4. Look at the illustrations. 5. Read the last paragraph to see if it sums up what has been said. 6. Remember, you are only trying to get a general idea of what is being discussed. Hint: A well-written, informative article or chapter will have a short introduction or first paragraph that tells you what is going to be discussed, a middle part that discusses the material, and a final paragraph or summary that tells what you have just read. • Generally, the first sentence in the paragraph is the topic sentence. This sentence identifies the main idea. • The next two to four sentences support the main idea by giving information (e.g., details, examples, or reasons) that explains what was said in the first sentence. • The final sentence in a paragraph either sums up what was said, or leads into the next paragraph with a transitional word such as furthermore or a time word such as next. Each paragraph develops only one main idea or thought; the rest of the information simply expands on that one idea. Consequently, you can get some idea of how many main points there are within the material you are reading. 64 |

Chapter 02 – Reading & Writing Skills 2.1.4 How to Attack a Reading Assignment When you have an assignment to read, which of the following approaches do you usually take? • Do you open the book to the assigned page and start reading? • Do you close your book, put your head down on the table, and take a break? • Do you use the Survey-Question-Read-Recite-Review (SQ3R) method? Hopefully, you selected the SQ3R approach; but more important, you should look at reading assignments in a logical and efficient manner. Let's look more closely at each of steps in the SQ3R method.

**Survey** Why is it important to survey before you read? The reason is simple: it is easier to read and comprehend something you already know a little about. Follow these steps: • Skim over, or survey, your entire reading assignment. • Pay special attention to material in different print. Remember, the bigger the print or the darker the print, the more important the idea. • Read the first or introductory paragraph. • Read the topic headings and subheadings. • Read the summary section. • Look closely at any italicized or bold print words. The author wants to be sure they stand out so you will see them. Be sure, too, that you understand them. After all, reading will not help you if you skip all the words you do not know. • Look carefully at the charts, maps, graphs, and/or illustrations included in your assignment. The author would not have included these items unless they were extremely important. • Look for questions at the end of the chapter. These will give you an idea of the points the author thinks you should know and remember. **Question** Ask yourself the following questions: • What should I know when I finish reading the assignment? • What steps are in the process I have been reading about? • What do I expect to find out about the title of the article or chapter? 65 |

Chapter 02 – Reading & Writing Skills When you begin to read, have some questions in mind to answer and write them down on a piece of paper. This will give you a purpose for your reading. After reading, you will know what you learned by answering the questions you wrote. To make questions, change the title and the topic headings or topic sentences into question form. For example, if the title is, The Rising Cost of Receiving an Education, you may ask, "Why is the cost of getting an education rising?" **Read** As you actually read the assignment, keep in mind what you already know from the previous steps: • What the author thinks is important • Special vocabulary words • What you are trying to find out as you read **Anticipate** the answers to questions you have in mind as you read. Focus attention on the main points, and group the details under headings and main ideas. Use aids in the book chapter or article—such as pictures, illustrations, graphs and charts—to clear up anything you have a doubt about. **Recite** When you have finished reading the assignment, it is time to recite what you have read. This step simply means writing down notes or telling someone else what you have learned from your reading. Answer the questions you previously made up, and add other information as you remember it. Now, check the reading selection to see if you were right. **Review** The final step in the reading assignment and the SQ3R method is to review. This means to check over what you have read, review your notes, and apply what you have learned. 2.1.5 Vocabulary Words, words, words. You say them. You read them. You hear them. You even use them when you are just sitting and thinking to yourself. A good vocabulary is closely associated with success. Having a strong vocabulary is very necessary; and improving your vocabulary is really not too difficult. You should be very aware of new words and always remember that words represent ideas. There are several techniques presented under following headings that will help you 66 |

Chapter 02 – Reading & Writing Skills build a better vocabulary. Most of these techniques focus on your reading vocabulary. However, they also can be used to help with your listening skills and your writing and speaking vocabularies. There are three important vocabulary skills or techniques you should try to master. Sometimes these vocabulary skills are used alone; however, they are often used together. These skills involve the use of: • context clues • word parts • dictionaries and other reference materials 2.1.6 Learning Words from Context When you read or hear an unknown word, you can often figure out its meaning simply by paying close attention to the words around it. This is called learning from context. For example, read the following sentence. We rowed over our inundated cornfields. What do you think the word inundated means? If you noticed the verb rowed you know that inundated is going to have something to do with water. You don't row on dry land. Therefore, since rowboats are not normally in found cornfields, the word must mean flooded. Now, try your skills on the following sentences. See if you can figure out a definition for the words in bold print. • At first the natives were friendly to us, but later they became antagonistic, attacking and burning the settlements. Define antagonistic. • Kim's next attempt to topple the chair was unsuccessful. Jane still sat firmly upon it. Define topple. • In his first banking job, Jack was very lazy. One day a bank vice president upbraided him: "Do you want to be a teller all your life, or do you want to learn the banking business?" Define upbraided. 67 |

Chapter 02 – Reading & Writing Skills Check your definition with the definition in the dictionary. Writers often provide their readers with several kinds of context clues to help them figure out the meanings of unfamiliar words. Watch for three types of context clues: definition, example, synonym or antonym. Definition Clue Sometimes an author may give the actual definition, which may be set off with commas, dashes, or parentheses. Examples: • After a one-week respite, or break, we were ready to go back to work (respite means "break"). • The fear of technology that some people experience is called technophobia (technophobia means "fear of technology"). Example Clue An author may give characteristics or examples to explain a term. Examples: • The detective needed to remain incognito so he wore a wig, grew a beard, and wore shoes with elevated heels (incognito means "in disguise"). • Food is kept fresh by different types of processing such as salting, freezing, drying, and canning (processing means "salting, freezing, drying, canning, etc."). Synonym and antonym clues An author may choose to use a synonym (a word with the same meaning) or an antonym (a word with the opposite meaning) to explain the meaning of an unfamiliar term. Examples: • The distraught family was upset by their daughter's car accident (distraught means "upset"). • His actions at lunch were bellicose but my actions remained peaceful (bellicose means not peaceful or "quarrelsome"). 2.1.7 Learning Words from Word Parts You can often figure out the meaning of a word by looking at different word parts. Types of word parts you may find in reading material include 68 |

Chapter 02 – Reading & Writing Skills a) Prefixes: found at the beginning of a word b) Suffixes: found at the end of the word c) Word roots: found in any part of a word d) Compound words: two words that form one word Many word parts will have the same meaning no matter in what word you find it. If you are familiar with the meaning of the word parts, the meaning of the new word may be clearer. Look at the following example that uses word parts to define the term microbiology. The prefix micro - means "small." The root bio - means "life." The suffix logy - means "study of." Therefore, the definition of microbiology is "the study of small life." The word parts listed in the below tables are commonly used prefixes, roots, and suffixes. Look for prefixes, suffixes, and roots as you read information in your textbooks. Word Parts Common Prefixes Form Meaning Form Meaning mono-, uni- one pro- in favor of bi-, duo- two sym-, syn- put together tri- three intra- within multi-, poly- many intro- inward micro- small anti-, contra-, ob-, op- against equi- equally retro- backward ambi- both ante-, pre- before sub- under extra-, ultra- beyond im-, in- not trans- across co-, corn-, con- with, together inter- between Common Suffixes Form Meaning Form Meaning -ant, -ent inclining toward -ise, -ize to make conform -y inclined to -able, -ible fit, capable of being -al, -ial, -ar, -ary belonging to or relating to -cle, -cule small -is, -ive resembling -ee one who receives -ism characteristic -er one who produces, manages 69 |

Chapter 02 – Reading & Writing Skills -ly similar -ation, -ment act, process -fy to make or to cause Common Roots Form Meaning Form Meaning dic, dict say duc, duct lead voc, vok call ject throw vid, vis see cept, capt take scop, scope look ten, tent hold, have gram, graph write, draw ced, cess go, yield scrib, script write auto self aud, audit hear bio life tract, trac draw nomin name biblio book ben, bene good ambul walk philo love port carry hetero different junct tie homo same dia across, part 2.1.8 Dictionary Use A dictionary is an important tool for successful students. Dictionaries may differ, but they all have similar information about words. Dictionaries are available in schools as well as on the job. Some occupations have a technical dictionary available to specifically address terms used for a given job. This type of dictionary can be found for health occupations, construction trades, and many others. Of course dictionaries provide the definitions for words; however, did you know that there is much other information included in a dictionary? The kinds of information found in most dictionaries are described below. The examples refer to the sample dictionary page that follows this information. Entry words: words listed and defined in a dictionary. Examples: dulse, duly, duma Guide words: words, usually listed at the top of the page, to guide the reader in finding the page containing the word being looked up. Example: due-dump Syllables: division of the entry words into parts, containing one vowel (and at least one consonant.) Examples: dug-out, dul-ci-mer 70 |

Chapter 02 – Reading & Writing Skills Pronunciation: the phonetic or sound pronunciation, given in syllables. A key to pronunciation symbols can usually be found in another part of the dictionary. Sometimes a key is printed on each page. When you pronounce an unfamiliar word you have read, you may realize it is part of your speaking and listening vocabularies. Example: dully [dū lé] Parts of Speech: information about whether the word is a noun, adjective, verb, etc., which usually immediately follows the entry word. If a word can be used as another part of speech, the other part of speech is given. Example: duplicate vb; duplicate n Etymology: the history of the words. The history of the word in other languages is given in brackets. The meanings of the abbreviations used are in the dictionary, (e.g., MD = Middle Dutch). Example: Dump [Md dompen, to immerse, topple] A dictionary may include other information about entry words. It is important to become familiar with a dictionary and to use it. Sample Dictionary Page Questions for further thought • Why is it important to preview material before you read it? • How could a strong vocabulary make you more successful in your career? • What different reading skills do you need for reading fiction vs. non-fiction materials? 71 |

Chapter 02 – Reading & Writing Skills 2.2 Writing Skills You have been mastering writing skills throughout your entire school career. Writing is a life skill that is essential in the workplace. Writing may be a factor that affects many decisions in your career. This section will help you increase your writing skills. 2.2.1 Parts of a Letter Before writing a letter, you must be aware of the various parts of a letter and in what order they must appear in the letter. Following is a listing of the various parts of a letter. Following this list, you will find samples of three different letters – one letter of application for employment, one letter of inquiry, and one thank-you letter. Study the parts that are included in each and the style in which they are written. Heading includes • return address: the writer's address • date line: the date (month, day, year) the letter is written Opening includes • inside address: the name and address of the person to whom you are writing • salutation: an opening greeting such as "Dear Mr. Smith:" Body includes • message: the text of the letter Closing includes • complimentary closing: a parting phrase such as "Sincerely," • writer's signature: the writer's name written in script The tone of your letter is very important. Tone is the attitude the writer reveals in the letter (e.g., formal or informal, serious or humorous, hostile or friendly.) The tone can be revealed through the language the writer uses. The writer's attitude may be negative or positive. It is important that you use clear and concise language in any type of letter you write to project the correct tone. 2.2.2 Non-verbal Cues in Written Communication Non-verbal cues give a message without using words. A reader may find non-verbal cues in all types of written communication. Smudges, errors, and paper that is in poor 72 |

Chapter 02 – Reading & Writing Skills condition may indicate that the writing was completed quickly and carelessly. Be sure to proofread all written communication before transmitting the written messages. The non-verbal cues can say a great deal about you. Complete Sentences It is important that your writing be complete and concise, communicating everything you want to say in as few words as possible. Each sentence must convey a complete thought. Remember that all sentences have both a subject and a verb. All sentences should be capitalized at the beginning and have some type of punctuation at the end. Be sure to proofread carefully to find all sentence fragments and run-on sentences. A sentence fragment is an incomplete thought that is being used as a complete sentence. A run-on sentence occurs when two sentences are incorrectly joined as one sentence. Be sure that your sentences are coherent (all parts of the sentence are connected properly so a complete thought is given). Examples: Complete sentences It was a beautiful, warm day. Suddenly a car came out of the alley. I am interested in applying for the job. Sentence fragments As I was going to the store last week... Now knowing whether his friend was home. Either of the textbooks... Informal Letters At some time in your life, you may do some informal writing. Examples of informal writing include handwritten thank-you notes, handwritten notes (memos) to co-workers, or personal letters to known or unknown recipients. Sample Letter of Application for Employment A letter of application for employment—which is a specific type of letter of inquiry—is extremely important. Many times, it is this letter that convinces the prospective employer to give you an interview. Therefore, it is essential that this type of letter to be neat and say exactly what you want it to say. Study the example below. (Current date e.g., 10 May 2017) Ms./Mr. (First Name) (Last Name) (Designation) 73 |

Chapter 02 – Reading & Writing Skills (Organization Name) (Organization Address) Dear Ms./Mr. (Last Name): In response to the advertisement you placed in the Daily Bulletin for the post of (designation), I am writing you this letter of inquiry. For the past two years, I have been working in (your current organization) at a post of (your current designation). I have experience in (some of your important skills), and I feel well qualified for the position you are offering. I completed my graduation from (the name of your university) on (date of completion, e.g., June 15, 2012) with specialization in (your specialized subject). In my present organization, I have to serve a notice period of xx days/months and will be available for your employment immediately thereafter. Enclosed you will find my résumé, complete with my home address and phone number. Please contact me concerning when I may interview for this position. Thank you for your attention. Sincerely, (Your first name) (Your Last Name) Sample Letter of Inquiry The purpose of a letter of inquiry is to acquire information. This letter must be written clearly so that the reader has a clear understanding of the information you want. When writing a letter of inquiry, state the subject of your inquiry at the beginning of your letter. Explain why you are requesting information and why you have directed your letter to the reader. If you know of any details that may help the reader in gaining the information you want, include them. Close your letter courteously, using a phrase such as, "I shall appreciate any assistance you may give." Sometimes it may be necessary to enclose a self-addressed stamped envelope for the reader's reply. Following is a sample letter of inquiry. (Your address) (Current date e.g., 10 May 2017) 74 |

Chapter 02 – Reading & Writing Skills Ms./Mr. (First Name) (Last Name) (Organization Name) (Organization Address) Dear Ms./Mr. (Last Name): Recently I came across a pamphlet published by your company and entitled "(Pamphlet Title)." This service would be very useful for our organization, as we are into development of (name the product your organization produces). Could you please tell me how I might obtain your services and what the cost would be? Any assistance you could provide would be greatly appreciated. Sincerely, (Your First Name) (Your Last Name) Sample Thank-You Letter You may need to write thank-you letters to prospective employers by whom you have been interviewed. You might also need to send a thank-you letter to a speaker who has given a presentation to your class. For these reasons, it is important to know how to write a thank-you letter that is simple, direct, and courteous. Study the example below. (Current date e.g., 10 May 2017) Ms./Mr. (First Name) (Last Name) (Designation) (Organization Name) (Organization Address) Dear Ms./Mr. (Last Name): Thank you for taking the time to interview me for the post of (designation) your company now has open. I am still very interested in the position and in working for a company as reputable as (organization name). If you should wish to contact me about this position, please phone me at (your phone 75 |

Chapter 02 – Reading & Writing Skills number). Again, thank you for your time. Sincerely, (Your First Name) (Your Last Name) Forms At some time in your life, you probably will be asked to fill out some type of form. There are many kinds of forms, including loan, job, and credit card applications. You definitely will need to fill out forms when completing your income tax return. When filling out a form, be sure all information you give is accurate. It is also very important that your information be written in neat, legible handwriting. Be sure to read all instructions before completing a form, as many ask that you print or type all information. Others may ask that you use a certain colour of ink pen, such as black or blue. Remember, many times your application may be the first thing a prospective employer sees of you. Therefore, answer all questions completely and neatly. If there is a question or section on the form that does not apply to you, simply write N/A in the space provided. N/A stands for not applicable, meaning this section does not apply to you. Study the forms carefully. Be sure to have all necessary information with you when completing any type of form. Have an accurate listing of the following information with you when completing forms; for example: • Complete addresses and phone numbers of previous employers • Dates of previous employment listed in chronological order • Complete addresses and phone numbers for references • Complete addresses and phone numbers of all schools attended • Wages and tax statements Finally, be sure to read and complete all forms thoroughly. You may not be considered for the job if your job application form is incomplete when submitted. And, your tax form will be rejected if it is incomplete when submitted. Résumé Your résumé (pronounced /rɪˈzju:m/) will provide any prospective employer with information about your work history, education, and abilities. Your résumé will allow you to list your accomplishments in detail. The résumé provides a concise listing of your skills in more detail than the introductory letter permits. 76 |

Chapter 02 – Reading & Writing Skills Different sections contained within a résumé • The general information consists of your complete name, address, and phone number. • Your objective should indicate your career goal. • The education section should include all education completed and/or classes you are currently attending. It may be helpful to list your area of study in this section. • The work experience section should include all jobs and volunteer positions held. Be sure to describe your duties for each job. • The activities section should list all memberships and offices held. This section will exhibit your ability to lead others. • The honours/awards section should include all of your recognized achievements. • The interests section should include those activities you enjoy during your spare time. • Last, the references section will give the employer an opportunity to speak with individuals who can positively recommend your work abilities and verify that you are of good character. It is important that you receive permission from all of your references before you use their names. Do not use family members as references. The following résumé template is provided as a guide for you to use in completing your own résumé. The categories to be included are listed. Résumé Template – Administrative Assistant (Your Complete Name) (Your Complete Address) (Your Phone Number) OBJECTIVE To obtain a job as an administrative assistant EDUCATION (The name of your college/university) 77 |

Chapter 02 – Reading & Writing Skills (Your college/university address) (Your college/university phone number) Grade Point Average: (Your GPA) Program: (Your specialization) Graduation: (The month, year you graduated e.g., June 2012) WORK EXPERIENCE (Name of the current organization you are working with) (From date) to present Duties: (Your responsibilities separated by comma) (Name of the previous organization you worked with) (From date) to (To Date) Duties: (Your responsibilities separated by comma) ACTIVITIES (A detailed list of your memberships) HONOURS/AWARDS (A detailed list of your achievements) INTERESTS (A list of your hobbies, interests separated by comma) REFERENCES Ms./Mr. (First Name) (Last Name), (Designation) (Name of the organization your reference is working with) (Address of the organization your reference is working with) (Phone number of your reference) Ms./Mr. (First Name) (Last Name), (Designation) (Name of the organization your reference is working with) (Address of the organization your reference is working with) (Phone number of your reference) A more detailed study on writing a resume will be covered in the next chapter. Questions for further thought • What method is best for you to improve your writing skills? • How will computers affect your writing skills in the future? • If the art of writing letters to friends has declined, how can the tradition of letter writing be improved? 78 |

Chapter 02 – Reading & Writing Skills Summary Communicating with others will always be an important skill for you to learn and to practice. You will encounter many types of communications as you proceed through life including introductions, following and giving directions, listening to others, making a good first impression and many more. Practice your communication skills to improve your interactions with others. Good communications can improve your relationships with your peers, employers, supervisors and even family members. Reading will be an important skill for you throughout your life. You will need to read many different types of material such as manuals, newspapers, novels, compact disc jackets, instruction books, cookbooks, and many more. Reading for main ideas and details will help you better understand what you read. Purposeful skimming and scanning will help you find information you need. Try using the SQ3R study method when you read your textbooks. Be sure you know the difference between fiction and non-fiction writing. Vocabulary terms can be mastered by the use of context clues, word parts, and simply learning to use the dictionary. Writing skills are very important in all means of written communication. Items that are illegible or incoherent interrupt the readers' train of thought and create a barrier to communication. It is important to follow all directions and write concisely. We have learned how different letter formats are required for varying situations. We have also learned how physical appearance and a well-written résumé can make the difference in making a good first impression. Practice your writing skills continually. Your writing skills will continue to improve as you become more familiar with writing activities.

The Zero Hour 1. Make a list of the ways that you can represent your employer in the proper way. Think about your appearance, manners, gestures, speaking behaviour, or other observable characteristics. a) \_ b) \_ c) \_ d) \_ 79 | Chapter 02 – Reading & Writing Skills e) \_ f) \_ g) \_ h) \_ i) \_ j) \_ 2. Crossword Puzzle – Communicating with Others Across Clues Down Clues 2. Quality describing your behaviour when you do what you say you will do 3. What people think about you when they first meet you (two words) 6. Reacting mentally to what you hear 8. Frown 9. Your feeling about something 1. Your ears are open to sound 3. A statement of that which has been done or exists 4. Relating to other people 5. A statement of what one believes or thinks about something 7. What you think about yourself (two words) Answers Answers 2. Dependable 3. First Impression 6. Listening 8. Scowl 9. Attitude 1. Hearing 3. Fact 4. Interacting 5. Opinion 7. Self Image 3. Underline the main idea in each of the following paragraphs. Then, 80 | 1 2 3 4 5 6 7 8 9

Chapter 02 – Reading & Writing Skills looking at the supporting details, select the title that best fits each paragraph. Loyalty means being supportive of your employer. Being a loyal employee means you examine things from the employer's point of view. This does not mean you are being submissive. It is to your advantage to be loyal to your employer. Loyal employees are needed for an employer to be successful in business. Your employer's success can in turn affect the security of your job. Loyal employees are often the ones who get promotions and pay increases. How can you be a loyal employee? Do not join in conversation when workers are bad- mouthing your supervisor, your employer, or the company. Do not become a follower of bad practices due to peer pressure. Being a loyal employee requires maturity; it is in your best interest to become a loyal employee. Circle the letter of the title that best fits the above paragraph. a) "Loyalty and Peer Pressure" b) "Job Security Depends on Loyalty" c) "How to Be a Loyal Employee and What it Means" 4. In the following sentences, see if you can define the words in bold print by paying attention to the other words used in the sentence. a) The bouquet of roses left a lovely redolence in the room. Define redolence. b) The cop blew a whistle and made a gesticulation, and the stopped traffic began to move. Define gesticulation. c) The student pilot practiced in a flight simulator before she flew a real airplane. Define simulator d) The firefighter remained cool and calm during the frightening juncture. Define juncture. e) The young nephew received a large legacy when his rich uncle died. Define legacy. 5. Select from the list below the word that best completes each sentence. Read the entire sentence first to get context before trying to select the missing word. 81 |

Chapter 02 – Reading & Writing Skills Trilogy subzero bimonthly dictate autobiography telescope beneficial videotape 1. The engineer decided to \_\_\_\_\_ the letter into a tape recorder so the secretary could type it later. 2. The artist wrote her \_\_\_\_\_ so she could tell the story of her own life. 3. Eating many fruits and vegetables can be \_\_\_\_\_ to your health. 4. A magazine that is published every two months is a \_\_\_\_\_ magazine. 5. Due to the \_\_\_\_\_ weather, all outside activities were cancelled. Few people would go outside in such cold weather. 6. The scientist used a \_\_\_\_\_ To see the stars and planets. 7. Kyle Monroe has written three books on the study of microcomputers. The first book in this \_\_\_\_\_ will be published in November. 8. The soccer coach always took a \_\_\_\_\_ of each game so the team could view the game at a later date. 82 |



Chapter 03 – Personality Development Chapter 03 – Personality Development Personality is the sum total of ways in which an individual reacts and interacts with others. Or Personality is generally defined as the deeply ingrained and relatively enduring patterns of thought, feeling and behaviour. In fact, when one refers to personality, it generally implies to all what is unique about an individual, the characteristics that makes one stand out in a crowd. Personalities is the sum total of individual's Psychological traits, characteristics, motives, habits, attitudes, beliefs and outlooks.

### 3.0.1 Personality determinants

**Heredity:** Heredity refers to those factors that were determined at conception. Physical structure, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and biological rhythms are characteristics that are generally considered to be either completely or substantially influenced by who your parents were, that is by their biological, physiological and inherent psychological make-up.

**Environment:** The environmental factors that exert pressures on our personality formation are the culture in which we are raised, our early conditioning, the norms among our family, friends and social groups, and other influences that we experience. The environment to which we are exposed plays a substantial role in shaping our personalities.

**Situation:** A third factor, the situation, influences the effects of heredity and environment on personality. An individual's personality although generally stable and consistent, does change in different situations. The varying demand of different situation calls forth different aspects of one's personality. We should not therefore look upon personality patterns in isolation.

### 3.0.2 Self Awareness

Self Awareness knows your motivations; preferences, personality and understanding how these factors influence your judgement, decisions and interactions with other people. Through self-awareness one "develops the ability to know how you are feeling and why, and the impact your feelings have on your behaviour. But it involves a capacity to monitor and control those strong but subliminal biases that all of us harbour and that skew our decision making". Internal feelings and thoughts, interests, strengths and limitations, values, skills, goals, abilities, leadership orientation and 83 |

Chapter 03 – Personality Development preferred communication style are just a few elements that self awareness comprises.

### 3.0.3 Benefits

Self-awareness or self-knowledge is the starting point for effectiveness at work. Machiavelli, the astute author and statesman, wrote, "To lead or attempt to lead without first having a knowledge of self is foolhardy and sure to bring disaster and defeat." Self-awareness has many benefits, among them.

- Understanding yourself in relation to others
- Developing and implementing a sound self-improvement program
- Setting appropriate life and career goals
- Developing relationships with others
- Understand the value of diversity
- Managing others effectively
- Increasing productivity
- Increasing your ability to contribute to Organizations, your community and family.

In others words it helps one to know what one is good at and choose a career they enjoy. Depending on others thoughts or beliefs in terms of what is good for us leads to personal and professional unhappiness. By knowing our strengths, weaknesses, likes and dislikes by ourselves - will help us know where we stand? Self-awareness is also important for managers and Organizations as one who have attained heightened states of self-awareness tend to be superior performers. This is because they can relate and understand others better and thus will be capable of reducing the potential of conflict. Usually this kind of person will be open to feedback and make positive modifications to personal behaviour so as to create trusting and productive work environments. Working effectively with others will therefore increase managerial and organizational effectiveness. Self-awareness is also a crucial component in understanding the Organization in which one is operating, as each of us can be thought of as an instrument for assessment and change. By asking us a series of questions we can diagnose our situation and develop some solutions to problems our Organizations or we are experiencing. Doing this requires strong self-awareness of our emotional reactions, initial perceptions, biases and judgements. Lack of self-awareness can lead to poor decisions, to an unrealistic notion of one's competencies and to even career derailment. 84 |

Chapter 03 – Personality Development 3.0.4 How to Gain? The first step in becoming aware of ourselves is to recognize our weaknesses, strengths, biases, attitudes, values and perceptions. There are many ways to enhance our self-awareness. Some of these include analysing our own experiences, looking at ourselves through the eyes of others, self-disclosure, acquiring diverse experiences and increasing our emotional intelligence. • Self-analysis requires people to examine themselves as an object in an experience or event. It requires a person to step back and observe the positive and the negative impact that may have influenced behaviours, attitudes, thoughts or interactions. Self-analysis is not always an easy process, yet it is a necessary skill for synthesizing information relevant to professional or personal effectiveness. The self-analysis process should begin with reflection on and exploration of thoughts and feelings associated with effective events. By reflecting on these feelings and thoughts, individuals can obtain new perspectives relevant to their lives based on these learning experiences. From obtaining new knowledge and perspectives, individuals can become more effective by implementing new behavioural and cognitive changes in future situations. One of the means to gain insight about oneself is through reflecting on, examining and analysing our behaviour, personality, attitudes and perceptions. ◦ Behaviour is the way in which we conduct ourselves-the way in which we act. Our behaviour is influenced by our feelings, judgements, beliefs, motivations, needs, experience and opinions of others. Patterns of behaviour develop through our reactions to events and actions over a period of time. Behaviour consists of four components: ▪ Motivation: The drive to pursue one action over another. Being aware of our core drivers, those things that motivate you positively or negatively- can help you understand the roots of your behaviour and make adjustments as necessary to modify your behaviour. ▪ Modes of thinking: The way you process the various inputs your brain receives. Being aware of how you take in and make sense of information can help you understand how you make judgements or decisions that lead to choosing one behaviour or course of action over another. ▪ Modes of acting: The course of action you apply in a given situation. Being aware of how you express your reaction to the things that happen to and around you can help you understand the alternatives available to you when certain events arise. ▪ Modes of interacting: The way in which you communicate and share 85 |

Chapter 03 – Personality Development ideas, opinions and feelings with others. Being aware of how you talk and work with others can help you understand how your preferred style meshes with those with whom you work and live. ◦ Personality describes the relatively stable set of characteristics, tendencies and temperaments that have been formed by heredity and by social, cultural and environmental factors. These traits determine how we interact with and react to various people and situations. Some of the aspects of personality are believed to be a result of nature-those traits with which we are born and that we possess through heredity. Other characteristics of our personality are thought to be as a result of our environment-those factors that we acquire through exposure to people and events in our lives. Personality traits are enduring characteristics that describe an individual's attitude and behaviour. Examples are agreeableness, aggression, dominance and shyness. Most of these traits have been found to be quite stable over time. This means a person who is cold and uncaring in one situation is likely to behave similarly in other situations. The "Big five" model is a powerful instrument because it organizes numerous concepts into a "short list" of just five factors that are representative of the characteristics that can be linked with satisfaction and success. The Big Five has five primary components: extroversion, agreeableness, emotional stability, conscientiousness and openness to experience. ▪ Extroversion represents the degree to which an individual is social or antisocial, outgoing or shy, assertive or passive, active or inactive and talkative or quiet. A person who rates high for first traits in these pairs is extroverted, while someone who rates high for second traits is introverted. Extroversion or introversion, in itself, is not necessarily bad, but extremes at both the ends of the spectrum can be equally dysfunctional. A person who is too outgoing could be perceived as overbearing and a person who is too reserved would lack the skills to relate to others. ▪ Agreeableness measures the degree to which a person is friendly or reserved, cooperative or guarded, flexible or inflexible, trusting or cautious, good natured or moody, soft hearted or tough and tolerant or judgemental. Those scoring high on the first element of these paired traits are viewed as more disagreeable and difficult to work with. Being too agreeable could cause a person to be too accommodating, however the others may take advantage of this weaknesses. ▪ Emotional Stability characterizes the degree to which a person is consistent or inconsistent in how they react to certain events, reacts impulsively or weighs options before acting and takes things personally or looks at a situation objectively. Those who rate high on emotional stability 86 |

Chapter 03 – Personality Development are viewed as generally calm, stable having a positive attitude, able to manage their anger, secure, happy and objective. Those who rate low are more likely to be anxious, depressed, angry, insecure, worried and emotional. ■ Conscientiousness represents the degree to which an individual is dependable or inconsistent, can be counted on or is unreliable, follows through on commitments or are generally perceived to be careful, thorough, organized, persistent, achievement oriented, hard working and persevering. Those who score lower on this dimension are more likely to be viewed as inattentive to detail, uncaring, disrespectful, not interested or motivated unorganized, apt to give up easily and lazy. ■ Openness to experience characterizes the degree to which people are interested in broadening their horizons or limiting them, learning new things or sticking with what they already know, meeting new people or associating with current friends and co-workers, going to new places or restricting themselves to known places. Individuals who score high on this factor tend to be highly intellectual, broad minded. Curious, imaginative and cultured. Those who rate lower tend to be more narrow minded, less interested in the outside world and uncomfortable in unfamiliar surroundings and situations. Professionals who are open to experience are more willing to reflect on feedback for personal development. ■ Self-monitoring is the tendency to adjust our behaviour relative to the changing demands of social situations. The concept of monitoring our own personality can help us come to grips with both those qualities we view as positive and those we would like to change. By being aware of the role of self-monitoring, we can assess our own behaviours and attitudes; diagnose which elements we are satisfied with, and identify and develop plans for addressing those aspects we want to change. When self-monitoring, it is important to set personal standards in accordance with certain accepted norms. High self-monitors are very sensitive to external cues and constantly adapt their true selves to conform to a situation or set of expectations. Low self-monitors are more consistent, displaying their feelings, attitudes and behaviours in every situation. ° Attitudes are evaluative statements or learned pre-dispositions to respond to an object, person or an idea in a favourable or unfavourable way. Attitudes are narrow in scope. They can vary from situation to situation. Strong attitudes can have an impact on professional and personal relationship. Our attitude can determine whether we think positively and take control of a situation or think negatively and feel helpless to change or respond to a situation. Our attitude is an important component of our ability to be productive at work. Our attitudes can influence people around us. Being aware of our own attitudes and making choices about which attitude to 87 | Chapter 03 – Personality Development display to others is very important to us as individuals or as managers. Our attitude can affect our behaviour as well as our interaction with others. Our friends, significant others, family members, co-workers and others are definitely influenced by our thought and feelings towards situations. As managers it is also important to recognize that our employees are affected by the attitudes we display towards them and towards the work that needs to get done. A manager's attitude is a large factor in how people feel about their jobs. If a manager is upbeat most of the time and supportive of his or her colleagues, employees will generally respond well and work hard to produce the desired results. On the other hand if a manager is pessimistic and belittling towards his or her employees, staff morale will suffer and ultimately so will the expected outcomes. ° Perceptions: Perception describes the process by which individuals gather sensory information and assign meaning to it. When we encounter a person or situation, we use our senses to absorb various inputs. Next our brains select aspects from stored information in order to process and organize these inputs. Finally our brains interpret and evaluate the person or situation. Individual perception may not always be consistent with reality; it is only perceiver's interpretation of reality. Our perceptions are influenced by many factors, such as our culture, environment, heredity, the media, peers, past experiences, intelligence, needs, emotions, attitudes and values. Perception can be the result of multiple causality. As human beings we tend to form perceptions based on our biases. If we are not aware of our biases and don't check our understanding with others, we might miss out on important information and situations by relying on distorted perceptions. Some of the more common filters are stereotyping, selective perception, projection expectation and interest. Other's Perceptions about us is also viewed to be important, as we can understand how we are shaped by others opinions of us. This concept is referred to as social mirroring. By seeing ourselves through others eyes we can learn about our strengths and also about areas in which we can improve. Learning to read accurately how others see us enhances our "self-maps" our images and judgements of our self. • Self-disclosure: Another means of self-awareness is through self disclosure- sharing your thoughts, feelings and ideas with others without self-deception, without distortion. Talking to others allows to share our feelings and responses. Self-disclosure is a key factor in improving self-awareness; we must disclose information and interact with others to further clarify our perceptions. • Diverse Experiences: Another way of increasing self-awareness is through acquiring multiple experiences in diverse situations and with diverse others. As we encounter new situations, we use skills and acquire new ones, meet people and develop friendships, see new places and learn first hand about things we might have only read about. Being open to experiences broadens our horizons. 88 |

Chapter 03 – Personality Development It helps us to see ourselves in a new light while giving us new information about ourselves and our ability to interact with the world. This boosts our confidence level and encourages us to reach out to further our experiences even more.

3.1 Traits for building positive personality

1. Accept Responsibility: "The price of greatness is the responsibility" – Winston Churchill "Responsibility gravitates to the person who can shoulder them." – Elbert Hubbard
2. Show consideration: Show consideration, courtesy, politeness and caring.
3. Think Win-Win
4. Choose your words carefully: The principle is your speaking must be better than silent, rather be silent. Words spoken out of bitterness can cause irreparable damage. The way the parents speak to their children in many instances shapes their children's destiny.
5. Never Criticize, Complain and Condemn
6. Smile and Be Kind: Smile is the shortest distance between two people.
7. Put positive interpretation on other people's behaviour: We see the world not as it is, but as we are. So when we are interpreting other people's behaviour negatively we just reflecting our own mentality to this situation. In contrast when interpret positively, chances that other people may realize its negativity and change or amend this.
8. Be a Good Listener: Effective communication is 50% listening, 25% speaking, 15% reading and 10% writing. So when we listen carefully then 50% communication is done.
9. Be Enthusiastic: "Nothing great was ever achieved without enthusiasm" – Ralph Waldo Emerson
10. Give honest and Sincere Appreciation: The desire to feel important is one of the greatest cravings in most of the human beings and it can be a great motivator. Honest and sincere appreciation makes one feel important and promote these positive qualities in him. In contrast giving false and insincere appreciation is flattery or sycophancy which in the long run is harmful to the recipient.
11. When you make a mistake, accept it and make it easy to amend: Mistakes are to be learned from. So accept it immediately and make change or amend easy.
12. Discuss but don't argue: Arguing is like fighting a losing battle. Even if one wins in the argument, the cost may be more than the worth of victory. A disgraceful victory is a defeat itself.

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13. Don't Gossip: Gossip may lead to slander and defamation of character. People who listen to gossip are as guilty as those who do the gossiping.
14. Turn your promises into commitment: Commitment leads to enduring relationship through thick and thin. It shows in a person's personality and relationship.
15. Be grateful but do not expect gratitude:
16. Be dependable and practice loyalty: An ounce of loyalty is worth more than a pound of cleverness. Ability without dependability is of no worth.
17. Avoid bearing grudges: Life is too small to bear grudges. John Kennedy once said "forgive the other person but don't forget their name." Means "if one cheated me once it is his fault, but if cheats me twice then it is my fault." Don't be cheated regularly to forgive.
18. Practice honesty, Integrity and Sincerity: Lies may have speed, but the truth has endurance. Honesty, Integrity and Sincerity have more enduring effect than the opposite.
19. Practice Humility: Confidence without humility is arrogance. Sincere Humility is the foundation of all virtues. It is a sign of greatness.
20. Be understanding and Caring: The best way to be understood is to be understanding. And the basis of real communication is also understanding.
21. Practice courtesy on daily basis
22. Develop a sense of humour: Have a sense of humour and you will possess the ability to laugh at yourself. A sense of humour makes a person likeable and attractive. Some people are humour-impaired.
23. Don't be sarcastic and put others down
24. To have a friend be a friend: Mutual trust and confidence are the foundation stones of all friendship.
25. Show Empathy: Empathy alone is a very important characteristic of positive personality. People with empathy ask themselves this question, "how would I feel if someone treated me that way?"

3.2 Developing Positive Personality

1. Subconscious Programming:

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Chapter 03 – Personality Development Most of us sometimes get programmed / conditioned by a wrong messages that "do not do that", "don't take the risk", "you cannot do that" you are not good in ...and so on... You can imagine the bad effect such message can have on any person. Our Conscious Mind is like a watch man. And the Subconscious Mind is a store of all the previously programmed or conditioned information / knowledge / believes. Now programming personality means putting positive believes / information into the store without the knowledge of the watchman (conscious mind). Suppose you tell yourself that "you are good at Public Speaking". And the store has stored based on peoples comments and experience that "you are poor in communication" "you cannot speak well in public", "you don't have an impressive body language". The watch man sees your sentence and compares it with the knowledge in its store and says "this information is wrong". The watchman throws the new information away. He does not allow the new positive information into the store. This is the fundamental difficulty in changing personality & behaviour of a person. Now the question is how and when we could programme our mind for positive personality trait without the obstruction of watchman. The answer is we can programme our mind for positive personality traits during the Twilight period just before sleeping and just before waking up. This is the

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Chapter 03 – Personality Development time when the conscious mind is active enough to generate the positive traits for entering into store but inactive to judge / compare and will not obstruct to the positive traits to enter into the subconscious store house. 2. Reinforced Programming / Conscious Programming: Auto-suggestion and Repetition of the positive traits despite negative response from comparison with the store house also gives success in programming for personality traits. Auto-suggestion is a statement made in the present tense, of the kind of person you want to be. Auto-suggestion is like a commercial about “Super You”, or “Future Super You” for yourself what you want to be or achieve. They influence both your conscious and subconscious mind in the long run shaping your personality and attitude. Auto-suggestions are the conscious way to programme the subconscious mind for positive traits. It is the effective method of voluntary development of positive traits and attitudes. Auto-suggestion should be mixed with emotions. All such reinforced / conscious programming which have been emotionalized (giving feeling) and mixed with applied faith; begin immediately to translate themselves into physical or real equivalent. Auto-suggestive thoughts which are mixed with any of the feeling of emotions constitute a “psycho-magnetic” force which attracts other similar or related thoughts. 3. Defensive Approach: One of this type of approach is protest or deny the negative traits at it's very beginning of the entering in the subconscious store. And the second is to consciously avoid this type of environment or situation. In real life situation, it is very difficult because it may lead to confrontation and argument or inaction. Another problem in this is that most of us have some negative traits previously in our store house due to our past experience and conditioning. 4. Imaginary Anchoring or Invisible Counselling Committee: While watching a picture we anchor the Hero, placing ourselves in place of hero. Similarly we can anchor Great men in imagination and let them shape our personality. Another is the Invisible Counselling Committee comprising of great personalities of your choice. We can counsel from these great minds at times or situation. What decision or action he would have been taken in my situation. Winston Churchill the war time British Prime Minister was following this principle. He had his Imaginary Counselling Committee by the side of his Chamber. Many great decisions he used to take by following these principles. 92 |

Chapter 03 – Personality Development Follow the habit of reshaping your Character by trying to imitate some great personalities whose lives and life works have been most impressive to you. These personalities may be Mahatma Gandhi, Mother Teresa, Abraham Lincoln, Napoleon Bonaparte, Albert Einstein, Shiva Khera, Napoleon Hills and/or Bill Gates. Hold an imaginary council meeting with this group who may be called “Invisible Counsellor”. In these imaginary council meeting call your cabinet members for the knowledge in audible words as follows: Mahatma Gandhi, I desire to acquire from you the ideology of truth and Non- violence and devotion towards practicing these in every odd hours and to acquire the magnet leadership to attract millions to join in the peaceful struggle for freedom and Humanity. Mother Teresa, I desire to acquire from you the ability to provide relentless humanitarian services to the most unprivileged, poor diseased and intense spirit to serve the mankind despite all odds. Mr. Abraham Lincoln, I desire to build into my own character the keen sense of justice, the untiring spirit of patience, the sense of humour, the human understanding, and the tolerance which were your distinguishing characteristics. Napoleon Bonaparte, I desire to acquire from you, by emulation, the marvellous ability you possessed to inspire men and arouse them to greater and more determined spirit of action. Also to acquire the spirit of enduring faith, which enabled you to turn defeat into victory, and to surmount staggering obstacles. Albert Einstein, I wish to acquire from you the Scientific Bent, ever inquisitive mind, the spirit to innovate and contribute to Humanity. Napoleon Hills, I want to acquire from you the ability to nurture the human resources and to Give the society the magic formulae of success of wealth and fortune and helping people realize their true potential. Mr. Shiva Khera, I want to acquire from you the skill and understanding to motivate the people towards positive ends and to offer the world the blue print for positive and successful life. Bill Gates, I wish to acquire from you the Brilliant Intelligence, Innovation, Intense drive to succeed, persistence, personal intensity and conscientiousness dimensions. 5. Physical Action / Body Language Approach: 93 |

Chapter 03 – Personality Development In general it is the positive practice or experiencing desired traits whether the desired perfection achieved or not. It is generally said that our personality traits control our body language. But it is a fact that the reverse is also true. This means we can change our negative traits towards positive traits by consciously practicing the body language for positive traits. 6. Domino-effect. Direct exposure to good personalities or environment: Here the direct environment is the driving force in shaping the personalities. When one constantly remains in direct contact with great personalities will enriches his own to be the one. Similarly the organization culture and structure also many times influences ones personality. Sometimes it is the guiding principle for job satisfaction / recruitment. Caution should be taken while programming your mind for positive traits only. Because these processes give results for negative traits also. Mahatma Gandhi and Adolf Hitler both successfully applied these principles but one positively and other negatively. 3.3 Generating Good Ideas An idea is a specific thought or concept that arises in the mind of a person as a result of thinking. It is the divine inspiration of the God. Ideas are the fountain and source of the world's treasury of wisdom. The ideas of those who lived before us rule our lives today. Ideas have always been vital in arousing public opinion and bringing about a reform-whether it was the freedom struggle or the eradication of a social evil. Theosophical ideas have the ability to change the inner nature of man and have the power to transform beast into human, human into divine man. The four letter word 'idea' has great potential and it has immense powers surrounding it. As thoughts fleet over the filter of logical reasoning, idea would percolate and gradually crystallize into a clear screen of clear vision enabling the man to look through problems and to judge issues judiciously. It is this mind-boggling strength of ideas which facilitates our decision-making. Ideas give confidence to face this competitive world. It is the idea which makes all the difference between floating and sinking of a person's fortune in this competitive world. Like radar which guides the ship in the vast ocean, idea gives us the direction to proceed and the goal to attain. It is that magical key which unlocks all the closed doors, solves all our queries and enables us to achieve our desired goals. No wonder it is this power of idea that is shaping the dreams of life and guiding the course of human civilization. Ideas rule the world and thoughts rule your life. Whatever you think, that you 94 |

Chapter 03 – Personality Development become. If you think yourselves weak, weak you will be; if you think yourselves strong, strong you will be. The remedy of weakness is not brooding over weakness, but thinking of strength. It is your idea which moulds your destiny. Believe in the power of idea to change things Banish all self-doubts, resentment, guilt complex and you will find strength, vitality, joy and success come rushing in and literally flooding you with superb achievements. Sooner or later, one who wins is the one who thinks and believes he can. "Great ideas and convictions are the mother of great deeds". Success starts with an idea. When nourished with hope and confidence and encouraged by ambition and aspiration, that single idea takes shape as a dream, vision, and goal in stages. You must allow your ideas to grow, no matter how far- fetched or non-conformist they may seem in the beginning. You must give wings to you ideas and let them fly high. You must allow your thoughts to take root, no matter how others regard them. Many great ones, whom the world today worships with awe and wonder as gifted visionaries, super geniuses or miracle-makers, were viewed as utopians or mental defunct by several of their contemporaries. While some may describe your ideas an imagination and vision, others may dub them as sheer daydreams and idle fantasies. But the fact remains that ideas, however strange, unorthodox or heretic they might have seemed at the start, have ultimately wrought miracles, brought revolutions and built civilization. Every idea worth considering. Most ideas are worthy of action. The most tragic waste is the waste of a good idea. I ask you now "Is there some great idea in your life that you have still have not dealt affirmatively?" A far more important question is this: How do you treat ideas? • Treat the ideas like new born babies. • Treat them tenderly, they can get killed pretty quickly. • Treat them gently, they can be bruised in infancy. • Treat them respectfully, they could be most valuable things that ever came into your life. • Treat them protectively, don't let them get away. • Treat them nutritionally, feed them and feed them well. • Treat them antiseptically, don't let them get infected with the germs of negative thought. • Treat them responsively, respond; act; do something with them. To achieve results even the most brilliant ideas should be translated into action by systematic, sustained and dedicated effort. Without effort, our ideas will gather dust, get rusted and go to waste. The success stories of great men illustrate that they used intelligence and industry in equal measure to gain their coveted goals. 95 |

Chapter 03 – Personality Development Be possibility thinker. Look every idea as prospect. Possibility thinker looks at every idea to see if it has possibilities. If it does, he takes an option out on the idea. He does not let it slip by. Ideas are the fruits of our thinking. But they have got to be harnessed and put to work to have value. Very few ideas become successful as they are highly perishable. If you were not on guard, the squirrels (-ve thinking people) will destroy most of these. Ideas require special handling as mentioned above until they are transformed into practical ways of doing things better. Use three ways to harness and develop your ideas: 1. Write down every ideas come to your mind: Everyday lots of good ideas are born only to die quickly because they aren't nailed to paper. Memory is a weak slave when it comes to preserving and nurturing brand new ideas. Carry a note book or some small card with you all the time, when you get an idea, write it down. People with fertile and creative mind know a good idea may sprout any time, any place. Don't let ideas escape, else you destroy the fruits of your thinking. 2. Next- review your Ideas: File these ideas in an active file. The file can be an elaborate cabinet or it can be a desk drawer. A show box will do. But build a file and then examine your store house of ideas regularly. As you go over your ideas some may for very good reason have no value at all. Get rid of these. But so long as the idea has any promise, keep it. 3. Cultivate and Fertilise your ideas: Now make you ideas grow. Think about it. Tie the ideas to related ideas. Read anything you can find which is in any way is a kin to your ideas. Investigate from all angles. Then when the time is ripe put it to work for yourself, your job, your future. Never throw an idea just because it is impossible, give it a chance. 1. Never reject a possibility because you see something wrong with it. 2. Never reject a possibility because you would not get the credit: Don't worry about getting the credit. If you do, you will become ego-involved in the decision making moments of life. Decisions must never be based on ego needs. 3. Never reject an idea because it is impossible: Almost every great idea is impossible when it is first born. The great idea today are yet impossible. Possibility thinker take great ideas and turn the impossibilities into possibilities. That is the progress. The important issue is whether the idea is good one. Would it help people who are hurting? Would it be a great thing for our country and our world? If so develop a way to achieve what today is impossible. 4. Never reject a possibility because your mind is already made up: People who never change their mind either perfect or stubborn. I am not perfect neither you are. 96 |

Chapter 03 – Personality Development 5. Never reject an idea because it is illegal: You might be able to get the law changed. 6. Never reject an idea because you don't have the money, manpower, muscles or months to achieve it : A super successful person has very few resources, except the capacity to take an idea and marshal stronger and smarter people around him to pull it off. 7. Never reject an idea because it will create conflict: To reject an idea because it may generate conflict is to surrender leadership to friends or foe. 8. Never reject an idea because it is not your way of doing things: Learn to accommodate. Prepare to compromise. Plan to adjust. Maintain a balance between the tension of an opportunity that demand exploitation and the limitation of resources available at the moment. Learn to be equilibristic. Re- adjust your budget. Compromise your taste. Accommodate your life style. It is more important to succeed than it is to snobbishly adhere to your private taste. 9. Never reject an idea because it might fail: There is risk in everything. One thing world needs more than anything else today is possibility thinking. Success is never certain and failure is never final. You never reject an idea because there is some risks involved: You isolate the risk, insulate it, and eventually eliminate it. 10. Never reject an idea because it is sure to succeed: All the fellow spiritual / religious people who say, "I should not try to be successful. I am not trying for top ladder. That is vanity. That is materialistic." I must say that is not true, to choose poverty instead of prosperity, failure instead of success, low achievement instead of top ladder achievement, simply for the sake of being humble is not super religious. It is dumb. Only successful people help people who are failing. Only winners will survive to give food to the hungry. 3.4 Self Motivation "People who are unable to motivate themselves must be content with mediocrity, no matter how impressive their other talents." - Andrew Carnegie Self motivation is the ability to motivate yourself, to find a reason and the necessary strength to do something, without the need of being influenced to do so by another person. Working in a careful and consistent manner without giving up. Self-motivation is the force that keeps pushing us to go on - it's our internal drive to achieve, produce, develop, and keep moving forward. When you think you're ready to quit something, or you just don't know how to start, your self-motivation is what pushes you to go on. With self-motivation, you'll learn and grow - regardless of the specific situation. That's 97 |

Chapter 03 – Personality Development why it's such a fundamental tool for reaching your goals, achieving your dreams, and succeeding, in this journey we call life. Motivation is an essential ingredient for consistently achieving goals and accomplishing significant tasks. However, you don't always feel motivated to do what you know you should do. Here are three keys to maintaining a steady, high level of motivation. Direction. One of the biggest causes of lack of motivation is an absence of true direction. Set goals which are clear, compelling, and meaningful to you. Write your goal down and get pictures of it. Make it crystal clear in your mind. Define your target and never let your attention stray away from it. When you know where you are going you'll stay upbeat, energetic and enthused about going there. Action. When you take action you stir up your positive emotions and you rid your self of procrastination. When you are in motion you worry less. There is less time for it. When you are in the process of taking action anxiety gets replaced with anticipation. You are working towards a desired end and your focus gets directed to that goal. Repetition. Repeat positive statements. Say positive words to yourself over and over again. State phrases like these: • With every action that I take I move closer and closer to my goal. • I am winning because I am doing what it takes. • Right now I am taking the proper actions and I am getting the ideal results. The more you repeat these affirmations the more motivated you will be. You will find that the combination of work and self talk give you the positive mindset that you need to overcome discouragement. No matter what the circumstances appear to be you will still win. You insure your victory when you keep repeating the words which keep your mind on the desired results. Need for self motivation: 1. You cannot always rely on others to encourage you, if you have positive friends who are always there when you need them then you are indeed lucky and very much in the minority. If you are lonely or have few friends when you face any difficulties in your life you must rely on your own motivation to get you through. Lack of self motivation at that time could lead to depression. 2. You need self motivation to achieve because if you don't encourage yourself to accept opportunity and challenge who will? 3. To plan and find direction in your life. 4. To take up a new activity, hobby or challenge. 5. To be enthusiastic about life and living. 98 | Chapter 03 – Personality Development 6. To have the courage to see things through despite setbacks or negative comments from others. Essential Skills for increasing your motivation and creating a motivated mindset: Practice the Creative Mindset over the Competitive One. When we focus on our competition it can drain us of our creativity. It's through accessing and executing our creative impulses that we are able to maintain a high level of motivation. Examine your competition for inspiration. Don't let your ideas be driven solely by what your competition is doing. Cultivate Courage. When your focus of operation is from a place of fear your motivation is severely inhibited. It becomes virtually impossible to do anything. You experience very little if any forward movement and your feelings of well being quickly sink to an all time low. To cultivate more courage you have to practice conscious conditioning. Conscious conditioning is being actively aware of what's going on and strategically selecting a new mindset to replace & repair what isn't working for you. Strengthen Discipline. You must have good discipline if you're going to be able to stick with the endurance that a motivated mindset may require. When your discipline is strong you can push through challenges and stay the course. Strengthening your discipline will increase your motivational aptitude. Prioritize and Improve Time Management. If you don't plan your time well you will very quickly drain yourself of whatever motivation you started the day with. Setting priorities is a big part of time management and having a flexible prioritizing agenda is very beneficial when it comes time to manage your time. Time management is all about planning and you know what they say: If you fail to plan, than you plan to fail. Manage Negativity. It's when I am in the most positive space and mindset that I'm the most motivated. I think that applies to most people. When you have a negative mindset or have people in your environment who spread negative vibes it undermines the foundation necessary to maintain a motivated mindset. Celebrate Successes. Announcing and learning to celebrate your achievements is a big part of increasing your motivational drive. So many people are shy about sharing their successes because they're afraid that others will judge their successes as being something that's too small to be celebrated. That kind of thinking is connected to thoughts of self judgement and not self assessment. You should freely announce and express the successes you experience. When you do this you are practicing the attitude of gratitude and also inviting more success to come into our life. 99 |



Chapter 03 – Personality Development When you develop these six areas of your life it will result in increased motivation and a motivated mindset that will help you achieve all of your dreams. Building Self-motivation: If you want to excel in life, self motivation is essential. You must know how to motivate yourself. You must be able to keep your spirit high no matter how discouraging a situation is. That's the only way to get the power you need to overcome difficulties. Those who are discouraged in difficult times are certain to lose even before the battle is over. Self motivation can be effectively build as follows: 1. Have a cause Cause can inspire you to give your best even in the face of difficulties. It can make you do the seemingly impossible things. While other causes could inspire you temporarily, a cause that matters to you can inspire you indefinitely. It's a spring of motivation that will never dry. Whenever you think that you run out of motivation, you can always come to your cause to get a fresh dose of motivation. 2. Have a dream. A big dream. "Only as high as I reach can I grow, only as far as I seek can I go, only as deep as I look can I see, only as much as I dream can I be." - Karen Ravn Your cause is a powerful source of motivation but it's still abstract in nature. You need to make it concrete in the form of a dream. Imagine how the world will be in the future. Imagine how people will live and work. Having a dream is important because it's difficult to be motivated if you don't have anything to shoot for. Just think about people who play basketball. Will they be motivated to play if there is no basket to aim at? I don't think so. They need a goal. You need a goal. That's what your dream is for. But just having a dream is insufficient. Your dream must be big enough to inspire you. It must be realistic but challenging. It must stretch your ability beyond your comfort zone. 3. Be hungry "Wanting something is not enough. You must hunger for it. Your motivation must be absolutely compelling in order to overcome the obstacles that will invariably come your way." - Les Brown 100 |

Chapter 03 – Personality Development To be truly motivated, you need to have hunger and not just desire. Having mere desire won't take you through difficult times since you don't want things badly enough. In many cases, hunger makes the difference between the best performers and the mediocre ones. How can you have hunger? Your cause and your dream play a big role here. If you have a cause you care about and a big dream related to it, you should have the hunger inside of you. If you think that you are losing hunger, all you need to do is to connect again to your cause and dream. Let them inspire you and bring the hunger back. 4. Run your own race "I do not try to dance better than anyone else. I only try to dance better than myself." - Mikhail Baryshnikov Comparing yourself with others is an effective way to demotivate yourself. Even if you start with enthusiasm, you will soon lose your energy when you compare yourself with others. Don't let that happen to you. You have your own race so how other people perform is irrelevant. Comparing yourself with others is like comparing the performance of a swimmer with a runner using the same time standard. They are different so how can you compare one with the other? The only competitor you have is yourself. The only one you need to beat is you. Have you become the best you can be? 5. Take one more step "Success is not final, failure is not fatal: it is the courage to continue that counts." - Winston Churchill When you meet obstacles along the way, there could be the tendency to quit. You may think that it's too difficult to move on. You may think that your dream is impossible to achieve. But this is where you can see the difference between winners and losers. Though both of them face the same difficulties, there is one thing that makes the winners different: the courage to continue. In difficult situations, just focus on taking one more step forward. Don't think about how to complete the race. Don't think about how many more obstacles are waiting for you. Just focus on taking the next step. 6. Let go of the past "Finish each day and be done with it. You have done what you could." - Ralph Waldo Emerson. Believe it or not, one of the best de-motivators is your past. Your past can drag you down before you realize it. Your past can give you a heavy burden on your 101 |

Chapter 03 – Personality Development shoulders. The good news is, it's a burden you don't have to carry. Take it off your shoulder and leave it. You might make mistakes in the past. You might disappoint others with what you did. But it's over. It's already in the past and there's nothing you can do about it. Today is a new day and you have the chance to start again. No matter how bad your past might be, you still have a bright future ahead waiting for you. Just don't let the burden of the past stop you. Suggestions for people lacking self motivation: 1. Focus on what you really enjoy doing, maybe on something you want to take up or on a hobby you've always wanted to devote more time to. What's stopping you? Think about giving it priority to start doing what you love doing. 2. Make a list of things you'd like to improve on and how you're going to do it. 3. Review all the successes you've enjoyed in every area of your life, totally forget any negatives, just positive successes here! 4. Start an exercise program - force yourself to do it, it'll make you feel much more positive. 5. Contact a positive friend and have a chat. 6. Read inspiring books that will help heal your mind and improve your attitude. 3.5 Attitude Building The term "attitude" frequently used in describing people and explaining their behaviour. For example: "He has a poor attitude". "I like her attitude". More precisely, an attitude can be defined as a persistent tendency to feel and behave in a particular way toward some object. For example George does not like working in the night shift. This shows that he has a negative attitude toward his work assignment. Attitudes can be broken down into 3 basic components: • Emotional • Informational • Behavioural Emotional Component: The emotional component includes the person's feelings or effect about an object, i.e., positive or negative. Positive Attitude: When an attitude towards a situation or subject is positive, then the person tends to be receptive and he makes an effort to understand. 102 |

Chapter 03 – Personality Development Negative Attitude: In this type of attitude the person develops barriers and filters, accept data and ideas selectively. The person rejects, ignores, minimizes some things and exaggerates others and criticizes destructively. This is because of previously accepted ideas with which the new ideas are incompatible. Informational Component: It consists of beliefs and information the individual has about the object. It makes no difference whether or not this information is empirically real or correct. For example: a supervisor may believe that two weeks of training is necessary before a worker can operate particular equipment. In reality, the average worker may be able to operate the machine successfully after only four days of training. Yet the information the superior is using (that two weeks are necessary) is the key to his attitude about his training. Behavioural Component: It consists of a person's tendency to behave in a particular way toward an object. For example: the supervisor in the above paragraph may assign two weeks of machine training to all his new employees. It is important to note that out of the three components of attitudes; only the behavioural component can be directly observed. One cannot see another person's feelings and informational component. 3.5.1 Attitude Formation Attitudes are the results of beliefs. If employee believes that the current job will provide them with experience and training necessary to be promoted, the resulting job attitude will be positive. As a result the employee will want to stay with the organization (behavioural component) and will be as productive as possible (actual behaviour). 103 |

Chapter 03 – Personality Development 3.5.2 Factors that determine our attitude • Environment • Experiences • Education Environment This consists of home, school then the work place which creates a culture for us. Parents who respect each other and create healthy atmosphere, leads to the upbringing of children with a healthy mind and a positive attitude towards life. Media, traditions and social environment also influence a person's outlook on life. Experiences Events in life determine individual's behaviour changes. Positive experiences with an individual make our attitude positive towards him. Failures in life make us shy and introvert. Education True education teaches us not only how to make a living but also how to live. Both formal as well as informal education has an impact on the individual. It opens to us the doors of positive living. What the person is inclined to do towards the object. Types of Attitude Positive Attitude: Positive attitude helps to cope more easily with the daily affairs of life. It brings optimism into your life, and makes it easier to avoid worry and negative thinking. If you adopt it as a way of life, it will bring constructive changes into your life, and makes them happier, brighter and more successful. With a positive attitude you see the bright side of life, become optimistic and expect the best to happen. It is certainly a state of mind that is well worth developing and strengthening. Positive attitude manifests in the following ways: • Positive thinking. • Not giving up. • Constructive thinking. • Looking at failure and problems as blessings in disguise. • Creative thinking. • Believing in yourself and in your abilities. • Expecting success. • Displaying self-esteem and confidence. • Optimism. • Looking for solutions. 104 |

Chapter 03 – Personality Development • Motivation to accomplish your goals. • Seeing opportunities • Being inspired. • Choosing happiness. Negative Attitude: In these types of attitude the person develops barriers and filters, accept data and ideas selectively. The person rejects, ignores, minimizes some things and exaggerates others and criticizes destructively. This is because of previously accepted ideas with which the new ideas are incompatible. The negative world of our imagination creates a negative world that is real and one that we are forced to live in. A negative attitude is self-defeating. We won't find solutions to life's problems by looking for someone or something to blame. The constant stress that flows from a negative attitude also saps one's energy, focus, and motivation. It is hardly a formula for success. Also of great concern is the fact that those who refuse to work on improving their negative attitude may slide into depression, self-pity, and hopelessness. Additionally, negative people not only harm themselves; they harm the world. They cease to make a contribution to it. Instead of helping, they spread gloom and misery everywhere. Neutral Attitude: It tends to be indifferent and though it accepts and rejects according to whether the things are compatible or consistent with each other. 3.5.3 Steps for building positive attitude Step1: Change focus – look for the positive - Most people find what they are looking for. If they are looking for friendship, happiness and the positive, that is what they get. If they are looking for fights or indifference, then that is what they get. Step 2: Make a habit of doing it now - Life is not a dress rehearsal. We have got only one shot at this game called life. The stakes are too high. The stakes are the future generations. Step 3: Develop an attitude of gratitude - Count your blessings, not your troubles. Step 4: Get into a continuous education program - Spend so much time improving yourself that you have no time left to criticize others. Step 5: 105 |

Chapter 03 – Personality Development Build a positive self-esteem - If you want to build positive self-esteem quickly, one of the fastest ways is to do something for others who cannot repay you in cash or kind. Step 6: Stay away from negative influences - A person's character is not only judged by the company she/he keeps, but also by the company she/he avoids. Step 7: Learn to like the things that need to be done - Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible. Step 8: Start your day with a positive - "If you are going to change your life, you need to start immediately and do it flamboyantly." 3.5.4 Steps for maintaining positive attitude Our attitude is a result of deliberate action. We choose the ways we respond to difficulties in our lives. That's not to say that some situations are going to be more difficult than others, but there are steps we can take to help maintain a positive attitude. Know what is important We often expend emotional energy on things that, if we stopped and thought about them, are not all that important to us. Take time to clarify your personal beliefs and mission. Then, stop worrying about those things that are not important in the overall scheme of your life. Look after your physical well-being Exercise, eating well, getting enough sleep can all contribute to a good attitude. If you feel good physically, it's easier to reflect a positive attitude. Even something as simple as a haircut or a new outfit can give a mental boost and help you feel confident. Give it away Possibly the best way to build and maintain a good attitude is by sharing with others. At the end of a tough work day, doing something with or for others boost your attitude. Whether choirs practice, visiting someone in hospital or having coffee with friends, time spent with others can have a positive impact on your state of mind. Get rid of the unnecessary It seems the more complex our lives become, the more ways we have to worry about things going wrong. We often known people who become so caught up in their 106 |

Chapter 03 – Personality Development possessions that they never seem to enjoy what they have. Or, those who spend so much time trying to keep up with the neighbours, that they get no pleasure from what they already have. Simplify your life and you'll find your attitude improving. Look at the funny side Humour and attitude are closely related. People with good attitudes tend to have a good sense of humour. Instead of focusing on the loss in a robbery, someone with a good sense of humour phones her husband and says, "We finally got rid of that ugly lamp your Aunt gave us as a wedding gift!" Play to your strengths We all have things that make us feel good. Make regular time for those things. It might be listening to music, reading a book, taking a bath, or going for a walk. Whatever boosts your attitude, make it a part of your routine. Build your buffers There are going to be times when things happen that are beyond our own ability to manage. Rather than allowing them to pull us down, turn to outside sources for support. Talking to friends, meeting with a counsellor or a minister, meditation and prayer can all help us through difficult times. Build an external support system. 3.6 Assertiveness Assertiveness is a trait taught by many personal development experts and psychotherapists. It is linked to self-esteem and considered an important communication skill. An assertive style of behaviour is to interact with people while standing up for your rights. Being assertive is to one's benefit most of the time but it does not mean that one always gets what he/she wants. The result of being assertive is that 1) you feel good about yourself 2) other people know how to deal with you and there is nothing vague about dealing with you. What is Assertiveness? Assertiveness is the ability to express yourself and your rights without violating the rights of others. It is appropriately direct, open, and honest communication which is self-enhancing and expressive. Acting assertively will allow you to feel self-confident and will generally gain you the respect of your peers and friends. It can increase your chances for honest relationships, and help you to feel better about yourself and your self-control in everyday situations. This, in turn, will improve your decision-making ability and possibly your chances of getting what you really want from life. "Assertiveness basically means the ability to express your thoughts and feelings in a way that clearly states your needs and keeps the lines of communication open with 107 |

Chapter 03 – Personality Development the other”. However, before you can comfortably express your needs, you must believe you have a legitimate right to have those needs. Keep in mind that you have the following rights: • The right to decide how to lead your life. This includes pursuing your own goals and dreams and establishing your own priorities. • The right to your own values, beliefs, opinions, and emotions — and the right to respect yourself for them, no matter the opinion of others. • The right not to justify or explain your actions or feelings to others. • The right to tell others how you wish to be treated. • The right to express yourself and to say “No,” “I don’t know,” “I don’t understand,” or even “I don’t care.” You have the right to take the time you need to formulate your ideas before expressing them. • The right to ask for information or help — without having negative feelings about your needs. • The right to change your mind, to make mistakes, and to sometimes act illogically — with full understanding and acceptance of the consequences. • The right to like yourself even though you’re not perfect, and to sometimes do less than you are capable of doing. • The right to have positive, satisfying relationships within which you feel comfortable and free to express yourself honestly — and the right to change or end relationships if they don’t meet your needs. • The right to change, enhance, or develop your life in any way you determine. Assertive People: Assertive people have the following characteristics: • They feel free to express their feelings, thoughts, and desires. • They know their rights. • They have control over their anger. It does not mean that they repress this feeling. It means that they control it for a moment and then talk about it later in a logical way. Example: Gandhi’s struggle for India’s independence, along with the communication strategy and actions he used for this, are a good example of assertiveness. He used a people movement which he called “Satyagraha” which used non violent means to achieve his objective. He kept communicating the Indians’ right to rule themselves to the British, irrespective of what the British thought about Indians. Gandhi was sent to jail several times and in many cases was asked to pay a fine for opposing British rule. He never agreed to fine, saying that he had the right to say what he thinks is correct. After several decades of this struggle, India became independent. 108 |

Chapter 03 – Personality Development Specific Techniques for Assertiveness Be as specific and clear as possible about what you want, think, and feel. The following statements project this preciseness: • “I want to...” • “I don’t want you to...” • “Would you...?” • “I liked it when you did that.” • “I have a different opinion, I think that...” • “I have mixed reactions. I agree with these aspects for these reasons, but I am disturbed about these aspects for these reasons.” It can be helpful to explain exactly what you mean and exactly what you don’t mean, such as “I don’t want to break up over this, but I’d like to talk it through and see if we can prevent it from happening again. Be direct. Deliver your message to the person for whom it is intended. If you want to tell Jane something, tell Jane; do not tell everyone except Jane; do not tell a group, of which Jane happens to be a member. • “Own” your message. Acknowledge that your message comes from your frame of reference, your conception of good vs. bad or right vs. wrong, your perceptions. You can acknowledge ownership with personalized (“I”) statements such as “I don’t agree with you” (as compared to “You’re wrong”) or “I’d like you to mow the lawn” (as compared to “You really should mow the lawn, you know”). Suggesting that someone is wrong or bad and should change for his or her own benefit when, in fact, it would please you will only foster resentment and resistance rather than understanding and cooperation. • Ask for feedback. “Am I being clear? How do you see this situation? What do you want to do?” Asking for feedback can encourage others to correct any misperceptions you may have as well as help others realize that you are expressing an opinion, feeling, or desire rather than a demand. Encourage others to be clear, direct, and specific in their feedback to you. 3.7 Time Management Time management is commonly defined as the various means by which people effectively use their time and other closely related resources in order to make the most out of it. 109 |

Chapter 03 – Personality Development Benefits of Time Management: The main benefit of effective time management is that it can drastically improve the quality of your life. Let's look at a few common problems that can be solved with effective time management. Reduce frustration and anxiety Many of the frustrating situations can be avoided with effective planning and organizing techniques. When you have overcome frustration, it is a lot easier to release the full power of your creativity and productivity. Get a sense of achievement and piece of mind Much of dissatisfaction and anxiety comes from that you are not sure where you are going, or you feel like you are going nowhere. Effective time management includes smart goal setting techniques, which will help you to realize where you are going and to see the optimal path there. Open yourself to more satisfaction We are often burdened by subconscious guilt for those undone things we think we should be doing or should have done. With effective time management you learn to overcome procrastination and you learn to prioritize. This will keep you feeling that you did most of the important things you possibly could do. That makes you more confident and decisive in your choices, leaving less space for guilt or dissatisfaction. Increase your energy level The undone things circulating in your mind cost you much more time and energy than the things you have done or are doing. With effective time management you get organized and unclutter your mind from those energy drains of unhandled things and "unfinished businesses". You will experience much higher energy level. Get more of quality time There are many things that don't get you much forward, but you still have to do them to survive. Take eating for example. Those maintenance tasks are a significant part of your total time spendings. Learn how to organize them more efficiently and you will get more time for making progress or enjoying life. Time management tools: Time management starts with the commitment to change. Time management is easy as long as you commit to action. You can train others and improve your own time management through better planning; prioritising; delegating; controlling your environment; understanding yourself and identifying what you will change about your habits, routines and attitude, conditioning, or re-conditioning your environment. 110 |

Chapter 03 – Personality Development Keys to Successful Time Management • Self knowledge and goals: In order to manage your time successfully, having an awareness of what your goals are will assist you in prioritizing your activities. • Developing and maintaining a personal, flexible schedule: Time management provides you with the opportunity to create a schedule that works for you, not for others. This personal attention gives you the flexibility to include the things that are most important to you. Strategies on using Time: • Develop blocks of study time • Schedule weekly reviews and updates • Prioritize assignments • When studying, get in the habit of beginning with the most difficult subject or task • Develop alternative study places free from distractions to maximize concentration • Use your time wisely • Think of times when you can study "bits" as when walking, riding the bus, etc. • Review studies and readings just before class • Review lecture material immediately after class (Forgetting is greatest within 24 hours without review) • Schedule time for critical course events Papers, presentations, tests, etc. 3.8 Stress Management Introduction to Stress Stress is a part of day-to-day living. It is a common human phenomenon and part of life. You may experience stress meeting academic demands, adjusting to a new living environment, or developing friendships. The stress you experience is not necessarily harmful. Mild forms of stress can act as a motivator and energiser. However, if your stress level is too high, medical and social problems can result. Working in 21st Century involves deadlines to meet, targets to reach and problems to solve on a daily basis. The reality of working in the 21st Century, however, means that these deadlines are often moved, targets become ever more challenging and despite the promise of empowering workplaces, many individuals feel a loss of control over their daily lives. Everyone in his or her job, at some time experiences pressure. Too much pressure over a sustained period can however result in stress, that is, unless it is managed properly. Stress has been called the 'invisible disease' and can affect you, your employer, your colleagues and those closest to you. It is important therefore that 111 |

Chapter 03 – Personality Development you understand what it is and how you can manage your working life in order to minimise its occurrence. The most commonly accepted definition of stress (mainly attributed to Richard S Lazarus) is that stress is a condition or feeling experienced when a person perceives that "demands exceed the personal and social resources the individual is able to mobilize." In short, it's what we feel when we think we've lost control of events. Stress is the "wear and tear", our minds and bodies experience as we attempt to cope with our continually changing environment. We can say,  $S = P \div R$  Stress occurs when the pressure is greater than the resource. How can we know that one is under stress? These are the ways to recognize... Types of Stress: • Eustress refers to the stress that is induced from events that are perceived to be good or positive (also referred to as the "good stress"). Examples include starting college, getting married, or having a baby. 112 |

Chapter 03 – Personality Development • Distress refers to stress that is induced from events that are perceived to be bad or negative (also referred to as “bad stress”). Examples include failing an exam or fighting with a friend. • Hypostress refers to the stress that is induced from lack of stimulation or boredom, which may not have any consequential effect. What Causes Stress? Although we tend to think of stress as caused by external events, it is the way in which we interpret and react to events that makes them stressful. People differ dramatically in the type of events they interpret as stressful and the way in which they respond to such stress. For example, speaking in public can be stressful for some people, and not for others. Also the type and severity of stress response varies from one individual to another, according to their personality, experience, motivation and the support they receive from managers, colleagues, family and friends. It’s important to identify the causes of stress and try and deal with those causes as quickly as possible before the more serious symptoms of stress become apparent. Examples of daily causes of stress are: Relationships Environment Work or school • Problems with friends. • Splitting up with a partner, girlfriend or boyfriend. • Disagreements with members of the family. • Rebellious teenagers. • Caring for an ill person. • Living in an unsafe neighbourhood. • Noise. • Pollution. • Light at night. • Overcrowding. • Dissatisfied with work. • Too much work. • Conflicts with boss or teachers. • Conflicts with colleagues or peers. • Work too difficult. Social Internal • Poverty. • Financial pressures. • Racial and sexual. • Discrimination or harassment. • Unemployment. • Isolation. • Lack of social support. • Uncertainty or worries. • Pessimistic attitude. • Self-criticism. • Unrealistic expectations or beliefs. • Perfectionism. • Low self-esteem. • Excessive or unexpressed anger. • Lack of assertiveness. Below are some common causes of stress at work. Job Demands • Unrealistic or unclear expectations • Too much to do or too little time to complete assignments • Lack of challenge or job burn-out 113 |

Chapter 03 – Personality Development • Lack of input on how you do your job • Difficulty juggling work and family responsibilities Job Security • Performance evaluation, raise, or salary cut • Financial cutbacks, reorganizations, hiring freezes, and lay-offs • Change in job responsibilities or classification Relations with your Supervisor and Co-workers • Poor communication or conflicts among staff • Inadequate support from supervisor or co-workers • Favouritism, differential treatment, or insensitivity • Loss of staff or staff turnover Stress reduction/management: If any of the aforementioned relate to you, the following solutions may help reduce or make you more resilient to stress: Identify personal stressors If you can, work out what in particular stresses you are and explore some practical ways to minimise the cause. There may be some issues you cannot change immediately, but there may be others you can alter or avoid. Individual approach Positive Ways to Cope with Stress 1. Exercise! Whether you garden, roller-blade or do yoga, physical activity is one of the best methods to relieve stress and strengthen your body to withstand its effects. 2. Escape - for awhile. Get away from whatever is causing the tension. Lose yourself in a book or take a bath so you can calm down and come back to deal effectively with the situation. 3. Eliminate small hassles wherever possible. Don't shop at the busiest time. Buy a bus pass if you're always short of change when the bus comes. 4. Breathe! Take time out to practice slow breathing. As you exhale very slowly say the word "relax" or "calm." As the air expires, let the body relax. 5. Try relaxation or meditation. Consider taking a course to learn these techniques. Or, make an appointment with a counsellor to learn the basics. 6. Be realistic. Don't try to be superhuman: be realistic and don't expect too much from yourself. Make a good effort, but don't try to achieve the impossible. 7. Draw on spirituality. If you draw strength from your spirituality, make time for it. It may fortify you to cope with stressful demands or help you to put things 114 |

Chapter 03 – Personality Development into perspective. 8. Set priorities and goals. Managing your time well reduces stress! When you're overwhelmed, take time to figure out what your priorities are. Then, break down intimidating projects into smaller steps. Devising and sticking to a weekly schedule can also help. Eat healthily and get regular sleep. A poor diet will put additional stress on your body, so try to limit your junk food intake as well as caffeine. Listen to your body as to how much sleep you need in order to awake well-rested. 9. Take time for you. Plan a little time each day for fun and recreation, whether your thing is playing the guitar, reading trashy novels or playing pinball. You'll find that it will help you deal with stress and so, in the long run, it will help your studies! 10. Note the positive. Take time to consciously reflect on and even write down or all the things that are good in your life. This can help keep you grounded as the tornado whirls around you. 11. Laugh! Whether you play charades with friends or watch Mr. Bean reruns (whatever makes you giggle), research shows that laughing is an excellent way to cope with stress. 12. Talk to others. Don't bottle up your feelings, reach out to those you trust: a friend or family members. Talking may not take the source of your stress away, but it can help you to put it into perspective, reduce your anxiety and come up with some solutions.

Organizational Approaches  
Several of the factors that cause stress-particularly task and role demands- are controlled by management. As such, they can be modified or changed. Strategies that management might want to consider include, 1. Improved personnel selection and job placement. Certain jobs are more stressful than others but individual differ in their responses to stressful situation. Selection process should be so as to select individuals with better experience and skills. 2. Training. It can increase an individual's self-efficacy and thus lessen job strain. 3. Use of realistic goal setting. Specific goals that are perceived as attainable, clarify performance expectation. In addition, goal feedback reduces uncertainties about actual job performance. The result is less employee frustration, role ambiguity, and stress. 4. Redesigning of jobs. In order to give employees more responsibility, more meaningful work, more autonomy, and increased feedback which, can reduce stress because these factors give the greater control over work activities and lessen dependence on others. 5. Increased employee involvement. Increased employee involvement in decision making process that directly affects their job performance, management can increase employee control and reduce the role stress. 115 |

Chapter 03 – Personality Development 6. Improved organizational communication. Increasing formal organizational communication with employees reduces uncertainty by lessening role ambiguity and role conflict. Given the importance that perceptions play in moderating the stress-response relationship, management can also use effective communications as a means to shape employee perceptions. 7. Offering employee sabbaticals. These sabbaticals- ranging in length from a few weeks to several months-allow employees to travel, relax, or pursue personal projects that consume time beyond normal vacation weeks. Proponents argue that these sabbaticals can revive and rejuvenate workers who might be headed for burnout. 8. Establishment of corporate wellness programs. These programs focus on the employee's total physical and mental condition. For example, they typically provide workshops to help people quit smoking, control alcohol use, lose weight, eat better, and develop a regular exercise program. 3.9 Focusing more on communication skills People spend more time communicating than doing anything else. Probably one spends a large part of each day talking and listening. When one is not talking or listening, she/he is likely communicating in other ways- reading, writing, gesturing, drawing. Or perhaps she/he is just taking in information by seeing, feeling, or smelling. All of these activities are forms of communication and certainly one does it throughout most of his conscious moments. Just as communication is vital to our existence in civilized society, it is essential to the functioning of the organizations our society has produced. In fact, we could go so far as to say that organizations exist through communication; without communication, there would be no organizations. As Herbert Simon expresses it, "Without communication there can be no organization, for there is no possibility then of the group influencing the behaviour of the individual." Human beings are poor communicators. The irony is we hardly ever realise that when we fail to achieve our objective in relationships, negotiations, or decision-making, it is, to quite an extent, owing to a failure in communicating our purpose and ideas accurately to the others involved. It may be a failure in terms of the content of the message or the form of the message/ communication, or both. Instances of such failures in communication are common in personal and organisational communications. People in organizations typically spend over 75% of their time in an interpersonal situation; thus it is no surprise to find that at the root of a large number of organizational problems is poor communications. Effective communication is an 116 |

Chapter 03 – Personality Development essential component of organizational success whether it is at the inter-personal, inter- group, intra-group, organizational, or external levels. Classification of communication We classify communication according to the number of persons (receivers) to whom the message is addressed. Intra-personal Communication It is talking to oneself in one's own mind. Examples are soliloquies or asides in dramatic works. Inter-personal Communication It is the exchange of messages between two persons. For example, a conversation, dialogue, or an interview in which two persons interact (others may also be present as audience). An author communicates interpersonally with his reader, who is always present as a silent audience in the author's mind while he writes. A letter too is an example of interpersonal communication between the writer and the person to whom it is written. Group Communication It can be among small or large groups, like an organisation, club or classroom, in which all individuals retain their individual identity. Mass Communication It occurs when the message is sent to large groups of people, for example, by newspaper, radio, or television. In this process, each person becomes a faceless individual with almost no opportunity for personal response or feedback. Communication can also be classified on the basis of the medium employed. Verbal communication It means communicating with words, written or spoken. Verbal communication consists of speaking, listening, writing, reading, and thinking. Non-verbal communication It includes using of pictures, signs, gestures, and facial expressions for exchanging information between persons. It is done through sign language, action language, or object language. Non-verbal communication flows through all acts of speaking or writing. It is a wordless message conveyed through gestures (sign), movements (action language), and object language (pictures/ clothes) and so on. Further non-verbal communication can be identified by personal space (proxemics, body language, and kinesics), touch (haptics), eyes (oculesics), sense of smell (olfactics), and time (chronemics). 117 |

Chapter 03 – Personality Development Meta Communication Here the speaker's choice of words unintentionally communicates something more than what the actual words state. For example, a flattering remark like "I've never seen you so smartly dressed" could also mean that the regular attire of the listener needed improvement. Purpose of Communication Broadly speaking, in business we communicate to: • Inform • Persuade Often, these two goals are present in the mind of the communicator. However, he may sometimes seek only to inform, just as all scientific writings do. He would still want the reader to be convinced about the validity of his findings. Likewise, the communicator may basically seek to persuade the reader as all journalistic writings do. Or the communicator may both inform and persuade, as all sales letters/ advertisements/ announcements do. Communication to Inform Communication to inform (expository communication) is directed by the desire to expose, develop, and explain the subject. It focuses on the subject of the communication. Communication to Persuade The communicator may seek primarily to persuade the reader. In such a form of communication the focus is on the receiver and not the message. Essentially, all communication is a deliberate and intentional act of persuasion. A persuasive communicator wants the reader to understand the message and to be influenced, as intended by him. Process of Communication Although all of us have been communicating with others since our infancy, the process of transmitting information from an individual (or group) to another is a very complex process with many sources of potential error. In any communication at least some of the "meaning" is lost in simple transmission of a message from the sender to the receiver. In many situations a lot of the true message is lost and the message that is heard is often far different than the one intended. This is most obvious in cross-cultural situations where language is an issue. But it is also common among people of the same culture. Communications is so difficult because at each step in the process there is a major 118 |

Chapter 03 – Personality Development potential for error. By the time a message gets from a sender to a receiver there are four basic places where transmission errors can take place and at each place, there are a multitude of potential sources of error. Thus it is no surprise that social psychologists estimate that there is usually a 40-60% loss of meaning in the transmission of messages from sender to receiver. It is critical to understand this process, understand and be aware of the potential sources of errors and constantly counteract these tendencies by making a conscientious effort to make sure there is a minimal loss of meaning in your conversation. It is also very important to understand that a majority of communication is non-verbal. This means that when we attribute meaning to what someone else is saying, the verbal part of the message actually means less than the non-verbal part. The non- verbal part includes such things as body language and tone. The Linear Concept The earliest conceptualization of communication involved the following five basic questions: • Who? • Says what? • On which channel? • To whom? • With what effect? Communication was considered a one-way process marked by the flow of information from a sender to a receiver. According to the linear view, a receiver passively receives the message and acts as directed or desired by the sender. Communication is intended to control/manipulate the receiver. It is assumed that the message, while passing through the medium chosen by the sender, reaches the receiver without any distortion or change. Two-Way Communication Process Later conceptualisations of the communication process look at communication as a two-way process. A group of people are involved to complete the cycle of communication, in which the receiver also acts as the sender of the feedback to transmitter (sender). Thus, both the sender and the receiver play reciprocal and reversible roles, as in telemarketing, or call-centre communication. Consider the 119 |



Chapter 03 – Personality Development following two-way flow of communication. The two-way concept is more contemporary. It considers communication essentially to be a reciprocal process and a mutual exchange of messages. It makes no sharp distinction between the roles of sender (source) and receiver, because the same person plays both roles, often simultaneously. The earlier linear view treated the sender as the determiner of message and its meaning. The two-way concept involves receiver as an active agent in the construction of meaning of the message. The message is as the receiver perceives it, in the light of his/her experiences, beliefs, and feelings. The intended and received meanings may have common interpretations of situations, ideas, schemes, and events to the extent people have lived and worked together and have developed common attitudes and viewpoints with regard to the organisation they work in or society they live in. The two-way communication is also known as transactional communication. Elements of Communication The various elements of communication are briefly described to help you understand the process of communication. Message It is information, written or spoken, which is to be sent from one person to another. Here, the word "person" stands for the two ends of a system, and may represent an individual, or a group of individuals, or even electronic machines. The most important characteristic of a message as an element of communication is that it is organised, structured, shaped, and selective - a product of pre-writing or pre- speaking stage. It exists in the mind of the sender (communicator). Sender The person who transmits, spreads, or communicates a message or operates an electronic device is the one who conceives and initiates the message with the purpose of informing/ persuading/ influencing/ changing the attitude, opinion, or behaviour of the receiver (audience/listener). He decides the communication symbols, the channel, and the time for sending the message after carefully considering the total 120 |

Chapter 03 – Personality Development situation in which communication takes place. Encoding Encoding is changing the message (from its mental form) into symbols, that is, patterns of words/gestures/pictorial forms or signs (physical or of sounds) of a specific visual/aural language. In short, it means putting ideas, facts, feelings, and opinions into symbols, which can be words, actions, signs, pictures, and audio-visuals. The communication symbols are used / selected by the sender, keeping in mind the receiver's ability to understand and interpret them correctly. Channel This is the vehicle or medium which facilitates the sender to convey the message to the receiver. The medium of communication can be written, oral, audio- visual, or live projections. Again, the written medium can be in the form of letters, memos, reports, manuals, notices, circulars, questionnaires, minutes, and so on. Similarly, the oral medium can be in the form of a dialogue, a face-to-face interview, a telephone conversation, a conference recording, and so on. The channel (medium) can be visuals, such as hoardings, posters, slides, documentary films, television programmes, and advertisements. Receiver A receiver is the targeted audience of the message. The receiver gets the message, understands, interprets, and tries to perceive the total meaning of the message as transmitted by the sender. Decoding This is the act of translating symbols of communication into their ordinary meanings. However, the total meaning would consist of meanings of the words (symbols) together with the tone and the attitude of the sender as reflected by the structure of the message and the choice of words used by him (the sender). Acting Communication manipulates the receiver to act in a desired manner. A receiver's response action shows that he has understood the message. Finally, the receiver completes the chain of communication by responding to the message. Feedback This is the loop that connects the receiver in the communication process with the sender, who, in turn, acts as a feedback receiver and, thus, gets to know that communication has been accomplished. In communication, feedback plays an important role. It helps the communicator know if there are any corrections or changes to be made in the proposed action. It also ensures that the receiver has received the message and understood it as intended by the sender. In management, the decision-making process is greatly helped by receiving feedback from those who are directly concerned with any changes proposed or effected and communicated to them. The process of feedback assures the initiator of the action 121 |

Chapter 03 – Personality Development about its correctness and possible impact. Importance of Communication  
 Communication skills constitute an important aspect of effective management. Managing is a complex process. In simple terms, it can be described as the organisation of capital, labour, and material to achieve production and distribution of particular goods or service. First, the management fixes its objectives - what to do, and forms its policy on how to do it. Then, there has to be a system through which the production and distribution processes can be guided, coordinated, and controlled to ensure that the management objectives are achieved. Communication is the system by which operations are led and coordinated and the results fed back. Guidelines for Effective Communication The responsibility for establishing effective communication rests with all. To create a learning environment characterized by trust, respect, sharing, and open discussion of concerns, everyone is expected to act in the manner in which they desire to be treated. • Take sufficient time to effectively communicate. • Care. Learn to be empathic. • Be honest and sincere. • Develop a sense of belonging when interacting with others. Be welcoming and inclusive. • Regularly, in your daily life, interact with persons whose culture, race, ethnicity and other identifiers and important characteristics are different than your own. • Spend quality time with people whose backgrounds are different than yours. • Learn to pronounce names correctly. Make a concerted effort to do so and to remember names. • Do not make assumptions. • Ask questions and achieve dialogue to attain successful communication. • Be a good listener. • Be willing to help people change, one step at a time, regarding biases they may have and/or communicate. • Learn to understand important practices of different religions. • Learn to understand why someone believes what he/she believes, including why something is very important. • Be respectful of what others value. • Learn important information about the cultures of others (i.e., eye contact, interaction with professors or elders, differences in educational systems and other distinguishing cultural traits.) • Understand the body language of others. Effective communication relates to 122 |

Chapter 03 – Personality Development non-verbal behaviour and tone of voice, as well as words spoken. • Maintain positive dialogue even when there are differences in opinions and beliefs; do not attack the person. Agreeing to disagree may be an option. Learn from differences. • Share information (verbal, written, electronic) which can help others. • Be specific and concise. • Do not make discriminatory remarks or display discriminatory actions, as others learn from what you say and do. Be a positive role model. Major difficulties in communication The following are the main difficulties usually experienced by communicators: • Ensuring that the received meaning affects receiver's behaviour in the desired way. • Achieving accuracy in communicating the message. • Ensuring that the message conveys the desired meaning. Common problems in two-way communication To be effective, communication process needs to be two-way; but, the more detailed the process is, the more are the likely difficulties. Given below are some of the common problems related to two-way communication: • No perceived benefit to the audience. • Noise, outside disturbance - hard to hold attention. • Variations in listening skills. • Cultural differences. • Complexity of subject matter/message. • Time restraints - real or perceived. • Personal biases, hostility, or both. • Responding to difficult questions. • Sidestepping sensitive issues. Barriers to communication In communication, as a psycho-semantic process, the word barrier implies, mainly, something non-physical that keeps people apart or prevents activity, movement, and so on. For example social/ethnic/language barriers or lack of confidence. These negative forces may affect the effectiveness of communication by acting upon any or all of the basic elements of communication act/process and the sender / receiver / channel. The commonly experienced barriers to communication are: • Noise • Emotions • Poor listening • Lack of planning • Selective perception • Goal conflicts 123 |

Chapter 03 – Personality Development • Wrong/unclarified assumptions • Filtering • Offensive style • Semantic problems • Information overload • Time and distance • Cultural barriers • Loss by transmission • Abstracting • Socio-psychological barriers • Poor retention • Slanting • Inferring Broadly speaking, some of these barriers can be attributed to the sender and the receiver: Sender • Lack of planning • Vagueness about the purpose of communication • Objectives to be achieved • Choice of wrong language resulting in badly encoded message • Unshared and unclarified assumptions • Different perception of reality • Wrong choice of the channel Receiver • Poor • Listening • Inattention • Mistrust • Lack of interest • Premature Evaluation • Semantic difficulties • Bias • Different perception of reality • Lack of trust • Attitudinal clash with the sender • Not in a fit physical state A common barrier for the sender and the receiver can be created by the absence of a common frame of reference affecting the smooth interpretation of thoughts, feelings, and attitudes from the sender to the receiver in a specific social situation. The mention of a well-defined social context in which communication takes place helps both the sender and the receiver to perceive the content of the communication in a similar way, as far as possible with similar implications and meaning. 124 |

Chapter 03 – Personality Development The physical noise and other faults in the surroundings and the instruments of transmission of message relate mainly to the channel, but they may not distort the overall meaning of the total message to be communicated. Wrong and Unclear Assumptions All communications from one person to another are made under some assumptions, which are never communicated to the persons about whom they are made. These assumptions may turn out to be wrong and cause communication failure. For instance, we often assume that others: • See the situation as we do. • Should feel about the situation as we do. • Think about the matter as we do. • Understand the message as we understand it. All such assumptions may be incorrect; therefore, one should try to verify them, whenever possible. That would help the communication to be effective. Socio-Psychological Barriers Status Consciousness of one's status affects the two-way flow of communication. It gives rise to personal barriers caused by the superior-subordinate relationship. A two-way vertical channel is present in every organisation, yet few subordinates choose to communicate with their superiors. Similarly superiors may be unwilling to directly listen or write to their subordinates. They would seldom accept if they were wrong. Though organisations are culturally changing and adopting flat structures, the psychological distance between the superior and the subordinate persists. Perception and reality The most important aspect of human communication is the fact that it takes place in the world of reality which surrounds us. This world acts as our sensory environment. While we are engaged in the process of communicating, our sense organs remain stimulated by the signs (objects of the outside world – the so-called reality) registering different sensations of smell, taste, sound, forms and colours, or feelings. All these sense perceptions received by our brain through our senses recreate within each one of us the world which exists within our mind as its content. Thus, there are two aspects of the same reality – the one that actually surrounds the communicator from outside and the other which is its mental representation (in his mind) as he sees it or believes that he sees it. The objects which excite our five sense perceptions / sense organs – eyes, ears, nose, tongue (taste), flesh (touch) – are called signs. Our senses respond to these signs and we receive sensations which pass from the senses into the brain through a network of sensory nerves within our brain. Our perceptions, the mental images of the external 125 |

Chapter 03 – Personality Development world, are stored in our brains as our viewpoint, experience, knowledge, feelings, and emotions. They constitute what we really are, or how we really think of something, or how we feel or respond to something. These stored perceptions colour and modify whatever our brain receives from any signs or set of signs, fresh data, thoughts, or messages. That is why these conditioning perceptions, existing in the brain, are called "filters". The mind "filters" the message received from the signs and gives it meaning, according to individual perception. It is obvious that each individual's filter would be unique. No two individuals have the same or similar experiences, emotional make-up, knowledge, or ways of thinking. Because filters differ, different individuals respond to a sign with different understanding. The sign may be a word, a gesture, or any other object of nature; each individual will respond to it in his/her own way and assign the total meaning to that sign according to his/her filter. The presence of a unique filter in each individual communicator and communicatee (receiver) causes the communication gap (distortion) in the message sent and the message received. In face-to-face communication, this gap can be easily removed. In most cases the speaker does realize that he/she has not been correctly understood through the listener's facial expressions, gestures, or other forms of body language. Or the listener would say, "Sorry, I couldn't get you." Of course, much depends on how formally / informally the two are related to each other in office, work place, or life. But, in situations in which the audience remains invisibly present, as in written communications – letters, memos, notices, proposals, reports, etc. – the semantic gap between the intended meaning and the interpreted meaning remains unknown to the communicator and also to the unsuspecting receiver who misses the total meaning in terms of tone and feelings of concern and seriousness of purpose of the sender. The feedback does help the sender, but it may be too late. Conditions for successful communication Basically, to communicate is to share "information", in its widest sense, with others in an intelligible, participative form through the medium of words – spoken or written, or body gestures, or other symbolic signs. Two basic things stand out here. One, the message is to be both "known" and "Understood" by others. Two, communication in its nature is a symbolic act, verbal or non-verbal. These two aspects, the purpose and nature of communication, act as the two determining influences in the theory and practice of communication in all contexts of 126 |

Chapter 03 – Personality Development speaking or writing. Herein lies the crucial critical difference between effective and ineffective communication. If "something" is communicated and it is not fully understood by the receiver, the communication has been just ineffective. Not fully serving its other condition of being understood. The fact that the message has been understood is established by the response of the receiver - the feedback. Rule of Five Keith Davis lays down the Rule of Five to guide the receiver to be an effective element of the communication process. "In the communication process, the role of receiver is, I believe, as important as that of sender. There are five receiver steps in the process of communication-Receive, Understand, Accept, Use, and Give a Feedback. Without these steps, being followed by the receiver, no communication process would be complete and successful". Communication is successful when • The message is properly understood. • The purpose of the sender is fulfilled. • The sender and receiver of the message remain linked through feedback. Characteristics of Successful Communication Seven Cs of Communication Francis J Bergin advocates that there are seven Cs to remember in verbal communication. These are equally applicable to written communication. They are • Candidness • Clarity • Completeness • Conciseness • Concreteness • Correctness • Courtesy 127 |

Chapter 03 – Personality Development Candidness In all business transactions, our view of a matter should be honest, sincere, and guileless. We should speak and listen without prejudice or bias. Our guiding principle should be fairness to self and to others involved in the situation. Candidness, in a way, implies consideration of the other person's (listener's) interest and his/her (the listener's) need to know things objectively and fairly. We should share our thoughts without reservation in an unbiased manner, if we want to help the receiver to understand what is communicated. It should be characterized by the "you" attitude. Candid talk also exhibits the speaker's self-confidence. In oral communication the key element that creates impact is confidence. When we say something without hesitation or hitch, we say it in a confident manner. In everyday life or in business, we see people in power doing things, such as appointing relatives, neglecting merit in assigning jobs/functions or allowing too much closeness to an individual or a group of individuals. This action is bound to emotionally alienate others from that person. Out of consideration and concern for that person's long-term image and good human relationships in the organisation, if you communicate your view of his administrative fairness in an unbiased manner, you are being candid in your communication. Clarity The principle of clarity is most important in all communications, especially when you are involved in face-to-face interaction. It is not always easy to verbalise ideas accurately on the spot during conversation, presentation, or any other form of interaction. To ensure that we express ourselves clearly, we should use accurate and familiar words with proper intonation, stresses, and pauses. Our spoken language should consist of simple words and short sentences. Thoughts should be clear and well-organised. We should know what we want to say and why. It is a clear mind that can talk clearly and effectively. However, in case of doubt or uncertainty, due to lack of clarity of thought or expression, the listener can, in one-to-one communication, seek immediate clarification. Completeness Clarity is ensured also by completeness of message. In conversation or oral presentations one can miss some parts of the communication. It is, therefore, essential that oral presentations, discussions, or dialogues should be as far as possible, planned, and structured. Therefore, when we begin the presentation or dialogue or address an audience, we should ensure that we have given all the information that listeners need or expect for 128 |

Chapter 03 – Personality Development understanding the message. The principle of completeness requires that we communicate whatever is necessary, provide answers to all possible questions which could be raised and add something additional, if necessary as footnotes, to whatever has been said. We should be careful that we answer all questions put to us. For example, in an interview, if we leave out answering any question, it would imply that we are deliberately side-stepping a particular issue. It could also raise doubts in the audience that there is something to hide regarding that matter. If we have no information or answer or are unwilling to answer or discuss any particular question, we should frankly express our inability to answer. Conciseness In business and professional communications, we should be brief and be able to say whatever we have to say in minimum words. We should avoid being repetitive. We sometimes believe erroneously that by repeating whatever has been said, we add emphasis to our message. Try to use single words for wordy phrases. Concreteness means being specific, definite in describing events and things. It also means the-vivid description of an event or state. Avoid using vague words. In oral communication we cannot draw figures, tables, diagrams, or illustrations to make our statements vivid and concrete. But we can choose precise words and speak with proper modulation and force to make their sound reflect the sense. For example, in oral communication passive voice is avoided. Active voice verbs reflect force and action. They also sound more natural and direct. Correctness In the spoken form of communication, grammatical errors are not uncommon. The speaker tends to forget the number and person of the subject of the verb if the sentence is too long. Sometimes even the sequence of tense is wrong. And most frequently the use of the pronoun is incorrect especially in indirect narration (reported speech). Courtesy In conversational situations, meetings, and group discussions, an effective speaker maintains the proper decorum of speaking. One should say things with force and assertiveness without being rude. Courtesy demands that we do not use words that are insulting or hurtful to the listener. In business discussions, it is necessary that we respect the other person by listening to him/her patiently. We should not interrupt. We should wait for our chance to speak and when it is our turn to speak, we should speak with force and clarity. Our tone should reflect our respect for our listener/audience. And our pitch should not sound as if we are talking at each other and not to each other. The tone we use in 129 |

Chapter 03 – Personality Development conversation should not be aggressive. 3.10 Resume Writing Regardless of your experience, qualifications or intelligence, you'll still need to apply for jobs and pass through the selection procedure. To apply for jobs you need to write a resume. Your resume is made up of: • An accurate summary of your credentials • Education, achievements, job experience and goals • It should flow naturally and be easy to read • It should be based on a particular format. Depending on their personal circumstances, people have different reasons to write a resume. It's important you have a clear idea of why you are writing a resume before you start as this will help you choose the correct resume style. You want to write your resume because: • You're applying or looking for a new job in the same industry / area. • You're applying or looking for a new job in a different industry / area. • You would like to group your experience / qualifications in one document. • You were asked to provide a copy of your resume. A resume must contain accurate information. For this reason, it's a good idea to keep your resume updated after each major task, accomplishment or qualifications received. Keep up to date with all your job contracts, qualifications and job descriptions. The following will help you to write your resume. • Contracts • Job Descriptions • Periodical Performance Reviews • Letters of Reference • Letters of Appreciation • Qualification Certificate's • Specialist Courses The resume should do the following: Create a positive first impression. This is done by showcasing your communication skills and making the resume easy to read. The resume should be compact and easy to follow. 130 |

Chapter 03 – Personality Development Tell who you are. When you are writing your resume, you are telling the reader who you are and why they should consider you for a position. Describe what you have learned. Especially for a new grade, your resume should highlight the courses and projects that are applicable for the job you hope to be hired for. List your accomplishments. Your resume should highlight any special accomplishments you have achieved. If while working full time, you were awarded a special scholarship, or received special recognition of some kind, it should be listed under your accomplishments. In order to make your resume pleasant and easy to read, you will want to follow some resume format guidelines. The resume format is important because you want to make sure to keep the reader's interest and, ultimately, be called for the interview. A poorly formatted resume, one that is hard to read, contains many errors, or doesn't flow well, is not likely to accomplish your goal. Sample Resumes 131 |

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### 3.11 Report writing

Report writing can come in different shapes, depending on your topic and supervisor's requirements. It can also contain all or just part of report writing components. Steps to Write a Report.

1. The Title Page: There are four main pieces of information that have to be included into the title page:
  - the report title;
  - the name of the person, company, or organization for whom the report has been prepared;
  - the name of the author and the company or university which originated the report;
  - the date the report was completed.
2. Acknowledgements: Good report writing includes a page of gratitude to those who helped the writer in his process: his supervisor, teachers/professors, librarians, family, etc.
  - Make them look sincere. Don't just say, "Thank you..." and give the list of names, but refer to each one separately and thank him/her for something specific.
3. The Summary Abstract: The Abstract communicates the scope of your paper and the topics discussed to your reader, and, in doing so, it facilitates research. When doing a summary of your report writing, go over the main parts of it (Introduction, Body, etc.), and summarize each of them in one sentence.
4. The Table of Contents The table of contents is a reflection of report writing structure. Sections and subsections should be numbered and titled in such a way as to help the reader find his way through your report.
  - list all headings and subheadings (excluding the title page, table of contents, and other preliminary matter), giving page numbers for the first page of each section;
  - reproduce the headings and numbering exactly from the body of the report;
  - include the full titles of the appendices.
5. The List of Figures, Tables, Illustrations The figures/tables/illustrations should be numbered in order with the chapter 132 |

Chapter 03 – Personality Development number and the figure/table/illustration number within that chapter. When there are six or more figures, tables and illustrations, they are listed on a separate page with their corresponding page numbers in the text. If only a few exist, then they are included in the table of contents' page.

6. The Executive Summary This part of report writing is usually no more than one page in length, and includes:
  - the purpose of the report
  - background to the report
  - sources of information
  - main findings
  - conclusions and recommendations
7. The Introduction The Introduction should be a brief but thorough discussion of the context of the problem. A typical introduction is about 1½ to 2 pages long. It includes:
  - purpose or objective of writing the report;
  - background information (for example a brief history of the organization, context of topic or problem);
  - literature review (what researches have already been made in this field)
  - scope, that is, the size or extent of study, amount of data collected, time frames, focus of data collection or discussion (for example, a department or whole organization);
  - methodology, that is, the kind of data used (for example, who was interviewed, what type of material was referred to);
  - assumptions and limitations, (for example, given the above material, any assumptions that were made and any limitations placed on the material included in the report);
  - plan that briefly overviews the argument, framework or logical structure of report writing.
8. The Body The Body of the report writing is the main part that includes all the facts and materials essential for the understanding of the problem. It usually has three sections:
  - Theories, models, and hypotheses. This section is optional. By giving it, you introduce the theoretical basis for your project;
  - Materials and methods. This is a part where you describe (and illustrate) the materials used, and give a step-by-step report on how you were completing your task;
  - Results. This section summarizes your efforts and gives information about 133 |

Chapter 03 – Personality Development what you discovered, invented, or confirmed through your research.

9. The Conclusion This is the last part of your report writing. Sum up the main points and refer to any underlying theme. If any questions or issues remain unresolved, mention them in the conclusion. Write in a brief, concise manner, for your readers are already familiar with everything you talk about.
10. Recommendations Give directions/propositions on how a problem you've investigated can be solved. List them clearly, and rely on the materials that you used.
11. References List all the sources of information that you used during your report writing. Use an alphabetical order.
12. Appendices Include data tables, background calculations, specification lists for equipment used, details of experimental configuration, and other information needed for completeness, but which would bog down the discussion in the body of the report. Your Appendices must each have a footer with numbered pages for that appendix.

### 3.12 Art of Public Speaking

Speaking is an important method for communicating knowledge and expressing ideas. Being able to verbally communicate effectively to other individuals or to groups is essential in school, business, as well as your personal life. Feeling some nervousness before giving a speech is natural and healthy. It shows you care about doing well. But, too much nervousness can be detrimental. Here's how you can control your nervousness and make effective, memorable presentations:

- Know the room. Be familiar with the place in which you will speak. Arrive early, walk around the speaking area and practice using the microphone and any visual aids.
- Know the audience. Greet some of the audience as they arrive. It's easier to speak to a group of friends than to a group of strangers.
- Know your material. If you're not familiar with your material or are uncomfortable with it, your nervousness will increase. Practice your speech and revise it if necessary.
- Relax. Ease tension by doing exercises.

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Chapter 03 – Personality Development • Visualize yourself giving your speech. Imagine yourself speaking, your voice loud, clear, and assured. When you visualize yourself as successful, you will be successful. • Realize that people want you to succeed. Audiences want you to be interesting, stimulating, informative, and entertaining. They don't want you to fail. • Don't apologize. If you mention your nervousness or apologize for any problems you think you have with your speech, you may be calling the audience's attention to something they hadn't noticed. Keep silent. • Concentrate on the message - not the medium. Focus your attention away from your own anxieties, and outwardly toward your message and your audience. Your nervousness will dissipate. • Turn nervousness into positive energy. Harness your nervous energy and transform it into vitality and enthusiasm. • Gain experience. Experience builds confidence, which is the key to effective speaking. Presentation Skills Today it is necessary for you as a student, researcher, and a person seeking a job or a manager to know how to develop and make a presentation on a specific subject to a select audience. At the time of your admission to a post-graduate programme in management or IT, or to defend your research findings before your examiners or to get shortlisted for final selection for a job or advocate a proposal you have made, you may be required to make a presentation. Your ability to deliver the presentation effectively helps you in two ways. Firstly, it helps in communicating your information clearly and vividly. Secondly, it creates a very good impression about you as a speaker, scholar or manager. Your impact as a presenter is immediate. Your confidence, fluency, and readiness of mind in conducting discussions and debate stand out as attributes of your personality. Meaning A presentation is a live mode of sharing information with a select audience. It is a form of oral communication in which a person shares factual information with a particular audience. Elements of a presentation Presentation has three major elements: • Presenter • Audience • Specific content with a definite objective to be achieved 135 |

Chapter 03 – Personality Development Designing a presentation • Introduction 03 minutes • Main body 15 minutes • Conclusion 02 minutes • Question & Answers 10 minutes Some tips for a good presentation: • Logically order your presentation • Time your presentation • Techniques to integrate subsections into one single whole Audio Visual Aids & Multimedia Presentations Audio visual aids: Visual aids can help with your presentation because they can help take the pressure off you and provide an opportunity for variety in your presentation. The use of an over head projector for example, can not only take the focus off you but can also provide memory prompts. Other audio-visual aids you should consider using include audio cassettes, video, slides, computer presentations, flip charts or materials that you can hand around. Audio visual aids-including overhead transparencies, flip charts, slides, chalkboards (and occasionally film and video)-can supply added impact and clarity to your, presentation. You can use A/V to visually reinforce the points made verbally in your presentation, to summarize the points you will make, as well as those you have already made, and to visually clarify important concepts and analogies. Audio visual aids not only help your target group follow your presentation, but they provide support to the presenter by helping to keep, you on track. The key to preparing effective audio visual aids is to remember that they are only aids. Their role is to add a visual dimension to the points that you made orally. They cannot make those points for you; they can only reinforce them. When you plan for audio visual aids, follow these simple guidelines: 1. DO use them to summarize or show the sequence of content. 2. DO use them to visually interpret statistics by preparing charts and graphs that illustrate what you will say. 3. DO use them to illustrate and reinforce your support statements. 4. DO use them to add visual clarity to your concepts and ideas. 5. DO use them to focus the attention of the target group on key points. 6. DON'T project copies of printed or written text. Instead, summarize the information and show only the key points on the visual aids. If the group must 136 |

Chapter 03 – Personality Development read every word, use handouts for reading, either before or after your presentation. 7. DON'T put yourself in the role of aiding your visuals: A presentation is primarily an oral form of communication. If your only function is to read the information on your overheads or slides, the target group will become easily bored. 8. DON'T use copies of your transparencies as handouts. They reinforce what you are saying-- they don't say it for you. If you want your target group to remember what you meant, you'll need to provide written text in addition to any key point summaries or charts that you need for your transparencies. 9. DON'T use charts, graphs, or tables that contain more information than you want to provide. The group will have difficulty focusing on the point that you're trying to make. Tips for Creating an Effective Multimedia Presentation Step One: Your presentation should have a minimum of 6 slides, but no more than 12. You will want to consider the following as you begin designing your slides: • How will you transition from one slide to the next (fly in, swirl, drop, etc.)? Remember: Be consistent! • What style, size, and colour of font will you use? Remember: Be consistent! • What background colours will you use? Remember: Be consistent! • Does your presentation look professional? Eye-catching? • Did you proofread for grammar? • Did you use the spell check? Step Two: Practice your oral presentation. Do NOT read your slides. A multimedia presentation is still a presentation! Speak slowly, clearly, and maintain eye contact with your audience. 3.13 Group Discussion Group discussion is an integral part of the selection procedure followed by many companies. GD or Group Discussion is generally a formal discussion session where ten to twelve candidates participate to discuss on a given topic. This verbal test is conducted to judge various skills and qualities of the candidates. The job of the examiners present there in the session is to keep an eye on the proceedings and judge the abilities of the candidates as well. Unlike the examiners, your duty is to impress the panel members with your excellent group discussion skills. Here are some basic tips that would help you do well in the group discussion session. 1. Try to keep yourself calm and never shout at the top of your voice. You should also see to the fact that the group is hearing your ideas. You will have to bring 137 |

Chapter 03 – Personality Development out your chance to speak and also let others speak. 2. You will have to be assertive to make a mark in the group discussion session. 3. Try to practice GD sessions as much as possible at home with friends or family members before appearing for the final round. This would help you earn confidence. 4. You will have to make a meaningful contribution and for that prior preparation is quite essential. You should be a good communicator and well aware of the current affairs. 5. Candidates with good reasoning ability are sure to get through the verbal test. 6. You need to be flexible and open to ideas put forward by other participants. 7. New ideas by participants are highly appreciated by the panel members. So it won't be a bad idea to present your new ideas and perspectives. 3.14 Personal Interviews Personal interviews are an important part of selection process at various jobs as well as for admissions to professional institutes. At a job interview, the interviewer meets with the candidate to assess their capabilities, skills and level of experience. During the personal interview the candidates are evaluated on the basis on their confidence level, ability to act under pressure and their understanding of the subject that they have learnt. Things to know about personal interviews: Dress code for personal interviews: Since any personal interview, whether it is for a job or admission to an institute is a formal affair, it is advisable that the candidates be well dressed, preferably in formal. A well dressed candidate automatically exudes an air of confidence that speaks well of his/her personality. Avoid bright coloured or striking prints while choosing your attire for personal interviews. Personal Interview Etiquettes: There are several etiquettes that must be followed when facing the interviewer. Knock before entering the interviewer's cabin and ask for permission to enter. Generally one must wait to be asked to sit instead of going straight ahead and sitting. If you are carrying a bag, it should be kept on the floor beside your chair. Sit comfortably but with your back straight and hands on your lap. Too much hand movement to explain a point is not advisable. Always listen carefully before answering so that you do not falter for words. Do not speak more than it is required and always pause in between if the interviewer wants to make a point. 138 |

Chapter 03 – Personality Development 3.15 Negotiation Negotiation is a process of bargaining in which two parties, each of whom have something that the other wants, try to reach an agreement, on mutually accepted terms. Everyday examples of negotiation are: • A brother and a sister debating on the choice of a movie. • Two friends trying to settle the amount for which one wants to sell his old car to the other. • Two sisters fighting over how a box of chocolates should be divided between them. • A supervisor making a suggestion to his manager. • A salesperson trying to arrange a meeting with a prospective wholesaler / dealer. Definition The Oxford Dictionary of Business English defines negotiation as a) The process of trying to reach an agreement through discussion. b) A meeting where this discussion takes place The Winston's Simplified Advanced Dictionary defines negotiation as, "The discussion and bargaining that goes on between parties before a contract is settled or a deal is definitely agreed upon." According to Alan Fowler, "Negotiation is any form of meeting or discussion in which you and/ or the persons you are in contact with use argument and persuasion to achieve an agreed decision or action." In simple words, negotiation is to bargain for mutually agreed exchange by using persuasion and discussion. As Bill Scott says, "A negotiation is a form of meeting between two parties: Our Party and the Other Party." The objective of most negotiations is to reach an agreement in which both parties together move towards an outcome that is mutually beneficial. 3.15.1 The Nature of Negotiation 139 |



Chapter 03 – Personality Development The following two points make the nature of negotiation quite clear: 1. Negotiation takes place between two parties. Both the parties are equally interested in an agreed action/ result. 2. Negotiation reaches agreement through discussion, not instruction, orders or power/influence/authority. 3.15.2 Need to Negotiate Need to negotiate is defined by the situation. Some situations require negotiating, some don't. Situations Requiring Negotiation The following situations require negotiation • An issue involving more people than one, Negotiation is required when a problem cannot be resolved by a single person. Whenever two or more people or parties are involved in deciding a matter/or issue and they have different views or aims regarding the outcome, the way to overcome disagreement is by negotiating, that is by discussing, persuading and influencing. • Negotiation can take place only when both the concerned parties are willing to meet and discuss an issue. That is to say, they both want to reach an agreed decision by discussion, not force or authority. There are formal and informal situations of negotiation: Formal situations • A pre-announced meeting of the two parties. • The agenda is already fixed. Both parties know what is going to be discussed. • Generally, more than two people are involved in the discussion. The ideal is three. • For formal negotiation you have time to prepare and fix roles for each party. For instance, one of you puts forth reasons and suggestions of your side, another acts as a softener, and the third keeps closely following the drift/flow/direction of the discussion. And if any important point is being missed by your side, he puts in that point. • Formal negotiation is simpler to handle than unannounced meetings. You have time to study the total situation. You have time to find out the strength of the arguments of the other party. Generally, people believe that formal negotiation is something like settling a dispute or a conflict between two warring parties, for example, the labour union or workers' 140 |

Chapter 03 – Personality Development union's strike. Negotiations in such situations is formal; the meeting between the two parties is mostly fixed beforehand and both parties have time to prepare their bargaining steps. Informal situations • Unannounced and casual meetings - When a staff member drops by your office and discusses a problem, to which you attempt to find a solution. It is unannounced. This is an informal negotiation because: ◦ It does not allow time to study the strength or weakness of the other side. ◦ It involves just two people. ◦ It appears as casual - your colleague might have planned to approach you for help in this manner. ◦ It gives you no time to prepare for discussion. ◦ Its friendly approach is meant to act as an influence on your final decision making. Situations Not Requiring Negotiation The following situations will not require negotiation • When one of the two parties/people immediately accepts or agrees to what the other is suggesting or asking for. In such a situation there is no need for negotiating. The desired result is already achieved. • Whenever one of the two parties refuses even to consider or discuss the suggestion or proposal. For example, a supplier or a dealer completely refuses to reduce the price or consider any other suggestion of making part payments, there is no possibility for any negotiation between the two. However, often, people encounter situations of neither direct acceptance nor of complete refusal at the very outset. During such times, two people deal with each other by first discussing the possibility of reaching an agreed end. 3.15.3 Factors Affecting Negotiation The following factors usually affect the outcomes of negotiation: Place • The place of meeting for negotiations influences the level of confidence. Choosing a place, like your own office, has many advantages. You are in your area of strength. • You can get whatever information/material is needed during the course of 141 |

Chapter 03 – Personality Development negotiations. • You can extend social courtesies as a token of goodwill, this would move the negotiation towards agreement. Time • The choice of time for holding discussions should be fixed according to mutual convenience. • Time should be adequate for the smooth exchange of ideas through different stages of negotiation. ◦ Exchanging initial views ◦ Exploring possible compromise ◦ Searching for common ground ◦ Securing agreement • The time to prepare for negotiation and time for implementing the agreement should also be carefully fixed for action before and after the meeting. • To be effective, negotiations should be timely. That means it should be done before it is too late to secure an agreement. Subjective Factors • Often the outcome of the discussion does not depend wholly on the objective factors of logic and facts of the matter under consideration. The final outcome of negotiation is determined by subjective factors of influence and persuasion. Personal relationship The conduct of negotiation is influenced not only by the real situation of the matter but also by the relationship between the two people/parties involved in the process of discussion. Fear Often our bargaining power is conditioned by our fear of power, authority, higher connections, and the capacity to harm enjoyed by the other party. Future considerations When personal relationships are at stake, we may not wish to win the argument in the negotiations in case the good relations between the two parties are likely to be affected. Mutual obligation The memories of the good done in the past by the other party also acts as a negative influence (fear) on us. Practical wisdom Fear of losing good future chances is a strong factor in our bargaining/negotiation positions and power Categories of influence The following are the categories of influence • Personal relationship, short and long term considerations, status difference • Higher connections with sources of power, expectations about outcomes 142 |

Chapter 03 – Personality Development • Information and expertise • Reputation of the other person • Aiming • Location of the negotiation environment • Formality • Work pressures • Personal likes and dislikes • Mutual obligations • Concern for working relationship Some personal questions • Both formal and informal negotiations are influenced by such questions raised within you. "Should my position on this proposal! issue take into account the likely effect of our future working relationships?"; " Am I allowing myself to be unduly influenced by a sense of obligation? Am I hoping to achieve too much by emphasising on past obligation?" • Such self questioning will help you overcome the effect of influence on your bargaining position and strength. • As a subordinate, if you have a good case, you should not hesitate to discuss with your boss your part of the matter. Your subordinate position should modify your way but not your content. You should be polite but firm Persuasion Persuasion comprises a range of skills for convincing other people of the need to accept or agree to a course of action. It is an essential element of effective business communication. It helps in resolving issues about which two people have different views but they need to agree about solutions in the interest of all. In negotiations, people are gradually persuaded to accept the other party's view. As you must have seen yourself, persuasion is not just one single thing. It is a mixture of skills – attitude, psychology, language, tone, body language, and so on, used by you to convince your workers/ partners to accept your view on what should be done, although they earlier objected or argued for a very different solution. Different persuasive skills The whole range of persuasive skills can be classified under the following broad headings: • Style - Collaborative or confrontational • Your attitude - The other person's view point • Talking and listening • Probing and questioning • Using breaks when necessary • Concessions and compromise • Avoid confrontational tone 143 |

Chapter 03 – Personality Development • Summarising • Reaching an agreement At the final point of your discussion, be sure the final agreement covers all necessary points, it is clearly expressed and understood. "Your attitude" • Nothing convinces more than facts. But in order to persuade people, the facts should be discussed from the other party's point of view. You should be able to highlight how the other person stands to gain from your suggestions • As a successful negotiator, understand the other party's needs. • The art of negotiation depends on your ability to reconcile what is a good result for you with what is a good result for the other party. • Persuasion is a means to make negotiations/ discussions end with a satisfying conclusion for both sides (win-win situation) 3.15.4 Negotiation Strategies Some of the elements listed earlier as part of negotiating process are strategic. They are here discussed as strategies to be used at different stages Initial Strategies • Plan the whole discussion according to the psychological needs and use appropriate strategies to maximise the advantage for gaining information about the views and objectives of their party. • Set a tone for the whole discussion that focuses attention on the need to reach an agreed conclusion by joint problem solving. • Sell "sunny-side up". Think how the other person will see your proposal. Try to identify and "sell" to the other person the benefits that would go to them if they accept your case. • Alter your position (within your planned limits) if needed to achieve this approach. • Avoid compulsive talking. Allow the other persons to say what they wish to; develop a dialogue with the other person You can start the discussion as given below "The general point of our discussion is ..., which I think has come up because of... But before I go into its details, it would be helpful if you first outline your view." During the Discussion • Do not state the whole case in the beginning; develop your case as the discussion proceeds. If you put forth your whole case at the beginning, you leave no chance to change your position in the light of the other person's 144 | Chapter 03 – Personality Development arguments. • Be a silent listener of other speaker's argument. Notice the tone, not just the words. The tone will tell you how they feel-confident or nervous, irritated or cool. • Do not interrupt. Interruptions annoy, instead of encouraging cooperation. • Put searching questions to verify the correctness of factual information offered by the other party, such as dates, figures and so on or of their logic. If you doubt the correctness of the information given by them, do not directly challenge them by telling them, "You are wrong." Instead, you may put further questions, such as • "Could you explain the connection between that point & what you said earlier about X?" • "I have not understood the logic of that: Could you put it in a different way?" Avoid confrontational tone • The strategy should be to allow the discussion to move towards agreement. For securing this purpose you have to psychologically encourage cooperation throughout the discussion. • Use impersonal terminology to point out corrections, rather than making personal criticism. Use adjournments. During the discussion a short break of 10 minutes can be useful for two purposes • To get a chance to consider new points or proposals before going to decide on final commitments. • To change the mood of the discussion if it has become too emotionally charged. Use concessions and compromise. At times, it may be impossible to move further without making some concessions. Strategy is concerned partly with timing, and partly with the way possible concessions are introduced into the discussion. When we realise that attitudes are hardening and again and again the same points are being repeated, the discussion could be changed to an exploratory phase. Use conditional compromise. You can say, "Since we now know each other's views, it might be helpful if I could know what your response would be to my suggestion that I could accept to this extent what you have suggested." • "Would you do 'x' if I accepted to do 'y'?" • "Would you be able to agree to 'x' if I am able to postpone taking action on 'y'?" Emphasise the other person's benefit from your compromise suggestion. 145 |

Chapter 03 – Personality Development • The other person should not be allowed to feel that he is losing by accepting your offer of concession or compromise. • Praise the other party for a good suggestion that you are going to accept as a condition for changing your position. As a strategy • Do not allow the discussion to go on too long without bringing in concessions/compromises necessary for reaching agreement. • Introduce concessions/ compromises on a non-commitment basis. • See that concessions suggested from your side seem to belong to moves by the other person. Reaching an Agreement • After a long and difficult discussion, 'final' should be taken as 'final'. No further concessions or compromises should be allowed. • Be tactful and persuasive so as to ensure that the final outcome, which is of advantage to you, is seen by the other person as a benefit to his party. • The key strategy in any negotiation is "persuasive." • Emphasise the other party's benefits. • Approach the other party's cooperation and brilliant suggestions. Summarising • Suggest "I think it would be helpful if we could summarise all that we have discussed and reached this agreement." • "Better that we note it down so that no point is later missed by anyone." It is a good strategy to use written summaries at the end of the discussion. This would not leave scope for disagreement later about what has or has not been discussed and agreed. In Case of a Deadlock Reaching a mutually satisfactory end is the basic objective of any negotiation. Suppose, there is no final agreement reached after a prolonged discussion, the strategy should be to • Point out that no further concessions can be made as they would be of no benefit to either of the parties. 146 |

Chapter 03 – Personality Development • Explain & emphasise the consequences. • Use ethical aspects of agreement. 3.16 Exercises focusing on vocabulary, communication skills and etiquettes (Role Plays) According to the Oxford English Dictionary, a role-playing game is "a game in which players take on the roles of imaginary characters, usually in a setting created by a referee, and thereby vicariously experience the imagined adventures of these characters." Of course, this begs the question of what it means to "take on the role" of an imaginary character. In many games you have a character which is really a token without personality. Role-playing is getting together with some friends to write a story. It's joining around a campfire or a dining room to spin some tall tales. Role-playing is being creative and having fun with friends. Role-playing games are stories. You create one of the main characters, and you create a story around your character. The rest of the players also create stories around their characters. And there's an editor who brings those stories together. In most role-playing games, one person plays the "referee," who can be thought of as the "Editor" of the story. The Editor will, with input from you if you desire to give any, describe a world or setting. You and your friends, as Players, will take a character and protagonist in this world. You will guide your character through the story that you and your friends are creating. Each player takes a different character, and each character interacts with each other character. Role-playing, in this sense, is very much play-acting in the mind. You imagine what the Editor describes. Then, you imagine your character's response to this situation, and describe that to the Editor and the other Players. They, in turn, each do the same with their characters. 3.16.1 Non-verbal communication It includes using of pictures, signs, gestures, and facial expressions for exchanging information between people. It is done through sign language, action language, or object language. 147 |

Chapter 03 – Personality Development Non-verbal communication flows through all acts of speaking or writing. It is a wordless message conveyed through gestures (sign), movements (action language), and object language (pictures/ clothes) and so on. Further non-verbal communication can be identified by personal space (proxemics, body language, and kinesics), touch (haptics), eyes (oculesics), sense of smell (olfactics), and time (chronemics). Health and Hygiene Hygiene is an essential component of healthy living, integral to achieving health and preventing disease. Not just selecting the right food choices but also cooking & consuming them in a hygienic way is equally important in preventing the infectious diseases. Adopting hygienic practices and promoting hygiene in the community, schools and workplace prevents innumerable infectious disease. Some of the infectious diseases prevented through hygienic practices are diarrhea, amoebiasis, giardiasis, worm infections, typhoid, jaundice, bacterial pharyngitis, skin infections, tuberculosis, conjunctivitis etc. Many chronic diseases have also been linked to infections, especially unhygienic food, gastric ulcers, certain types of cancers and there is some evidence for cardiovascular disease. Following are some points which should be inculcated in day-to-day life. • Wash hands thoroughly with soap after urination, after using the toilet and also after changing diapers. • Wash your hands with soap and water after handling pets. • Before touching any food item, wash your hands with soap and water. • Keep nails short and clean. Clean & Trim the nails of both hands. • Your hair should be tied when you cook. • Preferably the cooking area and the area used for washing utensils should be separate and dedicated for that purpose and not connected to the bathrooms or any other source of potential fecal matter like washing clothes. • Kitchen should be well lighted & ventilated (with either chimney/exhaust fan) & with meshed windows. • The cooking and eating area should be preferably elevated. • Keep the cooking, washing, and utility area and kitchen clothes clean. The kitchen surface and the floor should be regularly cleaned. Additionally, clean the kitchen in the night. Kitchens left dirty in the night tend to attract pests which are carriers of infection. • Cover all foods, cooked as well as uncooked, at all times. • If a house fly or any insect has even fleetingly sat on a food item, then, that food item needs to be discarded. • Protect the kitchen & food items from insects, pests & other animals. Body language 148 |

Chapter 03 – Personality Development Body language is a term for communication using body movements or gestures instead of, or in addition to, sounds, verbal language or other communication. It forms part of the category of paralanguage, which describes all forms of human communication that are not verbal language. This includes the most subtle of movements that many people are not aware of, including winking and slight movement of the eyebrows. In addition body language can also incorporate the use of facial expressions. Although they are generally not aware of it, many people send and receive non-verbal signals all the time. The technique of 'reading' people is used frequently. For example, the idea of mirroring body language to put people at ease is commonly used in interviews. It sets the person being interviewed at ease. Mirroring the body language of someone else indicates that they are understood. Body language signals may have a goal other than communication. Both people would keep this in mind. Observers limit the weight they place on non-verbal cues. Signallers clarify their signals to indicate the biological origin of their actions. • One of the most basic and powerful body-language signals is when a person crosses his or her arms across the chest. This can indicate that a person is putting up an unconscious barrier between themselves and others. It can also indicate that the person's arms are cold which would be clarified by rubbing the arms or huddling. When the overall situation is amicable, it can mean that a person is thinking deeply about what is being discussed. But in a serious or confrontational situation, it can mean that a person is expressing opposition. This is especially so if the person is leaning away from the speaker. A harsh or blank facial expression often indicates outright hostility. Such a person is not an ally, and may be considering contentious tactics. • Consistent eye contact can indicate that a person is thinking positively of what the speaker is saying. It can also mean that the other person doesn't trust the speaker enough to "take his eyes off" the speaker. Lack of eye contact can indicate negativity. On the other hand, individuals with anxiety disorders are often unable to make eye contact without discomfort. Eye contact is often a secondary and misleading gesture because we are taught from an early age to make eye contact when speaking. If a person is looking at you but is making the arms-across-chest signal, the eye contact could be indicative that something is bothering the person, and that he wants to talk about it. Or if while making direct eye contact a person is fiddling with something, even while directly looking at you, it could indicate the attention is elsewhere. • Disbelief is often indicated by averted gaze, or by touching the ear or scratching the chin. When a person is not being convinced by what someone is saying, the 149 |

Chapter 03 – Personality Development attention invariably wanders, and the eyes will stare away for an extended period. • Boredom is indicated by the head tilting to one side, or by the eyes looking straight at the speaker but becoming slightly unfocused. A head tilt may also indicate a sore neck, and unfocused eyes may indicate ocular problems in the listener. • Interest can be indicated through posture or extended eye contact. • Deceit or the act of withholding information can sometimes be indicated by touching the face during conversation. Social and Office Etiquettes Etiquette To be successful in the social and business world, a person must use proper verbal etiquette. One important aspect of verbal etiquette is a proper introduction. Every day we encounter people in a variety of business and social situations. The way we meet and greet them creates lasting impressions and paves the way for a productive encounter. Introductions project information. Besides the obvious elements of name, title, and affiliation, an introduction conveys a level of respect and reflects how the person making the introduction views the other person's status. Mastering the art of the introduction will help put you and the people you are introducing at ease. Learning the basics - and they are not very difficult - is the first step. How to Introduce Yourself Whether you are into a new company, meeting, group or activity, introducing yourself becomes inevitable. When it comes to introducing yourself to unknown faces, you should feel comfortable and confident in doing so. In addition, you should demonstrate friendliness, so that the people are at ease in interacting with you. You should be watchful as well, because any wrong gesture will be quickly picked up by people and they might even pass judgements about you, by considering the way you present yourself at the first meeting. If you want to know how to introduce yourself by the best way, go through the following lines. Introducing Yourself • Look into the eyes of the person, to whom you are going to introduce yourself. Make a brief eye contact. This shows your confidence. • During self-introduction, you should not forget to wear a pleasant smile on your 150 |

Chapter 03 – Personality Development face. This gesture will put the other person at ease. In addition, this will create a good first impression about you. • Extend a warm, friendly and firm handshake. Wear a sweet smile while shaking your hands with him/her. Gently squeeze the person's hand with your fingers. Make sure that you do not apply force with your thumb. A good handshake will demonstrate your self confidence. • Now, say your name clearly, in a gentle and audible manner. If the person doesn't get your name, be sure to spell it again. Ask for their name as well and repeat it, when he/she says it. • Avoid introducing yourself by your nickname. During formal meetings, it is always suggested to introduce yourself by both your first and last names. • Do not introduce yourself with titles, such as Mr. or Mrs. You may tell your nickname later on, when you strike up a conversation with him/her. How to Introduce People Introducing people to others is a simple gesture often done most gracelessly, by many of us. We often forget the fact that introducing people to each other is not just a matter of announcing their respective names, but a lot more than that. By introducing your friends, family or anyone else in your acquaintance to others, you are actually building up a rapport for yourself, regarding your capability to socialize and build your social network. Whether you are introducing your family members to your guests or getting two people acquainted in a business meeting, you need to do it in the most polite manner. Ways of Introducing People • At a formal event, such as a business meeting, formal lunch/dinner, when you are introducing people, you need to make use of the first and last names of the individuals you are introducing. A nice way to introduce people during formal events is to define their professional position. For instance, you can say, ' Ted, this is Anna Stevens, Assistant Manager of XYZ Company. Anna, this is Ted Lawson, HR Executive of ABC Corporation.' • In case you are introducing someone with a title, say, Doctor, be sure to include that also. For example, you can say, 'Mr. Stewart, I would like you to meet Dr. Richard Gayle.' • In case of an informal meeting, you may introduce people to one another by using their first name. However, in certain cases, such as your spouse, it is better to make use of the last name as well, particularly when he/she has a different last name. 151 |

Chapter 03 – Personality Development • If the person you are introducing has a specific relationship with you, then make it clear to others, by adding a phrase, say, 'my wife', 'my sister', in your conversation. • A flawless introduction doesn't merely mean informing each party their respective names. Providing a brief background to each party is a good idea, because it promotes interactions in the future. • In case the individuals you are introducing have similar interests, you can include that in the introduction as well. For instance, you can say, "David, meet Richard. Like you, he is also interested in stamp collection." • You can highlight the talents of the person or an interesting fact related to him/her, while introducing him/her to others. For example, you can say, "Sam, I would like you to meet Elma, who is a fantastic painter." • While introducing a person to a group of people, introduce him/her to the group first, and then the group to the individual. For instance, you may say, "Emily, meet Martha, David and Anthony, my school mates. Everyone, this is Emily." Tips • Never introduce people in a tense situation. Make sure that you set a cordial and happy atmosphere, while introducing them to each other. • In case both the parties are interested in striking up a conversation with each other, assist the newly acquainted people to carry on a smooth and congenial talk. • Be confident about yourself and about the person you are introducing to people. This would show your cordiality, while socializing. How to address others Another important aspect of verbal etiquette is the way in which people address others in a social and business setting. Once introduced, improperly addressing superiors, colleagues, customers and clients, or subordinates at future meetings may create tension and will create a negative impression. Generally, it is appropriate to address subordinates and others with whom an informal relationship has been established by their first name. In formal relationships, or when the relationship status is unknown, it is necessary to refer to the individual using the appropriate gender- specific title. When gender-specific titles are necessary, use Mister (Mr.) to address men, Misses (Mrs.) to address married women, and Miss (Ms.) to address women who are single or whose marital status is unknown. Following are more specific rules for addressing others in business settings: 152 |

Chapter 03 – Personality Development • Superiors: Always address superiors with the appropriate gender-specific title, unless he/she gives express permission to do otherwise. • Colleagues: It is generally accepted procedure to address colleagues by first name. Exceptions arise when the relationship is formal or unfamiliar. • Subordinates: If the superior has established an informal relationship with the subordinate, use of first names is appropriate. If the relationship is formal or unfamiliar, the appropriate gender-specific title is necessary. • Clients and Customers: Most relationships with clients or customers are formal, dictating appropriate gender-specific titles. Occasionally, though, an amiable relationship has been established and would allow the use of first names.

**How to Shake Hands** In majority of the countries, handshake comes across as the most common form of greeting someone. Unknown to many people, the way they shake hands with a person speaks volumes about their personality. In fact, it lays the basis of establishing your first impression on the other person. If you hesitate in bringing your hand forward, be it because it is greasy, sweaty or otherwise not-presentable, it gives out a negative impression. On the other hand, a forthcoming hand is always considered to be a symbol of friendship, accessibility and reliability. At the same time, it helps you make an initial connection with another person. In order to help you present the best hand forward, we have detailed the complete procedure on how to shake hands, in the lines below.

**Shaking Hands with Someone** • As the first step in shaking hands with someone, you will be required to extend your right hand forward, in order to meet the other's person right hand. While doing this, make sure that your thumb points upward, toward the other person's arm. • While extending your hands towards the other person, you also need to keep in mind the angle of your hand. Remember, your hand should be parallel to the hand of the other person, while being perpendicular to the floor. This will make sure that you send across a message of equality. • You need to maintain eye contact through the entire procedure of shaking hands. If you do not look into the eyes of the other person, as you shake hands with him/ her, it will come across as a sign of insincerity or even slyness. So, do not hesitate from meeting his/her eyes. • As your thumb joints come together, wrap your hand around the other person's. 153 |

Chapter 03 – Personality Development Now, you need to take notice of how much firmness is required in the handshake. Squeezing too hard means that you are trying too hard, while putting no pressure at all also proves to be a turn-off. • Finally, comes the pumping part! Commonly, the number of pumps is two. However, you can keep the outer limits as one and three. The main aim behind pumping is to convey a sense of warmth to the other person. You can also pat the person's hand with your free hand, if it seems okay.

**Some Tips** • Your hand should always be parallel to the hand of the other person. If you put your palm on top, it will tantamount to showing your dominance. On the other hand, having your hand face up will be regarded as a submissive pose. • While squeezing the hand of the other person, a lot of factors need to be taken into consideration, such as the person's age, gender, and the like. For instance, in case of old age people or women, the hand shake will be a little less firm than young men. • Just like with everything else, in case of shaking hands also, you will have to practice a lot. Try different handshakes with your friends or family members. Depending upon their feedback, evolve a style that suits your personality the best.

**How to Dress For Office** Dressing up for office has never been an easy task for majority of the working people. On top of that, if it is their first job, you can be sure that their dilemma knows no bounds. They want to look stylish, yet carry an air of professionalism around them. However, most of them tend to forget that their overall work environment plays a great role in deciding the dress code that will be perfect for office. Are you one of those people who often find themselves wondering how to dress for office? If yes, then go through the tips given below and solve the dilemma in no time at all!

**Office Dressing Tips Look Around** Before you decide how to dress up for the office, it is very necessary to observe the people around you, as in your colleagues, seniors, and so on. This will get you an idea as to how formal or casual the whole atmosphere is. For instance, if you see the boss wearing jeans and sneakers to office, on a daily basis, there is no reason to assume that he would want others to look extremely formal, unless the same has been specified by the HR people. However, if most of the people in office are seen in formal, there is no reason for you to adopt casual dress code. 154 |

Chapter 03 – Personality Development Don't Take Extra Liberties Always stick to the dress code that is usually followed in your office and try not to take extra liberties. For instance, if you have business casual as the office dress code, do not end up wearing t-shirts, faded jeans and running shoes, on your own whim. Yet another mistake that most of the people make is to stretch the casual look too far. If your office allows jeans to work, do not end up wearing slashed capris, shorts or flip flops. You are expected to maintain certain decency while dressing up casually also. Ensure Your Comfort While dressing up for office, one of the basic tips that you need to keep in mind is that you are going there to work and unless and until you are comfortable in the clothes you are wearing, you will not be able to give your 100 percent. For instance, if your job involves standing for long hours, you need to make sure that your shoes not only look good, but are comfortable as well. In fact, you should never ever compromise comfort for the sake of good looks. The best deal would be to strike a balance between style and comfort. Get A Proper Haircut Whether you are a man or a woman, it is very necessary to wear your hair in the proper way, when in office. In this context, getting a proper haircut is essential. Men should opt for a short and sleek haircut, which gives them a professional look and does not seem as if they have just come back from a modelling shoot. On the other hand, women should get a haircut that they can tie in the form of a simple hairdo, bun or ponytail. Your hair should not be loose and all over the place, rather styled properly. Some More Tips • When picking clothes for office wear, remember to opt for subtle shades. Garish colours and office look do not gel well at all. • Women should not apply heavy make-up while going to office. In fact, the use of make-up, hair spray and perfume should be toned down. • Before leaving for office, check in the mirror to make sure that you are well groomed. Nobody takes a shabbily dressed person seriously. Telephone Etiquette Tips Although telephone has become one of the necessities of everyday life, people often forget about the etiquettes that need to be followed while making and receiving calls. It is very important to take care of the surroundings, while talking on the telephone, 155 |

Chapter 03 – Personality Development because your conversation might be disturbing, or simply annoying, to the people around you. Telephone etiquette tips not only apply to business calls, following it is also vital if you are talking to your close friends or acquaintances. Go through the following lines and check out the telephone etiquette tips given below. Common Phone Etiquettes • Do not talk loudly on the phone, especially when you are in a public place. Your words should be audible only to the person on the phone, and not those around you. • Either switch-off or put your phone on a silent mode, when you are in a cinema hall, library, hospital, religious places or other restricted areas, where phone calls are not allowed. • When you are at a business meeting, it is better to put your phone on silent mode. • If you get a call in a meeting, disconnect the phone and call the person after the meeting is over. If the call is urgent, go outside the room and talk. • When you are at your workplace, it is suggested to receive and make calls only during breaks. If it is an important call, you may either decrease your volume or answer the call after leaving your desk. • Do not play loud ring tones at the work or public places. The ring tone may be your favourite, but its loud sound might annoy others around you. • Talk in a polite, cool and friendly tone, when you are on the phone. • Never interrupt a person when he/she is speaking on the phone. • It is always nice to answer business calls with a greeting. Say "Good Morning/Afternoon/Evening", your name, and then proceed. • While attending a business phone, you should be legible - speak slowly and clearly. Speak with confidence, so that the person on the other side has the feeling that you know what you are doing. • While talking on the phone, make sure that you speak quite clearly. Speaking clearly reduces the need to repeat your words time and again. • Avoid eating chewing gum or munching anything else, when you are talking to a person on the phone. It makes hard for the other party to understand what you are saying. It may also annoy the person, as nobody would like to hear eating noises on the phone. • Wrong numbers should be dealt with decently. People often lose their temper, when they receive wrong calls. In such a situation, you should tell the person on the other side, that he/she has dialled a wrong number, in a pleasant manner. • It is considered impolite to hang up without saying goodbye. Unless the person on the other end is being rude or abusive, it is always right to end the call with a greeting - a simple bye! • Never be rude to a caller, even if he/she uses abusive words. In this case, you 156 |

Chapter 03 – Personality Development should disconnect the call wisely. Say something like, "I am sorry, I have to end up the call now", and then hang up. • Whether he/she is your friend, acquaintance, business partner or workplace colleague, you should consider the time of calling a person. Unless it's very urgent, do not disturb a person when he/she is busy. • You should be considerate enough not to call a person during the peak working hours. • Do not put a caller on hold for a long time. If you have to, be sure to check back within few minutes, as to whether he/she would like to continue to be on hold or not. Dining Etiquettes Indian Table Manners Eating in an Indian society can be a good experience if you know some of its popular table manners, which might appear strange but have their own significance. Like any other country, India also has some do's and don'ts that one should follow while eating in a social group and one insignificant mistake can make you feel embarrassed or label you as unmannerly and discourteous. To avert any such situation, scroll down and find ABC of the eating manners in India. Table Manners & Etiquettes in India • Traditionally, Indian food is served on a rug on the floor and people are supposed to sit in a circle. In case you are using a table, let the eldest person sit first. The host is supposed to sit in a direction from where he can see everyone around him. • When everyone is seated, wait for the food to be served. You should not chatter unnecessarily with the people around you. • Indian tradition does not emphasize on the use of cutlery which are considered to be a part of western culture, such as fork and knife. Indian food such as curries and gravies are enjoyed best when eaten with hands. • Wash hands properly before starting as much of the food is eaten with hands, even if you are using basic cutlery such as spoon and fork. • Wait for the eldest to start first. Even if you are starving don't attack the food. It is considered disrespectful and a bad manner. • You are not expected to use your left hand while eating. Even breads and chapattis are broken into pieces using the right hand alone. But you are supposed to transfer food from the common plate using your clean left hand. • In north India it is not acceptable to stain your hands with gravies or curries, only fingertips are used to pick and gather food. However, in south India, you can take liberty to dip your hand up to your palms. 157 |

Chapter 03 – Personality Development • Don't flood your plate with food. You don't have to taste each and every dish served. Finish your whole food before asking for more. Wasting food is considered disrespect to the host and the food. • Once you have finished your food, don't leave the table until the host asks you to. If you have to leave the table, ask for the permission from the people before leaving. • Don't wash your hands in your plate or on the bay leaf and you are not expected to close the bay leaf - if you are in south India. Use a finger bowl (lemon and water) to wash your greasy hands. • You are expected to say polite terms like 'Please' and 'Thank you' as a courtesy towards your host. Restaurant Etiquette and Manners When the renowned author Evelyn Waugh said that "Manners are especially the need of the plain, the pretty can get away with anything", he must have not had table manners in mind. In today's world, if you're lacking in the basic table etiquettes, you may well be belonging to the Stone Age. Being a fundamental aspect of social life, such manners go a long way in ensuring your success in the outside world. Following proper table manners and etiquettes gives an impression about the sincerity and maturity of a person. And nowhere are manners more important than when you are in public, especially at a restaurant. Let us learn more about restaurant etiquette and manners. Restaurant Table Manners and Tips Don't Talk Loudly You may be a part of a fun group, but when you are sitting in a restaurant, it is advisable not to talk loudly and disturb others. You should also turn off your mobile phones or at least, put it in the silent mode. Respect The Waiter The waiters are doing an important job, serving people like you, so never ever try to demean them. Thank the waiter for bringing the food. This will not only show that you're courteous, but also ensure you better service. Sit Straight Most of the people don't know the right posture of sitting in a public place. Although it may be allowed at home, slouching at the table is a definite sign of ill-manner when you are at a restaurant. 158 |

Chapter 03 – Personality Development Be Patient Don't start gobbling your food even before all the items have arrived. Wait patiently, until everything arrives. Now, unfold the napkin and keep it in your lap. Start serving yourself, taking everything in a small quantity, and pass the food from left to right. Don't Chew With Your Mouth Open Chewing with your mouth open is one of the things that should be avoided even at home, but at the restaurant, it's an offence. Always keep your mouth closed while chewing the food. Nobody wants to see the half-eaten food in your mouth. Don't Talk With Food In Your Mouth If you're in a habit of talking while eating, wait until you finish the bite that is in your mouth. Talking with your mouth full is not only gross, but sometimes also makes the food come out with the words and spread on the person you're talking to. Don't Blow On The Food If the food is hot, don't blow on it, to make it cool down. It is considered bad manners. Rather, in that case, you should wait for a few minutes, to let it cool down, and then only start eating. No Sound While Eating Making sounds while eating the food may seem an extra pleasure to you, but it can very well kill the appetite of the people around you. Remember, you're not a cow and the delicious food is not your cud. Eat in Small Bites & Slowly Always take your food in small bites and chew it slowly. Don't fill your mouth with food and then try to swallow it down, even if you're in a hurry. It's not only considered a bad habit, but is also not good for health. Don't Lick Your Fingers The food may be scrumptious, but you don't need to lick your fingers after you're done eating, to prove that. You may want to show that the food was mouth-watering, but there are other ways of doing it. 159 |



Chapter 03 – Personality Development Don't Burp or Belch Loudly Even the mention of burping or belching is enough for some people to be put off food. If you get the urge to burp, excuse yourself, head for the wash room and only then allow yourself the liberty of doing so. No Toothpick At Table Never use toothpick at a restaurant. If you feel that something is stuck in your mouth, you might as well use floss. It's true that green salad stuck in your teeth is not a good sight, but better head for the loo to get it out, rather than using a toothpick right there. Thank The Chef For His Cooking Before heading out of the restaurant, don't forget to thank the chef for his great food, if you have really enjoyed it. It's only fair that the chef gets his due credit. And by thanking him/her, you will ensure a great service for your next rendezvous too.

3.16.2 Intra-personal communication Intra-personal communication is language use or thought internal to the communicator. Intra-personal communication is the active internal involvement of the individual in symbolic processing of messages. The individual becomes his or her own sender and receiver, providing feedback to him or herself in an ongoing internal process. It can be useful to envision intra-personal communication occurring in the mind of the individual in a model which contains a sender, receiver, and feedback loop. Inter-personal Speaking Verbal communication is an essential part of business and when it is executed correctly, good things happen. Here are a few different ideas and styles to remember when speaking to anyone in a business setting. Because speaking is such an indelible activity, we tend to do it without much thought. But, that casual approach can be a problem in business. Have you ever wished you could make a second, first impression because you said something that was out of character or embarrassing? That comments that you didn't think about before you said, has created an image in someone's mind that cannot be replaced even when you meant something totally different. When it comes to oral communication, your goal should be to take advantage of its positive characteristics while minimizing the 160 |

Chapter 03 – Personality Development dangers. Speaking can be used as a tool to accomplish your objectives. But, first you must break the habit of talking spontaneously without planning what you're going to say or how you're going to say it. You must learn to manage the impression you create by consciously tailoring your remarks and delivery style to suit the situation. Here are some things which will make you an effective communicator:

- Remember to become aware of what you are saying.
- Apply the same process you use in written communication when you are communicating orally.
- Before you speak, think about your purpose, your main idea, and your audience.
- Organize your thoughts in a logical way.
- Decide on a style that suits the occasion and then edit your remarks mentally.
- As you speak, watch the other person to see whether your message is making the desired impression. If not, revise it and try again.
- Remember that various situations call for different speaking styles, just as various writing assignments call for different writing styles.

Hierarchical Communication People communicate in businesses with each other most often by oral communication. This talking takes place between managers, co-workers and subordinates alike. In organizations, communication skill is used to send messages 64% of the time. That is why it is important to understand all the concept of communication. Have you ever noticed how people communicate differently to their bosses than they would communicate to their co-workers? This difference in communication is due to the chain of command. Managers or "bosses" are typically in an influential position over their employees. Managers have authority or the right to give orders and expect the orders to be obeyed. Many employees may feel that any bad attitude or disagreement with their superior may result in a bad relationship with the boss and therefore create a bad work environment or job description. In most cases employees talk to their co-workers in a friendly manner. The overall standard is that workers will speak more freely and openly to their fellow workers than to their superiors. When workers talk to each other and relay information on to other workers it is called the "grapevine". The grapevine is the unofficial way that communication takes place in an organization. It is neither authorized nor supported by the organization. Information is spread by word of mouth and even through electronic means today. The grapevine can be used by an "open" company and it will have accurate information however, in an authoritative culture the rumour mill may 161 |

Chapter 03 – Personality Development not be accurate. Communication from a manager to a subordinate is also different. One reason for this may be because of the arising concern by managers not to offend their workers or say the wrong thing. In today's society, lawsuits run rapid over conversations that some employees may take offense from their bosses. Managers have a responsibility to know and follow guidelines of good business communication etiquette. The last type of difference in communication is between the male and female sexes. It was found that when men talk, they do so to emphasize status and independence. Women are found to talk to create connections and intimacy. Women speak about a problem as a means of promoting closeness and to gain support and connection while men talk to solve a problem or give advice. How to Develop Communication Skills Good communication skills help a great deal in making a person impressive and influential. Though it is a fact that not everyone is a good orator by birth, one can surely develop good communication skills on his/her own. Many people strive a lot to achieve the skills, without knowing whether their efforts will be fruitful or not. If you are also in a similar situation, not able to put across your thoughts effectively, you are probably in need of some grooming. This is where we will help you out! Go through the useful tips given in the lines below and know how to develop good communication skills. Tips for Developing Good Communication Skills Modulate Your Voice You need to modulate your voice, in case it is highly pitched or very sharp. You may practice some yoga exercises the same or sing your favourite songs at an octave lower than the original composition. This technique would help you lower the pitch of your voice. Having a low and soft voice is a prerequisite to developing good communication skills. Do Not Talk Too Fast If you talk too fast, people tend to perceive you as a nervous being, unsure of yourself. Therefore, you need to be slow and steady, while expressing your thoughts to someone. However, being too slow is also not good. Rather, develop a moderate speed for your speech. You can develop this habit by practising at home. For the purpose, read newspapers and check your speed. 162 |

Chapter 03 – Personality Development Use Dynamics Avoid a monotone in your voice. Make it more dynamic and interesting for the listener. Raising and lowering the pitch of your voice, appropriately with the subject on which you are conversing, would definitely impress the people listening to you. Take note of how TV anchors and radio presenters talk on air. Consider how they modulate their voice, as per the given script. Speak Clearly Be clear about what you say. Do not mumble, as it shows a lack of confidence on your part. In this case, correct pronunciation of words is very important. If people ask you to repeat words or say, 'huh', whenever you utter something, probably you are not clear with your speech. Start working upon it right now. Concentrate On Your Pitch Speak in a low volume, when you are in a closed space, and louder than normal, when you are in a crowded place or addressing a large group. For instance, if you are in an auditorium, the volume of your voice should be adjusted in a way that it sounds neither too loud nor too soft to the audience. On the contrary, if you are at a conference, you will have to maintain a very low volume, in order to communicate to others present there. Use Appropriate Words A good speaker never uses abusive words. He/she takes care of the place, situation and people whom he/she is addressing. If you also want to be known as a good orator, take care of what you say. The words that you use can convey many things about your personality. Maintain Eye Contact Maintaining eye contact is essential to becoming a good communicator. Whenever you are talking to a person, make eye contact with him/her. At the same time, be sure not to stare at him/her for longer than normal. Good eye contact would show the real confidence in you. When you are addressing a group of people, try to glance at each person alternatively. Make Use of Gestures Make use of hand gestures, to convey your meaning. This non-verbal communication is essential to be a good communicator. It would help you a great deal in putting 163 |

Chapter 03 – Personality Development across your thoughts in an effective manner. Along with gestures, make use of facial expressions as well. Ensure that the tone of your voice matches every emotion people see on your face. Cross Cultural Communication Cross cultural communication is about dealing with people from other cultures in a way that minimises misunderstandings and maximises your potential to create strong cross cultural relationships. Here are some simple tips to help you improve your cross cultural communication skills: Slow Down Even when English is the common language in a cross cultural situation, this does not mean you should speak at normal speed. Slow down, speak clearly and ensure your pronunciation is intelligible. Separate Questions Try not to ask double questions such as, "Do you want to carry on or shall we stop here?" In a cross cultural situation only the first or second question may have been comprehended. Let your listener answer one question at a time. Avoid Negative Questions Many cross cultural communication misunderstandings have been caused by the use of negative questions and answers. In English we answer 'yes' if the answer is affirmative and 'no' if it is negative. In other cultures a 'yes' or 'no' may only be indicating whether the questioner is right or wrong. For example, the response to "Are you not coming?" may be 'yes', meaning 'Yes, I am not coming.' Take Turns Cross cultural communication is enhanced through taking turns to talk, making a point and then listening to the response. Write it Down If you are unsure whether something has been understood write it down and check. This can be useful when using large figures. For example, a billion in the USA is 1,000,000,000,000 while in the UK it is 1,000,000,000. 164 |

Chapter 03 – Personality Development Be Supportive Effective cross cultural communication is in essence about being comfortable. Giving encouragement to those with weak English gives them confidence, support and a trust in you. Check Meanings When communicating across cultures never assume the other party has understood. Be an active listener. Summarise what has been said in order to verify it. This is a very effective way of ensuring accurate cross cultural communication has taken place. Avoid Slang Even the most well educated foreigner will not have a complete knowledge of slang, idioms and sayings. The danger is that the words will be understood but the meaning missed. Watch the humour In many cultures business is taken very seriously. Professionalism and protocol are constantly observed. Many cultures will not appreciate the use of humour and jokes in the business context. When using humour think whether it will be understood in the other culture. For example, British sarcasm usually has a negative effect abroad. Maintain Etiquette Many cultures have certain etiquette when communicating. It is always a good idea to undertake some cross cultural awareness training or at least do some research on the target culture. Summary Personality is the sum total of ways in which an individual reacts and interacts with others. Personalities is the sum total of individual's psychological traits, characteristics, motives, habits, attitudes, beliefs and outlooks. Heredity, environment and situation are three personality determinants. Through self-awareness one "develops the ability to know how you are feeling and why, and the impact your feelings have on your behaviour. But it involves a capacity to monitor and control those strong but subliminal biases that all of us harbour and 165 |

Chapter 03 – Personality Development that skew our decision making." Our Conscious Mind is like a watch man. And the Subconscious Mind is a store of all the previously programmed or conditioned information / knowledge / believes. Now programming personality means putting positive believes / information into the store without the knowledge of the watchman (conscious mind). Ideas rule the world and thoughts rule your life. Whatever you think, that you become. If you think yourselves weak, weak you will be; if you think yourselves strong, strong you will be. The remedy of weakness is not brooding over weakness, but thinking of strength. It is your idea which moulds your destiny. Self motivation is the ability to motivate yourself, to find a reason and the necessary strength to do something, without the need of being influenced to do so by another person. Working in a careful and consistent manner without giving up. An attitude can be defined as a persistent tendency to feel and behave in a particular way toward some object. Assertiveness is a trait taught by many personal development experts and psychotherapists. It is linked to self-esteem and considered an important communication skill. An assertive style of behaviour is to interact with people while standing up for your rights. Being assertive is to one's benefit most of the time but it does not mean that one always gets what he/she wants. The result of being assertive is that 1) you feel good about yourself 2) other people know how to deal with you and there is nothing vague about dealing with you. Time management is commonly defined as the various means by which people effectively use their time and other closely related resources in order to make the most out of it. Stress is a part of day-to-day living. It is a common human phenomenon and part of life. You may experience stress meeting academic demands, adjusting to a new living environment, or developing friendships. The stress you experience is not necessarily harmful. Mild forms of stress can act as a motivator and energiser. However, if your stress level is too high, medical and social problems can result. Just as communication is vital to our existence in civilized society, it is essential to the functioning of the organizations our society has produced. In fact, we could go so far as to say that organizations exist through communication; without communication, there would be no organizations. Group discussion is an integral part of the selection procedure followed by many 166 |

Chapter 03 – Personality Development companies. Group Discussion is generally a formal discussion session where ten to twelve candidates participate to discuss on a given topic. Personal interviews are an important part of selection process at various jobs as well as for admissions to professional institutes. At a job interview, the interviewer meets with the candidate to assess their capabilities, skills and level of experience. During the personal interview the candidates are evaluated on the basis on their confidence level, ability to act under pressure and their understanding of the subject that they have learnt. Negotiation is a process of bargaining in which two parties, each of whom have something that the other wants, try to reach an agreement, on mutually accepted terms. The Zero Hour Q: Name the three personality determinants. A: Heredity, environment and situation are the three personality determinants. Q: How can we enhance self-awareness? A: There are many ways to enhance our self-awareness. Some of these include analysing our own experiences, looking at ourselves through the eyes of others, self-disclosure, acquiring diverse experiences and increasing our emotional intelligence. Q: What is domino-effect? A: Direct exposure to good personalities or environment. Q: What should we do with the ideas to achieve results? A: To achieve results the ideas should be translated into action by systematic, sustained and dedicated effort. Without effort, our ideas will gather dust, get rusted and go to waste. Q: What is self-motivation? A: Self-motivation is the force that keeps pushing us to go on - it's our internal drive to achieve, produce, develop, and keep moving forward. When you think you're ready to quit something, or you just don't know how to start, your self- motivation is what pushes you to go on. Q: What are the three basic components an attitude can be broken into? A: Attitudes can be broken down into 3 basic components: Emotional, informational and behavioural. 167 |

Chapter 03 – Personality Development Q: What is Assertiveness? A: Assertiveness is the ability to express yourself and your rights without violating the rights of others. Q: What are the benefits of time management? A: Reduce frustration and anxiety, get a sense of achievement and piece of mind, open yourself to more satisfaction, increase your energy level and get more of quality time. Q: When does stress occurs? A: Stress occurs when the pressure is greater than the resource (i.e.,  $S = P < R$ ). Q: What are the three common causes of stress at work? A: Job demands, job security and relation with your supervisor and co-workers are the three common causes of stress at work. Q: What are the elements of communication? A: Message, sender, encoding, channel, receiver, decoding, acting and feedback are the elements of communication. Q: What are the seven Cs of communication? A: Candidness, Clarity, Completeness, Conciseness, Concreteness, Correctness and Courtesy. Q: What are the three major elements of a presentation? A: Presenter, Audience and Specific content with a definite objective to be achieved. 168 |

## Hit and source - focused comparison, Side by Side

**Submitted text**

As student entered the text in the submitted document.

**Matching text**

As the text appears in the source.

1/20	SUBMITTED TEXT	24 WORDS	94% MATCHING TEXT	24 WORDS
	Affirmative sentence means the sentence which are used to describe any general action, event, speech or expression. Examples: Every student is present today. He was always punctual.		Affirmative sentence means the which are used to describe any general action, event, speech, or expression. Examples:- Every student is present today. He was always punctual. 2.	
	<div>W</div> <a href="http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1">http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1</a>			

2/20	SUBMITTED TEXT	8 WORDS	100% MATCHING TEXT	8 WORDS
	Sr. No. Affirmative Sentence structure Negative Sentence structure Rule Example 31		Sr.no Affirmative Sentence structure Negative Sentence structure Rule Example 1	
	<div>W</div> <a href="http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1">http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1</a>			

Negative Sentence Transformation Rules 1 Subject +always + verb + ext. OR Subject + auxiliary verb + always + verb/ adjective/ adverb + ext. Subject + never opposite verb + ext. OR Subject + auxiliary verb + never + opposite verb/ adjective/ adverb + ext. If there is 'always' in an affirmative sentence, 'never' will be used for ever/always in negative sentence and verb /adjective/adverb will be opposite meaning. Affirmative: He was always punctual. Negative: He was never late. 2 Subject + verb + too + adjective + to + verb + ext. Subject + verb + so + adjective + that + subject + can/ could + not + verb + ext. If there is present tense before too, 'can' will be used after that and if there is past tense before too, 'could' will be used after that. Again when there is for + noun/ pronoun after too+ adjective, the noun/ pronoun after for will be the subject after that. Affirmative: He is too weak to walk. Negative: He is so weak that he cannot walk. 3 Subject + verb + as + adjective + as + noun/ pronoun. Subject + auxiliary verb + not + verb + less + adjective + than + noun/ pronoun. In negative sentence 'as-as' is replaced by 'not less-than'. Affirmative: He is as wise as his brother. Negative: He is not less wise than his brother. 4 Subject + auxiliary verb + verb/ adjective/ adverb + ext. Subject + auxiliary verb + not + opposite verb / adjective / adverb + ext. In order to change an affirmative sentence having an auxiliary verb with a verb/ adjective/ adverb into a negative sentence, we should add 'not' after the auxiliary verb and use the opposite meaning of verb/ adjective/ adverb in negative sentence. Affirmative: I shall remember you. Negative: I shall not forget you. 5 Subject + verb + ext. Subject + auxiliary verb to do + not + opposite verb + ext. If there is no auxiliary verb in an affirmative sentence, to do verb will be used as auxiliary verb to make it a negative sentence. After to do verb not will be added and the opposite meaning of verb will used there. This to do verb will be according to the tense of the verb of affirmative sentence. Affirmative: She remembered me. Negative: She did not forget me 32 |

Negative Sentence structure Rule Example 1 Subject +always + verb + ext. OR Subject + auxiliary verb + always + verb/ adjective/ adverb + ext. Subject + never opposite verb + ext. OR Subject + auxiliary verb + never + opposite verb/ adjective/ adverb + ext. If there is always in an affirmative sentence, never will be used for ever/always in negative sentence and verb /adjective/adverb will be opposite meaning. Affirmative:- He was always punctual. Negative:- He was never late. 2 Subject + verb + too + adjective + to + verb + ext. Subject + verb + so + adjective + that + subject + can/ could + not + verb + ext. If there is present tense before too, 'can' will be used after that and if there is past tense before too, 'could' will be used after that. Again when there is for + noun/ pronoun after too+ adjective, the noun/ pronoun after for will be the subject after that. Affirmative:-He is too weak to walk. Negative:- He is so weak that he cannot walk. 3 Subject + verb + as + adjective + as + noun/ pronoun. Subject + auxiliary verb + not + verb + less + adjective + than + noun/ pronoun. In negative sentence as -as is replaced by not less-than. Affirmative:-He is as wise as his brother. Negative:- He is not less wise than his brother. 4 Subject + auxiliary verb + verb/ adjective/ adverb + ext. Subject + auxiliary verb + not + opposite verb / adjective / adverb + ext. In order to change an affirmative sentence having an auxiliary verb with a verb/ adjective/ adverb into a negative sentence, we should add not after the auxiliary verb and use the opposite meaning of verb/ adjective/ adverb in negative sentence. Affirmative:- I shall remember you. Negative:-I shall not forget you. 5 Subject + verb + ext. Subject + auxiliary verb to do + not + opposite verb + ext. If there is no auxiliary verb in an affirmative sentence, to do verb will be used as auxiliary verb to make it a negative sentence. After to do verb not will be added and the opposite meaning of verb will used there. This to do verb will be according to the tense of the verb of affirmative sentence. Affirmative:-She remembered me. Negative:- She did not forget me 6

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Subject + must + verb + ext. Subject + cannot but + verb + ext. Subject + cannot help + verb-ing + ext For making a negative sentence from an affirmative sentence having must, we have to use cannot but/cannot help for must. In this case, basic form of verb will be used after cannot but and present participle (verb-ing) will be used after cannot help. Affirmative: We must read attentively. Negative: We cannot but read attentively. We cannot help reading attentively. 7 Every + noun/ body/ one + verb + ext. There is no + noun/ body/ one + but + verb + ext To change an affirmative sentence having every + noun/ body/ one into a negative sentence, we can use there is no for every, then we have to put the word after every and next we should use but before verb+ ext. Affirmative: Everybody hates a liar. Negative: There is no body but hates a liar. 8 As soon as + subject + verb (past), subject + verb(past) + ext. No sooner had + subject + verb(past participle) + than + subject + verb(past) + ext. To change an affirmative sentence having as soon as with two clauses, no sooner had will be used for as soon as in negative sentence; than must be used between the two clauses. Affirmative: As soon as he came, the rain started. Negative: No sooner had he come than the rain started. 9 Only + subject + verb + ext. None but + subject + verb + ext. Here only is used before a person, but alone is used after the person, word and auxiliary verb. For changing an affirmative sentence into a negative sentence where only is before a person or alone is after the person and auxiliary verb, we have to start the negative sentence with none but for only/alone. Affirmative: Only God can help us. Negative: None but God can help us. 10 Subject + auxiliary verb + alone + ext. None but + subject + auxiliary verb + ext. It will be applied when the subjective word is a person word i.e., he/ she/ I/ you/ they/ we/ any proper noun. Affirmative: He was alone alive in the house. Negative: None but he was alive in the house. 33 |

Subject + must + verb + ext. Subject + cannot but + verb + ext. Subject + cannot help + verb-ing + ext For making a negative sentence from an affirmative sentence having must, we have to use cannot but/cannot help for must. In this case, basic form of verb will be used after cannot but and present participle (verb-ing) will be used after cannot help. Affirmative:- We must read attentively. Negative:- We cannot but read attentively. We cannot help reading attentively. 7 Every + noun/ body/ one + verb + ext. There is no + noun/ body/ one + but + verb + ext To change an affirmative sentence having every + noun/ body/ one into a negative sentence, we can use there is no for every, then we have to put the word after every and next we should use but before verb+ ext. Affirmative:-Everybody hates a liar. Negative:-There is no body but hates a liar. 8 As soon as + subject + verb (past), subject + verb(past) + ext. No sooner had + subject + verb(past participle) + than + subject + verb(past) + ext. To change an affirmative sentence having as soon as with two clauses, no sooner had will be used for as soon as in negative sentence. than must be used between the two clauses. Affirmative:-As soon as he came, the rain started. Negative:- No sooner had he come than the rain started. 9 Only + subject + verb + ext. None but + subject + verb + ext. Here only is used before a person, but alone is used after the person word and auxiliary verb. For changing an affirmative sentence into a negative sentence where only is before a person or alone is after the person and auxiliary verb, we have to start the negative sentence with none but for only/alone. Affirmative:- Only Allah can help us. Negative:- None but Allah can help us. 10 Subject + auxiliary verb + alone + ext. None but + subject + auxiliary verb + ext. It will be applied when the subjective word is a person word i.e he/ she/ I/ you/ they/ we/ any proper noun. Affirmative:- He was alone alive in the house. Negative:- None but he was alive in the house. 11

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<b>5/20</b>	<b>SUBMITTED TEXT</b>	116 WORDS	<b>97% MATCHING TEXT</b>	116 WORDS
<p>Only + subject + verb + ext. OR Subject + verb + only + object + ext. Nothing but + subject + verb + ext. OR Subject + verb + nothing but + object + ext. When only is used before an object/thing, nothing but will be put there to make a negative sentence from an affirmative sentence . nothing but is used in negative sentence for only when there is an object/thing after only in affirmative sentence. Affirmative: Only the monsoon causes rain in our country. Negative: Nothing but the monsoon causes rain in our country. 12 Subject + verb + only + number/age + ext. Subject + verb + not more / less than + number/age + ext. When only is used before number/age, not more / less than will be used in negative sentence for only in affirmative sentence. Affirmative: I am only 20. Negative: I am not more/less than 20. Assertive (or Declarative) to Interrogative Sentence Transformation Rules</p>		<p>Only + subject + verb + ext. OR Subject + verb + only + object + ext. Nothing but + subject + verb + ext. OR Subject + verb + nothing but + object + ext. when only is used before an object/thing, nothing but will be put there to make a negative sentence from an affirmative sentence . nothing but is used in negative sentence for only when there is an object/thing after only in affirmative sentence. Affirmative:- Only the monsoon causes rain in our country. Negative:- Nothing but the monsoon causes rain in our country. 12 Subject + verb + only + number/age + ext. Subject + verb + not more / less than + number/age + ext. when only is used before number/age ,not more / less than will be used in negative sentence for only in affirmative sentence. Affirmative:- I am only 20. Negative:- I am not more/less than 20. Assertive to Interrogative Sentence Transformation Rules</p>		
<p><b>W</b> <a href="http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1">http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1</a></p>				

<b>6/20</b>	<b>SUBMITTED TEXT</b>	63 WORDS	<b>100% MATCHING TEXT</b>	63 WORDS
<p>Assertive (or Declarative) Sentence – A sentence that makes a statement or assertion is called an assertive or declarative sentence. Assertive sentence ends with a period. Examples: He goes to school. He likes to play chess. They are singing a song. Interrogative Sentence – A sentence that asks a question is called an interrogative sentence. Interrogative sentence ends with question mark. Examples: Where are you going? Do you use your laptop?</p>		<p>Assertive or Declarative Sentence A sentence that makes a statement or assertion is called an assertive or declarative sentence. Assertive sentence ends with a period. Examples He goes to school He likes to play chess. They are singing a song. 3. Interrogative Sentence A sentence that asks a question is called an interrogative sentence. Interrogative sentence ends with question mark. Examples. Where are you going? Do you use your laptop? 4.</p>		
<p><b>W</b> <a href="http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1">http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1</a></p>				

<b>7/20</b>	<b>SUBMITTED TEXT</b>	75 WORDS	<b>100% MATCHING TEXT</b>	75 WORDS
<p>Sr. No. Assertive Sentence structure Interrogative Sentence structure Rule Example 1 Subject + auxiliary verb + ext. auxiliary verb + n't + subject + ext.? If there is an auxiliary verb in the assertive sentence, n't added with the auxiliary verb and be placed before the subject in the interrogative sentence Assertive: We shall play. Interrogative: Shan't we play? 2 Subject + auxiliary verb + not + ext. auxiliary verb + subject + ext? If the assertive sentence is a negative sentence, the negative word will be deleted in interrogative sentence and then it will be started with only auxiliary verb. Assertive: We can not study attentively. Interrogative: Can't we study attentively? 34  </p>		<p>Sr.no Assertive Sentence structure Interrogative Sentence structure Rule Example 1 Subject + auxiliary verb + ext. auxiliary verb + n't + subject + ext.? If there is an auxiliary verb in the assertive sentence, n't added with the auxiliary verb and be placed before the subject in the interrogative sentence Assertive:- We shall play. Interrogative:-Shan't we play? 2 Subject + auxiliary verb + not + ext. auxiliary verb + subject + ext? If the assertive sentence is a negative sentence, the negative word will be deleted in interrogative sentence and then it will be started with only auxiliary verb. Assertive:- We can not study attentively. Interrogative:-Can't we study attentively? 3</p>		
<p><b>W</b> <a href="http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1">http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1</a></p>				

8/20

SUBMITTED TEXT

233 WORDS

99% MATCHING TEXT

233 WORDS

Subject + verb + ext. to do + n't + subject + verb + ext.? If there is no auxiliary verb in the assertive sentence/affirmative sentence, to make it an interrogative sentence to do verb will be used as an auxiliary verb there and n't will have to add after the to do verb and to do with n't will be placed before the subject in the interrogative sentence. Assertive: He reads a book.

Interrogative: Doesn't he read a book? 4 Subject + never + verb + ext. to do verb + subject + ever + verb + ext.? If there is 'never' used in the assertive sentence, to make an interrogative sentence to do verb will be used as Question word and 'never' is replaced by 'ever'. Assertive: I never drink tea. Interrogative: Do I ever drink tea? 5 subject + auxiliary verb + verb + nothing + ext. auxiliary verb + subject + verb + anything + ext.? If there is 'nothing' used in the assertive sentence, to make it interrogative sentence, sentence starts with auxiliary verb and 'nothing' is replaced by 'anything' Assertive: There was nothing to do. Interrogative: Was there anything to do? 6 everybody/ all/everyone + verb + ext. Who + to do verb + n't + verb + ext.? If there is everybody/all/everyone used in the assertive sentence, to make it interrogative sentence, everybody/all/every one is replaced by 'who + to do verb' and n't will have to add after the to do verb. Assertive: Everybody hates a liar. Interrogative: Who doesn't hate a liar? 7 Nobody + auxiliary verb + verb + ext. Who + auxiliary verb + verb + ext.? auxiliary verb + anybody + verb + ext.? If there is 'Nobody' used in the assertive sentence, to make it interrogative sentence, 'Nobody' is replaced by 'Who' If there is 'Nobody' used in the assertive sentence, to make it interrogative sentence, sentence starts with auxiliary verb and 'nobody' is replaced by 'anybody' Assertive: Nobody can hit accurately. Interrogative: Who can hit accurately? Can anybody hit accurately? 35 |

Subject + verb + ext. to do + n't + subject + verb + ext.? if there is no auxiliary verb in the assertive sentence/affirmative sentence, to make it an interrogative sentence to do verb will be used as an auxiliary verb there and n't will have to add after the to do verb and to do with n't will be placed before the subject in the interrogative sentence. Assertive:- He reads a book.

Interrogative:-Doesn't he read a book? 4 Subject + never + verb + ext. to do verb + subject + ever + verb + ext.? If there is 'never' used in the assertive sentence, to make an interrogative sentence to do verb will be used as Question word and 'never' is replaced by 'ever'. Assertive:- I never drink tea. Interrogative:-Do I ever drink tea? 5 subject + auxiliary verb + verb + nothing + ext. auxiliary verb + subject + verb + anything + ext.? If there is 'nothing' used in the assertive sentence, to make it interrogative sentence, sentence starts with auxiliary verb and 'nothing' is replaced by 'anything' Assertive:- There was nothing to do. Interrogative:-Was there anything to do? 6 everybody/ all/everyone + verb + ext. Who + to do verb + n't + verb + ext.? If there is everybody/all/everyone used in the assertive sentence, to make it interrogative sentence, everybody/all/ everyone is replaced by 'who + to do verb' and n't will have to add after the to do verb. Assertive:- Everybody hates a liar. Interrogative:-Who doesn't hate a liar? 7 Nobody + auxiliary verb + verb + ext. Who + auxiliary verb + verb + ext.? auxiliary verb + anybody + verb + ext.? If there is 'Nobody' used in the assertive sentence, to make it interrogative sentence, 'Nobody' is replaced by 'Who' If there is 'Nobody' used in the assertive sentence, to make it interrogative sentence, sentence starts with auxiliary verb and 'nobody' is replaced by 'anybody' Assertive:- Nobody can hit accurately. Interrogative:-Who can hit accurately? Can anybody hit accurately? 8

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9/20

SUBMITTED TEXT

63 WORDS

100% MATCHING TEXT

63 WORDS

none/no one + auxiliary verb + verb + ext. who + auxiliary verb + verb + ext.? auxiliary verb + anyone + ext.? If there is 'none/no one' used in the assertive sentence, to make it interrogative sentence, 'none/ no one' is replaced by 'who'. If there is 'none/no one' used in the assertive sentence, to make it interrogative sentence, sentence starts with auxiliary verb and 'none/no one' is replaced by 'anyone' Assertive: None/No one can do this. Interrogative: Who can do this? Can any one do this? Assertive to Imperative Sentence Transformation Rules

none/no one + auxiliary verb + verb + ext. who + auxiliary verb + verb + ext.? auxiliary verb + anyone + ext.? If there is 'none/no' one used in the assertive sentence, to make it interrogative sentence, 'none/ no one' is replaced by 'who'. If there is 'none/no' one used in the assertive sentence, to make it interrogative sentence, sentence starts with auxiliary verb and 'none/no' one is replaced by 'anyone' Assertive:- None/No one can do this. Interrogative:-Who can do this? Can any one do this? Assertive to Imperative Sentence Transformation Rules

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10/20	SUBMITTED TEXT	25 WORDS	100% MATCHING TEXT	25 WORDS
<p>Imperative Sentence – A sentence that expresses a request, command or advice is called an imperative sentence. Examples: Open the door. (an order) Please help me. (a request)</p>		<p>Imperative Sentence, A sentence that expresses a request, command or advice is called an imperative, sentence., Examples, Open the door. (an order), Please help me. (a request), 6.</p>		
<p><b>W</b> <a href="https://www.teachmint.com/tfile/studymaterial/class-10th/english/flgrammarnotes/91c7709a-cf30-4b5 ...">https://www.teachmint.com/tfile/studymaterial/class-10th/english/flgrammarnotes/91c7709a-cf30-4b5 ...</a></p>				

11/20	SUBMITTED TEXT	113 WORDS	99% MATCHING TEXT	113 WORDS
<p>Sr. No. Assertive Sentence structure Imperative Sentence structure Rule Example 1 You + auxiliary verb + verb + ext. Verb + ext. If the assertive sentence consist auxiliary verb and no negative word then to make it imperative remove subject and auxiliary verb from sentence Assertive: You should do the sum. Imperative: Do the sum. 2 you +auxiliary verb + not + verb + ext. Do + not + verb + ext. If the assertive sentence consist auxiliary verb and negative word 'not' then to make it imperative remove subject and auxiliary verb from sentence and start sentence with 'Do not' Assertive: You should not waste your time. Imperative: Do not waste your time. 3 you + should + never + verb + ext. Never + verb + ext. If the assertive sentence consist auxiliary verb 'should' and negative word 'never' then to make it imperative remove subject and auxiliary verb from sentence and start sentence with 'Never' Assertive: You should never tell a lie. Imperative: Never tell a lie. 36  </p>		<p>Sr.no Assertive Sentence structure Imperative Sentence structure Rule Example 1 You + auxiliary verb + verb + ext. Verb + ext. If the assertive sentence consist auxiliary verb and no negative word then to make it imperative remove subject and auxiliary verb from sentence Assertive:- You should do the sum. Imperative:-Do the sum. 2 you +auxiliary verb + not + verb + ext. Do + not + verb + ext. If the assertive sentence consist auxiliary verb and negative word 'not' then to make it imperative remove subject and auxiliary verb from sentence and start sentence with 'Do Not' Assertive:-You do not waste your time. Imperative:-Do not waste your time. 3 you + should + never + verb + ext. Never + verb + ext. If the assertive sentence consist auxiliary verb 'should' and negative word 'never' then to make it imperative remove subject and auxiliary verb from sentence and start sentence with 'Never' Assertive:-You should never tell a lie. Imperative:-Never tell a lie. 4</p>		
<div>W</div> <a href="http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1">http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1</a>				

<b>12/20</b>	<b>SUBMITTED TEXT</b>	140 WORDS	<b>99% MATCHING TEXT</b>	140 WORDS
	<p>We/He/She/Noun + verb + ext. Let + me/ us/ him/ her/ them/ noun + verb + ext. If the assertive sentence consist of subject other then 'you' and no auxiliary verb then to make it imperative use object form of pronoun. If subject is pronoun than start sentence with 'Let' Assertive: She sings a song. Imperative: Let her sing a song. 5</p> <p>I/we/he/she/they/ + auxiliary verb + not + verb + ext. Let me/ us/ him/ her/ them + not + verb + ext. If the assertive sentence consist of pronoun as subject other then 'you' and auxiliary verb and also negative word 'not' then to make it imperative use object form of pronoun and start sentence with 'Let' and place 'not' after subject. Assertive: We do not do it. Imperative: Let us not do it 6</p> <p>Noun + auxiliary verb + not + verb + ext. Let not + noun + verb + ext. If the assertive sentence consist of noun as subject and auxiliary verb and also negative word 'not' then to make it imperative start sentence with 'Let not'. Assertive: John does not go there. Imperative: Let not John go there. Assertive to Exclamatory Sentence Transformation Rules</p>			
	<p>We/He/She/Noun + verb + ext. Let + me/ us/ him/ her/ them/ noun + verb + ext. If the assertive sentence consist of subject other then 'you' and no auxiliary verb then to make it imperative use object form of pronoun if subject is pronoun and start sentence with 'Let' Assertive:-She sings a song. Imperative:-Let her sing a song. 5</p> <p>I/we/he/she/they/ + auxiliary verb + not + verb + ext. Let me/ us/ him/ her/ them + not + verb + ext. If the assertive sentence consist of pronoun as subject other then 'you' and auxiliary verb and also negative word 'not' then to make it imperative use object form of pronoun and start sentence with 'Let' and place 'not' after subject. Assertive:-We do not do it. Imperative:-Let us not do it 6</p> <p>Noun + auxiliary verb + not + verb + ext. Let not + noun + verb + ext. If the assertive sentence consist of noun as subject and auxiliary verb and also negative word 'not' then to make it imperative start sentence with 'Let not'. Assertive:-John does not go there. Imperative:- Let not John go there. Assertive to Exclamatory Sentence Transformation Rules</p>			
	<p><b>W</b> <a href="http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1">http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1</a></p>			

<b>13/20</b>	<b>SUBMITTED TEXT</b>	59 WORDS	<b>90% MATCHING TEXT</b>	59 WORDS
	<p>Exclamatory Sentence – A sentence that expresses strong feelings or emotions is called an exclamatory sentence. These sentences express surprise, joy, sorrow, appreciation, love excitement, frustration, anger etc. An exclamatory sentence ends with exclamation mark. Examples: What a beautiful flower it is! How nicely she is singing! That is fantastic! Hurrah! We won the match! Sr. No. Assertive Sentence structure Exclamatory Sentence structure Rule Example 1 Subject + verb +</p>			
	<p>Exclamatory Sentence A sentence that expresses strong feelings or emotions is called an exclamatory sentence. These sentences express surprise, joy, sorrow, appreciation, love excitement, frustration, anger etc. An exclamatory sentence ends with exclamation mark. Examples What a beautiful flower it is! How nicely she is singing! That is fantastic! Hurrah! We won the match! Affirmative to Negative Sentence Transformation Rules Sr.no Affirmative Sentence structure Negative Sentence structure Rule Example 1 Subject +always + verb +</p>			
	<p><b>W</b> <a href="http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1">http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1</a></p>			

<b>14/20</b>	<b>SUBMITTED TEXT</b>	41 WORDS	<b>98% MATCHING TEXT</b>	41 WORDS
	<p>a + very + adjective/ adverb + ext. What + a/ an + adjective/ adverb + ext. + subject + verb! In exclamatory sentence, 'very' is replaced by 'what +a/an' and these are used after verb and before adjective/ adverb. Assertive: It is a very nice story. Exclamatory: What a nice story it is! 37</p>			
	<p>a + very + adjective/ adverb + ext. What + a/ an + adjective/ adverb + ext. + subject + verb! in exclamatory sentence, very is replaced by what +a/an and these are used after verb and before adjective/ adverb. Assertive:- It is a very nice story. Exclamatory:-What a nice story it is! 2</p>			
	<p><b>W</b> <a href="http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1">http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1</a></p>			

15/20	SUBMITTED TEXT	13 WORDS	84% MATCHING TEXT	13 WORDS
Forms of "be" be, am, is, are, was, were, been, being Forms of "				
SA Revised EPC_Resource Book.pdf (D106092916)				

16/20	SUBMITTED TEXT	236 WORDS	99% MATCHING TEXT	236 WORDS
<p>Subject + verb + very + adjective/ adverb + ext. How + adjective/ adverb + ext. + subject + verb! In exclamatory sentence , 'very' is replaced by 'how' and it is used after verb. Assertive: The scenery looks very nice. Exclamatory: How nice the scenery looks! 3 Subject + wish + subject + verb + ext. If + subject + verb + ext.! For 'subject + wish', 'if' is used in exclamatory sentence. Assertive: I wish I had the wings of a bird. Exclamatory: If I had the wings of a bird! 4 Subject + wish + subject + could + verb + ext. Would that + subject + could + verb + ext! For 'subject + wish + could', 'if /would that' is used in exclamatory sentence Assertive: We wish we could shift there. Exclamatory: Would that we could shift there! Exclamatory to Assertive Sentence Transformation Rules Sr. No. Exclamatory Sentence structure Assertive Sentence structure Rule Example 1 what + a/an + adjective/ adverb + subject + verb! Subject + verb + a + very + adjective/ adverb. In assertive sentence, 'what +a/an' is replaced by 'a very' and these are used after verb and before adjective/ adverb. Exclamatory: What a nice baby you are! Assertive: You are a very nice baby. 2 How + adjective/ adverb + subject + verb! Subject + verb + very + adjective/ adverb. In assertive sentence, 'how' is replaced by 'very' and it is used after verb. Exclamatory: How beautifully you sing! Assertive: You sing very beautifully. 3 Hurrah! Subject + verb + ext. It is a matter of joy that + subject + verb + ext. 'Hurrah' is replaced by 'it is a matter of joy' Exclamatory: Hurrah! we have won. Assertive: It is a matter of joy that we have won. 4 Alas! Subject + verb + ext. It is a matter of sorrow that + subject + verb + ext. 'Alas' is replaced by 'it is a matter of sorrow'. Exclamatory: Alas! I am undone. Assertive: It is a matter of sorrow that I am undone. 38  </p> <p>Subject + verb + very + adjective/ adverb + ext. how + adjective/ adverb + ext. + subject + verb! in exclamatory sentence , very is replaced by how and it is used after verb. Assertive: -The scenery looks very nice. Exclamatory: -How nice the scenery looks! 3 Subject + wish + subject + verb + ext. If + subject + verb + ext.! For subject + wish, if is used in exclamatory sentence. Assertive: -I wish I had the wings of a bird. Exclamatory: -If I had the wings of a bird! 4 Subject + wish + subject + could + verb + ext. would that + subject + could + verb + ext! For subject + wish + could, if /would that is used in exclamatory sentence Assertive: -We wish we could shift there. Exclamatory: -Would that we could shift there! Exclamatory to Assertive Sentence Transformation Rules Sr.no Exclamatory Sentence structure Assertive Sentence structure Rule Example 1 what + a/an + adjective/ adverb + subject + verb! Subject + verb + a + very + adjective/ adverb. in assertive sentence, what +a/an is replaced by a very and these are used after verb and before adjective/ adverb. Exclamatory: - What a nice baby you are! Assertive: - You are a very nice baby. 2 How + adjective/ adverb + subject + verb! Subject + verb + very + adjective/ adverb. in assertive sentence ,how is replaced by very and it is used after verb. Exclamatory: -How beautifully you sings! Assertive: -You sings very beautifully. 3 Hurrah! Subject + verb + ext. It is a matter of joy that + subject + verb + ext. Hurrah is replaced by it is a matter of joy Exclamatory: - Hurrah! we have won. Assertive: - It is a matter of joy that we have won. 4 Alas! Subject + verb + ext. It is a matter of sorrow that + subject + verb + ext. Alas is replaced by it is a matter of sorrow. Exclamatory: - Alas! I am undone. Assertive: -It is a matter of sorrow that I am undone. 5</p>				
W <a href="http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1">http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1</a>				

<b>17/20</b>	<b>SUBMITTED TEXT</b>	91 WORDS	<b>100% MATCHING TEXT</b>	91 WORDS
	<p>If + subject + were/verb(past) + ext.! Subject + wish + subject + were/ verb(past) + ext. For 'If were/verb(past)' , 'subject + wish + were/verb(past)' is used in assertive sentence. Exclamatory: If I sang a song! Assertive: I wish I sang a song. 6 Were/Had + subject + ext.! Subject + wish + subject + were/had + ext. For 'Were/ Had' , 'subject + wish + were/had' is used in assertive sentence. Exclamatory: Were I a child again! Assertive: I wish I were a child again. 7 Would that + subject + could + verb + ext.! Subject + wish + subject + could + verb + ext. For 'if /would + that subject' , 'wish' is used in assertive sentence. Exclamatory: Would that we could play cricket! Assertive: We wish we could play cricket. 1.8</p> <p>If + subject + were/verb(past) + ext.! Subject + wish + subject + were/ verb(past) + ext. For 'If were/verb(past)' , subject + wish + were/verb(past) is used in assertive sentence. Exclamatory: -If I sang a song! Assertive: -I wish I sang a song. 6 Were/Had + subject + ext.! Subject + wish + subject + were/had + ext. For 'Were/ Had' , subject + wish + were/had is used in assertive sentence. Exclamatory: -Were I a child again! Assertive: -I wish I were a child again. 7 Would that + subject + could + verb + ext.! Subject + wish + subject + could + verb + ext. For if /would that subject + wish is used in assertive sentence. Exclamatory: -Would that we could play cricket! Assertive: -We wish we could play cricket.</p> <p><b>W</b> <a href="http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1">http://www.olabs.edu.in/?sub=84&amp;brch=27&amp;sim=221&amp;cnt=1</a></p>			
<b>18/20</b>	<b>SUBMITTED TEXT</b>	15 WORDS	<b>100% MATCHING TEXT</b>	15 WORDS
	<p>hate to waste a drop of gas, for it is very expensive these days. •</p> <p><b>SA</b> NATIONAL BOOK 2016.pdf (D42106261)</p>			
<b>19/20</b>	<b>SUBMITTED TEXT</b>	20 WORDS	<b>65% MATCHING TEXT</b>	20 WORDS
	<p>imperative sentence A sentence which expresses command, request, advice or suggestion is called imperative sentence. Examples: • Open the door. • Please help me. •</p> <p>Imperative Sentence, A sentence that expresses a request, command or advice is called an imperative, sentence., Examples, Open the door. (an order), Please help me. (</p> <p><b>W</b> <a href="https://www.teachmint.com/tfile/studymaterial/class-10th/english/flgrammarnotes/91c7709a-cf30-4b5...">https://www.teachmint.com/tfile/studymaterial/class-10th/english/flgrammarnotes/91c7709a-cf30-4b5...</a></p>			
<b>20/20</b>	<b>SUBMITTED TEXT</b>	18 WORDS	<b>55% MATCHING TEXT</b>	18 WORDS
	<p>said that he had made a table. • She said that she had not bought a car. PAST CONTINUOUS</p> <p><b>SA</b> Pooja Chaturvedi.docx (D108837404)</p>			