
























Document Information

Analyzed document	English II.pdf (D166072967)
Submitted	2023-05-06 12:14:00
Submitted by	Mumtaz B
Submitter email	mumtaz@code.dbuniversity.ac.in
Similarity	18%
Analysis address	mumtaz.dbuni@analysis.arkund.com

Sources included in the report

SA	Assam Don Bosco University / General English.pdf Document General English.pdf (D165840516) Submitted by: mumtaz@code.dbuniversity.ac.in Receiver: mumtaz.dbuni@analysis.arkund.com		14
W	URL: http://www.thefreedictionary.com/vocabulary Fetched: 2023-05-06 12:14:00		4
SA	Revised EPC_Resource Book.pdf Document Revised EPC_Resource Book.pdf (D106092916)		15
SA	B21EG01LC- Print.pdf Document B21EG01LC- Print.pdf (D165644847)		1
W	URL: https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf Fetched: 2022-05-10 04:23:22		15
SA	B.A. B.Com Part-I General English.docx Document B.A. B.Com Part-I General English.docx (D142429294)		1
W	URL: https://www.studypool.com/documents/97588/what-is-written-communication-and-its-characteristics Fetched: 2022-01-14 14:58:53		1
W	URL: http://www.intstudentsup.org/communicating/effective_communication/index.jsp Fetched: 2023-05-06 12:15:00		4
W	URL: http://homepages.rpi.edu/~holguj2/CIVL2030/How_to_write_search/How_to_write_a_good_technical_r... Fetched: 2023-05-06 12:14:00		10
W	URL: http://www.taskmanagementguide.com/glossary/what-is-project-preparation-.php Fetched: 2023-05-06 12:14:00		2
W	URL: http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html Fetched: 2023-05-06 12:14:00		34
W	URL: http://www.exforsys.com/career-center/business-communication/business-messages.html Fetched: 2023-05-06 12:14:00		1
W	URL: http://www.englishpractice.com/letter/business-letter-writing-tips/ Fetched: 2023-05-06 12:14:00		1

SA	Pooja Chaturvedi.docx Document Pooja Chaturvedi.docx (D108837404)	 2
W	URL: http://www.dailywritingtips.com/how-to-write-a-proposal/ Fetched: 2023-05-06 12:14:00	 1
W	URL: http://www.insightassessment.com/pdf_files/what&why2006.pdf Fetched: 2023-05-06 12:14:00	 2
W	URL: http://www.jamescmccroskey.com/publications/113.pdf Fetched: 2023-05-06 12:15:00	 2
W	URL: http://www.englishgrammar.org/direct-indirect-speech-overview-rules/ Fetched: 2023-05-06 12:15:00	 6
W	URL: http://www.quickanddirtytips.com/education/grammar/active-voice-versus-passive-voice Fetched: 2023-05-06 12:15:00	 2
W	URL: https://en.wikipedia.org/wiki/Auxiliary_verb Fetched: 2023-05-06 12:15:00	 2
W	URL: http://www.criticalreading.com/learn_read_write.htm Fetched: 2023-05-06 12:14:00	 1
W	URL: http://www.skillsyouneed.com/ips/communication-difficult-situations.html Fetched: 2023-05-06 12:15:00	 11
SA	Assam Don Bosco University / English III.pdf Document English III.pdf (D165880315) Submitted by: mumtaz@code.dbuniversity.ac.in Receiver: mumtaz.dbuni@analysis.arkund.com	 1

Entire Document

Introduction to Grammar & Vocabulary 1 Notes Unit 1: Introduction to Grammar & Vocabulary Structure 1.1 Introduction 1.2 Grammar & Vocabulary: Meaning & Definition 1.2.1 Grammar 1.2.2 Vocabulary 1.3 Elements of Grammar 1.3.1 Noun 1.3.2 Adverbs 1.3.3 Verb 1.3.4 Pronouns 1.3.5 Prepositions 1.3.6 Conjunction 1.3.7 Interjection 1.3.8 Articles 1.4 Proper Grammar and Vocabulary Usage to Effective Communication 1.4.1 Parts of speech 1.4.2 Phrases 1.4.3 Clauses 1.4.4 Sentence 1.5 Direct and indirect speech 1.5.1 Fundamental rules for indirect speech 1.6 Synonyms & Antonym 1.6.1 Antonym 1.7 Personality development 1.7.1 Elements of Public Speaking 1.7.2 Personality and Personality Development 1.8 Art of Public Speaking 1.9 Summary 1.10 Check Your Progress 1.11 Questions and Exercises 1.12 Key Terms 1.13 Further Readings

2 English Notes Objectives After studying this unit, you should be able to: ? Discuss the meaning of Grammar & Vocabulary. ? Highlight the basic elements of Grammar & its effective use in good communication ? To study the trends and patterns of foreign capital flow in to India in the form of FDI & FII ? To study the impact of Foreign Direct Investment (FDI) on Indian stock market. ? To study the impact of Foreign Institutional Investment (FII) on Indian stock market 1.1 Introduction Language is like an onion bulb with many layers. The 'existence' of the outer layers is dependent on the presence of the inner layers. Similarly, the inner layers depend on the outer layers for protection. Language is conceived as "the totality of utterances that can be made in a speech community" (Chomsky, 1986:16) or "a system of conventional signs all aspects of whose structure serve the sovereign function of meaning" (Cruse, 1990:140).

100%

MATCHING BLOCK 1/133

SA

General English.pdf (D165840516)

For any language, especially English – our focus in this chapter – to be meaningful, it has to be grammatical. Grammatical correctness is thus a prerequisite,

a sine-qua-non of sort,

100%

MATCHING BLOCK 5/133

SA

General English.pdf (D165840516)

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 (

Osisanwo, 1999:1)

72%

MATCHING BLOCK 6/133

SA

General English.pdf (D165840516)

as it deals primarily with the rules that govern the combinations of words and groups of words to bring about meaningful sentences (

Eka, 1994:1). Just like language under which it is subsumed, grammar is also hierarchical or systemic. The elements of this hierarchy are morphemes, words, phrases, clauses and sentences

93%

MATCHING BLOCK 2/133

SA

General English.pdf (D165840516)

otherwise known as members of the grammatical rank scale. Our aim in this chapter is to explore the foundation of grammar, focusing on the elements of morphemes and words after a cursory look at the levels of

linguistic analysis: phonology, morphology, syntax, semantics and pragmatics. At the end of the chapter, we hope to have brought to the fore the rudiments of morphology and morphological processes with which the understanding of the higher systems of grammatical rank scale become enhanced and of course, provided a bird's eye-view of the language phenomenon.

87%

MATCHING BLOCK 3/133

SA

General English.pdf (D165840516)

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 are able to communicate because they instinctively 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 formation 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

from phonology, morphology, syntax to semantics and pragmatics,

76%

MATCHING BLOCK 4/133

SA

General English.pdf (D165840516)

we have focused on morphemes and word formation processes. It should be foregrounded that without words, there is no grammar and without grammar, language loses its soul, indeed, its purpose, as it becomes just, as William Shakespeare would put it: "a tale told by an idiot, full of sound and

fury, signifying nothing"

Introduction to Grammar & Vocabulary 3 Notes 1.2 Grammar & Vocabulary: Meaning & Definition 1.2.1 Grammar A word grammar can be defined in numerous ways. Some of the very common definitions of grammar are stated below for your reference and knowledge: "The education/study of how words and their constituent parts link together to form sentences." "The study of fundamental relationships in language or in a language, sometimes including pronunciation, meaning, and linguistic history." "It is a knowledge or usage of the preferred or prescribed forms in speaking or writing." "The system of inflections, syntax, and word formation of a language." "The system of rules understood in a language, viewed as a mechanism for generating all sentences possible in that language." "A normative or prescriptive set of rules setting forth the current standard of usage for pedagogical or reference purposes." "It is a branch of linguistics that deals with syntax and morphology, sometimes also phonology and semantics." "The abstract system of rules in terms of which a person's mastery of his native language can be explained is known as grammar." "Grammar is a systematic description of the grammatical facts of a language." "Grammar is a book containing an account of the grammatical facts of a language or recommendations as to rules for the proper use of a language." "It is the use of language with regard to its correctness or social propriety." 1.2.2 Vocabulary Vocabulary is defined as all the words that a language has. "It is the totality of words used by, understood and agreed

77%

MATCHING BLOCK 8/133

W

by, or at the command of a particular person or group." "A list of words and often phrases, regularly organized alphabetically and defined or translated; a lexicon or glossary." "A stock of communicative and expressive means; a collection of communication" "

88%

MATCHING BLOCK 9/133

W

Any collection of signs or symbols creating a means or system of nonverbal

message or communication." "The established forms, techniques, or other ways of expression existing to or distinguishing an artist, art form, etc." 1.3

74%

MATCHING BLOCK 7/133

SA

General English.pdf (D165840516)

Elements of Grammar There are various elements to English grammar. The structural rules that guide the use of spoken and written English have progressed and will carry on evolving, but the basic framework remains relatively

constant. The main elements to English grammar are mentioned below: 1.3.1 Noun ? It is defines as the names of people animals, places and things. Example: 'Boy', 'house', 'water', 'town', 'religion', 'despair'

4 English Notes ? It covers names of institutions, days, months and other abstract entities. ? Characteristically, most nouns form their plural with – s, es, or ies suffixes though irregular plural formation exists. ? The morphemes end nouns: – ity, – age, – ist, – hood, – ship, – ness, – er, – or, – ment, – tion, – sion, – ster, – ery, – ice, as in ability, drainage, journalist, brotherhood, kinship, kindness, driver, survivor, judgement, correction, revision, trickster, jewelry and cowardice. ? Types of Noun - include ? Proper Noun: Example-specific to their referents and are started with capital letters in writing. Amit, Narrayan, Sumit. ? Common Nouns ? Collective Nouns ? Abstract Nouns: ideas, feelings, emotions and concepts that cannot be seen or touched, philosophy, beauty, happiness, etc. ?

Countable Nouns: bricks, pencil, book, stick which can be counted. ? Uncountable/mass: rice, bread, sugar, water, sand, tea cannot be so counted. To make mass nouns countable, there is a method, as shown in the following examples: ? Two loaves of bread ? Seven cubes of sugar ? Eight cups of water ? Four loads of sand. 1.3.2 Adverbs These are words that describe verbs, adjectives, and other adverbs. They specify in what manner, when, where, and how much. ? Example: The boy yelled 'loudly' as the doctor prepared a vaccination. ? It is 'much' later than I thought. 1.3.3 Verb The meaning of a sentence is not complete without the verb. 'Write', 'come', 'jump', 'stop' are examples of verbs. These are the words which show/ represent the state of being or action time. Example: She "ignored" her right to appeal (past); I want to "see" your report card now (present); you 'will enjoy' your trip to Australia (future). A verb is the word that tells what a subject does or expresses a state of being. 1.3.4 Pronouns Pronouns are words that are used to signify nouns or that can take the place of a noun. Example: (a) Personal pronouns: As subjects: I, we, you, he, she, it, they; As objects: me, us, you, him, her, it, them (b) Possessive pronouns: my, our, your, his, her, its, their (adjectives); mine, ours, yours, his, hers, theirs (pronouns) (c) Reflexive pronouns: myself, ourselves, yourself, himself, herself, itself, themselves. (d) Emphasizing pronouns: I, myself, am the champion. (e) Reciprocal pronouns: each other, one another (f) Demonstrative pronouns: Singular: This, that; Plural: These, those

Introduction to Grammar & Vocabulary 5 Notes (g) Interrogative pronouns: As questions: Who, what, why, how, when, whose, which, etc. (h) Relative pronouns: Clause Makers: Who, whom, which, whose, that, how, where, when, how. (i) Indefinite pronouns: anybody, anyone, anything, somebody, someone, something, everybody, everyone, everything, few, little, many, much, several. 1.3.5

Prepositions Prepositions are locative words that slow the connection or association between words in sentences. Example: ? The cat came jumping 'into' the room. Tom parked his car 'behind' the motor bike. ? Prepositions regularly deal with space and time as well, Example: above, by, over, before, after, since' at, on, off, from, against, throughout, along with, due to, away from, etc. 1.3.6

Conjunction They are the words which are used to join or link the words or groups of words together. Examples of conjunctions are: and, but, or, yet, as, not only, but also, either, neither, such as, as well as, rather than, more, than, as much as, although, as, because, before, if, in order that, since, so that, unless, until, etc. 1.3.7 Interjection They are words or sounds with which strong emotions of joy, sadness, anxiety, disgust, etc are expressed. Interjections are always followed by exclamation marks. Examples of interjections are Alas! Waoh! Yee! Oh God! etc. 1.3.8 Articles Articles are the determiners which defines definiteness (the) or indefiniteness (a, an). Not always listed among the parts of speech. 1.4 Proper Grammar and Vocabulary Usage to Effective Communication ? Languages are natural

forms of communication. It is not likely to converse properly without the usage & implementation of essential principles of grammar or syntax. If we imagine language as a big highway, the words are the cars and trucks, but the grammar is the road signs and markings that tell the cars and lorries where to go and how to drive. Without road signs, a big highway would quickly descend into total confusion. Without any grammar and good vocabulary, one could manage to produce some sort of elementary communication which seems to me highly inappropriate in listening & understanding, such as "Me Tom, you Jerry", but we would be unable to form any more complex ideas into words.

6 English Notes Hence, that learning and understanding of the essential rules of grammar is a vital skill that needs to be acquired by all learners of any language - whether it be their native language or a foreign language. Without grammar knowledge and its proper usage in communication, it becomes difficult to converse dialogue, since oral communication and in particular dialogue are bilateral processes, in which the receiver - the person being spoken to - can request clarification and repetition from the speaker until the meaning of a message is clear. Grammar is very useful for oral communication, as it safeguards that speaker and listeners use the same code; but a poor command of grammar will not normally prevent two people from communicating relatively effectively. But with written language, this is not the case; written communication is delayed or indirect communication, and is unidirectional, so there is no possibility for the receiver to demand verification - at least not under normal circumstances. Written communication and any other form of indirect communication thus depend on correct use of grammar or syntax, as well as of vocabulary and spelling, in order to ensure that messages are immediately comprehensible to the reader, and not meaningless or ambiguous. Usual Examples of Bad Grammar: ? Verb Tense Errors Verb tense errors occur when you use the wrong verb tense. The verb tense tells the person who reads the sentences when the action is taking place, i.e. in the past, the present or the future. Some examples of verb tense errors include: ? I went to the market and I buy milk. Went is a past tense verb. Buy is a present tense verb. Buy should be Bought milk since these two events both occur in past, i.e. at the same time. ? Rita will eat chicken for dinner and drank cold drink with her dinner. Will eat is a future tense verb but drank is a past tense verb. Since the dinner is going to happen in the future, it is not possible that the cold drink was drunk already. ? Subject/Verb Agreement Errors The person or thing doing the action has to agree in number with the verb, i.e. the word representing the action. Else, it will be an example of bad grammar. Some examples of situations where the subject and verb do not agree: ? Ritu like fish. Ritu is singular; like is plural. The sentence should read Ritu likes fish. ? Tom and Jerry is going swimming. Tom and Jerry are plural. "Is" is singular. The sentence should read Anna and Mike are going swimming. ? Noun/Pronoun Errors Pronouns take the place of nouns in sentences. In order to avoid a grammar error, the pronoun has to agree with the noun that it is replacing. Some examples of bad grammar errors that occur due to noun/pronoun agreement errors include: ? Tom and Jerry are married and he has been married for 20 years. Tom and Jerry are plural, and he is singular. The sentence should read Tom and Jerry are married and they have been married for 20 years. ? Everyone forgot their notebook. Everyone is singular and their is plural. This should read Everyone forgot his or her notebook. This is one of the most common grammatical errors that exist today. ? Dual Negatives Dual negatives are a classic example of bad grammar.

Introduction to Grammar & Vocabulary 7 Notes Some examples include: ? I don't want no curd in my meals. Because you have said you do not want no curd, essentially this sentence suggests that you do want some curd, which is the opposite of the intended meaning. ? Tom can't hardly hear Jerry's voice. Can't and hardly are both negative constructions. ? Sentence Fragments A sentence should have a subject, a verb and express a complete thought. If it fails to do so, then it is a sentence fragment. Some examples of sentence fragments include the following: ? Because Ritu ate dinner. This is a sentence fragment because it doesn't express a complete thought... what happened because Ritu ate dinner? ? Drove harshly. This is a sentence fragment because the reader does not know who jumped high. ? Run-on Sentences A run-on sentence is a sentence in which two or more independent clauses are combined together improperly. Some examples of run-on-sentences error are as follows: ? Tom went to the market Tom got vegetables and fruits. Tom went to the market could be an independent clause, as could Tom got vegetables and fruits. The two independent clauses cannot just be joined together without some type of punctuation. ? In this example, the sentences could be repaired by either separating with a period or a semicolon. 1.4.1 Parts of speech It is a category of words, normally, of lexical items which have similar grammatical stuffs. Words that are assigned to the same part of speech generally display similar behavior in terms of syntax which plays similar roles within the grammatical structure of sentences. English words have been classified into eight or nine parts of speech & these are same as elements of grammar. The below are well explained earlier in this unit. ? Noun (names) ? Pronoun (replaces) ? Adjective (describes, limits) ? Verb (states action or being)

8 English Notes ? Adverb (describes, limits) ? Preposition (relates) ? Conjunction (connects) ? Interjection (expresses feelings and emotions) ? Article (describes, limits) 1.4.2 Phrases A phrase is a small group of words that forms a meaningful unit within a clause. They carry a distinctive natural meaning; in this sense it is roughly synonymous with expression. ? Bored to death ? You've got to be kidding ? Sick and Tired ? Call it a day ? Get on one's nerves ? Couch potato ? Read one's mind ? Feel blue ? Fender bender ? Get foot in the door ? Give somebody a hard time ? Make up one's mind ? Go Dutch ? Throw in the towel ? Goose bumps ? Stay in touch ? Have the guts ? Rain or Shine ? I'm beat ? Easier said than done ? It's about time ? Jump to conclusions ? Keep an eye on ? Out of the blue ? Know something inside out ? Give someone a hand ? Now and then ? On the dot 1.4.3 Clauses Clauses are a group of connected & interrelated words comprising a subject that expresses or tell or inform the readers about the sentence, and a verb that tells readers what the subject is doing. Clauses are needed to express ones thoughts & feelings, likes and dislikes. They are also used to express one-self and communicate that expression to others.

Introduction to Grammar & Vocabulary 9 Notes For example: ? 'The dosa we had in our lunch today was delicious' ? Ritu should join the swimming competition, no matter what her friends say. ? I love a paneer dish, especially with butter naan. Types of Clauses 1. Independent Clause: It is a main clause and can stand on its own as it contains all the information required or compulsory to complete. This class of clause has a subject that expresses or narrates what the sentence is about and what a verb tells about the subject is doing. It expresses a complete thought, conveying that a little has happened or was said. ? For example, in the sentence, 'My son loves cheese sandwich.' the subject is son, the verb is loves and your reader now knows that 'your son loves cheese sandwich,' making it a complete thought. 2. Dependent Clause: It is a subordinate clause and cannot stand on its own because as it does not contain all the information required or needed to complete sentence. A clause is dependent because of the presence of words such as before, after, because, since, in order to, although, and though. ? For example, if you begin the sentence 'My son loves cheese sandwich.' with Because, you still have the subject, son, and the verb, loves, but it is now an incomplete thought, 'Because my son loves cheese sandwich.' ? To complete the thought, it is required to assign the dependent, or subordinate, clause to an independent, or main, clause. For example 'Because my son loves cheese sandwich, he never cries when I left him at home with his grandparents and go for shopping.' The thought is now complete, and the reader knows that 'because he loves cheese sandwich, your son never cries when you left him at home with his grandparents and go for shopping. 3. Relative Clause: This clause can be required or not required to complete a sentence. It can be essential or required when reader needs the information it provides and nonessential when reader do not need the information it provides. It begins

100%	MATCHING BLOCK 10/133	SA Revised EPC_Resource Book.pdf (D106092916)
with a relative pronoun such as who, whom, whose, which, or that, or a relative adverb		

such as when, where, or why. Essential relative clause does not require a comma to separate it from the rest of the sentence. A nonessential relative clause does require a comma to separate it from the rest of the sentence. ? For example, in the clause 'Who loves cheese sandwich,' the relative pronoun is who. In the clause 'Where he eats with great enthusiasm,' the relative adverb is where. Like dependent, or

100%	MATCHING BLOCK 11/133	SA Revised EPC_Resource Book.pdf (D106092916)
subordinate, clauses, relative clauses cannot stand alone as complete sentences. You must connect them to main clauses to finish the thought. ?		

For example: 'My son, Tom, who loves cheese sandwich, eats it nicely on the dining table, where he crushes with great enthusiasm.' The thought is now complete, and the reader knows that 'your son, who loves cheese sandwich, eats it on the dining table,' and that he 'crushes with great enthusiasm' while doing so. 1. Noun Clause: It is a clause that substitutes or interchanges and functions as, a noun. It's another type of dependent clause. ? For example, in the sentence, 'You really do not want to know the ingredients in McDonald's Aloo Tikki Burger,' the noun is ingredients. If you replace the noun ingredients with the clause, 'what McDonald's chef adds,' you will form the sentence, 'You really do not want to know what McDonald's chef adds to the burger.' Because the noun ingredients is replaced by the clause 'what McDonald's chef adds,' and that clause now functions as the noun, it becomes a noun clause.
10 English Notes 1.4.4

96%	MATCHING BLOCK 12/133	SA B21EG01LC- Print.pdf (D165644847)
Sentence A sentence is a group of words which expresses a complete thought. A		

sentence

must contain a subject and a verb (although one may be implied). A sentence is a group of words that are put together to mean something. A sentence is the basic unit of language which expresses a complete thought. It does this by following the grammatical rules of syntax. A complete sentence has at least a subject and a main verb to state (declare) a complete thought. Short example: Walker walks. A subject is the noun that is doing the main verb. The main verb is the verb that the subject is doing. In English and many other languages, the first word of a written sentence has a capital letter. At the end of the sentence there is a full stop or full point (American: 'period').

Forms of Sentences ? A simple sentence has only one clause. The dog is eating. ? A compound sentence has two or more clauses. These clauses are joined together with conjunctions, punctuation, or both. Ram is happy, but Sham is sad. ? A complex sentence has one clause with a relative clause. The dog, which is eating the bone, is happy. ? A complex-compound sentence (or compound-complex sentence) has many clauses, at least one of which is a relative clause: The cat, which is drinking milk, is happy, but the dog is sad. There are four types of sentence

1. A declarative sentence: A declarative sentence states a fact and ends with a period / full stop. For example: He has every attribute of a dog except loyalty. (Thomas P Gore) I wonder if other dogs think poodles are members of a weird religious cult. (Remember, a statement which contains an indirect question (like this example) is not a question.)
2. An imperative sentence. An imperative sentence is a command or a polite request. It ends with an exclamation mark or a period / full stop. For example: When a dog runs at you, whistle for him. (Henry David Thoreau, 1817-1862)
3. An interrogative sentence. An interrogative sentence asks a question and ends with a question mark. For example: Who knew that dog saliva can mend a broken heart? (Jennifer Neal)
4. An exclamatory sentence. An exclamatory sentence expresses excitement or emotion. It ends with an exclamation mark. For example: In Washington, it's dog eat dog. In academia, it's exactly the opposite! (Robert Reich) ? What a nice evening! ? What a pleasant surprise! ? What treachery! ? What awful weather! ? How noble of him to do that! ? How clever of you!

Introduction to Grammar & Vocabulary 11 Notes Transformation of sentences Transformation is

100%

MATCHING BLOCK 14/133

W

changing the form of a sentence without changing its meaning.

In doing transformation a student should have a fairly well knowledge about the kinds of sentence and their formation. A brief direction about doing transformation is given below.

1. Affirmative to negative: ? Rule 1: Only/ alone/ merely → Replaced by → None but(person)/ nothing but(things)/ not more than or not less than(number) Ex: Aff: Only God can save us. Neg: None but God can save us. Aff: He has only a ball. Neg: He has nothing but a ball. Aff: He has only ten rupees. Neg: He has not more than ten rupees. ? Rule 2: Must → Replaced by → cannot but/ cannot help+ (v+ing). Ex: Aff: We must obey our parents. Neg: we cannot but obey our parents/ we cannot help obeying our parents. ? Rule 3: Both----and → Replaced by → not only ---- but also. Ex: Aff: Both Dolon and Dola were excited. Neg: Not only Dolon but also Dola were present. ? Rule 4: and (if join two words) → Replaced by → Not only ----- but also. Ex: Aff: He was obedient and gentle. Neg: He was not only obedient but also gentle. ? Rule 5: Everyone/ everybody/every person/ (every + common noun)/all → Replaced by → There is no + attached word + but. Ex: Aff: Every mother loves her child. Neg: There is no mother but loves her child. ? Rule 6: As soon as → Replaced by → No sooner had ----- Than. Ex: Aff: As soon as the thief saw the police, he ran away. Neg: No sooner had the thief saw the police he ran away. ? Rule 7: Absolute Superlative degree → Replaced by → No other+ attached word+so+ positive form+ as+subject. Ex: aff:

84%

MATCHING BLOCK 19/133

W

Dhaka is the biggest city in Bangladesh. Neg: No other city is as big as Dhaka

in Bangladesh. ? Rule8: Sometimes affirmative sentences are changed into negative by using opposite words. Before the word, off course 'not' is used. Ex: Aff: I shall remember you. Neg: I shall not forget you. ? Rule 9: Always → Replaced by → Never. Ex: aff: Raven always attends the class. Neg: Raven never misses the class. ? Rule 10: Too ---- to → Replaced by → so ---that+ can not/could not(in past). Ex: Aff:

77%

MATCHING BLOCK 13/133

SA

General English.pdf (D165840516)

He is too weak to walk. Neg: He is so weak that he cannot walk. ? Rule 11: As – as →

Replaced by → Not less – than. Ex: Aff: Simi was as wise as Rimi. Neg: Simi was not less wise than Rimi. ? Rule 12: Universal truths are change by making them negative interrogative. Ex: Aff: The Sun sets in the west. Neg: Doesn't the Sun set in the west. ? Rule 13: Sometimes → Replaced by → Not + always.

12 English Notes Ex: Aff: Raven sometimes visits me. Neg: Raven doesn't always visit me. ? Rule 14: Many → Replaced by → Not a few. Ex: Aff: I have many friends. Neg: I don't have few friends. ? Rule 15: A few → Replaced by → not many. Ex: Aff: Bangladesh has a few scholars. Neg: Bangladesh doesn't have many scholars. ? Rule 16: Much → Replaced by → A little. Ex: Aff: He belongs much money. Neg: He doesn't belong a little money. ? Rule 17: A little → Replaced by → not much. Ex: Aff: Dolon has a little riches. Neg: Dolon doesn't have much riches. 2.

96%

MATCHING BLOCK 22/133

W

Assertive to Interrogative ? Rule 1: If the sentence is in the affirmative you have to change it into negative interrogative. If it is in negative then you have to change it into bare interrogative. Ex: Ass: He was very gentle.

Int: wasn't

88%

MATCHING BLOCK 15/133

W

he very gentle? Aff: He is not a good person. Int: Is he a good person? ? Rule 2: No auxiliary verb in sentence → → Change it by using → → Do/does/did Or Don't/doesn't/didn't. Ex: Ass: He plays Football. Int: Does he play football? Ass: They did not play football yesterday. Int: Did they play football yesterday? ? Rule3: Never → Replaced by → Ever. Ass: I never drink tea. Int: Do I ever drink tea? ? Rule 4: Everybody/everyone/ All → Replaced by → Who + Don't/ Doesn't/ Didn't Ex: Everybody wishes to be happy. Int: Who doesn't wish to be happy? ? Rule 5: Every + noun → Replaced by → Is there any + noun+ Who don't/doesn't/didn't. Ex: Ass: Every man wishes to be happy. Int: Is there any man who doesn't wish to be happy? ? Rule 6: No body/ no one / None → Replaced by → Who. Ex: Nobody could count my love for you. Int: Who could ever count my love for you? ? Rule 7: There is no → Replaced by → Is there any/ Who(person)/ What(thing). Ex: Ass: There is no use of this law. Int: What is the use of this law? Ass: There is no man happier than Jamil. Int: Who is Happier than Jamil. ? Rule 8: It Is no → Replaced by → Is there any/Why. Ex: Ass: It is no use of taking unfair means in the exam. Int: Why take unfair means in the exam? Or, Is there any use of this law?

Introduction to Grammar & Vocabulary 13 Notes ?

93%

MATCHING BLOCK 16/133

W

Rule 9: It doesn't matter → Replaced by → what though/ Does it matter. Ex: Ass: It does not matter if you fail in

the exam. Int: What though if you fail in the exam? 3. Interrogative to assertive is to be done doing Vice versa: Exclamatory sentence to Assertive sentence ? Rule1: Subject and Verb of exclamatory sentence are to be used as the subject and verb of assertive sentence at the outset of the sentence. How/what → Replace by → Very(before adjective)/ Great(before noun) Ex: How fortunate you are! Ass: You are very fortunate. Ex: What a fool you are! Ass: You are a great fool. ? Rule 2: Sometimes the subject and verb may be eclipsed. Ex: What a beautiful scenery! Ass: It is a very beautiful scenery. Ex: What a pity! Ass: It is a great pity. ? Rule 3: Hurrah/ Bravo → Replace by → I/we rejoice that/ It is a matter of joy that. Ex: Hurrah! We have own the game. Ass:

100%

MATCHING BLOCK 17/133

SA

General English.pdf (D165840516)

It is a matter of joy that we have won

the game. ? Rule 4: Alas → Replace by → I/we Mourn that/ It is a matter of sorrow or grief that. Ex: Alas! He has failed. Ass: We mourn that he has failed. ? Rule 5: Had/were/If /Would that(at the out set) → Replaced by → I wish + subject again + were/ had+ rest part. Ex: Had I the wings of a bird! Ass: I wish I had the wings of a bird. Ex: Were I a bird! Ass: I wish I were a bird. Ex: If I were young again! Ass: I wish I were young again. Ex: would that I could be a child! Ass: I wish I could be a child. 4. Imperative to assertive ? Rule 1: Add subject + should in doing assertive. Ex: Do the work. Ass: you should do the work. ? Rule 2: Please/kindly → Replaced by → you are requested to. Ex: Please, help me. Ass: You are requested to help me. ? Rule 3: Do not → Replaced by → You should not. Ex: Do not run in the sun. Ass: you should not run in the sun. ? Rule 4: Never → Replaced by → you should never. Ex: Never tell a lie. Ass: You should never tell a lie. ? Rule 5: Let us → Replaced by → We should.

14 English Notes Ex: Let us go out for a walk. Ass: We should go out for a walk. ? Rule 6: Let + noun/pronoun → Replaced by → Subject + might. Ex: Let him play football. Ass: He might play football. 5. Change of degree ? Rule1: If the superlative degree says about the best thing then the rule is:- For comparative, use – subject +verb + adjective/adverb(comp. form) + Than any other + rest part For positive, use- No other + rest part after supr. Degree + verb + so/as + positive form of adj/adv + as + sub. Ex: Su: Suman is the tallest boy in the class. Com: Suman is taller than any other boy in the class. Pos: No other boy in the class is as tall as Suman. ? Rule 2: If In superlative degree 'One of the' is transformed in this way: Comparative: Sub+verb +comp. form +than most other+ Rest part. Positive: Very few+ rest part after supr. Degree + verb + so/as + positive form of adj/adv + as + sub. Ex: Nazrul was one of the greatest poets in Bangladesh. Comp.: Nazrul was greater than most other poets in Bangladesh. Positive: Very few poets in Bangladesh were so great as Nazrul. Note: Superlative: Of all/ of any Comparative: Than all other/than any other. Positive: It does not exist. Ex: Sup: Mr. Khan is the oldest of all men in the village. Com: Mr. Khan is older than all other men in the village. Pos: No other man is as old as Mr. Khan. ? Rule 3: Simple comparative is transformed into positive by using (not so + adj/adv+as)/ (so+adj/adv+as)if negative. Second noun or pronoun is used first. Ex: 1. com: Rina is wiser than Mina. Pos: Mina is not so wise as Rina. 2. Com: Mina is not wiser than Rina.' Pos: Rina is as wise as Mina. ? Rule 4: No/not less --- than is transformed into positive by using as +adj/adv+ as Ex: com: Karim is not less meritorious than Suman Pos: Karim is so meritorious as Suman. 6.

100%

MATCHING BLOCK 18/133

W

Complex → → Simple → → compound ? Rule 1: Since/As/When Change is to be made in the subordinate clause. When subjects are same. Simple: 1) Omit since/as/when. 2) (Verb+ing) of the subordinate clause. 3) Then write the rest part. 4) Use subject with the principal clause. 5) Principal clause remains unchanged. Ex: Since the boy worked hard, he made a good result.

Introduction to Grammar & Vocabulary 15 Notes

96%

MATCHING BLOCK 20/133

W

Simple: Working hard, the boy made a good result. Compound: 1) Omit since /as /when 2) write down the rest part. 3) join clauses by using and, and so, and therefore 4) write the main clause unchanged. Ex: The boy worked hard and made a good result. ? Rule2: In case of Be verb in subordinate clause: 1) Use being/ Because of + Pronoun/noun(possessive form)+ being. Ex: Since he was weak, he could not work hard. Simple: Because of his being weak, he could not work hard. Compound: He was weak and therefore could not work hard. Note: and therefore, is used for showing reasons. ? Rule3: When the subject of clauses are different: Simple: 1) Subject of s.c. 2) Verb+ing (be verb → being; Have verb → having) Ex: Since the weather was foul, we did not go out. Sim: The weather being foul, we did not go out. Compound: use 'and therefore' to join two clauses. Ex: The weather was foul and therefore we did not go out. ? Rule 4: If, 'is Replaced by – 'by + (verb+ing) Ex: If you work hard, you will succeed in life. Simple: By working hard, you will succeed in life. Compound: 1) Omit if+subject. 2. use 'and' to join two clauses. Ex: Compound: Work hard and you will succeed in life. ? Rule 5: Simple: If-not/unless, is replaced by, - without+(verb+ing) Ex: Complex: If you do not work hard, you will fail in the examination. Sim: Without working hard, you will fail in the examination. Compound: Use or/otherwise to join two clauses. Ex: Work hard or you will fail in the examination. ? Rule 6: Simple: Though' is replaced by In spite of+ Possessive form of the subject+ (verb+ing) Ex: Com: Though he tried heart and soul, he could not succeed in life. Sim: In spite of his trying heart and soul he could not succeed in life. Compound: Use 'but' to join two clauses. ? Rule 7: Simple: So that is replaced by to/in order to. Ex: Comp: He works hard so that he may prosper in life. Sim: he works hard to/in order to prosper in life. Compound: "and want/wants to" is used to join two clauses. Ex: He works hard and wants to prosper in life. ? Rule 8: Simple: 'so + adjective + that' is replaced by 'Too + adjective + to' Ex: The boy is so foolish that he cannot understand it. Sim: The boy is too foolish to understand it. Compound: Use 'And Therefore' to make it a compound sentence. Ex: He is so foolish and therefore cannot understand it. ? Rule 9: When(if mentions time) is replaced by For short time – At For month or Season – In 16

English Notes

93%

MATCHING BLOCK 21/133

W

For age--- at the age of. Ex: She woke up when it was midnight. Simple: She woke up at midnight. Com: When it is spring, the cuckoo sings. Sim: In Spring the cuckoo sings. Con: When Samira was four she went to school. Sim: At the age of four, Samira went to school. Compound: Use and to join clauses. Ex: She woke up and it was midnight. ? Rule 10: Simple: If the clause says about a continuous fact then use- At the time of instead of 'When' Ex: When I was eating the phone rang. Sim: At the time of my eating, the phone rang. Compound: Use 'And'. Ex: I was eating and the phone rang. ? Rule 11: Simple: Noun clause can be replaced by noun. Ex: Com: He admitted that he was guilty. Sim: He admitted his guilt. Com: That he is honest is known to all. Sim: his honesty is known to all. Compound: Use 'And'. Ex: He is honest and it is known to all. ? Rule 12: Simple: If Complex sentence is made with relative pronoun (who, what, which, that), omit it and make (verb+ing). Com: The Doctor who is working in the hospital is known to all. Sim: The doctor working in the hospital is known to all. Note: If the verb is in the past participle it remains unchanged. Ex: The picture which was drawn by Liza is very fine. Sim: The picture drawn by Liza is very fine. ? Rule 13: Simple: Adjective Clause is changed into - Adjective, Past participle Phrase, Noun in apposition, infinitive. Adjective: ex: A man who is drowning catches at a straw. Sim: A drowning man catches at a straw. Compound: A man is drowning and so catches at a straw. Past participle phrase: Ex: The answer that he wrote was not correct. Sim: The answer written by him was not correct. Compound: He wrote the answer and it was not correct. Gerundial Infinitive: Ex: I have no money that I can lend you. Sim: I have no money to lend you. Compound: I have no money and I cannot lend you. ? Rule 14: In the compound " not only---- But also" is Changed by "Besides + (Verb +ing)" In the simple. Ex: Mr. Khan not only teaches us English but also writes novels. Sim: Besides teaching us English, Mr. Khan writes novels. 1.5

Direct and indirect speech

100%

MATCHING BLOCK 23/133

W

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 accordingly and pronoun may also be changed accordingly.

Introduction to Grammar & Vocabulary 17 Notes

100%

MATCHING BLOCK 24/133

W

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 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. Reporting verb: The verb first part of sentence (i.e. he said, she said, he says, they said, she says,) before the statement of a person in sentence is called reporting verb. Examples. In

the entire

following example the reporting verb is "said".

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

100%

MATCHING BLOCK 25/133

W

speech) 1.5.1 Fundamental rules for indirect speech Reported speech is not enclosed in quotation marks. ? Use of word "that": The word "that" is used as a conjunction between the reporting verb and reported speech. ? 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. In following example the pronoun of reported speech is "I" which will be changed in indirect speech into the pronoun (Subject) of reporting verb that is "he". Example. Direct speech: He said, "I am happy" Indirect Speech: He said that he was happy. Direct speech: I said to him, "you are intelligent" Indirect Speech: I said him that he was intelligent. ("You" changed to "he" the person of object of reporting verb) ? 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. Examples. Direct speech: He said, "I am happy today" Indirect Speech: He said that he was happy that day. ? Change in the tense of reported speech: If the first part of sentence (reporting verb part) belongs to past tense the tense of reported speech will change. If the first part of sentence (reporting verb part) belongs to present or future tense, the tense of reported speech will not change. Examples. Direct speech: He said, "I am happy" Indirect Speech: He said that he was happy. (Tense of reported speech changed) Direct speech: He says, "I am happy" Indirect Speech: He said that he is happy. (Tense of reported speech didn't change) 18

English Notes 1.6 Synonyms & Antonym Words that have similar definitions are known as synonyms. We use synonyms constantly in speech and in writing. These are the words that can be used interchangeably, but the meaning of the message remains the same. For example, look at these two sentences: 1. The long baseball game lasted over four hours 2. The lengthy baseball game lasted over four hours.

65%

MATCHING BLOCK 26/133

W

A synonym is a word that means exactly the same as, or very nearly the same as, another word

in the same language. For example, "close" is a synonym of "shut". Kindly keep in mind that synonym may share an identical meaning with another word, but the two words are not necessarily interchangeable. For example, "blow up" and "explode" have the same meaning, but "blow up" is informal (used more in speech) and "explode" is more formal (used more in writing and careful speech). Here are some more examples of synonyms: Synonyms part of speech close shut verb blow up explode verb blow up inflate verb shallow superficial adjective eager earnest keen adjective spontaneous impromptu unplanned adjective 1.6.1 Antonym An antonym is a word that means the opposite of another word. For example "bad" is an antonym of "good". Here are some more examples: prefix antonyms part of speech good bad adjective small big adjective easy hard difficult adjective soft hard adjective male female adjective noun

Introduction to Grammar & Vocabulary 19 Notes up down preposition adverb go come verb able unable adjective selfish unselfish adjective made by adding prefix un- do undo verb decent indecent adjective tolerant intolerant adjective made by adding prefix in- human inhuman adjective conformist nonconformist adjective noun essential nonessential adjective noun made by adding prefix non- sense nonsense noun 1.7 Personality development Personality development is defined as the relatively persistent pattern of thoughts, feelings, and behaviors that distinguish individuals from one another. The dominant view in the field of personality psychology today holds that personality emerges early and continues to change in meaningful ways throughout the lifespan. Evidence from large-scale, long-term studies has supported this perspective. Personality Development quintessentially means enhancing and grooming one's outer and inner self to bring about a positive change to your life. Each individual has a distinct persona that can be developed, polished and refined. This process includes boosting one's confidence, improving communication and language speaking abilities, widening ones scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbibing oneself with positivity, liveliness and peace. The whole process of this development takes place over a period of time. Even though there are many crash courses in personality development that are made

20 English Notes available to people of all age groups, implementing this to your routine and bringing about a positive change in oneself takes a considerable amount of time. It is not necessary to join a personality development course; one can take a few tips and develop his or her own aura or charm. ? You may have heard this a million times "Think Positive". It works. ? Smile. And smile some more. It adds to your face value and to your personality as well. ? Read a few articles in the newspaper loudly. This will help in communicating fluently. ? Follow table manners and dining etiquettes ? Take good care of your health, dress well, be neat and organized ? Prepare a chart that mentions your strengths and weaknesses. Now concentrate on the latter and find ways to improve upon the same. Do not forget to strengthen your strengths. ? Spend some time alone concentrating on you and yourself alone. ? Practice meditation and yoga. It will help you develop inner peace and harmony that will reflect outside. ? Do not live a monotonous life. Be creative and do something new all the time. Nothing bigger than the joy of creative satisfaction. Personality development is gaining more and more importance because it enables people to create a good impression about themselves on others; it helps them to build and develop relationships, helps in your career growth and also helps to improve your financial needs. After all, personality development is nothing but a tool that helps you realize your capabilities and your strengths making you a stronger, a happier and a cheerful person.

1.7.1 Elements of Public Speaking

1. Making Effective Presentations: An effective presentation is one which keeps the audience interested, and how to handle questions from the audience.
2. The Importance of Ethics: The importance of ethics in public speaking will be able to identify unethical/ bad/ immoral and ethical behavior/ good/ moral in other speakers.
3. Understanding Audience Psychology: Understanding the psychology of the audience is used to how to make a speech more effective.
4. Word Choice, Imagery, and Rhythm : With appropriate word choice, imagery, and repetition in speeches, one can effectively incorporate these elements into their own speeches.

1.7.2 Personality and Personality Development

Each individual is different from other individual. No two individuals are a-like in terms of behavior, response to emotions & feelings, perceiving things and looking at the world. An individual's look, charisma, brainpower, attraction, proficiency & smartness determine his/her personality. Personality development is thus a process of developing and improving one's personality. A person gains confidence and high self-esteem when his personality is being developed. It leaves a positive impact on person's conversation abilities and his entire perspective to see and the world gets transformed

Introduction to Grammar & Vocabulary

21 Notes

No two individuals, friends, spouses, siblings even twins have the same personality traits. Each one is a unique creature of God and here comes the role of personality. For instance, you might like travelling and enjoying eating & parting out but your best or closest friend might prefer staying back at home reading his/her favorite book or cooking food at house. It is not necessary that your friend will also be same like you. What an individual sees right from the beginning of his life i.e. from his childhood days and most importantly his/her growing days, this factually plays a vital role in framing and structuring his personality. How an individual is brought up and what all teachings and learnings he received or captured from him family, friends and surroundings ,plays a pivotal role in shaping his/her personality. Personality is nothing but the aggregate collection of memories and incidents in an individual's entire life span. Environmental factors, family background, financial conditions, genetic factors, situations and circumstances also contribute to an individual's personality. In a layman's language, how we behave in our day to day lives reflects our personality. How an individual behaves depends on his family background, upbringing, social status and so on. An individual with a troubled childhood would not open up easily. He/she would always hesitate to open his heart in front of others. Some kind of fear would always be there within him. An individual who never had any major problems in life would be an extrovert and would never have issues interacting and socializing with others. You really can't blame an individual for not being an extrovert. It is essential to check his/her background or past life. It is quite possible that as a child, he was not allowed to go out of his home, play and freak out with friends. These individuals start

22 English Notes believing that their home is their only world and they are not safe outside. Such a mindset soon becomes their personality. Personality also influences what we think, our beliefs, values and expectations. What we think about others depends on our personality. Commonly, personality is also expressed as the personal qualities and characteristics of an individual. Personality is how we interact with others. Personality is a sum of characteristics of an individual which makes him different from the others. It is our personality which makes us unique and helps us stand apart from the crowd. Determinants of Personality Following are the factors which help in shaping one's personality: 1. Heredity - Heredity refers to factors that are determined once an individual is born. An individual's physique, attractiveness, body type, complexion, body weight depend on his/her parents biological makeup. 2.

Environment - The environment to which an individual is subjected to during his growing years plays an important role in determining his/her personality. The varied cultures in which we are brought up and our family backgrounds have a crucial role in shaping our personalities. 3. Situation - An individual's personality also changes with current circumstances and situations. An individual would behave in a different way when he has enough savings with him and his behavior would automatically change when he is bankrupt.

1.8 Art of Public Speaking Public speaking is the process or act of performing a presentation (a speech) focused around an individual directly speaking to a live audience in a structured, deliberate manner in order to inform, influence, or entertain them. Public speaking is commonly understood as the formal, face-to-face talking of a single person to a group of listeners. It is closely allied to "presenting", although the latter is more often associated with commercial activity. Most of the time, public speaking is to persuade the audience. In public speaking, as in any form of communication, there are five basic elements, often expressed as "who is saying what to whom using what medium with what effects?" The purpose of public speaking can range from simply transmitting information, to motivating people to act, to simply telling a story. Good orators should not only be able to engage their audience, but also able to read them. The power of a truly great presenter is the ability to change the emotions of their listeners, not just inform them. Public speaking can also be considered a discourse community. Interpersonal communication and public speaking have several components that embrace such things as motivational speaking, leadership/personal development, business, customer service, large group communication, and mass communication. Public speaking can be a powerful tool to use for purposes such as motivation, influence, persuasion, informing, translation, or simply ethos In current times, public speaking for business and commercial events is often done by professionals, with speakers contracted either independently, through representation by a speaker's bureau paid on commission of 25-30%, or via other means. The 6 I's of credibility for public speaking are:

Introduction to Grammar & Vocabulary 23 Notes 6 I's of Credibility Ideation Be creative in presenting the idea Information Bring out new and decision driving facts Influence Be charismatic with show of confidence Integrity Be authentic and build a trust through the first half of the session Impact Identify and present a memorable delivery to root the message Ignition Call out to action, if required (E.g. Funding, Social Action, Proselytisation ...etc.) Public speaking training centers promote the idea of adapting certain life-stances for becoming a growing orator. These life-stances are called the 12E life stances. 12E Explanation Examine Examine how is one's life process. (E.g. SWOT analysis, Johari window) Exchange Let go of small conveniences as an exchange for greater good. Exercise Exercise skills and widen the depth of information to address areas. Express Expressing one's belief in their dream through integrity in oration. Expect Expect oppositions and failure. Expose Expose one's way of working (ability in oration) and use opportunities for it. Extract Extract and personalize every positive principles and knowledge. Exclude Exclude negative thinkers that oppose orator's ambition. Exceed Exceed normal exceptions through review and restructuring. Exhibit Exhibit confidence in your objective and areas of oration. Explore Explore all possibilities and different fields of oration. Extend Extend a helping hand to those in the field of oration.

24 English Notes A common fear of public speaking is called gloss phobia (or, informally, "stage fright"), this state of response by many beginners confuse with normal nerves and anxiety with a genuine phobia. Many people fear to speak publicly. This is because, like so many creatures, humans are gregarious - they keep together in their own group - but public speaking involves standing conspicuously apart from the group, which to many seems unnatural and can make the speaker uncomfortable and anxious. Technology is beginning to provide people with a tool they can use to practice their public speaking skills. With the use of head mounted displays such as Samsung Gear VR, users are immersed in a variety of realistic environments which they can train in. The Art of Public Speaking The course of human history and personal destiny has changed more by the spoken word than by the written word. Many of the major turning points in your own life were when someone said something to you that affected you so profoundly that ever afterwards your thinking, your feelings and your actions were different. There is nothing more important for you than to become really, really good at the art and science of expressing yourself in words to other people. I'm going to share with you some of the most important ideas I've learned in the art of public speaking that you can use, starting immediately, to become more effective and more persuasive in your interactions with others. At my seminars around the country, people often come up to me and say, "I would like to do what you do. How do I get started?" Whenever someone asks me how they can become a public speaker, I always refer them to the book Eloquent in Public Speaking written by Dr. Kenneth McFarland. McFarland, who passed away in 1985, is also known as the "Dean of American Public Speakers," and in his book he didn't talk about methodology or technique at all. His central message, which influenced me very strongly when I began speaking publicly, was that the key to eloquence is the emotional component that the speaker brings to the subject.

Introduction to Grammar & Vocabulary 25 Notes To put it another way, the starting point of being an excellent speaker is for you to really care about your subject. I watched Wally "Famous Amos" give a talk years and years ago. He started with very little and built up an extraordinarily successful chain of chocolate chip cookie stores. He has since devoted much of his time and money to helping people who are less fortunate, especially those having problems with illiteracy. He is not necessarily an accomplished public speaker, but the talk that he gave was absolutely excellent. And the reason was because he spoke from his heart. He spoke with a deep concern and compassion about the needs of people who couldn't read. His eloquence came because he really cared about his subject and everyone listening could sense that emotion even though his structure and his style may not have been as polished as someone who had spoken for many years.

Part One of Public Speaking So the starting point of the art of public speaking is for you to pick a subject that you really care about. It is for you to think through the subjects that have had an inordinate impact on you, the subjects that you would like to share with others because you really, intensely feel that others could benefit from your knowledge. Let's say, for example, that you feel that people could be far more successful in life if they learned how to be more understanding of others. You have found, in your own life, that the more you worked at understanding where others were coming from, the more effective you were in interacting and communicating with them. Because of the impact that this knowledge had on your life, you feel that others could benefit from learning and practicing what you have learned and practiced.

Part Two of Public Speaking The second part of public speaking, the real core to the subject, is preparation. Preparation is more important than anything else except caring about your subject. Ernest Hemmingway once wrote that, "In order to write well, you must know 10 words about the subject for every word that you write. Otherwise," he said, "the reader will know that this is not true writing." I personally feel that, in speaking, you must know 100 words for every word that you speak. Otherwise, your audience will have the sense that you don't really know what you're talking about. It's not unusual for a person to spend many hours, days and even weeks, preparing for a talk. Whenever you see a professional speaker who gives a talk that seems almost effortless, you can know for sure that it was preceded by enormous preparation. To prepare for a talk, the first thing you do is write out an objective statement of what you wish to accomplish as a result of this presentation. If it's a 10 minute presentation, or a 10 hour presentation, the statement of your objective is the same. It's

26 English Notes the answer to the question, "Who is my audience and what effect do I want my talk to have upon them?" So here is my advice to you. Pay any price, spend any amount of time, overcome any obstacle, but make a decision, right now, that you're going to learn to speak well to other people. It could be one of the most important decisions you ever make in assuring your long term success in your career.

1.9 Summary A good dialogue or language must know and at the same time obey the rules governing grammatical and correct sentences in the language in question. The grammaticalness of sentences starts from correct choices of morphemal elements combined to form them. Similarly, these 'grammatical' sentences need to be correct and appropriate. The ability to formulate such sentences requires not only the knowledge of language (competence) but how to use it effectively. The implication here is that the context of meaning, as essence of communication, determines appropriateness and correctness of seemingly abstract concerns of grammar in concrete situation of language use. However, while students may be effective speakers of English, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language. Effective grammar training or education commences with what learners or beginners already know about grammar, and it helps them to use this knowledge as they write. By connecting the knowledge of oral language to written language, educators can clarify abstract grammatical terminology so that learners can write and read with better ability and self-assurance. Public speaking and oration are sometimes considered some of the most importantly valued skills that an individual can possess. This skill can be used for almost anything. Most great speakers have a natural ability to display the skills and effectiveness that can help to engage and move an audience for whatever purpose. Language and rhetoric use are among two of the most important aspects of public speaking and interpersonal communication. Having knowledge and understanding of the use and purpose of communication can help to make a more effective speaker communicate their message in an effectual way. The use of public speaking in the form of oral presentations is common in higher education and is increasingly recognized as a means of assessment. People who speak publicly in a professional capacity are paid a speaking fee. Professional public speakers may include ex-politicians, sports stars and other public figures. In the case of high-profile personalities, the sum can be extraordinary.

1.10 Check Your Progress Multiple Choice Questions 1. The system of inflections, syntax, and word formation of a language (a) Vocabulary (b) Grammar (c) Verbs (d) Adverbs 2. One of the rule of direct & indirect speech states the "..... to assertive is to be done doing Vice versa". (a) Imperative (b) Exclamatory (c) Interrogative (d) Declarative 3. A sentence should have a subject, a verb and express a complete thought. If it fails to do so, then it is a sentence fragment (a) False (b) True 4. A sentence has many clauses, at least one of which is a relative clause I. Simple sentence II. Compound sentence III. Complex sentence IV. Complex compound sentence (a) option I (b) option II (c) option III (d) option IV 5. They are the words which are used to join or link the words or groups of words together (a) Interjections (b) Adverb (c) Pronouns (d) Conjunctions 6. Antonym may share an identical meaning with another word, but the two words are not necessarily interchangeable. (a) False (b) True 7. leaves a positive impact on person's conversation abilities (a) Public speaking (b) Good use of vocabulary (c) Looks & behavior (d) Personality Development 8.andare sometimes considered some of the most importantly valued skills that an individual can possess (a) Looks & brainpower (b) Public speaking & oration (c) Smartness & proficiency minimal (d) Attraction & charisma 9. Essential relative clause I. Does not require a comma to separate it from the rest of the sentence II. Does require a comma to separate it from the rest of the sentence III. Does require an exclamation mark to separate it from the rest of the sentence IV. Does not require an exclamation mark to separate it from the rest of the sentence (a) option I (b) option II (c) option III (d) option IV

28 English Notes (d) option IV 10. Technology is beginning to provide people with a tool they can use to practice their public speaking skills. (a) False (b) True 11. Sentences are given in the direct speech. Change them into the indirect speech. (a) Rohan said, "I have got a headache". (b) Manu said, "I am very busy now". (c) "Hurry up," she said to us. (d) "Give me a cup of tea," Rohan told her. (e) She said, "I am going to college." (f) She said to me, "Thank you" (g) Raju said, "Gautam must go tomorrow". (h) Geetha says, "My father is an Engineer." (i) Rohan said, "I have passed the physical test." (j) She said to me, "You are my only friend." (k) 'I love you,' Rohan told me. (l) 'Where are you going?' James asked Mary. 12. Fill the blanks with appropriate prepositions (a) September (b) 12 o'clock (c) winter (d)Easter Monday (e)4th July, 1776 (f)Christmas (g)Tuesday (h)the weekend (i)my birthday (j)the end of the week 13. Decide whether the words in bold are nouns or verbs (a) We read books. (b) She rides a horse. (c) My parents are nice (d) They play the drums. (e) He often helps his brother (f) Frank never has lunch at school (g) I don't like carrots (h) Her friends live in a flat. John often gets up late. (i) Peggy comes home from school at 3.30 pm 14. Rewrite the following sentences according to the instructions given after each, and making other changes that may be necessary. (a) It is probable that he will never come back. (Begin: In ...) (b)

87%

MATCHING BLOCK 30/133

SA

B.A. B.Com Part-I General English.docx (D142429294)

He said to me, 'Where are you going?' (Begin: He asked me ...) (

c) As soon as the chief guest had arrived the play began. (Begin: No sooner)

Introduction to Grammar & Vocabulary 29 Notes (d) I was surprised at his behavior. (Begin: His ...) (e) He will certainly succeed. (Begin: He is ...) (f) He is the best student in the class. (Use better instead of best) (g) He is too weak to stand up without help. (h) He tucked the gun under his arm and rushed towards the bridge. (End: ... his arm.) 15. Use the suitable prepositions to complete the sentences (a) The meeting is _____ half past two _____ the afternoon _____ next Monday. (b) Ghana has been an independent country _____ 1957. (c) The Second World War began _____ September 1939 and ended 1945. (d) This house dreadfully gets cold _____ winter, especially nights. We nearly froze to death _____ last Christmas. (e) Oxford has been a centre of learning _____ more than a thousand years. (f) It's our fifth anniversary next month. We got married _____ 1966 _____ 17th of September. (g) England and Scotland have been united _____ 1707. (h) Come round _____ lunch time and have something to eat. You haven't eaten anything _____ eight hours. (i) It's nearly four hundred years _____ Shakespeare's birth. (j) We normally start lunch _____ about two _____ the afternoon _____ weekends. 16. Choose the correct modal verb. (i) _____ I have more cheese on my sandwich? (ii) You _____ eat more vegetables. (iii) I _____ like to buy the same television for my house. (iv) _____ I have a coffee please? (v) You _____ smoke near children. (vi) The passengers _____ wear their seatbelts at all times. (vii) We _____ go to the concert if the rain stops. We don't know for sure. (viii) I _____ ice skate very well. (ix) The boys _____ wake up earlier than 7:30 am. They have class at 8:00 am. (x) The rock band _____ play very well last year. Now they are much better. 1.11 Questions and Exercises 1. What do you understand by the term Grammar? Provide its at least 5 definitions and important elements. 2. How is good grammar and Vocabulary usage important in communication? 3. Define clauses & its types by giving at least 3 examples of each type. 4. Why is Effective Communication so important within your organization? Discuss. 5. What do you understand by transformation of sentence? Explain by giving a brief direction about doing transformation. 6. What are Synonyms & Antonym? Explain in length. 30 English Notes 7. What are the different forms & types of sentences? Explain by giving 5 examples of each form and types. 8. "Everyone is a unique creature of God" Discuss this statement with relevance from personality development. 9. Explain the art of public speaking with appropriate example from real life. 10. Differentiate between direct & indirect speech. Give 5 examples of each speech. 1.12 Key Terms ? Grammar: It is the study of the principles by which a language or languages function in producing meaningful units of expression. Knowledge of the preferred forms of expression and usage in language. See also linguistics. — Grammarian, n. — grammatical, adj. ? Vocabulary (noun): It is 1. All the words of a language like

100%

MATCHING BLOCK 27/133

W

lexicon, word-hoard. An alphabetical list of words often defined or translated.

It is also be defined as

100%

MATCHING BLOCK 28/133

W

specialized expressions indigenous to a particular field, subject, trade, or subculture. ?

Lexical items: It is a single word, a part of a word, or a chain of words that forms the basic elements of a language's lexicon(≈ vocabulary) ? Syntax: It is the set of rules, principles, and processes that govern the structure of sentences in a given language, specifically word order. ? Independent clause: It is a main clause and can stand on its own as it contains all the information required or compulsory to complete sentence. ? Dependent clause: It is a subordinate clause and cannot stand on its own because it does not contain all the information required or compulsory to complete sentence. ? Relative clause: This clause can be required or not required to complete a sentence. It can be essential or required when reader needs the information it provides and nonessential when reader do not need the information it provides. It begins

with a relative pronoun such as who, whom, whose, which, or that, or a relative adverb

such as when, where, or why. Essential relative clause does not require a comma to separate it from the rest of the sentence. A nonessential relative clause does require a comma to separate it from the rest of the sentence. ? Noun clause: It is any clause that substitutes, interchanges or replaces a functions as, a noun. ? Discourse community: It is a group of people who share a set of discourses, understood as basic values and assumptions, and ways of communicating about those goals. ? Interpersonal communication: It is an exchange of information between two or more people. Communication skills are developed and may be enhanced or improved with increased knowledge and practice. During interpersonal communication, there is message sending and message receiving. This can be conducted using both direct and indirect methods. Successful interpersonal communication is when the message senders and the message receivers understand the message. ? Speakers Bureau: A speakers' bureau is a volunteer group of speakers who talk about a particular subject, or a company which operates to facilitate speakers for clients requiring motivational speakers, celebrity appearances, conference facilitators or keynote speakers. A speakers' bureau will hold a database of personalities from diverse fields such as politics, sports, business, television and comedy. ?

Reporting verb: The verb first part of sentence (i.e. he said, she said, he says, they said, she says,) before the statement of a person in sentence is called reporting verb.

Introduction to Grammar & Vocabulary 31 Notes Check Your Progress: Answers 1. (a) 2. (c) 3. (b) 4. (d) 5. (d) 6. (a) 7. (d) 8. (b) 9. (a) 10. (b) 11. Answers (a) Rohan said that he had got a headache. (b) Manu said that he was very busy then. (c) She told us to hurry up. (d) Rohan asked her to give him a cup of tea. (e) She said that she was going to college. (f) She thanked me. (g) Raju said that Gautam would have to go the following day. (h) Geetha says that her father is an Engineer. (i) Rohan said that he had passed the physical test. (j) She told me that I was her only friend. (k) Rohan told me that he loved me. (l) James asked Mary where she was going. 12. Answer: Prepositions a) in September b) at 12 o'clock c) in winter d) on Easter Monday e) on 4th July, 1776 f) at Christmas g) on Tuesday h) at the weekend i) on my birthday j) at the end of the week 13. Answer: Nouns or Verbs a) We read books. → Noun b) She rides a horse. → Verb c) My parents are nice. → Noun d) They play the drums. → Noun e) He often helps his brother. → Verb 32 English Notes f) Frank never has lunch at school. → Verb g) I don't like carrots. → Noun h) Her friends live in a flat. → Noun i) John often gets up late. → Verb j) Peggy comes home from school at 3.30 pm. → Verb 14. Answers (a) In all probability he will never come back. (b) He asked me where I was going. (c) No sooner had the chief guest arrived than the play began. (d) His behavior surprised me. (e) He is certain to succeed. (f) He is better than any other student in the class. (g) He is so weak that he cannot stand up without help. (h) He rushed towards the bridge with the gun tucked under his arm. 16. Answer: i. B ii. A iii. C iv. C v. C vi. B vii. B viii. A ix. D x. B 1.13 Further Readings ? <http://www.thefreedictionary.com/vocabulary> ? Adegbija, E.E. 1999. "Tit-bits on Discourse Analysis and Pragmatics" In Adegbija, E.E. Ed. The English Language and Literature in English: An Introductory Handbook. Ilorin: MEL, University of Ilorin. pp 186 – 205. ? Chomsky, N. 1986. Knowledge of Language. New York: Palger Publishers. ? Cruse, D.A. 1999. "Language, Meaning and Sense: Semantics". In Collinge, N.E. ed. An Encyclopedia of Language. London: Routledge. ? Eka, D. 1994. Elements of Grammar and Mechanics of the English Language. Uyo: Samuf (Nig.) Ltd. ? Gimson, A.C. 1989. An Introduction to the Pronunciation of English, 4th Edition. London: Edward Arnold. ? Halliday, M.A.K. 1985. An Introduction to Functional Grammar. London: Edward Arnold. ? Kempson, R. 1977. Semantic Theory. London: Cambridge University Press. ? Lawal, R.A. 1997(ed). Stylistics in Theory and Practice. Ilorin: Paragon Books. ? Leech, G. 1983. Principles of Pragmatics. London: London Group UK Limited.

Introduction to Grammar & Vocabulary 33 Notes ? Longman Dictionary of Contemporary English New ed. 1995 UK: Longman Group Ltd. ? Lyons, J. 1974. Introduction to Theoretical Linguistics. Cambridge: Cambridge University Press. ? Lyons, J. 1995. Linguistic Semantics. Cambridge: Cambridge University Press. ? Obisesan, O.A.. 2000. "Morphology". In Adetunji, A.A. ed. Studies in Language Skills. Ibadan: POWAD Publications. ? Odebunmi, A. 2001. The English Word and Meaning. Ogbomoso: Critical Sphere. ? Ofuya, V.A. 1987. "A Functional English Grammar in a Second Language Situation" in Adegbiya, E.E. ed. Effective Study Skills and Use of English. Ilorin: The General Studies and National Awareness Division, University of Ilorin. pp. 53 – 156. ? Ofuya, A. 1996. "Word Formation in Medical, Engineering, Science, Technology and Agricultural (MESTA) English". In Adegbiya, E. and A. Ofuya, eds. English Language & Communication Skills. Ilorin: The English Language Outer Circle, University of Ilorin pp. 1 – 19. ? Ogunsanwo, O. et al. 1993. Countdown to SSCE/UME English Language. 2nd ed. Ibadan: Evan Brothers (Nigeria Publishers) Limited. ? Okwilagwe, O.A. 1998. A New Approach to Reading Comprehension & Summary for Schools & Colleges. 2nd ed. Ibadan: Stirling – Horden Publishers. ? Osisanwo, W. 1990. An Introductory Analytical Grammar of English for Undergraduates: A Systemic Approach. Lagos: Femolus – Fetop Publishers. ? Roach, P. 1991. English Phonetics and Phonology. 2nd Edition. Cambridge: Cambridge University Press. ? Traugott, E.C. and M.L. Pratt 1980 Linguistics for Students of Literature. USA: Harcourt Brace Jovanovich Inc. ? Quirk, R. et al. 1972. A Grammar of Contemporary English. London: Longman. ? Yule, G. 1985. The Study of Language. An Introduction. Cambridge: Cambridge University Press. ? Yusuf, O. Ed. 1992. Introduction to Linguistics. Ilorin: Dept. of Linguistics and Nigerian Languages, University of Ilorin. ? Dixon, Robert M. W. (1977). "Where have all the Adjectives Gone?" Studies in Language 1: 19–80. doi:10.1075/sl.1.1.04dix. ? Jump up^ Adjective classes: a cross-linguistic typology, Robert M. W. Dixon, Alexandra Y. Aikhenvald, OUP Oxford, 2006 ? The Art of Grammar: A Practical Guide, Alexandra Y. Aikhenvald, p. 97 ? Hoff, Erika (2014). Language Development. Belmont, CA: Cengage Learning. p. 171. ISBN 978-1-133-93909-2. ? Categorical Features: A Generative Theory of Word Class Categories, p. 54 ? <http://www.studyandexam.com/direct-indirect-speech.html> ? http://www.criticalreading.com/learn_read_write.htm ? Roberts, B. W.; Caspi, A.; Moffitt, T. (2001). "The kids are alright: Growth and stability in personality development from adolescence to adulthood". Journal of Personality and Social Psychology 81: 670–683. doi:10.1037/0022-3514.81.4.670. ? Fraley, R. C.; Roberts, B. W. (2005). "Patterns of continuity: A dynamic model of conceptualizing the stability of individual differences in psychological constructs across the life course". Psychological Review 112 (1): 60–74. doi:10.1037/0033-295x.112.1.60. ? Harkness, A. R.; Lilienfeld, S. O. (1997). "Individual differences science for treatment planning: Personality traits". Psychological Assessment 9 (4): 349–360. doi:10.1037/1040-3590.9.4.349.

34 English Notes ? South, S. C.; Krueger, R. F. (2008). "An interactionist perspective on genetic and environmental contributions to personality". Social and Personality Psychology Compass 2 (2): 929–948. doi:10.1111/j.1751-9004.2007.00062.x. ? Jump up^ Heath, A. C.; Eaves, L. J.; Martin, N. G. (1998). "Interaction of marital status and genetic risk for symptoms of depression". Twin Research 1: 119–122. doi:10.1375/136905298320566249. ? Turkheimer, E. & Waldron, M. (2000). Non shared environment: A theoretical, methodological, and quantitative review. ? Plomin, R.; Daniels, D. (1987). "Why are children in the same family so different from one another?". Behavioral and Brain Sciences 10: 1–16. doi:10.1017/s0140525x00055941. ? Plomin, R.; Asbury, K.; Dip, P. G.; Dunn, J. (2001). "Why are children in the same family so different? Nonshared environment a decade later". Canadian Journal of Psychiatry 46 (3): 225–233. ? Roberts, B. W.; Wood, D.; Smith, J. L. (2005). "Evaluating Five Factor Theory and social investment perspectives on personality trait development". Journal of Research in Personality 39: 166–184. doi:10.1016/j.jrp.2004.08.002. ? Jeronimus, B.F.; Riese, H.; Sanderman, R.; Ormel, J. (2014). "Mutual Reinforcement Between Neuroticism and Life Experiences: A Five-Wave, 16-Year Study to Test Reciprocal Causation". Journal of Personality and Social Psychology 107 (4): 751–64. doi:10.1037/a0037009. ? Jeronimus, B.F., Ormel, J., Aleman, A., Penninx, B.W.J.H., Riese, H. (2013). "Negative and positive life events are associated with small but lasting change in neuroticism". Psychological Medicine 43 (11): 2403–15. doi:10.1017/s0033291713000159. ? Van Gestel, S.; Van Broeckhoven, C. (2003). "Genetics of personality: are we making progress?". Molecular Psychiatry 8: 840–852. doi:10.1038/sj.mp.4001367. PMID 14515135. ? Donnellan, M. B. & Robins, R. W. (2009). The development of personality across the lifespan. In P. J. Corr & G. Matthews (Eds.), The Cambridge handbook of personality psychology (pp. 191–204). New York, NY: Cambridge University Press.

Introduction to Communications & Business Communication 35 Notes Unit 2: Introduction to Communications & Business Communication Structure 2.1 Introduction 2.2 Communication: Concept, Meaning and Definition 2.2.1 Concept and Meaning 2.2.2 Definition 2.3 The communication process 2.3.1 What is Effective Communication? 2.3.2 Importance of Effective Communication 2.3.3 Creating a standardized communication flow 2.3.4 Effective Ways to Communicate 2.3.5 Basic Principles of Effective Communication 2.4 Communication Guidelines 2.5 Internal and External Communication verses Business Communication 2.5.1 Number of persons/ receivers to whom message is addressed 2.5.2 On basis of medium employed 2.6 Media of the Communication 2.6.1 Oral communication 2.6.2 Written Communication 2.6.3 Advantages and disadvantages of written communication 2.7 Differences between Oral and Written Communication 2.8 Barriers to Effective Communication 2.8.1 Common Barriers to Effective Communication 2.9 Business Writing Skills: Concept and Philosophy 2.10 Structure of writing 2.10.1 Grammar & Vocabulary 2.10.2 Vocabulary 2.10.3 Proofing 2.11 How to Write Effectively – Good Business Communication 2.11.1 Technical Report Writing 2.11.2 A Guide for Writing a Technical Paper 2.12 Project Preparation 2.12.1 Project Plan

36 English Notes 2.12.2 Purpose of Identification Stage Preliminary Project Plan (PPP) 2.12.3 Purpose of Delivery Stage Project Management Plan (PMP) 2.12.4 Contents of Project Preparation Plan 2.13 Project Report 2.13.1 Writing a Project Report 2.13.2 The Polishing Process 2.13.3 Testing the Business Writing effectiveness 2.14 What is a Business Message & Its Importance? 2.14.1 Types of Business Messages 2.14.2 Importance of Business Messages 2.14.3 Structuring the business messages 2.15 Developing Effective Business Communication 2.15.1 Exercises in drafting business Letters 2.15.2 Structure & Style of a formal letter 2.15.3 Useful Idioms 2.15.4 Focus on business letters 2.15.5 How to send the letter 2.16 Email writing 2.16.1 Rules of Email communication 2.16.2 Poor email- usage 2.17 Advantages and Disadvantages of Written Communications 2.18 Summary 2.19 Check Your Progress 2.20 Questions and Exercises 2.21 Key Terms 2.22 Further Readings Objectives After studying this unit, you should be able to: ? Understand the concept and philosophy of Communication, its objectives, types & barriers. ? Understand the business communications, its various types & how to write effectively a good Business Communication. ? Explain & exercise in structuring & style of technical paper, project preparation and project report

Introduction to Communications & Business Communication 37 Notes 2.1 Introduction Communication plays a fundamental role in information sharing. Information if not shared is of no use. Communication is the act of conveying information for the purpose of creating a shared understanding. It's something that humans do every day. Individuals working together in the same organization need to speak to each other to keep themselves abreast with the latest developments in the organization. The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. It is practically not possible for an individual to do everything on his own. He needs a medium which helps him discuss various ideas and evaluate pros and cons of proposed approaches with people around. Here comes the role of communication. The act of communicating pulls on numerous interpersonal and intrapersonal skills. These include talking, listening, noting, enquiring, processing, analyzing and evaluating. Receivers of a message must be able to ascertain the source's intent, take into account the message's context, resolve any confusion, accurately decode the information and decide how to act on it. Such skills are essential to learning, forming vigorous dealings, creating a sense of community and achieving achievement in the workplace. In today's business environment, the majority of important work communications takes place over emails, reports and even messaging. Managers who are able to write clearly and effectively are able to influence positively, achieve productively and build stronger networks. Gain essential and practical skills in high-impact business writing to customize your writing for different readers, organize your thoughts coherently and communicate concisely and clearly to achieve business objectives with impact. Speaking and listening skills are critical for managers, but solid writing skills also are important because so much managerial communication still ends up on paper. Proposals, project discussions, suggested ideas, and decisions will appear in writing at some point in the process. And when managers and executives analyze issues, document what happens, and make the business case for their strategy, they put it in writing. Managers need to write well because they write and edit their own messages, unlike in the past when they had more opportunity to hand it to an administrative assistant. They also need to be good writers because, like nuclear fuel, written documents have a long afterlife. The permanence of writing allows a person to refer back to documents, which is helpful, but a written message also can bring unforeseen consequences because it lingers, for everyone to see. In this unit, we shall be discussing about the nature, meaning & process behind the effective communication. We will also learn about the barriers to communications & various communication medium in an organization. We will also be studying in length about the business communication, its types & how to effectively write a business communication like proposals, projects and plans. 2.2 Communication: Concept, Meaning and Definition Communication allows people to interchange information and feedbacks within the organization and permits people to follow the organizational goals. Knowledge of the interpersonal communication process and potential barriers is an important skill in order to assurance the effectiveness of the communication.

38 English Notes 2.2.1 Concept and Meaning Communication is a significant process in order to ensure a perfect understanding of the organizational goals and involve people at all levels towards their attainment. In fact, through an effective communication, an individual/ an employee/ managers/ management can communicate objectives, tasks and policies to employees and transmit their feedbacks to the top management. Communication is the exchange of messages between people for the persistence of achieving common connotations. Communication and associated interpersonal processes are important ingredients of organizational efficiency. Good communication does not require agreement with the message; just clear understanding of the message. Basically, communication is the means with which managers can exercise their duties of planning, direction and control (Mullins, 2010: 433) in order to pursue their goals of improving the productivity of the organization and fulfil the expectations of the employees (Richmond, Wagner and McCroskey, 1983: 27). In particular communication is crucial during the process of change which is becoming more and more important within moderns organizations and that requires an extraordinary level of engagement as well as a strong leadership (Flock, 2006: 1; Kotter, 1996: preface). 2.2.2 Definition Communication defines" communication enables people to exchange information and feedbacks within the organization and enables people to follow the organizational goals. There are a number of definitions of the term communication.

75%

MATCHING BLOCK 32/133

SA

Revised EPC_Resource Book.pdf (D106092916)

A few of them are being reproduced below: "Communication is the sum of all things, one person does when he wants to create understanding in the minds of another. It involves a systematic and continuous process of telling, listening and understanding." –

Allen Louis

Introduction to Communications & Business Communication 39 Notes Communication has been defined "As the transfer of information from one person to another whether or not it elicits confidence." – Koontz and O' Donell "

100%

MATCHING BLOCK 33/133

SA

Revised EPC_Resource Book.pdf (D106092916)

Communication is an exchange of facts, ideas, opinions or emotions by two or more persons." –

George Terry "Communication is defined as "

100%

MATCHING BLOCK 34/133

W

the process of passing information and understanding from one person to another,

it is essentially a bridge of meaning between people. By using the bridge of meaning a person can safely cross the river of misunderstanding." – Keith Davis Effective communication is "purposive interchange, resulting in workable understanding and agreement between the sender and receiver of a message". – George Vardman "Communication is interchange of thoughts, opinions, or information, by speech, writing, or signs". – Robert Anderson

89%

MATCHING BLOCK 35/133

SA

Revised EPC_Resource Book.pdf (D106092916)

Communication is the process by which information is passed between individuals and/ or organizations

by means of previously agreed symbols. – Peter Little

100%

MATCHING BLOCK 36/133

SA

Revised EPC_Resource Book.pdf (D106092916)

Communication is any behavior that results in an exchange of meaning. –

The American Management Association Communication may be broadly defined as the process of meaningful interaction among human beings. More specifically, it is the process by which meanings are perceived and understandings are reached among human beings. – D.E. McFarland

2.3 The communication process Effective communication is vital to all businesses. If the right message does not get to the right person, in the right format, then this could affect the overall efficiency of the business. Worse still, the wrong messages might be passed on to the wrong people. This could actually harm the business. There are a number of parts to any communication. For instance, sending a text message involves: ? The sender - the person writing the text ? The receiver - the person to whom the message is addressed ? The content of the message - for example, news, information, an invitation

40 English Notes ? The format of the message - in this example it is text but many other different ways are possible ? The communication channel through which the message is sent - in this case a mobile phone network ? The medium - how the message will be sent, in this case it is in writing. It is vital that each part of the message is correctly chosen and in place. If not, the message may not be received or understood. Sending a text to someone without a mobile phone will obviously fail. It is important for a business to choose how and when it will send messages to intended receivers. For example, a building society will only send information about a new savings product to its members by text or email, if they have specifically chosen to receive communication by that method. Sending information by this method to people who cannot receive text or email could result in losing an opportunity to sell a new product.

2.3.1 What is Effective Communication? In its simplest of forms communication can be defined as a two-way communication between sender and receiver. One must also consider several factors that complicate communication; such as the format of the message, the medium by which the message is transmitted, the interpretation by the receiver and whether any reply is warranted. All of these components present a variety of challenges and obstacles, which frequently cause breakdowns in communication. Most of what people believe is communication is actually what we would define as "advertising." With the best of intentions, organizations have been attempting to communicate with their people by using a variety of means that are more supplemental in nature. These misguided communication tools include intranet pages, newsletters, bulletin boards, check stuffers, meeting minutes and mass e-mails. In reality, Effective Communication occurs when you have face-to-face interaction, documentation on the content of the conversation and reinforcement of what was communicated prior to the conclusion of the discussion.

2.3.2 Importance of Effective Communication One of the leading factors in determining the success or failure of organizations today is the effectiveness of their people to properly communicating with one another. To verify the importance your people place on communication, check your employee survey results. You'll likely find several issues all pointing back to a lack of true communication. For both small and large organizations to be successful; one must understand what is meant by effective communication and how to achieve it. Key elements for Effective Communication: 1. Meeting Structure. By creating a standard agenda in a face-to-face environment, you can ensure clarity of the message and know that everyone will speak the same language.

Introduction to Communications & Business Communication 41 Notes 2. Standardized Frequency. With everyone having an establish rhythm for when communication will occur, you will establish a foundation for timely completion of tasks. 3. Provide Connectivity. With a built-in process for passing and receiving critical information, you'll create direct links from top to bottom and bottom to top. 4. Forward-looking Mindset. While reporting on the present, leaders and employees can look ahead to "what's next" and discuss best practices for taking issues head- on. 2.3.3 Creating a standardized communication flow Communication is crucial to businesses to day and meetings are the fundamental component. CSI develops a communication cascade in your organization driven by a standard meeting process. Our system engages all participants in meetings that are focused on the business and drive to specific outcomes. Utilizing our process, organizations are able to eliminate many ineffective meetings, reducing time spent in meetings and significantly increasing overall meeting effectiveness. 2.3.4 Effective Ways to Communicate The following actions have been observed in teams with effective communications skills. ? Acknowledge ("Roger") communications. ? Provide information in accordance with SOP's. ? Provide information when asked. ? Repeat, as necessary, to ensure communication is accurately received. ? Use standard terminology when communicating information. ? Request and provide clarification when needed. ? Ensure statements are direct and unambiguous. ? Inform the appropriate individuals when the mission or plans change. ? Communicate all information needed by those individuals or teams external to the team. ? Use nonverbal communication appropriately. ? Use proper order when communicating information. 2.3.5

100%

MATCHING BLOCK 37/133

W

Basic Principles of Effective Communication Many definitions describe communication as a transfer of information, thoughts or ideas to create shared understanding between a sender and a receiver. The information may be written or spoken, professional or social, personal or impersonal to name a few possibilities. Basically, the communication process involves a sender, receiver, message, channel and feedback. However, this simplistic description significantly under-represents what can actually be a very complex process. Click here for a brief overview of the communication process. Essential issues to be aware of in any communication situation are: ? Content refers to the actual words or symbols of the message that are known as language - the spoken and written words combined into phrases that make grammatical sense. Importantly, we all use and interpret the meanings of words differently, so even simple messages can be misunderstood. And many words have different meanings to confuse the issue even more. ? Process refers to the way the message is delivered - the nonverbal elements in speech such as the tone of voice, the look in the sender's eyes, body language, hand gestures and state of emotions (anger, fear, uncertainty, confidence, etc.) that can be detected. The non-verbals that we use often cause messages to be 42

English Notes

92%

MATCHING BLOCK 41/133

W

misunderstood as we tend to believe what we see more than what we hear. Indeed, we often trust the accuracy of nonverbal behaviors more than verbal behaviors. A well-known UCLA study found that only around 7% of the meaning of spoken communication came from words alone, 55% came from facial expression and 38% came from the way the words were said. ? Context refers to the situation or environment in which your message is delivered. Important contextual factors that can subtly influence the effectiveness of a message include the physical environment (e.g. a patient's bedside, ward office, quiet room etc.), cultural factors (e.g. international cultures, organizational cultures and so on) and developmental factors (e.g. first, second or third year student, experience in similar clinical settings, stage of the practicum etc.). The goal of communication between a sender and a receiver is

the

100%

MATCHING BLOCK 45/133

W

understanding of the message being sent. Anything that interferes with this can be referred to as 'noise'. Communication noise can influence our interpretation of messages and significantly affect our perception of interactions with others.

84%

MATCHING BLOCK 38/133

W

However, there are a number of strategies that can help to help minimize communication noise and maximize communication efficiency.

Examples of noise include environmental noise, physiological-impairment noise, semantic noise, syntactical noise, organizational noise, cultural noise, and psychological noise. All these forms of noise delicately, yet greatly influence our communication with others and are vitally important to anyone's skills as a competent communicator.

2.4 Communication Guidelines ? Use short, clear direct sentences. Long, involved explanations may be difficult to follow as some mental disorders make concentrating difficult. Short, clear, and specific statements are easier to understand and answer. ? Keep the content of communication simple and focused. Cover only one topic; give only one direction at a time. Otherwise, it can be very confusing to follow the conversation, especially for someone with a mental illness. ? Do what you can to keep the 'stimulation level' as low as possible. A loud voice, an insistent manner, making accusations and criticisms can be very stressful for anyone who has suffered a mental breakdown. ? If your family member appears withdrawn and uncommunicative, back off for a while. Your communication will have a better chance of getting the desired response when your family member is more open to talking. ? You may find that your family member has difficulty remembering what you have said. You may have to repeat instructions and directions. ? Be pleasant and firm. If you make your position clear and do not undermine what you are expressing, your family member will not as readily misinterpret it. ? If the discussion turns into an argument, everyone involved in the discussion should agree to call a 'time-out.' It can be helpful to take a few deep breaths or take a short walk, then go back to the discussion. ? Listen carefully to what your family member tells you. Acknowledge that you appreciate their point of view and understand their feelings.

2.5 Internal and External Communication versus Business Communication Internal and External Communication & Business Communication encompasses a huge body of knowledge both internal and external for any business. Internal communication includes communication of corporate vision, strategies, plans, corporate culture, shared values and guiding principles, employee motivation, Introduction to Communications & Business Communication 43 Notes cross pollination of ideas etc. External communication includes branding, marketing, advertising, customer relations, public relations, media relations, business negotiations, etc. Whatever form it takes, the objective remains the same, i.e. to create a business value. It can be majorly classified on basis of. 2.5.1

40%

MATCHING BLOCK 39/133

SA

General English.pdf (D165840516)

Number of persons/ receivers to whom message is addressed:- 1. Intrapersonal: talking to one's own self. E.g. Dramatic works. 2. Interpersonal: exchange of messages between two persons. E.g. Conversation, dialogue, an interview,

some other cases like an author, a letter etc. 3. Group: Can be among small groups like organization, club, class rooms where

79%

MATCHING BLOCK 40/133

SA

General English.pdf (D165840516)

all individuals retain their individual identity. 4. Mass: occurs when the message is sent to large groups of people e.g. newspaper, radio,

T.V etc. 2.5.2

84%

MATCHING BLOCK 42/133

SA

General English.pdf (D165840516)

On basis of medium employed 1. Verbal: means communicating with words, written or spoken 2.

Nonverbal:

100%

MATCHING BLOCK 43/133

SA

General English.pdf (D165840516)

includes using of pictures signs, gestures and facial expressions for exchanging information between persons

E.g. personal space, touch, eyes, sense of smell and time. Nonverbal Communication is communication transmitted without words. The best-known types of Nonverbal communication are body language and verbal tone. Nonverbal Communication is by means of elements and behaviors that are not coded into words. It is a written communication which includes letters, memoranda, reports, newsletters, policy manuals, etc 3.

97%

MATCHING BLOCK 44/133

SA

General English.pdf (D165840516)

Meta communication: the speaker's choice of words unintentionally communicates something more than what the actual words state. 2.6

Media of the Communication Communication plays an important role in the management of organizations and the achievement of their goals. A manager passes information to employees working at different levels orally and in writing also. He receives the replies in the same manner. The different media of communication used in an organization are: ? Oral Communication ? Written Communication ? Visual Communication ? Non-Verbal Communication. Whatever be the media of communication it should maintain the clarity of facts, opinion and information. It should present in a decent manner with proper wording and timing. The information must be clear without any confusion and ambiguity. The communication of information must be well worded, properly timed and transmitted in decent manner. It is also necessary that the message must be consistent i.e. the action must coincide with saying. If the supervisor makes a lot of promises, but not fulfill them in such a case it would be called that consistency does not exist. Feedback of information is necessary to adjust the action to desired objective.

2.6.1 Oral communication In most of the cases oral communication is more effective than any other method of communication. Managers, supervisors and executives use oral communication with their subordinates. As it is more informal in nature it is like by the employees. But oral communication cannot be used in some cases; like for legal purposes and for maintaining records.

44 English Notes Different forms of oral communication are discussed below:

1. Talking: Talking is the most common form of communication. It is the easiest, quickest and the most economical way of communication. A person can talk to another person or to a large number of a person. Talking is very helpful in situations like when a supervisor is talking to the employees while resolving a dispute. Such disputes can be solved through oral or verbal communication only and written communication can not provide speedy solution to such disputes.
2. Interview: An interview is also a form of oral communication. It serves three purposes. (i) to obtain information (ii) to provide information and (iii) to motivate people. Interviews provide and appraisal of the training, educational qualifications, working experience and personality of the interviewee. It helps in checking the responsiveness, alertness, presence of mind and manners and poise of the persons being interview.
3. Tours: Business organization commonly send their representatives like salesmen, advertising agents, market surveyors and research personnel to get quick information. During these tours the representatives discuss the matter, provide information and also collect information for the organization. The dealers may ask several questions or certain matters regarding their commission on sales or the acceptability of the products of the company are also discussed during these tours. There are some other forms of oral communication: These are group discussion, seminars and telephone.
4. Group discussion: A group of trainees is assigned a problem much in advance together with necessary reference of books to be consulted. The group prepares a paper for discussion. The leader of the groups discussion the problem and the rest of the trainees can contribute come ideas during the course of discussion which is controlled by the leader of the class. Group discussion is possible along persons of equal status. In that case the chairman of the group shall act as group leader. Most of the time the attitude of the leader is passive and most of the discussion is made by group members.
5. Seminars: Oral discussions are a main part of seminars also. The seminars are used to collect information to deal with a problem. Usually the research scholars are informed in advance about the research methodology. The familiarity with the proper methodology of research helps in dealing with the problem in hand quickly and accurately. The names of the participants and their assignments are announced well in advance.
6. Telephone: Telephone is the quickest and easiest method of conveying information to persons within the organization and outside also. The organization has to pay to the service provider for the use of external telephone service. Other than these oral communication can also take place through a public address system, radio telephone, speaker tubes, tele-printer and messengers.

2.6.2 Written Communication In a business organization written communication is sent to following persons, organizations or agencies. These could be the employees, consumers, management, labor, suppliers, distributors or the stock holders of the company. Written communication is also sent to government departments, bankers, insurance companies and security agencies. The different forms of written communication are:-

1. Reports: Reports are prepared to show the working results of the organization, department, factory, plant or any other institution. These are also prepared to show the result of an enquiry. Many institutions like banks, insurance companies, educational institutions and other business enterprises prepare annual reports which show their achievements in the past year and also the obstacles, the impact of economic conditions, working results and the plans for the future. Some reports are of confidential nature also. A report must be based on facts and cover a specific period of time. It must serve an objective and suggests the future course of action.

Introduction to Communications & Business Communication 45 Notes 2. Business Letters: The business letters are also an important form of written communication. A business letter should be written in a formal way and in simple language without any scope for confusion. It should be polite and courteous but should also convey an idea impressively. Usually business letters are written on printed paper containing the name and address of the company along with the date and reference number. As business letters can be used for legal purposes also, these should be written with great care. 3. Newsletters: Business houses often use business letters to inform their customers about new products, change in channel of distribution, enhancement of commission for distributors, improvement in the quality of the produce, reduction in price, improvement in packaging, increase in weight and a new use of their product etc. News letters are used for promotional activity. They must be lucid, impressive, forceful simple convincing and precise. 4. Advertisements : Advertisements are meant to inform the people, of company products and service ; The more a company carries on advertising campaign, the more it succeeds in increasing its sales Advertisements are made in newspapers, magazines, periodicals, evening issues, radio commercials, T.V. programs, cinema slides and sales demonstrations. All advertisements must be appealing, attractive, convincing and should succeed in achieving the objectives of the company i.e., increase in sales. Advertising is not a waste of money but it helps both the company as well as the customers. By advertising the sales of the products and services of the company increase, providing the company with economies of large scale production consequently the profits increase, cost of production falls down and the company enjoys ability to compete. 5. Manuals: Job manuals are a form of written communication and help in defining duties and responsibilities of the employees. All big companies have job manuals. In the absence, they follow standard job manuals. The specific duties of an executives or high officials of the company can be ascertained, through job manual. A job manual denotes exactly what are the powers and duties of the person. How many people would work under him? What would be the reporting relations and who would be responsible to whom? Job manuals also mention the levels of structure of wage and salaries. 6. Signs: Signs are also used to communicate information. If a van with '+' sign in red color passes on the road it indicates that it belongs to hospital or Red Cross. A signal over the railway track also indicates the arrival or non-arrival of the train. If the signal is down passengers shall get ready and wait anxiously for the arrival of the train. 7. Annual Reports: Usually all the companies publish their annual reports for the consumption of their shareholders, employees, public and government agencies. These reports consist of working results, information about public liking and admiration of company products and services. Annual reports also mention the economic problems faced by the company and efforts of the directions to solve them. What company's plans are for future action? 8. Employee handbook: Employee handbook is given to the new employee at the time of induction or orientation program. It provides complete information of the organization with details on nature of the business, its customers, products, policies, benefits and services available to its employees. Some organizations use charts, photographs, and cartoons to make it more interesting for reading. 9. In-house Magazines & journals: Organizations publish quarterly or monthly in- house magazines to keep employees updated about the latest development in the business, activities conducted in the company like social or cultural and achievements by the sales team. Management can unite with employees in an informal or direct way through these magazines. It also contains promotions, retirements, honors and awards with pictures of employees receiving award from management.

46

English Notes 10.

Financial reports to employees: Financial reports published for shareholders & general public with all the technical accounting language & its terminologies, do not serve any purpose for the employees. So, some organizations publish financial reports specifically for employees with details on expenses, income, profits and distribution of income, which gives the idea about financial standing of the organization to the employees. 11. Information racks or display stands: Information racks or stands are usually placed at places like front lobby, factory gate, cafeteria, shop or at a place which is most frequented by employees. These stands are used to display books dealing with wide range of topics such as help yourself, hobbies, sports, accident prevention etc. 12. Bulletin boards: Bulletin boards in attractive colors & types can be used for display of clippings from newspapers, magazines, clippings on retirements, honors, marriages and other events in the lives of employees. 13. Museums & exhibitions: Small museum or an exhibition can be used to display quality control ideas, old photographs of the factory, old designs and good quality products. It can create interest among the employees in their own work. 14. Posters: Posters are used to display topics related with health and safety, hygiene, improvement in production process, etc. Along with text matter, it should contain pictorial diagrams, charts, and photographs to explain the topic in a simple way. 15. Notice Boards: Notice boards are usually placed at the factory gate or in front lobby. These are used to display notices and circulars issued by the management for administrative purposes, circulars related with hours of work, factories act and any new rules and regulations. 16. Suggestion system: Some organizations use suggestion system to provide an opportunity for a working communication with the management. Employees can use this system to give positive proposals for improvement in machines, devices, techniques and procedures or to express their dissatisfaction with existing facilities or particulars. 17. Memo: Memos are business letters but used within an organization and only for employees. Memos are used to give information to employees such as changes in some procedures or rules, policy change or for specific purpose like request to attend a meeting. The format of the memo differs from business letter format 2.6.3

Advantages and disadvantages of written communication ? One advantage is that written messages do not have to be distributed on the spot of the moment; instead, they can be edited and revised several times before they are sent so that the content can be shaped to maximum effect. ? Another advantage is that written communication provides a permanent record of the messages that have been sent

and can be saved for later study. Since they are permanent, written forms of communication also enable recipients to take more time in reviewing the message and providing appropriate feedback. For these reasons, written forms of communication are often considered more appropriate for complex business messages that include important facts and figures. ? Other benefits commonly related with good writing skills include increased customer/client pleasure/ desire; improved interorganizational competence; and enhanced image in the community and industry. There are also several potential drawbacks associated with written communication, however. ? For instance, unlike oral communication, wherein impressions and responses are replaced instantly, the sender of written communication does not generally receive immediate feedback to his or her message. ? This can be a source of hindrance and indecision in business situations in which a swift response is desired.

Introduction to Communications & Business Communication 47 Notes ?

Written messages often take more time to compose, both because of their information-packed nature and the difficulty that many individuals have in composing such correspondence. ? Many companies, however, have taken a proactive stance in addressing the latter issue. Mindful of the large number of workers who struggle with their writing abilities, some firms have begun to offer on-site writing courses or enrolled employees in business writing workshops offered by professional training organizations, colleges, and community education programs. 2.7

Differences between Oral and Written Communication ?

Speaking is a dynamic transfer of information. To be an effective speaker, you must exploit the dynamism of oral communication, but also learn to work within its limitations. While there is a higher level of immediacy and a lower level of retention in the spoken word, a speaker has more ability to engage the audience psychologically and to use complex forms of non-verbal communication ? The written language can be significantly more precise. Written words can be chosen with greater deliberation and thought, and a written argument can be extraordinarily sophisticated, intricate, and lengthy. These attributes of writing are possible because the pace of involvement is controlled by both the writer and the reader. The writer can write and rewrite at great length, a span of time which in some cases can be measured in years. ? Similarly, the reader can read quickly or slowly or even stop to think about what he or she has just read. More importantly, the reader always has the option of re- reading; even if that option is not exercised, its mere possibility has an effect upon a reader's understanding of a text. The written word appeals more to a contemplative, deliberative style. ? Speeches can also be precise and indeed they ought to be. But precision in oral communication comes only with a great deal of preparation and compression. Once spoken, words cannot be retracted, although one can apologize for a mistake and improvise a clarification or qualification. ? One can read from a written text and achieve the same degree of verbal precision as written communication. But word-for-word reading from a text is not speech- making, and in most circumstances audiences find speech-reading boring and retain very little of the information transmitted. ? Oral communication can be significantly more effective in expressing meaning to an audience. This distinction between precision and effectiveness is due to the extensive repertoire of signals available to the speaker: gestures, intonation, inflection, volume, pitch, pauses, movement, visual cues such as appearance, and a whole host of other ways to communicate meaning. A speaker has significantly more control over what the listener will hear than the writer has over what the reader will read. For these techniques to be effective, however, the speaker needs to make sure that he or she has the audience's attention--audiences do not have the luxury of re-reading the words spoken. The speaker, therefore, must become a reader of the audience. ? Reading an audience is a systematic and cumulative endeavor unavailable to the writer. As one speaks, the audience provides its own visual cues about whether it is finding the argument coherent, comprehensible, or interesting. ? Speakers should avoid focusing on single individuals within an audience. There are always some who squeeze up their faces when they disagree with a point; others will stare out the window; a few rude (but tired) persons will fall asleep. These persons do not necessarily represent the views of the audience; much depends upon how many in the audience manifest these signals. By and large, one should take the head-nodes and the note-takers as signs that the audience is following one's argument. If these people seem to outnumber the people not paying attention, then the speech is being well-received. The single most important bit of evidence

48 English Notes about the audience's attention, however, is eye contact. If members of the audience will look back at you when you are speaking, then you have their attention. If they look away, then your contact with the audience is probably fading. ? Speeches probably cannot be sophisticated and intricate. Few audiences have the listening ability or background to work through a difficult or complex argument, and speakers should not expect them to be able to do so. Many speakers fail to appreciate the difficulties of good listening, and most speakers worry about leaving out some important part of the argument. One must be acutely aware of the tradeoff between comprehensiveness and comprehension. Trying to put too much into a speech is probably the single most frequent error made by speakers. This desire to "say everything" stems from the distinctive limitations of speeches: after a speech, one cannot go back and correct errors or omissions, and such mistakes could potentially cripple the persuasiveness of a speech. ? A speaker cannot allow himself or herself to fall into this mentality. At the outset, a speaker must define an argument sharply and narrowly and must focus on only that argument. There are certainly implications of an argument that are important but cannot be developed within the speech. These aspects should be clearly acknowledged by the speaker, but deferred to a question-and-answer period, a future speech, or a reference to a work that the audience can follow-up on its own. Speakers must exercise tight and disciplined control over content. ? As a rule of thumb, the audience will remember about one-half of what was said in a twenty-minute talk. After twenty-minutes, recall drops off precipitously. Oral arguments should therefore be pared down as much as possible. There are very few circumstances in which an audience will recall a great deal of the information in a speech longer than twenty minutes. Most evidence suggests that audience recall declines precipitously after 16 and one-half minutes. Oral communication uses words with fewer syllables than the written language, the sentences are shorter, and self-referencing pronouns such as I are common. Oral communication also allows incomplete sentences if delivered properly, and many sentences will begin with "and," "but," and "except."

2.8

Barriers to Effective Communication There are many reasons why interpersonal communications may fail. In many communications, the message (what is said) may not be received exactly the way the sender intended. It is, therefore, important that the communicator seeks feedback to check that their message is clearly understood. The skills of Active Listening, Clarification and Reflection may help but the skilled communicator also needs to be aware of the barriers to effective communication and how to avoid or overcome them. There are many barriers to communication and these may occur at any stage in the communication process. Barriers may lead to your message becoming distorted and you therefore risk wasting both time and/or money by causing confusion and misunderstanding. Effective communication involves overcoming these barriers and conveying a clear and concise message.

Introduction to Communications & Business Communication 49 Notes 2.8.1 Common Barriers to Effective Communication ? A Categorization of Barriers to Communication Language Barriers Language and linguistic ability may act as a barrier to communication. However, even when communicating in the same language, the terminology used in a message may act as a barrier if it is not fully understood by the receiver(s). For example, a message that includes a lot of specialist jargon and abbreviations will not be understood by a receiver who is not familiar with the terminology used. Regional colloquialisms and expressions may be misinterpreted or even considered offensive. See our page: [Effective Speaking](#) for more information. Psychological Barriers The psychological state of the communicators will influence how the message is sent, received and perceived. ? For example, if someone is stressed they may be preoccupied by personal concerns and not as receptive to the message as if they were not stressed. Stress management is an important personal skill that affects our interpersonal relationships. See our pages [Stress: Symptoms and Triggers](#) and [Avoiding Stress](#) for more information.

50 English Notes ? Anger is another example of a psychological barrier to communication, when we are angry it is easy to say things that we may later regret and also to misinterpret what others are saying. More generally people with low self-esteem may be less assertive and therefore may not feel comfortable communicating - they may feel shy about saying how they really feel or read negative sub-texts into messages they hear. Physiological Barriers Physiological barriers may result from the receiver's physical state. For example, a receiver with reduced hearing may not grasp to entirety of a spoken conversation especially if there is significant background noise. Physical Barriers An example of a physical barrier to communication is geographic distance between the sender and receiver(s). Communication is generally easier over shorter distances as more communication channels are available and less technology is required. Although modern technology often serves to reduce the impact of physical barriers, the advantages and disadvantages of each communication channel should be understood so that an appropriate channel can be used to overcome the physical barriers. Systematic Barriers Systematic barriers to communication may exist in structures and organizations where there are inefficient or inappropriate information systems and communication channels, or where there is a lack of understanding of the roles and responsibilities for communication. In such organizations, individuals may be unclear of their role in the communication process and therefore not know what is expected of them. Attitudinal Barriers Attitudinal barriers are behaviors or perceptions that prevent people from communicating effectively. Attitudinal barriers to communication may result from personality conflicts, poor management, and resistance to change or a lack of motivation. Effective receivers of messages should attempt to overcome their own attitudinal barriers to facilitate effective communication. 2.9 Business Writing Skills: Concept and Philosophy Communicating better with clienteles leads to improved client relationships, and ultimately increases revenue growth. Writing better emails, reports, technical paper and proposals for senior management leads to better communication and decision making in strategy, operations, processes and other key business areas. ? Integrate effective methods to craft better business writing ? Construct more organized business documents for management updates, project updates, action plans and other key business contexts ? Develop an awareness for the power of words and compose emails to influence and impact positively on customers, colleagues and superiors ? Write in a concise and clear manner to aid management decisions and actions ? Formulate customer-centric messages for desired results. ? Become more productive through efficient and effective writing practices Once you know what you're writing, and for whom you're writing, you actually have to start writing. A blank, white computer screen is often threatening. And it's easy to get stuck because you don't know how to start. Try these tips for composing and styling the document:

Introduction to Communications & Business Communication 51 Notes ? Think or keep in consideration about the audience – Remember, your readers may know nothing about what you're telling them. What do they need to know first? ? Create a sketch/ summary/ draft – This is especially helpful if you're writing a longer document such as a report, business proposals, technical papers and presentation. Rough draft helps you ascertain which steps to take in which order, and they help you break the task up into feasible pieces of information. ? Use AIDA – If you're writing something that must inspire action in the reader, follow the Attention-Interest-Desire-Action (AIDA) formula. These four steps can help guide you through the writing process. ? Try some responsiveness – For instance, if you're writing a sales letter for prospective clients, why should they care about your product or sales pitch? What's the benefit for them? Remember your audience's needs at all times. ? Use the Rhetorical Triangle – If you're trying to persuade someone to do something, make sure that you communicate why people should listen to you, and pitch your message in a way that engages your audience and present information rationally and coherently. Our article on the Rhetorical Triangle can help you make your case in the most effective way. ? Identify your main theme – If you're having trouble defining the main theme of your message, pretend that you have 15 seconds to explain your position. What do you say? This is likely to be your main theme. ? Use simple language – Unless you're writing a scholarly article, it's usually best to use simple, direct language. Don't use long words just to impress people.

2.10 Structure of writing Your document should be as "reader friendly" as possible. Use headings, subheadings, bullet points, and numbering whenever possible to break up the text. After all, what's easier to read – a page full of long paragraphs, or a page that's broken up into short paragraphs, with section headings and bullet points? A document that's easy to scan will get read more often than a document with long, dense paragraphs of text. Headers should grab the reader's attention. Using questions is often a good idea, especially in advertising copy or reports, because questions help keep the reader engaged and curious. In emails and proposals, use short, factual headings and subheadings, like the ones in this article. Adding graphs and charts is also a smart way to break up your text. These visual aids not only keep the reader's eye engaged, but they can communicate important information much more quickly than text.

2.10.1 Grammar & Vocabulary You probably don't need us to tell you that errors in your document will make you look unprofessional. It's essential to learn grammar properly, and to avoid common mistakes that your spell checker won't find.

52 English Notes Grammar is made up of rules that allow us to organize our words and sentences into coherent, meaningful language. In business, correct English grammar is essential in communicating effectively, in both speech and writing. (a) To be effective: ? The structure of English – words, phrases, clauses & sentences ? Countability of nouns – equipment or equipments, damage or damages ? Tenses ? Match verbs to prepositions to convey the right meaning ? Forming sentences ? Commonly confused and misused words – revert or reply, compliment or complement ? Punctuation ? British and American spellings Here are some examples of commonly misused words: (b) Affect/Effect ? "Affect" is a verb meaning to influence. (Example: The economic forecast will affect our projected income.) ? "Effect" is a noun meaning the result or outcome. (Example: What is the effect of the proposal?) (c) Then/Than ? "Then" is typically an adverb indicating a sequence in time. (Example: We went to dinner, then we saw a movie.) ? "Than" is a conjunction used for comparison. (Example: The dinner was more expensive than the movie.) (d) Your/You're ? "Your" is a possessive. (Example: Is that your file?) ? "You're" is a contraction of "you are." (Example: You're the new manager.)

Introduction to Communications & Business Communication 53 Notes ? Note: Also watch out for other common homophones (words that sound alike but have different spellings and meanings) – such as their/they're/there, to/too/two, and so on. (e) Its/It's ? "Its" is a possessive. (Example: Is that its motor?) ? "It's" is a contraction of "It is." (Example: It's often that heavy.) (Yes, it is this way around!) (f) Company's/Companies (and Other Possessives Versus Plurals) ? "Company's" indicates possession. (Example: The Company's trucks hadn't been maintained properly.) ? "Companies" is plural. (Example: The companies in this industry are suffering.) Business language skills are critical needs in this modern era of globalization and cut-throat competition. An employee that has competency in business language skills is likely to be able to climb up the career ladder with ease. And that applies to businesses as a whole, too: a recent study conducted by Bersin and Associates reveals that organizations that are able to communicate their strategies in a clear and precise manner are 113 times more likely to achieve higher levels of profitability and efficiency. For Effective Grammar usage, Managers ? Use a dictionary to check their grammar accuracy ? Communicate more accurately and effectively ? Use precise vocabulary to convey the intended meaning ? Avoid common English errors to polish their business writing

2.10.2 Vocabulary Improving vocabulary is crucial in mastering the specialized words used in business language. Manager must always try to enhance meaningfully vocabulary by reading an extensive variety of material related to business. This can again be achieved by applying simple strategies like learning business language by playing games like crosswords and word search games, watching programs that focus on business is an outstanding approach to progress language skills. Learning new business vocabulary will not influence communication skills until and unless these expressions are used properly & accurately in the daily communication. It's important to have these language skills if managers want to have a successful & good career. The success of a business lies in the abilities and aptitudes of its employees and refining the business language skills can help an employee/ manager to become a vital asset for the business or organization.

2.10.3 Proofing The enemy of good proofreading is speed. Many people rush through their documents, but this is how you miss mistakes. Follow these guidelines to check what you've written: ? Proof your headers and sub headers – People often skip these and focus on the text alone. Just because headers are big and bold doesn't mean they're error free! ? Read the document out loud – This forces you to go more slowly, so that you're more likely to catch mistakes. ? Use your finger to follow text as you read – This is another trick that helps you slow down. ? Start at the end of your document – Proofread one sentence at a time, working your way from the end to the beginning. This helps you focus on errors, not on content.

54 English Notes The basic purpose of any written communication is to convey a message to the reader. To serve this purpose well, the message must be easily understood and quickly read. 2.11 How to Write Effectively - Good Business Communication A well-written document approaches the subject logically and shows the writer has a thorough knowledge of the subject. The message must be always simple, clear, and direct. The importance of Effective Business Writing Skills has been of concern to many people. Many people who are good on their feet can't put together four good sentences in a row. Jack Shaw, partner in the accounting firm of Touché, Ross & Co., is quoted as saying, "It's hard for me to believe grown men write the kinds of things I see in some client organizations." Many industrial firms are offering writing courses or seminars for managers, to overcome observed deficiencies. 2.11.1 Technical Report Writing A technical report is a document that describes the process, development & growth or outcomes of technical or scientific research or the state of a technical or scientific research problem. Its scientific name is report only. The evidence delivered in reports needs to be easy to find and should be written in such a way that the marker / reader / client can understand it. Reports utilize headings to divide information into sections. The headings help the reader to locate relevant information quickly. Below are some guidelines for structuring the report. What are the contents used in Technical Report Writing or simply report and the structure of a report and the purpose and contents of each section is narrated below.

90%

MATCHING BLOCK 46/133

W

Typical outline: Full propelled report: 1. Executive Summary 2. Abstract 3. Introduction 4. Background 5. Methodology 6. Analysis of Results 7. Conclusions

Introduction to Communications & Business Communication 55 Notes 8. Recommendations 9. References or Bibliography 10. Appendices 11. Figures and Tables 1. Summary: A summary highlights or put light on the delineation of

100%

MATCHING BLOCK 54/133

W

the major findings of the report, i.e., the bottom line.

It is Standalone information and not constitutes the part of main document/ report. 2. Abstract: It is a summary of the major findings/research/methodological contributions which has been made to develop a report & used in research papers and documents. 3. Introduction: It is a move toward the main body of the document. Introduction should be such that it takes

88%

MATCHING BLOCK 55/133

W

an unfamiliar/ uninformed reader from a level of zero- knowledge to a level in which the reader is able to understand the main body of the document. A good introduction must have: ? Motivation i.e., why is it important; ? It must have general, specific background i.e., what is the history of this issue? ? Objectives i.e., what are you trying to accomplish? ? Scope i.e., what is the focus of your analysis? ? Limitations i.e., what constraints did you face? ? Content i.e., what is in the report? ? Organization i.e., how the report is organized? 4. Background: A portrayal & explanation of the

92%

MATCHING BLOCK 47/133

W

history behind that specific problem. It may cover previous works on the area and previous attempts to solve the problem. 5.

Methodology: It focuses on the theoretical side of the methods.

62%

MATCHING BLOCK 48/133

W

A description of the methodological framework you have used in the project, or investigation. 6. Results/Analysis: This highlights the description of the results obtained and investigation/ study of the suggestions/ effects/ consequences associated with main results. It must be supported by figures and tables to facilitate

in order to not to confuse the reader. 7. Conclusions: It comprise of the

70%

MATCHING BLOCK 49/133

W

summary of the key findings in all the previous sections. "Conclusions" is not an analysis section. 8. Recommendations:

It is an understanding

82%

MATCHING BLOCK 50/133**W**

into the next steps. This must be supported by the analysis and conclusions section of the report. 9. References/ bibliography: A listing of books and articles that have used, or consulted, for methodological

and no methodological issues. 10. Appendices: This section comprised of the

95%

MATCHING BLOCK 51/133**W**

present data and analysis, that though important, may not be directly relevant to the main body. It is intended for interested readers only. Appendices are not scrapheap places and they must be classified and organized. 11.

90%

MATCHING BLOCK 52/133**W**

Figures and Tables: They are anticipated to facilitate understanding of the document by presenting relevant information and data in an easy-to-understand- way. They must be integrated to the main body.

Also to keep in mind while drafting a report or outlining a report. The importance and usage of the contents comprised in the report.

1. (1) and (2): not always needed.

56 English Notes 2. (3):

98%

MATCHING BLOCK 53/133**W**

although not always a section entitled "Introduction" is needed (e.g., in short reports), an introductory section (e.g., a couple of paragraphs) is always required. 3. (4): required when the history of the problem (or methodology) is long. Otherwise, include as part of the introduction. 4. (5) and (6): Must be separate sections when they are relatively long. Otherwise describe (5) before (6) in the same section. 5. (7): Must follow from the main body (must be supported by). 6. (8): If short, put at the end of conclusions. 7. (9): Use one or the other. 8. (10): It must be classified and organized to present important data/information not directly relevant to the main body of document. 9. (11): Must be integrated to main body of document, figures and tables must be placed after they are first referenced. If no reference is made to a figure or table, why did you put it in the main body?

Example 1: Table of content, ToC

Introduction to Communications & Business Communication 57 Notes Example 2: ToC Example 3: ToC

58 English Notes Example 4: ToC PROJECT DOCUMENTS FOR THE 8TH TRANCHE OF THE DEVELOPMENT ACCOUNT 2.11.2 A Guide for Writing a Technical Paper A technical paper represents the skill of gathering information, determining what is important, and writing about it for someone else which is extremely valuable and will stay with the writer as a record for the rest of his/her life. This is done because writer's paper must better understand by readers. Before we begin writing a technical paper, we need to have a sense for what research involves and how well we can connect with the readers by way of defining the topic, the format of the paper, and how to include references from the literature.

Introduction to Communications & Business Communication 59 Notes Important guidelines that need to be taken into consideration:

1. Research: Information should be gathered from trusted sources, such as articles from refereed journals, articles from edited magazines from professional societies, articles from refereed proceedings of conferences, and books; articles published only on the Internet are not certainly considered trusted sources and should be used frugally. 2. Understanding the Readers: Technical paper is always written for the border audiences. Always keep the readers in mind as the readers might be professionals who are familiar with the topic, or they might be a more general audience, who may or may not have differing levels of understanding of the topic area. Keep the following questions in mind while you are writing: ? Who are your readers? ? What do they expect you to do for them? ? Try to inform the reader, not to entertain them. ? How much do they know? ? Do they already understand your problem/question? ? How will they respond to your solution/answer? You must try to anticipate questions or misunderstandings that they might have and provide enough explanation to avoid them. ? In what medium will they encounter the report? You should be writing your technical research paper as if it might be published in a journal, professional society magazine, or conference proceedings. Because of this, there are some standards for formatting that you should use, and are discussed later. Define and Narrow Your Topic Let's consider some of these questions. They should be of the standard who, what, when, where, why variety. As an example, suppose that you are researching the topic of database visualization tools. You might start with a few very high-level questions that your paper will answer, such as: ? Where is database visualization in the larger topic of information visualization? ? Is it found in any other categories of research? Is it related to any other areas of research? ? What is the history of database visualization? ? Who has made advances in database visualization? ? What was the significance of those advances? Why were their results important? ? What good is database visualization? What can it do for you? You will find many answers for these questions but the main task here is to narrow down what you or writer plan to use to something manageable. The next step should be to try to refine these questions into more specific ones, and start developing answers. As an example of how to refine the above questions, we could start with the following ideas: ".....Many databases today are massive, with many dimensions in the data. People who need to analyze this data have difficulty analyzing it in its native form, which is tabular. Overall characteristics of a data set are difficult to discern when sifting through millions of rows in a table. A similar problem is faced by scientists with very large computed data sets, such as from fluid flow simulations. In scientific visualization, significant advances were made in graphics hardware and visualization software that enabled these scientists to see the trends and important data points in their data sets. Database visualization research strives to find mappings from tabular database data to visual

60 English Notes displays that will enable analysts of databases other than scientific data to see trends, outliers, anomalies, and patterns in their data....." With these statements, you have started to answer some of the larger questions given above. During the refining process, you will continue describing how individual researchers have developed a technique or described a method that will enable users of database visualization tools or methods to analyze their data in a way that was not possible previously, and you will describe why their advance was important. Eventually, you are also going to develop some ideas for what still needs to be done and what has not been solved yet. You will also start to define these ideas, which could lead to a research problem you would like to solve. To narrow your topic and what you will report about it, you should find yourself developing answers that you think insignificant or off the main point of the problem that you are trying to address. So it is also important to think about that problem. From Questions to a Problem Statement Once you begin framing answers to some of the above mentioned questions, you can then jump to verbalize an overall problem statement about the topic. Defining the problem that you are addressing can be a struggle, but it is important for several reasons. It should help you stay on the topic and not lost too far a field. It should enable you do concisely describe to the readers of the report and anyone else who asks what you have been studying and why. As you struggle and improve, you will be developing a skill that you will find useful later in life, whether you are conducting research or working for someone who has a problem for you to solve. The following is a form to follow for developing a problem statement, as suggested by Booth, Colomb, and Williams (Booth et al., 1995). 1. Name your topic: I am writing about, 2. State your indirect question (and thereby define the condition of your problem): . . . because I am trying to show you who/how/why 3. State how your answer will help your reader understand something more important yet (and thereby define the cost of not knowing the answer) : . . . in order to explain to you how/why. Of course, you may not be able to make just one sentence out of this, but you should try to make the problem statement as short and brief as possible. Another added benefit of doing this is that you will have a nice concise and straightforward way to begin your oral presentation on your topic. Supporting Your Position During the report writing process, you as a writer will develop questions and answers to those questions. You may also develop unanswered questions and devise possible answers to those questions. When you are writing, imagine you are having a conversation with your readers. You wish to make yourself clear by articulating your position– what questions you are studying and why you have answered them the way that you have. You do this throughout your paper by making claims and supporting them with evidence. The most important thing to remember about supporting your claims with evidence is that you provide sources for claims of fact that you make. You do this by referring to the literature within your text. The structure of paper The structure is well explained earlier in this unit. Kindly refer above pages for the same.

Introduction to Communications & Business Communication 61 Notes 2.12 Project Preparation

90%

MATCHING BLOCK 56/133

W

Project Preparation is a challenge to identify and define project work (rough goals and objectives) and to establish an efficient decision making process for managing further planning and development of the project.

Project Preparation consists of all the work necessary to ensure that a proposed project is feasible and appropriate and that it can be successfully implemented. The process ensures the identification and elimination of key risks at the earliest possible time and maximizes development opportunities by ensuring that projects are well conceptualized.

97%

MATCHING BLOCK 57/133

W

It is a sub-phase of the Beginning phase to check and evaluate certain preconditions for correctness before the project is allowed for moving to the Planning stage. Preparation sub-phase comes after identification sub-phase which aims to define a problem and select the most feasible solution to that problem. Project preparation can be also regarded as a process that aims to complete the following tasks: ? Conceptualize the project ? Establish goals and objectives ? Issue Project Charter ? Outline an implementation strategy ? Develop preliminary cost estimates ? Identify possible risks ? Define roles and responsibilities ? Select and appoint the project team ? Carry out the kickoff meeting The process is oriented towards developing a project organizational structure that is based on business drivers, project resources, and potential benefits. 62

English Notes 2.12.1

88%

MATCHING BLOCK 58/133

W

Project Plan The Project Plan is the document that defines the plan in a systematic method that will be used to meet the project purposes & aims. The Project Plan must include ? Why the project is being introduced; ? What is to be done; ? Who will be involved in its development and delivery; ? When it will be done and how it will be done. In addition to these basic questions, it includes cost information, monitoring and control strategies. The Project Plan takes on two forms during the life of the project. It initially starts out as the "Preliminary Project Plan" and can have specific annexes updated as more information becomes available. At the beginning of the Delivery Stage, the "Project Management Plan" is prepared to detail the delivery plan to the end of the project.

Assumptions on which information is based

88%

MATCHING BLOCK 71/133

W

should be noted in all sections of the plan. The project team must periodically authenticate and/or modify assumptions as the project evolves. In general, as the project evolves, risks should be more accurately defined as well as their potential impact should be better understood and eased. Also,

in

93%

MATCHING BLOCK 78/133

W

the various sections of the project plan such as scope, schedule and cost, include the source of information for later reference in case verification of information is required (i.e. project leader, project manager, client, consultant, quantity surveyor, etc.) 2.12.2

Purpose of Identification Stage Preliminary Project Plan (PPP)

90%

MATCHING BLOCK 59/133

W

The Preliminary Project Plan (PPP) is prepared by the person carrying out the role of the Project Leader. The purpose of the PPP is to focus on the plan (systematic method) that will be taken to develop the project to the end of the Project Identification Stage at which point Preliminary Project Approval / Lease Project Approval (PPA/LPA) will be obtained or denied. Please note that many of the sections and information provided in the Statement of Requirements (SoR) can be used and further developed to help complete the PPP. In preparing the PPP, the

knowledge areas describe required practices within

92%

MATCHING BLOCK 60/133

W

the context. As the same template is used for both the PPP and the Project Management Plan (PMP), the key aspects that should be developed in the PPP include the following: ? Project Background - Description of the project background, describing the context for the project, the identified need and the reasons for initiating the project. Introduction to Communications & Business Communication 63 Notes Content for this section is largely based on the "Purpose" and "Background" sections of the SoR. ? Scope Management – Problem/Opportunity Definition (Section 3.1) and any project constraints/issues (Section 3.2.1). Content of this section should be based on the "Problem/Opportunity Definition" section of the SoR. The Scope Documents will be divided into small packages to create the Activity List and Milestone List, as well as a Work Breakdown Structure (WBS). ? Time Management – From the Activity Lists and Milestone Lists, a Project Schedule will be developed. In the PPP, a schedule must be developed up to

Preliminary Project Approval (PPA) / Lease Project Approval (LPA),

93%

MATCHING BLOCK 61/133

W

and an overall milestone list reflecting activities to the end of the project is required. However, any known schedule constraints (e.g. fixed end date, lease expiry) should always be reflected. ? Cost Management – The level of detail for this section is subject to the adequacy of information to generate a Cost Plan for the proposed project. ? Note that the intent is to provide an initial budget for the project with expected cash flows for delivery of the project. As a minimum, copy the spending breakdown provided in the approved Statement of Requirement document and provides an estimate / timeline of how the funds for those cost items / activities will be disbursed. ? Financial Management – Must outline approved seed funding (received with the Approved SoR) and anticipated costs to complete to PPA/LPA submission. ? Quality Management – Description of how the records management system is to be established and maintained, description of the project review methods and description of the project monitoring and reporting methodology. ? Human Resources Management - Who will be the project team for this stage and their roles and responsibilities? In the preliminary stages of the plan a simple outline of the project team and roles can suffice. The roles and responsibilities should however be developed in detail as the project approaches PPA/LPA. Once the Identification Stage is completed and the project is approved at PPA/LPA, the PPP will be used to transition the project for the next stage by the project delivery team. 2.12.3 Purpose of Delivery Stage Project Management Plan (PMP) The Project Management Plan (PMP) is prepared by the Project Manager, respecting overall objectives defined in the PPP and project approvals obtained by the Project Leader. The Project Leader is to validate and sign the PMP. The purpose of the PMP is to define the project objective and scope for the approved solution, as well as how it is executed, monitored, and controlled during the Delivery Stage. The PMP details project activities from the Planning Phase to Project Completion and ensures that the project objectives and requirements provide sufficient detail to allow for the preparation of complete project instruction to the project team. 2.12.4

Contents of Project Preparation Plan 1.

Executive Summary (Prepare this section last) Keeping in mind that the purpose of the Preliminary Project Plan is to bring the project to PPA/LPA, and the purpose of the Delivery Stage Project Management Plan (PMP) is to provide sufficient detail to allow for the preparation of complete project instruction to the project team, summarize the project objectives, current scope of project and its source, forecast cost estimates and schedules, sensitive issues and potential risks.

91%

MATCHING BLOCK 62/133

W

The summary is intended to provide the reader with a quick overview and good understanding of the essential aspects of the project. It 64 English Notes would be a useful source of information for an individual preparing a ministerial briefing note. 2. Project Background For PPP Provide background information to describe the context for the project, the identified need and the reasons for initiating the project. This section should closely resemble the "Background" section of the SoR. Indicate in this section if other projects are related to this one. Is this project planned to be a multi-year and/or a multi-phase project? For PMP Reiterate the problem/opportunity driving the project and summarize the results of the project Identification Stage (e.g. results of feasibility studies and recommendations of the IAR). Summarize the solution chosen that will be used in the project to deliver the option selected from the IAR. 3. Scope Management (a) Problem/Opportunity Definition (for PPP only): Describe the major objectives of the solution required to meet the defined problem/opportunity. The content for this section should closely resemble the "problem/opportunity" section of the SoR. The project objectives should also relate to the criteria the client would use to evaluate the project. Topics might include: Space Based: (samples of issues) ? Geographic Boundaries ? Access to public transit, parking ? Suitability of space ? Source of funds ? Timing - Lease expiry ? Security ? Space Reduction ? Special purpose space ? New client program with additional FTEs requiring space ? Swing Space ? Strategies - Policies - Regulations - Standards violations ? Potential for non-compliance with space standards etc. Asset Based: (samples of issues) ? Source of Funds ? Health & Safety ? Emergency power ? Environment and Sustainable Development ? Heritage considerations ? Structural: capacity ? Operating & Maintenance Cost Reduction ? Procurement ? Timing ? Security ? Strategies - Policies - Regulations - Standards violations (e.g. accessibility) ? Etc.

Introduction to Communications & Business Communication 65 Notes (b)

98%

MATCHING BLOCK 63/133

W

Scope Definition: Describe in detail the scope of the project needed to meet the stated objectives – it is important to keep in mind the requirements for both the product scope (the features and functions of a product or service) and project scope (the work required to deliver the product). For PMP only Define the objectives of the chosen solution and the intended results. The project objectives should also define the criteria that can be used by the stakeholders to judge the success of the project. (c) Constraints: Describe the project boundaries and constraints - what is included in the scope and what is not included, what are the important elements to consider during the delivery of this project -Topics might include: ? Program Facility must remain operational during the construction period. ? "Swing space" required. ? Components must match existing. ? Dangerous goods or chemical present ? Site can only be accessed via winter roads ? Construction materials must be barged to a remote northern site ? Technology used must be easily maintained without the use of specialized tools or equipment ? Allowable effects on neighbors - noise, vibration, etc. ? End of lease (need to vacate the space) ? Client operational requirements - Busy time at the end of calendar year and tax period (Taxation department) ? Seasonal weather: work performed on the roof, on the ground, on the building envelope, etc. ? Shutdown timing (generator; backup system; etc.) ? Availability of knowledgeable staff (vacations; leaves; training; normal working hours, etc.) ? Access of site (security; travel; road conditions; during silent hours; etc.) ? Life systems during building occupation vs. silent hours (alarm system; elevator access; ventilation; telephone and communication lines; water supply; etc.) ? Availability of technical personnel for tests and inspections (City

of XX;

88%

MATCHING BLOCK 64/133

W

HRSDC; etc.) ? Language communication (d) Work Breakdown Structure (WBS), Activity Development: The Work Breakdown Structure (WBS) will not be detailed at the beginning of the project but will become more detailed as the project progresses from the identification to the delivery stages and through the various phases within each stage.

Use the provided WBS to prepare the project WBS.

93%

MATCHING BLOCK 65/133

W

Describe the approach to subdividing the scope elements down into manageable work packages that organize and define the total project scope. Use the scope documents, approval documents and project team meetings to identify the packages. This process will develop the activity list for the project. 4. Time Management (a) Summary: Describe how the Project Team will use proper industry standards and practices in development and maintenance of

schedules and documents. (b)

78%

MATCHING BLOCK 66/133

W

Schedule and Development: Describe how the Project Team will work together to develop all schedules (e.g. Gantt chart) with sufficient detail or summary activities and logic to reasonably portray the project. Describe how all 66 English Notes schedules will maintain the same Work Breakdown Structure (WBS) as well as Milestones and Milestones Dates. The current project schedule should be either annexed to the PPP or PMP, or if it is filed electronically, the location should be indicated in this section.

A Gantt chart is a type of bar chart, adapted by Karol Adamiecki in 1896 and independently by Henry Gantt in the 1910s, that illustrates a project schedule. Gantt charts illustrate the start and finish dates of the terminal elements and summary elements of a project (c) Major Milestones:

85%

MATCHING BLOCK 67/133

W

These milestones will be used in Project Performances and General Reporting. 5. Cost Management (a) Project Cost Plan and Cash Flow For PPP: This section is limited to the amount of spending authority from the approved Statement of Requirements. Therefore, as a minimum, provide a breakdown of the approved spending authority and indicate the timeline of how the funds for each cost item / activity will be disbursed. For PMP: Provide the Cost Plan for the project with itemized breakdown into appropriate major components such as: ? Construction Works ? Fit-up Works ? Consultant Fees ? PWGSC Fees and Disbursements ? Risk Allowances – as identified in the Risk Management Plan ? Other Ancillary Costs ? Client costs ? Taxes –

GST or HST ? Escalation

Introduction to Communications & Business Communication 67 Notes

100%	MATCHING BLOCK 68/133	W
Client costs must be included in order to reflect the total cost of the project to the federal government. (

b)

95%	MATCHING BLOCK 69/133	W
Project Cost Estimates For PPP: The project information at this stage may not be sufficient to generate a detailed project cost estimate. However, adopting relevant historical data where appropriate to develop an Order of Magnitude Project Cost Estimate should be considered. Referral to the Cost Planners/Estimators (in-house) is recommended. For PMP only: Initiate the preparation of a cost estimate for the project through either an external qualified professional Cost Consultant or Cost Planners/Estimators (in-house). Refer to the Cost Management Knowledge Area for the classification of Cost Estimates. Ensure that the cost estimates accurately represent the defined scope/design of the project. Provide the references of the project cost estimate that has been prepared.		

83%	MATCHING BLOCK 70/133	W
Update the Project Cost Estimates throughout the life of the project as the design develops, to ensure accuracy of the estimates. 6. Financial Management (a) Funding Strategies: Describe the funding approvals required and the planned steps to obtain funds and approvals. (i.e. local, regional, or other). Indicate if the project is single funded or multi-funded. The information in this section should reflect what has been outlined in the last section of the SoR. (b) Approved Funding: Provide a summary of approved funding		

in the annexure.

88%	MATCHING BLOCK 72/133	W
Indicate whether the approved funding is from an internal PPA or EPA or from a client department. Is the funding part of existing corporate plans? If so, provide the reference. 7. Change Management (a) Scope Management: Describe the tools, techniques and approach to be taken to control changes in scope, to determine who will have authority for such change, to identify who will pay for additional fees/costs, and to monitor the impact on other aspects such as the budget, schedule, and risks associated with the approved changes. Note that in the Preliminary Project Plan this section may not be highly developed. (b) Time Management: Following the Scope Management Process any approved changes to Scope must be included in the Project Schedules and Narratives and approved by the Project Team. (

c)

100%	MATCHING BLOCK 73/133	W
Cost management: The Project Team must ensure that any approved scope changes following the Scope Management Process must be documented accordingly and any impact on the cost has to be evaluated and reflected in the project Cost Plan. 8.		

90%	MATCHING BLOCK 74/133	W
Risk Management: Include a summary of the major risks identified and their potential impacts relative to cost, schedule, quality and political objectives of the project. Describe the planned responses to alleviate, curtail or avoid impacts on costs, schedules and quality. The complete risk analysis and Risk Management Plan are to be included as an annex or a reference document. The potential impact costs associated with the risk analysis should also be included in the cost estimates. Review the Risk Management Plan periodically and amend the Risk Management Plan to include new risks as they appear throughout the life of the project. 9.		

100%	MATCHING BLOCK 75/133	W
Procurement Management: This section covers the plans to procure the goods and services needed for the successful identification and delivery of the project. (

a)

100%	MATCHING BLOCK 76/133	W
Consultant Acquisition: Describe the processes to be used for acquiring consultants for the Project Identification and Delivery Stages. For example, what consultants will be required to supplement the project team in the definition/analysis process or producing feasibility studies? Will they be 68		

English Notes

88%	MATCHING BLOCK 77/133	W
engaged through a one- or two-stage request for proposal (RFP) process, a standing offer, a sole source (when justified) contract, an expression of interest, the landlord, the prime consultant contract (for specialist consultants) or other means? On occasion, the client may have its own existing contract with a specialist - will this contract be extended or amended? (b) Product Acquisition: Describe the planned processes for realization of the project. Will the construction be delivered through design-bid-build, construction management, design-build, lease- purchase, lease fit-up or some combination of these? The reason for the choice should be explained. Reasons might include the urgency of the project that emphasizes the type of project delivery such as: Fast Track, emergency conditions, weather permitted schedule, etc. (c) Goods Acquisition: Describe the planned processes for acquiring purchased goods, such as furniture, IT equipment, scientific equipment, vehicles, long delivery items such as switchgear, security systems, etc. 10.		

Quality Management (a)

100%	MATCHING BLOCK 79/133	W
Project Document File Management: The need to maintain hard-copy records falls under the purview of the National Archives Act. A records management system is required for every project. (

b)

100%	MATCHING BLOCK 80/133	W
Project Reviews: In this section, you must indicate which Project Review will be done for the project.		

Moreover, if the level of Project Review carried out varies from the one suggested in the table, it must be justified here as well. (c)

75%	MATCHING BLOCK 81/133	W
Design Reviews: Describe how plans and specifications will be reviewed, at what stages (ex. 33%, 66%, 99%), and members of the design review team. (d) Project Monitoring and Reporting: It includes the Key Performance Indicator;		

Schedule Monitoring and Control which

92%	MATCHING BLOCK 82/133	W
describe how the Project Team will baseline the approved schedule and monitor and control the project progress & how the Project Team will provide Project Status, Variance Reporting and Cash flow Projection reporting and determine the frequency of reporting; Cost Monitoring and Control		

which

100%	MATCHING BLOCK 83/133	W
describe the methodology and/or tools for cost control and management of changes. (

e)

100%

MATCHING BLOCK 84/133

W

Commissioning: Describe the approach to commissioning to be used. For example, who will devise the commissioning strategies and tests? Who will execute them? Who will verify and accept them? Will commissioning be done by in-house resources or by outside commissioning agents, consultants or contractors? Will the client be part of the commissioning team (clients sometimes have specialized knowledge in certain areas, such as bio-safety)? Describe the extent of the commissioning activities, taking into account whether the project will be Crown owned or leased to an OGD and the complexity of the project building systems. Please note that it may be difficult to complete this section during the preliminary phases of the project, it should however be fully developed as the project moves forward. (

f)

100%

MATCHING BLOCK 85/133

W

Authorities Having Jurisdiction: List the authorities that will need to be consulted and from whom approvals or permits will be required. (

g)

98%

MATCHING BLOCK 86/133

W

Project Evaluation: Describe the criteria, methods and techniques to be used to evaluate whether and how well the completed project meets the stated objectives. Will a lessons-learned evaluation session be conducted? If so, provide a list of planned participants. Determine what strategy will be used for documenting and communicating lessons learned as the project evolves (this should not be left until the end of the project). 11. Safety Management: Describe the actions proposed to meet the due diligence aspects of construction safety. If the construction takes place in areas occupied by federal employees or where the public might have access, how will their safety be ensured? What interaction will be required with provincial jurisdictions? Confirm who is the constructor? Who has the constructor's responsibilities? Is this a leased

Introduction to Communications & Business Communication 69 Notes

92%

MATCHING BLOCK 87/133

W

facility or crown-owned building? Do we have an H&S officer assigned to this project? What is this person's role and responsibilities? 12. Human Resources Management (a) Project Team Structure: Provide a project organizational chart that shows the individuals required for all aspects of the project (appropriate for the scope and nature of the project). Ensure the type of services are listed as defined in the Work Breakdown Structure (WBS) in section 3.3, including but not limited to the following: ? Project management ? Contracting and procurement ? Real estate services ? Consulting services (Architectural, Interior Design, Mechanical, Electrical, and Structural) ? Specialist consulting (Audio-Visual system, courtroom design; vibration analysis consultant, cabling consulting (voice, data, image), etc.) ? Geotechnical consulting ? Cost-estimating services ? Scheduling services ? Functional and Technical programming ? Interior Environment Consulting (acoustics, thermal comfort, lighting, art gallery, archives, etc.) ? Laboratory/Bio-safety Specialist ? Commissioning agent services ? Testing services ? Communication and information technology (IT) services ? Public relations services ? Environmental services ? Hazardous waste management services ? Wind and snow studies ? Metallurgical services ? Security systems ? Health and Safety Consultant ? Horticulturist (interior and exterior planting) ? Review committees List the resources required from internal or external sources, such as real estate, IT, and environmental services. Who are the third parties? If need be with multi-source funded projects, different colored backgrounds in the staff boxes could be used to distinguish who pay for who (Consultants, specialists, contractors, suppliers, etc.) Include a team master list in the annexes to identify the name, department, position, phone #, email address, fax #, cellular #, etc. This can be very useful for a new member when they join the team. (b) Roles and Responsibilities:

93%

MATCHING BLOCK 88/133

W

Explain the roles and responsibilities of all members of the project team, refer to the Project Charter for client responsibilities. The organization structure should clearly show the authority and approval levels in the team structure for the project. This section should be used to further explain roles not covered in the Project Charter. 70 English Notes 13. Communications Management (a) Internal Communications Plan: "Internal communications" refers to communications between parties to the project. The internal communications plan should describe the type and manner of communications between members of the project team, including consultants, clients and contractors. Describe the lines and methods of communication, the types and frequency of reports, the requirements for ministerial briefing notes, and other forms of communication to be provided and to whom. What common software suite will be used as the standard written communication package between all team members? (This is more of an issue when dealing with OGD clients.) The author is free to break this section down into subheadings to deal with each team component separately, i.e. ? consultant team ? clients ? contractors ? landlord ? AFD service providers ? etc. This section could be augmented with a graphic "Project Communication Diagram" with solid lines and dotted lines to show the type of communication that is expected. No line means no communication. (b) External Communications

100%

MATCHING BLOCK 89/133

W

Plan: "External communications" refers to communications with those outside the immediate project team. Planning for this type of communications can be politically sensitive and will require input from the communications officer. Provide details on how information will be handled for the media, members of the public, government public relations, members of Parliament,

Below is the outline or frame of the Table of contents for a project plan which we have studied above Table of Contents

84%

MATCHING BLOCK 90/133

W

General Notes and Information 1.0 Executive Summary 2.0 Project Background 3.0 Management Scope 3.1 Problem/Opportunity Definition (

for PPP only) 3.2

76%

MATCHING BLOCK 91/133

W

Scope Definition 3.2.1 Constraints 3.3 Work Breakdown Structure (WBS), Activity Development 4.0 Time Management 4.1 Summary 4.2 Schedule and Development 4.3 Major Milestones 5.0 Cost Management 5.1 Project Cost Plan and Cash Flow 5.2 Project Cost Estimates 6.0 Financial Management 6.1 Funding Strategies Introduction to Communications & Business Communication 71 Notes 6.2 Approved Funding 7.0 Change Management 7.1 Scope Management 7.2 Time Management 7.3 Cost management 8.0 Risk Management 9.0 Procurement Management 9.1 Consultant Acquisition 9.2 Product Acquisition 9.3 Goods Acquisition 10.0 Quality Management 10.1 Project Document File Management 10.2 Project Reviews 10.3 Design Reviews 10.4 Project Monitoring and Reporting 10.4.1 Key Performance Indicator 10.4.2 Schedule Monitoring and Control 10.4.3 Cost Monitoring and Control 10.5 Commissioning 10.6 Authorities Having Jurisdiction 10.7 Project Evaluation 11.0 Safety Management 12.0 Human Resources Management 12.1 Project Team Structure 12.2 Roles and Responsibilities 13.0 Communications Management 13.1 Internal Communications Plan 13.2 External Communications Plan 14.0 Environmental Management 15.0 Claims Management 16.0 Signatures Annexes 2.13

Project Report Project report is the most significant tool for decision-making. It is prepared in the form of related and appropriate ranking or reports, or economic trend forecasts and calculations. In contemplation to specific requirements, a project report must involve relevant information in several formats and present it in an easy to understand and properly structured manner. 2.13.1 Writing a Project Report A project report is prepared to everlastingly record information or opinion on a given subject. ? It may be prepared from time to time or to satisfy a specific requirement of higher management.

72 English Notes ? It expresses the opinions, thoughts and views of the reporter and impresses the recipient. ? The purpose of writing a project report is to interconnect results of an investigation or to identify progress made during a specific period of time. ? The report represents on paper some new knowledge gained. ? It conveys reporter's accomplishments to the recipient. ? It should not be looked upon as simply a recording tool, but an action tool ? It is a document frequently used by management in planning and decision-making. If you have been preparing reports in this manner, and they have not been receiving the attention they should, perhaps the use of a different format would be helpful in gaining the attention of the recipients. If ground rules for report structure have not been established, consider structuring the next report as follows: 1. Highlights 2. Conclusions and/or Recommendations 3. Analysis of Details 4. Details The traditional "Summary" can be replaced with a single page behind the title page containing the report highlights. This page can address such items as the title, objective, a brief statement of the conclusions and recommendations, and, if applicable, advantages, disadvantages, and limitations. Such a highlights page forces you, the writer, to be concise in choice of words and discriminating in selection of ideas. If the highlights page is used, the "Introduction," which normally presents background or historical material, may be eliminated. If it must appear in the report, do not include it as a monolithic block. In the suggested change of format, the "Discussion" is eliminated and replaced by a detailed expansion of the conclusions and/or recommendations. Placing conclusions and recommendations at the beginning of the report will show the recipient at the outset whether the report contains information he wants. Reports often go skewed because they are prepared in the sequence followed in researching the subject matter. The traditional stepped sequence used in research is as follows: ? Search for and collect the material/data; ? Analyze the material/data collected and separate it into logical groupings or steps; ? Develop the conclusions; and ? Make the recommendations. The main ideas of the report - the "what" and "why" - are generally contained in the third and fourth steps. Therefore, as reports are traditionally written, the receiver does not have a full grasp of the "what" and "why" until he reads the final pages, since the writer has forced the recipient to go through all of the research detail. When you prepare your next report, place the conclusions and recommendations at the beginning. Then follow with the analysis and details to reinforce your recommendations. The advantage is that the recipient learns what he wants to know immediately. The conclusions are more to the point. The advantage to you, as the writer, is that once the recipient has grasped the main ideas, and learned the reasons for them, he is forced to consider your point of view throughout the report. There is another advantage. When your conclusions are clearly drawn and stated at the outset, many of the traditional problems of report organization tend to disappear.

Introduction to Communications & Business Communication 73 Notes The conventional structure of project report may be outlined as follows: The extent of a standard project report should be in A4 size. It should be restricted by elastic cover preferably of white color art paper and should be prepared according to the below mentioned format of a project report: 1. Title Page: The title page and cover page must display the topic of the project report 2. Authentic Certificate: The authentic certificate must retain the organizer's signature, followed by his name and designation along with full address, institution's name and his department's name. 3. Summary: The abstract must be a one page short summary of the project report. It should provide an insight of the full and broad report. 4. Content Tables: The content table should catalog all the topics which are included in the project report. Among the content items, the authentic certificate and title page should not be included. 5. Catalog of symbols, acronyms and categorizations: The catalog should include all the standard symbols, acronyms and categorizations used in the project report. 6. Chapters: This can be classified in three broad categories namely introductory chapter, chapters introducing the principal theme of the project report and conclusion. The main content is again classified various lessons with each lesson being further classified into various segments and sub-segments. Make sure that every lesson is given suitable heading. The placing of facts and figures and other statistics in each chapter should be at the immediate vicinity of the suggestion where they are quoted. The footnotes should be placed carefully. They should be positioned below the text that they refer to. 7. Appendices: Appendices are included in a project report to provide additional information which is incorporated in the main content and serve as a diversion and veil the fundamental topic. They should be figured using Arabic numerals such as Appendix 2, Appendix 15, Appendix 21, etc. Tables and suggestions featuring in Appendices should be figured and submitted at suitable positions. 8. References Catalog: The References Catalog should be placed below a broad "References" title. The suggestion text should be organized in the alphabetical sequence of the primary writer. The writer's name should be followed by the year of edition and other relevant details.

74 English Notes 2.13.2 The Polishing Process The principal difference between a well-prepared report, or paper, and a poorly prepared one may be the amount of effort spent "polishing" it. This is often a monotonous process, but even the best writers admit it is important and withstand it. The polishing process begins with reading the text from beginning to end. The first time through, check for content; the second time, for overall organization; the third time, for appropriateness; and the fourth time, for correctness. These checks are inseparable. Although it may be possible to separate one for the purpose of analysis, each depends upon the others. All combine to produce an effective message. Content is of primary importance. If the message is not complete, the receiver will not understand the purpose and will not respond as you wish. Organization is a quality you should look for and strive for in appraising the results of your written report or paper. The reason is simply this: a clear, logical organization of the manuscript leads to a better understanding of your message. To ensure you have accomplished this objective, three basic questions should be answered affirmatively: ? Have I used the best text pattern or organization to present my message - to make my point? ? Does my principal objective come through clearly? ? Are my transitions between ideas and major sections of the text logical? In other words, is there a natural easy flow from one idea to the next? Directness is another quality for concern. You can achieve directness in your report or paper by using simple, uncomplicated sentences, and by selecting words the receiver will understand effortlessly. You can improve the quality by varying word arrangements and length of sentences. An example or two - even an illustration - might help to explain a difficult point. As implied earlier, good writing is little different from good conversation. Appropriateness must also be considered. The general tone of your paper or report should suit the subject addressed. Consider the receiver in deciding on the tone, level, and style of your message. Write as you talk but tighten it up a bit when you edit the text. Correctness is the final quality you should try to attain. This is probably the quality the reader will use most frequently to form his opinion of you. Although your message may possess the other qualities, the recipient will ignore your message if he believes it was prepared by an uneducated person. To be successful in preparing reports and papers, you must abide by generally recognized standards - standards that determine correct usage of language. You must acquire a "feel for the language" just as a driver acquires a "feel for the road." To do so, you might read the text aloud. If you tend to stumble over a word or phrase, it could indicate the need for punctuation or rephrasing. Sometimes you will find that a sentence doesn't hang together and should be divided into two or more separate statements. Ask yourself these additional questions: ? Are my subjects and verbs in agreement? ? Is my spelling correct? ? Have I capitalized correctly? ? Have I avoided over-capitalization? ? Have I selected correct pronouns? ? Have I been consistent in use of abbreviations and special terms? ? Can I eliminate a word, phrase, sentence, paragraph, or section of text without losing important data or continuity?

Introduction to Communications & Business Communication 75 Notes 2.13.3 Testing the Business Writing effectiveness The effectiveness of a report or paper you have prepared can be judged by the answers to these questions: ? Have I used an approach that will arouse the interest of the intended receiver? ? Have I found a way to hold the receiver's interest? ? Have I determined what information I would like the receiver to remember after reading the document? (Note: When you have made this determination, emphasize the information by illustrating it and including it in the summary.) If you have met the quality criteria described in the polishing process, and can give an affirmative answer to each of these test questions, you have prepared a report or paper to successfully accomplish the intended purpose. 2.14

What is a Business Message & Its Importance? A business message has precise content related to the business. It can be a message for internal purposes such as the employees or board of directors; or external – for clients, creditors and service providers. Whoever the recipient of the business message is, it is necessary to comply with a degree of formality in conveying the message to achieve the goal of disseminating the message to the recipients.

2.14.1 Types of Business Messages There are different types of business messages, and it all depends on what is the purpose of giving out that business message to other person on the other end.

- 1. Verbal Business Messages:** Verbal messages are the primary mode of passing a message. There is no need of much structure and strict compliance compared to written messages. Verbal Messages are frequently passed on in-order to carry out routine business activities.
- 2. Written Business Message:** Written messages are used whenever the information being passed on needs to be compiled and filed. This is where some of the employees may commit mistakes while drafting a written business message. In case any mistakes occur in the written business message, it can become permanent and get filed. It is important to be extremely careful when writing a business message. Written business message is not just an ordinary message but a message that will either make or break the business. Due diligence should be considered so that there are no mistakes and loss of money arising out of incorrectly written business message.
- 3. Routine Business Message:** This is to relay routine information to a particular audience; it is used to convey details about an upcoming event.
- 4. Positive Business Message:** This type of message specifically applies to employees and to clients as well. For employees, this is done by commending an employee for a job well done or to the sales team for having reached the month's quota. For clients, this is to send out a message showing an appreciation for doing business with the company. This can also serve when advertising for a job hiring.
- 5. Negative Business Message:** This is designed specifically to impart a message both to employees, clients or any other person who has a part in the business. It is to convey a sense of dismay or frustration without making it rude but just a sense of professionalism being showcased with.
- 6. Persuasive Business Message:** This is for influencing the person who receives the message to take into action what the message has partakes. This is where a sales letter should be written at through persuading the reader to take an immediate action to avail the product or service.

76 English Notes

2.14.2 Importance of Business Messages A business message plays a vital role in the daily operations of the business. Giving out a clear business message will aid the people within the business organization to function properly and reach the organization's goal. It should be taken into consideration that a business exist not by its own self or by the owner of such business but by engaging the help of others especially employees and communicating with other people that will affect the operations of business such as clients and creditors. There is a need that every message should conform to the standard set in, in order to convey professionalism and formality towards the person receiving the message and to receive prompt and accurate reply. Conveying a business message is not just a mere typing or writing a letter that contains business matters but it is a message that will impart to the whole world the type of business is being dealt with for the person who handles professionalism very well. This is one way of making an impression to the people that business is business and the degree of formality and professionalism is being achieved and the result is an effective business message.

2.14.3

Structuring the business messages Poor formatting and a lack of structure are common complaints that can dilute the actual content. For instance, there is nothing worse than seeing 10-12 lines of words with no paragraphs. Structuring a document, therefore, becomes critical for the content to achieve its goal.

Organizing content Content refers to the information included in the message. The objective should be to comprise enough information to keep the reader's interest but not so much that it waste the reader's time and unclear your main point.

Organization states to the order in which information is presented. Once it is known what information to include in the document, it can then be decided how to organize that information. Some common methods that can be used to organize content are:

- 1. Outlining:** This involves creating a hierarchy of the ideas. It will help to identify what the main points are, what supporting material is available, and what other information need to include making the message meaningful.
- 2. Brainstorming:** Write down ideas, facts, and anything else that seems related to the purpose. When it's finished, decide what's important and what can be deleted or revised.
- 3. Clustering:** Write the main point in the middle of the page and circle it. When more ideas come, write them down and link them to either the main idea or to another point.
- 4. Configuration for achievement:** A little bit of preparation will make the business documents look good. Make sure every business message incorporates these aspects:
- 5. Background:** Why are you writing? Maybe refer to a previous letter, contact or document.
- 6. State the facts:** Give information/instructions. Ask for information. Provide all relevant details.
- 7. Expected response:** Action the reader should take and a timeframe. Action you will take.
- 8. Conclusion:** A simple one-line closing sentence.
- 9. Use paragraphs effectively:** Try to keep the paragraphs short. Readers are more likely to read a longer message broken into several short paragraphs than they are a shorter message without breaks. Each paragraph should contain only one main point, and this should be developed with concrete evidence and details. Expecting a positive response will present the conclusions or major idea first, followed by the

Introduction to Communications & Business Communication 77 Notes reasons or support. If expect a negative response, present the reasons first and conclusions later. Use display appropriately within paragraphs to help get the message across. Numbered points and bullets are very helpful, and side headings can be useful to include things like date, time and venue. 10. Skimmers and disbelievers: These are two general types of business readers. Skimmers are readers that are typically very busy. Pressed for time, they often skim documents in a rather short period of time. The documents prepared for skimmers should: ? State the main point clearly and up front. ? Place the most important information at the beginning or end of paragraphs. ? Highlight key dates or figures. ? A disbeliever, on the other hand, is a reader who is cautious and doubtful. Such readers will tend to read a document carefully and question its validity. In order to meet the needs of this reader, it is necessary to support the statements with sufficient details and evidence. Provide specific examples, numbers, dates, names, and percentages. 2.15 Developing Effective Business Communication Effective writing, based on adequate preparation, involves analyzing, selecting, and organizing ideas. This process establishes the foundation for all work that follows. At the outset arrange the ideas in your mind. There are times when you need to take your discussion out of the virtual world and make a phone call. If things become very heated, a lot of misunderstanding occurs, or when you are delivering very delicate news, the best way is still face-to-face. A well-structured business document is the core of effective business communication. This is why you should pay attention to how you structure your messages. Then, follow the six basic steps indicated below in preparing a report, staff paper, or article for publication. 1. Determine the basic purpose of the message. Divide it into two elements: the general and specific purposes. The general purpose may be to direct, inform, question, or persuade. The specific purpose may be obvious or may require a great deal of thought. If you cannot define the specific purpose clearly, it will be difficult to transmit a clear message to the intended receiver. Always consider who will read, understand, and possibly respond to the message. 2. Collect and evaluate the facts and information needed. Formulate the conclusions and/or recommendations in your mind and check them against the facts. 3. Organize and divide the material into principal topics. Arrange the principal topics, with the subordinate topics, in a logical sequence. Examine the logic of the outline. Are closely associated topics properly grouped and sequenced? Should the outline be altered - simplified, reduced, extended?

78 English Notes 4. Write the first draft of the message, preferably using a conversational style. Dictating the message may help to make the manuscript closely approximate a good conversation? Concentrate on one section of the message at a time; don't try to write the first draft and revise it at the same time. Set the draft aside for a while. Then, examine it from a fresh, critical point of view. Have you been objective and logical in your reasoning? Are there any possible fallacies in your reasoning? Have you said precisely what you intended? Does the draft include enough detail to satisfy the intended receiver? Does the text flow smoothly - in a clear, logical order? 5. Consider the intended receiver. Have you kept his background in mind? Have you made the message personal to him? Does the message cover all of the bases? 6. Review the text to ensure you have observed the commonly accepted practices for capitalizing, abbreviating, numbering, and punctuating. Have you carefully selected and used the right words? 2.15.1 Exercises in drafting business Letters Business letters should be brief and to the topic. Managers should formally communicate with their subordinates, peers by the way of writing. As time is very important and valuable and business people are usually busy, so business letters must be precise and up to the topic/ matter or subject. Formal letters/ communication with in the organization or workplace should not be such that takes long time to read and understand and creates communication

100%

MATCHING BLOCK 95/133

W

unlike personal letters, business letters are written in a more formal style. Certain polite expressions such as those given below are commonly used in business letters: ? 'I shall be obliged if you will send me ...' 'Please dispatch the — at your earliest convenience' There are also certain phrases of business jargon that should be avoided. ? Examples are: 'Dispatch the same at once'. Expressions of this kind are commonly used in business letters, but note that they are not good English. In many cases it is also possible to convey the meaning in simple, everyday English. Avoid abbreviations as far as possible. For instance, write advertisement, and not advt. Write examination, and not exam. Also avoid the tendency to omit the subjects. ? I and we. Write 'We have received' instead of 'Have received' Directions for shipping (by rail, air, post etc.) should be given. Also clearly state the manner in which the payment will be made. While ordering goods, give clear and exact descriptions of the articles in the letter. It is also a good idea to provide an itemized list of the articles wanted with the quality and quantity clearly specified. In replying to business letters always quote the number of reference if there is any and the date of the letter you are answering. For example, 'In reply to your letter no. 304/p, dated January 5th, 1010, I would like to say'.

Introduction to Communications & Business Communication 79 Notes 2.15.2 Structure & Style of a formal letter 1 = sender 2 = references 3 = optional: 'Private and confidential' for confidential documents 4 = date: September, 10th 2008 5 = recipient 6 = Attention: The Manager / Mr. / Mrs. / Ms. 7 = Dear Sirs / Dear Mr. / Dear Mrs. / Dear Ms. 8 = main object 9 = body 10 = 'Yours faithfully / Yours sincerely'. 11 = Signature 12 = your name 13 = optional 'Encl.' (enclosed) if you've enclosed documents 'copy to' if you've sent this letter to several people 2.15.3 Useful Idioms I - Being polite:

80 English Notes (a) You are already known to the addressee: ? Starting: Dear Mr. Sameer, ? End: Yours sincerely (more friendly): With all good wishes, (or) With kindest regards, b) You are writing to a relative: Starting: Dear Reena, My dear Reena, Dear Aunt Reena, Dearest Reena, My dearest Reena, My darling Reena, End: With love from Rita Love from Rita (more familiar) Love to all Love from us all Yours All the best (extra/ added) With much love from Rita Lots of love from Rita Much love, as always All my love (c) You are writing a business letter: Start: -< you are writing to a company: Dear Sirs, -< you are writing to a man: Dear Sir, -< you are writing to a woman: Dear Madam, -< you don't know if the recipient is a man or a woman: Dear Sir or Madam, End: Yours faithfully d) You are writing to a friend: Start: Dear Reena, My dear Reena; End: Yours sincerely With best wishes, Best wishes, With kindest regards, Kindest regards, All good wishes

Introduction to Communications & Business Communication 81 Notes WRITING A LETTER 15th April 2003 Dear Sir/Dear Sirs Dear Mr (Mrs) Smith Dear Jenny, Thank you for your letter. It was kind of you to write to me. I got your lovely letter. I am writing to inform you that... I am writing to confirm my telephone call. Following our telephone conversation... I'm sorry I haven't written before. I am sorry I cannot accept your invitation. I shall be arriving at 6 pm. We'll be at the airport to meet you. Let me know which train you'll be on. Thank you very much for having me to stay. I had a really good holiday. I enclose a stamped addressed envelope. Could you let us have it by return of post? Please give my best wishes to Tim. Say hello to Sandra for me. Tell Mike I was asking after him. John and I send you our very best wishes. Mike has asked me to say that... Give my love to the rest of the family. Must go now.

82 English Notes Love from Sandra Much love from Peter. See you on Sunday, Yours, Sandra Yours faithfully, Looking forward to seeing you soon, Yours sincerely, 2.15.4 Focus on business letters Starting Dear Personnel Director, Dear Sir or Madam Dear Mr, Mrs, Miss or Ms Dear Frank Quoting references With reference to Thank you for your letter of March 5 th . Why you are writing this letter I am writing to Asking for something Could you possibly ... ? I would be grateful if you could ... Accepting I would be delighted to ... Bad news Unfortunately ... I am afraid that ... Enclosed documents I am enclosing ... Please find enclosed ... Enclosed you will find ... Adding comments

Introduction to Communications & Business Communication 83 Notes Thank you for your help Please contact us again if Appointments I look forward to End Yours faithfully, Yours sincerely, Best wishes, Best regards, 2.15.5 How to send the letter POSTING A LETTER Is there a post office around here? Where is the nearest postbox? Where can I buy some stamps? I want to post this to France. How much is a stamp for a letter for France? First- or second-class mail? I'd like to send some money by post. How long will it take to get there? When does the last post go? Is there any mail for me? Could you post it for me? Could you send on my mail?

84 English Notes Example 1: Structure of formal Business Letters: Your Name] [Address] [Address] [Phone] [Date today] Re: [To what this letter refers] [CERTIFIED MAIL] [PERSONAL] [Recipient's Name] [Company Name] [Address] [Address] Attention [Recipient's Name] Dear [Recipient's name]: [SUBJECT] The main characteristic of full block business letters is that everything (except maybe a preprinted letterhead) is flush with the left margin. Full block letters are a little more formal than modified block letters. If your letter is only one page, type the complimentary close and optional components as shown below. Otherwise, type them on the last page of your letter. (See page 2 after you download this letter, or click on the appropriate link in the menu below.) Sincerely, [Sign here] [Your name, title] [Identification Initials] Enclosures: [Number] cc: [Name for Copy] [Name for Copy]

Introduction to Communications & Business Communication 85 Notes Example 2: Structure of Formal Business Letter Business Letter Format Company Letterhead Company Name 610 Fountain Ave Burlington, NJ 08016 Today's Date Burlington Township Student Street Address City, State Zip Dear Sir Use this sample letter as a template to help you complete your activities throughout this course. I have purposely set up the spacing and content to make it easier for you to delete existing text and replace it with the content that you need to use. Please be sure to use all the tools provided to you so that you are more efficient with your work. Be sure to copy down the text boxes I have provided, they may be helpful when you need to compose different types of business letters. Be sure to save this document as: Letter Template. Sincerely, Mr. Carson Business Ed. Teacher Enclosure Yours encl. [use this only to signify that there are one or more enclosures Sender's Address - Press enter 4X from the top of the page (1"margin) or Company letterhead, centered at the top (2" margin). Dateline - Located 2x after the Sender's address Inside Address - Press enter 4x after the Date. The person to whom you are sending the letter Salutation - 2x below the address Body - the text of the letter, single spaced. Be sure to 2x between paragraphs. Complimentary Closing - located 2x below the body of the letter. Signature Line/Author - the person who wrote the letter. It may include a title. Be sure to leave 4x between so you can sign the letter. Enclosure Notation - 2x below the author. Use if there are other pages in the envelope besides the letter. Typist's Initials -the person who typed the letter. 2x below the enclosure note or the signature line. Lower case letters only. If you are the author of the letter, you need not put your initials here. 86 English Notes Example 3: Structure of Formal Business Letter -Interview Thank You Letter Thank You Letter

80%

MATCHING BLOCK 92/133

W

Your Name Your Address Your City, State, Zip Code Your Phone Number Your Email Date Name Title Organization Address City, State, Zip Code Dear Mr./Ms. Last Name:

It was very enjoyable to speak with you about the assistant account executive position at the Smith Agency. The job, as you presented it, seems to be a very good match for my skills and interests. The creative approach to account management that you described confirmed my desire to work with you. In addition to my enthusiasm, I will bring to the position strong writing skills, assertiveness and the ability to encourage others to work cooperatively with the department. I understand your need for administrative support. My detail orientation and organizational skills will help to free you to deal with larger issues. I neglected to mention during my interview that I had worked for two summers as a temporary office worker. This experience helped me to develop my secretarial and clerical skills. I appreciate the time you took to interview me. I

100%

MATCHING BLOCK 93/133

W

am very interested in working for you and look forward to hearing from you

about this position. Sincerely, Your Signature Your Typed Name Example 4: Enquiries Letters & its replies Enquiry letters are the letters that ask for information. These letters are among the common ones written in business. As the exchange of info is routine, the people involved are likely to conclude at such requests are reasonable, and they probably will grant them. Letters of inquiry are requests for information. The enquiry could be of

Introduction to Communications & Business Communication 87 Notes product or the service or person's credibility or general information. This is the part of routine business transactions. How to write an inquiry letter ? Be polite. Remember, by making this request you are imposing on the reader's time and/or resources. ? Don't send an inquiry letter for information that you could easily find out by other means, such as with a speedy search on the Internet. ? Letter should be justly short but at times it should be long enough to sufficiently explain the inquiry & response to the letter. ? Clearly state what it is that you are inquiring about and what you would like the recipient of your letter to do? Make your inquiry as specific as possible. ? Generally, it should be given at least a couple of weeks for the person, company, or organization to respond to the inquiry before sending a follow-up letter or making a follow-up phone call. Include the date by which you need the information, services, etc. that you are requesting, and indicate that you await the reader's response. ? If appropriate, the letter may mention to keep any information provided confidential if it is the desired by the company. ? Make it as easy as possible for the person to respond to the request. This might mean offering to pay for any needed photocopies or mailing costs, or perhaps including a self-addressed, stamped envelope; necessary forms, questionnaires, or other documents; and so forth. ? Make sure to include contact information so that the person can easily get in touch with the sender of the letter if necessary, such as your cell or home phone number or e-mail address. ? When the person responds to the inquiry, it is a good idea to send a quick note of thanks expressing the appreciation and telling how the information helped (or can help) you. If appropriate, you may want to offer to return the favor in the future. Inquiry Letters are written: ? To ask for personal advice ? To answer a request for information on a product or service ? To give general advice ? To copy of an official document ? To survey or questionnaire ? To explain for a denial of credit ? To request application materials for admission to college ? To confirm of receipt of earlier mailings ? To estimate or bids ? To seek information ? To seek information about an applicant ? To seek information from a government agency ? To seek samples or information about products or services ? To inquire about products or services ? To thank someone for an inquiry ? To thank someone for information ? To use networking in a job search ? To write a letter in a job search

88 English Notes Example: 1. This first letter is about a real estate broker enquiring. Date: dd/mm/yy Dear Mr. X, Will you please tell me whether the 120-acre tract you advertised in the September 1 Indian Express has deep frontage on the river (20 feet minimum)? We are seeking such a site for a new plant, and it appears that your property could meet our requirements. But we need answers to specific questions before we can decide about the property. Is the land reasonably level and well drained? A written description of the tract terrain should answer this question. In your description, please include minimum and maximum elevations. Can the property be reached by an existing all-weather road? If the answer is yes, what is the composition of this road? What is its condition? If your answers indicate that the site meets our needs, we shall want to inspect the property. As we must move fast on the building project, may I have your answer by July 15? Sincerely, Your name Contact no., email Address 2. Request for information about hotel accommodations for a meeting. Date: dd/mm/yy Dear Miss X, Will you please help the Marathe Management Forum to decide whether it can meet at the Maratha Grand Sheraton? The Forum has selected your city for its annual meeting, which will be held August 16, 17, and 18. In addition to the Maratha Grand Sheraton, we of the convention committee are considering the Taj Land and the Oberoi. In selecting the convention hotel, we need the answers to the following questions. Can you accommodate a group such as ours on these dates? Probably about 600 delegates will attend, and they will need about 400 rooms. What are your convention rates? We want assurance of having available a minimum of 450 rooms, and we would be willing to guarantee 400. Would you be willing to reserve for us the rooms we shall require? What are your charges for conference rooms? We shall need eight for each of the three days, and each should have a minimum capacity of 60. On the 18th, for the one-half-hour business meeting, we shall need a large assembly room with a capacity of 500. Can you meet these requirements? Also, will you please send me your menu selections and prices for group dinners? On the 17th we plan our presidential dinner. About 500 can be expected for this event.

Introduction to Communications & Business Communication 89 Notes As convention plans must be announced in the next issue of our bulletin, may we have your response right away? We look forward to the possibility of being with you in 2006. Sincerely, Your name Contact no., email Address 3. Letter of Inquiry April 1, 2008 Mr. Gangadhar Khare CEO Community Help Foundation Dr. D N Road, Fort, Mumbai, Maharashtra, IINDIA Re: Letter of Inquiry Dear Mr. Godbole, Thank you for our recent meeting at the Community-Based Organization Conference where you were kind enough to visit with our staff and take the time to learn about our mission and current projects. We thoroughly enjoyed your visit with us, and sincerely appreciate your thoughtful attention to Neighborhood Improvement Association, Inc. (NIA) Your interest in NIA is a significant acknowledgment of our successful track record of delivering superior community improvement projects for nearly 15 years. We are aware that the Community Help Foundation distributes a number of grants for community improvement and development purposes. We wish to apply for one of the Foundation's grants. NIA has enjoyed a significant growth within the last ten years. Last year, NIA launched five new programs, including a community day care center, computer training center, substance abuse program, and an alternative learning program for high school drop-outs. We delivered a total of Rs.15 million in community improvement projects in one year alone; an outstanding record of achievement. Our staff has doubled in an effort to effectively administer our new programs as well as keep pace with our organization's growing administrative responsibilities. I am pleased to write to you about a project that I believe will be of interest to the Foundation. The NIA is seeking Rs.550, 000 over three years to expand its very successful Tech Ed (Technical Education) program to provide aggressive, hands-on computer training and alternative education programs in our inner-city neighborhoods. Tech Ed is a highly effective five-year-old academic enrichment program for inner-city junior high and high school students. Formed through a partnership between NIA, the local college and the city's school district, the program currently has a total enrollment of 500 students, and is funded by the school district and matching AICTE funds which are administered by the city. We critically need funds to launch this sorely needed computer training program, fund the equipment, software, and the resources of two teachers to oversee and assist the

90 English Notes volunteer student educators. These equipment and support resources will constructively assist the 2,500 undereducated minority residents to be served by our new community service program. The ethnic composition is approximately 49% Hindu, 39% Muslim, 9% Christian, and 2% other. NIA has already raised an initial investment of more than Rs.50, 000 in absolutely necessary computer equipment toward a computer systems, training and services budget of more than Rs.1 million. We have worked hard to bridge the gap and anticipate receiving grants and donations totaling Rs.300, 000 from private sector sources, banks, foundations and private donors. Despite our general fundraising efforts, our program budget is far from balanced. Cuts in government financing continue, with more expected, especially those affecting our clients with incomes below poverty level. The challenge at this stage is to seize the opportunity, to take the risk, to realize an innovative, new, rewarding and productive future. With the strength which has made NIA and the Tech Ed program what it is today, the choice is an easy one -- help our community meet the challenges of the 21st Century. Thank you for your support and assistance to NIA, and the community residents it serves. We look forward to your consideration of our request and the opportunity to submit a formal proposal for your review. We will be pleased to submit additional information at your request. Please do not hesitate to contact me at (telephone number). Sincerely, Mr. Gangadhar Khare Executive Director Attachments: audited financial statement for the fiscal year ending March 31, 2008, IRS 501(c) (3) designation, and 2008 annual report. 4. Letter of inquiry about internship opportunities 23 Blankinship Road Backbay Reclamation, VA 24060 Mumbai-2 StacyLeeGimble@vt.edu January 12, 2006 Ms. Savita Rege Special Programs Assistant Mumbai County Family Court Wilderness Challenge 303 Center Street, Mumbai Maharashtra, INDIA 400028 Dear Miss D Thorat, I am a junior at Veer Jijamata Tech, working toward my bachelor's degree in family and child development. I am seeking an internship for this summer 2009, and while researching opportunities in the field of criminal justice and law, I found that your program works with juvenile delinquents. I am writing to inquire about possible internship opportunities with the Mumbai County Family Court Wilderness Challenge. Introduction to Communications & Business Communication 91 Notes My work background and coursework have supplied me with many skills and an understanding of dealing with the adolescent community; for example: I worked as a hotline assistant for a local intervention center. I counseled teenagers about personal concerns and referred them, when necessary, to appropriate professional services for additional help. I have been active at my university as a resident hall assistant, which requires me to establish rapport with fifty residents and advise them on personal matters, as well as university policies. In addition, I develop social and educational programs and activities each semester for up to 200 participants. My enclosed resume provides additional details about my background. I will be in the Mumbai area during my Diwali Break, November 6 - November 10. I will call you next week to see if it would be possible to meet with you in early March to discuss your program. Thank you for your consideration. Sincerely, (Handwritten signature) Ms. Savita Rege Encl. 5. Order Letter Sample 92 English Notes 6. Order Confirmation Letter 7. Reply to letter (

65%

MATCHING BLOCK 96/133

SA

Pooja Chaturvedi.docx (D108837404)

Order Execution Letter) National Paints Co. Ltd. 20, Tongi, Gajipur 8 th September 2012 Purchase Manager Color world 15, New Market, Dhaka-1200 Sub:

Execution of order No; P/3/7 Dear Sir, We have the pleasure to state that we have dispatched your ordered paints by our Motor van today as per your specification given in the letter dated September 1, 2012 From the Invoice enclosed, you will find that amount due to us Tk. 70,000 (seventy Thousand only) and terms of our contract remain as 5/10, Net 30. We thank you for this order and hope it will meet your satisfaction. We assure you of our best services and

68%

MATCHING BLOCK 97/133

SA

Pooja Chaturvedi.docx (D108837404)

co-operation at all times. With best regards Yours faithfully A.K Rahman Sales Manager National paints co Ltd.

Enclosure: Invoice No: BSE/32/04

Introduction to Communications & Business Communication 93 Notes 8. Reply to Letter for Execution of an Order Star Trading co. Ltd Station Road, Chittagong 10th March, 2012 Purchase Manager EYE VIEW ELECTRONICS 12, Bijoy Sharani, Tejgaon, Dhaka Sub: Execution of Order dated March 1st 04 Dear sir, We are pleased to inform you that we have dispatched your Ordered 500 TV sets as per your specification. Those TV sets have been manufactured with best technology and delivered through Karnaphuli express Train having special packaging. We hope our product will meet your satisfaction. As the credit terms are 2/20, net 40, we will appreciate proper remittance from you. For your convenience, we have sent Invoice and Railway Receipt (RR) through standard chartered Bank, station Road Branch, Chittagong. You can receive' such documents from Standard Chartered Bank, Head office, Dhaka We thank you for this order and hope to be benefited with your further order-in consideration of the quality of our product, please confirm the arrival of goods sharply. We assure you of our best services and co- operation at all times. Yours faithfully, Probir Roy Sales Manager Star Trading co Ltd. 2.16 Email writing Business etiquette is about constructing relationships with other people. Etiquette is not about rules & regulations but is about providing basic social well-being and generating an environment where others feel comfortable and secure, this is possible through better communication. Etiquette is a code of behavior that delineates expectations for social behavior according to contemporary conventional norms within a society, social class, or group. Business etiquette consists of two things. Firstly, thoughtful consideration of the interests and feelings of others and secondly, being able to minimize misunderstandings. These are influenced by individual behavior & character. Business etiquette instructs on you how to present professionally in different cultures. The keys for making a good impression are dressing appropriately, your body language, presenting your business cards, gift giving, conducting meetings and many other important elements. Certain important business Etiquettes are: E-mail etiquette, Dining etiquette, Telephone etiquette, Office etiquette, Meeting etiquette, Business card, etiquette Cubicle etiquette Dress etiquette networking. We will here be discussing in length about the e-mail etiquette. This etiquette is quite new and its rules are evolving because of the increased use of email.

94 English Notes 2.16.1 Rules of Email communication Some general rules of etiquette should be observed and needs professionalism, efficiency, and protection from liability, like: ? always be concise and to the point; ? use proper spelling, grammar & punctuation; ? Make the email message personal and avoid to use Bcc and Ccc pointlessly; ? Use templates for frequently used responses; answer swiftly; ? Use a meaningful subject; ? read the email before you send it; keep attachments to a minimum and mention your attachment in the content; ? take care with abbreviations and emotions; ? take care with rich text and HTML messages; ? use active voice instead of passive voice. ? Use Smart Subject Lines: All messages should have clear and specific; "Subject Lines" that describes the message content and specifies if there are any actions required & due dates; mentions clearly who the message is for; Subject Line Template: –TAG description [actions] [due date] [(EOM)]; FYI: Meeting minutes from 3/14 discussion; Reports Included: Minutes from MRM, all Reports due Friday 4/1 ? DISTRIBUTE: Program agenda & related information, for example Howard, Malden: need your presence at noon meeting Mon with your updates; AGENDA: Staff meeting Fri 4/10/16 12:00 pm etc ? Type (EOM) at the end of the subject line. EOM means "end of message" ; ? Think Before You Click ; Don't automatically "REPLY TO ALL" ? Take one last look at your distribution list to see whether this email necessary for all recipients. E.g. Welcome Mail – when replying, send it only to the person to be welcomed. ? Once the email discussion goes beyond 2-3 replies anyway, it's time to pick up the phone;

Introduction to Communications & Business Communication 95 Notes ? Write For Action: In the first 1-3 lines of your email, specify what this email is about and does it include action required?; Does it require a reply back by a certain date?; What information is contained that the reader will find necessary for their job? ? Use the To: and Cc: addresses appropriately ? Stop replies before they start: If a reply is not required, end the message with "(Reply Not Necessary)" ? Use Follow Up Flags, ? If you find you are on a distribution list you don't need to be on – Send a note to the originator to be removed ? If you get involved in an email discussion that you don't need to be in – Ask to be taken off the distribution; ? While forwarding the message delete the list of email addresses if not necessary ? If you see someone else practicing bad email etiquette – Send a friendly note and ask them to correct it ; ? Use standard font throughout the message content ? Avoid colored fonts in a professional email ? Be very specific with the use of bold, italic or underline font style ? Keep the size of the font visible and constant ? Paragraph and line spacing should be legitimate and visually appealing ? Avoid short forms or slang (e.g. 'u' instead of 'you', 'y' instead of 'why', 'r' instead of 'are', etc) ? Do not circulate junk mail to your staff members ? Always use the company email for company purpose ? Do not enter unnecessary sites through company internet (Like job portals, entertainment sites etc.).Because your activities will be monitored through the server ? Do not circulate sensitive mails into office staff. Because you can get positive and negative impression. This can lead a person to lost his job and so on (Like Violence article, videos about the community) ? Always segregate the important mail. If u r using in outlook create folders, So that in future if u want the details from the mail ? Take a backup copy of your email (Weekly, Monthly whichever is easy) ? Check whether you anti-virus is updated and protected. If it is not inform the server admin. ? Even though using the office equipment u should always very cautious.(Like Usage o Internet, Telephone ,Office mobile, Stationery item, Transport).These are the things should not be misused ? Never show and write violent and words in the mails.

96 English Notes 2.16.2 Poor email- usage Examples of poor usage of email etiquettes are ? no subject line ? Action required and key points are hidden in the message ? Misusing the global distribution list ? Discussion that could have been done on the phone; ? Blank subject line: Unrelated subject line; sending an email with an old subject line; if you can type your entire message in the subject line and don't need to write anything in the body of the message. 2.17 Advantages and Disadvantages of Written Communications The decision to use a written rather than oral communication often rests with the manager - the communicator. In such cases, the communicator must weigh the advantages and disadvantages of each form of communication in order to make an intelligent decision. The advantage of oral over written communications is that a complete interchange of thoughts and ideas can take place faster. The speaker is in direct contact with the listener (receiver) and is challenged to make him understood. Too frequently the listener fails to ask the right questions, so he does not receive the message clearly. This, in turn, can result in wasted efforts and costly errors. Written communications also have advantages. They are usually more carefully formulated than oral communications, so the message conveyed tends to be more clearly stated. Written messages also can be retained as references or legal records. There are some disadvantages to written communications. First, the writer often fails to carefully compose his thoughts and ideas. When a poorly prepared message has to be followed by many written or oral communications to clarify the writer's original written word, the real message becomes garbled and the process becomes costly and time-consuming. 2.18 Summary More than ever, it's important to know how to communicate one's point quickly and professionally. Many people spend a lot of time writing and reading, so the better you are at this form of communication, the more successful you're likely to be. The process of communication allows managers to plan, direct and control their subordinates. Through this process, information, thoughts and ideas can be shared among the members of the organisation. Communication is essential to outline and pursue the organisational goals and to evaluate the feedbacks provided by workers which can contribute to improve the quality of the company outputs and policies. Good communication can help to express concerns and worries that an employee/ manager or an individual may have about workplace/ working style in a non-threatening way. It reduces the risk of relapse by creating a positive environment at workplace. Effective communication takes time, practice and cooperation Elements of Good Communication are clear communication as this will increase the chance that the message we intend to send is the one that is received; willingness to listen to concerns and worries of employees/ subordinates; Use of language that is understandable to all persons involved. It can also be stressful when there are many arguments or too much criticism in the household. Stress is a common trigger for relapse, so it is important to reduce stress whenever possible. Social communication is influenced by the different perception that individuals has of the reality. A manager must therefore be aware of the human factor in order to carry out an effective communication and avoid conflicts. Handling and overcoming the possible personal or environmental barriers which affect the communication is

Introduction to Communications & Business Communication 97 Notes fundamental to assure the effectiveness of the whole process and therefore to use it properly and accordingly to the organisational goals. Listening skills are a very important part of any effective communication. Unless you carefully follow what you hear, you will not be able to respond to it effectively. Listening skills can be improved with practice. To conclude, effective listening enhances the communication quality. It makes all attentive. It encourages optimistic attitude, healthy relations and more participation. It leads to better decision- making in an organization. Effective listening is directly related to our ability to do team work. It must be noted that "We listen at about an efficiency rate of 25 percent maximum, and we remember only about 50 percent of what is delivered during a ten minute speech/lecture/ communication." Always identify the audience before start creating the document. And if it is felt that there's too much information to include, create an outline to help organize the thoughts & ideas. Learning grammatical and stylistic techniques will also help to write more clearly; and be sure to proof the final document. Like most things, the more we write, the better we are going to be! 2.19 Check Your Progress Multiple Choice Questions 1. is the principal means of communication (a) Body Language (b) Language (c) Philological (d) Writing 2. is the final quality one should try to attain? (a) Rightness (b) Falseness (c) Correctness (d) None of above 3. A well-structured business document is the core of effective business (a) Messages (b) Communication (c) Engagement (d) Growth 4. Skimmers are readers that are typically very (a) Busy (b) Ideal (c) Perfect (d) Demanding 5. The enemy of good proofreading is (a) Swiftiness (b) Rate (c) Stagnation (d) Speed 6. is made up of rules that allow us to organize our words and sentences into coherent, meaningful language.

98 English Notes (a) Grammar (b) Vocabulary (c) Business messages (d) None of above 7. An employee that has competency in business language skills is likely to be able to climb up the career ladder with (a) Cautious (b) Good speed (c) Easy steps (d) Ease 8.

100%

MATCHING BLOCK 98/133

W

Writing a proposal is similar to but not exactly the same as crafting a persuasive essay or producing a report. (

a) False (b) True 9. A is prepared to permanently record information or opinion on a given subject. (a) E-mail (b) Memo (c) Report (d) Proposal 10. A solid resume is the key that will open the door to (a) Great opportunities (b) Good growth (c) Great prospects (d) Good jobs 2.20 Questions and Exercises 1. What is the role of using good grammar & vocabulary in effective business writing? 2. What do you understand by the Polishing Process? 3. State the tips for composing and styling the document. 4. How you can develop an effective business writing skills? 5. What do you understand by memorandum? What all are the stages involved in drafting a good and well explained memo? 6. What makes a good proposal? 7. How can the manager structure business messages? 8. "Resume is one advertisement." Comment. 9. List various types of business messages and example each type by providing appropriate examples. 10. What are the various advantages and disadvantages of written communications? 2.21 Key Terms ? Research: It is gathering the information a writer need to answer a question and thereby help you solve a problem. ? Resume: Resume provides a summary of a person's background including education, work history, and other qualifications for a job.

Introduction to Communications & Business Communication 99 Notes ? Communication: It is an act of conveying information for the purpose of creating a shared understanding. ? Managerial communication: It is a function which helps managers connects individually with each employees & peers within the organization Manager-led development activities. ? Gantt chart: A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale. ? Proposal: A business proposal is a written offer from a seller to a prospective buyer. Writing a successful proposal can be made easier through the development of a proposal checklist that contains the necessary standardized information. ? Memos: The full form of Memos is memorandum.

Memos are business letters but used within an organization and only for employees. Memos are used to give information to employees such as changes in some procedures or rules, policy change or for specific purpose like request to attend a meeting. ? Proposal: a plan or suggestion, especially a formal or written one, put forward for consideration by others. Check Your Progress: Answers 1. (b) 2. (c) 3. (b) 4. (a) 5. (d) 6. (a) 7. (d) 8. (b) 9. (c) 10. (d) 2.22 Further Readings ? <http://www.exforsys.com/career-center/business-communication/business-messages.html> ? <http://www.englishpractice.com/letter/business-letter-writing-tips/> ? <http://www.mpg-saar-louis.de/till/exam12.php> ? <http://www.humber.ca/liberalarts/sites/default/files/memos&emails.pdf> ? <http://www.dailywritingtips.com/how-to-write-a-proposal/> ? <http://www.blairenglish.com/exercises/emails/exercises/email-of-proposal/email-of-proposal.html> ? http://homepages.rpi.edu/~holguj2/CIVL2030/How_to_write_search/How_to_write_a_good_technical_report.pdf ? <http://www.taskmanagementguide.com/glossary/what-is-project-preparation-.php> ? <http://www.pptrust.org.za/what-is-project-preparation.html> ? <http://www.tpsgc-pwgc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html> ? <http://business.mapsofindia.com/project-report/#sthash.moVdu4qV.dpuf> ? "What is media? Definition and meaning". BusinessDictionary.com.

100 English Notes ? "Cory Janssen. "I like donuts What is Communication Media? - Definition from Techopedia". Techopedia.com. ? http://www.philol.msu.ru/~discours/images/stories/speckurs/New_media.pdf ? Willinsky, Frank (2005). The Access Principle: The Case for Open Access to Research and Scholarship. ? Canagarajah, Suresh (2010). "Internationalizing Knowledge Construction and Dissemination." The Modern Language Journal. ? Christen, Kim (2012). "Does information really want to be free?". International Journal of Communication. ? Bell, R.L., and Martin, J. (2008). The promise of managerial communication as a field of research. International Journal of Business and Public Administration, 5(2): 125-142 ?

100%

MATCHING BLOCK 99/133

W

Facione, PA (2010) Critical thinking: what it is and why it counts.

Millbrae, CA. Measured Reasons and the California Academic Press. Online via the Kaplan elibrary at Insight Assessment >http://www.insightassessment.com/pdf_files/what&why2006.pdf< [accessed 3 July 2011] ? Flock, K. (2006) Communication in Organisational Change. Online at ><http://www.kipflock.com/store/pdf/organizational-change.pdf>< [accessed 28 June 2011] ? Koroluk, P. (2008) Companies discover e-mail-free days. Online at ><http://www.journalofcommerce.com/article/id27097>< [accessed 3 July 2011] ? Kotter, JP. (1996) Leading the Change. USA. Harvard Business School Press. Online at ><http://books.google.com/books?id=ib9Xzb5eFGQC&printsec=frontcover#v=onepage&q&f=false>< [accessed 28 June 2011] ? Mullins LJ. (2010), Management and Organisational Behaviour, Ninth edition. Harlow. Financial Times Prentice Hall ? Noe, DP. (n.d.) Creative thinking in the workplace. Online at HELIUM ><http://www.helium.com/items/1309149-creative-thinking-in-the-workplace>< [accessed 30 June 2011] ? Richmond, VP., Wagner, JP., McCroskey, JC. (1983)

100%

MATCHING BLOCK 100/133

W

The Impact of Perceptions of Leadership style, use of power and Conflict Management Style on Organizational Outcomes.

Communication Quarterly Winter 1983, 31(1): 27-36. Online at ><http://www.jamescmccroskey.com/publications/113.pdf>< [accessed 3 July 2011] ? Stefanescu, C and Popa, L. (2008) Managerial Communication. MPRA Paper No. 7172. Online at >http://mpra.ub.uni-muenchen.de/7172/1/MPRA_paper_7172.pdf< [accessed 28 June 2011] ? West, S. (2007) Interpersonal skills – The Keys to Management and Leadership. Online at ><http://www.isnare.com/?aid=154822&ca=Leadership>< [accessed 29 June 2011] ? "Employee Performance Improvement: Understanding Your Role as a Manager," Catalog No. TD11A8Q65, Corporate Executive Board, 2003, p. 19. ? "Engaging Managers as Agents of Employee Development," Catalog No. TD11IMXNC, Corporate Executive Board, 2003, p. 14. ? http://www.intstudentsup.org/communicating/effective_communication/index.jsp
Introduction to Managerial Communication 101 Notes Unit 3: Introduction to Managerial Communication Structure 3.1 Introduction 3.2 Voice 3.2.1 Active Voice: 3.2.2 Passive Voice 3.2.3 Active and Passive Voice in Writing 3.3

80%

MATCHING BLOCK 101/133

W

Direct and indirect speech 3.3.1 Direct and indirect speech: an overview of the rules 3.4

Verb 3.4.1 Linking Verbs 3.4.2 Auxiliaries Verbs 3.4.3 Transitive Verbs 3.4.4 Intransitive verbs 3.4.5 Negative Verbs 3.4.6 Infinitives and -ing forms 3.5 Reading & Writing Skills 3.5.1 Writing Skills 3.5.2 Reading Skills 3.5.3 Reading and Writing Passages from Books 3.5.4 Reading is Primary than writing 3.6 Precise 3.7 Paraphrasing 3.8 Fronting an Interview 3.8.1 Pre-Interview preparations & tips to overcome the nervousness to face an interview confidently 3.8.2 Questions Often Asked By Employers 3.8.3 Communicating Effectively during an Interview 3.8.4 Interview Styles 3.9 Writing Resume 3.9.1 Resume Format 3.9.2 Resume tips and suggestions 3.10 Conversation or Communication in specific situation

102 English Notes 3.10.1 Recommended skills required to start a conversation and making a balance between communicating the point / information and sensitive to those concerns 3.10.2 Below are some situations, where the conversation skills are much needed 3.11 Summary 3.12 Check Your Progress 3.13 Questions and Exercises 3.14 Key Terms 3.15 Further Readings Objectives After studying this unit, you should be able to: 1. Understand the meaning and usage important elements of grammar i.e. voice, direct & indirect speech and verbs. 2. Discuss the components of reading & writing skills and conversation skills usage at various situations. 3. Discussing in length about the interview skills and how to prepare well to face an interview. 4. Will be discussing how to make a resume. 3.1 Introduction The prime motive of any job interview is to conduct a strategic conversation with a purpose. The foremost objective of an interviewee is to persuade the employer with the skills, background, and ability to do the job and that you can comfortably fit into the organization and its culture. Always try to pre-gather the information about the job, the organization, the job and work environment. One can make the interview as a great influential process an interview is not an objective process in which the employer necessarily plans to offer the job to the "best" candidate, based on knowledge, ability and skill alone. More often than not, an interview is a fairly subjective meeting in which the interviewer or appointing authority may offer the job to a qualified person whom he or she likes best. You need to understand that personality, confidence, enthusiasm, a positive outlook and excellent interpersonal and communication skills counts heavily. In this unit, we shall be discussing about the nature, meaning & process behind the effective communication. We will also learn about the barriers to communications & various communication medium in an organization. 3.2 Voice Voice is a grammatical category that applies to verbs. Voice in English expresses the relationship of the subject to the action. Voice has two values: 1. Active: the subject does the action 2. Passive: the subject receives the action Introduction to Managerial Communication 103 Notes 3.2.1 Active Voice

77%

MATCHING BLOCK 107/133

W

In an active sentence, the subject is doing the action. A straightforward example is the sentence "Radha loves Sham." Radha is the subject, and she is doing the action: she loves Sham, the object of the sentence. Another example is "

I Heard that you are going to Australia." "I"

81%

MATCHING BLOCK 108/133

W

is the subject, the one who is doing the action. "I" is hearing "it," the object of the sentence. 3.2.2 Passive Voice In passive voice, the target of the action gets promoted to the subject position. Instead of saying, "Radha loves Sham," I would say, "Sham is loved by Radha." The subject of the sentence becomes Sham, but he isn't doing anything. Rather, he is just the recipient of Radha's love. The focus of the sentence has changed from Radha to

Sham. Examples: Change of Active to passive voice E.g. 1 A: Everybody drinks water. P: Water is drunk by everybody. E.g. 2 A: Shakespeare wrote Hamlet P: Hamlet was written by Shakespeare. E.g. 3 A: The student wrote a song. P: A song was written by the student Forming Tenses of Passive Verbs The passive voice always consists of two parts: a form of the verb "to be" + past participle: Tense Passive voice form Present it is cleared Past it was cleared Future it will be cleared Present perfect it has been cleared Past perfect it had been cleared Future perfect it will have been cleared The active voice is the "normal" voice - the one that we use most of the time. In the active voice, the object receives the action of the verb:

104 English Notes subject verb object → active Cats eat mice. The passive voice is less common. In the passive voice, the subject receives the action of the verb: subject verb object ← passive Mice are eaten by cats. See how the object of the active verb becomes the subject of the passive verb: subject verb object active Everybody drinks water. passive Water is drunk by everybody. Active and Passive Examples The table below shows example sentences in active and passive voice for the basic tenses as well as various other verb forms, including infinitives and participles. active passive Present Simple How does one pronounce his name? How is his name pronounced? Present Continuous Ati's helping Tara. Tara's being helped by Ati. Present Perfect Kid has served dinner. Dinner has been served. Present Perfect Continuous The police have been watching that house for weeks. That house has been being watched for weeks. Past Simple They didn't fix my phone My phone wasn't fixed

Introduction to Managerial Communication 105 Notes yesterday. yesterday. Past Continuous They were interrogating him when I called. He was being interrogated when I called. Past Perfect I wondered why they hadn't invited me. I wondered why I hadn't been invited. Past Perfect Continuous She wasn't sure how long they'd been following her. She wasn't sure how long she'd been being followed.* Future Simple They will hang him at dawn. He will be hanged at dawn. Future Continuous They won't be questioning him when you get there. He won't be being questioned when you get there. Future Perfect They will have repaired your car by 7pm. Your car will have been repaired by 7pm. Future Perfect Continuous They'll have been treating her for exactly three months tomorrow. She'll have been being treated for exactly three months tomorrow.* infinitive I don't want anyone to disturb me. I don't want to be disturbed. Perfect infinitive They seem to have taken it. It seems to have been taken. participle I saw the cat eating it. I saw it being eaten by the cat. perfect participle Having finished my work, I went home. My work having been finished, I went home. gerund I insisted on them paying me. I insisted on being paid. going to Is he going to sing Thriller at the party? Is Thriller going to be sung at the party? used to Ram used to take care of everything. Everything used to be taken care of by Ram. can They can question him for six hours. He can be questioned for six hours. could It could have badly hurt you. You could have been badly hurt. may The papers say they may release him. The papers say he may be released.

106 English Notes might Somebody might buy it. It might be bought. must Passengers must wear seat belts. Seat belts must be worn. should You should have told me. I should have been told. ought to They ought to forgive him. He ought to be forgiven. 3.2.3 Active and Passive Voice in Writing The choice between using the active or passive voice in writing is a matter of style, not correctness. However, most handbooks recommend using active voice, which they describe as more natural, direct, lively, and succinct. The passive voice is considered wordy and weak (except when used in cases above). Examine the following examples. 1. weak, passive: That house has been being watched for weeks by police. 2. strong, active: The police have been watching that house for weeks. 3. weak, passive: The book was enjoyed by me because the events of his student life was so well narrated by the author. 4. strong, active: I enjoyed the book because the author narrated the events of his student life so well. 5. Hints for Identifying the Passive Voice 6. An active verb may or may not have a direct object, but the passive verb almost never does. ? "It is...That" construction (It is clear that... It is noted...) 7. Use of the verbs To Be, Make, or Have ? Passive: Your exits should be made quickly. ? Active: Leave quickly. 8. Endings that turn verbs into abstract nouns: -ion, -ing, -ment: ? Passive: When application of force is used, the lid will open. ? Active: Apply force to open the lid. 3.3 Direct and indirect speech If we want to say what other people said, thought or felt, we can use the direct and indirect speech (reported speech). The direct speech: "I like it," he said. "Irene is late," he thought. "I will pass the exam," she hoped. The indirect speech or reported speech: He said he liked it. He thought that Irene was late. She hoped she would pass the exam. The indirect or reported speech is typically introduced by verbs such as say, tell, admit, complain, explain, remind, reply, think, hope, offer, refuse etc. in the past tense. He said (that) he didn't want it; She explained that she had been at

76%

MATCHING BLOCK 102/133

W

the seaside. 3.3.1 Direct and indirect speech: an overview of the rules 1. When the reporting verb is in the past tense, all present tenses in the direct speech will change into the corresponding past tenses. For example, the simple present will become simple past. He said, 'I want to eat cake.' Introduction to Managerial Communication 107 Notes He said that he wanted to eat cake. 2. The present continuous will become the past continuous. Renu said, 'I am

going to market for shopping.' Renu said that she was going to market for shopping. 3. The present perfect will become the past perfect. Ram said, 'I have completed my assignment.' Ram said that he had completed his assignment. 4.

75%

MATCHING BLOCK 103/133

W

If the reporting verb is in the present tense, the tenses in the direct speech do not change. Tom says, 'He is cooking dinner tonight.' Tom says that he is

cooking dinner tonight. 5.

87%

MATCHING BLOCK 104/133

W

When we report questions, the indirect speech is introduced by verbs such as asked, inquired etc. Peter said to Kity, 'What are you doing

at the door?' Peter asked to Kity what she was doing at the door. 6.

83%

MATCHING BLOCK 105/133

W

To report a Yes/No question, we use if or whether. ? Rahul said to me, 'Are you interested

in playing chess?' Rahul asked me if I was interested in playing chess. ? Rohit said to Romit, 'Will you listen to such a man?' Rohit asked Romit whether he

would listen to such a man. 7. When we report commands and requests, the indirect speech is introduced by verbs expressing a command or request. Examples are: ordered, requested, commanded, shouted etc. The teacher said to the student, 'do classwork.' The teacher ordered the student to do classwork. Mother said to child, 'Please wait here till I return.' Mother requested child to wait there till she returned. 8.

I shall, we shall usually become would. "I shall appreciate it," he said. - He said he would appreciate it. 9. I should, we should usually change into would. "We should be really glad," she told us. - She told us they would be really glad. 10/ May becomes might. "I may write to him," she promised. - She promised that she might write to him. The verb forms remain the same in the following cases: 1. If we use the past perfect tense. Eva: "I had never seen him." - Eva claimed that she had never seen him. 2. If the reporting verb is in the present tense. Bill: "I am enjoying my holiday." - Bill says he is enjoying his holiday. Sandy: "I will never go to work." - Sandy says she will never go to work. 3. When we report something that is still true. Dan: "Asia is the largest continent." - Dan said Asia is the largest continent. Emma: "People in Africa are starving." - Emma said people in Africa are starving. 4. When a sentence is made and reported at the same time and the fact is still true. Michael: "I am thirsty." - Michael said he is thirsty. 108 English Notes 5. With modal verbs would, might, could, should, ought to, used to. George: "I would try it." - George said he would try it. Mimi: "I might come." - Mimi said she might come. Steve: "I could fail." - Steve said he could fail. Linda: "He should/ought to stay in bed." - Linda said he should/ought to stay in bed. Mel: "I used to have a car." - Mel said he used to have a car. 6. After wish, would rather, had better, it is time. Margo: "I wish they were in Greece." - Margo said she wished they were in Greece. Matt: "I would rather fly." - Matt said he would rather fly. Betty: "They had better go." - Betty said they had better go. Paul: "It is time I got up." - Paul said it was time he got up. 7. In if-clauses. Martha: "If I tidied my room, my dad would be happy." - Martha said that if she tidied her room, her dad would be happy. 8. In time clauses. Joe: "When I was staying in Madrid I met my best friend." - He said that when he was staying in Madrid he met his best friend. 9. We do not change the past tense in spoken English if it is clear from the situation when the action happened. "She did it on Sunday," I said. - I said she did it on Sunday. 10. We must change it, however, in the following sentence, otherwise it will not be clear whether we are talking about the present or past feelings. "I hated her," he said. - He said he had hated her. 11. We do not usually change the modal verbs must and needn't. But must can become had to or would have to and needn't can become didn't have to or wouldn't have to if we want to express an obligation. Would/wouldn't have to are used to talk about future obligations. "I must wash up." - He said he must wash up/he had to wash up. "I needn't be at school today." - He said he needn't be/didn't have to be at school that day. "We must do it in June." - He said they would have to do it in June. 12. If the modal verb must does not express obligation, we do not change it. "We must relax for a while." (suggestion) - He said they must relax for a while. "You must be tired after such a trip." (certainty) - He said we must be tired after such a trip. 13. Change the pronouns to keep the same meaning of a sentence. "We are the best students," he said. - He said they were the best students. "They called us," he said. - He said they had called them. "I like your jeans," she said. - She said she liked my jeans. "I can lend you my car," he said. - He said he could lend me his car. 14. Sometimes we have to use a noun instead of a pronoun, otherwise the new sentence is confusing. "He killed them," Kevin said. - Kevin said that the man had killed them. If we only make mechanical changes (Kevin said he had killed them), the new sentence can have a different meaning - Kevin himself killed them. 15. This and these are usually substituted. Introduction to Managerial Communication 109 Notes "They will finish it this year," he said. - He said they would finish it that year. "I brought you this book," she said. - She said she had brought me the book. "We want these flowers," they said. - They said they wanted the flowers. 3.4 Verb Verb is that part of speech in which syntax delivers an action like bring, read, walk, run, learn; an occurrence i.e. happen, become; or a state of being i.e. be, exist, stand. Verbs have tenses: present, to indicate that an action is being carried out; past, to indicate that an action has been done; future, to indicate that an action will be done. Without a verb, there is no sentence. That's how important these "action" parts of speech are. The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity 3.4.1 Linking Verbs Linking verbs are also termed as copulas or copular verbs, don't function in the same way as typical verbs in showing action, it can sometimes be tricky to recognize them. These types of verbs are: 1. Indicate a relationship between the subject and the sentence complement, the part of the sentence following the verb 2. Connect or link the subject with more information - words that further identify or describe the subject 3. Identify a relationship or existing condition

Words That Are True Linking Verbs Some words are always linking verbs. These are considered "true." They do not describe the action, but always connect the subject to additional information. The most common true linking verbs are forms of "to be," "to become" and "to seem." Forms of "to be" 1. Am 2. Is 3.

Is being 4. Are 5. Are being 6. Was 7. Was being 8. Were 9. Has 10. Has been 11. Have been 12. Will have been 13. Had been 14. Are being 15. Might have been
110 English Notes

94%

MATCHING BLOCK 110/133**SA**

Revised EPC_Resource Book.pdf (D106092916)

Forms of "to become" 1. Become 2. Becomes 3. Became 4. Has become 5. Have become 6. Had become 7. Will become 8. Will have become
 Forms of "to seem" 1. Seemed 2. Seeming 3. Seems 4. Has seemed 5. Have seemed 6. Had seemed 7. Will seem
 Any time you see these words in a sentence, you know they are performing a linking or connective function in showing a relationship or describing a state. For example: 1. "I am glad it is Friday." Here the linking verb "am" connects the subject (I) to the state of being glad. 2. "Laura is excited about her new bike." Here "is" describes Laura's emotional state of excitement. 3. "My birds are hungry." The word "are" identifies that the birds currently exist in a physical state of hunger.

Determining Other Linking Verbs In addition to true linking verbs, there are also many verbs that can exist either as action verbs or linking verbs. These are also called resultative verbs. Verbs related to the five senses often function in this way. Common verbs that can exist as either action verbs or linking verbs include: 1. Grow 2. Look 3. Prove 4. Remain 5. Smell 6. Sound 7. Taste 8. Turn 9. Stay 10. Get 11. Appear 12. Feel

Introduction to Managerial Communication 111 Notes Testing for Linking Verbs Since these verbs can function as either action verbs or copular verbs, how do you make the distinction? A common test is to replace the verb you suspect in the sentence with an appropriate form of a true linking verb. 1. If it makes sense, it is linking. 2. If it isn't logical with the substitution, it's an action verb. For example, take these two sentences: 1. "The flowers looked wilted." 2. "She looked for wildflowers" Substitute the copular verb "are" for the word "looked" in both sentences. In the first sentence, it makes sense: "The flowers are wilted." In the second sentence, however, it doesn't make sense: "She is for wildflowers." 1. "The spaghetti sauce tasted delicious." 2. "She tasted the delicious spaghetti sauce."

3.4.2 Auxiliaries Verbs They are the

93%

MATCHING BLOCK 111/133**SA**

Revised EPC_Resource Book.pdf (D106092916)

helping verbs which are used together with a main verb to show the verb's tense or to form a question or negative.

100%

MATCHING BLOCK 112/133**W**

A list of verbs that (can) function as auxiliaries in English is as follows: be (

am, are, is, was, were, being, been), can, could, dare, do (does, did), have (has, had, having), may, might, must, need, ought, shall, should, will, would.

94%

MATCHING BLOCK 113/133**W**

Auxiliary verb Meaning contribution Example
 be 1 copula (= linking verb) She is the boss. be 2 progressive aspect He is sleeping. be 3 passive voice They were seen.
 can 1 deontic modality I can swim. can 2 epistemic modality Such things can help. could 1 deontic modality I could swim. could 2 epistemic modality That could help. dare deontic modality How dare you! do do-support/emphasis You did not understand. have perfect aspect They have understood. may 1 deontic modality May I stay? may 2 epistemic modality That may take place. might epistemic modality We might give it a try. must 1 deontic modality You must not mock me. must 2 epistemic modality It must have rained. need deontic modality You need not water the grass. ought deontic modality You ought to play well. shall deontic modality You shall not pass. 112 English Notes should 1 deontic modality You should listen. should 2 epistemic modality That should help. will 1 epistemic modality We will eat pie. will 2 future tense The sun will rise tomorrow at 6:03. will 3 habitual aspect He will make that mistake every time. would 1 epistemic modality Nothing would accomplish that. would 2 future-in-the-past tense After 1990, we would do that again. would 3 habitual aspect Back then we would always go there.

Source: https://en.wikipedia.org/wiki/Auxiliary_verb
3.4.3 Transitive Verbs They are action verbs that always express achievable/ attainable activities. These verbs always have direct objects, meaning someone or something receives the action of the verb. These verbs are followed by a noun or noun phrase. These noun phrases are not called predicate nouns, but are instead called direct objects because they refer to the object that is being acted upon. Below are some common transitive verbs that must be followed by a direct object: Bring, send, owe, contain, buy, show, take, tell, verify, check, get, wash, finalize, annoy, lay, lend, offer, edit, make, phone
 Example 1. Radham annoys her manager so much that he'll never get a promotion. (His boss is the direct object of annoys and a promotion is the direct object of get) 2. Ritu brings Mrs. Rekha lunch every day. (Mrs. Smith is the direct object of brings. Jenna is the subject. 3.4.4 Intransitive verbs Intransitive verbs are action verbs that always express achievable/ attainable activities. No direct object follows an intransitive verb. They are followed by an adjective, adverb, preposition or verb complement Below are some common intransitive verbs: Come, explode, laugh, sit, rise, excel, respond, run, cough, swim, emigrate, smile, act, cry, immigrate, lie, arrive, continue, die, go
 Example: 1. If Ram continues to be late for drama rehearsal, the teacher will exclude him from the play. (Continues is followed by an infinitive (to be), with no direct object.) 2. The bomb exploded in the main market. (Exploded is followed by a preposition of place with no direct object.) Transitive and intransitive verbs can appear in any tense. Below is a list of some verbs that can be both transitive and intransitive depending on their meanings:

Introduction to Managerial Communication 113 Notes Set, leave, give, study, sit, grow, smell, dance, sing, write, teach, burn, eat, paint, drive, manage, stop, climb, run, check, cost, go, pay, improve

3.4.5 Negative Verbs The negative verb forms are made by putting not after an auxiliary verb. 1. She has invited us. (Affirmative) 2. She has not invited us. (Negative) 3. It was raining. (Affirmative) 4. It was not raining. (Negative) 5. She can knit. (Affirmative) 6. She cannot knit. (Negative) If there is no auxiliary verb, do is used to make the negative verb forms. 1. I like reading. (Affirmative) 2. I do not like reading. (Negative) Note that do is followed by an infinitive without to. 1. She didn't come. (NOT She didn't to come.) Do is not normally used if there is another auxiliary verb. 1. You should not go. (NOT You don't should go.)

3.4.6 Infinitives and -ing forms The negative forms of infinitives and -ing forms are made by putting not before them. Do is not used. 1. The best thing about weekends is not working. Not can be put with other parts of a clause, not just the verb. 1. Ask John, not his father. 2. Come early, but not before six. We do not usually use not with the subject. Instead we use a structure with it. 1. It was not John who broke the window, but his brother. (NOT Not John broke the window, but his brother.) Other negative words Not isn't the only word that can make a clause negative. There are some other negative words too. Examples are: never, hardly, seldom, rarely, etc. Compare: 1. He does not work. 2. He hardly ever works. 3. He never works. 4. He seldom works. Non-assertive words We do not normally use words like some, somebody, something etc in negative clauses. Instead, we use non-assertive words like any, anybody, anything etc. 1. I have caught some fish. 2. I haven't caught any fish.

114 English Notes 3.5 Reading & Writing Skills Every human starts to learn language from the day they are born. Language is used extensively to express the feelings and communicate with others. During early speech and language development, you learn skills that are important to the development of literacy. Literacy is a person's ability to read and write. Reading and writing are important to help function in school, on the job, and in society. In school, children with communication disorders are more likely to struggle with literacy skills. They often perform poorly in school, have problems reading, and have difficulty understanding and expressing language. Adults may also have literacy problems. Some adults continue to struggle with reading and writing from childhood. Others have trouble reading and writing after a stroke or brain injury. Speech-language pathologists (SLPs) assess and treat children and adults with communication disorders. SLPs work with teachers and other professionals to help people become effective communicators, problem-solvers, and decision-makers.

3.5.1 Writing Skills The activity or process of expressing ideas and feelings or of giving people information, communication is of great value and significance to a business organization. There are three primary methods of communication in any sphere of life, they are, verbal, non- verbal and written communication. Though, of all the three, speech is considered as the fastest method of communication between people, yet, in order that it may be used as and when needed for references and providing a permanency of record, written communication is preferred as it is the most effective method of communication. 1. Written communication is an excellent way of conveying the information across the organizational level. The documents that contain the rules and regulations and procedures or the policy manuals are the example of written communication. Besides, the written communication, through email or memos or in the form of letters, is used whenever the superiors need to advise or instruct their subordinates to carry out particular tasks.

Introduction to Managerial Communication 115 Notes 2. Employees need to be well informed about the policies and the procedures of the organization, so that they may act accordingly. The written communication through policy manual and procedure written on the related documents, such as, loan application form, leave application form etc., serve the purpose. 3. Written communication serves as an evidence of the events or the actions that have been taken. Also, there are situations that call for the letters or memos on whose basis certain actions are to be taken. In this way, written communication is of great importance to clear the discrepancies. Aside from these, whenever there is a need to convey the important and urgent message to various persons in organization, written communication may be of great help and assistance providing the required information, which can save the time and effort to be taken to conduct a meeting for that particular purpose. This way written communication provides permanency of records as well. 4. Written communication involves any type of interaction that makes use of the written word.

It is

one of the two main types of communication, along with oral/spoken communication. 5.

Written communication is very common in business situations, so it is important for small business owners and managers to develop effective written communication skills.

Some of the various forms of written communication that are used internally for business operations include memos, reports, bulletins, job descriptions, employee manuals, and electronic mail. Examples of written communication avenues typically pursued with clients, vendors, and other members of the business community, meanwhile, include electronic mail, Internet Web sites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases. Ironically, the importance of good writing skills in the business world has become more evident even as companies rely increasingly on computers and other new technologies to meet their obligations. 3.5.2

Reading Skills Reading is an essential part of language education at every level of life, whether its personal life or professional field, reading supports learning in multiple ways. Reading should be fun, so make sure the texts/ books you choose are not too difficult to read. Evaluation of reading habits or skills Evaluation of ones reading habits or skills in order to find out the room for improvement is very important. Reading skills is not simply starting at the beginning and then going word by word or stopping to look up every unknown vocabulary item, until it reach to an end of a sentence or paragraph or page. Below are some strategies or in simple words say tips for improving reading skills. 1. Conducive/ optimum conditions: Always try to choose or select a place where there are few interruptions or disturbances, have good lighting, a comfortable furniture where a reader can sit and relax himself without being distracted by radio, TV or other noises, try to hold the book about fifteen inches away, i.e. about the distance from your elbow to your wrist and start reading loudly. 2. Read phrases, not every single word: Use your eyes or seeing power efficiently and don't read unnecessarily. If words are blurry, get your eyes checked by a professional. 3. Increase your vocabulary by keeping a dictionary handy, maintaining a list of new words, and knowing the origin of words. 4. Figure out the purpose for reading: Try to activate the background knowledge of the content in order to guess or get ahead content and categorize appropriate reading strategies. 5. Preview of the material/ content: It is very essential especially when studying. Study reading requires closer, slower reading. For leisure reading, a reader can read faster.

116 English Notes 6. Practice for about 15 to 30 minutes each day to improve the reading speed and keep a check on the reading rate i.e. words-per-minute. Check your comprehension by summarizing what you read. 3.5.3 Reading and Writing Passages from Books Reading comprehension infers to understanding the meaning of a given article or a short passage. Comprehensive questions and then answering them evaluates the understanding level and power of the students. It also includes certain skill that involves 1. Focus 2. Concentration, 3. Vocabulary and 4. Making an inference. Writing the passages and articles involves the skills like grammar, vocabulary and visualization. It is seen that the writing should have a focused mind and accurate grammar. It reflects upon the understanding of the subject and also an expression of thoughts. There are certain points to bear in mind when reading the passages from the book, newspaper or journal and that includes: 1. Finding the Core Idea: The main subject around whom the topic or the article revolves forms a core idea. It becomes important to position our findings around the core idea so as to reach through the writer's mind. It usually is the big picture of the entire topic around which the thoughts and ideas rests. 2. Forming an Inference: Inference is the assumption made based on specific evidence. People use inferencing both in their personal and professional lives. Like doctors makes inferences when diagnose the patient. They take a peek at X-rays, CT-Scan etc. to form evidences so to diagnoses and form the findings. It is based on guessing and evidence only. 3. Understanding Vocabulary in Context: It is a smart way to understand the vocabulary with regards to the context shared in the article and to draw its meaning. It also helps in building the vocabulary and a good exercise to build understanding. 4. Evaluating the author's interest: It becomes really important to evaluate the interest of the author or writer behind choosing the particular topic. It is seen that it come easy to understand the topic and reach through his mind. From the reader's point of view, he can build a relationship with his reading and the writer's mind. 5. Undeterred Focus: It is important to have a focus vision while reading any passage so that one doesn't misses out any vital point. The concentrated mind is must to infer the meaning and the message of the article. Writing the passages is really a tricky task as it evaluates the grammatical skills Good passage writing must have the following elements or features: 1. Good Heading: Any article that one chooses to write must have a great heading reflecting the thoughts. It also draws the attention of the reader and creates eagerness in his mind. At times it tells us about the main theme of the article also. 2. Supporting Ideas: The main purpose of the supporting ideas to spell out in detail the examples that support the writing .It contains the facts, statements, examples- specifics which guide writer to a full understanding of the main or core idea. With the help of supporting materials, writer can express the idea more explicitly like: ? Comparisons in which one thing is shown to be like another .e.g. Skilled College students are like the unskilled students in their desire for certificate. ? Contrasts in which one thing is shown to differ from another. E.g. Skilled students are different from unskilled students in that they use a method to multiply fast.

Introduction to Managerial Communication 117 Notes ? Statistics: e.g. 75% of the students who don't participate in sports would get B grade. ? Graphs: Graphical representation shown to build contrast and comparison. ? Quotations: This is to glorify the contents. E.g. sigh of relief etc. 3. Coherence: It means that the information presented in the article is well-organized, logically presented and easy to follow. This is accomplished by: ? Repetition of key words and phrases & Parallel grammatical structure 4. Conclusion: Although the conclusion comes at the end of the article/ essay, it should not be seen as an afterthought. It serves as a gist of the entire context which conveys the message and the information in most precise words. 3.5.4 Reading is Primary than writing

98%

MATCHING BLOCK 114/133

W

One can write only as well as one reads. Not all readers are writers. Many people read newspapers and novels and never write an original word themselves. They can interpret words and sentences on the page, but do not have a sufficient grip of spelling and grammar to construct their own sentences. But all writers must be readers! You cannot write without reading as you write. You cannot write without first understanding how the language works to communicate ideas. All writers rely on their skills as readers. They must realize not only what they have said, but what they have done. And they must evaluate how what they have done will get them where they want to go. What additional ingredients are required? What other aspects must be considered? What misunderstandings must be prevented? To write better, you must learn to read better. To consciously evaluate your writing you must become more conscious of reading behaviors. Finally, throughout our education and employment we are expected to be able to read far more complicated texts than we are expected to write. Once again, reading is primary. 3.6

Precise Miniature/mini/minute portrait of a passage is termed as precise. It contains the total crucial points of the main paragraph which is

88%

MATCHING BLOCK 115/133

SA

Revised EPC_Resource Book.pdf (D106092916)

accompanied with the temper and tone of the author of the passage. A

precise should try to keep the original author's voice and opinions. To write a precise one should have a clear understanding of the passage. Unreasonably long sentences or confused thoughts are not required in precise writing. The precise should make sense and be logical in its presentation. Thus a precise is not: 1. Simply a summary of a passage. 2. Simply an abstract of a passage. 3. An outline of a passage. 4. A plain selection of a few important sentences from a passage. 5. A collection of disconnected facts and statements. Precise-Writing is a very beneficial exercise. 1. Most of us read carelessly. Writing precise gives training in careful reading. 118 English Notes 2. Precise-writing is regarded as a very important kind of composition because it develops one's capacity to discriminate between the essential and the non-essential. 3. To write an effective precise, read the passage several times for a full understanding. It may, in fact, be helpful to underline these words. 4. Do not use abbreviations or contractions. 5. When writing about history, use the past tense. 6. Finally, check your precise against the original to be sure that it is exact and retains the order, proportions, and relationships of the original. A good Precise: 1. It should be marked by clearness, shortness and exactness. 2. It

92%

MATCHING BLOCK 116/133

SA

Revised EPC_Resource Book.pdf (D106092916)

is not just lifting of the sentences from the original. It should be written in the precise writer's own words. 3.

It

85%

MATCHING BLOCK 117/133

SA

Revised EPC_Resource Book.pdf (D106092916)

is a mini version of the original passage. 4. It must have a logical order and be well-knit and well connected. 5. It must have consistency; must use linking devices such as so, therefore, and, because further etc. and must follow

the 6. It must comprise of order of ideas of the original. 7. It must have a title. 8. It is written in reported speech. 9. It

100%

MATCHING BLOCK 118/133

SA

Revised EPC_Resource Book.pdf (D106092916)

must not contain any details not found in the original.

How to write a Precise A writer must take into account of the below mentioned points while drafting a precise which are as follows: 1. Need to express and deliver the general idea of the argument with absolute clarity. 2. Need to do is to make sure that all the important points of the original passage are included in the precise. 3. Need to make sure that the language of the precise is clear, crisp and concise, and follows the rule for correct diction. 4. Carefully read the passage, and identify the chief idea of the passage. It is vital to identify the general idea of the passage and slot in it in one's precise. Give it a couple of reads before you start writing the precise 5. Look-out for the total number of words. If the number is not provided, quickly calculate the number using approximations. 6. Highlight the most important points in the passage, and make notes. Note making is an essential task for writing precise. You should try to arrange the points in most logical order, and ensure the order of thought is the same as the original. 7. Leave out all non-essential information from the precise. 8. Provide an appropriate heading to your precise. 9. The three grammatical rules you need to follow while writing a precise are: write it in third person, indirect form and appropriate past tense. 10. It is advisable to provide designations of officials rather than names and titles. In case the official designation is not provided, you can use the personal name. Make sure you review your rough draft, remove the chinks and ensure that you have made no language related errors. 11. Before writing your precise, make sure you have a glance over the original to make sure you have not missed anything.

Introduction to Managerial Communication 119 Notes 12. Finally, a wise policy would be to count the words of your precise and put them down in a bracket at the end. Example: Passage There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property. (330 Words) Based on the above paragraph, we arrive at the following theme sentences for the four paragraphs: 1. Earthquake - the deadly enemy of mankind. 2. Damage caused by an earthquake in general. 3. Damage caused by an earthquake-in particular, 4. What can the scientists do? The above four theme sentences can be developed into the following outline: 5. Earthquake - the deadly enemy of mankind. 6. Earthquake strikes all without a distinction of national boundary or political affiliation. 7. The power of a quake is greater than that of a man-made weapon of destruction. 8. Scientists are trying to find out means to combat earthquakes; they will find some way to protect themselves from earthquakes. 9. Damage caused by an earthquake in general: 10. Strikes without warning. 11. Modern city when struck reduced to a primitive village. 12. Damage caused by an earthquake in particular. 13. Quake strikes plains, seas and mountains causing all round destruction. 14. In 1755, Lisbon destroyed, 450 killed. 15. In 1970, Peru struck, 50,000 killed. 16. What can the scientists do? 17. In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean.

120 English Notes 18. Scientists cannot resist the powerful earthquake. 19. They can predict the place of origin of the quake so that precaution can be taken to save man & property. Based on the above outline, we can make the following rough draft: Earthquake- The Great Destroyer Earthquake is the deadly enemy of mankind. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to rubble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes and they are able to predict at least where the earthquake will hit so that precaution can be taken to save man and property from destruction. As the number of words in the rough draft is more than required we shall have to reduce it further without reducing the ideas. The final draft would look as follows: Earthquake - The Great Destroyer Earthquake is the mankind's deadly enemy. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced -to a nibble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction. (115 words) 3.7 Paraphrasing It involves taking a set of facts or thoughts/ideas and rewording them. When paraphrasing, it is important to keep the original meaning and to present it in a new form. Basically, you are simply writing something in your own words that expresses the original idea. Paraphrasing can be done with individual sentences or entire paragraphs. There are several examples of paraphrasing listed below for both long and short blocks of text. Here are some sentences that have been paraphrased: Example 1: Original: Her life spanned years of incredible change for women. Paraphrase: Mary lived through an era of liberating reform for women. Example 2: Original: Giraffes like Acacia leaves and hay and they can consume 75 pounds of food a day. Paraphrase: A giraffe can eat up to 75 pounds of Acacia leaves and hay everyday. Example 3: Original: Any trip to Italy should include a visit to Tuscany to sample their exquisite wines.

Introduction to Managerial Communication 121 Notes Paraphrase: Be sure to include a Tuscan wine-tasting experience when visiting Italy. Example 4: Original Passage: In The Sopranos, the mob is besieged as much by inner infidelity as it is by the federal government. Early in the series, the greatest threat to Tony's Family is his own biological family. One of his closest associates turns witness for the FBI, his mother colludes with his uncle to contract a hit on Tony, and his kids click through Web sites that track the federal crackdown in Tony's gangland. Paraphrased Passage: In the first season of The Sopranos, Tony Soprano's mobster activities are more threatened by members of his biological family than by agents of the federal government. This familial betrayal is multi-pronged. Tony's closest friend and associate is an FBI informant, his mother and uncle are conspiring to have him killed, and his children are surfing the Web for information about his activities. The main point of this passage is that problems within the family are as bad as or even worse than problems caused by the federal government. Details about this betrayal include one family member turning informant, a hit being put out on Tony by family members, and Tony's kids tracking his activities. Here is a summary of some of the changes made during the paraphrasing process: Early in the series = first season More threatened = greatest threat Closest friend and associate = one family member His mother colludes with his uncle = his mother and uncle are conspiring His kids click through Web sites = his children are surfing the Web Avoiding Plagiarism There is a fine line between plagiarism and paraphrasing.

If the wording of the paraphrase is too close to the wording of the original content, then it is plagiarism.

The main ideas need to come through, but the wording has to be your own. To use another person's writing in your own can be accomplished with quotes and citations. A quote will need to be the exact wording and the author and source will need to be identified. Paraphrasing usually makes the passage shorter than the original. Another option is to use a summary that is much shorter than the original and is an overview of the main points. Example 5: Passage taken from Raymond S. Nickerson's "How We Know-and Sometimes Misjudge-What Others Know: Imputing One's Own Knowledge to Others." *Psychological Bulletin* 125.6 (1999): p737. In order to communicate effectively with other people, one must have a reasonably accurate idea of what they do and do not know that is pertinent to the communication. Treating people as though they have knowledge that they do not have can result in miscommunication and perhaps embarrassment. On the other hand, a fundamental rule of conversation, at least according to a Gricean view, is that one generally does not convey to others information that one can assume they already have. Here is an example of what would be considered plagiarism of this passage: For effective communication, it is necessary to have a fairly accurate idea of what our listeners know or do not know that is pertinent to the communication. If we assume 122 English Notes that people know something they do not, then miscommunication and perhaps embarrassment may result (Nickerson, 1999). The writer in this example has used too many of Nickerson's original words and phrases such as "effective communication," "accurate idea," "know or do not know," "pertinent," "miscommunication," and "embarrassment." Also note that the passage doesn't have an opening tag to indicate where use of the Nickerson's material begins. A citation at the end of a paragraph is not sufficient to indicate what is being credited to Nickerson. Here is an example, in APA style, that is considered acceptable paraphrasing of this passage: Nickerson (1999) suggests that effective communication depends on a generally accurate knowledge of what the audience knows. If a speaker assumes too much knowledge about the subject, the audience will either misunderstand or be bewildered; however, assuming too little knowledge among those in the audience may cause them to feel patronized (p.737). Here the writer re-words Nickerson's idea about what determines effective communication. The writer re-phrases "generally accurate knowledge" into "reasonably accurate idea." In the second sentence, the writer re-words Nickerson's ideas about miscommunication and embarrassment using instead the words "misunderstand," "bewildered," and "patronized." Nickerson is given credit from the beginning as the originator of the ideas. This is an example of a successful paraphrase because the writer understands the ideas espoused by Nickerson, and is able to put them into her own words while being careful to give him credit.

3.8 Fronting an Interview Every Job Interview brings along with a new experience and a great learning so always look forward to it. It is seen that Job Interview facing can be both be rewarding and challenging experience for the people. The more interviews one faces, the better learning ones acquire with confidence and calmness. One can look forward to the interview, and accept it as a growth experience. The key to make the interview as a delightful and enjoyable experience is to take it as a regular part of life and leave aside all the worries. Though the time, place and concept differ but the idea behind interview is same. The lessons learned become part of your education, and can benefit your personal growth. Interviews could be a very frightening and evocative experience for some people. Usually seen that the people get nervous and tense during the course of their experience as interview is a situation where an interviewee is judged based upon his educational qualifications, experience & presentation skills.

3.8.1 Pre-Interview preparations & tips to overcome the nervousness to face an interview confidently The key to being successful at anything in life is to put in all your best of the efforts and hard work. If you haven't prepared yourself properly for an interview, then any experienced interviewer will catch you out sooner rather than later. Be composed and calm and face the interview with a very relaxed mind.

1. Always do your homework well before appearing into an interview. Make sure you have good knowledge and understanding about the company and its role.
2. Identify yourself. Remember always its being aptly said first impression is the last impression. Demonstrate your strengths, qualities and personality and how well you can serve them. Don't be overconfident and aggressive.
3. You should know your competency and performance skills. Competency skills are the skills matching your job profile and performance skills which you acquired through other jobs, personal activities.

Introduction to Managerial Communication 123 Notes

4. Social networking sites like Facebook, Orkut, Linkedin can be used for work opportunities and conversing with other people for improving the interviewee interpersonal skills.
5. Interviewee should be clear and concise about what they want to achieve in life and what their career objectives are. It will always keep them focused.
6. Resume is vital for a successful interview. An effective resume/ CV/ Bio-data serves as a tool for alighting the dream job with the dream employer.
7. Interviewee should always try to prepare some notes of interview questions which are most likely to be asked; practice these questions well. This will boost the confidence of an interviewee.
8. Work on the communication skills. Remember having a good technical knowledge without effective interpersonal and communicating skills will take interviewee nowhere. Be expressive and a good orator. Impress the interviewer with the best of verbal skills.
9. Interviewee can support his strengths by citing with examples but don't blabber much about it as it can be too bragging and leaves a negative impact over the interviewer.
10. Interviewee must always acknowledge the weaknesses which are notified by interviewer. If interviewee is not able to describe, it signifies that he lack self-realization and too self-assured about himself. This acknowledgment brings a room for improvement and betterment.
11. Spend adequate time on personal grooming. This will keep the interviewee calm and relax and it would help to fight against nervous energy and fidgets. Always be

124 English Notes presentable and well-dressed for the interview. The attire should be according to the role & culture of the organization. Try to avoid loud and brash clothing and accessories. 12 Remuneration: When interviewer asked about the compensation & remunerations, then an interviewee don't have to be blunt to answer this part of an interview. One should always try to say that a fair raise in terms of qualifications and experience proportionate with peers will be highly delightful and appreciative. 13. Punctual & well organized: Keep all your documents well organized in a folder. Also be punctual, preferably 15 minutes before the start of an interview. This allows an interviewee time to settle down and calm his nerves. 14. Body language is very important. The facial expressions, hand movements, posture, voice and pace matters a lot during an interview and leaves back positivity in the mind of the interviewer. Also don't forget to make an eye contact with the interviewer as it shows the enthusiasm. The voice should be enthusiastic and do not stammer. Lack of enthusiasm will put off the interviewers. 15. Ask for reference or advice: Whenever feel doubted ask for advice or reference if desired from someone who might be able to help you. If you know someone who has worked for the company you have applied for, then talk to them and find out about the company culture and the person interviewing you. These days' social networking sites like LinkedIn can also be a big help. 16. Pre-Interview Research: As an interviewee always does the initial research about the company and the position or which the interview is being conducted. The objective to do so is to develop an understanding of the type of community, the nature and history of the position, and the particular issues the organization and the department is facing. Gaining insight into them will put an interviewee into a more competitive and better position. One can gain knowledge and information about a position through various ways: 1. Self-visiting the organization; 2. Making telephone calls to key individuals in the organization; 3. Research and contact the former employees or officials; 4. Request for printed materials about the organization. 5. Use personal and social network to discover the names of current employees an interviewee might call prior to the interview. Knowing about the job will help to prepare a list of the qualifications to match the position profile. Knowing about the employer will help to prepare an interview strategy, appropriate questions to ask, and points to emphasize. 6. Do extensive background research by using the source materials include budget and financial reports, city charters, annual performance reports, bond official statements and local newspapers. 3.8.2 Questions Often Asked By Employers 1. Address yourself and your background? 2. What are your long-term and short-term career goals and objectives, and what measures you are taking to achieve them? 3. Why did you choose the current career? 4. How would you describe yourself? How would your current supervisor describe you? 5. What do you think are your greatest strengths and weaknesses? 6. How has your experience prepared you for this position? 7. How do you determine or assess success.

Introduction to Managerial Communication 125 Notes 8. Demonstrate a situation when you had to use your skills to the fullest to complete a project. 9. How do you think you can make a contribution to our organization? 10 Enunciate your most rewarding (or difficult) work experience. 11. How well and efficiently you able to work under pressure? 12. If we hire you for this position, what qualities would you bring forward to us? 13. Why you seek a position with this organization and what do you know about us? 14. Which is your ideal job? 15. Why do you think you should be hired? 3.8.3 Communicating Effectively during an Interview The only way to ice break the gap between the interviewer and interviewee is the healthy and sound communication. And as we all know that a job interview is a communication process, where our skills will become more polished over time. It is helpful to remember the following: 1. Speak concisely and great vigor about the experiences and skills. Be professional, but don't be afraid to let the personality shine through. 2. Active Listener: It is quite evident that an interviewee may be asked and bombarded with multiple arrays of questions. Thus, it is much required to be focus and concentrate on what is being said, both explicitly and otherwise. 3. Be positive: It is obvious that the employers do not want to hear a litany of excuses or bad feelings about a negative experience. If it is being asked about a sudden job change, or a weakness in your background, don't be defensive. Focus instead on the facts (briefly) and what are the lessons learned from the experience. 4. Pay attention to your nonverbal behavior: Look at the interviewer with confidence, sit up straight with both feet on the floor, control nervous habits (cracking knuckles, drumming fingers, etc.), and smile as you are greeted. 5. Short pauses: An interviewee may need a few seconds to formulate an answer. The interviewer may need time to formulate an appropriate question. It is not necessary to fill up every second with conversation. 3.8.4 Interview Styles Always try to maintain your high level of professionalism and use effective interviewing techniques. Interviewers adopt different techniques for each interview and it is valuable for the job seeker to recognize these styles in preparation for interviews. 1. Directed - A directed interview has a defined and definite structure. The will usually have an agenda and a list of specific questions. 2. Non-directed - A non-directed interview tends to be less defined and structured. The interviewer may ask broad, general questions and not take charge of the interview. 3. Stress - A stress-styled interview is not as common as other interview styles. It is used to determine how the applicant reacts under pressure and stress. There are many possible forms of stress interviews, which may include timed and problem-solving tasks. 4. Group - A group interview is one where several candidates are interviewed at once. This style is often used to determine how candidates interact as team members, or may be used if the organization hires in large numbers. 5. Panel - A panel-style interview involves more than one or multiple interviewer questioning a candidate. While similar to the directed interview, it is necessary to establish rapport with each interviewer. Direct eye contact is extremely important.

126 English Notes 6. Behavior Descriptive Interviewing: The Old and Foregone interviewing and hiring methods center on the education, qualifications and experience of the candidate. It was seen that if an applicant meets the educational requirements, appears to have the experience and personal characteristics, and responds as expected to traditional interview questions, this candidate is judged qualified for the position. 7. Team interviews are favored and encouraged by organizations for a variety of reasons. It allows the maximum number of the firm's attorneys to meet the candidate in the shortest span of time. This is especially useful when the candidate is traveling long distances, reducing the need for multiple trips. This format allows for a variety of viewpoints or areas of expertise to be brought to bear on the hiring decision. Furthermore, the interviewers are accountable to each other, so a panel interview tends to stay more on-track and reduces the impact of personal biases. If properly conducted, a team interview can give the firm a more complete picture of you, and you may get a fuller picture of the organization and the job opening. Another advantage for the candidate is that you can avoid repeating the answers to similar questions posed in each of a series of interviews. ? As an interviewee, your prima task in a team interview is to establish rapport with each of the panel members. If possible, before the interview, get the names of the persons with whom you will be meeting and research them on the organization's website. This will give you a level of comfort with each of them as well as revealing possible bases for establishing initial rapport. ? It is usually seen that the interview should start with introductions. Greet and shake hands with each of the interviewers, attempting to remember their names. Do the best to ascertain the titles and functions of each panelist, and where they fit in the organization, relative to the position for which you are interviewing. ? Try to be seated where a candidate can make maximum eye contact with all of the interviewers. Address answers to the entire group, with eye contact starting and ending with the person who asked the question. Do not ignore any member of the group for a noticeable period of time. ? One must hone-up one's interpersonal skills in team interviews. Each and every single interviewer will form his or her own opinion of an interviewee. Watch the interviewers' interaction with each other. These interviews can be quite revealing as they give the candidate the opportunity to see how the panelists relate with each other, i.e., whether they are joking, formal, or even adversarial. ? It is seen that one of the basic feature of the panel interview format is that it reveals how candidates hold up under stress, and think on their feet with rapid fire questioning from many sources—valuable attributes for any lawyer. During a one-on-one meeting, the interviewer is likely to pause and take notes, giving you a breather. With a team interview, an interviewee may be fielding non-stop questions from several directions. Listen carefully and ask for clarification whenever an interviewee feels it necessary. Use humor as it helps to diffuse a tense situation. ? Always remember that at the end of the interview, do not forget to say thanks to everyone for their time and, again, shake each interviewer's hand. Follow up with a thank you note and do ask them when you can expect the status of your interview.

3.9 Writing Resume

A resume is a formal document that showcases the basic yet crucial information about a person's education and professional experience. These details are expected to be relevant to the requirements of a particular position one is applying for. A resume is a one page summary of your skills, education, and experience. The resume acts much like an advertisement for a company trying to sell something. The resume is your advertisement. Just as a sneaker company spends countless hours (and millions of dollars) designing their latest advertising campaign, you too must spend a good deal of time creating, proofreading, editing, and perfecting your resume. A resume is one of the most important pieces of writing you will ever create. A solid resume is the key that will open the door to good jobs. Don't cheat yourself...work hard on it. How long do employers typically look at a resume? 1. Less than 30 seconds 2. 3 Minutes 3. 1 Minute If you answered "A", you are correct. Employers often receive hundreds of resumes for a single position. They do not have time to pour over every word on each one. This increases the importance of the smallest details. Not all resumes are the same, but there are some common elements that they all should include. The necessary elements are: Heading - Your heading should include the essential personal information 3.9.1 Resume Format 1. Contact Details: Name, address, telephone, e-mail. All of your contact information should go at the top of your resume. ? Your contact information should be up-to-date. If you're a student or constantly moving, it is best to use a permanent address, such as your parents. ? Avoid nicknames. ? Use a professional e-mail address. ? Check your voice mail message. Make sure it conveys a professional message to potential employers. 2. Education: If you're a new college graduate, list your education before your work experience—especially if you have a limited amount of work history. For instance, if you're fitness professional with little to no college experience, list your work experience first. Listing your most attractive features before anything else will help give a good first impression to potential employers. ? List your most recent education first. ? Include your degree (A.S., B.A., M.S., etc.), major, institution attended, and minor/concentration. ? Include your grade point average (GPA) only if it is higher than 3.5 and you have limited work experience. If you have several years of work experience, this information is more relevant to employers and trumps the importance of a GPA. ? Mention academic honors. ? List all fitness certifications and advanced specializations (i.e., NASM-CPT, CES, PES). 3. Work Experience: List all work experience that has taught you important and applicable skills. Many skills can be marketed to fitness employers besides exercise and nutrition (especially if you're lacking fitness-related work experience). For example, previous jobs emphasizing sales, customer service, leadership, and multi- tasking should be included on your resume. List all work experience that relates as closely as possible to the position you're applying for. Include your work experience in reverse chronological order—that is, put your last job first and work backward to your first relevant job. Include: ? Title of position ? Name of organization ? Location of work (city, state) ? Dates of employment

128 English Notes ? Describe your work responsibilities with emphasis on specific skills and achievements. ? Emphasize how past experiences help qualify you for the position you're applying for. 4. Other Information: List important information that may prove beneficial for employers to know about you. ? Special skills or competencies (ex. Microsoft Office, Web Design, Photoshop) ? Leadership and/or teaching experience (ex. Scuba Instructor, Community College Instructor) ? Participation in sports, bodybuilding, fitness workshops or conventions, or continuing education courses ? Charity and volunteer work ? Professional memberships 5. References: Most employers ask for three references. It is recommended to list your references on a separate sheet of paper. It's much better to use space on your resume for important skills, experience and education. You may note at the bottom of your resume: "References furnished on request." When listing professional references include: ? Reference's Name ? Job Title ? Relationship ? Company ? Address ? Phone Number ? E-mail Address If possible, choose references that hold positions in a related health and fitness field. In this instance, employers will be interested in feedback about you from someone who was in a position of responsibility and authority that can judge your work experience, professionalism and reliability. Avoid listing family members as references. Former managers, supervisors and professors make great references. Ask permission to use their name and contact details as references. Share if you've had a name change since you worked with them so they recognize your new name. Forward them your current resume so they can be prepared to speak about your strengths and potential for the types of positions you are seeking. 6. Cover Letter: Some companies won't even consider your resume without a cover letter. Use the cover letter to introduce you, your skills, and how they directly apply to the position. ? Include the same contact details as your resume. ? Personalize the cover letter with professional greeting and closing lines (Dear Mr. ABC, Sincerely). ? Thank the reader for considering your application. Sample of cover letter are pasted below for reference & knowledge:

Introduction to Managerial Communication 129 Notes Your Name Street Address City, State Zip Code Phone Number Date Individual's Name Job Title Name of Organization Street Address City, State Zip Code Dear Mr./Ms. _____: First Paragraph: State the reason for writing. Name the specific position or type of work for which you're applying. Mention how you learned of the opening. Second Paragraph: Explain why you're interested in working for this employer and specify how you're PERFECT for this position. Don't repeat the information on your resume. Include something special or unique about yourself that will benefit the employer. Remember, the reader will consider this an example of your writing skills. Third Paragraph: Mention that your resume is enclosed and indicate your desire to meet with the employer. You may want to suggest alternate dates and times, or simply advise them of your flexibility to the time and place. Include day and evening contact information. Include a statement or question that will encourage the reader to respond. Be sure to communicate your plan to follow up. You might state that you'll be in the area on a certain date and would like to set up a meeting, or you'll call on a certain date to set up a meeting. Finally, thank the employer for his/her time. Sincerely, (Your Signature in blue or black ink) Your typed name Enclosure

130 English Notes 7. Revise: You've written your resume and cover letter, now it's time to have them reviewed and critiqued by a peer or mentor. Suggestions: ? Check all spelling (Microsoft Word has a spell check feature). ? Read them out loud, word for word. ? Ask a mentor or peer to perform a grammar review. ? Ask another friend to proofread. The more people who see your resume (and cover letter), the more likely misspelled words and awkward phrases will be seen and corrected. 8. Design: These tips will make your resume easier to read and/or upload into an employer's computer database. ? Use clean high quality white paper. ? Use 8-1/2- x 11-inch paper. ? Only print on one side of the paper. ? Use a font size of 10 to 12 points. ? Use plain, easy to read fonts. ? Choose one typeface and stick to it. ? Avoid italics, script, and underlined words. ? Do not fold or staple your resume. ? If you must mail your resume, put it in a large envelope. 9. Online Resume Submissions: Many of the bigger organizations now require that candidates submit an online application. After all the work designing a top-notch resume, you may need to do some quick redesign (don't panic!) to get your online application and resume noticed. Some online programs will search your application for key words that were in the job description. Make sure you incorporate some of them throughout your materials (and this also includes the cover letter). The online submission process will probably include text boxes that you can copy and paste sections of your resume, like previous work experience details. A few points to remember: ? Include job description key words. ? Save a copy of your responses and revised resume. ? Review and adjust formatting when copy/pasting materials. ? Save a copy of the revised resume (and cover letter) in a PDF for uploading. ? Name this revised resume with your name and the position you are applying for, with correct spellings. One of the challenges of submitting applications online is formatting. Most sites will allow you to upload a complete copy of your resume. It's important to save a copy of your newly revised resume in a PDF format for easy uploading. 3.9.2 Resume tips and suggestions 1. Final hiring decisions are rarely based solely upon the resume. The resume is your advertisement (just like the Nike swoosh or McDonald's arches) that will get you an interview. The resume should be a concise, factual, and positive listing of your education, employment history, and accomplishments. 2. Make sure your resume is PERFECT! It only takes one error in spelling, punctuation, or grammar to cause an employer to stop reading. Ask people to proofread your resume. Go over it with a fine tooth comb. 3. Limit your resume to one page. Only people with a great deal of related experience should have resumes longer than one page.

Introduction to Managerial Communication 131 Notes 4. One inch margins around the page and blank lines between sections will make all the information easier to read. Use a 10-point font size minimum and avoid overuse of italics, bold, and underlining. 5. Since you probably have little work experience, you will want to emphasize your accomplishments in and out of the classroom. Volunteer activities, hobbies, sports, honor roll, and student organizations are things that help define who you are and should be highlighted. List only recent honors and awards unless they are specifically relevant to the position for which you are applying. 6. Present your job objective in a manner that relates both to the company and the job description. 7. Sell yourself! Create a good first impression by highlighting skills and abilities appropriate to the position. If you don't sell yourself, your resume will stay in the pile with all of the others. Separate yourself! 8. Tell the truth and nothing but the truth! Employers will pick up on "little" white lies when they interview you. 9. Choose your words carefully. In a resume, you need to sound positive and confident, neither too aggressive nor overly modest. Do not use "I." Each description of your responsibilities should begin with a verb. The following words and phrases are intended as suggestions for thinking about your experience and abilities: accomplish; achieve; analyze; adapt; balance; collaborate; coordinate; communicate; compile; conduct; contribute; complete; create; delegate direct; establish; expand; improve; implement; invent; increase; initiate; instruct; lead; organize; participate; perform; present; propose; reorganize; research; set up; supervise; support; train; travel; work (effectively, with others) Some resume formats are pasted below for the reference & knowledge:

132 English Notes

Introduction to Managerial Communication 133 Notes

134 English Notes

Introduction to Managerial Communication 135 Notes 3.10 Conversation or Communication in specific situation The real human nature is always trying to avoid speaking or interacting where they anticipate situations like conflict and stress.

100%

MATCHING BLOCK 120/133

W

People often find it easier to avoid communicating something that they think is going to be controversial or bad, putting off the communication and letting the situation fester.

Some examples of such situations are stated below: 1. In professional life for instance a manager or superior

100%

MATCHING BLOCK 132/133

W

may hold off telling an employee that their standard of work is unsatisfactory. 2.

Personal life, one of the spouses may hold over or postpone the "difficult" conversation with another spouse, particularly if it concerns some kind of family issues or disturbances,

100%

MATCHING BLOCK 121/133

W

wrongdoing, financial or emotional issues. 3. A child may put off telling their parents that they are struggling with classes at school. Most people can think of times when they have put off

or ignore having that 'difficult' conversation, most people will also recognize that ignoring or not attending/ participating in

90%

MATCHING BLOCK 122/133

W

the difficult conversation alleviates short-term anxiety. However, constantly ignoring difficult communication situations often leads to feelings of frustration, guilt, annoyance with oneself, anger, a reduction in self-confidence and ultimately more stress and anxiety. By following some simple guidelines and using some well-tuned communication skills communicating in difficult situations becomes easier. There are two different types of difficult conversation namely, 1. Planned conversations occur when the subject has been given

a thought. These conversations

95%

MATCHING BLOCK 123/133

W

are well as the time; place and other circumstances have been decided or are chosen for a reason. Planned difficult conversations could include asking an employer for a pay-rise or perhaps telling your parents that you are leaving home to live somewhere else. Although these situations are, by their nature, difficult they are controlled and as long as time has been taken to prepare and think properly about how others may react they can often end up being easier than imagined. 2. Unplanned difficult conversations take place on the spur of the moment; these are often fueled by anger which can, in extreme cases, lead to aggression.

100%	MATCHING BLOCK 124/133	W
<p>Often, after an unplanned difficult conversation we feel a surge of emotion – regret or shame if things didn't go too well or potentially a boost to self-esteem and confidence if they did. After such encounters it is wise to reflect and learn from our experiences trying to find positives and ways of improving future unplanned difficult conversations. 136</p>		

English Notes 3.10.1 Recommended skills required to start a conversation and making a balance between communicating the point / information and sensitive to those concerns 1.

92%	MATCHING BLOCK 125/133	W
<p>Information Gathering: Make sure you have your facts straight before you begin, know what you are going to say and why you are going to say it. Try to anticipate any questions or concerns others may have and think carefully about how you will answer questions. 2. Being Self-confident: Once you are sure that something needs to be communicated then do so in an assertive way. Do not find yourself backing down or changing your mind mid-conversation, unless of course there is very good reason to do so. 3.</p>		

Being considerate, understanding and thoughtful:

93%	MATCHING BLOCK 126/133	W
<p>Put yourself in the other person's shoes and think about how they will feel about what you are telling them; how would you feel if the roles were reversed? Give others time to ask questions and make comments. 4. Being Prepared to Negotiate:</p>		

100%	MATCHING BLOCK 127/133	W
<p>When negotiating, aim for a win-win outcome – that is, some way in which all parties can benefit. 5.</p>		

92%	MATCHING BLOCK 128/133	W
<p>Using Appropriate Verbal and Non-Verbal Language: Speak clearly avoiding any nonsense that other parties may not understand, give eye contact and try to sit or stand in a relaxed way. Do not use argumentative language or body language. 6.</p>		

92%	MATCHING BLOCK 129/133	W
<p>Listen: When stressed we tend to listen less well, try to relax and listen carefully to the views, opinions and feelings of the other person/people. Use clarification and reflection techniques to offer feedback and demonstrate that you were listening. 7. Staying Peaceful and Focused: Communication becomes easier when we are calm, take some deep breaths and try to maintain an air of peace, others are more likely to remain calm if you do. Keep focused on what you want to say, don't deviate or get distracted from the reason that you are communicating. 3.10.2</p>		

Below are some situations, where the conversation skills are much needed

Introduction to Managerial Communication 137 Notes ? Assistance - Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude. ? Trustworthiness - Job requires being reliable, responsible, and dependable, and fulfilling obligations. ? Truthfulness - Job requires being honest and ethical. ? Strength of mind - Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations. ? Stress Tolerance - Job requires accepting criticism and dealing calmly and effectively with high stress situations. ? Care to Detail - Job requires being careful about detail and thorough in completing work tasks. ? Concern for Others - Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job. ? Adaptability/Flexibility - Job requires being open to change (positive or negative) and to considerable variety in the workplace. ? Independence - Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done. ? Social Orientation - Job requires preferring to work with others rather than alone, and being personally connected with others on the job. ? Creativity - Job requires a willingness to take on responsibilities and challenges. These above mentioned skills helps in construction of a bridge between the customers & bankers by allowing bankers to engage customers in two-way or collaborative conversations to discover and address all needs; and, develop profitable long-term relationships. Examples of conversation between a banker & a customer at bank and post office are represented below:

138 English Notes 1. Opening Bank Account: ? Bank Operator: Good Morning, How can I help you today Sir? ?

Customer: Good Morning, I would like to open a saving account. ? Bank Operator: Would you like to have a Silver or Golden Account? ? Customer: What

is the difference between these two accounts? ? Bank Operator: Ok Sir, Silver account you can open with the minimum deposit of Rs 5,000 and cash withdrawal is limited to Rs 10,000 per month. On the other hand, Golden Account can be opened with the minimum deposit of Rs 10,000 and cash withdrawal maximum allowed is Rs. 20,000. ? Customer: Hmm, I would like to open Silver account today. Can you please tell me what all documents required to open this account? ? Bank Operator: Certainly Sir, we would be requiring your ID proof that could be passport, driving license or Ration Card and 4 passport photos & a crossed cheque of yours of some different bank account you are currently holding and cash amounting Rs 5,000 or more if you wish to deposit more. ?

Customer: That's great, I am carrying all these documents so guess you can open it now. ? Bank Operator: Super Sir, I could process your documents and require your signatures too. It would be taking 3-5 business days to get your account operational with us. ?

Customer: Sure, and would I also be getting some acknowledgment once the account gets operational? ? Bank Operator: Absolutely Sir, you would be getting a SMS and email from our bank ascertaining your status. ? Customer: Wonderful, Thanks. 2. Post Office: ?

Customer: Good Morning, I have to mail this package. Can you please help me? ? Post Officer: Good Morning Madam, Certainly. Where are you intending to mail this?

Introduction to Managerial Communication 139 Notes ? Customer: Well I need to send this package to Australia. What are the cost involved and how much is the stamp involved? ? Post Officer: Well, Rs 500, Will it be a standard mail or express mail? ? Customer:

Hmm, Standard Mail please. ? Post Officer: Okay, here are the stamps. ? Customer: Great, and also I would like to send some fragile items. ? Post Officer: No problem, we have some boxes here. ? Customer: Great, do you have bubble wrap? ? Post Officer: Yes we

have. ? Customer: Ok, I would come back after packing my parcel. Thanks ? Post Officer: You are welcome 3. Airport: At the Gate ?

Security Guard: Good Afternoon Sir, Can I see your ID card please. ? Passenger: Sure Sir. Here it is and my ticket. ? Security Gate:

Great, now you can proceed to the check-in Counter. ? At the check-in Counter ? Ground Staff: Good Afternoon Sir, Welcome to X

Airlines. Can I have your ticket and ID please. ? Passenger: Good Afternoon, Sure here they are. ? Ground Staff: Thanks Sir, Do you have any Check-in Luggage? ? Passenger: Yes, I have this trolley to send in as check-in luggage. ? Ground Staff: And do you have any

hand baggage? ? Passenger: Yes, I am carrying my backpack into the cabin. ? Ground Staff: Great, Sir here is the security tag for your cabin luggage. Kindly attach to your backpack. ? Passenger: Thank You. 4. Bus-Stand: ? Passenger 1: Hello, Where does the Bus No

224 goes to? ? Passenger 2: Hey, I believe it goes till the city. ? Passenger 1: Great, And when can I expect its arrival? ? Passenger 2:

Oh, The service for 224 is superb and frequent as comes after every 15 minutes.

140 English Notes ? Passenger 1: O that's great. ? Passenger 2: You can also catch Bus No 226,228 and 240 as these all buses go to the city. ? Passenger 1: Ok, thanks mate! 5. Railway Station: ? At the tickets counter: ? Passenger: Hello, I would like to purchase a

ticket to Jaipur. ? Ticket Counter: Sure, are you looking after one way ticket or two way ticket Sir. ? Passenger: Well, I haven't decided when I'll be returning. ? Ticket Counter: How are you looking to travel? 1st class or 2nd class? ? Passenger: I guess you should get me

1st class ticket please. And what is the cost? ? Ticket counter: Sure Sir, it would cost you Rs 3500 and the breakfast and lunch included. ? Passenger: That's sound good! Can I get the tickets for 14 Feb please? And what all time options are available? ? Ticket Counter:

Certainly yes, we have 3:30 pm and 9.00 pm available for 14th Feb Sir. So what time are you after. ? Passenger: Ok, give me the ticket at 9.00 pm. ? Ticket Counter: Fine Sir, here is your ticket. ? Passenger: Thanks. 6. Travel Agency: ? Travel Agent: Hello Sir, How may I

help you today? ? Customer: Hey there, I am looking for the tickets to Canada? And for the month of May this year. Can you tell me the fare? ? Travel Agent: Great Sir, what class are you looking at – Economy class or business class? ? Customer: I would prefer

Economy Class please. ? Travel Agent: Sure sir, let me see the availability for you. Sir, I could see the ticket for 3, 7, 11 and 25 May available in the economy class for Canada. So what date would you be looking for? ? Customer: I would like to have the ticket for 25

th May. And can I please have the window seat for myself. ? Travel Agent: Great sir, I the window seat available so I have reserved it for you. And Sir, what would be the preference for the meal- Veg or Non-Veg? ? Customer: I would prefer Vegetable Meal. ? Travel Agent:

Ok sir, I would notify that. And here is your ticket. If you have any query, do not hesitate to call us on our toll free number. ? Customer: Thanks. 7. Hospital: ? Reception Counter: Good Evening Madam, how may I help you? ? Patient: Hi, I got a terrible pain in my stomach

where can I see the doctor? ? Reception Counter: Is this your first visit? ? Patient: Yes. ? Reception Counter: Ok, Can you please fill out this form for me. Do you have any allergies or sensitivities to any medicine?

Introduction to Managerial Communication 141 Notes ? Patient: No, not to my knowledge so far. ? Reception Counter: I would soon put you on to some nurse first. Oh there comes the nurse and would be able to help you soon. ? Nurse: Hey, Please tell me what exactly is your problem? ? Patient: I have dysentery and it has been worsening since last 2 hours. ? Nurse: Ok, what was the last meal you ate and when? ? Patient: I had a sandwich from the local hawker and that was in the afternoon today around 7 hours back. ? Nurse: Ok, that can be a trouble it seems. ? Patient: I too guess the same. As after that I didn't had anything. ? Nurse: I would see if some doctor available around as it seems to be a case of food poisoning to me. So kindly bear with me for 15 minutes. ? Patient: Yes Sure. But kindly make it fast as the pain is worsening. ? Nurse: Just sit and I would quickly check for you, won't be too long. ? Patient: Thanks Nurse. ? Nurse: Well, I have just checked you can go now and see the doctor. ? Patient: Thanks a lot. 8. With Doctor: ? Patient: Good Evening Doctor. ? Doctor: Good Evening, so what's the trouble dear? ? Patient: I have been in stomach pain for the last 3 hours and it's getting worse after that. ? Doctor: Hmm, so what did you had in your meal? ? Patient: Doctor, I had a Sandwich in the afternoon around 7 hours back. ? Doctor: Ok, can you please open your mouth for me dear. ? Patient: Sure! ? Doctor: You have to conduct few test for me which I am writing it down for me right tomorrow. It includes the blood, urine and stool test for me and this you can have at my clinic. ? Patient: Ok Doctor. ? Doctor: In the meantime, I am giving you the antibiotics that can give you some relief. And you can have an appointment for the test tomorrow at the reception counter please. And once you conduct your test, should get the reports in 5 hours after that. You would be getting a call from the hospital to come and visit me to discuss your reports. So hope that's fine for you. ? Patient: Ok Doctor, thanks. 3.11 Summary Elements of Good Communication are clear communication as this will increase the chance that the message we intend to send is the one that is received; willingness to listen to concerns and worries of employees/ subordinates; Use of language that is understandable to all persons involved. It can also be stressful when there are many arguments or too much criticism in the household. Stress is a common trigger for relapse, so it is important to reduce stress whenever possible. Social communication is influenced by the different perception that individuals has of the reality. A person/ individual must therefore be aware of the human factor in order to carry out an effective communication and avoid conflicts. Handling and overcoming the possible personal or environmental barriers which affect the communication is

142 English Notes fundamental to assure the effectiveness of the whole process and therefore to use it properly and accordingly to the organisational goals. Right frame of mind & a positive mental attitude is the key for the successful interview. Always think back to any previous successes an interviewee have had, in any walk of life but particularly job related. Framing of mind and visualizing these will automatically put him in a good frame of mind. It is seen and a good practice that the more you know about a position and the employer, the better your chances of preparing your resume that best communicates your background and qualifications, and the better your chances of having a successful interview. Before appearing for the interview, an interviewee should learn everything possibly can about the prospective employer and the people conducting the interview. One should be able to comprehend the desired role and position for which an interviewee is called for the interview and also have the knowledge of the issues currently facing the organization. Use personal and professional contacts, contact the recruiter directly, and explore issues likely to be covered in an interview. The most important things to remember in the interview process are 1. Preparedness: Know the job and the employer. Do your research. 2. Confidence: People want to hire a confident and a true winner. Show them you are one. 3. Willingness: Employers want to know you are willing to work with them. Show interest; act enthused. Be positive. 3.12 Check Your Progress 1. Rewrite the sentences in Passive voice. (a) John cleaned the bathroom. (b) The electricians test the fire alarm (c) Our dog is catching the cat. 2. Rewrite the sentences in Active voice. (a) Coffee is sold by Marie. (b) The telephone was invented by Alexander Graham Bell. (c) The bag was packed by his mother. 3. Decide whether the following verbs are transitive, intransitive or both: (a) The workmen have been painting for hours. (b) When they call from the charity, Mrs. Alpert always gives generously. (c) Before you send the proposal, make sure you edit it carefully. (d) That perfume smells nice. (e) My new car cost me a small fortune. (f) Jim owed his landlord \$450. (g) Pete emigrated from Australia in 1998. (h) The customer was tired of waiting, so he got up and left. (i) Are you sure you want to paint the ceiling too? (j) Please take the documents over to Mrs. Samuels' office. 4. Active or passive. Choose the correct tense. (a) They often _____ music. (listen to) (b) She _____ an e-mail at the moment. (read) (c) These cars _____ in Japan. (produce) (d) Alan _____ Geography. (teach)

Introduction to Managerial Communication 143 Notes (e) German _____ in Austria. (speak) (f) Lots of houses _____ by the earthquake last month. (destroy) (g) Henry Ford _____ the assembly line in 1976. (invent) (h) The bus driver _____ before week. (hurt) (i) You _____ your workbooks now. (open) (j) Houses _____ few months ago. (build) 3.13 Questions and Exercises 1. What do you understand by a precise? How one can write a good precise. Explain by giving a good example. 2. What is a Business Message & Its Importance? 3. What do you understand by paraphrasing? 4. Put light on pre-interview preparations & tips to overcome the nervousness to face an interview confidently? 5. What are the various interview styles? 6. Explain the important resume tips & suggestions. 7. Discuss in length about resume format. What are the important contents or topics which must be present in a good and a presentable resume? 8. State the necessary skills that are much required to start a conversation. Explain by giving some real life examples. 9. What do you understand by conversation skills? 10. Differentiate between planned and unplanned conversation. 3.14 Key Terms ? Precise: Precise is termed as the miniature form of a passage which contains the total crucial points of the main paragraph. It means strictly correct or very exact ? Interview: An interview is a conversation where questions are asked and answers are given. In common parlance, the word "interview" refers to a one-on-one conversation ? Resume: It is a document used by persons to present their backgrounds and skills. A typical résumé contains a "summary" of relevant job experience and education ? Conversation Skills: These are the essential skill one possess for having a conversation/ dialogue and making that interaction between two or more people interesting, fun and relaxed ? Message: Underlying idea or theme in an ad, or the central or primary content or information, that passes from a communicator to a receiver. ? Paraphrasing: It express the meaning of (something written or spoken) using different words, especially to achieve greater clarity. ? Memos: The full form of Memos is memorandum.

Memos are business letters but used within an organization and only for employees. Memos are used to give information to employees such as changes in some procedures or rules, policy change or for specific purpose like request to attend a meeting. ? Proposal: a plan or suggestion, especially a formal or written one, put forward for consideration by others. Check Your Progress: Answers 1. Answers a. The bathroom was cleaned by John 144 English Notes b. The fire alarm is tested by the electricians c. The cat is being caught by our dog 2. Answers a. Marie sells coffee b. Alexander Graham Bell invented the telephone c. His mother packed the bag 3. Answers (a) intransitive (b) intransitive (c) transitive (d) intransitive (e) transitive (f) transitive (g) intransitive (h) intransitive (i) transitive (j) transitive 4. Answers (a) listen to (b) is reading (c) are produced (d) teaches (e) is spoken (f) were destroyed (g) was invented (h) was hurt (i) are opening (j) were built 3.15 Further Readings ? Bell, R.L., and Martin, J. (2008). The promise of managerial communication as a field of research. International Journal of Business and Public Administration, 5(2): 125-142 ?

100%
MATCHING BLOCK 130/133
W

Facione, PA (2010) Critical thinking: what it is and why it counts.

Millbrae, CA. Measured Reasons and The California Academic Press. Online via the Kaplan elibrary at Insight Assessment >http://www.insightassessment.com/pdf_files/what&why2006.pdf< [accessed 3 July 2011] ? Flock, K. (2006) Communication in Organisational Change. Online at ><http://www.kipflock.com/store/pdf/organizational-change.pdf>< [accessed 28 June 2011] ? Koroluk, P. (2008) Companies discover e-mail-free days. Online at ><http://www.journalofcommerce.com/article/id27097>< [accessed 3 July 2011] ? Kotter, JP. (1996) Leading the Change. USA. Harvard Business School Press. Online at ><http://books.google.com/books?id=ib9Xzb5eFGQC&printsec=frontcover#v=onepage&q&f=false>< [accessed 28 June 2011] Introduction to Managerial Communication 145 Notes ? Mullins LJ. (2010), Management and Organisational Behaviour, Ninth edition. Harlow. Financial Times Prentice Hall ? Noe, DP. (n.d.) Creative thinking in the workplace. Online at HELIUM ><http://www.helium.com/items/1309149-creative-thinking-in-the-workplace>< [accessed 30 June 2011] ? Richmond, VP., Wagner, JP., McCroskey, JC. (1983)

100%
MATCHING BLOCK 131/133
W

The Impact of Perceptions of Leadership style, use of power and Conflict Management Style on Organizational Outcomes.

Communication Quarterly Winter 1983, 31(1): 27-36. Online at ><http://www.jamescmccroskey.com/publications/113.pdf>< [accessed 3 July 2011] ? Stefanescu, C and Popa, L. (2008) Managerial Communication. MPRA Paper No. 7172. Online at >http://mpa.ub.uni-muenchen.de/7172/1/MPRA_paper_7172.pdf< [accessed 28 June 2011] ? West, S. (2007) Interpersonal skills – The Keys to Management and Leadership. Online at ><http://www.isnare.com/?aid=154822&ca=Leadership>< [accessed 29 June 2011] ? “Employee Performance Improvement: Understanding Your Role as a Manager,” Catalog No. TD11A8Q65, Corporate Executive Board, 2003, p. 19. ? “Engaging Managers as Agents of Employee Development,” Catalog No. TD11IMXNC, Corporate Executive Board, 2003, p. 14. ? http://www.intstudentsup.org/communicating/effective_communication/index.jsp ? <http://www.managementstudyguide.com/importance-of-communication.html> ? <http://samsmba.blogspot.in/2007/10/module-01.html> ? <http://www.quickanddirtytips.com/education/grammar/active-voice-versus-passive-voice/> ? <http://www.cws.illinois.edu/workshop/writers/activevoice/> ? <http://www.englishgrammar.org/direct-indirect-speech-overview-rules/> ? <http://grammar.yourdictionary.com/parts-of-speech/verbs/Linking-Verbs.html> ? <http://www.skillsyouneed.com/ips/communication-difficult-situations.html>

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.

1/133	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
	For any language, especially English – our focus in this chapter – to be meaningful, it has to be grammatical. Grammatical correctness is thus a prerequisite,		For any language, especially English – our focus in this chapter – to be meaningful, it has to be grammatical. Grammatical correctness is thus a prerequisite	
	SA General English.pdf (D165840516)			

2/133	SUBMITTED TEXT	38 WORDS	93% MATCHING TEXT	38 WORDS
<p>otherwise known as members of the grammatical rank scale. Our aim in this chapter is to explore the foundation of grammar, focusing on the elements of morphemes and words after a cursory look at the levels of</p> <p>SA General English.pdf (D165840516)</p>		<p>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</p>		
3/133	SUBMITTED TEXT	119 WORDS	87% MATCHING TEXT	119 WORDS
<p>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 are able to communicate because they instinctively 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 formation 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</p> <p>SA General English.pdf (D165840516)</p>		<p>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,</p>		
4/133	SUBMITTED TEXT	51 WORDS	76% MATCHING TEXT	51 WORDS
<p>we have focused on morphemes and word formation processes. It should be foregrounded that without words, there is no grammar and without grammar, language loses its soul, indeed, its purpose, as it becomes just, as William Shakespeare would put it: "a tale told by an idiot, full of sound and</p> <p>SA General English.pdf (D165840516)</p>		<p>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</p>		
5/133	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
<p>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 (</p> <p>SA General English.pdf (D165840516)</p>		<p>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</p>		
6/133	SUBMITTED TEXT	23 WORDS	72% MATCHING TEXT	23 WORDS
<p>as it deals primarily with the rules that govern the combinations of words and groups of words to bring about meaningful sentences (</p> <p>SA General English.pdf (D165840516)</p>		<p>as it deals primarily with the rules that govern the combination and group of words to bring meaningful sentences.</p>		

7/133	SUBMITTED TEXT	36 WORDS	74% MATCHING TEXT	36 WORDS
<p>Elements of Grammar There are various elements to English grammar. The structural rules that guide the use of spoken and written English have progressed and will carry on evolving, but the basic framework remains relatively</p> <p>SA General English.pdf (D165840516)</p>		<p>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</p>		
8/133	SUBMITTED TEXT	42 WORDS	77% MATCHING TEXT	42 WORDS
<p>by, or at the command of a particular person or group." "A list of words and often phrases, regularly organized alphabetically and defined or translated; a lexicon or glossary." "A stock of communicative and expressive means; a collection of communication" "</p> <p>W http://www.thefreedictionary.com/vocabulary</p>		<p>by, or at the command of a particular person or group.3. A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary. 4. A supply of expressive means; a repertoire of communication:</p>		
9/133	SUBMITTED TEXT	14 WORDS	88% MATCHING TEXT	14 WORDS
<p>Any collection of signs or symbols creating a means or system of nonverbal</p> <p>W http://www.thefreedictionary.com/vocabulary</p>		<p>any collection of signs or symbols constituting a means or system of nonverbal</p>		
10/133	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>with a relative pronoun such as who, whom, whose, which, or that, or a relative adverb</p> <p>SA Revised EPC_Resource Book.pdf (D106092916)</p>				
11/133	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>subordinate, clauses, relative clauses cannot stand alone as complete sentences. You must connect them to main clauses to finish the thought. ?</p> <p>SA Revised EPC_Resource Book.pdf (D106092916)</p>				
12/133	SUBMITTED TEXT	15 WORDS	96% MATCHING TEXT	15 WORDS
<p>Sentence A sentence is a group of words which expresses a complete thought. A</p> <p>SA B21EG01LC- Print.pdf (D165644847)</p>				
13/133	SUBMITTED TEXT	24 WORDS	77% MATCHING TEXT	24 WORDS
<p>He is too weak to walk. Neg: He is so weak that he cannot walk. ? Rule 11: As – as →</p> <p>SA General English.pdf (D165840516)</p>		<p>He is too weak to walk. Negative: He is so weak that he cannot walk. 3 Subject + as + adjective + as +</p>		

14/133	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	changing the form of a sentence without changing its meaning.		changing the form of a sentence without changing its meaning.	
	W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf			
15/133	SUBMITTED TEXT	261 WORDS	88% MATCHING TEXT	261 WORDS
	<p>he very gentle? Aff: He is not a good person. Int: Is he a good person? ? Rule 2: No auxiliary verb in sentence → → Change it by using → → Do/does/did Or Don't/doesn't/didn't. Ex: Ass: He plays Football. Int: Does he play football? Ass: They did not play football yesterday. Int: Did they play football yesterday? ? Rule3: Never → Replaced by → Ever. Ass: I never drink tea. Int: Do I ever drink tea? ? Rule 4: Everybody/everyone/ All → Replaced by → Who + Don't/ Doesn't/ Didn't Ex: Everybody wishes to be happy. Int: Who doesn't wish to be happy? ? Rule 5: Every + noun → Replaced by → Is there any + noun+ Who don't/doesn't/didn't. Ex: Ass: Every man wishes to be happy. Int: Is there any man who doesn't wish to be happy? ? Rule 6: No body/ no one / None → Replaced by → Who. Ex: Nobody could count my love for you. Int: Who could ever count my love for you? ? Rule 7: There is no → Replaced by → Is there any/ Who(person)/ What(thing). Ex: Ass: There is no use of this law. Int: What is the use of this law? Ass: There is no man happier than Jamil. Int: Who is Happier than Jamil. ? Rule 8: It is no → Replaced by → Is there any/Why. Ex: Ass: It is no use of taking unfair means in the exam. Int: Why take unfair means in the exam? Or, Is there any use of this law?</p>		<p>he very gentle? Affirmative: He is not a good person. Interrogative: Is he a good person? Rule 2: No auxiliary verb in sentence → → Change it by using → → Do/does/did Or Don't/doesn't/didn't. Ex: affirmative: He plays Football. Interrogative: Does he play football? Affirmative: They did not play football yesterday. Interrogative: Did they play football yesterday? Rule3: Never → Replaced by → Ever. Affirmative: I never drink tea. Interrogative: Do I ever drink tea? Rule 4: Everybody/everyone/ All → Replaced by → Who + Don't/ Doesn't/ Didn't Ex: affirmative: Everybody wishes to be happy. Interrogative: Who doesn't wish to be happy? Rule 5: Every + noun → Replaced by → Is there any + noun+ Who don't/doesn't/didn't. Ex: affirmative: Every man wishes to be happy. Interrogative: Is there any man who doesn't wish to be happy? Rule 6: No body/ no one / None → Replaced by → Who. Ex: affirmative Nobody could count my love for you. Interrogative: Who could ever count my love for you? Rule 7 : There is no → Replaced by → Is there any/ Who(person)/ What(thing). Ex: affirmative: There is no use of this law. 30 30 Interrogative: What is the use of this law. Affirmative: There is no man happier than Jamil. Interrogative: Who is Happier than Jamil. Rule 8: It is no → Replaced by → Is there any/Why. Ex: affirmative: It is no use of taking unfair means in the exam. Interrogative: Why take unfair means in the exam? Or, Is there any use of this law?</p>	
	W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf			
16/133	SUBMITTED TEXT	25 WORDS	93% MATCHING TEXT	25 WORDS
	Rule 9: It doesn't matter → Replaced by → what though/ Does it matter. Ex: Ass: It does not matter if you fail in		Rule 9: It "doesn't matter" → Replaced by → what though/ Does it matter. Ex: affirmative: It does not matter if you fail in	
	W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf			
17/133	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
	It is a matter of joy that we have won		It is a matter of joy that we have won. 4	
	SA General English.pdf (D165840516)			

18/133	SUBMITTED TEXT	65 WORDS	100% MATCHING TEXT	65 WORDS
	<p>Complex → → → Simple → → → compound ? Rule 1: Since/As/When Change is to be made in the subordinate clause. When subjects are same. Simple: 1) Omit since/as/when. 2) (Verb+ing) of the subordinate clause. 3) Then write the rest part. 4) Use subject with the principal clause. 5) Principal clause remains unchanged. Ex: Since the boy worked hard, he made a good result.</p> <p>Complex → → → Simple → → → compound Rule 1: Since/As/When Change is to be made in the subordinate clause . When subjects are same. Simple: 1) Omit since/as/when. 2) (Verb+ing) of the subordinate clause. 3) then write the rest part. 4) use subject with the principal clause. 5) Principal clause remains unchanged. Ex: Since the boy worked hard, he made a good result.</p> <p>W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf</p>			
19/133	SUBMITTED TEXT	18 WORDS	84% MATCHING TEXT	18 WORDS
	<p>Dhaka is the biggest city in Bangladesh. Neg: No other city is as big as Dhaka</p> <p>Dhaka is the biggest city in Bangladesh. - No other city in Bangladesh is as big as Dhaka.</p> <p>W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf</p>			

Simple: Working hard, the boy made a good result. Compound: 1) Omit since /as /when 2) write down the rest part. 3) join clauses by using and, and so, and therefore 4) write the main clause unchanged. Ex: The boy worked hard and made a good result. ? Rule2: In case of Be verb in subordinate clause: 1) Use being/ Because of + Pronoun/noun(possessive form)+ being. Ex: Since he was weak, he could not work hard. Simple: Because of his being weak, he could not work hard. Compound: He was weak and therefore could not work hard. Note: and therefore, is used for showing reasons. ? Rule3: When the subject of clauses are different: Simple: 1) Subject of s.c. 2) Verb+ing (be verb → being; Have verb → having) Ex: Since the weather was foul, we did not go out. Sim: The weather being foul, we did not go out. Compound: use 'and therefore' to join two clauses. Ex: The weather was foul and therefore we did not go out. ? Rule 4: If, 'is Replaced by – 'by + (verb+ing) Ex: If you work hard, you will succeed in life. Simple: By working hard, you will succeed in life. Compound: 1) Omit if+subject. 2. use 'and' to join two clauses. Ex: Compound: Work hard and you will succeed in life. ? Rule 5: Simple: If-not/unless, is replaced by, - without+(verb+ing) Ex: Complex: If you do not work hard, you will fail in the examination. Sim: Without working hard, you will fail in the examination. Compound: Use or'/otherwise to join two clauses. Ex: Work hard or you will fail in the examination. ? Rule 6: Simple: Though' is replaced by In spite of+ Possessive form of the subject+ (verb+ing) Ex: Com: Though he tried heart and soul, he could not succeed in life. Sim: In spite of his trying heart and soul he could not succeed in life. Compound: Use 'but' to join two clauses. ? Rule 7: Simple: So that is replaced by to/in order to. Ex: Comp: He works hard so that he may prosper in life. Sim: he works hard to/in order to prosper in life. Compound: "and want/wants to" is used to join two clauses. Ex: He works hard and wants to prosper in life. ? Rule 8: Simple: 'so + adjective + that' is replaced by 'Too + adjective + to' Ex: The boy is so foolish that he cannot understand it. Sim: The boy is too foolish to understand it. Compound: Use 'And Therefore' to make it a compound sentence. Ex: He is so foolish and therefore cannot understand it. ? Rule 9: When(if mentions time) is replaced by For short time – At For month or Season – In 16

Simple: Working hard, the boy made a good result. Compound: 1) Omit since /as /when 2) write down the rest part. 3) join clauses by using and, and so, and therefore 4) write the main clause unchanged. Ex: The boy worked hard and made a good result. Rule 2: In case of Be verb in subordinate clause: Use being/ Because of + Pronoun/noun(possessive form)+ being. Ex: Since he was weak, he could not work hard. Simple: Because of his being weak, he could not work hard. Compound: He was weak and therefore could not work hard. Note: and therefore, is used for showing reasons. Rule 3: When the subject of clauses are different: 11 11 Simple: 1) Subject of subordinate clause. 2) Verb+ ing (be verb → being; Have verb → having) Ex: Since the weather was foul, we did not go out. Simple: The weather being foul, we did not go out. Compound: use 'and therefore' to join two clauses. Ex: The weather was foul and therefore we did not go out. Rule 4: 'If, 'is Replaced by – 'by + (verb+ing)' Ex: If you work hard, you will succeed in life. Simple: By working hard, you will succeed in life. Compound: 1) Omit if + subject. 2) use 'and' to join two clauses. Ex: Compound: Work hard and you will succeed in life. Rule 5: Simple: If-not/unless, is replaced by, - without+ (verb+ ing) Ex: Complex: If you do not work hard, you will fail in the examination. Simple: Without working hard, you will fail in the examination. Compound: Use or'/otherwise to join two clauses. Ex: Work hard or you will fail in the examination. Rule 6: Simple: Though' is replaced by In spite of+ Possessive form of the subject+ (verb +ing) Ex: Complex: Though he tried heart and soul, he could not succeed in life. Simple: In spite of his trying heart and soul he could not succeed in life. Compound: Use 'but' to join two clauses. Rule 7: Simple: So that is replaced by to/in order to. 12 12 Ex: Complex: He works hard so that he may prosper in life. Simple: he works hard to/in order to prosper in life. Compound: "and want/wants to" is used to join two clauses. Ex: He works hard and wants to prosper in life. Rule 8: Simple: 'so + adjective + that' is replaced by 'Too + adjective + to' Ex: The boy is so foolish that he cannot understand it. Simple: The boy is too foolish to understand it. Compound: Use 'And Therefore' to make it a compound sentence. Ex: He is so foolish and therefore cannot understand it. Rule 9: When (if mentions time) is replaced by For short time – At For month or Season – In

W <https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf>

21/133	SUBMITTED TEXT	400 WORDS	93% MATCHING TEXT	400 WORDS
<p>For age--- at the age of. Ex: She woke up when it was midnight. Simple: She woke up at midnight. Com: When it is spring, the cuckoo sings. Sim: In Spring the cuckoo sings. Con: When Samira was four she went to school. Sim: At the age of four, Samira went to school. Compound: Use and to join clauses. Ex: She woke up and it was midnight. ? Rule 10: Simple: If the clause says about a continuous fact then use- At the time of instead of 'When' Ex: When I was eating the phone rang. Sim: At the time of my eating, the phone rang. Compound: Use 'And'. Ex: I was eating and the phone rang. ? Rule 11: Simple: Noun clause can be replaced by noun. Ex: Com: He admitted that he was guilty. Sim: He admitted his guilt. Com: That he is honest is known to all. Sim: his honesty is known to all. Compound: Use 'And'. Ex: He is honest and it is known to all. ? Rule 12: Simple: If Complex sentence is made with relative pronoun (who, what, which, that), omit it and make (verb+ing). Com: The Doctor who is working in the hospital is known to all. Sim: The doctor working in the hospital is known to all. Note: If the verb is in the past participle it remains unchanged. Ex: The picture which was drawn by Liza is very fine. Sim: The picture drawn by Liza is very fine. ? Rule 13: Simple: Adjective Clause is changed into - Adjective, Past participle Phrase, Noun in apposition, infinitive. Adjective: ex: A man who is drowning catches at a straw. Sim: A drowning man catches at a straw. Compound: A man is drowning and so catches at a straw. Past participle phrase: Ex: The answer that he wrote was not correct. Sim: The answer written by him was not correct. Compound: He wrote the answer and it was not correct. Gerundial Infinitive: Ex: I have no money that I can lend you. Sim: I have no money to lend you. Compound: I have no money and I cannot lend you. ? Rule 14: In the compound " not only---- But also" is Changed by "Besides + (Verb +ing)" In the simple. Ex: Mr. Khan not only teaches us English but also writes novels. Sim: Besides teaching us English, Mr. Khan writes novels. 1.5</p> <p>W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf</p>		<p>For age--- at the age of. Ex: She woke up when it was midnight. Simple: She woke up at midnight. Complex: When it is spring, the cuckoo sings. Simple: In Spring the cuckoo sings. Complex: When Samira was four she went to school. Simple: At the age of four, Samira went to school. Compound: Use and to join clauses. Ex: She woke up and it was midnight. Rule 10: Simple: If the clause says about a continuous fact then use- At the time of instead of 'When' Ex: When I was eating the phone rang. Simple: At the time of my eating, the phone rang. Compound: Use 'And'. Ex: I was eating and the phone rang. 13 13 Rule 11: Simple: Noun clause can be replaced by noun. Ex: He admitted that he was guilty. Simple: He admitted his guilt. Complex: That he is honest is known to all. Simple: His honesty is known to all. Compound: Use 'And'. Ex: He is honest and it is known to all. Rule 12: Simple: If Complex sentence is made with relative pronoun(who, what, which, that), omit it and make (verb+ ing). Complex: The Doctor who is working in the hospital is known to all. Simplex: The doctor working in the hospital is known to all. Note: If the verb is in the past participle it remains unchanged. Ex: The picture which was drawn by Liza is very fine. Simple: The picture drawn by Liza is very fine. Rule 13: Simple: Adjective Clause is changed into - Adjective, Past participle Phrase, Noun in apposition, infinitive. Adjective: ex: A man who is drowning catches at a straw. Simple: A drowning man catches at a straw. Compound: A man is drowning and so catches at a straw. Past participle phrase: Ex: The answer that he wrote was not correct. Simple: The answer written by him was not correct. Compound: He wrote the answer and it was not correct. Gerundial Infinitive: Ex: I have no money that I can lend you. Simple: I have no money to lend you. Compound: I have no money and I cannot lend you. 14 14 Rule 14: In the compound "not only---- But also" is Changed by "Besides + (Verb +ing)" In the simple. Ex: Mr. Khan not only teaches us English but also writes novels. Simple: Besides teaching us English, Mr. Khan Writes novels. 3.44</p>		
22/133	SUBMITTED TEXT	43 WORDS	96% MATCHING TEXT	43 WORDS
<p>Assertive to Interrogative ? Rule 1: If the sentence is in the affirmative you have to change it into negative interrogative. If it is in negative then you have to change it into bare interrogative. Ex: Ass: He was very gentle.</p> <p>W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf</p>		<p>ASSERTIVE TO INTERROGATIVE 29 29 Rule 1: If the sentence is in the affirmative you have to change it into negative interrogative. If it is in negative then you have to change it into bare interrogative. Ex: affirmative : He was very gentle.</p>		
23/133	SUBMITTED TEXT	60 WORDS	100% MATCHING TEXT	60 WORDS
<p>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 accordingly and pronoun may also be changed accordingly.</p> <p>W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf</p>		<p>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 accordingly and pronoun may also be changed accordingly.</p>		

24/133	SUBMITTED TEXT	91 WORDS	100% MATCHING TEXT	91 WORDS
	<p>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 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. Reporting verb: The verb first part of sentence (i.e. he said, she said, he says, they said, she says,) before the statement of a person in sentence is called reporting verb. Examples. In</p> <p>W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf</p>		<p>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 indirect speech. Indirect speech is also called reported speech 40 40 because reported speech refers to the second part of indirect speech in which something has been told by a person. Reporting verb: The verb first part of sentence (i.e. he said, she said, he says, they said, she says,) before the statement of a person in sentence is called reporting verb. In</p>	
25/133	SUBMITTED TEXT	291 WORDS	100% MATCHING TEXT	291 WORDS
	<p>speech) 1.5.1 Fundamental rules for indirect speech Reported speech is not enclosed in quotation marks. ? Use of word "that": The word "that" is used as a conjunction between the reporting verb and reported speech. ? 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. In following example the pronoun of reported speech is "I" which will be changed in indirect speech into the pronoun (Subject) of reporting verb that is "he". Example. Direct speech: He said, "I am happy" Indirect Speech: He said that he was happy. Direct speech: I said to him, "you are intelligent" Indirect Speech: I said him that he was intelligent. ("You" changed to "he" the person of object of reporting verb) ? 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. Examples. Direct speech: He said, "I am happy today" Indirect Speech: He said that he was happy that day. ? Change in the tense of reported speech: If the first part of sentence (reporting verb part) belongs to past tense the tense of reported speech will change. If the first part of sentence (reporting verb part) belongs to present or future tense, the tense of reported speech will not change. Examples. Direct speech: He said, "I am happy" Indirect Speech: He said that he was happy. (Tense of reported speech changed) Direct speech: He says, "I am happy" Indirect Speech: He said that he is happy. (Tense of reported speech didn't change) 18</p> <p>W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf</p>		<p>speech. 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. In following example the pronoun of reported speech is "I" which will be changed in indirect speech into the pronoun (Subject) of reporting verb that is "he". Example. Direct speech: He said, "I am happy" 41 41 Indirect Speech: He said that he was happy. Direct speech: I said to him, "you are intelligent" Indirect Speech: I said him that he was intelligent. ("You" changed to "he" the person of object of reporting verb) 1. 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. Examples. Direct speech: He said, "I am happy today" Indirect Speech: He said that he was happy that day. 2. Change in the tense of reported speech: If the first part of sentence (reporting verb part) belongs to past tense the tense of reported speech will change. If the first part of sentence (reporting verb part) belongs to present or future tense, the tense of reported speech will not change. Examples. Direct speech: He said, "I am happy" Indirect Speech: He said that he was happy. (Tense of reported speech changed) Direct speech: He says, "I am happy" Indirect Speech: He said that he is happy. (Tense of reported speech didn't change)</p>	
26/133	SUBMITTED TEXT	20 WORDS	65% MATCHING TEXT	20 WORDS
	<p>A synonym is a word that means exactly the same as, or very nearly the same as, another word</p> <p>W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf</p>		<p>A synonym is a word that has the same or nearly the same meaning as another word.</p>	

27/133	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
lexicon, word-hoard. An alphabetical list of words often defined or translated.		lexicon, word-hoard. 2. An alphabetical list of words often defined or translated:		
W http://www.thefreedictionary.com/vocabulary				
28/133	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
specialized expressions indigenous to a particular field, subject, trade, or subculture. ?		Specialized expressions indigenous to a particular field, subject, trade, or subculture:		
W http://www.thefreedictionary.com/vocabulary				
29/133	SUBMITTED TEXT	35 WORDS	100% MATCHING TEXT	35 WORDS
Reporting verb: The verb first part of sentence (i.e. he said, she said, he says, they said, she says,) before the statement of a person in sentence is called reporting verb.		Reporting verb: The verb first part of sentence (i.e. he said, she said, he says, they said, she says,) before the statement of a person in sentence is called reporting verb.		
W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf				
30/133	SUBMITTED TEXT	14 WORDS	87% MATCHING TEXT	14 WORDS
He said to me, 'Where are you going?' (Begin: He asked me ...) (
SA B.A. B.Com Part-I General English.docx (D142429294)				
31/133	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
with a relative pronoun such as who, whom, whose, which, or that, or a relative adverb				
SA Revised EPC_Resource Book.pdf (D106092916)				
32/133	SUBMITTED TEXT	44 WORDS	75% MATCHING TEXT	44 WORDS
A few of them are being reproduced below: "Communication is the sum of all things, one person does when he wants to create understanding in the minds of another. It involves a systematic and continuous process of telling, listening and understanding."				
SA Revised EPC_Resource Book.pdf (D106092916)				
33/133	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
Communication is an exchange of facts, ideas, opinions or emotions by two or more persons." –				
SA Revised EPC_Resource Book.pdf (D106092916)				

34/133	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
the process of passing information and understanding from one person to another,		the process of passing information and understanding from one person to another."		
W https://www.studypool.com/documents/97588/what-is-written-communication-and-its-characteristics				
35/133	SUBMITTED TEXT	15 WORDS	89% MATCHING TEXT	15 WORDS
Communication is the process by which information is passed between individuals and/ or organizations				
SA Revised EPC_Resource Book.pdf (D106092916)				
36/133	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
Communication is any behavior that results in an exchange of meaning. –				
SA Revised EPC_Resource Book.pdf (D106092916)				
37/133	SUBMITTED TEXT	212 WORDS	100% MATCHING TEXT	212 WORDS
Basic Principles of Effective Communication Many definitions describe communication as a transfer of information, thoughts or ideas to create shared understanding between a sender and a receiver. The information may be written or spoken, professional or social, personal or impersonal to name a few possibilities. Basically, the communication process involves a sender, receiver, message, channel and feedback. However, this simplistic description significantly under-represents what can actually be a very complex process. Click here for a brief overview of the communication process. Essential issues to be aware of in any communication situation are: ? Content refers to the actual words or symbols of the message that are known as language - the spoken and written words combined into phrases that make grammatical sense. Importantly, we all use and interpret the meanings of words differently, so even simple messages can be misunderstood. And many words have different meanings to confuse the issue even more. ? Process refers to the way the message is delivered - the nonverbal elements in speech such as the tone of voice, the look in the sender's eyes, body language, hand gestures and state of emotions (anger, fear, uncertainty, confidence, etc.) that can be detected. The non-verbals that we use often cause messages to be 42		Basic Principles of Effective Communication Many definitions describe communication as a transfer of information, thoughts or ideas to create shared understanding between a sender and a receiver. The information may be written or spoken, professional or social, personal or impersonal to name a few possibilities. Basically, the communication process involves a sender, receiver, message, channel and feedback. However, this simplistic description significantly under-represents what can actually be a very complex process. Click here for a brief overview of the communication process. Essential issues to be aware of in any communication situation are: • Content refers to the actual words or symbols of the message that are known as language - the spoken and written words combined into phrases that make grammatical sense. Importantly, we all use and interpret the meanings of words differently, so even simple messages can be misunderstood. And many words have different meanings to confuse the issue even more. • Process refers to the way the message is delivered - the nonverbal elements in speech such as the tone of voice, the look in the sender's eyes, body language, hand gestures and state of emotions (anger, fear, uncertainty, confidence, etc.) that can be detected. The non-verbals that we use often cause messages to be		
W http://www.intstudentsup.org/communicating/effective_communication/index.jsp				
38/133	SUBMITTED TEXT	21 WORDS	84% MATCHING TEXT	21 WORDS
However, there are a number of strategies that can help to help minimize communication noise and maximize communication efficiency.		However, there are a number of strategies that can help to help minimise communication noise and maximise communication efficiency.		
W http://www.intstudentsup.org/communicating/effective_communication/index.jsp				

39/133	SUBMITTED TEXT	35 WORDS	40% MATCHING TEXT	35 WORDS
<p>Number of persons/ receivers to whom message is addressed:-</p> <p>1. Intrapersonal: talking to one's own self. E.g. Dramatic works.</p> <p>2. Interpersonal: exchange of messages between two persons. E.g. Conversation, dialogue, an interview,</p>		<p>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</p>		
SA General English.pdf (D165840516)				
40/133	SUBMITTED TEXT	24 WORDS	79% MATCHING TEXT	24 WORDS
<p>all individuals retain their individual identity. 4. Mass: occurs when the message is sent to large groups of people e.g. newspaper, radio,</p>		<p>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,</p>		
SA General English.pdf (D165840516)				
41/133	SUBMITTED TEXT	142 WORDS	92% MATCHING TEXT	142 WORDS
<p>misunderstood as we tend to believe what we see more than what we hear. Indeed, we often trust the accuracy of nonverbal behaviors more than verbal behaviors. A well-known UCLA study found that only around 7% of the meaning of spoken communication came from words alone, 55% came from facial expression and 38% came from the way the words were said. ? Context refers to the situation or environment in which your message is delivered. Important contextual factors that can subtly influence the effectiveness of a message include the physical environment (e.g. a patient's bedside, ward office, quiet room etc.), cultural factors (e.g. international cultures, organizational cultures and so on) and developmental factors (e.g. first, second or third year student, experience in similar clinical settings, stage of the practicum etc.). The goal of communication between a sender and a receiver is</p>		<p>misunderstood as we tend to believe what we see more than what we hear. Indeed, we often trust the accuracy of nonverbal behaviors more than verbal behaviors. A well-known UCLA study found that only around 7% of the meaning of spoken communication came from words alone, 55% came from facial expression and 38% came from the way the words were said. • Context refers to the situation or environment in which your message is delivered. Important contextual factors that can subtly influence the effectiveness of a message include the physical environment (eg. a patient's bedside, ward office, quiet room etc.), cultural factors (eg. international cultures, organisational cultures and so on) and developmental factors (eg. first, second or third year student, experience in similar clinical settings, stage of the practicum etc.). The goal of communication between a sender and a receiver is</p>		
W http://www.intstudentsup.org/communicating/effective_communication/index.jsp				
42/133	SUBMITTED TEXT	17 WORDS	84% MATCHING TEXT	17 WORDS
<p>On basis of medium employed 1. Verbal: means communicating with words, written or spoken 2.</p>		<p>on the basis of the medium employed. Verbal communication It means communicating with words, written or spoken.</p>		
SA General English.pdf (D165840516)				
43/133	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>includes using of pictures signs, gestures and facial expressions for exchanging information between persons</p>		<p>includes using of pictures, signs, gestures, and facial expressions for exchanging information between persons.</p>		
SA General English.pdf (D165840516)				

44/133	SUBMITTED TEXT	19 WORDS	97% MATCHING TEXT	19 WORDS
Meta communication: the speaker's choice of words unintentionally communicates something more than what the actual words state. 2.6		Meta Communication Here the speaker's choice of words unintentionally communicates something more than what the actual words state.		
SA General English.pdf (D165840516)				
45/133	SUBMITTED TEXT	35 WORDS	100% MATCHING TEXT	35 WORDS
understanding of the message being sent. Anything that interferes with this can be referred to as 'noise'. Communication noise can influence our interpretation of messages and significantly affect our perception of interactions with others.		understanding of the message being sent. Anything that interferes with this can be referred to as 'noise'. Communication noise can influence our interpretation of messages and significantly affect our perception of interactions with others.		
W http://www.intstudentsup.org/communicating/effective_communication/index.jsp				
46/133	SUBMITTED TEXT	34 WORDS	90% MATCHING TEXT	34 WORDS
Typical outline: Full propelled report: 1. Executive Summary 2. Abstract 3. Introduction 4. Background 5. Methodology 6. Analysis of Results 7. Conclusions		Typical outline TM Full blown report: TM Executive Summary (1) TM Abstract (2) TM Introduction (3) TM Background (4) TM Methodology (5) TM Analysis of Results (6) TM Conclusions (7) TM		
W http://homepages.rpi.edu/~holguj2/CIVL2030/How_to_write_search/How_to_write_a_good_technical_repo...				
47/133	SUBMITTED TEXT	22 WORDS	92% MATCHING TEXT	22 WORDS
history behind that specific problem. It may cover previous works on the area and previous attempts to solve the problem. 5.		history behind that particular problem. It may cover previous works on the area and previous attempts to solve the problem.		
W http://homepages.rpi.edu/~holguj2/CIVL2030/How_to_write_search/How_to_write_a_good_technical_repo...				
48/133	SUBMITTED TEXT	47 WORDS	62% MATCHING TEXT	47 WORDS
A description of the methodological framework you have used in the project, or investigation. 6. Results/Analysis: This highlights the description of the results obtained and investigation/ study of the suggestions/ effects/ consequences associated with main results. It must be supported by figures and tables to facilitate		A description of the methodological framework you have used in the project, or investigation. It focuses on the theoretical side of the methods. Analysis of Results TM A description of the results obtained and and analysis of the implications associated with main results. It must be supported by figures and tables to facilitate,		
W http://homepages.rpi.edu/~holguj2/CIVL2030/How_to_write_search/How_to_write_a_good_technical_repo...				
49/133	SUBMITTED TEXT	20 WORDS	70% MATCHING TEXT	20 WORDS
summary of the key findings in all the previous sections. "Conclusions" is not an analysis section. 8. Recommendations:		summary of the major findings you have arrived to in the previous sections. "Conclusions" is not an analysis section. Recommendations TM		
W http://homepages.rpi.edu/~holguj2/CIVL2030/How_to_write_search/How_to_write_a_good_technical_repo...				

50/133	SUBMITTED TEXT	34 WORDS	82% MATCHING TEXT	34 WORDS
<p>into the next steps. This must be supported by the analysis and conclusions section of the report. 9. References/ bibliography: A listing of books and articles that have used, or consulted, for methodological</p> <p>W http://homepages.rpi.edu/~holguj2/CIVL2030/How_to_write_search/How_to_write_a_good_technical_repo ...</p>		<p>into the next steps you recommend to be taken. This must be supported by the analysis and conclusions section of the report. 9 Bibliography TMA listing of books and articles you have used, or consulted, for methodological</p>		
51/133	SUBMITTED TEXT	37 WORDS	95% MATCHING TEXT	37 WORDS
<p>present data and analysis, that though important, may not be directly relevant to the main body. It is intended for interested readers only. Appendices are not scrapheap places and they must be classified and organized. 11.</p> <p>W http://homepages.rpi.edu/~holguj2/CIVL2030/How_to_write_search/How_to_write_a_good_technical_repo ...</p>		<p>present data and analysis, that though important, may not be directly relevant to the main body. It is intended for interested readers only. Appendices are not dump places and they must be classified and organized. 11</p>		
52/133	SUBMITTED TEXT	30 WORDS	90% MATCHING TEXT	30 WORDS
<p>Figures and Tables: They are anticipated to facilitate understanding of the document by presenting relevant information and data in an easy-to-understand- way. They must be integrated to the main body.</p> <p>W http://homepages.rpi.edu/~holguj2/CIVL2030/How_to_write_search/How_to_write_a_good_technical_repo ...</p>		<p>Figures and Tables TMThey are intended to facilitate understanding of the document by presenting relevant information and data in a easy-to-understand-way. They must be integrated to the main body.</p>		
53/133	SUBMITTED TEXT	157 WORDS	98% MATCHING TEXT	157 WORDS
<p>although not always a section entitled "Introduction" is needed (e.g., in short reports), an introductory section (e.g., a couple of paragraphs) is always required. 3. (4): required when the history of the problem (or methodology) is long. Otherwise, include as part of the introduction. 4. (5) and (6): Must be separate sections when they are relatively long. Otherwise describe (5) before (6) in the same section. 5. (7): Must follow from the main body (must be supported by). 6. (8): If short, put at the end of conclusions. 7. (9): Use one or the other. 8. (10): It must be classified and organized to present important data/information not directly relevant to the main body of document. 9. (11): Must be integrated to main body of document, figures and tables must be placed after they are first referenced. If no reference is made to a figure or table, why did you put it in the main body?</p> <p>W http://homepages.rpi.edu/~holguj2/CIVL2030/How_to_write_search/How_to_write_a_good_technical_repo ...</p>		<p>although not always a section entitled "Introduction" is needed (e.g., in short reports), an introductory section (e.g., a couple of paragraphs) is always required . TM(4): required when the history of the problem (or methodology) is long. Otherwise, include as part of the introduction. 13 Notes -cont-: TM(5) and (6): Must be separate sections when they are relatively long. Otherwise describe (5) before (6) in the same section. TM(7): Must follow from the main body (must be supported by). TM(8): If short, put at the end of conclusions. TM(9): Use one or the other. 14 Notes -cont-: TM(10): It must be classified and organized to present important data/information not directly relevant to the main body of document. TM(11): Must be integrated to main body of document, figures and tables must be placed after they are first referenced. If no reference is made to a figure or table, why did you put it in the main body? 15</p>		
54/133	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>the major findings of the report, i.e., the bottom line.</p> <p>W http://homepages.rpi.edu/~holguj2/CIVL2030/How_to_write_search/How_to_write_a_good_technical_repo ...</p>		<p>the major findings of the report, i.e., the bottom line.</p>		

55/133	SUBMITTED TEXT	108 WORDS	88% MATCHING TEXT	108 WORDS
<p>an unfamiliar/ uninformed reader from a level of zero-knowledge to a level in which the reader is able to understand the main body of the document. A good introduction must have: ? Motivation i.e., why is it important; ? It must have general, specific background i.e., what is the history of this issue? ? Objectives i.e., what are you trying to accomplish? ? Scope i.e., what is the focus of your analysis? ? Limitations i.e., what constraints did you face? ? Content i.e., what is in the report? ? Organization i.e., how the report is organized? 4. Background: A portrayal & explanation of the</p> <p>W http://homepages.rpi.edu/~holguj2/CIVL2030/How_to_write_search/How_to_write_a_good_technical_repo ...</p>		<p>an uninformed reader from a level of zero-knowledge to a level in which the reader is able to understand the main body of the document. 6 Introduction -components- TMA good introduction must have: TMMotivation (i.e., why is it important?) TM General TMSpecific TMBackground (i.e., what is the history of this issue?) TMObjectives (i.e., what are you trying to accomplish?) TMScope (i.e., what is the focus of your analysis?) TMLimitations (i.e., what constraints did you face?) TMContent (i.e., what is in the report?) TMOrganization (i.e., how the report is organized?) 7 Methodology TMA description of the</p>		
56/133	SUBMITTED TEXT	34 WORDS	90% MATCHING TEXT	34 WORDS
<p>Project Preparation is a challenge to identify and define project work (rough goals and objectives) and to establish an efficient decision making process for managing further planning and development of the project.</p> <p>W http://www.taskmanagementguide.com/glossary/what-is-project-preparation-.php</p>		<p>Project Preparation is an attempt to identify and define project work (rough goals and objectives) and to establish an efficient decision making process for managing further planning and development of the project.</p>		
57/133	SUBMITTED TEXT	137 WORDS	97% MATCHING TEXT	137 WORDS
<p>It is a sub-phase of the Beginning phase to check and evaluate certain preconditions for correctness before the project is allowed for moving to the Planning stage. Preparation sub-phase comes after identification sub-phase which aims to define a problem and select the most feasible solution to that problem. Project preparation can be also regarded as a process that aims to complete the following tasks: ? Conceptualize the project ? Establish goals and objectives ? Issue Project Charter ? Outline an implementation strategy ? Develop preliminary cost estimates ? Identify possible risks ? Define roles and responsibilities ? Select and appoint the project team ? Carry out the kickoff meeting The process is oriented towards developing a project organizational structure that is based on business drivers, project resources, and potential benefits. 62</p> <p>W http://www.taskmanagementguide.com/glossary/what-is-project-preparation-.php</p>		<p>It is a sub-phase of the Initiation phase to check and evaluate certain preconditions for appropriateness before the project is allowed for moving to the Planning stage. Preparation sub-phase comes after identification sub-phase which aims to define a problem and select the most feasible solution to that problem. Project preparation can be also regarded as a process that aims to complete the following tasks: • Conceptualize the project • Establish goals and objectives • Issue Project Charter • Outline an implementation strategy • Develop preliminary cost estimates • Identify possible risks • Define roles and responsibilities • Select and appoint the project team • Carry out the kickoff meeting The process is oriented towards developing a project organizational structure that is based on business drivers, project resources, and potential benefits.</p>		

58/133	SUBMITTED TEXT	141 WORDS	88% MATCHING TEXT	141 WORDS
<p>Project Plan The Project Plan is the document that defines the plan in a systematic method that will be used to meet the project purposes & aims. The Project Plan must include ? Why the project is being introduced; ? What is to be done; ? Who will be involved in its development and delivery; ? When it will be done and how it will be done. In addition to these basic questions, it includes cost information, monitoring and control strategies. The Project Plan takes on two forms during the life of the project. It initially starts out as the "Preliminary Project Plan" and can have specific annexes updated as more information becomes available. At the beginning of the Delivery Stage, the "Project Management Plan" is prepared to detail the delivery plan to the end of the project.</p>		<p>project plan is complete) The project plan is the document that defines the plan (systematic method) that will be used to meet the project objectives. It will include why this project is being initiated, what is to be done, who will be involved in its development and delivery, when it will be done and how it will be done. In addition to these basic questions, it includes cost information, monitoring and control strategies. The project plan takes on two forms during the life of the project. It initially starts out as the Preliminary project plan and can have specific annexes updated as more information becomes available. At the beginning of the delivery stage, the Project management plan is prepared to detail the delivery plan to the end of the project.</p>		
<p>W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>				

59/133	SUBMITTED TEXT	97 WORDS	90% MATCHING TEXT	97 WORDS
<p>The Preliminary Project Plan (PPP) is prepared by the person carrying out the role of the Project Leader. The purpose of the PPP is to focus on the plan (systematic method) that will be taken to develop the project to the end of the Project Identification Stage at which point Preliminary Project Approval / Lease Project Approval (PPA/LPA) will be obtained or denied. Please note that many of the sections and information provided in the Statement of Requirements (SoR) can be used and further developed to help complete the PPP. In preparing the PPP, the</p>		<p>The preliminary project plan (PPP) is prepared by the person carrying out the role of the project leader. The purpose of the PPP is to focus on the plan (systematic method) that will be taken to develop the project to the end of the project identification stage at which point project approval/ expenditure authority (PA/EA) will be obtained or denied. Please note that many of the sections and information provided in the statement of requirements (SoR) can be used and further developed to help complete the PPP. In preparing the PPP, the</p>		
<p>W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>				

60/133	SUBMITTED TEXT	168 WORDS	92% MATCHING TEXT	168 WORDS
<p>the context. As the same template is used for both the PPP and the Project Management Plan (PMP), the key aspects that should be developed in the PPP include the following: ? Project Background - Description of the project background, describing the context for the project, the identified need and the reasons for initiating the project. Introduction to Communications & Business Communication 63 Notes Content for this section is largely based on the "Purpose" and "Background" sections of the SoR. ? Scope Management – Problem/Opportunity Definition (Section 3.1) and any project constraints/issues (Section 3.2.1). Content or this section should be based on the "Problem/Opportunity Definition" section of the SoR. The Scope Documents will be divided into small packages to create the Activity List and Milestone List, as well as a Work Breakdown Structure (WBS). ? Time Management – From the Activity Lists and Milestone Lists, a Project Schedule will be developed. In the PPP, a schedule must be developed up to</p>		<p>the project. As the same template is used for both the PPP and the project management plan (PMP), the key aspects that should be developed in the PPP include the following: Section 2.0 Project background: Description of the project background, describing the context for the project, the identified need and the reasons for initiating the project. The content for this section is largely based on the "Purpose" and "Background" sections of the SoR. Section 3.0 Scope management: Problem/opportunity definition (section 3.1) and any project constraints/issues (section 3.2.1). Content or this section should be based on the "Problem/opportunity definition" section of the SoR. The scope documents will be divided into small packages to create the activity list and milestone list, as well as a work breakdown structure (WBS). Section 4.0 Time management: From the activity lists and milestone lists, a project schedule will be developed. In the PPP, a schedule must be developed up to</p>		
<p>W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>				

and an overall milestone list reflecting activities to the end of the project is required. However, any known schedule constraints (e.g. fixed end date, lease expiry) should always be reflected. ? Cost Management – The level of detail for this section is subject to the adequacy of information to generate a Cost Plan for the proposed project. ? Note that the intent is to provide an initial budget for the project with expected cash flows for delivery of the project. As a minimum, copy the spending breakdown provided in the approved Statement of Requirement document and provides an estimate / timeline of how the funds for those cost items / activities will be disbursed. ? Financial Management – Must outline approved seed funding (received with the Approved SoR) and anticipated costs to complete to PPA/LPA submission. ? Quality Management – Description of how the records management system is to be established and maintained ,description of the project review methods and description of the project monitoring and reporting methodology. ? Human Resources Management - Who will be the project team for this stage and their roles and responsibilities? In the preliminary stages of the plan a simple outline of the project team and roles can suffice. The roles and responsibilities should however be developed in detail as the project approaches PPA/LPA. Once the Identification Stage is completed and the project is approved at PPA/LPA, the PPP will be used to transition the project for the next stage by the project delivery team. 2.12.3 Purpose of Delivery Stage Project Management Plan (PMP) The Project Management Plan (PMP) is prepared by the Project Manager, respecting overall objectives defined in the PPP and project approvals obtained by the Project Leader. The Project Leader is to validate and sign the PMP. The purpose of the PMP is to define the project objective and scope for the approved solution, as well as how it is executed, monitored, and controlled during the Delivery Stage. The PMP details project activities from the Planning Phase to Project Completion and ensures that the project objectives and requirements provide sufficient detail to allow for the preparation of complete project instruction to the project team. 2.12.4

and an overall milestone list reflecting activities to the end of the project is required. However, any known schedule constraints (for example fixed end date, lease expiry) should always be reflected. Section 5.0 Cost management: The level of detail for this section is subject to the adequacy of information to generate a cost plan for the proposed project. Note that the intent is to provide an initial budget for the project with expected cash flows for delivery of the project. As a minimum, copy the spending breakdown provided in the approved statement of requirement document and provide an estimate/timeline of how the funds for those cost items/activities will be disbursed. Section 6.0 Financial management: Must outline approved seed funding (received with the approved SoR) and anticipated costs to complete to PA/EA submission. Section 10.0 Quality management: Description of how the records management system is to be established and maintained (section 10.1), description of the project review methods (section 10.2) and description of the project monitoring and reporting methodology (section 10.3). Section 12.0 Human resources management: Who will be the project team for this stage and their roles and responsibilities. In the preliminary stages of the plan a simple outline of the project team and roles can suffice. The roles and responsibilities should however be developed in detail as the project approaches PA/EA. Once the identification stage is completed and the project is approved at PA/EA, the PPP will be used to transition the project for the next stage by the project delivery team. Delivery stage project management plan The project management plan (PMP) is prepared by the project manager, respecting overall objectives defined in the PPP and project approvals obtained by the project leader. The project leader is to validate and sign the PMP. The purpose of the PMP is to define the project objective and scope for the approved solution, as well as how it is executed, monitored, and controlled during the delivery stage. The PMP details project activities from the planning phase to project completion and ensures that the project objectives and requirements provide sufficient detail to allow for the preparation of complete project instruction to the project team.

W <http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html>

The summary is intended to provide the reader with a quick overview and good understanding of the essential aspects of the project. It 64 English Notes would be a useful source of information for an individual preparing a ministerial briefing note. 2. Project Background For PPP Provide background information to describe the context for the project, the identified need and the reasons for initiating the project. This section should closely resemble the "Background" section of the SoR. Indicate in this section if other projects are related to this one. Is this project planned to be a multi-year and/or a multi-phase project? For PMP Reiterate the problem/opportunity driving the project and summarize the results of the project Identification Stage (e.g. results of feasibility studies and recommendations of the IAR). Summarize the solution chosen that will be used in the project to deliver the option selected from the IAR. 3. Scope Management (a) Problem/Opportunity Definition (for PPP only): Describe the major objectives of the solution required to meet the defined problem/opportunity. The content for this section should closely resemble the "problem/opportunity" section of the SoR. The project objectives should also relate to the criteria the client would use to evaluate the project. Topics might include: Space Based: (samples of issues) ? Geographic Boundaries ? Access to public transit, parking ? Suitability of space ? Source of funds ? Timing - Lease expiry ? Security ? Space Reduction ? Special purpose space ? New client program with additional FTEs requiring space ? Swing Space ? Strategies - Policies - Regulations - Standards violations ? Potential for non-compliance with space standards etc. Asset Based: (samples of issues) ? Source of Funds ? Health & Safety ? Emergency power ? Environment and Sustainable Development ? Heritage considerations ? Structural: capacity ? Operating & Maintenance Cost Reduction ? Procurement ? Timing ? Security ? Strategies - Policies - Regulations - Standards violations (e.g. accessibility) ? Etc.

The summary is intended to provide the reader with a quick overview and good understanding of the essential aspects of the project. It would be a useful source of information for an individual preparing a ministerial briefing note. 2.0 Project background (For preliminary project plan) Provide background information to describe the context for the project, the identified need and the reasons for initiating the project. This section should closely resemble the "Background" section of the SoR. Indicate in this section if other projects are related to this one. Is this project planned to be a multi-year and/or a multi-phase project? (For project management plan) Reiterate the problem/opportunity driving the project and summarize the results of the project identification stage (for example results of feasibility studies and recommendations of the IAR). Summarize the solution chosen that will be used in the project to deliver the option selected from the IAR. 3.0 Scope management 3.1 Problem/opportunity definition (For preliminary project plan only) Describe the major objectives of the solution required to meet the defined problem/opportunity. The content for this section should closely resemble the "Problem/opportunity" section of the SoR. The project objectives should also relate to the criteria the client would use to evaluate the project. Topics might include: Space project: (samples of issues) • Geographic boundaries • Access to public transit, parking • Suitability of space • Source of funds • Timing—Lease expiry • Security • Space reduction • Special purpose space • New client program with additional FTEs requiring space • Swing space • Strategies—policies—regulations—standards violations • Potential for non-compliance with space standards • Environmental compliance and sustainable development • Etc. Asset project: (samples of issues) • Source of funds • Health and Safety • Emergency power • Environment compliance and sustainable development • Heritage considerations • Structural: capacity • Operating and maintenance cost reduction • Procurement • Timing • Security • Strategies—policies—regulations—standards violations (for example accessibility) • Etc. 3.2

W <http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html>

63/133	SUBMITTED TEXT	299 WORDS	98% MATCHING TEXT	299 WORDS
<p>Scope Definition: Describe in detail the scope of the project needed to meet the stated objectives – it is important to keep in mind the requirements for both the product scope (the features and functions of a product or service) and project scope (the work required to deliver the product). For PMP only Define the objectives of the chosen solution and the intended results. The project objectives should also define the criteria that can be used by the stakeholders to judge the success of the project. (c) Constraints: Describe the project boundaries and constraints - what is included in the scope and what is not included, what are the important elements to consider during the delivery of this project -Topics might include: ? Program Facility must remain operational during the construction period. ? "Swing space" required. ? Components must match existing. ? Dangerous goods or chemical present ? Site can only be accessed via winter roads ? Construction materials must be barged to a remote northern site ? Technology used must be easily maintained without the use of specialized tools or equipment ? Allowable effects on neighbors - noise, vibration, etc. ? End of lease (need to vacate the space) ? Client operational requirements - Busy time at the end of calendar year and tax period (Taxation department) ? Seasonal weather: work performed on the roof, on the ground, on the building envelope, etc. ? Shutdown timing (generator; backup system; etc.) ? Availability of knowledgeable staff (vacations; leaves; training; normal working hours, etc.) ? Access of site (security; travel; road conditions; during silent hours; etc.) ? Life systems during building occupation vs. silent hours (alarm system; elevator access; ventilation; telephone and communication lines; water supply; etc.) ? Availability of technical personnel for tests and inspections (City</p> <p>W http://www.tpsgc-pwggc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>				
<p>Scope definition Describe in detail the scope of the project needed to meet the stated objectives—it is important to keep in mind the requirements for both the product scope (the features and functions of a product or service) and project scope (the work required to deliver the product). (For project management plan only) Define the objectives of the chosen solution and the intended results. The project objectives should also define the criteria that can be used by the stakeholders to judge the success of the project. 3.2.1 Constraints Describe the project boundaries and constraints—what is included in the scope and what is not included, what are the important elements to consider during the delivery of this project. Topics might include: • Program facility must remain operational during the construction period • "Swing space" required • Components must match existing • Dangerous goods or chemical present • Site can only be accessed via winter roads • Construction materials must be barged to a remote northern site • Technology used must be easily maintained without the use of specialized tools or equipment • Allowable effects on neighbours—noise, vibration, etc. • End of lease (need to vacate the space) • Client operational requirements—busy time at the end of calendar year and tax period (Taxation department) • Seasonal weather: work performed on the roof, on the ground, on the building envelope, etc. • Shutdown timing (generator, backup system, etc.) • Availability of knowledgeable staff (vacations, leaves, training, normal working hours, etc.) • Access of site (security, travel, road conditions, during silent hours, etc.) • Life systems during building occupation vs. silent hours (alarm system, elevator access, ventilation, telephone and communication lines, water supply, etc.) • Availability of technical personnel for tests and inspections (City,</p>				
64/133	SUBMITTED TEXT	54 WORDS	88% MATCHING TEXT	54 WORDS
<p>HRSDC; etc.) ? Language communication (d) Work Breakdown Structure (WBS), Activity Development: The Work Breakdown Structure (WBS) will not be detailed at the beginning of the project but will become more detailed as the project progresses from the identification to the delivery stages and through the various phases within each stage.</p> <p>W http://www.tpsgc-pwggc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>				
<p>HRSDC), etc.) • Language communication (all in English or all in French?) 3.3 Work breakdown structure, activity development The work breakdown structure (WBS) will not be detailed at the beginning of the project but will become more detailed as the project progresses from the identification to the delivery stages and through the various phases within each stage.</p>				

65/133	SUBMITTED TEXT	68 WORDS	93% MATCHING TEXT	68 WORDS
Describe the approach to subdividing the scope elements down into manageable work packages that organize and define the total project scope. Use the scope documents, approval documents and project team meetings to identify the packages. This process will develop the activity list for the project. 4. Time Management (a) Summary: Describe how the Project Team will use proper industry standards and practices in development and maintenance of		Describe the approach to subdividing the scope elements down into manageable work packages that organize and define the total project scope. Use the scope documents, approval documents and project team meetings to identify the packages. This process will develop the activity list for the project. See scope management knowledge area. 4.0 Time management 4.1 Summary Describe how the project team will use proper industry standards and practices in the development and maintenance of		
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				
66/133	SUBMITTED TEXT	91 WORDS	78% MATCHING TEXT	91 WORDS
Schedule and Development: Describe how the Project Team will work together to develop all schedules (e.g. Gantt chart) with sufficient detail or summary activities and logic to reasonably portray the project. Describe how all 66 English Notes schedules will maintain the same Work Breakdown Structure (WBS) as well as Milestones and Milestones Dates. The current project schedule should be either annexed to the PPP or PMP, or if it is filed electronically, the location should be indicated in this section.		schedule and documents. 4.2 Schedule development Describe how the project team will work together to develop the project master schedule (for example Gantt chart) with sufficient detail or summary activities and logic to reasonably portray the project. Describe how all schedules (project schedule, construction prime consultant schedules) will maintain the same work breakdown structure (WBS) as well as milestones and milestones dates. The current project master schedule should be either annexed to the PPP or PMP (Annex B—Project master schedule), or if it is filed electronically, the location should be indicated in this section (
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				
67/133	SUBMITTED TEXT	124 WORDS	85% MATCHING TEXT	124 WORDS
These milestones will be used in Project Performances and General Reporting. 5. Cost Management (a) Project Cost Plan and Cash Flow For PPP: This section is limited to the amount of spending authority from the approved Statement of Requirements. Therefore, as a minimum, provide a breakdown of the approved spending authority and indicate the timeline of how the funds for each cost item / activity will be disbursed. For PMP: Provide the Cost Plan for the project with itemized breakdown into appropriate major components such as: ? Construction Works ? Fit-up Works ? Consultant Fees ? PWGSC Fees and Disbursements ? Risk Allowances – as identified in the Risk Management Plan ? Other Ancillary Costs ? Client costs ? Taxes –		These milestones will be used in project performances and general reporting within Real Property Services. See time management knowledge area. 5.0 Cost management 5.1 Project cost plan and cash flow (For preliminary project plan) This section is limited to the amount of spending authority from the approved statement of requirements. Therefore, as a minimum, provide a breakdown of the approved spending authority and indicate the timeline of how the funds for each cost item / activity will be disbursed, as per section 4. (For project management plan) Provide the cost plan for the project with itemized breakdown into appropriate major components such as: • Construction works • Fit-up works • Consultant fees • Public Services and Procurement Canada (PSPC) fees and disbursements • Risk allowances – as identified in the risk management plan • Other ancillary costs • Client costs • Taxes –		
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				
68/133	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
Client costs must be included in order to reflect the total cost of the project to the federal government. (Client costs must be included in order to reflect the total cost of the project to the federal government.		
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				

69/133	SUBMITTED TEXT	116 WORDS	95% MATCHING TEXT	116 WORDS
	<p>Project Cost Estimates For PPP: The project information at this stage may not be sufficient to generate a detailed project cost estimate. However, adopting relevant historical data where appropriate to develop an Order of Magnitude Project Cost Estimate should be considered. Referral to the Cost Planners/Estimators (in-house) is recommended. For PMP only: Initiate the preparation of a cost estimate for the project through either an external qualified professional Cost Consultant or Cost Planners/Estimators (in-house). Refer to the Cost Management Knowledge Area for the classification of Cost Estimates. Ensure that the cost estimates accurately represent the defined scope/design of the project. Provide the references of the project cost estimate that has been prepared.</p>		<p>Project cost estimates (For preliminary project plan) The project information at this stage may not be sufficient to generate a detailed project cost estimate. However, adopting relevant historical data where appropriate to develop an order of magnitude project cost estimate should be considered. Referral to the cost planners/estimators (in-house) is recommended. (For project management plan only) Initiate the preparation of a cost estimate for the project through either an external qualified professional cost consultant or cost planners/estimators (in-house). Refer to the cost management knowledge area for the classification of cost estimates. Ensure that the cost estimates accurately represent the defined scope/design of the project. Provide the references of the project cost estimate that has been prepared</p>	
	<p>W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>			
70/133	SUBMITTED TEXT	83 WORDS	83% MATCHING TEXT	83 WORDS
	<p>Update the Project Cost Estimates throughout the life of the project as the design develops, to ensure accuracy of the estimates. 6. Financial Management (a) Funding Strategies: Describe the funding approvals required and the planned steps to obtain funds and approvals. (i.e. local, regional, or other). Indicate if the project is single funded or multi-funded. The information in this section should reflect what has been outlined in the last section of the SoR. (b) Approved Funding: Provide a summary of approved funding</p>		<p>Update the project cost estimates throughout the life of the project as the design develops, to ensure accuracy of the estimates. See cost management knowledge area. 6.0 Financial management 6.1 Funding strategies Describe the funding approvals required and the planned steps to obtain funds and approvals. (that is local, regional, head quarter, TB or other). Indicate if the project is single funded (PSPC or OGD) or multi-funded (PSPC, OGD, etc.). The information in this section should reflect what has been outlined in the last section of the SoR. 6.2 Approved funding Provide in Annex F a summary of approved funding.</p>	
	<p>W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>			
71/133	SUBMITTED TEXT	49 WORDS	88% MATCHING TEXT	49 WORDS
	<p>should be noted in all sections of the plan. The project team must periodically authenticate and/or modify assumptions as the project evolves. In general, as the project evolves, risks should be more accurately defined as well as their potential impact should be better understood and eased. Also,</p>		<p>should also be noted in the appropriate sections of the plan. The project team must periodically validate and/or modify assumptions as the project evolves. In general, as the project evolves, risks should be more accurately defined as well as their potential impact should be better understood and mitigated. Also,</p>	
	<p>W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>			

72/133	SUBMITTED TEXT	130 WORDS	88% MATCHING TEXT	130 WORDS
<p>Indicate whether the approved funding is from an internal PPA or EPA or from a client department. Is the funding part of existing corporate plans? If so, provide the reference. 7. Change Management (a) Scope Management: Describe the tools, techniques and approach to be taken to control changes in scope, to determine who will have authority for such change, to identify who will pay for additional fees/costs, and to monitor the impact on other aspects such as the budget, schedule, and risks associated with the approved changes. Note that in the Preliminary Project Plan this section may not be highly developed. (b) Time Management: Following the Scope Management Process any approved changes to Scope must be included in the Project Schedules and Narratives and approved by the Project Team. (</p>		<p>Indicate whether the approved funding is from an internal PA or EA or from a client department. Is the funding part of existing corporate plans? If so, provide the reference (for example, provide the TB minute number). See financial management knowledge area. 7.0 Change management 7.1 Technical side of change 7.1.1 Scope management Describe the tools, techniques and approach to be taken to control changes in scope, to determine who will have authority for such change, to identify who will pay for additional fees/costs, and to monitor the impact on other aspects such as the budget, schedule, and risks associated with the approved changes. Note that in the preliminary project plan, this section may not be highly developed. 7.1.2 Time management Following the scope management process any approved changes to scope must be included in the project schedules and narratives and approved by the project team. 7.1.3</p>		
W		http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html		
73/133	SUBMITTED TEXT	40 WORDS	100% MATCHING TEXT	40 WORDS
<p>Cost management: The Project Team must ensure that any approved scope changes following the Scope Management Process must be documented accordingly and any impact on the cost has to be evaluated and reflected in the project Cost Plan. 8.</p>		<p>Cost management The project team must ensure that any approved scope changes following the scope management process must be documented accordingly and any impact on the cost has to be evaluated and reflected in the project cost plan. 7.2</p>		
W		http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html		
74/133	SUBMITTED TEXT	103 WORDS	90% MATCHING TEXT	103 WORDS
<p>Risk Management: Include a summary of the major risks identified and their potential impacts relative to cost, schedule, quality and political objectives of the project. Describe the planned responses to alleviate, curtail or avoid impacts on costs, schedules and quality. The complete risk analysis and Risk Management Plan are to be included as an annex or a reference document. The potential impact costs associated with the risk analysis should also be included in the cost estimates. Review the Risk Management Plan periodically and amend the Risk Management Plan to include new risks as they appear throughout the life of the project. 9.</p>		<p>risk management knowledge area. Include a summary of the major risks identified and their potential impacts relative to cost, schedule, quality and political objectives of the project. Describe the planned responses to mitigate, minimize or avoid impacts on costs, schedules and quality. The complete risk analysis and risk management plan are to be included as an annex (Annex G —Risk management plan) or a reference document. The potential impact costs associated with the risk analysis should also be included in the cost estimates shown in the cost management section. Review the risk management plan periodically and amend the risk management plan to include new risks as they appear throughout the life of the project.</p>		
W		http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html		
75/133	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>Procurement Management: This section covers the plans to procure the goods and services needed for the successful identification and delivery of the project. (</p>		<p>Procurement management This section covers the plans to procure the goods and services needed for the successful identification and delivery of the project.</p>		
W		http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html		

76/133	SUBMITTED TEXT	46 WORDS	100% MATCHING TEXT	46 WORDS
Consultant Acquisition: Describe the processes to be used for acquiring consultants for the Project Identification and Delivery Stages. For example, what consultants will be required to supplement the project team in the definition/analysis process or producing feasibility studies? Will they be 68		Consultant acquisition Describe the processes to be used for acquiring consultants for the project identification and delivery stages. For example, what consultants will be required to supplement the project team in the definition/analysis process or producing feasibility studies? Will they be		
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				
77/133	SUBMITTED TEXT	152 WORDS	88% MATCHING TEXT	152 WORDS
engaged through a one- or two-stage request for proposal (RFP) process, a standing offer, a sole source (when justified) contract, an expression of interest, the landlord, the prime consultant contract (for specialist consultants) or other means? On occasion, the client may have its own existing contract with a specialist - will this contract be extended or amended? (b) Product Acquisition: Describe the planned processes for realization of the project. Will the construction be delivered through design-bid-build, construction management, design-build, lease- purchase, lease fit-up or some combination of these? The reason for the choice should be explained. Reasons might include the urgency of the project that emphasizes the type of project delivery such as: Fast Track, emergency conditions, weather permitted schedule, etc. (c) Goods Acquisition: Describe the planned processes for acquiring purchased goods, such as furniture, IT equipment, scientific equipment, vehicles, long delivery items such as switchgear, security systems, etc. 10.		engaged through a one or two-stage request for proposal (RFP) process, a standing offer, a sole source (when justified) contract, an expression of interest, the landlord, the prime consultant contract (for specialist consultants) or other means? On occasion, the client may have its own existing contract with a specialist—will this contract be extended or amended? 9.2 Contractor acquisition Describe the processes to be used for acquiring contractor(s). Describe the planned processes for realization of the project. Does the construction have multiple phases? Will the construction be delivered through design-bid-build, construction management, design-build, lease-purchase, lease fit-up or some combination of these? The reason for the choice should be explained. Reasons might include the urgency of the project that emphasizes the type of project delivery such as: Fast Track, emergency conditions, weather permitted schedule, etc. Reference the generic roadmap to be followed here. 9.3 Goods and services acquisition Describe the planned processes for acquiring purchased goods, such as furniture, information technology (IT) equipment, scientific equipment, vehicles, long delivery items such as switchgear, security systems, etc.		
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				
78/133	SUBMITTED TEXT	40 WORDS	93% MATCHING TEXT	40 WORDS
the various sections of the project plan such as scope, schedule and cost, include the source of information for later reference in case verification of information is required (i.e. project leader, project manager, client, consultant, quantity surveyor, etc.) 2.12.2		the various sections of the project plan such as scope, schedule and cost, should include the source of information for later reference in case verification of information is required (that is project leader, project manager, client, consultant, quantity surveyor, etc.).		
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				
79/133	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
Project Document File Management: The need to maintain hard-copy records falls under the purview of the National Archives Act. A records management system is required for every project. (Project document file management The need to maintain hard-copy records falls under the purview of the National Archives Act. A records management system is required for every project,		
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				

80/133	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
Project Reviews: In this section, you must indicate which Project Review will be done for the project.		Project reviews In this section, you must indicate which project review will be done for the project.		
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				
81/133	SUBMITTED TEXT	36 WORDS	75% MATCHING TEXT	36 WORDS
Design Reviews: Describe how plans and specifications will be reviewed, at what stages (ex. 33%, 66%, 99%), and members of the design review team. (d) Project Monitoring and Reporting: It includes the Key Performance Indicator;		Design reviews Describe how plans and specifications will be reviewed, at what stages (for example 33%, 66%, 99%), and members of the design review team. 10.4 Project monitoring and reporting 10.4.1 Key performance indicator Indicate when the key performance indicator (
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				
82/133	SUBMITTED TEXT	44 WORDS	92% MATCHING TEXT	44 WORDS
describe how the Project Team will baseline the approved schedule and monitor and control the project progress & how the Project Team will provide Project Status, Variance Reporting and Cash flow Projection reporting and determine the frequency of reporting; Cost Monitoring and Control		Describe how the project team will baseline the approved project master schedule and milestones, and will monitor and control the project progress. Describe how the project team will provide project status, variance reporting and cash flow projection reporting and determine the frequency of reporting. 10.4.3 Cost monitoring and control		
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				
83/133	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
describe the methodology and/or tools for cost control and management of changes. (Describe the methodology and/or tools for cost control and management of changes.		
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				
84/133	SUBMITTED TEXT	124 WORDS	100% MATCHING TEXT	124 WORDS
Commissioning: Describe the approach to commissioning to be used. For example, who will devise the commissioning strategies and tests? Who will execute them? Who will verify and accept them? Will commissioning be done by in-house resources or by outside commissioning agents, consultants or contractors? Will the client be part of the commissioning team (clients sometimes have specialized knowledge in certain areas, such as bio-safety)? Describe the extent of the commissioning activities, taking into account whether the project will be Crown owned or leased to an OGD and the complexity of the project building systems. Please note that it may be difficult to complete this section during the preliminary phases of the project, it should however be fully developed as the project moves forward. (Commissioning Describe the approach to commissioning to be used. For example, who will devise the commissioning strategies and tests? Who will execute them? Who will verify and accept them? Will commissioning be done by in-house resources or by outside commissioning agents, consultants or contractors? Will the client be part of the commissioning team (clients sometimes have specialized knowledge in certain areas, such as bio-safety)? Describe the extent of the commissioning activities, taking into account whether the project will be Crown owned or leased to an OGD and the complexity of the project building systems. Please note that it may be difficult to complete this section during the preliminary phases of the project, it should however be fully developed as the project moves forward.		
W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html				

85/133	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
	<p>Authorities Having Jurisdiction: List the authorities that will need to be consulted and from whom approvals or permits will be required. (</p> <p>W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>		<p>Authorities having jurisdiction List the authorities that will need to be consulted and from whom approvals or permits will be required.</p>	
86/133	SUBMITTED TEXT	132 WORDS	98% MATCHING TEXT	132 WORDS
	<p>Project Evaluation: Describe the criteria, methods and techniques to be used to evaluate whether and how well the completed project meets the stated objectives. Will a lessons-learned evaluation session be conducted? If so, provide a list of planned participants. Determine what strategy will be used for documenting and communicating lessons learned as the project evolves (this should not be left until the end of the project). 11. Safety Management: Describe the actions proposed to meet the due diligence aspects of construction safety. If the construction takes place in areas occupied by federal employees or where the public might have access, how will their safety be ensured? What interaction will be required with provincial jurisdictions? Confirm who is the constructor? Who has the constructor's responsibilities? Is this a leased</p> <p>W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>		<p>Project evaluation Describe the criteria, methods and techniques to be used to evaluate whether and how well the completed project meets the stated objectives. Will a lessons-learned evaluation session be conducted? If so, provide a list of planned participants. Determine what strategy will be used for documenting and communicating lessons learned as the project evolves (this should not be left until the end of the project). See quality management knowledge area. 11.0 Safety management Describe the actions proposed to meet the due diligence aspects of construction safety. If the construction takes place in areas occupied by federal employees or where the public might have access, how will their safety be ensured? What interaction will be required with provincial jurisdictions? Confirm who is the constructor? Who has the constructor's responsibilities? Is this a leased</p>	

facility or crown-owned building? Do we have an H&S officer assigned to this project? What is this person's role and responsibilities? 12. Human Resources Management (a) Project Team Structure: Provide a project organizational chart that shows the individuals required for all aspects of the project (appropriate for the scope and nature of the project). Ensure the type of services are listed as defined in the Work Breakdown Structure (WBS) in section 3.3, including but not limited to the following: ? Project management ? Contracting and procurement ? Real estate services ? Consulting services (Architectural, Interior Design, Mechanical, Electrical, and Structural) ? Specialist consulting (Audio-Visual system, courtroom design; vibration analysis consultant, cabling consulting (voice, data, image), etc.) ? Geotechnical consulting ? Cost-estimating services ? Scheduling services ? Functional and Technical programming ? Interior Environment Consulting (acoustics, thermal comfort, lighting, art gallery, archives, etc.) ? Laboratory/Bio-safety Specialist ? Commissioning agent services ? Testing services ? Communication and information technology (IT) services ? Public relations services ? Environmental services ? Hazardous waste management services ? Wind and snow studies ? Metallurgical services ? Security systems ? Health and Safety Consultant ? Horticulturist (interior and exterior planting) ? Review committees List the resources required from internal or external sources, such as real estate, IT, and environmental services. Who are the third parties? If need be with multi-source funded projects, different colored backgrounds in the staff boxes could be used to distinguish who pay for who (Consultants, specialists, contractors, suppliers, etc.) Include a team master list in the annexes to identify the name, department, position, phone #, email address, fax #, cellular #, etc. This can be very useful for a new member when they join the team. (b) Roles and Responsibilities:

facility or crown-owned building? Do we have a Health and Safety officer assigned to this project? What is this person's role and responsibilities? See safety management knowledge area. 12.0 Human resources management 12.1 Project team structure Provide a project organizational chart that shows the individuals required for all aspects of the project (appropriate for the scope and nature of the project). Ensure the type of services are listed as defined in the work breakdown structure (WBS) in section 3.3, including but not limited to the following: • Project management services • Project leader services • Accommodation management • Contracting and procurement • Real estate services • Consulting services (architectural, interior design, mechanical, electrical, and structural) • Specialist consulting (audio-visual system, courtroom design, vibration analysis consultant, cabling consulting (voice, data, image), etc.) • Geotechnical consulting • Cost-estimating services • Scheduling services • Functional and technical programming • Interior environment consulting (acoustics, thermal comfort, lighting, art gallery, archives, etc.) • Laboratory/bio-safety specialist • Commissioning agent services • Testing services • Communication and information technology (IT) services • Public relations services • Environmental services • Hazardous waste management services • Wind and snow studies • Metallurgical services • Security systems • Health and safety consultant • Horticulturist (interior and exterior planting) • Review committees (Project Review Advisory Committee, Centre of Expertise, HRSDC, City, etc.) List the resources required from internal or external sources, such as real estate, IT, and environmental services. Who are the third parties? If need be with multi-source funded projects, different colored backgrounds in the staff boxes could be used to distinguish who pay for who (consultants, specialists, contractors, suppliers, etc.) Include a team master list in the annexes to identify the name, department, position, phone #, email address, fax #, cellular #, etc. This can be very useful for a new member when they join the team. 12.2 Roles and responsibilities Explain the roles and responsibilities

W <http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html>

88/133	SUBMITTED TEXT	231 WORDS	93% MATCHING TEXT	231 WORDS
	<p>Explain the roles and responsibilities of all members of the project team, refer to the Project Charter for client responsibilities. The organization structure should clearly show the authority and approval levels in the team structure for the project. This section should be used to further explain roles not covered in the Project Charter. 70 English Notes 13.</p> <p>Communications Management (a) Internal Communications Plan: "Internal communications" refers to communications between parties to the project. The internal communications plan should describe the type and manner of communications between members of the project team, including consultants, clients and contractors. Describe the lines and methods of communication, the types and frequency of reports, the requirements for ministerial briefing notes, and other forms of communication to be provided and to whom. What common software suite will be used as the standard written communication package between all team members? (This is more of an issue when dealing with OGD clients.) The author is free to break this section down into subheadings to deal with each team component separately, i.e. ? consultant team ? clients ? contractors ? landlord ? AFD service providers ? etc. This section could be augmented with a graphic "Project Communication Diagram" with solid lines and dotted lines to show the type of communication that is expected. No line means no communication. (b) External Communications</p> <p>Explain the roles and responsibilities of all members of the project team, refer to the project charter for client responsibilities. The organization structure should clearly show the authority and approval levels in the team structure for the project. This section should be used to further explain roles not covered in the project charter. human resources knowledge area. 13.0 Communications management 13.1 Internal communications plan "Internal communications" refers to communications between parties to the project. The internal communications plan should describe the type and manner of communications between members of the project team, including consultants, clients and contractors. Describe the lines and methods of communication, the types and frequency of reports, the requirements for ministerial briefing notes, and other forms of communication to be provided and to whom. What common software suite will be used as the standard written communication package between all team members? (This is more of an issue when dealing with OGD clients.) The author is free to break this section down into subheadings to deal with each team component separately, that is: • in-house PSPC communication • consultant team • clients • contractors • landlord • service providers • etc. This section could be augmented with a graphic "Project Communication Diagram" with solid lines and dotted lines to show the type of communication that is expected. No line means no communication. 13.2 External communications plan "External communications"</p> <p>W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>			
89/133	SUBMITTED TEXT	55 WORDS	100% MATCHING TEXT	55 WORDS
	<p>Plan: "External communications" refers to communications with those outside the immediate project team. Planning for this type of communications can be politically sensitive and will require input from the communications officer. Provide details on how information will be handled for the media, members of the public, government public relations, members of Parliament,</p> <p>plan "External communications" refers to communications with those outside the immediate project team. Planning for this type of communications can be politically sensitive and will require input from the communications officer. Provide details on how information will be handled for the media, members of the public, government public relations, members of Parliament,</p> <p>W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>			
90/133	SUBMITTED TEXT	17 WORDS	84% MATCHING TEXT	17 WORDS
	<p>General Notes and Information 1.0 Executive Summary 2.0 Project Background 3.0 Management Scope 3.1 Problem/Opportunity Definition (</p> <p>General notes and information • 1.0 Executive summary • 2.0 Project background • 3.0 Scope management • 3.1 Problem/opportunity definition • 3.2</p> <p>W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>			

91/133	SUBMITTED TEXT	167 WORDS	76% MATCHING TEXT	167 WORDS
<p>Scope Definition 3.2.1 Constraints 3.3 Work Breakdown Structure (WBS), Activity Development 4.0 Time Management 4.1 Summary 4.2 Schedule and Development 4.3 Major Milestones 5.0 Cost Management 5.1 Project Cost Plan and Cash Flow 5.2 Project Cost Estimates 6.0 Financial Management 6.1 Funding Strategies Introduction to Communications & Business Communication 7.1 Notes 6.2 Approved Funding 7.0 Change Management 7.1 Scope Management 7.2 Time Management 7.3 Cost management 8.0 Risk Management 9.0 Procurement Management 9.1 Consultant Acquisition 9.2 Product Acquisition 9.3 Goods Acquisition 10.0 Quality Management 10.1 Project Document File Management 10.2 Project Reviews 10.3 Design Reviews 10.4 Project Monitoring and Reporting 10.4.1 Key Performance Indicator 10.4.2 Schedule Monitoring and Control 10.4.3 Cost Monitoring and Control 10.5 Commissioning 10.6 Authorities Having Jurisdiction 10.7 Project Evaluation 11.0 Safety Management 12.0 Human Resources Management 12.1 Project Team Structure 12.2 Roles and Responsibilities 13.0 Communications Management 13.1 Internal Communications Plan 13.2 External Communications Plan 14.0 Environmental Management 15.0 Claims Management 16.0 Signatures Annexes 2.13</p>		<p>Scope definition • 3.2.1 Constraints • 3.3 Work breakdown structure, activity development • 4.0 Time management • 4.1 Summary • 4.2 Schedule development • 4.3 Major milestones • 5.0 Cost management • 5.1 Project cost plan and cash flow • 5.2 Project cost estimates • 6.0 Financial management • 6.1 Funding strategies • 6.2 Approved funding • 7.0 Change management • 7.1 Technical side of change • 7.1.1 Scope management • 7.1.2 Time management • 7.1.3 Cost management • 7.2 People side of change • 8.0 Risk management • 9.0 Procurement management • 9.1 Consultant acquisition • 9.2 Contractor acquisition • 9.3 Goods and services acquisition • 10.0 Quality management • 10.1 Project document file management • 10.2 Project reviews • 10.3 Design reviews • 10.4 Project monitoring and reporting • 10.4.1 Key performance indicator • 10.4.2 Schedule monitoring and control • 10.4.3 Cost monitoring and control • 10.5 Commissioning • 10.6 Authorities having jurisdiction • 10.7 Project evaluation • 11.0 Safety management • 12.0 Human resources management • 12.1 Project team structure • 12.2 Roles and responsibilities • 13.0 Communications management • 13.1 Internal communications plan • 13.2 External communications plan • 14.0 Environmental management • 15.0 Claims management • 16.0 Signatures • Annexes •</p>		
<p>W http://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/plan/guide-eng.html</p>				

92/133	SUBMITTED TEXT	35 WORDS	80% MATCHING TEXT	35 WORDS
<p>Your Name Your Address Your City, State, Zip Code Your Phone Number Your Email Date Name Title Organization Address City, State, Zip Code Dear Mr./Ms. Last Name:</p>		<p>Your Name Your Address Your City, State, Zip Code Your Phone Number Your Email Address (space) Date (space) Contact Information Name Title Company Address City, State, Zip Code (space) Salutation (space) Dear Mr./Ms. Last Name: (</p>		
<p>W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf</p>				

93/133	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>am very interested in working for you and look forward to hearing from you</p>		<p>am very interested in working for you and look forward to hearing from you</p>		
<p>W https://odl.ptu.ac.in/SLM/bba/1ST/BBA%20104.pdf</p>				

What is a Business Message & Its Importance? A business message has precise content related to the business. It can be a message for internal purposes such as the employees or board of directors; or external – for clients, creditors and service providers. Whoever the recipient of the business message is, it is necessary to comply with a degree of formality in conveying the message to achieve the goal of disseminating the message to the recipients.

2.14.1 Types of Business Messages

There are different types of business messages, and it all depends on what is the purpose of giving out that business message to other person on the other end.

1. **Verbal Business Messages:** Verbal messages are the primary mode of passing a message. There is no need of much structure and strict compliance compared to written messages. Verbal Messages are frequently passed on in-order to carry out routine business activities.
2. **Written Business Message:** Written messages are used whenever the information being passed on needs to be compiled and filed. This is where some of the employees may commit mistakes while drafting a written business message. In case any mistakes occur in the written business message, it can become permanent and get filed. It is important to be extremely careful when writing a business message. Written business message is not just an ordinary message but a message that will either make or break the business. Due diligence should be considered so that there are no mistakes and loss of money arising out of incorrectly written business message.
3. **Routine Business Message:** This is to relay routine information to a particular audience; it is used to convey details about an upcoming event.
4. **Positive Business Message:** This type of message specifically applies to employees and to clients as well. For employees, this is done by commending an employee for a job well done or to the sales team for having reached the month's quota. For clients, this is to send out a message showing an appreciation for doing business with the company. This can also serve when advertising for a job hiring.
5. **Negative Business Message:** This is designed specifically to impart a message both to employees, clients or any other person who has a part in the business. It is to convey a sense of dismay or frustration without making it rude but just a sense of professionalism being showcased with.
6. **Persuasive Business Message:** This is for influencing the person who receives the message to take into action what the message has partakes. This is where a sales letter should be written at through persuading the reader to take an immediate action to avail the product or service.

2.14.2 Importance of Business Messages

A business message plays a vital role in the daily operations of the business. Giving out a clear business message will aid the people within the business organization to function properly and reach the organization's goal. It should be taken into consideration that a business exist not by its own self or by the owner of such business but by engaging the help of others especially employees and communicating with other people that will affect the operations of business such as clients and creditors. There is a need that every message should conform to the standard set in, in order to convey professionalism and formality towards the person receiving the message and to receive prompt and accurate reply. Conveying a business message is not just a mere typing or writing a letter that contains business matters but it is a message that will impart to the whole world the type of business is being dealt with for the person who handles professionalism very well. This

What is a Business Message? Generally a business message has precise content related to the business. It can be a message for internal purposes such as the employees or board of directors; or external – for clients, creditors and service providers. Whoever the recipient of the business message is, it is necessary to comply with a degree of formality in conveying the message to achieve the goal of disseminating the message to the recipients.

Types of Business Messages

There are different types of business messages, and it all depends on what is the purpose of giving out that business message to other person on the other end.

Verbal Business Messages: Verbal messages are the primary mode of passing a message. There is no need of much structure and strict compliance compared to written messages. Verbal Messages are frequently passed on in-order to carry out routine business activities.

Written Business Message: Written messages are used whenever the information being passed on needs to be compiled and filed. This is where some of the employees may commit mistakes while drafting a written business message. In case any mistakes occur in the written business message, it can become permanent and get filed. It is important to be extremely careful when writing a business message. Written business message is not just an ordinary message but a message that will either make or break the business. Due diligence should be considered so that there are no mistakes and loss of money arising out of incorrectly written business message.

Routine Business Message: This is to relay routine information to a particular audience, it is used to convey details about an upcoming event.

Positive Business Message: This type of message specifically applies to employees and to clients as well. For employees, this is done by commending an employee for a job well done or to the sales team for having reached the month's quota. For clients, this is to send out a message showing an appreciation for doing business with the company. This can also serve when advertising for a job hiring.

Negative Business Message: This is designed specifically to impart a message both to employees, clients or any other person who has a part in the business. It is to convey a sense of dismay or frustration without making it rude but just a sense of professionalism being showcased with.

Persuasive Business Message: This is for influencing the person who receives the message to take into action what the message has partakes. This is where a sales letter should be written at through persuading the reader to take an immediate action to avail the product or service.

Importance of Business Messages

A business message plays a vital role in the daily operations of the business. Giving out a clear business message will aid the people within the business organization to function properly and reach the organization's goal. It should be taken into consideration that a business exist not by its own self or by the owner of such business but by engaging the help of others especially employees and communicating with other people that will affect the operations of business such as clients and creditors. There is a need that every message should conform to the standard set in, in order to convey professionalism and formality towards the person receiving the message and to receive prompt and accurate reply. Conveying a business message is not just a mere typing or writing a letter that contains business matters but it is a message that will impart to the whole world the type of business is being dealt with for the person who handles professionalism very well. This is one way

is one way of making an impression to the people that business is business and the degree of formality and professionalism is being achieved and the result is an effective business message.
2.14.3

W <http://www.exforsys.com/career-center/business-communication/business-messages.html>

of making an impression to the people that business is business and the degree of formality and professionalism is being achieved and the result is an effective business message.

95/133	SUBMITTED TEXT	242 WORDS	100%	MATCHING TEXT	242 WORDS
	<p>unlike personal letters, business letters are written in a more formal style. Certain polite expressions such as those given below are commonly used in business letters: 'I shall be obliged if you will send me ...' 'Please dispatch the — at your earliest convenience' There are also certain phrases of business jargon that should be avoided. Examples are: 'Dispatch the same at once'. Expressions of this kind are commonly used in business letters, but note that they are not good English. In many cases it is also possible to convey the meaning in simple, everyday English. Avoid abbreviations as far as possible. For instance, write advertisement, and not advt. Write examination, and not exam. Also avoid the tendency to omit the subjects. I and we. Write 'We have received' instead of 'Have received' Directions for shipping (by rail, air, post etc.) should be given. Also clearly state the manner in which the payment will be made. While ordering goods, give clear and exact descriptions of the articles in the letter. It is also a good idea to provide an itemized list of the articles wanted with the quality and quantity clearly specified. In replying to business letters always quote the number of reference if there is any and the date of the letter you are answering. For example, 'In reply to your letter no. 304/p, dated January 5th, 1010, I would like to say'.</p>			<p>Unlike personal letters, business letters are written in a more formal style. Certain polite expressions such as those given below are commonly used in business letters: 'I shall be obliged if you will send me ...' 'Please dispatch the — at your earliest convenience' There are also certain phrases of business jargon that should be avoided. Examples are: 'Dispatch the same at once'. Expressions of this kind are commonly used in business letters, but note that they are not good English. In many cases it is also possible to convey the meaning in simple, everyday English. Avoid abbreviations as far as possible. For instance, write advertisement, and not advt. Write examination, and not exam. Also avoid the tendency to omit the subjects I and we. Write 'We have received' instead of 'Have received' Directions for shipping (by rail, air, post etc.) should be given. Also clearly state the manner in which the payment will be made. While ordering goods, give clear and exact descriptions of the articles in the letter. It is also a good idea to provide an itemized list of the articles wanted with the quality and quantity clearly specified. In replying to business letters always quote the number of reference if there is any and the date of the letter you are answering. For example, 'In reply to your letter no. 304/p, dated January 5th, 1010, I would like to say' • 1</p>	
	W http://www.englishpractice.com/letter/business-letter-writing-tips/				

96/133	SUBMITTED TEXT	28 WORDS	65%	MATCHING TEXT	28 WORDS
	<p>Order Execution Letter) National Paints Co. Ltd. 20, Tongi, Gajipur 8 th September 2012 Purchase Manager Color world 15, New Market, Dhaka-1200 Sub:</p>				
	SA Pooja Chaturvedi.docx (D108837404)				

97/133	SUBMITTED TEXT	24 WORDS	68%	MATCHING TEXT	24 WORDS
	<p>co-operation at all times. With best regards Yours faithfully A.K Rahman Sales Manager National paints co Ltd.</p>				
	SA Pooja Chaturvedi.docx (D108837404)				

98/133	SUBMITTED TEXT	21 WORDS	100%	MATCHING TEXT	21 WORDS
	<p>Writing a proposal is similar to but not exactly the same as crafting a persuasive essay or producing a report. (</p>			<p>Writing a proposal is similar to but not exactly the same as crafting a persuasive essay or producing a report.</p>	
	W http://www.dailywritingtips.com/how-to-write-a-proposal/				

99/133	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
Facione, PA (2010) Critical thinking: what it is and why it counts.		Facione, PA, "Critical Thinking: What It is and Why It Counts" 2020		
W http://www.insightassessment.com/pdf_files/what&why2006.pdf				
100/133	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
The Impact of Perceptions of Leadership style, use of power and Conflict Management Style on Organizational Outcomes.		THE IMPACT OF PERCEPTIONS OF LEADERSHIP STYLE, USE OF POWER, AND CONFLICT MANAGEMENT STYLE ON ORGANIZATIONAL OUTCOMES		
W http://www.jamescmccroskey.com/publications/113.pdf				
101/133	SUBMITTED TEXT	19 WORDS	80% MATCHING TEXT	19 WORDS
Direct and indirect speech 3.3.1 Direct and indirect speech: an overview of the rules 3.4		Direct and indirect speech: an overview of the rules Direct and indirect speech: an overview of the rules		
W http://www.englishgrammar.org/direct-indirect-speech-overview-rules/				
102/133	SUBMITTED TEXT	86 WORDS	76% MATCHING TEXT	86 WORDS
the seaside. 3.3.1 Direct and indirect speech: an overview of the rules 1. When the reporting verb is in the past tense, all present tenses in the direct speech will change into the corresponding past tenses. For example, the simple present will become simple past. He said, 'I want to eat cake.' Introduction to Managerial Communication 107 Notes He said that he wanted to eat cake. 2. The present continuous will become the past continuous. Renu said, 'I am		the rules Direct and indirect speech: an overview of the rules May 2, 2014 - pdf When the reporting verb is in the past tense, all present tenses in the direct speech will change into the corresponding past tenses. For example, the simple present will become simple past. He said, 'I want to go.' He said that he wanted to go. The present continuous will become the past continuous. She said, 'I am		
W http://www.englishgrammar.org/direct-indirect-speech-overview-rules/				
103/133	SUBMITTED TEXT	31 WORDS	75% MATCHING TEXT	31 WORDS
If the reporting verb is in the present tense, the tenses in the direct speech do not change. Tom says, 'He is cooking dinner tonight.' Tom says that he is		If the reporting verb is in the present tense, the tenses in the direct speech do not change. He says, 'He is leaving.' He says that he is		
W http://www.englishgrammar.org/direct-indirect-speech-overview-rules/				
104/133	SUBMITTED TEXT	25 WORDS	87% MATCHING TEXT	25 WORDS
When we report questions, the indirect speech is introduced by verbs such as asked, inquired etc. Peter said to Kity, 'What are you doing		When we report questions, the indirect speech is introduced by verbs such as asked, inquired etc. He said to me, 'What are you doing		
W http://www.englishgrammar.org/direct-indirect-speech-overview-rules/				

105/133	SUBMITTED TEXT	19 WORDS	83% MATCHING TEXT	19 WORDS
To report a Yes/No question, we use if or whether. ? Rahul said to me, 'Are you interested		To report an Yes/No question, we use if or whether. He said to me, 'Are you interested?'		
W http://www.englishgrammar.org/direct-indirect-speech-overview-rules/				
106/133	SUBMITTED TEXT	69 WORDS	68% MATCHING TEXT	69 WORDS
would listen to such a man. 7. When we report commands and requests, the indirect speech is introduced by verbs expressing a command or request. Examples are: ordered, requested, commanded, shouted etc. The teacher said to the student, 'do classwork.' The teacher ordered the student to do classwork. Mother said to child, 'Please wait here till I return.' Mother requested child to wait there till she returned. 8.		would listen to such a man. When we report commands and requests, the indirect speech is introduced by verbs expressing a command or request. Examples are: ordered, requested, commanded, shouted etc. The master said to the servant, 'Go away.' The master ordered the servant to go away. He said to them, 'Please wait here till I return.' He requested them to wait there till he returned. •		
W http://www.englishgrammar.org/direct-indirect-speech-overview-rules/				
107/133	SUBMITTED TEXT	41 WORDS	77% MATCHING TEXT	41 WORDS
In an active sentence, the subject is doing the action. A straightforward example is the sentence "Radha loves Sham." Radha is the subject, and she is doing the action: she loves Sham, the object of the sentence. Another example is "		In an active sentence, the subject is doing the action. A straightforward example is the sentence "Steve loves Amy." Steve is the subject, and he is doing the action: he loves Amy, the object of the sentence. Another example is		
W http://www.quickanddirtytips.com/education/grammar/active-voice-versus-passive-voice				
108/133	SUBMITTED TEXT	82 WORDS	81% MATCHING TEXT	82 WORDS
is the subject, the one who is doing the action. "I" is hearing "it," the object of the sentence. 3.2.2 Passive Voice In passive voice, the target of the action gets promoted to the subject position. Instead of saying, "Radha loves Sham," I would say, "Sham is loved by Radha." The subject of the sentence becomes Sham, but he isn't doing anything. Rather, he is just the recipient of Radha's love. The focus of the sentence has changed from Radha to		is the subject, the one who is doing the action. "I" is hearing "it," the object of the sentence. What Is Passive Voice? In passive voice, the target of the action gets promoted to the subject position. Instead of saying, "Steve loves Amy," I would say, "Amy is loved by Steve." The subject of the sentence becomes Amy, but she isn't doing anything. Rather, she is just the recipient of Steve's love. The focus of the sentence has changed from Steve to		
W http://www.quickanddirtytips.com/education/grammar/active-voice-versus-passive-voice				
109/133	SUBMITTED TEXT	56 WORDS	100% MATCHING TEXT	56 WORDS
Words That Are True Linking Verbs Some words are always linking verbs. These are considered "true." They do not describe the action, but always connect the subject to additional information. The most common true linking verbs are forms of "to be," "to become" and "to seem." Forms of "to be" 1. Am 2. Is 3.				
SA Revised EPC_Resource Book.pdf (D106092916)				

110/133	SUBMITTED TEXT	136 WORDS	94% MATCHING TEXT	136 WORDS
<p>Forms of "to become" 1. Become 2. Becomes 3. Became 4. Has become 5. Have become 6. Had become 7. Will become 8. Will have become Forms of "to seem" 1. Seemed 2. Seeming 3. Seems 4. Has seemed 5. Have seemed 6. Had seemed 7. Will seem Any time you see these words in a sentence, you know they are performing a linking or connective function in showing a relationship or describing a state. For example: 1. "I am glad it is Friday." Here the linking verb "am" connects the subject (I) to the state of being glad. 2. "Laura is excited about her new bike." Here "is" describes Laura's emotional state of excitement. 3. "My birds are hungry." The word "are" identifies that the birds currently exist in a physical state of hunger.</p> <p>SA Revised EPC_Resource Book.pdf (D106092916)</p>				
111/133	SUBMITTED TEXT	23 WORDS	93% MATCHING TEXT	23 WORDS
<p>helping verbs which are used together with a main verb to show the verb's tense or to form a question or negative.</p> <p>SA Revised EPC_Resource Book.pdf (D106092916)</p>				
112/133	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>A list of verbs that (can) function as auxiliaries in English is as follows: be (</p> <p>A list of verbs that (can) function as auxiliaries in English is as follows:[12] be,</p> <p>W https://en.wikipedia.org/wiki/Auxiliary_verb</p>				
113/133	SUBMITTED TEXT	265 WORDS	94% MATCHING TEXT	265 WORDS
<p>Auxiliary verb Meaning contribution Example be 1 copula (= linking verb) She is the boss. be 2 progressive aspect He is sleeping. be 3 passive voice They were seen. can 1 deontic modality I can swim. can 2 epistemic modality Such things can help. could 1 deontic modality I could swim. could 2 epistemic modality That could help. dare deontic modality How dare you! do do-support/emphasis You did not understand. have perfect aspect They have understood. may 1 deontic modality May I stay? may 2 epistemic modality That may take place. might epistemic modality We might give it a try. must 1 deontic modality You must not mock me. must 2 epistemic modality It must have rained. need deontic modality You need not water the grass. ought deontic modality You ought to play well. shall deontic modality You shall not pass. 112 English Notes should 1 deontic modality You should listen. should 2 epistemic modality That should help. will 1 epistemic modality We will eat pie. will 2 future tense The sun will rise tomorrow at 6:03. will 3 habitual aspect He will make that mistake every time. would 1 epistemic modality Nothing would accomplish that. would 2 future-in-the-past tense After 1990, we would do that again. would 3 habitual aspect Back then we would always go there.</p> <p>Auxiliary verb Meaning contribution Example be1 copula (= linking verb) She is the boss. be2 progressive aspect He is sleeping. be3 passive voice They were seen. can1 deontic modality I can swim. can2 epistemic modality Such things can help. could1 deontic modality I could swim. could2 epistemic modality That could help. dare deontic modality I dare not attempt it. do1 do-support/emphasis You did not understand. do2 question Do you like it? have perfect aspect They have understood. may1 deontic modality May I stay? may2 epistemic modality That may take place. might epistemic modality We might give it a try. must1 deontic modality You must not mock me. must2 epistemic modality It must have rained. need deontic modality You need not water the grass. ought deontic modality You ought to play well. shall deontic modality You shall not pass. should1 deontic modality You should listen. should2 epistemic modality That should help. will1 epistemic modality We will eat pie. will2 future tense The sun will rise tomorrow at 6:03. will3 habitual aspect He will make that mistake every time. would1 epistemic modality Nothing would accomplish that. would2 future-in-the-past tense After 1990, we would do that again. would3 habitual aspect Back then we would always go there.</p> <p>W https://en.wikipedia.org/wiki/Auxiliary_verb</p>				

114/133	SUBMITTED TEXT	188 WORDS	98% MATCHING TEXT	188 WORDS
<p>One can write only as well as one reads. Not all readers are writers. Many people read newspapers and novels and never write an original word themselves. They can interpret words and sentences on the page, but do not have a sufficient grip of spelling and grammar to construct their own sentences. But all writers must be readers! You cannot write without reading as you write. You cannot write without first understanding how the language works to communicate ideas. All writers rely on their skills as readers. They must realize not only what they have said, but what they have done. And they must evaluate how what they have done will get them where they want to go. What additional ingredients are required? What other aspects must be considered? What misunderstandings must be prevented? To write better, you must learn to read better. To consciously evaluate your writing you must become more conscious of reading behaviors. Finally, throughout our education and employment we are expected to be able to read far more complicated texts than we are expected to write. Once again, reading is primary. 3.6</p> <p>W http://www.criticalreading.com/learn_read_write.htm</p>		<p>One can write only as well as one reads. Consider: Not all readers are writers. Many people read newspapers and novels and never write an original word themselves. They can decipher words and sentences on the page, but do not have a sufficient grasp of spelling and grammar to construct their own sentences. But all writers must be readers! You cannot write without reading as you write. You cannot write without first understanding how the language works to communicate ideas. All writers rely on their skills as readers. They must realize not only what they have said, but what they have done. And they must evaluate how what they have done will get them where they want to go. What additional ingredients are required? What other aspects must be considered? What misunderstandings must be prevented? To write better, you must learn to read better. To consciously evaluate your writing you must become more conscious of reading behaviors. Finally, throughout our education and employment we are expected to be able to read far more complicated texts than we are expected to write. Once again, reading is primary.</p>		
115/133	SUBMITTED TEXT	14 WORDS	88% MATCHING TEXT	14 WORDS
<p>accompanied with the temper and tone of the author of the passage. A</p> <p>SA Revised EPC_Resource Book.pdf (D106092916)</p>				
116/133	SUBMITTED TEXT	23 WORDS	92% MATCHING TEXT	23 WORDS
<p>is not just lifting of the sentences from the original. It should be written in the precise writer's own words. 3.</p> <p>SA Revised EPC_Resource Book.pdf (D106092916)</p>				
117/133	SUBMITTED TEXT	42 WORDS	85% MATCHING TEXT	42 WORDS
<p>is a mini version of the original passage. 4. It must have a logical order and be well-knit and well connected. 5. It must have consistency; must use linking devices such as so, therefore, and, because further etc. and must follow</p> <p>SA Revised EPC_Resource Book.pdf (D106092916)</p>				
118/133	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>must not contain any details not found in the original.</p> <p>SA Revised EPC_Resource Book.pdf (D106092916)</p>				

119/133	SUBMITTED TEXT	21 WORDS	92% MATCHING TEXT	21 WORDS
<p>If the wording of the paraphrase is too close to the wording of the original content, then it is plagiarism.</p> <p>SA Revised EPC_Resource Book.pdf (D106092916)</p>				
120/133	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
<p>People often find it easier to avoid communicating something that they think is going to be controversial or bad, putting off the communication and letting the situation fester.</p> <p>W http://www.skillsyouneed.com/ips/communication-difficult-situations.html</p>				
121/133	SUBMITTED TEXT	37 WORDS	100% MATCHING TEXT	37 WORDS
<p>wrongdoing, financial or emotional issues. 3. A child may put off telling their parents that they are struggling with classes at school. Most people can think of times when they have put off</p> <p>W http://www.skillsyouneed.com/ips/communication-difficult-situations.html</p>				
122/133	SUBMITTED TEXT	70 WORDS	90% MATCHING TEXT	70 WORDS
<p>the difficult conversation alleviates short-term anxiety. However, constantly ignoring difficult communication situations often leads to feelings of frustration, guilt, annoyance with oneself, anger, a reduction in self-confidence and ultimately more stress and anxiety. By following some simple guidelines and using some well-tuned communication skills communicating in difficult situations becomes easier. There are two different types of difficult conversation namely, 1. Planned conversations occur when the subject has been given</p> <p>W http://www.skillsyouneed.com/ips/communication-difficult-situations.html</p>				
123/133	SUBMITTED TEXT	108 WORDS	95% MATCHING TEXT	108 WORDS
<p>are well as the time; place and other circumstances have been decided or are chosen for a reason. Planned difficult conversations could include asking an employer for a pay-rise or perhaps telling your parents that you are leaving home to live somewhere else. Although these situations are, by their nature, difficult they are controlled and as long as time has been taken to prepare and think properly about how others may react they can often end up being easier than imagined. 2. Unplanned difficult conversations take place on the spur of the moment; these are often fueled by anger which can, in extreme cases, lead to aggression.</p> <p>W http://www.skillsyouneed.com/ips/communication-difficult-situations.html</p>				

124/133	SUBMITTED TEXT	63 WORDS	100% MATCHING TEXT	63 WORDS
Often, after an unplanned difficult conversation we feel a surge of emotion – regret or shame if things didn't go too well or potentially a boost to self-esteem and confidence if they did. After such encounters it is wise to reflect and learn from our experiences trying to find positives and ways of improving future unplanned difficult conversations. 136		Often, after an unplanned difficult conversation we feel a surge of emotion – regret or shame if things didn't go too well or potentially a boost to self-esteem and confidence if they did. After such encounters it is wise to reflect and learn from our experiences trying to find positives and ways of improving future unplanned difficult conversations.		
W http://www.skillsyouneed.com/ips/communication-difficult-situations.html				
125/133	SUBMITTED TEXT	90 WORDS	92% MATCHING TEXT	90 WORDS
Information Gathering: Make sure you have your facts straight before you begin, know what you are going to say and why you are going to say it. Try to anticipate any questions or concerns others may have and think carefully about how you will answer questions. 2. Being Self-confident: Once you are sure that something needs to be communicated then do so in an assertive way. Do not find yourself backing down or changing your mind mid-conversation, unless of course there is very good reason to do so. 3.		Information Gathering Make sure you have your facts straight before you begin, know what you are going to say and why you are going to say it. Try to anticipate any questions or concerns others may have and think carefully about how you will answer questions. See our pages: Questioning and Question Types. Being Assertive Once you are sure that something needs to be communicated then do so in an assertive way. Do not find yourself backing down or changing your mind mid-conversation, unless of course there is very good reason to do so.		
W http://www.skillsyouneed.com/ips/communication-difficult-situations.html				
126/133	SUBMITTED TEXT	44 WORDS	93% MATCHING TEXT	44 WORDS
Put yourself in the other person's shoes and think about how they will feel about what you are telling them; how would you feel if the roles were reversed? Give others time to ask questions and make comments. 4. Being Prepared to Negotiate:		Put yourself in the other person's shoes and think about how they will feel about what you are telling them; how would you feel if the roles were reversed? Give others time to ask questions and make comments. See our page: What is Empathy?. Being Prepared to Negotiate		
W http://www.skillsyouneed.com/ips/communication-difficult-situations.html				
127/133	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
When negotiating, aim for a win-win outcome – that is, some way in which all parties can benefit. 5.		When negotiating, aim for a win-win outcome – that is, some way in which all parties can benefit.		
W http://www.skillsyouneed.com/ips/communication-difficult-situations.html				
128/133	SUBMITTED TEXT	40 WORDS	92% MATCHING TEXT	40 WORDS
Using Appropriate Verbal and Non-Verbal Language: Speak clearly avoiding any nonsense that other parties may not understand, give eye contact and try to sit or stand in a relaxed way. Do not use argumentative language or body language. 6.		Using Appropriate Verbal and Non-Verbal Language Speak clearly avoiding any jargon that other parties may not understand, give eye contact and try to sit or stand in a relaxed way. Do not use confrontational language or body language.		
W http://www.skillsyouneed.com/ips/communication-difficult-situations.html				

129/133	SUBMITTED TEXT	95 WORDS	92% MATCHING TEXT	95 WORDS
<p>Listen: When stressed we tend to listen less well, try to relax and listen carefully to the views, opinions and feelings of the other person/people. Use clarification and reflection techniques to offer feedback and demonstrate that you were listening. 7. Staying Peaceful and Focused: Communication becomes easier when we are calm, take some deep breaths and try to maintain an air of peace, others are more likely to remain calm if you do. Keep focused on what you want to say, don't deviate or get distracted from the reason that you are communicating. 3.10.2</p> <p>W http://www.skillsyouneed.com/ips/communication-difficult-situations.html</p>		<p>Listen When stressed we tend to listen less well, try to relax and listen carefully to the views, opinions and feelings of the other person/people. Use clarification and reflection techniques to offer feedback and demonstrate that you were listening. Our pages Listening Skills, Reflecting and Clarifying can help. Staying Calm and Focused Communication becomes easier when we are calm, take some deep breaths and try to maintain an air of calmness, others are more likely to remain calm if you do. Keep focused on what you want to say, don't deviate or get distracted from the reason that you are communicating.</p>		
130/133	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>Facione, PA (2010) Critical thinking: what it is and why it counts.</p> <p>W http://www.insightassessment.com/pdf_files/what&why2006.pdf</p>		<p>Facione, PA, "Critical Thinking: What It is and Why It Counts" 2020</p>		
131/133	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>The Impact of Perceptions of Leadership style, use of power and Conflict Management Style on Organizational Outcomes.</p> <p>W http://www.jamescmccroskey.com/publications/113.pdf</p>		<p>THE IMPACT OF PERCEPTIONS OF LEADERSHIP STYLE, USE OF POWER, AND CONFLICT MANAGEMENT STYLE ON ORGANIZATIONAL OUTCOMES</p>		
132/133	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>may hold off telling an employee that their standard of work is unsatisfactory. 2.</p> <p>W http://www.skillsyouneed.com/ips/communication-difficult-situations.html</p>		<p>may hold off telling an employee that their standard of work is unsatisfactory.</p>		
133/133	SUBMITTED TEXT	28 WORDS	52% MATCHING TEXT	28 WORDS
<p>Customer: Good Morning, I would like to open a saving account. ? Bank Operator: Would you like to have a Silver or Golden Account? ? Customer: What</p> <p>SA English III.pdf (D165880315)</p>		<p>Customer: Good morning. I would like to open a bank account. Bank Clerk: Sure thing. What kind of account would you like to open? A savings account or a checking account? Customer: What'</p>		