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English III For All Undergraduate Course

English III

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Module I: English Grammar: Voice, Direct & Indirect Speech, & Verbs

Unit 1: Voice: Active Voice - Passive Voice 1.0 Introduction 1.1 Unit Objective 1.2 Voice: Active Voice & Passive Voice 1.2.1 Active Voice & Passive Voice 1.3 Making Active Voice → a Passive Voice 1.3.1 Active Voice to Passive Voice 1.3.2 Interrogative sentences: 1.3.3 Some Other types 1.4 Test Yourself 1.0 Introduction Voice tells whether a verb is active or passive or whether the subject is acting or being acted upon. Voice is the form of the verb, which tells whether something has been done by the subject or the subject has done something. Passive Voice is used when: • The person who performed the action is not known. • You want to place emphasis on the person, place, or object that was affected by the action rather than on the subject performing the action. • You are writing a technical, scientific, or legal report. 1.1 Unit Objective This Unit shall introduce the learners to the grammatical element - Voice (Active Voice & Passive Voice) 1.2 Voice: Active Voice & Passive Voice Voice is the form of the verb, which tells whether something has been done by the subject or the subject has done something. Voice is a grammatical category which is applied to a verb. Voice expresses the relationship between the subject and the object. The subject is the doer of an action, and the object is the one who receives that action. The two types of Voice are - Active Voice and Passive Voice. 1.2.1 Active Voice & Passive Voice → In English, sentences can be written in two ways -

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Grammar What,Vol, 11, 18-10-2018 doc.doc (D53797137)

in the active voice or in the passive voice. Whether a sentence is in the active voice

or passive voice, the meaning remains the same with the changed voice. They are just two different ways of expressing the same action. The active voice is the way to write a complete sentence. Passive voice is common in formal academic writing, newspapers, and magazines. A sentence with a subject before the verb = AV Eg. John repaired this computer. A Sentence with a verb followed by a subject = PV Eg. This computer was repaired by John. → Active Voice and Passive Voice: In active voice, a sentence begins with a subject. (The teacher has done the work). Active: subject + verb + direct object In passive voice, a sentence begins with an object. (The work has been done by the teacher). Passive: subject + verb + BY + agent (BE + past participle) Active voice sentences can contain a subject, a transitive verb, and an object. 1. Mira wrote the essay. 2. My aunt reads my book. In a passive-voice sentence, the subject and object switch their positions. The verb from the active sentence is changed to a past participle and is used with the auxiliary be. 1. The essay has been rewritten by Mira. 2. My book has been read by my aunt. Language proficient stress that unless there is a specific reason, do not use the passive voice. They suggest using "active voice" more for the clarity of the message and effective writing. Passive Voice is used when: • The person who performed the action is not known. • You want to place emphasis on the person, place, or object that was affected by the action rather than on the subject performing the action. • You are writing a technical, scientific, or legal report. → Note: Sentences that have a transitive verb only can be expressed with a passive voice. For example, Maya came here. This sentence has an intransitive verb - came. It does not have any 'object'. The effect of the action is not passing over to any 'object'. Hence, it cannot be expressed with a passive voice. When the verb

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is changed from the AV to the PV, the Object of the Transitive Verb in the AV becomes the Subject of the Verb in the

PV. Hence, only Transitive Verbs can be used in the Passive Voice, as an Intransitive Verb has no object. 1.3 Making Active Voice → a Passive Voice A sentence written in 'active voice' can be changed into 'passive voice' by using the verb 'to be' and by converting the original active 'verb' into a 'past participle'. Active voice to Passive voice: AV: Subject + transitive verb + Object PV: Object + to be (auxiliary verb) + PP of transitive verb + by Subject In passive voice, 'object' is usually kept before the verb. The passive voice is formed by using a form of the auxiliary verb "be" (be, am, is, are, was, were, being, been) followed by the past participle of the main verb.

Examples of Auxiliary verbs 1.3.1 Active Voice to Passive Voice → Verb 'to be' The uses of 'to be': > It is used with other verbs in the active and passive voice as an 'auxiliary verb'. > It is used in 'No verb' sentences as an ordinary/regular verb.

→ Let's first see the rules for making passive sentences under the following grammatical structures. A. Infinitive B. Modals C. Future Indefinite D. Present Indefinite E. Past Indefinite F. Perfect (Present, Past, Future) G. Continuous (Present, Past) H. Participle/Gerund A. Infinitive: We often use to+ Verb (present form) to explain why someone is doing something, for example, Servant left to buy vegetables. In infinitive sentences, we can follow three rules to change from active to passive voice. ● # Object + helping verb + to + be + V-3 + by + subject. AV: Ram was to sell his phone. PV: His phone was to be sold by Ram. ● # There + be verb + N/P + to + be + v-3. AV: There is no time to think PV: There is no time to be thought. ● # It + be verb + \_\_\_\_\_ for + \_\_\_\_\_ to + be + V-3. AV: It is time to take brunch. PV: It is time for brunch to be taken. B. Modals: We often use 'modals' (can, could, may, might, shall, should...) to present certainty or uncertainty, possibility or impossibility, etc., for example, It might rain tomorrow. Rules followed to change an active modal (Present Future: can, may, might, should, must, ought to) sentence to a passive voice. ● # we change 'subject' with 'object'. ● #

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we use 3rd form of the verb (past participle) as the main verb in

the passive voice. ● # an auxiliary verb "be" is added after the modal in the sentence.

Examples: SL. No. Modals (Present Future: can, may, might, should, must, ought to) Active - Passive Voice (Change subject with object Use 3rd form of the verb Use be after the modal) 1. Can AV: She can play the guitar. PV: The guitar can be played by her. 2. May AV: I may not buy the phone. PV: The phone may not be bought by me. 3. Might AV: Rados might play football. PV: Football might be played by Rados. 4. Should AV: Should I learn all lessons? (interrogative) PV: Should all lessons be studied by me? AV: I should learn all lessons. PV: All lessons should be learnt by me. 5. Must AV: Rita must learn the lesson. PV: The lesson must be learnt by Rita. 6. Ought to AV: They ought to take the assignment. PV: The assignment ought to be taken by them. Rules followed to change an active modal (Past: may have, might have, should have, must have, ought to have) sentence to a passive voice. Examples: ● # we change 'subject' with 'object'. ● #

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we use 3rd form of the verb (past participle) as the main verb in

the passive voice. ● # an auxiliary verb "been" is added after the modal in the sentence.

SL. No. Modals (Present Future: can, may, might, should, must, ought to) Active - Passive Voice (Change subject with object Use 3rd form of the verb Use been after the modal) 1. May have AV: We may have availed the opportunity. PV: The opportunity may have been availed by us. 2. Might have AV: He might have eaten the eggs. PV: The eggs might have been eaten by him. 3. Should have AV: You should have eaten the eggs. PV: The eggs should have been eaten by you. 4. Must have AV: He must have eaten the eggs. PV: The eggs must have been eaten by him. 5. Ought to have AV: You ought to have fed him. PV: He ought to have been fed by you. C. Future Indefinite: AV: Subject + will + Verb 1 + Object PV: Object + will/shall be + Verb 3 + Subject Example: AV: This little girl will send me the e-mails. PV: The e-mails will be sent by this little girl. D. Present Indefinite - (is, am, are): AV: Subject + Verb 1 / Verb 3 + Object PV: Subject + is/am/are + Verb 3 + by + Object Example: AV: My friends often invite me to parties. PV: I am often invited to parties by my friends. E. Past Indefinite - (was, were): AV: Subject + Verb 2 + Object PV: Subject + was/were + Verb 3 + by + Object Example: AV: She invited me to the party. PV: I was invited to the party by her. F. Perfect (Present, Past, Future) - (been):

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Present Perfect AV: Subject + has/have + Verb 3 + Object PV: Object + has/have + been + Verb 3 + by + Subject

Example: AV: She has cooked the food. PV: The food has been cooked by her. Past Perfect AV: Subject + had + Verb 3 + Object PV: Object + had + been + Verb 3 + by + Subject Example: AV: She had cooked the food. PV: The food had been cooked by her. Future Perfect AV: Subject + will/shall + have + Verb 3 + Object PV: Object + will/shall + have been + Verb 3 + by + Subject Example: AV: Rajat will have won the first prize. PV: The first prize will have been won by Rajat. G. Continuous (Present, Past) - being:

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Present Continuous: AV: Subject + is/are/am + Verb + ing + Object PV: Object + is/are/am + being + Verb 3 + by + Subject

Example:

AV: They are fixing my laptop. PV: My laptop is being fixed. (person doing the action has been left in the PV, it is a common practice in passive statements)

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## MATCHING BLOCK 7/34

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Past Continuous: AV: Subject + was/were + Verb + ing + Object PV: Object + was/were + being + Verb 3 +

by + Object Example: AV: They were feeding the cows. PV: The cows were being fed by them. Note: Future Continuous and perfect continuous are not accepted in passive voice. H. Participle/Gerund - (being): Passive Voice: Who likes being embarrassed? Passive Voice: I saw her being taken to school. → No Verb sentences: As mentioned above that 'to be' (is, are, am, was, were...) is also used in 'No verb' sentences as an ordinary/regular verb. As an 'ordinary verb', 'to be' is used to denote - condition, existence, quality, time, distance, weather, state, etc. For example, She is a great dancer. He was wealthy. 1.3.2 Interrogative sentences: There are three types of interrogation sentences: • Wh family words: why, when, where, how, and what. • Wh family words: who, whom, whose • Non-wh family words.

→ Type 1: why, when, where, how, and what. AV: Wh word (above mentioned) + helping verb + doer + main verb + object + ....? PV: Wh word (above mentioned) + helping verb + passive subject + be form + Verb 3 + by + doer + ...? Example: AV: Why have you injured this dog? PV: Why has the dog been injured by you? AV: How can you love her? PV: How can she be loved by you? Note : If there is do/does/did in an interrogative sentence of type 1. Wh word + do/does/did + doer + main verb + noun/pronoun + ...? Wh word + is/am/are/was/were + noun/pronoun + Verb 3 + by + doer + ...? Example: AV: Why did you bite her? PV: Why is she bitten by you? → Type 2: who, whom, whose AV: Who + helping verb + main verb + noun/pronoun + ...? PV (1): By + whom + helping verb + Noun/pronoun + form of be + Verb 3 + ...? PV (2): Who + helping verb + noun/pronoun + form of be + verb 3 + by + ...? Example: AV: Who has teased you? PV (1): By whom have you been teased? PV (2): Who have you been teased by? In case, the helping verb is absent in the active voice. AV: Who + main verb (V 1 / V 2) + noun/pronoun + ...?

PV (1): Preposition + is/am/are/was/were + noun/pronoun + V 3 + by + ...? PV (2): Who + is/am/are/was/were + Noun/pronoun + V 3 + by + ...? Example: AV: Who knows Mr John? PV (1): To whom is Mr John known? PV (2): Who is Mr John known to? → Type 3: non- wh family AV: Helping verb + doer + main verb + noun/pronoun + ...? PV: Helping verb + noun/pronoun + Form of verb + Verb 3 + Preposition + doer + ....? Example: AV: Have you painted the mural? PV: Has the mural been painted by you? AV: Do they feed you every day? PV: Are you being fed by them every day? Parts of Speech English Grammar and Composition; JOHN E. WARRINER

1.3.3 Some Other types → In the case of - indefinite or vague (pronoun/noun) subjects: Example: AV: Somebody has killed the dog. PV: The dog has been killed. (not necessary to use 'by somebody') If a sentence begins with a negative indefinite pronoun: Example: AV: Nobody can change destiny. PV: Destiny cannot be changed. → When in a sentence, the principal clause is followed by a noun clause as an object: Examples: AV: People hope that he gets well. PV: It is hoped that he gets well. AV: We say that he will fail. PV: It is said that he will fail. → Where Verbs are used with two objects: In such a case, passive voice can be made with either of the objects. AV: He gave me a kite. PV: a) I was given a kite by him. b) A kite was given to me by him. → With infinitives: AV: She is to write a speech. PV: A speech is to be written by her. → Participles/Gerund: AV: I remember my father taking me to school.

PV: I remember being taken to school by my father. → A preposition/adverb is used with a verb, we do not remove it while making it a passive voice. AV: Fathers look after finances. PV: Finances are looked after by fathers. AV: You cannot look down upon me. PV: I cannot be looked down upon. → The verbs such as let, bid, make, help, feel, see, watch, hear, etc are used without 'to' but in the passive voice, we use 'to' with them. For example AV: I bade him bow. PV: He was bidden to bow. Let is an exception. AV: He let me go. PV: I was let go by him. → Passive Voice rules for Imperative Sentences. Command and Order a. If 'object' is present: Let + Object + be + Past Participle in passive voice. For example, AV: Bring a pen. PV: Let a pen be brought. AV: Turn the TV on. PV: Let the TV be turned on. b. If 'object' is not present: start the PV sentence with - You are ordered/commanded to...

For example, AV: Go out at once. PV: You are ordered to go out at once. AV: Don't pew here. PV: You are ordered to not pew here. Permission, Request, Advice: a. When only an 'object' is given: Object + should + Past Participle For example AV: Obey teachers. PV: Teachers should be obeyed. AV: Listen to him. PV: He should be listened to. b. When no 'object' is present: Start the PV sentence with: You are allowed, requested, or advised... AV: Please go soon. PV: You are requested to go soon. AV: Please don't shout. PV: You are not allowed to shout. → Sentences beginning with Let (Permission & Suggestion) a. When an 'object' is there: AV: Let me come in. (Permission) PV: I may be allowed to come in. AV: Let's help her. (Suggestion)

PV: She should be helped. b. When no 'object' is there: begin your sentence with AV: Let's stay here. PV: It is suggested that we should stay here. 1.4 Test Yourself Change the following Active Voice into Passive Voice 1. Arnold Bennett wrote A Great Man. 2. The attacking battalions captured the citadel. 3. Many people signed the Declaration of Independence in Philadelphia. 4. The weatherman is forecasting rain for tomorrow. 5. The forest fire wrecked most of the crops. 6. The loggers will cut down many trees in order to build 15 new houses. 7. Pupils sang songs after the drill. 8. Thousands of viewers watched the first episode of the program. 9. The police issued 400 speeding tickets yesterday. 10. Channel 10 will feature a program in France on Monday. Change the following Passive Voice to Active Voice 1. A new truck was ordered by the businessman. 2. The water was tested by the technician. 3. Your gift is being sent via air freight. 4. The national anthem will be sung before the cricket match. 5. Jack's wall is being painted this week. 6. The birds are being caught in large numbers. 7. His favourite song was played by the orchestra. 8. Hong Kong was occupied by the UK at one time. 9. Mary's dress had been bought in Egypt three weeks before the wedding. 10. My wallet was stolen yesterday.

Unit 2: Reported Speech: Direct & Indirect Speech 2.0 Introduction 2.1 Unit Objective 2.2 Direct & Indirect Speech: Meaning 2.3 Rules of changing Direct Speech to Indirect Speech 2.3.1 Indirect Speech: Tenses 2.3.2 Indirect Speech: Pronoun (subject) 2.3.3 Indirect Speech: Interrogative Sentence 2.3.4 Indirect Speech: Modals 2.3.5 Indirect Speech: Imperative Sentences 2.4 Unit Summary 2.5 Check Your Progress 2.0 Introduction Reported speech, also known as indirect speech, is a method of expressing what someone said or wrote without repeating their exact words. In reported speech, the speaker reports or relays the information, thoughts, or feelings expressed by someone else in their own words.

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There are two types of reported speech: direct speech and indirect speech. Direct speech involves repeating the exact words

spoken or written by someone and is typically enclosed in quotation marks. For example Direct speech: "I love pizza," said Sarah. In indirect speech, the speaker conveys the same meaning in their own words, without repeating the exact words used by the original speaker. The verb tense, pronouns, and other grammatical elements may also change in indirect speech. For example, Indirect speech: Sarah said that she loved pizza. In both cases, the meaning of the original statement is conveyed to the listener or reader, but the way it is expressed is different. 2.1 Unit Objective This Unit shall introduce the learners to the grammatical element - Reported Speech.

2.2 Direct & Indirect Speech: Meaning Repeating the exact words of the original speaker is direct speech. For example, He said, "I have lost my book". Hence, saying exactly what someone said or quoting his words word for word is direct speech. To quote someone's words, we use inverted commas. Giving the exact meaning of a remark or a speech without using the speaker's exact words is called indirect speech. For example, He said that he had lost his book. In indirect speech, we do not use quotation marks to say what the speaker said. → A quoted structure consists of two clauses: one is reporting verb and the other is the reporting speech or quote. For example, He said, "I have lost my book". RV RS The part of the structure which contains the reporting verb (He said) is called the reporting clause, while the other part i.e quote contains the words of the speaker under the quotation signs. The reporting verb or reporting clause may come before, within, or after the quote direct speech. For example "As a result", said Marry / Marry said, "I am tired". "The volume is too loud", Marry said. Marry said, " The volume is too loud". In direct speech, we use inverted commas and put the speaker's exact words in them. But, in Writing an indirect speech to tell what the speaker has said, we need to follow some grammatical rules. Points to remember about 'direct speech':

- The exact words of the speaker are put within inverted commas.
- Reported Verb is kept separated from the reporting speech by a comma.
- Reported Speech begins with a capital letter.

- Inverted commas are not used.
- No comma separation for



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the reporting verb and the reporting speech. • Reported Speech is introduced by some conjunction like that, if, what, why, etc. • The tense of the reporting verb is not changed. • The end of

the sentence does not bear any other mark than full-stop. • Reported Speech is changed into an assertive sentence. 2.3 Rules of changing Direct Speech to Indirect Speech There are some basic rules to follow when changing direct speech into indirect speech. # 1)

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In indirect speech, the words of the speaker are not

kept in inverted commas or quotation marks. # 2) In indirect speech, we use the conjunction 'that' between the reporting verb and the reporting speech. For eg, DS: He said, "I write the mail". IS: He said that he wrote the mail. # 3) For changing a direct speech into an indirect speech, the tense of the Reported Speech is changed. For eg, DS: She said, "I am going for a ride". IS: She said that she was going for a ride. # 4) The pronoun (subject) of Reported Speech is sometimes changed according to the pronoun (subject) or 'object' of the Reported Verb. For eg, DS: She said to me, "I have written two books in a year". IS: She said to me that she had written two books in a year. # 5) Time mentioned in direct speech is changed, for eg. not into then, tomorrow into the next day, today into that day, yesterday into the previous day. now -- becomes -- then here -- becomes -- there ago -- becomes -- before thus -- becomes -- so today -- becomes -- that day tomorrow -- becomes -- the next day yesterday -- becomes -- the day before last night -- becomes -- the night before For eg, DS: He said, I am buying a car today". IS: He said that he was buying a car that day. Let's study ahead the general and basic rules of writing direct speech into indirect. 2.3.1 Indirect Speech: Tenses In writing a direct speech into an indirect we do not repeat the speaker's words, we change the tense of the reporting speech. The general rule is = the present becomes past and the past becomes past perfect. Let's recall the types of Tenses:

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Present: Simple Present Present Continuous Present Perfect Present-Perfect Continuous Past: Simple Past Past Continuous Past Perfect Past Perfect Continuous Future: Simple Future Future Continuous Future Perfect Future-Perfect Continuous The

rules of changing the tense of a reporting speech: Table of Tense Changing Rules For Indirect Speech Direct Speech Tense Indirect Speech Tense Present Simple Tense (She eats.) Past Simple Tense (She ate.) Present Continuous Tense (She is eating.) Past Continuous Tense (She was eating.) Present Perfect Tense (She has eaten.)

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**SA** INTERNATIONAL BOOK 2018.pdf (D42106262)

Past Perfect Tense (She had eaten) Present Perfect Continuous Tense (She has been writing.) Past Perfect Continuous Tense (She had been writing.) Simple Past (She ate.) Past Perfect Tense (She had eaten.) Past Continuous Tense (She was eating.) Past Perfect Continuous Tense (She had been eating.) Past Perfect Tense (She had eaten.) Remains unchanged Past Perfect Continuous Tense (

She had been eating.) Remains unchanged Future Simple Tense (She will eat.) into 'would' (She would eat.) Future Continuous Tense (She will be eating.) Into 'would be' (She would be eating.) Future Perfect Tense (She will have eaten.) Into 'would have' (She would have eaten.)

Table of Tense Changing Rules For Indirect Speech Direct Speech Tense Indirect Speech Tense Future Perfect Continuous Tense (She will have been eating.) Into 'would have been' (She would have been eating.) Note: The shall of the Future Tense is changed into should. The will of the Future Tense is changed into would or should. ➡ Test Yourself: Fill in the empty blanks in the following given table appropriately. Tense Direct Speech Indirect Speech Simple Present 1 He said, "I love my parents". Present Continuous 2 She said that they were enjoying the music. Present Perfect 3 He said, "She has washed the shirts". Present Perfect Continuous Tense 4 David said that he had been waiting for his brother for three hours. Simple Past 5 She said, "I bought a new car". Past Continuous 6 She said that she had not been making a noise. Past Perfect Tense 7 David said, "I had passed the exam".

Past Perfect Continuous Tense 8 David said that he had been passing the exams. Future Tense 9 She said, "I will go to London". Future Continuous Tense 10 David said that he would be making tea. Future Perfect Tense 11 David said, "I will have called a Doctor". Future Perfect Continuous Tense 12 David said that he would have been calling him. Answers: 1. He said, "I love my parents". 2. She said, "They are enjoying the music". 3. He said that she had washed the shirts. 4. David said, "he has been waiting for his brother for three hours" 5. She said that she had bought a new car. 6. She said, "I was not making a noise". 7. David said that he had passed the exam. 8. David Said, " I had been passing the exams". 9. She said that she would go to London. 10. David said, "I will be making tea". 11. David said that he would have called a Doctor. 12. David said, "I will have been calling him". Exceptions:

1) The tenses need not change if: the Reported Speech is expressing a universal truth or habitual fact. For eg, DS: The teacher said, "The Sun does not orbit any astronomical object". IS: The teacher said that the Sun does not orbit any astronomical object. 2) The Simple Past Tense needs not change if the Reported Speech is expressing a past historical fact. For eg, DS: You said, " I lived in Dharamsala for 10 years." IS: You said that you lived in Dharamsala for 10 years. 3) If the Reported Speech is expressing two actions that took place at the same time, the simple past or continuous is not changed. For eg, DS: He said, " Ranjan was reading the newspaper while Amit was playing carom." IS: He said that Ranjan was reading the newspaper while Sohan was playing carom. 4) If the Reported Speech is expressing a hypothetical condition, the simple past does not change. For eg, DS: He said to me, "If you were present there, you would weep." IS: He said to me that if I were present there I would weep. 5)

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**MATCHING BLOCK 14/34**

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If the Reporting Verb is in the Present Tense, the tenses of the Direct Speech do not change. For eg, DS: He says, "

He is not well". IS: He says that he is not well. 2.3.2 Indirect Speech: Pronoun (subject) In Writing a direct speech into an indirect one, we change the pronoun (subject) of the Reported Speech. In the down given example, notice the change made to the pronoun of the Reported Speech. For eg,

DS: He said, "I write a paragraph." IS: He said that he wrote a paragraph. → The 'pronoun' of the Reported Speech changes according to the 'pronoun' of the Reporting verb. DS: He said, "I am writing a report". IS: He said that he was writing a report. DS: You said, "I am writing a report". IS: You said that you were writing a report. Before you learn about the rules: Let's Recall Pronouns: Rules For the Change of Pronouns Examples Rule 1 # If the pronoun of the Reported Speech is in 1st person pronoun (I, we, me, my, mine, us, our), and the pronoun of the Reporting Verb is in 3rd person (he, she, they, it, his, her, their, its), the pronoun of the reported speech will change according to the pronoun (subject) of the reporting verb. DS: He said, "I will buy a computer". IS: He said that he would buy a computer. Rule 2 # If the Reporting Verb and the Reporting Speech both have a 1st Person Pronoun, the pronoun of the Reporting Speech does not change. DS: We said, "We will buy a computer". IS: We said that we would buy a computer.

Rule 3 # The 2nd person pronoun of the Reported speech changes according to the 'object pronoun' of the Reporting Verb. DS: He said to me, "You will buy a computer". IS: He said to me that I would buy a computer. Rule 4 # The 3rd person pronoun (he, she, they, it, his, her, their, its, them) of the Reported Speech does not change in indirect speech. DS: She said, "He will buy a computer". IS: She said that he would buy a computer. → Test Yourself: Fill in the empty blanks in the following given table appropriately. Clue: Notice the pronouns (subject) in Reporting Verb and Reporting Speech.

Direct Speech Indirect Speech 1. He said to me, "I am faithful. 2. You said, "They are waiting for the bus". 3. She said to him, "You are intelligent". 4. I said, "I will finish my work first". Answers: 1. He told me that he was faithful 2. You said that they were waiting for the bus. 3. She said to him that he was intelligent. 4. I said that I would finish my work first. 2.3.3

Indirect Speech: Interrogative Sentence In writing a direct speech into an indirect one, we change the question or interrogative quote into an assertive form; we change the question form. For eg, DS: He said, "Where are you going?" IS: He asked where I was going. → Important Points to remember:



- Rules for changing the questioning 'direct speech' to affirmative 'indirect speech' differ according to the type of questions. There are two types of questions: one that requires an answer in 'yes' or 'no' and the other which does not.
- In changing the question sentence of 'direct speech' to 'indirect', the question mark is not used.
- The Reporting Verb clause may have verbs such as tell or say (eg. he said / he told), we put it in the indirect speech as he asked / he inquired.
- Questions that can be answered with 'Yes' or 'No': Use the word 'if' or 'whether' before the reported speech i.e. the question within the sentence. For eg, DS: He said to me, "Do you like tea?" IS: He asked me if I liked tea. DS: John said to me, "Have you eaten my food?" IS: John asked me whether I had eaten his food. Questions that cannot be answered with 'Yes' or 'No': The word 'if' or 'whether' is not used. Just convert the question into assertive form. For eg, DS: He said to me, "What are you doing?" IS: He asked me what I was doing. DS: He said to me, "Why did you break the cup?" IS: He asked me why I had broken the cup.

2.3.4 Indirect Speech: Modals Let's see when a direct speech has a modal (eg. can, may, must), and how to change it into indirect speech. Modal: Can, May, Must 'Can' changes into 'could': DS: She said, "I can play the guitar". IS: She said that she could play the guitar. 'May' changes into 'might': DS: She said, "I may go to Denmark". IS: She said that she might go to Denmark. 'Must' changes into 'had to': DS: They said, "We must help others". IS: They said that they had to help others. Modal: Should, Might, Could, Would, Ought to When the direct speech has the modals should, might, could, would, ought to no change is required. 'Should': DS: He said, "I should make a decision". IS: He said that he should make a decision. 'Might': DS: He said, "I might change my decision". IS: He said that he might change his decision. 'Could': DS: He said, "I could win a car". IS: He said that he could win a car. 'Would': DS: He said, "I would decorate for the party". IS: He said that he would decorate for the party. 'Ought to': DS: He said, "I ought to attend the party". IS: He said that he ought to attend the party.

2.3.5 Indirect Speech: Imperative Sentences A sentence that expresses a request, advice, or order is called an imperative sentence. When direct speech is in an imperative sentence, we make some necessary changes in making it indirect speech. → Important Points to remember: • Use verbs like requested, advised, ordered, forbade, and suggested in indirect speech. • Use the word 'to' or 'not to' before the verb of the reported speech within the sentence.

Direct speech 'Imperative Sentence' converting to Indirect speech. Request: DS: He said to me, "Please help me". IS: He requested me to help him. Advice: DS: The old man said to me, "Always speak the truth". IS: The old man advised me to always speak the truth. Order: DS: The old man said to me, "Bring two glasses of water". IS: The old man ordered me to bring two glasses of water. Exclamatory Sentence: When a sentence expresses some sorrow or joy, it is called an exclamatory sentence. → Important Point to remember: • Use phrases like exclaimed with joy, exclaimed with sorrow, exclaimed with wonder in indirect speech. Direct speech Exclamatory Sentence' converting to Indirect speech. DS:

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**MATCHING BLOCK 13/34**

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He said, "Hurrah! We won the match". IS: He exclaimed with joy that he had won the match. DS: He said, "Alas! I failed the test". IS: He exclaimed with sorrow that she had

failed the test. DS: He said, "Wow! What an interesting poem it is". IS: He exclaimed with wonder that what an interesting poem it is. 2.4 Unit Summary Repeating the exact words of the original speaker is direct speech. For example, He said, "I have lost my book". Hence, saying exactly what someone said or quoting his words word for word is direct speech. To quote someone's words, we use inverted commas. # 1)

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**MATCHING BLOCK 16/34**

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In indirect speech, the words of the speaker are not

kept in inverted commas or quotation marks.

# 2) In indirect speech, we use the conjunction 'that' between the reporting verb and the reporting speech. # 3) For changing a direct speech into an indirect speech, the tense

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**MATCHING BLOCK 15/34**

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of the Reported Speech is changed. # 4) The pronoun (subject) of Reported Speech is sometimes changed according to the pronoun (subject) or 'object' of the

Reported Verb. # 5) Time mentioned in direct speech is changed, for eg. not into then, tomorrow into the next day, today into that day, yesterday into the previous day. In writing a direct speech into an indirect we do not repeat the speaker's words, we change the tense of the reporting speech. The general rule is = the present becomes past and the past becomes past perfect. In Writing a direct speech into an indirect one, we change the pronoun (subject) of the Reported Speech. In writing a direct speech into an indirect one, we change the question or interrogative quote into an assertive form; we change the question form.

2.5 Check Your Progress DS: She said, "I can speak French". IS: \_\_\_\_\_  
 DS: They said, "We may call the ambulance". IS: \_\_\_\_\_  
 DS: They said, "I must not drive carelessly". IS: \_\_\_\_\_  
 DS: He said, "I should not waste food". IS: \_\_\_\_\_ DS: He said, I might change my car". IS: \_\_\_\_\_  
 DS: He said, "I would decorate the dress". IS: \_\_\_\_\_  
 DS: He said, "I ought to attend the online classes". IS: \_\_\_\_\_  
 DS: The doctor said to him, Avoid unhealthy foods". IS: \_\_\_\_\_  
 DS: The police officer said to the man, "Open the door". IS: \_\_\_\_\_  
 DS: He said to me, "Please make a cup of coffee for me". IS: \_\_\_\_\_  
 DS: They said, "Hurrah! We have reached Singapore". IS: \_\_\_\_\_  
 DS: He said, " Alas! If missed the train". IS: \_\_\_\_\_  
 DS: She said, "Wow! What a beautiful place". IS: \_\_\_\_\_

Unit 3: Verb 3.0 Introduction 3.1 Unit Objective 3.2 Linking Verbs 3.3 Auxiliary Verbs 3.4 Transitive and Intransitive Verbs 3.5 Infinitives 3.5.1 Forming Infinitives 3.5.2 Functions of Infinitives 3.5.3 Infinitive Phrases 3.5.4 Forms of Infinitives 3.5.5 Test Yourself 3.6 Unit Summary 3.0 Introduction A verb is a doing word that plays a key role in a sentence as being an important part of speech, it tells about some action, feeling, or existence. It tells about the subject in a sentence. For example, Anukit plays football well. I am feeling cold. Sanchin Tendulkar was a great cricket player. Further in the unit, we will learn about the verbs distinctly. 3.1 Unit Objective This unit will explain the verbs in the aspects of linking verbs, auxiliary verbs, transitive and intransitive verbs, and infinitives to help them understand and use verbs efficiently. 3.2 Linking Verbs Verbs that work as a link or connection between a subject and the rest of the sentence are called linking verbs. These verbs instead of showing action link or connect the subject to further information usually an adjective, noun, or pronoun. Let's understand 'linking verbs' with examples.

1) Amita looks beautiful in that dress. Sub. linking verb adjective and the rest of the sentence or information 2) The Dog (Sub.) is (linking verb) hungry (adjective). In the above examples, 'looks' and 'is' are two verbs in their respective sentences and are not expressing action but a condition or state of being. The most common linking verb is 'to be'. There are many others also that include all verbs linked to the senses. Examples of linking verbs are: is, am, are, was, were, be, been, being, seems, becomes, feels, and appears, etc. It can sometimes be difficult to identify a linking verb. Hence, when it is confusing, try to replace the verb with a form of "to be" as a simple test. If the sentence still makes sense and has almost the same meaning, it is a linking verb. For example, Aliza feels tired. / Aliza is tired. Replacing 'feels' with a 'to be' form 'is' the meaning remains the same, so 'feels' is a linking verb.

3.3 Auxiliary Verbs The verbs that help or support the main verb are called auxiliary verbs. • Be: am, is, are, was, and were

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**MATCHING BLOCK 18/34**

**SA** Grammar What, Vol, 11, 18-10-2018 doc.doc (D53797137)

Do: does, did • Shall: should • Will: would • Can: could • May: might • Must:

have to, am to, had to • Ought to • Used to • Need • Dare → Auxiliary verbs are also called anomalous finite as they are different from the other normal verbs. → They form their interrogative without the helping verb 'do', and form their negative by simply adding 'not'. Example: He must finish the work. He must not finish the work. (Negative) They will make tea. Will they make tea? (interrogative) Test Yourself: Change the following given sentences into negative by adding 'not':  
 1. You send the message. 2. He has collected the reading material from the net. 3. The suppliers of industrial goods have been asked to fill tenders. 4. You may ring up the party anytime.

5. I am willing to accept their conditions. → The auxiliary verb 'have': 'Have' can be used as the main verb: 1. He has a black beard. 2. I have had this car for more than three years. 3. He will have the papers. 'Have' can be used with 'do' for habitual actions: 1. Do you have summers in your country? No, we do not have them. 'Have' can be used in the sense of 'take' (a bath/ a lesson etc.), 'give' (a party), 'entertain' (guests), 'enjoy', and 'face' (difficulties/trouble etc.) 1. I am having a wonderful time. 2. I will have lunch at 9 o'clock. 3. How many years of experience do you have? Some rules related to using 'Have': • It is not followed by 'got'. • Its 'negative' and 'interrogative' are formed using do/did. • It can be used in continuous tenses. → Auxiliaries can be used to avoid repetition: Would you go there? • Yes, I would. (no need to add '...go there' further 'would') If the construction of a sentence is - so/neither/nor + auxiliary verb + subject: Examples: • I can face this situation, and so can you. • I would not distract his attention, and neither would you. • Sheeza was not successful, nor was Reema.

→ Modals Auxiliary verbs can also be used to express - ability, possibility, permission, obligation, and prohibition. When they express such concepts, they are called 'modals'. Auxiliary 'Modals' Meaning & Usage Can • 'Can' in the sense of 'Ability' Eg: I can write French. • 'Can' in the sense of 'Permission' Eg: You can come tomorrow. • 'Can' in the sense of 'Possibility' Eg: He can be at the party. • 'Can' in the sense of 'occasionally' Eg: He can be stubborn. (He is not stubborn but sometimes can be.) Need • 'Need' expresses 'necessity' Eg: We need to do it in such a way. • Needn't means the absence of obligation. Eg: I needn't have done it in such a way. Must and Mustn't • 'Must' expresses 'necessity' as well as 'obligation'. Eg: We must take umbrellas because it is raining. (necessity) Eg: We must obey our elders. (obligation) • Mustn't means negative obligation Eg: You must not drink too much tea in a day. • Must in the sense of 'inference' or 'probability' Eg: He must be at least forty years old. Eg: Their children must have grown up old now. Shall and Will • 'Shall' (with the second (you, your, yourself) and third person (he, she, it, they, their)) indicates 'promise', 'prohibition in the negative', and 'the idea of obligation'. Eg: We shall not enter the temple with shoes on. (prohibition) EG: You shall do as directed. (obligation) • 'Shall' is used to make a suggestion as well as an offer of service. Eg: Shall I take you to the medical room? (suggestion) Eg: Shall I carry your bag? (offering a service) • 'Will' (with all persons) expresses 'intention' and 'willingness' in the affirmative and 'refusal' in the negative. Eg: Will you help the poor? • 'Will' is used to make polite requests. Eg: Will you clean my mug too? Would and Should • As past tense forms of 'will' and 'shall' in indirect speech. Eg: DS: I will give you this bag. IS: He said he would give me his bag. DS: You shall have two assignments. IS: He said I should have two assignments. • 'Would' (with the second person) to politely request. Eg: Would you like to have coffee? • 'Should' and 'would' are used to express 'desire' and 'preference'. First-person 'should' and third-person 'would' Eg: I should have two chocolates. Eg: Would you rather have coke or Pepsi? Eg: He would prefer to wear a tuxedo. • 'Should' to express obligation or show an assumption Eg: You should be more careful. Eg: I should have dinner now. • 'Would' (second and third person) to express hypothetical situations. Eg: He would succeed if he worked hard.

Eg: You would have succeeded if you had worked hard. • 'Would' is used for hypothetical situations after the phrases like If only, I wish, We wish, He wishes, etc. Eg: 'If you add a little more it would be the right quantity. Eg: If you rub your hands you will feel warm. Should and Must • 'Should' expresses the sense of duty or desirability. Eg: You should chew your food carefully. • 'Must' expresses immediate or future obligation or necessity. People must get the booster vaccination dose as Covid is expected to surge. Could and Might • 'Could' is used to request with greater politeness Eg: Could I borrow your laptop? • 'Could' can be used as an alternative to 'may/might'. • 'Could be' can be used instead of may/might be. Eg: I don't know. It may/might/could be raining today. Ought to • Ought to can be used for present, future, and past if preceded by a verb in the past tense. • 'Ought to' / 'should' is used to express the subject's obligation/duty or to indicate correct or sensible action. Eg: He shouldn't / ought not to allow to come. 3.4 Transitive and Intransitive Verbs Verbs can be divided into two types: transitive and intransitive. → Transitive: • Trans mean across. • Most verbs in English are transitive. • They transfer the action to the object.

Hence, a transitive verb uses an object: a noun, phrase, or pronoun that refers to a person or a thing which is receiving the action. Examples: • I took my car to school. • We played football yesterday. In both the examples given above the verbs 'took' and 'played' are followed by the objects 'car' and 'football' respectively. Note: A verb is transitive or intransitive that can be identified through a simple test. If a verb is transitive it will be able to answer a question beginning with what or whom. By asking these questions you are enquiring who or what receives the action of the verb. → Intransitive Verbs • Intrans means not across. • Such verbs do not take direct objects because there is no action to transfer. Examples: • Kavita's writing improved. • They talked impressively. In both the above examples the verbs 'writing' and 'talked' has no direct object. Note: A verb is intransitive that can be identified as it cannot be rewritten into passive voice. 3.5

**Infinitives** An infinitive is a verb form or construction that works as a different part of speech in a sentence. Though infinitives contain verbs, they cannot function as verbs. They do not convey a sense of tense on their own,

and sentences containing them must include at least one finite main verb.

**3.5.1 Forming Infinitives** → Infinitives are formed by placing 'to' in front of the base form of a verb. Formation of infinitive

**Negative Form** To write Not to write To sleep Not to sleep

**3.5.2 Functions of Infinitives** → Functions of Infinitives

**Functions of Infinitives As a noun** • It can appear as the subject of a sentence. Eg: To dream big requires great ability. • It

can appear as the direct object of a sentence. Eg: He wanted to laugh. • It can also appear as a subject complement to

provide information about the subject by following a linking verb (is) in the predicate of a sentence. Eg: Our motive is to

upgrade. Note: An infinitive is acting as a noun that can be identified by replacing the infinitive verb with the word

something. As an Adjective: Infinitives can work as an adjective when placed after any noun in a sentence. • It can

describe a subject. Eg: The best person (noun) to consult (infinitive) is your teacher. • It can describe an object. Eg: The

counsellor assigned two exercises to perform. As an Adverb Infinitives can work as adverbs which modify a verb. Working

as an adverb the infinitives tell the reader why the action is necessary. Note: Infinitives can either follow or precede the

main clause of a sentence. They are movable. Eg: To do well in class 6, one must study at least 2 hours daily. (before the

main clause. Eg: One must study at least 2 hours daily to do well in class 6. (following the main clause.)

**3.5.3 Infinitive Phrases**

→ Infinitive Phrases We can combine infinitives with other words and phrases, it provides additional information about

the action expressed in the infinitive. For example, St. Martin School teaches students to work diligently. The verb

diligently is describing how the school teaches its students to work.

**3.5.4 Forms of Infinitives** The different forms of infinitives are discussed in the table below: Forms of Infinitives

**Bare Infinitives** → The word 'to' can be dropped from an infinitive when used with certain verbs called modals like can, could, may, might, must, shall, should, will, and would. Eg:

We must (to) look out for alternatives. Eg: There might (to) be a better option.

→ The verbs bid, let, watch, see, make, help, and hear take bare infinitives. Eg: This will help (to) clear the mess. Eg: The whole school heard her (to) sing the

song. **Split Infinitives** When a word or phrase comes in between 'to' and the 'verb' in an infinitive, it splits an infinitive.

Note: Grammarians and formal writing writers do not prefer to use split infinitives as it complicates understanding the

meaning. Though a single adverb splitting an infinitive is not objectionable. Eg: The eagle stopped to swiftly and suddenly

dive down. **Perfect Infinitive** By changing the base form of a verb to its past participle and adding the auxiliary verb 'have',

we can form a perfect infinitive. Eg: She wished to have tried it. Eg: To have lived healthily is a blessed thing.

**Continuous Infinitive** By combining 'to be' with the present participle of a verb, we can form a continuous infinitive. They are used to express a continuing action.

Eg: The dogs seemed to be waiting for their food. Eg: You should be studying for the assignment! (no need to use to with

a modal) **Perfect Continuous Infinitive** By combining 'to have been' with the present participle of a verb, we can form a

perfect continuous infinitive. They are formed to express a continuing action that is now complete. Eg: The students

appeared to have been dreaming of spring holidays. Eg: The students must have been dreaming of spring holidays. (no

need to use to with a modal) **Passive Infinitive** By combining 'to be' with the past participle of a verb, we can form a

passive infinitive. They are formed to express an action received by the subject of a sentence. Eg: The students simply

wish to be rewarded for their efforts. Eg: Cleanliness needs to be prioritized.

**3.5.5 Test Yourself** → Activity 1: Identify the subject, its main verb, and its infinitive (if present).

1. Rumours of your legendary moves seem to have been circulating about the dance floor.

2. A mother watches her children grow up and venture out into the world.

3. The effects of sleep deprivation appeared to be catching up to him.

→ Activity 2: Label each infinitive phrase by function: subject, direct object, complement, adjective, or adverb.

1. To keep rhythm is to dismiss one's constant hesitation.

2. We welcome you to return to the Writing Center to continue to improve your writing skills.

3. The library is the best place to find authentic academic sources to use in an essay.

4. If you wish to make an apple pie from scratch, you must first invent the universe.

5. To yearn to acquire knowledge is to understand that you must use your skills to reinvent yourself as a role model to inspire future generations. Answers: Activity 1: 1. Rumors seem [subject+main verb]; to have been circulating [perfect continuous infinitive] 2. A mother watches [subject+main verb]; grow [bare infinitive]; venture [bare infinitive] 3. The effects appeared [subject+main verb]; to be catching [continuous infinitive] Activity 2: 1. to keep rhythm [subject]; to dismiss one's constant hesitation [subject complement] 2. to return to the Writing Center [adverb]; to continue [adverb]; to improve [adverb] 3. to find sources [adjective]; to use in your paper [adjective] 4. to make an apple pie [direct object] 5. to yearn [subject]; to acquire knowledge [object]; to understand [complement]; to reinvent yourself [adverb]; to inspire future generations [adjective] 3.6 Unit Summary Linking Verb: Verbs that work as a link or connection between a subject and the rest of the sentence are called linking verbs. These verbs instead of showing action link or connect the subject to further information usually an adjective, noun, or pronoun. The verbs that help or support the main verb are called auxiliary verbs. Be: am, is, are, was, and were;

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**MATCHING BLOCK 20/34**

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Grammar What,Vol, 11, 18-10-2018 doc.doc (D53797137)

Do: does, did; Shall: should; Will: would; Can: could; May: might; Must:

have to, am to, had to; Ought to; Used to; Need; Dare. Auxiliary verbs are also called anomalous finite as they are different from the other normal verbs. Verbs can be divided into two types: transitive and intransitive. A transitive verb uses an object: a noun, phrase, or pronoun that refers to a person or a thing which is receiving the action. Intrans means not across. Such verbs do not take direct objects because there is no action to transfer.

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Guia Contrastive Grammar 22-22 Terminada.docx (D127414243)

An infinitive is a verb form or construction that works as a different part of speech in a sentence. Though infinitives contain verbs, they cannot function as verbs. They do not convey a sense of tense on their own,

and sentences containing them must include at least one finite main verb. Reference: ● <https://www.easypacelearning.com/english-books/>

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**MATCHING BLOCK 21/34**

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[english-books-for-download-pdf/category/6-english-grammar-pdf-and-word-doc](https://www.easypacelearning.com/english-books/) ●

Understanding English Grammar; NINTH EDITION; Martha Kolln The Pennsylvania State University; Robert Funk; Eastern Illinois University ● OLIVER STRUNK: 'THE ELEMENTS OF STYLE' (4th edition) First published in 1935, Copyright © Oliver Strunk Last Revision: © William Strunk Jr. and Edward A. Tenney, 2000

Module II: English: Reading and Writing Skills

Unit 4: Reading Skills 4.0 Introduction 4.1 Unit Objective 4.3 Reading Stages 4.4 Reading Techniques 4.5 SQ3R Technique 4.6 Reading Comprehension 4.6.1 Pre-Reading Stage 4.6.2 During-Reading Stage 4.6.3 Post-Reading Review 4.7 Check Your Progress 4.0 Introduction Reading is one such activity we often do for studying, getting information, or entertainment. It is important to understand that reading is a skill and an active as well as an interactive process. We apply strategies to make sense of what we read. 4.1 Unit Objective This Unit will introduce the learners to reading skills. 4.2 Reading: Meaning Reading is a decoding process in which we recognize graphic symbols and their corresponding vocal sounds and establish the meaning they are conveying. It is a complex process and involves physical, intellectual, and emotional responses. Reading improves one's understanding of a language and is one of the most significant skills in language learning. It also holds the key to the expansion of good communication skills. We engage in reading when we read books, journals, newspapers, novels, etc. Looking at a sentence or phrase in a text our mind tries to understand the message it intends to convey. Reading can be defined as an active process which is multifaceted and layered. When we read, we merely do not sit as passive receivers of the information. We draw out or guess the meaning from the

text by actively interacting with it using complex cognitive skills as it involves decoding, guessing, deducing, and predicting the coming events based on the given information in the text. Reading is an important activity: ● It leads to gaining a better understanding of the language and achieving a hold on the language. ● Reading ability leads to knowing the latest trends, happenings all over the world, the world, new information, discoveries, and inventions through journals, newspapers, magazines, books, etc. ● Reading recreational books like novels and digests readers entertain themselves in their leisure time. ● Reading moral values-based texts readers develop ethics and moral character. ● Reading helps to enjoy control over communication patterns and speaking abilities. ● Reading improves experience and knowledge, as Lord Bacon rightly points out: "Reading makes us a full man and writing an exact man".

#### 4.3 Reading Stages

The process of reading passes through the following stages: ● Perception and word recognition ● Comprehension ● Evaluation and reaction ● Application

1. 'Perception and word recognition' involves the mechanical aspect of reading. As the reader first recognises the letters, words, and pronunciation. When reading, the reader based on his learnt or past experience forms an image of the word in his mind along with the associated sound and meaning of the word.
2. Comprehension involves high-order reading skills. It is the stage in which the reader goes deeper by trying to understand the literal meaning of the text. Using critical thinking and previous knowledge, the reader draws out and interprets the meaning of the text.
3. The stage 'Evaluation and reaction' involves determining the utility, appropriateness, and reliability of the information and ideas comprehended by the reader. A reader evaluates the text or information by understanding the writer's intent and also reacts to it accordingly or depending on his critical thinking.

4. "Application" is the stage of any reading activity which involves acting as desired in the text.

#### 4.4 Reading Techniques

The three reading techniques are scanning, skimming, and focused reading.

1. Scanning: Going through a text in terms of its format, highlighted sections, key topics, and so on is known as scanning. To scan a text, a reader looks for headings, subheadings, keywords, etc to have a clue about the focus. He can scan a text by reading the first sentence of two of each paragraph also.
2. Skimming: Reading a text for gist is known as skimming. A reader uses the skimming technique for getting the essence or 'gist' of the whole text. By skipping over the main details and reading quickly the main points a reader can acquire the main matter discussed in the whole text. For example to skim a chapter a reader can - ● First, read the first paragraph of a chapter completely. ● Read the bold print headings. ● Read the first sentence of each paragraph. ● Notice pictures, graphs, charts, and maps. ● Lastly, read the last paragraph of the chapter. For better understanding, you can write down the main ideas while skimming a chapter. People usually use this technique for reading a - newspaper, Magazine, or business or travel brochures.
3. Extensive reading: it involves an element of enjoyment. A person undertakes extensive reading to obtain a general understanding of the subject the text is all about. A reader does not need to worry about understanding each word or learning. Examples of extensive reading are a novel, a magazine article, a book on technology, etc.
4. Intensive reading: It is applied to read shorter texts to drive out specific information. Intensive reading gives an understanding of each word or fact and a grasp of the details. Examples of intensive reading are a newspaper article, a formal letter, a report, etc.

#### 4.5 SQ3R Technique

SQ3R is a useful technique for comprehending a piece of written information efficiently, it was first developed by research at Ohio State University. SQ3R is an acronym and it stands for the five sequential techniques - Survey, Question, Read, Recite, and Review. SQ3R is just one technique that helps to retain information from reading. Students may refer to other or their own techniques which suit their learning style and requirement. SQ3R creates a good mental framework of a subject into which we can fit the right facts. Let's see how:

**Survey (S):** It involves giving a quick glance reading of the preface, chapter headings, summary, index, tables, pictures, etc. It's like scanning the material and not reading it actually. A quick survey tells the author has dealt with what topic and how he has organised the content.

**Question (Q):** After having surveyed the content you can ask questions like: How far can I rely on or depend on it? Will it be useful to me as it suggests? Does it deal with the topics that I am looking for? These questions are examples, you can also form other questions depending on your need and previous knowledge of the topic the content is all about.

**Read (R):** You can start reading the material for the answers to your questions formulated after surveying the content. While reading, you can take notes or make flashcards.

**Recall (R):** What has been read needs to be remembered. Remembering not only improves one's learning capability but also the level of focus, and the ability to evaluate, react, and apply knowledge. For recalling information effectively, you can try this technique - while reading, look away from the text



and try to answer your questions. This practice helps to check your learning and takes the information into your memory. Review (R): The aim of the review is to check your memory and affirm your understanding. One good way of reviewing is to do a quick repeat of the four steps discussed earlier i.e survey, question, read, and recall. Reviewing leads to retaining the information effectively. 4.6 Reading Comprehension "Reading comprehension" is an active and interactive process of understanding texts. It is a dynamic activity which involves guessing(prediction), summarizing the idea, questioning the guessed information, and clarifying the unclear concept. These strategies are incorporated into a sequence which includes pre-reading, during-reading, and post-reading stages. 4.6.1 Pre-Reading Stage Predictions: Guessing and apprehending what the text may about be or what it may be conveying. Prediction is a mental activity and model that we do even before we start reading. We guess about the "big picture". This model helps to focus on guessing the key points in the text. Think about how the information is arranged in the text. Does it have any tables, charts, pictures, or sub-sections? While thinking about the organisation of the content, you can think about the genre (type/category) as it influences the arrangement of a text. For example, if you identify that it is an article on a scientific topic, it will have a few distinctive features like an abstract, method, findings, and so on. Other features like passive voice use also help identify whether the writing is academic or other. Think about how the genre may influence the text. Once you have thought about the arrangement of the text and the genre, make a prediction about what the content must be saying or how it may help you to refer to it. Vocabulary: Gather information about the unfamiliar words The reader may now go through the keywords before reading a chapter, it familiarizes with the unknown words, and when reading the text later, the reader would not get bogged down by the unfamiliar words.

If keywords are not given, scan and skim the text for unfamiliar words and look up their meaning or definitions. It is a thumb rule that if there are more than twenty keywords, the passage needs to be re-read a few times to be familiar with the words and the core meaning of the text. The activity of knowing the unknown words of the text revises, clarifies, or affirms the prediction made about the text. We may separate what we now know and what we predicted with a K-W-L (Know-Want-Learn) chart (Ogle 564-570). The "K" and "W" are completed prior to reading the text, while the "L" gets completed after the reading. 4.6.2 During-Reading Stage After having guessed about the text and knowing the keywords, which leads to affirming our predictions our mind gets prepared to focus on the significant parts of the text and interpret it. Read the text and underline or highlight the keywords and key ideas. You can make small notes in the margin section by writing what you have interpreted about a particular line, word, or text. Write down any questions coming to mind while understanding the text, in the margin space. Summarise the paragraphs in simple terms and write them down. 4.6.3 Post-Reading Review Review the reading process you undertook to read and understand the text. Reflection helps to identify yourself as a reader, how much you gained and how little you could gain helps to realize your strengths and weaknesses as a reader. The strategies you adopted to read and understand the text were helpful or you need to change your approach are the realisations we gain by reflecting on the reading process. One can reflect on the reading process by asking questions:

What information surprised you? What information were you not surprised by? What information did you agree with or disagree with? What information or what part was challenging for you to understand? Which strategy helped you or did not help you? After going through such mental activities, you can now fill in the "L" section in the K-W-L chart. 4.7 Check Your Progress Activity 1 The following given box has an excerpt try to practice the pre-reading, during-reading, and post-reading stages of reading comprehension with it. Learning about Life For 300 years, the models and metaphors of Newtonian physics have dominated the world of science. Newton offered an image of the universe as a machine, a clockwork mechanism. Newton's universe is ruled by linear cause and effect--one gear turns, which makes a second gear turn, which makes a third gear turn, and so on. This cause-effect relationship is captured in Newton's  $F=ma$  formula: force gives rise to acceleration, and cause gives rise to effect. These Newtonian images have spread beyond the community of scientists, deeply influencing work in the social sciences, the humanities, and the arts. Newtonian metaphors have formed the foundation for how people think about science--and, more generally, how they make sense of the world around them. In recent years, a new set of models and metaphors have begun to spread through the scientific community, and gradually into the culture at large. Many of these new ideas come not from physics, but from biology. In a growing number of disciplines, researchers are now viewing the systems they study less like clockwork mechanisms, and more like complex ecosystems. Increasingly, ideas from ecology, ethology, and evolution are spreading beyond their disciplinary boundaries. Ideas like self-organization and emergence are affecting the direction and nature of research in many other fields, from economics to engineering to anthropology. In general, there is a pronounced shift toward decentralized models, in which patterns are determined not by some centralized authority, but by local interactions about decentralized components. The growing interest in the field of Artificial Life is both a reflection of and a contributor to this broader intellectual shift.

Biology-inspired models and metaphors will have their greatest influence when they spread outside of the scientific community and into the general culture. For children growing up in the world today, learning about living systems is taking on a new urgency. The point is not just to understand the biological world (though that, of course, is a worthy endeavour). Rather, decentralized models of living systems provide a basis for understanding many other systems and phenomena in the world. As these ideas seep out of the scientific community, they are likely to cause deep changes in how children (and adults too) make sense of the world. This paper explores ways to help make that happen. ~Mitchel Resnick, "Learning about Life," *Artificial Life*, 1993. Reference:

<https://www.sjsu.edu/writingcenter/docs/handouts/Reading%20Comprehension.pdf> Sample Answer for Activity 1 Pre-Reading: a. Prediction 1: The title indicates it will be about living things. b. Keywords: • Newtonian physics/Newton's universe: assumption that change can only be caused by one object acting upon another • cause and effect relationship: the idea that one event causes another to happen • self-organization: a process where local interactions within a system create order • emergence: when local interactions cause a system to acquire new properties as a wider whole • decentralized models: a system where local interactions can work together to accomplish global goals • living systems: self-organizing systems that interact with their environment • phenomena: an observable fact or event c. Prediction 2: "Life" refers to systems that are able to interact with their environment. The concepts of cause and effect relationships will somehow be related to how systems work. The behaviour of self-organizing systems will also be addressed. During-Reading: a. Paragraph 1: The idea of cause and effect has been popular in the sciences for a long time. b. Paragraph 2: This is also a popular model that other disciplines use to study the world around them. c. Paragraph 3: Ideas from biology, such as self-organization and emergence, have influenced the scientific community to pay more attention to decentralized models instead. d. Paragraph 4: This idea will become popular outside of the scientific community, and this paper will talk about possible ways to help this change along. e. Clarification 1: Cause-and-effect models of the world were popular; now decentralized models are popular. f. Clarification 2: Self-organizing models are an example of decentralized models. g. Summary: Decentralized models are getting more popular than cause-and-effect models in the scientific community. Post-Reading: The organization of this paper was clear; each paragraph had one argument. Each point is built on the previous one. a. I was surprised by the idea that scientists have been modelling the relationship between objects in a cause-and-effect way. I hadn't thought about how there are different ways to think about this. b. I wonder how this paper will talk about how these models can influence how nonscientific audiences conceptualize the world around them. Reference: <https://www.sjsu.edu/writingcenter/docs/handouts/Reading%20Comprehension.pdf> Activity 2 The following given box has an excerpt try to practice the pre-reading, during-reading, and post-reading stages of reading comprehension with it. Rules for Biologically Inspired Adaptive Network Design Transport networks are ubiquitous in both social and biological systems. Robust network performance involves a complex trade-off involving cost, transport efficiency, and fault tolerance. Biological networks have been honed by many cycles of evolutionary selection pressure and are likely to yield reasonable solutions to such combinatorial optimization problems. Furthermore, they develop without centralized control and may represent a readily scalable solution for growing networks in general. We show that the slime mould *Physarum polycephalum* forms networks with comparable efficiency, fault tolerance, and cost to those of real-world infrastructure networks—in this case, the Tokyo rail system. The core mechanisms needed for adaptive network formation can be captured in a biologically inspired mathematical model that may be useful to guide network construction in other domains. ~ Tero et al., "Rules for Biologically Inspired Adaptive Network Design," *Science*, 2010 Reference: <https://www.sjsu.edu/writingcenter/docs/handouts/Reading%20Comprehension.pdf> Sample Answer for Activity 2 Pre-Reading:

a. Prediction: This study will talk about how the design of a network can be inspired by biology. b. Keywords: ● biologically inspired: inspired by biological systems ● adaptive: capable of changing ● ubiquitous: common ● trade-off: a situation where the amount of one thing must be decreased for a second thing to be increased ● evolutionary selection pressure: a factor that causes a change in a population ● optimization problem: a problem of finding the best solution out of all possible solutions ● centralized control: a type of model where one part controls the behavior of the other parts ● scalable: capable of being changed in size ● slime mold: a blob-like organism ● mathematical model: an abstract model that uses math to explain the behaviour of a system

During-Reading: a. Summary: This study talks about how transport networks can take inspiration from biological models. We can take inspiration from biological models because they have been shaped by evolutionary pressures to be efficient and because they change over time, just like transport networks. The researchers compared the efficiency of the Tokyo rail system to the network that a slime mold made, and they found that the slime mold model is similar in efficiency to the Tokyo rail system. This finding shows how biological models can help us guide network construction in other domains, too. b. Notes: The first two sentences describe transport networks. The third and fourth describe how biological models can influence network design. The fifth sentence shows what the researchers did and what they found. The last sentence describes the implications of their research. c. Prediction: The abstract of a research paper will often follow this structure in stating what the paper will be about.

Post-Reading: a. I was surprised to hear that a slime mold could make a network that was just as efficient as Tokyo's transportation system. I wonder how they managed to do this in the paper. It helped me to look up many of the words and to use them in context, and then to look at the relationship of each sentence to the whole. b. I expect the rest of the paper to list out the rationale, methods, results, and implications of their research in a way that is similar to the way it was summarized in the abstract. Reference:

<https://www.sjsu.edu/writingcenter/docs/handouts/Reading%20Comprehension.pdf>

Activity 3 The following given box has an excerpt try to practice the pre-reading, during-reading, and post- reading stages of reading comprehension with it. Novel Excerpt Excerpt from *Pride and Prejudice* It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighborhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of someone or other of their daughters. "My dear Mr Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?" Mr Bennet replied that he had not. "But it is," returned she; "for Mrs Long has just been here, and she told me all about it." Mr Bennet made no answer. "Do not you want to know who has taken it?" cried his wife impatiently. "You want to tell me, and I have no objection to hearing it." This was invitation enough. "Why, my dear, you must know, Mrs Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it that he agreed with Mr Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week." "What is his name?" "Bingley." "Is he married or single?" "Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!" "How so? how can it affect them?" "My dear Mr Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them." ~Jane Austen, *Pride and Prejudice*, 1813.

Reference: <https://www.sjsu.edu/writingcenter/docs/handouts/Reading%20Comprehension.pdf>

Sample Answer for Activity 3 Pre-Reading: a. Prediction: The title may be referring to qualities of having pride and prejudice against others. b. Keywords: ● prejudice: the state of being judgmental ● let: to offer or grant for rent or lease ● chaise: horse-drawn carriage ● Michaelmas: a Christian holiday. During-Reading: a. Summary: Mr and Mrs Bennet are talking about Mr Bingley, and they are planning to have one of their daughters married to him. b. Keywords and phrases: "is he married or single?"; "I am thinking of his marrying one of them." c. Prediction: This story will be about marriage. Some of the characters, such as Mr Bingley or the Bennets, may act prideful and prejudiced as this story unfolds. Mr Bingley may get married at one point in this book. Post-Reading: a. This book was written in 1813; the cultural expectations around marriage have changed since then. I liked how succinctly the author sums up what this book was going to be about in the first sentence, and the dialogue revealed a lot of detail about the personalities of the family members. b. Most of the actions and explanations take place in the dialogue. It will be helpful to pay attention to the dialogue to figure out what's going on in this book. Reference:

<https://www.sjsu.edu/writingcenter/docs/handouts/Reading%20Comprehension.pdf>

Unit 5: Writing Skills 5.0 Introduction 5.1 Unit Objective 5.2 Writing Process 5.3 Writing Forms 5.4 Writing Skills 5.5 Unit Summary 5.0 Introduction Writing is a skill-based activity that is significant for academic and professional success. It is an essential medium of communication that needs to be handled strategically for the correct and effective transmission of information. Effective writing is that - which can express exactly what the writer wants to convey in clear, concise, and understandable language. 5.1 Unit Objective This Unit will introduce the learners to develop effective writing skills. 5.2 Writing Process Writing is an activity which involves a process, a series of steps. Whether writing a history paper, an article, or a job application letter, it goes through the writing steps, which are: Pre-Writing This stage involves 'planning' before you start writing, which requires: ● considering the purpose of writing ● recalling your experience or knowledge about the topic ● planning about the subject matter, format, and style ● thinking about the recipient or reader ● thinking about what you will write

The pre-writing stage is also known as the planning stage. What the writer plans during this stage is not necessary that he follow it strictly when executing the writing, as it often happens that a writer may get motivated by the necessity and go a different way from what he planned. Writing or Drafting It is the stage when you would write the ideas into a paper or digital writing platform. It involves: ● writing your thoughts into sentences and paragraphs using grammar correctly ● framing and arranging the text into the correct order and format Editing/proofreading It is the stage where you read and check your text for grammatical errors, missing points or ideas. You deduce whether the written text justifies the need and purpose as now you will send, post, or publish it. 5.3 Writing Forms Following are discussed some of the writing forms: → Note-Taking and Note-Making Note-Taking: We usually do note-taking while listening or reading. It is brief in size and carried out in points as it helps a writer refer to it later easily. Note-taking would be incomplete without note-making. Note Making: Note making is another important writing activity which leads the writer to revise the points taken during note-taking. It can be considered as a revised activity of important points jotted down during reading or listening. Whether you are a student or a professional, note-taking and note-making are the skills you need to know how to do as they hold the key to capturing knowledge accurately that you can later refer to as a source.

Benefits: Improve listening skills and attentiveness. Work as a personal reference Facilitate learning and remembering.

Features of effective notes: Accurate Brief Relevant Organised Easy to understand. → Formal and Informal Writing

Formal Writing: We do formal writing for professional and official purposes. Writing reports, memos, internal and external letters or emails, job letters, white papers, website content, etc. are examples of formal writing. Book writings and letters to a principal, school administrators, teachers, government officials, etc. are formal writing. Informal Writing: Writing for some casual purposes is called informal writing. When a written text sounds like a casual and conversational tone it can be said it is in an informal style. For example, writing a letter or a message to a friend or a relative and diary writing are informal writing. 5.4 Writing Skills High-order writing skills: The following ways of writing are considered high-order writing skills. ● Creative Thinking-Writing: Writing an artistic, attractive and amusing poem, article, essay, advertisement and blog content, poem, novel, etc on the basis of divergent ideas like imagination, creativity, newness etc. is considered creative writing.

● Questioning: It engages an individual to think over, brainstorm, and understand a matter before creating a question on it. ● Critical Writing: It demands writing bias-free, negative or positive, and neutral ideas related to a particular topic/subject. Like reading, writing is also a skill which can be enhanced through practice and awareness. If a person finds it hard to write and expressively he can develop strong writing skills through practice and patience. There are some general ways which can help in sharpening our writing skills. a) Write daily or often. It does not matter what to write but what matters is the act of writing. Consistency holds the key to developing writing skills. b) Develop a habit of reading. It helps to understand grammar usage, ways of expressing a matter, style, vocabulary, etc. Newspapers, novels, helping books, magazines, etc. are great sources of reading. c) Improve your knowledge about grammatical structures and usages. Mastering the basics of a language makes writing in it easily and effective. d) Try to follow the process of writing properly as it helps in writing thoughtfully and effectively. 5.5 Unit Summary Writing is a skill-based activity that is significant for academic and professional success. It is an essential medium of communication that needs to be handled strategically for the correct and effective transmission of information. Like reading, writing is also a skill which can be enhanced through practice and awareness. If a person finds it hard to write and expressively he can develop strong writing skills through practice and patience.

Unit 6: Precise Writing, Paraphrasing, Expansion 6.0 Introduction 6.1 Unit Objective 6.2 Precise Writing 6.2.1 Tips to a Successful Précis 6.2.2 Qualities of a good Précis 6.2.3 Precise Writing Procedure 6.2.4 Test Your Learning: Activity 6.3 Paraphrasing 6.3.1 Components of Paraphrasing 6.3.2 Paraphrasing Tips 6.3.3 Paraphrasing Process and Techniques 6.3.4 Test Your Learning: Activity 6.4 Expansion 6.4.1 Methods of Expansion 6.4.2 Expansion Techniques 6.4.3 Test Your Learning: Activity 6.5 Check Your Progress 6.0 Introduction Précis Writing: The ability to create a Précis is useful as it lets a reader understand a considerable text in its well-wordsed and well-informed summarised form. For Précis writing, one must try to comprehend the original text well. Paraphrasing is rewriting a text into your own words without changing the meaning. It can retain the length of the original text. Expansion means writing or expanding a sentence or proverb into a paragraph. 6.1 Unit Objective This Unit will help the learners to understand and inculcate three significant writing skills based writings: • Précis Writing • Paraphrasing • Expansion 6.2 Precise Writing / Précis Writing 'Précis' (/prā'sē, 'prāsē/) is a French word, in English it means precise. It is a basic and very useful skill and is often referred to as 'abbreviation', 'subtraction', 'abstract', and 'summary'. Writing a summary of the important ideas given in a long text is precisising it. Precise writing gives us a concise and lucid summary that would have all the necessary detail of the text. Précis writing requires reading intelligence and proper writing skills. One needs to use analytical skills for critically questioning every thought included and excluded, each word used to express the thoughts, and the proportion and arrangement of the thoughts, both in the original and the précis. 6.2.1 Tips to a Successful Précis 1. Look out for the significant facts or ideas a passage or piece of text carries. 2. Start your sentence expressing what the passage intends to say. 3. Use a few words and show the essential in the opening sentence. 4. Restate using your own words what the author is saying without adding your own opinion. 5. Check if your précis is clear. 6. It must be unbiased and purely a summary of the original text. A precis is to be at least one-fourth of its original length. 6.2.2 Qualities of a good Précis The 5Cs of a good Précis are clarity, correctness, coherency, completeness, and conciseness. 1. Clarity: Ideas expressed in the précis must be clear and understandable. Using simple language and grammatical structures, you can avoid ambiguity. 2. Correctness: précis must be factually and grammatically correct. 3. Coherence: There should be a clear connection between the sentences of a précis text, it should not lose coherency. 4. Completeness: Précis must have all the facts of the original text. 5. Conciseness: A précis must convey the whole meaning but in a precise form. It should not be lengthier than the original text. Use a few words and articulate a summary. 6.2.3 Precise Writing Procedure Précis Writing Steps Step 1 Read the text carefully and more than once. As it will help to understand the matter well and extract the main ideal efficiently. Step 2 Underline or jot down the main facts or ideas and differentiate them from the less significant ones. Step 3 Ascertain a suitable title for your précis. Step 4 Prepare a first draft of the précis keeping the main ideas in mind. The original text must become shrink to one-third of its length in the precis. Step 5 Read the first draft to check the length, grammatical errors, and any missed information critical to the central idea/s. Omit anything which is not required to express the main idea. This read further curtails the length of the first draft. Step 6 Revise your precis to ensure you have used minimum words to express the idea. It must be in your own words and should not match the original author's words. Note: Do not forget to use the writing and reading skills for performing the reading and writing actions. 6.2.4 Test Your Learning: Activity Write a précis of the passage given below. A life of action and danger moderates the dread of death. It not only gives us the fortitude to bear the pain but also teaches us at every step the precarious tenure on which we hold our present being. Sedentary and studious men are the most apprehensive on this score. Dr Johnson was an instance in point. A few years seemed to him soon over, compared with those sweeping contemplations on time and infinity with which he had been used to pose himself. In the still life of a man of letters, there was no obvious reason for a change. He might sit in an armchair and pour out cups of tea to all eternity would it had been possible for him to do so. The most rational cure after all for the inordinate fear of death is to set a just value on life. If we merely wish to continue on the scene to indulge our head-strong humour and tormenting passions, we had better be gone at once; and if we only cherish a fondness for existence according to the good we desire from it, the pang we feel at parting which it will not be very server.

Solution: Step 1: Identify the main idea: The text discusses people's fear of death. It details why some people fear death and how this fear can be overcome. Step 2: Identify the main points/facts: a) We do not fear death if we live an active life. b) Those people who fear death the most are the ones who spend much time sitting and studying. c) This happens because they lead inactive and peaceful life and do not want any change. d) The most sensible way of ridding oneself of the fear of death is by valuing life. e) We should be comfortable with the knowledge that life is unpredictable and that our hold upon life is very uncertain. Step 3: Provide a suitable title: The Fear of Death. Step 4: Write the first draft: If we lead an active life facing dangers, we will fear death less. People who spend a lot of their time lazing around and leading a peaceful life are the ones who are most afraid of death. This is because they do not want any change. The most sensible way of getting rid of the fear of death is to value life properly. If we do not give unnecessary importance to our life, we will not feel the pang of death. Step 5: Edit your work. Remember that the précis cannot be more than a third of the length of the original text. Since the given passage is approximately 200 words, the précis cannot exceed 65 words. However, the first draft consists of 80 words. Therefore it needs to be edited. Example: 'People who spend a lot of their time lazing around and leading a peaceful life are the ones who are most afraid of death. This is because they do not want any change.' can be rewritten more succinctly in the following manner: 'People, who lead a lazy and peaceful life, are the most afraid of death.' Step 6: Write the final draft. The Fear of Death If we lead an active life facing dangers, we will fear death less. People, who lead a lazy and peaceful life, fear change and are most afraid of death. The most sensible way of getting rid of the fear of death is to value life properly. If we do not give unnecessary importance to our life, we will not feel the pang of death. References: Paul W. Lehmann's "The Junior Précis Practice Pad" and Robert M. Gay's "Writing Through Reading," (material abstract from [http://iwww.classicalco-op.com/co\\_op\\_new/ce\\_tiki/tiki-index.php?page:Précis%20Writing](http://iwww.classicalco-op.com/co_op_new/ce_tiki/tiki-index.php?page:Précis%20Writing))

6.3 Paraphrasing Paraphrasing is rewriting a text into your own words without changing the meaning. It can retain the length of the original text. • It is a writing activity in which you reword

83%

**MATCHING BLOCK 22/34**

**W**

an author's text, explanation, argument, or narrative. • It is a legitimate way to borrow from a source

which involves citation. • It is different from summarising a text as it does not focus on curtailing the length and communicating only the main ideas.

6.3.1 Components of Paraphrasing • Citation: It is an essential component of proper paraphrasing. Paraphrasing entails citing the source. If a writer does not mention the source properly it will be considered plagiarism as presenting someone's idea, information, or material as your own is unfair. • Changes: Paraphrasing features changes to the original source. Merely changing the keywords and using the synonym you do not paraphrase a text. Major structural changes need to be made. • Flexibility: There is no single correct way to paraphrase a text. 6.3.2 Paraphrasing Tips • Do read the original content more than once and carefully to fully understand it. For correct paraphrasing, the source material needs to be understood properly. • Use Wh questions (who, what, when, where, why, and how) to identify the critical components of the passage. For example, who has written it, how is it important, where did it happen, etc. Framing questions helps to paraphrase a text informatively. • Paraphrase by using your own words and sentence structures. Vocabulary changes and synonym usage does not mean paraphrasing, these are surface-level changes and show the poor paraphrasing skills of a writer. It helps in avoiding plagiarism and brings originality to the content. • Do not forget to cite your source/s. It helps to avoid plagiarism and gives the source its due credit. • The meaning of the original content may get distorted by using inaccurate synonyms, hence, use the same meaning words carefully. • Be careful while paraphrasing the facts and information mentioned in the content. 6.3.3 Paraphrasing Process and Techniques Paraphrasing is a writing activity which can be done by following the given steps: Paraphrasing Writing Steps Step 1 Read and re-read the source text to understand it well. Reading more than once, underlining the new words and keywords, and looking up their meaning in the dictionary side by side helps to understand a text appropriately. Step 2 Now make some notes by not looking into the content but based on your understanding developed by reading it. Step 3 Compare your notes with the source content to check you may have not missed any information or fact. Step 4 Any phrase borrowed directly from the source is kept under quotation marks. You can use certain technical words as it is, as often they do not carry any synonyms.. Step 5 Make sure you are noting down the full details as you have to cite the material. Some paraphrasing techniques: • Replace the positive statements with negative statements and vice versa. • Make changes in the sentence structure. • Leave the information unnecessary and avoidable. • Keep the technical terms that do not have any appropriate synonym or are irreplaceable with a synonym. 6.3.4 Test Your Learning: Activity



100%

MATCHING BLOCK 23/34

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How would you paraphrase the following passage? "For over 20 years now biologists have been alarmed that certain populations of amphibians have been declining. These declines have occurred both in areas populated by humans as well as

in

100%

MATCHING BLOCK 25/34

W

areas seemingly undisturbed by people. However, offering clear proof of the declining numbers of amphibians has been difficult because in most cases there is no reliable data on past population sizes with which to compare recent numbers" (Gitlin, 2001).

<https://www.sjsu.edu/writingcenter/docs/handouts/Paraphrasing.pdf> Solution:

94%

MATCHING BLOCK 24/34

W

Biologists have been worried about declining amphibian populations in areas both inhabited and uninhabited by humans. Though they have been studying amphibian populations for more than two decades, biologists have had a hard time providing indisputable proof of population decline due to a lack of data on past population sizes (Gitlin, 2001). (Note: Your answer may differ significantly.)

<https://www.sjsu.edu/writingcenter/docs/handouts/Paraphrasing.pdf>

6.4 Expansion Expansion means writing or expanding a sentence or proverb into a paragraph. Skills required for expansion include

- Writing skills
- Thought process
- Analytical skills
- Critical thinking abilities
- Sense of understanding
- A sense of logical direction in a writing

For example: Source: Applied English Grammar, Malti Aggarwal

6.4.1 Methods of Expansion Expansion Writing Steps

Step 1 Read the given sentence or proverb carefully. Try to understand the symbols and meanings related to the words used in the proverb. For Example, "Rome was not built in a day". The word 'Rome' symbol a place which was a great city. So what does it suggests? It reminds of greatness or success. Step 2 Replace the word/s used in the proverb with their meaning. For example, "Rome was not built in a day" would be "Greatness or success was not built in a day". You have decoded the proverb. Step 3 Think about a related example, story, or illustration. There are plenty of fables (of Aesop and Panchtantra), moral stories, and illustrations from the real and current world. For example: 'Rome was not built in a day' Think about Nelson Mandela who achieve success after living through many years of struggle. Step 4 Determine a topic sentence or introduce the idea in the opening line. Step 5 Develop your idea related to the found meaning in multiple sentences Step 6 Sum up your paragraph using the words such as 'thus', 'so', or 'The proverb advises that'.

6.4.2 Expansion Techniques

- Avoid any ambiguous expressions.
- Maintain coherency of thought, do not jump from one idea to another abruptly.
- Use paragraph writing techniques and features like the unity of thought, coherency, and emphasis.
- Multiple sentences should be used to expand the idea.
- Dialogues can be used.
- A conclusion must be given.

6.4.3 Test Your Learning: Activity Expand the following into a paragraph: United We Stand, Divided We Fall Solution: The golden principle of a successful life is Union is Strength. The Britishers ruled over India for a pretty long time because they worked on the principle of divide and rule. They divided the Indians either on the basis of religion or caste or social status and enslaved India for more than a century. It holds equally true of families and nations in the 21st century. Children are often taught the principle of union is the strength by way of an old story in which a farmer asked each of his four sons to break a stick. Each broke the stick quite easily. The farmer then tied all the sticks in a bundle and asked each of them to break it. None of them could break the bundle of sticks which illustrates the principle-united we stand, divided we fall. In today's scientific and competitive world, a divided team cannot emerge, victorious, however talented or laborious its members are. Today we talk of globalization where the entire world has shrunk to form a composite whole. The progress and prosperity of a nation depend upon the combined, collective, and concentrated efforts of one and all. Hence, we should always remember that united we stand, divided we fall. We should not allow anyone to split up our society into small groups. Source: Remedial English Language by Dr Malti Aggarwal

6.5 Check Your Progress Q 1) Read the following given article and write a précis for it:

Interviews are the most common method used by employers to and candidates for jobs. Many candidates take the interview process very seriously, while others do not. There are 5 interview mistakes that you must avoid if you are to secure the job that you want. 1. Being late Apart from a major emergency when everything shuts down, there really is no excuse for being late. Take the time to plan your journey, estimate how long it will take to get to the interview venue and build in time for delays. Plan to arrive 15 minutes before your interview time and allow 30 minutes for delays. It is better to arrive 45 minutes early than 15 minutes late. 2. Not knowing about the organisation A question to find out what you know about the organisation is almost guaranteed. Despite this many candidates are unable to demonstrate that they have even done basic research. With the power of the internet and more general freedom of information, there really is no excuse. 3. Not knowing why you want the job This is another interview favourite. The interviewer knows that you need to earn money so make sure this is not your responsibility. Is it something about the business's reputation, the challenges it faces, the segment of the market it serves, the style of management or progression prospects? Whatever it is be clear on why you want the job. 4. Not knowing yourself A question about your strengths and weaknesses will come up in some form or other. Clearly, you don't want to come up with a weakness that will blow away your chances of getting the job, but at the same time, you need to demonstrate self-awareness. Think of 3 strengths and 3 development areas that you will talk about in the interview. 5. Asking about salary Good interviewers will give you the opportunity to ask them questions. Poorly prepared candidates will not make the most of this opportunity. They will ask (before they have been offered the job) about salary, benefits and holidays. The well-prepared candidate will focus on questions about promotion prospects, training and development, the future direction of the company and what it is like to work in the organisation. Interviews are challenging for both the interviewer and the candidates. By avoiding some of the most common mistakes, you can greatly increase your chances of success. Source: Free Articles from ArticlesFactory.com

Solution: Interview Mistakes that Must be Avoided Since interviews are still the most common method of selecting candidates for jobs, there are some mistakes that you must avoid making during an interview: 1. Being late: There is no excuse for being late, so plan in a manner that you arrive a few minutes earlier. 2. Not knowing about the organization: Since it is certain that you will be asked a question regarding what you know about the organization, you must do basic research before you arrive for the interview. 3. Not knowing why you want the job: Your interviewer would want to know why you want the job. Have something to tell them apart from the fact that you need to earn money. 4. Not knowing yourself: You need to demonstrate self-awareness. Think of strengths and development areas that you will talk about in the interview. 5. Asking about salary: When given a chance to ask questions, enquire about things like training and development, instead of enquiring about salary and perks. Q 2) How would you paraphrase the following passage?

98%

**MATCHING BLOCK 26/34**

**W**

The challenge for you as a student nurse is to move beyond mastering the skills of data collection to develop your confidence in analysing and interpreting findings, identifying and clustering abnormal data and determining nursing priorities. Although beginning nurses lack the depth of knowledge and expertise that experienced nurses have, they can still learn to improve their clinical judgement skills. Etheridge (2007) found that new nurse graduates learned to "think like a nurse" and develop confidence in making clinical judgements through multiple clinical experiences with a wide variety of patients, support from educators and experienced nurses, and sharing experiences with their peers. Making the most of clinical placements by seeking opportunities to develop these skills is essential in the transition from student nurse to the beginning practitioner.

[https://www.westernsydney.edu.au/\\_\\_data/assets/pdf\\_file/0006/1082670/Paraphrasing.pdf](https://www.westernsydney.edu.au/__data/assets/pdf_file/0006/1082670/Paraphrasing.pdf) Solution:

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**MATCHING BLOCK 27/34**

**W**

Student nurses need to progress from collecting data to being confident in analysing data to find abnormalities and prioritise tasks. New nurses do not have much knowledge or experience, but they can still develop their clinical judgement. According to Etheridge (2007, as cited in Lewis & Foley, 2014, p. 61), novice nurses can "think like a nurse" and gain confidence if they have experience with different patients, help from colleagues, and discuss experiences with their fellow nurses. Student nurses should look to improve their clinical skills during placement to assist in the passage to starting work.

[https://www.westernsydney.edu.au/\\_\\_data/assets/pdf\\_file/0006/1082670/Paraphrasing.pdf](https://www.westernsydney.edu.au/__data/assets/pdf_file/0006/1082670/Paraphrasing.pdf) Q 3) Expand the following given proverb: Failures are the stepping stones to success.

Solution: Human life is made up of success and failures. If one is bright, the other is dark. If success maddens people, failures lead to dejection and depression. But think of the situation. When there are no failures. Will it not be dull and monotonous for a person to get success after success? Failures provide a perfect foil for bright and colourful successes. Instead of committing suicide out of depression, caused by failures, if a man learns to overcome his desperation and become optimistic, he one day or the other succeeds in finding out a silver lining in the dark clouds of failure and gloom. There is no ready-made formula or solution for success in life. Sometimes, there are dark and difficult moments where all efforts seem to be yielding no result. Patience and self-confidence, then, may help a man to achieve the impossible. After each failure, he analyses the causes of his failure. He tries to understand his weaknesses and assesses his abilities. If he goes on trying and trying again, at last, he may succeed. Thus, the failures which seemed the sources of frustration now become the stepping stones to success. Each failure makes him more strong and more firmly determined in his mental calibre. Hence, we can conclude with a belief if there is no failure, there is no success. Source: Remedial English Language by Dr Malti Aggarwal

Module III: Conversations: Interview & Other

Unit 7: Interview 7.0 Introduction 7.1 Unit Objective 7.2 Interviews 7.3 Interviewee: Facing Interviews 7.4 Interviewer: Interviewing Skills 7.5 Unit Summary 7.6 Check Your Progress 7.0 Introduction An interview is a conversation or discussion in which a person is questioned by one or more persons. The person may be questioned for any reason such as job, consultation, knowledge, or experience. Let's see what elaborately the term interview means and what an interviewer and interviewee must care about to make it an effective and purposeful interview, especially a job interview. 7.1 Unit Objective This unit intends to help the learners to understand what does interview means, how to face it, and what kinds of questions can be asked in an interview, especially a job interview. 7.2 Interviews An interview is an interaction between two or more people for a specific reason. There may be one interviewee and one or more interviewers in an interview. An interviewer asks the interviewee questions to find the suitability of a person for a job, admission, promotion, or any other need. Interviews may be face-to-face, online, or telephonic. Interviews can be taken: • To select a person for a specific task or job • To scan performance • To gather information • To share information • To advise or guide Categories of Interviews: Interviews can be of different types depending on their nature and purpose. Majorly if we categorise them they can be: • Job • Information • Persuasive • Media 1) Job interviews: A job interview is an interaction between a job seeker or a candidate and an employer, in which: • The employer wants to know about the suitability of the candidate for the post or job. • The candidate would want to know about the job role and the organization. • Both the employer and the candidate would try to cast an impression and establish a rapport. Job interviews can be: • Campus interviews • On-site interviews • Telephonic interviews • Videoconferencing interview • Group Interview • Panel Interview 2) Information interviews: When an interviewer asks the other person for some facts-based Information to take a decision or gain an understanding, it is an informative interview, for example, doctor-patient, and employer-employee interaction. In such kind of interview, information mainly flows from one person to another who will be asking questions. 3) Persuasive interviews: A persuasive interview usually happens between a person looking for a new idea, product, or service and the person who provides that. Such kinds of interactions are usually persuasive and recommending in tone and purpose. The persuader tries to show the other person how his product, service, or concept is helpful for him. 4) Media Interviews: We often watch and read talks on different media platforms happening between an interviewer and a person who is from a specific field or is in a certain position. An actor, politician, industrialist, player, or any distinct personality interviews keep published or broadcast on tv, radio, newspaper, websites, pod shows, etc. News reporters and journalists often interview people for information, updates, and opinions of certain people. Such interviews are said to be media interviews. 7.3 Interviewee: Facing Interviews Whether it is a job interview or some other kind like persuasive, informative, or media, to face it well you must prepare for it. Generally, BEFORE THE INTERVIEW: • Know about the company, its owner, or the interviewer from the available sources and read the job description carefully. • You may go through your facts like experience, education, and relevant skills to the job, it develops a kind of confidence in briskly answering the questions asked regarding them. • Frame out 4-5 questions you think an interviewer may ask you. • Practice a mock interview with one of your friends. • Create a folder of all the necessary documents validating your qualifications, experience, and references for the job. Prepare your Curriculum Vitae or Resume which is representing your data in a clear and comprehensible way. • Enquire and know about the estimated travelling time, mode of transportation, parking, etc., if you are supposed to be physically present for the interview and have to travel to the venue. Generally, on the DAY OF THE INTERVIEW: • Wear some formal for a professional look. • Avoid using strong perfume. • The folder of documents or portfolio should be formal too. • Reach the venue or join the meeting before the scheduled time. • Show enthusiasm and interest by making eye contact and smiling. • Be courteous. • Avoid expressing your opinion without being asked for it.

Generally, DURING THE INTERVIEW ● Answer in a precise and concise manner when asked about your qualification, experience, and skills. Avoid giving unnecessary explanations. Talk about your accomplishments whenever possible. For the sake of being precise do not answer the questions with yes or no. ● Discuss how your career goals are achievable and related to the position. ● Talking negatively about past job experience or employer can cast a bad impression, so avoid it. ● During the interview, do not discuss the salary and benefits. ● Participate in the interview conversation actively and engagingly. ● Be honest and sincere in answering the questions. ● Sit alert in the chair, and avoid fidgeting. ● You may request a business card, which you may require later for sending a thank you letter. Generally, AFTER THE INTERVIEW ● After two or three days send a thank you letter to the interviewer or the panel members who interviewed you. It helps you to reiterate your interest in the job and allows you to represent yourself anew and again. ● Send any requested material or information timely. ● If you do not hear back from the interviewer, you can ask by phone call and follow up on the matter. Some interview handling tips are give below: Interview Handling Tips ● Your body language must be professional. Enter and walk confidently. ● Speak like a professional. ● Dress up formals. ● Shake hands strongly and firmly. ● Sit alert and straight, do not slouch and slip into the chair. ● Do not look here and there while answering the question, you must maintain an eye-contact. ● Do not shake your legs, it can be distracting and disturbing. ● Do not sit by crossing your legs.

● Enter the room after taking permission and leave after saying thank you in words. ● Avoid using monotonous sentences. ● Don't be loud, too apologetic, and nervous. ● Stay alert and be conscious of your facial expressions. ● Do not lie for any reason. ● Do not boast about your skills. 7.4 Interviewer: Interviewing Skills The interviewer who asks questions and assesses the interviewee must be skilful to undertake the task appropriately. An interviewer must ask questions that can help him to determine the candidate's suitability for the post. The motive of the interview is not to ask difficult questions to grip the interviewee. However, such questions must be avoided to ask, which can be easily answered and the communication, leadership, and cognitive skills of the candidate could not be identified. The interviewer must not forget that he is representing his organisation. He should avoid being racial, biased, and judgemental in his approach. Following is given a set of sample questions that are usually and can be asked in an interview. Academic: Q 1) Can you tell me about your graduation course? Q 2) Which particular part of your studies did you like more than the rest? Q 3) Would you tell about the last project that you worked on? Q 4) What do you think you have gained from course? Work Experience: Q 5) What is your work experience? Q 6) Can you tell about your last job? Q 7) 'What did you like most about your last job?' Q 8) What did you think was most challenging in your last job? Q 9) Can you tell about an area in your last job where you think you could have performed better?

Q 10) Why did you leave your last job? Or Why you want to leave your current job? Q 11) What have you been doing since you left your last job? Q 12) What you think your last employer would say about you if we ask for a reference? Q 13) What you think your colleagues from your last job would say if we ask them about you? Q 14) Which of your achievements in your working history would you consider as your greatest? Q 15) Can you tell me about a problem that you have had to deal with?' Q 16) What would you do if you face a difficult problem or situation? Q 17) Which of your tasks/projects/jobs you think were the most interesting and how? Interest: Q 18) What hobbies do you have? Q 19) Which outside work activities do you like most? General: Q 20) Tell about any five of your strengths and weaknesses. Q 21) What you think you are most proud at? Q 22) Which current affair issue you have recently been through and what's your opinion on it? Q 23) Where do you see yourself in five years? Q 24) Why should we choose you over the other candidates? Q 25) What are your other career interests? Q 26) Which are the other organizations you have applied to for work? Q 27) What do you know about equal opportunities? Q 28) How do you see yourself as a person? Q 29) How would you describe your team work style? Q 30) What do you think has been your biggest mistake? Q 31) Do you think you are a creative person? Vacancy: Q 32) What do you know about this organization? Q 33) Why do you want to work for this company? Q 34) What do you think you can contribute to this organization? Q 35) Which of the areas of the job description you think you are suitable for or weakest at?

Q 36) How would you handle a difficult character in your team? Q 37) What do you think is the most appropriate way to deal with poor performers? Following is given excerpts of taken from the book "Successful interview skills", Rebecca Corfield for reading. Academic & Training: Q1. 'Why did you decide to go to college?' This requires a full answer, and you need to go back to when you left school in order to be able to answer it. What were your long-term ambitions at the time? Were there certain subjects you particularly enjoyed at school and wished to continue to study? How and why did you choose your particular course and your specialist subjects? Perhaps you studied as a mature student. What factors led to your decision to return to learning in this way? The employer will be interested in your motivation. It is important to show that you did not just drift into attending college on the academic conveyor belt but that you made your own clear choices along the way. Q2. 'Can you tell me about your college course?' This kind of open question about any education or training you have completed invites you to make connections that can impress your interviewer. For instance, were there any aspects of your college course that could have a direct bearing on the job for which you are being interviewed? Do you feel that you learned more from one part of the course than another? Were there any extra-mural or external activities that you took part in that now have any relevance to this vacancy? Many people forget to explain exactly where they went to college and precisely which course they took. Even if the employer already has this information on your CV or application form, he or she may not have it to hand, or even remember having seen it before. What sort of teaching methods were employed? Were there compulsory core modules or subjects and specialist options? How did you decide which to study? Q3. 'Did you enjoy any particular part of your studies more than the rest?' This question gives you the chance to show some enthusiasm. Bring up in your response all those things that you found stimulating and rewarding about your course. This is a chance to show how positive you can be about good things you have experienced. Even if you struggled through college, dropped out of the course early or did less well than you expected, there must be some aspect of the experience that you can discuss here. Try to find an example that links with the job you are applying for. Perhaps if you were being interviewed for a sales vacancy you could say: 'In my second year and above we were asked to talk to potential students each year. I enjoyed explaining the course to them, answering their questions and giving them advice about their application. I felt like an ambassador for the college at those times.' The employer is trying to find out what sort of person you are to get clues about the sort of work that would suit you best. Was there some particular module or course that you enjoyed more than others? Did it involve working alone or with other people?

Think about the impression you will create with particular answers. Talking at length about how much you enjoyed researching alone for hours in the chemistry laboratory at college will indicate your preferred style of working. The interviewer will probably assume that you are not the team player that he or she is looking for. Q4. 'Can you tell me about a project that you worked on at school or college?' Working life is full of dealing with projects of one kind or another, from getting a document sent, to managing a building contract, to supervising a team of accounts clerks. This question is being asked because the answer will give an indication of the way you would deal with this kind of work. You will need to explain how the project was conceived, what the task was, who else was involved in the work, how you worked together, how you handled any difficulties, your particular contribution and what you think you gained from the exercise, particularly if you learned anything. Were there any particular issues in the management of the project that were significant? What helped or hindered at the planning stage? Did everything go according to plan? Looking back, what would you do differently? Q5. 'Would you recommend your course to other people and, if so, why?' The interviewer will want to hear that you are positive about college overall otherwise it might give the impression that you are a person who makes choices that are not good for you, but you can be fairly balanced in your answer to a question like this. Try to say both what you thought were the strengths of the course and what people might not like about it. How would you rate the quality of the teaching you received? What about the overall experience of being at your college? Did your fellow students feel the same way as you about the course? If you were talking to prospective students today, can you think of a way that you could summarise your whole experience at college? Is there anything that you know now about your course that you wish you had known when you began your studies? Most employers want to recruit people who are keen to keep up with their learning, so enthusiasm for your studies will earn you extra points here. Q6. 'What do you feel you gained from going to college?' This question could be asked of a recent college leaver. It gives you a chance to summarise your personal growth whilst a student. Looking back at yourself when you first went to college compared to how you are now, how do you think you changed? How have you grown in understanding, both of your subjects studied but also in your knowledge of working with other people? Do you feel different now that you are a graduate? The employer will be interested to see how mature you are in terms of what you choose to include in your answer to this question. Don't focus too heavily on the social side of life, even if that is where you feel you really gained most. Describe the parts of your studies that enhanced your knowledge and see if you can include the need for discipline when studying and growing into taking responsibility for yourself whilst at college. Work Experience: Q7. 'Have you had any work experience?' This question is often asked of younger people who have just left full-time education. No employer wants to hear that you are

completely inexperienced, even if you only left college a week ago. If you took part in any practical placements at college, talk about them here. You will need to come up with some kind of answer in order to reassure the interviewer that you are used to the routine of work, that you can hold down a position and that someone else has wanted to employ you in the past. Perhaps you have done a paper round; worked on voluntary projects while at school; had holiday or vacation jobs or participated in a work experience programme at school or college. If you have never done any type of work at all, do not let this situation continue as now is the time to start. You could offer your services to a community organisation on a voluntary basis or 'work shadow' some friend or relative who does what you are interested in. A training course could help you pick up many transferable skills. If you are studying it may be possible to get a Saturday or evening job. Apart from providing you with a positive response to this question, and giving you added purpose and contacts, the work experience may enable you to gain a character reference from the organisation concerned. Voluntary or temporary work can also show you whether you would like a certain job or not by giving you a trial period to see what it involves.

Q8. 'Can you tell me about your last job?' First you need to summarise the main features of your last job so that your interviewer can quickly and easily understand what you were doing, why and how. Forget that you have already written about this in your CV or application form. Imagine this is the first time you have discussed the job. Think through in advance what aspects of the job will be impressive to this employer and stress how you have learned about these areas in particular. It is not the precise details of what you were doing in the job that are wanted, but an account of the main skills involved and what you contributed to the organisation. Try to include skills that will be just as useful to this new job. Explain how you carried out the main tasks. Give concrete examples where possible to illustrate your points and stress how you progressed in the course of the job.

Q9. 'What did you enjoy most in your last job?' This question is a gift for you to show your enthusiasm for work in particular and for those elements of your last job that demonstrate your skills that are directly transferable to the new job. Think about the job on offer today and work out which elements link most directly with your last job. Talk about how you would like to take these areas further and develop your skills more fully. Show, by what you enjoyed most, what the special contribution is that you can offer the interviewer. If you are applying for a sales job, talk about the progress you made on the sales floor in your last job and how you would be keen to learn more in this area. If you are going to be working in a team in the new job, find an example of how working with others comes easily to you. If you need to be responsible for certain areas, illustrate that you enjoyed being in charge in your last role and give some examples of how this worked for you and your last employer.

Q10. 'What did you find most challenging in your last job?' Now the interviewer does not want to hear a long list of things you struggled with. You are trying to give the impression that you are capable and positive. However, you do have to provide an answer to this question so take time to think what would be a



good topic to choose. It will be best if you can find an example of some difficulty that you managed to overcome. Working in teams often throws up challenges. Have you ever sorted out a dispute between other people? Did you solve problems for clients or customers that seemed tricky to start with? Perhaps there was a lot to learn in the last job you had, that you overcame through effort and hard work? Think through a real situation that also shows you can rise to and overcome challenges when you meet them. Q11. 'Tell us about an area in your last job where you feel you could have performed better.' Not many of us are perfect so you will probably be able to think of some area to discuss in your answer fairly easily. Make sure that it does not show you to be a failure though. If you had a total disaster in some area of your work that stopped production for days or ruined a big project, don't bring these examples up unless you can make a lot of how you learned from the experience so that it will never happen again. The best answers will include some element of going one step back to end up two steps further on. If you found a way to shorten a process, increase the efficiency of the department or better serve your clients, then these would all be good examples to give to show you as a candidate who strives to improve. Q12. 'Why did you leave your last position?' This is not the time to decry either your last job, the people you worked with or the employer concerned. A candidate who appears to have difficulty in getting on with people will definitely not be offered a new position. Nobody wants to risk employing a troublemaker. You will need to provide positive reasons for moving on from your last job, either involving different work or preferably taking up a new opportunity – to study, do voluntary work, or whatever you say you have been doing since you stopped work. If there were major problems in your last (or present) job that you wish to mention, you should only talk about possible improvements which could be made in order to sound upbeat. If you had a terrible time in your last job and feel that nothing good happened to you there, try looking back at the experience now. With hindsight you may be able to describe some learning points for you personally, aspects of your time there that did teach you about the world of work in a positive manner, or motivating factors to leave that could seem useful to the interviewer. For instance: you felt that you wanted a role with more responsibility, greater challenges or more scope to be creative. This will help you to build the impression that you will be able to give a lot more in this new job. If you are currently employed, make sure that you do not sound desperate to escape from your job. You must provide illustrations of the way you could contribute to the position for which you have applied. Q13. 'What have you been doing since you left your last job?' This is a good question which you can easily use to your advantage. If you are not working, and even if you have been unemployed for some time, you must come up with something positive that you have been doing with your time since you last worked. It is not enough to say that you have been looking for another job – that will be assumed. The best answer will be either that you have been doing some sort of course to improve your skills or that you have been doing some voluntary work. If you know someone who runs a business, it may be possible to say that you have been doing some freelance contract work, helping out with this

company. Whatever you say will need to be backed up with details of your activities if the employer wishes to know more. If you are not doing anything with your time – you must start something immediately. Apart from being an absolute necessity for your CV and job applications, it is the perfect antidote to the depression that can come with unemployment. Volunteering to help out in a local organisation can help you develop new skills, gain experience, get training, explore your career interests, increase your contacts, build your confidence and help you to make new friends. Contact your local volunteer bureau to see what opportunities are available in your area. The government website [www.direct.gov.uk](http://www.direct.gov.uk) gives details of local opportunities for voluntary work.

Q14. 'What will your last employer say about you if we ask for a reference?' You may get asked this question even if your last employer has already filled in a reference. The interviewer wants to know about two things: first how well you got on in the last job and second, how you think other people see you. Talk up about your strong points in your answer, particularly those that will be useful in the job for which you are being interviewed. You can include negative points as long as they don't detract from the overall positive image you are trying to create. You could say that your old boss might think that you could be quite direct in your opinions sometimes but that you know he always valued your honest feedback. Or that your old supervisor might describe you as being the life and soul of the work team but that when there was a crisis you would be the first to volunteer to help out.

Q15. 'What would your colleagues from your last job say about you if we asked them?' This question is being asked to see how you fit into a team. How were you seen in your last job – as the joker, the quiet one, the innovator or the thinker? Describe how your colleagues would describe you at your best on a good day. You can leave out the reasons for any tensions in the group for this answer and just highlight your strengths. If there were some people with whom you did not get on, that is quite normal and you could say: 'Not everyone was my best friend of course but on the whole I was a valued and respected member of the team and we worked well together.' The interviewer just wants to know that you will not be having rows every day with your new team mates.

Q16. 'What has been your greatest achievement in your working history?' Some hard thinking before the interview is needed in order to answer this question. The example that you choose should convey some of the principal qualities needed in the job applied for and should be explained clearly and concisely. What characteristics did you demonstrate at the time? Pick an example that has close relevance to this job to show that the skills you were using are transferable to the post on offer. A useful way to make sure you don't ramble is to structure your answer into three key points. The first point could cover what the achievement was, the second could explain the circumstances or the background and the third point could explain why you feel that this represents the greatest achievement in your work to date.

Q17. 'Can you tell me about a problem that you have had to deal with?' The point of this question, as far as the employer is concerned, is to see how you would tackle obstacles at work. An ideal answer

would involve you in thinking through a difficulty and solving it with the help of other people. If you can indicate some general lessons that you learned from the experience, so much the better. Please do not volunteer an answer that makes you look as though you could not deal with the problem. Make sure you choose something that shows your role to be positive, practical and ultimately successful. If you worked with other people to solve the problem, had to communicate clearly and learned something from the experience, so much the better. It could involve dealing with difficult customers, a mix-up of resources, rescuing an organisational mess, in fact anything where your role has had a major effect for the good.

Q18. 'What would you do if you had a problem that you could not deal with – perhaps if you were faced with a difficult customer?' This question is being asked to assess your ability to handle customers and provide them with the best care you can. Everybody has to ask for help at times during their working life. Your answer should show that you would not give up as soon as you were faced with a problem, such as an irate or awkward customer. The employer wants to see that you would be responsible and calm in your dealings with customers who are important stakeholders in any business. Explain that you would try to find out the exact nature of the problem troubling the person, while calming him or her down, if necessary. You need to apologise quickly in cases like this. Apologising does not mean taking all of the blame – you can feel sorry that the customer feels upset and show empathy. It can really diffuse the tension. In many cases you would be able to sort out the problem yourself, but in particularly difficult or complex cases, sometimes the issue needs to be dealt with at a higher level. Tell the interviewer that you are aware that if this were the case you would need all the details in order to pass them on to whoever could sort out the problem. Apologising to the customer for the delay, you would tell him or her exactly when the problem would be attended to. You would then pass on the query to your supervisor or the person responsible.

Q19. 'Which of all your jobs have you found the most interesting, and why?' It is easy to hear a question like this and yet forget to answer the second part of the question. You need not only to have the most interesting of your jobs to talk about but also be ready to explain clearly exactly what was so interesting about it. This question may be asked if you have had a varied employment history. A wise answer would include work similar to the job on offer to show that you will be happy and involved in your work. Try to justify your choice by giving examples of your main achievements in the time spent there, or explaining the particularly interesting aspects.

Q20. 'What are the most satisfying and the most frustrating aspects of your present/last job?' You may be asked this question to find out what you like best and least about your most recent position. Think carefully before you phrase your answer. The most satisfying aspects of the job should be those most closely linked to the position that you are now applying for. A long list of frustrations can make you sound like a moaner. If there was some particularly difficult aspect of the job, try to say how you helped to improve it. If at the time you did not, or could not rectify it, can you think of remedies now that might work? Make sure the frustrations are not also present in the job you are applying for now. This is important as

you will not be offered a job if something that annoys you turns out to be a large part of the job on offer. Interests: Q21. 'What hobbies or interests do you have?' Why should employers be interested in the answer to this question? Is it pure nosiness? Everything you say about yourself contributes to the general impression gained about you. If I tell you that my hobbies are knitting, cookery, needlework, decorating cakes and bird-watching, you have an idea of the sort of person I am. If, however, I tell you that my hobbies include karate, African music, organising a community group, gardening and swimming, the picture is quite different. You need to think hard about which hobbies and interests to mention. They can illustrate that you have a well-rounded personality and lead a full and satisfying life. Examples of times when you were in a leading or organising role will create a good impression. There are some interests that we all have in common and these are not worth listing. We all read, watch television and socialise with other people, and these activities should not be part of your answer unless you have something specific to say about them. Be warned that if you mention them, you are likely to be asked either 'What was the last book you read?' or 'Can you tell me about a television programme that interested you lately?' Details of the latest episode of your favourite soap opera will not suffice! Do not be too specific about any political or religious interests unless they are of direct relevance to the job in question. It is better just to say, as in the example above, that you are actively involved in the local community. The interviewer may hold different views from your own and what may be a passion to you may be seen as a prejudice to him or her. You do not have to spend time on all the hobbies that you mention, but be sure that you know enough to talk about the subject in some depth. Employers often pick on hobbies as an easy area of questioning and will be interested in discussing more unusual choices. You should have some knowledge of every hobby that you mention, even if you need to say: 'Well, I am very interested in windsurfing. At the moment I am finding out about it, but I intend to spend some time next summer having a go,' or 'I used to play a lot of basketball at school. I'm a bit rusty now, but I watch it when I can and am joining an evening class shortly to brush up my skills.' The three points to be aware of when answering this question are: Include a variety of interests – some using your mind and some sporting or physical activities to show that you are a lively, healthy and active person. Try to have at least one practical interest and one which uses your mental aptitudes. Include some group activities and some you do on your own. Ensure that you have at least one pastime which is different from other people's and is unusual or will provoke discussion. This makes it easier for employers to ask you follow-up questions and to remember you subsequently. Be prepared to discuss any of the topics you mention in some detail. Q22. 'Tell me about your favourite activity outside work.' For your answer to this question, which is a more specific version of question 21, you can just concentrate on what you like doing best. What really fires up your enthusiasm? How do you like to spend your time after work? The activity you pick has to be something other than watching TV unless you watch a specific type of programme on TV such as history programmes or wildlife documentaries that you can talk about in some detail. Seeing friends is something that we all do, unless you go hill walking with yours or plan regular holidays together, in which case it will do fine. The stress should be on the activity, ie something in which you are actively involved. Please don't be tempted to make up an exotic hobby for this question or you may find that the

interviewer, to whom you have just bluffed about being a karate expert, has a black belt in that sport herself. You would find it impossible to continue making things up if you were sitting across from an expert in that subject and it could lose you your chance of the job. It is better to talk about something real that you enjoy a lot, even if it is not very exciting. Let your enthusiasm for the activity do the talking.

General: Q23. 'What are your strengths?' This is one of my favourite questions. If you were ever given a chance to shine – this is it. Although at first sight this seems daunting, it is easy to prepare an impressive answer if you consider it before the interview. In the space below make a list of 10 of your good qualities. Each point should comprise one word or short phrase and should relate to your behaviour at work. Examples could be: 'Flexible; good at keeping to deadlines; calm; can work under pressure ...' Everybody's list will be different. If you find this exercise difficult, try to imagine what your mother, your best friend, your dog – or whoever loves you most in the world – would say about you if they were describing your best characteristics to a stranger. Once written down, this list is very useful as the basis for answering any question about your strengths. By selecting five or six points from your list, you can put together a clear and powerful answer. Because you have prepared in advance, you will sound confident about your own abilities and proud of your character. The items on your list do not have to be in any order; just write them down as they occur to you. Do not qualify them by saying 'fairly good at ...' or 'some people think I am ...'; just list them as you have been asked to. You do not have to prove any of them – simply outline your most impressive characteristics. Most people find it hard to compile the list of their 10 strengths, and even harder to talk about them in an interview. Do not worry about sounding boastful. It is much more common for candidates to be too modest than to blow their own trumpets. I recommend that you don't hold back from explaining just how good you are in this answer. The list of 10 points can be kept and added to throughout your life. Whenever a colleague or friend compliments you on some aspect of your character, add it to your list. More words of praise may come from appraisals with employers, development reviews at work or as references when you leave a job. Keep your list growing as you collect these compliments. It will prove useful when you need to write about your personality for a CV, describe your strengths for an application form or prepare for future interviews. It also provides a welcome confidence boost when needed, instantly recalling your talents when you are at your brilliant best.

Q24. 'What are your weaknesses?' Whatever does the employer mean by asking this question? Nobody will want to employ someone who can reel off a long list of serious faults. The best way to answer is not to admit to any weaknesses at all. An example could be: 'At my age I know myself pretty well and don't think I have any major weaknesses.' If you do mention weaknesses, make sure that they are those which sound more like strengths. For instance: 'I sometimes take my work too seriously and will stay late at the office to get something finished,' or 'I tend to be very flexible as a work colleague, and I will do the jobs that no one else wants to do.' No employer will mind you having weaknesses like these.

Q25. 'What are you most proud of?' This should normally relate to some experience at work, and it is helpful if it can demonstrate the necessary qualities for the job on offer. Any project or team work where you played a significant role could be mentioned. Any instance where your contribution made a real difference, where you tried an innovative approach or learned something new would be well worth mentioning. The interviewer does not want to hear about examples where you gained personally but rather when you made a positive impact on a previous employer. Here are some examples: overcoming a persistent problem; a time when you did really well; when you added value for the employer, customers or clients; when you worked with a team to reach or beat targets; when you helped the organisation to develop or grow.

Q26. 'Which current affairs problem have you been aware of lately?' This is a favourite question for public service jobs and is designed to check two things. The first is that your understanding of the world is wide and up to date, and the second is to see what sort of political attitudes you have. It therefore makes sense to read a quality daily newspaper thoroughly for at least a week before any interview. This is particularly relevant when you have applied for a job where you would be representing the views of the employing organisation to other agencies or clients. Employers rarely want candidates to express strong political views in interviews. This is certainly true of the Civil Service, not-for-profit sector and local authorities. Ideally, you should illustrate that you know about a current issue in some depth, you are aware of the two sides to the argument, you can understand the feelings on both sides, and you realise what a difficult political problem it is. Politics should be left to politicians, or to any of us in our private lives, not brought into the workplace. If you are asked for your opinion on a political issue, refrain from coming down heavily on either side. Government or local authority employers want to be sure that you are aware of the need to put into practice the wishes of the political leaders of the day – and they can be right or left wing.

Q27. 'What do you see yourself doing in five years' time?' This is a similar question to one about your career ambitions. Think – why is the employer asking this? Does he or she want to know that you plan to train as an accountant or an actor in your spare time, and leave this job as soon as possible? No. He or she wants a member of staff who is serious about this particular vacancy and interested in staying put for a considerable time. Your answer could indicate that you hope to be in the company, but perhaps with greater responsibilities. Not everyone is seeking promotion. You could say that you would be interested in gaining a more specialist role.

Q28. 'Why should we employ you rather than another candidate?' This is another good question as it enables you to use your list of 10 strengths again. (See question 23 above.) Employers are interested in hearing about your skills, experience and personality. In your answer you could mention any of your particular skills which relate to the job, your relevant experience, and add those aspects of your personality which best suit you for the position. A question like this is a gift to an interviewee. Do not be worried about boasting. This is the time to 'sell yourself'

strongly to the interviewer. You are being asked to summarise your application – and the answer to this question is the crux of the whole interview. Getting the job may depend on your answer so it has to be impressive. You can bring in your ideas here – explain the thoughts you have had about the organisation and your vision for the future of the job. The more senior the position that you are applying for, the more likely it is that no one on the panel knows exactly what they are looking for when recruiting. By definition, the more rare or specialised the role, the fewer people there will be who fully understand how the job could or should be done. In addition, the more significant the position for the organisation, the more important it will be to have it filled by someone with ideas and initiative. You can show that you will bring added value to the job in comparison with the other candidates by sharing your view of the way the job should be carried out. This requires you to have spent some serious thinking time considering the job, the situation of the organisation and the possibilities of the role. Q29. 'What other careers are you interested in?' If you are applying for a computer operator's job in order to pay the rent and secretly want to be a police officer or a ballet dancer, keep that to yourself. Again, think – why is the employer interested in this question? He or she will be most impressed by the candidate who seems serious about the job on offer and about making a career in this line of work. Talk more about your interest in this work. What attracted you to apply and why do you think you are suitable for it? Imply that your career ambitions are in this exact field. You could add that in the future you would be interested in working your way up to a position with more responsibility, or perhaps specialising in a particular area of the work. Q30. 'Which other organisations have you applied to work for?' This question has similarities to the one above. The employer does not want a candidate whom every other company has rejected. They feel their organisation is special and offering you the job represents a big investment. You want to convey the impression that you feel this particular vacancy is exactly the right one for you, and you have been saving yourself for it. I recommend that you say you are being choosy about the companies you approach. In other words, imply that you have not found such an interesting vacancy as this before, and say why. Q31. 'What does equal opportunities mean to you?' This is the most difficult question to answer and one people worry about. But, fortunately, most interviewers themselves are not too sure what the correct answer is. Think this through. Why would the employer be asking this question? The employer must be concerned with offering services or goods to the widest range of the public. They only want employees who share their interest in providing fairly and equitably to their users, clients or customers. As long as you demonstrate that you understand the importance of everyone getting the same chances in employment and access to services, the employer will be impressed. Many people answer: 'Treating everyone in the same way.' I think this answer is a little too simple. Some people with special needs may need extra help. For instance, someone with a visual impairment may need special facilities or aids in order to do their job properly. You may have some personal awareness of this subject and feel like expressing it in the interview. For instance: 'As a woman,



I know how it feels not to be taken seriously sometimes, so I always try to make sure that I treat everyone with respect,' or 'When I first arrived in this country I felt like an outsider and I am keen to help those who may need more support to make full use of the services offered by this organisation.' Q32. 'How would you put equal opportunities into practice?' This is often asked together with the previous question. The trick here is to think about the best answer in the light of the organisation applied to. Why has the employer decided to ask you this? It is likely that the current vacancy is with a large organisation, not-for-profit organisation or local authority which is looking for staff who will be aware of two things: first, that services need to be made available to the whole population and, second, that colleagues may need support and understanding too. Explain how you would aim to fulfil these requirements in that job both internally and externally. Draw on past experience and think of practical steps that can be taken to achieve this, such as translations of documents into different languages or by using visual images that are representative of the client group. Q33. 'When have you needed to be at your most tactful in your work?' A question asking for unusual examples of behaviour can take us by surprise, so it is good to plan for a curve-ball question like this that can come out of the blue. The interviewer will be interested to see what kind of answer you come up with and will be able to gauge if exhibiting tactful behaviour is something that you do regularly. It may be a very relevant question if your new team is full of prickly characters but probably means that the new job involves dealing with clients, colleagues or customers who will respond to you being tactful. Perhaps you have had experience of answering customers' queries about what suits them in the past or have had to give advice to people that they did not want to hear. Try to think about work situations where you were able to convey sensitive information smoothly and easily. Have you ever had to give feedback to people working for you or to those in your team? Have you smoothed over awkward incidents between colleagues to keep the peace? Any of these examples would be good to include in your answer. Q34. 'What sort of person are you?' This is a question that is wide open for you to sell yourself. Think about your strengths rather than your weaknesses. The list you compiled in question 23 can provide the basis for your answer. Try to think of the way you come over to other people in the work situation and describe yourself at your best. How would the people you got on best with in your last job talk about you? What would they say impressed them about you and what aspects of you do they miss now that you have moved on? Q35. 'How would you describe your team/management style?' If the job you are applying for is in management, you may well be asked how you see your management style. If not in management you could still be asked what kind of a team player you are. This question invites you to analyse yourself in terms of the way that you work with other people. Do you lead from the front? How do you convince people to do what you want them to? What

would be your approach to dealing with problems in your team? If you are applying for management jobs, read some current books on being a leader to see where you fit in the range of styles described. Most people would say they consult with their team when it comes to gathering views but that sometimes they may need to make decisions that not everyone agrees with. Most of us would like to come over as firm but fair in our dealings with others. Even if you have not had much experience in managing other people, consider team experiences that you have had, to see what role you played. What makes you think you could be a good manager? Think about the best people who have managed you. What style of management would you say they exhibited? Q36. 'Are you a creative person?' Creativity is greatly prized in the workplace. Someone who can help to think of new ideas, or improve processes and reassess the old ways of doing things, can be worth their weight in gold. There are not many employers who wouldn't like to employ creative people given the chance. Giving an example of being creative in the workplace will give you an advantage. Even if you cannot think of a work example, most of us can think of some way in which we demonstrate creative aspects of our character. Whether you can make things, play an instrument, grow things, cook or are artistic, you should be able to find some area to talk about if you are asked this question. It could be playing a sport or helping your children with their homework but you must come up with something. Have you been creative in the past? Enjoyed art when you were younger, visited galleries or the cinema? Find a way to be able to answer with a positive response. Q37. 'What would you say has been your biggest mistake?' Choose your biggest mistake carefully when answering this question. Pick an example when you were able to retrieve the situation and turn the result around. We all make mistakes but you need to cite one that turned out well or at least provided you with a valuable learning experience. If you can prove that you turned the situation around, so much the better. One good example I heard was when a team lost a contract for highly profitable work because they missed the deadline for bidding for the contract. They learned a lesson, established a much tighter checking process on dates and work plans... and managed to win the contract back again the next time it was on offer. Every team in the unit benefited from the original mistake because they all used the new system and were more effective as a result. Q38. 'Have you made any career choices that you now regret?' Even if you don't feel regretful about your career path to date, you can probably think of a time when you did not grab an opportunity that could have been better for you. Many of us stumble into our first job when perhaps we could have been more selective. It is best not to reveal that you secretly hanker after a major career change when you answer this question. The interviewer wants to feel that you are the perfect candidate for the job on offer, so anything that you can say to show that your career dreams have always been pointing in this direction, the better. Perhaps you struggled with some subjects at school or college and you might have been better off studying something that appealed to you more. You may feel that you stayed in earlier dead-end jobs too long rather than searching for a better opportunity. Try to re-evaluate your work decisions to see if you can come up with something

that shows you are where you want to be right now but that you could have got there more directly had you made different choices. The Vacancy: Q39. 'Tell me what you know about this organisation.' There is no excuse for not having a response to this question as it often comes up. Whatever the particular job that you are applying for, the interviewer will expect you to have some knowledge of the organisation, and the more the better. Whether you have seen an advertisement, been sent a job description or person specification or read literature about the company, you should have some information to offer. Even if you do not really know much about the organisation and it is one of many that you are applying for, you need to remember that the employer concerned thinks the job and the organisation are unique. The more you know, the more suitable you will seem. Make some effort to search the internet for any information that may exist. First look up the name of the organisation using a search engine. Most medium to large organisations now have a website which outlines their main business and gives details of current priorities and past endeavours. If you can find nothing on the company directly, try looking up a competitor or reading about the sector in which the company is based. If you do not have your own computer, try the local library. They will have helpful and knowledgeable staff who will help you, and many reference materials, printed and computerised, that they can introduce you to. Try to evaluate the information you research – can you draw any conclusions about the organisation from the way it is presented? If you have found no prior information then at least use your eyes and ears in the interview. Are there brochures or posters in evidence? How do the staff seem to relate to each other and outsiders? What first impressions have you gained? Get talking to reception staff about how they find working there. Sharing your thoughts on these topics, always stressing positive points, will show you are alert and interested. I once interviewed someone who had arrived for her appointment knowing nothing about the organisation. She had been sent no information when applying for the post but spent her time wisely once she arrived. When I asked her this same question she replied: 'Well, I saw that the walls of the main corridor are covered with thank-you letters from your clients so I know that you offer a good service to them. The waiting area is clean and tidy, which means you care about the impression you are making. I can see that the centre is full so you must be successful and your receptionist, Janice, was very friendly to me when I arrived so I know your staff like working here. When I came in I picked up your annual report and can see the variety of work you carry out with local people, which is very impressive.' So was she and, needless to say, she got the job. Q40. 'Why do you want to work for this company?' Answering this question depends on the type of work offered and how much you know about the company concerned. You need to stress the particular type of organisation in relation to your own skills, strengths and personality. Your ideas about what you would do if offered the job are worth contributing here. Try to make the case for a good match between the company's aims and outlook and your own. Enthusiasm for what you can offer will be much more impressive than what you hope to gain by getting the position. Try to give the impression that your career so far has been leading you to this point today

Q41. 'If you were offered this job, how do you think you would spend your first two weeks with the company?' This is a more general question designed to check that you have a realistic and sensible approach to work. In most jobs, unless you have worked for the organisation before, you would need to spend your first few days getting used to the new environment. This means finding your way around, meeting your new colleagues, and familiarising yourself with the rules and working practices. You would also probably spend some time with your new manager learning how the work is done and about current priorities.

Q42. 'What do you think are the most important issues facing this organisation at the moment?' This question may well be posed when certain political, environmental or financial issues affect an organisation. Examples of such organisations could be charities, not-for-profit organisations or local authorities. Your answer would depend on the exact nature of the employer, but could include: generating income; allocating scarce resources; setting objectives; implementing cutbacks; quality control; managing grantfunding or some particular campaign with which the organisation is involved. You will really have to do your homework though in order to answer this convincingly. Can you find out what the press profile of the organisation has been lately? Visit a website such as [www.guardian.co.uk](http://www.guardian.co.uk) and search for recent news about them. That may tell you about their priorities and concerns.

Q43. 'What do you think you can contribute to this company?' This is one of my favourite questions. As far as an employer is concerned, this represents the crux of the whole interview. This is your chance to shine, by saying exactly why you decided to apply for the job. You will need to bring out your particular strengths and show clearly what you can offer not what you want to get from the job. Quoting your experience and skills will help to impress on the employer that you will be a valuable addition to the team. Don't forget to include good points about your personality here. Move on to explain how you would use all these things to help build on the success of the organisation. Take care not to appear arrogant. Even if you can see weaknesses in some of the present activities or direction of the organisation, you should only convey these in terms of what could be improved. You need to be very aware of your audience. The Marketing Director of a large company asked a candidate at an interview to comment on the latest marketing campaign. The candidate effectively ruled herself out of the job when she answered that she thought the work had been complete rubbish from start to finish. None of us responds well to negative criticism, whereas constructive and creative points are often well received.

Q44. 'Why are you applying for the post?' This is another variant on the last question and should be answered in the same way. Try to structure your answers. Give three key points such as: 1. my skills and experience; 2. my character and personality; 3. my vision for this particular post. In this way you will give a clearer response while still including everything you need to say.

Q45. 'Which areas of the job description are you weakest at and how would you compensate for this?' The employer does not want to hear that you fall short of the requirements in many respects so evaluate which of the areas asked for is your weakest. You need to show what you have done already about boosting your skills and experience in this area and what else you can do in the future. If budgeting is the area you like least you could say: 'I know that the area I need to work hardest on is managing budgets as I have least experience here. It is also the most important area for having control over the work of the department. I recently went on a course for budgetary management which gave me more confidence in this field and I would be keen to work closely with the finance manager for the first six months to ensure that I was on top of this part of the role.' Showing selfknowledge plus an interest in learning and development is impressive. Q46. 'This job is too highly paid isn't it?' Sometimes you will be asked a provocative question like this, but the interviewer may think that this could be a question put to you by funding bodies or journalists if you get the job, so it is a good one to test you out on. If you are going for a high-profile job in the not-for-profit or charitable sector, you could be challenged on this point by the press or members of the public. Are you confident that the remuneration is worth what you would contribute to the job? Do you know what other people in similar roles are paid? None of us can really prove that we are worthwhile except by reference to work of similar value elsewhere. You will be expected to answer this with a robust defence of your role though. Talk up what special skills and talents you bring to the job and what ideas you have for developing your remit to make the organisation more impressive, effective or dynamic. Your next salary increase may depend on how convincing you are in your response. Q47. 'This job needs to be filled by a motivator – tell us how you would do that.' Getting people to do what you want can be difficult. You may be being asked this question as a result of current economic difficulties. If it is a sales-based job, how will you inspire your team to work harder and better? Have you had experience before of motivating people successfully? What did you do and why did it work? How are you seen by other people – as a leader and trail-blazer? Or as a safe pair of hands who can be relied on to do the right thing? How do you propose to set the expectations of your new workmates and what will you do if they do not want to work your way? Try to find examples of how you have used motivation before, or how you have been motivated by other people or circumstances in the past. Show that you are confident in this area and keen to use your skills and enthusiasm to get the team going. Q48. 'You will have some difficult characters in your new team. How will you handle them?' We cannot choose the people we work with so we have to find ways to get along with them. Team work is vital in any job and a good team player will always be attractive to employers. You need to draw on your past experiences whether from the work environment or outside work, to say how you would handle these new team mates who are difficult. They could be any type of people and just because they have been troublesome in the past, they could get on with you much better than they did with your

predecessor. If you arrive in this organisation determined to be a productive and settled team player, that in itself could have a beneficial effect through your own behaviour helping to set a new standard for other people. You may be applying for a job where part of your role is to solve problems such as this, in which case looking at the way the individuals in the team perform in their jobs and trying to iron out any difficulties they are encountering would be a good place to start. It may just be that you would be employed as a member of this team. Most of us respond positively to those who treat us fairly and involve us where possible so both those points should feature in your answer. How were you treated in the job you liked best from the past? Are there pointers there for the way that your new team should be managed? If there are insurmountable difficulties in a team in a large organisation, it might be possible to split up the team and reform the group differently. Sometimes bringing in an outside mediator to bring people together to sort out their differences can be helpful. All of these ideas are constructive and will help reassure the interviewer that you will be part of the solution to this long-running issue, not adding to the problem. Q49. 'What do you think we should be doing to survive the economic downturn?' Unless you are applying for a job with some kind of responsibility for strategic planning in an organisation, it is unlikely that you will be asked a question like this. However, the interviewer may want to see how you would approach answering a question about the economy or current affairs generally. There are no right answers to this question. If there were, we might not be facing difficult economic times. The interviewer will be interested to see what you think the possibilities for success are at the moment. Have you been keeping an eye on the quality press lately? Creative thinking, flexibility and diversification are three recommendations that writers in the business press are making currently. Can any of these three be applied to the job on offer? What scope is there for flair in developing new markets, ways of working or products and services? How flexible is the organisation to be able to change its ways to respond to new emerging opportunities? Can the company diversify to find new markets instead of relying on the old? Q50. 'What do you think is the best way to deal with poor performers?' You will be applying for a job that is concerned with the way that individuals perform at work if you are asked a question such as this. That can mean that you will work either in the HR department or that you are a supervisor or manager of other people. Setting expectations of the way you expect people to perform at work is the place to start. Working with individuals to help them reach the standards required and investing in staff to train and develop them to the best of their abilities is crucial. Monitoring production or performance in work is key to understanding what is happening and then giving feedback on effective working, and encouragement to motivate people can be helpful. If you have worked in this field before, describe an example of the way in which you have raised standards of performance elsewhere and show how you increased satisfaction at work. What did you do specifically to help change the situation? What are the key factors that allowed you to make the difference? Most important of all, what have you learned about staff performance that you can now bring to this new job? Resource: Successful interview skills 5th edition How to prepare, answer tough questions and get your ideal job Rebecca Corfield London and Philadelphia Successful interview skills 5th edition How to prepare, answer tough questions and get your ideal job Rebecca Corfield i To TB First published in 1992 Second edition 1999 Third edition 2002 Fourth edition 2006 Fifth edition 2009

Some common interview questions are given below. Some Common Interview Questions (1) Tell me about yourself (2) What is your greatest strength? (3) What is your great weakness? (4) Are you a team player? (5) Explain how you would be an asset to this organization? (6) Why should we hire you? (7) Why do you want this position? (8) Where do you see yourself five years down the line? (9) Why have you applied for this job? (10) What are your major strengths? (11) What are your views about this post? (12) What type of work do you like to do best? (13) What are your interests outside of work? (14) How does your education or experience relate to this job? (15) How do you handle stressful situations? (16) Describe your management style (17) How do you define success? (18) Why are you here? (19) What motivates you to work? (20) What kind of person are you? (21) Who is your role model other than your family members? (22) What salary do you expect? (23) What can you do for us? (24) What are your hobbies? (25) Who is an effective leader according to you? 7.5 Unit Summary An interview is an interaction between two or more people for a specific reason. There may be one interviewee and one or more interviewers in an interview. An interviewer asks the interviewee questions to find the suitability of a person for a job, admission, promotion, or any other need. Interviews may be face-to-face, online, or telephonic. Whether it is a job interview or some other kind

like persuasive, informative, or media, to face it well you must prepare for it. The interviewer who asks questions and assesses the interviewee must be skilful to undertake the task appropriately. An interviewer must ask questions that can help him to determine the candidate's suitability for the post. The motive of the interview is not to ask difficult questions to grip the interviewee. However, such questions must be avoided to ask, which can be easily answered and the communication, leadership, and cognitive skills of the candidate could not be identified.

7.6 Check Your Progress Discuss with your friends and try to work out answer for each of the following questions that may be asked in an interview: (a) Imagine you are dead. You have lived a long happy life. What would your obituary say? (b) How will you want people to remember you when you have gone? (family, friends, etc.) (c) What is your ideal organization? (d) What is the one question you do not want to ask me? (e) What is the salary range that you expect? (f) What is the advantage of being a single child? (g) Why should we hire you? (h) Are you a quick learner? Give an example. (i) What motivates you? (j) Tell any three things you expect from our Company. (k) What is your biggest achievement/failure in life? (l) Who is your role model? Reference: Technical Communication Principles and Practice THIRD EDITION; Meenakshi Raman; Professor and Head Department of Humanities and Social Sciences BITS, Pilani (K.K. Birla Goa Campus) Sangeeta Sharma Associate Professor Department of Humanities and Social Sciences BITS, Pilani

Unit 8: Group Discussion & Conversation Skills in Specific Situations 8.0 Introduction 8.1 Unit Objective 8.2 Group Discussion (GD) 8.2.1 Group Discussion Meaning and Aspects 8.2.2 Skill required in GD 8.2.3 Stages of Group Discussion 8.2.4 Group Discussion Example 8.3 Conversation Skills 8.3.1 Conversational Skills 8.3.2 Conversation in Specific Situations 8.4 Unit Summary

8.0 Introduction Group discussion is a conversational activity in academic, business, and administrative settings. It is a systematic and purposeful conversation in which participants exchange ideas, thoughts, and feelings. A conversation is a form of communication in which we transmit our message verbally by talking and not writing. Just like other forms of communication, it also aims to convey a message or discuss a matter.

8.1 Unit Objective This unit will help the learners to understand the Group Discussion patterns and aspects.

8.2 Group Discussion (GD) The term 'discussion' literally means 'an exchange of views on something'. When people have different views on something, they present their opinions. Some members may disagree with the views of the other members.

8.2.1 Group Discussion Meaning and Aspects Group discussion refers to a formal and systematic situation in which:

- A few people sit in a group and exchange their views, knowledge, and information on a particular topic, problem, or issue.
- They listen to the views of a person at a time as everyone gets a fair chance to speak. However, they discuss the topic by teaming up.
- Divided into teams, they discuss the topic or case using techniques like interpretation, analysis, and argument.

The behaviour of GD Participants: In a group discussion the members are supposed to maintain the self-imposed discipline to make the arguments and talks formal and useful. They are not supposed to express excitement and anger and go off the track.

GD leader A GD formally does not have any designated leader, but as it progresses a participant emerges as a leader.

GD Moderator/observer: When the discussion takes place, some person(s) can be called as observer(s) to evaluate the contribution made by each member. Some GDs have a person as a moderator who monitors the discussion and provides feedback to the participants on a scale of grades or points. He judges the participants without any prejudices and impartially on the basis of confidence, attitude, leadership quality, communication skills, interpersonal skills, team-working skills, and intellectual knowledge.

The number of participants: There is no specified limit on the number of participants. If there are ten or fifteen members in a group discussion, it is likely that a few of them become passive listeners, and the group discussion may lose its purpose and value. It is seen that if the number of participants is between 5 - 9, the GD can be fruitful. However, if the candidates are five or fewer, the discussion may suffer a lack of views and opinions.



Methods to organise a GD: There are two ways - either the topic is announced before the discussion and members participate well prepared, or it is given on the spot 10-15 minutes before the GD. In either case, the exchange of thoughts may take place systematically, chairs are arranged in a half circle or circle so everyone can see each other. Purpose / Significance of GD: Mainly a group discussion provides a wide range of solutions to a particular problem and reaches an amicable solution. It helps in eliciting the personality traits and decision-making skills of participants. That's why several companies conduct GDs to decide on the candidature of job applicants.

8.2.2 Skill required in GD Communication Skills: Group discussion involves interacting with others and presenting your thoughts and concepts correctly. It entails good communication aptitude, leadership, problem-solving, and team skills. Following is given a set of skills which can eventually lead to enhancing one's communication and other required skills.

- **Communication Skills:** Having the ability to express your thoughts clearly and exchange them thoroughly is significant for communicating effectively in a group discussion. Avoid speaking out of any misunderstandings or ambiguity about a fact or information. To grab listeners' attention and present your thoughts firmly, try to listen to others actively or recall any preliminary information related to the issue, it makes you visionary and confident while speaking. It's needless to say that you speak grammatically correctly. Communication skills are not just limited to speaking fluently but it is about talking confidently with the right attitude.
- **Interpersonal Skills:** A person's ability to interact with other members reflects his interpersonal skills. Maintaining a good relationship or communication with other members becomes easier when you talk with emotional maturity and mental balance. Try to be more people-centric and less self-centred.
- **Leadership Skills:** A member can inspire and influence others and carry the team along if he has leadership qualities. A good leader knows how to initiate a discussion, guide others by not directing them but inspiring them, talk relevantly, promote participation, and handle the discussion when it begins to lose its relevance and objective.
- **Analytical Skills:** While listening to others, we try to comprehend the information, and if someone has good analytical skills, he can perceive the info appropriately and firmly. Hence, in a group discussion, try to focus on the interpretation, tone, meaning, and communicating attitude of the other speaker.
- **Attentive/Active Listening:** Active listening is an important skill in group discussions. It helps to comprehend the information appropriately, learn new, and prepare an appropriate response. It can be acquired by paying attention and understanding the facts and ideas being presented.
- **Presentation skills:** In a GD one presents his views by debating, arguing, and agreeing or not agreeing. All these activities call for an ability that can lead to gaining the interest and trust of others which can be done easily if a participant can present his views articulately. Good presentation skill is the ability to deliver information in a compelling, engaging, informative, and enlightening way without being aggressive or over-enthusiastic.
- **Team spirit:** Whether a participant has a team spirit or not reflects in his behaviour during a group discussion. Good communication skills, patience, careful listening to other's opinions, and not boasting about his own opinion are such behavioural acts which showcase his team working ability.
- **Problem-solving skills:** If the discussion turns hostile, intervene to make it relaxed. It shall reveal your problem-solving skills.

Do's of participating in a GD

- Gain current knowledge before attending a group discussion.
- Speak after thinking.
- In case of not having much knowledge about a topic, clues can be picked from the discussion.
- Do not repeat your points.
- Speak confidently.
- Have respectful behaviour towards others.
- If the discussion turns hostile, intervene to make it relaxed. It shall reveal your problem-solving skills.

Don'ts of participating in a GD

- Do not start the discussion if you have limited knowledge of it.
- Do not try to show you know more than others.
- Do not interrupt others when they are speaking.
- Do not vaguely change your opinions.
- Do not raise irrelevant questions.
- Do not be personally biased.

8.2.3 Stages of Group Discussion Group discussion is a systematic and purposeful oral communication activity in which the participants speak on a problem, issue, or topic. It consists of three parts or stages:

- **Initiation**
- **Body**
- **Summarization**

a) **Initiation** is the first stage, in which the participants are given a topic to discuss. A moderator or a mediator announces the topic and gives time, general guidelines and procedures of the GD. A participant starts the discussion by telling his views on the topic and initiates the discussion.

b) **Body** is the second stage and is the main part of the discussion. This is the stage when every participant gets involved in the conversation.

c) **Summarization:** It rarely happens that a discussion ends with a consensus, but every GD is summarized. One of the participants summarizes the views of the participants and comes to an end.

8.2.4 Group Discussion Example Group Discussion on the Topic - 'Need of Distance Education'. Seven Participants: A, B, C, D, E, F, G.

English Communication; Group Discussion

8.3 Conversation Skills A conversation is a form of communication in which we transmit our message verbally by talking and not writing. Just like other forms of communication, it also aims to convey a message or discuss a matter.

For effective verbal communication always remember the acronym KISS - Keet It Short & Simple. When we talk to others, it usually happens that we assume the other person is understanding what we are saying, but the listener is getting the point, it does not happen every time. As the other person might have his own perception, attitude, and emotions that the intended message could not be conveyed in its true sense and intent. When conversating, a speaker may use terms which can be interpreted in different ways or the term is difficult to understand. Hence, when speaking or orally communicating, one must have conversational skills.

**8.3.1 Conversational Skills**

- In a conversation, especially a formal one needs to maintain a greater angular distance and eye contact. Maintaining space influences the conversation, it denotes respect.
- Avoid giving a silent gap during a conversation.
- A conversation can be brought to a satisfactory conclusion by the continuous exchange of ideas and views.
- Conversations are mainly two ways in which the speaker and listener (keep interchanging) are present in front of each other unless it is a telephonic conversation. The receiver can ask for clarification or challenge the information hence one should conversate an idea or view if he is well aware of it.
- Speak in a low voice, with controlled gestures.
- Show you are understanding the talk by nodding your head, maintaining an upright posture, and, if appropriate, putting in an occasional comment such as "I see".
- Avoid Interrupting the speaker, be patient and polite and let the speaker complete what he is saying.
- In a formal talk in which you are representing your company be careful you may not divulge company secrets or speak off the record.
- It is appropriate to be observant and inquisitive over being witty in a conversation.
- Politics is a sensitive subject, avoid bringing it to a formal conversation. It may affect the decision-making process.
- Avoid using slang and technical jargon in your conversations.
- Do not say "I swear" such cliches are perceived as less intelligent.
- Use the language commonly used.

**8.3.2 Conversation in Specific Situations** Following are given some examples of conversations, referred from different sources, in some specific situations:

97%

**MATCHING BLOCK 28/34**

**W**

A Bank Clerk and A Bank Customer  
 Bank Clerk: Good morning, welcome to the Grammar Bank. How can I help you?  
 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's the difference?  
 Bank Clerk: A checking account is designed to use for everyday transactions. Yet; the money in a savings account is meant to stay in the account and earn interest over time.  
 Customer: I see, actually I want to apply for a credit card. That's why I need an account.  
 Bank Clerk: Okay then, you probably want a checking account.  
 Customer: Well, thank you. I'd like that.  
 Bank Clerk: Sure, we will have you fill out an application form, please.  
 Customer: No problem.  
 Bank Clerk: How much of a credit limit were you looking for?  
 Customer: I would like a \$10,000 spending limit.  
 Bank Clerk: Alright, we will see what we can do. We might be able to get you one of our gold cards with a \$10,000 spending limit.  
 Customer: Wonderful. Will I also collect points when I use the card?  
 Bank Clerk: Sure, with our gold card you will get 10 reward points for every dollar spent.  
 Customer: Perfect, I have filled out the form. Do you need anything else?  
 Bank Clerk: You just need to deposit a minimum of \$250 into your new checking account.  
 Customer: Very well, here you are.  
 Bank Clerk: Thank you, your account is set up now and your credit card will be mailed to your address within 5 to 10 business days.  
 Customer: Thank you for your help, have a good day.  
 Bank Clerk: Thank you, you too.  
 Reference: <https://www.grammarbank.com/dialogue-examples-at-the-bank>.

html Doctor & Patient  
 Patient's mother: Good morning, doctor.  
 Doctor: Good morning.  
 Patient's mother: My daughter hasn't been feeling well and she has a fever, can you please have a look?  
 Doctor: Let's see, hi sweetie, what's your name?  
 Dana: Dana.  
 Doctor: Can you please take off your jacket and lie down on the bed?  
 Dana: Patient's mother She is a little scared.  
 Doctor: Don't worry, it's not going to hurt, I will just listen to you, I promise.  
 Dana: Alright.  
 Doctor: Let me listen to your back and check your throat.  
 Patient's mother: How is she?  
 Doctor: Her throat looks red, I think she has an infection. I will prescribe her some antibiotics, she should take them twice a day.  
 Patient's mother: How long does she need to take them?  
 Doctor: About a week but she can continue for another week if she doesn't feel better. She should probably rest for a few days too and not go to school.  
 Patient's mother: She has become very weak recently. She gets cold very easily too.  
 Doctor: It's probably the fever, she may have caught the infection from anyone.  
 Patient's mother: Can she take a shower?  
 Doctor: Absolutely, taking a cool shower actually helps reduce the fever in a natural way.  
 Patient's mother: Wow, I didn't know that. When should we come back again?  
 Doctor: I want to see her next week, but if she gets worse, you can come and see me regardless.  
 Patient's mother: Thank you so much, doctor.  
 Doctor: You are welcome, it's my pleasure, I hope she gets well soon.  
 Patient's mother: Thank you again, goodbye.  
 Doctor: Good-bye.  
 Reference: <https://www.grammarbank.com/dialogue-examples-at-the-bank.html>  
 A Check-in Agent and A Passenger  
 Agent: Good afternoon, where are you flying to?  
 Passenger: Good afternoon. I am flying to San Francisco.  
 Agent: Do you have your tickets?  
 Passenger: Here is my ticket.  
 Agent: How many people are travelling?  
 Passenger: It's my son and I, he is under two years old.

Agent: Can I have your passports I will need to see his birth certificate to prove that he is under two years of age.  
Passenger: Sure. Here they are. Agent: Would you like a window or an aisle seat? Passenger: I would be very happy If we can get an aisle seat. I may have to walk him around if he gets bored. Agent: Alright, I'll put you near the restrooms too.  
Passenger: Wonderful, thanks. Is it possible to check in the stroller? Agent: Sure, are you checking in any bags?  
Passenger: Yes, this suitcase and my backpack. Agent: Let's put them on the scale, one at a time, please. Passenger: Sure.  
And by the way, I have a layover in London. Do I have to pick up my luggage there? Agent : No, you will pick them up in San Francisco. Here is your boarding pass. You are all set. Be at the gate at least 45 minutes prior to the departure time.  
Passenger:

40%

**MATCHING BLOCK 29/34**

**W**

Thank you for your help, have a good day. Agent: Thank you, have a nice flight. Reference:  
<https://www.grammarbank.com/dialogue-examples-at-the-bank>.

html A Receptionist and A Client Receptionist: Hi, welcome to the Grammar Bank Hotel. How can I help you? Client: Hi, I would like a room for tonight. Do you have any vacancies? Receptionist: Yes sir, would you like a single room, or a double room? Client: A single room, please. Receptionist: How long will you be staying? Client: For three nights.  
Receptionist: Okay, would you like a king-size bed or a queen-size? Client: Well, a king-size bed, please. Receptionist: Smoking, non-smoking? Client: Non-smoking. Receptionist: Sure, and would you rather have a room with a view of the ocean or the forest? Client: It doesn't really matter to me, whichever one is cheaper. Receptionist: Sure, it's going to be \$55 per night. Can I have your ID, please? Client: Here it is. Receptionist: Alright, Could you sign here, please?  
Client: No problem. Do you accept American Express? Receptionist: Sure, any Visa, Master Card or American Express.  
Client: Perfect, here is my card. Receptionist: Thank you. Is there a phone number where you can be contacted? Client: Yes, it is 333-3333. Receptionist: Okay. Here's your key. Your room number is 276. It's on the 2nd floor, you can take the elevators behind us. If you need anything, just dial 9 for reception. Client: Thank you for your help. Receptionist: My pleasure. Enjoy your stay! Reference: <https://www.grammarbank.com/dialogue-examples-at-the-bank.html>  
Conversation

97%

**MATCHING BLOCK 30/34**

**W**

at the post office Postal office clerk: Good morning, what can I do for you today? Karen: Good morning. I have to send this parcel to Thailand, please. Postal office clerk: OK, pass me the parcel through the opened window and let's see how much it weighs. It weighs 3 kilos. you need to send it by airmail, it will get there in about 7 days. Postal office clerk: You also have the option of using international signed for. Karen: What is that? Postal office clerk: Same as airmail, but the person in Thailand has to sign for it when the postman delivers it to them. Karen: How much does that cost? Postal office clerk: An extra £5.15 [five pounds and fifteen pence] and it is insured up to £50 [fifty pounds] Karen: It's OK, 7 days by airmail is fine. How much will send the parcel

to

100%

**MATCHING BLOCK 31/34**

**W**

be? Postal office clerk: £10.15 [ten pounds and fifteen pence]. Do you need anything else? Karen: Oh, I nearly forgot. I need to buy 2 books of stamps, one first class and the other second class. Postal office clerk: OK, that will be £15.35 [fifteen pounds and thirty-five pence].

Resource: <https://www.easypacelearning.com/>

95%

**MATCHING BLOCK 33/34**

**W**

[all-lessons/english-level-2/1298-conversation-at-the-post-office-with-2-people](https://www.grammarbank.com/dialogue-examples-at-the-bank.html)

99%

MATCHING BLOCK 34/34

W

Conversation Between Railway Enquiry And Passenger Passenger: Good Afternoon. Railway Enquiry: Good afternoon, Sir. How may I assist you? Passenger: What time is the Chennai Express Expected? Railway Enquiry: The Scheduled time of its arrival is 5 O'Clock. Passenger: But it's Already Fifteen minutes past four and there's no sight of its arrival as yet. Railway Enquiry: I'm Afraid it's running late by over an hour, and we have already made the railway announcement. Passenger: I haven't heard any such announcement. I've been at the railway station for about ten minutes. Railway Enquiry: Perhaps, it was made before you came in. Let me check ... it was made at 4.55, 20 minutes ago to be precise. Passenger: Do you Only make an announcement? Railway Enquiry: No, we also write them on the notice board just in front of the ASM's Office. Passenger: Don't you think these announcements Should be a little more Frequent? Railway Enquiry: Well, I would rather not comment on it. For that, you can speak to the ASM, If you so wish. Passenger: Very well, So what's the status as of now? When Exactly will it come? Railway Enquiry: At 6.10 But it may make up some time, or it may be delayed further. We'll make another announcement as and when we receive any fresh railway updates. Passenger: This will cause a lot of inconvenience to people. Have you thought of that? Railway Enquiry: I'm Sorry, For the inconvenience. Bear with us for some more time, please, and make yourself comfortable in the waiting room. Passenger: All Right. Thank you.

Resource: <https://gouravdigi.com/conversation-between-railway-enquiry-and-passenger/> A Simple Conversation Between Travel Agent And Customer Travel Agent: Good morning, sir. I am Gupta and I am calling from Vistara Tours and Travels. You have shown interest in our Sikkim tour package. Customer: Yes, I would like to know more about this package. Travel Agent: Sir, we have 3 tour packages, and our most popular one is the Gangtok Tour. This is a 3-day, 2-night stay, with pick-up and drop at the airport. Travel Agent: Day 1 includes a 4-hour journey from On day 2, the places that we cover include the Bakthang Waterfall, Tashi Viewpoint, Ganesh Tok, Enchey Monastery, Do Drulchorten Stupa, and the Banjhakri falls. This will be a part of your full day-local sightseeing. Customer: Okay, this seems very interesting. And what would be the itinerary on day 3? Travel Agent: Sir, day 3 of the tour involves an excursion to Tsomgo Lake and also the famous Baba Mandir. Tsomgo Lake is located 12,000 feet above sea level, which means the view is breathtaking. Our next stop is the Baba Harbhajan Mandir, a shrine that is dedicated to the Indian soldier Captain Harbhajan Singh. Travel Agent: The cost of this package is INR 12,000/- sir, but we are offering a festive discount. So, we are offering a special price of INR 9,000/-. This also includes a complimentary breakfast. Customer: This sounds great! Is there any validity for this package? I intend to travel to Sikkim next month. Travel Agent: Sir this package is valid until the end of this month, but if you make an advance payment, you can avail of the same prices the next month as well. Customer: Okay what would be the advance amount? Travel Agent: Sir, you can pay 15% of the package now and then pay the rest by next month. If you pay now, we shall block your dates. Customer: Great, how shall I book the package? And what are the formalities to be done? Travel Agent: Sir, I would need a copy of your identity proof. You can send me a photo of your Driving licence or PAN card. And as for the payment, you can login to our website and pay there. We accept all major credit cards and debit cards. Customer: Sound fine. But I will need to visit your office. Can you send me your address? Travel Agent: Definitely sir, I will message you the location and address on your mobile. Customer: Okay. Travel Agent: Thank you, sir. Travel Agent: And feel free to reach out to me in case you want to clarify or get in touch with us. Customer: Thank you, I will. Have a good day. Travel Agent: Okay sir, you have a good day too!

<https://www.grammarbank.com/dialogue-examples-at-the-bank.html> 8.4 Unit Summary The term 'discussion' literally means 'an exchange of views on something'. When people have different views on something, they present their opinions. Some members may disagree with the views of the other members. Group discussion refers to a formal and systematic situation in which:

- A few people sit in a group and exchange their views, knowledge, and information on a particular topic, problem, or issue.
- They listen to the views of a person at a time as everyone gets a fair chance to speak. However, they discuss the topic by teaming up.
- Divided into teams, they discuss the topic or case using techniques like interpretation, analysis, and argument.

A conversation is a form of communication in which we transmit our message verbally by talking and not writing. Just like other forms of communication, it also aims to convey a message or discuss a matter. Reference: ●

<https://www.easypacelearning.com/english-books/>

87%

MATCHING BLOCK 32/34

W

[english-books-for-download-pdf/category/6-english-grammar-pdf-and-word-doc](https://www.easypacelearning.com/english-books-for-download-pdf/category/6-english-grammar-pdf-and-word-doc) ●

### 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.

1/34	SUBMITTED TEXT	18 WORDS	58%	MATCHING TEXT	18 WORDS
	<p>in the active voice or in the passive voice. Whether a sentence is in the active voice</p> <p><b>SA</b> Grammar What,Vol, 11, 18-10-2018 doc.doc (D53797137)</p>				
2/34	SUBMITTED TEXT	15 WORDS	100%	MATCHING TEXT	15 WORDS
	<p>we use 3rd form of the verb (past participle) as the main verb in</p> <p><b>SA</b> Grammar book.docx (D110268512)</p>				
3/34	SUBMITTED TEXT	26 WORDS	63%	MATCHING TEXT	26 WORDS
	<p>is changed from the AV to the PV, the Object of the Transitive Verb in the AV becomes the Subject of the Verb in the</p> <p><b>SA</b> Grammar What,Vol, 11, 18-10-2018 doc.doc (D53797137)</p>				
4/34	SUBMITTED TEXT	15 WORDS	100%	MATCHING TEXT	15 WORDS
	<p>we use 3rd form of the verb (past participle) as the main verb in</p> <p><b>SA</b> Grammar book.docx (D110268512)</p>				
5/34	SUBMITTED TEXT	30 WORDS	70%	MATCHING TEXT	30 WORDS
	<p>Present Perfect AV: Subject + has/have + Verb 3 + Object                      PV: Object + has/have + been + Verb 3 + by + Subject</p> <p>Present perfect sentences Active: Subject + has/have + verb (IIIrd form) + object... Passive: Object + has/have + been + verb (IIIrd form) + by + subject...</p> <p><b>W</b> <a href="https://gradeup.co/liveData/f/2019/4/BITSAT%20Grammar%20PDF.pdf-13-watermark.pdf-85.pdf">https://gradeup.co/liveData/f/2019/4/BITSAT%20Grammar%20PDF.pdf-13-watermark.pdf-85.pdf</a></p>				

<b>6/34</b>	<b>SUBMITTED TEXT</b>	29 WORDS	<b>80% MATCHING TEXT</b>	29 WORDS
<p>Present Continuous: AV: Subject + is/are/am + Verb + ing + Object PV: Object + is/are/am + being + Verb 3 + by + Subject</p>		<p>Present continuous tense Active: Subject + is/are/am + verb (ing) + object... Passive: Object + is/are/am + being + verb (llrd from) + by + subject...</p>		
<p><b>W</b> <a href="https://gradeup.co/liveData/f/2019/4/BITSAT%20Grammar%20PDF.pdf-13-watermark.pdf-85.pdf">https://gradeup.co/liveData/f/2019/4/BITSAT%20Grammar%20PDF.pdf-13-watermark.pdf-85.pdf</a></p>				

<b>7/34</b>	<b>SUBMITTED TEXT</b>	25 WORDS	<b>82% MATCHING TEXT</b>	25 WORDS
<p>Past Continuous: AV: Subject + was/were + Verb + ing + Object PV: Object + was/were + being + Verb 3 +</p>		<p>Past continuous tense Active: Subject + was/were + verb (ing) + object... Passive: Object + was/were + being + verb (</p>		
<p><b>W</b> <a href="https://gradeup.co/liveData/f/2019/4/BITSAT%20Grammar%20PDF.pdf-13-watermark.pdf-85.pdf">https://gradeup.co/liveData/f/2019/4/BITSAT%20Grammar%20PDF.pdf-13-watermark.pdf-85.pdf</a></p>				

<b>8/34</b>	<b>SUBMITTED TEXT</b>	20 WORDS	<b>81% MATCHING TEXT</b>	20 WORDS
<p>There are two types of reported speech: direct speech and indirect speech. Direct speech involves repeating the exact words</p>				
<p><b>SA</b> BEGS-22 Advanced English Grammar.pdf (D122821394)</p>				

<b>9/34</b>	<b>SUBMITTED TEXT</b>	36 WORDS	<b>62% MATCHING TEXT</b>	36 WORDS
<p>the reporting verb and the reporting speech. • Reported Speech is introduced by some conjunction like that, if, what, why, etc. • The tense of the reporting verb is not changed. • The end of</p>				
<p><b>SA</b> B.A. B.Com Part-I General English.docx (D142429294)</p>				

<b>10/34</b>	<b>SUBMITTED TEXT</b>	34 WORDS	<b>100% MATCHING TEXT</b>	34 WORDS
<p>Present: Simple Present Present Continuous Present Perfect Present-Perfect Continuous Past: Simple Past Past Continuous Past Perfect Past Perfect Continuous Future: Simple Future Future Continuous Future Perfect Future-Perfect Continuous The</p>				
<p><b>SA</b> B21EG01LC- Print.pdf (D165644847)</p>				

<b>11/34</b>	<b>SUBMITTED TEXT</b>	11 WORDS	<b>100% MATCHING TEXT</b>	11 WORDS
<p>In indirect speech, the words of the speaker are not</p>				
<p><b>SA</b> B21EG01LC- Print.pdf (D165644847)</p>				

12/34	SUBMITTED TEXT	60 WORDS	25%	MATCHING TEXT	60 WORDS
<p>Past Perfect Tense (She had eaten) Present Perfect Continuous Tense (She has been writing.) Past Perfect Continuous Tense (She had been writing.) Simple Past (She ate.) Past Perfect Tense (She had eaten.) Past Continuous Tense (She was eating.) Past Perfect Continuous Tense (She had been eating.) Past Perfect Tense (She had eaten.) Remains unchanged Past Perfect Continuous Tense (</p>					
<p><b>SA</b> INTERNATIONAL BOOK 2018.pdf (D42106262)</p>					

13/34	SUBMITTED TEXT	36 WORDS	31%	MATCHING TEXT	36 WORDS
<p>He said, "Hurrah! We won the match". IS: He exclaimed with joy that he had won the match. DS: He said, "Alas! I failed the test". IS: He exclaimed with sorrow that she had</p>					
<p><b>SA</b> IDC 2 BLOCK 1 GENERAL PRINCIPLES OF WRITING.pdf (D165352053)</p>					

14/34	SUBMITTED TEXT	25 WORDS	80%	MATCHING TEXT	25 WORDS
<p>If the Reporting Verb is in the Present Tense, the tenses of the Direct Speech do not change. For eg, DS: He says, " If the reporting verb is in the present tense, the tenses of the Direct Speech do not change. He says,</p>					
<p><b>W</b> <a href="https://docplayer.net/64634806-Sentence-types-active-passive-voice-direct-indirect-speech.html">https://docplayer.net/64634806-Sentence-types-active-passive-voice-direct-indirect-speech.html</a></p>					

15/34	SUBMITTED TEXT	28 WORDS	45%	MATCHING TEXT	28 WORDS
<p>of the Reported Speech is changed. # 4) The pronoun (subject) of Reported Speech is sometimes changed according to the pronoun (subject) or 'object' of the</p>					
<p><b>SA</b> B.A. B.Com Part-I General English.docx (D142429294)</p>					

16/34	SUBMITTED TEXT	11 WORDS	100%	MATCHING TEXT	11 WORDS
<p>In indirect speech, the words of the speaker are not</p>					
<p><b>SA</b> B21EG01LC- Print.pdf (D165644847)</p>					

17/34	SUBMITTED TEXT	44 WORDS	58%	MATCHING TEXT	44 WORDS
<p>Infinitives An infinitive is a verb form or construction that works as a different part of speech in a sentence. Though infinitives contain verbs, they cannot function as verbs. They do not convey a sense of tense on their own,</p>					
<p><b>SA</b> Guia Contrastive Grammar 22-22 Terminada.docx (D127414243)</p>					



<b>18/34</b>	<b>SUBMITTED TEXT</b>	18 WORDS	<b>100%</b>	<b>MATCHING TEXT</b>	18 WORDS
<p>Do: does, did • Shall: should • Will: would • Can: could • May: might • Must:</p> <p><b>SA</b> Grammar What,Vol, 11, 18-10-2018 doc.doc (D53797137)</p>					
<b>19/34</b>	<b>SUBMITTED TEXT</b>	41 WORDS	<b>57%</b>	<b>MATCHING TEXT</b>	41 WORDS
<p>An infinitive is a verb form or construction that works as a different part of speech in a sentence. Though infinitives contain verbs, they cannot function as verbs. They do not convey a sense of tense on their own,</p> <p><b>SA</b> Guia Contrastive Grammar 22-22 Terminada.docx (D127414243)</p>					
<b>20/34</b>	<b>SUBMITTED TEXT</b>	13 WORDS	<b>100%</b>	<b>MATCHING TEXT</b>	13 WORDS
<p>Do: does, did; Shall: should; Will: would; Can: could; May: might; Must:</p> <p><b>SA</b> Grammar What,Vol, 11, 18-10-2018 doc.doc (D53797137)</p>					
<b>21/34</b>	<b>SUBMITTED TEXT</b>	3 WORDS	<b>87%</b>	<b>MATCHING TEXT</b>	3 WORDS
<p>english-books-for-download- pdf/category/6-english-grammar-pdf-and-word-doc • English books for download pdf - English grammar pdf and word doc</p> <p><b>W</b> <a href="https://www.easypacelearning.com/english-books/english-books-for-download-pdf/category/6-english-...">https://www.easypacelearning.com/english-books/english-books-for-download-pdf/category/6-english- ...</a></p>					
<b>22/34</b>	<b>SUBMITTED TEXT</b>	20 WORDS	<b>83%</b>	<b>MATCHING TEXT</b>	20 WORDS
<p>an author's text, explanation, argument, or narrative. • It is a legitimate way to borrow from a source</p> <p>an author's text, explanation, argument, or narrative. When cited correctly, paraphrasing is a legitimate way to borrow from a source</p> <p><b>W</b> <a href="https://www.sjsu.edu/writingcenter/docs/handouts/Paraphrasing.pdf">https://www.sjsu.edu/writingcenter/docs/handouts/Paraphrasing.pdf</a></p>					
<b>23/34</b>	<b>SUBMITTED TEXT</b>	39 WORDS	<b>100%</b>	<b>MATCHING TEXT</b>	39 WORDS
<p>How would you paraphrase the following passage? "For over 20 years now biologists have been alarmed that certain populations of amphibians have been declining. These declines have occurred both in areas populated by humans as well as</p> <p>How would you paraphrase the following passage? "For over 20 years now biologists have been alarmed that certain populations of amphibians have been declining. These declines have occurred both in areas populated by humans as well as</p> <p><b>W</b> <a href="https://www.sjsu.edu/writingcenter/docs/handouts/Paraphrasing.pdf">https://www.sjsu.edu/writingcenter/docs/handouts/Paraphrasing.pdf</a></p>					

24/34

SUBMITTED TEXT

60 WORDS

94% MATCHING TEXT

60 WORDS

Biologists have been worried about declining amphibian populations in areas both inhabited and uninhabited by humans. Though they have been studying amphibian populations for more than two decades, biologists have had a hard time providing indisputable proof of population decline due to a lack of data on past population sizes (Gitlin, 2001). (Note: Your answer may differ significantly.)

Biologists have been worried about declining amphibian populations in areas both inhabited and uninhabited by humans. Though they have been studying amphibian populations for more than two decades, biologists have had a hard time providing indisputable proof of population decline due to a lack of data on past population sizes (Gitlin, 2001). (Note: This answer is only a sample. Your answer may differ significantly.)

**W** <https://www.sjsu.edu/writingcenter/docs/handouts/Paraphrasing.pdf>

25/34

SUBMITTED TEXT

41 WORDS

100% MATCHING TEXT

41 WORDS

areas seemingly undisturbed by people. However, offering clear proof of the declining numbers of amphibians has been difficult because in most cases there is no reliable data on past population sizes with which to compare recent numbers" (Gitlin, 2001).

areas seemingly undisturbed by people. However, offering clear proof of the declining numbers of amphibians has been difficult because in most cases there is no reliable data on past population sizes with which to compare recent numbers" (Gitlin, 2001).

**W** <https://www.sjsu.edu/writingcenter/docs/handouts/Paraphrasing.pdf>

26/34

SUBMITTED TEXT

128 WORDS

98% MATCHING TEXT

128 WORDS

The challenge for you as a student nurse is to move beyond mastering the skills of data collection to develop your confidence in analysing and interpreting findings, identifying and clustering abnormal data and determining nursing priorities. Although beginning nurses lack the depth of knowledge and expertise that experienced nurses have, they can still learn to improve their clinical judgement skills. Etheridge (2007) found that new nurse graduates learned to "think like a nurse" and develop confidence in making clinical judgements through multiple clinical experiences with a wide variety of patients, support from educators and experienced nurses, and sharing experiences with their peers. Making the most of clinical placements by seeking opportunities to develop these skills is essential in the transition from student nurse to the beginning practitioner.

The challenge for you as a student nurse is to move beyond mastering the skills of data collection to develop your confidence in analysing and interpreting findings, identifying and clustering abnormal data and determining nursing priorities. Although beginning nurses lack the depth of knowledge and expertise that experienced nurses have, they can still learn to improve their clinical judgement skills. Etheridge (2007) found that new nurse graduates learned to "think like a nurse" and develop confidence in making clinical judgements through multiple clinical experiences with a wide variety of patients, support from educators and experienced nurses, and sharing experiences with their peers. Making the most of clinical placements by seeking opportunities to develop these skills is essential in the transition from student nurse to beginning practitioner.

**W** [https://www.westernsydney.edu.au/\\_\\_data/assets/pdf\\_file/0006/1082670/Paraphrasing.pdf](https://www.westernsydney.edu.au/__data/assets/pdf_file/0006/1082670/Paraphrasing.pdf)

27/34

SUBMITTED TEXT

97 WORDS

100% MATCHING TEXT

97 WORDS

Student nurses need to progress from collecting data to being confident in analysing data to find abnormalities and prioritise tasks. New nurses do not have much knowledge or experience, but they can still develop their clinical judgement. According to Etheridge (2007, as cited in Lewis & Foley, 2014, p. 61), novice nurses can “think like a nurse” and gain confidence if they have experience with different patients, help from colleagues, and discuss experiences with their fellow nurses. Student nurses should look to improve their clinical skills during placement to assist in the passage to starting work.

Student nurses need to progress from collecting data to being confident in analysing data to find abnormalities and prioritise tasks. New nurses do not have much knowledge or experience, but they can still develop their clinical judgement. According to Etheridge (2007, as cited in Lewis & Foley, 2014, p. 61), novice nurses can “think like a nurse” and gain confidence if they have experience with different patients, help from colleagues, and discuss experiences with their fellow nurses. Student nurses should look to improve their clinical skills during placement to assist in the passage to starting work.

**W** [https://www.westernsydney.edu.au/\\_\\_data/assets/pdf\\_file/0006/1082670/Paraphrasing.pdf](https://www.westernsydney.edu.au/__data/assets/pdf_file/0006/1082670/Paraphrasing.pdf)

28/34

SUBMITTED TEXT

294 WORDS

97% MATCHING TEXT

294 WORDS

A Bank Clerk and A Bank Customer Bank Clerk: Good morning, welcome to the Grammar Bank. How can I help you? 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's the difference? Bank Clerk: A checking account is designed to use for everyday transactions. Yet; the money in a savings account is meant to stay in the account and earn interest over time. Customer: I see, actually I want to apply for a credit card. That's why I need an account. Bank Clerk: Okay then, you probably want a checking account. Customer: Well, thank you. I'd like that. Bank Clerk: Sure, we will have you fill out an application form, please. Customer: No problem. Bank Clerk: How much of a credit limit were you looking for? Customer: I would like a \$10,000 spending limit. Bank Clerk: Alright, we will see what we can do. We might be able to get you one of our gold cards with a \$10,000 spending limit. Customer: Wonderful. Will I also collect points when I use the card? Bank Clerk: Sure, with our gold card you will get 10 reward points for every dollar spent. Customer: Perfect, I have filled out the form. Do you need anything else? Bank Clerk: You just need to deposit a minimum of \$250 into your new checking account. Customer: Very well, here you are. Bank Clerk: Thank you, your account is set up now and your credit card will be mailed to your address within 5 to 10 business days. Customer: Thank you for your help, have a good day. Bank Clerk: Thank you, you too. Reference: <https://www.grammarbank.com/dialogue-examples-at-the-bank>.

A Bank Clerk and A Bank Customer Bank Clerk: Good morning, welcome to the Grammar Bank. How can I help you? 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's the difference? Bank Clerk: A checking account is designed to use for everyday transactions. Yet; the money in a savings account is meant to stay in the account and earn interest over time. Customer: I see, actually I want to apply for a credit card. That's why I need an account. Bank Clerk: Okay then, you probably want a checking account. Customer: Well, thank you. I'd like that. Bank Clerk: Sure, we will have you fill out an application form, please. Customer: No problem. Bank Clerk: How much of a credit limit were you looking for? Customer: I would like a \$10,000 spending limit. Bank Clerk: Alright, we will see what we can do. We might be able to get you one of our gold cards with a \$10,000 spending limit. Customer: Wonderful. Will I also collect points when I use the card? Bank Clerk: Sure, with our gold card you will get 10 reward points for every dollar spent. Customer: Perfect, I have filled out the form. Do you need anything else? Bank Clerk: You just need to deposit a minimum of \$250 into your new checking account. Customer: Very well, here you are. Bank Clerk: Thank you, your account is set up now and your credit card will be mailed to your address within 5 to 10 business days. Customer: Thank you for your help, have a good day. Bank Clerk: Thank you, you too. You are here: &lt;&lt; Home &lt;&lt; Beginners ESL Lessons &lt;&lt; Dialogue Examples 1 - At the Bank

**W** <https://www.grammarbank.com/dialogue-examples-at-the-bank.html>

<b>29/34</b>	<b>SUBMITTED TEXT</b>	19 WORDS	<b>40% MATCHING TEXT</b>	19 WORDS
<p>Thank you for your help, have a good day. Agent: Thank you, have a nice flight. Reference: <a href="https://www.grammarbank.com/dialogue-examples-at-the-bank">https://www.grammarbank.com/dialogue-examples-at-the-bank</a>.</p>		<p>Thank you for your help, have a good day. Bank Clerk: Thank you, you too. You are here: &amp;lt;&amp;lt; Home &amp;lt;&amp;lt; Beginners ESL Lessons &amp;lt;&amp;lt; Dialogue Examples 1 - At the Bank</p>		
<p><b>W</b> <a href="https://www.grammarbank.com/dialogue-examples-at-the-bank.html">https://www.grammarbank.com/dialogue-examples-at-the-bank.html</a></p>				

<b>30/34</b>	<b>SUBMITTED TEXT</b>	151 WORDS	<b>97% MATCHING TEXT</b>	151 WORDS
<p>at the post office Postal office clerk: Good morning, what can I do for you today? Karen: Good morning. I have to send this parcel to Thailand, please. Postal office clerk: OK, pass me the parcel through the opened window and let's see how much it weighs. It weighs 3 kilos. you need to send it by airmail, it will get there in about 7 days. Postal office clerk: You also have the option of using international signed for. Karen: What is that? Postal office clerk: Same as airmail, but the person in Thailand has to sign for it when the postman delivers it to them. Karen: How much does that cost? Postal office clerk: An extra £5.15 [five pounds and fifteen pence] and it is insured up to £50 [fifty pounds] Karen: It's OK, 7 days by airmail is fine. How much will send the parcel</p>		<p>at the post office Postal office clerk: Good morning, what can I do for you today? Karen: Good morning. I have to send this parcel to Thailand, please. Postal office clerk: OK, pass me the parcel through the opened window and let's see how much it weighs. It weighs 3 kilos. you need to send it by airmail, it will get there in about 7 days. Postal office clerk: You also have the option of using international signed for. Karen: What is that? Postal office clerk: Same as airmail, but the person in Thailand has to sign for it when the post man delivers it to them. Karen: How much does that cost? Postal office clerk: An extra £5.15 [five pounds and fifteen pence] and it is insured up to £50 [fifty pounds] Karen: It's OK, 7 days by airmail is fine. How much will sending the parcel</p>		
<p><b>W</b> <a href="https://www.easypacelearning.com/all-lessons/english-level-2/1298-conversation-at-the-post-office...">https://www.easypacelearning.com/all-lessons/english-level-2/1298-conversation-at-the-post-office ...</a></p>				

<b>31/34</b>	<b>SUBMITTED TEXT</b>	51 WORDS	<b>100% MATCHING TEXT</b>	51 WORDS
<p>be? Postal office clerk: £10.15 [ten pounds and fifteen pence]. Do you need anything else? Karen: Oh, I nearly forgot. I need to buy 2 books of stamps, one first class and the other second class. Postal office clerk: OK, that will be £15.35 [fifteen pounds and thirty-five pence].</p>		<p>be? Postal office clerk: £10.15 [ten pounds and fifteen pence]. Do you need anything else? Karen: Oh, I nearly forgot. I need to buy 2 books of stamps, one first class and the other second class. Postal office clerk: OK, that will be £15.35 [fifteen pounds and thirty five pence].</p>		
<p><b>W</b> <a href="https://www.easypacelearning.com/all-lessons/english-level-2/1298-conversation-at-the-post-office...">https://www.easypacelearning.com/all-lessons/english-level-2/1298-conversation-at-the-post-office ...</a></p>				

<b>32/34</b>	<b>SUBMITTED TEXT</b>	3 WORDS	<b>87% MATCHING TEXT</b>	3 WORDS
<p>english-books-for-download-pdf/category/6-english-grammar-pdf-and-word-doc •</p>		<p>English books for download pdf - English grammar pdf and word doc</p>		
<p><b>W</b> <a href="https://www.easypacelearning.com/english-books/english-books-for-download-pdf/category/6-english-...">https://www.easypacelearning.com/english-books/english-books-for-download-pdf/category/6-english- ...</a></p>				

<b>33/34</b>	<b>SUBMITTED TEXT</b>	3 WORDS	<b>95% MATCHING TEXT</b>	3 WORDS
<p>all-lessons/english-level-2/1298-conversation-at-the-post-office-with-2-people</p>		<p>All Lessons » Learning English level 2 » Conversation at the post office with 2 people</p>		
<p><b>W</b> <a href="https://www.easypacelearning.com/all-lessons/english-level-2/1298-conversation-at-the-post-office...">https://www.easypacelearning.com/all-lessons/english-level-2/1298-conversation-at-the-post-office ...</a></p>				

Conversation Between Railway Enquiry And Passenger  
Passenger: Good Afternoon. Railway Enquiry: Good afternoon, Sir. How may I assist you? Passenger: What time is the Chennai Express Expected? Railway Enquiry: The Scheduled time of its arrival is 5 O'Clock. Passenger: But it's Already Fifteen minutes past four and there's no sight of its arrival as yet. Railway Enquiry: I'm Afraid it's running late by over an hour, and we have already made the railway announcement. Passenger: I haven't heard any such announcement. I've been at the railway station for about ten minutes. Railway Enquiry: Perhaps, it was made before you came in. Let me check ... it was made at 4.55, 20 minutes ago to be precise. Passenger: Do you Only make an announcement? Railway Enquiry: No, we also write them on the notice board just in front of the ASM's Office. Passenger: Don't you think these announcements Should be a little more Frequent? Railway Enquiry: Well, I would rather not comment on it. For that, you can speak to the ASM, If you so wish. Passenger: Very well, So what's the status as of now? When Exactly will it come? Railway Enquiry: At 6.10 But it may make up some time, or it may be delayed further. We'll make another announcement as and when we receive any fresh railway updates. Passenger: This will cause a lot of inconvenience to people. Have you thought of that? Railway Enquiry: I'm Sorry, For the inconvenience. Bear with us for some more time, please, and make yourself comfortable in the waiting room. Passenger: All Right. Thank you.

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**W** <https://gouravdigi.com/conversation-between-railway-enquiry-and-passenger/>