

UNIT-5 (WORK PLACE SKILLS)

Leadership Qualities:

Leadership qualities can vary depending on the individual and the situation, but some common ones include:

1. **Vision:** the ability to see the future and create a roadmap to get there.
2. **Inspiration:** the ability to inspire and motivate others to work towards a common goal.
3. **Emotional intelligence:** the ability to understand and manage one's own emotions, as well as the emotions of others.
4. **Strategic thinking:** the ability to think critically and make well-informed decisions.
5. **Communication:** the ability to effectively communicate goals, plans, and ideas.
6. **Adaptability:** the ability to adapt to change and new situations.
7. **Decision-making:** the ability to make sound, timely decisions based on available information.
8. **Problem-solving:** the ability to identify and solve problems effectively.
9. **Trustworthiness:** the ability to gain the trust and respect of others.
10. **Integrity:** the quality of being honest and having strong moral principles.
11. **Delegation:** the ability to delegate tasks and responsibilities to others effectively.
12. **Creativity:** the ability to think outside the box and come up with innovative solutions.

These are just a few of the many leadership qualities that exist. The most important leadership qualities are those that are most effective for a given person in a given situation.

Impact of leadership quality

The impact of leadership quality can be far-reaching and can have a significant impact on individuals, teams, organizations, and even entire communities. Some of the potential impacts of good leadership include:

1. **Increased motivation and engagement:** When leaders are effective, they can create a positive work environment that motivates and engages employees. This can lead to higher levels of productivity and job satisfaction.
2. **Improved performance:** Effective leaders can set clear goals, communicate expectations, and provide support and resources to help their teams succeed. This can result in improved performance and outcomes for the team or organization.

3. **Better decision-making:** Good leaders are able to analyse situations, weigh options, and make informed decisions. This can lead to more effective problem-solving and decision-making throughout the organization.
4. **Greater innovation:** Effective leaders encourage creativity and innovation, which can result in new ideas, products, and services that can drive growth and success.
5. **Increased employee satisfaction and retention:** Good leaders treat their employees with respect and fairness, which can result in increased job satisfaction and lower turnover.
6. **Stronger organizational culture:** Effective leaders help to create a positive organizational culture that values diversity, inclusiveness, and collaboration.
7. **Better stakeholder relationships:** Good leaders are able to build and maintain strong relationships with stakeholders, including customers, investors, suppliers, and other key partners.

In contrast, poor leadership can have a negative impact on individuals, teams, and organizations. It can lead to low morale, poor performance, ineffective decision-making, and high turnover, among other things. It is therefore important for leaders to continually develop and refine their leadership skills and qualities.

Communication skills for leader

Effective communication is a critical skill for leaders. Some of the key communication skills for leaders include:

1. **Active listening:** Leaders need to be good listeners in order to understand the perspectives and needs of their team members and stakeholders.
2. **Clear and concise language:** Leaders need to be able to articulate their thoughts and ideas in a clear and concise manner, both in writing and in person.
3. **Empathy:** Leaders need to be able to understand and share the feelings of others in order to build strong relationships and effectively communicate their ideas.
4. **Adaptability:** Leaders need to be able to adjust their communication style to fit different situations and audience types, such as a formal presentation versus a one-on-one conversation.
5. **Conflict resolution:** Leaders need to be able to effectively manage conflicts and communicate in a way that resolves disagreements and promotes teamwork.
6. **Public speaking:** Leaders need to be able to effectively communicate their ideas to large groups of people, such as during presentations or speeches.
7. **Transparency:** Leaders need to be open and transparent in their communication, both in terms of what they are saying and why they are saying it.

8. **Feedback:** Leaders need to be able to provide constructive feedback that helps their team members grow and develop.
9. **Encouragement:** Leaders need to be able to provide encouragement and support to their team members in order to help them reach their full potential.

By developing and honing these communication skills, leaders can create a positive work environment, build strong relationships, and effectively lead their teams and organizations to success.

Listening and Responding

Listening and responding is a critical aspect of effective communication. It involves actively paying attention to what someone is saying and then providing an appropriate response.

Active listening involves more than just hearing the words being spoken. It involves focusing on the speaker, being present in the moment, and actively trying to understand their perspective and emotions. This can involve asking clarifying questions, rephrasing what the speaker has said, and providing nonverbal cues such as nodding or making eye contact.

Responding involves providing an appropriate response to what the speaker has said. This can include acknowledging the speaker's feelings, providing feedback, offering suggestions, or taking action based on what was discussed.

By actively listening and responding, leaders can build trust and rapport with their team members and stakeholders. They can also ensure that important information is not missed, and that everyone's needs and perspectives are taken into account. Effective listening and responding is a key component of effective communication, and it requires effort and attention from both the listener and the responder.

Mental Health at Work Place in Details

Mental health in the workplace refers to the emotional and psychological well-being of employees while they are at work. It encompasses a wide range of mental health concerns, including stress, anxiety, depression, burnout, and more. The workplace can have a significant impact on an individual's mental health, and it is important for employers to create a work environment that supports and promotes the mental well-being of their employees.

Some factors that can contribute to poor mental health in the workplace include:

1. **High workloads and job demands:** Employees who are overworked and stressed are more likely to experience negative mental health effects.
2. **Lack of control over one's job:** Employees who feel that they have little control over their work or decision-making processes are more likely to experience stress and burnout.

3. **Poor management practices:** Managers who engage in micromanagement, criticism, or other negative behaviours can contribute to a toxic work environment and poor mental health.
4. **Workplace bullying and harassment:** Being subjected to bullying, harassment, or discrimination in the workplace can have a significant impact on mental health.
5. **Isolation and lack of social support:** Employees who feel isolated and disconnected from their colleagues are more likely to experience negative mental health effects.

To promote mental health in the workplace, employers can take several steps, including:

1. **Providing resources and support for managing stress:** This can include offering stress management training, access to mental health resources and support, and flexible work arrangements to help employees manage their workloads.
2. **Creating a supportive workplace culture:** Employers can promote a positive work environment by fostering open communication, encouraging collaboration, and addressing any issues related to bullying, harassment, or discrimination.
3. **Promoting work-life balance:** Encouraging employees to take time off, prioritize self-care, and pursue activities outside of work can help prevent burnout and promote mental well-being.
4. **Addressing mental health concerns:** Employers should have policies and procedures in place to address mental health concerns, and they should be prepared to provide support and resources to employees who are experiencing mental health challenges.

Overall, promoting mental health in the workplace is beneficial for both employees and employers. By creating a positive and supportive work environment, employers can help improve the mental well-being of their employees, reduce absenteeism and turnover, and promote overall organizational performance.

Techniques of Managing Stress

Stress is a normal part of life, but it can become overwhelming and harmful if not managed properly. Here are some techniques for managing stress:

1. **Exercise:** Regular exercise can help reduce stress by releasing endorphins and reducing tension in the body.
2. **Relaxation techniques:** Practicing relaxation techniques such as deep breathing, meditation, and yoga can help calm the mind and reduce stress levels.
3. **Time management:** Effective time management can help reduce stress by allowing individuals to prioritize their tasks and avoid feeling overwhelmed.

4. **Mindfulness:** Practicing mindfulness, or focusing on the present moment, can help individuals break free from worry and stress.
5. **Connect with others:** Spending time with loved ones and participating in social activities can help reduce stress and improve mental well-being.
6. **Get adequate sleep:** Getting enough sleep can help reduce stress by allowing the body to recharge and cope better with daily stressors.
7. **Seek support:** Talking to a trusted friend, family member, or mental health professional can provide support and help reduce stress levels.
8. **Learn to say no:** Setting boundaries and saying no to additional responsibilities can help reduce stress and improve work-life balance.
9. **Pursue hobbies:** Engaging in hobbies and interests can provide a sense of purpose and help reduce stress.
10. **Adapt to change:** Learning to adapt to change and be flexible can help reduce stress and increase resilience.

It is important to note that what works for one person may not work for another, and it may take some trial and error to find the techniques that work best for you. It is also important to seek help if stress becomes persistent or overwhelming.

Application of avoid, alter, access and adopt in stress management

The concept of "Avoid, Alter, Access, and Adopt" (also known as the "4 A's") is a stress management strategy that can help individuals cope with stress in a healthy and effective way. Here's a brief overview of how each "A" can be applied in stress management:

1. **Avoid:** This refers to avoiding or eliminating stressors that are within one's control. For example, if someone finds their work environment to be too stressful, they may try to avoid it by taking time off or changing jobs.
2. **Alter:** This refers to changing the stressor itself or the way in which it affects the individual. For example, if someone finds their commute to be stressful, they may try to alter it by taking a different route or using public transportation instead of driving.
3. **Access:** This refers to accessing resources that can help one cope with stress. For example, someone may access support from friends or family, exercise, or participate in relaxation activities such as meditation or yoga.
4. **Adopt:** This refers to adopting a healthy lifestyle and positive outlook. For example, someone may adopt healthy eating habits, regular exercise, and stress-reducing activities such as mindfulness or positive thinking.

By using the 4 A's, individuals can develop a comprehensive and effective strategy for managing stress in their lives. It's important to note that different strategies may be more

effective for different people, so it may be necessary to experiment with different approaches to find what works best for each individual.

The 4 A's of Stress Management

Stress is the emotional or physical tension the body creates when presented with events or thoughts that cause worry, frustration, anger or nervousness. Although short-term stress can help avoid danger, long-term stress can cause health issues.

When stress exceeds the ability to cope, balance in the mind and body need to be restored. Stress management is an effective tool to accomplish this. The four A's of stress management are to avoid, alter, accept and adapt.

Avoid

Stress can often be avoided by planning ahead, rearranging surroundings and carrying a lighter workload. Approaches include the following:

- **Take control.** Taking control of stressful, routine tasks helps to build confidence. For example, leaving earlier for work or taking a new route can ease the stress of traffic. Preparing lunch can ease the stress of waiting in a line during lunchtime.
- **Avoid bothersome people.** Physical distance from someone who is causing stress can relieve tension.
- **Say "no."** Most people have a lot of responsibilities and very little spare time. Saying "no" to social invitations, extra responsibilities at work, or volunteer requests can be difficult, but it is often needed for personal mental health.
- **Prioritize a to-do list.** Making a to-do list helps the mind let go of stressful thoughts regarding required tasks. Scratching an item off the to-do list can create a feeling of accomplishment.

Alter

When stressful situations cannot be avoided, behaviours, communication, and time management may need to be altered. Approaches include the following:

- **Ask others to change their behaviour.** Small issues often snowball and turn into huge problems. It's okay to ask others to change bothersome behaviour; however, it's important to listen to others about personal bothersome behaviour, too.
- **Communicate openly.** Honesty is always the best policy. When sharing feelings, using "I" statements rather than "you" statements helps to negate any blame on the other person.
- **Manage time better.** Grouping similar tasks together can increase efficiency, resulting in lessened stress.

- **State limits in advance.** Prior to engaging in a long conversation, letting the other person know if time is limited avoids any hard feelings.

Accept

Many times, acceptance is the best way to avoid stress. Approaches include the following:

- **Talk with others.** Feelings are legitimate even if frustrating situations cannot be changed. Discussing stressful situations with a friend who actively listens and understands is helpful.
- **Forgive others.** Forgiving takes practice. Learning forgiveness releases negative energy from the mind and body.
- **Practice positive self-talk.** Negative thoughts tend to feed off each other, creating additional negative thoughts. Positive self-talk can reduce stress and help maintain objectivity.
- **Learn from mistakes.** Mistakes are inevitable and should be used as teachable moments rather than create feelings of self-loathing.

Adapt

Adapting often involves changing expectations, which in turn, lowers stress levels.

Approaches include the following:

- **Adjust standards.** Perfection is impossible. Striving for perfection can cause feelings of frustration and guilt. Adjusting personal expectations can reduce stress.
- **Practice stopping bad thoughts.** Negative thoughts should immediately be replaced with positive ones. Refusal to replay a stressful situation in the mind may actually cause it to be less stressful.
- **Reframe the issue.** Looking at situations from a different viewpoint is often helpful. For example, rather than being frustrated for using a sick day from work, use the day to catch up on television programs or read a book.
- **Adopt mantra sayings.** Mentally repeating confident sentences, such as, “I can do this,” has a positive effect on stressful situations.
- **Create a list of happy resources.** Making a list of happy experiences, situations and thoughts can put things into perspective. Looking back on this list during a stressful situation can help calm the mind.
- **Look at the big picture.** Figuring out if something will matter in one year or in five years is important. If it won't, letting it go can relieve stress.

Stress is a part of everyday life; however, practicing the 4 A's of stress management can help.

Planning your Presentation

A good presentation requires careful planning. In general, you will need to follow these steps to plan a successful presentation:

1. Brainstorm and outline: What's your topic? What do you know about the topic? What do you want your audience to know?
2. Research: Use research to support your argument, find examples and statistics, or to learn more about your topic.
3. Write an outline.
4. Write a draft.
5. Plan any visual aids such as PowerPoint or any activities you want your audience to participate in
6. Practice, practice, practice! Make sure your presentation is not too long, and edit it down as needed.

Preparing the Presentation

Before developing a presentation on a given topic, know the requirements, purpose and audience of the presentation and then prepare an outline of the presentation.

1. Know the Requirements
2. Knowing the requirements of a presentation involves finding the answers for several relevant questions:
3. How much time will you have to deliver the presentation?
4. This dictates how much you have to prepare and how detailed it should be. The number of slides necessary for a 5-minute class presentation may differ considerably from what is necessary for a 30-minute project presentation.
5. Who and how many will be in the audience?
6. This impacts the formality of the presentation and its context, as well as the attire you may have to wear.
7. A thesis or dissertation presentation for a committee of faculty, or a project presentation for client at a company, may have a small audience and require formality in your delivery and attire (as appropriate for your discipline).
8. The context could involve evaluation of your presentation for a course grade or obtaining a project for your company.

9. Knowing the audience is also important for accommodating people with different abilities.
10. Where will you deliver the presentation?
11. This impacts the design of presentation materials, your delivery (whether you need a microphone or not) and the possibility to interact with the audience.
12. A small conference room (as opposed to a large classroom or an auditorium) may require developing different type of presentation materials.
13. A small conference room or classroom may allow you to interact easily with the audience, while a large auditorium where you deliver the presentation from the stage may not allow you that flexibility.
14. What type of technologies will be available to deliver the presentation?
15. This impact the selection of technologies to match what will be available at the presentation location.
16. The delivery technologies can include presentation software and data projector, document camera, flip charts, microphone, web browsers, etc.
17. If you design your presentation using an online presentation tool, and plan to deliver the presentation using the same, it is critical to make sure that online presentation tool will be available at the delivery location, or you can bring your own.
18. Will you deliver the presentation alone or as part of a panel or a team?
19. This impacts what you prepare and how you will have to deliver it.
20. If you have to deliver the presentation by yourself, you will have considerable flexibility on how you can design and deliver your presentation.
21. If you have to present as part of a panel or a team, then you may have to coordinate with other presenters, to align your portion appropriately with theirs and not duplicate material.
22. Do you have to prepare hand-outs of your presentation to distribute to the audience?
23. This impacts the design of your presentation materials and the cost of making copies of the presentation.
24. Some presentation materials may come across well on a large screen but not on paper.
25. Distributing copies of your presentation will require you to know in advance how many copies to make, and any to make in large fonts for those with visual impairments.
26. What alternatives do you have if there are unexpected changes at the last minute to any of the previous items?
27. This helps you to develop Plan B solutions in case there are unexpected changes.

28. Planning simple alternatives to handle unavailability of particular delivery technologies in the presentation location or change in presentation duration can reduce stress and help you deliver your presentation effectively.
29. Saving presentation materials in different formats and media will help to adapt to any unexpected changes at the last minute.

Organizing your Presentation

A good presentation should be well organized, with a beginning, middle and end.

Beginning:

The beginning of a presentation is very important! This is when you have an opportunity to grab the audience's attention, and set the tone for your presentation.

- Use an attention grabber. Some attention grabbing techniques include: asking a thought-provoking question, showing the audience an intriguing picture, telling a story or use a real life example related to your topic, sharing a shocking statistic related to your topic, sharing a powerful quote, playing a short video
- Introduce yourself and the topic you will be discussing
- Outline what you will be talking about.

Body:

- Discuss your main points in a logical order
- It should be clear to your audience when you are moving from one point to another
- Use examples to support your points

Conclusion:

- Summarize the main points
- Avoid providing new information at this point, but you can state any additional questions that you think your research has led you to
- Use language that lets your audience know that your presentation is coming to an end
- Avoid ending with "that's it!" or apologizing for your presentation
- Thank the audience for listening and invite questions

How to deliver a presentation

Giving effective presentations requires you to spend time preparing. Here's how to deliver a presentation:

1. Consider your audience

Making sure you understand your audience is essential to preparing, structuring and giving presentations. It's usually the first step to take, as in many cases, the audience determines what styles of presenting you can choose from. For example, presenting important annual reports to higher-level management requires a different approach than presenting weekly project updates to your colleagues. To better understand your audience and identify their needs, think about the level of information they already have. You can also consider their familiarity with any technical terms you want to use when presenting.

2. Introduce yourself and the information you're about to deliver

At the start of your presentation, briefly introduce the subject of your presentation. Doing this gives your audience a chance to better understand the cause of the meeting and what they can expect to hear from you. If you're presenting something to a new client or people you simply don't know, it's also essential that you introduce yourself. For example, you may mention your role at the company and why you're the one presenting.

3. Use simple language

It's important when delivering a presentation to speak in a way that's easy to follow and understand. If you're preparing a presentation from a research paper that uses a lot of complicated technical terms, it may be a good idea to simplify the spoken language. For example, you can use contractions and more casual speech. If including complex terms and phrases is essential, consider explaining them verbally as you introduce each slide or graph.

4. Engage your audience

As you go through your slides and notes, consider incorporating some visual or audio elements to break up more significant sections of your speech. You may also ask your audience some questions. This way, you can make sure they're engaged and understand the information. If you're delivering a lot of technical

information, consider giving your audience an option to ask you any questions they may have before you move to the next topic or slide.

5. Memorise the presentation

Memorising your presentation, including some of the most important numbers or statistics, is a great way to prepare for delivering information to an audience. This way, you can look them directly in the eyes while you speak and quickly react to any questions that they may have. Paying attention to the audience's facial expressions can show you if what you're saying is interesting to them or if they need more clarification to better understand what you're presenting.

6. Work on your body language

Your body language tells your audience a lot about how you're feeling. Using common tricks and working on your body language allows you to appear more professional and deliver a dynamic, interesting speech. In addition to keeping eye contact with your audience, remember to maintain an open and communicative posture. You can also use gestures to make some statements or parts of your presentation clearer. For example, if you're presenting a contrast between something big and small, you can use hand gestures to show that.

7. Practice

Spending a substantial amount of time practising your presentation can help you feel more confident when you're delivering it in front of an audience. After you've finished writing your script or taking notes on what you want to cover during your presentation, practice it repeatedly so that you more easily remember the most important points you want to make, the links between those points and the phrases that most clearly express them. Check the timing of your presentation with the slides. You can also practice referring to your slides while you're speaking.

8. Focus on your movements

If you're delivering a presentation on a big stage, it may be a good idea to move around a little to create some visual interest and keep people engaged. This also allows you to speak directly to different parts of the audience. Scanning through the audience and looking at people's faces is a great way to identify if they can easily understand what you're saying.

Managing Stress Techniques

These days it's hard not to get overwhelmed once in a while. Between juggling work, family, and other commitments, you can become too stressed out and busy. But you need to set time aside to unwind or your mental and physical health can suffer.

Learning how to manage your takes practice, but you can -- and need to -- do it. Here are 10 ways to make it easier.

1. Exercise

Regularly is one of the best ways to relax your body and mind. Plus, will improve your mood. But you have to do it often for it to pay off.

So how much should you exercise every week?

Work up to 2 hours and 30 minutes of moderately intense exercise like brisk walks or 75 minutes of a more vigorous exercise like swimming laps, jogging or other sports.

Focus on setting fitness goals you can meet so you don't give up. Most of all remember that doing any exercise is better than none at all.

2. Relax Your Muscles

When you're stressed, your muscles get tense. You can help loosen them up on your own and refresh your body by:

.Stretching

- Enjoying a massage
- Taking a hot bath or shower
- Getting a good night's sleep

3. Deep Breathing

Stopping and taking a few deep breaths can take the pressure off you right away. You'll be surprised how much better you feel once you get good at it. Just follow these 5 steps:

1. Sit in a comfortable position with your hands in your lap and your feet on the floor. Or you can lie down.

2. Close your eyes.

3. Imagine yourself in a relaxing place. It can be on the beach, in a beautiful field of grass, or anywhere that gives you a peaceful feeling.

4. Slowly take deep breaths in and out.

5. Do this for 5 to 10 minutes at a time.

4. Eat Well

Eating a regular, well-balanced diet will help you feel better in general. It may also help control your moods. Your meals should be full of vegetables, fruit, whole grains, and lean protein for energy. And don't skip any. It's not good for you and can put you in a bad mood, which can actually increase your stress..

5. Slow Down

Modern life is so busy, and sometimes we just need to slow down and chill out. Look at your life and find small ways you can do that. For example:

Set your watch 5 to 10 minutes ahead. That way you'll get places a little early and avoid the stress of being late.

When you're driving on the highway, switch to the slow lane so you can avoid road rage.

Break down big jobs into smaller ones. For example, don't try to answer all 100 emails if you don't have to -- just answer a few of them

.6. Take a Break

You need to plan on some real downtime to give your mind time off from stress. If you're a person who likes to set goals, this may be hard for you at first. But stick with it and you'll look forward to these moments. Restful things you can do include:

1. Meditation

2. Yoga

3. Tai chi

4. Prayer

5. Listening to your favourite music

6. Spending time in nature

7. Make Time for Hobbies

You need to set aside time for things you enjoy. Try to do something every day that makes you feel good, and it will help relieve your stress. It doesn't have to be a ton of time -- even 15 to 20 minutes will do. Relaxing hobbies include things like:

- Reading
- Knitting
- Doing an art project
- Playing golf
- Watching a movie
- Doing puzzles
- Playing cards and board games

8. Talk about Your Problems

If things are bothering you, talking about them can help lower your stress. You can talk to family members, friends, a trusted clergyman, your doctor, or a therapist.

And you can also talk to yourself. It's called self-talk and we all do it. But in order for self-talk to help reduce stress you need to make sure it's positive and not negative.

So listen closely to what you're thinking or saying when you're stressed out. If you're giving yourself a negative message, change it to a positive one. For example, don't tell yourself "I can't do this." Tell yourself instead: "I can do this," or "I'm doing the best I can."

9. Go Easy On Yourself

Accept that you can't do things perfectly no matter how hard you try. You also can't control everything in your life. So do yourself a favour and stop thinking you can do so much. And don't forget to keep up your sense of humour. Laughter goes a long way towards making you feel relaxed.

10. Eliminate Your Triggers

Figure out what are the biggest causes of stress in your life. Is it your job, your commute, your schoolwork? If you're able to identify what they are, see if you're able to eliminate them from your life, or at least reduce them.

If you can't identify the main causes of your stress, try keeping a stress journal. Make note of when you become most anxious and see if you can determine a pattern, then find ways to remove or lessen those triggers.

UNIT V

FUNDAMENTAL LEADERSHIP QUALITIES

What are the qualities of a good leader? Leadership isn't a birthright – it's a skill that can be cultivated over time. When you're able to develop strong leadership attributes, you're positioned to inspire your entire team. Here are 13 basic [leadership qualities](#) that everyone can refine in order to be a more productive leader.

1. CONFIDENCE

True leaders are confident and often think and act outside the box to take their companies to the next level. They know that leadership qualities like [openness](#), [emotional agility and resourcefulness](#) are often more important than being able to make a sale or wow a group of investors.

[Nonverbal cues](#) account for over 50% of human communication. Know how to set the right tone as a leader by showing your confidence. Confident leaders win over and inspire others because everyone else wants to embody confidence, too. Practice strong nonverbal communication by standing tall, making eye contact and learning to control your fidgeting. When you [appear confident](#) – even if you don't feel confident – others will see your leadership qualities and believe in your authority.

2. FOCUS

Have you learned how to really focus on what you want? People with strong leadership qualities are prodigiously organized, keep their eye on the prize, plan ahead, and remain flexible enough to handle unexpected challenges. Like a chess grandmaster, a good leader thinks out each strategy and understands how each action will affect any given scenario.

Strong leaders don't allow distractions to sway their focus. As Tony always says, [where focus goes, energy flows](#). Limit distractions by creating an environment that is conducive to focus. For example, have specific open-door hours so your team can freely communicate, but make your “focus times” known so that you can work without interruption when needed.

3. VISION

Think of some of the world's greatest leaders: Martin Luther King, Jr., Nelson Mandela or Mother Teresa. Each had different leadership qualities, but they all had one thing in common: a [powerful vision](#) for their lives and the world and an unstoppable belief in themselves and their dreams.

This singular vision comes from having a clear and robust purpose that inspires others to join you, gives your life meaning and leaves you [feeling fulfilled](#). Such an important purpose helps you to achieve your goals and [foster leadership among your staff](#).

4. RESILIENCE

Most leaders weren't born with innate leadership qualities. Leadership doesn't always come naturally — you must be willing to embrace a [growth mindset](#), develop your skills, work on weaknesses, and challenge yourself daily. Be prepared to do your best, fail, and then get back up and fail again.

The qualities of a good leader include resilience and the [inner strength](#) that comes from realizing that life happens for you, not to you. Remain receptive, and everything you experience can teach you something. Find the lessons in all life's events and take them to heart; then get back out there and inspire others to do the same.

5. HONESTY

Many people believe that successful business and political leaders are inherently dishonest. However, people with strong leadership qualities treat others honestly, which is the only way to [make strong connections](#) and lead your business with integrity. Whether you're leading a business or family, your honesty and code of ethics set the bar for everyone you interact with.

Make sure each member of your team or household knows [your culture](#) and core expectations, and show them how much you value honesty by setting a good example. Don't sugarcoat information – take a direct and compassionate approach to deliver honest comments and feedback.

6. POSITIVITY

One of the best leadership qualities is radiating abundant positivity that energizes everyone in the room. Inspiring leaders know how to [turn setbacks into successes](#) and make it a point to display optimistic leadership attributes daily.

Substitute negative thought patterns for [empowering beliefs](#) that propel you forward. For example, seeing challenges as [opportunities rather than obstacles](#) is a vital leadership quality – positive thinking can become a powerful cognitive habit that allows you to reassure and elevate those around you.

7. DECISIVENESS

Every leader has to [make difficult decisions](#), and handling these well is one of the top leadership qualities. Decisive action is often the difference between folding under pressure and navigating a [tough time or crisis](#). Making tough decisions doesn't mean you'll always be well-loved, but good judgment will earn you the respect of friends, family, and colleagues.

If you need to correct a wrong decision, decisiveness is a better leadership quality than procrastination or letting others decide for you. An effective leader makes the right decision, not the easy decision.

8. ABILITY TO INSPIRE

We all [bring natural gifts](#) to our careers. Discovering your natural leadership qualities can inspire others to find their strengths. One of the secrets to wild success is honing your leadership vision and communicating it to others. Inspiration pushes people to plow through difficult times and achieve their goals. Many people define themselves through identity or, if it's a business, [their brand](#). Refocus and sharpen your identity to inspire those on your team.

9. EFFECTIVE COMMUNICATION

Knowing your team's [communication style](#) is a leadership quality that can strengthen your business. Great leaders know how to excite teams by communicating their goals and vision.

Don't underestimate the power of words. The best leaders know that [words transform emotions](#) and lead to breakthroughs. Like many vital leadership qualities, constructive, effective communication often means closing your mouth and opening your ears. Show that you care about your employees' contributions by engaging in [Deep listening](#) and asking thoughtful questions.

10. ACCOUNTABILITY

As a leader, you're going to make mistakes. Blaming others, justifying your actions or ignoring errors will erode trust and discourage your team from being accountable for their mistakes. Great leaders take more than their share of the blame and a lesser share of the credit, creating an organizational culture of trust and humility. You can also hold your team accountable when you're accountable, which will keep them [striving for personal and business goals](#).

Influential leaders have a clear sense of purpose, take their teams in the right direction, and utilize strong leadership qualities to create a supportive sense of community. Becoming an empowering leader is about creating something better for the group and encouraging those around you to embrace their leadership qualities.

11. EMPATHY

According to the U.S. Army, [empathy](#) is a critical quality of a good leader. As Forbes reports, the Army Field Manual on Leadership Development states emphatically and repeatedly that [empathy is essential for strong leadership](#). The logic is straightforward: When you want to connect with someone, empathy lets you discern whether you got your message across. In addition, seeing another person's perspective allows you to predict how your words will affect others.

Without empathy, you risk alienating customers, employees, colleagues or competitors. Moreover, cultivating empathy is the precursor to almost every other soft skill required for leadership, from self-awareness to critical thinking, which makes empathy one of the most essential leadership qualities.

12. HUMILITY

Humility is an often misunderstood but critical leadership attribute. As the Huffington Post reports, [humility is one of the top leadership qualities](#), but it doesn't mean being a doormat. Humility shapes your character so you can embrace your weaknesses without losing confidence. From this place of self-respect, you're receptive to others' feedback and open to new ideas.

Humility also makes you approachable and receptive to genuine connections with other people. In addition, interacting with your team, customers and

colleagues from a place of shared humanity can break down communication barriers.

13. CREATIVITY

[Creativity](#) is an underrated leadership quality, but it's also one of the top qualities required of a good leader. Creativity and innovation are essential to [finding your X factor](#) and ensuring that you stand out from the competition.

Every great leader has different skills and personality traits that allow them to thrive. Whether they're extroverts, introverts, collaborative, or authoritative, effective leaders work on developing certain leadership traits, which help them [take decisive action](#), inspire others, and communicate a powerful vision.

IMPACT OF LEADERSHIP QUALITIES

1. IMPROVES COMMUNICATION

One of the most important duties of a leader is to facilitate communication within the workplace. Clear and concise communication is essential for any team to function correctly. Effective leaders will make it a point to keep lines of communication open at all times and create an open and inclusive environment where everyone feels comfortable sharing their ideas. By ensuring employees have a forum to voice their concerns and opinions, a leader can encourage a work culture where new ideas are welcome, and misunderstandings are avoided.

2. CREATES A BETTER WORK ENVIRONMENT

Leaders have a profound impact on their overall work environment. They create an atmosphere of trust and respect, which in turn fosters creativity and collaboration. Employee morale is also higher in workplaces with strong management, leading to greater motivation.

3. IMPROVES PRODUCTIVITY

An effective leader makes all the difference in a team's productivity. When employees feel valued and motivated, they are more likely to be productive. On the other hand, a poor leader can cause employees to become disengaged and uninterested in their work. A team that is led effectively will be more productive, efficient, and successful overall.

4. INCREASES EFFICIENCY

A productive leader can help to improve efficiency by getting the most out of their team. Leaders can help improve efficiency by ensuring everyone is

working towards the same goal and doing what they do best. They can provide guidance and direction and delegate tasks to make the most of everyone's strengths.

5. DECREASES MISTAKES

A capable leader is essential for any workplace that wants to minimize mistakes and run smoothly, especially important in high-pressure environments where mistakes can have serious consequences. A leader needs to be able to identify potential problems early on and head them off to avoid costly mistakes.

6. MOTIVATES EMPLOYEES

Good leaders know how to effectively motivate their employees. They understand that people are different and that what works for one person may not work for another. As a result, they take the time to get to know their team members and discover what makes them tick. They also create a positive work environment where employees feel valued and appreciated. When employees feel like they are part of a team and that their contributions matter, they are more likely to be engaged and motivated.

7. SETS A GOOD EXAMPLE FOR OTHERS

An effective leader knows that setting a good example is one of the best ways to inspire others. After all, people are more likely to follow someone they see as a role model. That's why it's so crucial for leaders to lead by example. By behaving in a way that exemplifies the values and goals of their team or organization, they can show others what it means to be a committed and successful member.

8. INSPIRES HARD WORK

A great leader is able to instill a sense of purpose in their team. When people feel like they are working towards something bigger than themselves, they are more likely to be willing to put in the hard work required to achieve it. An effective leader knows how to tap into this sense of purpose and channel it into productive effort.

9. CREATES A STRONG VISION AND DIRECTION FOR THE FUTURE

A successful leader understands the importance of having a solid vision and how to create one that will guide their organization toward a bright future. A strong vision means having a clear idea of where the organization is going and what it wants to achieve. It also means articulating this vision in a way that inspires and motivates others to follow. Without a clear vision, maintaining momentum or progressing toward long-term goals can be challenging. A leader

with a strong vision can create a sense of direction and purpose, helping to focus and energize an entire organization.

10. HELPS KEEP EMPLOYEES ON TRACK

Once the company's vision is well-articulated and understood, sound leadership is essential to keep employees focused on reaching that goal. This means clearly communicating the company's vision and objectives as progress is made and changes occur and then providing the necessary support and resources.

Maintaining lines of communication throughout projects, being positive, and ensuring employees receive the support they need to achieve their tasks all help keep staff on track with an organization's overarching vision.

Communication Skill for Effective Leadership

Leaders must be good communicators because they inspire and empower people around them, and without good communication skills, a leader would never be heard or understood by others. Therefore, effective communication is an important non-technical skill that every leader must possess. Below are some reasons why good communication skills are essential for effective leadership.

1. Develop a bond

Effective leadership is measured by the time a team takes to complete a task without any friction, and good communication skills play an important role in that. It brings together the team members to achieve desired results by clearly defining goals and responsibilities. Meanwhile, a lack of communication makes it tough to achieve goals and decreases productivity. By clearly communicating goals, roles, responsibilities, important information, and other things with their team, a manager develops a strong bond with the team, devoid of miscommunications and quarrels.

2. Builds trust

Trust binds a team together, and effective leader ensures that they undertake different activities to build trust among their team members. Leaders clearly communicate the roles and responsibilities of all team members in a project beforehand, avoiding confusion in the team and promoting trust.

3. Active listening

A leader should be an active listener to become an effective communicator. They should know when to stop talking and when to listen to their team

members. By doing this, they gain the employees' trust, who then share their opinions, ideas, grievances, etc., with the leader. Active listening also helps the leaders to understand their team better, therefore, listening skills are equally important to communication skills for effective leadership.

4.Clarity

An effective communicator has a clarity of thought which transforms into the words they use to instruct and interact with team members. They clearly define the goals to be fulfilled by team members and monitor if the team has successfully completed the goal by the end of the milestone. If the team members fail to meet the goals, effective leaders simplify goals to help employees understand them.

5.Empathy

Empathy is believed to be the top leadership skill needed to successfully execute several business functions. Therefore, leaders must acknowledge and be empathetic towards the perils and adversities their employees face. If need be, they should put themselves in employees' shoes and make decisions that benefit them. In addition, an empathetic leader helps in keeping the team together.

6.Ability to ask open-ended questions

Effective leaders push their team members to do their best, and in that process, they encourage them to ask open-ended questions. It helps in developing a great bond between team members and their leader. In addition, it helps leaders understand their employees' motivation, thoughts, and goals better.

7.Receiving and implementing feedback

Feedback helps leaders work on themselves; therefore, an effective leader doesn't just listen to feedback but also implements it. They also provide constant feedback to their team members to improve their efficiency and productivity. This is one of the must-have skills besides possessing effective communication skills for leadership.

8.Transparency

Transparency plays a crucial role in breaking down the communication barrier between leaders and their teams. It is believed that many managers and executives hardly know anything about their organization. As a result, they are unaware of the organization's policies and goals, which leads to low efficiency

and productivity. By speaking openly about the company's goals, a leader builds trust between employees and themselves.

9.Body language

Possessing communication skills for effective leadership is not limited to words; non-verbal action behavior also plays an important role. It is believed that non-verbal cues are an important part of effective communication skills. Therefore, a leader must work on their body language and non-verbal cues while interacting with employees to ensure that their message is rightly conveyed to the team members.

Further in this article, we will discuss the role of communication in leadership and delve deep into different types of leadership courses that can help aspiring leaders learn effective communication skills.

UNIT III

READING

Reading is the foundation for success. When children develop reading habit early in their lives, they are more likely to be successful in school, work, and life in general.

That said, learning to read isn't always an easy task for children, and that's why it is crucial that you, as a parent, work with your child and encourage the habit of reading early in their lives. Spend time with them to ensure that your child develops the following essential reading skills. Reading is an essential element at every stage of one's life, especially in schools, colleges and at workplace. This is because reading is a means of discovering information to expand one's knowledge and understanding of the subject of any kind and any field. Reading helps in mental development and is known to stimulate the muscles of the eyes. It involves greater levels of concentration and improves the conversational abilities of the reader.

8 Essential Skills for Reading Success

The different types of reading skills are:

1. Decoding

Decoding is the ability to sound out words children have heard before but haven't seen written out. This is a vital step in the reading process as it forms the foundation for other reading skills. Decoding heavily relies on an early language skill called phonemic awareness. Phonemic awareness is the ability to hear and manipulate different sounds into words. Children develop this awareness when learning about syllables, words, and sounds (phonemes).

2. Phonics

Phonics is the ability to recognize the connection between sounds and letters they make. This process of mapping the sounds in words to written words is a very important reading skill. Children first decode the words into sounds and encode the sounds into words as they write and spell.

3. Vocabulary

A good vocabulary is a fundamental part of academic success. This reading skill is necessary to understand the meaning of words, their definitions, and their context. The more words a child knows, the better they are at reading and understanding the texts they read.

4. Fluency

Fluency is the ability to read aloud with understanding, accuracy, and speed. It is a skill needed for good reading comprehension. Kids fluent in reading know how to read smoothly, at a good pace, using proper tone, and without making too many errors.

5. Sentence Construction & Cohesion

Sentence construction and cohesion may seem like a writing skill, but it's an essential reading skill. Connecting ideas between and within the sentences are called cohesion, and these skills are essential for reading comprehension.

6. Reading Comprehension

Understand the meaning of the text – both in storybooks and information books. In fiction books, children imagine the characters and share an emotional and adventurous journey with them. In non-fiction books, children gain new information, which deepens their understanding of new topics and concepts. Reading comprehension is a complex skill that requires time and practice to develop fully.

7. Reasoning & Background Knowledge

This skill helps the child use the background knowledge to make inferences and draw conclusions. Most readers can relate what they have read to what they know. They can also read between the lines to pull out the information when it's not literally spelled out in the text.

8. Working Memory & Attention

These skills are closely related but different and are part of a group of abilities known as executive function. When children read, attention helps them absorb the information from the text, and working memory allows them to retain that information. This helps them gain meaning and build knowledge from what they read.

4 DIFFERENT TYPES OF READING TECHNIQUES

1. Skimming

Skimming sometimes referred to as gist reading, means going through the text to grasp the main idea. Here, the reader doesn't pronounce each and every word of the text but focuses their attention on the main theme or the core of the text. Examples of skimming are reading magazines or newspapers and searching for a name in a telephone directory.

2. Scanning

Here, the reader quickly scuttles across sentences to get to a particular piece of information. Scanning involves the technique of rejecting or ignoring irrelevant information from the text to locate a specific piece of information.

3. Intensive Reading

Intensive reading is far more time-consuming than skimming and scanning as it needs the reader's attention to detail. It involves close reading that aims at the accuracy of comprehension. Here, the reader has to understand the meaning of each and every word.

4. Extensive reading

Extensive reading lays more emphasis on fluency and less on accuracy. It usually involves reading for pleasure and is more of an out-of-classroom activity. It is highly unlikely for readers to take up the extensive reading of text they do not like.

4 Common Reading Problems

1. Issues with decoding

Beginner readers may struggle when they meet new or unfamiliar terms, but typically decoding becomes easier with repeated practice of reading the text out loud. If a child continues to struggle, there may be an underlying difficulty or a physical impairment that does not allow them to hear the sounds or see the letters.

2. Poor comprehension of reading skills

Some children can read like a pro but may not be able to tell you what they have read. This indicates a problem of incomprehension. These children may find the same difficulty when their teachers or parents read aloud.

3. Speed

The more children read, the more they expand their vocabulary. They begin to recognize more words by sight, enabling them to read faster. If speed is the issue with your child, slow processing of information could be the problem. Since reading is a cognitively demanding task, it involves holding information in the mind while continuously processing the text. This can exhaust the children with slow processing. Such children may require extra time to complete tasks that require extensive reading.

4. Mixed reading difficulties

Mixed reading problems in kids include decoding words and difficulty with comprehension. They have challenges when it comes to reading words, retaining information, and understanding the text. These problems could be due to a reading

disorder. Although some kids learn slower than others, if you notice any difficulty that affects your child's daily life, it should be evaluated by a professional.

How To Improve Reading Skills of a Child

1. Whatever reading problems your child is going through, there are always ways to help. Here are some ways you can help your child overcome their reading problems:
2. Take note of what you are seeing when your child is reading. When you observe your child, you may start seeing patterns.
3. Talk with your child's teacher or caregiver to find out if they have observed something similar.
4. Work on building reading skills at home. Teach sight words for fluency and quick recall. Use flashcards, point out words on the hoardings, brand names, or store names. Always remember that if your child is struggling with any skill, it can make them feel inferior, and that can take a toll on their self-esteem.
5. As your child works on their reading skills, make sure you praise their efforts and celebrate their small wins.
6. Choose books that contain detailed visual illustrations to help your child connect the text with the scene. Get your child enrolled in online classes.
7. Join programme uses the essential skills for reading success to unlock all aspects of reading focusing on phonics, comprehension, vocabulary, phonemic awareness, and reading for meaning.

WRITING

It is not easy. It is always hard to come up with great ideas, choose proper words, use right grammar, and organize the text well. Whether you are an experienced writer or ordinary student, you will always have these feelings while writing an essay, article or blog post. In most pieces of work, each paragraph expresses a single point or aspect of your argument. But paragraphs – and their organization within a piece of work – should also assist the reader in following and understanding your argument. The first and last sentences, for example, should steer the reader from one point to the next in a seamless and logical way.

Effective Writing is writing which has a logical flow of ideas and is cohesive. This means it holds together well because there are links between sentences and paragraphs. is readable i.e., clear, accurate, and concise. When writing on a paper, try to get your ideas across in such a way that the audience will understand them effortlessly, unambiguously, and rapidly that is, in a straightforward way.

The features of effective writings are: -

Habits of Effective Writers

1. Organize and argue.

Good writing is about raising important issues, making persuasive arguments, and marshalling evidence. The key to expressing your ideas effectively is sound organization. Follow a logical design and build your paper with clear sentences and coherent paragraphs. See The Essentials of Writing, “The Writing Process” and on unity.

2. Be concise.

William Zinsser writes, "Clutter is the disease of American writing. We are a society strangling in unnecessary words, circular constructions, pompous frills and meaningless jargon." Ruthless editing of unnecessary words, phrases, and sentences will improve your writing dramatically. See The Essentials of Writing on jargon; the Writing Center handout "Sentence Revision."

3. Write what you mean.

Know what you mean, know the meaning of words, and choose the words that precisely express your thoughts. See The Essentials of Writing on diction; the Writing Center handout “Commonly Confused Words.”

4. Write with force.

Express your ideas directly and gracefully. Vague words hide good arguments, but they don't camouflage bad ones. Using strong verbs in the active voice will make your writing more forceful. Keep subject and verb close together. See The Essentials of Writing on active voice; the Writing Center handout "Sentence Revision."

5. Write for a reader.

Your professors are a captive audience. In your professional life, you will not have this luxury. Most readers are busy and impatient, and you will lose them quickly if you make their job difficult. Develop the habit of reading your writing as another person might read it. Read your sentences aloud. Test your work on readers, including the peer tutors at the Writing Center. See The Essentials of Writing on audience and primer style.

6. Revise and rewrite.

The bad news is that writing is hard work. The good news is that with hard work you will become an effective writer. Make drafts a habit, even when they are not required. In addition to editing on screen, edit hard copies of your drafts in the cold light of day. Use the Writing Center. See the Essentials of Writing, “The Writing Process”; the Writing Center handout "Revision Strategies."

7. Avoid common errors.

Rules of grammar organize communication, and your readers will judge you by your knowledge of these rules. On the reverse side of this page are common errors. Learn to avoid them.

Learn other rules of grammar by paying careful attention to comments on your paper and asking questions about comments that you do not understand.

Common Errors

1. Sentences. A sentence has a subject and a predicate. Do not link two sentences with a comma or run together two sentences with no punctuation.

2. Punctuation. Use a comma to separate two independent clauses separated by and, but, for, nor, or, so, and yet. Use a comma after an introductory phrase or clause. Use a semicolon between two independent clauses not separated by one of these conjunctions.

3. Agreement. A singular subject takes a singular verb; a plural subject takes a plural verb. Use a singular pronoun with a singular antecedent and a plural pronoun with a plural antecedent. Some singular pronouns to remember: anyone, each, either, everyone.

4. Parallel Construction. Sentence elements connected by idea should be expressed in similar form.

5. Tense. Use verb tenses correctly and consistently. See *The Essentials of grammar and writing* for more practical approaches. Use of syntax is required to be applied in a better way.

6. Voice. Use the active voice, in which the subject acts, unless you have a good reason to use the passive voice.

7. Pronoun Reference. Avoid the vagueness of pronouns, especially at the beginning of sentences and paragraphs. Rather than write "This is" or "It is," use as subject the noun that is the actual subject of your sentence.

8. Misplaced and Dangling Modifiers. Misplaced modifiers are words or phrases that, due to incorrect placement, refer to the wrong word in the sentence. Dangling modifiers do not refer to any word in the sentence.

9. Citation. Use citations in the proper form to document your use of other writers' words and ideas. Plagiarism is a violation of the Hamilton College Honor Code.

10. Other errors. "X" marks the spot for other errors. Ask your professor what's wrong, or do the detective work yourself.

METHODS OF PARAGRAPH WRITING

There are so many ways of developing a paragraph. However, the basic patterns of logically organizing information in a paragraph include:

1. **Inductive order:** In this logical organization, specific details, examples and illustrations come first. They are followed by general statements.
2. **Deductive order:** This logical pattern involves the process of moving from a general statement premise, principle, or law to specific details.
3. **Special organization:** special organization or order of place involves the process of dividing a subject or topic based on how they are arranged in space.
4. **Interrupted method:** Whenever the writer gives a break to the line of thought and gives a turn to the idea to produce the desired effect, he uses this method.
5. **Linear:** Linear logical order refers to a systematic order as a line. One idea logically leads to another idea in a natural way.
6. **Chronological organization:** Chronological organization refers to the narration of events in the order in which they occur in time.

LETTER-WRITING

Letter-writing is an important channel of communication between people who are geographically distant from one another. In earlier times when the telephone and e-mail were not available, the only means of communication between people was through letters.

Letter-writing is a skill that has to be developed. In general, there are two types of letters: formal, that are written to convey official business and information and informal, which are personal letters to communicate with friends and family. Formal letters are sent out when we need to write to various public bodies or agencies for our requirements in civic life. For example, we might have to ask for a certificate or to inform a change in our address. A letter is usually one in a series of exchanges between two people or parties.

1. A letter is a written document, a sort of conversation which takes place between two individuals, companies or officials.
2. Letter writing might appear to be an extinct form of conversation in the current technological world but it is still one of the most preferred form of documented communications in the formal, official space.
3. Basically, a letter can be either formal or informal.

AN INFORMAL LETTER

An informal letter is addressed to a personal relation such as parents, friends, relatives etc.

It is casual in tone wherein you can relax and express your emotions accordingly. One should use simple and natural style of writing here.

There is no specified rule regarding the length, format or expression in it.

WRITING A FORMAL LETTER

Formal letters can be divided into two different categories:

1. **Official**
2. **Business**

Official Letters- letters written in official capacity to correspond with a colleague, senior or any other member in an office.

The format of an official letter is as follows:

Sender's Address

Date

Receiver's Address

Salutation (Respected Sir/Ma'am, Greetings, Dear Sir/Ma'am etc.)

Subject (topic of the letter)

Content (the main body of the letter)

Closing compliment (Yours Sincerely, with due regards, thanking you etc.)

Name and designation (of. The one who is writing the letter)

A business letter is written to a company/organization/industry from another official firm regarding various issues such as placing orders, settling payments, making complaints etc. Business letters should be terse, clear and to the point. There is no room for any kind of stories in a business letter. Before you start to write a business letter, there are a few things you should keep in mind.

1. Use simple, everyday language to convey the message clearly instead of using flamboyant and overemphatic vocabulary.
2. Never use jargon that is commonly used in business when you write a business letter.
3. Avoid using abbreviations as much as possible.
4. The modes of address vary according to the type of letter and the receiver.
5. Clear and exact descriptions of the articles necessary with the expected quality and quantity should be listed with utmost care when you write a letter to order goods.
6. When replying to a business letter, always quote the date of the letter you are responding to and its reference numbers (if any).
7. Formal/Business letters include letters from an employer to the employees and vice versa, letters to order and replace goods, letters of serious concern to an officer of higher rank, letters of complaint, etc.

The format of a business letter is that of a formal official letter. It is straightforward and specific.

Avoid using long and complicated sentences. Keep the vocabulary simple. One should avoid making any grammatical or spelling mistakes in an official letter.

Formal letter writing is undoubtedly one of the most challenging types of letter format. When putting it together, often you are addressing a person or organization with whom you are not familiar and the quality of your content, including spelling and grammar will be strongly scrutinized.

Sender's Address: The sender's address usually is included in letterhead. If you are not using letterhead, include the sender's address at the top of the letter one line above the date. Do not write the sender's name or title, as it is included in the letter's closing. Include only the street address, city, and zip code.

Date: The date line is used to indicate the date the letter was written. However, if your letter is completed over a number of days, use the date it was finished in the date line. When writing to companies within the United States, use the American date format. (The United States-based convention for formatting a date places the month before the day. For example: June 11, 2001) Write out the month, day and year two inches from the top of the page. Depending which format, you are using for your letter, either left justify the date or tab to the center point and type the date.

Inside Address: The inside address is the recipient's address. It is always best to write to a specific individual at the firm to which you are writing. If you do not have the person's name, do

some research by calling the company or speaking with employees from the company.

Include a

personal title such as Ms., Mrs., Mr., or Dr. Follow a woman's preference in being addressed as

Miss, Mrs., or Ms. If you are unsure of a woman's preference in being addressed, use Ms.

Mr. - for a male

Mrs. - for a married female

Miss - for an unmarried female

Ms. - for a female whose status is unknown or would prefer to remain anonymous

Dr. - for a person with the status of a doctor

If there is a possibility that the person to whom you are writing is a Dr. or has some other title, use that title. Usually, people will not mind being addressed by a higher title than they actually possess. To write the address, use the U.S. Post Office Format. For international addresses, type the name of the country in all-capital letters on the last line. The inside address begins one line below the sender's address or one inch below the date. It should be left justified, no matter which format you are using.

Salutation “Use the same name as the inside address, including the personal title. If you know the person and typically address them by their first name, it is acceptable to use only the first name in the salutation (for example: Dear Lucy:). In all other cases, however, use the personal title and last/family name followed by a colon. Leave one line blank after the salutation. If you don't know a reader's gender, use a nonsexist salutation, such as their job title followed by the receiver's name. It is also acceptable to use the full name in a salutation if you cannot determine gender. For example, you might write Dear Chris Harmon: if you were unsure of Chris's gender.

Body: For block and modified block formats, single space and left justify each paragraph within the body of the letter. Leave a blank line between each paragraph. When writing a business letter, be careful to remember that conciseness is very important. In the first paragraph, consider a friendly opening and then a statement of the main point. The next paragraph should begin justifying the importance of the main point. In the next few paragraphs, continue justification with background information and supporting details. The closing paragraph should restate the purpose of the letter and, in some cases, request some type of action.

Closing: The closing begins at the same vertical point as your date and one line after the last body paragraph. Capitalize the first word only (for example: Thank you) and leave four lines

between the closing and the sender's name for a signature. If a colon follows the salutation, a comma should follow the closing; otherwise, there is no punctuation after the closing.

Enclosures: If you have enclosed any documents along with the letter, such as a resume, you indicate this simply by typing Enclosures one line below the closing. As an option, you may list

the name of each document you are including in the envelope. For instance, if you have included

many documents and need to ensure that the recipient is aware of each document, it may be a good idea to list the names.

A Note about Format and Font

Block Format: When writing business letters, you must pay special attention to the format and

font used. The most common layout of a business letter is known as block format. Using this format, the entire letter is left justified and single spaced except for a double space between paragraphs.

Font: Another important factor in the readability of a letter is the font. The generally accepted

font is Times New Roman, size 12, although other fonts such as Arial may be used. When choosing a font, always consider your audience. If you are writing to a conservative company,

you may want to use Times New Roman. However, if you are writing to a more liberal company,

you have a little more freedom when choosing fonts.

Punctuation: Punctuation after the salutation and closing - use a colon (:) after the salutation (Never a comma) and a comma (,) after the closing. In some circumstances, you may also use a

less common format, known as open punctuation. For this style, punctuation is excluded after the

salutation and the closing.

Types of Formal Letters

- Write a Request Letter
- Writing a Letter of Interest (job)
- Writing a Complaint Letter
- Writing an Apology Letter

- Writing a Letter of Appeal
- Writing an Invitation Letter
- Writing a Resignation Letter
- Requesting a Letter of Recommendation
- Interview Thank You Letters
- Write a Farewell Letter
- Writing a Reference Letter

AGENDA

Agenda of Meeting

Agenda means things to be done in the meeting. It is a predetermined program of the business to be transacted in the meeting. It is a systematic record of the items of business in their proper order of importance. In preparing agenda, the routine items of business in their proper order of importance. In preparing agenda, the routine items are place first and then controversial matters are placed. It is generally served with the notice of the meeting. Agenda should be written in clear and explicit language avoiding ambiguous words. Agenda is prepared before the meeting takes place with a view to avoiding omission of any important business in any meeting.

The agenda is prepared by the secretary in any important business in any meeting. The agenda is prepared by the secretary in consultation with the chairman or senior executive of the organization. Generally, agenda are written at the bottom of the notice. Sometimes, agenda are given in a separate sheet which is enclosed with the notice. All items in the agenda are serially written in order of importance and sometimes with notes under each item. The agenda items must be within the scope of the meeting and not in violation of the rules, regulations and buy-laws of the organization sometimes, agenda are written in an Agenda Book for the use of the Chairman

In other words, we can say. An agenda is a list of meeting activities in the order in which they are

to be taken up, beginning with the call to order and ending with adjournment. It usually includes

one or more specific items of business to be acted upon. It may, but is not required to, include specific times for one or more activities. An agenda may also be called a docket, schedule, or calendar. It may also contain a listing of an order of business.

Agenda means things to be done. It is usually sent along with the notice of the meeting. It is a

list of the topics to be discussed in a meeting.

Sometimes the agenda is prepared after the circulation of the notice in order to include the member's opinion. If the subject matter of the meeting is secret, the agenda may not be circulated. Some definitions of agenda are as follows:

According to Rajendra pal and Korlahalli, "Agenda is document that outlines the contents of a forthcoming meeting."

So, agenda is an items or issues prepared by the secretary and which are to be discussed or transacted in a forthcoming mitten.

Features or characteristics of agenda

The features of agenda can be stated as follows:

1. Generally, agenda is sent along with the notice of the meeting.
2. It is written at the end but before or after the signature of the convener of the meeting.
3. It is arranged according to the importance of the end.
4. Controversial topics should be written at the end.
5. The topics are determined by the secretary with consulting the higher authority or the convener of the meeting.
6. It is written in brief but explicit manner.

IMPORTANCE OR NECESSITIES OF AGENDA

1. Agenda is the explicit topics to be discussed in a meeting the members. No one can ignore the
2. As it is circulated in advance, the members of the committee or meeting can take preparation to discuss the topics accurately.
3. It helps to take a prompt decision.
4. Since it has a set of order, it helps the chairperson to conduct the meeting smoothly.
5. It can ensure covering all the topics that will be discussed in a meeting.
6. It helps to control the unnecessary talking in the meeting.
7. It helps to write the minutes and resolution of the meeting.
8. As it is served earlier, the members of the meeting can exchange their thought and ideas informally before holding the meeting.

Example.

Title of group / project

Date and time

Location.

1. **Welcome.**
2. **Minutes of previous meeting held on ...date / location, - review and accept (previously circulated).**
3. **Review actions from previous meeting.**
Detail of action 1 and who was responsible
Detail of action 2 and who was responsible
4. **Review of work carried out since last meeting. List those responsible.**
5. **Discussion and setting of objectives for next period of work.**
List those responsible detailing separate actions.
6. **Any other business (AOB).**
7. **Date / time of next meeting.**

NOTICE

A notice of meeting is a written document that informs a board of directors and other members of a company that a shareholders meeting, or corporate action, is going to take place.

A notice of meeting can be thought of as an invitation to the corporate meeting because it informs interested parties about the time, place, and date of an upcoming meeting.

The notice must comply with your state business laws for corporate governance and comply with your company's corporate bylaws as laid out by the articles of incorporation.

Types of Meetings That Require a Notice

Corporate meetings are required by most state's business laws. The three types of meetings most commonly held that require a notice of meeting include:

Regular Meetings: These meetings are usually accounted for in the company's bylaws. They are held at regular intervals throughout the year like monthly or quarterly.

Special Meetings: Special meetings do not occur on a regular basis and are called for a specific reason or topic. A detailed notice of meeting is especially important for a special meeting.

Annual Meetings: Like regular meetings, annual meetings are also usually required by the state's business laws and a company's bylaws. Generally, shareholder meetings are annual meetings.

What's Included in A Notice of Meeting?

The following 11 key components are usually required to be included in a notice of meeting:

1. **Company Name:** The name of the company should be at the top of the notice of meeting, and it should be written exactly how it appears on the incorporation documents.
2. **Type of Meeting:** There are various kinds of meetings that a company may hold. These include regular meetings, special meetings, and annual meetings. Your notice of meeting should designate the type of meeting being held
3. **Meeting Participants:** There are several interested parties in a company who will need to be informed that a meeting is scheduled and receive a notice of meeting. The most common participants include shareholders, the board of directors , members, corporate officers, and board managers.
4. **Date of the Meeting:** The notice needs to include the date of the meeting. Your company documents should include a timeframe in which notice of meeting needs to be sent out. Usually, notices are sent out about 60 days before the meeting. You should give participants ample time to make arrangements to attend the meeting.
5. **Date of the Notice:** In addition to the meeting date, your notice should also be dated so participants know when it was sent out.
6. **Time of Meeting:** The notice of meeting should also include the time of the meeting. It is important to choose a time that is convenient for as many participants as possible to ensure the best attendance.
7. **Purpose of the Meeting:** Different company meetings throughout the year will serve different purposes. Sometimes meetings are for approval of budgets while others are for declaring dividends. You can include the purpose of the meeting in the agenda on the notice, so participants know what to expect.
8. **Location of the Meeting:** A company meeting can take place anywhere as long as it allowed under the company's laws and state business laws. Generally, companies choose to hold meetings at their headquarters because this is most convenient for participants.
9. **The Option of Telephone or Video Conference Attendance:** Some companies permit participants to attend the meeting telephonically or by video conference. If this option is available, the notice of meeting should include all information needed to log into the meeting. This could be a phone number or video conference hyperlink with a passcode.

10. **The Meeting Agenda:** On the second half of the notice of meeting, you should include a meeting agenda in a list format. The agenda should include each topic that will be discussed or voted upon during the meeting. Usually the first agenda item is approving the meeting minutes from the previous meeting.
11. **Name and Title of the Sender of the Notice:** In most companies, the secretary of the company or a company officer is responsible for drafting and sending out the notice of meeting. In addition to the company name, the name and title of the person sending the notice should also be included. This person will also have signed authority and be responsible for signing the notice of meeting.

MEETING MINUTES

Meeting minutes are notes that are taken during a meeting as a record of what was discussed. It's an important part of any meeting to make sure all those involved are on the same page with decisions, updates, and action plans so that work can be pushed forward.

The term Meeting Minutes could be confusing as many people get overwhelmed that they have to take notes "minute by minute"! Minutes are a factual record of the meeting for its members while also acting as a source of information for people who were unable to attend.

Meeting minutes are only aimed at capturing the essence of the meeting so that all important aspects of it get documented for future reference.

What you should include in Meeting Minutes?

A typical meeting minutes document has the following key elements:

1. **Title of Meeting:** Name of the meeting (for example, "New Product Launch brainstorming").
2. **Purpose of meeting:** Add the purpose of the meeting in detail to make sure everyone is on the same page.
3. **Date:** Don't forget to add the date on which the meeting is conducted.
4. **Objective:** Write the purpose of the meeting.
5. **Attendees:** Add the names of the participants in the meeting room.
6. **Conference Call Number / Recorded Link:** Add the conference call number (if any)

Meeting Agenda Items

1. Title
2. Presenter
3. Time Allotted

4. Description
5. Notes/Resources
6. Action Items

The Minutes Writing Process

Once the meeting is over, it's time to pull together your notes and write the minutes.

Here are some tips that might help:

1. Try to write the minutes as soon after the meeting as possible while everything is fresh in your mind.
2. Review your outline and if necessary, add additional notes or clarify points raised. Also check to ensure all decisions, actions and motions are clearly noted.
3. Ensure you're including sufficient detail For Board of Director's minutes in particular, we recommend including a short
4. description of each action taken, as well as the rationale behind the decision If there was a lot of discussion before passing a motion, write down the major arguments for and against
5. Edit to ensure brevity and clarity, so the minutes are easy to read
6. In terms of format, here are a few things to keep in mind:
7. Be objective
8. Write in the same tense throughout
9. Avoid using names other than to record motions and seconds.
10. Avoid personal observations — the minutes should be solely fact-based
11. If you need to refer to other documents, don't try to summarize them. Rather, simply indicate where they can be found or attach them as an appendix
- 12.

UNIT IV

Introduction to oral communication

Oral communication is **the ability to transmit ideas from your brain to either one person or a group of people**. Good use of verbal skills means presenting an idea clearly while each thought is articulated in a cohesive manner. It has everything to do with the language that we choose to use.

Advantages of Oral Communication

- There is high level of understanding and transparency in oral communication as it is interpersonal.
- There is no element of rigidity in oral communication. There is flexibility for allowing changes in the decisions previously taken.
- The feedback is spontaneous in case of oral communication. Thus, decisions can be made quickly without any delay.
- Oral communication is not only time saving, but it also saves upon money and efforts.
- Oral communication is best in case of problem resolution. The conflicts, disputes and many issues/differences can be put to an end by talking them over.
- Oral communication is an essential for teamwork and group energy.
- Oral communication promotes a receptive and encouraging morale among organizational employees.
- Oral communication can be best used to transfer private and confidential information/matter.

Disadvantages/Limitations of Oral Communication

- Relying only on oral communication may not be sufficient as business communication is formal and very organized.
- Oral communication is less authentic than written communication as they are informal and not as organized as written communication.
- Oral communication is time-saving as far as daily interactions are concerned, but in case of meetings, long speeches consume lot of time and are unproductive at times.
- Oral communications are not easy to maintain and thus they are unsteady.
- There may be misunderstandings as the information is not complete and may lack essentials.
- It requires attentiveness and great receptivity on part of the receivers/audience.
- Oral communication (such as speeches) is not frequently used as legal records except in investigation work

Types of Oral Communication:

1. Face to face
2. Video conferencing
3. Telephone
4. Active-passive communication
5. Interviews
6. Group discussion
7. Presentations
8. Grapevine

Nuances and Modes of Delivery

There are four main kinds of speech delivery-

1. Impromptu,
2. Extempore,
3. Manuscript
4. Memorized.

Impromptu Speech -An Impromptu speech is delivered at the spur of the moment and is spontaneous. It is an unprepared speech, an example of which can be a toast at a wedding or a reception party.

Extempore Speech - An Extempore speech is a style used in public speaking which uses an outline for the speech and some prior preparation. It is a mix of spontaneous and prepared speech in the sense that the speaker can change the speech as it goes. The speaker may speak using main points or a brief outline.

Manuscript Speech- When a speaker reads from a prepared speech, using a manuscript, the style of speaking falls under this category. The entire speech may be read out from notes or printed material. An example would be a televised news report which a teleprompter reads out during a newscast.

Memorized Speech- When a speaker delivers a speech by memorising it or committing it to memory, it can be termed as a memorized speech. This kind of delivery has its pros and cons. Such a speech may either appear effortless or not very natural to the audience.

Ways to Improve Listening Skills

- 1) Face the speaker and maintain eye contact.
- 2) Be attentive and relaxed.
- 3) Keep an open mind.
- 4) Listen to the speaker to picture the words that are being said.
- 5) Give the speaker regular feedback.
- 6) Practice active listening by being responsive and attentive.
- 7) When listening to someone talk about a problem, refrain from suggesting solutions.
- 8) Wait for the speaker to pause before you ask questions to clarify their stance. Ask questions to ensure understanding.
- 9) You can nod and show your understanding through appropriate facial expressions.
- 10) Pay attention to the non-verbal cues as well.

Public Speaking:

Public speaking is the process of [communicating](#) information to a live audience. The type of information communicated is deliberately structured to inform, [persuade](#), and entertain.

Public speaking consists of three components:

1. **Style:** Masterfully constructed by using words to create text that is both beautiful to hear and read.
2. **Substance:** A centralized theme to appeal and inspire the audience's values and ideals.
3. **Impact:** Impactful by changing opinions, minds, and hearts. An impactful oration results in a lingering effect on the audience.

How to be confident during Public Speaking

Here are some steps to follow to help you be more confident during a presentation:

1. Prepare your presentation

Prepare your presentation in advance, and ask the meeting organizer for the time limit. Start by writing your most important points first. Edit out the least important information until you have a detailed but concise presentation.

2. Create a strong opening

Develop a strong opening to get your audience's attention immediately and make a good first impression. Consider opening with a personal story, startling statistic or a funny quotation or joke. Rehearse your opening statement several times.

3. Practice

Practice your presentation multiple times. This will help you know what you're going to say, which may help you feel more relaxed and able to engage with the audience. Consider rehearsing in front of the mirror, or try giving your presentation to a small group of family and friends and asking for their feedback.

4. Visualize success

Visualize yourself as a successful public speaker. Practice relaxation techniques. Consider practicing positive affirmations or deep breathing techniques.

5. Get plenty of sleep

Allow yourself plenty of time to relax and rest the night before your presentation. Try to get enough sleep. This may help you feel refreshed.

6. Check the meeting space and equipment

Visit the meeting space before your presentation. Become familiar with the environment and equipment. Check the microphone, lighting, electronics and seating arrangement.

7. Do light exercises

Prepare for your presentation with some light exercises or some relaxation techniques. Consider stretching, going for a brief walk or bending your knees. This can help oxygen reach your brain, which helps reduce tension.

8. Practice power poses

One option is to practice power poses before presenting to improve your confidence. Take an open stance, and stretch your arms and legs away from your body. This may help your mind feel more confident, helping you process the challenge of public speaking as an opportunity rather than a threat.

9. Take deep breaths

Take deep breaths before beginning your presentation. Deep inhalations help get more oxygen to your lungs and brain. This can help relax anxiety or feelings of tension in the muscles in your chest and throat.

10. Use the restroom

Each person experiences nerves differently. Allow time in your schedule to use the restroom. This may be one less thing to worry about during your presentation.

11. Meet and greet with your audience before speaking

Try to meet with members of the audience before you give your presentation. Take the opportunity to shake hands and begin forming your connections with audience members. This may help the audience view you as approachable and personable. Meeting the audience before your presentation may also help you view speaking as personal more than public.

12. Sip water

Drink some water before your presentation. Choose warm or room temperature water, and consider adding a lemon. This can help reduce dry mouth, clear your throat and reduce mucus build-up. It's also important to have water available to drink during your presentation.

13. Stand five minutes before speaking

It's important to warm up before you speak and prepare to be active. If possible, consider standing up in the back of the room five minutes before your presentation. This may help you build energy.

14. Smile

Smile during your presentation. Smiling naturally relaxes the body and conveys confidence, enthusiasm and self-assurance. It also releases endorphins, which promotes a natural sense of well-being, calms your nerves and creates a pleasant attitude.

15. Use confident nonverbal communication

Use confident nonverbal communication when presenting. This includes but is not limited to maintaining good posture when speaking, keeping your head up, and trying to avoid leaning on the podium.

If possible, incorporate movement into your presentation. For instance, you could walk across the stage and engage with different sections of the audience. You could also practice hand gestures when you practice your speech.

16. Speak with confidence

Speak with confidence during your presentation. Project your voice, and try to make your voice seem more conversational. Vary the volume, pitch and speed of your voice.

Be mindful of the pacing of your speech. Speak at a slow pace that allows your audience to understand what you're saying and stay engaged. Include natural breaks and pauses into your presentation.

17. Engage with the audience

Connect with the audience. Focus on people who are nodding and showing an interest in what you're saying. Make eye contact with various members of the audience.

18. Congratulate yourself

It's important to recognize your successful public speaking. Congratulate yourself and celebrate your success. Focus on your accomplishments during your presentation, and remember these moments the next time you need to speak in public.

Tips for boosting your confidence Public Speaking

Here are some helpful tips to consider when trying to improve your confidence when presenting:

Acknowledge audience truths

Begin each presentation by internally acknowledging three truths about the audience. These truths are:

- **The audience believes you are the expert**
- **The audience wants you to succeed**
- **The audience doesn't know what you're going to say**

Don't pretend to not be nervous

Try not to pretend to be nervous. Attempts to hide your feelings from the audience may make you feel more nervous and anxious or increase your heart rate. Instead, embrace your nerves, and channel your nervousness into enthusiasm.

View your presentation as a gift

Consider your presentation as a gift you're giving to the audience. This may help you focus on the satisfaction of what you're sharing with the audience. It may help you feel empowered rather than nervous.

Be mindful of your diet

Be mindful of what you eat and drink before you present. Avoid food that may affect your throat, such as dairy products, carbonated beverages and cold food and drinks. Instead, drink

water prior to your presentation, and ensure you have access to water during your entire presentation.

Talk positively to yourself about yourself

Practice positive self-talk. Give yourself compliments, and practice affirmations to reinforce your belief in your abilities. Try using affirmations beginning with "you" rather than "I," and consider practicing them in front of the mirror.

Be mindful of your nonverbal cues

If possible, try to avoid fidgeting habits like twirling your hair or biting your nails. The audience may interpret them as signs of nervousness or boredom. Instead, if you begin feeling nervous, take deep breaths.

Use your diaphragm

Breathing through your diaphragm may help you better project your voice. Practice breathing through your diaphragm. Lie down, relax your stomach and abdominal muscles and place your hand on your stomach. Monitor the natural movement of your stomach and hand as you breathe in and out.

Practice reading aloud

Practice reading other literature aloud, such as plays or poems. This may help you become more comfortable speaking. Reading aloud may help you learn more about the dynamics of your voice.

Simplify your speech

Simplify your speech to focus on communicating one idea. Giving a shorter speech may help you feel more relaxed. Also, limiting what you want to include in your speech may also help you remain focused in your presentation.

Use visual aids

Develop and use visual aids to engage your audience. Include brief bullet points on your slides, but do not read off of the slides as you present. Use the visual aids to support your presentation. Your visual aids may also help you feel relaxed as your audience will look at them instead of you.

Use persuasive body language

If possible, practice gestures and persuasive body language to use in your presentation. Consider gestures like:

- Holding an imaginary ball
- Touching your fingertips together to form a pyramid
- Creating a wide stance

Verify your research

Double-check your facts and details before you present. Ensure your information is accurate, and include sources for your information. Being confident in your information may help you feel more confident in your presentation.

Remember that you're the expert

Remember that you likely know more than the audience does about your subject. Be mindful of their perspective when you develop your presentation. Be confident in what you have to say, and consider yourself an authority figure on the subject.

UNIT II

LISTENING

Listening is a language modality. It is one of the four skills of a language i.e., listening, speaking, reading and writing. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages.

Listening comprises of some key components, they are:

1. discriminating between sounds
2. recognizing words and understanding their meaning
3. identifying grammatical groupings of words,
4. identifying expressions and sets of utterances that act to create meaning,
5. connecting linguistic cues to non-linguistic and paralinguistic cues,
6. using background knowledge to predict and to confirm meaning and
7. Recalling important words and ideas.

PROCESS OF LISTENING

The process of listening occurs in five stages. They are hearing, understanding, remembering, evaluating, and responding.

HEARING – It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening.

UNDERSTANDING- This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

REMEMBERING- Remembering is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard.

EVALUATING- Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

RESPONDING- This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Types of Listening

Based on objective and manner in which the Listener takes and responds to the process of Listening, different types of Listening are:

1. **Active listening** - Listening in a way that demonstrates interest and encourages continued speaking.
2. **Appreciative listening**- Looking for ways to accept and appreciate the other person through what they say. Seeking opportunity to praise, alternatively listening to something for pleasure, such as to music.
3. **Attentive listening** - Listening obviously and carefully, showing attention
4. **Biased listening** - Listening through the filter of personal bias i.e. the person hears only what they want to listen.
5. **Casual listening** - Listening without obviously showing attention. Actual attention may vary a lot.
6. **Comprehension listening** - Listening to understand. Seeking meaning (but little more).
7. **Critical listening** - Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
8. **Deep listening** - Seeking to understand the person, their personality and their real and unspoken meanings and motivators.
9. **Discriminative listening** - Listening for something specific but nothing else (eg. a baby crying).
10. **Empathetic listening** - Seeking to understand what the other person is feeling. Demonstrating this empathy.

11. **Evaluative listening** - Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
12. **Inactive listening** - Pretending to listen but actually spending more time thinking.
13. **Judgmental listening** - Listening in order to evaluate, criticize or otherwise pass judgment on what someone else says.
14. **Partial listening** - Listening most of the time but also spending some time daydreaming or thinking of a response.
15. **Reflective listening** - Listening and then reflecting back to the other person what they have said.
16. **Relationship listening** - Listening in order to support and develop a relationship with the other person.
17. **Sympathetic listening** - Listening with concern for the well-being of the other person.
18. **Therapeutic listening** - Seeking to understand what the other person is feeling. Demonstrating this empathy.
19. **Total listening** - Paying very close attention in active listening to what is said and the deeper meaning found through how it is said.

Ways to improve Listening skill

Hearing and Listening are two different activities. Hearing is passive whereas Listening is active. Listening is a psychological process. It can therefore be improved by regular practice. Listening is a very helpful skill. Active listening is really an extension of the Golden Rule. Here are some of the tips which can help the person to improve his Listening skill:

1. **Face the speaker.** Sit up straight or lean forward slightly to show your attentiveness through body language.
2. **Maintain eye contact**, to the degree that you all remain comfortable.
3. **Minimize external distractions.** Turn off the TV. Put down your book or magazine, and ask the speaker and other listeners to do the same.
4. **Respond appropriately** to show that you understand. Murmur (“uh-huh” and “um-hmm”) and nod. Raise your eyebrows. Say words such as “Really,” “Interesting,” as well as more direct prompts: “What did you do then?” and “What did she say?”
5. **Focus solely** on what the speaker is saying. Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.

6. **Minimize internal distractions.** If your own thoughts keep horning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation.

7. **Keep an open mind.** Wait until the speaker is finished before deciding that you disagree. Try not to make assumptions about what the speaker is thinking.

8. **Avoid letting the speaker know** how you handled a similar situation. Unless they specifically ask for advice, assume they just need to talk it out.

9. Even if the speaker is launching a complaint against you, wait until they finish defending yourself. The speaker will feel as though their point had been made. They won't feel the need to repeat it, and you'll know the whole argument before you respond. Research shows that, on average, we can hear four times faster than we can talk, so we have the ability to sort ideas as they come in...and be ready for more.

10. **Engage yourself.** Ask questions for clarification, but, once again, wait until the speaker has finished. That way, you won't interrupt their train of thought. After you ask questions, paraphrase their point to make sure you didn't misunderstand. Start with: "So you're saying..."

Active Listening

Listening is a conscious activity which requires attention. Rather than waiting to speak, you need to listen attentively to fully understand the other person. Remember, there is no point in asking a question if you do not intend to listen carefully to the answer!

Listening fully - or actively means putting everything else out of your mind and acknowledging the other person so they have feedback that you are listening properly and valuing what they have to say Understanding and valuing does not mean agreeing; active listening is particularly valuable in situations of conflict or disagreement where if the other party feels you understand their viewpoint, an atmosphere of cooperation can be created which increases the possibility of resolving the conflict.

Active listening skills:

1. Restating
2. Summarizing
3. Minimal encourages
4. Reflecting
5. Giving Feedback
6. Emotion Labeling
7. Probing

8. Validation
9. Effective Pause
10. Silence
11. 'I' MESSAGE-by using 'I' in our statements; we focus on the problem not on the person. An I-message lets the person know what you feel and why-for example, "I know you have a lot to say, but I need to..."
12. Redirecting
13. Consequences

ADVANTAGES OF ACTIVE LISTENING

1. Reduce tension
2. Learn by listening
3. Can win friends
4. Solve problems for other persons.
5. Better work and cooperation from others.
6. Stimulates the speaker
7. Grasp things quicker and better.
8. Increased your confidence.
9. Enhance your thinking.

ART OF LISTENING

Most people think that to become a good communicator they have to focus on becoming great speakers, but listening is just as important as speaking in the communication process. Whether you're dealing with coworkers, managers, or clients, being a good speaker and a great listener are crucial workplace skills. Our ability to listen properly can give us insight into the rationale behind decisions and a better understanding of what the speaker is trying to accomplish.

Learn to tolerate silence

Most people are embarrassed by silence and when someone dries up we rush to fill the gap. Good listeners are not afraid of silence. Mozart said it was the most profound sound in music. Silence allows time for thoughts to be gathered and it can also be used to apply gentle pressure on others to elaborate, without giving your own position away or putting words into their mouth.

Look and listen hard

As we talk, we reveal ourselves. Unless we closely observe people, we will miss well over half of the message they are conveying through emphasis in voice, body language and eye contact.

Know your power as a listener

The careful listener is not passive, but has real power. We mentioned the power of silence earlier. A poor listener can destroy the speaker's confidence in their ability to communicate. This is especially important when people are clearly upset, inexperienced or junior in status.

Reflect feelings

When someone shows emotion, indicate that you recognise this. Use paraphrasing to reflect the meaning that is coming across so that the speaker can confirm or alter your understanding.

Use your body language

Make sure that your body language - eye contact, expression, gestures and posture - demonstrates an interest in the speaker.

Know your own emotional biases

Recognize your own preferences and prejudices - try to allow for them in anything you hear. We can never be completely free of emotional filters and we are all subject to them. Be particularly on guard when dealing with people or situations we dislike or fundamentally do not agree with. Experiments show how people will interpret identical messages differently if they are told different original sources for the message.

Avoid Judging

Good listeners create warm, non-judgmental atmospheres and, of course they learn far more as a result. Speakers become defensive and clam up the more they feel under judgment or evaluation. 'Why don't you. ..?' type questions can create this defensiveness. Hear people out; then you may be able to act on the full story rather than on unreliable fragments.

The Main Trouble Spot

The biggest trouble spot for most listeners is their own anger. When we are attacked verbally, we become defensive or angry and our listening power is correspondingly decreased. Similarly, when the speaker is angry, we must keep our composure and try to defuse the emotion so that more effective communication can be established.

TRAITS OF A GOOD LISTENER

1. Listens Actively

Actively listening means your entire attention is focused on the speaker. You intently listen to make sure you catch all the necessary details. You are ready to respond to any questions or

ask questions if they are needed. In short, you are present physically and mentally. Your mind does not wander anywhere.

2. Gets Rid of Distractions

Having undivided attention is one of the qualities of a good listener. You set aside other things you do, including your phone, to focus on the speaker. If needed, you also move to a quiet place where you will not be distracted by noise and passersby.

3. Pays Attention to Details

You need to focus on the details to analyze the message and the situation correctly. You do not take any information for granted, knowing they can help you understand the circumstances better. If possible and necessary, you scribble some notes so no detail will be forgotten.

4. Leans Forward to the Speaker

One sign that a person is interested in listening is how they lean toward the speaker. It gives you the impression that they want to hear clearer, avoid any distractions, and catch the important details. This is usually most evident when the listener is hooked on the story and wants to hear more.

5. Keeps Eyes Focused on the Speaker

Aside from leaning forward, a good listener watches the speaker intently. Their eyes are focused on the other person, ensuring they do not miss any details. They do not need to maintain eye contact with the speaker since the latter may avoid it for some reason. Still, the listener's eyes do not leave the speaker's face.

6. Asks Questions

Questions are important for clarification. Another trait of a good listener is being able to ask the right questions when necessary. Asking questions indicates that the person is seeking more details because they want to understand the scenario or idea better.

7. Avoids Interrupting the Speaker

A good listener also shows respect for the speaker. They wait for the person to finish talking before asking questions or commenting. If necessary to interrupt the speaker, they do it gently and courteously. These habits indicate that the listener does not want the speaker to lose their train of thought and is focused more on hearing them out.

8. Does Not Seek to Control the Conversation

Some people love dominating conversations. They want to do most of the talking. However, to be a good listener, you must condition your mind right from the start. You have to

consciously decide to avoid the temptation of overtaking the speaker. You do not feel bad if you do not get enough time to talk.

9. Speaks Less

In connection to no. 8, a good listener spends energy more on listening and understanding the speaker's message than finding the right words to say. Do you want to be a good listener? If yes, then your goal is to talk less and give the other person the opportunity to pour out themselves. You have to remind yourself that it is not the time to be talking about yourself. The speaker is much more interested in your sincerity to hear them out.

10. Does Not Hurry the Speaker

One of the qualities of a good listener is patience. Even if you find the conversation boring or slow-paced, you do not rush the speaker to finish talking. It would discourage the person from talking further, thinking they are causing you inconvenience. That is why it is best to set schedules for heart-to-heart talks, just like professional appointments. This way, you can allot enough time for it without conflicts with other activities. You can also set the expectation of how much time you can talk.

11. Is Not Harsh

At the same time, you should avoid being rude to the speaker. Even if you do not agree with their ideas, opinions, or decisions, you choose to be courteous. You do not resort to sarcasm, name-calling, or other harsh behaviors that can offend the other person.

12. Knows when to be Silent

You are a good listener if you know when to be quiet. Instead of thinking you always need to come up with encouraging words, you become sensitive to the speaker's needs. You know that sometimes, people do not really need advice from others. They only need someone who will willingly listen to their rants.

13. Listens with Assurance of Confidentiality

Some people find it hard to speak up for fear of embarrassment or conflict. That is why they choose to keep their burden a secret, even if they wish to empty their chests. These people wish they could share their concerns with someone who can be trusted. Thus, one of the qualities of a good listener is trustworthiness. They treat each heart-to-heart talk as a confidential matter.

14. Has No Prejudice Even Before Listening to the Message

A good listener sets aside their own biases when listening to someone explaining their side of a story. They listen to understand the situation better—not to find faults or grounds for

arguments. They listen without judgment, or else they cannot put themselves in the speakers' shoes.

15. Does Not Jump to Conclusions Hastily

Aside from avoiding prejudice, a great listener will not conclude about the situation or message without hearing all the details first. They patiently wait for the speaker to finish talking and ask questions to make clarifications. Before everything is clear, they do not assume anything.

16. Offers Objective Advice or Solutions

With many people suffering from mental conditions around the globe now, the need for counselors is increasing. Of course, not all people can pursue a professional or spiritual counseling career. However, everyone can learn to be a good listener. People struggling mentally and emotionally must have a support system of loved ones who compassionately listen to them. That way, the case of individuals giving up on life will be reduced significantly.

Three Basic modes of Listening

Active or Reflective Listening

It is the single most useful and important listening skill. In active listening, the listener is genuinely interested in understanding what the other person is thinking, feeling, wanting or what the message means the person is active in checking his understanding before he responds with his new message. Listener restates or paraphrases our understanding of the message and reflect it back to the sender for verification. This verification or feedback process is what distinguishes active listening and makes it effective. Essentials of

Active Listening:

1. Intensity
2. Empathy
3. Acceptance
4. Recognizing responsibility for the completeness

Passive or Attentive Listening

The listener is genuinely interested in hearing and understanding the other person's point of view. He will be attentive and will passively listen. The Listener assume that what he heard and understand is correct but stay passive and do not verify it.

Competitive or Combative Listening

It happens when the Listener is more interested in promoting his own point of view than in understanding or exploring someone else's view. He either listens for openings to take the floor or for flaws or weak points.

TED TALKS FOR EXTENSIVE LISTENING

There have been some studies involving the use of TED Talks in extensive listening. Takaesu (2017), for example, reported using TED Talks to teach his college EAP (English for Academic Purpose) students whose proficiency levels were quite varied. About 78% of the higher proficiency students felt that the use of TED Talks for extensive listening improved their listening skills. Nearly an equal number of the lower proficiency students (74%) reported improvements in their listening skills. This showed that even though TED Talk video podcast is a novel media, it is effective in supporting extensive listening practice among language learners. According to Park and Cha (2013), there are several benefits of using TED Talk videos. First, TED Talk videos are interesting because they include a wide range of topics such as technology, entertainment, design, business, science, and global issues (Nurmukhamedov, 2017). Secondly, TED Talks have a distinctive "interactive transcript" feature embedded in each talk. The combination of reading while listening/viewing to video materials is a pleasantly rewarding experience. It can enhance students' motivation and comprehension of the listening materials as well.

Thirdly, TED videos are sharable. Learners can easily share the links using social media or download them as offline contents. Besides being sharable, TED Talks are also searchable "in multiple ways, including by speaker, subject, or theme" (Loya & Klemm, 2016). This aspect gives the listeners flexibility in finding topics of their interest. Lastly, TED Talks can be accessed at any time and any place as long as one is connected to the Internet. Any mobile devices such as tablets, smart phones, laptops, or computers can access TED Talks without any limit. TED Talks can also motivate and inspire students to have the eagerness to learn on their own, thus promoting self-directed and independent learning in our students (Rubenstein, 2012).

Techniques to learn even more from TED talks

The basic way to use TED talks is to treat them like a simple listening exercise. You listen and, hopefully, you will learn something.

But this is a passive way of learning.

To be an effective, independent learner, you need to be an ACTIVE listener. This means that you need to engage with the listening materials - analyze it, repeat it, work with it and use it yourself.

1. Watch the video more than once

An active listener knows to listen more than once. Many TED videos are three to five minutes long. This is a perfect length for watching more than once.

The first time you watch a TED video, watch it for your own enjoyment. The second time you watch it, watch it to learn something about English.

The first time you watch it, focus on the main ideas. The second time you watch it, focus on the details.

The first time you watch it, practice note-taking by writing down the main ideas. The second time you watch it, write down useful phrases and expressions.

Should you watch it more than twice? Yes, why not? As long as you are learning something, watch it as many times as you wish.

2. Absorb new vocabulary

Active learners know to write down new words that they hear. But this is only the first step in active listening.

New vocabulary does not always mean new words. For example, you know the word GO and the word FROM. But have you heard them used like this before...?

“I went from desk-dwelling computer nerd to the kind of guy who bikes to work.”

Do you use this phrase yourself? Could you use it in a sentence? These are the kinds of questions to ask yourself if you want to be an active learner.

After all, in a classroom, you have the teacher to ask you questions. But, as an independent learner, you have to ask those questions yourself.

By the way, the quote is from a TED talk by Matt Cutts, entitled Try something new for 30 days.

An active listener knows to apply this technique to grammar, too. How does the speaker use modal verbs? Why did he use the past continuous tense in that sentence?

The important thing is to keep asking questions. These questions will help you to analyze what you hear.

Interacting with the language like this is a powerful way to learn.

3. Use the transcript feature

Some speakers use more advanced language than others. Some speak more quickly. Should you use the transcript feature to help you understand?

Yes, absolutely. For example, you could listen once without the transcript and a second time with the transcript. It's not “cheating”!

Using the transcript can help you to focus on the speaker's language.

It can be hard to write down new words, such as “desk-dwelling” the first time you hear them (to dwell means to live or spend a lot of time somewhere). The transcript can help you do this.

Remember, an active learner makes full use of any tools that are available.

4. Practice reading aloud

Read the transcript aloud with the speaker to practice your pronunciation and vocal skills.

See if you can hear which words the speaker emphasizes and repeats. Can you read comfortably at the same speed?

Shadowing is a technique where you repeat the audio just after hearing it, like an echo. Read our complete guide to shadowing and learn how you can apply it to audio such as TED talks.

5. Rewrite the talk

Would you like to practice writing as well as listening? I suggest rewriting a TED talk after listening to it. Don't worry about writing exactly what you heard. Instead write your own version in a summary.

Afterwards, check the transcript to see that you understood all the main points. Generally, each paragraph in the transcript covers one main point.

PRONUNCIATION

Pronunciation" refers to the way in which we make the sound of words.

To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips. (Sometimes air also travels through our nose.)

To change the sound that we are making, we mainly use the muscles of our mouth, tongue and lips to control the shape of our mouth and the flow of air. If we can control the shape of our mouth and the flow of air correctly, then our pronunciation is clearer and other people understand us more easily.

Speakers of different languages tend to develop different muscles of the mouth for pronunciation. When we speak a foreign language, our muscles may not be well developed for that language, and we will find pronunciation more difficult. By practicing the foreign language pronunciation, our muscles develop and pronunciation improves.

As well as creating correct vowel and consonant sounds using the muscles of our mouth, tongue and lips, there are other important aspects of pronunciation, including:

Word stress - emphasis on certain syllables in a word

Sentence stress - emphasis on certain words in a sentence

Linking - joining certain words together

Intonation - the rise and fall of our voice as we speak

SPEAKING

Speaking is the communication medium of learning orally. To talk, we make sounds utilizing numerous pieces of our body, including the lungs, vocal tract, vocal lines, tongue, teeth and lips.

Speaking is the second of the four learning skills. Speaking is normally the second expertise that we learn. Speaking or talking means to communicate, or expressing one's thoughts and feelings in a spoken language.

In primary schools elocution and recitation are main sources to master the phonetics, the sounds, the rhythm, and to an extent the intonation, modulation and variation in the way to be effective in conveying ideas and information.

SPEAKING STYLE

Speaking style is another key feature that defines the possible uses of the speech corpus. For instance, a corpus containing spontaneous or non-prompted speech will not be useful for a dictation task.

Unfortunately, many speech corpora contain only one speaking style and are therefore restricted in their re-use for different applications. This is a pity considering the fact that the recruitment and recording of speakers is the most expensive part of a corpus production. Therefore, we strongly recommend specifying at least two different speaking styles for a corpus production. The following list gives an overview of the main speaking styles with rising complexity.

Frozen Style

Frozen style is the most formal style of speech. It is usually used for formal ceremony and official government events or international meeting. According to Hatch and Brown (1995:319) frozen style is the register used in print or declamation. This type of speech style occurs in very formal situation. Commonly, it is used in ceremonial, court, government or administration. Joos

(1976:156) states that an oratorical style is used in public speaking before a large audience; wording is carefully planned in advance, intonation is somewhat exaggerated, and numerous rhetorical devices are appropriate. It means that people who use this type of style have high skill communication and educated because need more elaboration than the other styles.

Formal Style

Formal or deliberative style according to Joos (1976:156) is that a formal style is also used in addressing audiences; usually audiences too large to permit effectively interchange between speakers and hearers, though the forms are normally not as polished as those in an oratorical style such in a typical university classroom lecture is often carried out in a deliberative style. It means that this style is lower than frozen style and commonly it is used in formal situation, such as in office, school and when people meet new people formal style is generally used in a formal situation, where there is the least amount of shared background knowledge and where communication is one way with little or no feedback from the audiences. It means that the vocabulary which is used in formal style is also extensive, use standard speech.

Consultative style

Consultative style is usually used in semiformal situation. According to Joos (1976:154) consultative style is a style that shows our norm for coming to terms with strangers who speak our language but whose personal stock of information may be different. It means that these styles are thought formal enough but lower than formal style. The sentence in this style usually is shorter than formal style and it is also required for everyday communication. Consultative style mostly has negative markers. It is marked say to say by the absence of all those markers which are characterized by the other styles individually.

Casual Style

Casual style is defined as a style that is used for the conversation in our relaxed or normal situation. People tend to use this style when they have conversation with friends, family and people who have close relationship. This style is usually applied in daily conversation. One of the characteristics from casual style is the use of the first name or even nickname rather than a little name and last name in addressing one another.

Intimate Style

Intimate style is an utterance that avoids giving the addressee information outside the speaker's skin, Joos (1976:155). This style is completely private languages develop within families, very close friends, couple, etc. Furthermore, intimate language is also characterized by ellipsis, deletion, rapid, slurred, pronunciation, nonverbal communication, and private code characteristics.

SPEAKING METHODS

The easiest approach to speech delivery is not always the best. Substantial work goes into the careful preparation of an interesting and ethical message, so it is understandable that students may have the impulse to avoid "messaging it up" by simply reading it word for word. But students who do this miss out on one of the major reasons for studying public speaking: to

learn ways to “connect” with one’s audience and to increase one’s confidence in doing so. You already know how to read, and you already know how to talk. But public speaking is neither reading nor talking.

Speaking in public has more formality than talking. During a speech, you should present yourself professionally. This doesn’t mean you must wear a suit or “dress up” (unless your instructor asks you to), but it does mean making yourself presentable by being well groomed and wearing clean, appropriate clothes. It also means being prepared to use language correctly and appropriately for the audience and the topic, to make eye contact with your audience, and to look like you know your topic very well.

While speaking has more formality than talking, it has less formality than reading. Speaking allows for meaningful pauses, eye contact, small changes in word order, and vocal emphasis. Reading is a more or less exact replication of words on paper without the use of any nonverbal interpretation. Speaking, as you will realize if you think about excellent speakers, you have seen and heard, provides a more animated message.

The next sections introduce four methods of delivery that can help you balance between too much and too little formality when giving a public speech.

Impromptu Speaking

Impromptu speaking is the presentation of a short message without advance preparation. Impromptu speeches often occur when someone is asked to “say a few words” or give a toast on a special occasion. You have probably done impromptu speaking many times in informal, conversational settings. Self-introductions in group settings are examples of impromptu speaking: “Hi, my name is Steve, and I’m a volunteer with the Homes for the Brave program.” Another example of impromptu speaking occurs when you answer a question such as, “What did you think of the documentary?”

The advantage of this kind of speaking is that it’s spontaneous and responsive in an animated group context. The disadvantage is that the speaker is given little or no time to contemplate the central theme of his or her message. As a result, the message may be disorganized and difficult for listeners to follow.

Here is a step-by-step guide that may be useful if you are called upon to give an impromptu speech in public.

Take a moment to collect your thoughts and plan the main point you want to make.

Thank the person for inviting you to speak.

Deliver your message, making your main point as briefly as you can while still covering it adequately and at a pace your listeners can follow.

Thank the person again for the opportunity to speak.

Stop talking.

As you can see, impromptu speeches are generally most successful when they are brief and focus on a single point.

Extemporaneous Speaking

Extemporaneous speaking is the presentation of a carefully planned and rehearsed speech, spoken in a conversational manner using brief notes. By using notes rather than a full manuscript, the extemporaneous speaker can establish and maintain eye contact with the audience and assess how well they understand the speech as it progresses. The opportunity to assess is also an opportunity to restate more clearly any idea or concept that the audience seems to have trouble grasping.

For instance, suppose you are speaking about workplace safety and you use the term “sleep deprivation.” If you notice your audience’s eyes glazing over, this might not be a result of their own sleep deprivation, but rather an indication of their uncertainty about what you mean. If this happens, you can add a short explanation; for example, “sleep deprivation is sleeping loss serious enough to threaten one’s cognition, hand-to-eye coordination, judgment, and emotional health.” You might also (or instead) provide a concrete example to illustrate the idea. Then you can resume your message, having clarified an important concept.

Speaking extemporaneously has some advantages. It promotes the likelihood that you, the speaker, will be perceived as knowledgeable and credible. In addition, your audience is likely to pay better attention to the message because it is engaging both verbally and nonverbally. The disadvantage of extemporaneous speaking is that it requires a great deal of preparation for both the verbal and the nonverbal components of the speech. Adequate preparation cannot be achieved the day before you’re scheduled to speak.

Because extemporaneous speaking is the style used in the great majority of public speaking situations, most of the information in this chapter is targeted to this kind of speaking.

Speaking from a Manuscript

Manuscript speaking is the word-for-word iteration of a written message. In a manuscript speech, the speaker maintains his or her attention on the printed page except when using visual aids.

The advantage to reading from a manuscript is the exact repetition of original words. As we mentioned at the beginning of this chapter, in some circumstances this can be extremely important. For example, reading a statement about your organization's legal responsibilities to customers may require that the original words be exact. In reading one word at a time, in order, the only errors would typically be mispronunciation of a word or stumbling over complex sentence structure.

However, there are costs involved in manuscript speaking. First, it's typically an uninteresting way to present. Unless the speaker has rehearsed the reading as a complete performance animated with vocal expression and gestures (as poets do in a poetry slam and actors do in a reader's theater), the presentation tends to be dull. Keeping one's eyes glued to the script precludes eye contact with the audience. For this kind of "straight" manuscript speech to hold audience attention, the audience must be already interested in the message before the delivery begins.

It is worth noting that professional speakers, actors, news reporters, and politicians often read from an autocue device, such as a TelePrompter, especially when appearing on television, where eye contact with the camera is crucial. With practice, a speaker can achieve a conversational tone and give the impression of speaking extemporaneously while using an autocue device. However, success in this medium depends on two factors: (1) the speaker is already an accomplished public speaker who has learned to use a conversational tone while delivering a prepared script, and (2) the speech is written in a style that sounds conversational.

Speaking from Memory

Memorized speaking is the rote recitation of a written message that the speaker has committed to memory. Actors, of course, recite from memory whenever they perform from a script in a stage play, television program, or movie scene. When it comes to speeches, memorization can be useful when the message needs to be exact and the speaker doesn't want to be confined by notes.

The advantage to memorization is that it enables the speaker to maintain eye contact with the audience throughout the speech. Being free from notes means that you may move freely

around the stage and you can use your hands to make gestures. If your speech uses visual aids, this freedom is even more of an advantage. However, there are some real and potential costs. First, unless you also plan and memorize every vocal cue (the subtle but meaningful variations in speech delivery, which can include the use of pitch, tone, volume, and pace), gesture, and facial expression, your presentation will be flat and uninteresting, and even the most fascinating topic will suffer. You might end up speaking in a monotone or a sing-song repetitive delivery pattern. You might also present your speech in a rapid “machine-gun” style that fails to emphasize the most important points. Second, if you lose your place and start trying to ad lib, the contrast in your style of delivery will alert your audience that something is wrong. More frighteningly, if you go completely blank during the presentation, it will be extremely difficult to find your place and keep going.

CONTENT

If the speaker is content-rich, he may speak in facts significant to the audience. He will stick to objective information. So, if it were your goal to get information out to a large group of people in a timely way, this would be your guy.

Some speakers are downright hilarious. These funny or humorous speakers entertain the crowd using jokes and other antics to generate excitement and interest. This style works well for an icebreaker or to take a group that hardly knows one another and bring them together through laughter. Everyone loves a jokester!

Maybe you want to inspire your group. Use a storyteller. This speaker tells a story about something relevant to the crowd. It's not necessarily factual information. Maybe he will talk about an experience he had that can translate into a lesson for the audience.

SEQUENCING

Simple Sequences

Suppose you have a number of points you would like to discuss. You can't discuss them all at the same time, so you have to decide which goes first, which goes second, and which goes last. If you organize them into a single list (i.e., no sub-lists, no hierarchy), then you have created a simple sequence. There are several simple sequences available to you, including:

- Chronological sequence
- Step-by-step sequence
- Spatial sequence
- Paired sequence

- Topical sequence
- Perspective-based sequence
- Sort-by-property sequence

Each of these simple sequences is discussed below.

1. Chronological Sequence

In a chronological sequence, items are ordered according to the date or time they occurred.

Examples of presentations where a chronological sequence may apply:

Background

Hypothesis

Experimental methods

Data

Analysis and discussion

Conclusions

Advantages: A chronological sequence is easy to apply. Because most stories (parables, novels, movies) follow this pattern, it is a familiar pattern for audiences, and is thus quite easy to follow.

Disadvantages: Chronological sequence encourages “and-then” syndrome (“... and then... and then... and then... and then...”). It can feel like a long, tiring sequence, and may make it more difficult to highlight key takeaways.

2. Step-by-step Sequence

In a step-by-step sequence, items are organized according to their order within a process.

Examples of presentations where a step-by-step sequence may apply:

How to upgrade financial management software

How to stuff and cook a turkey

How to change a flat tire

Advantages: Easy to apply, and easy to follow. Particularly for any type of “how to” present is catered.

Disadvantages: None provided that the nature of the presentation is a good match for this sequence type.

3. Spatial Sequence

The most common type of spatial sequences in presentations are those which organize items by geography. Examples of presentations which might use a geographic sequence are:

Roadside attractions along the Oregon coast

Ukrainian settlements throughout Canada from 1891 to 1914

Local, regional, and national impact of hosting the Olympics

But spatial sequences do not always correspond to geography. Spatial sequences can also sequence the connected parts of a whole. Example presentations include:

Functions of different parts of a plant (roots, stem, branches, leaves, fruit)

How to design an ergonomic office/workspace (computer, desktop, seating, storage)

Human nervous system (brain, spinal cord, nerves)

Advantages: Emphasizes the spatial relationships between your items. This can lead to a stronger understanding of the whole. Audiences can easily visualize how items “fit” together, particularly if you provide a map, diagram, or scale model.

Disadvantages: A spatial sequence is sometimes used even though the spatial dimension is meaningless to the content. Avoid this trap.

4. Paired Sequences

Paired sequences are short — only two items — but are quite common due to our propensity to compare and contrast.

There are a number of paired (or binary) sequences:

Advantages vs. Disadvantages (Costs vs Benefits; Pros vs. Cons)

Cause vs. Effect

Advantages: Natural pairings are easy to understand, and audiences expect that one will follow the other. Using a paired sequence generates anticipation and suspense.

Disadvantages: The binary nature of the paired sequence may not be flexible enough to handle complex real-world topics. The sequence suggests simplicity which may not be real. (It suggests a black-and-white situation, even though there may be fifty shades of grey.) For example, how do you handle a factor that is neither a cost nor a benefit? How do you handle a factor that is both a cost and a benefit?

“There are many ways to organize your presentation. The choices you make seriously impact your success.”

5. Topical Sequences

When all else fails, you can usually apply a topical sequence. Examples of presentations where a topical sequence may apply:

Presenting a project plan (budget, schedule, staffing, testing)

Unveiling new corporate strategy and discussing the impact on different stakeholders (marketing, sales, manufacturing, suppliers, customers)

School dress code presentation (code details, common violations, enforcement, uniform costs)

Advantages: Can be applied in almost any presentation, even when chronological, spatial, or other sequences are not relevant. Because of this, it is the most common sequence pattern.

Disadvantages: Unlike previous patterns covered, topical patterns are not intuitive. By their nature, topical sequences are more abstract. Audiences can easily get lost, and may have difficulty seeing how the sequence items relate. It's also easy for a presenter to "miss" an important topic. For these reasons, a topical sequence is generally weaker than other options.

6. Perspective-based Sequences

A perspective-based sequence is a little like a topical sequence turned inside out. Instead of looking at different aspects of the main issue, a perspective-based sequence involves investigating some entity through a series of different lenses.

For example, consider a proposal to adopt a corporate initiative on telecommuting. One way to sequence your presentation would be to consider the impact of the policy from several perspectives:

From the perspective of telecommuting employees

From the perspective of office-based employees

From the perspective of managers

From the perspective of IT

From the perspective of accounting

Advantages: Good for persuasive presentations when you encounter resistance, if you can correctly address the perspectives of each of your key stakeholders. Audience analysis is key!

Disadvantages: Can be repetitive (boring) if there is a great deal of topical overlap as you consider each of the perspectives.

7. Sort-by-property Sequences

Sort-by-property sequences are special topical sequences which allow a presenter to choose one property (or dimension) of their material and organize along that property (or dimension). You can choose any quality, as long as you can evaluate each item in your list e.g. importance, brightness, size, speed, popularity, shape, concreteness.

Once you choose the property, you then sequence your items in an appropriate order, often ascending or descending. For example:

Smallest to largest

Most understood to least understood

Most concrete to most abstract (specific to general)

Least impactful to most impactful

The optimal sort order may depend on the audience and the goals of the presentation. For example:

Most important to least important

Executive presentations often follow a sequence which begins with the most important item (what is being proposed?), and then follows with less important details (analysis, data, methods).

Least important to most important

Conference keynote addresses often follow a sequence which begins with small examples and points, progressively building to larger and larger points, and ending with a climax.

Advantages: Easy for an audience to follow and predict. Once you set the pattern with the first two elements, audience members will recognize it and use it to assess subsequent items.

Disadvantages: Avoid choosing a meaningless dimension on which to organize:

If discussing hockey players, it would be meaningless to sequence by favorite music style.

If discussing Academy Award winning actresses, it would be meaningless to sequence by hair color or breast size.

UNIT I (Applied Grammar & Usages)

Transformation of Sentences –

Transformation of sentences is the process by which a sentence in a particular form is transferred to another without altering its meaning, unless asked to do so. If you are wondering what makes learning how to transform sentences so important

Rules of Sentence Transformation

Once you finish reading through each category of sentence transformation, check out the detailed articles to learn the ways in which transformation is done and the examples given along with it to understand clearly and to be able to use them effectively.

The general rules of sentence transformation are as follows:

1. To transform an affirmative sentence into a negative sentence, the common rule is to add 'not' to the principal verb in the sentence.
2. To convert an assertive sentence into an interrogative sentence, the first thing you will need to do is to invert the position of the subject and the auxiliary verb, while the rest of the sentence mostly remains unchanged. Also, do not forget to insert a question mark after the interrogative sentence.
3. To convert a simple sentence into a compound sentence, you will have to alter the infinitive phrase or the participle phrase into an independent clause while the remaining clause in the simple sentence remains unchanged. Once you do that, use a coordinating conjunction to link the two clauses.
4. To transform a simple sentence into a complex sentence, you will have to change the infinitive/participle phrase into a dependent clause using a subordinating conjunction while the rest of the simple sentence remains the same.
5. To convert a compound sentence into a complex sentence, you will just need to convert one clause into a dependent clause with the addition of a subordinating conjunction and remove the coordinating conjunction.
6. To convert a complex sentence into a compound sentence, all you have to do is convert the dependent clause into an independent clause and replace the subordinating conjunction with a suitable coordinating conjunction.
7. To transform a conditional sentence into a negative sentence, you can add 'not' to the principal verbs in both the clauses if it is a complex sentence. In other cases, you will be required to change the pronoun or use the opposite of the verb to make it negative.

Conversion of simple sentence into complex sentences

a) By expanding a word or a phrase into *a noun clause*

1. Simple : I was glad to know **of his success**.
Complex : I was glad to know **that he had succeeded**.
2. Simple : He pleaded **ignorance** of the law.
Complex : He pleaded **that he was ignorant** of the law.
3. Simple : The report **of his failure** has surprised us all.

Complex : The report **that he has failed** has surprised us all.

b) By expanding a word or a phrase into *an adjective clause*

1. Simple : A **dead** man tells no tales.

Complex : A man **who is dead** tells no tales.

2. Simple : The boy **with the blue shirt** is our Captain.

Complex : The boy **who is wearing blue shirt** is our Captain.

3. Simple : I still remember the joys **of my childhood**.

Complex : I still remember the joys which I experienced in my childhood.

c) By expanding a word or a phrase into *an adverb clause*

1. Simple : He felt sorry **on finding out his mistake**. (Time)

Complex : He felt sorry **when he found out his mistake**.

2. Simple : **Being rich**, he can afford this expensive treatment. (Cause/ reason)

Complex : **As he is rich**, he can afford this expensive treatment.

3. Simple : He is too simple minded **to see through the game**. (Result/ consequence)

Complex : He is so simple minded **that he can not see through the game**.

4. Simple : He is working day and night **to improve his prospects**. (Purpose)

Complex : He is working day and night **so that he may improve his prospects**.

Conversion of complex sentences into simple sentences

a) By converting a noun clause into *a word or a phrase*

1. Complex : I am responsible for **what I do**.

Simple : I am responsible **for my actions**.

2. Complex : He wanted to know **why he had been dismissed**.

Simple : He wanted to know **the reason for his dismissal**.

b) By converting an adjective clause into a word or a phrase

1. Complex : All **that glitters** is not gold.

Simple : All **glittering things** are not gold.

2. Complex : He can not forget the losses **that he has suffered**.

Simple : He can not forget the losses **suffered by him**.

c) By converting an adverb clause into a word or a phrase

1. Complex : You may do it **when you please**.

Simple : You may do it **at your pleasure**.

2. Complex : **Because he was ill**, he stayed at home.

Simple : He stayed at home **on account of his illness**.

Conversion of Simple sentences into Compound sentences

a) By using *Cumulative* Conjunctions like, *and, not only...but also, etc.*

1. Simple : Taking off his clothes, he jumped into the river.

Compound : He took off his clothes **and** jumped into the river.

2. Simple : In addition to useful advice, he gave me financial help.

Compound : He gave me **not only** a useful advice **but also** a financial help.

b) By using *Adversative* Conjunctions like, *but, still, yet, etc.*

1. Simple : In spite of very bad weather, they succeeded in conquering Mt. Everest.

Compound : The weather was very bad, **still** they succeeded in conquering Mt. Everest.

2. Simple : He had every qualification for the post except sincerity.

Compound : He had every qualification for the post, **but** he was not sincere.

c) By using *Alternative* Conjunctions like, *or, otherwise, else, etc.*

1. Simple : You must take rich diet to gain weight.

Compound : You must take rich diet, **or** you will not gain weight.

2. Simple : Take another step at the peril of your life.

Compound : Don't take another step, **else** your life will be at the peril.

Conversion of Compound sentences into simple sentences

a) By using *Prepositional phrase*

1. Compound : He is a Russian by birth, but he speaks Hindi like his mother tongue.

Simple : **In spite of being a Russian** by birth, He speaks Hindi like his mother tongue.

2. Compound : This book is not beautifully printed, but is free from mistakes also.

Simple : **Besides being beautifully printed**, this book is free from mistakes.

b) By using *Participle*

1. Compound : The umpire found the light poor and decided to call off the day's play.

Simple : **Finding the light poor**, the umpire decided to call off the day's play.

c) By using *Infinitive*

1. Compound : You must observe austerity, or you will not become morally strong.

Simple : You must observe austerity **to become** morally strong.

Conversion of Compound sentences into complex sentences

a) Compound sentences with Cumulative conjunctions, *and*

1. Compound : He wanted to win the prize and worked hard.

Complex : He worked hard **so that he might** win the prize.

b) Compound sentences with Adversative conjunctions like *but, still, however, nevertheless etc.*

1. Compound : Attend you classes regularly, *or* you will fall short of attendance.

Complex : *If* you do *not* attend your classes regularly, you will fall short of attendance.

c) Compound sentences with Alternative conjunctions like *or, otherwise, else, therefore either...or etc.*

1. Compound : I can not afford to buy many books, *therefore* I usually study in the library.

Complex : **Since** I can not afford to buy many books, I usually study in the library.

Conversion of Complex sentences into Compound sentences

a) By using Cumulative conjunctions, *and*

1. Complex : **Everybody knows that** man is mortal.

Compound : Man is mortal **and** this fact everybody knows.

2. Complex : **If** I am right, I should be supported.

Compound : I may be right and in that case I should be supported

b) By using Adversative conjunctions like *but, still, however, nevertheless etc.*

1. Complex : **Although** they lost the match, they were not disgraced.

Compound : They lost the match, **but** they were not disgraced.

c) By using Alternative conjunctions like *or, otherwise, else, either...or etc.*

1. Complex : **If** you **don't** surrender your arms immediately, you will be shot dead.

Compound : Surrender your arms immediately, **or** you will be shot dead.

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Subject-verb agreement:

Subject-verb agreement is the grammatical rule that the verb or verbs in a sentence must match the number, person, and gender of the subject; in English, the verb needs to match just the number and sometimes the person

Subject–Verb Agreement Rules

Key: subject = **yellow, bold**; verb = **green, underline**

Subjects and verbs must agree in number. In addition to the explanations on this page, also see the post on .

1. If the subject is singular, the verb must be singular too.

Example: **She** writes every day.

Exception: When using the singular "they," use plural verb forms.

Example: The participant expressed satisfaction with their job. **They** are currently in a managerial role at the organization.

2. If the subject is plural, the verb must also be plural.

Example: **They** write every day.

Sometimes, however, it seems a bit more complicated than this.

3. When the subject of the sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb.

Example: **The doctoral student** *and* **the committee members** write every day.

Example: **The percentage of employees who called in sick** *and* **the number of employees who left their jobs within 2 years** are reflective of the level of job satisfaction.

4. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.

Example: **Interviews** are one way to collect data and allow researchers to gain an in-depth understanding of participants.

Example: **An assumption** is something that is generally accepted as true and is an important consideration when conducting a doctoral study.

5. When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.

Example: **The student**, as well as the committee members, is excited.

Example: **The student** with all the master's degrees is very motivated.

Example: **Strategies** that the teacher uses to encourage classroom participation **include** using small groups and clarifying expectations.

Example: **The focus** of the interviews **was** nine purposively selected participants.

6. When two or more singular nouns or pronouns are connected by "or" or "nor," use a singular verb.

Example: **The chairperson or the CEO** **approves** the proposal before proceeding.

7. When a compound subject contains both a singular and a plural noun or pronoun joined by "or" or "nor," the verb should agree with the part of the subject that is closest to the verb. This is also called the rule of proximity.

Example: **The student or the committee members** **write** every day.

Example: **The committee members or the student** **writes** every day.

8. The words and phrases "each," "each one," "either," "neither," "everyone," "everybody," "anyone," "anybody," "nobody," "somebody," "someone," and "no one" are singular and require a singular verb.

Example: **Each** of the participants **was** willing to be recorded.

Example: **Neither** alternative hypothesis **was** accepted.

Example: I will offer a \$5 gift card to **everybody** who **participates** in the study.

Example: **No one** **was** available to meet with me at the preferred times.

9. Noncount nouns take a singular verb.

Example: **Education** **is** the key to success.

Example: **Diabetes** **affects** many people around the world.

Example: **The information** obtained from the business owners **was** relevant to include in the study.

Example: **The research** I found on the topic **was** limited.

10. Some countable nouns in English such as *earnings*, *goods*, *odds*, *surroundings*, *proceeds*, *contents*, and *valuables* only have a plural form and take a plural verb.

Example: **The earnings** for this quarter **exceed** expectations.

Example: **The proceeds** from the sale **go** to support the homeless population in the city.

Example: **Locally produced goods** **have** the advantage of shorter supply chains.

11. In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows the verb.

Example: There **is** little **administrative support**.

Example: There **are** many **factors** affecting teacher retention.

12. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."

Example: **The group** **meets** every week.

Example: **The committee** **agrees** on the quality of the writing.

However, the plural verb is used if the focus is on the individuals in the group. This is much less common.

Example: **The committee** **participate** in various volunteer activities in their private lives.

Prefix:

A prefix is a letter or group of letters, for example 'un-' or 'multi-', which is added to the beginning of a word in order to form a different word. For example, the prefix 'un-' is added to 'happy' to form 'unhappy'.

prefix		meaning	examples
a-	<i>also an-</i>	not, without	atheist, anaemic
a-		to, towards	aside, aback
		in the process of, in a particular state	a-hunting, aglow
a-		of	anew
		completely	abashed
ab-	<i>also abs-</i>	away, from	abdicate, abstract
ad-	<i>also a-, ac-, af-, ag- al-, an-, ap-, at- as-, at-</i>	movement to, change into, addition or increase	advance, adulterate, adjunct, ascend, affiliate, affirm, aggravate, alleviate, annotate, apprehend, arrive, assemble, attend
ante-		before, preceding	antecedent, ante-room
anti-	<i>also ant-</i>	opposing, against, the opposite	anti-aircraft, antibiotic, anticlimax, Antarctic
be-		all over, all around	bespatter, beset

prefix		meaning	examples
		completely	bewitch, bemuse
		having, covered with	bejewelled
		affect with (added to nouns)	befog
		cause to be (added to adjectives)	becalm
com-	<i>also</i> co-, col-, con-, cor-	with, jointly, completely	combat, codriver, collude, confide, corrode
contra-		against, opposite	contraceptive
counter-		opposition, opposite direction	counter-attack, counteract
de-		down, away	descend, despair, depend, deduct
		completely	denude, denigrate
		removal, reversal	de-ice, decamp
dia-	<i>also</i> di-	through, across	diagonal
dis-	<i>also</i> di-	negation, removal, expulsion	disadvantage, dismount, disbud, disbar
en-		put into or on	engulf, enmesh
		bring into the condition of	enlighten, embitter
		intensification	entangle, enrage
ex-		out	exit, exclude, expand
		upward	exalt, extol
		completely	excruciate, exasperate
		previous	ex-wife

prefix		meaning	examples
extra-		outside, beyond	extracurricular
hemi-		half	hemisphere
hyper-		beyond, more than, more than normal	hypersonic, hyperactive
hypo-		under	hypodermic, hypothermia
in-	<i>also</i> il-, im-	not, without	infertile, inappropriate, impossible
	<i>also</i> il-, im-, ir-	in, into, towards, inside	influence, influx, imbibe
infra-		below	infrared, infrastructure
inter-		between, among	interact, interchange
intra-		inside, within	intramural, intravenous
non-		absence, negation	non-smoker, non-alcoholic
ob-	<i>also</i> oc-, of-, op-	blocking, against, concealing	obstruct, occult, offend, oppose
out-		surpassing, exceeding	outperform
		external, away from	outbuilding, outboard
over-		excessively, completely	overconfident, overburdened, overjoyed
		upper, outer, over, above	overcoat, overcast
peri-		round, about	perimeter
post-		after in time or order	postpone
pre-		before in time, place, order or importance	pre-adolescent, prelude, precondition

prefix		meaning	examples
pro-		favouring, in support of	pro-African
		acting for	proconsul
		motion forwards or away	propulsion
		before in time, place or order	prologue
re-		again	repaint, reappraise, reawake
semi-		half, partly	semicircle, semi-conscious
sub-	<i>also</i> suc-, suf-, sug-, sup-, sur-, sus-	at a lower position	submarine, subsoil
		lower in rank	sub-lieutenant
		nearly, approximately	sub-tropical
syn-	<i>also</i> sym-	in union, acting together	synchronize, symmetry
trans-		across, beyond	transnational, transatlantic
		into a different state	translate
ultra-		beyond	ultraviolet, ultrasonic
		extreme	ultramicroscopic
un-		not	unacceptable, unreal, unhappy, unmanned
		reversal or cancellation of action or state	unplug, unmask
under-		beneath, below	underarm, undercarriage
		lower in rank	undersecretary

prefix	meaning	examples
	not enough	underdeveloped

Suffix:

A suffix is a letter or group of letters, for example '-ly' or '-ness', which is added to the end of a word in order to form a different word, often of a different word class. For example, the suffix '-ly' is added to 'quick' to form 'quickly'

Suffix	Meaning	Example
-age	A result	Wreckage
-ance	An action or state	Importance
-ant	A person	Assistant
-ee	A person	Referee
-ence	An action or state	Difference
-er/or	A person	Teacher
-ery	A type or place of work	Bakery
-ess	Makes a feminine form	Waitress
-ful	As much as will fill	Spoonful
-ing	An action or result	Painting
-ion	A process, state or result	Decoration
-ism	A belief or condition	Judaism
-ist	A person	Florist
-ment	An action or state	Measurement

Suffixes that make ADJECTIVES

Suffix	Meaning	Example
-able	Able to be	Inflatable
-en	Made of	Woolen
-ful	Full of	Beautiful
-ible	Ability	Flexible
-ish	A little	Greenish

-less	Without	Careless
-like	Similar to, like	Lifelike
-ous	Full of	Joyous
-some	A tendency to	Quarrelsome

Suffixes that make ADVERBS

Suffix	Meaning	Example
-ly	In a manner	Quickly
-ward	Shows direction	forward
-ways	Shows direction	Sideways

Antonyms:

Antonyms are words with opposite meanings, like hot and cold, good and bad, and happy and sad.

Word	Antonym-1	Antonym-2	Antonym-3	Antonym-4
Beginning	Ending	Finish	Epilogue	Finale
Blunt	Sharp	Polite	Subtle	Sharp
Blame	Praise	Approval	Peace	Ratification
Bitter	Sweet	Bland	Pleasant	Mild
Borrow	Lend	Forfeit	Lend	Return
Bravery	Cowardice	Timidity	Fear	Cowardice
Broad	Narrow	Quiet	Little	Tiny
Careful	Rush	Careless	Inexact	Unwise
Calm	Troubled	Harsh	Furious	Worried
Capable	Incapable	Clumsy	Stupid	Ignorant
Captivity	Freedom	Liberty	Freedom	License
Cheap	Dear	Expensive	Expensive	Worthy
Clever	Stupid	Foolish	Ignorant	Naïve
Correct	Incorrect	Improper	Invalid	Biased
Conceal	Reveal	Divulge	Unwrap	Ignore
Comfort	Discomfort	Gloom	Injury	Torment
Courage	Cowardice	Humility	Timidity	Irresolution
Cruel	Kind	Gentle	Compassionate	Mild

Courteous	Discourteous	Rude	Uncivil	Unrefined
Cunning	Simple	Ignorant	Blunt	Rough
Beautiful	Ugly	Drab	Offensive	Repulsive
Word	Antonym-1	Antonym-2	Antonym-3	Antonym-4
Dainty	Clumsy	Ugly	Inferior	Coarse
Dark	Light	Distinct	Evident	Vivacious
Deep	Shallow	Artless	Flighty	Trivial
Decrease	Increase	Expansion	Growth	Enlargement
Demand	Supply	Reply	Offer	Grant
Despair	Hope	Cheer	Faith	Pleasure
Disappear	Appear	Begin	Solidify	Coagulate
Dismal	Cheerful	Bright	Intelligent	Luminous
Ebb	Flow	Flow	Incline	Expansion
Encourage	Discourage	Agitate	Sadden	Dispirit
Entrance	Exit	Conclusion	Egress	Leave
End	Beginning	Bottom	Creation	Origin
Expand	Contract	Diminish	Shrink	Shrivel
Expensive	Inexpensive	Cheap	Worthless	Reasonable
Fail	Succeed	Ascend	Rise	Reach
Feeble	Sturdy	Strong	Powerful	Expert
Foolish	Wise	Sane	Realistic	Serious
Famous	Unknown	Obscure	Inferior	Typical
First	Last	Minor	Trivial	Auxiliary
Freedom	Captivity	Slavery	Inability	Restraint
Frequent	Seldom	Ceasing	Irregular	Rare
Friend	Enemy	Foe	Stranger	Opponent
Fortunate	Unfortunate	Failing	Lacking	Losing
Frank	Secretive	Timidity	Shy	Evasive
Word	Antonym-1	Antonym-2	Antonym-3	Antonym-4
Generous	Mean	Greedy	Biased	Prejudiced

Gentle	Rough	Surly	Excited	Harsh
Gloomy	Cheerful	Lively	Luminous	Intelligent
Giant	Dwarf	Pygmy	Dwarf	Teeny
Happy	Sad	Miserable	Serious	Morose
Harmful	Harmless	Assisting	Honest	Fortunate
Hasten	Dawdle	Halt	Hinder	Dissuade
Hate	Love	Liking	Sympathy	Flattery
Healthy	Unhealthy	Ill	Diseased	Infirm
Horizontal	Vertical	Divergent	Unfair	Irregular
Hinder	Aid	Help	Further	Allow
Honest	Dishonest	Counterfeit	Deceitful	Corrupt
Humble	Proud	Brave	Unrefined	Intricate
Hunger	Thirst	Distaste	Disgust	Satiation
Immense	Tiny	Minute	Limited	Restricted
Imprison	Free	Cease	Permit	Release
Inferior	Superior	Chief	Extraordinary	Foremost
Interior	Exterior	Outside	Revealed	Public
Interesting	Uninteresting	Dull	Repulsive	Homely
Intentional	Accidental	Involuntary	Unwilling	Unplanned
Justice	Injustice	Penalty	Illegality	Corruption
Knowledge	Ignorance	Inanity	Stupidity	Impotence

Word	Antonym-1	Antonym-2	Antonym-3	Antonym-4
Lazy	Industrious	Energetic	Caring	Fresh
Little	Large	Much	Big	Sufficient
Lofty	Lowly	Humble	Below	Beneath
Misunderstand	Understand	Comprehend	Construe	Grasp
Possible	Impossible	Unlikely	Improbable	Impossible
Prudent	Imprudent	Foolish	Indiscreet	Stupid
Rapid	Slow	Delayed	Sluggish	Languishing
Rigid	Pliable	Soft	Gentle	Pliant
Satisfactory	Unsatisfactory	Intolerable	Unreliable	Inadequate

Scatter	Collect	Gather	Maintain	Combine
Serious	Trivial	Insincere	Dishonest	Deceptive
Sour	Sweet	Bland	Calm	Blah
Sorrow	Joy	Benefit	Cheer	Benefit
Strong	Weak	Intermittent	Idle	Inactive

Synonyms:

Synonyms are different words that have the same or similar meanings. They come in every part of speech, including nouns, verbs, adjectives, adverbs, and prepositions.

- | | | |
|--------------------------|-------------------------------|--------------------------|
| 1.abandon ~ desert | 19.apparent ~ obvious,evident | 36.complex ~ complicated |
| 2.abbreviate ~ shorten | 20.approve ~ ratify,endorse | 37.competent ~ capable |
| 3.ability ~ aptitude | 21.arrive ~ come | 38.comprehend ~ grasp |
| 4.able ~ qualified | 22.arrogant ~ stuck-up | 39.complete ~ conclude |
| 5.above ~ overhead | 23.awful ~ atrocious | 40.complex ~ intricate |
| 6.abundant ~ ample | 24.awkward ~ clumsy | 41.compress ~ crush |
| 7.accurate ~ correct | 25.ban ~ prohibit | 42.concrete ~ real |
| 8.achieve ~ accomplish | 26.calm ~ quiet | 43.concur ~ agree |
| 9.adjourn ~ recess | 27.capture ~ arrest | 44.condemn ~ ,denounce |
| 10.advocate ~ support | 28.care ~ concern | 45.condense ~ compress |
| 11.after ~ following | 29.careful ~ watchful | 46.confess ~ admit |
| 12.afraid ~ scared | 30.cease ~ stop, | 47.confine ~ contain |
| 13.aggressive ~ militant | 31.certain ~ positive | 48.conflict ~ oppose |
| 14.aid ~ assist | 32.charming ~ enchanting | 49.conflict ~ fight |
| 15.always ~ forever | 33.chilly ~ cool | 50.conform ~ comply |
| 16.amateur ~ novice | 34.chubby ~ plump | 51.dally ~ linger |
| 17.ambitious ~ driven | 35.comical ~ amusing | 52.damage ~ hurt |
| 18.antagonize ~ embitter | | 53.dangerous ~ perilous |

54.daring ~ bold	70.die ~ expire,perish	86.feasible ~ possible
55.dark ~ dismal	71.different ~ distinct	87.feeble ~ weak
56.dawn ~ daybreak	72.difficult ~ hard	88.ferocious ~ fierce
57.dead ~ lifeless	73.dilute ~ weaken	89.fertile ~ fruitful
58.decay ~ rot	74.drab ~ dull	90.fiction ~ fantasy
59.deduct ~ subtract	75.drastic ~ severe	91.fill ~ load
60.defend ~ protect	76.face ~ confront	92.fix ~ mend
61.defy ~ resist	77.fair ~ honest	93.follow ~ succeed
62.delicate ~ fragile	78.fake ~ artificial	94.forbid ~ prohibit
63.demolish ~ destroy	79.false ~ incorrect	95.forgive ~ pardon
64.denounce ~ blame	80.fancy ~ ornate	96.former ~ previous
65.dense ~ thick	81.fantastic ~ outrageous	97.fraction ~ part
66.depart ~ leave,exit	82.fast ~ rapid	98.frank ~ candid
67.detach ~ separate	83.fat ~ chubby	99.frenzy ~ fury
68.deter ~ hinder,prevent	84.fatal ~ deadly	100.fresh ~ unused
69.determined ~ sure	85.fatigue ~ tire	

Homophones:

A homophone is a word that sounds the same as another word but has a different meaning and/or spelling. “Flower” and “flour” are homophones because they are pronounced the same but you certainly can't bake a cake using daffodils. Other common homophones are write and right, meet and meat, peace and piece.

1. Aunt (noun) or Aren't (contraction) –

- Aunt is the sister of one's father or mother or the wife of one's uncle.
Example – My **aunt** won the gold medal in chess competition.
- Aren't is the short form of 'are not'.
Example – We **aren't** going to play cricket this Sunday.

2. Ate (verb) or Eight(noun) –

- Ate is the past form of 'eat'.
Example – I **ate** a large size burger.
- Eight is a number which comes after seven and before nine.
Example – Today, I woke up at **eight** o'clock.

There is a very popular joke or you can say riddle, you might have heard in your childhood i.e.

Q: Why 6 was afraid of 7?

A: Because 7 ate 9. Actually **ate** and **8** are pronounced as same. (oh come on, it's not that bad)

3. Air (noun) or Heir (noun) –

- Air is the invisible gaseous substance surrounding the earth, a mixture mainly of oxygen and nitrogen. It is also used to express (an opinion or grievance) publicly.
Example – The Game of Thrones (GOT) show was first **aired** in 2011.
- A person entitled to the property or rank of another after death. It is also called as Successor or inheritor.
Example – In GOT, who is the real **heir** to the throne?

4. Board (noun) or Bored (adjective) –

- A board is a flat piece of wood.
Example – Art teacher is drawing a beautiful portrait on the **board**.
- Bored means lacking interest or engagement. If you are bored then it means you are not interested at all.
Example – She got **bored** during the history lecture.

5. Buy (verb) or By (preposition) or Bye (exclamation) –

- Buy means to purchase something in exchange for payment.
Example – I need to **buy** a birthday present for my beloved sister.
- By means identifying who performed an action.
Example – The world-famous open-source software Linux is created **by** Linus Torvalds.
- Bye defines an informal way of saying 'goodbye'.
Example – Okay, dear. I need to go now. See you soon. **Bye**.

6. Brake (noun, verb) or Break (noun, verb) –

- A brake is a device for slowing or stopping a moving vehicle, typically by applying pressure to the wheels, such as brake in the car and other vehicles.
Example – He applied the **brakes** to stop the car.
- This break has a different meaning. As a noun, it means separate into pieces and as a verb, an interruption of continuity.
Example – You should take uniform **breaks** to refresh your mind and reset your attention.

7. Cell (noun) or Sell (verb) –

- A cell is a small room in which a prisoner is locked up. A cell is also considered as the smallest structural and functional unit of an organism.
Example – Breaking a **cell** is difficult for almost every prisoner.
- Sell means to exchange a product or service for money.
Example – I am thinking to **sell** my flat for the better deal.

8. Chilli (noun) or Chilly (adjective) –

- Chilli is a small spicy pepper or pod of a variety of capsicum used in cooking. It is also called as chilli pepper.
Example – I ordered the Mexican Hot Pizza, but couldn't eat the **chilli** on top!
- On the other hand, chilly means feeling cold.
Example – It's a little **chilly** outside, don't forget to wear your coat.

9. Deer (noun) or Dear (noun, adjective) –

- Deer is a hooved grazing animal, with branched bony antlers that are shed annually and typically borne only by the male.
Example – Animals like **Deer** were an important source of food for early humans.
- Dear is used for the beloved person.
Example – Hey **dear**, are you okay now?

10. Dew (noun) or Due (adjective, noun) –

- Dew is tiny drops of water that form on the ground and other surfaces outside during the night when atmospheric vapor condenses.
Example – In the early morning, the grass was wet with **dew**.
- In terms of the noun, due means what is owed (especially money) to one. In terms of adjective, expected to happen, arrive, etc. at a particular time.
Example – When is the first payment **due**?

11. Eye (noun) or I (pronoun) –

- An eye is the part of our body that we use for seeing.
Example – She has beautiful **eyes**.
- I is used as the subject of a verb to refer to the person speaking or writing.
Example – **I** am pretty sure that you are already aware of this word. (gotcha)

12. Flour (noun) or Flower (noun) –

- Flour is a powder obtained by grinding grain, typically wheat, and used to make bread, cakes, and pastry.
Example – Thicken the sauce by adding a little **flour**.
- The flower is the part of a plant that is often brightly colored and has a pleasant smell.
Example – **Flower** always brings a smile on your face and refreshes your mood.

13. For (preposition) or Four (noun) –

- For means, in support of or in favor of (a person or policy).
Example – Today we brought a new blog **for** you with something new to learn.

- Four is the number after three and before five.
Example – **Four** is my lucky number.

14. Grate (verb) or Great (adjective) –

- Grate means to rub food against a grater in order to cut it into a lot of small pieces.
Example – Add the **grated** carrots to the salad.
- Great means large in amount, size, or degree.
Example – China has the **Great** Wall of China. (uh-huh)

15. Hear (verb) or Here (adverb) –

- Hear means to perceive with the ear, the sound made by someone or something.
Example – I am unable to **hear** your voice, can you please speak aloud?
- Here, indicates the place where you are at any moment.
Example – Welcome guys, **here** you will find the appropriate content for learning new homophones.

16. Hole (noun) or Whole (adjective) –

- The hole is a gap or hollow place in a solid body or surface.
Example – He had a **hole** in his sock.
- Whole means entire; All of.
Example – I read the **whole** book in one day.

17. Hour (noun) or Our (determiner) –

- A period of time equal to 60 minutes.
Example – You should positively spend at least an **hour** daily for reading.
- Our means belonging to us.
Example – **Our** aim should be crystal clear before we start our move towards it.

18. Him (pronoun) or Hymn (noun) –

- Him is usually used as the object of a verb or preposition, to refer to a man, boy, or male animal that has just been mentioned or is just about to be mentioned.
Example – Don't be judgmental for any person unless and until you know **him**.
- The hymn is a religious song or poem to praise a god.
Example – The church congregation stood up to sing a **hymn**.

19. It's (contraction) or Its (determiner) –

- It's is the short form of it is.
Example – **It's** not my fault. It's yours!
- Its mean belonging to or relating to something that has already been mentioned.
Example – The Company increased **its** profits.

20. Know (verb) or No (determiner) –

- Know means to have knowledge or understanding about something.
Example – Read the complete blog to **know**.
- No indicates a negation or something that's not true.
Example – Now, there's **no** chance for the next meeting.

21. Knight (noun) or Night (noun) –

- A knight is a man who served his sovereign or lord as a mounted soldier in armor.
Example – The princess was rescued by a handsome **knight**.
- The night is the period of time when it's dark and most people sleep.
Example – **Night** time is mostly preferred for distant traveling.

22. Leek (noun) or Leak (noun, verb) –

- Leek is a long, white vegetable with green leaves on top that tastes and smells like an onion.
Example – Wales is famous for its rainy weather and its giant **leeks**!
- Leak means something is escaping (liquid or gas) from a hole or crack in a pipe or container.
Example – One of the employees was responsible for the **leak**.

23. Sac (noun) or Sack (noun) –

- Sac is a hollow, flexible structure resembling a bag or pouch. A cavity within an organism, enclosed by a membrane and containing air, liquid, or solid structures.
Example – A fountain pen with an ink **sac**.
- The sack is a large bag made of a strong material such as hessian, thick paper, or plastic, used for storing and carrying goods. It is also called a bag.
Example – Ayushi uses a paper **sack** to store her groceries.

24. Mail (noun) or Male (adjective, noun) –

- Mail means letters and parcels which are sent by post. An email also comes from this word.
Example – Till date, I did not receive any **mail** from her. Please tell her to send it again.
- It used to refer to men or boys, or the sex that fertilizes eggs.
Example – She is going out with her **male** friend.

25. Marry (verb) or Merry (adjective) –

- Marry means to become the legally accepted husband or wife of someone in an official or religious ceremony.
Example – Men tend to **marry** later than women.
- Merry means to be Cheerful and lively.
Example – Wish you a **Merry** Christmas.

26. Meat (noun) or Meet (verb) –

- Meat is the edible flesh from an animal.
Example – Vegetarians don't eat **meat**.

- Meet means when you are introduced to a person for the first time. It can also refer to later meetings.

Example – Hey guys! let's **meet** today.

27. One (noun) or Won (verb) –

- One is the number which comes after zero and before two.

Example – In my heart, there's only room for **one**. (aww)

- Won is the simple past and past participle form of the verb win.

Example – Albert **won** \$1000 on the drawn lottery.

28. Plain (adjective, noun) or Plane (noun) –

- Plain means not decorated or elaborate; simple or basic in character.

Example – It's good to put donations in a **plain** envelope.

- A plane is the synonym of Aeroplane.

Example – Our **plane** is scheduled to depart at 8:45.

29. Peace (noun) or Piece (noun) –

- Peace means freedom from war and violence, especially when people live and work together happily without disagreements.

Example – Lord Buddha is the symbol of **peace**.

- A piece is a part of something.

Example – He cut the cake into eight equal **pieces**.

30. Right (adjective) or Write (verb) –

- Right means correct and it also indicates the direction.

Example – You are going on the **right** track, keep it up.

- Write means to make marks that represent letters, words, or numbers on a surface, such as paper or a computer screen, using a pen, pencil, or keyboard, or to use this method to record thoughts, facts, or messages.

Example – I was too tired to **write** up my assignments.

31. Red (adjective) or Read (verb) –

- Red is the color, which you can find at the end of the spectrum.

Example – **Red** is the color of my blood. (wow)

- Read means to look at words or symbols and understand what they mean.

Example – How many novels have you **read**?

32. Reel (noun) or Real (adjective) –

- A reel is round, a wheel-shaped object on which sewing thread, fishing wire, film, etc. can be rolled, or the amount of thread, etc. stored on one of these.

Example – The alcohol made my head **reel**.

- Real means actually existing as a thing or occurring in fact; not imagined or supposed.

Example – We need more **real**-life heroes than reel life heroes.

33. Sight (noun) or Site (noun) –

- Sight is the ability to see.
Example – The old lady has lost her **sight**.
- A site is a place where something is, was, or will be built, or where something happened, is happening, or will happen. Nowadays, the most common use of this word is for the website.
Example – Armed force is posted around the restricted **site**.

34. Serial (noun, adjective) or Cereal (noun) –

- Serial is a story or programme delivered in parts, taking place in series.
Example – The **serial** killer loved watching crime serials on TV.
- Cereal is a grain used for food, for example, wheat, maize, or rye.
Example – My favorite **cereal** is cornflakes.

35. Son (noun) or Sun (noun) –

- Son is a male child.
Example – Grandma and grandpa had four **sons** and two daughters.
- Sun is the star that provides light and heat for the earth and around which the earth revolves. It is at the center of our solar system.
Example – The **sun** rises in the east and sets in the west.

36. Steal (verb) or Steel (noun) –

- Steal means to take (illegally) without permission.
Example – Once, a classmate tried to **steal** my pen.
- A hard, strong grey or a bluish-grey alloy of iron with carbon and usually other elements, used as a structural and fabricating material.
Example – Because they were made of iron rather than blue **steel**, they quickly rusted out.

37. Sale (noun) or Sail (verb) –

- A sale is an act of exchanging something for money. Sometimes, it means cheap price.
Example – I bought this jacket in the New Year **sale**.
- When a boat or a ship sails, it travels on the water.
Example – This ship **sails** to India.

38. Stare (verb) or Stair (noun) –

- Stare means to look for a long time with the eyes wide open, especially when surprised, frightened, or thinking.
Example – Don't **stare** at people unnecessarily.
- The stair is a set of steps leading from one floor of a building to another, typically inside the building.
Example – She walked around the ground level looking for the **stairs** that led to the second floor.

39. Sweet (noun, adjective) or Suite (noun) –

- Sweet means having the pleasant taste characteristic of sugar or honey.
Example – **Sweet** people and delicious food is the need of today's generation.
- The suite is a set of rooms designated for one person's or family's use or for a particular purpose.
Example – The journalist interviewed David Beckham in the London hotel **suite**.

40. Sea (noun) or See (verb) –

- Sea contains the salty water that covers a large part of the surface of the earth, or a large area of salty water, smaller than an ocean, that is partly or completely surrounded by land.
Example – I could hear the sound of the **sea**.
- See is an act of perceiving with the eyes.
Example – We **see** things differently.

41. Tale (noun) or Tail (noun) –

- Tale is a fictitious or true narrative or story, especially one that is imaginatively recounted. A story, short story, narrative.
Example – Ali Baba and the Forty Thieves is one of the most popular Arabian **tales**.
- The tail is the hindmost part of an animal, especially when prolonged beyond the rest of the body. Animals tail is a part of its body that extends from its posterior.
Example – The dog wagged its **tail** excitedly.

42. Their (pronoun) or There (adverb) or –

- Their means of or belonging to them.
Example – Never judge others by **their** looks.
- There means (to, at, or in) that place. You might know the word 'here'. It is actually the opposite of that.
Example – By the time I got back, **there** was no food left.

43. To (preposition) or Too (adverb) or Two (noun) –

- To expresses motion in the direction of (a particular location).
Example – Hey Riya, would you like **to** watch Jurassic World?
- Too means also, or it indicates that there is more of something than necessary (and it's usually a problem).
Example – Oh, really? I like her **too**. Damn!
- Two is the number which comes after one and before three.
Example – Most homophone sets have **two** words, on the contrary, very few have three or four.

44. Thyme (noun) or Time (noun) –

- Thyme is the type of aromatic herb used in cooking.
Example – What goes best with roast chicken – **thyme** or rosemary?

- Time is a period which is measured in seconds, minutes, hours, days, etc.
Example – **Time** is precious, utilize it carefully.

45. Vein (noun) or Vain (adjective) –

- A vein is a small tube inside your body that takes the blood back to the heart.
Example – I could feel the blood flowing through my **veins**.
- The word vain can describe someone who is very proud of or obsessed with their own appearance. It also means self-obsessed.
Example – I tried in **vain** to start a conversation.

46. Wait (verb) or Weight (noun) –

- The wait means to stay in one place or to anticipate something.
Example – I can't **wait** to tell Avril what happened.
- Weight indicates how heavy something is.
Example – My **weight** reduced when I started to follow the proper diet plan.

47. Wear (verb) or Where (interrogative) –

- Wear means to have something on one's body as clothing, decoration, or protection.
Example – She **wears** very little make-up. What about you?
- Where means in which place or position
Example – Could you please tell me, **where** are we going?

48. Weak (adjective) or Week (noun) –

- Weak is the opposite of strong.
Example – Are you **weak** in English? If yes, then please follow this guide:
- A week is a period of 7 days.
Example – He works 48 hours per **week**.

49. Which (pronoun, determiner) or Witch (noun) –

- Which is used when asking for information about people or things.
Example – **Which** of these shirts do you like the most?
- Witch is the woman with magic powers, usually evil ones.
Example – I am dressing up as a **witch** for this Halloween.

50. Wine (noun) or Whine (verb) –

- Wine is an alcoholic drink made from fermented grape juice.
Example – I love Australian **wines**, especially the white wines.
- The whine is a long, high-pitched complaining cry. A whimper, cry. The whine means to complain in an immature, childish way.
Example – The **whine** of Lisa's hairdryer wakes me every morning

Homonyms:

According to the Oxford Learner's Dictionary, a homonym is defined as “a word that is spelt like another word (or pronounced like it), but that has a different meaning.” For example, “The children played with a bat.” Here, 'bat' refers to the sports equipment used to play cricket.

Homonym	Meaning 1	Meaning 2
address	to speak to	location
air	oxygen	a lilting tune or voice
arm	body part	division of a company
band	a musical group	a ring
bark	a tree's out layer	the sound a dog makes
bat	an implement used to hit a ball	a nocturnal flying mammal
bright	very smart or intelligent	filled with light
circular	taking the form of a circle	a store advertisement
current	up to date	flow of water
die	to cease living	a cube marked with numbers one through six
express	a fast version of something	to show your thoughts by using words
fair	equitable	beautiful
jag	a sharp, jugged object	a crying spree
kind	a type of something	caring
lie	to recline	to tell a falsehood
match	to pair like items	a stick for making a flame
mean	average	not nice
pole	a piece of metal that holds a flag	inside front position on the starting line of a race
pound	unit of weight	to beat
quarry	a site for mining stone	to extract or obtain slowly
ream	a pile of paper	to juice a citrus fruit
ring	a band on a finger	something circular in shape
right	correct	direction opposite of left
rock	a genre of music	a stone
rose	to have gotten up	a flower
spring	a season	coiled metal
stalk	a part of a plant	to follow or harass someone
tender	gentle	offer of money
tire	to grow fatigued	a part of a wheel
well	in good health	a source for water in the ground