

Training Manual

FUNCTIONAL ENGLISH FOR UNIVERSITY STAFF PART 02 Student Book

compiled by

World Bank-Higher Education for the Twenty First Century (HETC) Project
&
University Grants Commission

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Functional English-II

for

Non-Academic Staff

Learner Guide

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Preface

Human Resource Development of the University System is one of the statutory responsibilities of the University Grants Commission (UGC) and also a key component of the Higher Education for the Twenty First Century (HETC) Project (2011-2016), the second phase of World Bank assistance provided for higher education sector in Sri Lanka. The UGC being the apex body of the university system bears the responsibility of providing opportunities for growth and career development to as many as possible through in-service training. In-service training for all categories of staff is vitally important not only to impart specific knowledge and skills required to perform in the employee's assigned tasks but also to promote right attitudes and behavioral attributes such as allegiance, commitment, initiative, compliance with codes of practices and ethics, which are indispensable elements required for improving the productivity of employees and that of the entire system.

In executing its mandatory role, the UGC has established Staff Development Centers through the Commission Circulars No. 820 of 20th February 2003 and expanded and strengthened the role of SDCs through the UGC Circular 937 of 10th November 2010. The UGC is providing additional funds beginning from 2011 for improving physical and human resources and expanding the scope of continuing education programmes. This initiative has been assisted by the WB-HETC Project (2011-2015) commencing from 2011. The -HRD-ST sub-project under the direction of the Standing Committee on Staff Development of the UGC has developed a comprehensive programme aimed at human resources development of universities, covering academic and other staff (i.e. senior administrative staff, executive staff, technical staff, non-academic support staff, etc.).

The aim of the UGC-HETC joint endeavor is to design and develop a series of Training Programmes and Manuals on diverse topics relevant to the staff of higher management, academic, executive and non-academic categories. The Training programmes and manuals are developed by the identified resource persons in close liaison and consultation with Professor Harischandra Abeygunawardena, Chairman of the Standing Committee on Staff Development of the UGC and Professor Lalith Munasinghe, Consultant of the HETC Project. All manuals are approved by the UGC for the use in the Staff Development Centers of all Universities.

This **Training Manual on FUNCTIONAL ENGLISH FOR UNIVERSITY STAFF PART 02 (CPD/AII/01/P02)** was developed by Dr. Dilkushi Senaratne Wettewe University of Kelaniya and Ms Rushira Kulasingham University of Colombo as a commissioned assignment and would provide details of the prescribed training course. They will also act as training guides for prospective trainers of all universities.

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1. **Title** : Functional English for University Staff- Part 11
2. **Synopsis** : The course will help develop professional English Language skills and improve spoken and written skills of the staff members of the universities. The courses cover a wide range of skills including oral fluency, writing, presentation skills and grammar. The course includes English for meetings, English for negotiations, making presentations, dealing with numerical data, telephoning socializing, emailing report writing and letter writing
3. **Target Group** : Executive staff and non-executive staff of the universities
4. **Prerequisites and Co-requisites** : *Functional English for University Staff- Part 11- A pass* from the Practical English Course is required to follow this course
5. **Aims and Objectives** :
 - To enhance English language skills of the executive staff and the non-executive staff of the universities to function effectively in their respective official environments.
 - : To improve spoken and written English
 - : To improve soft skills of the staff
6. **Learning Outcomes** : At the end of the course, participants will be able to
 - Write a variety of letters, memos, notices, CVs, personal statements
 - Demonstrate an understanding of related reading materials.
 - Make speeches on related topics
 - Use soft skills effectively
 - Function effectively in English in an official environment
7. **Syllabus** : *Functional English for University Staff- Part 11*
 1. Business Letter Writing
 2. Report writing
 3. Meetings
 4. Interviews
 5. Facts and Figures
 6. Making an impact
8. **Assessment Strategy** : Assignments (40%)
End of course examination (60%)

9. Bibliography

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At the end of this lesson, participants will be able to:

- identify different formats of business letters
- construct advanced sentence structures
- write letters of complaints and inquiry

1. Speaking

Discuss the following in pairs. Which of the following should you do?

Dos and Don'ts of the Business Letter:

- Remember to use formal language and avoid any typographical errors.
- Start the letter with a friendly opening.
- State your reason for writing a business letter.
- Always have an idea to whom you are writing.
- Specify necessary details like time, date, venue etc.
- Be to the point and straight forward.
- Write the letter with a polite tone but avoid being overtly personal.
- Keep the letter short and concise and with specific details.
- Write long introductions and unnecessary statement.
- Check for grammatical errors and spelling mistakes.
- Use slangs or messaging language.
- Handwrite business letters.
- Close the letter by thanking the person for their time and consideration.
- Use big words and jargon
- Use humour and jokes

1.2 What are the different business letter formats?

In groups discuss the differences between these formats.

Business letter format

Block Format: Business Letter

Return Address Line 1	1
Return Address Line 2	
Date (Month Day, Year)	2
Mr./Mrs./Ms./Dr. Full name of recipient.	3
Title/Position of Recipient.	
Company Name	
Address Line 1	
Address Line 2	
Dear Ms./Mrs./Mr. Last Name:	4
Subject: Title of Subject	5
Body Paragraph 1	
.....	
.....	
Body Paragraph 2	
.....	
.....	
Body Paragraph 3	
.....	
.....	
.	6
Closing (Sincerely...),	7
Signature	8
Your Name (Printed)	9
Your Title	
Enclosures (2)	10
Typist Initials.	11

Modified Block Format: Business Letter

	Return Address Line 1 1
	Return Address Line 2
	Date (Month Day, Year) 2
Mr./Mrs./Ms./Dr. Full name of recipient. 3	
Title/Position of Recipient.	
Company Name	
Address Line 1	
Address Line 2	
Dear Ms./Mrs./Mr. Last Name: 4	
Subject: Title of Subject 5	
Body Paragraph 1	
.....	
.....	
Body Paragraph 2	
.....	
.....	
Body Paragraph 3	
.....	
.....	
6	
	Closing (Sincerely...), 7
	Signature 8
	Your Name (Printed) 9
	Your Title
Enclosures (2) 10	
Typist Initials. 11	

Semi-Block (Indented) Format: Business Letter

	Return Address Line 1
	Return Address Line 2
	Date (Month Day, Year) 2
Mr./Mrs./Ms./Dr. Full name of recipient. 3	
Title/Position of Recipient.	
Company Name	
Address Line 1	
Address Line 2	
Dear Ms./Mrs./Mr. Last Name: 4	
Subject: Title of Subject 5	
Body Paragraph 1	
.....	
.....	
Body Paragraph 2	
.....	
.....	
Body Paragraph 3	
.....	
..... 6	
	Closing (Sincerely...), 7
	Signature 8
	Your Name (Printed) 9
	Your Title
cc	
Enclosures (2) 10	
Typist Initials. 11	

2. Reading

Read the following and answer the questions

Business etiquette is fundamentally concerned with building relationships founded upon courtesy and politeness between business personnel. Etiquette, and especially business etiquette, is a means of maximizing your potential by presenting yourself positively.

Writing a business letter is not simply a matter of expressing your ideas clearly. The way you write a letter and the etiquette you employ may have a significant impact on your success or failure in business. Failure to observe correct business letter etiquette can result in your adopting an inappropriate tone, causing offense or misunderstandings, lack of clarity or purpose and hostility or soured relations. The foundation of good business letter etiquette is 'Think before you write'. You should be considering to whom the letter is addressed, how and why? This will then influence style, content and structure.

Addressing the Letter

Always make sure you have spelt the recipient's name correctly. It may sound simple, but you would be surprised at how many people fail to do so. The recipient's name should include titles, honours or qualifications if deemed necessary.

Many people use the 'Dear Sir/Yours Faithfully' formula when addressing the receiver. Although this is acceptable for routine matters it is impersonal and should not be used when dealing with those you know, queries or complaints. With these the 'Dear Mr../Yours Sincerely' formula should be adopted.

Once a certain level of familiarity is reached it is not considered bad etiquette to use phrases such as 'Kind Regards' or 'All the best' at the end of the letter.

Confidentiality

If the content of the letter is sensitive, personal or confidential it must be marked appropriately. Marking the letter 'confidential' will suffice in highlighting this fact. If you only want the letter read by the receiver without the interception of a secretary or PA, mark it as 'Private', 'Personal' or 'Strictly Confidential'. If you have received such a business letter it is good etiquette to reciprocate and ensure that all future correspondence is kept at that level of confidentiality.

Style

Proper business letter etiquette requires that a consistent and clear approach, combined with courtesy, be employed. As a rule of thumb, aim to keep all business letters formal in style. Even when the receiver is familiar to you, it is advisable to maintain a certain level of business etiquette as the letter may be seen by others or referred to by a third party in the future.

However, this does not mean you should use long or uncommon words to express yourself. This merely looks odd and makes the letter unreadable. It is best to read a letter first and consider whether you would speak to that person face to face in the same way. If not, then re-write it.

Letters should be signed personally. It looks unprofessional, cold and somewhat lazy if a letter is left unsigned. However, having a secretary or PA sign on your behalf is not considered a breach of business etiquette.

Humour

Humour can be used in business letters but only when the writer is completely positive the recipient will understand the joke or pun. From a business etiquette perspective it may be wise to avoid humour. This is because firstly, the letter may be read during a crisis, after receiving bad news or on a sombre occasion. Any other time the humour may have been appreciated but under these circumstances it may dramatically backfire. Secondly, the written word is open to misinterpretation. Your sarcastic or ironic remark may be taken the wrong way. Thirdly, it is possible that the letter may be read by a third party who may deem the humour inappropriate and pursue a complaint of some sort.

Responding

Good business letter etiquette calls for letters to be responded to promptly or within certain guidelines. This may normally be considered as 5 working days. If this is not possible then some sort of acknowledgement should be sent either by letter, fax, phone or e-mail.

Always use reference numbers or clearly state the purpose of the letter at the top, for example, 'Re: Business Letter Etiquette Enquiry'. This allows the receiver to trace correspondence and immediately set your letter within a context.

When replying to points or questions the proper etiquette is to respond in the same order as they were asked.

Managing Conflict

Letters are often an arena for conflicts or disputes. Even in these circumstances there are rules of business letter etiquette that should be adhered to.

If you initiate the dispute then, 1) Explain and set out your case simply and clearly to the most appropriate person, 2) Offer information that may be required by the other party to help answer questions, 3) Indicate a time scale by which you expect a reply or the matter to be resolved.

If you are receiving the dispute then 1) inform senior colleagues who may be affected or who may be able to offer assistance, 2) Submit all replies in draft form for a senior colleague to check, 3) Stick to the facts and the merits of the case and do not allow emotions to become involved, 4) Be polite, patient and courteous.

Using business etiquette in all matters and especially in business letters will ensure you communicate effectively, avoid misunderstandings and maximise your business potential.

(From: <http://www.kwintessential.co.uk/cultural-services/articles/business-letter-etiquette.html>)

According to the above passage are the following statements True (T) or False (F)?

- 1. Business letter writing may affect your company
- 2. It is simple to spell the name of your recipient correctly
- 3. If you want it read only by the recipient mark it “confidential”
- 4. Keep to the business letter format if you’re unfamiliar with the receiver.....
- 5. Your personal assistant can sign for you

2.2 Cheating and Plagiarism

Students are responsible for familiarising themselves with the University Code of Student Conduct, as on enrollment with the University the student has placed themselves under the policies and regulations of the University and all of its duly constituted bodies. Disciplinary authority is exercised through the Student Conduct Committee. The Committee has procedures in place for hearing allegations of misconduct. Copies of the student conduct code are available at the Student Services Office. Academic dishonesty is never condoned by the University. This includes cheating and plagiarism, which violate the Student Conduct Code and could result in expulsion or failing the course.

Cheating includes but is not limited to obtaining or giving unauthorized help during an examination, getting unauthorized information about the contents of an examination before it is administered, using unauthorized sources of information during an examination, altering or falsifying the record of any grades, altering or supplying answers after an examination has been handed in, falsifying any official University record, and misrepresenting the facts to get exemptions from or extensions to course requirements.

Plagiarism includes but is not limited to submitting any paper or other document, to satisfy an academic requirement, which has been copied either in whole or in part from someone else's work without identifying that person; failing to identify as a quotation a documented idea that has not been thoroughly assimilated into the student's language and style, or paraphrasing a passage so closely that the reader could be misled as to the source; submitting the same written or oral material in different courses without obtaining authorisation from the lecturers involved; or 'dry-labbing', which includes obtaining and using experimental data from fellow students without the express consent of the lecturer, utilizing experimental data and laboratory write-ups from other parts of the course or from previous terms during which the course was conducted, and fabricating data to fit the expected results.

According to the passage are the following True, False or Not given?

1. The Student Services Office familiarises students with the student code.
2. Cheats will automatically be expelled because their behaviour cannot be condoned.
3. The text lists all activities that are considered to be cheating.
4. According to the text, cheating is a more serious offence than plagiarism.
5. It is never acceptable to paraphrase closely.
6. Students can submit the same work in different courses as long as they ask their lecturer and it is not their own.
7. If students want to use other students' laboratory data, they must ask them and the lecturer first.
8. Data must fit the expected results.

(From: <http://www.usingenglish.com/comprehension/32.html>)

3. Grammar

3.1 Parallelism - Similarity of structure in a pair or series of related words, phrases, or clauses. Also called parallel structure.

By convention, items in a series appear in parallel grammatical form: a noun is listed with other nouns, an *-ing* form with other *-ing* forms, and so on. Failure to express such items in similar grammatical form is called *faulty parallelism*.

Rewrite each of the following sentences, correcting any errors in parallelism. Answers will vary.

1. We must either raise revenues or it will be necessary to reduce expenses.

2. Stoics deny the importance of such things as wealth, good looks, and having a good reputation.

3. In his farewell address to the army, the general praised his soldiers for their unsurpassed courage and gave thanks because of their devotion.

4. The crowd that had gathered outside the court was loud and they were angry.

5. The police have a duty to serve the community, safeguard lives and property, protect the innocent against deception, and they must respect the constitutional rights of all.

6. Sir Humphry Davy, the celebrated English chemist, was an excellent literary critic as well as being a great scientist.

7. The Johnsons were cheerful and knowledgeable traveling companions, and behaved generously.

8. The delegates spent the day arguing with one another rather than work together to find common solutions.

9. My sister's promotion means that she will be moving to another state and take the children with her.

10. A company is not only responsible to its shareholders but also customers and employees as well.

3.2 Misplaced modifiers

Words, phrases, or clauses that do not clearly relate to the word or phrase they are intended to modify.

A misplaced modifier can usually be corrected by moving it closer to the word or phrase it should be describing.

Rewrite each sentence below, adding the participial phrase given in parenthesis. Be sure to position the participial phrase so that it refers clearly and logically to a noun in the main clause. In other words, avoid misplaced modifiers.

1. I could hear thunder (rumbling in the distance)
2. Professor Legree repeated his favorite joke. (encouraged by the polite applause of the audience)
3. The children gazed at the monkeys. (hanging by their tails from the branches)

4. The monkeys stared back at the children. (hanging by their tails from the branches)
5. I watched the sun rise over the ridge. (blazing over houses, farms, and fields)
6. The first baseman bobbled the line drive. (distracted by an ostrich in the dugout)
7. I found the kitten. (trapped inside the clothes hamper)
8. Little Danny waited for the thunderstorm to pass. (hiding inside the clothes hamper)
9. Merdine found a cupcake. (hidden behind the refrigerator).
10. I hummed along with the music. (pushing my cart down the aisle of the supermarket)

(From: <http://grammar.about.com/od/grammarexercises/a/Editing-Exercise-Faulty-Parallelism.htm>)

3.3 Phrasal Verbs

Phrasal verbs are mainly used in spoken English and informal texts. (The more formal a conversation or text, the less phrasal verbs are found.)

Phrasal verbs consist of a verb plus a particle (preposition, adverb). The particle can change the meaning of the verb completely, e.g.:

- look up – consult a reference book (look a word up in a dictionary)
- look for – seek (look for her ring)
- look forward – anticipate with pleasure (look forward to meeting someone)

There are no rules that might explain how phrasal verbs are formed correctly - all you can do is look them up in a good dictionary and study their meanings. In our lists, you will find some frequently used phrasal verbs and their meanings.

Position of the Particle

The particle is placed either after the verb or after the object.

Example: Write *down* the word. / Write the word *down*.

If the object is a pronoun, however, the particle has to be placed after the pronoun (object).

Example: Write it *down*.

In groups write down as many phrasal verbs as you can for the following frequently used Phrasal Verbs:

break, bring, call, carry, come, do, fall, get, go, keep, look, make, put, run, set, take, turn

4. Writing

4.1 There are two business letters given below. Rewrite the letter in the correct format and style

Fine Foods Ltd.
10 Bridge Street
Colombo

Hello Mr. Robin Jayasinghe:

I got the letter you sent on 1st September, and the stuff about the stock control system you make. It sounds great for us, but I want to check some things before we buy it. You said the system is bang up-to-date, but what happens if you update it again soon? Do we get money off the new one? You said it takes 3 weeks to install the system – that's too long! Can't you do it any quicker? Hope you can reply soon, we're in a bit of a hurry.

Thanks,

Nina

4.2

Fine Foods Ltd
10 Bridge Street
Colombo

Hi.

We had already introduced your products to my customers, that's why they were interested in it. But the problem is we only have "WS presentation pdf" and your brochure. We don't have any demo of the software. That's not enough for promoting the products when we faced the clients. So i think it is better that you provide an evaluation copy or enough information of Application Programming Interface to us , so that our clients could make their decision more easier and quicker. would you like to authorized us to agent the customer who made contact with you directly,so that we can build a good cooperation in our further development.This a great mutual benefit.

Best regards

4.3 You work in the Sales Department at *Atlantic Machines*. Your boss Ms Pravini Randiwela, received this letter from *Avalon Industries*. What is the problem?

PAVLON INDUSTRIES

28 Fort Road

Colombo1

15 March 2006

Ms. Randiwela

Sales Department

Atlantic Machines

212 Dolphin Drive

Colombo 4

Dear Ms. Randiwela

I am writing with reference to order no. AS 671 which we received last week.

When we checked the machine, we noticed some damage to the case and when we turned it on, it did not work. It seems that the machine was not packed properly or tested before dispatch. Please let us know what you intend to do regarding this matter.

I look forward to hearing from you soon.

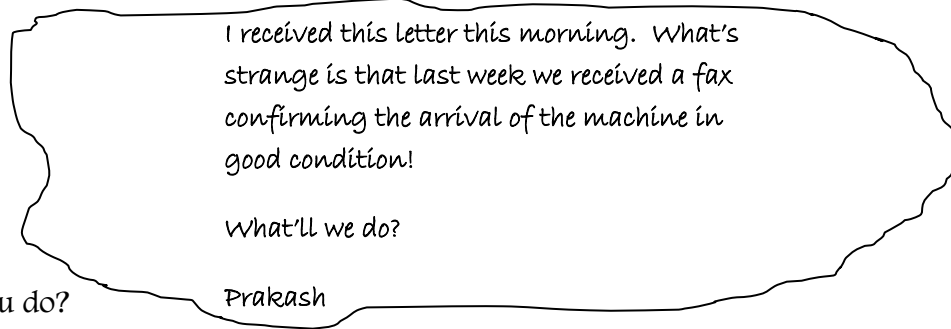
Yours sincerely

SJeyaraj

Shiran Jeyaraj

Production Manager

Ms. Randiwela puts this note on your desk.



What will you do?

- 1) refund the money
- 2) replace the machine
- 3) ask the customer to return the machine so that the company can check it
- 4) refuse to accept responsibility.

Group work

Ms Pravini Randiwela wants you to draft a letter for him. Look at the notes given and write a letter for one of the following.

1. You want to refund the money.
2. You want to replace the machine.
3. You want to ask the customer to return the machine so that the company can check it.
4. You want to refuse to accept responsibility.

Group 1

Write a letter to Mr. Jeyaraj at *aPavlon Industries* and tell him :

- you will refund the full price of the machine and costs;
- he should return the machine to you as soon as possible.

Group 2

Write a letter to Mr. Jeyaraj at *Pavlon Industries* and tell him :

- he should return the machine to you at *Atlanticc Machine's* expense ;
- you will send a replacement machine as soon as possible.

Group 3

Write a letter to Mr. Jeyaraj at *Pavlon Industries* and tell him :

- he should return the machine (at *Atlantic Machine's* cost) :
- your technician will check the damage; if the machine was damaged during shipment you will send a replacement. Draw attention to the fax that was sent by *Pavlon Industries* saying that the consignment arrived in good condition.

Group 4

Write a letter to Mr. Jeyaraj at *Pavlon Industries* and tell him :

- you refuse to accept responsibility for the damage ;
- Pavlon Industries* said the consignment arrived in good condition.
- Mr. Jeyaraj should contact his insurance company and see if they will cover the cost of the damage.

At the end of this lesson, participants will be able to:

- identify different reports and the reasons for writing them
- identify the different parts of a report
- distinguish between presenting facts and opinions
- write a short business report

1. Speaking

Discuss the following

What are the different reasons for writing reports?

What are the most important sections of a report?

What are the features that make a written text formal?

In pairs discuss the following dos and don'ts of report writing

		Do	Don't
1	try to find positive things to say about both sides		
2	provide vital information in the least amount of space.		
3	Prepare an Outline		
4	write an emotion based report		
5	include personal or judgmental conclusions		
6	be honest with all parties about your report		
7	use your report to drop a bomb on one side or the other		
8	write as if you've had a lot of involvement when you haven't		
9	support your statements with documentation or observations		
10	Check your grammar		

1.2 Group work - What are the different stages in writing a report?

If you were writing a report, which order would you do the tasks in? Number the items, leaving out any points you think are unimportant.

- Consider the purpose of your report: who is it for, why does he/she want it, how will he/she use it?
- Draft a working plan on a separate sheet of paper.
- Write the body of the report.
- Write the introduction: state the subject, state the purpose, summarize your findings.
- State the aim and emphasis of the report briefly.
- Collect all relevant material — notes, documents, etc.
- Check your grammar, spelling, punctuation and style.
- Read the text aloud to yourself, or, better, to someone else.
- Decide what information is important and what is irrelevant.
- Arrange the points of information in a logical sequence and in order of importance.
- Make rough notes.
- Finally, if possible, let someone qualified to give constructive criticism look at your draft.
- Decide where you might need illustrations or diagrams.
- Write the conclusion (and recommendations).
- Check your illustrations.
- Summarize the report in a sentence.
- Examine the draft. Does it do what the report is expected to do?

Have any other important points been left out which you think should be included?

2. Reading

2.1 Given below are sections that could be included in a report. Match the definitions with the description.

- | | | |
|--------------------------------|--------------------------------|-----------------------|
| 1. The title fly | 2. The table of contents | 3 Summary or abstract |
| 4. The introduction | 5. The main part of the report | 6. Conclusions |
| 5. Recommendations
Exhibits | 8. Appendices | 9. Bibliography 10. |

- A. This gives the substance of the report in a nutshell-mainly the important conclusions. It should serve to catch the interest and focus the attention of those to whom the report is addressed. It can enable others, who may be interested, to decide whether they wish to read the report. Ideally it should not exceed one side of A4.
- B. As in a book, this lists all the headings in the report and pages or, in short reports the paragraphs. It should show the relationship of headings and subheadings by indentation or by different or size of print.
- C. These are large sheets and diagrams. These should be folded and put in plastic envelopes if they cannot be bound into the report.
- D. This is the section where the writer state his/her interpretations based on the conclusions. It specifies course of action to take.
- E. This is where the supplementary information that supports the body of the report, but has no place within it is included. Possible contents might be questionnaires, working papers, summary tables, additional references, other reports etc.
- F. This should give the subject of the report, by whom the report is made, the date of the report and the file, reference or serial number.
- G. This consists of lists of books, reports, etc .which have been used to write the report. The interested reader may want to read more about the subject.
- H. This should contain the following information.
 - i. The origin of the report
 - ii. The background and events leading to the need for the report.
 - iii. The terms of reference
 - iv. The scope (and limitations) of the report and its purpose.
- I. The part of the report that presents the information collected and relates it to the problem is called this. Normally it comprises the bulk of the report's content.
- J. This section typically comes at the end of the report and it answers what you said you wanted to accomplish in your problem statement.

- | | |
|--------------------------------|-------|
| 1. The title fly | |
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| 9. Bibliography | |
| 10. Exhibits | |

2.2 Read the following report. What is the overall purpose of it?

1 This report examines whether there is a need for the company to have a dress code. There has never been a dress code before, and at the moment employees are able to wear whatever they like to work. However, there is a clause in all contracts which states that employees “should dress smartly.”

2 In my opinion most employees dress very badly. For example some employees wear jeans to work, especially the younger members of staff. Sometimes the jeans are neither new nor clean. There are also very few men who wear ties, in fact only the senior members of the finance department wear ties. An increasing number of employees wear t-shirts. Moreover it is my view that some of the women in the summer look unprofessional when they wear sandals.

3 It is important to wear smart clothes to work because it gives a good impression to customers. In addition it shows that employees are professional. Wearing casual clothes suggests that we are also casual about our work, which is certainly not the case.

4 This report therefore proposes that a clear dress code needs to be introduced with effective guidelines for employees to follow. It is recommended that all men wear ties although not necessarily suits. The report proposes women should wear shoes all year round. The wearing of jeans and t-shirts should be prohibited for both men and women with the exception of the dispatch department.

(From: <http://www.learnenglish.org.uk/profsLessons/module%202/business%20writing%20skills%20less0n%204.html>)

There are four paragraphs. Read through the report again, why has each paragraph been written?

2.3 Given below is a sample report

1) _____

The Managing Director has requested this report from the Personnel Manager on the installation of a clocking-in system in the offices of each team. The report is to be submitted to the Managing Director before the next Board meeting on 1 August 2009.

2) _____

Interviews with the staff were conducted by each team manager followed by a meeting of all the team managers to discuss:

1. the actual time spent on breaks and lunch compared with the time stipulated by the company.
2. whether time lost through bad time-keeping could be saved.
3. the response to the installation of a clocking-in system

3) _____

1. All staff and team managers have taken extended breaks and long lunch hours at least once every week.
2. it is common for coffee breaks to be 30 minutes instead of the stipulated 15 minute break and 1 ½ hours for lunch instead of the stipulated 1 hour lunch,

3. It is apparent that team managers have not strictly enforced company policy on the stipulated time for breaks.
4. All team managers agree that time lost as a result of poor time-keeping could be saved by introducing a range of measures including the installation of a clocking-in system
5. A majority of staff are of the opinion that this time could not be saved in any way.
6. A large number of staff are hostile to the idea of installing a clocking-in – system. Some think that the company does not respect the honesty of the majority of staff while others are of the opinion that the company is thinking in narrow monetary terms at the expense of working conditions and staff morale.

4)

1. A significant level of opposition can be expected from the staff if the company proceeds with the installation of a clocking-in-system.
2. There is a clear problem with the motivation of a large proportion of staff.

5)

1. The company should issue a formal notice to all staff stating that:
 - company policy on stipulated time for breaks must be strictly observed.
 - the team managers are responsible for enforcing this policy
 - if extended breaks persist beyond a period of no more than 28 days, the company will be forced to introduce a compulsory clocking-in-system
2. In the event of the company being forced to install a clocking-in-system, it is estimated that 11 machines will be required to cover all the divisions.
3. It is essential that the union be kept fully informed of current events and of any change to company policy as stated above
4. The issue of low staff motivation must be investigated urgently with a view to introducing appropriate measures to improve motivation levels among staff.

1. What is the report about?
2. Can you give titles for each section?

3.1 Grammar ~ Indirect Speech

If we report what another person has said, we usually do not use the speaker's exact words (direct speech), but reported (indirect) speech. Therefore, you need to learn how to transform direct speech into reported speech. The structure is a little different depending on whether you want to transform a statement, question or request.

3.1.1 Statements

When transforming statements, check whether you have to change:

- pronouns
- present tense verbs (3rd person singular)
- place and time expressions
- tenses (backshift)

Type	Example
direct speech	“I speak English.”
reported speech (no backshift)	He says that he speaks English.
reported speech (backshift)	He said that he spoke English.

3.1.2 Questions

When transforming questions, check whether you have to change:

- pronouns
- present tense verbs (3rd person singular)
- place and time expressions
- tenses (backshift)

Also note that you have to:

- transform the question into an indirect question
- use the interrogative or *if* / *whether*

Type	Example
with interrogative	direct speech “Why don’t you speak English?”
	reported speech He asked me why I didn’t speak English.
without interrogative	direct speech “Do you speak English?”
	reported speech He asked me whether / if I spoke English.

3.1.3 Requests

When transforming questions, check whether you have to change:

- pronouns
- place and time expressions

Type	Example
direct speech	“Carol, speak English. “
reported speech	He told Carol to speak English.

Additional Information and Exceptions

Apart from the above mentioned basic rules, there are further aspects that you should keep in mind, for example:

- main clauses connected with *and / but*
- tense of the introductory clause
- reported speech for difficult tenses
- exceptions for backshift
- requests with *must, should, ought to* and *let's*

3.1.4 Complete the sentences in reported speech. Note the change of pronouns and tenses.

1. "Where is my pen drive?" she asked.

2. "How are you?" Rinoosa asked us.

3. He asked, "Do I have to do it?"

4. "Where have you been?" the boss asked her secretary.

5. "Which movie do you like best?" she asked her boyfriend.

6. "What are they doing?" she asked.

7. "Are you going to the concert?" he asked me.

8. The teacher asked, "Who speaks English?"

9. "How do you know that?" she asked me.

10. "Has Nirmala talked to Mahesh?" my friend asked me.

(Adapted from: <http://www.ego4u.com/en/cram-up/grammar/reported-speech/exercises?10>)

4. Writing

4.1 Elements in Effective Report Writing

Presenting information - an effective business report should be

- Clear
- Accurate
- Objective

Clear

- In reports, it is important that your writing does not sound too casual. The use of clear and concise verbs instead of verb phrases is one way of making your writing more concise as well as more formal.
- Example: The mobile service providers can help out users to diagnose problems.
The mobile service providers can assist users to diagnose problems
Reason: The verb phrase help out is less formal than assist.

Accurate

The accuracy of writing mechanics (spelling, punctuation, and grammar) and accuracy in writing style is important. To avoid writing style errors, use precise words and terms that are not likely to be misinterpreted by the reader. For example:

Specific Terms

sales increase ~ sales increase of Rs 1,000,000 annually

Specific Reference

The management has changed. **This** is the reason for the postponement of the meeting.

The management has changed. These changes are the reason for the postponement of the meeting.

Objectivity

In writing, objectivity means presenting material free from personal feelings or prejudice
You can achieve objectivity through the following techniques

Make a distinction between facts and opinions:

Present both positive and negative aspects - Reporting all pertinent information

Avoid emotional terms (tremendous, superb) - Using bias-free language:

Using graphics as they are very effective

4.2 Facts and opinions

Most reports have facts and opinions. The readers should know when you are giving an opinion, or stating a fact.

Look at the following information you have about attendance at an English course for office staff. Decide if the information is fact or opinion. The first one has been done for you.

Information	fact	opinion
1. Poor attendance at the course	√	
2. Course not relevant of interesting		
3. Class times were bad		
4. Classes were held too far away from the office		
5. Participants not good enough for the course.		

What phrases can you use to show you are giving an opinion or stating a fact?

4.3 Reinforcing facts

Look at these three statements (a), (b) and (c). Which one does **not** support the main idea?

It is good to get your company's name in the papers (main idea) - Discuss

- a) It is a cheap and effective form of advertising
- b) Journalists are always looking interesting stories
- c) There are many different kinds of publications

Now do the same with these main ideas.

First decide which statement (a), (b) or (c) does **not** support the main idea. Then write two sentences that include the main idea, a supporting fact and a reinforcing fact. Look at the motorbike example above to help you.

It is important to wear smart clothes to work

- a) Most people wear casual clothes
- b) It gives a good impression to customers
- c) It shows that employees are professional

The company should get a new photocopier

- a) The present photocopier is always breaking down
- b) Modern photocopiers are much more efficient and reliable
- c) Modern photocopiers can be bought or rented

The company needs a restaurant

- a) Staff bring their own food for lunch
 - b) There is nowhere to eat near the company
 - c) Staff spend too long having lunch when they go out
- <http://www.learnenglish.org.uk/profsLessons>

4.4 Reason and Purpose - Useful expressions

because of

due to

owing to

Reason can be expressed by using the above expressions. eg. The failure of the trainee is due to/because of/owing to poor management support.

Purpose can be expressed by using the expressions below.

in order to

so as to

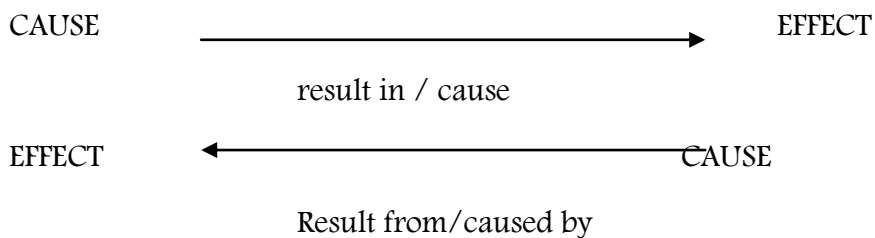
e.g. The company bought new equipment in order to/so as to gain maximum benefit from capital allowances.

Link statements on the left with those on the right to make sentences.

RESULT/SITUATION		REASON/PURPOSE
1. The board meeting was cancelled	so as to	the absence of the Sales Director
2. Recommendations were made	due to/ in order to	high maintenance costs
3. The report was written		crop failure
4. The photocopier was replaced	because of/owing to	clarify the situation
5. Manufacturing output fell		improve efficiency and save money

4.5 Cause and Effect

Pairs of sentences can be linked to show cause and effect using these verbs.



e.g. unexpected increases in the costs of raw material resulted in/caused low profits.

Link these causes and effects

The current economic climate	unsatisfactory reports
Badly written terms of reference	inadequately heated premises
The report's favourable reception	many business failures
Low staff morale	the staff lobbying

4.6 - Using the root verbs below, choose a verb that increases the formality of each sentence.

to establish to create to raise to investigate to increase to determine

1. Research expenditure has gone up to nearly Rs 350 million.
2. Researchers have found out that this drug has serious side effects
3. Researchers have been looking into this problem for 15 years
4. The issue was brought up during the investigation.
5. The R & D team can come up with a better design after discussions.
6. The program was set up to improve access to medical care.

4.7 Recommendations

A report will usually have a section with recommendations based on the information gathered. Look at the following ways for making recommendations and underline the phrases used.:

This report proposes several courses of action in the light of poor performance of the office staff.

It is recommended that all senior managers attend a few workshops on managerial skills and teamwork. The workshops should focus on building up the morale of the staff. The managers need to be aware of what is expected of the staff working under them.

Certain members of staff need to be informed by their managers regarding their behavior. It might be advisable to put down a few rules and regulations concerning staff discipline and behavior.

Can you think of other phrases to use for recommendations?

4.8 Using notes to write a report

Imagine that your managing director has asked you to investigate the health and safety provisions in your company's offices and to make recommendations for improvement. In groups write down some notes to help you draft your report.

At the end of this lesson, participants will be able to,

- use appropriate terminology when taking part in meetings
- take part in business meetings confidently
- learn about taking down minutes at meetings

1. Speaking

1.1 Discuss the following with your colleague

- How often do you attend meetings?
- In your opinion, are the meetings you attend too long, too short, the right length?
- What is generally the purpose of the meetings you attend?
- Who is present at the meetings you attend?

1.2 Choose one of the descriptions below and give your opinion on it. Things you could talk about:

- How acceptable it is in your country
- How universal or not it is
- What other countries it is okay and not okay in
- Your personal views on that matter

Before the meeting

- Organizations are reluctant to agree to meetings with people they are unfamiliar with.
- Be prepared to provide detailed written information about your organization.
- Don't be surprised if a meeting which was arranged well in advance is rescheduled or if you find out at the last minute that a specific individual will no longer attend.
- They may even wait as late as the day of the meeting before a specific time is arranged.
- They generally do not like surprises in business and want to know all they can in advance so they have time to discuss everything among themselves.
- Meetings are not considered a good time to "unveil" a new product or service.

Arrival and starting

- Do not arrive too early, as they may feel embarrassed if they are not fully prepared to receive you. Arriving five minutes before the scheduled meeting time is generally best.
 - Guests will usually be first met by the host's representative. This person will lead the guests into the meeting room, where the other attendees may already be waiting for them.
 - You may be guided to a waiting room and offered tea first. Tea should not be refused.
 - Meetings are almost always held in rooms specifically for business discussions, so don't expect to be invited into someone's office.
 - Some meeting rooms consist of sofas and chairs around the edge with coffee tables between them.
 - The highest-ranking guest should enter the room first. All other guests should then enter in order of rank.
 - You should stand up when a senior person enters the room.
- Body language

- If you get a boardroom table full of people nodding and smiling, this may just mean that they understand what you are saying and so give no indication of agreement.
- It is considered impolite to make eye contact, so it is usually better to look down.
- If you shake hands, do so quickly and lightly.
- You should make sure you exchange business cards at the very start of the meeting.
- Include a translation of your job title etc on the reverse side of your business card.
- Many people include gold embossing on some part of the card, as it represents wealth, status and prestige.
- You should always hand your business card to the recipient so that the writing is the right way up for them to read, i.e. facing away from you.
- Business cards should be held in both hands when you are handing them to someone.
- You should examine the card carefully when you are given it. Putting a business card straight into your pocket is considered a lack of respect.
- Keep people's business cards on the table throughout the meeting
- Gifts are an important business tool. Only expressing your thanks orally is considered rude.
- Avoid expensive gifts but always wrap them carefully or have them wrapped in the shop.
- If you are visiting an organisation, take one gift to present to the whole group rather than individual presents.
- Presents are often refused two or three times before finally being accepted.
- Gifts are rarely opened in front of you.

Misc

- Do not be surprised if many of the people there observe and take notes without otherwise contributing.
- When possible, refuse with "I'll look into that," rather than "No."
- Proper business etiquette involves dressing in conservative, dark, simple attire.
- Bright colours and/or ornate designs are considered flashy and inappropriate.
- It is normal to speak slowly and pause between your sentences when speaking during a business meeting.
- Brevity is generally seen as a negative thing.
- It is common to be involved in a series of meetings rather than one big one during which all the major issues are discussed.
- Meetings are about building relationships and exchanging information, so it is rare for a decision to be made. Rather, they will be made later in consensus-building discussions involving all the relevant people
- Either side can bring the meeting to a close.

All the pieces of advice are actually about one country. Can you guess what country it is?

How similar or different is the business culture in that country and your own country? How does it compare to other countries that you know about?

What other differences do you know about for each of the headings above?

(From: <http://www.usingenglish.com/files/pdf/business-english-meetings-cultural-differences.pdf>)

1.3 It's time to talk

Your company must reduce its running cost by Rs 1,000,000. How are you going to save the money? Look at the proposals and decide.

ESTIMATED SAVINGS

1. Cut the research and development budget:	
<input type="checkbox"/> by 5%	Rs 400,000
<input type="checkbox"/> by 10%	Rs 800,000
2. Cut the staff training budget:	
<input type="checkbox"/> by 10%	Rs 200,000
<input type="checkbox"/> by 20%	Rs 400,000
3. Cut the advertising budget:	
<input type="checkbox"/> by 20%	Rs 350,000
<input type="checkbox"/> by 40%	Rs 700,000
4. Stop all donations to charity:	Rs 100,000
5. Make the company security staff redundant and outsource the work	Rs 150,000
6. Close the company health centre:	Rs 100,000
7. Cancel the plans to buy:	
New production machinery	Rs 200,000
New computer equipment	Rs 150,000

Hold a meeting with some colleagues. Discuss the proposals one by one and decide what to do.

2. Reading

Games people play at meetings

Do you ever feel as though you spend all your time in meetings? Henry Mintzberg, in his book *-The Nature of Managerial Work*, found that in large organisations managers spent 22 per cent of their time at their desk, 6 per cent on the telephone, 3 per cent on other activities, but a whopping 69 per cent in meetings.

There is a widely held but mistaken belief that meetings are for “solving problems”. For a start, the number of people attending a meeting tends to be inversely proportional to the collective ability to reach conclusion and make decisions. And these are the least important elements. Instead, hours are devoted to side issues, playing elaborate games with one another. It seems, therefore, that meetings serve some purpose other than just making decisions.

All meetings have one thing in common: role-playing. The most formal role is that of chairman. He (and it is usually a he) sets the agenda, and a good chairman will keep the meeting running on time and to the point. Sadly, the other, informal, role-players are often able to gain the upper hand. Chief is the “constant talker”, who just loves to hear his or her own voice. Then there are the “can’t do” types who want to maintain the status quo. Since they have often been in the organisation for a long time, they frequently quote historical experience as a ploy to block changes “it won’t work, we tried that in 1984 and it was a disaster.” A more subtle version of the “can’t do” type, the “yes, but” has emerged recently. They have learnt about the need to sound positive, but they still can’t bear to have things change.

Another whole sub-set of characters are people who love meetings and want them to continue until 5.30 p.m. or beyond. Irrelevant issues are their speciality. They need to call or attend meetings, either to avoid work, or to justify their lack of performance, or simply because they do not have enough to do.

Then there are the “counter dependents”, those who usually disagree with everything that is said, particularly if it comes from the chairman or through consensus from the group. These people need to fight authority in whatever form. Meetings can also provide attenders with a sense of identification of their status and power. In this case, managers arrange meetings as a means of communicating to others the boundaries of their exclusive club who is “in”, and who is not.

A popular game is pinching someone else’s suggestions. This is where someone, usually junior or female, makes an interesting suggestion early in the meeting which is not picked up. Much later, the game is played, usually by some more senior figure who propounds the idea as his own. The suggestion is of course identified with the player rather than the initiator.

Because so many meetings end in confusion and without a decision, another more communal game is played at the end of meetings, called reaching a false consensus. Since it is important for the chairman to appear successful in problem-solving and making a decision, the group reaches a false consensus. Everyone is happy, having spent their time productively. The reality is that the decision is so ambiguous that it is never acted upon, or, if it is, there is continuing conflict, for which another meeting is necessary. In the end, meetings provide the opportunity for social intercourse, to engage in battle in front of our bosses, to avoid unpleasant or unsatisfying work, to highlight our social status and identity. They are, in fact, a necessary, though not necessarily productive psychological side show. Perhaps it is our civilised way of moderating, if not preventing change.

According to the above article are these statements ‘true’ or ‘false’?.

- According to Henry Mintzberg, managers spend most of their working time having meetings.
- According to him, purpose of meetings is to solve problems and make decisions.
- At a meeting, every person plays a role.
- The writer mentions 8 roles that people play at meetings
- A ‘can’t do’ type is in favour of tradition and against new ideas.
- People who aren’t invited to meetings are regarded as less important by those who do attend.
- It’s normally junior people who steal other people’s ideas at meetings.
- Men at meetings no longer treat women as inferiors.
- Even when no definite decisions are made at a meeting, the people often leave thinking the meeting has been useful.
- The writer believes that meetings are a waste of time and prevent changes being made.

(From: <http://122.224.176.226/jasinda/text/editor/textfiller.jsp?textid=20040618165515921&control=null&moduleid=20040618170108015&pagingPage=7>)

Discuss why the writer believes that meetings are a way of preventing change.

2.2 Effective Meetings ~ Tips

The following are some tips to help you make your next meeting successful, effective and maybe even fun. Read through and categorise them into the three columns given below.

1. If possible, serve light refreshments; they are good icebreakers and make your members feel special and comfortable
2. Develop an agenda in cooperation with key participants.
3. Encourage feedback. Ideas, activities and commitment to the organization improve when members see their impact on the decision making process.
4. Choose an appropriate meeting time. Set a time limit and stick to it, if possible. Remember, members have other commitments. They will be more likely to attend meetings if you make them productive, predictable and as short as possible.

5. Keep conversation focused on the topic. Feel free to ask for only constructive and non- repetitive comments. Tactfully end discussions when they are getting nowhere or becoming destructive or unproductive
6. If possible, arrange the room so that members face each other, i.e., a circle or semi-circle. For large groups, try U-shaped rows.
7. Vary meeting places if possible to accommodate different members. Be sure everyone knows where and when the next meeting will be held.
8. Define the purpose of the meeting
9. Start on time. End on time.
10. Review the agenda and set priorities for the meeting.
11. Put unfinished business on the agenda for the next meeting.
12. Choose a location suitable to your group's size. Small rooms with too many people get stuffy and create tension. A larger room is more comfortable and encourages individual expression.
13. Keep minutes of the meeting for future reference in case a question or problem arises.
14. As a leader, be a role model by listening, showing interest, appreciation and confidence in members. Admit mistakes.
15. Summarize agreements reached and end the meeting on a unifying or positive note. For example, have members volunteer thoughts of things they feel have been good or successful or reiterate the organization's mission.
16. Set a date, time and place for the next meeting.
17. Encourage group discussion to get all points of view and ideas. You will have better quality decisions as well as highly motivated members; they will feel that attending meetings is worth their while.
18. Distribute the agenda and circulate background material, lengthy documents or articles prior to the meeting so members will be prepared and feel involved and up-to-date.
19. Write up and distribute minutes within 3 or 4 days. Quick action reinforces importance of meeting and reduces errors of memory.
20. Stick to the agenda
21. Discuss any problems during the meeting with other officers; come up with ways improvements can be made.
22. Use visual aids for interest (e.g., posters, diagrams, etc.). Post a large agenda up front to which members can refer.
23. Follow-up on delegation decisions. See that all members understand and carry-out their responsibilities.
24. Give recognition and appreciation to excellent and timely progress.
25. Greet members and make them feel welcome, even late members when appropriate.
26. Conduct a periodic evaluation of the meetings. Note any areas that can be analyzed and improved for more productive meetings. See a sample meeting evaluation.

(From:<http://www.meetingwizard.org/meetings/running-effective-meetings.cfm>)

Before the meeting	During the meeting	After the meeting

3. Grammar

3.1 Conditional Sentences / If-Clauses Type I, II und III

Conditional Sentences are also known as Conditional Clauses or If Clauses. They are used to express that the action in the main clause (without *if*) can only take place if a certain condition (in the clause with *if*) is fulfilled. There are three types of Conditional Sentences.

Conditional Sentence Type 1

→ It is possible and also *very likely* that the condition will be fulfilled.

Form: *if* + Simple Present, will-Future

Example: If I find her address, I'll send her an invitation.

Conditional Sentence Type 2

→ It is possible but *very unlikely*, that the condition will be fulfilled.

Form: *if* + Simple Past, Conditional I (= would + Infinitive)

Example: If I found her address, I would send her an invitation.

Conditional Sentence Type 3

→ It is *impossible* that the condition will be fulfilled because it refers to the past.

Form: *if* + Past Perfect, Conditional II (= would + have + Past Participle)

Example: If I had found her address, I would have sent her an invitation.

Exceptions

Sometimes Conditional Sentences Type I, II and III can also be used with other tenses.

Exercises on Conditional Sentences

3.2 Conditional Sentence Type 1

You are planning to have a farewell party for a colleague who is going to leave at your home. Everybody wants to party, but nobody's really keen on preparing and organising the party. So everybody comes up with a few conditions, just to make sure that the others will also do something. Use the correct form of the verb given in the box. The first one has been done for you.

buy	mix	do	prepare	give	help	move
cut	decorate	sweep	play	make	clean	look
tidy	organize	greet	bring	to be	peel	

1. If Saman and Shashi prepare the salad, Duminda will decorate the house.
2. If Roshi _____ the tomatoes for the salad, Caroline I _____ the onions.
3. Swarna _____ the sitting room if Jagath and Ravi _____ the furniture.
4. If Anita _____ up the kitchen, Tilak _____ the toilet.
5. Parvathi _____ the drinks if somebody _____ her carry the bottles.
6. If Zeena and Fathima _____ the food, Dilhari _____ the sandwiches.
7. If Swenita _____ after the oven, Saro _____ the guests.
8. Sameera _____ the music if the others _____ along their CDs.
9. Dev _____ the drinks if Nimali _____ him some of her cocktail recipes.
10. If they all _____ their best, the party _____ great.

3.3 What will you do if you won a lottery? Write a few sentences using the Conditional Sentence Type 2. Then compare it with another.

3.4 Now in groups discuss a recent cricket match that the Sri Lankan team lost. Discuss what could have been different and write a few lines using the Conditional Sentence Type 3.

(Adapted from: <http://www.ego4u.com/en/cram-up/tests/conditional-sentences-4>)

4. Writing

Minutes of Meetings

- Why should we write minutes?
- What do minutes of meetings usually include?
- What is the general format of minutes?

4.1 Reporting what was said

When you take minutes of a meeting, it is useful to report the ideas, rather than every sentence. To do this, you need to use a variety of speech verbs.

Group work. Discuss and write down a list of verbs that you might find useful

4.2 Fill in the blanks with Do or Don't

- _____ write minutes soon after the meeting
- _____ skip writing minutes because everyone attended
- _____ describe all the "he said, she said" details
- _____ include any information that will embarrass anyone
- _____ use positive language.

4.3 Write the minutes of this monthly Board Meeting of the "Finegoods" Company held on 20.10.07 in the Board Room.

- Chairman: Shall we begin, ladies and gentlemen? Hope you've all had a chance to read the minutes of our last meeting. Shall we accept them as correct?
- Mr. Uswatte: I make a motion to accept them
- Ms Selvarajah: I second it.
- Chairman: All in favour? (a chorus of "yes") accepted unanimously. Now, to the business of the day: Training—junior managers. Mr Samarasinghe as Personnel Manager what do you have to say?
- Mr Samarasinghe: I think a training programme for our junior managers is essential.
- Mr Uswatte: Yes. I quite agree. We have a very dedicated staff I should say, but our promising young people need to know how to take decisions.
- Mr Samarasinghe: And of course accounting for managers is essential and they must know how to read the balance sheet.
- Ms.Selvarajah: They get an on the job training, don't they?.
- Mr Samarasinghe: Yes they do. But that's not enough. Without formal training they will never manage successfully, and they won't know anything about stock control, costing, pricing..... you name it.
- Chairman: Yes cost and price decisions depend on knowing this.
- Ms Selvarajah: But organizing a formal training programme would involve a sizable expense.
- Mr Samarsinghe We'll have to consider it as an investment.
- Mr Uswatte: Yes these are all graduates and seem to be quite enthusiastic. The Company would benefit by a trained workforce. What do you say Mr Sriram?
- Mr Sriram: I think they should get something in computer systems too. Communication is very important.
- Mr Samarasinghe: Yes we could include that in the training programme.
- Chairman: I think that the Promotion and Marketing departments need mangers with this background, as well as the sales department.
- Mr Uswatte: Even the distribution managers could benefit.
- Chairman: So now are we in favor of a training programme?
- All members: Yes
- Chairman: Good. Now that we have agreed. Mr Samarasinghe would you draw up a programme and let me have a look at it before the next board meeting?

At the end of this lesson, participants will be able to:

- practice oral skills needed at an interview
- read and understand CVs and letters
- use the future tense appropriately
- construct questions related to interviews

1. Speaking

1.1. Look at the following interview. Enact the interview in class with your partner.

Interviewer: Good afternoon, please have a seat.

Interviewee: Thank you.

Interviewer: How are you doing today? Did you have any trouble finding the office?

Interviewee: I'm fine thank you, and I had no trouble at all getting here.

Interviewer: Great. Well let's get started. Could you tell me a little about your educational background?

Interviewee: Yes, I graduated from Colombo in 1995, with a Bachelors degree in journalism. After that I enrolled in a master's program for journalism, graduating in 1998.

Interviewer: I see. Now, how about your work experience?

Interviewee: After I left Colombo, I worked for a year at the Daily Today.

Interviewer: And after that?

Interviewee: From there I moved to Daily News and was employed by the Chronicle, covering local and state politics.

Interviewer: What was the biggest story you covered while you were there.

Interviewee: I covered several that I thought were important, but I would have to say the investigative piece I did on the cover-up of the governor's staff involvement in the embezzlement of education funds was the biggest.

Interviewer: How did you like it at the Chronicle?

Interviewee: Overall, I liked it a lot. The people were great and my boss was supportive and understanding. However, I was a little disappointed with the editor. He was a bit too liberal for my thinking, and I had to adjust my pieces accordingly, or they wouldn't be approved for publication.

Interviewer: Did that create unmanageable problems?

Interviewee: It creates more than a few lively discussions that could have ended better for both sides, but nothing unmanageable. We were generally able to resolve our conflicts through compromise.

Interviewer: According to your resume, you left there three months ago. What have you been doing since then?

Interviewee: Mainly taking care of our baby, she just turned three months old. But now I'm ready to go back to work.

Interviewer: Well, thank you for your time. We'll be making a selection in a couple of days and will call you one way or the other.

Interviewee: Thank you for seeing me. Have a pleasant day.

Comprehension check

- What are the questions that the interviewer asked?
- What areas did the questions focus on?

1.2. Interview your friend!

Interview someone in the class you do not know very well. Write down all the answers. After the interview is over, the interviewer will give a short introduction of his/her partner to the whole class. Questions you may want to ask during the interview include:

1. Tell me about yourself
2. Why did you choose this career?
3. What do you consider to be your greatest strengths Weaknesses?
4. How would you describe yourself?
5. In what ways do you think you can make a contribution to our company?
6. Describe your most rewarding high school/college experience.
7. What have you learned from participation in extracurricular activities?

1.3. How did your partner perform at the interview? Give marks according to the following grid.

A

1. Dress appropriately	1	2	3	4	5
2. Firmly shook hands	1	2	3	4	5
3. Maintained eye contact	1	2	3	4	5
4. Maintained good posture	1	2	3	4	5
5. Did not fidget	1	2	3	4	5
6. Used hands for emphasis where appropriate	1	2	3	4	5

B

1. Listened closely to questions	1	2	3	4	5
2. Answered questions completely	1	2	3	4	5
3. Greeted interviewer by name	1	2	3	4	5
4. Thanked interviewer	1	2	3	4	5
5. Emphasized qualifications	1	2	3	4	5
6. Pointed out work-related skills	1	2	3	4	5
7. Displayed enthusiasm	1	2	3	4	5

1.4. Can you add to the list?

1.5. Activity: Mock interview

- In pairs, conduct a 5 minute mock interview using the questions and possible answers that you have developed.
- Discuss in class the negatives and the positives of the interview you just concluded
- Discuss reasons why people aren't hired.

1.6. Future possibilities

Describe a job you would like to do in the future. You should say

1. What job you like.
2. What qualifications and experience you will need in order to get that job.
3. What your next step has to be in order to get that job.
4. Whether you will be able to get that job or not and why.
5. The advantages of that job that has attracted you to it.

1.7. Look at the following sentences. Can you identify the tense used?

- a. I'm going to be a lecturer soon.
- b. They're going to launch a new newspaper next week.
- c. We're going to have lunch first.
- d. She's going to see what she can do.
- e. I'm not going to talk for very long.
- f. In ten years time, I'm going to be the head of my department
- g. Next year, I will be 40 years.
- h. We will lose the match. I'm sure of it.
- i. I will phone you if I pass the interview.
- j. I think I will get that job.

1.8. Activity: Group work – Discuss in your group how you should plan your career. Write a brief article on career planning using the information.

Career planning helps you learn about yourself, your skills, your strengths, weaknesses, and your potential for a particular career. Write a brief description about the way you hope to plan your career. The description should include how you hope to improve your writing skills (resume writing, filling out job applications, writing business letters) communication skills (public speaking) public relations skills and personality.

2. Reading: Sample Cover Letter Expressing Interest

2.1 Read the following letter and fill in the blanks with suitable prepositions.

Date

Name of Employer
Company
Address

Dear Sir/Madam,

Application for the post of Management Trainee

___ the Daily News, dated 30th November 2011, I read your advertisement ___ a Management Trainee and I am interested ___ applying ___ this position. I am very interested ___ a career in Human Resource Management. Your firm, XYZ, has one ___ the most prestigious HRM training programs ___ the country and I would be honoured to become one ___ the participants. I have many questions about the corporate training program and would welcome the opportunity ___ discuss a position.

I graduated a month ago ___ University of Kelaniya with a degree in HRM. The University of Kelaniya is a big believer ___ internships and has many ties with the Sri Lankan human resource outsourcing companies. As a result, I was able to complete two internships with CDE Services and also FGH Company. The experience I gained ___ this is invaluable.

My resume is attached and includes specifics about my internship experiences as well as my specialized skills. You can reach me ___ the contact information that is given in my CV.

Thank you ___ your time and attention.

Sincerely,.....

2.2 Read the following letter and fill in the blanks with suitable prepositions.

Dear Mr. Mahanama:

I'm writing this letter ___ thank you ___ the opportunity given to me to speak with you last Monday about the exciting possibility ___ an internship position ___ your esteemed organization.

After our conversation, I was extremely interested in this apprenticeship and would be proud to work for such a reputed company. I feel confident that my work experience, coursework and training would be beneficial ___ the company.

I am available to provide any other information you may need and am looking forward to hearing from you. Once again, thank you for your time, attention, and interest ___ me as a potential intern.

Sincerely,

Comprehension check

- Can you identify the two types of letters given in 2.1 and 2.2?
- What are the similarities in the letters?

2.3. Read the following CV. What do you think about the format of the CV.

Manoji Parami Silva
30, Temple Avenue, Colombo 10.
Tel: 021 45665561 Mob: 07722986154
E-mail: manoji@hotmail.com

OBJECTIVE A professional individual with excellent organisational and interpersonal skills wishes to secure a position with a prestigious investment house. Ideal candidate for a position requiring care, self motivation, initiative and responsibility.

EDUCATION 2001 – 2004

University of Kelaniya
BSc in International Studies

Final Results: Second Class Upper Division Pass

Subjects included:

Drama and Modern Sinhala Poetry	Sinhala Folklore
Modern Sinhala Fiction	Arts and Architecture of Sri Lanka
Introduction to Language	Sinhala Drama and Cinema
Writing skills in Sinhala Language	Anthropological linguistics

EMPLOYMENT

September 2001 – June 2002, Sri Sumangala Vidyalaya - Kiribathgoda
Part time Teacher
Responsible for:

- preparing lessons, making them as interesting as possible
- preparing homework, assignments and assessment
- identifying the needs of individual students in their classes, and work to help each child develop his or her own potential
- identify emotional, intellectual, physical, etc issues which may be hindering the student from learning to his/her best potential, and research and recommend courses of action

INTERESTS & ACHIEVEMENTS

University/School

- Member of Sinhala Club, University of Kelaniya – came second in the 2003 intervarsity debating competition.
- President of School Sinhala Literary Association, Mahamaya Balika Vidyalaya (1999-2000). Duties included organizing events that would enhance the Sinhala knowledge of students.
- Achieved inter school Best Speaker Award in 2000.

SKILLS

Organisational: Experienced at managing time and prioritising tasks to reach goals efficiently and meet deadlines.

Interpersonal: Strong team-working, leadership and supervisory skills through group work at university and also through part-time work.

Computer: Proficient user of Microsoft Word, Access, PowerPoint, Excel, the Internet and e-mail.

Language: Fluent in Sinhala, English and Tamil.

REFERENCES

1. Dr. P. Padmanandan, Dept. of Sinhala, University of Kelaniya.

Tel: 0112778765

E-mail: ppadmanandan@kln.lkp

2. Mr. Piyal Fernando, Principal, Mahamaya Balika Vidyalaya, Colombo 09

Tel: 021 5689231.

E-mail: smeegoda@yahoo.com

- What are the four skills mentioned in the CV?



3. Grammar check

'Going to' plus plan (infinitive) 'going to' is used when we want to talk about a plan for the future E.g. I'm going to see him later today. They're going to launch it next month. We're going to have lunch first.	Going to plus prediction (infinitive) 'going to' is also used when we want to make a prediction E.g. That cup is going to fall. I am going to be hurt if I jump. Look at those clouds. It's going to rain	The Simple Future of any verb is formed from the auxiliary will or shall , followed by the bare infinitive of the verb. will is often contracted to 'll as follows: I will = I'll
Question forms Will it work?	Negative It will not work It won't work	Making plans She is going to buy a dress tomorrow. Making predictions I think she will buy a red one

Remember:

- We use the present continuous to talk about things that we have arranged for the future.
 1. *I am leaving on Thursday*
- We use the present simple to talk about things that are timetabled events.
 1. *My plane leaves at 6 a.m. in the morning*

3.1 Use the verbs in brackets in the correct future tenses.

Use will-future, going to-future, Simple Present or Present Progressive.

Example: The weather _____ nice on Sunday. (*to be*)

Answer: The weather *will be* nice on Sunday.

- 1) The interview ____ at 11:45. (to start)
- 2) We _____ the promotion party at a nice restaurant on Saturday. (to have)
- 3) It _____ in the evening. (to rain)
- 4) On Sunday at 8 o'clock I _____ my friend. (to meet)
- 5) They _____ to London on Friday evening. (to fly)
- 6) Wait! I _____ you to the station. (to drive)
- 7) The English lesson _____ at 8:45. (to start)
- 8) I _____ to see my sister in April. (to see)
- 9) Look at the clouds - it is _____ in a few minutes. (to rain)
- 10) Listen! There's someone at the door. I _____ the door for you. (to open)

(Adapted from: <http://www.englisch-hilfen.de/en/exercises/tenses/future.htm>)

3.2. Fill in the blanks with the correct word given in parenthesis

1. Tell us something about your _____ (knowledge, foreground, history) in the engineering industry.
2. I see from you application form (apply, applying, application) that you have had 3 different jobs in the last five years.
3. How would you describe _____ (yourself, you, yours) in five year's time?
4. What are your _____ (strength, strengthen, strengths) and weaknesses?
5. As this is a managerial post, we must ask you how you deal with bad _____ (space, record, time) keeping, or unpunctuality in an employee.
6. Imagine one of your staff loses her temper and shouts at you in front of others, how would you _____ (deal, handle, take) with this?
7. I should explain that we would naturally _____ (honor, decide, show) any previous holiday arrangements you have made.
8. What would you say to a member of your staff who always _____ (handed, delivered, completed) his work in late?
9. What sort of _____ (length, span, period) of time would you stay with us if we offered you the job?
10. Finally now that we've asked you several questions, do you want to _____ (offer, put, place) any to us?

(Adapted from: <http://www.english-test.net/esl/learn/english/grammar/ai007/esl-test.php>)

4. Writing

4.1. Write a cover letter and a CV. You can choose one of the following company profiles:

Company Name: _____ *Labs*

Job Description: *Researcher*

Job Salary: Rs. 45 000/month

Location: University of Kelaniya

Benefits: *Medical/Dental*

Promotions and Raises: *2% raise every year. Promotion to senior researcher after five years.*

Company Name: _____ *Restaurant*

Job Description: *Cook*

Job Salary: Rs. 1 200/hour

Location: Colombo

Benefits: *Free dinner*

Promotions and Raises: *3% raise per year.*

Company Name: _____ *Cafe*

Job Description: *Waiter/Waitress*

Job Salary: *Rs. 700/hour.*

Location: Negombo

Benefits: *Free Coffee and Tips*

Promotions and Raises: *5% raise after 6 months.*

Company Name: _____ *Store*

Job Description: *Salesperson*

Job Salary: *Rs. 20 000/month*

Location: Moratuwa

Benefits: *5% commissions and 10% discount on store products.*

Promotions and Raises: *Manager after 5 years*

Company Name: _____ *Law Firm*

Job Description: *Lawyer*

Job Salary: Rs. 65 000/month

Location: Galle

Benefits and Incentives: *Medical/Dental*

Promotions and Raises: *2% raise every year.*

Promotion to director after 5 years.

Company Name: _____ *Secondary School*

Job Description: *Teacher*

Job Salary: Rs. 30 000/month

Location: Kandy

Benefits: *Medical/Dental, 3 Month Vacation*

Promotions and Raises: *3% raise every year.*

4.2 You have been selected for a job you have applied. Write a letter of acceptance.

4.3. Complete the sentences with going to or will

1. Stop! You are going too fast. Youfail.
2. I can't do this English homework. Ifail.
3. It's not so hard. Ihelp you.
4. Which film do you think.....win?
5. I.....watch TV tonight.
6. Where are you.....go this weekend?
7. I'm not tell anyone else. I promise.
8. I don't know. Idecide on Saturday morning.
9. Ifinish packing for the holidays.
10. I.....tell you a secret but you mustn't tell anyone.

4.4. Match the responses.

What are you going to do next weekend?	Yes! I will see you there.
Who do you think will win the cricket match?	Sorry I cant. I am going to watch a film with Mala.
Will you help me with my homework?	I think Sri Lanka will beat India.
Do you know what she is going to study?	Sure! I will read the problem and you tell me what you don't understand.
What's he going to be when he grows up?	We are going to visit my grandparents.
Can you help me with this maths problem?	It's going to be a tough competition. But I think the Democrats will win again.
Who will be the next president of the US?	He is going to be a bank officer.
Are you going to go to Sunil's party?	Yes, she is going to study Arts.

At the end of this lesson, participants will be able to,

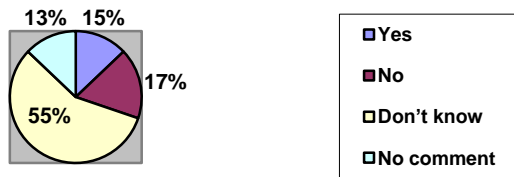
- Describe graphs and tables
- Read and understand graphs
- Write a brief report on a graph

1. Speaking

a. Describing graphs and tables

- Why are graphs and tables important?
- Can you think of 2 instances in day to day life where you had to use a graph or a table? Share them with the class.

Two hundred undergraduates were asked the following question by the Nation Surveys: *In your opinion, are undergraduates more interested in government jobs than private sector jobs?*



(Graph A: Adapted from Marshall Cavendish Education 2007)

1.2 Use the following phrases to give a short description to the class, based on the results of the survey in Graph A.

This graph shows....

The results show...

This seems to show.....

1.3 Look at Table B. Can you identify the following parts based on the table? Then, compile the information and give a description of the table to the class.

- Conclusions which are based on the table
- Description of what the table represents
- Description of the information in the table

A 1000 people in urban areas in Sri Lanka were asked whether they would eat food which contained GM (genetically modified) ingredients. The results are shown in Table B.

If you knew which food contained GM ingredients and you could choose, which of these is your opinion?	
I would never eat GM food	42%
I would prefer not to eat GM food	51 %
I would prefer to eat GM food	0%
I don't mind whether or not I eat GM food	7%
I would always eat GM food	0%

(Table B: Adapted from Marshall Cavendish Education 2007)

Part 1: This table shows the results of a survey carried out in urban areas of Sri Lanka, in which 1000 people were asked whether they would eat food which contained GM ingredients.

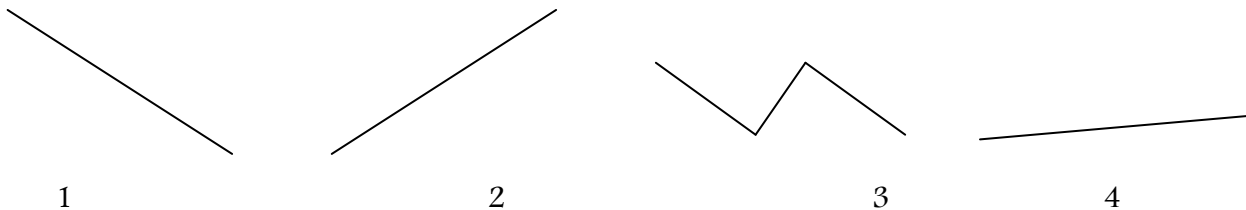
Part 2: The results show that 42% of the people asked would never eat GM food if they knew that it had GM ingredients, while about 51% said they would prefer not to eat GM food. Seven percent of the people surveyed said they don't mind whether or not they eat GM food and no one said that they would prefer to eat GM food or would always eat GM food.

Part 3: This seems to show that people in urban areas of Sri Lanka do not like GM food and that they do not want to eat it if they have a choice.

Write two brief reports based on the results in Graph A and Table B

Obtaining information from graphs

The following are three graphs which depict customer trends in a company. Write the correct graph number in front of the statements. Some statements do not require a graph number.

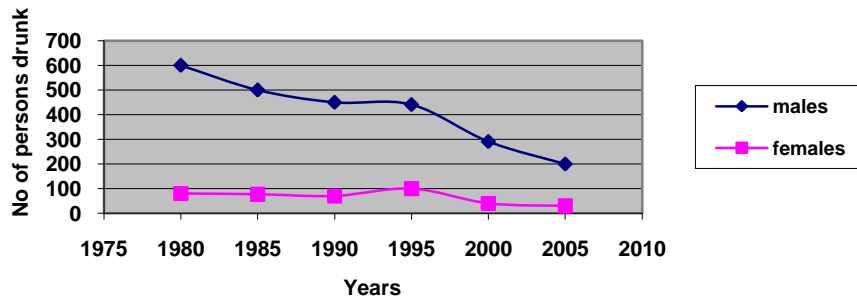


- 1. The trend in customer numbers was upward
- 2. There were considerable fluctuations in customer numbers
- 3. The number of customers fell dramatically.
- 4. Customer numbers were erratic.
- 5. The trend in customer numbers cannot be determined.
- 6. The trend in customer numbers remained steady.

(Adapted from: <http://www.eslflow.com/describinggraphstables.html>)

2. Reading

2.1 Read the following report a student wrote based on information in Graph C and answer the questions.



Graph C

The graph compares and contrasts the charge rate for drunk driving in men and women between the years 1980 to 2005. It can be seen that the rate of drunk driving for both men and women is currently declining and fewer women have been found guilty throughout the period.

In 1980, 600 men were found guilty. This number gradually decreased to 500 by 1985 and continued to decrease, but more rapidly after 1995. In contrast, the rate of drunk driving in women at the same time was very low at only 80 in 1980. Between 1980 and 1990, the number of women who were found guilty remained stable. By 1995, this somewhat increased to 100. The rate of female drunk drivers then remained stable again from 2000 to 2005 after which point the figures began to decline and drop to 40 in 2005

In conclusion, the rate of drunk driving in men dropped throughout the whole period, but was always at a higher level than the female drivers. The rate of drunk driving for women reached a peak in 1995 but then decreased for the rest of the period.

1. What kind of chart is this? (a pie chart, a line graph, a proportional bar chart)
2. What are the units in the vertical axis? (going up)
3. What does the chart show?
4. Can you identify the introduction, the body and the conclusion of the report? What are the words that you can make use of to identify the structure of the report?
5. During a certain period, the number of female and the number of male drunk drivers remained stable. Is this statement true or false?
6. In which year does the number of male drunk drivers reach a peak?
7. How can you describe the trend for female drunk drivers?
8. How can you describe the trend for male drunk drivers?

3. Grammar

Observe the verbs and nouns you can use to describe graphic information.

Past tense + preposition		Describing movement		Describing the degree of change	
Increased to Rose to Climbed up to Fell to Reduced to • There <u>was</u> a dramatic fall in numbers in 1990. • The profits <u>increased</u> by 10% yearly.		Verbs Rose to Increased to Went up Climbed Fell Declined Reduced Levelled out/Remained steady	Nouns a rise an increase a growth an upward trend a fall a decline a reduction	Adjectives Dramatic Sharp Enormous Significant Moderate Slight	Adverbs dramatically sharply enormously significantly moderately slightly
Describing the speed of change		Noun phrases		Approximations	
adjectives Rapid Swift Gradual	adverbs rapidly swiftly gradually	The number of cases... The rate of employment... The cost of living... The price of fuel... The number of people...		<ul style="list-style-type: none"> • Roughly • Slightly • Just over • Around • Nearly 	

3.1 Identify the adverbs and adjectives used to describe information depicted in graphs and tables in the following sentences.

1. The Share Market rose rapidly on hearing the news of the end of the war.
2. The customer price index fluctuated mildly as a result of the announcement.
3. The arrival of tourists rose steadily in the last two years.
4. The profits of industries reached a peak in 2009.
5. There was a dramatic and sudden fall in the share market last month.

3.2 Tick the correct preposition in the brackets.

1. The total expenditure increased(to, from, by) Rs 10 million to Rs 20 million from 1995 to 2005.
2. From 1995 to 1996 there was an increase(to, in, on) expenditure of \$5,554m.
3. The increase (in, from, on) spending in this sector was financed by decreases in other sectors.

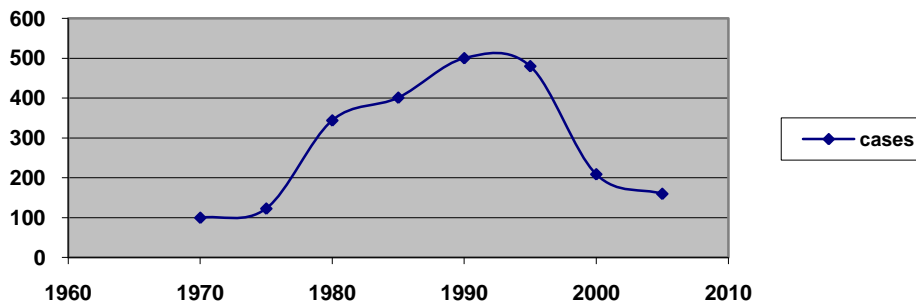
4. Spending rose (on, from, in) all three years.
5. The percentage spent (in, from, on) primary education rose from 5% to 10% in 2006.

3.3 Tick the correct form of the verb in brackets.

1. There was a sharp(rose, rise, rises) in the price of bread early this year.
2. The temperature(increased, increasing, increases) noticeably from January onwards.
3. There has been a dramatic.....(fell, falls, fall) in the number of dengue cases reported from Ratnpaura in 2009.
4. Computer sales(fall, fell, falls) by almost 10% in 2009.
5. The number of students(enter, entering, enters) the universities has risen since 1990.

4. Writing

Use what you have learnt so far and write a short report of 150 words about the following graph. The graph depicts the number of dengue cases reported from across the country. Based on the results, what can you predict for the future?



Tips for a good answer

- Does the report have an introduction, a body and a conclusion?
- Does it report the whole graph adequately?
- Does it use appropriate vocabulary to convey the information?
- Does it focus on the important trends presented in the graphic information?
- Make sure that you avoid repetition.
- Describe trends depicted by the graphic information.

The report should start as follows:

The graph shows the number of cases reported from across Sri Lanka between andAs an overall trend, it is clear that the number of cases increased.....until theThen in 1990 it reached a



HETC 06. Making an Impact

At the end of this lesson, participants will be able to:

- Experiment with mind maps as a way of brainstorming and organizing ideas for a presentation
- Focus on designing the purpose of your presentation in order to achieve your aims
- Make a short presentation

1. Speaking

1.1. **With a partner discuss the following** - Which of these things should you do if you make a presentation?

1. Write the speech in your own language and then translate it.
2. Write out the full text of the speech to read out.
3. Write the main ideas in cards or in point form.
4. Practise the speech every day.
5. Practise the speech in the room where you will speak.
6. Don't practise at all – keep it fresh.
7. Check the equipment etc carefully before you speak.
8. Don't check it, it's the organiser's job.
9. Assume your audience know a lot about the subject.
10. Assume they know very little about it.
11. Use visual aids to help the audience follow.
12. Establish eye contact with someone who looks friendly.
13. Establish eye contact with everyone.
14. Turn your back on the audience.
15. Put your hands in your pockets.
16. Speak as loudly as possible at all times.
17. Repeat important points more than once.
18. Summarise everything at the end of the presentation.
19. Make a joke every two minutes.
20. Spend a lot of time preparing and thinking.
21. Have backup material



Which are the most important points? (choose only three)

1.2 WHEN

If you could choose when to do your presentation, what day and time would you choose? Give reasons for your choice and then discuss with your group members.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	WHY
9-10						
10-11						
11-12						
12-1						
1-2						
2-3						
3-4						
4-5						
—						

COMMUNICATION TECHNIQUES

<p>The Beginning</p> <ul style="list-style-type: none"> • Say hello • Say who you are • Give purpose and main points • Give schedule • Handouts • Rules for questions 	<p>Making it Interesting</p> <ul style="list-style-type: none"> • Visuals • Quote • Surprising fact • Story/anecdote • Explain by analogy • Involve them <ul style="list-style-type: none"> - ask questions 
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1.3 Mind maps

Mind maps are very effective when preparing presentations. It helps you brainstorm ideas while at the same time organising those thoughts and showing how they relate to other ideas.

Create your own mind map on one of the following

1. Yourself – Create a personal mind map to introduce yourself to others
2. Your university – background, history, features etc
3. Your role in the organization - . Describe how you fit into the organisation

1.4 Purpose - What are the different purposes that you can give a presentation

Look at these situations and decide what the real purpose of the presentation is in each case.

- a) You have recently successfully organised an inter university sports event. One of the organisers of a similar event in another company would like you to share your experience and ask:
“Would you mind coming and talking to our organising committee?”
- b) You have been quite closely involved in designing a new procedure for product purchasing. The head of the team you were working with comes into your office one morning and says:
“The accounting staff have asked us to do a presentation for them on the new procedure. I think you’re the best person to do it”
- c) You teach presentation skills staff officers of other companies. The Head of your Department comes in one morning and says:
“You’ve got someone from ABC Company in your course, haven’t you? Well, his boss seems impressed by what we’re teaching him, so would you mind going out and talking to him?”
- d) Your company is going to move to new premises. You work in the Staff welfare unit. You have been told thus by your boss,
“There are lots of rumours about the new factory. People are saying there’s no bus service, the canteen won’t be big enough, there won’t be any air conditioning, all sorts of things. Perhaps you could call a meeting and talk to them?”

1.5 Audience ~ What are the questions you could ask yourself about the audience?

1.6 Body language

Group work—Discuss and write down aspects of body language (posture, eye contact etc.) that you should pay attention to while rehearsing for a presentation.

Posture
Eye contact

1.7 Creating interest. – The following are some ways you can create interest and involve your audience. Discuss it with another. Try to write down some examples

Emphasising key points

There are a number of ways you can emphasise and highlight key points in your presentation to give it more impact and to sound more persuasive.

- Stressing an auxiliary verb
- Adding the auxiliary *do*, *does* or *did* in an affirmative sentence
- Changing the normal order of a sentence
- Repeating key words and ideas.

1.8 Can you identify the following visual aids that are used in presentations?

(a)



(b)



(c)



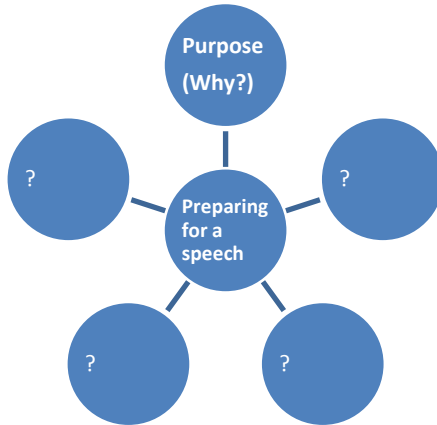
(d)



Discuss the advantages and disadvantages of each

	Advantages	Disadvantages
(a)		
(b)		
(c)		
(d)		

1.9 When preparing for a presentation, what are the important aspects you have to consider? One has been done for you.



1.10 Questions

- Ask your friend for his/her opinion on the following: (Yes/ No/ May be)

During the question and answer session you should:

1. never admit you don't know something _____
2. rephrase the question to make sure you, and everyone else, has heard or understood _____
3. never interrupt someone who is asking a question _____
4. reply to every question in detail _____

1.11 Practise

In groups make presentations of the report that you prepared for lesson 8

2. Reading

2.1 Read the following article and answer the questions below.

To fail to prepare is to prepare to fail. Great presentations require much preparation. A good presentation starts out with introductions and an icebreaker such as a story, interesting statement or fact, joke, quotation, or an activity to get the group warmed up. The introduction also needs an objective, that is, the purpose or goal of the presentation. This not only tells you what you will talk about, but it also informs the audience of the purpose of the presentation.

Next, is the body of the presentation. Do NOT write it out word for word. All you want is an outline. By jotting down the main points on a set of index cards, you not only have your outline, but also a memory jogger for the actual presentation. To prepare the presentation, ask yourself the following:

- 1) What is the purpose of you making this presentation?
- 2) Who will be attending?
- 3) Does the audience already know about the subject? If so how much do they know?

4) What do you think will be the audience's attitude towards you (e.g. hostile, friendly)?

As a guide, a 45 minutes presentation should have no more than about five main points. This may not seem like very many, but if you are to leave the audience with a clear picture of what you have said, you cannot expect them to remember much more than that. There are several options for structuring the presentation:

- Timeline: points that are arranged in sequential order.
- Climax: The main points are presented in increasing order of importance.
- Problem/Solution: A problem is presented and you offer a suggested solution while also mentioning the benefits that come with it.
- Classification: You can classify and present important items as major points in the presentation.
- Simple to complex: Points are listed from the simplest to the most complex. Can also be done in reverse order.

You can to include some visual information that will help the audience understand your presentation such as putting out charts, graphs, slides, handouts, etc. After the body, comes the closing. This is where you ask for questions, provide a wrap-up (summary), and thank the participants for attending.

And finally, the important part - practice, practice, practice. The main purpose of creating an outline is to develop a coherent plan of what you want to talk about. You should know your presentation so well, that during the actual presentation, you should only have to briefly glance at your notes to ensure you are staying on track. Your practice session should include a "live" session by practicing in front of coworkers, family, or friends. They can be valuable at providing feedback and it gives you a chance to practice controlling your nerves. Another great feedback technique is to make a video or audio tape of your presentation and review it critically with a colleague.

(Article Source: <http://EzineArticles.com/540316>)

1. What are the tips given for a successful presentation in the article?

2. Write down the structure of the presentation as advised in the article.

2.2 Read the extract of a speech given below.

THE SPIRIT OF A NATION

Section 1

An act of bravery that had 1,500 cricketing bigwigs spellbound for an hour at the home of cricket caused a furore at home – it was about time.

What do Roger Federer and Kumar Sangakkara have in common? Nothing really, other than perhaps the fact that they both play tennis and are modern-day sporting icons. What isn't common is that only one plays cricket, and he is arguably the most eloquent sportsman in the world today.

Likewise, there's not much in common between Sanga and our business community. In fact, the 33-year-old put an entire leadership (on average, two or three decades older but not necessarily wiser) to shame by having the guts to speak out on what ails cricket (and one presumes, the nation) in Sri Lanka, in the full glare of the international media.

Biz types, as we know, not only prefer to ignore what's obviously wrong – and has been for many years on the trot, but they stretch an arm and a leg to hobnob with the top brass and lesser mortals who think they are the cream (politicians, and their accomplices). Their argument or excuse, depending on how clean or dirty they themselves are, is that business can only function in this country with the blessings of politicians. Let's just call it the vicious cycle of business in Sri Lanka.

Section 2

In the meantime, the response at home to what the MCC's website called a "sterling speech" has been a revelation. Whilst the popular view seems very much to be that Sangakkara's war of words was heroic, there's been an astonishing number of 'pundits' in the media and beyond who have displayed the very trait that Sri Lankans are now infamous for – they whinge about anything that anyone does, unless it is them who are doing it.

Amongst the most commonly voiced criticisms of the first Colin Cowdrey Spirit of Cricket Lecture to be delivered by a playing cricketer (and the youngest, at that) are 'contractual obligations' (that few in this island-nation who have any power or influence give a damn about and Sangakkara may not have signed up for in the first place) and 'tarnishing the national image' (we're all doing this, most of the time – more often than not in desperation).

On the contrary, the need of the hour is for much more of the same, if only we can find a few more Sri Lankans with the courage to re-open the hornet’s nest that Sanga opened from in front of the stumps.

The campaign to ‘Stop Corruption’ has taken a new turn and the open secret here, at home, that the former Sri Lankan cricket captain threw open to the rest of world may well have been an act of desperation – in the name of cricket and a nation that, in his words, is entering “a crucial period of reconciliation and recovery...”.

Section 3

And whilst there is now a full-scale enquiry (or so we’re told) into the goings on at Sri Lanka Cricket in recent times, and if the past is anything to go by, the furore will die a natural death in the months ahead. If it doesn’t, we may simply end up punishing a handful of scapegoats and leaving the rest (in and out of cricket) to make a comeback and start the rot all over again.

LMD’s online poll in July is conclusive about the positive impact that the International Cricket Council’s stand to suspend member nations that suffer from undue political interference, corruption or mismanagement in the game’s administration will have in the future. But as Sangakkara said at Lord’s on 4 July: “As a Sri Lankan, I hope we have the strength to find the answers ourselves.” Optimism may have gotten the better of him in this instance, one feels.

The last words come from Kumar Sangakkara’s unique lecture: “It is indeed a pity that life is not cricket. If it were, we would not have seen the festering wounds of an ignorant war.”

– LMD August 2011

I Are the following statements True (T) False (F) or Not given (NG) according to the passage.

1. Roger Federer and Kumar Sangakkara have nothing in common.
.....
2. Kumar Sangakkara spoke about politics and cricket.
.....
3. Sangakkara was criticized for doing his duty as agreed.
.....
4. The reactions to his speech will go on for a long time.
.....
5. Sri Lankans have a bad reputation for complaining about what others do
.....

II Find one word in the passage for the following definitions

Section 1

- 1. A sudden excited or angry reaction to something by a lot of people -
- 2. saying something in a forceful, expressive and persuasive way –
.....
- 3. To cause difficulty and problems -
.....
- 4. to socialize in a familiar manner with somebody, especially somebody considered to be of a higher social class -

Section 2

- 5. having an extremely bad report -
.....
- 6. to complain especially about something that’s not important -
- 7. very important or significant -

Section 3

- 8. somebody who is made to take the blame for others -
.....
- 9. the tendency to believe, expect, or hope that things will turn out well
~.....
- 10. a feeling of sadness because of another person's trouble or suffering -
.....

3. Grammar

Grammar – recap of the tenses

Test your knowledge on grammar – English tenses (active and passive voice).

3.1..Fill the gaps with the correct tenses (active or passive voice).

Hadrian's Wall

- 1. In the year 122 AD, the Roman Emperor Hadrian (visit) _____ his provinces in Britain.
- 2. On his visit, the Roman soldiers (tell) _____ him that Pictish tribes from Britain's north had (attack) _____ them.
- 3. So Hadrian (give) _____ the order to build a protective wall across one of the narrowest parts of the country.
- 4. After 6 years of hard work, the Wall (finish) _____ in 128.
- 5. It (be) _____ 117 kilometres long and about 4 metres high.

6. The Wall (guard) _____ by 15,000 Roman soldiers.
7. Every 8 kilometres there (be) _____ a large fort in which up to 1,000 soldiers (find) _____ shelter.
8. The soldiers (watch) _____ over the frontier to the north and (check) _____ the people who (want) _____ to enter or leave Roman Britain.
9. In order to pass through the Wall, people (must go) _____ to one of the small forts that (serve) _____ as gateways.
10. Those forts (call) _____ milecastles because the distance from one fort to another (be) _____ one Roman mile (about 1,500 metres).
11. Between the milecastles there (be) _____ two turrets from which the soldiers (guard) _____ the Wall.
12. If the Wall (attack) _____ by enemies, the soldiers at the turrets (run) _____ to the nearest milecastle for help or (light) _____ a fire that (can see) _____ by the soldiers in the milecastle.
13. In 383 Hadrian's Wall (abandon). _____
14. Today Hadrian's Wall (be) _____ the most popular tourist attraction in northern England.
15. In 1987, it (become) _____ a UNESCO World Heritage Site.

3.2 What a language course can do

Fill the gaps with the correct tenses.

1. I (learn) _____ English for seven years now.
2. But last year I (not/work) _____ hard enough for English, that's why my marks (not/be) _____ really that good then.
3. As I (pass/want) _____ my English exam successfully next year, I (study) _____ harder this term.
4. During my last summer holidays, my parents (send) _____ me on a language course to London.
5. It (be) _____ great and I think (think) _____ I(learn) _____ a lot.
6. Before I(go) _____ to London, I (not enjoy) _____ learning English.

7. But while I (do) _____ the language course, I (meet) _____ lots of young people from all over the world.
8. There I (notice) _____ how important it (be) _____ to speak foreign languages nowadays.
9. Now I (have) _____ much more fun learning English than I (have) _____ before the course.
10. At the moment I (revise) _____ English grammar.
11. And I (begin / already) _____ to read the texts in my English textbooks again.
12. I (think) _____ I (do) _____ one unit every week.
13. My exam (be) _____ on 15 May, so there (not be) any time to be lost.
14. If I (pass) _____ my exams successfully, I (start) _____ an apprenticeship in September.
15. And after my apprenticeship, maybe I (go) _____ back to London to work there for a while.
16. As you can see, I (become) _____ a real London fan already.

(From: <http://www.ego4u.com/>)

3.3 A range of future verb forms are used in presentations

Typical Signal Words of Future I (will)

in a year, next ..., tomorrow, If Clause Type I (*If you ask her, she **will help** you.*), *assumption*: I think, probably, we might ..., perhaps

Typical Signal Words of Future I (*going to*)

in one year, next week, tomorrow

Exercise on Future I (*going to*)

The last marketing-campaign was not really successful. The organisers of that campaign have therefore come together to discuss what went wrong. Now they are explaining what's going to be different in the next campaign.

Complete the sentences in Future I with *going to*.

Question: What _____ (change / you) in the next campaign?

Answer: We _____ (start) planning the campaign earlier.
and we _____ (focus) on a specific target group.

Question: How _____ (do / you) that?

Answer: We _____ (cram / not) that much information into our campaign instead, the campaign _____ (leave) just one clear

message.

Question: Which target group _____ (reach / you) ?

Answer: Our next campaign _____ (target) at housewives aged 30 to 40.

Question: How _____ (get / you) these prospects to buy our products?

Answer: The campaign _____ (make) clear that these products can make life a lot easier for the housewife.

(From: <http://www.ego4u.com/en/business-english/grammar/>)

4. Writing

4.1 In groups discuss about a presentation that you would like an outsider to deliver to the staff of your university.

What would be a good topic?

Where should it be held?

What should the duration be?

Group 1 - Write a letter inviting the resource person

Group 2 – Write a reply accepting the invitation

Group 3 – Write a letter declining the invitation

4.2 In groups write a letter to a colleague who has missed the presentation giving details about it.

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