



COMMUNICATIVE ENGLISH NOTES

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{Communicative English Notes as per Revised Syllabus 2018-Onwards 1st Sem & 2nd Sem}

Unit-I (a)

LITERATURE APPRECIATION

I. Reading comprehension

Reading is one of the most important skills for any student in any program. Students are required to read a variety of different texts and reading materials from novels to blue prints, labels to poetry (depending on your program!)

It isn't just a matter of reading words. Students need to be able to make sense of what they read, make inferences, communicate the information clearly to others, and more.

You can improve your reading skills by reading as much and as widely as possible; read newspapers, magazines, adverts, stories, poetry, song lyrics... Challenge yourself by learning new vocabulary or by reading something then repeating back (without looking) what you have just read.

1. Tips to get started:

- Look over the whole piece of writing. Notice its title.
- Notice its length.
- Read the first line of each paragraph to get an idea of how the writer has organized the piece.
- Read the first line of the last paragraph to get an idea of how it may finish.

2. Read with concentration.

Concentrate on the words **AND** the meaning of groups of words. If there are vocabulary words that are unknown to you, read the sentence and try to understand what is meant by the sentence, so that you can guess at the meaning of the word.

When concentrating is challenging, try these strategies:

- Read the questions **before** you read the piece. It may help to know what you are looking for!
- Read **out loud**. Your own voice can sometimes focus your mind **AND** eliminate outside distractions.
- Discuss the meaning **as if** you were telling someone else what you think it means. Sometimes having to express your thoughts can clarify them.

3. Practice specific reading skills:

- Skim reading for gist
- Scanning for necessary information.
- Recalling details/facts/information.
- Understanding main ideas.
- Making inferences

➤ Skim reading for gist

Skim reading can be a useful technique to have when researching. This skill involves reading a

longish text or parts of one in order to get the gist (the main idea) of what it contains. The aim is not to get a detailed understanding but rather an overview of a text that may be relevant to your enquiry. Open and skim read the whole text first and then skim each of the five sections it contains below. Use the questions to give your skim reading a purpose and to check that you have understood the gist. Then read the feedback. Open the hint if you would like some guidance on skim reading techniques first.

➤ **Scanning for necessary information**

Scanning consists of letting your eyes move quickly through the text until you find what you are looking for. As long as you know how the text is organised, this can be done quickly and without reading every word.

This is a technique many of us use every day. For example, I may scan the telephone directory to find a name. Or when I go to a restaurant, I scan the menu to find the vegetarian options.

Scanning texts is easy if you are familiar with their organisation. For example, I know that the menu of my favourite restaurant lists the main course under the heading ‘Mains’, so I scan this list looking for the word ‘vegetarian’, ‘vegetable’ or simply ‘V’.

In academic texts information is often grouped under headings, so to find a specific detail, you need to first locate the appropriate heading. If there are no headings, remember that the topic sentence of each paragraph is like a heading, as it tells you what the paragraph is about. In a paragraph, details can usually be found in the sentences that follow the topic sentence so this is where you need to look.

When you think you have found the relevant section or paragraph, look for key words or figures.

➤ **Close reading for Inferences and Evaluation**

Sometimes when you are reading you must go beyond the printed word on the page, to what is hinted at or likely to be true, given the set of facts. Inferences can only be made when there are facts to back them.

Example: The old man staggered along the sidewalk, his torn, grey coat flapping in the wind.

You might **infer** that the man is drunk, but really the facts don’t substantiate that inference. That would be a guess. It could be that the man has been mugged, that he is sick, or that he has had a medical crisis such as a heart attack. All of these could be the case, or some other explanation may be possible. Unless the facts support the inference, it could be incorrect.

You can make accurate inferences when you:

- think about all the ideas that are presented.
- think about the suggested or implied meaning of the words used.
- ensure they are supported by facts.

The following words in a reading may suggest you need to make an inference:

‘implies that ...’

‘indicates that ...’

..”“suggests ...”

‘infers that ...’

‘seems to be ...’

‘probably ...’

“might be described as...”

‘can assume that

“can conclude that ...”

➤ **Understanding Main Ideas and supporting points**

The **main idea**:

- is the most important idea in the passage.
- can be found at the beginning, in the middle or at the end of the passage.
- may be stated clearly or it may be implied.
- is supported by all the sentences in the passage.

➤ **Guessing the meaning of unfamiliar words**

- Start by quickly scanning the text. Look at titles, sub-titles, pictures etc. This prepares your brain to receive the information
- When doing multiple choice quizzes, read the questions first before reading the text – then you'll know what information you are looking for
- Try to **get interested** in the details (readers recall what they are interested in)
- Decide what is **most important** and what is probably not worth remembering (you can't remember everything)
- **Reread** if you need to
- Go back and reread **after** you have read the question

NOTE-MAKING

Notes are short written record of facts to aid the memory. Notes are usually taken to record a speech or dictation while listening to it or after reading a book, magazine or article. They are referred back whenever needed and may be reproduced in the desired way.

The necessity of note making

Knowledge is vast and unlimited, but our memory is limited. We cannot remember all the information all the time. Hence note-making is necessary. With the help of notes we can recall the entire information read/heard months ago. Note-making is quite useful to students preparing so many subjects. At the time of examinations, it is not possible to go through voluminous books. At such critical times, notes are quite handy. Hence note-making fulfils three useful functions:

1. It keeps a lot of information at our disposal for ready reference.
2. It helps us reconstruct what was said or written and thus accelerates the process of remembering/recall. .
3. It comes in handy in delivering a speech, participation in a debate/discussion, writing an essay and revising lessons before an examination.

How note making helps us

While making notes we do not simply read the passage/listen to speech but consider various points made by the writer/speaker and draw our own inferences about what is being presented. Thus note-making helps us in understanding the passage in a better way and organising our thoughts systematically.

Characteristics of good notes

1. Short and Compact: Good notes must be short and compact.
2. Complete Information: They must contain all the important information.
3. Logical: They must be presented in a logical way.
4. Understandable: They should be understandable when consulted at a later stage.

Mechanics of note making

While making notes we follow certain standard practices. These may be listed as follows:

- (a) Heading and Sub-headings
- (b) Abbreviation and Symbols
- (c) Note-form
- (d) Numbering and Indentation

Heading and sub-headings

The heading reflects the main theme whereas the sub-headings point out how it has been developed. The selection of proper heading and sub-heading reveals the grasp of the passage by the students. In the absence of proper assimilation of main ideas and subsidiary points it is impossible to make notes.

(c) **Short forms.** Taking first and last letters

<i>e.g.</i>	bk	for	book	Pt	for	Point
	Dr	for	Doctor	ret'd	for	Retired
	dft	for	draft	relgn	for	Religion
	Dept	for	Department	rec'd	for	received
	estd	for	established	shd	for	should
	ft	for	foot/feet	Std	for	Standard
	Govt	for	Government	Stn	for	Station
	Ltd	for	Limited	Secy	for	Secretary
	Mr	for	Mister	Wt	for	Weight
	Ms	for	Miss/Mrs	Yr	for	Year
	Org'zn	for	Organization	Yd	for	yard

(d) **Some other contractions**

<i>e.g.</i>	A/c	for	account	edn	for	education
	bldg	for	building	kg	for	kilogram
	bks	for	books	m	for	metre
	can't	for	cannot	N/A	for	not applicable
	civil'zn	for	civilization	rdng	for	reading
	cm	for	centimetre	shan't	for	shall not
	C/o	for	care of	won't	for	will not
	MS	for	manuscript	M/S	for	messers

USE OF FULL STOP IN AN ABBREVIATION

(a) Often a full stop is put after an abbreviation which does not end with the last letter of the word; such as

Col.	for	colonel	Co.	for	company
Div.	for	division	info.	for	information

(b) The abbreviations that end with the last letter of the word do not require any full stop at the end, such as

Govt	for	government	Mr	for	Mister
Ms	for	Miss	Pt	for	Pandit
Dr	for	Doctor	Wrt'g	for	writing
10th	for	Tenth	Wt	for	weight

Note. Confusing abbreviations should be avoided, e.g., the abbreviation 'under' may stand for understand, understood and understanding. Similarly 'indst' may stand for industry, industrial, industrious.

Note-Form

While making notes the whole information is listed in note-form in points only. Notes should not be written in complete sentences as we can't remember the whole information. So only the main points are listed one under the other and numbered.

It implies the logical division and sub-division of the listed information by using figures, letters, dashes and spaces.

All examples and figurative speeches are eliminated.

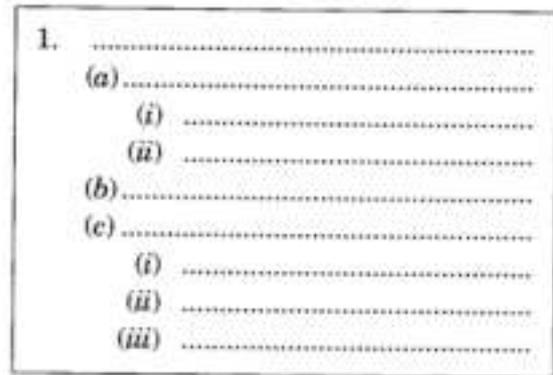
Numbering and indenting

Indentation

Indentation means leaving space at the beginning of a line of print or writing. First write the title and then write down the notes in a logical order. From the main headings to the sub-headings, the numbering should be spaced a little to the right.

Main Sections : 1, 2, 3, 4, etc..
Sub Sections : (a), (b), (c), (d), etc.
Sub-sub sections : (i), (ii), (iii), (iv), etc.

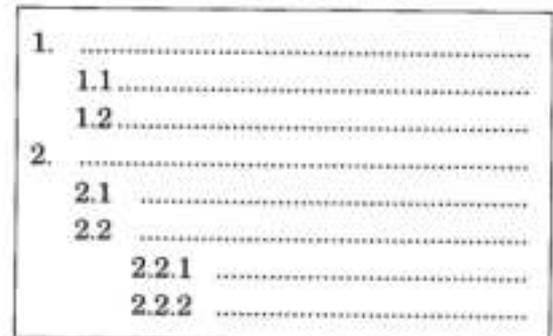
Indented Format



or you may use **Decimal System**

Main Sections : 1, 2, 3, 4, etc.
Sub Sections : 1.1, 1.2, 2.1, 2.2, 2.3, etc.
Sub-sub Sections : 1.1.1, 1.1.2, 2.1.1, 2.1.2, etc.

Indented Format



CONCLUSION

Conclusion

Note-making is a useful skill. You must develop it with constant practice..

How to write note making

Follow the following steps:

Step 1: (i) Read the passage carefully.

(ii) Try to get the theme and subject of the passage. You may ask yourself: "What is this passage about?" This will provide you the gist.

Step 2 : Read carefully. Identify main ideas and important supporting details.

Step 3 : Make notes of the main ideas under headings and add sub-points under sub-headings.

Step 4 : Use proper layout/format, e.g.,

- (a) Indented, linear form
- (b) Sequential form
- (c) Tabular form
- (d) Flow chart
- (e) Pie chart, graphs or diagrams, etc.

Step 5 : Use recognisable abbreviations wherever possible

SUMMARY WRITING

What is a summary?

A summary is a record in a reader's own words that gives the main points of a piece of writing such as a newspaper article, the chapter of a book, or even a whole book. It is also possible to summarize something that you have heard, such as a lecture, or something that you have seen and heard, such as a movie. A summary omits details, and does not include the reader's interpretation of the original.

You may be used to reading English in order to answer questions set by someone else. In that case, you probably read the questions first and then read the passage in order to find the correct answer. However, when you read in order to write a summary, you must read in order to decide for yourself what the main points are. This involves reading to understand the message that the writer has for the reader, rather than reading in order to get the correct answer to someone else's questions. Since people have different backgrounds and read for different purposes, it is possible that different readers will interpret a writer's message in different ways. Even if they agree, they will probably write their summaries in different ways. In other words, there is unlikely to be only one "correct" summary. On the other hand, to write a summary it is necessary to understand a passage as a whole, and therefore at a deeper level, than when one's purpose is just to answer questions.

When are summaries used?

1. In general terms, writing summaries is a good way of improving one's ability to read because it forces the reader to focus on understanding the whole of something rather than on just following each word or sentence.

2. In academic terms:

a) If you are reading something that is very important for your studies and/or difficult to understand, writing a summary helps you to make sure that you have understood it. You can also refer to it later to refresh your memory, for example when you are revising for an exam, or when you are talking about it in class. (It is also a good idea to turn lecture notes into summaries.)

b) When writing academic papers people often need to insert summaries of something that they have read or heard. For example, you might want to summarize the the main points of a book that is relevant to your topic. In such cases, it is extremely important to use your own words, or quotation marks if you are actually quoting, in order to avoid plagiarism. (We will talk more about plagiarism later in the course.)

STEPS IN WRITING A SUMMARY

1. Make notes of the article

Make notes of the article first, usually in examinations like that conducted by CBSE, you'll be asked to write summary using your notes.

2. Complete the sentences from your notes

Take each subheading of your notes, and complete the same sentences. Make sure your completed sentences are grammatically correct.

3. Add more points from the main article

After completing sentences from your notes, you may add some other important points from the main article which you feel would add value to the summary.

4. Trim down the summary to fit word limit

Now trim down little tid-bits from the draft summary you made so as to fit into the word limit. Usually, you can limit the words to 1/3rd of the actual word count of the article.

Precautions to be taken while writing summaries.

1. Use normal English in summaries, just the way you write essays, articles, etc. Never have incomplete sentences like those in Telegrams, notes, etc.
2. Avoid long sentences, make short but complete sentences.
3. The entire paragraph should gel well when read. It shouldn't appear disjointed.
4. Avoid lifting-off exact sentences from the article as it'll make your summary longer. Rather, rephrase the same sentence in your own words.
5. Do not write summaries directly from the article. Make it only from the notes you made. You've already worked hard to strip useful content from the article in note making. This will save your precious time while summarizing.
6. Never jump the word-limit; always stick to a word-limit of 80-100 words for an article of around 450 words.

SUPPLY A SUITABLE TITLE

A good **title** contains the fewest possible words that adequately describe the contents and/or purpose of your research paper. The **title** is without doubt the part of a paper that is read the most, and it is usually read first. ... On the other hand, a **title** which is too short often uses words which are too general.

Things to note before choosing TITLE of a passage:

1. Remember that you have been asked to choose the “most appropriate” title among the given options, not what you may consider to be the “best” or “perfect” title for the passage. What this also indicates is that if you can eliminate some options as inappropriate for one reason or another, you could possibly arrive at the correct answer.
2. Title must not only cover the core idea (the content) of the passage, but should also express the author’s tone. For example, consider a title that says “The dismal state of Indian hockey”. From this, you immediately not only realize that the passage will talk about the sport of hockey, but also know what the author’s feelings or tone would be towards the current state of affairs. This is due to the usage of the adjective “dismal”.
3. The title you mark as the correct option should be neither too broad nor too narrow in scope. Too ‘narrow’ titles may focus on only a couple of paragraphs of the passage and not the passage as a whole.
4. Remember that a title is like a common theme that runs through the passage i.e. it integrates the various ideas or issues discussed.
5. A title is not a conclusion. This is a mistake that students commonly make. The title is not meant to reflect the conclusion (inference) rather; a title summarizes the author’s ideas or points succinctly & must come from what is directly stated in the passage.

Unit-I (b)

Standing Up For Yourself

By Yevgeny Aleksandrovich Yevtushenko

Yevgeny Aleksandrovich Yevtushenko (18 July 1933 – 1 April 2017) was a Soviet and Russian poet. He was also a novelist, essayist, dramatist, screenwriter, publisher, actor, editor and director of several films.

This text is basically an excerpt taken from his autobiography *A Precocious Autobiography*. In this prescribed text, the narrator is an adult narrating his childhood experiences. The narrator has both happy and unhappy experiences in his childhood. His parents were divorced. His mother left him. These circumstances made him lonely. The street becomes his teacher. He cultivated all bad habits. Another good habit he developed was the spirit of fearlessness which he has kept intact till today.

The narrator's father lived somewhere in Kazakhstan with his new wife and their two children. Seldom he got letters from his father. In short, there was no genuine relationship between father and son. His mother spent his time in singing and giving entertainments for the troops. After divorce, his father lived with his new wife and his mother spent time in singing and giving entertainment for the troops. As a result, he became lonely and the street became his master. It taught him both good and bad habits. The two habits that remained with him all his life were his preparedness to face the battle of life any moment and the spirit of fearlessness. Ans. In my opinion the best lesson that the street taught to the writer was habits of fearlessness. It taught him not to be afraid of anyone.

His big and broad shoulder made Red look older than he really was. He roamed carelessly in the street with legs wide. He walked like a seaman on the floor of a ship. He dressed himself in a peculiar manner. He put on a cap. From under his cap, the writer noticed its peak at the back of his head. A villain as he was, Red intentionally dressed and walk in the manner described. His lieutenants also

wore their cap back to front, because they, like Red wanted to evoke fear in everyone's mind. When we read the expression 'tripped at his heels', the pet animal that comes to my mind is a dog. His way of forcing money out of other boys was to stop them and say simply but firmly the one word 'money'. He ruled the street by stopping any boy and saying simply but firmly nothing but the one word 'money'. His hangers-on emptied his pockets, and they beat him ruthlessly in case he resisted. The narrator was certainly afraid of Red.

. The first thing that the narrator did to overcome his fear of Red was to write a poem about him.. The people in the street learnt the poem by heart. They were filled with great joy and excitement. Their hatred for Red ruled the roost. The narrator's poem about Red filled the people in the street with great joy and excitement. They gave up their fear of Red and expressed their hatred for him with great satisfaction. Red addressed the narrator as a poet slowly with a mischievous smile on his face. He commented sarcastically that at last he wrote verses and asked if they rhymed. Ans. Red struck the narrator's head with a metal knuckles duster. As a result, he fell down with blood gushing out of his head and lost consciousness. He was confined to bed for several days. This was the result of his first encounter with Red. The narrator was not happy at all with his reward as a poet. A more difficult situation for the narrator was to overcome his fear when he saw Red after his injury. The result of his second encounter with Red was his determination to defeat fear of Red despite suffering shame and experiencing futile anger at his cowardice.

To grow stronger, the narrator trained himself with a pair of parallel bars meant for gymnastic exercises. Besides, he resorted to weights. He got a text-book on ju-jitsu in exchange of a week's ration card.. He trained himself for three weeks before the final encounter with Red.. The final encounter took place on the lawn in their yard, when Red was lost in playing a card game called vingt-et-un with his hangers-on. The narrator kicked and scattered cards played by Red and his lieutenants. Red reacted to the narrator's attack in a state of surprise and asked him mockingly if he was looking for more. . The narrator tackled Red by making a fast sudden blow to him. Confused, he came towards the former furiously. The narrator cut him to size by catching his wrist and squeezed

slowly. Crying loudly in pain, Red rolled on the ground. His fingers suffered injuries. The narrator made him sob and rub the tears over his small-pox-marked face with his dirty fist. At the end, Red stopped himself to be the monarch of the street after this incident and the narrator learned that for every strong man there is a special Ju-Jitsu and he chose the profession of poet at the end simultaneously he also learned to stand up for himself in his life.

Think it out 1..

1.The writer is an adult while he narrates his childhood experiences.

2.The narrator did not have a happy childhood. After his parents divorced, he was left to fend for himself. He lived virtually in the streets, and his education was in tatters.

3.He had no contact with his father after his parents were divorced. His father working in far-off Kazakhstan never wrote him a letter.

4.The narrator's mother, who used to be a geologist, resigned from her job. She became a singer giving concerts for soldiers.

5.The statement, "My education was left to the streets" implies that he had no access to a decent education. Instead, he spent his time in the streets exposed to the coarseness and criminality of street kids.

6.In my opinion the best lesson the street taught him was to overcome his fear of those mightier than him.

Think it out 2..

1. Scars from daily fights and constant battle with the odds of streets had robbed him his childlike innocent look. He had big and broad shoulders which made him look so much older than his age of 16.

2. He had two or three younger accomplices who acted as his aides in his criminal assaults on innocent passers-by. They hung around Red and helped him in looting the victims.

3. Red wore a cap that was swept backwards. His hair in the front fell out of the cap.
4. Perhaps, he purposely dressed and walked so menacingly, so that he could instill fear in others.
5. The lieutenants were his comrades who formed the gang. In order to show their solidarity with Red, they too wore their caps in similar manner.
6. A dog is the pet that follows its master as loyally as the lieutenants followed Red.
7. Red used to accost a pedestrian, utter the word 'money'. His lieutenants then subdued the victim by force and empty his pocket of any cash.
8. He resorted to intimidation and force to counter anyone who came in his way. If necessary, he would use his knuckle-duster to do bodily harm to the stranger.
9. Yes, initially he was. He said, "Everyone was afraid of Red. So was I." Later, he overcame his fear through determination.

Think it out 3..

1. In order to overcome his fear of Red, the narrator wrote a poem about him.
2. The people in the street were thrilled by the poem's sarcasm.
3. By triumphant hatred, it means that the poem had the desired effect of irking Red, the bully everyone disliked. They rejoiced at the annoyance of Red.
4. Red sneered at the narrator saying that he writes the verses & asked if they rhyme.
5. In his first encounter with Red, the narrator got badly injured as he was struck on his head by Red's knuckle duster.
6. No, the narrator says this cynically.
7. For narrator, overcoming the fear of Red was more difficult.

8. In the second encounter, the narrator didn't even dare to go in front of Red & felt too ashamed because of this.

Think it out 4..

1. In order to be stronger, the narrator trained with parallel bars and weight that made his muscles stronger. He also practiced a Japanese method of wrestling called ju-jitsu from a book. This technique enabled a person to effectively take on another much stronger foe.

2. The narrator got a textbook on ju-jitsu by forsaking a week's ration entitlement towards the cost.

3. Before his final encounter with Red, the narrator trained for three weeks. He practiced the new method with two boys.

4. The final encounter took place in the community yard where the narrator lived. Red was engrossed in playing vingt-et-un with his friends by sitting on the lawn.

5. The narrator had decided to confront Red frontally. The narrator went up to Red & defiantly kicked and scattered the cards he was playing with.

6. Red was surprised by the audacity and belligerence of the narrator. He sprang to his feet to counter the narrator.

7. The narrator lunged forward and gave Red a hard blow which left him seething in pain.

8. Clearly, Red found the narrator too skilled and strong to counter. He had to drop his knuckle-duster when the narrator squeezed his wrist.

9. During his last encounter with Red, the narrator learned that he need not fear a person way too stronger than him. The stronger adversary can be neutralized by suitable fighting skill.

10. The narrator prepared himself to be a poet.

11. True: Courage means conquering fear. Timidity before a stronger foe only emboldens him. So, the right approach is to take him head on.

STOPPING BY WOODS ON A SNOWY EVENING

By

Robert Lee Frost

Robert Lee Frost (March 26, 1874 – January 29, 1963) was an American poet. His work was initially published in England before it was published in America. Known for his realistic depictions of rural life and his command of American colloquial speech,[2] Frost frequently wrote about settings from rural life in New England in the early twentieth century, using them to examine complex social and philosophical themes.

Frost was honored frequently during his lifetime and is the only poet to receive four Pulitzer Prizes for Poetry. He became one of America's rare "public literary figures, almost an artistic institution." [3] He was awarded the Congressional Gold Medal in 1960 for his poetic works. On July 22, 1961, Frost was named poet laureate of Vermont.

Written by Robert Frost, this poem was published in 1923. It was written to capture the conflict between man and nature and also to highlight the difference between wishes and obligations we face in our lives. However, it has become one of the most popular poems in English literature.

As the poem is about nature, it has been written from the perspective of an adult, who stops by the woods to enjoy the mesmerizing beauty of nature. The expression of stopping given in the first stanza continues until the traveler decides to restart his journey. The expression of not knowing the woods and then realizing one's duties mark the central point of the poem. However, what stays in the minds of the readers is the eye-catching and bewitching beauty of woods in the snowy evening. The speaker thinks about who owns the woods that he or she is passing through, and is fairly sure of knowing the landowner. However, the owner's home is far away in the village, and thus he is physically incapable of seeing the speaker pause to watch the snow fall in the forest.

The speaker thinks his or her horse must find it strange to stop so far from any signs of civilization. Indeed, they are surrounded only by the forest and a frozen lake, on the longest night of the year.

The horse shakes the bells on its harness, as if asking if the speaker has made a mistake by stopping. The only other sound besides the ringing of these bells is that of the wind and falling snowflakes, which the speaker likens to the feathers of goose down.

The speaker finds the woods very alluring, drawn both to their darkness and how vast and all-encompassing they seem. However, the speaker has obligations to fulfill elsewhere. Thus, though he or she would like to stay and rest, the speaker knows there are many more miles to go before that will be possible.

THE INCHCAPE ROCK

BY

ROBERT SOUTHEY

Robert Southey (/ˈsaʊðɪ/ or /ˈsʌðɪ/; 12 August 1774 – 21 March 1843) was an English poet of the Romantic school, one of the Lake Poets along with William Wordsworth and Samuel Taylor Coleridge, and England's Poet Laureate for 30 years from 1813 until his death in 1843. Although his fame has been eclipsed by that of Wordsworth and Coleridge, his verse still enjoys some popularity.

About the Poem

The Inchcape Rock by Robert Southey is a ballad that tells us about the legends of the Inchcape Rock, a reef in the North Sea about 18 km off the east coast of Angus, Scotland.

The story is about the good Abbot of Aberbrothok and the devilish Sir Ralph the Rover. The Abbot achieved the great feat of installing a bell on the dangerous Inchcape rock that had previously caused many shipwrecks. His bell rang during the storms and issued an alert for the passing ships. So, the seamen knew where the rock is and could avoid the danger of an accident. They blessed the Abbot for his good work.

But it was the Rover who felt jealous at the fame of the Abbot and planned to cut down the bell from the Inchcape rock. And so, he did. This Ralph the Rover was actually a sea-pirate. So he needed to destroy the bell to accomplish his desire to rob more ships by putting them in danger. But finally, he himself was the victim of the Inchcape rock. One day his ship was left in the midst of storms, lost the direction and crashed against the rock. Thus, the Rover was punished for his

sinful work. Here the poet Robert Southey delivers a message through his poem: As you sow, so shall you reap. So, the poem The Inchcape Rock is didactic in nature like most of.

Stanza-wise Summary & Explanation

In the first stanza of the poem the poet describes the calmness of the sea. The air, the sea, the ship – all were still. The sails of the ship were getting no motion from the wind. Its keel was steady in the ocean.

The second stanza describes the mild sea waves. The waves were rising and falling so little that they did not make any sign or sound. The waves were gently flowing over the Inchcape Rock without moving or ringing the bell.

The third stanza is about the bell. The ‘good old Abbot of Aberbrothok’ positioned the Inchcape bell there on the Inchcape Rock. During the storms it floated on a buoy and rang wildly swung by the high tides to alert everyone that the dangerous rock was there.

In the next four lines, the poet tells us how the bell guided the mariners in the bad weather. The seamen could not see the Rock as it stayed hidden under the high waves during the storms. But they could hear the ringing bell and went away from the perilous (dangerous) rock. So the bell saved their lives. Then the seafarers blessed the Abbot for his good job.

The fifth stanza delivers a cheerful atmosphere, as it generally happens before every disaster. On a particular bright day everything looked joyful. The sea-birds were whirling over the sea and screaming in joy.

In the sixth stanza of the poem Sir Ralph is introduced for the first time. On that fine day, the buoy (an anchored floating sign to show the reef) on the Inchcape Rock was clearly visible, as it was a blackish spot in the green ocean. Sir Ralph the Rover went onto the deck of his vessel and gazed at dark spot of the buoy. The next stanza deals with Ralph’s feelings and thoughts. He was delighted at the good spring atmosphere. He was making whistling sounds and singing in joy. He was actually overjoyed. But no one knew that a sinful thought in his mind was behind this happiness.

In the eighth stanza the Rover himself speaks and reveals his desire. His eyes were fixed on the floating buoy on the Inchcape Rock. Sir Ralph the Rover ordered his crew to take the boat to the Inchcape Rock. Then he says that he is going to plague (kill or destroy) the good work of the Abbot of Aberbrothok.

The ninth stanza describes that the Rover's men took the boat to the Inchcape Rock. There he bent over the boat and cut the bell from the Rock.

The next stanza pictures how the bell was sinking down making the bubbling sound. Bubbles rose and burst around. Sir Ralph was happy thinking that the bell would save no more ships and the seamen would no longer bless the Abbot.

Sir Ralph the Rover then sailed away from the rock. Thereafter he had robbed and looted many ships which met accidents crashing to the Inchcape Rock. He is now a rich man with all the looted treasures. And today he is going to the Scotland shore with his ship.

The twelfth stanza describes the gloomy atmosphere on the day the Rover is sailing to Scotland. The sun is hidden behind the thick fog. Strong winds were blowing all the day, and now, in the evening it has stopped blowing.

The next four lines continue the gloom. The Rover is now on the deck of his ship. They can't see land as it is very dark. Sir Ralph assures that the moon will appear soon and so there will be light.

In the fourteenth stanza one of Ralph's men says that he hears the roaring sound of the waves breaking against something. So, he hopes they should be near the shore. He also regrets that the Inchcape Bell is no more, as it could guide them in this situation. But no sound was there. The tides were strong. The Rover and his team are drifting along with the ship. Suddenly the vessel gets a jerking. They all realize that the vessel has hit the Inchcape Rock.

Sir Ralph the Rover pulls his hairs in frustration. He curses himself for his evil deeds. Meanwhile the water fills in every corner of the vessel and it starts sinking in the sea.

In the last stanza of the poem as the Rover is dying, he hears a sound like the ringing of the Inchcape Bell. It was actually his death knell that the Devil himself was ringing beneath the water.

Thus, the Rover gets punishment for his sinful works. Robert Southey is a poet who always delivers a teaching through his poems. This too is not an exception.

To my True Friend

by

Elizabeth Pinard

This poem is about my best friend. Though we are far apart, she will always be the most important person in my life. She was always there for me, there to encourage me, there to comfort me. She was my biggest supporter in both the good and the bad. She helped me find self-acceptance and she showed me how wonderful loving others unconditionally is.

We were at boarding school together until November 1999. Sadly we don't live close by each other so I haven't seen her in a long time. I cherish my memories of her so much. I will never give up hope that our paths are destined to cross again. She was the sweetest part of my life for so long, I miss her positive outlook on life, her ready smile and most of all the way she genuinely cared about me. She will always have a special place in my heart.

In London in minus fours

By

Louis Fischer

Think it out 1

Answer 1.. .. Gandhi represented the voice of large sections of Indians. His charm and personality made him eminently qualified to represent India in the Round Table Conference. So, he was chosen as the sole representative of Congress in the London Conference.

Answer2 . . . Gandhi made his way into the hearts of the poor Londoners by his jovial nature and his disarming modesty. During his morning strolls, he charmed everyone whom he encountered on the way through his smiles and greetings. Even the children were attracted to him. At times, Gandhi used to call on people at their homes. The rapport he built with the British endeared him to one and all.

Think it out 2

Answer 1.. .. To the journalists question about his scanty dress, Gandhi replied saying that they wore 'plus-fours', where as he wore 'minus-fours'.

Answer 2Gandhiji wore his usual frugal dress even while going to meet the King. He wore a loincloth, sandals, and a shawl. His dollar watch hung from his waist.

Answer 3. ..Gandhi had a ready repartee who asked him if he was properly dressed for his meeting with the King. Gandhi quipped that the King had enough clothes on his body for both of them.

Answer 4 ..Gandhi enjoyed himself in London by meeting many famous personalities like Lord Irwin, David Lloyd George, Marshal Smuts, Bernard Shaw. He also had some public meetings. However, Winston Churchill refused to see him.

Answer 5 ..Gandhi's idea was to completely sever all links of India with the British colonial authority. However, he was not in favour of cutting off relations with the Britain. To this end, he wanted India to remain in the Commonwealth as a free nation rubbing shoulders with the British government in equal terms.

Answer 6 .. By 'creative independence', Gandhi visualized a free India. Freedom had to foster love, friendship, work, progress, prosperity, unity, and security for the independent people. Freedom for namesake was not what Gandhi wanted.

Think it out 3

Answer 1. Gandhij's qualities like charm, frankness, humility, and accessibility turned his opponents into his friends.

Answer 2 ..Gandhi remained steadfast on his noble principles. He never allowed jealousy, vengeance or rivalry to creep into his mind. He was fair and honest with both friend and foe alike. His life was open and transparent. He readily apologized for the smallest discourtesy to anyone. Thus, he won many friends even among those whom he criticized.

Answer 3 ..Mahatma Gandhi's work outside the Round Table Conference was to convince the people about the genuineness of India's sorrows and her craving for freedom.

Answer 4 ..The second Round Table conference failed as Lord Reading stubbornly refused to give any tangible relief to India with regard to the demand for freedom. Lord Reading reiterated that Britain would continue to colonize India.

Answer 5 ..Mr. Gandhi built a rapport with the Scotland detectives by treating them equally and in the friendliest way. He visited their homes. He didn't maintain any distance with them during public appearances. On returning to India, he sent them two watches as his personal presents.

The Magic of Teamwork

By

Sam Pitroda

Introduction:

-The key problem in India is always implementation, not lack of policies. We have great policies and ideas about how to do things, but somehow things don't get done. The main prerequisite to successful implementation is teamwork, and yet I find this severely lacking in the Indian way of working.

When the Japanese came to work in India to develop the Maruti Suzuki car, a joke went around that one Indian was equal to 10 Japanese: Indians were very smart, capable and dedicated individuals. But 10 Indians were equal to one Japanese: Indians lacked team spirit and cooperation. And that truly sums up the situation regarding our team skills.

What makes matters even worse is our "crab" mentality - if someone is trying to climb higher and achieve more, the others just drag him down. The signal that the others send out is, "I wouldn't do it; I wouldn't let you do it; and if by chance you start succeeding, we will all gang up and make sure that you don't get to do it."

The question is: Where does this attitude come from, and how do we recognize and handle it?

1.Hierarchical System

Part of the problem is our cultural background. We've had feudal and hierarchical social systems, where people look at one person, as opposed to a group of people, for all the answers - the father, in the case of the family, and the boss, in the professional world. In this system, whoever is senior supposedly knows best. This was fine in earlier times when knowledge and wisdom were passed on orally; but in modern society, there is no way that one person can know everything. Today, you may find that a young computer-trained person has more answers for an accounting problem than a

senior accountant has. Until we understand how best to leverage this diversity of experience, we will not be able to create and fully utilize the right kind of teams.

In my younger days in the US, I attended an executive seminar for Rockwell International, where about 25 senior company executives had congregated for a week of strategic discussion. In the evenings, we would break out into five different groups of five people each. In those group workshops, someone would delegate tasks, saying: “You make coffee; you take notes; you are the chairman; and you clean the board.” The next day, there would be different duties for each group member. No one ever said, “But I made coffee twice.” I thought to myself, if this were happening in India, people would be saying, “But I’m the senior secretary - why should I make the coffee and you be the chairman?” Hierarchy comes naturally to our minds.

2.What Derails a Team?

Group work requires a thorough understanding of the strengths and weaknesses of individuals irrespective of their hierarchy. Because of our background, we often don’t learn how to exercise and accept leadership - to lead and to follow - simultaneously. Some gravitate toward exercising leadership, and others gravitate toward accepting the lead of others. But in true teamwork, everyone needs to do both. Being a good team player implies respect for others, tolerance of different points of view and willingness to give. The ability to resolve conflicts without either egotism or sycophancy is a very important aspect of being a team player: You have to agree to disagree.

I find that people in India somehow tend to focus on achieving total agreement, which is almost always impossible. So before work begins, people want everyone to agree on everything. Instead, they should say, “OK. This is what we agree on, so let’s start working on this. What we don’t agree on, we will resolve as we go along.” For things to move forward, it’s important to work on the agreed-upon aspects and not get bogged down in the areas of disagreement.

Yet another snake that kills teamwork is people’s political agendas. You’ve got to be open, clear and honest to be a good team player. Most people though, have a hidden agenda - they say

something but mean the exact opposite. I call it “split-level consciousness.” To say and mean the same thing is a very critical part of a good work ethic.

3.Criticizing the Individual or the Idea?

In my days at C-DoT, when there were 400 employees, I asked an American psychiatrist to come to India as a consultant and give me a report on the “psychological health of C-DoT” - something that had never been done before in India. He spent several days in the organization and talked to a lot of people, trying to understand the situation. His analysis opened my eyes to a lot of things I did not realize because all my life I had worked in the US. People complained to him that Sam Pitroda was ruthless and criticized them in front of everyone else. And until then I had thought that I was simply being open! If someone had not been doing well, I would tell the person directly to his face in a general meeting. The employees said that was insulting, and that they should be pulled aside individually to be told of the inefficiency. But in today’s world, you cannot afford to do that every time. Besides, I figured that criticizing someone in a meeting was for the benefit of all present, and everyone could learn from that individual’s mistakes.

It was then that I learned how Indians do not differentiate between criticizing an idea and criticizing an individual. So in a group, if you tell someone that his idea is no good, he automatically takes it personally and assumes that you are criticizing him. No one can have a good idea every day on every issue. If you disagree with my idea, that does not mean that you have found fault with me as a person. Thus, it is perfectly acceptable for anyone to criticize the boss - but this concept is not a part of the Indian system.

In India you find that bosses kick the people below them, and butter up the people above. It should be exactly the opposite - butter up the people below, and don’t be afraid to kick those at the top. For a boss to be comfortable accepting criticism from subordinates, he must feel good about himself. Self-esteem is a key prerequisite to such a system being successful.

4.Mental vs. Physical Workers

Here's a personal story that will bring out another serious problem facing India - the dichotomy and difference in respectability between physical and mental workers which seriously affects team performance. I had a driver named Bhumi Ram, who I thought was one of the best drivers in the world. He used to open the door for me whenever I entered or exited the car. Right in the first few days I told him, "Bhumi Ram bhai, you are not going to open the door for me. You can do that if I lose my hands." He almost started crying. He said, "Sir, what are you saying? This is my job!" I told him that I didn't want to treat him like a mere driver. He had to become a team player. I told him that whenever he was not driving, he should come into my office and help out with office work - make copies, file papers, send faxes, answer phone calls or simply read - rather than sit in the car and wait for me to show up. Diversifying tasks increases workers' self-esteem and motivation and makes them team players. Now, even if I call him for work in the middle of the night, he is ready - because I respect him for what he does.

5.Team Interactions

Unfortunately, when good teams do get created, they almost invariably fall apart. In the '80s, there was a great political team consisting of Rajiv Gandhi, Arun Nehru, V.P. Singh, Arun Singh and others. If that team had remained intact, India would have been a different country today. They were all the same age, were good friends, and had backgrounds outside of politics. But the team self-destructed. They developed conflicts and couldn't resolve them - and the nation paid the price. In our system today it is very difficult to build teams because nobody wants to be seen playing second fiddle.

It is very hard in India to find good losers. Well, you win some and you lose some. If you lose some, you should move on! You don't need to spend all your time and energy attacking the winner. You try harder, and perhaps next time you will win.

In India we have people of different cultural backgrounds, religions, ethnicities and caste groups - a fertile ground for diversity in the workplace. We should actually be experts in working with diversity. But it can only happen when we get rid of personal, caste and community interests.

It all changes when we are out in the US. Here, we are a small ingredient in a huge salad bowl. We are willing to compromise and accept differences because we ourselves are different. In the US, we act as the minority. In India, we act as the majority - and we never think about how the minority feels in that environment.

In the US you become part of the team very easily, helped on by the general environment here that encourages teamwork. People appreciate good work and pat you on the back; your boss is open and doesn't mind criticism - you can tell her that she's not right and she will say, yeah, maybe you have a good idea. The young are respected; there is no hierarchical system. There could be a 40-year-old CEO with a 55-year-old VP. It has nothing to do with age; capability and expertise are what counts. But you don't yet see these attitudes taking hold in India.

Managers in the US corporate environment who work with Indians - and in fact, with Asians in general - need to recognize that these individuals have a tendency to feel they are not getting recognition or are not being respected. It must be realized that these individuals have lower self-esteem to begin with and therefore have to be pampered and encouraged a little more because they need it. This makes them feel better and work better.

6.No Substitute for Teamwork

Teamwork is key to corporate and national governance, and to get anything done. The fundamental issues are respect for others, openness, honesty, communication, willingness to disagree, resolution of conflict, and recognition that the larger goal of the team as a whole trumps individual or personal agendas.

*****END OF UNIT-1*****

UNIT- II

VOCABULARY

Use of synonyms, antonyms

Synonyms are words that have the same or very similar meanings. All words can have a synonym. Nouns, verbs, adjectives, adverbs and prepositions can have a synonym as long as both words are the same part of speech.

Synonyms – Adjectives: Beautiful, lovely, gorgeous, stunning, striking

Synonyms – Nouns: House, home, dwelling, residence, abode, quarters

Synonyms – Verbs: Jump, bound, leap, hop, skip

Synonyms – Prepositions: in, inside, within

Antonyms are words that have opposite meanings. For example, the antonym of long is short. Often words will have more than one antonym but as with synonyms it depends on the context. For instance, the word warm could have the antonym cool or chilly. In order to choose the correct antonym, you have to look at all the meanings and how the word is used. Cool can mean stylish as well as chilly so the word cool may not be the best choice.

Antonyms fall within the three categories: graded antonyms, relational antonyms, and complementary antonyms.

1. Graded antonyms are word pairs that have variations between the two opposites. For example, big and little are antonyms but there are a lot of changes before you get to the opposite meaning like this:

Big, huge, bulky, full-size, slight, petite, little

Other examples are:

Happy – sad

Healthy – sick

Smart – stupid

2. Relational antonyms are pairs that have a relationship. Each word wouldn't exist without the other. There can't be a parent without a child or it's either all or nothing. Other examples include:

Open – close

Husband – wife

Front – back

Hello – goodbye

3. Complementary antonyms are word pairs that have no degree of meaning. There are only two opposite possibilities.

Dead- alive

True – false

Male- female

Daughter – son

On – off

*******END OF UNIT-2*******

Unit-III

Application of Grammar

Chapter-1

Countable and Uncountable Nouns.

Nouns can be countable or uncountable. Countable nouns can be counted, e.g. an apple, two apples, three apples, etc. Uncountable nouns cannot be counted, e.g. air, rice, water, etc. When you learn a new noun, you should check if it is countable or uncountable and note how it is used in a sentence.

1.Countable nouns

- ❖ For positive sentences we can use a/an for singular nouns or some for plurals.

There's a man at the door.

I have some friends in New York.

- ❖ For negatives we can use a/an for singular nouns or any for plurals.

I don't have a dog.

There aren't any seats.

2.Uncountable nouns

Here are some examples of uncountable nouns:

- bread
- rice
- coffee
- information
- money
- advice
- luggage
- furniture

- ❖ We use some with uncountable nouns in positive sentences and any with negatives.

There's some milk in the fridge.

There isn't any coffee.

❖ In questions we use a/an, any or how many with countable nouns.

Is there an email address to write to?

Are there any chairs?

How many chairs are there?

❖ And we use any or how much with uncountable nouns.

Is there any sugar?

How much orange juice is there?

❖ But when we are offering something or asking for something, we normally use some.

Do you want some chocolate?

Can we have some more chairs, please?

❖ We also use some in a question when we think the answer will be 'yes'.

Have you got some new glasses?

❖ Other expressions of quantity

A lot of (or lots of) can be used with both countable and uncountable nouns.

There are lots of apples on the trees.

There is a lot of snow on the road.

Notice that we don't usually use many or much in positive sentences. We use a lot of instead.

They have a lot of money.

However, in negative sentences we use not many with countable nouns and not much with uncountable nouns.

There are a lot of carrots but there aren't many potatoes.

There's lots of juice but there isn't much water.

Chapter-2

Articles

Articles (a, an, the) are determiners or noun markers that function to specify if the noun is general or specific in its reference. Often the article chosen depends on if the writer and the reader understand the reference of the noun.

The articles a and an are indefinite articles. They are used with a singular countable noun when the noun referred to is nonspecific or generic.

The article the is a definite article. It is used to show specific reference and can be used with both singular and plural nouns and with both countable and uncountable nouns.

Indefinite Article (A,An)

A and an are used with singular countable nouns when the noun is nonspecific or generic.

- I do not own a car.
 - In this sentence, car is a singular countable noun that is not specific. It could be any car.
- She would like to go to a university that specializes in teaching.
 - University is a singular countable noun. Although it begins with a vowel, the first sound of the word is /j/ or “y.” Thus, a instead of an is used. In this sentence, it is also generic (it could be any university with this specialization, not a specific one).
- I would like to eat an apple.
 - In this sentence, apple is a singular countable noun that is not specific. It could be any apple.

A is used when the noun that follows begins with a consonant sound.

- a book
- a pen
- a uniform (Note that uniform starts with a vowel, but the first sound is /j/ or a “y” sound. Therefore a instead of an is used here.)

An is used when the noun that follows begins with a vowel sound.

- an elephant
- an American

- an MBA (Note that MBA starts with a consonant, but the first sound is /ɛ/ or a short “e” sound. Therefore, an instead of a is used here.)

Sometimes a or an can be used for first mention (the first time the noun is mentioned). Then, in subsequent sentences, the article the is used instead.

- He would like to live in a large house. The house should have at least three bedrooms and two bathrooms.
 - In the first sentence (first mention), a is used because it is referring to a nonspecified house. In the second sentence, the is used because now the house has been specified.

Definite article (The)

The is used with both singular and plural nouns and with both countable and uncountable nouns when the noun is specific.

- The book that I read last night was great.
 - In this sentence, book is a singular, countable noun. It is also specific because of the phrase “that I read last night.” The writer and reader (or speaker and listener) know which book is being referred to.
- The books assigned for this class are very useful.
 - In this sentence, books is a plural, countable noun. It is also specific because of the phrase “for this class.” The writer and reader (or speaker and listener) know which books are being referred to.
- The advice you gave me was very helpful.
 - In this sentence, advice an uncountable noun. However, it is specific because of the phrase “you gave me.” It is clear which piece of advice was helpful.

Here are some more specifics:

The is used in the following categories of proper nouns:

- Museums and art galleries: the Walker Art Center, the Minneapolis Institute of Art
- Buildings: the Empire State Building, the Willis Tower
- Seas and oceans: the Mediterranean Sea, the Atlantic Ocean
- Rivers: the Mississippi, the Nile

- Deserts: the Sahara Desert, the Sonora Desert
- Periods and events in history: the Dark Ages, the Civil Wa

- Bridges: the London Bridge, the Mackinac Bridge
- Parts of a country: the South, the Upper Midwest

In general, use the with plural proper nouns.

- the Great Lakes
- the French
- the Rockies (as in the Rocky Mountains)

The is often used with proper nouns that include an “of” phrase.

- the United States of America
- the University of Minnesota
- the International Swimming Hall of Fame

Use the when the noun being referred to is unique because of our understanding of the world.

- The Earth moves around the sun.
- Wolves howl at the moon.

Use the when a noun can be made specific from a previous mention in the text. This is also known as second or subsequent mention.

- My son bought a cat. I am looking after the cat while he is on vacation.
- I read a good book. The book was about how to use articles correctly in English.

The is used with superlative adjectives, which are necessarily unique (the first, the second, the biggest, the smallest, the next, the only, etc.).

- It was the first study to address the issue.
- She was the weakest participant.
- He was the only person to drop out of the study.
- No article is used when a plural countable noun is generic or nonspecific.
 - I bought new pens and pencils at the store. (general, not specific ones)
 - Cats have big eyes that can see in the dark. (cats in general, all of them)

- Babies cry a lot. (babies in general, all of them)
- No article is used when a noncount noun is generic or nonspecific.
 - I bought milk and rice at the store. (generic reference)
 - We were assigned homework in this class. (generic reference)
 - There has been previous research on the topic. (generic reference)

Sometimes article usage in English does not follow a specific rule. These expressions must be memorized instead.

Here are some examples of phrases where article usage is not predictable:

- Destinations: go to the store, go to the bank, but go to school, go to church, go to bed, go home
- Locations: in school, at home, in bed, but in the hospital (in American English)
- Parts of the day: in the morning, in the evening, but at night
- Chores: mow the lawn, do the dishes, do the cleaning

There are also numerous idiomatic expressions in English that contain nouns. Some of these also contain articles while others do not.

Here are just a few examples:

- To give someone a hand
- In the end
- To be on time

Chapter-3

Determiners

Determiners are required before a singular noun but are optional when it comes to introducing plural nouns. For example, consider the placement and usage of the common determiner the in the sentences below:

The bunny went home.

I ate the chocolate cookie for dessert.

Metal cans are recyclable.

The metal cans are recyclable.

There are four different types of determiners in English: articles, demonstratives, quantifiers, and possessives.

1. Articles

Articles are among the most common of the determiners. There are three singular articles: a, an, and the. Articles specify (or determine) which noun the speaker is referring to. A and an are indefinite articles and are used when you are talking about a general version of the noun. For example:

A dog is a good pet.

An ostrich would beat a chicken in a race.

In these examples, the sentence is talking about dogs or ostriches in general, meaning any dog. When your meaning is general, use an indefinite article. Note that a is used before words that begin with consonants while an is used before words beginning with vowels.

On the other hand, the is a definite article, meaning the speaker is referring to a specific noun. For example:

We went to the best restaurant in town.

The dog is barking too loudly.

Here the speaker is referring to a particular dog and a particular restaurant. It's not a general category, but only one animal or place that's important. When your meaning is specific, use a definite article.

2. Demonstratives

Demonstrative pronouns are also used as determiners in English. There are four of them: this, that, these and those. Demonstratives are used in a situation in which the speaker can point to the item they mean, making them even more specific than a definite article. For example:

Do you want this piece of chicken?

I don't want to go to that movie.

These black raspberries are sour.

He wanted those boys to go away.

This and these refer to items nearby; that and those refer to items far away. Note also that this and that are singular while these and those are plural.

3.Quantifiers

Quantifiers are determiners that indicate how much or how little of the noun is being discussed. They include words such as all, few and many. For example:

He took all the books.

She liked all desserts equally.

Few children like lima beans, so the cafeteria stopped serving them.

Many kittens are taught to hunt by their mothers.

Note that all can be used with other determiners to specify which particular items are meant .

4.Possessives

When referring to a noun that belongs to someone or something, you can use possessive pronouns to show ownership. Possessive pronouns include my, your, his, her, its, our, and their. For example:

Where is your car?

The dog growled and showed its teeth.

My best friend is a cat.

As always, the determiner comes before the noun and any modifying adjectives. In English, you can use the same possessive whether the noun it references is singular or plural.

Few Important Rules to Remember:

- Determiners always come first in the noun phrase.
- Determiners are required with singular nouns.
- To speak about a singular noun generally, use an indefinite article (a or an).
- To speak about a plural noun generally, do not use a determiner.
- To speak about a singular noun specifically, use a definite article, demonstrative pronoun, possessive pronoun or quantifier.

Chapter-4

Modals

Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the function of the main verb that follows it. They have a great variety of communicative functions.

Here are some characteristics of modal verbs:

They never change their form. You can't add "s", "ed", "ing"...

They are always followed by an infinitive without "to" (e.i. the bare infinitive.)

They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

List of modal verbs

Here is a list of modal verbs:

can, could, may, might, will, would, shall, should, must

The verbs or expressions dare, ought to, had better, and need not behave like modal auxiliaries to a large extent and may be added to the above list

Use of modal verbs:

Modal verbs are used to express functions such as:

Permission

Ability

Obligation

Prohibition

Lack of necessity

Advice

possibility

probability

Examples of modal verbs

Here is a list of modals with examples:

Modal Verb	Expressing	Example
must	Strong obligation	You must stop when the traffic lights turn red.
logical conclusion / Certainty	He must be very tired. He's been working all day long.	
must not	prohibition	You must not smoke in the hospital.
can	ability	I can swim.
permission	Can I use your phone please?	
possibility	Smoking can cause cancer.	
could	ability in the past	When I was younger I could run fast.
polite permission	Excuse me, could I just say something?	
possibility	It could rain tomorrow!	
may	permission	May I use your phone please?
possibility, probability	It may rain tomorrow!	
might	polite permission	Might I suggest an idea?
possibility, probability	I might go on holiday to Australia next year.	
need not	lack of necessity/absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
should/ought to	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
advice	You should / ought to revise your lessons	
logical conclusion	He should / ought to be very tired. He's been working all day long.	
had better	advice	You 'd better revise your lessons

Modal verbs are followed by an infinitive without "to", also called the bare infinitive.

Examples:

You must stop when the traffic lights turn red.

You should see to the doctor.

There are a lot of tomatoes in the fridge. You need not buy any.

Chapter-5

Tense

Tenses play a crucial role in the English language. It denotes the time an action takes place, whether sometime in the past, in the present or will take some time in the future. There are three main tenses in English.

1. Present Tense

Simple Present Tense

A sentence is presented in simple present tense when it is used to describe an action that's happening at present and does not indicate when the action is expected to end. Simple present tense is used when:

The action that is taking place in general.

The action is not only occurring now; it repeats after regular intervals of time.

To indicate facts those are generally true.

The action for relating habits and routines that happen all the time, be it in the future, past or present.

Structure:

Verb "+s/es" form is used;

If subject is 3rd person singular. The verb is used in its original form;

If subject is 1st and/or 2nd person singular.

If subject is 1st and/or 2nd person plural.

If subject is 3rd person plural.

Some Examples:

The sun sets in the west.

All the cars stop at this crossing.

Michael teaches social studies in a school.

That notice reads, "No parking".

Rajdhani leaves at seven in the morning.

The teacher said if she works hard she will pass.

There goes the taxi.

Do you play tennis?

He does not go to the temple.

Does he write novels?

Present Progressive or Present Continuous

Though the simple present and present continuous tenses are used interchangeably, present continuous usually defines an act that is going on at the time of speaking.

The sentences with present progressive tense are used when:

Something is taking place now, while speaking and has a definite end as well.

When something is already decided and arranged as well to perform it.

To indicate an undesirable habit.

Structure:

Use first form of the verb "+ing"

Singular 3rd person subject — use 'is'

Plural 1st, 2nd and 3rd person and singular 2nd person subject — use 'are'

1st person singular — use 'am'

In other words, it is "Subject + be (is, am, are) + Verb+ -ing + Object"

Some Examples:

Please wait for a moment, Shyam is talking to Mary.

We are late; he will be waiting for us at the restaurant now.

Mom, I am playing football.

Are they still living here?

She is having her breakfast now.

I'm planning to meet the Director tonight.

Present Perfect Tense

It's probably the most used tense form in English Grammar and is also considered difficult to understand. The Present Perfect Tense explains the incident that has happened in the past and that continues until the present time.

Examples:

For almost five generations, my family members have been engineers.

In order to avoid delays in my work, I have been doing it regularly.

I have always wanted to ride on this vehicle.

Present Perfect Continuous Tense

Usually, Present Perfect Continuous Tense is used for a situation that has occurred in the past and which continues until that moment.

Structure:

Use the first form of the verb + “-ing”

Singular subject (has been), Plural subject or I (have been)

‘Since’— if the point of time is mentioned.

‘For’ — if the duration of time is specified.

Examples:

I have been eating apples today.

You have not been studying for the past month.

We haven’t been playing with Mary since Tuesday.

2.Past Tense

Simple Past Tense

Simple past tense is used to narrate an action of the past. The verb in the past tense ends with an ‘-ed’ and hence, there are seven ways of marking the irregular verbs in the past tense. The most common being the change of the vowel as in ‘drink’ - ‘drank’.

Construction

Subject + verb + Object

Examples:

Katie worked in that office for almost four years.

He passed away in 1999.

We went for the movie yesterday.

Three years ago, I studied at the Canada University.

Past Continuous Tense

This form of tense indicates activities that have already happened in the past and have been completed before the time of mention. These sentences are formed with the help of an auxiliary verb and giving the main verb an ‘ing’ ending.

Structure

Subject + was/were + Verb in its -ing form + Object

Examples:

He was washing the dishes, while she was cooking dinner.

I was working at 11p.m yesterday.

We were playing football when it started to rain.

She was reading a thriller novel when I called her.

What were you doing when Sam arrived?

I was walking down the street yesterday when the police van was patrolling the city.

Past Perfect Tense

This tense refers to a non-continuous action that was already completed in the past. Such sentences are formed by using the Simple Past form of the auxiliary verb 'to have', followed by the past participle form of the verb.

Structure

Subject + had + past participle form of verb + Object

Example:

I had never seen such a beautiful before.

She understood the movie only because she had read the book.

Clara had never been to a club before last night.

We didn't get a room in the hotel because we had not booked in advance.

Past Perfect Continuous Tense

A continuous action that was completed sometime in the past falls under Past Perfect Continuous tense. Such sentences are framed by using the modal, 'had' + 'been' + the present participle of the verb (-ing).

Structure:

Subject + had + been + Verb (ing) + object

Example:

I had been playing the guitar all morning.

I had been sleeping all the way from the beginning of the class.

He had been trying to call her.

Until this year, Neha had been going to a village school.

The baby had been crying out loud for minutes when her mother fed her.

3.Future Tense

Simple Future Tense

This tense is used for those sentences which refer to the actions which will occur later, in future. This requires a future tense auxiliary verb even though the verb would be unmarked.

Examples:

You will be done before me.

She will not come tomorrow.

Will you come to play with me after school?

I will keep in touch with you.

I will reach home by 7p.m.

He will stay with us for 3 days.

Future Continuous Tense

This tense defines those acts which will be continued at a future point of time. In order to form a future continuous tense sentence, a future auxiliary verb is required followed by a main verb that ends with -ing.

Structure:

'will' + 'be' + present participle of the verb (ing).

Construction:

Use first form of the verb (+ing)

1st and 2nd person — 'Shall be'

3rd person — 'Will be'

However, nowadays this distinction of 'will' and 'shall' is not followed. Instead, 'will' is used wherever absolute conviction is required to be expressed while the usage of 'shall' depends on individual writing style.

Examples:

We assume that our representative will be winning the elections that are to be held at the end of April.

Today, she will be walking all the way to her house from her office.

I will be watching the new movie next week.

By this time tomorrow, I will be at home watching T.V

Future Perfect Tense

This tense is used to express an act that is predicted to be finished within a certain span of time in the future. Such sentences are formed by 'will' + 'have' + 'past participle of the verb'.

Examples:

By the end of the year, he will have saved enough for his sister's wedding.

You will have left for London by the time this bridge gets renewed.

Calvin will have gone by the time you reach there by bus.

I will have walked 15 kms by this time.

How long will it have been since we were here together?

Future Perfect Continuous Tense

This tense form indicates an action that is continuous and, at some point in the future, it will be completed. It is formed using the modal 'will/shall' + 'have' + 'been' + 'the past participle of the verb (-ing)'.

Examples:

Next Saturday, I will have been working on this assignment for three years.

Tomorrow, at this time, I shall have been playing cricket since morning.

I will have been studying English for two hours by the time you arrive here.

Chapter-6

Voice

Definition of Voice -

A form of verb that tells us whether the Action is done by subject itself or it faces the result of action done by others. Sometime Action is done by the Subject directly and other times indirectly.

e.g.

He takes tea. (The action of taking tea is being done by the subject" He" directly).

Tea is taken by him. (The action of taking tea is being done by the same subject indirectly).

There two type of voice - Active and Passive.

In Active Voice, the verb agrees the subject. It means the subject is active.

In Passive Voice, the verb agrees the object. It means the subject is passive.

Some Common Rules for Active and Passive Voice -

Subject is changed in to Passive Voice and vice versa.

Pronouns get changed when they change their positions in the following way -

I ↔ Me

We ↔ Us

You ↔ You

He ↔ Him

She ↔ Her

It ↔ It

They ↔ Them

Only Verb III is used in Passive Constructions.

Active and Passive Voice Related with Tense -

Present Indefinite -

Active Voice - Sub + V1+ s/es + Obj .

Passive Voice - Obj + is/am/are/ V3+ by + Sub.

Examples -

She helps the poor.

The poor are helped by her.

Past Indefinite Tense -

Active Voice - Sub + V2 + Obj.

Passive Voice - Obj + was/were + V3+ by + Sub.

Examples -

They played football in the evening.

Football was played by them in the evening.

Future Indefinite -

Active Voice - Sub + will/shall + V1 + Obj.

Passive Voice - Obj + will/shall + be + V3+ by + Sub.

Examples -

We will take lunch now.

Lunch shall be taken by us now.

Present Continuous -

Active Voice - Sub + is/am/are + V1+ ing + Obj.

Passive Voice - Obj + is/am/are + being + V3+ by + Sub.

Examples -

She is singing a beautiful song this time.

A beautiful song is being sung by her this time.

Voice of Past Continuous Tense -

Active Voice - Sub + was/were + V1+ ing + Obj.

Passive Voice - Obj + was/were + being + V3+ by + Sub.

Examples -

The teacher was reading newspaper.

Newspaper was being read by the teacher.

Future Continuous -

Active Voice - Sub + will/shall + be + V1+ ing + Obj.

Passive Voice - Obj + will/shall + be + being + V3+ by + Sub.

Examples -

They will be playing chess this time.

Chess will be being played by them this time.

Present Perfect -

Active Voice - Sub + has/have + V3 + Obj .

Passive Voice - Obj + has/have + been + V3+ by + Sub.

Examples -

Children have taken their breakfast.

The breakfast has been taken by children.

Past Perfect -

Active Voice - Sub + had + V3 + Obj.

Passive Voice - Obj + had + been + V3+ by + Sub.

Examples -

I had written a poem.

A poem had been written by me.

Future Perfect -

Active Voice - Sub + will/shall+ have + V3 + Obj.

Passive Voice - Obj + will/shall+have + been + V3+ by + Sub.

Examples -

She will have completed her homework.

The home work will have been completed by her.

Present Perfect Continuous -

Active Voice - Sub + has/have + been + V1 + ing + Obj + since/for +time.

Passive Voice - Obj + has/have + been + being + V3+ by + Sub + since+for +time.

Examples -

Rudra has been watching TV since Morning.

TV has been being watched by Rudra since morning.

Past Perfect Continuous -

Active Voice - Sub + had + been + V1 + ing + Obj + since/for +time.

Passive Voice - Obj + had + been + being + V3+ by + Sub + since+for +time.

Examples -

She had been cooking food for two hours.

Food had been being cooked by her for two hours.

Future Perfect Continuous -

Active Voice - Sub + will/ shall+ have + been + V1 + ing + Obj + since/for +time.

Passive Voice - Obj + will/shall + have + been + being + V3+ by + Sub + since+for +time.

They will have been writing a novel for two months.

A novel will have been being written by them for two months.

Rule No 2 - Voice Related with Modals -

Active Voice - Sub + any Modal + V 1 + Obj.

Passive Voice - Obj + same Modal + be + V 3 + by + sub.

Examples -

Rudra can speak English.

English can be spoken by Rudra.

You need not read this book.

The book need not be read by you.

Rule No 3 - Sentences with W-H Families (Interrogative Sentences) -

Active Voice - What are you doing here?

Passive Voice - What is being done by you here?

Rules of changing some Interrogative Pronouns -

Who is changed in to by whom?

Whom in to Who

How many in to by how many

Chapter-7

Subject Verb Agreement

A singular subject (she, Bill, car) takes a singular verb (is, goes, shines), whereas a plural subject takes a plural verb.

Example: The list of items is/are on the desk.

If you know that list is the subject, then you will choose is for the verb.

Rule 1. A subject will come before a phrase beginning with of. This is a key rule for understanding subjects. The word of is the culprit in many, perhaps most, subject-verb mistakes.

Hasty writers, speakers, readers, and listeners might miss the all-too-common mistake in the following sentence:

Incorrect: A bouquet of yellow roses lend color and fragrance to the room.

Correct: A bouquet of yellow roses lends . . . (bouquet lends, not roses lend)

Rule 2. Two singular subjects connected by or, either/or, or neither/nor require a singular verb.

Examples:

My aunt or my uncle is arriving by train today.

Neither Juan nor Carmen is available.

Either Kiana or Casey is helping today with stage decorations.

Rule 3. The verb in an or, either/or, or neither/nor sentence agrees with the noun or pronoun closest to it.

Examples:

Neither the plates nor the serving bowl goes on that shelf.

Neither the serving bowl nor the plates go on that shelf.

This rule can lead to bumps in the road. For example, if I is one of two (or more) subjects, it could lead to this odd sentence:

Awkward: Neither she, my friends, nor I am going to the festival.

If possible, it's best to reword such grammatically correct but awkward sentences.

Better:

Neither she, I, nor my friends are going to the festival.

OR

She, my friends, and I are not going to the festival.

Rule 4. As a general rule, use a plural verb with two or more subjects when they are connected by and.

Example: A car and a bike are my means of transportation. But note these exceptions:

Exceptions:

Breaking and entering is against the law.

The bed and breakfast was charming.

In those sentences, breaking and entering and bed and breakfast are compound nouns.

Rule 5a. Sometimes the subject is separated from the verb by such words as along with, as well as, besides, not, etc. These words and phrases are not part of the subject. Ignore them and use a singular verb when the subject is singular.

Examples:

The politician, along with the newsmen, is expected shortly.

Excitement, as well as nervousness, is the cause of her shaking.

Rule 5b. Parentheses are not part of the subject.

Example: Joe (and his trusty mutt) was always welcome.

If this seems awkward, try rewriting the sentence.

Rule 6. In sentences beginning with here or there, the true subject follows the verb.

Examples:

There are four hurdles to jump.

There is a high hurdle to jump.

Here are the keys.

The word there's, a contraction of there is, leads to bad habits in informal sentences like There's a lot of people here today, because it's easier to say "there's" than "there are." Take care never to use there's with a plural subject.

Rule 7. Use a singular verb with distances, periods of time, sums of money, etc., when considered as a unit.

Examples:

Three miles is too far to walk.

Five years is the maximum sentence for that offense.

Ten dollars is a high price to pay.

BUT

Ten dollars (i.e., dollar bills) were scattered on the floor.

Rule 8. With words that indicate portions—e.g., a lot, a majority, some, all—Rule 1 given earlier in this section is reversed, and we are guided by the noun after of. If the noun after of is singular, use a singular verb. If it is plural, use a plural verb.

Examples:

A lot of the pie has disappeared.

A lot of the pies have disappeared.

A third of the city is unemployed.

A third of the people are unemployed.

All of the pie is gone.

All of the pies are gone.

Some of the pie is missing.

Some of the pies are missing.

Rule 9. With collective nouns such as group, jury, family, audience, population, the verb might be singular or plural, depending on the writer's intent.

Examples:

All of my family has arrived OR have arrived.

Most of the jury is here OR are here.

A third of the population was not in favor OR were not in favor of the bill.

Anyone who uses a plural verb with a collective noun must take care to be accurate—and also consistent. It must not be done carelessly. The following is the sort of flawed sentence one sees and hears a lot these days:

Rule 10. The word were replaces was in sentences that express a wish or are contrary to fact:

Examples:

I wish it were Friday.

She requested that he raise his hand.

In the first example, a wishful statement, not a fact, is being expressed; therefore, were, which we usually think of as a plural verb, is used with the singular it. (Technically, it is the singular subject of the object clause in the subjunctive mood: it were Friday.)

Normally, he raise would sound terrible to us. However, in the second example, where a request is being expressed, the subjunctive mood is correct.

Note: The subjunctive mood is losing ground in spoken English but should still be used in formal speech and writing.

*******END OF UNIT-3*******

Unit -IV

Formal Writing Skills

Chapter-1

Paragraph Writing

Paragraphs & Topic Sentences

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic. Almost every piece of writing you do that is longer than a few sentences should be organized into paragraphs. This is because paragraphs show a reader where the subdivisions of an essay begin and end, and thus help the reader see the organization of the essay and grasp its main points.

Paragraphs can contain many different kinds of information. A paragraph could contain a series of brief examples or a single long illustration of a general point. It might describe a place, character, or process; narrate a series of events; compare or contrast two or more things; classify items into categories; or describe causes and effects. Regardless of the kind of information they contain, all paragraphs share certain characteristics. One of the most important of these is a topic sentence.

TOPIC SENTENCES

A well-organized paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. A topic sentence has several important functions: it substantiates or supports an essay's thesis statement; it unifies the content of a paragraph and directs the order of the sentences; and it advises the reader of the subject to be discussed and how the paragraph will discuss it. Readers generally look to the first few sentences in a paragraph to determine the subject and perspective of the paragraph. That's why it's often best to put the topic sentence at the very beginning of the paragraph. In some cases, however, it's more effective to place another sentence before the topic sentence—for example, a sentence linking the current paragraph to the previous one, or one providing background information.

Although most paragraphs should have a topic sentence, there are a few situations when a paragraph might not need a topic sentence. For example, you might be able to omit a topic sentence in a paragraph that narrates a series of events, if a paragraph continues developing an idea that you introduced (with a topic sentence) in the previous paragraph, or if all the sentences and details in a paragraph clearly refer—perhaps indirectly—to a main point. The vast majority of your paragraphs, however, should have a topic sentence.

PARAGRAPH STRUCTURE

Most paragraphs in an essay have a three-part structure—introduction, body, and conclusion. You can see this structure in paragraphs whether they are narrating, describing, comparing, contrasting, or analyzing information. Each part of the paragraph plays an important role in communicating your meaning to your reader.

Introduction: the first section of a paragraph; should include the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition.

Body: follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information.

Conclusion: The final section; summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea.

Types of Paragraph:

- **Narration:** Tell a story. Go chronologically, from start to finish.
- **Description:** Provide specific details about what something looks, smells, tastes, sounds, or feels like. Organize spatially, in order of appearance, or by topic.
- **Process:** Explain how something works, step by step. Perhaps follow a sequence—first, second, third.
- **Classification:** Separate into groups or explain the various parts of a topic.
- **Illustration:** Give examples and explain how those examples prove your point.

Example:

Value of Discipline

Discipline is the law of nature. It is in man's best interest to observe discipline in all walks of life. Discipline is the backbone of character. Without discipline, nothing great can be achieved in life. A man who does not observe discipline in life has to suffer. He becomes lethargic and arrogant. He is disliked by all. A student who does not obey his teachers and does not do his homework does not get success. An employee who does not work sincerely in office may be sacked any time. If sportsmen do not observe discipline cannot hope to win any match.

In the army, discipline is of utmost importance. Discipline leads to harmony whereas indiscipline leads to confusion. No life is worth living without discipline. A disciplined person is an asset to himself, to his family, to his society, to the nation and to mankind. Discipline works everywhere. It controls the physical movements and our morals. There is no sphere in heaven and the Earth where discipline does not dominate.

Environmental Pollution

The problem of environmental pollution is becoming more and more serious day by day. The ecological cycle is being disturbed by the people. Man is exploiting nature to the extent that natural resources are depleting. The main reason for environmental pollution is over population and poverty. The increased demand for food and other resources forces man to cut down forests which leads to an increase in the carbon dioxide ratio in the atmosphere. This results in heating up of the atmosphere. This is called global warming. Due to this, seasons are also undergoing a change.

All this forecasts disaster for human beings and other living beings. In order to bring pollution under control we need to conserve our forests, reduce the use of paper, petrol etc. Earth must be saved at any cost for the sake of survival. The need of the hour demands a check in environmental pollution. The government should take necessary steps in this direction.

Chapter-2

Notice Writing

Notices are a means of formal communication targetted at a particular person or a group of persons. It is like a news item informing such person or persons of some important event. This can be an invitation to a meeting, an announcement of any event, to issue certain instructions, make appeals etc.

It is generally written and then displayed at a public place, where it is accessible to all. They can be pasted on notice boards. If it is meant for a wider audience it can even be published in a newspaper. The government when it issues notices must publish it in national and local papers.

Format

Since notices are a formal document it should follow a structure or a format. Keep in mind there is no one correct rigid format. Different formats used by different people/organizations can show some variations. But it is ideal to follow a somewhat similar format for ease of understanding and uniformity. Let us look at the most used format of notices.

Name of Issuing Organization/Authority: Right at the very top, you print the name of the person or company that is issuing the said notices. This will help the reader identify the notices as important or unimportant to him.

Title: When writing notices we mention a title “NOTICE” at the top. This helps draw attention to the document. Notices are generally posted at a public place or published in newspapers. It is important that they do not get lost in a sea of information. So a bold title clearly mentioned helps draw the attention.

Date: After the title to the left-hand side we print the date on which the notices have been published. Since this is a formal document date is an important aspect of it since these documents stay on record.

Heading: Then we move on to an appropriate heading to the notices. This heading should make abundantly clear the purpose of the notices.

Body: After the heading, we write the brief and to the point body of the notice. The main content of the notice features in the body.

Writer's Name: At the end of the notices we write the name and designation of the notice-writer. The notices have to also be signed by the same person to lend it authority and validity.

Content

Notices should cover some important points that are to be communicated to the readers. Let us summarize the five points that the content of the notice will cover, the five W's.

What: What is the notice about? The notice should be clear about what is going to happen (event), or what has already happened (occasion). This is the crux of the message and should be written clearly.

There should not be any ambiguity.

Where: If the notice is about an event, then the location of such an event must be written clearly. The venue or the location are important details, so make sure to include this in the notice.

When: This is the time and the date of the event or meeting. If possible, the duration of the event should also be mentioned to people can schedule their time accordingly.

Who: This will be who the notice is addressed to. Who all are supposed to adhere to the notice should be clearly mentioned to avoid confusion.

Whom: And final detail should be whom to contact or get in touch with. This mentions who the appropriate authority is to contact.

Things to remember regarding notice writing

Be precise and to the point. The ideal length of notice is 50 words, so precise language is appreciated. It is a formal form of communication so the language used should be formal as well. No flowery text. Keep the sentences short and use simple words. Since notices are fairly brief it is best to keep it simple. Use passive voice as far as possible.

Present your notices in a proper format in a box. The presentation should be neat and thus be appealing to the eye.

Example

Q: On the occasion of Diwali your housing society has planned a feast for all its members. As the chairman of your society write a notice inviting all the members of the society to this gathering. Provide all the necessary details.

ABC Co-operative Housing Society

NOTICE

25th October 2017.

Diwali Gathering

On the auspicious occasion of Diwali, the Society has organized a gathering followed by dinner. All members of the society are requested to attend the event in the clubhouse of the society at 8:00 pm on the 30th of October.

XYZ

**Chairman of
ABC Co-operative
Housing Society**

Chapter-3

AGENDA

The purpose of an agenda is to let participants in a meeting know what business is going to be discussed and in what order. It often indicates who will be at the meeting and shows which items require action. Usually it's important for the agenda to be distributed ahead of time. An agenda also stands as an official record for an organization and any discussion of an item can be challenged if it was not included on the agenda. Thus it's important that the agenda be complete and specific. If you write the agenda for a meeting, confer with the person running the meeting to be sure you include the important items and in the right order. You may be asked also to include a suggested time limit for discussing each item.

IMPORTANCE OR NECESSITIES OF AGENDA

Agenda is the explicit topics to be discussed in a meeting the members. No one can ignore the importance of an agenda. The necessity or importance's of an agenda are as follows:

1. As it is circulated in advance, the members of the committee or meeting can take preparation to discuss the topics accurately.
2. It helps to take a prompt decision.
3. Since it has a set of order, it helps the chairperson to conduct the meeting smoothly.
4. It can ensure covering all the topics that will be discussed in a meeting.
5. It helps to control the unnecessary talking in the meeting.
6. It helps to write the minutes and resolution of the meeting.
7. As it is served earlier, the members of the meeting can exchange their thought and ideas informally before holding the meeting.

SOME SUGGESTIONS

- In the heading, include the official name of the organization and the day, date and time of the meeting. It is better to use the official Letter-Pad.

- Set forth the order of business, starting with the call to order, approval of the agenda and approval of minutes from the previous meeting.
- Number the items.
- List any committee reports next, followed by items for discussion. This order is flexible, however, depending on participants' schedules and needs.
- Conclude with a call for follow-up on old business and any new business and finish with adjournment.
- Put items in the list in parallel form.
- Indent subtopics.
- Leave space between items
- Keep the format readable.

FORMAT OF AN AGENDA

An Agenda normally includes the following elements –

- **Meeting Agenda Title** – at the top; preferably center-aligned
- **Meeting Information** – Description of the purpose
- **Objective** – description of Agenda
- **Date** – for maintaining records of correspondence
- **Location** – the place of meeting
- **Time** – the actual time of commencement of the meeting
- **Meeting Type** – brainstorming or Discussion or Assessment
- **Time of Arrival** – time to begin the meeting
- **Time of Adjournment** – time the meeting ends
- **Attendees** – Number of people present, with their names
- **Preparation for Meeting** –
 - o **Please Read** – instructions to be followed
 - o **Please bring** – things supposed to be carried that day
 - o **Action Items** –

Last Action	Responsible Authority	Due Date
New Action	Responsible Authority	Due Date
 - o **Other notes** - Other instruction or information to be taken down.

Chapter-4

Report Writing

A report is a written account of something that one has observed, heard, done, or investigated. It is a systematic and well organised presentation of facts and findings of an event that has already taken place somewhere.

A well written report must possess the following traits:

- adherence to the specifications of report brief;
- analysis of relevant information;
- structuring material in a logical and coherent order;
- presentation in a consistent manner according to the instructions of the report brief;
- making appropriate conclusions that are supported by the evidence and analysis of the report.

Report Writing Format

1.Format of a magazine report

Heading- A descriptive title which is expressive of the contents of the report.

By line- Name of the person writing the report. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.

Opening paragraph (introduction) – It may include the '5 Ws' namely, WHAT, WHY, WHEN and WHERE along with WHO was invited as the chief guest.

Account of the event in detail- The proper sequence of events that occurred along with their description. It is the main paragraph and can be split into two short paragraphs if required.

Conclusion- This will include the description of how the event ended. It may include quote excerpts from the Chief Guest's speech or how did the event wind up.

2.Format of a newspaper report

Headline- A descriptive title which is expressive of the contents of the report.

By line- Name of the person writing the report along with the designation. It is generally given in the question. Remember, you are not supposed to mention your personal details in your answer.

Place and date of reporting- It is generally not mentioned in a magazine report separately, but here, it is.

Opening paragraph- It includes expansion of the headline. It needs to be short as it is a general overview of the report.

Account of the event in detail- It is generally written in two parts: First, complete account of what happened in its chronological sequence (preferably) and second, the witness remarks.

Concluding paragraph- This will include the action that has been taken so far or that will be taken. It is the last paragraph.

Tips to attempt a question on report writing

Make sure you use language which is suitable for the audience you are addressing to. Usage of complex vocabulary for addressing children is not advisable.

- Make sure you write in paragraphs.
- Practice previous year question papers.
- Read as many samples as you can. It will give you an idea as to how they are actually written.
- Read the question at least twice and highlight the important information. It is very important to understand the question and read between the lines. Albert Einstein once said,
- "If you can't explain it simply, you didn't understand it well enough."
- Plan before you pen. Just make a list of all your important points on the rough sheet (last sheet of your answer booklet) so that you do not forget relevant points while writing. This also helps you in maintaining a sequence, which is very important.
- Presentation is very important.
- Make sure you double check for grammatical accuracy and spellings. They carry marks.
- Leave adequate number of lines between paragraphs to make it look clean.
- Underlining the main points is very important. But it is advised to do it after finishing your exam.

- Use a pencil and scale for underlining.
- Make small sentences. It restricts the scope of grammatical inaccuracies.

Example:

Q1. MMD College, Nashik, recently organised a science symposium on the topic: 'Effect of pollution on quality of life'. You are Amit/Amita Raazdan, editor of the school magazine. Write a report on the event for your college magazine. (120 – 150 words)

Answer:

Report on Science Symposium held at MMD School, Nashik

A symposium was organised on 1 March 2018 in the school on the topic "Effect of Pollution on Quality of Life". All the science students were a part of the elucidative programme.

The event started with the felicitation of the guest speakers. Thereafter, the participants were espoused by Sh. Suraj Prakash. He acquainted them with the objectives and goals of the workshop. The resource person Dr. Hari Om Gupta reflected his profound knowledge on the topic and highlighted how important it is to curb the menace of pollution.

An exalting demonstration of effects of pollution on our lives galvanized the engrossed participants. After the lunch break Dr. K.K. Arora, Resource Person, exhibited the possible steps that can be undertaken at the personal level to reduce pollution. It was followed by another session on the basic concept behind pollution reduction which triggered the young minds into thinking innovative ways.

An interactive concourse ignited the inquisitiveness of participants. They have committed themselves completely to bring about a change in the situation. The informative workshop culminated with a vote of thanks proposed by the head of the science department.

Q2. You are Karan/ Kirti of L.M. Memorial College, Dwarka. Your college has adopted a village as a social responsibility. Students are being taken to teach the children of that village on a regular basis. Write a report, for your college magazine, on the various other programmes organized there in 150-200 words.

Answer:

VILLAGE ADOPTION- A STEP TOWARDS BEING SOCIALLY RESPONSIBLE
-BY KARAN/ KRITI

On the occasion of World Literacy Day, L.M. Memorial College , Dwarka has taken an oath to embrace the village named Rajpur.

The college has taken the responsibility of educating the people residing in the village. Selected students from each standard are taken there every weekend, during college hours to impart knowledge. The first 6-month motive is to make each and every person capable of reading and writing. Free books and stationery is being provided for quality education. Children are given time to spend with each other, play games and interact. Apart from the educational needs, special care is devoted to hygiene and sanitation. Girls are being given awareness on the importance of menstrual hygiene as well. Various talent hunts have been organised which left everyone overawed. The immense enthusiasm and zeal in the people to learn is the main driving factor.

A family kind of environment is being created. The school treats the people of the village as its own students and is unbiased. By adopting a village, the school is making its students sensitive towards the needs of the environment at a young age. It is committed towards raising the leaders of tomorrow.

Chapter-5

Personal Letters/Informal Letters

This type of personal writing is represented by personal correspondence, thank you letters, letters of congratulation or condolences. All of these can be printed or handwritten.

Formatting of a personal letter is similar to business one, but the differences are in style and punctuation.

1. The heading in the upper right corner may consist of an address and date. We do not use punctuation at the end of the heading lines.
2. The salutation placed at the left-hand margin is rather friendly and informal. We do use comma here, e.g. Dear Gran, Beloved Mum, Dearest Susie,
3. The body may consist of one or more paragraphs, dealing with personal topics.
4. The complimentary close is followed with a comma:
e.g. Love, Jane Sincerely yours, Tom Yours, Alan
5. Signature is written below the complimentary close.

Letter to the Principal, Librarian, Head of the Deptt, and Hostel Superintendent

The Principal,

Name of College,

Name of city (or college address)

(line drop)

Subject: subject of application

(line drop)

Salutation (i.e. respected sir/madam)

I humbly state that.....

Body of application

(line drop)

Yours obediently,

Your name

Class/section

Date

Instructions:

- The trend of writing "To," at the start just above "The Principal" has long been discarded. It is no more used now.
- "Subject line" is mandatory in latest format. Your subject line should clearly tell what your application is about.
- Salutation should include only formal greeting-you should not write "Dear Sir" nor "Hello sir". You should write "Respected sir" OR only "Sir"
- You should not start you application by "I beg to state that" OR "I beg to say that" OR "I Beg leave to say that" etc. This method is out of fashion and validity. It is no more in practice. The latest style is that you can start with "I humbly state that" OR "I want to state that" OR "I would like to state that" etc.
- The body of your application should include all necessary details but not unnecessary things. Be formal and professional. Do not use casual words or expressions.
- Always write yours obediently at the end, if your are writing an application. In case of a letter, you should write "yours faithfully" OR "Yours truly"

Example

Write a letter to the principal of your college for sick / medical leave

The Principal,
Govt. Post Graduate College for Women,
Kasur.

Subject: Application for medical leave

Mam,

I want to state that I suddenly fell ill yesterday evening. I was taken to doctor who told me that I had a sever attack of diarrhoea. I had projectile vomiting, nausea and mild fever. During just 10 hours of sickness, my health had badly fallen. I am in hospital right now. I am getting my treatment. I am not in position to attend college for two days.

Kindly allow me leave for two days so that I may take rest and treatment. I will come to college as soon as feel better.

Your obediently,
Priti
Sec-D

Write a letter to the principal of your college for leave to attend your brother's marriage

The Principal,
Mount Carmel College,
Bangalore.

Subject: Application for leave

Sir,

I humbly state that the marriage of my elder brother is fixed on November 16, 2020. I have to give a helping hand to my father and brother. There is a lot of preparation to be made. Being an active participant in household chores, I have to ensure my full participation in the preparations for the marriage.

So, I will be very busy on 15-18 of November. My engagement in preparations is mandatory. So, I will not be able to attend the college for the said dates. Kindly grant me leave for four days (November 15-18). I am a brilliant student at your college. I always show good performance in the in-house tests. I assure you that I will work hard to compensate for my loss in studies.

I will be highly thankful to you for this act of kindness.

Yours obediently,
Rohit Kumar
Sec-B

Write a letter to the Hostel Superintendent of your college hostel for sick / medical leave

The Warden

Ganga Hostel

Delhi University

New Delhi

Date- 29 April 2017

Subject- Application for leave for two days.

Dear Sir,

With due respect, I, XYZ of Room number 26, Brahmaputra Hostel want to request you to grant me a leave for two days. There has been an emergency in my home because of which I've to leave for it as soon as possible. I hope that you will grant me the leave for the same.

Thanking you in anticipation.

Yours truly

XYZ

Room number 26

Brahmaputra Hostel

Chapter-7

Writing Business letters/Formal Letters

The most common form of written communication is the letter. Letter writing is an indispensable activity of human society. We write letters to friends and relatives to maintain contacts with them. However, in the present times with the boom in methods of communication, many of us don't have the time or the inclination, or the temperament and the art to write letters. So telephone, fax and e-mail have replaced personal (informal) letters.

I. BUSINESS LETTERS

Making enquiries/asking for information
Replying to enquiries/giving information
Placing orders and sending replies
Cancelling orders
Letters making complaints

II. OFFICIAL LETTERS

Registering complaints
Making enquiries
Making requests/appeals

III. LETTERS TO THE EDITOR

Giving suggestions on an issue (usually of public interest)
Expressing views on an issue already raised in an article/write-up/in a published letter.

IV. LETTERS OF APPLICATION

Job Application Format is the first step in the job application process.

V. MISCELLANEOUS

I. BUSINESS LETTERS

A business letter is different from a personal letter in form, tone and content. In personal letters we may follow an informal, friendly or personal tone, content or style. But business letters demand a formal and matter of fact treatment. These letters are generally written to or by commercial and business firms and enterprises, so they must be simple and systematic, brief and specific in content and formal in treatment of the subject.

Commercial correspondence occupies an important role in the modern world of commerce, trade and industry. So students are advised to master the art and craft of writing good business letters.

WRITING GOOD BUSINESS LETTERS

- Be brief, clear and to the point.
- Use separate paragraphs for separate topics.
- The first para should indicate the theme of the letter.
- Make a factual statement of facts.
- Use simple and direct language. Avoid the use of long and high sounding words and ambiguous construction.
- Even while lodging a complaint or making criticism, you should be polite and charming.

- Avoid common-place and clumsy expressions.
- Use a proper layout/format for these formal letters. The block format is more in vogue in formal letters whereas the indented format may be used in informal letters.
- Use of punctuation marks is dispensed with in the block format.
- Remember the following points about block format:
 - ✓ There is no indentation.
 - ✓ Each block begins with the margin on left hand side.
 - ✓ Extra space should be left between different sections and paragraphs.
 - ✓ Omit punctuation marks in address and date. A comma (,) may be put after the salutation.

COMMON FEATURES OF FORMAL LETTERS

The block-wise format of different kinds of letters are given below:

(a) BUSINESS LETTERS

Tel. No
 Our Ref.....
 Your Ref. (if needed)
 Sender's Address

.....

 Pin
 Date

Inside Address.....

Pin.....
 Sir/Madam

Subject

Introductory para

Main body of the letter

Concluding para

.....
.....

Yours faithfully

Signature

Full Name

Designation

end. (if needed)

c.c. (if needed)

(b) OFFICIAL LETTERS AND LETTERS TO THE EDITOR

Sender's Address

.....

Pin

Date

Inside Address.....

.....

Pin.....

Sir/Madam

Subject

.....

Introductory para

.....

.....

Main body of the letter

.....

.....

.....

.....

.....

Concluding para

.....

.....

Yours faithfully

.....

Signature

(Full Name in capitals)

Designation (if needed)

Format/Layout:

CONTENT

It includes your creativity in presenting ideas which are relevant to the topic of the letter. The content of the letter must be well-organised to ensure clarity and effective communication. The content is divided into three main parts:

Introductory part

Main part

Concluding remarks

The introductory paragraph introduces the theme.

The main part deals with the problem/issue. It is the real content of the letter.

The closing part of the body gives conclusions or offers suggestions.

Some Tips:

- Be brief and to the point
- Mention specific issues only
- Tone: polite but formal

In letters to editors state the problem clearly. Try to present both sides of the picture. In case of a discursive topic or one requiring argumentative presentation, give the pros and cons of the situation. Always offer useful suggestions to overcome the problem.

EXPRESSION

(a) Fluency is your ability to present your ideas in a coherent and organised way. Before answering in the 'fair', you must prepare a rough draft and jot down your ideas. You may follow the process detailed below:

- ✓ Think about the letter/topic.
- ✓ Collect all the ideas and put them down roughly.
- ✓ Organise the ideas by putting common ideas together.
- ✓ Arrange them sequentially.
- ✓ End on a positive note.

(b) Accuracy involves grammatical correctness as well as structuring of sentences. Your effort should not be to use complex, long and unwieldy sentences, but to present your content in simple, straightforward language.

Note the following points about the use of language:

(a) Business/Official Letters:

- ✓ simple and direct
- ✓ formal tone
- ✓ straightforward manner

(b) Letters to Editors :

- ✓ greater flexibility
- ✓ suitable to subject/content
- ✓ formal, direct and pointed

Note. I have the honour to state

is obsolete and is no longer used.

It is! easier and simple to say—

I wish to say..... /I want to say.....

Study the general layout of the formal letters carefully. We are talking of the block format which has no indentation or punctuation. Each paragraph/point begins on the left hand side margin. There is gap after each block.

Sender's Address. Top left-hand corner. Omit punctuation marks.

The Date. Just below the Sender's address. These days marks of punctuation are not used. You may write

17 March 20XX

March 17, 20XX

17th March 20XX.

Inside Address. The Name and Designation of the addressee is written on the left hand side, two lines below the line of date.

The Salutation. On the left hand side below the 'Inside Address'. The usual form of salutation is 'Sir' or 'Dear Sir' for individuals, 'Sirs' or 'Dear Sirs' for firms or companies. In America, they write 'gentlemen' instead of 'Dear Sirs'. Use 'Madam' while addressing a lady.

In case the addressee is personally known to the writer, names are also used as:

Dear Mr Gupta

Dear Miss Sapna

Dear Mrs. Sood

Subject. The subject heading is written just below the salutation and above the 'Body of the Letter'. It helps in quick disposal of the letter.

The Body/Content of the Letter. This is the most important part of the letter. Mention specific business only. Fluency and accuracy in presentation of well-organised relevant ideas is essential.

The Complimentary Close. Written on the left-hand side a couple of lines below the last line of the body of the letter. The usual complimentary endings are:

yours faithfully

yours truly

However, if the name of a person is used in the salutation, the complimentary close can be 'yours sincerely'.

Signature. A formal letter requires your full signature with the name and designation coming just below it. The 'signature' is put just below the complimentary close.

Enquiry letter

An Enquiry letter is a formal letter, written to enquire and get details regarding something that a person is interested in. It could be written with respect to an item that a person is interested in buying, a course that a person wants to study, a vacation trip that a person wants to go on, etc. As the sender of an Enquiry letter needs information about something, the enquiry letter must mention the contact details of the sender where the said information has to be sent. It must contain the particulars of the thing enquired about. It must also list down all the aspects of the thing about which the sender wants the detailed information.

Format of Enquiry letter

The Format of an Enquiry Letter is as follows –

1. Sender's address: Include email and phone number, if required.
2. Date: Below address. Leave one space or line.
3. Receiver's address
4. Subject of the letter
5. Salutation (Sir / respected sir / madam)
6. Body

Paragraph 1: Introduce yourself and the purpose of writing the letter

Paragraph 2: Detail of the enquiry

Paragraph 3: Conclude / end

7. Complimentary Closing
8. Sender's name, signature and designation (if any)

Example:

Park Lane,

Kolkata,

February 25,

Manisha Cookware

Delhi Gate,

Meerut

Subject: Inquiry about the Exchange Scheme

Dear Sir,

I saw your advertisement in Amar Ujala today, where you have discussed regarding an exchange scheme. The scheme is regarding the exchange of old utensils with the new non-sticky cookware. I have some old utensils, which I wanted to exchange against the one offered through the exchange scheme.

I request you to kindly explain more about the scheme and all its terms and conditions. Also update me if there is a possibility sending and receiving the items through parcel, or the physical presence is mandatory.

Thanking You,

Your's Sincerely

Archit Gupta

Order Letter

An Order Letter is written to place an order for any items. It mentions the and details of the items required. It must specify details like address for delivery, deadline for delivery, mode of payment, etc.

Features of an Order Letter are as follows –

- Formal letter: An Order letter is a type of Formal Letter.
- It is written to place an order for goods, articles or items.
- As it is a formal letter, we have to follow the format and write within the word limit (100 – 120 words).

The Format of Order Letter is as follows -

1. Sender's address: Include email and phone number, if required.
2. Date: Below address. Leave one space or line.
3. Receiver's address
4. Subject of the letter
5. Salutation (Sir / respected sir / madam)
6. Body
Paragraph1: Introduce yourself and the purpose of writing the letter
Paragraph2: Detail of the articles ordered
Paragraph3: Conclude / end
7. Complimentary Closing
8. Sender's name, signature and designation (if any)

Example:

Color World

15; New Market, Dhaka-1200

1st September 2012

Manager,

Sales Division

National Paints Co. Ltd.

20, Tongi, Gajipur.

Sub: Order for various paints.

Dear Sir,

Thank you for your quotation and the price list. We are glad to place our first order with you for the following items:

SL. No:	Description	Quantity	Weight	Unit price	Amount (Tk.)
1	Enamels paint	25 Tins	100 lbs	1000	25.000
2	Synthetic paint	20 Tins	200 lbs	2000	40.000
3	White paint	10Tins	10 lbs	500	5000

Since the above goods are required immediately as our stock is about to exhaust very soon. We request you to send the goods through your "Motor" van as the carriage inward is supposed to be borne by you. We shall arrange payment within ten (10) days to comply with 5/10, Net 30 terms. Please send all commercial and financial documents along, with goods. We reserve the right to reject the goods if received late.

Yours faithfully,

Manish Singh

Purchase Manager,

Color world

Complaint Letter

A Complaint Letter is a type of letter written to address any type of wrong-doing, offence, grievance, resentment arising out of a product, service, etc. It is used to raise your concern about unfair things and seek a productive outcome. It is a fundamental right and duty of a citizen to seek justice arising out of any injustice, and the first step toward it is, filing a Complaint. It inspires other troubled consumers, influences the concerned authorities to take proper action and makes the defaulters more liable, responsible and responsive.

It can be of the following types-

Personal Complaint letter- The type of complaint letter you write on your own individual level pertaining to your individual grievances is referred to as personal complaint letter.

Professional Complaint letter- It is that type of complaint letter that is written on the behalf of the organisation pertaining to issues that are affecting the organisation as a whole.

Format of a Complaint Letter

- ✓ **SENDER's ADDRESS-** The sender's address is usually put on the top left-hand corner of the page.
- ✓ **DATE-** The sender's address is followed by the date just below it, i.e. on the left side of the page. This is the date at which the letter is being written. It is to be written in expanded form.
- ✓ **RECEIVER's ADDRESS-** Whether to write "To" above the address depends on the writer's preference. Make sure you write the title/name/position etc of the receiving official, as the first line of the address.
- ✓ **SALUTATIONS-** This is where you greet the person you are addressing the letter to. Bear in mind that it is a formal letter, so the greeting must be respectful and not too personal. The general greetings used in formal letters are "Sir" or "Madam".
- ✓ **SUBJECT-** Then we sum up the purpose of writing the letter in one line. This helps the receiver focus on the subject of the letter in one glance. It is important to underline the subject.

- ✓ BODY- This is the main content of the letter. It is either divided into three paragraphs or two paragraphs if the letter is briefer. The tone of the content should be formal. Do not use any offensive language. Another point to be kept in mind is that the letter should be concise and to the point. And always be respectful and considerate in your language. It should include-
- ✓ Short introduction paragraph- Provide details about the product or service that is the subject of the complaint. Include dates, location and the specifications about the item or service.
- ✓ State the issue with item or service. Provide details as to the cause. This may include malfunction, billing issues, details that were not disclosed, etc.
- ✓ Indicate how you would like them to resolve your problem. Provide specifics about what you're seeking.
- ✓ Indicate you are including copies of transaction document.
- ✓ Indicate you look forward to their reply within a specific time period.
- ✓ Indicate that they can contact you about the issue and provide your contact details
- ✓ COMPLIMENTARY CLOSE- At the end of your letter, we write a complimentary closing. The words "Yours Faithfully" or "Yours Sincerely" are used.
- ✓ SIGNATURE- Here finally you sign your name. And then write your name in block letters beneath the signature followed by your designation. This is how the recipient will know who is sending the letter.

Example:

QUESTION: Write a letter to M/s. Oxford Publishing House, London complaining that the books sent by them were not those you had ordered for. Ask for replacement. You are Varun Joshi, Sector-20, Chandigarh.

Examination Hall
Sector-20, Chandigarh

February 20, 2019

M/s. Oxford Publishing House
Consumer Complaint Division
London

Subject- Complaint regarding receipt of wrong set of books.

Sir/Madam

On February 1, 2019 I bought a book set (Order No. 000154) to be delivered to Chandigarh, Sector-20.

To my dismay, I have not received the set I ordered for and have instead, received the wrong book set. I am highly disappointed.

To resolve the problem, I would appreciate it if you could replace the wrong book set with the one originally ordered. Please let me know as soon as possible what action you propose to take. I look forward to hearing from you within the next ten days.

Enclosed are copies of the transaction document and the receipt.

I look forward to your reply and a resolution to my problem and will wait until the aforementioned time before seeking help from a consumer protection agency or the Better Business Bureau. Please contact me at the above address or by phone at 098100XXXXX.

Sincerely,

Varun Joshi

Enclosure(s)- Copy of receipt and transaction docs.

QUESTION: You are Sanjeet of 122, Arjun Nagar, New Delhi. A number of scooters and cars are parked in your locality without any order, causing blockage of the streets. Write a letter to the local Secretary of the Resident's Association complaining against this problem.

Answer:
122, Arjun Nagar
New Delhi

February 20, 2019

Secretary
Resident's Association
New Delhi

Sir

Subject- Complaint regarding the issue of bad parking habits in the locality.

I would like to draw your attention to the bad parking habits of residents in our locality. It is resulting in a lot of chaos and no place for parking for those who come back late.

Despite defining the area assigned to each vehicle, cars are parked amidst two parking spots. One vehicle occupies the space for 2-3 vehicles leading to mismanagement. Two-wheelers are placed nowhere near the allotted zone. This creates problem for other people as they have to then spend a lot of time finding parking spots in other localities. It induces frustration and tension for safety of vehicles.

Various notices and warnings have been given to the rule-violators, but to our dismay, no betterment can be seen. I request you to take strict action as this is leading to fights between the residents. An effective and speedy action is expected considering the depth of the situation.

Yours Sincerely
Sanjeet

Chapter-8

Cover Letter

(Job Application along with C.V.)

Cover letters are one of the most simple but difficult letters to write. Many students find it difficult to write about themselves. Sometimes the task is easier when you start off writing as if you were talking to a friend rather than a potential employer. Once the content is down then you can work to make it more professional and tailored to a professional audience.

Cover letters are your opportunity to write something personal and meaningful, rather than simply documenting information like on a resume. It is an opportunity for you to express your values, interest, and level of professionalism as well as your knowledge of the company. You can use the cover letter to convey specific examples of your accomplishments and experience.

Guidelines:

1. Always address your cover letter to an actual person, rather than “to whom it may concern”. If you have put an honest effort in to seeking a contact name and are unable to find one then an acceptable compromise would be to address it to the head of the human resource department.
2. Always follow the standard format unless the employer requests specific information.
3. Most cover letters are written in block letter style. Single spaced with double space between paragraphs.
4. Standard letter format spacing is important. It shows the employer you know how to write a professional letter. Follow the sample provided.
5. Keep your cover letter to one page, unless the employer has requested additional information that would require additional pages.
6. Minimize I statements. (ex. I am very interested in this position because I would be a great fit).
7. Use a warm and energetic tone, but be confident. (rather than stating “I think I would be a good fit for this position because...” , state, “I would be great fit for this position because...”.)
8. Use positive words such as: excitement, enthusiasm, interest.

9. Be authentic but be careful of cliché's such as "Ever since I was a little girl, I've always loved animals"
10. Always focus on what you have to offer them, not what they have to offer you.
11. Use the same header, font size and font style as your resume. Print the same high grade paper as your resume.
12. Don't forget to sign your letter.

Curriculum vitae

A curriculum vitae, often shortened to CV, is a Latin term meaning "course of life." A CV is a detailed professional document highlighting a person's experience and accomplishments. Employers often require a CV when considering applications. This document shares an overview of your career history, education, relevant awards and honors, scholarships, grants, research, projects and publications.

A CV may also include professional references, as well as coursework, fieldwork, hobbies and interests relevant to your profession. You might also choose to add a personal profile that lists your skills and positive attributes to ensure employers have a well-rounded view of your personality and achievements.

CV should include the following:

- ✓ **Contact information.** Include your full name, address, phone number and email address.
- ✓ **Academic history.** List all schooling from high school through postdoctoral (if applicable).
Include the title of the degree you earned, the year you graduated and the name of the school.
- ✓ **Professional experience.** Include the organization where you worked, the job title, the dates you were employed and a summary of your experience and achievements.
- ✓ **Qualifications and skills.** List a combination of hard and soft skills you've developed throughout your career.

- ✓ **Awards and honors.** For each award, add the name, year received, the organization that gave you the award and any pertinent details (such as how often it's presented).
- ✓ **Publications and presentations.** For publications, provide a full citation including your co-authors, date, summary, volume, page, DOI number. For presentations, provide the title, date and venue where you presented.
- ✓ **Professional associations.** List the organization's name, location or chapter and the dates of active membership.
- ✓ **Grants and scholarships.** Provide the name of the grant or scholarship, date awarded and the institution that provided the award.
- ✓ **Licenses and certifications.** Include the name of the license or certificate, the date you earned it and the institution that awarded it.

CV Format

Three CV format types. All three types of CVs should include the above information. The primary difference between formats is the order of these elements.

1. Chronological

-This is the most common type of CV. For a chronological CV, list your academic history and professional experience first after your contact information. This type of CV focuses largely on your academic and professional experience.

Contact information

Academic history

Professional experience

Qualifications and skills

Awards and honors

Publications and presentations

Grants and scholarships

Licenses and certifications

Professional associations

A chronological CV is best if you have consistent employment within the same industry, and your work experience displays advancement within your field.

2. Functional

-This CV format places more emphasis on your skills, awards and honors. If you are writing a functional CV, you should place your relevant skills near the top under your contact information. In a functional CV, you will allocate more space to your qualifications, skills, awards and honors and less space to your professional experience. Here are the sections you should include:

Contact information

Qualifications and skills

Awards and honors

Academic history

Professional experience

Publications and presentations

Grants and scholarships

Licenses and certifications

Professional associations

A functional CV may be the right choice if you have recently graduated and are entering the job market for the first time, have multiple gaps in employment or you're changing careers.

3. Combination

-This CV type is a hybrid of the chronological and functional formats and allows adequate space for details about both your professional and educational history, as well as your skills and accomplishments. The elements you place first depend on your experience, career goals and what you believe is most relevant to the types of positions you're seeking.

For example, if you're hoping to earn a teaching position at a university and you've spent the past ten years as an educator, you should list your professional background first.

Example:

Question 1:

India Assurance Company, New Delhi has given an advertisement in 'The Hindustan Times' for the recruitment of management trainees to be groomed as managers of their company. Apply for the same, giving your detailed bio-data (curriculum vitae). Invent all necessary details. You are Aman/Aditi, 54-A, Gulab Road, Lucknow.

Answer:

54-A, Gulab Road

Lucknow

10 March 20XX

The Personnel Manager

India Assurance Company

New Delhi.

Sub: Recruitment of Management Trainee

Sir,

With reference to your advertisement in The Hindustan Times dated 5th March 20XX for management trainees to be groomed as managers for your company, I would like to be considered for the said post. My Bio-data is enclosed for your perusal and consideration. If I am found suitable, I can appear for the interview at any time suitable to you. In case of selection, I assure you of my unstinted co-operation and devotion in the discharge of my duties.

Yours faithfully,

Aditi

(Aditi)

Encl.: Bio-data

Curriculum vitae

Name Aditi Kukreja
Father's Name Prof. S.N. Kukreja
Address 54-A, Gulab Road, Lucknow
Date of Birth 7th August 1975

Educational Qualifications

- B.Com., Delhi University
- MBA from Symbiosis, Pune
- Diploma in Computer Application from NUT, Lucknow

Experience 1 year

Present Employment Working with Global Telesystems, Lucknow

Marital Status Unmarried

Personal Details

- Age 27 years
- Height 5'-3
- Weight 60 kg
- Mother Tongue- Hindi 'Languages
- known- English, Punjabi, French
- Hobbies- Reading, Listening to music, Painting

References 1. Professor Suresh Mohan, IT College, Lucknow
2. Professor Kapil Ranjan, Symbiosis, Pune

Unit-V

ELEMENTS OF COMMUNICATION

A. Introduction to Communication

Definition: The Communication is a two-way process wherein the message in the form of ideas, thoughts, feelings, opinions is transmitted between two or more persons with the intent of creating a shared understanding.

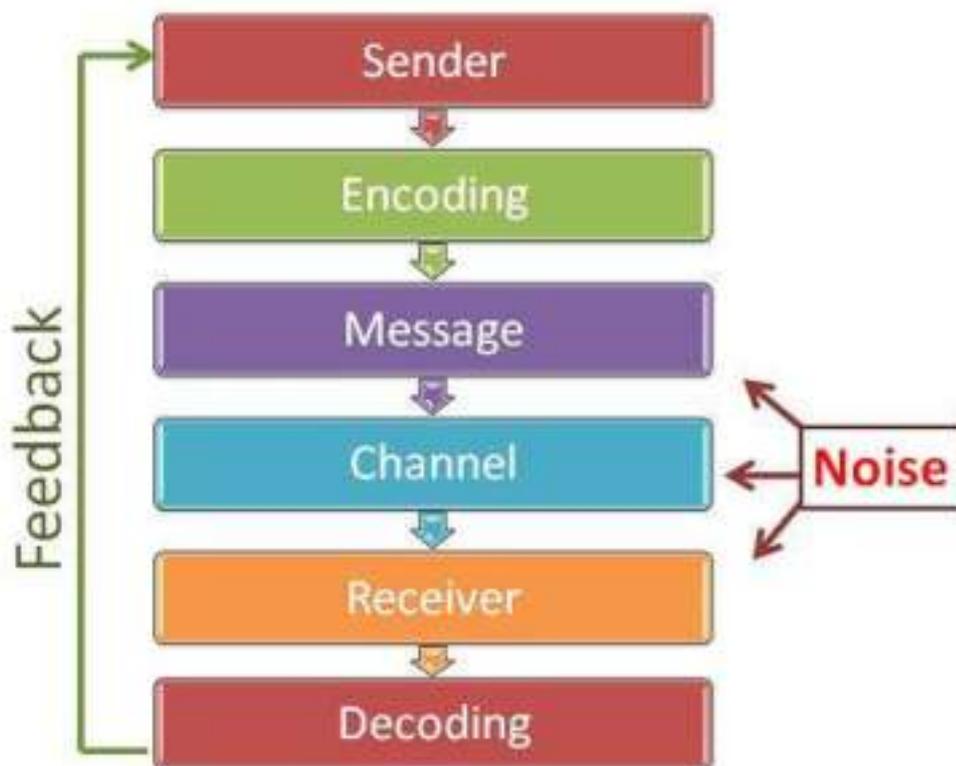
an act of conveying intended information and understanding from one person to another is called as communication. The term communication is derived from the Latin word “Communis” which means to share. Effective communication is when the message conveyed by the sender is understood by the receiver in exactly the same way as it was intended.

Communication Process

The communication is a dynamic process that begins with the conceptualizing of ideas by the sender who then transmits the message through a channel to the receiver, who in turn gives the feedback in the form of some message or signal within the given time frame. Thus, there are Seven major elements of communication process:

1. **Sender:** The sender or the communicator is the person who initiates the conversation and has conceptualized the idea that he intends to convey it to others.
2. **Encoding:** The sender begins with the encoding process wherein he uses certain words or non-verbal methods such as symbols, signs, body gestures, etc. to translate the information into a message. The sender’s knowledge, skills, perception, background, competencies, etc. has a great impact on the success of the message.
3. **Message:** Once the encoding is finished, the sender gets the message that he intends to convey. The message can be written, oral, symbolic or non-verbal such as body gestures, silence, sighs, sounds, etc. or any other signal that triggers the response of a receiver.
4. **Communication Channel:** The Sender chooses the medium through which he wants to convey his message to the recipient. It must be selected carefully in order to make the message effective and correctly interpreted by the recipient. The choice of medium depends on the interpersonal relationships between the sender and the receiver and also on the urgency of the message being sent. Oral, virtual, written, sound, gesture, etc. are some of the commonly used communication mediums.
- 5.

6. **Receiver:** The receiver is the person for whom the message is intended or targeted. He tries to comprehend it in the best possible manner such that the communication objective is attained. The degree to which the receiver decodes the message depends on his knowledge of the subject matter, experience, trust and relationship with the sender.
7. **Decoding:** Here, the receiver interprets the sender's message and tries to understand it in the best possible manner. An effective communication occurs only if the receiver understands the message in exactly the same way as it was intended by the sender.
8. **Feedback:** The Feedback is the final step of the process that ensures the receiver has received the message and interpreted it correctly as it was intended by the sender. It increases the effectiveness of the communication as it permits the sender to know the efficacy of his message. The response of the receiver can be verbal or non-verbal.



Communication process diagram

One-Way and Two-Way Communication

One-way communication is where there is no facility and/or expectation of a reply or feedback.

An advertisement or notice on a board is an example. Its advantages are that it is simple, quick and cheap. However, it allows no clarification or opportunity to correct inaccuracies and this may cause frustration in the receiver. It is often associated with authoritarian leadership and downward channels of communication.

Two-way communication is more time-consuming because the receiver has the opportunity to feedback and to question what has been said or written. The receiver is invited to contribute to the process so this kind of communication is often associated with democratic forms of leadership. If the message is complex, two-way communication is far more effective, and probably accurate, than one-way communication.

B. Professional Communication

The term professional communication refers to the various forms of speaking, listening, writing, and responding carried out both in and beyond the workplace, whether in person or electronically. From meetings and presentations to memos and emails to marketing materials and annual reports, in business communication, it's essential to take a professional, formal, civil tone to make the best impression on your audience, whether its members be your colleagues, supervisors, or customers.

Types of Professional Communication

Formal - this may be through email, memos, company reports, team meetings, letters, strategy documents and so on. These communications are processed through the formal organization structure and are sanctioned by the organization itself.

Informal - this may be either verbal or non-verbal. It may be communicated through social / group gatherings, or perhaps, simply through the company 'gossip' or the company 'grapevine'. These channels are regarded as 'unofficial' as they are not established by the organization.

Communication Network

Meaning of Communication Network:

The routes or paths through which communication takes place are called 'channels' and the sum total of the channels is known as 'communication network'. It refers to the pattern of channels of communication between the participants.

A communication network refers to how information flows within the organization. Information within an organization generally flows through a system, rather than being a free flow. This means that the flow of information is managed, regulated, and structured. Communication networks may be formal or informal..

Formal Communication Network – A formal communication network is one which is created by management and described with the help of an organizational chart. An organizational chart specifies the hierarchy and the reporting system in the organization. Therefore, in a formal network, information is passed on only through official channels such as memos, bulletins and intranet (email within the organization).

The organizational chart implies that information can flow in any of three directions – vertically, i.e., upward or downward, and horizontally.

1. Upward Communication – This may be defined as information that flows from subordinates to superiors. Some of the reasons for upward communication include discussing work related problems, giving suggestions for improvement and sharing feelings about the job and co-workers.

This type of communication has both benefits and disadvantages. One of the biggest benefits is problem-solving. Once a subordinate has brought a problem to his superior's notice, chances are that the problem will not recur, since the subordinate learns from his superior how to tackle it the next time. Thus, his ability to solve new problems and therefore his managerial ability, improves. Another benefit that could arise from upward communication is that valuable ideas and suggestions may sometimes come from lower level employees. Therefore organizations should encourage this kind of communication.

A third benefit is that employees learn to accept the decisions of management and thereby work as a team.

The biggest problem associated with this type of communication is that it may lead to “handing down” of decisions by superiors. When subordinates frequently seek the superior's guidance, the latter may adopt an authoritarian approach and merely give instructions, disregarding the subordinate's opinion completely.

2. Downward Communication – This may be defined as information that flows from superiors to subordinates. The most common reasons for downward communication are for giving job instructions, explaining company rules, policies and procedures and giving feedback regarding job performance. A number of studies have indicated that regular downward communication in the form of feedback given to employees is the most important factor affecting job satisfaction. Therefore organizations today are trying to encourage more of this type of communication.

There are both benefits and disadvantages associated with this type of communication. Downward communication that provides regular feedback will be beneficial if the feedback or review of performance is constructive. A constructive review is one where a manager “counsels” an employee, or advises him on how to improve his performance. On the other hand, a destructive review can

destroy employee morale and confidence. Regular downward communication also creates a climate of transparency or openness, where information is passed on through official channels, rather than through rumors.

Thirdly, downward communication boosts employee morale, since it indicates that management is involved in their progress.

The problems with this type of communication are the danger of doing destructive reviews, as mentioned, and that of “message overload.” This means that superiors many sometimes burden their subordinates with too many instructions, leading to confusion.

3. Horizontal Communication – This type of communication is also known as “lateral” communication. It may be defined as communication that takes place between co-workers in the same department, or in different departments, with different areas of responsibility. For example, Sales Managers and Advertising Managers in the Marketing department, or Marketing Managers and Finance Managers.

The reasons for this type of communication are for coordination of tasks, sharing of information regarding goals of the organization, resolving interpersonal or work related problems and building rapport.

The biggest potential benefit of horizontal communication is the sense of teamwork that is created. Regular communication of this type ensures that all co-workers work together towards achieving a common goal in the overall interest of the organization. The biggest potential problem is that conflicts such as ego clashes are bound to arise, when co-workers at the same level communicate on a regular basis.

Informal Communication Network – Another name for informal networks is the “grapevine”. In this type of network, information does not flow in a particular direction, as we have seen with formal networks. The information is also not passed on through official channels such as memos, notices or bulletin boards. The information need not be circulated within the organization, but could be passed on outside the work environment, wherever co-workers or colleagues meet socially. Thus, informal networks are based more on friendship, shared personal or career interests.

Example – Co-workers may meet outside the work environment at a company picnic, party or a car pool and discuss areas of common interest that may or may not be work related. Information may then be passed on to each other about happenings in the company, such as layoffs, the company's plans for acquisitions and so on.

This type of informal network is not just for idle rumors and may be useful in many ways. First of all, it sometimes fills in the "transparency gaps" left by formal networks. Such gaps usually occur during times of crisis such as strikes or layoffs. The strikes and layoffs may not be officially announced. Secondly, it may help to confirm important information, such as the fact that the company is going in for a major acquisition. Thirdly, the grapevine can be used for a constructive purpose by the organization.

C. Barriers to Communication

Barriers to communication will reduce productivity within the firm and, if serious, may cause diseconomies of scale in a firm. Barriers to communication are often referred to as 'noise'. Noise is anything that gets in the way of effective communication and 'blocks' or distorts the message.

This may be physical noise e.g. a lawnmower outside of the classroom window. However, it can be many other factors. Attitudes and beliefs, bigotry and experience will affect the perception of a message. If you believe your boss is always out to 'put you down', and she suggests extra training, this may be perceived as a punishment or threat, even if it is intended simply to make you more effective.

Other factors creating 'Noise' may include:

Distance, different time zones
Language or jargon that is not understood by the recipient
The corporate culture may not promote the sharing of communication
Information overload - receivers cannot cope with the volume
Time e.g. different time zones
Stress
Poor resources e.g. limited access to technology
Preconceptions
Past experience
Lack of education and training
Poor selection of medium of communication

Types of Communication Barriers

- 1) Environmental Barrier
- 2) Semantic Barrier
- 3) Organizational Barrier
- 4) Cultural Barrier
- 5) Psychological Barrier
- 6) Individual Barrier

1. Physical Barriers to Communication

i. Distance – When two persons are at a distance apart, one cannot hear other's voice clearly. The poor person in Chennai and poor person in New-york will not contact each other through telephone with the fear of telephone bill.

ii. Lack of time – If the superior is very much busy, then he will not have time to meet subordinates due to lack of time.

iii. Noise – Too much noise will make men not able to hear the news.

iv. External disruptions – High Temperature and high humidity make men uneasy and so they may not be in a good mood to get information.

v. Organisational blocks – Two persons in different organisation cannot contact each other whenever they want.

2. Semantic Barrier

Semantic refers to the relationship of signs to their reference. It is the study of meaning in language. The words usually have a variety of meanings and the sender and the receiver have to choose one meaning from among many. The Oxford English Dictionary show an average of over 25 different meanings for each of the 500 most frequently used words in the English language. When two individuals attach different meanings to a word, a breakdown in communication can occur. The use of jargon can also create a barrier to communication.

3. Organizational Barrier

The Pictures are visual aids worth thousand words. An organisation uses extensive use of picture like blueprints, charts, maps, and films. A viewer may come to know the whole story when he sees themes. Sometimes picture may create confusion in the mind of an observer.

This depends upon the general organisational policy governing the communication network of the organisation. Such policy might be a written text explaining various aspects of communication, especially the upward, downward and lateral since it is desirable to bring an effective communication flow in the organisation.

The barrier on this aspect is given below:

- i. Restrictions Imposed by Rules of Organisation

- ii. Status/Hierarchical Positions Restrict the Flow of Communication

- iii. Complex Situation of the Organisation

4. Cultural Barrier

- As the world is getting more and more globalized, any large office may have people from several parts of the world. Different cultures have a different meaning for several basic values of society. Dressing, Religions or lack of them, food, drinks, pets, and the general behaviour will change drastically from one culture to another.

Hence it is a must that we must take these different cultures into account while communication. This is what we call being culturally appropriate. In many multinational companies, special courses are offered at the orientation stages that let people know about other cultures and how to be courteous and tolerant of others.

5. Psychological Barrier

- Communication will be disrupted if state of mind of both sender and receiver of communication is not in an ideal position.

(a) Premature evaluation – If a person has pre-conceived notions against the communication, then he will evaluate the meaning of message before the sender completes his message.

(b) Loss by transmission and poor retention – Successive transmission of the message results in inaccurate information. Usually people cannot retain the information for long time if they are inattentive or not interested.

(c) Lack of attention – Non-listening of message due to pre-occupied mind of the receiver acts as a major psychological barrier.

6. Individual Barrier

- This barrier is created by the sender and receiver are known as individual barriers. This type of Barriers relates to the factors that are personal to the sender and receiver and act as a hindrance in the communication process. If a superior thinks that an exacting communication may negatively affect his authority, he may restrain such communication.

Such barriers include the following:

- Differences in personality
- Perceptual differences
- Fear
- Stereotyping
- Lack of Awareness
- Lack of Confidence in Subordinates
- Ignoring Communication

Measures which can be used to overcome the barriers of communication are:

(a) Clarify the ideas before communication – Before communicating to employees, a manager should make an analysis of the subject matter/problem. The purpose of communication must be very clear.

(b) Consult others before communicating – A manager while making plan for communication should encourage participation of subordinates which will ensure their support and cooperation.

(c) Communicate according to the needs of receiver – First of all, the understanding level of employees should be considered and then adjustments be made in communication by the manager.

(d) Be aware of languages, tone and content of message – Language, tone and content of message should be so adjusted according to the situation that it is easily understood by the receiver and stimulates them.

(e) Convey things of help and value to listeners – To get good response from the subordinates, it should be ensured that the message relates to their interests.

(f) Ensure feedback – For success of communication, response of the listeners should be encouraged by the manager.

(g) Communicate for present as well as future – For communication to be successful, managers should incorporate existing commitments as well as future goals of the organization.

(h) Follow up communication – Sometimes it is difficult to implement instructions in totality by the subordinates. To overcome this, regular follow up should be done by managers.

(i) Be a good listener – Lot of problems can be solved due to attentive listening quality of the manager.

D. Non- Verbal Communication

Definition: The Non-Verbal Communication is the process of conveying meaning without the use of words either written or spoken. In other words, any communication made between two or more persons through the use of facial expressions, hand movements, body language, postures, and gestures is called as non-verbal communication. The Non-Verbal Communication, unlike the verbal communication, helps in establishing and maintaining the interpersonal relationships while the verbal's only help in communicating the external events. People use non-verbal's to express emotions and interpersonal attitudes, conduct rituals such as greetings and bring forward one's personality.

The non-verbal communication in the form of signals, expressions add meaning over the verbals and help people to communicate more efficiently. It supplements whatever is said in words, such as people nod to acknowledge and move their hands to give directions.

1. Facial Expressions

Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. The look on a person's face is often the first thing we see, even before we hear what they have to say.

While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world.

2. Gestures

Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate numeric amounts. Other gestures are arbitrary and related to culture.

In courtroom settings, lawyers have been known to utilize different nonverbal signals to attempt to sway juror opinions. An attorney might glance at his watch to suggest that the opposing lawyer's argument is tedious or might even roll his eyes at the testimony offered by a witness in an attempt to undermine his or her credibility. These nonverbal signals are seen as being so powerful and influential that some judges even place limits on what type of nonverbal behaviors are allowed in the courtroom.

3. Paralinguistic

-Paralinguistic refers to vocal communication that is separate from actual language.

This includes factors such as tone of voice, loudness, inflection, and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest.

Consider all the different ways that simply changing your tone of voice might change the meaning of a sentence. A friend might ask you how you are doing, and you might respond with the standard "I'm fine," but how you actually say those words might reveal a tremendous amount of how you are really feeling.

A cold tone of voice might suggest that you are actually not fine, but you don't wish to discuss it. A bright, happy tone of voice will reveal that you are actually doing quite well. A somber, downcast tone would indicate that you are the opposite of fine and that perhaps your friend should inquire further.

4. Body Language and Posture

Posture and movement can also convey a great deal of information. Research on body language has grown significantly since the 1970s, but popular media have focused on the over-interpretation of defensive postures, arm-crossing, and leg-crossing.

5. Proxemics

People often refer to their need for "personal space," which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we perceive as belonging to us is influenced by a number of factors including social norms, cultural expectations, situational factors, personality characteristics, and level of familiarity.

For example, the amount of personal space needed when having a casual conversation with another person usually varies between 18 inches to four feet. On the other hand, the personal distance needed when speaking to a crowd of people is around 10 to 12 feet.

6. Eye Gaze

The eyes play an important role in nonverbal communication and such things as looking, staring and blinking are important nonverbal behaviors. When people encounter people or things that they like, the rate of blinking increases and pupils dilate. Looking at another person can indicate a range of emotions including hostility, interest, and attraction.

People also utilize eye gaze as a means to determine if someone is being honest. Normal, steady eye contact is often taken as a sign that a person is telling the truth and is trustworthy. Shifty eyes and an inability to maintain eye contact, on the other hand, is frequently seen as an indicator that someone is lying or being deceptive.

7. Haptics

Communicating through touch is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy and early childhood. Touch is also often used as a way to communicate both status and power.

Researchers have found that high-status individuals tend to invade other people's personal space with greater frequency and intensity than lower-status individuals.

8. Appearance

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can evoke different moods. Appearance can also alter physiological reactions, judgments, and interpretations.

Culture is an important influence on how appearances are judged. While thinness tends to be valued in Western cultures, some African cultures relate full-figured bodies to better health, wealth, and social status.

9. Artifacts

Objects and images are also tools that can be used to communicate nonverbally. On an online forum, for example, you might select an avatar to represent your identity online and to communicate information about who you are and the things you like. People often spend a great deal of time developing a particular image and surrounding themselves with objects designed to convey information about the things that are important to them.

Uniforms, for example, can be used to transmit a tremendous amount of information about a person. A soldier will don fatigues, a police officer will wear a uniform, and a doctor will wear a white lab coat. At a mere glance, these outfits tell people what a person does for a living.

Kinesics in Communication

-Kinesic communication is communicating by body movement and is perhaps the most well-known non-verbal form of communication, although it is not the only way to talk with others without words.

1. Body posture

The way that the body is held can communicate many different messages.

An open body that takes up a lot of space can indicate comfort and domination, whilst a closed-in body that makes itself small can signal inferiority.

Copying of the other person's body shows agreement, trust and liking.

2. Gestures

Gesture is communicating through the movement of body and arms.

Ekman and Friesen (1969) identified five types of gesture:

- Emblems: Direct replacements for words.
- Illustrators: Shaping what is being said.
- Affect displays: shows of emotion.
- Regulators: for controlling the flow of conversation.
- Adaptors: Self-oriented tension relievers and other forms.

3. Facial signals

-When we communicate with others, we look mostly at their face. This is not a coincidence as many signals are sent with the 90-odd muscles in the face. The way the head tilts also changes the message.

4. Oculistics:

-The eyes are particularly important, and when communicating we first seek to make eye contact. We then break and re-establish contact many times during the discussion.

Eyebrows and forehead also add significant signals, from surprise to fear to anger.

The mouth, when not talking can be pursed, downturned or turned up in a smile.

Proxemics is a theory of non-verbal communication that explains how people perceive and use space to achieve communication goals. Introduced by anthropologist Edward T. Hall in the 1960s, the theory emerged from studies of animal behavior conducted in the 19th and early 20th centuries. Just as animals use urine and physical posturing to define their territory, Hall posited, so do humans use personal space and concrete objects to establish theirs. Proximity is communicated, for instance, through the use of space, distance, touching, and body position. The use of space, the physical distance between people, and the options for touch are closely related and culture specific.

These include:

- Intimate distance (0-2 ft.)
- Personal distance (2-4ft.)
- Social distance (4-12 ft.)
- Public distance (>12 ft.)

1.Intimate distance is that which is used for very confidential communications. This zone of distance is characterized by 0 to 2 feet of space between two individuals. An example of intimate distance is two people hugging, holding hands, or standing side-by-side. People in intimate distance share a unique level of comfort with one another. Those who are not comfortable with someone who approaches them in the intimate zone will experience a great deal of social discomfort or awkwardness.

2.Personal distance is used for talking with family and close friends. Although it gives a person a little more space than intimate distance, it is still very close in proximity to that of intimacy, and may involve touching. Personal distance can range from 2 to 4 feet. Like intimate distance, if a stranger approaches someone in the personal zone, he or she is likely to feel uncomfortable being in such close proximity with the stranger.

3.Social distance is used in business transactions, meeting new people and interacting with groups of people. Social distance has a large range in the distance that it can incorporate. From 4 to 12 feet, it is clear that social distance depends on the situation. Social distance may be used among students, co-workers, or acquaintances. Generally, people within social distance do not engage in physical contact with one another.

People may be very particular about the amount of social distance that is preferred. Some people may require much more physical distance than others. Many times, if a person comes too close to another individual, the individual is likely to back up and give himself the amount of space that he feels more comfortable in.

4. **Public distance** is measured at 12 or more feet between persons. An example of this is when two men sit far apart on a park bench, in order to preserve their public distance.

Language of Signs and Symbols (Audio Sign and Visual Sign in everyday life with merits and demerits)

Non verbal communication refers to the communication that makes use of sign language and body language understood by both the parties to communicate a message. Sign Language can be further divided into Visual Signals and Audio Signals. However, apart from body and sign language, the voice of the communicator, the environment, surroundings, colours, timing of the message communicated plays a crucial role in making nonverbal communication an effective one.

Sign Language

Visual Signals

Signs do not belong to any particular language but are common to almost all regions in the world. As goes the cliché, 'A picture is worth a thousand words'. Sign language expressed through body movements is highly effective in many types of communication. Signs and symbols have greater reach to people of all ages than words, as education is not required for understanding visual signals. Some common examples for signs and symbols are the traffic lights and indications, symbols used in public toilets and roads etc.

Advantages of Visual symbols and signals

1. Visual representation of brands has more reach to the targeted audience than words. They make good tools for advertising products and services
2. Visual representation of ideas minimize the cost since they occupy minimal space in the area planned for advertising
3. Visual symbols and signs attract the interest of the users and motivate customers to go in for the brand
4. Visual representation brings out the background and principles of the communicator in a perfect manner

Audio Signals:

Audio Signals and signs play a crucial role in Non Verbal Communication. Audio Signals communicate the intended emotions in the form of sounds that are different for varying emotions. Some common examples for Audio signals are the Alarm clock which sets time for waking up and many other activities. Drumbeats, Fire Alarms, Work Shift Alarms, VIP Vehicle Alarms are some more examples for Audio signals that are commonly understood by people.

Key advantages of Sound signals

1. Sound signals convey the intended message to all concerned within short span of time
2. Sound Signals help people manage their time in an effective manner during different kinds of occasions
3. Sound Signals used in a typical factory or Industry setup acts as work initiators
4. Sound Signals used in vehicles like Ambulance helps the medical industry save lives at the appropriate times.

*****END OF UNIT-5*****

