Lecture Notes
on
Communicative English

1st/2nd Semester common to all Engineering Branches

By

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Th.1a. COMMUNICATIVE ENGLISH

(1st & 2nd sem Common)

Theory:4 Periods per Week I.A: 20Marks
TotalPeriods:60 Periods TermEndExam:80Marks
Examination:3 Hours TOTALMARKS:100Marks

Topic-wise distribution of periods with marks

S.L. No.	Topics	Periods
I	Literature Appreciation	20
II	Vocabulary	05
III	Application of Grammar	08
IV	Formal writing skills	15
V	Elements of communication	12
	• Introduction to communication	
	• Professional communication	
	• Non verbal communication	
	Total	60

OBJECTIVE

To comprehend the given passage
To answer correctly the questions on seen and unseen passages
To increase the vocabulary
To apply rules of grammar for flawless writing
Tounderstandandusethebasicconceptsofcommunicationinanorganizedsetupandsocial context
To give a positive feedback in various situation ,to use appropriate body language and to avoid barrier for effective communication
To improve writing skill

Unit-I

LITERATUREAPPRECIATION

1. Reading comprehension

Sub-skills of reading comprehension are to be worked out and tested through an unseen passage in about 200-500 words.
Astudentshouldgetacquaintedwithsub-skillsofreadingforthepurposeof:

- Skimming the gist
- Scanning for necessary information
- Close reading for inference and evaluation
- Main idea and supporting points
- Guessing them eaning of un-familiar words
- Note-making
- Summarizing
- Supplying a suitable title

2. Text

The following chapter from **"InvitationtoEnglish",Book-1**for+2studentsofCHSE, Odisha.**2016 reprint** to be covered in class room:

- **Standing Up For Yourself** By Yevgeny Yevtushenko

- **The Magic Of Team work** By Sam Pitroda
- **Inchcape Rock** By Robert Southey
- **To My True Friend** By Elizabeth Pinard

The student is to answercomprehensionquestionsfromthesechaptersintheendexamination.

UNIT- II

VOCABULARY

Use of synonyms, antonyms

- Same word used in different situations in different meaning
- Single word substitute

Unit-III

APPLICATIONOFENGLISHGRAMMAR

- CountableanUncountableNoun
- ArticlesandDeterminers
- ModalVerbs
- Tenses
- Voice-change
- Subject-verbAgreement

UNIT-IV

FORMALWRITINGSKILLS

1. Paragraphwriting
   - Meaning
   - FeaturesofParagraphWriting(TopicStatement,SupportingPointsandPlot Compatibility)
   - Developing Ideas into Paragraphs **(** Describing Place/ Person/ Object /Situation and any general topic of interest)
2. Notice
3. Agenda
4. Reportwriting(FormatofaReport,Reportinganevent/news)
5. Writingpersonalletter
6. LettertothePrincipal,Librarian,HeadoftheDeptt,andHostelSuperintendent
7. WritingBusinessletters
   - Layoutof aBusinessLetter
   - Letter of Enquiry, Placing anOrder, Execution of an Order, Complaint, Cancellation of an order(Features, Format and example)
8. JobapplicationandC.V.(Features,Formatandexample)

UNIT-V

ELEMENTSOFCOMMUNICATION

A. IntroductiontoCommunication

1. Meaning,Definitionandconceptofcommunication
2. GoodCommunicationandBadCommunication
3. Communicationmodel
   - One-wayCommunicationModelandTwo-wayCommunicationModelwithexamples
4. Processofcommunicationandfactorsresponsibleforit
   - Sender,Message,Channel,Receiver/Audience,Feedback,Noise,Context

B. ProfessionalCommunication

1. Meaningofprofessionalcommunication
2. TypesofprofessionalcommunicationFormalorSystematicCommunication
   - Upwardcommunication(Howittakesplace,symbol,meritsanddemerits)
   - Down-wardcommunication(Howittakesplace,symbol,meritsanddemerits)

- Parallelcommunication(Howittakesplace,symbol,meritsanddemerits)
  Informalcommunication
- Grapevinecommunication(Howittakesplace,symbol,meritsanddemerits)

D.Non-VerbalCommunication

1. MeaningofnonverbalCommunication
2. DifferentareasofNon-verbalCommunication
   - KinesicsorBodyLanguage(PosturesandGestures,FacialExpressionandEye Contact)
   - ProxemicsorSpatialLanguage(PrivateSpace,PersonalSpace,SocialSpace,Public Space)
   - Language of Signs and Symbols(Audio Sign and Visual Sign in everyday life with merits and demerits)

SyllabusCoverageuptoI.A

1. ReadingComprehension
2. StandingUpbyYourself
3. UseofSynonymsandAntonyms
4. Notice
5. Agenda

BooksRecommended:

InvitationtoEnglish,Book-1,(for+2students),CSHE(2016reprint),Odisha
InvitationtoEnglish,Book-2,(for+2students),CSHE(2016reprint),Odisha
InvitationtoEnglish,Book-3,(for+2students),CSHE(2016reprint),Odisha
InvitationtoEnglish,Book-4,(for+2students),CSHE(2016reprint),Odisha
WrenandMartinHighSchoolEnglishGrammar,Dr.NDVPrasadRao,S.ChandPublication
Communication Skills, Sanjay Kumar and Puspalata, Oxford University Press

CONTENTS

1- **Unit I**:Literature Appreciation

2- **Unit II**: Vocabulary

3- **Unit III** :Application of Grammar

4- **Unit IV**:Formal writing skills

5- **Unit V**: Elements of Communication

UNIT I: LITERATURE APPRECIATION

Reading Comprehension

1. Skimming and Scanning:

Skimming is a task of finding out the important details of a written text without giving a close reading to it. The word ‗skimming' is derived from ‗skum' implying the thick layer floating on liquid. Similarly by skimming a text we take out all the key points out of it in one look. But **scanning** is not overlooking - it searches for those details which are not apparent on the surface. Scanning skill operates in the manner a scanner takes the photos ofwhat is not seen on the ground.

2. Inference and Evaluation:

Inferential and evaluative analysis of the text relates more to close reading. A reader, here, examines the text to find out what the written text conveys and how it can be accessed. This is some kind of an analytical task done by the reader

3. Guessing the meanings of Unfamiliar Words

Good readers tackle unknown words in a text by trying to guess their meanings from the context. It is not possible to lookup the meaning so fall unknown words in the dictionary. If the reader attempts to do that the flow of reading is interrupted. However, this is possible only when the text does not have too many difficult words.

4. Note-Making

Note-making is a sub-skill of reading that is highly useful for study purposes. It involves understanding the organization of the text and being able to identify the main points and the supporting details, in skeleton or outline form.

5. Summarizing

"Summarizing in communicative English" means expressing the main ideas of something (like a text, speech, or conversation) in clear, simple, and natural everyday English so others can easily understand it.

For example, if a technical article says:

"Photosynthesis is the biochemical process by which green plants utilize sunlight to synthesize nutrients from carbon dioxide and water."

A communicative English summary could be:

"Plants use sunlight to make their own food from air and water."

6. Supplying a suitable title

For a reading comprehension piece in Communication English, the title should be clear, engaging, and reflective of the content. Here are a few suggestions depending on the focus of the text:

1. "The Power of Words: Understanding Effective Communication"
2. "Bridging Gaps: How Communication Shapes Our World"
3. "Decoding Messages: The Art of Effective Listening and Speaking"
4. "From Words to Action: The Role of Communication in Daily Life"
5. "Connecting Minds: Exploring Communication Styles"
6. "Beyond Words: Understanding Non-Verbal Communication"
7. "The Language of Understanding: Mastering Communication Skills"

2.Text

1. Standing Up for Yourself by Yevgeny Yevtushenko

- **Theme**: The poem emphasizes personal strength, resilience, and the importance of standing up for one's beliefs and principles in the face of adversity. It encourages self-respect and confidence in expressing one's views.
- **Communication Focus**: Assertive communication. The poem is a reflection of inner strength and the courage to speak out, even when it's difficult or unpopular. It aligns well with non-verbal communication as it evokes the inner struggle and external expression of standing firm.
- **Discussion Points**:
    - What does it mean to "stand up for yourself" in today's world?
    - How can one express opinions assertively without being aggressive?
    - How does communication shape personal identity and the way we are perceived by others?

2. The Magic of Teamwork by Sam Pitroda

- **Theme**: Pitroda's piece focuses on the significance of collaboration, mutual respect, and working together as a team to achieve a common goal. It highlights how communication is essential for building trust, fostering cooperation, and achieving collective success.
- **Communication Focus**: Effective teamwork relies on open, clear, and positive communication. Team dynamics and group communication are key to achieving the desired outcome. Pitroda emphasizes the role of leadership in facilitating team communication.
- **Discussion Points**:
    - What role does communication play in teamwork?
    - How can we maintain clear and effective communication in a team environment?
    - The importance of listening in team communication.

3. Inchcape Rock by Robert Southey

- **Theme**: This ballad tells the story of a wicked character who removes a bell from a rock, causing ships to crash and sink. It is a tale of moral justice, where the villain's actions eventually lead to his downfall.
- **Communication Focus**: This poem highlights how the consequences of one's actions can be communicated indirectly through storytelling. It shows how narrative and metaphor can be used to convey moral lessons and build a sense of justice.
- **Discussion Points**:
    - How does the poem convey the importance of responsibility through communication?
    - What lessons can be learned about ethical behavior and communication through this story?
    - How does the poet use storytelling to communicate moral values?

4. To My True Friend by Elizabeth Pinard

- **Theme**: The poem is a heartfelt expression of gratitude and admiration towards a friend. It highlights the deep emotional connection and trust that exists in true friendship.
- **Communication Focus**: The poem exemplifies emotional intelligence in communication—understanding, expressing, and responding to emotions. It also emphasizes the power of words to convey affection and strengthen bonds between individuals.
- **Discussion Points**:
    - How does communication in friendships differ from other forms of communication?
    - What makes a message or gesture meaningful in a friendship?
    - The role of empathy in effective communication within relationships.

Summary of Key Communication Concepts in the Texts:

- **Assertive Communication**: Yevtushenko's poem emphasizes expressing oneself confidently and without fear.
- **Collaborative Communication**: Pitroda's article illustrates how communication builds cooperation and strengthens teamwork.
- **Ethical Communication**: In "Inchcape Rock," communication teaches responsibility and moral lessons.
- **Emotional Communication**: Elizabeth Pinard's poem illustrates the beauty of expressing emotions and the importance of empathy in communication.

Interactive Discussion & Activities:

- **Group Discussion**: Divide the class into groups and have them discuss how effective communication can change outcomes in teamwork or personal relationships. Have them present real-world examples.
- **Role Play**: Create role-playing scenarios based on standing up for yourself or demonstrating teamwork in different situations.
- **Writing Activity**: Ask students to write a letter to a close friend or colleague using the principles of assertive, empathetic, or collaborative communication.

Long Questions:

1. Discuss the role of literary criticism in enhancing the appreciation of a work of literature .How does it influence a reader's understanding of a text?
2. Explain the importance of the theme in literary works. How do themes contribute to the depth and richness of a literary piece? Provide examples to support your points.
3. Analyze the significance of literary devices such as imagery, symbolism, and metaphor in enhancing the meaning of a poem or prose. Illustrate with specific examples.
4. In what ways do historical and cultural contexts influence the interpretation of literature? Provide examples of how a specific work of literature reflects the social, political, or cultural conditions of its time.
5. Explore the concept of 'literary genres' and their impact on the style, structure, and theme of a literary work. Compare and contrast two different genres, such as poetry and prose, and discuss how each appeals to different audiences.

Short Questions:

1. What is the difference between 'literary appreciation' and 'literary analysis'?
2. What is the role of the narrator in a piece of fiction, and how does it influence the reader's perspective?
3. Define 'tone' in literature and explain its effecton the reader' s perception of a text.
4. How does characterization help develop the themes of a literary work?
5. What is the significance of setting in a literary work? How does it contribute to the overall mood of the piece?

Quiz Questions:

1. **Which of the following best defines 'literary appreciation'?**
   a) Analyzing the plot structure
   b) Understanding and enjoying a work of literature
   c) Identifying grammatical errors in a text
   d) Memorizing lines from a novel

2. **Which literary device is used to represent an abstract idea through a concrete object or character?**
   a) Metaphor
   b) Simile
   c) Symbolism
   d) Alliteration
3. **What is the central theme of Shakespeare's play *Macbeth*?**
   a) The triumph of love over hate
   b) The corrupting power of ambition
   c) The importance of loyalty
   d) The inevitability of fate
4. **Which of the following is an example of first-person narration?**
   a) "He walked slowlyt hrough the door."
   b) "I walked slowly through the door."
   c) "They walked slowly through the door."
   d) "She walked slowly through the door."
5. **Which of the following is NOT a characteristic of poetry?**
   a) Use of meter and rhyme
   b) Emphasis on narrative
   c) Concise and compressed language
   d) Frequent use of symbolism

UNIT 2: VOCABULARY

Synonyms

Words with similar meanings are called synonyms .

Synonym examples:

- big / large
- affection / love
- smart / clever
- buy / purchase

Word origin: Greek, *syn* = same, *onyma* = a name

Short list of synonyms in English, listed by the part of speech

Synonyms of Nouns

- belly / stomach
- children / kids
- disaster / catastrophe
- earth / soil
- father / dad
- happiness / joy
- instinct / intuition

- mother / mom
- present / gift
- sunrise / dawn

Synonyms of Verbs

- answer / reply
- beat / defeat
- behave / act
- begin / start
- close / shut
- leave / exit,depart
- provide / supply
- select / choose
- shout / yell
- speak / talk

Synonyms of Adjectives

- big / large

- annual / yearly
- complete / total
- correct / right
- crazy / mad
- foolish / silly
- happy / glad
- hard / difficult
- ill / sick
- last / final
- near / close
- sad / unhappy
- stable / steady

Synonyms of Adverbs

- almost / nearly
- badly / poorly
- fast / quickly / rapidly
- intentionally / on purpose
- out / outside
- rarely / seldom
- sometimes / occasionally
- surely / for sure
- very / highly / extremely

Words with similar meanings are called synonyms . But nothing in nature is hundred percent similar to anything else . for example,

Pretty, beautiful, handsome... What's the difference?

Pretty	Beautiful	Handsome
Pretty = delicate and pleasant to look at.	**Beautiful** = *(of a woman or girl)*extremely pleasant to look at.	**Handsome** = *(of a man)* pleasant to look at.

Lovely	Ravishing	Good-looking
Lovely = *(of someone that makes you have a strong feeling for them)* graceful and very pleasant to look at.	**Ravishing** = very beautiful.	**Good-looking** = physically pleasant to look at.

Cute	Adorable	Gorgeous
Cute = *(of someone young or something small)* charming and pleasant to look at.	**Adorable** = very pleasant to look at and very easy to love.	**Gorgeous** = impressive and extremely pleasant to look at.

Here is another example to illustrate this point:

"To ask" means to say or write what you wish to happen.

"To request" means to say or write what you wish to happen, but it has a formal use.

In other words, you would use "ask" and "request" in different situations and contexts.

So it's not enough just to study a word's meaning and synonyms. You should also be aware of the subtle difference, nuances, and usage issues of each individual word.

Additional example:

One of the meanings of "hurt" is to "to be painful."

For example, "My back hurts like hell."

One synonym of "hurt" is "ache."

"To ache" means "to be painful, in a dull way." A *dull* pain means that it is not very strong, but it is continuous.

For example, "I've been standing for so long that now my feet ache."

So you see, "hurt" and "ache" are synonyms. Their meanings are indeed very similar, but not identical.

Antonyms

An **antonym** is a word that means the opposite of another word.

Antonym examples:

- old / new
- able / unable
- load / unload
- black / white
- strong / weak
- break / fix

Word origin: Greek, *anti* = opposite, *onym* = name

Nouns

- day / night
- east / west
- enemy / friend
- failure / success
- guest / host
- health / disease
- question / answer
- speaker / listener
- summer / winter
- top / bottom

Verbs

- agree / disagree
- arrive / leave
- begin / end
- fall asleep / wake up
- gain / lose
- lend / borrow
- love / hate
- open / close
- remember / forget
- start / stop

Adjectives

- asleep / awake
- beautiful / ugly
- big / small
- black / white
- cheap / expensive
- dead / alive
- dry / wet
- easy / difficult
- full / empty
- good / bad
- hot / cold
- intelligent / stupid
- sad / happy
- sick / healthy
- thin / fat

Adverbs

- always / never
- angrily / happily
- fast / slowly
- here / there
- inside / outside
- likely / unlikely
- near / far
- partly / fully
- seemingly / actually
- yesterday / tomorrow

Prepositions

- above / below
- against / for
- before / after
- in / out
- like / unlike
- on / off
- plus / minus
- to / from
- towards / away
- with / without

Conjunctions

- and / or
- therefore / nevertheless

Interjections

- bravo / boo
- hello / goodbye
- holy cow / duh
- phew / oops
- thanks / no thanks
- yes / no
- yippee / oh my

Homonyms

Homonyms are two **words** that are spelled the **same** and sound the **same** but have **different meanings**. ... Therefore, a homonym is a **word** that has the **same** name as **another word**, **meaning** that the two **words** look and sound exactly alike.

In English language, there are many words that spell the same but differ in meaning as per their usage. These are also called homographs. Based on their usage and functions, words are categorized into eight parts of speech. These words change their meaning in accordance to their usage. However the change in the meaning of the word occurs only when the word is used as a noun, adjective, verb and adverb.

To understand this better, let us look at some examples:

CLEAN

1. The cottage needs a good **clean**.
2. He **clean** forgot about dropping the letters in the post box.
3. The entertainment was good **clean** fun for the whole family.
4. He **cleaned** up his act and came off drugs.

In the above example, we have used the word clean and used it in 4 different sentences, each signifying a different meaning, along with its usage as different parts of speech.

Sentence A - The cottage needs a good **clean**. The word clean in this sentence means the act or an instance of cleaning. Since this is an act, hence it is a noun.

Sentence B - He **clean** forgot about dropping the letters in the post box. The meaning of the word clean in this sentence is completely, and since it is modifying the word forgot which a verb (action word) is, it is an adverb.

Sentence C - The entertainment was good **clean** fun for the whole family. In this case, the meaning of the word clean is fit for everyone, nothing

obscene. The word in this case is modifying fun, which is a noun; hence the word here is an adjective.

Sentence D - He **cleaned** up his act and came off drugs. In this case the word cleans means to rid of undesirable features. Clean has been used to denote an action, and hence in this case it is a verb.

LIGHT

1. The new lamp had good **light** for reading.
2. Magnesium is a **light** metal.
3. Rahul likes to travel **light**.
4. The choice **lighted** on me.

Sentence A - The new lamp had good **light** for reading. In this the word light is being is used to mean a particular quality or type of light. And also it has been used as a noun.

Sentence B - Magnesium is a **light** metal. In this the word is used to mean having relatively low density, also since it is used to describe the word metal which is a noun, it is an adjective.

Sentence C - Rahul likes to travel **light**. In this, the word light means little equipment, baggage, etc.

Sentence D - the choice **lighted** on me. In this the word light is used to denote an action thus it is verb and it means to strike or fall on.

Some of the similar kinds of words are:

LOVE

We **love** you. (Here, love is a verb as it is showing the action in terms of expressing an emotion)

Love is blind. (Here, Love is a noun as it is a name of an emotion)

WATER

We drink **water**. (Here, water is a noun as it is name of the thing)
They **water** the plants. (Here, water is a verb as here it means giving water to plants i.e. an action)
This is a **water** pipe. (Here, water is a adjective as it is describing pipe which is a noun)

ABOVE

The heavens showered blessings from **above**. (Here, 'above' is used as a noun)
She is **above** average in intelligence. (Here, above is a preposition as here it is showing the position or the status of the pronoun 'she')
Analyze the **above** sentence. (Here, above is an adjective as it telling something about the noun 'sentence')

FAST

He did not take anything during the **fast**. (It names something, so it is a noun)
Muslims **fast** during Ramazan. (This is an activity, so fast is a verb)
She speaks **fast**. (This becomes adverb here as it is describing a verb i.e.)

BACK

I have pain in the **back**. (It is a noun here)
I will come **back** in 5 minutes. (It is an adverb here, as it describes verb-come)
Have you closed the **back** door.(It is describing a noun-door, so it is an adjective)
He **backed** his car through the gate. (Back is used as a verb here)

NEAR

He lives **near** the station. (Near is a preposition here)
He got nervous as the examinations **neared**. (Here, it is a verb)
Most of my **near** relatives live abroad. (Here, it is used as an adjective for

noun-relatives)

I went **near** enough to see over it. (Near is an adverb here which described enough)

Thus from these examples it is implicit that with different usage, the same word in English language can have different meanings.

One word Substitution

One word Substitution is one of the integral parts of vocabulary. It simply means that a sentence has to be replaced with a single word.

List of One Word Substitution

List of One Word Substitution for "Individual Character/ Person/People"

PHRASE	ONE WORD
One who is not sure about God's existence./	Agnostic
A person who deliberately sets fire to a building	Arsonist
One who does a thing for pleasure and not as a profession	Amateur
One who can use either hand with ease	Ambidextrous
One who makes an official examination of accounts	Auditor

A person who believes in or tries to bring about a state of lawlessness	Anarchist
A person who has changed his faith	Apostate
One who does not believe in the existence of God	Atheist
A person appointed by two parties to solve a dispute	Arbitrator
One who leads an austere life	Ascetic
One who does a thing for pleasure and not as a profession	Amateur
One who can either hand with ease	Ambidextrous
An unconventional style of living	Bohemian
One who is bad in spellings	Cacographer
One who feeds on human flesh	Cannibal
A person who is blindly devoted to an idea/ A person displayingaggressive or exaggerated patriotism	Chauvinist
A critical judge of any art and craft	Connoisseur

One who is recovering health after illness	Convalescent
A girl/woman who flirts with man	Coquette
A person who regards the whole world as his country	Cosmopolitan
One who is a centre of attraction	Cynosure
One who sneers at the beliefs of others	Cynic
A leader or orator who espoused the cause of the common people	Demagogue
A person having a sophisticated charm	Debonair
A leader who sways his followers by his oratory	Demagogue
A dabbler (not serious) in art, science and literature	Dilettante
One who is for pleasure of eating and drinking	Epicure
One who often talks of his achievements	Egotist
Someone who leaves one country to settle in another	Emigrant
A man who is womanish in his habits	Effeminate

One hard to please (very selective in his habits)	Fastidious
One who runs away from justice	Fugitive
One who is filled with excessive enthusiasm in religious matters	Fanatic
One who believes in fate	Fatalist
A lover of good food	Gourmand
Conferred as an honour	Honorary
A person who acts against religion	Heretic
A person of intellectual or erudite tastes	Highbrow
A person who is controlled by wife	Henpeck
One who shows sustained enthusiastic action with unflagging vitality	Indefatigable
Someone who attacks cherished ideas or traditional institutions	Iconoclast
One who does not express himself freely	Introvert
Who behaves without moral principles	Immoral

A person who is incapable of being tampered with	Impregnable
One who is unable to pay his debts	Insolvent
A person who is mentally ill	Lunatic
A person who dislikes humankind and avoids human society	Misanthrope
A person who primarily concerned with making money at theexpense of ethics	Mercenary
Someone in love with himself	Narcissist
One who collect coins as hobby	Numismatist
A person who likes or admires women	Philogynist
A lover of mankind	Philanthropist
A person who speaks more than one language	Polyglot
One who lives in solitude	Recluse
A person who is indifferent to the pains and pleasures of life	Stoic

A scolding nagging bad-tempered woman	Termagant
A person who shows a great or excessive fondness for one's wife	Uxorious
One who possesses outstanding technical ability in a particular art or field	Virtuoso

One Word Substitution List for "Collection/ Group"

PHRASE	**ONE WORD**
A group of guns or missile launchers operated together at one place	Battery
A large bundle bound for storage or transport	Bale
A large gathering of people of a particular type	Bevy
An arrangement of flowers that is usually given as a present	Bouquet
A family of young animals	Brood
A group of things that have been hidden in a secret place	Cache

A group of people, typically with vehicles or animals travellingtogether	Caravan
A closed political meeting	Caucus
An exclusive circle of people with a common purpose	Clique
A group of followers hired to applaud at a performance	Claque
A series of stars	Constellation
A funeral procession	Cortege
A group of worshippers	Congregation
A herd or flock of animals being driven in a body	Drove
A small fleet of ships or boats	Flotilla
A small growth of trees without underbrush	Grove
A community of people smaller than a village	Hamlet
A group of cattle or sheep or other domestic mammals	Herd

A large group of people	Horde
A temporary police force	Posse
A large number of fish swimming together	Shoal
A strong and fast-moving stream of water or other liquid	Torrent

One Word Substitutes List for "Research/ Profession"

PHRASE	**ONE WORD**
The medieval forerunner of chemistry	Alchemy
A person who presents a radio/television programme	Anchor
A person who is trained to travel in a spacecraft	Astronaut
The scientific study of the physiology, structure, genetics, ecology,distribution, classification, and economic importance of plants	Botany
A person who draws or produces maps	Cartographer

A person who writes beautiful writing	Calligrapher
A person employed to drive a private or hired car	Chauffeur
A person who introduces the performers or contestants in a varietyshow	Compere
A keeper or custodian of a museum or other collection	Curator
The branch of biology concerned with cyclical physiologicalphenomena	Chronobiology
A secret or disguised way of writing	Cypher
The study of statistics	Demography
The use of the fingers and hands to communicate and convey ideas	Dactylology
A person who sells and arranges cut flowers	Florist
A line of descent traced continuously from an ancestor	Genealogy
The therapeutic use of sunlight	Heliotherapy
The art or practice of garden cultivation and management	Horticulture

One who supervises in the examination hall	Invigilator
The theory or philosophy of law	Jurisprudence
A person who compiles dictionaries	Lexicographer
The scientific study of the structure and diseases of teeth	Odontology
One who presents a radio programme	Radio Jockey
The art of effective or persuasive speaking or writing	Rhetoric
The branch of science concerned with the origin, structure, andcomposition of rocks	Petrology
One who study the elections and trends in voting	Psephologist
An artist who makes sculptures.	Sculptor
The scientific study of the behaviour, structure, physiology,classification, and distribution of animals	Zoology

Important One Word Substitution for "Spot/ Venue"

PHRASE	ONE WORD
A collection of historical documents or records providing informationabout a place, institution, or group of people	Archives
A large cage, building, or enclosure for keeping birds in	Aviary
A building where animals are butchered	Abattoir
A place where bees are kept; a collection of beehives	Apiary
A building containing tanks of live fish of different species	Aquarium
A place or scene of activity, debate, or conflict	Arena
A collection of weapons and military equipment	Arsenal
An institution for the care of people who are mentally ill	Asylum
A hole or tunnel dug by a small animal, especially a rabbit, as adwelling	Burrow
A collection of items of the same type stored in a hidden orinaccessible place	Cache
A public room or building where gambling games are played	Casino

A large burial ground, especially one not in a churchyard	Cemetery
A room in a public building where outdoor clothes or luggage maybe left	Cloakroom
A place where a dead person's body is cremated	Crematorium
a Christian community of nuns living together under monastic vows	Convent
Nursery where babies and young children are cared for during theworking day	Creche
A stoppered glass container into which wine or spirit is decanted	Decanter
A large bedroom for a number of people in a school or institution	Dormitory
The nest of a squirrel, typically in the form of a mass of twigs in atree	Drey
A room or building equipped for gymnastics, games, and otherphysical exercise	Gymnasium
A storehouse for threshed grain	Granary
A large building with an extensive floor area, typically for housingaircraft.	Hangar

A box or cage, typically with a wire mesh front, for keeping rabbitsor other small domesticated animals	Hutch
A place in a large institution for the care of those who are ill	Infirmary
A small shelter for a dog	Kennel
A place where wild animal live	Lair
A place where coins, medals, or tokens are made	Mint
A collection of wild animals kept in captivity for exhibition	Menagerie
A building or buildings occupied by a community of monks livingunder religious vows	Monastery
A place where bodies are kept for identification	Morgue
A piece of enclosed land planted with fruit trees	Orchard
A large natural or artificial lake used as a source of water supply	Reservoir
A small kitchen or room at the back of a house used for washingdishes and another dirty household work	Scullery
A close-fitting cover for the blade of a knife or sword	Sheath

A room or building for sick children in a boarding school	Sanatorium
A place where animal hides are tanned	Tannery
A large, tall cupboard in which clothes may be hung or stored	Wardrobe

One Word Substitution PDF for "Government/ Systems"

PHRASE	**ONE WORD**
A state of disorder due to absence or non-recognition of authority or other controlling systems	Anarchy
A form of government in which power is held by the nobility	Aristocracy
A system of government by one person with absolute power	Autocracy
A self-governing country or region	Autonomy
A system of government in which most of the important decisionsare taken by state officials rather than by elected representatives	Bureaucracy
A system of government by the whole population or all the eligiblemembers of a state, typically through elected representatives	Democracy

A state, society, or group governed by old people	Gerontocracy
A state or country run by the worst, least qualified, or most unscrupulous citizens	Kakistocracy
Government by new or inexperienced hands	Neocracy
Government by the populace	Ochlocracy
A small group of people having control of a country or organization	Oligarchy
Government by the wealthy	Plutocracy
Government not connected with religious or spiritual matters	Secular
A form of government with a monarch at the head	Monarchy
A political system based on government of men by God	Thearchy

New One Word Substitution for "Fear/ Phobia"

PHRASE	ONE WORD
An extreme or irrational fear of heights	Acrophobia
An irrational fear of fresh air or drafts of air	Aerophobia
Fear of being egotistical, being alone or isolated	Autophobia
A phobia of pain	Algophobia
An abnormal fear of heights	Altophobia
An emotional disorder characterized by an obsessive desire to loseweight by refusing to eat	Anorexia
An extreme or irrational fear of open or public places	Agoraphobia
An abnormal and persistent fear of depths	Bathophobia
Fear or hatred of books	Bibliophobia
Fear of ugliness and things that are ugly	Cacophobia
A dislike of being in the centre	Centrophobia
An extreme fear about beauty	Cellophobia

Fear of time	Chronophobia
Fear of dogs	Cynophobia
An extreme or irrational fear of confined places	Claustrophobia
A delusion of being possessed by evil spirits	Demonomania
An abnormal and persistent fear of drinking alcohol	Dipsophobia
An abnormal and persistent fear of work or finding employment	Ergophobia
Fear of getting married, being in a relationship, or commitment	Gamophobia
Physical or psychological fear of sexual relations or sexualintercourse	Genophobia
Fear of old age	Geraphobia
Fear of knowledge	Gnosiophobia
Fear of women	Gynaephobia
Fear of writing or handwriting	Graphophobia

An irrational and intense fear of travel	Hodophobia
An excessive fear or aversion to obtaining pleasure	Hedonophobia
An obsessive fear of words	Logophobia
An extreme fear of wind or drafts	Menemophobia
An extreme or irrational fear of the night or of darkness	Nyctophobia
Fear of death	Thanatophobia
Extreme superstition regarding the number thirteen	Triskaidekapho

All One Word Substitution for "Murder/ Death"

PHRASE	**ONE WORD**
A solemn procession, especially for a funeral	Cortege
A poem of serious reflection, typically a lament for the dead	Elegy

A phrase or form of words written in memory of a person who hasdied	Epitaph
Killing of one's son or daughter	Filicide
Destruction or abortion of a fetus	Foeticide
Killing of one's brother or sister	Fratricide
Killing of a large group of people	Genocide
Killing of one person by another	Homicide
Killing of infants	Infanticide
Burial of a corpse in a grave or tomb	Interment
Killing of one's mother	Matricide
A room or building in which dead bodies are kept	Mortuary
A news article that reports the recent death of a person	Obituary
Killing of a parent or other near relative	Parricide

Killing of one's father	Patricide
An examination of a dead body to determine the cause of death	Postmortem
Action of killing a king	Regicide
Killing of one's sister	Sororicide
Act of intentionally causing one's own death	Suicide
Killing of one's wife	Uxoricide

List of One Word Substitution for "Sound"

PHRASE	**ONE WORD**
The branch of physics concerned with the properties of sound	Acoustics
The sound of Alligators	Bellow
The sound of Deers	Bell

The sound of Crows	Caw
The sound of Geese	Cackle
The sound of Hens	Cluck
The sound of Dolphins	Click
The sound of Frogs	Croak
The sound of Crickets	Creak
The sound of Monkeys	Gibber
The sound of Camels	Grunt
The sound of Owls	Hoot
The sound of Penguins	Honk
The sound of Cattle	Moo
The sound of Horses	Neigh
The sound of Nightingales	Pipe

The sound of Ducks	Quack
The sound of Parrots	Screech
The sound of Rats	Squeak
The sound of Birds	Twitter
The sound of Elephants	Trumpet
The sound of Mosquitoes	Whine

List of One Word Substitution for Competitive Exam Related to"Generic Terms"

PHRASE	**ONE WORD**
An act of abdicating or renouncing the throne	Abdication
An annual calendar containing important dates and statistical information such as astronomical data and tide tables	Almanac

A cold-blooded vertebrate animal that is born in water and breathes with gills	Amphibian
A story, poem, or picture that can be interpreted to reveal a hiddenmeaning, typically a moral or political one	Allegory
A statement or proposition on which an abstractly defined structureis based	Axiom
A nation or person engaged in war or conflict, as recognized byinternational law	Belligerent
An examination of tissue removed from a living body to discover the presence, cause, or extent of a disease	Biopsy
The action or offence of speaking sacrilegiously about God or sacredthings; profane talk	Blasphemy
The arrangement of events or dates in the order of their occurrence	Chronology
A vigorous campaign for political, social, or religious change	Crusade
Lasting for a very short time	Ephemeral
Spoken or done without preparation	Extempore
Release someone from a duty or obligation	Exonerate

Fond of company	Gregarious
Making marks that cannot be removed	Indelible
Incapable of making mistakes or being wrong	Infallible
Certain to happen	Inevitable
A sentimental longing or wistful affection for a period in the past	Nostalgia
A solution or remedy for all difficulties or diseases	Panacea
A doctrine which identifies God with the universe	Pantheism
Excessively concerned with minor details or rules	Pedantic
The practice of taking someone else's work or ideas and passingthem off as one's own	Plagiarism
Safe to drink	Potable
The emblems or insignia of royalty	Regalia
Violation or misuse of what is regarded as sacred	Sacrilege

A position requiring little or no work but giving the holder status orfinancial benefit	Sinecure
A thing that is kept as a reminder of a person, place, or event	Souvenir
An imaginary ideal society free of poverty and suffering	Utopia
Denoting a sin that is not regarded as depriving the soul of divinegrace	Venial
In exactly the same words as were used originally	Verbatim

Long Questions:

1. Discuss the relationship between vocabulary development and reading comprehension. How does a rich vocabulary contribute to a deeper understanding of texts, and what are some strategies for improving vocabulary?
2. How do context clues help in understanding unfamiliar words in a passage? Provide examples of different types of context clues (e.g., definition, restatement, example) and explain their effectiveness.
3. Explain the role of word formation processes (e.g., derivation, compounding ,blending) in vocabulary expansion. How can these processes help learners deduce the meanings of new words?
4. What are the differences between active and passive vocabulary? Discuss the factors that contribute to a word transitioning from passive to active vocabulary in everyday usage.
5. Analyze how vocabulary acquisition varies across different age groups and educational levels. How do language development theories (e.g., the "Critical Period Hypothesis") inform our understanding of vocabulary learning?

Short Questions:

1. What is the difference between a synonym and anantonym?
2. What does the term' homo phone' refer to? Give an example.
3. What is the role of prefixes and suffixes in determining the meaning of a word?
4. How can the use of a thesaurus help improve one's vocabulary?
5. What does the term' etymology' mean, and why is it important in understanding vocabulary?

Quiz Questions:

1. **Which of the following is the best way to define the word "benevolent"?**
   a) Hostile
   b) Kind and generous
   c) Fearful
   d) Arrogant
2. **Which of the following words is a synonym for " garrulous"?**
   a) Talkative
   b) Silent
   c) Angry
   d) Confused

3. **Which of these words is an antonym of "scarcity"?**
   a) Abundance
   b) Shortage
   c) Poverty
   d) Hunger
4. **What is the meaning of the word "amorphous"?**
   a) Having no shape or form
   b) Extremely colorful
   c) Very large
   d) Not important
5. **Which of the following words is derived from a Latin root meaning "to lead"?**
   a) Conduct
   b) Erupt
   c) Illuminate
   d) Disrupt

Unit 3
APPLICATION OF ENGLISH GRAMMAR

Countable an Uncountable Noun

Countable nouns have two forms: **singular** and **plural**. Singular countable nouns refer to **one person or thing**:

a teacher	*a book*	*a wish*	*an idea*

Plural count nouns refer to **more than one person or thing**:

teachers	*books*	*wishes*	*ideas*

Singular countable nouns

Singular count nouns cannot be used alone. They must have a **determiner**:

the *English teacher*	***that*** *book*	***a*** *wish*	***my*** *latest idea*

Plural countable nouns

We usually add *–s* to make a plural noun:

book	>	*book**s***

school	>	*School**s***
friend	>	*Friend**s***

We add *–es* to nouns ending in *–s*, *–ch*, *–sh*, *–ss*, *–x* and *–o*:

*cla**ss***	>	*Clas**ses***
*wat**ch***	>	*Wat**ches***
*ga**s***	>	*Ga**ses***
*wi**sh***	>	*Wi**shes***
*bo**x***	>	*Bo**xes***
*potat**o***	>	*Potat**oes***

When a noun ends in a consonant and *–y*, we make the plural with *–ies*:

*la**dy***	>	*La**dies***
*count**ry***	>	*Count**ries***

*par**ty***	>	*Par**ties***

If a noun ends in a vowel and –y, we simply add –s:

*b**oy***	>	*B**oys***
*d**ay***	>	*D**ays***
*pl**ay***	>	*Pl**ays***

Some common nouns have **irregular plurals**:

man	>	***Men***
woman	>	***Women***
child	>	***Children***
person	>	***People***
foot	>	***Feet***

Plural count nouns do not have a **general determiner** when they refer topeople or things **in general**:

Computers *are very expensive. Do you sell* ***old books****?*

But they may have a **specific determiner**:

Those computers *are very expensive.*
The books *in that shop are very expensive.*
Her sisters *live there.*

or a **quantifier**:

some *new books*	***a few*** *teachers*	***lots of*** *good ideas*

or a **numeral**:

two *new books*	***three*** *wishes*

Uncountable nouns

Some nouns in English are **uncountable** nouns. We do **not** use uncountable nouns in the plural and we do **not** use them with the indefinite article *a/an*:

We ate a lot of ***food****.* (NOT ~~foods~~)
We bought some new ***furniture****.* (NOT ~~furnitures~~)
That's useful ***information****.* (NOT ~~a useful information~~) We can use

some **quantifiers** with uncountable nouns:

He gave me ***some useful advice****. They gave us* ***a lot of information****.*

Uncountable nouns often refer to:

Substances: *food, water, wine, salt, bread, iron*
Human feelings or qualities: *anger, cruelty, happiness, honesty, pride*
Activities: *help, sleep, travel, work*
Abstract ideas: *beauty, death, fun, life*

Common uncountable nouns

Some common nouns in English like *information* are **uncountable nouns** even though they have **plurals in other languages**:

advice	*accommodation*	*baggage*	*equipment*
furniture	*homework*	*knowledge*	*luggage*
machinery	*money*	*news*	*traffic*

*Let me give you **some advice**. **How much luggage** have you got?*

If we want to make these things countable, we use **expressions** like:

a piece of ...	*a bit of ...*	*an item of ...*
pieces of ...	*bits of ...*	*items of ...*

*Let me give you **a piece of** advice. That's **a** useful **piece of** equipment.*
*We bought **a few bits of** furniture for the new apartment. She had six separate **items of** luggage.*

However, *accommodation*, *money* and *traffic* cannot be made countable inthis way. We need to use other expressions:

*I've lived in three **flats/apartments**.* (NOT ~~bits of accommodation~~) *Smith received three large **sums of money**.* (NOT ~~pieces of money~~)*We got stuck in two **traffic jams**.* (NOT ~~pieces of traffic~~)

Determiners and quantifiers

Determiners and quantifiers are words we use in front of nouns. We use determiners to identify things (***this*** *book*, ***my*** *sister*) and we use quantifiersto say how much or how many (***a few*** *people*, ***a lot of*** *problems*).

Specific and general determiners

Determiners are words which come at the beginning of **noun phrases.** They tell us whether a noun phrase is **specific** or **general**.

Specific determiners

The specific determiners are:

- **the definite article**: *the*
- **possessives**: *my, your, his, her, its, our, their, whose,your*
- **demonstratives**: *this, that, these, those*

We use a specific determiner when we believe the **listener/reader knows** exactly what we are referring to:

*Can you pass me **the salt**, please? Thank you very much for **your letter**.**Whose coat** is this?*
*Look at **those lovely flowers**.*

General determiners

We use a general determiner when we are talking about things in general and the **listener/reader does not know** exactly what we are referring to.

The general determiners are:

a/an	*0 (no determiner)*	*any*	*Another*	*other*

The most frequent general determiner is the indefinite article ***a/an*** used with **singular nouns**:

***A man** came this morning and left **a parcel**. He was wearing **a big coat** and **a cap**.*

We use **no determiner** with **plural nouns** and **uncountable nouns:**

***Girls** normally do better in school than **boys**. (plural nouns)*
***Milk** is very good for you. (uncount noun)*
***Health** and **education** are very important. (uncountable nouns)*

We use the general determiner ***any*** with a singular noun or an uncountable noun when we are talking about **all** of those people or things:

*It's very easy. **Any child** can do it.* = All children can do it. *With a full licence you are allowed to drive **any car**.* = all cars *I like bananas, oranges, apples – **any fruit**.* = all kinds of fruit

(Note that *any* is also used as a **quantifier** in negative and interrogative sentences.)

We use the general determiner ***another*** to talk about an **additional** personor thing:

*Would you like **another glass of wine**?*

The plural form of *another* is ***other***:

*I spoke to John, Helen and a few **other friends**.*

The indefinite article: 'a' and 'an'

We use the indefinite article, ***a/an***, with **singular nouns** when the **listener/reader does not know** exactly which one we are referring to:

*Police are searching for **a 14-year-old girl**.*

We also use it to show that the person or thing is **one of a group**:

*She is **a pupil at London Road School**.*

*Police have been looking for **a 14-year-old girl** who has been missing sinceFriday.*

*Jenny Brown is **a pupil at London Road School**. She is 1.6 metres tall, with short, blonde hair. When she left home, she was wearing **a blue jacket**, **a blue and white blouse**, dark blue jeans and blue shoes.*

Anyone who has information should contact the local police on 0800 349781.

We do **not** use an indefinite article with **plural nouns** or **uncountablenouns**:

*She was wearing **blue shoes**.* (plural noun)
*She has **short, blonde hair**.* (uncountable noun) We use ***a***

before a **consonant sound**:

a banana (starts with /b/)	*a university* (starts with /j/)

and ***an*** before a **vowel sound**:

an orange (starts with /o/)	*an hour* (starts with /au/)

Note that the choice of *a* or *an* depends on **sound**, **not spelling**.

The definite article: 'the'

The definite article ***the*** is the most frequent word in English.

We use the definite article in front of a **noun** when we believe the **listener/reader knows** exactly what we are referring to:

- because there is **only one**:

***The Pope** is visiting Russia.*
***The moon** is very bright tonight. Who is **the president of France**?*

This is why we use the definite article **with a superlative adjective**:

*He is **the tallest boy** in the class.*
*It is **the oldest building** in the town.*

- because there is **only one in that context**:

*We live in a small house next to **the church**.* (= the church in our village)
*Dad, can I borrow **the car**?* (= the car that belongs to our family)
*When we stayed at my grandmother's house, we went to **the beach** everyday.* (= the beach near my grandmother's house)
*Look at **the boy** over there.* (= the boy I am pointing at)

- because we have **already mentioned** it:

  A young man got a nasty shock when he tried to rob a jewellery shop in Richmond. ***The man*** *used a heavy hammer to smash the windows in* ***theshop****.*

  We also use the definite article:

- to say something about **all the things** referred to by a noun:

  The wolf *is not really a dangerous animal.* (= Wolves are not really dangerous animals.)
  The kangaroo *is found only in Australia.* (= Kangaroos are found only inAustralia.)
  The heart *pumps blood around the body.* (= Hearts pump blood aroundbodies.)

  We use the definite article in this way to talk about **musical instruments**:

  Joe plays ***the piano*** *really well. She is learning* ***the guitar****.*

- to refer to a **system** or **service**:

  How long does it take on ***the train****?I heard it on* ***the radio****.*
  You should tell ***the police****.*

MODALS

It is a verb that is followed by another verb to indicate the modality of tense .
(Its indicate or express ability, possibility, permission or obligation).
There are 13 number of modal verbs ,
i.e,can,could,will,would,shall,should,may,might,must,ought to,dare,need,used to.

i. Will, Would, Shall

(Expressing requests, offers, willingness and suggestions)

Use:

(a) Expressing Requests.

Will/ Would you please open the door?
Would you mind lending me your book, please?

(b) Expressing attitude, willingness/ unwillingness.
She ***will*** pay back you soon.
He ***won't*** listen to anyone.
They ***wouldn't*** stop making noise.

(c) Giving Consent.
I ***will*** do shopping for you.
She ***won't*** do the mistake again.

(d) Offering Service.
Shall I get you a pen?
Shall I arrange a taxi for you?

(e) Asking for suggestions.
What ***shall*** we do about this barren land?
Where ***shall*** I spend my night?

ii. Should, Ought to.

(Expressing advice and probability) **Use**:

(a) Advice
We ***should / ought to*** help the one in need. We ***should not*** tell unpleasant truth. We ***ought to*** serve our motherland.

(b) Necessary to observe, perform and obey.
I ***should*** do as my mother says.
I think, you ***should*** meet the doctor.
She ***should*** inform the police about the theft.

(c) Probability
They ***ought to*** have arrived by lunch time, but the train was late.
Prashanti Express ***should*** reach at 5 pm.

iii. May, Might, Can, Could

(Expressing ability, possibility, probability)

(a) Ability
Birds ***can*** fly, but animals ***can't***. My grandfather ***can't*** walk firmly.

I ***could*** swim fast while I was in school.

(b) Possibility

I ***could*** come back this evening. He ***may not*** agree to my proposal.It ***may*** rain tonight.
She ***might*** accept the offer.

(c) Probability

The keys ***may*** be in the drawer.
The pain ***might*** belong to Goldie.
The bridge could be blocked.

(d) Asking and Giving permission

Can/could/may/might I ask you a question?
Can/may I go out, sir?
Could I talk to you over the issue?

iv. Must, Mustn't, Need, Needn't

(Expressing necessity, obligation)

(a) Necessity

We ***must*** obey the traffic rules. We ***mustn't*** play with fire.
You ***mustn't*** work hard.I ***need*** wearing glasses.
I can see better now. I ***needn't*** wear glasses.

(b) Obligations

I ***must*** leave for the station at once.
One ***mustn't*** misbehave others.
We ***need*** to be honest.

v. **Used to**:

Used to *is used to denote simple past only.*

We ***used to*** live in Cuttack during my father's service period. There ***used to*** be a house near the templea couple of years back. vi. **Dare**:

Auxiliary ***dare*** *is used in sense of making a challenging effort. It does not take an _s in third person singular number.*

How ***dare*** you talk to me in my face?
He ***daren't*** go outside in the dark.

ACTIVITY SET

Fill-in the blanks with appropriate modals.

1. They_____stop making nuisance. (shouldn't, wouldn't)
2. The old man is honest. He_____pay you back. (could, will)
3. _____I do this for you? (shall, will)
4. We_____obey our parents. (should, ought to)
5. Fish_____swim. (can, could)
6. The sky is stormy. It_____rain to night. (may, might)
7. I____be back by 7 pm. (will, Would)
8. _____I go to the field, sir? (can, may)
9. It stopped raining. You_____carry an umbrella. (must, need(-ve))

TENSE

Time and Tenses:

Time and ***Tenses*** are not identical to each other. We can divide time into three different phases: ***Past, Present*** and ***Future***. But when weexpress time in relation to the action done or going to be done we call it tense. **Tense** is of two types: **Past** and **Present**. ***Future*** is ***time*** not a tense.

In the simplest way, if we put, tense is the form of the verb which denotes an action, with its degree of completeness in relation to time period. Each tense has got four different forms showing degree of completeness of action. They are simple, progressive, perfect and perfect progressive. Here we will discuss them technically.

Tense	**Form**	**Example showing verb form**
Present Tense	Simple Present	He writes stories.
	Present Progressive	He is writing a story.
	Present Perfect	He has written a story.
	Present Perfect Progressive	He has been writing a story since yesterday.
Past Tense	Simple Past	He wrote stories.
	Past Progressive	He was writing stories.
	Past Perfect	He had written a story.
	Past Perfect Progressive	He had been writing stories.

Use:

(A) Simple Present Tense form:

1. *It denotes a habitual action*.

It ***rains*** a lot in Andaman.

I ***never*** eat outside.

2. *It denotes the present state*. We ***live*** in Bhubaneswar.
   My daughter ***loves*** milk-cakes.

3. *It expresses universal and scientific truths*.

   The sun ***sets*** in the west. Oil ***floats*** on water.

(B) Simple Past Tense form:

1. *It indicates an already completed action*.
   She ***cooked***.
   They ***played*** hockey.

2. *It denotes a past habit*.

   I ***took*** morning walk daily two years back. Nehru ***loved*** roses.

(C) Present Progressive Tense form:

1. *It denotes an action that continues at the time of speaking about it*.

   My daughter ***is watching*** POGO. It ***is raining*** now.

2. *It denotes an action that is running simultaneously with another action in present progressive form.*

   While he ***is singing***, his sister is dancing.

(D) Past Progressive Tense form:

1. *It denotes an action that is continued in past while speaking about it*. She ***was reading*** a poem.

2. *It denotes an action that is continued while another action took place in between the action that happens during the course of continuous action remains in simple past tense form.*

My student ***rang*** me while I ***was cooking***.

(E) Present Perfect Tense form:

1. *It denotes an action that is just finished*.
   I ***have finished*** my home work.

2. *It denotes an action whose state leads upto the present*.
   She ***has been*** ill since three days.

(F) Past Perfect Tense form:

1. *It denotes an action that was finished before a particular time in the past*.

   It was 11 PM then. He ***had gone*** to bed.
   The house ***has been unoccupied*** for five years.

2. *When two actions took place in the past, the former action remained in past perfect and the later one in simple past tense form.*

   By the time the doctor ***arrived***, the patient ***had*** already ***died***.

(G) Present Perfect Progressive Tense form:

It denotes an action that has started sometimes beck in the past and continues at the time of speaking about it.

He ***has been working*** alone till the assistant arrived.

(H) Past Perfect Progressive Tense form:

It is the past equivalent of present perfect progressive tense form.

His hands were dirty. He ***had been washing*** the floors.

ACTIVITY SET

Fill-in the blanks with appropriate tense forms of the verbs given in the brackets.

1. We_____in your native village. (stay)
2. They_____guitar in the function. (play)
3. She_____for a construction company. (work)
4. The teacher_____while the students_____. (dictate, write)
5. He_____out since one week. (be)
6. They_____finished the task. (finish – add 'already').
7. When we_____the stadium, the match_____. (reach, start –add 'already')
8. The child_____dance since morning. (practice)

ACTIVE AND PASSIVE VOICE

The voice of a verb shows whether the Subject is active or passive. The verb is active if the subject performs an action, passive if the subject receives an action; as

Subject	**Verb**	**Object**
The boy	writes	a letter.
A letter	is written	by the boy.

In the first sentence the subject boy acts; in the second sentence the subject a letter receives the action.
The object a letter of the active verb becomes the subject a letter of the passive verb. Since Transitive verbs have objects, only transitive verbs have passive voice. The passive voice of the verb is made by adding its particle to some form of the verb be.

Table showing passive voice

Tense	How to form passive	Sentence
1. Simple present 2. Simple past 3. Simple future 4. Present continuous 5. Past continuous 6. Present perfect 7. Past perfect 8. Future perfect	Is/am/are + Past Particle Was/were + Past Particle Shall be/will + be + Past Particle Is / am/are + being + Past Particle Was/were + being + Past Particle Have/has + being + Past Particle Had + been + Past Particle Shall/will have + been + Past Particle	I am helped. He is helped. I was helped. We were helped. I shall be helped. He will be helped. I am being helped. He is being helped. I was being helped. We were being helped. I have been helped. He has been helped. I had been helped. I shall have been helped. He will have been helped.

Note: the active voice is more direct and more forceful than the passive. But there are legitimate uses for the passive; as,

(a) To eliminate mention of the agent:
He was found sealing.
Food was distributed among the famine-stricken.

(b) To emphasize the recipient of an action:
Raju's house was burgled last night.
The prime minister was given a warm welcome.

From active into passive

When a sentence is turned from active voice into passive voice, the following changes are made:

1. The object in the active voice becomes the subject in the passive voice.
2. The subject in the active voice becomes the object in the passive voice.
3. The passive voice of the verb is made by adding its past particle to some form of the verb be (is, am, are, was, were, been, being).

I. Simple present tense

Active	:	He helps me
Passive	:	I am helped by him.
Active	:	We see an aeroplane.
Passive	:	An aeroplane is seen by us.
Active	:	She sings a song.
Passive	:	A sung is song by her.

II. Simple past tense

Active : We killed a cobra.

Passive: A cobra was killed by us.

Active : The fisherman caught a fish.

Passive: A fish was caught by the fisherman.

Active	:	You made many mistakes.
Passive	:	Many mistakes were made by you.

III. **Simple future**

Active : I shall read a book. Passive

: A book will be read by me. Active : She

will like oranges.

Passive : Oranges will be liked by her. Active

: Will you deliver the letters?

Passive : Will the letters be delivered by you?

IV. **Continuous test (present and past)** Active : I am seeing a tiger.

Passive : A tiger is being seen by me.

Active : They are singing songs.

Passive : Songs are being sung by them.

Active : Gurmit was driving a car.

Passive : A car was being driven by Gurmit.

V. **Perfect tense (present, past & future)**

Active : He has sold a horse.

Passive : A horse has been sold by him.
You have made many mistakes.

Many mistakes have been made by you.

Active : She will have read the book.

Passive : The book will have been read by her.

VI. **Interrogative sentences**

Active : Does he see a bird? Passive

: Is a bird seen by him? Active : Did she

sing a song?

Passive : Was a song sung by her?

Active : Will they help you?

Passive : Will you be helped by them?

Active : Is he reciting a poem?

Passive : Is a poem being recited by him?

Active : Was he reading a newspaper?

Passive : Was a newspaper being read by him?

VII. Prepositional Verbs

While changing a prepositional verb from active to passive voice, the preposition should not be dropped, as it is a part of the verb.

Active : Mothers bring up children.

Passive : Children are brought up by mothers.

They laughed at the old man.

Active : Passive :

The old man was laughed at by them.

I objected to his proposal.

His proposal was objected to by me.

VIII. Auxiliary Verbs

While changing auxiliary verbs into passive, add be and the past participle with them.

Active : Our team may win the match.

Passive : The match may be won by our team.

Active : We should always speak the truth.

Passive : The truth should always be spoken by us.

Active : You must not do it.

Passive : It must not be done by you.

IX. Imperative sentences

In imperative sentences, 'let be' is used to change the voice, if the sentence is to remain imperative; otherwise, 'should be' can also be used; as

Active : Read this story.

Passive : Let this story be read.

Or

This story should be read.

Active : Open the window.

Passive : Let the window be opened.

Or

The window should be opened.

Active : Don't pick flowers.

Passive : Let flowers not be picked.

Or

Flowers should not be picked.

Note:

In case of transitive verbs, the imperative sentence is changed into passive voice like this:

Active	:	Please sit down.
Passive	:	You are requested to sit down.
Active	:	Stand up.
Passive	:	You are ordered to stand up.
Active	:	Work hard.
Passive	:	You are advised to work hard.

x. **Typical sentences**

Active	:	It is time to say our prayers.
Passive	:	It is time for our prayers to be said.

Active : It is time to take exercise. Passive : It is time for exercise to be taken. Active : The jug contains milk.

Passive	:	Milk is contained in the jug.
Active	:	You have to do it.
Passive	:	It has to be done by you.
Active	:	The room needs sweeping.
Passive	:	The room needs to be swept.

Honey tastes sweet.

Honey is sweet when tasted.

Active : Passive :

CONCORD (Subject-Verb agreement)

When the verb agrees with the subject in number and person, it is known as subject-verb agreement or concord. In different situation subject is considered as singular or plural. In this chapter we will discuss different conditions responsible for designating the subject either to be singular or plural and the verb following it.

1. When two singular subjects are joined by '**and'** and denote a single unit of meaning, together they are considered to be singular and the verb that follows becomes singular.

   Time ***and*** tide ***waits*** for none. Rice ***and*** dal ***is*** my daily food.

2. When two singular subjects are joined by '**and'** and express plurality, verb that follows becomes plural.

   Fish ***and*** meat ***are*** available here.
   Pens ***and*** pencils ***are*** essentials for writing.

3. When two subjects irrespective of their person and number are joined by with/together with, the verb follows the former subject.

   The letter ***with/together with*** the photographs ***is*** sentback by post.

4. When two subjects irrespective of their person and number are joined by or/either…or/neither…nor/nor, the verb agrees with the nearer subject.

   Either the students ***or*** the teacher ***is*** invited to the party.
   Neither the cock ***nor*** the hens ***are*** in the yard. He ***or*** his sisters ***are*** to manage the show.

5. A sentence beginning with each of / none of/ the number of has a singular verb.

   Each of/none of the students ***is*** to get a prize.
   The ***number of*** afflicted people ***is*** increasing in the camp.

6. Some nouns which are singular in meaning but plural in form, take singular verbs with them.

   Physics ***is*** my favorite subject.
   The news ***is*** not correct.

7. Pair nouns take plural verbs with them. The scissors ***are*** blunt.
   Your trousers ***do*** not fit me.

8. A collective noun considered as a single whole, takes a singular verb. The Jury ***is*** not in favour of the public opinion.

   The Government ***is*** ready to pass the new education bill.

9. Uncountable nouns are singular and therefore, take singular verbs with them.

   The furniture ***looks*** bright.
   Honesty ***is*** the best policy.
   25 kg of rice ***is*** heavy to carry.
   75 km ***is*** not a long distance.

ACTIVITY SET

Supply suitable verb in agreement with its subjects to fill-in the blanks.

1. Petroleum_____a natural resource.

2. Either he or his wife_____made this plea.

3. Such information_____entertaining.

4. The lady with her children_____waiting at the bus stop.

5. The thirds of the temple_____in twins.

6. Neither of the systems_____perfect.

7. Two litres of oil_____not a big quantity.

8. Two and two____four.

9. These glasses_____not mine.

PARAGRAPH WRITING

A paragraph is a group of sentences written in order to convey a concept. Look at the following two groups of sentences in A & B.

A : All soils have different water holding capacities/some soils hold a lot of water/some soils hold a little water/sandy soils do not hold water/water passes through sandy soils quickly/clay soils do not absorb water/water runs off clay soils…..

B: All types of soils possess water holding capacities. Infact, some soils hold more water in comparison to some other types. For example, sandy soils do not retain water as it passes through too quickly. It is also observed that clay soils do not absorb water and it runs off.

Observation:

In group-A the sentences are completed and correct but set loosely. Group-B has an orderly lay out and present an idea in a clear way.

Paragraphs are basic unit of organization in written language. They follow certain basic structural rules and regulations known as feature of paragraph writing. **Technical feature of paragraph writing**

Topic Statement:

A paragraph develops on one idea and it is conveyed through the title or subject or topic. The entire subject matter of the paragraph revolves around this given idea. It introduces the paragraph and therefore is called as title or

topic statement. The following is a paragraph. It is followed by three possible topic statements or topic sentences. Let us see which one best introduces the passage.

Straw, which can absorb upto four times its weight in oil, can be thrown on the spill and then be burned. Oil can be taken up and sunk by sand, talcum powder or chalk. Under experimentation, some chemical have been shown to disperse the spill into droplets which microbes can destroy them.

i. There are many ways in which oil spills in the sea can be dealt with.
ii. Contamination of the sea by oil spills is a critical problem. iii. Wind and wave action can carry oil spills a great distance across the sea.

Observation

The paragraph gives an idea about the different method of absorbing oil spills. Therefore, the first statement can provide a suitable topic for the paragraph, but in a brief manner such as dealing oil spills in the sea.

Materials:

Stuffs of a paragraph are known as material. Materials of a paragraph are to be selected carefully in relation to the main idea or the topic statement. Unwanted details are not to be allowed into the arena of the paragraph writing. A topic sentence like recently discovered tracks provide information about Dinosaurs can have the following materials for growth and development of a paragraph on it.

i. Important dinosaur tracks have been found in the same old place. ii. Previous finding was near the ancient sea.

iii. Tracks are informative; they appear to be combination of young and the old ones. iv. Adult dinosaurs may weigh as much as 10,000 pounds and be 2.3 ft tall.

v. The dinosaur tracks are in sequence of 8 to 10 paces.

The above points are directly related to given topic and the serve as material for paragraph writing.

Supporting points:

Materials when arranged into well developed points, we call them supporting points. Let us see how the above supplied materials are put as supporting points.

i. Important dinosaur tracks have been found near the ancient sea.

ii. These recently discovered track supply important information about dinosaurs.

iii. There appear to be tracks of young dinosaurs near the older ones. iv.

Dinosaurs may weigh as much as 10,000 pounds and be 2.3 ft tall.

v. The tracks are in sequence of 8 to 10 paces.

Unity of thought:

The writer should take enough care to maintain unity of thought while writing the paragraph. In order to achieve the purpose,

- The topic statement should convey the theme of the paragraph;
- The supporting points should be linked directly to the theme; and
- No unwanted details are to be entertained into the plot of the paragraph. **Coherence:**

The orderly arrangement or a set pattern of the supporting points provides coherence to the paragraph. It guards against any jerks in the flow of ideas and the reader enjoys a smooth ride.

Types of paragraph writing

Entering into the world of paragraph writing would be a varied and dynamic attempt as paragraph on various topics from different branches of learning demand specific skills of writing. Therefore we would here concentrate on a couples of types of paragraph writing with reference to the requirement.

Paragraph writing is an innovative area that requires writing skills such as vocabulary proficiency, structural efficiency and technical narrative delicacy. These skills are to be employed within the area of technical features of paragraph writing.

There are two types of paragraph writing:

A. General-specific

B. Process-description

A. **General-specific type of paragraph writing**:

Concept: this type of paragraph begins with a general statement on the topic and gradually grows by adding more and more specific details to it. Hence, it is called so.
Features: these paragraphs are written in a straight forward mode. There is no necessity of using an indirect speech or a complex statement to present the idea.
The writer has the liberty to opt for smooth ride of idea as well as easy flow of reaching the conclusion.

The example below would better represent the type.

Paragraph

The Evil of Tobacco

The evil of tobacco in its myriad form has gripped our society. There are 25 tobacco related diseases including cancer, lung, and heart diseases that play havoc with their deadly effects. As per the data there are 1.84 crore smokers in India. No one is spared. This evil not only affects this 1.84 crore active smokers, but also leaves its marks on the passive smokers who never touched a cigarette in its life. It seems, the recent ban on smoking and tobacco related advertisements is of little use as the number of tobacco smokers is growing daily. About 2200 people die daily in tobacco related diseases. There is an urgent need to close down the tobacco industries if we want to eliminate this evil from its root. At the same time an awareness campaign needs to be launched nationwide in order to save precious and innocent lives. It is quite alarming to know that 19% smoke cigarettes, 54% smoke bids and 27% chew tobacco. Anyone found buying or selling tobacco and its products should be severely punished. Only then can we rid our country of this fatal scourge. B. **Process Description Type of Paragraph writing**:

Concept: This type of paragraph conveys the description of a process followed in doing out any kind of job or work or activity. It is a logical and factual description of a process.
Features: These paragraphs are written in a stepwise mode. The writer depends upon spontaneous and continuous narration of factual and objective

details. The steps of process lead from one to the other. These paragraphs bear a clear scientific approach to the topic stated.

Paragraph:

Preparation of Rice-husk Cement

Rice-husk cement is a low-cost product used as a house building material. At first equal weight of rice-husk and limesludge (waste lime in sugar and other industries) are taken. Initially they are mixed thoroughly to get a smooth dough. Particular size cakes are prepared from this dough and left under sunlight until they are completely dried.

Then these cakes are carried to an open place and arranged properly. The arrangement looks like a building in structure and the structure in burnt into ashes. Ash is collected after the fire extinguishes to a cool point. Finally this ash is taken into the grinding chamber to be ground to fine powder.

Subsequently this fine powder is used as rice-husk cement.

Long Questions:

1. Explain the importance of subject-verb agreement in effective communication. How do errors in subject-verb agreement affect the clarity and credibility of a sentence? Provide examples to support your answer.
2. Discuss the role of punctuation in English grammar. How does correct punctuation contribute to the meaning and flow of a sentence? Provide examples of common punctuation errors and their impact.
3. Analyze the use of tense in English grammar, particularly focusing on the present perfect and past perfect tenses. When should each be used, and what are the differences in meaning? Provide examples.
4. In English grammar, how do conjunctions function to connect ideas? Explain the difference between coordinating, subordinating, and correlative conjunctions, and give examples of their application in writing.
5. How do sentence structures (simple, compound, complex, and compound-complex)impact the effectiveness of communication? Discuss how to use different sentence structures for emphasis, clarity, and variety in writing.

Short Questions:

1. What is the difference between a transitive and an intransitive verb?
2. What is an adjective clause, and how does it function in a sentence?
3. Define the term' modal verb' and give three examples.
4. What is the role of an article (a, an, the) in English grammar?
5. What is the difference between a phrase and a clause?

Quiz Questions:

1. **Which sentence is correctly punctuated?**
   a) I went to the store, but forgot my wallet.
   b) I went to the store but forgot my wallet.
   c) I went to the store but, forgot my wallet.
   d) I went to, the store but forgot my wallet.
2. **Which of the following is an example of a compound sentence?**
   a) She likes ice cream and cake.
   b) She likes ice cream, but she doesn’t like cake.

c) She likes ice cream, although she doesn't like cake.
d) She likes ice cream because it's sweet.

3. **Choose the correct sentence with the appropriate subject-verb agreement:**
   a) Neither the teach ern or the students was ready.
   b) Neither the teach ern or the students were ready.
   c) Neither the teach ern or the students is ready.
   d) Neither the teach ern or the students are ready.
4. **Which of the following is a correct use of the past perfect tense?**
   a) By the time we arrived, she had left.
   b) By the time we arrived, she left.
   c) By the time we arrived, she has left.
   d) By the time we arrived, she will leave.
5. **Which of the following sentences uses the correct form of a modal verb?**
   a) She can sings very well.
   b) She can sing very well.
   c) She could sings very well.
   d) She could sing very well.

UNIT-IV: FORMAL WRITING SKILLS

Notice

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.

1. *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.
2. *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.
3. *Date:* After the tile 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.

4. *Heading:* Then we move on to an appropriate heading to the notices. This heading should make abundantly clear the purpose of the notices.
5. *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.
6. *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

1. ***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.
2. ***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.
3. ***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.
4. ***Who***: This will be who the notice is addressed to. Who all are suppose to adhere to the notice should be clearly mentioned to avoid confusion.
5. ***Whom***: And final detail should be whom to contact or get in touch with. This mentions who the appropriate authority is to contact.

Tips 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.

Solved Example for You

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.

Ans:

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

Agenda

An agenda is a list of meeting activities in the order in which they are to be taken up, beginning with the call to order and ending with adjournment. It usually includes one or more specific items of business to be acted upon. It may, but is not required to, include specific times for one or more activities.

A SAMPLE MEETING AGENDA

	TOPIC	PREPARATION	PROPOSED PROCESS
1	**What changes, if any, should we make to the agenda?** TIME: 2 minutes PURPOSE: Decision LEADER: Mike	None	▪ Mike polls team.
2	**What deltas from the previous meeting will we focus on this meeting?** TIME: 3 minutes PURPOSE: Decision LEADER: Anne	Review applicable deltas from previous meeting notes.	▪ Anne reviews areas of improvement that we agreed to focus on during this meeting.
3	**How do we best manage the fluctuating internal demand for our services?** TIME: 50 minutes PURPOSE: Decision LEADER: Peg	Identify relevant information, criteria, and assumptions that you believe should guide our decision.	▪ Statement of the problem. TIME: 5 minutes ▪ Team identifies and agrees on relevant information to consider. TIME: 10 minutes ▪ Identify and agree on criteria for acceptable solutions. TIME: 10 minutes ▪ Identify and agree on assumptions. TIME: 10 minutes ▪ Craft solutions that meet the above constraints. TIME: 15 minutes
4	**Which firm should we select for the adjacent markets acquisition study?** TIME: 15 minutes PURPOSE: Decision LEADER: Martin	Read the attached memo recommending three firms. Be prepared to ask questions and share your initial preference and your reasoning.	▪ Questions and additional information regarding the recommendations of the three firms. ▪ Decision to select one firm.
5	**What developmental assignments are available during the next FY for high-potentials?** TIME: 15 minutes PURPOSE: Decision LEADER: Noah	Review the attached memo identifying the current high-potential managers and the areas in which we are seeking developmental assignments for them. If feasible, be prepared to offer an appropriate developmental assignment.	▪ Identify the available developmental assignments. ▪ Match the assignments to the pool of high-potential managers. ▪ Agree on next steps for any high-potential managers who have not been given a developmental assignment.
6	PLUS/DELTA: **What did we do well for this meeting? What should we do differently for the next meeting?** TIME: 5 minutes PURPOSE: Decision LEADER: Carrie	None	▪ Members identify pluses and deltas. ▪ Team agrees on deltas to work on for next meeting.

SOURCE ROGER SCHWARZ HBR.ORG

MEETING AGENDA

MEETING NAME _____

DATE _____

TIME _____

	TOPIC	PREPARATION	PROPOSED PROCESS
1	TIME ALLOTTED: PURPOSE: LEADER:		
2	TIME ALLOTTED: PURPOSE: LEADER:		
3	TIME ALLOTTED: PURPOSE: LEADER:		
4	TIME ALLOTTED: PURPOSE: LEADER:		
5	TIME ALLOTTED: PURPOSE: LEADER:		

SOURCE ROGER SCHWARZ HBR.ORG

Report Writing

What is a Report?

Essentially, a report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets outs and analyses a situation or problem, often making recommendations for future action. It is a factual paper, and needs to be clear and well-structured.

Report Writing Format

Here are the main sections of the standard report writing format:

- **Title Section** – This includes the name of the author(s) and the date of report preparation.

- **Summary** – There needs to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and only skim the report, so make sure you include all the relevant information. It would be best to write this last so you will include everything, even the points that might be added at the last minute.

- **Introduction** – The first page of the report needs to have an introduction. You will explain the problem and show the reader why the report is being made. You need to give a definition of terms if you did not include these in the title section, and explain how the details of the report are arranged.

- **Body** – This is the main section of the report. There needs to be several sections, with each having a subtitle. Information is usually arranged in order of importance with the most important information coming first.

- **Conclusion** – This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

- **Recommendations** – This is what needs to be done. In plain English, explain your recommendations, putting them in order of priority.

- **Appendices** – This includes information that the experts in the field will read. It has all the technical details that support your conclusions.

Sample Report

Typical structure template for writing a committee report:

- **Members to which the report is meant for**
    - [Name, institution, location, Chair]
    - [Name, institution, location, member]
- **[Date, Time, and Location]**
    - [Provide simple documentation of any meetings of the committee or subset of the committee, in whatever mode and format, e.g., in person, conference call, etc.]
- **Purpose**
    - [Here you mention the purpose of the report in a brief. This enables the reader to understand the purpose behind writing the format.]
- **Issues** [Write different issues as sub headings and explain their highlights in bullet points below the respective sub headings]
    - Current Status
        - •
        - •
    - Accomplishments / Issue 1
        - •
        - •

- Future Goals
    - •
    - •

- **Near-Term Plans / Main Body of the Report** [Use Sub Headings as and where needed. In bullet form, outline near-term actions and plans as well under those sub headings.]

- **Informal Recommendation(s)** [An opportunity to make recommendations, suggestions, and comments to the Board and Executive Director]

Respectfully Submitted,

[<Author's Name>]

Business Letter

Business Letter Template Fields:

Date: Use month, day, year format, e.g., March 3, 20xx or 3 March 20xx

Sender's Address: It is a good idea to include sender's email and url, if available. Don't include this information if it's already incorporated into the letterhead design. This will allow customers to find your small business more quickly.

Inside Address: Use full name. Mr./Ms. is optional

Salutation: Be sure to use a colon at the end of the name, not a comma as in personal letters

Body Text: State why you are writing. Establish any connection/mutual relationship up front. Outline the solution, providing proof in the way of examples and expert opinions. Group related information into paragraphs

Closing "Call to Action": State what the reader needs to do and what youwill do to follow up

Signature Block: Sign your letter in blue or black ink

Enclosures: Use if you have an enclosure

Carbon Copy: Use if you are sending a copy to additional person(s)

Sample #1

6123 Farrington Road
Apt. B11
Chapel Hill, NC 27514
January 11, 2005

Taylor, Inc.
694 Rockstar Lane
Durham, NC 27708

Dear Human Resources Director:

I just read an article in the News and Observer about Taylor's new computer center just north of Durham. I would like to apply for a position as an entry-level programmer at the center.

I understand that Taylor produces both in-house and customer documentation. My technical writing skills, as described in the enclosed resume, are well suited to your company. I am a recent graduate of DeVry Institute of Technology in Atlanta with an Associate's Degree in Computer Science. In addition to having taken a broad range of courses, I served as a computer consultant at the college's computer center where I helped train users to work with new systems.

I will be happy to meet with you at your convenience and discuss how my education and experience match your needs. You can reach me at my home address, at (919) 233-1552, or at krock@devry.alumni.edu.

Sincerely,

Raymond Krock

Sample #2

6123 Farrington Road
Apt. G11
Chapel Hill, NC 27514
January 11, 2005

Taylor, Inc.
694 Rockstar Lane
Durham, NC 27708

Dear Ms. Jones:

I am seeking a position in your engineering department where I may use my training in computer sciences to solve Taylor's engineering problems. I would like to be a part of the department that developed the Internet Selection System but am unsure whether you have a current opening.

I expect to receive a Bachelor of Science degree in Engineering from North Carolina State University in June and by that time will have completed the Computer Systems Engineering Program. Since September 2000, I have been participating, through the University, in the Professional Training Program at Computer Systems International in Raleigh. In the program I was assigned to several staff sections as an apprentice. Most recently, I have been a programmer trainee in the Engineering Department and have gained a great deal of experience in computer applications. Details of the academic courses I have taken are included in the enclosed resume.

If there is a position open at Taylor Inc., please let me know whom I should contact for further information. I look forward to hearing from you soon. I may be reached at my office (919-866-4000 ext. 232) or via email (Brock@aol.com).

Sincerely,

Rebecca Brock

Job application letter

A **job application letter** (also known as a cover **letter**) is a **letter** you send with your resume to provide information on your skills and experience. This **letter** is your chance to "sell" yourself to an employer, explaining why you are an ideal candidate for a **position**.

Sample Job Application Letter

Elizabeth Johnson
12 Jones Street
Portland, Maine 04101
555-555-5555
elizabethjohnson@emailaddress.com

January 14, 2018

Mark Smith
Human Resources Manager
Veggies to Go
238 Main Street
Portland, Maine 04101

Dear Mr. Smith,

I was so excited when my former coworker, Jay Lopez, told me about your opening for an administrative assistant in your Portland offices. A long-time Veggies to Go customer and an experienced admin, I would love to help the company achieve its mission of making healthy produce as available as takeout.

I've worked for small companies for my entire career, and I relish the opportunity to wear many hats and work with the team to succeed. In my latest role as an administrative assistant at Beauty Corp, I saved my employer thousands of dollars in temp workers by implementing a self-

scheduling system for the customer service reps that cut down on canceled shifts. I also learned web design, time sheet coding, and perfected my Excel skills.

I've attached my resume for your consideration and hope to speak with you soon about your needs for the role.

Best Regards,

Handwritten Signature (for a hard copy letter)

Elizabeth Johnson

CV

The term CV is **an abbreviation** of the Latin word **Curriculum Vitae**, whichis literally translated to "the course of your life".

A CV is a very in-depth document that describes your career journey step-by-step, including all sorts of personal information. You can look at the CV as a **comprehensive description** of everything you have ever done, all the achievements you are proud of, and all the publications that bear your name.

You need to update your CV every time you accomplish something new academically or professionally. Meaning, whenever you get a new job, publish something new, obtain a new certificate, and so on.

There is no rule of thumb on **how long a CV should be** - depending on the amount of experience, it can range from 2 to 8 pages.

What to Include on a CV

1. Full name
2. Contact information
3. Professional title, resume summary, or resume objective
4. Research interests
5. Education
6. Publications (both academic papers and books)

7. Teaching or lecturing experience
8. Work experience
9. Conferences and courses
10. Skills
11. Certificates
12. Languages
13. Grants of fellowships
14. References

Curriculum Vitae Example

Gloria Gonzalez
3204 Windover Way
Houston, TX 77204
ggonzalez@email.com
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RESEARCH INTERESTS

Hispanic Literature, Latin American Literature, Peninsular Literature

EDUCATION

Ph.D. in Spanish (US Hispanic Literature), 2018 – University of Houston.Dissertation: *Quixote Reborn: The Wanderer in US Hispanic Literature*.
Sancho Rodriguez, Chair

M.A. in Spanish, June 2015 – University of Houston

B.A. in Spanish, June 2013 – University of Houston

APPOINTMENTS

Adjunct Lecturer: University of Houston, Department of Hispanic Studies, September 2018 to Present.

PUBLICATIONS

Book

Gonzalez, Gloria. Quixote Reborn: The Wanderer in US Hispanic Literature. New Haven: Yale University Press (forthcoming)

Peer-reviewed Journals

Gonzalez, Gloria. "Mexican Immigrant Stories from the Central Valley," Lady Liberty Journal, 6(1): 24-41.

Gonzalez, Gloria. "Comparing the Hispanic and European Immigrant Experience through Story," Hispanic Literature Today 12(3): 25-35.

Gonzalez, Gloria. "Yearning to Be Free: 3 Hispanic Women's Diaries," Hispanic Literature Today: 11(2): 18-31.

CONFERENCE PRESENTATIONS

2020. Gonzalez, Gloria. "Storytelling Methods in the Central Valley." Hispanic Storytelling Association Annual Conference, San Francisco, CA

2019. Gonzalez, Gloria. "When Cultures Merge: Themes of Exclusion in Mexican-American Literature." US Hispanic Literature Annual Conference, Tucson, AZ.

TEACHING EXPERIENCE

Adjunct Lecturer, University of Houston

- Mexican-American Literature, Spanish 3331
- Women in Hispanic Literature, Spanish 3350
- Spanish-American Short Story, Spanish 4339

Graduate Teaching Assistant, Northwestern University

- Elementary Spanish 1501, 1502, 1505
- Intermediate Spanish 2301, 2302, 2610

HONORS / AWARDS

Mexico Study Abroad Summer Grant, 2018
UH Teaching Awards, 2017, 2018, 2020
Dissertation Fellowship, 2017

LANGUAGES

English (native)
Spanish (bilingual oral and written fluency)
Classical Latin (written)

MEMBERSHIPS / AFFILIATIONS

National Association of Latino Arts and Cultures
Asociación Internacional de Literatura y Cultura Femenina Hispánica
Modern Languages Association

Long Questions:

1. Discuss the key elements of formal writing and explain how they differ from informal writing. Why is it important to use a formal tone in professional and academic contexts? Provide examples of situations where formal writing is necessary.
2. Explain the significance of structure in formal writing. How does an introduction, body, and conclusion contribute to the clarity and organization of a formal essay or report? Provide examples to illustrate your answer.
3. What are some common mistakes to avoid in formal writing? Discuss issues like passive voice, contractions, overly complex language, and in appropriate tone, and explain how they can affect the effectiveness of formal writing.
4. Analyze the role of audience and purpose informal writing. How should a writer adjust their language, tone, and content depending on the intended audience (e.g., academic, business, or governmental)? Provide examples of how audience and purpose shape formal writing.
5. What is the importance of proper referencing and citation in formal writing? Discuss the different citation styles (APA, MLA, Chicago, etc.) and their specific applications in various writing contexts. How does proper referencing contribute to the credibility and professionalism of a written document?

Short Questions:

1. What is the difference between formal and informal language?
2. Why is it important to avoid contractions informal writing?
3. What is the role of transitions in formal writing? Give an example.
4. Define 'tone' in formal writing. How does it affect the perception of the reader?
5. What is a thesis statement, and why is it essential in formal writing?

Quiz Questions:

1. **Which of the following is the most appropriate use of language in a formal letter?**
   a) "Hey, I need to talk to you about the meeting next week."
   b) "I would like to discuss the upcoming meeting at your earliest convenience."
   c) "Let’s chat about the meeting some time soon."
   d) "I’ll get back to you about the meeting later."

2. **Which of the following is an example of an improper tone for formal writing?**
   a) "Please find attached the document for your review."
   b) "I would appreciate it if you could review the attached document."
   c) "You should really check out the document I sent."
   d) "I look forward to your feed back on the attached document."
3. **Which of the following statements demonstrates proper use of formal language?**
   a) "The team did a great job with the project."
   b) "The team performed admirably in completing the project."
   c) "The team worked well on the project."
   d) "The project turned out good because of the team."
4. **Which of the following is a key feature of a formal email?**
   a) Use of casual language and slang
   b) Informal greeting like“ Hey” or “What’s up”
   c) A clear subject line, polite tone, and professional vocabulary
   d) Personal anecdotes and humor
5. **Which citation style is commonly used in social sciences and psychology?**
   a) MLA
   b) Chicago
   c) APA
   d) Harvard

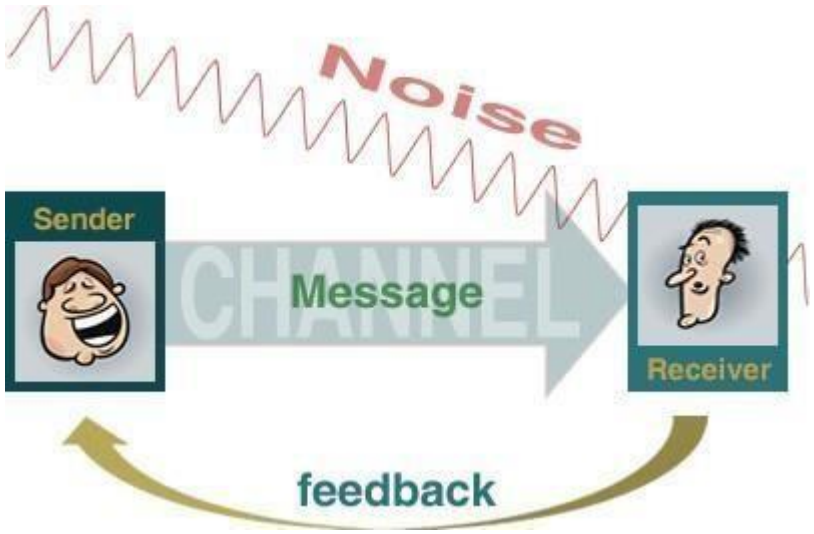
UNIT-V: ELEMENTS OF COMMUNICATION

Communication (from Latin *commūnicāre*, meaning "to share" is the act of conveying intended meanings from one entity or group to another through the use of mutually understood signs and semiotic rules.

Elements of Communication

Communication may be defined as a process concerning exchange of facts or ideas between persons holding different positions in an organisation to achieve mutual harmony. The communication process is dynamic in nature rather than a static phenomenon.

Communication process as such must be considered a continuous and dynamic inter-action, both affecting and being affected by many variables.



1. **Context -** Communication is affected by the context in which it takes place. This context may be physical, social, chronological or cultural.

Every communication proceeds with context. The sender chooses the message to communicate within a context.

2. **Sender / Encoder -** Sender / Encoder is a person who sends the message. A sender makes use of symbols (words or graphic or visual aids) to convey the message and produce the required response. For instance - a training manager conducting training for new batch of employees. Sender may be an individual or a group or an organization. The views, background, approach, skills, competencies, and knowledge of the sender have a great impact on the message. The verbal and non verbal symbols chosen are essential in ascertaining interpretation of the message by the recipient in the same terms as intended by the sender.
3. **Message -** Message is a key idea that the sender wants to communicate. It is a sign that elicits the response of recipient. Communication process begins with deciding about the message to be conveyed. It must be ensured that the main objective of the message is clear.
4. **Medium -** Medium is a means used to exchange / transmit the message. The sender must choose an appropriate medium for transmitting the message else the message might not be conveyed to the desired recipients. The choice of appropriate medium of communication is essential for making the message effective and correctly interpreted by the recipient. This choice of communication medium varies depending upon the features of communication. For instance - Written medium is chosen when a message has to be conveyed to a small group of people, while an oral medium is chosen when spontaneous feedback is required from the recipient as misunderstandings are cleared then and there.
5. **Recipient / Decoder -** Recipient / Decoder is a person for whom the message is intended / aimed / targeted. The degree to which the decoder understands the message is dependent upon various factors such as knowledge of recipient, their responsiveness to the message, and the reliance of encoder on decoder.
6. **Feedback -** Feedback is the main component of communication process as it permits the sender to analyze the efficacy of the message. It helps the sender in confirming the correct interpretation of message by the decoder. Feedback may be verbal (through words) or non-verbal (in form of smiles, sighs, etc.). It may take written form also in form of memos, reports, etc.

Steps of communication process

The communication process refers to the steps through which communication takes place between the sender and the receiver. This process starts with conceptualizing an idea or message by the sender and ends with the feedback from the receiver. In details, communication process consists of the following eight steps:

1. **Developing idea by the sender**: In the first step, the communicator develops or conceptualizes an idea to be sent. It is also known as the planning stage since in this stage the communicator plans the subject matter of communication.
2. **Encoding**: Encoding means converting or translation the idea into a perceivable form that can be communicated to others.
3. **Developing the message**: After encoding the sender gets a message that can be transmitted to the receiver. The message can be oral, written, symbolic or nonverbal. For example, when people talk, speech is the message; when people write a letter, the words and sentences are the message; when people cries, the crying is the message.
4. **Selecting the medium**: Medium is the channel or means of transmitting the message to the receiver. Once the sender has encoded his into a message, the next step is to select a suitable medium for transmitting it to the receiver. The medium of communication can be speaking, writing, signaling, gesturing etc.
5. **Transmission of message**: In this step, the sender actually transmits the message through chosen medium. In the communication cycle, the tasks of the sender end with the transmission of the message.
6. **Receiving the message by receiver**: This stage simply involves the reception of sender's message by the receiver. The message can be received in the form of hearing, seeing, feeling and so on.
7. **Decoding:** Decoding is the receiver's interpretation of the sender's message. Here the receiver converts the message into thoughts and tries to analyze and understand it. Effective communication can occur

only when both the sender and the receiver assign the same or similar meanings to the message.

8. **Feedback**: The final step of communication process is feedback. Feedback means receiver's response to sender's message. It increases the effectiveness of communication. It ensures that the receiver has correctly understood the message. Feedback is the essence of two-way communication.

The Communication Model

The diagram above, also known as the Communication Model is quite simple, yet thorough, in its representation of the communication process. It covers all types of communication. For our purposes today, we shall focus on interpersonal communication.

All communication begins with the sender and ends with the receiver. There needs to be a receiver for the message to be successfully conveyed, but that does not guarantee success. The sender is responsible for successful conveyance, but that does not mean that he or she has absolute control over the process. Clarity of message is obviously important, but not always easy to know beforehand. The sender's personality, beliefs, cultural, education all influence the message and it is important for the sender to be aware of this as he or she is *encoding* the message. Simply put, encoding is translating information into symbols that represent the ideas or concepts of the message that needs sending. These symbols are usually words in written or spoken form. To ensure successful communication, the sender should know as much about his or her audience – the receiver – as possible in order to focus and support the encoding process. A lesson by an instructor will be encoded differently for a university classroom compared to an elementary classroom.

In addition to this awareness of self and encoding, the sender must choose the proper*channel* to convey the message. Using the wrong channel may result in miscommunication. A channel can take many forms and can

change depending upon the type of message being sent and the desired outcomes of the message. If one of those desired outcomes is immediate feedback, a hand-written, postal-delivered letter would probably not be the best choice. Written and oral channels can take on a variety of forms. Telephones and computers, email and texting are everywhere today; however, social protocols need to be considered. There are times when an email or a text are not appropriate or when a face-to-face communication is preferred over a phone call.

Like the sender, receivers are influenced by internal factors: their personality, their receptivity to the message or their relationship to the sender, their current feelings, mood, or state of mind can affect a message. Their education, culture and prior knowledge can also alter successful message reception.

Once the message moves through the channel, the receiver then *decodes* it. The receiver interprets the sent symbols and attempts to assign some meaning to them and to the message in general. The receiver uses his or her own experience and the *context*of the message to interpret its meaning.

Feedback is the return message from receiver to sender – a response to the message that can take any number of forms. Even a non-response can be interpreted as feedback. It is the feedback that enables the sender to know whether the message was received successfully or not. Therefore it is essential to the communication process.

This process, though very common, is fraught with potential breakdown at every turn. Spoken or written language is inherently easy to misinterpret. Even a certain look or facial expression can be misinterpreted and cause breakdowns. A misplaced comma, or a thoughtful pause in response to a question can be mistaken for another intention. All of these possibilities (and many more!) are considered "*noise*," which is anything that can interfere with any part of the process of communication. Noise can be literally "noise" that comes from some outside source. It can also come internally from a sender's or receiver's thoughts or presuppositions. *Effective Communication* is when the sent message was

successfully received and the receiver provides the sender with desirable feedback.

This is a rather laborious explanation of the *Communication Process*; a process that can take quite some time to explain, and can oftentimes take a split second to occur. In our next article, we'll discuss some of the things that can get in the way of the*Communication Process*.

Formal communication is a system of passing messages and information between positions within an organization through officially designated channels.

Formal communication refers to interchange of information officially. The flow of communication is controlled and is a deliberate effort. This makes it possible for the information to reach the desired place without any hindrance, at a little cost and in a proper way. This is also known as 'Through Proper Channel Communication.'

Characteristics

Following are the chief characteristics of the formal communication:

(1) Written and Oral:

Formal communication can both be written and oral. Daily works are handled through oral communication, while the policy matters require written communication.

(2) Formal Relations:

This communication is adopted among those employees where formal relations have been established by the organisation. The sender and the receiver have some sort of organisational relations.

(3) Prescribed Path:

The communication has to pass through a definite channel while moving from one person to another. For example, to convey the feelings of a worker to the manager, the foreman's help has to be sought.

(4) Organisational Message:

This channel is concerned with the authorised organisational messages only and the personal messages are out of its jurisdiction.

(5) Deliberate Effort:

This channel of communication is not established automatically but effort has to be made for its creation. It is decided keeping in view the objectives of the organisation.

Advantages

The formal communication has the following advantages:

(1) Maintenance of Authority of the Officers:

Formal communication maintains constant relations among the superiors and the subordinates as a result of whom the dignity of the line superiors is maintained. Consequently, it is convenient to control the subordinates and fix their responsibility which is absolutely needed for effective and successful control.

(2) Clear and Effective Communication:

In formal communication, there is a direct contact among the managers and the subordinates. Both understand the capability, habits, feelings, etc. of one another. Managers know as to when and under which conditions their subordinates need information. In this way, this communication is capable of making available timely information. Hence, it is clear and effective.

(3) Orderly Flow of Information:

The information has to pass through a definite route from one person to another. Hence, the flow of information is systematic.

(4) Easy Knowledge of Source of Information:

In this type of communication, the source of each information can be easily located.

Limitations

Following are the disadvantages or limitations of the formalcommunication:

(1) Overload of Work:

In a modern business organisation much information, many messages and other things have to be communicated. Under formal communication, they are routed through a definite channel and this consumes much of the time of the superiors and thus some other important works are left unattended.

(2) Distortion of Information:

This method can be a hindrance in the flow of information. Sometimes the distance between the sender and the receiver is so big that the information has to pass through many hands and by the time it reaches the receiver it is distorted. Thus it fails to serve its purpose.

(3) Indifferent Officers:

The officers do not pay much attention to the suggestions and complaints of the subordinates. In such a case a subordinate may come lose his faith in the effectiveness of communication.

Types of Formal Communication

Formal communication is of two types:

(1) Vertical Communication:

(i) Downward Communication

(ii) Upward Communication

(2) Horizontal Communication. All these types have been clarified in the following diagram:

(Downward Communication) (Horizontal Communication) (Upward Communication)

(1) Vertical Communication

Vertical communication is of the following two types:

(i) Downward Communication:

The communication by top hierarchy with their subordinates is called downward communication. This communication includes orders, rules, information, policies, instructions, etc. The chief advantage of the downward communication is that the subordinates get useful timely information which helps them in their work performance,

(ii) Upward Communication:

This is quite the reverse of the downward communication. This flows from the subordinates to the superiors. The subject-matter of this communication includes suggestions, reactions, reports, complaints, etc. This sort of communication helps the superiors in taking decisions.

(2) Horizontal Communication

Horizontal communication takes place when two individuals of the same level exchange information. Horizontal communication is used by the same level officers to solve the problems of similar nature and profit by the experience of other people. The subject-matter of horizontal communication includes information, requests, suggestions, mutual problems and coordination-related information.

Nonverbal Communication

What is nonverbal communication?

Nonverbal communication is the transfer of information through the use of body language including eye contact, facial expressions, gestures and more. Verbal communication is the use of language to transfer information through written text, speaking or sign language.

Nonverbal communication is important because it gives us valuable information about a situation including how a person might be feeling, how someone receives information and how to approach a person or group of people.

Paying attention to and developing the ability to read nonverbal communications is an invaluable skill you can leverage at every stage ofyour career.

The Importance Of Non-Verbal Communication

1. **Repetition** – They can reinforce what is already being said
2. **Contradiction** – They can contradict the message and make the speaker seem untruthful
3. **Substitution** – They can take the place of words
4. **Complementing** – They can compliment a verbal message, for instance, a pat on the back

5. **Accenting** – They can underline a certain point in the message

Types of Nonverbal Communication

Facial Expressions

Facial expressions are responsible for a huge proportion of nonverbal communication.[1] 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.

Gestures

Deliberate movements and signals are an important way to communicate meaning without words.[2] 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.

Paralinguistics

Paralinguistics refers to vocal communication that is separate from actual language.[3] 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.

Body Language and Posture

Posture and movement can also convey a great deal of information.[4] 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, especially after publishing Julius Fast's book *Body Language*.

Proxemics

People often refer to their need for "personal space," which is also an important type of nonverbal communication.[5] The amount of distance we need and the amount of space we perceive as belonging to us is influencedby 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.

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.[6] 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.

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.

Harry Harlow's classic monkey study demonstrated how deprived touch and contact impedes development. Baby monkeys raised by wire mothers experienced permanent deficits in behavior and social interaction. Touch can be used to communicate affection, familiarity, sympathy, and other emotions.

In her book *Interpersonal Communication: Everyday Encounters*, author Julia Wood writes that touch is also often used as a way to communicate both status and power.[7] Researchers have found that high-status individuals tend to invade other people's personal space with greater frequency and intensity than lower-status individuals. Sex differences also play a role in how people utilize touch to communicate meaning.

Appearance

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication.[8] Research on color psychology has demonstrated that different colors can evoke different moods. Appearance can also alter physiological reactions, judgments, and interpretations.

Just think of all the subtle judgments you quickly make about someone based on his or her appearance. These first impressions are important, which is why experts suggest that job seekers dress appropriately for interviews with potential employers.

Researchers have found that appearance can play a role in how people are perceived and even how much they earn. One 1996 study found that attorneys who were rated as more attractive than their peers earned nearly 15 percent more than those ranked as less attractive.

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.

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 willwear 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.

What is body language?

While the key to success in both personal and professional relationships lies in your ability to communicate well, it's not the words that you use but your nonverbal cues or "body language" that speak the loudest. Body language is the use of physical behavior, expressions, and mannerisms to communicate nonverbally, often done instinctively rather than consciously.

Whether you're aware of it or not, when you interact with others, you're continuously giving and receiving wordless signals. All of your nonverbal behaviors—the gestures you make, your posture, your tone of voice, how much eye contact you make—send strong messages. They can put people atease, build trust, and draw others towards you, or they can offend, confuse, and undermine what you're trying to convey. These messages don't stop when you stop speaking either. Even when you're silent, you're still communicating nonverbally.

In some instances, what comes out of your mouth and what you communicate through your body language may be two totally different things. If you say one thing, but your body language says something else, your listener will likely feel that you're being dishonest. If you say "yes" while shaking your head no, for example. When faced with such mixed signals, the listener has to choose whether to believe your verbal or nonverbal message. Since body language is a natural, unconscious language that broadcasts your true feelings and intentions, they'll likely choose the nonverbal message.

However, by improving how you understand and use nonverbal communication, you can express what you really mean, connect better withothers, and build stronger, more rewarding relationships.

References:

i) Technical Communication: Principles and Practice by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.

ii) Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.

iii) Understanding Body Language by Alan Pease.

iv) Communicative Grammar of English by Geoffrey Leech and Ian Svartik.

v) Better English Pronunciation by J.D.O'Connor.

Long Questions:

1. Explain the process of communication, outlining each element in the communication cycle. How does the sender, message, channel, receiver, feedback, and noise interact to ensure effective communication?
2. Discuss the impact of non-verbal communication on the overall message being conveyed. How do body language, facial expressions, and tone of voice complement or contradict verbal communication? Provide examples.
3. In what ways do cultural and environmental factors influence communication? How can misunderstandings arise due to differences in cultural norms, communication styles, and language use?
4. Analyze the importance of active listening in communication. What are the key elements of active listening, and how does it contribute to effective two-way communication? Provide examples of good and bad listening practices.
5. How does the choice of medium (e.g., face-to-face, phone, email) affect the communication process? Discuss the advantages and disadvantages of different communication channels, and explain when each is most appropriate.

Short Questions:

1. What are the main components of the communication process?
2. What is feedback in communication, and why is it important?
3. Explain the concept of 'noise' in communication and how it can distort the message.
4. What is the difference between verbal and non-verbal communication?
5. Why is it important to choose the right communication channel?

Quiz Questions:

1. **Which of the following is NOT a component of the communication process?**
   a) Sender
   b) Message
   c) Feedback
   d) Audience
2. **Which of the following is an example of non-verbal communication?**
   a) Speaking clearly in a meeting
   b) Making eye contact during a conversation
   c) Sending an email to a colleague
   d) Writing a report

3. **What is 'noise' in the context of communication?**
   a) The speaker’ stone of voice
   b) Physical or psychologica lbarriers that distort the message
   c) The receiver’s feed back
   d) The message content
4. **Which of the following is a barrier to effective communication?**
   a) Clear and concise message
   b) Active listening
   c) Physical distractions like background noise
   d) Feed back from the receiver
5. **Which of these communication channels is best suitedforconveying sensitive or complex information?**
   a) Email
   b) Face-to-faceconversation
   c) Socialmedia
   d) Textmessage