

SYLLABUS

Th.1a. COMMUNICATIVE ENGLISH

(1st & 2nd Semester Common)

Theory: 4 Periods per Week

Periods: 60 Periods

Examination: 3 Hours

I.A: 20 Marks

Term End Exam: 80 Marks

Total Marks: 100 Marks

Topic- wise distribution of periods with marks

| S.L. No. | Topics | Periods |
|----------|---------------------------------|---------|
| Unit-I | Literature Appreciation | 20 |
| Unit-II | Vocabulary | 05 |
| Unit-III | Application of Grammar | 08 |
| Unit-IV | Formal writing skills | 15 |
| Unit-V | Elements of communication | 12 |
| | • Introduction to communication | |
| | • Professional communication | |
| | • Nonverbal 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
- To understand and use the basic concepts of communication in an organized set up and social 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- LITERATURE APPRECIATION

A. Reading comprehension

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

A student should get acquainted with sub-skills of reading for the purpose of

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

B. Text

The following chapter from “**Invitation to English**”, **Book-1 for +2 students of CHSE, Odisha.2016 reprint** to be covered in class room:

- Standing Up For Yourself By Yevgeny Yevtushenko
- The Magic Of Teamwork By Sam Pitroda
- Inchcape Rock By Robert Southey
- To My True Friend By Elizabeth Pinard

The student is to answer comprehension questions from these chapters in the end examination

UNIT- II- VOCABULARY

- Use of synonyms, antonyms
- Same word used in different situations in different meaning
- Single word substitute

Unit-III- APPLICATION OF ENGLISH GRAMMAR

- Countable an Uncountable Noun
- Articles and Determiners
- Modal Verbs
- Tenses
- Voice-change
- Subject-verb Agreement

UNIT-IV FORMAL WRITING SKILLS

A. Paragraph writing

- Meaning
- Features of Paragraph Writing (Topic Statement, Supporting Points and Plot, Compatibility)

- Developing Ideas into Paragraphs (Describing Place/ Person/ Object /Situation and on any general topic of interest)

B. Notice

C. Agenda

D. Report writing (Format of a Report, Reporting an event / news)

E. Writing personal letter

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

G. Writing Business letters

- Layout of a Business Letter
- Letter of Enquiry, Placing an Order, Execution of an Order, Complaint, Cancellation of an order (Features, Format and example)

H. Job application and C.V. (Features, Format and example)

UNIT-V ELEMENTS OF COMMUNICATION

A. Introduction to Communication

1. Meaning, Definition and concept of communication

2. Good Communication and Bad Communication

3. Communication model

(One-way Communication Model and Two-way Communication Model with examples)

4. Process of communication and factors responsible for it

(Sender, Message, Channel, Receiver / Audience, Feedback, Noise, Context)

B. Professional Communication

1. Meaning of professional communication

2. Types of professional communication

2.1. Formal or Systematic Communication

- Upward communication (How it takes place, symbol, merits and demerits)
- Down-ward communication (How it takes place, symbol, merits and demerits)
- Parallel communication (How it takes place, symbol, merits and demerits)

- 2.2. Informal communication or Grapevine communication (How it takes place, symbol, merits and demerits)

C. Non- Verbal Communication

1. Meaning of nonverbal Communication

2. Different areas of Non-verbal Communication

- Kinesics or Body Language (Postures and Gestures, Facial Expression and Eye Contact)
- Proxemics or Spatial Language (Private Space, Personal Space, Social Space, Public Space)
- Language of Signs and Symbols(Audio Sign and Visual Sign in everyday life with merits and demerits)

UNIT I: LITERATURE APPRECIATION

SECTION A- READING COMPREHENSION

Meaning

Reading comprehension is the ability to process text, understand its meaning and to integrate with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to draw main thought of a passage, ability to answer questions answered in a passage, ability to determine writer's purpose, intent and point of view, and draw inferences about the writer.

In our everyday life, if we talk of life in its most standardized form, we have a lot of reading to do. This includes reading from newspaper, text books, books, articles, journals, notes and so many. Reading does not mean reading words and sentences simply for the purpose of identifying them. Understanding comprehending and remembering are some of the features without which reading keeps no meaning. In this reading section we will, therefore go through a couple of passages which have been carefully framed to make a student well acquainted with the skills of reading.

Skills of Reading:

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 of what 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. Note-making:

Note-making means converting an extensive text into a brief form that can be easily digested, remembered and reproduced. **Brevity** and **clarity** are two important features of a note.

When we read or listen to something, we may not remember each and every bit of it. Many relevant details may slip away from our memory. Such a slip of memory facilitates the need to make of what we read or listen. Making a note of a speech is something like jotting down

important points quickly while listening and later on making a fair copy of it. But making a note of a reading comprehension observes a more detail and systematic procedure.

Process of Making a Note:

Always a close reading is demanded before making a note. By skimming and scanning we get all the important points of it. In a simpler way if one desire to attempt on note- making, the steps below would be of much help.

- Read the passage closely without missing a single detail.
- Make a list of important words with their meanings.
- Make a list of relevant details that you have picked up by skimming and scanning briefly.
- Trace out them or the key point. This would provide you with the main idea of the text. The point that you have picked up by the task of skimming and scanning would serve as supporting points to this main idea better known as **topic statement**.

Now go through the following passage.

Religion to Gandhiji was a living force, and for years in his youth he spent much time in studying comparative religions from the standpoint of one seeking for the correct mode of approach. His mean was singularly original, prepared to take imprints yet clear as to what he strove to find. This knowledge of the various faiths had the effect of creating within him a curiously open mind, free from narrow-mindedness or orthodoxy. He was prepared to concede much to any believer; he was only intolerant of those who deride God. To him religion was the crux of all matters, and success or failure could only be dependent upon how living and active was one's faith. One's professional conductor and public life should be guided by well defined principles. He did not reject asceticism but in working out one's life according to the needs of the moment in service to one's fellow creature he found equal merit and fulfillment. His own life was thus directed and devoted; without discussing his achievement, it is certainly true that he has model his own conductor upon consistent basic ideas inspired by his deep belief in religion. It is this faith in religious principles which helped him to promulgate the Gandhian way. Means became religions although ends might be necessary and practical. Because he essentially believed in truth as part of religion, it was possible for him to frankly admit his own mistakes and faults.

Notes on words:

Singularly -Remarkably , exceptionally.

Imprints - Impressions.

Strove - Tried hard, made great efforts.

Faiths -Religions.

Curiously- Unusually, strangely.

Orthodoxy- Conformism.

Concede-Grant, surrender.

Deride-Ridicule, make fun of.

Crux- Problem that is the most difficult to solve.

Asceticism- Living a simple life without ordinary pleasure.

Consistent-Regular.

Promulgate- Make public, announce officially.

Points:

1. Religion - a living force for Gandhiji
 - (a) Studied comparative religions with original mind.
 - (b) Open mind free from narrow-mindedness.
 - (c) Respect for all believers.
 - (d) Intolerant of those who ridiculed God.

2. Religion - the crux of all matters.
 - (a) Success or failure depends on active faith.
 - (b) Personal and public life guided by well defined principle.
 - (c) Accepted asceticism - equal merit in service to fellow creatures.
3. Deep faith in religion.
 - (a) His own conduct and public life modelled on basic ideas inspired by deep faith in religion.
 - (b) Promulgated the Gandhian way.
 - (c) Means more important than ends.
4. Truth - a part of religion
 - (a) Frankly admitted own faults and mistakes

The above notes on words and points (in short cut) prepare the skeletal work for the final note. The final note or note simply would be appeared in a point-wise structure as below.

Note

Gandhiji and Religion

1. Gandhiji studied comparative literature with an open mind and original approach.
2. He had respect for all religions.
3. Religion was the crux of all matter, he opined.
4. Success and failure depend upon our active faith, argued Gandhiji.
5. He found equal fulfillment in service to fellow creatures.
6. His personal life was modelled upon his basic idea of religion.
7. To him, means were more important than ends.
8. Truth was religion to Gandhiji and he admitted his faults frankly.

Practice on Note and summary making

Read the following passages carefully:

I remember my childhood as being generally happy and can recall experiencing some of the most carefree times of my life. But I can also remember, even more vividly, moments of being deeply frightened. As a child, I was truly -terrified of the dark and getting lost. These fears were very real and caused me some extremely uncomfortable moments.

Maybe it was the strange way things looked and sounded in my familiar room at night that scared me so much. There was never total darkness, but a street light or passing car lights made clothes hung over a chair take on the shape of an unknown beast. Out of the corner of my eye, I saw curtains move when there was no breeze. A tiny creak in the floor would sound a hundred times louder than in the daylight and my imagination would take over, creating burglars and monsters. Darkness always made me feel helpless. My heart would pound and I would lie very still so that the enemy wouldn't discover me.

Another childhood fear of mine was that I would get lost, especially on the way home from school. Every morning, I got on the school bus right near my home—that was no problem. After school, though, when all the buses were lined up along the curve, I was terrified that I would get on the wrong one and be taken to some unfamiliar neighbourhood. I would scan the bus for the faces of my friends, make sure that the bus driver was the same one that had been there in the morning, and even then ask the others over and over again to be sure I was in the right bus. On school or family trips to an amusement park or a museum, I wouldn't let the leaders out of my sight. And of course, I was never very adventurous when it came to taking walks or hikes because I would go only where I was sure I would never get lost.

Perhaps, one of the worst fears I had as a child was that of not being liked or accepted by others. First of all, I was quite shy. Secondly, I worried constantly about my looks, thinking people wouldn't like me because I was too fat or wore braces. I tried to wear the right clothes and had intense arguments with my mother over the importance of wearing flats instead of saddled shoes to school. Being popular was very important to me then and the fear of not being liked was a powerful one.

One of the processes of evolving from a child to an adult is being able to recognise and overcome our fears. I have learnt that darkness does not have to take on a life of its own, that others can help me when I am lost and that friendliness and sincerity will encourage people to like me. Understanding the things that scared us as children helps to cope with our lives as adults.

Questions:

1. On the basis of your reading of the above passage, make notes using headings and subheadings. Use recognizable abbreviations, wherever necessary.

2. Write a summary of the passage in not more than 80 words using the notes made and also suggest a suitable title.

Answers:

1. NOTES:

TITLE: Remembering childhood moments

1. Feeling helpless in dark

(a) Moving curtains

(b) Creaking sounds

(c) Creating burglars and monsters

2. Fear of getting lost (on the way home from school)

(a) Scanning of school buses—friendly faces, same bus driver

(b) Not letting leaders out of sight

(c) Taken to some unfamiliar neighbourhood

(d) Surety of not being lost

3. Fear of disliking

(a) Quite shy

(b) Worried about looks

(c) Wear the right clothes

(d) Imp. of popularity

4. Overcoming childhood fears

(a) Undergoing evolution process

(b) Recognising and overcoming fears

(c) Accepting help from others

(d) Understanding things that scared

2. SUMMARY

My childhood moment was the happiest and carefree moment. Darkness scared me with its shadows, moving of curtains, and creaking sounds. It made me quite helpless and I used to lie still with a pounding heart. I had the fear of getting lost while on way from home to school. Before getting in school bus, I scanned it for friendly faces. I had the fear of being disliked by others. During the course of evolution from a child to an adult, I realised those things that scared me as a child. I was always expecting help from others.

Sample Question

Read the following passage carefully and answer the questions below it:

An automated teller machine (ATM) is a computerized telecommunications device that provides the clients of a bank with access to financial transactions in a public space without the need for a human clerk. ATMs are placed not only near or inside the premises of banks but also in locations such as railway stations, malls, airports, grocery stores, petrol filling stations, restaurants or any place where large number of people may gather. On most modern ATMs the customer is identified by inserting a plastic ATM card with a magnetic stripe. Authentication is provided by the identification number (PIN). Using an ATM, customers can access their bank account in order to make cash withdrawals and check their account balances. Banks do not charge ATM using fees. Where machines make a charge, some people do not prefer to use them but to go to a system without fees.

- a. What is an automated teller machine?
- b. Where do you find ATM counters?
- c. What is the usefulness of ATM card?
- d. How is a user identified at an ATM?
- e. Why banks do not charge ATM fees?
- f. Make a note of the above passage.
- g. Supply a suitable title to the above passage.

SECTION B- TEXT

Chapter-I: Standing Up For Yourself

By Yevgeny Yevtushenko

UNIT 1

The writer Yevgeny Yevtushenko describes his childhood experiences in this text. The narrator says he did not have a joyful childhood since he was all alone in Moscow, after the divorce of his parents. His father used to stay in Kazakhstan and his mother was at the front who had given up her job as a geologist to become a singer. The writer had no access to decent means of education as it is clearly mentioned in the line "My education was left to the streets. The street taught him to swear, smoke, spit elegantly through his teeth and to keep his fists at the ready. The street also taught him not to be afraid of anything or anyone. And he spent most of the time in the streets exposed to criminality, roughness and uncouthness of street kids. He realized that what mattered in his life was to overcome his fear of those who were stronger.

UNIT 2

In this section narrator describes the ruler of their street, Red, a boy of sixteen with big and broad shoulder beyond his age. Red walked masterfully up and down their street, legs wide and with a slightly rolling gait, like a seaman on his deck. From under his cap, its peak always at the back of his head, his forelock tumbled down in a fiery cascade and out of his round pock marked face green eyes like a cat's sparkled with scorn for everything and everyone. Two or three lieutenants in peaked caps back to front like Red's, tripped at his heels. Red could stop any one and impressively say one word, "money". If anyone hesitates to give, the lieutenants beat them hard. He carried a heavy metal knuckle duster in his pocket. Everyone as well the narrator was afraid of Red.

UNIT 3

Further, the narrator says in order to conquer his fear of Red he wrote a poem about Red, which was his first piece of journalism in verse. By the very next day the whole street knew it by heart and exulted with triumphant hatred. One morning when narrator was on his way to school suddenly he came across Red and lieutenants. Red mocked at narrator for his act and out of anger he darted into his pocket and came out armed with his knuckle duster, it flashed like lightning and struck the narrator's head. Narrator fell down streaming with blood and lost his consciousness. This was his first remuneration as a poet. He spent several days in bed and when he went out still with bandage, the moment he saw Red, he took to his heels and cried loudly at his cowardice and promised himself to vanquish his fear of Red at whatever cost.

UNIT 4

Finally in order to vanquish his fear of Red narrator went into training with parallel of bars and weight. After every session he would feel his muscles were getting bigger then he remembered something he read in a book about a miraculous Japanese method of wrestling which gave advantage to the weak over strong. He exchanged a week's ration card for a text

book on Ju-Jitsu. For three weeks, he stayed at home, practicing with two other boys. Then one day he went out, he saw Red was sitting on the lawn in yard playing Vingt-et-un with his lieutenants. Fear was still in narrator urging him to go back. But he went to the players and kicked and scattered the card. Red looked up, surprised at narrator's impudence. Red got up and dived into his pocket for knuckle duster. But narrator made a quick jabbing movement and Red howling with pain, rolled on the round. Again he got up swinging his head furiously from side to side like a maddened bull. Narrator caught his wrist and squeezed slowly as he read in the book, until the knuckle-duster dropped from his limp fingers. Nursing his hand Red fell down again. He was sobbing. From that day Red ceased to be the monarch of the street. From that day on narrator knew for certain that one need not fear the strong. All one needs is to know the way to beat them, he also learned on this occasion that to be a poet you must know how to stand up for them.

Questions for practice

1. What does "My education was left to the street" mean here?
2. What in your opinion was the best lesson that the street taught to the narrator?
3. How did Red rule the street?
4. What does "This was my first remuneration as a poet" Mean here?

Chapter-II: The Magic of Teamwork

By Sam Pitroda

UNIT 1

The Magic of Teamwork presents an insightful overview of proven principles that organization can employ to build a winning team in their business. In this essay, the author also discusses the fundamental issues related to teamwork, the characteristic of a good team player, and how teamwork is key to corporate and national governance.

Author says lack of teamwork and co-operation is one of the most serious problems affecting progress in all areas of India and wherever Indians work worldwide. The key problem in India is always implementation, not lack of policies. We have great policies and ideas about how to do things, but we severely lack teamwork.

When the Japanese came to work in India to develop the Maruti Suzuki Car a joke went around that one Indian was equal to 10 Japanese: Indians were very smart, capable and dedicated individuals. But 10 Indians were equal to 1 Japanese: Indian lacked team spirit and co-operation. What makes matter even worse is our "crab mentality"- if someone is trying to climb higher and achieve more, the others just drag him down. The signal that the others send out is, I wouldn't do it; I wouldn't let you do it; and if by chance you start succeeding, we will gang up and make sure you don't get to do it.

The question is: Where does this attitude come from, and how do we recognize and handle it? Hierarchical System: Part of the problem is our cultural background. We've had feudal and hierarchical social systems, where people look at one person, as opposed to a group of people, for all the answers - the father, in the case of the family, and the boss, in the professional world. In this system, whoever is senior supposedly knows the best. This was fine in earlier times when knowledge and wisdom were passed on orally; but in modern society, there is no way that one person can know everything. Today, you may find that a young computer-trained person has more answers for an accounting problem than a senior accountant has. Until we understand how best to use this diversity of experience, we will not be able to create and fully utilize the right kind of teams.

UNIT 2

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

Group work requires a thorough understanding of the strengths and weaknesses of individuals irrespective of their hierarchy. Because of our background, we often don't learn how to exercise and accept leadership - to lead and to follow - simultaneously. Some gravitate toward exercising leadership, and others gravitate toward accepting the lead of others. But in true teamwork, everyone needs to do both.

Being a good team player implies respect for others, tolerance of different points of view and willingness to give. The ability to resolve conflicts without either egotism or sycophancy is a very important aspect of being a team player: You have to agree to disagree. The author says he finds that people in India somehow tend to focus on achieving total agreement, which is almost always impossible. So before work begins, people want everyone to agree on everything. Instead, they should say, "OK. This is what we agree on, so let's start working on this. What we don't agree on, we will resolve as we go along." For things to move forward, it's important to work on the agreed-upon aspects and not get bogged down in the areas of disagreement. Further, the author says that another snake that kills teamwork is people's political agendas. You've got to be open, clear and honest to be a good team player. Most people though, have a hidden agenda - they say something but mean the exact opposite. I call it split-level consciousness. To say and mean the same thing is a very critical part of a good work ethic.

UNIT 3

Further the author shares one more of his experiences while he was working in C-DOT, when there were 400 employees under him, where he used to tell the person directly to his face in a general meeting if he/she was found doing something. People were of the view that Sam Pitroda was ruthless. The employees said that was insulting, and that they should be pulled aside individually to be told of the inefficiency. But in today's world, you cannot afford to do that every time. Besides, he figured that criticizing someone in a meeting was for the benefit of all present, and everyone could learn from that individual's mistakes. It was then that I learned how Indians do not differentiate between criticizing an idea and criticizing an individual. So in a group, if you tell someone that his idea is no good, he automatically takes it personally and assumes that you are criticizing him. No one can have a good idea every day on every issue. If you disagree with my idea, that does not mean that you have found fault with me as a person. Thus, it is perfectly acceptable for anyone to criticize the boss - but this concept is not a part of the Indian system. So from time to time, it is important for an organization's chief executive to get a report on the psychological health of the firm. How do people in the team feel? Are they stable? Confident? Secure? Comfortable? These are the key elements of a team's success. In India you find that bosses kick the people below them, and butter up the people above. It should be exactly the opposite - butter up the people below, and don't be afraid to kick those at the top. For a boss to be comfortable accepting criticism from subordinates, he must feel good about himself. Self-esteem is a key prerequisite to such a system being successful. By highlighting another personal story Sam Pitroda brings out another serious problem facing India - the dichotomy and difference in respectability between physical and mental workers which seriously affects team performance. He had a driver named Ram, who he thought was one of the best drivers in the world. He used to open the door for me whenever Sam Pitroda entered or exited the car. Right in the first few days the author told him, "Ram bhai, you are not going to open the door

for me. You can do that if I lose my hands. He almost started crying. He said, "Sir, what are you saying? This is my job." I told him that I didn't want to treat him like a mere driver. He had to become a team player. I told him that whenever he was not driving, he should come into my office and help out with office work - make copies, file papers, send faxes, answer phone calls or simply read - rather than sit in the car and wait for me.

UNIT 4

In the last part of the text author focuses on the importance of diversifying tasks. According to him diversifying tasks increases workers' self-esteem and motivation and makes them team players. Now, even if I call him for work in the middle of the night, he is ready - because I respect him for what he does. In our system today it is very difficult to build teams because nobody wants to be seen playing subordinate positions. In India we have people of different cultural backgrounds, religions, ethnicities and caste groups - a fertile ground for diversity in the workplace. We should actually be experts in working with diversity. But it can only happen when we get rid of personal, caste and community interests. There could be a 40-year-old CEO with a 55-year-old VP. It has nothing to do with age; capability and expertise are what counts. But you don't yet see these attitudes taking hold in India. Managers in the US corporate environment who work with Indians - and in fact, with Asians in general - need to recognize that these individuals have a tendency to feel they are not getting recognition or are not being respected. It must be realized that these individuals have lower self-esteem to begin with and therefore have to be pampered and encouraged a little more because they need it. This makes them feel better and work better. There is no substitute for teamwork. Teamwork is key to corporate and national governance, and to get anything done. The fundamental issues are respect for others, openness, honesty, communication, willingness to disagree, resolution of conflict, and recognition that the larger goal of the team as a whole is above individual or personal agendas. Lastly he says don't be afraid of pressure. Remember that pressure is what turns a lump of coal into diamond.

Questions for practice

1. What is the key problem affecting India's progress?
2. What is the crab mentality?
3. Who is a good team player?
4. What was the author's intention behind open criticism?
5. What are the key elements of a team's success?
6. How should the seniors treat employees with lower self-esteem?

Chapter-III (Poem): To My True Friend

By Elizabeth Pinard

The poem 'To my true friend' is an ode written by Elizabeth Pinard. The poet about her best describes her friend as a true friend who kept her going when things did not look too bright, who always encouraged and supported her when she felt low and made the poet learn to love herself. She/he was always there for her, encouraged her. She was her biggest supporter in both the good and the bad.

Though they were separated by thousands of miles, their friendship remained the same. She cherished the memories of their togetherness. The poet never gives up the hope that their paths are destined to cross again. She/he was the sweetest part of her life for so long, she liked her/his positive outlook, her/his sweet smile and caring attitude. She/he will always have a special place in her heart.

Stanza wise summary

The day I met you I found a friend - And a friendship that I pray will never end.

The poet says it was a friendship at first sight. At first sight she was confirmed that she had got a true friend. The poet is anxious to keep it alive till her death. So she prays God not to break such a lucid friendship. Your smile - so sweet and so bright - Kept me going When day was as dark as night. Poet's friend is benevolent through the ups and downs of her life. The friend was very sweet and bright.

Her/his smile helped the poet move in difficult situation. You never ever judged me, you understood my sorrow. You told me it need not be that way and gave me the hope of a better tomorrow. It is an unconditional friendship. Her friend has never tried to judge the poet. She/he understood her sorrows. He always injects faith into her by giving her a hope of a better tomorrow.

You were always there for me, I knew I could count on you. You gave me advice and encouragement whenever I didn't know what to do.

When the poet was confused and did not know what to do she/he gave her proper advice and encouragement. She knew she could count on her/him blindly.

You helped me learn to love myself. You made life seem so good. You said I can do anything I put my mind to and suddenly I knew I could do.

Her friend made her life so good. She/he helped her learn to love herself, to have confidence. She/he told her that she was capable of doing anything into which she puts her mind. Her/his encouragement made her bold. She realized she could do whatever she would like to.

There were times when we didn't see eye to eye and there were days when both of us cried. But even so we made it through: Our friendship hasn't yet died.

Of course there were conflicts. There were days when they did not see eye to eye. There were days when they had cried still their friendship never died.

Circumstances have pulled us apart; we are separated by many miles. Truly, the only thing that keeps me going is my treasured memory of your smile.

Circumstance has separated them. They are living miles apart from each other. But their friendship remains firm as before. What keeps the poet going is the treasured memory of her friend's smile.

This friendship we share is so precious to me, I hope it grows and flourishes And lasts unto infinity.

Distance did not affect their friendship. They always remained true friends to each other. For the poet this friendship is too precious. She hopes their friendship will grow and flourish to infinity.

You are so extra special to me and so I really must tell: You are my one true friend, My Guardian Angel.

She/he is truly extra special to her. She classifies her/him as her guardian Angel.

Our friendship is one-in-a-million. So, let's hold on to it forever. We cannot let this chance of pure bliss fly away for there will never be another. I'll love you forever.

The poet further says it is a rare friendship; it is one in a million. She hopes that both will continue to be true to each other. True friendship is bliss. They must not let it end because there cannot be another friendship like this. She admits her true love for her friend. It is a divine feeling. She will continue to love her friend.

Questions for practice

1. How did the poet encourage the poet?
2. Why did the poet trust her friend?
3. How did the friend inspire self confidence in the poet?
4. Why does she call her friend extra-special?
5. What is the poet's final wish?

Chapter-IV (Poem): The Inchcape Rock

By Robert Southey

The Inchcape Rock by Robert Southey is a ballad that tells us about the legend of the Inchcape Rock, a reef in the North Sea about 18 km off the east coast of Angus, Scotland. The story is about the good Abbot of Aberbrothok and the devilish Sir Ralph the Rover. The Abbot achieved the great feat of installing a bell on the dangerous Inchcape rock that had previously caused many shipwrecks. His bell rang during the storms and issued an alert for the passing ships. So, the seamen knew where the rock is and could avoid the danger of an accident. They blessed the Abbot for his good work. But it was the Rover who felt jealous at the fame of the Abbot and planned to cut down the bell from the Inchcape rock. And so he did. This Ralph the Rover was actually a sea-pirate. He tried to destroy the bell to accomplish his desire to rob more ships by putting them in danger. But finally he himself was the victim of the Inchcape rock. One day his ship was left in the midst of storms, lost the direction and crashed against the rock. Thus the Rover was punished for his sinful work.

Here the poet Robert Southey delivers a message through his poem: As you sow, so shall you reap. So the poem The Inchcape Rock is didactic in nature like most of Southey's poems. The poem is a bit long as the ballads should be. It consists of seventeen stanzas of four lines each. The first two and the last two lines of each stanza rhyme with each other. The rhyme scheme is AABB for each stanza.

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

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

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

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

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

In the sixth stanza of the poem Sir Ralph is introduced for the first time. On that fine day, the buoy (an anchored floating sign to show the reef) on the Inchcape Rock was clearly visible, as it was a blackish spot in the green ocean. Sir Ralph the Rover went onto the deck of his vessel and gazed at dark spot of the buoy.

The next stanza deals with Ralph's feelings and thoughts. He was delighted at the good spring atmosphere. He was making whistling sounds and singing in joy. He was actually overjoyed. But no one knew that a sinful thought in his mind was behind this happiness.

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

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

The next stanza pictures how the bell was sinking down making the bubbling sound. Bubbles rose and burst around. Sir Ralph was happy thinking that the bell would save no more ships and the seamen would no longer bless the Abbot. Sir Ralph the Rover then sailed away from the rock. Thereafter he had robbed and looted many ships which met accidents crashing to the Inchcape Rock. He is now a rich man with all the looted treasures. And today he is going to the Scotland shore with his ship.

The twelfth stanza describes the gloomy atmosphere on the day the Rover is sailing to Scotland. The sun is hidden behind the thick fog. Strong winds were blowing all the day, and now, in the evening it has stopped blowing. The next four lines continue the gloom. The Rover is now on the deck of his ship. They can't see land as it is very dark. Sir Ralph assures that the moon will appear soon and so there will be light.

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

In the last stanza of the poem as the Rover is dying, he hears a sound like the ringing of the Inchcape Bell. It was actually his death knell that the Devil himself was ringing beneath the water. Thus the Rover gets punishment for his sinful works. Robert Southey is a poet who always delivers a teaching through his poems. This too is not an exception.

Questions for practice

1. Why did the Abbot place a bell on the Inchcape Rock?
2. Why did Ralph do the wicked act?
3. Why did Sir Ralph curse himself?

UNIT-II: VOCABULARY BUILDING

1. USE OF SYNONYMS AND ANTONYMS

In this chapter we will be discussing English vocabulary with respect to some specialized section on it. They are the studies of

- Synonyms or the study of words having same meaning
- Antonyms or the study of words with an opposite meaning
- Homophones or the same sounding words
- Single word substitution
- Formation of words from one root or mother word; and
- Word derivatives from one root/mother word.

Synonyms

Synonyms are different words having identical meaning.

List of Synonyms

| | | |
|-----------|---|---------------------------------------|
| Abandon | : | leave, forsake, relinquish, surrender |
| Abhor | : | hate, despise abominate, scorn |
| Brilliant | : | luminous, glowing effulgent |
| Callous | : | unfeeling, indifferent, insensible |
| Delusion | : | illusion, fallacy, error, specter |
| Ebb | : | recede, wane, lessen, sink |
| Erotic | : | amorous, amatory, lustful |
| Eternal | : | everlasting, endless, perpetual |
| Indolent | : | idle, sluggish, slothful |
| Noisy | : | booming, chaotic, loud |
| Officious | : | meddling, obtrusive |

Antonyms

An antonym is just the opposite of synonym. It conveys a word that has a meaning contrary to the given word.

Antonym List

| | | |
|---------|---|-----------|
| Amplify | : | attenuate |
|---------|---|-----------|

| | | |
|------------|---|----------------|
| Base | : | noble |
| Benevolent | : | malevolent |
| Deductive | : | inductive |
| Ebb | : | tide |
| Epilogue | : | prologue |
| Hyperbole | : | understatement |
| Oblate | : | prolate |
| Port | : | starboard |
| Ventral | : | dorsal |
| Broad | : | Narrow |
| Accept | : | Reject |

2. HOMOPHONES/HOMONYMS/CONFOUNDING WORDS

Homophones are same sounding words but different in spelling and meaning. They are otherwise known as homonyms or confounding or confusing words.

Homophone List

| | | |
|----------------------|---|----------------------------------|
| Adopt (v) | : | to fit by alternation |
| Adept (adj.) | : | highly skilled |
| Adopt (v) | : | take to oneself |
| Calendar (n) | : | roller machine for ironing cloth |
| Calendar (n) | : | washerman |
| Cite (v) | : | to quote an example |
| Site (n) | : | location |
| Sight (n) | : | aim |
| Sight (n) | : | view |
| Sight (v) | : | see |
| Divers (adj.) | : | several meaning |
| Diverse (adj) | : | unlike, varied |
| Hypercritical (adj): | : | excessively critical |
| Hypocritical (adj.): | : | not genuine |

3. SINGLE WORD SUBSTITUTE

| | | |
|--|---|---------------|
| Abnormal fear of being at high place | : | Acrophobia |
| Abnormal love for some particular food | : | Opsomania |
| Practice of marrying one person | : | Monogamy |
| Excessive acidity in stomach | : | Hyperacidity |
| Preliminary statement or event | : | Preamble |
| Beyond the jurisdiction of law | : | Extralegal |
| Between regions | : | Interregional |
| Elevation to Godhood | : | Apotheosis |
| Pertaining to marriage | : | Conjugal |
| Extremely small | : | Minuscule |
| One who can speak two languages | : | Bilingual |
| One who eats too much | : | Glutton |
| One who does not make mistakes | : | Infallible |
| One who has no money | : | Pauper |
| One who copies from other writers | : | Plagiarist |

4. WORD DERIVATION

| Root | Meaning | Example (formed-words) |
|--------|---------|------------------------|
| Alter | other | alteration |
| Animus | mind | animated |
| Botane | plant | botany |
| Omnis | all | omnipotent |
| Sectus | cut | dissect, bisect |

5. WORD FORMATION

- A. Word forms
- B. Word formation by adding prefixes

C. Word formation by adding suffixes

A. A List of Word Forms:

| Word | Verb | Noun | Adjective |
|-------------|-------------|--------------|------------------|
| Beauty | beautify | beauty | beautiful |
| Covetous | covet | covetousness | covetous |
| Duplicate | duplicate | duplicate | duplicative |
| Intrusive | intrude | intrusion | intrusive |
| Militant | militate | militant | militant |

B.A List of Words with Prefixes

| Prefix | Meaning | Example |
|---------------|----------------|----------------|
| a- | not(negative) | acephalous |
| bi- | two | bicycle, biped |
| dis- | against | disorder |
| intro- | inside | introvert |
| pre- | before | precursor |

C.A List of Words with Suffixes:

| Suffix | Meaning | Example |
|---------------|------------------|----------------|
| -al | adjective suffix | dorsal |
| -cide | killing | homicide |
| -fy | to make | calcify |
| -ize | verb suffix | materialize |
| -ness | noun suffix | brightness |

UNIT-III: APPLICATION OF GRAMMAR

SECTION-A: COUNTABLE AND UNCOUNTABLE NOUNS

Noun is a naming word. It is the head word in a noun phrase. The position and function of noun in a sentence is pre-decided. It works either as a subject or an object in a sentence. Noun is of three types.

1. Proper Nouns.
2. Countable Nouns.
3. Uncountable Nouns.

Proper Nouns refer to names of persons, places and things and they do not have a plural form. The nouns that can be counted by numbers are called **Countable Nouns** whereas the nouns that cannot be counted are called **Uncountable Nouns**.

COUNTABLE NOUNS

Countable noun has two forms.

| Singular | Plural |
|-----------------|---------------|
| Book | Books |
| Mountain | Mountains |
| Box | Boxes |
| Child | Children |
| Table | Tables |

Use:

1. In a sentence singular subject takes a singular verb and plural subject agrees with plural verb.
This **orange** is sweet.
These **oranges** are sweet.
2. Singular countable nouns are always used with a, an, another, the, this, that, each, every etc.
Give me a **pen**.
That **boy** is the head-boy of the team.
3. Plural countable nouns may take a number or determiners like many, a few before them.
Three thousand **rupees**
Many coloured **pencils**
A few **boys**
4. Ordinarily plural countable nouns do not take any determiner before them.
I love **sweets**.

Cows eat grass.

UNCOUNTABLE NOUNS

Uncountable nouns are always singular and they take singular verbs with them.

Use:

1. Uncountable noun agrees with singular verbs.
Silver is white.
2. Ordinarily uncountable nouns do not take any determiner before them.
Furniture looks bright.
3. Determiners like **much, a little** can be used before uncountable nouns to indicate quantity.
There is **little** water in the jug.
I have not got **much** money with me.

SECTION-B: DETERMINERS

(DEFINITE AND INDEFINITE)

Determiners are words that determine the **number, quantity** and definiteness of the noun phrase. There are five different kinds of determiners.

1. Articles : a, an, the
2. Demonstrative : this, that, these, those
3. Possessive : my, your, his, her, their, Ram's etc.
4. Numerals : one, two, first, second, etc.
5. Quantifiers : many, much, less, few, both, either etc.

1. ARTICLES:

Articles **a/an** and **the** are the commonest determiners.

The Indefinite Article a and an

1. We use **a** before a consonant sound and **an** before a vowel sound.
Example: **a** pen **an** inkpot
 a dog **an** elephant
2. We use **a/an** before a verb when that is used as a noun.
Example : Have **a** look at the book.
3. We use **a/an** to describe and classify.
Example: It is **an** excellent morning.
 My husband is **a** seller.
4. We use **a/an** for generalization.
Example: **a** parrot will speak only what it is trained.
5. We use **an** before silent 'h'.
Example: **An** heir (a holiday)

An hour (a hint)

*I. The definite article **the***

1. We use **the** before a consonant sound.
Example: **The** chair
The board
2. We use **the** with singular and plural countable nouns.
Example: **The** letter
The letters
3. We use **the** with uncountable nouns.
Example: **The** water
The fun
4. We use **the** before common places.
Example: She is at **the** bus stop.
My friend is going to **the** library.
5. We use **the** before nouns of directions.
Example: **The** East **The** North
The West **The** South
6. We use **the** before objects of nature.
Example: **The** Himalayas **The** Deccan Plateau
The Ganges **The** Alps
7. We use **the** before sacred books, famous newspapers and magazines.
Examples: **The** Gita **The** Hindustan Times
The Bible **The** Weekly
The Koran
8. We use **the** before superlative degree.
Example: He is **the** richest man in the town.
Which is **the** longest river in Odisha?
9. We use **the** before adjective used as noun.
Example: **The** rich are not always happy.

*II. Omission of **the***

1. We do not use **the** before phrases and idioms.
Example: Christians go to Church on Sundays.
People love to travel by air.
2. We do not use **the** before names of games and languages.
Example: My brother plays cricket.
I am learning French.
3. We do not use **the** before plural nouns with general meaning.
Example: Cows eat grass.
4. We do not use **the** before uncountable nouns.
Example: I drink milk.

PRACTICE

Correction of Errors:

| Incorrect | Correct |
|--------------------------------------|-------------------------------------|
| 1. This is an useful book. | This is a useful book. |
| 2. He is an European. | He is a European. |
| 3. Rahul is a honest man. | Rahul is an honest Man. |
| 4. Don't tell lie. | Don't tell a lie. |
| 5. I have got headache. | I have got a headache. |
| 6. He knows much about politics. | He knows a lot about politics. |
| 7. I have mind to do it. | I have a mind to do it. |
| 8. I wish you a success. | I wish you success. |
| 9. Kabi is a M.A. | Kabi is an M.A. |
| 10. This is a X-ray machine. | This is an X-ray machine. |
| 11. H.B. pencil is used for drawing. | An H.B. pencil is used for drawing. |
| 12. He is sitting in dark. | He is sitting in the dark. |

2. DEMONSTRATIVES:

Demonstratives are used before nouns and point to the objects / places/ persons denoted by the nouns.

Singular

This

That

Example: **This** house is very big.

These flowers are not fresh.

I study in **that** college.

Those are my books.

Plural

These (point to the nearer one/ones)

Those (point to the distant one/ones)

3. POSSESSIVES:

Possessive determiners are used before nouns to indicate possession.

Example: **My** father is a teacher.

Our house is a two-storied one.

His bike is stolen.

Their meeting was cancelled.

4. NUMERALS:

The determiners denoting **numbers** are called as numerals.

They are of three kinds.

- A. Definite numerals
- B. Indefinite numerals

C. Distributive numerals

A. **Definite numerals:**

Definite numerals are used for a particular number of persons or things.

Example: There are **five** apples in the basket.

Please, get me **two** tickets to Hyderabad.

The **first** chapter of English book is a poem.

He stood **third** in the examination.

B. **Indefinite Numerals:**

Indefinite numerals indicate to an **indefinite number** or quantity.

Example: I had **a lot of** fun in the picnic.

She drank **all** the milk.

I read the **whole** book.

C. **Distributive numerals:**

Distributive numerals refer to **each** of a group.

Example: *Each* (one among two or many): **Each** boy has a bicycle of his own.

Every (more than two): I play chess **everyday**.

Either (one of the two): **Either** dress will suit the occasion.

Neither (no one of the two): **Neither** answer is correct.

5. QUANTIFIERS:

Quantifiers are those determiners which indicate to **some number** or quantity. Following are the examples of some such quantifiers whose meaning are stated within the brackets as per necessity.

Example: *Some* (Positive meaning) : They want **some** paper.

Put **some** salt in my curry, please.

(Negative meaning) : I don't like **some** music.

Some mangoes are not ripe.

Any (Negative meaning) : They haven't received **any** letter.

There is hardly **any** water in the jug.

Many (Plural countable noun) : How **many** colour pencils you want?

I haven't seen **many** places outside the state.

Much (Uncountable noun) : We have **much** milk in our refrigerator.

He has not **much** interest in study.

A few (Small number) : Only **a few** candidates got first class.

I have **a few** friends.

Few (Not many, almost none) : **Few** people live to be hundred.

He is a man of **few** words.

A *little*(Some quantity) : We have still **a little** time left. There is no need to hurry.

I have **a little** money in my bank.

Little(Almost nothing) : I have **little** time to talk to you now.

There is **little** water in the bottle.

ACTIVITY SET-I

Fill-in the blank with appropriate determiners wherever necessary. A blank space which does not need a determiner, put a cross (X) over there.

1. It is great fun being _____ actor.
2. The labourers go to work in _____ morning.
3. He is _____ one eyed man.
4. She needs _____ rest.
5. Mr.Mohanty is _____ MLA.
6. _____ night fell.
7. _____ man knows this.
8. You should do _____ work or the other.
9. I spent _____ money I had.
10. We do not have _____ rice in our store.

ACTIVITY SET-II

Complete the following sentences. Use **is/are** in the blanks. Add **a/an** where necessary.

1. There _____ white parrot in the cage.
2. There _____ inkpot on the desk.
3. There _____ heavenly bodies in the sky.
4. There _____ rice on the plate.
5. There _____ umbrella in my father's bag.
6. There _____ no girls in our NCC class.
7. There _____ milk in the tumbler.
8. There _____ eggs in the refrigerator.
9. There _____ snake in the box.
10. There _____ old man in that cottage.

SECTION-C: SECONDARY AUXILIARIES / MODALS

Before discussing modals we should have some basic idea of verb.

VERB

Verbs are words that refer to actions and states.

Look at the following sentences:

- i. I **read** stories.
You **read** stories.
They/ Your friends **read** stories.
He **reads** stories.
- ii. You **read** an excellent story yesterday.
My father **read** an excellent story yesterday.
You would find different forms of the verb **read** in each sentence.
The verb is either **read (present)** or **read (past)** as per the number and person of the subject.
The verb changes its tense form as per the flow of events.

TRANSITIVE AND INTRANSITIVE VERB

Transitive means to pass over. The verb that passes over from the subject to the object is known as **transitive verb**.

- i. Sham kicked the football
(S) (V) (Obj.)
(passing over of action from subject to object)

Intransitive verb, do not transit any action from the subject to the object.

- ii. The baby sleeps
 (S) (V)

(Verb having no object)

Intransitive verbs do not change voice.

ACTIVITY SET

Fill-in the blanks with appropriate action words choosing from the bracket.

1. He _____ a novel. (read, reads)
2. The college _____ on Monday. (closes, will closes)
3. I have _____ French for a year. (Learn, learnt)
4. I am _____. (come, coming)
5. Have you not _____. (sing, sung)
6. He _____ a morning walk daily. (take, took)
7. I had already _____ my work. (finished, finish)

AUXILIARY SYSTEM

Verbs are words referring to **actions** and **states** in a sentence. It tells us what the subject is or does or what is done to it. **Verbs** can be categorized as **main verbs** and **helping verbs**. In this chapter we would talk of helping verbs which are otherwise known as **auxiliaries**.

An **auxiliary** is a **helping verb**. It helps the main verb to form **tense, voice** and **mood** of the main verb. They are of two kinds.

1. Primary auxiliary
2. Secondary auxiliary or Modal(s).

1. PRIMARY AUXILIARIES

The verbs **be, have** and **do** though help the main verbs in expressing tense, voice and mood. They are also capable of functioning as main verbs in sentence and thus called primary auxiliaries. They change their form according to the number and person of the subject.

Use:

Be (is, am, are, was, were, being, been)

I **am** writing a letter.

She **is** a teacher.

These mangoes **are** ripe.

She **was** a typist in a bank.

If I **were** a king, I would have made you my minister.

They **are** laughing.

Chess is **being** played by him.

Have (have, has, had)

She **has** finished cooking.

I **have** done this.

He **has/had** a car.

They **have** a beautiful house.

Do (do, did, does, done, doing)

He **does** not like sea food.

He **didn't** like sea food.

Does he like sea food?

Did he like sea food?

He has **done** the job nicely.

2. SECONDARY AUXILIARIES / MODALS

Secondary auxiliaries are also called **modals**. They cannot be used independently like primary auxiliaries. They are 13(thirteen) in numbers: will, would, shall, should, may, might, can, could, must, need, used to, ought to, dare. In this chapter we will discuss them under different points with reference to their logical meaning.

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?

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 temple a 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 **darenot** 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))

SECTION-D: TENSE

Time and Tenses:

Time and **Tenses** are about 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. |
| Future Time | Future Simple | He will write stories |
| | Future Progressive | He will be writing stories. |
| | Future Perfect | He will have written stories. |
| | Future Perfect Progressive | He will have 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 back 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.

(I) Future Simple:

*It is used to predict a **future** event, to express a spontaneous decision, to express willingness etc.*

I **will** go to the cinema tonight.

(J) Future Progressive:

*It indicates that something will occur in the **future** and continue for an expected length of time.*

The children will be walking to school.

(K) Future Perfect:

*It refers to a completed action in the **future**.*

I will have finished this book by March 2021.

(L) Future Perfect Progressive:

*It shows that something will continue up until a particular event or time in the **future**.*

In October, I will have been working at my college for five years.

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)

SECTION-E: VOICE CHANGE

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 | Is/am/are + Past Participle | I am helped. He is helped. |
| 2. Simple past | Was/were+ Past Participle | I was helped. He was helped |
| 3. Simple future | Shall be/will + be + Past Participle | I shall be helped. He will be helped. |
| 4. Present continuous | Is / am/are + being + Past Participle | I am being helped. He is being helped. |
| 5. Past continuous | Was/were + being + Past | I was being helped. We were being helped. |

| | | |
|--------------------|--|--|
| 6. Present perfect | Participle Have/has + being + Past Participle | I have been helped. He has been helped. |
| 7. Past perfect | Had + been + Past Participle | I had been helped. |
| 8. Future perfect | Shall/will have + been + Past Participle | 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 take place.

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 participle 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 song is sung 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 tense

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.
Active : You have made many mistakes.
Passive : 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. |
| Active | : | They laughed at the old man. |
| Passive | : | The old man was laughed at by them. |
| Active | : | I objected to his proposal. |
| Passive | : | 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. |
| Active | : | Honey tastes sweet. |

Passive : Honey is sweet when it is tasted.

ACTIVITY

Change the voice of the following sentence

1. They elected him their leader.
2. Are you writing a letter?
3. She will write a poem.
4. He did not buy a book.
5. They are eating.

SECTION-F: 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** sent back 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.

UNIT-IV: FORMAL WRITING SKILL

SECTION-A: PARAGRAPH WRITING

1.Paragraph Writing(Meaning)

A paragraph is a group of sentences organized around a central topic or talk about a topic or an idea. A basic paragraph structure usually consists of five sentences: the topic sentence, three supporting sentences, and a concluding sentence.

2.Features of paragraph writing:

a. Unity

It is the very big factor that can make your paragraph the worst or the best. The reason is quite obvious because the whole paragraph represents a single sense or thought. That is why all the sentences should be dependent on each other. All the sentences should be related to the main point of the paragraph.

B .Order

These should be a specific order in between the sentences. To represent the main idea, all the sentences should follow a specific step by step order. Students make this mistake in most cases because they start their paragraph very well but after that they never write their sentences in order. Important things and other things should be in order.

c. Content length

I have seen many students who like to write more and more. It is a good habit but excess of anything is bad. No one likes to read long paragraphs because it wastes so much time. A good paragraph is that have proper length of the content and that should be to the point.

d. Coherence

Coherence means relativity between the sentences. All the sentences of paragraph should relate to each other. If one sentence is telling about something then other sentences must be related to it. If the paragraph lacks coherence then it will not produce any sense or it will become senseless.

e. Binding

It is the best characteristics among all given above as far as I am concern about writing. IF your writing does not bind your readers then it is of no use. Readers should feel like they are reading something very interesting. From the starting point to the end point, reader's interest should be in the paragraph.

f. Opening Sentences Last but not the least is opening sentences. Your opening sentences should like that represent the main idea of the paragraph. Rest of the sentences should be just explaining what you said in the opening sentences.

3.Types of Paragraph:

I. Person: key points to be covered

- a. Name of person, age and physical appearance.
- b. Habit.
- c. Moral values.
- d. Intellectual thinking.

II. Object: key points to be covered

- a. Appearance.
- b. Features.
- c. Place where you find the object.
- d. Function.
- e. Merit and demerit.

III. Place: key points to be covered

- a. Name of place.
- b. Geographical location.
- c. Reason for popularity.
- d. Sight seeing.
- e. About the People and food.
- f. Personal view.

IV. General topic: key points to be covered

- a. when(date)where(place)why(reason).
- b. Features.
- c. Step Undertaken.
- d. Merit and demerit.

V. Incident: key points to be covered

- a. When and Where.
- b. How the incident happened.
- c. Step undertaken after incident.
- d. Overall view.

PRACTICE SET

Write a paragraph on the given Topic:

- 1. Your Ideal Person.

2. A chain snatching incident
3. Automated teller machine

SECTION-B: NOTICE WRITING

Notice (Meaning)

A notice is a very important form of written communication which is used to announce functions and events; to issue public instructions; to make appeals or to intend invitations. The information which is given in the notice must be written in a clear and lucid style using easy to understand language.

An effective notice will usually include the following

1. Name of the organization, institution or office issuing it.
2. Date issuing the notice.
3. The word `notice`.
4. A suitable description, eye - catching caption, or heading.
5. Purpose for which it has been written: calling a meeting, drawing attention, making an appeal or informing general public etc.
6. Detail of schedule [date, time, venue, program, duration etc.] in case the notice is about an event.
7. Signature, name of designation of the person issuing the notice.

Important points to remember

1. Notices can use capital letters for details such as names of organizations caption or an important detail within the message itself.
2. The date of notice should be placed at the top left.
3. The entire content of the notice is centered within a box.
4. Complete sentences need not always be used in all types of notices. Abbreviations and symbols can also be used.
5. Marks are deducted for exceeding the prescribed word limit. [i.e. 50 words for the body of notice].

Value points to be included in a notice for meeting or events

1. Date
2. Time
3. Venue
4. Purpose
5. . Specific instruction

Sample of Notice writing:

Imagine you are a Principal of the college, now draft a notice regarding the various cultural competition that it will be conducted before Annual Function.

XYZ Govt.Polytechni,Jalda

Telephone no. _____ website _____

Email id _____

Letter no: _____ date _____

NOTICE

Hereby all the students of this institution are informed that, on account of Annual Function the following competitions are going to take place as per programme below.

| Sl no. | Event | Date | Time | Venue |
|--------|----------------------------|-------------|--------|------------|
| 1. | Song | 2.03.2020 | 4:00PM | Auditorium |
| 2 | Dance | 03.03.2020 | 4:00PM | Auditorium |
| 3 | Quiz | 04.03.2020 | 4:00PM | Auditorium |
| 4 | English Debate | 06.03.2020 | 4:00PM | Auditorium |
| 5 | English Essay | 07.03.2020 | 4:00PM | Auditorium |
| 6 | Odia Debate | 11.03.2020 | 4:00PM | Auditorium |
| 7 | Odia Essay | 12.03.2020. | 4:00PM | Auditorium |
| 8 | Drawing | 13.03.2020 | 4:00PM | Auditorium |
| 9 | Design from waste material | 14.03.2020 | 4:00PM | Auditorium |

Those are interested to participate may give their names on or before 29th Feb 2020 to the student advisor of your college.

Principal
XYZ Govt. Polytechnic
Rourkela

PRACTICE SET

1. Imagine you are a cultural secretary of your Institution; now draft a notice regarding a blood donation camp which will take place,
2. Imagine you are a joint secretary of your Institution; now draft a notice regarding proper parking of vehicle by the students

SECTION-C: AGENDA WRITING

Agenda (Meaning)

An agenda is a list of activities to be done in an ordered sequence. In meetings, **business agenda** refers to the activities and topics that need to be discussed or performed at a particular time or the things to achieve during a meeting. The agenda is also used to determine the goal of a meeting.

1.Features of an agenda

Almost all business follows a similar format of an agenda to run their meeting effectively and ensure that it stays on time. To make your meeting as effective as them, include these things in your agenda or download our **printable agenda** here to make everything easy for you.

- **The title of the agenda.** The titles are important in any **agenda example** as it can be used as identification.
- **The objective of the meeting.** The objective of the meeting should also be included in the meeting to remind the participants about what the meeting is all about and what it hopes to achieve.
- **The topics and/or activities.** The agenda should list all the topics or activities to be addressed in a meeting.
- **The time allocation.** Every topic and/or activities must have a time allocation so that it will be followed accordingly.
- **Call to action.** The agenda should have a call to action that signifies the start and end of the meeting.

2.Easy Steps to Writing an Agenda

- Write the title of the agenda.
- Followed by a *who*, *when*, and *where* information.
- Write an overview of the meeting.
- Outline the topics and/or activities and give a sufficient allotted time.
- Add extra instructions.
- Check for errors.

3.Tips for Writing an Agenda

- **Create the agenda three or more days or even weeks before the actual meeting.** It gives you more time in preparing the agenda and gives enough time to cover all the important information.
- **Set up a standard meeting agenda.** The **meeting agenda** includes progress updates, upcoming milestones, and a list of people who will not be around in the next few weeks.
- **Consult the team.** Get input from the team about what needs to be addressed and discussed.
- **Write all the important information.** The topics, activities, updates and time must all be present in the **free agenda**.

- **Follow a standard and well-structured agenda.** The agenda must be understood by everyone who will read it.
- **Distribute it before the actual meeting.**

3. Sample of an Agenda for Annual Function

Spring Fest Date 16.03.2020.

| | |
|-----------------------|---------|
| Arrival of Guest | 10:00AM |
| Lamp Lightening | 10:05AM |
| Opening Song | 10:10AM |
| Welcome Speech | 10:15AM |
| Speech by principal | 10:25AM |
| Speech by Chief guest | 10:40AM |
| Prize Distribution | 11:00AM |
| Vote of thanks | 11:20AM |

PRACTICE SET

1. Prepare an agenda for a Birthday Party.
2. Prepare an agenda for a Saraswati Puja.
3. Prepare an agenda for a fresher's Party

SECTION-D: REPORT WRITING

Report Writing:

A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analyzed and applied to a particular problem or issue. The information is presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow.

When you are asked to write a report you will usually be given a report brief which provides you with instructions and guidelines. The report brief may outline the purpose, audience and problem or issue that your report must address, together with any specific requirements for format or structure. This guide offers a general introduction to report writing; be sure also to take account of specific instructions provided by your department.

Key points for writing Report.

1. Give a hold and catchy heading/title.
2. Name of the reporter.

3. Split the report in 3-4 paragraphs [content].
4. Para 1- Begin with the name of place [cit] along with date of report. Brief introduction of the incident answering the questions who, what, where, why. In case of report for school magazine date and place need not be written.
5. Para 4-concluding remark regarding action taken or the news.
6. Put the report in a box.
7. Use past tense as report are written after the event is over. Use of passive voice is recommended.
8. The language should be simple, lucid yet meaningful, formal and grammatically correct.
9. Do not exceed the prescribed word limit [100-125 words].

Value points for news report.

1. Catchy headline expansion of headline in the first sentence itself highlighting what/ when/ where.
2. Give reasons, if any/motive.
3. Details in brief.
4. Eyewitness account
5. Casualties, damage, etc.[if any].
6. Action taken
7. Relief measures
8. Conclusion/comments

For culture/sports events

1. Occasion/ organizer/sponsor, etc.
2. Date, venue [time optional].
3. Chief Guest / special invitees.
4. Objective and main highlights of the program me.
5. Prize distribution / Annual report, [if applicable].
6. Message by chief guest / dignitary.
7. Vote of thanks.
8. Overall response.

Sample Report writing.

Prepare a report on a road accident.

TRUCK HITS MARUTI: DRIVER INJURED

Noida, November 13

A horrific head on collision between a truck and a Maruti car took place near Nodia 12km from Ghaziabad at 10:45 pm. The driver of the truck lost control and hit the Maruti car. It is reported that while Maruti car was coming from opposite side at the high speed, a truck whose driver was drunk came from the opposite direction and dashed into the car. Both the driver violated the speed limit which led to the accident. The driver of the Maruti car received serious head injuries and was admitted to a nearby hospital. The accident led to lot confusion on the road. Since it happened on the highway, there was a long traffic jam. The Nodia Police came and helped in clearing the traffic. Within two hours the traffic was brought under control and vehicles started moving smoothly only after removal of the damaged

vehicles. The police have registered a case of negligent and rash driving against both the drivers.

By Alex Desouza

PRACTICE SET

1. Imagine you are Rahul, the SPL of Creative Public school, Delhi. Recently your school conducted Regional level of Polyfest. Write a report of this event.
2. Your branch has paid an Industrial visit. As class representative, write a report regarding this.

SECTION-E: WRITING PERSONAL LETTER

These days, we do not write letters but it is still important to learn how to write a good letter. A letter must have the following parts.

- A. Your address.
- B. Leave one line
- C. Date
- D. Leave one line
- E. Greetings(Dear Sister/Mother etc.)
- F. Leave one line
- G. Body of the letter
- H. Leave one line
- I. Closing phrase(yours lovingly etc.)
- J. Your name.
- K. Leave one line
- L. Your Name

Sample letter

Write a letter to your friend congratulating her on her success in the examination and note the different parts.

Qrs. no: B/103,Sector-7
Rourkela

6th January 2020

Dear Aditi,

I am very happy indeed to hear the news of your brilliant success in the examination. It is especially more joyous as you have passed with distinction in most of the subject. Please accept my warmest congratulations. My parents too are happy to hear the news.

Your success was expected as you have been a brilliant and sincere student. You have brought real credit to your school and family. Congratulations once again.

Yours lovingly,
Anisha

PRACTICE SET

1. You are Anjali you got a birthday gift from your brother now write a letter to your brother thanking him for the gift.
2. You are Sweta. write a letter to your friend Tulip asking her to attend your elder sister marriage ceremony.

SECTION-F: FORMAL LETTERS

(Application to Hostel Superintendent/ H.O.D/ Principal/ Librarian)

A formal application must have the following parts.

- A. Your address.
- B. Leave one line
- C. Date
- D. Leave one line
- E. Receiver address
- F. Leave one line
- G. Subject
- H. Leave one line
- I. Greetings(Respected sir/madam)
- J. Body of the letter
- K. Closing phrase(yours truly/faithfully etc)
- L. Thanking You
- M. Leave one line
- N. Yours Faithfully
- O. Your name.

N.B: Students you will never disclose their name, registration no, college name, mobile no while writing an application.

Sample application

1. Write an application to the Hostel Superintendent/H.O.D of your institution for granting you sick leave for a week and note the different parts of formal letter.

The Hostel Superintendent/H.O.D
XYZ Govt. Polytechnic

Bhubaneswar
Dt. _____

Subject: Application for granting sick leave for a week.

Sir/Madam,

With due respect I would like to bring to your kind information that, I am AhanaVerma a student of 5th semester IT branch, as I am suffering from eye-sore and the doctor has advised me not to undertake any work relating to reading and writing for a period of one week. A medical certificate is enclosed herewith.

It is, therefore, requested that I may kindly be granted sick leave for one week from 2nd to 8th November, 2019 for which I shall be grateful to you.

Thanking you.

Yours Faithfully,
AhanaVerma.

2. Write an application to the Principal of your school requesting him for your college leaving certificate.

The Principal
Govt. Boys Senior Secondary School,
Mallanwala

Subject: Application for issuance of college leaving certificate.

Sir,

I beg to inform you that I am XYZ a student of class IX -B. My father, who is a Central Government employee, has been transferred to Bombay on promotion. We have to leave for Bombay after a week.

So, I shall be thankful if you kindly issue me a school leaving certificate to enable me to take admission in a government school at Bombay for which I shall be grateful to you.

Thanking you.

Yours obediently,
ABCD

3. Write an application to the librarian of your institute to exempt a fine impose on you.

The librarian
Xyuz Polytechnic
Rourkela

Subject: Application for exemption of fine.

Sir,

I would like to draw your kind notice that I am Alinakujur a student of 2nd semester Mechanical branch. I had issued a communicative English book on 20th February and date of return was 2th march but as I was suffering from high fever I could not return my book on due time, hence I have been imposed a fine of Rs 200.

Therefore, I request you to be kind enough to consider my situation and exempt a fine imposed on me for which I shall be grateful to you.

Thanking you.

Yours Faithfully
AkshayaSahoo

PRACTICE SET

1. You are Zoya, a student of 1st sem, Civil branch, write an application to the Principal for branch change.
2. You are Zoya, a hostel student; write an application to the Hostel Superintendent regarding shortage of drinking water.

SECTION-G: BUSINESS LETTERS:

(Letters of Enquiry, Order, Execution, Complaint and Cancellation)

A business letter is a formal letter. It must have the following parts.

- A. Your address.
- B. Leave one line
- C. Date
- D. Leave one line
- E. Receiver address
- F. Leave one line
- G. Subject
- H. Leave one line
- I. Greetings (Respected Sir/Mam etc)
- J. Body of the letter
- K. The complimentary closing
- L. Thanking you
- M. Leave one line
- N. Closing phrase (yours truly/faithfully etc)
- O. Your name.

Sample letters

1. Write a letter enquiring about Computer Printer and note the different parts of business letter.

B/103, Sector 7
Rourkela
Sundargarh

Dt. 5th March 2020

The World Computers
71, Mall Road
Ferozepur

Subject: Enquiry about computer printer

Respected Sir,

Recently I saw an advertisement about your latest model of non-impact bubble ink-jet computer printer. I am interested to buy one for my personal use as I need it for my personal use.

Therefore, I shall feel obliged if you send me your catalogue, price list and delivery schedule soon that I may place an order with you.

I shall appreciate an early reply.

Thanking You.

Yours Faithfully
Raman Sharm

2. Write a Specimen on order letter.

Imagine you are Raj Verma of Popular Book Shop, 45, Book Market, College Road, Kerala. Now draft an order for 4000 books from Arora Publishing House, New Sarak, Delhi.

Popular Book Shop
45, Book Market
College Road
Kerala

13th April 2019

Arora Publishing House
New Sarak
Delhi.

Subject: Order for 5000 books

Respected Sir,

Please send the following book by rail transport by 30 April,2019.

| Sl.no | Name of the Books | No. of copies required |
|-------|---|------------------------|
| 1. | Communicative English by kalyani Publisher | 1000 |
| 2. | Engineering Mathematics bykalyani Publisher | 1000 |
| 3. | Engineering Physics by kalyani Publisher | 1000 |
| 4. | Engineering Physics by kalyani Publisher | 1000 |

Kindly ensure that the books are of latest edition and are well packed so that they are not damaged in transit.

I am enclosing a bank draft for Rs 12000 as advance. The balance including handling would be paid on delivery.

Looking forward to the prospects of ever growing relations.

Thanking You

Yours Faithfully
Raj Verma

3. Sample of an Execution Letter for above order.

Arora Publishing House
New Sarak
Delhi

18th April 2019

Popular Book Shop
45,Book Market
College Road
Kerala

Subjec : Execution letter

Respected Sir,

We thank you very much for your letter dated 13th April 2019 in which you have order for 4000 books. We also acknowledge the receipt of Bank Draft for Rs 12000 as advance towards the price of the books.

We will dispatch your order next week .you may then pay the balance amount of Rs 3000 as there are no handling charges and delivery is free.

We are sure you will find your books in good condition and of latest edition without any complaint.

Thanking You

Yours Faithfully
Raju Sing

4. Complaint letter

Imagine you are Raj Verma of Popular Book Shop, 45, Book Market, College Road, Kerala. Now draft an order for 4000 books from Arora Publishing House, New Sarak, Delhi.

Popular Book Shop
45, Book Market
College Road
Kerala

2nd May 2019

Arora Publishing House
New Sarak
Delhi.

Subject: complaint letter.

Respected Sir,

Today I received the consignment of goods against my order no.98 dtd. 13th April for 4000 books. But on opening the consignment I found that 10 pieces of communicative English books are of old Edition and 30 books of Engineering Mathematics are of loose binding.

I am sorry I cannot keep these items as it is of no use. I therefore request you to take back these books and to dispatch immediately the replacements as I need them urgent.

I look forward to your immediate action in the matter.

Thanking You.

Yours Faithfully
Raman Sharma

5. Letter of Cancellation of order

Popular Book shop
45, Book Market,
College Road,
Kerala

20th April

Arora Publishing House
NaiSarak,
Delhi

Subject: Cancellation of order

Respected sir,

With reference to our order no. 96 dtd 13th March, in which we have order 4000 nos of books, we request you to treat the same as cancel due to syllabus change.

Sorry for the inconvenience caused to you.

Thanking you

Yours Faithfully
Aman Gill

PRACTICE SET

1. You are a owner of Sports World, lane 6, VIP Road, Agra, now draft an order letter from SportsHub,88lane, ChandaniChowk, New Delhi.
2. Write a cancel letter to M/s Malhotra Pvt.Ltd,11,CivilLane,Jaipur for your order of 500 handicraft items.
3. You are Sumit,owner of The Light House, Nala Road, Puri. You had order 500 fancy light out of which 20 lights are broken now draft a complaint letter to Raj & Raj, The light World, 56/12 lane, Ranchi.

SECTION-H: JOB APPLICATION AND C.V.

I: JOB APPLICATION

The format of job application is the same as that of an official letter,

- A. Your address.
- B. Leave one line
- C. Date
- D. Leave one line
- E. Receiver address
- F. Leave one line
- G. Subject
- H. Leave one line
- I. Greetings(Respected Sir / Madam etc)
- J. Body of the letter
- K. The complimentary closing
- L. Thanking you
- M. Leave one line
- N. Closing phrase(yours truly/faithfully etc)
- O. Your name.

Only the main body of the letter should contain the following information:

- 1. How you knew about the vacancy
- 2. Personal information (age, sex name)
- 3. Educational/professional qualification
- 4. Experience.

NOTE: Students you will never disclose their name, registration no, college name, mobile no while writing an application

Sample letters

Write an application to the Principal of Kalinga Institute of Industrial Technology Patiala for the post of a P.G.T. in English.

53,High School Campus,
Patiala

11th March 2020.

The Principal,
Kalinga Institute of Industrial Technology,
Patiala.

Subject: Application for the post of a P.G.T. in English

Sir,

In response to your advertisement in "The Times Of India" dated 2nd March 2020. I wish to offer my service for the post of P.G.T. in English in your prestigious institution.

I am a hardworking and honest person, who is passionate about the noble vocation of teaching. I wish to make a difference in their lives of people through education.

I shall be available for an interview on any day of your convenience.

If selected, I assure you that I shall work with utmost devotion and sincerity to your full satisfaction.

Hoping for a favorable response.

Thanking you

Yours Faithfully
Ranjan Sharma

Enc: Bio-Data and Testimonials.

PRACTICE SET

1. A Supervisor is required for our own firm having diploma in Mechanical Engineering with minimum 3yrs of experience. Age should not be more than 26 as on dt:01.05.2020
2. A Jr. Electrical Engineer is required for our own firm having diploma in Electrical Engineer for freshers.

II: CURRICULUM VITAE (C.V.) / BIO-DATA

A C.V must meet the need of the target of organization. This means a single generalist C.V is unlikely to be sufficient. It must highlight your achievements and how they relate to the job you are applying for. It must give the reader a clear indication of why you should be considered for this role.

To decide what to include in your cv and where follow these principles and guidelines.

1. Generally, the document should contain no more than 2 pages.
2. Your C.V should be honest and factual.
3. The first page should contain enough personal details for a recruitment consultant to contact you easily.
4. Choose a presentation format that allows you to headline key skills, key achievement or key attributes.
5. Your employment history should commence with your current or most recent job and work backwards.

6. Achievements should be short, bullet pointed statements and include your role, the action you took and a comment on the result of your action.
7. Where information clearly demonstrates your suitability for the vacancy you are applying for.
8. Leave out information that is irrelevant or negative.
9. Include details of recent training or skills development events you have attended which could be relevant.
10. List all your professional membership and relevant qualifications.
11. The most common contents of a C.V include:
 - a. Personal detail
 - b. Skills and career summary
 - c. Key achievements
 - d. Qualifications
 - e. Career history

NOTE: Students you will never disclose their name, registration no, college name, mobile no while writing C.V.

Sample C.V./ Bio-Data (note the different points to be covered in it).

C.V./BIO-DATA.

Name: Ranjan Sharma

Father's Name: Shamesh Sharma.

D.O.B: 03.04.1990

Age: 30

Gender: Male

Blood Group: A+

Marital Status: Single

Nationality: Indian

Religion: Hinduism

Caste : General

Present Address: XYZ

Permanent Address: Xyz

Phone no: 123

Educational Qualification

| Sl.no | Board Passed | Year of Passing | Name of the Institution | percent age | Division |
|-------|----------------------|-----------------|-------------------------|-------------|-----------------|
| 1 | ICSE | 2006 | ST. THOMAS SCHOOL | 64% | 1 ST |
| 2 | CHSE | 2008 | GOVT.AUTONOMOUS COLLEGE | 63% | 1 ST |
| 3 | SAMBALPUR UNIVERSITY | 2011 | GOVT.AUTONOMOUS COLLEGE | 62% | 1 ST |
| 4 | SAMBALPUR UNIVERSITY | 2013 | GOVT.AUTONOMOUS COLLEGE | 61% | 1 ST |

Experience:

| Sln. | Name of the institution worked | Position held | Duration |
|------|--------------------------------|--------------------------|----------|
| 1 | UGIE, GP, RKL | GUEST FACULTY IN ENGLISH | 5YRS |

Training undertaken:

| Sln. | Name of the training | Topic | Duration |
|------|----------------------|----------------------------|----------|
| 1 | NITTR, Kolkata | Induction training program | 10DAYS |
| 2 | NITTR, BBSR | MOOCS Training Program | 7DAYS |
| 3 | NITTR, CHANDIGARH | Orientation Program | 5DAYS |

Hobbies: Reading, Music

Language known: English , Hindi, Oriya

Reference: Mr. Rajiv Mohanty, Chief coordinator, CV Raman School, College Road, Patiala. Ph no.123456789

Salary expected: Govt. grades with minimum 2 additional increment.

Declaration: I hereby declare that, all the above fact is true and best of my knowledge.

Signature

Date

PRACTICE SET

1. You are Samira Patel, draft a C.V for the Air Hostess Post.
2. You are Ron Malhotra, draft a C.V for the Jr. Electrical Engineer Post.

UNIT-V: ELEMENTS OF COMMUNICATION

SECTION-A: INTRODUCTION TO COMMUNICATION

1. Meaning, Definition & concept of communication

“A blow with a word strikes deeper than a blow with a sword.”
-Robert Burton

“Communication is a process of passing information and understanding from one person to another.”
-Keith Davies

“Communication is any behavior that results in an exchange of meaning.”
-The American Management Association

Communication may be broadly defined as the process of meaningful interaction among human beings. more specifically, it is the process by which meanings are perceived and understanding are reached among human beings.

Essentially ours is a society that moves on the wheels of communication. Particularly in the professional world, it is communication and its related skills that decide a person's career curve. The better one's communication skills, the higher are the chances for him/her to touch the zenith of success.

Definition of communication

“Communication”, the buzz word in today's world, originates from the Latin word “Communico” or “Communicare”, which means “to share”.

2. Good Communication and Bad Communication

Good Communication is the exchange of clear and valid information it sounds simply means the ability to express someone's opinion/ view/ thoughts in the most efficient and coherent manner. It also defined as the meaningful communication.

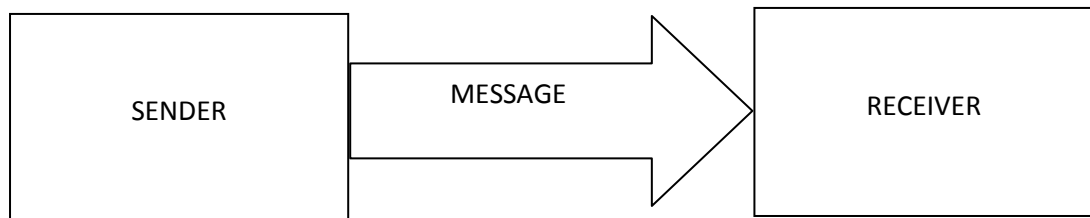
Bad communication or Poor Communication has various aspects like lacking comprehension, fluency, lack of valid information/message lack of clarity and poor body language.

3. Communication Model:

One way communication model and two way communication model with examples.

One way Communication flows from a sender to receiver, but nothing goes back in return it's just like one way traffic. The sender can use one way communication To inform, entertain, persuade or command the audience.

Ex: television, radio, writing speeches, performances etc: this kind of situation also occurs in most of the class rooms, where the teacher goes on speaking and dismayed where there is no active participation from the students' side. It's not an effective communication.

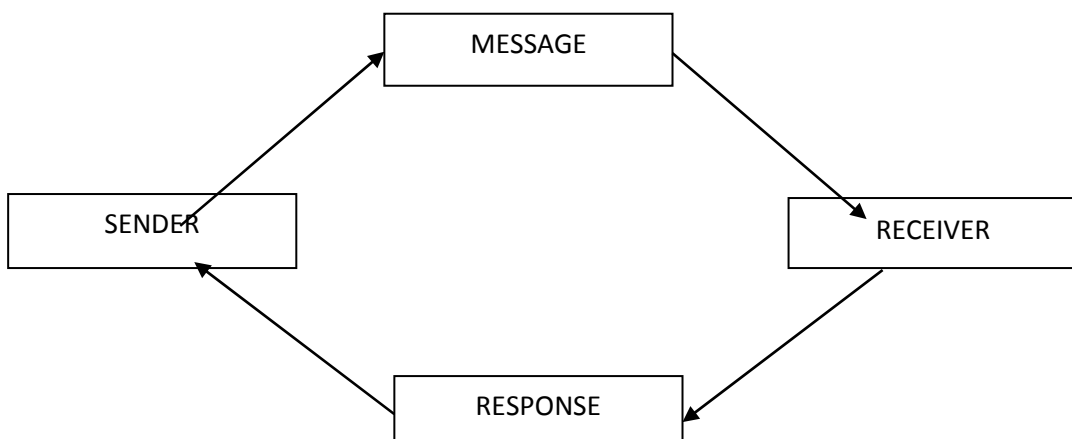


(One Way Communication Model)

Two way communication is when one person is the sender and they transmit a message to another person, who is a receiver. When the receiver gets the message, they send back a response, acknowledging the message was received.

Two way communication is considered as the most effective communication.

Ex- Some interactive classroom, mobile/ telephone communication etc.



(Two way communication model)

4. Process of communication and factors responsible for it

In order to analyze the activity of communication, we must know the process and the elements involved in the process of communication.

There are some elements or factors which make up the process of communication.

- Source/ Sender is the one who initiates the action of communication.
- Audience/ Receiver is the person (b) for whom the communication is intended.
- Goal/ Purpose is the sender's reason for communicating, the desired result of the communication.
- Context/ environment is the background in which communication takes place.
- Message/ Content is the information conveyed.
- Channel/ medium is the means or method used for conveying the message (Oral/ Written/ Visual)
- Feedback is the receiver's response to the communication as observed by the sender.

Process of communication

Communication is a process whereby information is encoded, channeled, and sent by a sender to a receiver via a medium. The receivers then decodes the message and give the sender a feedback.

Any forms of communication require a sender a channel, a message, a reciver and the feedback that effectively winds up the process.

However, sometimes there occurs a hindrance in the communication process which is called noise, noise can be defined as an unpleasant/ unplanned interference in the communication environment

Stages of Communication Process

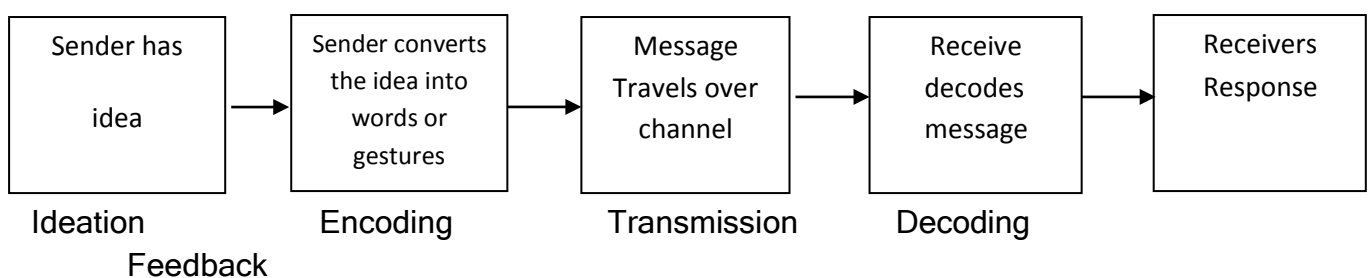


Fig-1 (The Communication Process)

a. Ideation: The process of communication begins with ideation, which refers to the formation of the idea or selection of a message to be communicated.

b. Encoding: it is the next step in communication it is the process of changing the information into some form of logical and coded message in a formal situation, encoding involves.

- Selecting a language.
- Selecting a medium of communication, and
- Selecting and appropriate communication from.

c. Transmission: Transmission refers to the flow of message over the chosen channel. It confirms the medium selected during the process of encoding and keeps the communication channel free from interference or noise, so that the message reaches the receiver without any disturbance.

d. Decoding: decoding is the process of converting a message into thoughts by translating the received message into an interpreted meaning in order to understand the message communicated.

e. Response: response is the final stage in the communication process. It is the action or reaction of the receiver to the message. It helps the sender know that the message was received and understood. This is also known as feedback.

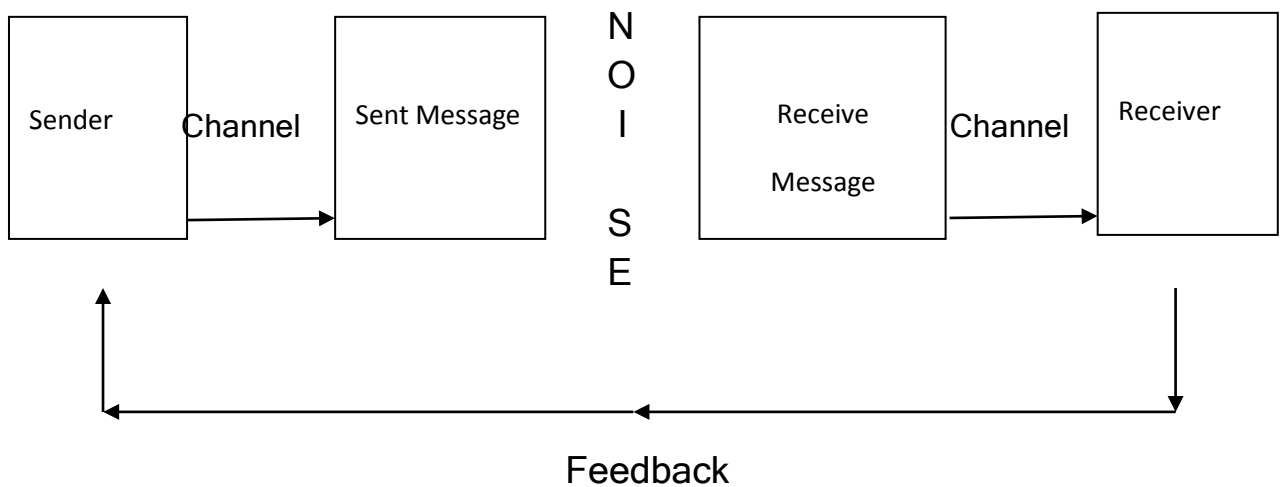


Fig-2 (The communication Process)

EXERCISE

1. Define communication and discuss the factors responsible for this process.
2. Vividly discuss the role of feedback in a communication process.
3. Write a note on the stages of communication.
4. Explain 'Encoding' and 'Decoding'.

5. Explain "Noise" in communication process.
6. Discuss about channel in the process of communication.
7. Write a note on one way communication model and two way communication model.

SECTION-B: PROFESSIONAL COMMUNICATION

1. Meaning of professional communication

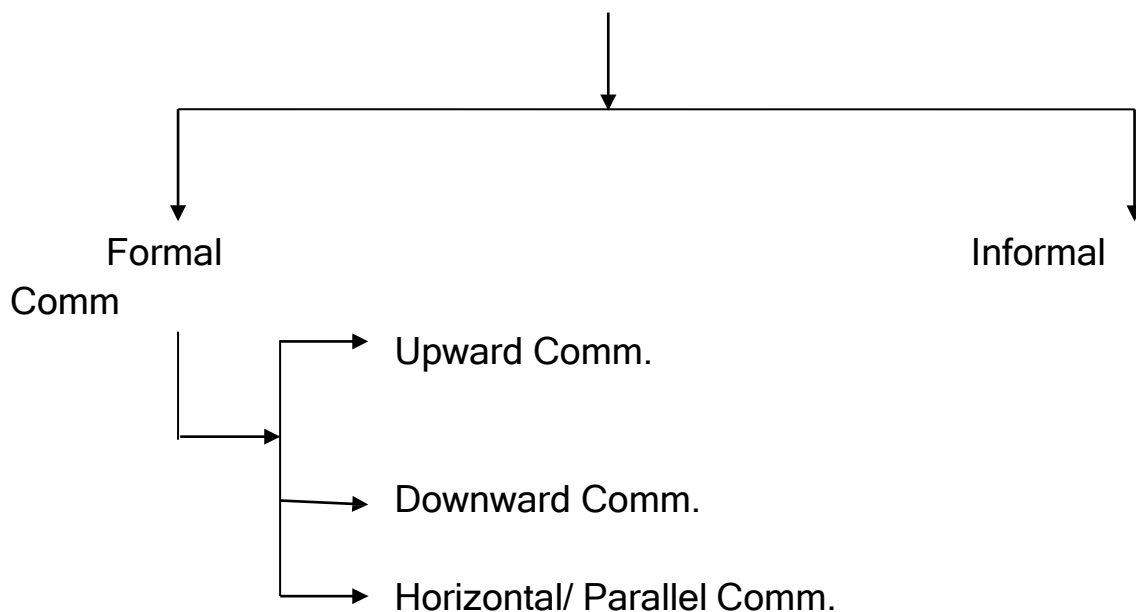
Professional Communication contains of professional message, mostly in a formal manner among individuals and/or organizations so that an understanding may develop among them. Generally the growth, complexity, competitiveness, harmony, understanding and cooperation of an organization largely depend on formal communication.

Professional communication aims at achieving the following objectives:

- Advising
- Counseling
- Giving orders
- Proving instructions
- Marketing
- Persuasion
- Giving Warning
- Raising Morale
- Staffing
- Projecting Image
- Preparing Advertisement
- Marketing Decision
- Getting Feedback

2. Types of professional communication

Communication Network in an organization can be discussed as shown below:



(Fig-1)

Communication is essential for the internal functioning of any organization by integrating the managerial functions and serving to influence the behavior and attitude of people by encouraging them to perform in order to achieve organizational objectives. The interaction between the different individuals working in a company or organization takes place through different channels. These channels could be both formal and informal.

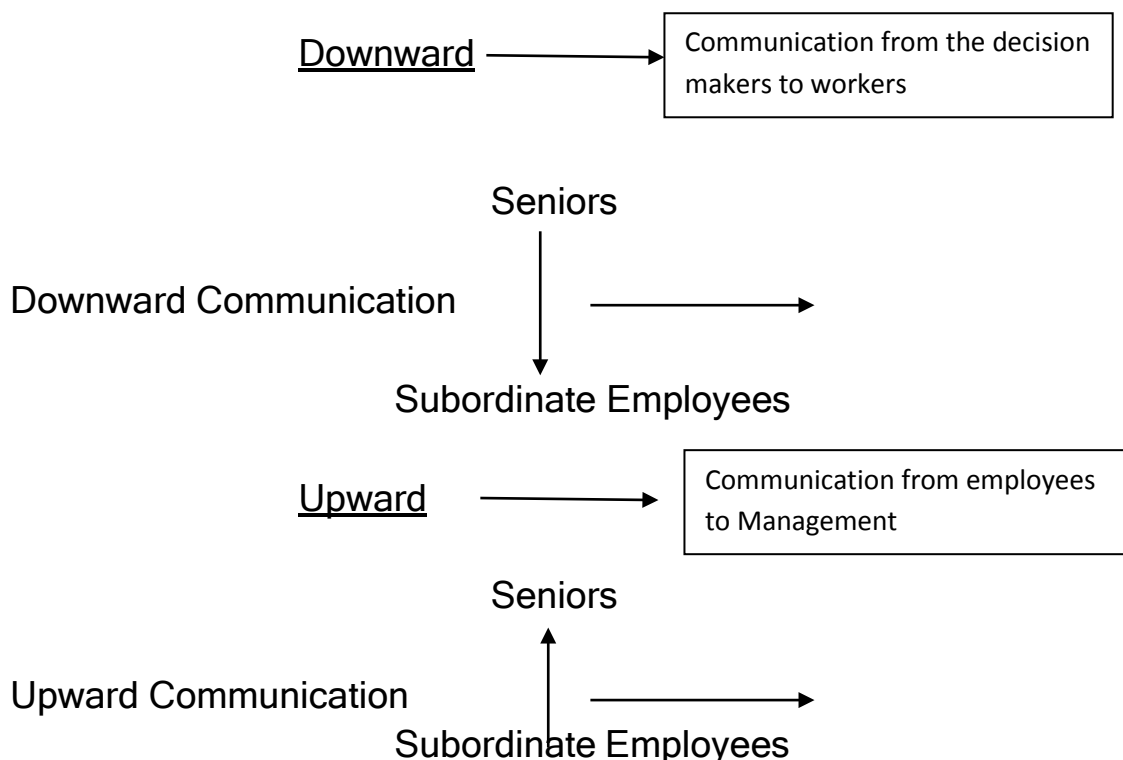
A formal communication channel, on the other hand refers to the formal methods of communication that are followed in management as illustrated in fig-2, three(3), different channels of communication are used within an organization.

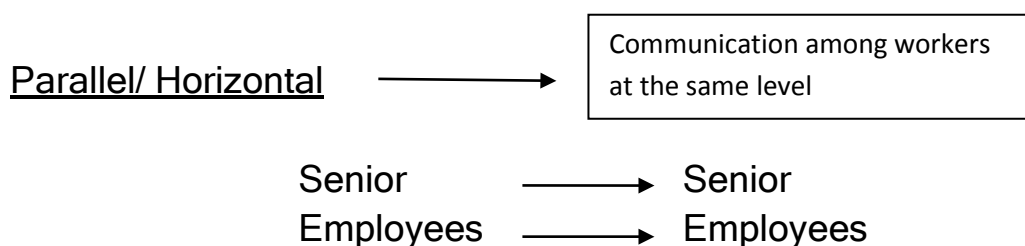
- Downward Communication
- Upward Communication
- Parallel/ Horizontal Communication

Informal channels transmit official news through unofficial and informal communicative interactions known as the "grapevine" this informal communication network includes tea time gossip, casual gatherings, lunch time meetings and soon these channels may not be very reliable as they may be company rumours.

The grapevine is not always negative for an organization and can, in fact, be helpful as it helps in positive group building by acting as a safety valve for pent-up emotions. It may help in building up organizational solidarity and harmony.

2.1. Formal or systematic communication





Merits of upward communication

A. For the Management:

(i) **Genuine Feedback:** The management gets first hand information about the work atmosphere prevailing in their company. They get to know about the feelings, expectations, satisfaction level of their employees. They get to know about the relation between immediate bosses and their juniors. They also get constructive feedback about the problems faced by the employees in executing the intended policies. Depending on the feedback received, they can then introduce new plans or revise the current plans of the company to maximize the satisfaction level of its employees. This indeed helps them ensure prosperity of their business concern.

(ii) **No misuse of authority:**

When the bosses know that their wrongbehavior can be directly reported to the management, they also remain on their guards. Upward communication assures each and every employee that he will be heard. They become confident and do not let any mal practices prevail in the company. They may report the jaundiced behavior of their immediate boss to the management. Thus it prevents the authority to be misused by any one.

(iii) **Fosters a sense of belongingness in the employees.**

Upward communication gives chance to each employee to share his observations and problems with his seniors. If the management responds to the positive suggestions of employees and resolves their conflicts and problems, the employees become satisfied. It establishes a connection between the management and the employees and fosters a sense of belongingness in the employees mind. They then give their best to the organization.

B. For the employees

(i) **Gives a platform:**

In an organization where there are proper channels of upward communication, employees get a platform to be heard. they don't harbor any grudges in their mind but give a vent to it. They also get solutions to their problems immediately. They can give their constructive feedback to the management at their own convenience.

(II) Easy & efficient Process.

While executing the directives of the management, if the employees face any difficulty or feel the need that the methodology should be revised, they can instantly report it to their seniors for reconsideration. Thus it makes things easier for them.

(iii) Strengthens relationships. When an employee is heard, his positive suggestions are listened to, his problems and conflicts are spontaneously resolved by his seniors, his relations with his seniors are strengthened. These meaningful relationships go a long way in enhancing employees' efficiency and increasing the organization's profits.

Demerits of Upward Communication

(i) Lack of initiative by the management.

An effective upward communication has to be established by the management. They should encourage the employees to share their feedback. Unrewarded positive feedback discourages the employees to give feedback. Thus, management should value the feedback received and monitor the upward communication properly. They should provide adequate resources and chances to the employees to come forward with their suggestions.

(ii) Reluctant Employees.

Many a times it has been observed that the employees are reluctant to share their on the job problems with their bosses. They are unwilling to share their inability to do a particular job and they do not even share this with their bosses because they fear rejection, On the other hand there may be some employees who possess valuable information or knowledge but they hesitate in sharing in it for want of confidence.

(iii) Bosses Conceal more than reveal.

Even if the lower level employees give their feedback, their immediate bosses may conceal it from the management they do not let any piece of information that can put a question mark on their sincerity and power, reach the management.

(iv) Indifferent attitude of bosses.

Sometimes the immediate bosses show either an indifferent or hostile attitude to the employee who wants to give his feedback. This discourages him and in future he never thinks of sharing his observations.

(v) Bypassing the authority.

If the bosses do not pass on the information conveyed by a junior, it may breed resentment in the junior's mind and he may be tempted to bypass the authority and give a direct feedback to the management or other seniors. In some cases juniors willingly bypass the authority if their superiors and this in turn causes resentment in the superiors.

(vi) Delays and distortion of messages.

While traveling the line of upward communication a message has to pass through various stages of authority. Each listener colors and conditions the message according to his own

perceptions. Thus it may take a lot of time for the message to reach the management and in some cases the message may acquire an unintended and different meaning.

Merits of Downward Communication

1. Managements can educate, inspire, order and direct their employees whenever they wish. They can reveal the aims and objectives of the organization. The expectations of the management can be conveyed to the employees.
2. Changes in work methodologies, innovations in technology used can effectively be communicated through this formal channel of communication.
3. It strengthens the control of management on its employees as it provides a means to control the activities of subordinates.
4. Incompetent, hostile and unwilling, employees can be instructed by the management by issuing them necessary instructions through downward communication.

Demerits of Downward Communication

1. **Delayed Delivery of message.** Downward communication involves a number of people to disseminate the message. There are possibilities that people involved in the delivery of information may intentionally or unintentionally cause delay in the delivery of message. Time is equal to money in modern business environment. Thus, the organization may suffer losses if the downward communication is not regulated properly.
2. **Distortion of message.** The core meaning of the message is sometimes lost in the transition. Each individual involved in the organization has his own perceptions and tends to dilute the information to be conveyed. He retains the part which he perceives is more important and leaves the rest as redundant. This filtering takes place at each level of organizational hierarchy. It is observed that in the end, only parts of the message are conveyed which causes doubts and ambiguities in the final recipients' mind.
3. **Delivery of Incomplete messages:** As discussed above, if the employees are conveyed an incomplete message, they are liable to get confused and commit mistakes while executing the said message. The management may then have to exercise additional
4. **Overloaded Message:** Complex Nature of the modern competitive business world sends the execution of business related processes more complex. Sometimes even managements have to revert or revise their decisions in short intervals of time. This intricate aspect of business management sometimes produces a bulk of messages which taxes the employees. This overloading of messages is to be guided carefully so that the employees are not confused.
5. **Authority rests with a handful of people :** Downward channel of communication empowers the immediate bosses and they in turn may take an undue advantage of it. Concentration of authority in a handful of people may foster an environment of favoritism in the organization. The immediate bosses may give undue favors to their subordinates who share a good rapport with them whereas those who do not act according to their whims may have to suffer. This kind of environment may prove lethal for the organization.

Parallel / Horizontal Communication:

The Main objectives of horizontal communication are developing teamwork, and promoting group coordination within an organization. It takes place professional peer groups or people working on the same level of hierarchy. This is for better coordination among various departments and for effective decision-making purposes. The medias are meetings, letters telephonic conversation, video conferencing etc.

The followings are the main benefits that can be derived from horizontal communication. (Merits)

Coordination: organizational activities are divided into various departments or groups. Horizontal communication facilities coordination of various departmental activities so that organization can reach its ultimate goal.

- Reducing Misunderstanding: Misunderstanding and conflict among the managers and staffs can be reduced by horizontal or parallel communication.
- Strengthening Group efforts: Group efforts and teamwork are essential prerequisites for organizational success parallel communication helps in reducing conflicts, controversies and differences in opinions and thus establishes harmony among the managers and workers. Concerned this strengthens group effort and team spirits in the organization.
- Performing intradepartmental communication: Parallel communication occurs between people at the same level in various departments. Therefore interdepartmental communication occurs smoothly.
- Distortion-free communication: horizontal/ parallel communication is free from distortion since the sender and the receiver of horizontal communication can exchanges information, directly, there is no possibility of distortion of message.
- Bringing Dynamism in workplace: Parallel Communication helps to overcome misunderstanding and creates a sense of cooperation among concerned people. In other ways, it generates team work and team spirit. This brings dynamism in performing organizational activities.

Disadvantages/ Demerits: The following are the possible drawbacks of horizontal communication.

- Rivaling attitude: This parallel communication occurs between the people at the same rank and position if there exists any hostility or rivalry between them, they will not exchange information spontaneously moreover, they will conceal their information intentionally to deprive someone from the actual message.
- Interdepartmental conflict: the success of horizontal/ parallel communication depends on good relationship between sender and receiver. If there is any conflict, distrust or suspicion between there, then this communication will be ineffective.
- Discouraging attitude of top management: In some cases, top managers discourage parallel communication thinking that workers may become friendly with one another and may create threat for the manage.

Methods of Upward/ Communication

1. Periodical Meetings
2. Suggestion/ Complaint Boxes
3. One to one Meeting
4. Open door Policy

5. Informal Gatherings

2.2. Informal or Unsystematic Communication

Informal communication refers to communication which is multi-dimensional. Informal communication moves freely within the organization and is not bound by pre-defined channels and communication routes. Informal communication is particularly quick. Informal communication is far more relational than formal communication and is by nature, a very natural form of communication as people interact with each other freely and can talk about a diverse range of topics, often extending outside of their work duties. Due to the inherent nature of informal communication, it moves a lot faster and does not have a paper trail.

Informal communication in the workplace is often called the 'grapevine' and generally begins with employees through social relations. In many cases informal communications can turn to formal communication if they are added in to the formal communication information flow of a company.

Informal communication is considered effective as employees can discuss work-related issues which save the organization time and money. It also helps to build more productive and healthy relationships in the workforce.

Key differences between formal and informal communication

Here's a brief list of some of the key differences between formal and informal communication:

Reliability: Formal communication is the more reliable form, as there is a paper trail compared to informal communication which has comparatively less reliable, and is very unlikely to have a paper trail.

Speed: Formal communication is slower, sometimes feeling unbearably slow due to bureaucracy. On the other hand, informal communication is very quick, often being instantaneous.

Time-Consuming: Formal communication requires a number of different processes before the whole communication flow are complete, whereas informal communication requires very little process time.

Information Flow: Information through formal communication is only through predefined channels, whereas information through informal communication moves freely.

Secrecy: Secrecy is maintained with formal communication, whereas informal communication makes it hard to maintain full secrecy due to its reliance on individuals.

Flows of informal communication

Below we provide a comprehensive list pertaining to the flows of informal communication:

- Single Strand – a form of informal communication wherein each person communicates with the next in a single sequence.

- Cluster - a very common form of informal communication, in cluster networks a person will receive information and choose to pass it on to their cluster network or keep the information to themselves. Each individual will pass on the information to the next cluster network
- Probability Chain - each individual randomly tells another individual the same piece of information
- Gossip chain

Think of the college canteen conversations, where one person vividly describes her recent adventures to a group of friends gathered around the table to listen. That's how the gossip chain works. One person initiates the conversation and shares information with a group of people, who then pass on the information to more people. This communication, in other words, may be termed as 'grapevine communication'.

Grapevines are clearly beneficial to organizations and their members; there are obvious problems with informal communication networks. The biggest problem stems out of the unreliability of information being transmitted in informal communication networks. There are eight reasons why grapevine communication exists in organizations:

1. Grapevines are faster than formal communication networks and can easily bypass individuals without restraint.
2. Grapevines can carry useful information quickly throughout an organization.
3. Grapevines can supplement information being disseminated through formal communication networks.
4. Grapevines provide outlets for individual's imaginations and apprehensions.
5. Grapevines satisfy individuals' need to know what is actually going on within an organization.
6. Grapevines help people feel a sense of belonging within the organization.
7. Grapevines serve as early warning systems for organizational crises and to think through what they will do if the crises actually occur.

Grapevines help to build teamwork, motivate people, and create corporate identity.

Nowadays, most organizations attempt to efficiently blend formal and informal communication channels. The result is improved efficiency, productivity, and trust among the employees. Effective communication skills play a crucial role in advancing anyone's career, from a fresher to a team leader to a manager.

Examples of Informal Communication in the Workplace

Good examples of informal communication in the workplace can be seen whenever one employee interacts with another employee in a casual and conversational way. They can talk about the game that was on last night or even about a company policy change.

One of the great informal communication examples is to think of it like a conversation between families at a dinner table. Any child can turn to the mom or dad of the family (or the boss of the company) and casually ask them questions about something they brought up in a family meeting. It's a calm and carefree scenario to discuss things.

Advantages of grapevine or informal communication

The advantages of informal communication are given below:

1. Interpret: The information is given by the top-level management under the formal system. It is easy for the employees to take the explanation by informal system. So this system plays a vital role to complete the work properly.
2. Present grievance: Under the informal system the employees disclose their needs, sentiment and their emotions to others authority without feeling any hesitation.
3. Alternate system: The management sometimes does not able to reach all information by formal system. Informal system covers the gap or familiarity of formal system.
4. Improved relationship: Any problem between the workers and the management can be solved by informal system. So it makes good relationships among the employees and the management.
5. Increase efficiency: Under the informal system, the employees discuss their problems openly and they can solve it. For this, the work is done properly and it develops the efficiency of the employee.
6. Providing recommendation: In this system the employees inform their superior about their demands, problem and the way to develop the implementation system of the work. As a result it creates an opportunity to send the recommendation to their management.
7. Flexibility: Informal communication is more flexible than formal communication because it is free from all types of formalities.
8. Rapid communication: Informal communication transmits very fast. Especially miss-information or rumor spread rapidly to others in the organization.
9. Improve interpersonal relationship: Cooperation and coordination in informal communication leads to improve interpersonal relationship which is very much essential to carry out the business activity smoothly.
10. Others: Improve labor-management relationships. Free flow of information. Remove mental distance. Evaluation of employees. Obtain immediate feedback. Reliving frustration. Increasing efficiency. Solution of problems and helping decision-making. Enhance mutual trust etc.

Disadvantages of grapevine or informal communication

The disadvantages of informal communication are as follows:

1. **Distort meaning:** Something the meaning and the subject matter of the information is distorted in this system.
2. **Spread rumor:** In this system, the miss-information or rumor spread rapidly. The original information may be transformed to wrong information.
3. **Misunderstanding:** Under this system, generally, the employees do not obey the formal authorization system. So it creates the opportunity to develop misunderstanding.
4. **Maintaining secrecy is impossible:** In informal communication system maximum communication is made by open discussion. So it is impossible to maintain the secrecy of the information.
5. **Difficulty in controlling:** Under informal communication system no established rules or policy is obeyed. So it is very much difficult to control the information.
6. **Non-cooperation:** Informal communication system sometimes develops the adversary culture among the employees. So they are not to be cooperative with each other and their efficiency may be reduced.
7. **Others:** providing partial information, not reliable, no documentary evidence, damaging discipline, Contradicting to formal information etc.

EXERCISE

1. Discuss the objectives of formal or professional communication.
2. What are the merits and demerits of downward communication?
3. Discuss the advantages and disadvantages of parallel communication.
4. Make notes on merits and demerits of upward communication in an organization.
5. Write a note on formal communication channels in an organization.
6. Discuss about the informal communication in an organization.
7. What is 'grapevine'? How can management use it to influence the morale of the employees.

SECTION-C: NON-VERBAL COMMUNICATION

1. Meaning

Communication through language is verbal communication and communication that functions alongside human language but not a part of it is non-verbal communication. Non-verbal systems of communication are also known as paralinguistic. Suppose for example, the teacher angrily shouts at the student "stand up!". These two words point at two implications- "stand up" means an instruction to stand up and it is a verbal expression, but the loudness of the voice that accompanies this verbal communication indicates or communicates a mood or tempo called "anger". The angry voice that functions alongside the verbal communication "stand up" is a pure non-verbal communication called paralanguage.

The study of non-verbal communication is paralinguistic. Different scholars include different areas into the scope of paralanguage or paralinguistic. For some, it is the study of body language whereas some others take it as the study of distance between the sender and the receiver while communicating. In phonetics, the study of non-vocal features of language is known as paralinguistic. In other instances speech mannerism is studied under it. Science and signals, to some, are included under paralinguistic study. All these attributes to the study of paralanguage seem rather confusing. In order to bring about clarity in our learning, we need to consider only those areas that are of practical viability. From this point of view, here we introduce to the learner paralinguistic features of the English language with reference to the following three areas.

2. Different areas of Non-verbal Communication

- I. Body language
- II. Spatial Language
- III. Language of Signs and Symbols

I. Body language: Kinesics

Body language has the widest contribution to non-verbal communication. Experts estimate that there are 7,00,000 forms of nonverbal communication that includes types such as gestures and postures, facial expressions, personal appearance and physical contact through touch etc. body language varies from culture to culture and more intensely from person to person. From a globalization point of view, study of body language becomes more important as it travels the inner strength and weakness of an individual. The major areas of body language or Kinesics as it is known are as follows:

a. Gestures and Postures

Movement of our body parts and body convey a lot of messages like tension and relaxation, weakness and strength, happiness and sorrow in a meaningful way. The meaning of the message relates to the sender. A wave of the hand with open palm from side to side may indicate either a No or a good bye. Gestures made with head, hands or shoulders – for

example, the strutting of shoulders convey the message that the sender does not care of something; or, the raising of one finger to the lips communicate 'silence!!!' etc. postures or movements of body while sitting, standing or walking – for example, an upright sitting or standing position of a listener makes him or her as an attentive and sincere receiver; or, a position bending forward a little shows the attitude of salesmanship. The position of hands or palms during communication is significant. The following is a small chart of gestures and postures with what they communicate:

Gestures and Postures

Message

- A raised index finger upon a closed fist

number one



- Index finger and little finger are cleft to shape V and raised

victory



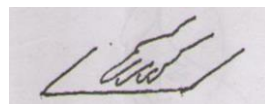
- Arms crossed across

defensive attitude



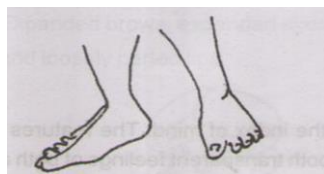
- Biting finger nails or resting hands on the table

nervousness



- Walking up and down

anger/perplexity



- Posture of female body

beauty and grace



- Sitting too stiff conversation

goes against spontaneous flow of



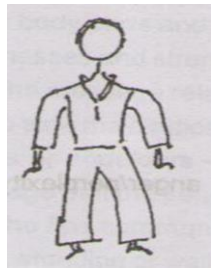
- Leaning forward too much in an interview board

sends wrong signals



- A relaxed body

good control over situation



b. Facial Expressions:

There is an old saying that face is the index of mind. The features of face, the eyes, the lips, the muscles express both transparent feelings of both an individual and also their suppression. Facial expressions, on one hand, are highly capable of moving the receiver with sympathy, while on the other hand they can be seriously deceptive. Face also has its universal expressions. Here we produce a chart for better understanding of facial expressions for the learners.

Facial Expressions

Message

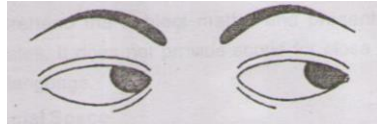
- Expanded muscles around the mouth and smiling eyes

joy



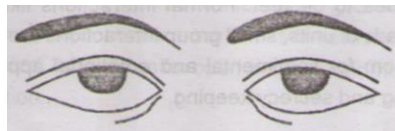
- A peculiar tendency reflected eyeballs placed to extreme corner and little lifted brows.

Leer



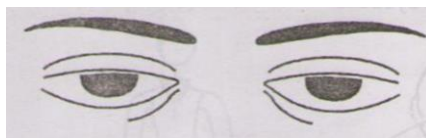
- Raised looks and stiff brows

Dominance



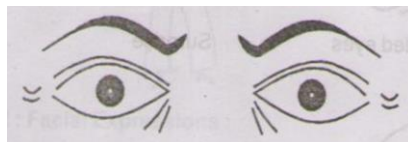
- Downcast looks with eyelids down

Submission/weakness
sense of defeat



- Expanded eyes with stiff eyelids

Anger



Some of these gestures and postures, eye contact or facial expressions are produced intentionally in order to convey a particular message. Sometimes, there is no contextual permission for verbal communication and we take help for these nonverbal features to convey a message. The use of gestures together with spoken message 'reinforces' a verbal communication; but excessive use of gestures prove fatal to communication.

II. Spatial Language: Proxemics

Space where communication takes place determines the formality and informality of relationship. It is used to communicate meanings. Two persons or small group conversing with each other usually use a touchable distance between them. The distance between the speaker and the listener in a formal or official situation should be slightly more. Public meetings, seminars, conferences, lay outs, counters each maintain a specific space to communicate. This study of space on ground in communication is known as language of space or Proxemics. 'Space' is classified into four categories:

a. Personal space

It offers a space of 18 inches to 04 feet. Formal interactions like personal interviews, meetings with heads of units, small group interactions are held in this space without keeping a room for sentimental and emotional approaches, it facilitates in decision making and secrecy keeping.

In our culture it is believed that standing or sitting close to the person i. e. at a distance of less than 03 feet you are talking to is taken as a sin of goodwill and making a big distance between the two ends, on the other hand, effects negatively interpreting aloofness.

b. Private space

The intimacy and privacy, the private space provides, is of beyond comparison. It facilitates the best use of postures and gestures like patting on back, putting arms around the back, hugging, shaking hands or engaging close looks. Approximately a distance of 18 inches is maintained between any two who communicate with each other. Private space belongs to the decorum followed while conducting meetings on top secrets and important decisions within the knowledge of a few. Decision taken for top level planning and implementation are organized in private space.

c. Public space

Public space lies beyond 12 feet and is limited upto an auditory distance. Outside natural auditory reach, the help of electronic medium is taken. The lines of division in public space vary according to the necessity and situation. The success of public speaking depends on factors like successful planning between conflict and time management, audience purpose and response, speaker's ability to comprehend the subject matter and presentation skill which public space facilitates. it does not provide scope for close interaction and frequent use of body language.

d. Social space

This space extends between 4 feet and 12. Group interviews, luncheon meetings, in- house celebrations are some of the occasions that require social space to be conducted. It facilitates for open and free communication within the limits of formal interaction.

III. Language of Signs and Symbols

Using signs and symbols for communication purpose is one of the oldest practices. These non-linguistic forms of non-verbal communications are widely used to communicate with the general mass irrespective of their acquaintance with written form of communication. They can be discussed under three categories:

a. The visual signs:

A sign is a complete representation of an idea or a concept. Signs have a tremendous impact on our mind than a written message. They stimulate our eye in an appealing manner. Colours, shapes, designs, pictures communicate instantly and flawlessly with an observer.

Traffic lights, ignition lights, lights used in ambulance and operation theatre make use of colour signs. In another instance red rose stands for love whereas a yellow one signifies friendship. Road signs, signs for railway crossing or school or alike are helpful for different types of passengers.



There is a vast range of visual signs used conveying real meanings and concrete ideas used beyond words.

Advantages of visual signs:

- Visual signs communicate the message quickly and draw faster response from its viewers.
- Signs and symbols can be used to convey a message effectively in all directions and over long distances.
- They have a universal appeal irrespective of differences among viewers.
- They have a richer communicative potential than that of verbal communication.

Disadvantage of visual signs:

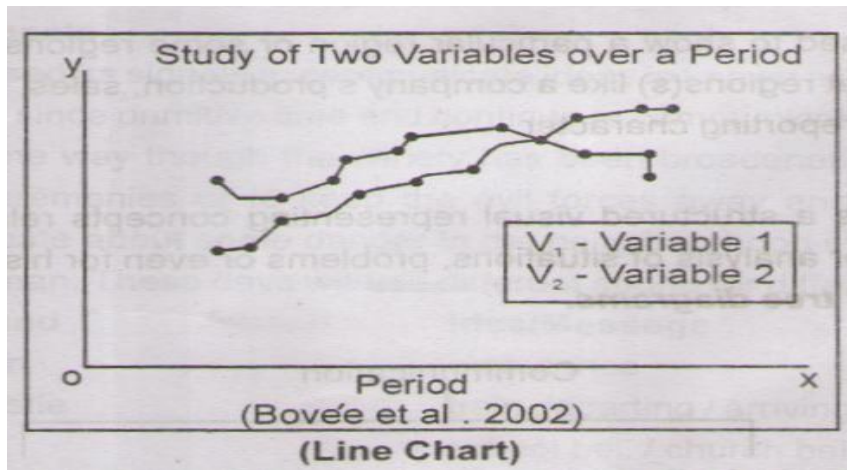
- Complex and complicated concepts cannot be conveyed through visual signs. An elaborate idea cannot be comprehended within the scope of visual signs.
- It is difficult to spot correction in them. Coding a message into a visual signs requires much skill; else it proves to be mis-communicative.
- Ordinary eye sight fails to comprehend a visual sign correctly

Visual signs in Business Communication:

In business transactions visual signs are used as important parts of written communication. Photographs, animated visuals, diagrams, different types of charts, tables etc are some form of visual signs used for business communication. Professionals from various spheres also use these signs for different purposes like presentation or participation. Below we produce three different charts which are adopted from Bove'etat(2002).

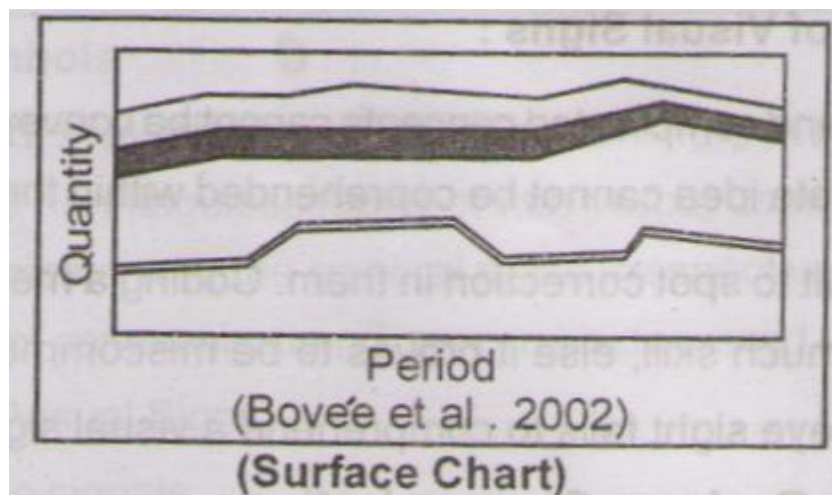
Line chart:

Line charts are used to indicate changes, growth, development or decline with reference to time. The performance of students of particular school for some consecutive years, for example, can be represented in a line chart.



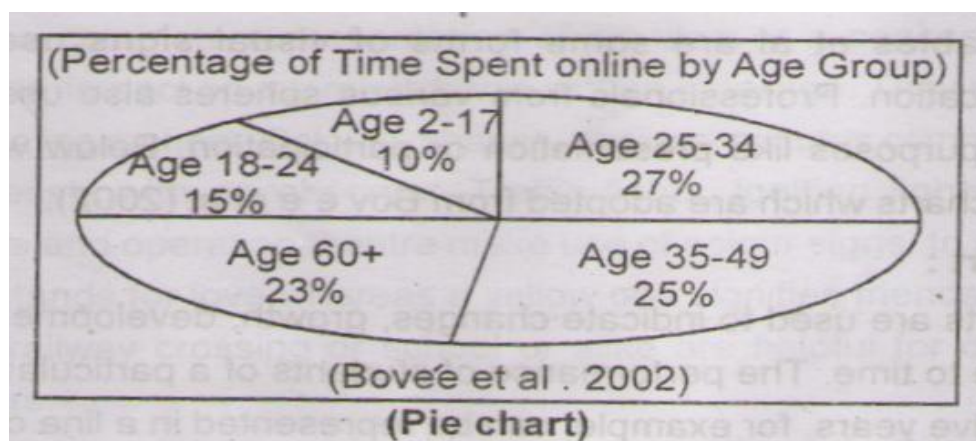
Surface chart:

Surface chart functions like line chart to present changes or variables over a period of time. The lines in a surface chart give cumulative values through discrete data.



Pie Chart:

Pie charts show the relative size of the parts of a whole. It looks like a two-dimensional circle. Different colours may be used to indicate different parts.

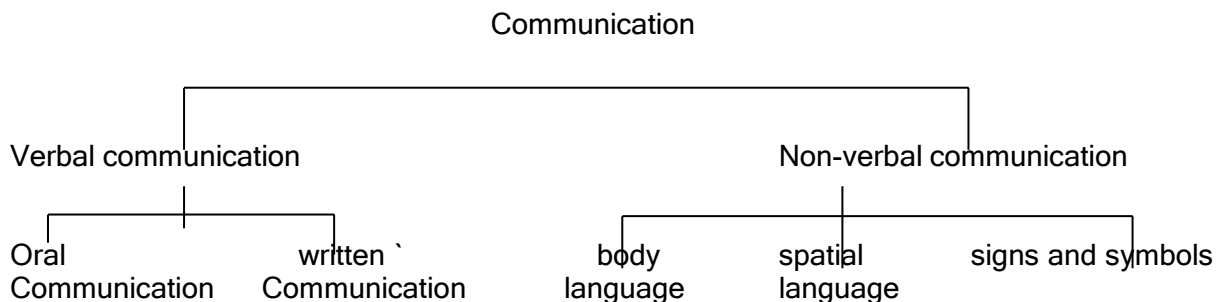


Maps:

Maps are used to show a particular region or some regions and anything that relates to that region(s) like a company's production, sales, imports or exports. They are of reporting character.

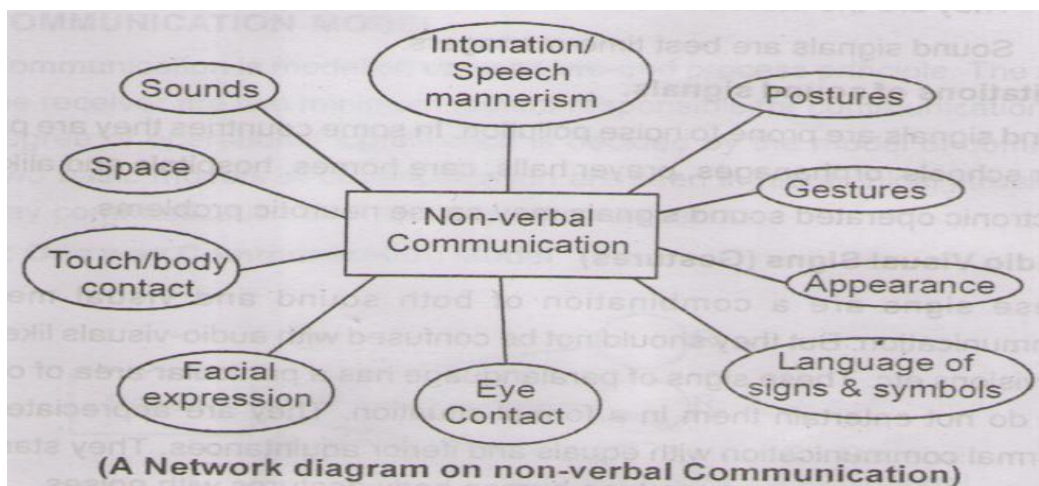
Diagrams:

A diagram is a structured visual representing concepts relating to all human activities. For analysis of situations, problems or even for historical analysis we make use of **tree diagrams**.



(A tree-diagram on Communication)

The function of a tree diagram is to break down the problems into hierarchy of parts. Similarly, if networks elements are depicted and connected into a diagrammatic model, we call it a network diagram.



(A Network diagram on non-verbal Communication)

Diagrams better clarify a topic by visualizing a concept in comparison to written communication.

b.Audio Signals:

Sounds used as signals to communicate ideas are known as audio signals. They are in use since primitive time and continue to communicate ideas and concepts in the same way though the variety has been broadened. Blowing of pipes in sacred ceremonies or to keep the evil forces away and sounds of horns to communicate about some danger in the

neighborhood et al were used by the primitive man. These days we use different sound for different purposes like,

| Sound | Idea/Message |
|-------------------|------------------------------------|
| Siren | ambulance |
| Whistle | train departing / arriving |
| Bell | school bell / church bell |
| Buzzer | status caller in a business office |
| Calling bell | a visitor |
| Warning siren | a fire break |
| Hammer on a table | a judge's occupation |
| Alarm | time / danger |

Advantage of sound signals:

- Sound signals quickly convey messages.
- They are the most effective channels of warning against dangers
- Sound signals are best time managers.

Limitations of sound signals:

Sound signals are prone to noise pollution. In some countries they are prohibited near schools, orphan ages, prayer halls, care homes, hospitals and alike. Electronic operated sound signals may cause neurotic problems.

c.Audio-visual Signs

These signals are a combination of both sound and visual medium of communication. But they should not be confused with audio visuals like cinema, televisions etc. these signs of paralanguage has a particular area of operation. We do not entertain them in a formal situation. They are appreciated only in a informal communication with equals and inferior acquaintances. They stand on the moods of the users and combine human body gestures with noises.

Examples:

- A snort is a loud sound made by breathing out air- It indicates a person's lack of zeal in the situation or occasion where he or she is snorting.
- A puff is a blowing out with lips conveying the person's self estimation in a comparatively high level.
- The nasal whine of a kid produced with narrowed eyelids communicates about his/her physical discomfort which may lead to sickness.

An audio-visual sign in paralanguage is a complex expression of audio-visual noises and gestures of human body manifested in combination of his moods and feelings. The study of verbal and nonverbal communication is important especially for professional people. Business people spend 75% of their time in speaking and listening. A technical person, who is not supposed to talk much in a traditional sense, has to make presentation on each day-in and day-out. Their friendliness to the futures of verbal and nonverbal

communication would help them in a most effective way while dealing in both domestic and international spheres.

EXERCISE

1. What do you mean by Non-verbal Communication or body language? Explain.
2. Write a detailed note on non-verbal communication.
3. Communication is not complete without non-verbal communication justify.