

## LECTURE NOTES

### COMMUNICATIVE ENGLISH

#### GOVERNMENT POLYTECHNIC JAJPUR

## UNIT-1

### LITERATURE APPRECIATION

- **Reading comprehension**

- Sub-skills of reading**

- **Skimming**

- Skimming involves quick reading.
    - The word 'skimming' is derived from 'skum' implying the thick layer floating on liquid.
    - By skimming a text we get an overall idea(gist) about the text.
    - This is required to get a global comprehension of the text.

- **Scanning**

- Scanning involves searching for specific information which the reader is interested in.
    - It involves quick reading.
    - 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.

- **Close reading for inference and evaluation.**

- It is thoughtful and disciplined rereading of the text.

- It is required for Inferential and evaluative analysis of the text such as **1)factual comprehension 2)inferential comprehension 3)evaluative comprehension.**

- 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.

### **Main idea and supporting points**

- Main idea- the central idea of the text .
- Supporting ideas-other ideas those support the main idea.
- Identifying the main idea and the supporting idea helps to form a mental plan of the text.
- It helps to navigate through the text confidently.
- It requires reading the text again and again.

### **Guessing the meaning of un-familiar words**

- Good readers tackle unknown words from the context.
- Meaning guessed is always approximate.

### **We can guess the meaning by**

- Examining the immediate context
- By examining wider context.
- By examining the structure of words.

### **Note- making**

- Note –it is outline or skeleton of the text.
- It involves identifying the main point and the supporting points.
- It involves understanding the organization of the text.
- The reader is able to see the diagrammatic or visual form the text.
- It can be easily digested, remembered and reproduced.
- Brevity and clarity are two important features of a note.
- Making a note of a speech is something like jotting down important points quickly while listening and later on making a fare copy of it.

- But making a note of a reading comprehension observes a more detail and systematic procedure.

## **How to make Notes**

### **Format**

#### **Steps to be followed**

- **Summarizing**

- It is shortened form of the text.
- It contains the main points of the text.
- It is written in our own words.
- It shows how well the reader has understood the text.

#### **Steps to summarize.**

- **Supplying a suitable title.**

- It needs identifying the central idea of the text.
- It should express the author's tone and feeling.
- It should be neither too long nor too broad.
- It should be the concentrated form of the entire ideas in the text.

## **Text the following chapter from "Invitation to English**

### **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.
- 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.
- He was a boy of sixteen with big and broad shoulder beyond his age.
- He walked masterfully up and down their street, legs wide and with a slightly rolling gait, like a seaman on his deck.
- He used to wear a cap and its peak is always at the back of his head.
- His forelock tumbled down like a fiery cascade.
- 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**

- The narrator says in order to conquer his fear of Red he wrote a poem about Red,
- It was his first piece of journalism in verse.
- 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 he came across Red and lieutenants.
- Red mocked at narrator for his act.
- He darted into his pocket and came out armed with his knuckle duster and struck the narrator's head.
- The narrator fell down streaming with blood and lost his consciousness.
- Narrator says that this was his first remuneration as a poet.
- He spent several days in bed and when he went out still with bandage in head he saw Red.
- He didn't dare to face Red and took to his heels.
- He was ashamed of his cowardice.
- He 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 felt that his muscles were getting bigger but slowly.
- Then he remembered that he had 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 when he went out, he saw red was sitting on the lawn, 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.
- He got up and dived his hand into his pocket for knuckle duster.

- The 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.
- The 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.

### **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 when it comes to work individually.
- 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, In which, 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.
- 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 narrates his experience when he was in Rockwell International 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.
- According to the author 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.
- 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 find that people in India somehow tend to focus on achieving total agreement, which is almost always impossible.
- So before work begins, people want everyone to agree on everything. Instead, they should say, —OK. This is what we agree on, so let's start working on this. What we don't agree on, we will resolve as we go along.
- For things to move forward, it's important to work on the agreed-upon aspects and not get bogged down in the areas of disagreement.
- Further 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 which the author calls 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 experience while he was working in C-DOT,
- When there were 400 employees under him, 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,



- 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 the writer learnt that Indians do not differentiate between criticizing an idea and criticizing an individual. So in a group, if you tell someone that his idea is not 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.
- 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.
- 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.
- The writer didn't want to treat him like a mere driver. He had to become a team player.
- He 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.
- 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 these attitudes are not seen to be 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 to not to be afraid of pressure. Pressure is what turns a lump of coal into diamond.
- **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 became 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.
- **To My True Friend By Elizabeth**
- The poem 'To my true friend' is an ode written by Elizabeth Pinard.
- The poem describes her friend as a true friend who kept her going when she was in her difficult time.
- The friend always encouraged and supported her when she felt low.
- The friend made the poet learn to love herself.
- She/he was always there for her, and encouraged her.
- She was her biggest support both in her good and the bad days.
- 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.
- Friend's smile was a source of hope that encouraged her to move on despite all difficulties.
- **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 trust 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.

## **UNIT- II**

### **VOCABULARY**

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



## Unit-III APPLICATION OF ENGLISH GRAMMAR

### • Countable and Uncountable Noun

- 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 2 types.

1. Countable Noun

2. Uncountable Noun

- The nouns that can be counted by numbers are called Countable Nouns whereas the nouns that cannot be counted are called Uncountable Nouns.
- car, loaf, suitcase (countable)
- traffic, bread, luggage (uncountable)
- Difference between countable and uncountable noun.

### • Articles and Determiners

- Determiners are words that determine the number, quantity and definiteness of the noun phrase.
- There are five different kinds of determiners.
- Articles : a, an, the. Use of **a**, **an**, **the**, omission of **the**
- Demonstrative : this, that, these, those
- Possessive : my, your, his, her, their, Ram's etc.
- Numerals : one, two, first, second, etc.
- Quantifiers : many, much, less, few, both, either etc.

### • Modal Verbs

- 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.

➤ Will, Would, Shall (Expressing requests, offers, willingness and suggestions) Use:

- Expressing Requests. Will/ Would you please open the door?
- Expressing attitude, willingness/ unwillingness
- Giving Consent.

I will do shopping for you.

She won't do the mistake again.

- Offering Service.

Shall I get you a pen?

Shall I arrange a taxi for you?

- Asking for suggestions.

What shall we do about this barren land?

➤ Should, Ought to. (Expressing advice and probability) Use:

- Advice

(a) We should / ought to help the one in need.

(b) We should not tell unpleasant truth.

(c) We ought to serve our motherland.

- Necessary to observe, perform and obey.

Eg: I should do as my mother says

- Probability

They ought to have arrived by lunch time, but the train was late.

Prashanti Express should reach at 5 pm.

➤ 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 dare not go outside in the dark.

### • Tenses

What is Tense?

▪It is the speaker's interpretation of the factuality of an event.

▪It is of two types \_\_

- Present Tense
- Past Tense
- There is no future tense.
- Aspect is the speaker's interpretation of the temporaneity of an action.
- It expresses whether an action is completed or in progress.
- Accordingly it is of two types
- Progressive(action in progress)
- Perfective(completed action)

▪Accordingly we have...

- Simple present tense
- Present progressive
- Present perfective

- Simple Past
- Past progressive
- Past perfect

- **Voice-change**

### **Active & Passive Voice**

Let us first understand the meaning of voice, and what is active voice and passive voice.

#### **What is Voice of a verb?**

The voice of a verb expresses whether the subject in the sentence has performed or received the action.

#### **Example:**

The watchman opens the door.

The door is opened by the watchman.

Types of Voices of Verb

Verbs have two voices **(i) Active Voice**

**(ii) Passive Voice**

**Active Voice** – When an action performed by the subject is expressed by the verb, it is an active voice. Active voice is used when more straightforward relation and clarity is required between the subject and the verb.

#### **Active Voice example:**

Hens lay eggs.

Birds build nests.

**Passive Voice** – When the action expressed by the verb is received by the subject, it is passive voice. Passive voice is used when the doer of the action is not known and the focus of the sentence is on the action and not the subject.

#### **Passive Voice Examples:**

Eggs are laid by hens.

Nests are built by birds.

## Active And Passive Voice Rules For Conversion of Sentence

Below are the active-passive voice rules to follow for changing an active sentence into a passive voice. Before heading to the rules of active-passive voice, let's check the examples of active and passive voice sentences.

### Conversion of Active and Passive voice examples

Rita wrote a letter. (Subject + Verb + Object)

A letter was written by Rita. (Object) + (auxiliary verb) + (past participle) + (by subject).

She cooks food. (Subject + Verb + Object)

The food is cooked by her. (Object) + (auxiliary verb) + (past participle) + (by subject)

### Rules for Active – Passive Voice Conversions

**Rule 1.** Identify the (S+V+O) Subject, Verb and object in the active sentence to convert to passive voice

Example:

He drives car. (Subject – He, verb – Drives, object – Car)

**Rule 2.** Interchange the object and subject with each other, i.e. object of the active sentence become the subject of the passive sentence.

Example :

Active voice: She knits sweater. (Subject – She, Verb – Knits, Object – Sweater)

Passive Voice: The sweater is knitted by her. (Object sweater is interchanged with the subject She).

**Rule 3.** In passive voice sometimes the subject is not used, i.e. the subject in passive voice can be omitted if the sentence without it gives enough meaning.

Example :

Milk is sold in liters

**Rule 4.** Change the base verb in the active sentence into the past participle ie. third form verb in a passive sentence i.e. preceded by (By, With, to, etc). Base verbs are never used in passive voice sentences.

**Example:**

Active voice: She prepares dinner.

Passive voice: The dinner is prepared by her.

Active voice: She knows him.

Passive voice: He is known to her.

Active voice: Juice fills the jar.

Passive voice: The jar is filled with juice.

**Rule 5.** While conversion of Active voice sentence to Passive voice sentence, the pronoun used in the sentence also changes in the following manner.

<b>Active Voice Pronoun</b>	<b>Passive Voice Pronoun</b>
-----------------------------	------------------------------

I	Me
We	Us
He	Him
She	Her
They	Them
You	You
It	It

**Rule 6.** Use the suitable helping or auxiliary verb (is/am/are/was, etc.). The rules for using auxiliary verbs in passive voice sentences are different for each tense.

**Example:**

The letter is written by her.

A book was not bought by her.

Chocolates are being eaten by them.

**Forms of Active And Passive Voice For All Tenses**

**Simple Present Tense**

<b>Active Sentences</b>	<b>Passive Sentences</b>
-------------------------	--------------------------

He writes an essay.

An essay is written by him

Sheena does the housework.

The housework is done by Sheena

She cares for the rabbit .            The rabbit is being cared for by her  
Jacob always plays the guitar .    The guitar is always played by Jacob

### **Present Continuous Tense**

#### **Active Sentences**

#### **Passive Sentences**

They are eating bananas.            The bananas are being eaten by them.  
Bob is drawing a diagram.        A diagram is being drawn by Bob.  
Samta is playing the piano.        A piano is being played by Samta.  
She is waiting for Reema.         Reema is being waited for by her.

### **Present Perfect Tense**

#### **Active Sentences**

#### **Passive Sentences**

Has he done the work?                Has the work been done by him?  
Have they left the apartment?        Has the apartment been left by them?  
He created this masterpiece.         This masterpiece is created by him  
He read the newspaper.                The newspaper is being read by him

**Note- [except certain exemptions, no passive Voice formation for the following tenses can be formed, Present Perfect Continuous Tense, Past Perfect Continuous Tense, Future Perfect Continuous Tense and Future Continuous Tense]**

### **Simple Past Tense**

#### **Active Voice**

#### **Passive Voice**

Ria paid the bills.                      The bills were paid by Ria.  
The teacher called the student.        The student was called by the teacher  
She did not buy the fruits.              The fruits were not bought by her

### **Past Progressive/Continuous Tense**

#### **Active Voice**

#### **Passive Voice**

They were waiting for him            He was being waited for by them  
Astha was learning French         French was being learnt by Astha  
She was playing kabaddi              Kabaddi was being played by her



## Past Perfect Tense

### Active Voice

She won the match.

I had finished her work.

He had missed the last metro.

### Passive Voice

The match had been won by her.

Her work had been finished by me.

The last metro had been missed by him.

## Simple Future Tense

### Active Voice

He will write a letter.

He will repair her cycle.

He shall start the meeting.

### Passive Voice

A letter will be written by him.

Her cycle will be repaired by him.

The meeting will be started by him.

## Future Perfect Tense

### Active Voice

Meena will not have changed the bedsheet.  
Meena.

They will have won the match.

Reena will have washed the skirt.

### Passive Voice

The bed sheet will not have been changed by

The match will have been won by them.

The skirt will have been washed by Reena.

## In case of Imperative sentences

Active:- carry it home.

Passive:- Let it be carried home. ( Let+ object+ be+ past participle)

### Negative sentence

Active: - Do not beat the dog .

Passive:-Let not the dog be beaten. ( Let not + object+ be+ past participle)

## • 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.

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

- 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.
- 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.

## **UNIT-IV**

### **FORMAL WRITING SKILLS**

#### **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.

- Features of paragraph writing:

- Unity
  - Order
  - Content length
  - Coherence
  - Binding
  - Opening Sentences
- 
- **Types of Paragraph:**

### **I. Person: key points to be covered**

- Name of person, age and physical appearance.
- Habit.
- Moral values.
- Intellectual thinking.

### **II. Object: key points to be covered**

- Appearance.
- Features.
- Place where you find the object.
- Function.
- Merit and demerit.

### **III. Place: key points to be covered**

- Name of place.
- Geographical location.
- Reason for popularity.
- Sightseeing.
- About the People and food.
- Personal view.

### **IV. General topic: key points to be covered**

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

### **V. Incident: key points to be covered**

- When and Where.
- How the incident happened.
- Step undertaken after incident.
- Overall view.

## 2. Notice

➤ An effective notice will usually include the following

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

➤ **Important points to remember**

- Notices can use capital letters for details such as names of organizations caption or an important detail within the message itself.
- The date of notice should be placed at the top left.
- The entire content of the notice is centered within a box.
- Complete sentences need not always be used in all types of notices. Abbreviations and symbols can also be used.

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

- Date
- Time
- Venue
- Purpose
- Specific instruction

### 3. 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.

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

A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analysed 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.

- Give a hold and catchy heading/title.
- Name of the reporter.
- Split the report in 3-4 paragraphs [content].
- Para 1- Begin with the name of place [city] 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.
- Para 4-concluding remark regarding action taken or the news.
- Put the report in a box.
- Use past tense as report are written after the event is over. Use of passive voice is recommended.
- The language should be simple, lucid yet meaningful, formal and grammatically correct.
- Do not exceed the prescribed word limit [100-125 words].

#### **Value points for news report.**

- Catchy headline expansion of headline in the first sentence itself highlighting what/ when/ where.
- Give reasons, if any/motive.
- Details in brief.
- Eyewitness account
- Casualties, damage, etc.[if any].
- Action taken



- Relief measures
- Conclusion/comments

**For culture/sports events**

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

**5. Writing personal letter**

A letter must have the following parts.

- Your address.
- Leave one line
- Date
- Leave one line
- Greetings (Dear Sister/Mother etc.)
- Leave one line
- Body of the letter
- Leave one line
- Closing phrase (yours lovingly etc.)
- Your name.
- Leave one line

L. Your Name

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

**1-Form-**

- **indented Form**
- **Block form**

**2-Content**

**3-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/salutation (Respected sir/madam)

J. Body of the letter

K. Closing phrase (yours truly/faithfully etc)

L. Thanking You

M. Leave one line

N-Subscription( Yours Faithfully)

O. Your name.(signature)

**7. Writing Business letters**

- **Layout of a Business letter.**

**Form**

- **Indented**
- **Block**

### **Content**

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's address
- F. Leave one line
- G. Subject
- H. Leave one line
- I. Greetings/salutation (Respected Sir/Mam etc)
- J. Body of the letter
- K. The complimentary closing
- L. Thanking you
- M. Leave one line
- N. Closing phrase/subscription (yours truly/faithfully etc)
- O. Your name(signature)

### **LETTER OF ENQUIRY**

1. Purpose is to collect information about something or someone.
2. It is written to gain information from the recipient.
3. The writer should mention why he expects the recipient to give him a particular information.

### **WHILE WRITING A LETTER OF ENQUIRY...**

- 1-Start with a brief introduction about yourself and your organization.

2-Try to include the name of the organization you are writing to.

3-Mention details of the area of enquiry.

4-mention the date (deadline) by which you need the information. Including deadline signifies of urgency.

#### **INFORMATION USUALLY ASKED**

1-catalogue/pricelist/brochure

2-mode of payment. (cheque/cash)

3-Installment

4-Discount/offer if any

5-Time period one would take to deliver goods if ordered.

- **Letter for placement of order**

1. Letters written to assign orders for goods or items are called letters for placing orders.
2. They are written in a very well planned and specific manner.
3. They are very common and written on daily basis.
4. Language should be very formal.
5. Complete and accurate information should be given in the letter. Incomplete information may cause delay in delivery. (Mention deadline)
6. These letters are to be written to the point only. No need to add unnecessary information.

#### **Content**

1. Introduction/Beginning-reference to the quotation and date. (With reference to quotation dated 2 February 2021)
2. You should express your interest in the product /goods (I am very impressed by your ----- and wish to purchase ...)
3. Your preferred delivery method/date by which order is to be delivered.

4. MIDDLE- Details of goods or services you are going to order
5. CONCLUSION- Your preferred delivery method/date by which order is to be delivered.
6. Any other instructions as part of the terms and conditions agreed between two parties.
7. Any additional information regarding delivery and deadline of order.

- **Complaint Letter**

### **Things to Include in Your Complaint Letter!**

When it comes to the complaint letter, here are the few things that you need to include:

- First, it is important for you to describe your problem appropriately.
- Once you are done with describing your problem, your next step will be to state the outcome that you are expecting out of the complaint letter.
- It is important for you to include dates related to purchases of goods or services.
- You should also include the date when the problem occurred.
- Describe, if any kind of action you have taken from your side to fix the problem.
- Describe the actions that you may take if the problem is not resolved.
- State the time by which you want the concerned authorities to revert back to you.
- If required, you can attach the supporting documents.

### **Few Causes of Drafting a Complaint Letter**

Here are the few causes of drafting a complaint letter:

#### Goods not delivered properly

There can be many problems related to the delivered goods like they are defective, underweight, old-fashioned, unfinished etc. Buyer can claim to the seller, only when the delivered goods are not up to the mark or the wrong package has been delivered to you.

#### Wrong pricing details

Sometimes seller can make a mistake in preparing an invoice for the shipped goods. You can complain about the same by writing a complaint letter.

#### Improper packaging

Faulty product or improper packaging of the product can give you the reason to write a complaint letter.

#### Violation of terms and conditions

If the seller has violated any kind of terms and conditions, then you can get the valid reason to write such a letter.

#### Problem with insurance coverage

When it comes to insurance coverage, if it is not made as per your instructions then you can consider writing such a letter.

Whatever may be the reason for writing such a letter, but it is important for you to make use of decent and polite tone.

### **Features of Good Complaint Letter**

What is the good complaint letter? The good complaint letter is the one that does not show any kind of confrontation or aggression. However bad you may feel, but it is important to maintain good tone while writing such a letter. Here are the features of good complaint letter:

- It is important for your complaint letter to be concise. Writing the letter in a concise manner can make it easy for the reader to understand your motive behind writing a letter.
- The confidently and convincingly written letter can have more credibility. Such professionally presented letter are taken more seriously.

- Write a realistic letter by adding details related to products or services. You can also add details related to the dates, requirements etc. Adding realistic information in your letter can make it easy for the recipient to resolve your complaint.

- Your letter should be constructive so that it can encourage the reader to take the required action. For this, it is important for you to add positive statements in your letter.

- You need to write such a letter in a friendly manner and this is possible by using cooperative and complimentary tone.

- **Order cancellation letter**

1-When the buyer writes a letter to the seller requesting him not to deliver the ordered goods then it is called an order cancellation letter.

2-Order cancellation may be due to delay in delivery of goods or may be due to the unwillingness on the part of the customer to receive goods after placing order.

**Some valid reasons of order cancellation**

- If the seller fails to deliver the goods within the specified time.
- If the price of the ordered goods continues to fall/decrease.
- If the demand of the ordered items declines gradually.
- If the buyer gets an offer from somewhere to buy the same products in a lower price.
- If the customer decides to discontinue business.

**Information to be included in the order cancellation letter.**

- 1- Reason for cancellation.
- 2- A request for written confirmation of cancellation.
- 3- Copies of any invoice, receipt or purchase order if any.

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

**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/salutation (Respected Sir / Madam etc)
- J. Body of the letter
- K. The complimentary closing
- L. Thanking you
- M. Leave one line
- N. Closing phrase/subscription (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.

## **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.
- **Types of CV-**



1. Chronological
2. Reverse chronological CV or functional CV

➤ 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

## **UNIT-V**

### **DEFINITION 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 behaviour 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.

### **Etymology 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 dismays where there is no active participation from the student's side. It's not an effective communication.
- **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.

#### **4. Process of communication and factors responsible for it**

- In order to analyse 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 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, channelled, 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 receiver 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:-**

- Ideation
- Encoding
- Transmission
- Decoding
- Feedback

## **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

- Counselling
- 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:

- **Formal**
- **Informal**

### **Formal communication.**

- Formal communication is defined to be the communication formally controlled by the managers in an organization.
- It is official in nature.
- It passes through a pre-defined channel.
- It is used to:-
  1. assign tasks ,duties, to the subordinate
  2. also to establish target and

3. Delegate authority to the subordinates.

### **Types of formal communication.**

1. **Upward communication**
2. **Downward communication**
3. **Horizontal communication**

### **Upward Communication**

- In upwards communication, information flows from the lower level of organizational hierarchy to the upper level.
- It has bottom –up structure.
- Examples
  1. Leave application
  2. Reports
  3. Performance appraisal
  4. Suggestions and feedback

### **Advantages and disadvantages**

#### **Downward Communication**

- In Downward communication information flows from the higher level of the organizational hierarchy to the lower level.
- It flows from the superior to the subordinates.
- It has top –down structure.
- Examples
  1. Order And instructions

2. Notice
3. circular
4. Annual Report.
5. Placing of budget

### **Advantages**

### **Disadvantages**

#### **Horizontal/ Parallel Comm.**

- It refers to the transmission of information between People of different department or peer group of the same level of organization hierarchy.
- It is one of the best method of co-ordination between the equals.
- Examples
- Conversation between classmates.
- Sales manager with Operation manager
- Meeting among faculty members of different departments.

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 **verbal** and **Non verbal**

**Verbal** communication Involves words. Either written or spoken

It is of two types.

- . 1- Oral communication
- . 2-written communication

### **Oral Communication**

### Examples

- Face to face conversation
- telephonic conversation
- Dialogue
- Speech
- Voice chat
- Video conferencing.

### **It is influenced by**

- Tone
- Pitch
- Speed
- Clarity of speaking

### **Written Communication**

It makes use of written words-

#### Example

- letter
- Application
- Notice
- Report
- E-mail
- Sms
- Written communication is influenced by
- Vocabulary
- Grammar
- Writing style



- Precision
- Clarity of the language.

### **Non-verbal Communication**

- It refers to process of communication in which one shares information with the help of signs, symbols, graphics, body language, space etc .
- It is communication without words.
- 93% of a message's effect are carried by nonverbal means.

### **Nonverbal communication takes place through**

#### **Symbols**

- It may be linguistic or non-linguistics.
- Non linguistics symbols represent something more abstract
- Any object, action, event, person or place can be a symbol.
- Used for receptive or expressive communication.

#### **Sign**

Refers to the use of colour light and sound for communicating a message.

- Visual sign
- Auditory sign.

Example-Ambulance siren, bell stroke danger sign

### **Body Language**

- All expression that we share through body movement, not through words.
- Study of body language-Kinesics.
- It has universal appeal.
- It communicates all that the speaker feels consciously or unconsciously.
- It includes **gesture posture, eye contact facial expressions, physical appearance etc.**

## Space(Proxemics)

- Communicating through how close one sits or stand to another person.
- Study of space is known as proxemics.
- Being too close suggests intimacy.
- Standing far away –alienation.

### Four zones according to the space we share.

**1-Intimate space**-shared with spouse and children.(distance maintained is 0 ft-1.5ft distance)

**2-Personal space**-shared with friends and relatives in social gathering and parties. (Distance maintained is1.5ft to 4ft)

**3-Social space** -Shared with occasional visitors like plumbers, electricians (distance maintained is 4ft to 12 ft)

**4-Public space**-shared with public in large gatherings (more than 12 ft distance is maintained.

### Graphical communication

- Any medium that takes the help of graphical elements to convey a message is called graphical communication.
- It involves symbols, images, drawing, photograph, or passive elements such as colour, substrate etc.
- The **earliest graphics** are :-
  - a. Cave painting
  - b. Ivory or stone tablets
  - c. Cylinder seals
  - d. Egyptian Papyrus
- **Examples** of Graphical communication:-
  - Rough Map
  - Building Plan

- Engineering Drawing
- Geometry