

COMMUNICATIVE ENGLISH

LECTURE NOTE

FOR 1ST AND 2ND SEMESTER

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LECT. ENGLISH

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UNIT-1

READING COMPREHENSION

Reading Comprehension: 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.

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.

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.

Now Read the following passage carefully and do as directed.

In acupuncture, no drug is injected into the body, so it has no adverse effects. The stimulation of acupuncture points was done so far by very thin, sharp sliver needles. The prick is almost painless. But now techniques like the use of laser beams (without using needles) are being used in which there is no prick, no pain. These are readily acceptable to children and those patients who are scared of needles. For every patient, there is a separate set of needles, which is sterilized

after every use, so there should not be any fear of infection. Initially three or four courses of acupuncture treatment are given (one course is of ten days) to control asthma and usually the patient is off medicine by that time. After this, one sitting, weekly or fortnightly, is continued for some time, so as to prevent relapse. At the time of Holi or Diwali when there is a change of season, there is a tendency of relapse, so once/twice a week sittings are given during the period of three seasons, which generally results in an almost cure in children and young patients (up to the age of 25-30 years). Relapses are generally unusual. In older age groups though some damage to lungs has been done due to prolonged disease and medication, yet considerable improvement is possible resulting in decrease in severity and frequency of attacks.

Answer the following questions.

- 1) Why acupuncture has no adverse effects?
- 2) By whom Laser beams are acceptable?
- 3) Why Acupuncture treatment continues for some time?
- 4) Why one sitting, weekly or fortnightly is continued for some time?
- 5) Give the meaning of 'Severity' and sterilized .
- 6) What is the basic idea about the passage?

Discussion on the above questions.

Read the following passage carefully and do as directed.

Sprouts relatively contain the largest amount of nutrients per unit of any food known to man. Sprouts produce a fountain of power for chemical changes. Enzymes are produced, starch gets converted into glucose. Protein is transformed into amino acids and vitamin value increases. In fact a new explosion of life force takes place. According to Dr. Bailey of the University of Minnesota, U.S.A the vitamin C value of wheat increases 600 percent in the early sprouting period. Dr. C.R. Show of the University of Texas Cancer Centre found that cancer was inhibited upto 90% when healthy bacteria were exposed to a cancer causing substance in the presence of a juice made from wheat sprouts.

Enzymes which initiate and control almost every chemical reaction in our bodies, are greatly activated in the sprouting process. Enzymes spark the entire digestive system to synthesize the nutrients in our food into blood. They are the key to longevity.

Sprouts are enjoyed more when they are fresh. Mix sprouts with other foods and dressing, according to your taste and enjoy eating them. But eat them you must, everyday! you will soon realise that making sprouts a part of your diet has a dramatic effect on your health. With this live food, all the cells of your body will become active and fragile.

The nourishment which develops as the sprouts grow is very stable and can be frozen or dried for future. Sprouted potato or tomato seeds are likely to be poisonous. Alfalfa and moongbean Sprouts are excellent soft food. They are almost predigested and can be easily assimilated even by the children and the elderly. They contain every known vitamin in perfect balance, necessary for the human body.

Answer the following questions.

- 1) Why Sprouts are useful?
- 2) What gets greatly activated in the sprouting process?
- 3) Which seeds are likely to be poisonous when sprouted?
- 4) They are the key to longevity. Here 'They' refers to?
- 5) A word from the passage which means, to combine a large range of something is ?

Discussion on above questions.

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.

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.

1. Read the passage closely without missing a single detail.
2. Make a list of important words with their meanings.
3. Make a list of relevant details that you have picked up by skimming and scanning briefly.
4. Trace out them or the key point. This would provide you with the main idea of the text.
5. 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.

1. Now go through the following passage.

Not knowing about websites like Orkut, myspace.com, facebook.com or friendster.com, for teens, isn't it just in the league of the 'uncool' today?

These are an integral part of the information superhighway that students access for academic purposes. Mostly, parents aren't bothered until a case like Adnan Patrawala hits the headlines.

Going out to meet friends made through a social networking site cost the teenager's life.

It's important to understand that it isn't the site per se that's at fault. But what perhaps is at fault are the unsafe ways young people communicate over such public forums where it's easy for strangers to access information.

-Teens also swap messages with friends, posting diary-like blogs and share photos. Beyond their profiles, they can search through message boards and blogs about various topics like sports, relationships or music, says Annette Martis, Manager, Consumer Products and Solutions, Symantec India.

Unfortunately, parents can't always chaperone teens to make sure they're safe online. Martis' tips for parents include

- You cannot teach your kids the ways of the internet-especially online communities-unless you know the lay of the land well yourself.
- Anyone can join an online community and pretend to be someone they're not. These sites even allow visitors to search for people based on age, city and gender. Kids can post information about their school or pictures of themselves or information about their sporting events, which

seems harmless. But they don't understand that predators can piece information together to find, identify and harm them. Explain the dangers of posting personal information and make sure your teen's profile doesn't offer any clues about who she really is.

- Kids can never be 100% certain of who they're interacting with in online communities. Some try to add as many friends as possible to their contact list-meaning, people they don't really know can message them directly..
- Sometimes teens post material that can be used against them later. Once posted online, these musings are out there for the world to see. People are worried now whether future employers can use such postings against them.
- Ask young children what kind of content they think is appropriate to post in online communities. Set some guidelines together and stick them near the computer.
- Kids are often scared their internet privileges will be taken away if they tell parents about anything that's making them uncomfortable online. But if you're talking about it, they'll feel comfortable that you'll understand. Together, become familiar with the online community's safety policies and reporting mechanisms.
- For teenagers, Martis has some simple tips.
- Use your site's privacy features to limit personal posts to people you trust.
- Don't post suggestive pictures or images that might give strangers clues about your identity. They compromise your security and may affect how relatives, teachers, friends and acquaintances perceive you.
- Monitor your blog comments and delete anything you don't want people to see.
- Don't use your account to spread rumours or disclose personal information about others. Your actions could have serious implications for you and even your parents.

Title: Tips for Online Behaviour

Notes

1. Students access social websites in unsafe ways

- sharing profiles.
- swap messages & photos with friends.

- postbfgs.

2. Strangers use this information to harm them

- They pretend to be someone else.
- Piece together info.
- Identify & harm them.

3. Annette Martis of Symantec India's tips

- for stds
 - (a) use wbsts privacy features effectively.
 - (b) don't post suggestive pictures.
 - (c) don't disclose personal info.
 - (d) don't spread rumours.
- for parents
 - (a) learn safe ways to access schwbsts along with your children.
 - (b) makegdlns for safe access of wbsts.
 - (c) inform children about gdlns.

2. Practice on Note and summary making.

Read the passage carefully and answer the questions given below.

Occasional self-medication has always been part of normal living. The making and selling of drugs has a long history and is closely linked, like medical practice itself, with belief in magic. Only during the last hundred years or so, as the development of scientific techniques made it possible diagnosis has become possible. The doctor is now able to follow up the correct diagnosis of many illnesses-with specific treatment of their causes. In many other illnesses of which the causes remain unknown, he is still limited, like the unqualified prescriber, to the treatment of symptoms. The doctor is trained to decide when to treat symptoms only and when to attack the cause. This is the essential difference between medical prescribing and self-medication.

The advance of technology has brought about much progress in some fields of medicine, including the development of scientific drug therapy. In many countries public health organization is improving and people's nutritional standards have risen. Parallel with such beneficial trends are two which have an adverse effect. One is the use of high pressure advertising by the pharmaceutical

industry which has tended to influence both patients and doctors and has led to the overuse of drugs generally. The other is emergence of eating, insufficient sleep, excessive smoking and drinking. People with disorders arising from faulty habits such as these, as well as well from unhappy human relationships, often resort to self-medication and so add the taking of pharmaceuticals to the list. Advertisers go to great lengths to catch this market.

Clever advertising, aimed at chronic sufferers who will try anything because doctors have not been able to cure them, can induce such faith in a preparation, particularly if steeply priced, that it will produce-by suggestion-a very real effect in some people. Advertisements are also aimed at people suffering from mild complaints such as simple cold and coughs which clear up by themselves within a short time.

These are the main reasons, why laxatives, indigestion-remedies, painkillers, cough-mixtures, tonics, vitamin and iron tablets, nose drops, ointments and many other preparations are found in quantity in many households. It is doubtful whether taking these things ever improves a person's health, it may even make it worse. Worse, because the preparation may contain unsuitable ingredients; worse because the taker may become dependent on them; worse because they might be taken excess; worse because they may cause poisoning, and worst of all because symptoms of some serious underlying cause may be asked and therefore medical help may not be sought. Self-diagnosis is a greater danger than self-medication.

Questions

(A) On the basis of your reading of the above passage, make notes on it, in points only, using headings and sub-headings. Also use recognizable abbreviations, wherever necessary (Minimum four). Supply an appropriate title to it.

(B) Write a summary of the above passage in about 80 words.

Title: Self-Medication

1. Self medication

- (a) part of normal living—last 100 yrs
- (b) Advance in diag tech.
- (c) Drs rqd. for diag .& treatm^{nt} of disease

(d) self medication differs from medical prescription

2. Technological Adv^{nt} in medicine

(a) drug therapy

(b) impvt. In pub. Health org's

(c) increase in nutri'l standards.

3. Clever advertising by pharma'l companies

(a) take advantage of people's need

(b) chronic suffers

(c) mild complaints like cold and coughs

(d) Faulty life style

(i) Lack of exercise, over eating, insuff't sleep etc.

(ii) stress, unhappy rela's etc.

4. dangers of self – medi'n. ss

(a) Prep'n contain unsuitable ingre

(b) Taker becomes dependent

(c) Taker consumes medi. In excess

(d) Prep'ns may cause poison'g

(e) Real cause of illness gets suppressed or untreated.

ABBREVIATIONS

1. medic'l -medical

2. ding tech-diagnosis technology

3. treat –treatment

4. deve – development

5. input-improvement

6. pub – publics

7. rpd org's , insuff^tnutri^l

Summary of the passage:-

Self medication is part of normal living. Medicinal experts are required for diagnosis and treatment of disease according to symptoms and cause.

The development of drug therapy and improvement in public health organizations and nutritional standards have helped progress in medicinal science. Excessive advertising by pharmaceutical companies and emergence of the sedentary society are two counter trends. Self medication is dangerous as the preparation may be toxic or contain unsuitable ingredients, the user becomes dependent and consumes medicine in excess. Self-diagnosis is worse than self medication

3. Practice on Note and summary making.

Read the passage carefully and answer the questions given below.

Almost all of us have suffered from a headache at some time or the other. For some a headache is a constant companion and life is a painful hell of wasted time.

The most important step to **cope with** headaches is to identify the type of headache one is suffering from. In tension headaches (two hand headache), a feeling of a tight band around the head exists along with the pain in the neck and shoulders. It usually follows activities such as long **stretches** driving, typing or sitting on the desks. They are usually short lived but can also last for days or weeks.

A headache is usually caused due to the spinal misalignment of the head, due to the posture. Sleeping on the stomach with the head turn to one side and bending over positions for a long time make it worse.

In **migraine** headaches, the pains usually on one side of the head may be accompanied by **nausea**, vomiting irritability and bright spots of flashes of light. This headache is meant worse by activities especially bending. The throbbing pain in the head worsens by noise and light. Certain triggers for migraines may be chocolate, **caffeine**, smoking or MSU in certain food items. The pain may last eight to twenty four hours and there may be a **hangover** for two or three days. Migraines are often produced by an aura changes in sight and sensation. There is usually a family migraine.

In a headache, pain originates from the brain but from the irritated nerves of muscles, blood vessels

and bones. These head pain signals to the brain which judges the degree of distress and relays it at appropriate sites. The pain sometimes may be referred to sights other than the problem areas. This is known as referred by pain and occurs due to sensation overload. Thus, though, most headache states at the base of the skull referred pain as felt typically behind the eyes.

Factors causing headache are understood but it is known that a shift in the level of body **hormones** chemicals, certain foods and drinks and environmental stress can trigger them.

If the headache troubles you often, visit the doctor, who will take a full health history relating to diet, life stresses, the type of headache, triggering factors and relief measures. You may be asked to keep a ‘_headache diary’ which tells you to list – the time headache started and when it ended, emotional environmental and food and drinking factors which may contribute to it. The type and severity of pain and the **medications** used which provide much relief are also to be listed.

This helps the doctor in determining the exact cause and type of headache and the remedy thereof.

Questions

(b) On the basis of your reading the passage make notes on it using recognizable abbreviations wherever necessary. Use a format you consider suitable. Supply a suitable title.

(c) Write a summary in about 80 words.

1) Notes on the contents of the passage;

Title:- Headache and their Treatments

A. Identification:-

- (i) tension headache, or
- (ii) migraine headache

B. Symptoms:-

- (i) Tension headaches
 - (a) feeling tight band around head
 - (b) pain in neck and shoulders
- (ii) Migraine headaches

- (a) pain on one side of the head
- (b) vomiting and irritability
- (c) bright spots or flashes of light

C. Causes:-

- (i) Tension headaches
 - (a) long stretches of driving
 - (b) long hours of typing or sitting on the desk
- (ii) Migraine headache.
 - (a) Chocolate, coffee, smoking.
 - (b) MSU is certain food items

D. Treatment :-

- (i) Self –care techniques for shorter period.
- (ii) Doctor advice for permanent treatments.

2) Summary of the passage:-

Life becomes a painful hell if headache becomes once constants companion. In order to find an effective cure for it, is very important to identify the type of headache one suffering from. It can be tension headache or a migraine, and the treatment as to be found as accordingly. Complete ‘headache diary’ if maintained may help the doctor find the perfect remedy to triggering factors responsible for it. Self medication should be done for only a short-term relief and with the greatest caution. Doctor’s advice is a must if it persists for a longer time.

Abbreviations used

1. hsptl – hospital.
2. bld^{ing} – building
3. don. – donations
4. ayur. – ayurvedic

4. 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:

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) Undg.evolution process

(b) Recognising and overcoming fears

(c) Accepting help from others

(d) Unds.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.

TEXT

Standing Up For Yourself

By Yevgeny Yevtushenko.

PART 1

The writer Yevgeny Aleksandrovich Yevtushenko is now grownup and 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 had started working in Kazakhstan and never asked the writer about his doings. His mother was a geologist and later resigned from her job and became a singer. The writer had no access to decent means of education as it clearly is depicted from 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 a habit that narrator have till day and street also taught him not to be afraid of anything or anyone. And he spent his most time in the streets exposed to criminality and roughness of street kids. He realized that what mattered in his life was to overcome his fear of those who were stronger.

PART 2

In this section narrator highlight the ruler of his street Red, a boy of sixteen with big and broad shoulder beyond his age. Red walked masterfully up and down our 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 tripped at his heels. Red could stop any one and impressively says one word‖ money‖ if anyone hesitated lieutenants beat them hard he carried a heavy metal knuckle duster in his pocket. Everyone as well the narrator was afraid of Red.

PART 3

Further, the narrator says in order to conquer his fear he wrote a poem about Red, this was his first piece of journalism in verse. By the very next day whole street knew it by heart and exulted with triumphant hatred.

One morning when narrator was on his way to school suddenly he came upon Red and lieutenants. Red mocked at narrator for his act and out of anger he darted into his pocket and came out armed with its 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 narrator took his heels back to home and cried loudly at his cowardice and promised himself to vanquish his fear of Red at whatever cost.

PART 4

Finally in order to vanish the 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 ration card for a text book on Ju-Jitsu. For three weeks, he stayed at home practicing

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. 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 like anything 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 was that to be a poet as well as how to stand up for own self.

Followed by question and answer discussion of each unit.

The Magic Of Teamwork

By Sam Pitroda

PART 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 best. This was fine in earlier times when knowledge and wisdom were passed on orally; but in modern society, there is no way that one person can know everything. Today, you may find that a young computer-trained person has more answers for an accounting problem than a senior accountant has. Until we understand how

best to leverage this diversity of experience, we will not be able to create and fully utilize the right kind of teams.

PART 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.¶ 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 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. 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 share one more of his experience 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. People complained to him that Sam Pitroda was ruthless and criticized them in front of everyone else.. 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 author told him,—Ram bhail, you are not going to open the door for me. You can do that if I lose my hands.¶ He almost started crying. He said, —Sir, what are you saying? This is my job!¶ I told him that I didn't want to treat him like a mere driver. He had to become a team player. I told him that whenever he was not driving, he should come into my office and help out with office work - make copies, file papers, send faxes, answer phone calls or simply read - rather than sit in the car and wait for me to show up.

UNIT 4

In the last part of the text author focuses in 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. Team Interactions Unfortunately, when good teams do get created, they almost invariably fall apart.. In our system today it is very difficult to build teams because nobody wants to be seen playing second fiddle. 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

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

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

Followed by question and answer discussion of each unit.

POEM: To My True Friend

By Elizabeth Pinard.

ABOUT THE POEM: The poem 'Ode to my true friend' is written by Elizabeth Pinard. The poet has written the poem about her best friend. She 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, who made the poet learn to love herself. She was always there for her, there to encourage her, there to comfort her. She was her biggest supporter in both the good and the bad. She helped her find self-acceptance and she showed her how wonderful loving others unconditionally.

They were at boarding school together until November 1999. Though they are separated by thousands of miles, their friendship remains the same. she cherish her memories very much. Poet will never give up hope that their paths are destined to cross again. She was the sweetest part of her life for so long, she miss her positive outlook on life, her sweet smile and most of all the way she genuinely cared about her. She 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 oh so bright -

Kept me going

When day was night.

poet's friend is benevolents. Through the ups and downs of her life the friends sweet and bright

smile which helped her to move in difficult situation.

You never ever judged me,

You understood my sorrow.

You told me it need not be.

And gave me the hope of a better tomorrow.

It is an unconditional friendship. Her friend has never tried to judge the poet. He simply understood her sorrows. He always inject 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 he gave her proper advice and encouragement. She knew she could count on 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 too.

Her friend made her life so good. He helped her to learn to love herself to have confidence. He told her that she was capable to do anything into which she puts her mind. 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 mile

Truly, the only thing that keeps me going

Is my treasured memory of your smile

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

This friendship we share

Is so precious to me,

I hope it grows and flourishes

And lasts for infinity.

Rifts and conflicts did not affect their friendship they always remained true friends to each other. For poet her 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.

He is so extra special to her. He is so great for her that he ceases to be an ordinary mortal being to her. She classifies him as her guardians Angel. He is her friend a true friend.

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.

My bestest friend.

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

Followed by question and answer discussion.

Poem: The Inchcape Rock

By Robert Southey.

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

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

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

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

Followed by question and answer discussion.

UNIT 2

Topic: VOCABULARY BUILDING

In this chapter we will be discussing English vocabulary with respect to some specialized section on it. They are the studies of Word derivatives from one root/mother word. • Formation of words from one root or mother word; and • Single word substitution • Homophones or the same sounding words • Antonyms or the study of words with an opposite meaning • Synonyms or the study of words having same meaning •

Synonyms : Synonyms are different words having identical meaning.

Synonym List

Abandon : leave, forsake, relinquish, surrender

Abhor : hate, despise abominate, scorn

Brilliant : luminous, glowing effulgent

Callous : unfeeling, indiggent, 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

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) :washerwoman

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

Single word substitute

Abnormal fear of being at high place : Acrophobia

Morbid desire for some particular food :Omnomania

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.

Followed by giving instruction to learn all the Antonyms, Synonyms, homonyms, one word substitute for enhancing the vocabulary

UNIT-3

Topic: Application of English Grammar.

1. Countable and Uncountable Noun

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

2. ARTICLES:

The indefinite article – *a, an*

1. THE INDEFINITE ARTICLE

The indefinite article *a* is the same for all genders. Ex- a boy, a girl, a cat

The indefinite article has *no* plural form. Ex- a boy → boys

We use *an* if the following word starts with a spoken vowel.

The following word starts with a spoken consonant	The following word starts with a spoken vowel
a boy a school a girl	an aunt an old school an American girl

Use of the indefinite article *a/an*

1. before phrases of time and measurements (per week/weekly)

We have English 4 times *a* week.

I go on holiday twice *a* year.

Our car can do 220 kilometres *an* hour.

Tomatoes are 20rs *a* kilo.

2. before phrases of jobs

Ex- My father is *a* car mechanic.

3. with a noun complement

Ex- He is *a* good boy.

4. before phrases of nationality

Ex- Bruce Springsteen is *an* American.

5. half/quite

Ex- We need half *a* pound of sugar. Ex-

2.THE DEFINITE ARTICLE

The word "the" is one of the most common words in English. It is our only definite article. Nouns in English are preceded by the definite article when the speaker believes that the listener already knows what he is referring to. The speaker may believe this for many different reasons, some of which are listed below.

WHEN TO USE "THE"

General rules

1. Use the to refer to something which has already been mentioned.

Examples

On Monday, an unarmed man stole \$1,000 from the bank. **The thief** hasn't been caught yet.

I was walking past Benny's Bakery when I decided to go into **the bakery** to get some

There's a position available in my team. **The job** will involve some international travel.

2. Use the when you assume there is just one of something in that place, even if it has not been mentioned before.

Examples

We went on a walk in **the forest** yesterday.

Where is **the bathroom**?

Turn left and go to number 45. Our house is across from **the Italian restaurant**.

My father enjoyed **the book** you gave him.

3. Use the in sentences or clauses where you define or identify a particular person or object.

Examples

The man who wrote this book is famous.

I scratched **the red car** parked outside.

I live in **the small house** with a blue door.

He is **the doctor** I came to see.

4. Use the to refer to people or objects that are unique.

Examples

The sun rose at 6:17 this morning.

You can go anywhere in **the world**.

Clouds drifted across **the sky**.

The president will be speaking on TV tonight.

The CEO of Total is coming to our meeting.

5. Use the before superlatives and ordinal numbers.

Examples

This is **the highest building** in New York.

She read **the last chapter** of her new book first.

You are **the tallest person** in our class.

This is **the third time** I have called you today.

6. Use the with adjectives, to refer to a whole group of people.

Examples

The French enjoy cheese.

The elderly require special attention.

She has given a lot of money to **the poor**.

7. Use the with decades.

Examples

He was born in **the seventies**.

This is a painting from **the 1820's**.

8. Use the with clauses introduced by only

Examples

This is **the only day** we've had sunshine all week.

You are **the only person** he will listen to.

The only tea I like is black tea.

PROPER NOUNS

1. Use the with names of geographical areas, rivers, mountain ranges, groups of islands, canals, and oceans.

Examples

They are travelling in **the Arctic**.

Our ship crossed **the Atlantic** in 7 days.

I will go on a cruise down **the Nile**.

Hiking across **the Rocky Mountains** would be difficult.

2. Use the with countries that have plural names

Examples

I have never been to **the Netherlands**.

Do you know anyone who lives in **the Philippines**?

3. Use the with countries that include the words "republic", "kingdom", or "states" in their names.

Examples

She is visiting **the United States**.

James is from **the Republic of Ireland**.

4. Use the with newspaper names.

Examples

I read it in **the Guardian**.

She works for **the New York Times**.

5. Use the with the names of famous buildings, works of art, museums, or monuments.

Examples

Have you been to **the Vietnam Memorial**?

We went to **the Louvre** and saw **the Mona Lisa**.

I would like to visit **the Eiffel Tower**.

I saw King Lear at **the Globe**.

6. Use the with the names of hotels & restaurants, unless these are named after a person.

Examples

They are staying at **the Hilton** on 6th street.

We ate at **the Golden Lion**.

7. Use the with the names of families, but not with the names of individuals.

Examples

We're having dinner with **the Smiths** tonight.

The Browns are going to the play with us.

WHEN NOT TO USE "THE"

1. Do not use the with names of countries (except for the special cases above).

Examples

Germany is an important economic power.

He's just returned from Zimbabwe.

2. Do not use the with the names of languages.

Examples

French is spoken in Tahiti.

English uses many words of Latin origin.

Indonesian is a relatively new language.

3. Do not use the with the names of meals.

Examples

Lunch is my favorite meal.

I like to eat breakfast early.

4. Do not use the with people's names.

Examples

John is coming over later.

Mary Carpenter is my boss.

5. Do not use the with titles when combined with names.

Examples

Prince Charles is Queen Elizabeth's son.

President Kennedy was assassinated in Dallas.

6. Do not use the after the 's possessive case

Examples

His brother's car was stolen.

Peter's house is over there.

7. Do not use the with professions

Examples

Engineering is a well-paid career.

He'll probably study medicine.

8. Do not use the with names of shops

Examples

I'll get the card at Smith's.

Can you go to Boots for me?

9. Do not use the with years

Examples

1948 was a wonderful year.

He was born in 1995.

10. Do not use the with uncountable nouns

EXAMPLES

Rice is an important food in Asia.

Milk is often added to tea in England.

War is destructive.

11. Do not use the with the names of individual mountains, lakes and islands

Examples

Mount McKinley is the highest mountain in Alaska.

She lives near Lake Windermere.

Have you visited Long Island?

12. Do not use the with most names of towns, streets, stations and airports

Examples

Victoria station is in the centre of London.

Can you direct me to Bond Street?

She lives in Florence.

They're flying into Heathrow.

Fill in the blanks with correct articles.

1. Can you see _____ old lady crossing the road?
2. Usha is _____ fast runner.
3. I will place _____ order for the book.
4. Ruby is _____ brave child.
5. Do you know how to make _____ eggless cake?
6. There is _____ glass door over here.
7. Did you bring _____ coat?
8. That is _____ interesting story.
9. I am going to make _____ apple pie.
10. Can you give me _____ piece of chicken?
11. _____ owl on the tree branch is asleep.
12. Please give _____ card to Aditi.
13. Nathu was _____ owner of a sweet shop.
14. _____ patience is a virtue.
15. Humans can not live without _____ air.
16. She is _____ best student in the class.
17. _____ Delhi is costly city.

Followed by discussion on Practice set.

3.Determiners: 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.

ARTICLES: Articles a/an and the are the commonest determiners.

1.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)

II. 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.

III. 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.

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

Singular

Plural

This

These (point to the nearer one/*ones*)

That

Those (point to the distant one/*ones*)

Example: This house is very big.

These flowers are not fresh.

I study in that college.

Those are my books.

Possessive: 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.

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 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.

D. 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.

Fill-in the blank with appropriate determiners wherever necessary.

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.

Followed by discussion on Practice set.

4.Modal Verb

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.

1: Can:Used to express ability or opportunity, to request or offer permission, and to show possibility or impossibility.

- a) **Ability:** I **can** speak English
- b) **Request:** **Can** you please lend me a pen?
- c) **Permission/ Offer:** **Can** I leave now? (Seeking Permission) / **Can** I help you? (Offer)
- d) **Order/Prohibition:** You **can** leave now. (Order or giving Permission) / You **can't** enter the room now. (Prohibition)
- e) **Possibility:** Smoking **can** cause cancer.

2: Could:Used to express possibility or past ability as well as to make suggestions and requests.

- a) **Possibility** (followed by _be'): This news **could be** true.
- b) **Request:** **Could** you tell me the way to airport please?
- c) **Permission:** **Could I** use your phone?
- d) **Past Ability** (Could + have – indicates the action did not take place in the past): You **could have** drowned in the sea. (*But you didn't drown*)
- e) **Conditional of „Can“:** If I had more time, I **could** travel around the world.

3: Will:Used to make predictions and with promises or voluntary actions that take place in the future.

- a) **Future Tense Auxiliary** (followed by _be'): Tomorrow I **will be** in Chennai.
- b) **Invitation/Offers:** **Will** you like to join us for coffee?

- c) **Promise:** I **will** call you every day.
- d) **Prediction:** He thinks it **will** rain tomorrow.
- e) **Belief (Will + have to):** We **will have to** take the train as we are running 15 minutes late.
- f) **Conditionals** (will with ‘If’ and won’t with ‘Unless’): I **‘ll give** her a call if I can find her number.

4: Would: Used to express habit, wish and create the past form of the modal verb "will" and conditional tense.

- a) **Polite Request:** **Would** you please help me open the door?
- b) **Wish:** I **would** like eat rice for dinner.
- c) **Past of „Will“:** I knew that she **would be** very successful in her career.
- d) **Habit:** They **would** always have picnics at the beach.
- e) **Conditionals:** (*would have* in past conditionals to talk about something that did not happen): He **would have been** very angry **if** he had seen you.

5: Shall: Used to indicate future action or suggestion and is most commonly used in sentences with "I" or "we".

- a) **Future Action:** I **shall be** there by 8:00.
- b) **Suggestion:** **Shall** we move into the living room?
- c) **Promising/Volunteering:** I **shall** make the travel arrangements.
- d) **Predestination:** Man **shall** explore the distant regions of the universe.

6: Should: Used to make recommendations, give advice, and express obligation as well as expectation.

- a) **Duty/Obligation:** We **should** return the books before the library closes.
- b) **Recommendation:** People with high cholesterol **should** eat low-fat foods.
- c) **Expectation:** Sunil **should** be in New Delhi by now.
- d) **Past Obligation (Should + have):** You **should have** stood by your brother during his difficult times.
- e) **Deduction:** Jerome has practiced all week. He **should** be ready for his match today.

7: May: Used to express possibility, give or seek permission in present or future.

- a) **Possibility:** The chairman **may** come to visit our office tomorrow.
- b) **Wish/Prayer:** **May** God bless you!
- c) **Purpose:** She works hard so that she **may** pass.
- d) **Seek Permission:** **May** I make a phone call?
- e) **Give Permission:** You **may** make a phone call.

8: Might: Used to express possibility and is also often used in conditional sentences.

- a) **Possibility:** I **might** see you tomorrow.
- b) **Remote or Slight Possibility:** We **might** win a lottery but I doubt it.
- c) **Conditional of „May“:** If I entered the contest, I **might** actually win.
- d) **Suggestion:** You **might** try the cheesecake.

9: Must: Used to express certainty, necessity, obligation, prohibition or strong recommendation.

- a) **Necessity/ Obligation:** You **must** follow the instructions.
- b) **Strong Possibility:** You haven't eaten all day. You **must be** hungry.
- c) **Determination:** I **must** help him.
- d) **Deduction:** He owns a big house. He **must** be rich.
- e) **Certainty:** This **must** be the right address!

10: Ought To: Used to express correct action and strong sense of moral duty, advice, recommendations, assumption or expectation

- a) **Moral Duty/ Obligation:** You **ought to** to serve your motherland.
- b) **Advice/Recommendation:** You **ought to** stop smoking.
- c) **Probability:** This gold price **ought to** rise in value.
- d) **Expectation/Deserve:** Rahul **ought to** get the promotion.

11: Need & Need Not: Used commonly in questions and negatives to express necessity.

- a) **Negative:** He **need not** wait any longer.
- b) **Questions** (usually used in questions without **„not“**):
Need he wait any longer?

No, he **need not**. (**„Need not“** is used when the answer is negative)

Yes, he ~~need~~ **must**. (‘Must’ is used when the answer is affirmative)

c) **With Minimizing Adverbs (hardly, only, barely):** He **need only** say what he wants and it will be granted.

d) **Need not + have:** (when an action was not necessary but was performed in past): He **need not have lost** his temper.

12: Dare & Dare Not: Used commonly in questions and negatives to express shock or outrage

a) **Negative:** He **dare not/daren’t** do such a thing.

b) **Questions** (usually used in questions without ‘not’): How **dare** you contradict me?

c) **Perhaps/Possibility:** I **dare** say he will agree to our proposal.

Note: (When Dare is used as auxiliary verb, ‘-s’ is not taken in the third person singular.)

He **dares** not abuse his rivals.

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))

Followed by discussion on practice set.

5.TENSE .

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

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

1. Present Indefinite or Simple Present

(V1 = first form of verb, V2 = Second form of verb, V3 = Third form of verb)

Subject + V1 + s/es + object . We use s/es with verb, when subject is singular. If the subject is plural, then we don't use e/es.

For example

- a. Dog **barks**
- b. Dogs **barks**.
- c. Girl **plays** hockey.
- d. Girls **play** hockey.

Here, the action is simply mentioned and there is nothing being said about its completeness. Key words: always, usually, often, sometimes, seldom, rarely, never, every day, on Sundays, etc.

2. Present Continuous Tense

Subject + is/am/ are + V1 + ing + object. (sometimes object is not present in the sentence)

For example

- a. **I am** going to market.
- b. **She is** cooking food.
- c. **They are** playing. (without object)

Here, the action is on-going/ still going on and hence continuous.

Key words: now, right now, this quarter, etc.

3. Present Perfect Tense

Subject + has/have + V3 + object

Has is used with singular subjects.

Have is used with plural subjects.

For example,

a. **They have** played a match.

b. **She has** cooked the food

c. **I have** written a letter.

Here, the action is complete or has ended and hence Perfect.

Key words: already, yet, just, ever, never, _____ times, since + a particular time, for + a duration of time

4. Present Perfect Continuous

Subject + has been/ have been + V1 + ing + object

Has been is used with singular subjects.

Have been is used with plural subjects.

For example

a. **It has** been raining since morning.

b. **I have** been working here for two years.

c. **They have** been playing cricket since 2001.

Here, the action has been taking place for some time and is still ongoing.

Key words: for, since, lately

B. Past Tense.

1. Past Indefinite Tense

Subject + V2 + object

For example

a. Ram played a match.

b. They cooked food.

c. I went there.

Here, the action is simply mentioned and understood to have taken place in the past.

Key words: yesterday, last week, last month, this morning (when meaning is past), etc

2. Past Continuous Tense

Subject + was/were + V1 + ing + object

Was is used with singular subjects.

Were is used with plural subjects.

For Example

a. She was cooking food.

b. They were playing cricket.

c. I was writing a letter.

Here, the action was ongoing till a certain time in the past.

Key words: while

3. Past Perfect Tense

Subject + had + V3 + object (Always use V3 with has/ have/ had.)

For example

a. She had cooked food.

b. They had played a match.

c. I had left the job.

Express something that happened before another action in the past.

Key words: already, before, by the time

4. Past Perfect Continuous

Subject + had been + V1 + ing + object

For example

a. It had been raining since Monday.

b. They had been playing cricket since 2002.

c. I had been living in India for three years.

Express something that started in the past and continued until another time in the past.

Key words: for, since

C. Future Tense.

1. Future Indefinite Tense

Subject + will/shall + object

Will is used with he/she/it/they/we etc.

Shall is used with 'I'.

But these days, will is commonly used with 'I'.

For example

a. I will/shall go for a movie.

b. They will have fun there.

c. She will make a list.

Used when we plan or make a decision to do something. Nothing is said about the time in the future.

Example: I will eat.

2. Future Continuous Tense

Subject + will/shall + be + ing + V1 + object

For example

a. She will be cooking food.

b. They will be cutting trees.

c. I will/shall be cleaning the room.

Express action at a particular moment in the future. However, the action will not have finished at the moment.

Key words: for

3. Future Perfect Tense

Subject will/shall + have + V3 + object

For example

- a. They will have cooked food.
- b. I will have left the job.
- c. She will have prepared the lecture.

Express action that will occur in the future before another action in the future.

Key words: when, by the time

4. Future Perfect Continuous

Subject + will have been + V1 + ing + object.

For example

- a. It will have been raining since morning.
- b. We will have been playing for three years.
- c. They will have been working since 2001.

Used to talk about an on-going action before some point in the future.

Key words: for, by the time

6.Voice Change

What is Voice?

The **voice** of a verb tells whether the subject of the sentence performs or receives the action.

i) Birds **build** nests.

ii) Nests **are built by** birds.

Types of Voice:

A. **Active Voice:** the subject performs the action expressed by the verb.

Usage: when more clarity and straightforward relation is required between verb and subject.

B. **Passive Voice:** the subject receives the action expressed by the verb.

Usage: when the action is the focus, not the subject or when the doer is unknown.

Rules of Conversion from Active to Passive Voice:

1. Identify the subject, the verb and the object: S+V+O
2. Change the object into subject
3. Put the suitable helping verb or auxiliary verb
4. Change the verb into past participle of the verb
5. Add the preposition "by-
6. Change the subject into object

Example:

Active Voice: *Sameer wrote a letter.* (Subject) + (verb) + (object).

Passive Voice: *A letter was written by Sameer.* (Object) + (auxiliary verb) + (past participle) + (by subject).

Passive Voice for all tenses: The rules for using Auxiliary verb for Passive Voice is different for each tense.

1.Simple Present Tense:

Active Voice: She writes a letter.

Passive Voice: A letter **is** written by her.

2. Present Progressive Tense:

Active Voice: They are eating oranges.

Passive Voice: Oranges **are being** eaten by them.

3. Present Perfect Tense:

Active Voice: Has she completed the work?

Passive Voice: **Has** the work **been** completed by her?

4. Simple Past Tense:

Active Voice: He did not buy a book.

Passive Voice: A book **was** not bought by him.

5. Past Progressive Tense:

Active Voice: She was washing a shirt.

Passive Voice: A shirt **was being** washed by her.

6. Past Perfect Tense:

Active Voice: They had won the match.

Passive Voice: The match **had been** won by them.

7. Simple Future Tense:

Active Voice: She will write a poem.

Passive Voice: A poem **will be** written by her.

8. Future Perfect Tense:

Active Voice: He will have received the letter.

Passive Voice: The letter **will have been** received by him.

[*Note: Passive voice cannot be formed for active voice sentences in the Present Perfect Continuous, Past Perfect Continuous, Future Continuous or Future Perfect Continuous.*]

Tips on using Voice:

1: Let

If the given sentence in the active voice is in the imperative form, to get the passive voice use „**Let**“.

Formation of Passive Voice = Let + Object + be + Past Participle

Examples:

Active: Help me.

Passive: Let me be helped.

Active: Open the door.

Passive: Let the door be opened.

2: Helping verbs like am, is, are, was, were, will, have, should, could, will

If the question in the Active Voice begins with a Helping verb the Passive voice must also begin with a suitable helping verb.

Active: Are you writing a letter?

Passive: Is a letter being written by you?

Active: Will you write a letter?

Passive: Will a letter be written by you?

What, When, Who, Why, How:

If the question begins with Wh or How form (what, when, how, etc.) the Passive Voice must begin with the same. Only who gets replaced by By whom.

Active: Why did you break the box?

Passive: Why was the box broken by you?

Active: Who broke the window?

Passive: By whom was the window broken?

3: Gerund, Infinitive

When used in passive form, gerund and Infinitive are formed differently.

Infinitive: passive is formed as to be + past participle

Active: I want to shoot the tiger.

Passive: I want the tiger **to be shot**.

Gerund: passive is formed as being + past participle

Active: I remember my father taking me to the theatre.

Passive: I remember **being taken to** the theatre by my father.

4: Direct and Indirect Object

If a sentence contains two objects namely Indirect Object and Direct Object in the Active Voice, two forms of Passive Voice can be formed.

Active: She brought me a cup of coffee.

Passive: (I) I **was brought** a cup of coffee **by** her.

Passive: (II) A cup of coffee **was brought** to me **by** her.

Object Complement: When made passive, these objects complements become subject complements; they come after the verb.

Active: They elected **him their leader**.

Passive: He was **elected their leader**.

5: Cases where „by“ is not used

With: use with in place of by to talk about an instrument used by the agent/subject.

Active: Somebody hit the dog with a stick.

Passive: (I) The dog was hit **by with a stick**.

Passive: (II) The dog was hit **by a boy**.

Impersonal Passive: In scientific / technical / business writing, the emphasis is usually on the action or process. So the „by“ phrase is generally omitted.

Active: One finds mosquitoes everywhere.

Passive: Mosquitoes are found everywhere.

6: Cases where no passive form exists

Present perfect Continuous: She **has been writing** a letter.

Past perfect Continuous: He **had been cleaning** the house.

Future Continuous: I **will be filing** all the documents tomorrow.

Future Perfect Continuous: I **will have been serving** tea for customers at this hotel for twenty years by then.

Intransitive verb which do not take objects:

- I eat.
- I am living here.
- I have travelled by train.
- I went there.
- I waited for a long time.

Followed by discussion on practice set.

7. Subject Verb Agreement.

What is Subject Verb Agreement?

It is nothing but making the verb agree with the subject. You need to use the right version of the verb to make the agreement look good. For e.g. there are different versions of the verb be – am, is, are which are used differently if you use he/she, they, you, we. If you are a book worm, you probably get these very easily. But it never hurts to know your grammar rules!

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

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

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

Rule 1. A subject will come before a phrase beginning with of. This is a key rule for understanding subjects. The word of is the culprit in many, perhaps most, subject-verb mistakes. Hasty writers, speakers, readers, and listeners might miss the all-too-common mistake in the following sentence:

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

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

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

Examples:

My aunt or my uncle **is** arriving by train today.

Neither Juan nor Carmen **is** available.

Either Kiana or Casey **is** helping today with stage decorations.

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

Examples:

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

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

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

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

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

Better:

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

OR

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

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

Example: A car and a bike are my means of transportation.

But note these exceptions:

Exceptions:

Breaking and entering is against the law.

The bed and breakfast was charming.

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

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

Examples:

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

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

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

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

If this seems awkward, try rewriting the sentence.

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

Examples:

There are four hurdles to jump.

There is a high hurdle to jump.

Here are the keys.

NOTE:

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

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

Examples:

Three miles **is** too far to walk.

Five years **is** the maximum sentence for that offense.

Ten dollars **is** a high price to pay.

BUT

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

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

Examples:

A lot of the **pie** has disappeared.

A lot of the **pies** have disappeared.

A third of the **city** is unemployed.

A third of the **people** are unemployed.

All of the **pie** is gone.

All of the **pies** are gone.

Some of the **pie** is missing.
Some of the **pies** are missing.

NOTE

In recent years, the SAT testing service has considered none to be strictly singular. However, according to Merriam-Webster's Dictionary of English Usage: "Clearly none has been both singular and plural since Old English and still is. The notion that it is singular only is a myth of unknown origin that appears to have arisen in the 19th century. If in context it seems like a singular to you, use a singular verb; if it seems like a plural, use a plural verb. Both are acceptable beyond serious criticism." When none is clearly intended to mean "not one," it is followed by a singular verb.

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

Examples:

All of my **family** has arrived OR have arrived.

Most of the **jury** is here OR are here.

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

NOTE

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

The staff is deciding how they want to vote.

Careful speakers and writers would avoid assigning the singular is and the plural they to staff in the same sentence.

Consistent: The staff **are** deciding how **they** want to vote.

Rewriting such sentences is recommended whenever possible. The preceding sentence would read even better as:

The staff members are deciding how they want to vote.

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

Example: If Joe **were** here, you'd be sorry.

Shouldn't Joe be followed by was, not were, given that Joe is singular? But Joe isn't actually here, so we say were, not was. The sentence demonstrates the **subjunctive mood**, which is used to express things that are hypothetical, wishful, imaginary, or factually contradictory. The subjunctive mood pairs singular subjects with what we usually think of as plural verbs.

Examples:

I wish it **were** Friday.

She requested that he **raise** his hand.

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

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

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

Followed by discussion on practice set.

UNIT-3

FORMAL WRITING SKILL

A.Paragraph Writing:

Paragraph is a group of sentences that talk about a topic or an idea. The first sentence in a paragraph talks about the main topic. The next few sentences give the details about the main topic. The final sentence sums up the main points clearly.

Types of Paragraph:

1. Person: key points to be covered

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

2. Object: key points to be covered

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

3. 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.

4. General topic: key points to be covered

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

d. Merit and demerit

5. Incident: key points to be covered

a. When and Where

b. How the incident happened

c. Step undertaken after incident

d. Overall view

B. Notice Writing

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 a Notice writing

XYZ Govt.Polytechnic,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 competition are going to take place.

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

So those who are interested to participate kindly give their names on or before 29th Feb 2020 to student advisor.

Principal
XYZ Govt.Polytechnic
Rourkela

C. Agenda Writing

What Is an Agenda?

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.

What Should Be Included on 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.

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.

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.**

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

D. Report Writing

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 magazing 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 of a Report writing. Write a report on road accident.

TRUCK HITS MARUTI: DRIVER INJURED

Noida, November 13

A horrific head on collision between a truck and 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 a while Maruit car was coming from opposite side at the high speed when 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

E. Layout of 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. Date
- C. Greetings(Dear sister/Mother etc)
- D. Body of the letter
- E. Closing phrase(yours lovingly etc)
- F. Your name.

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

Qr no: B/103,sector7
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 student. You have brought real credit to your school and family. Congratulations once again.

Yours lovingly,
Aaxna

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

A formal application must have the following parts.

- A. Your address.
- B. Date
- C. Receiver address
- D. Subject
- E. Greetings(Respected sir/madam))
- F. Body of the letter
- G. Closing phrase(yours truly/faithfully etc)
- H. Your name.

Write a sample 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

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 Aaxna Verma 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 relation 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,
Aaxna Verma.

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

The Principal ,
Govt. Boys Senior Secondary School,
Mallanwala

Subject: Application for issuance of school 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

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

The librarian
Xyuz GP. Polytechnic
Rourkela

Subject: Application for expemption of fine.

Sir,

I would like to draw your kind notice that I am Alina kujur 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.
Alina Kujur.

G. Business Letters: layout of Enquiry, Order, Execution, Complaint and Cancellation letter

A business letter must have the following parts.

- A. Your address.
- B. Date
- C. Receiver address
- D. Subject
- E. Greetings(Respected sir/Mam etc)
- F. Body of the letter
- G. The complimentary closing
- H. Closing phrase(yours truly/faithfully etc)
- I. Your name.
- J. Enclosures

Write a sample 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 Sharma.

Write a Specimen on order letter.

Imagine you are Raj Verma of Popular Book Shop, 45, BookMarket, CollegeRoad, Kerala.
Now draft an order for 4000 books from Arora Publishing House, NewSarak, 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.

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

Subject : 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

Complaint letter

Imagine you are Raj Verma of Popular Book Shop, 45, BookMarket, CollegeRoad, Kerala. Now draft an order for 4000 books from Arora Publishing House, NewSarak, 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.

Cancellation of order

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

20th April

Arora Publishing House
Nai Sarak,
Delhi.

Subject: Cancellation of order.

Respected sir,

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

Sorry for inconvenience cause to you.

Thanking you.

Yours Faithfully,
Aman Gill

H. Job application

A format of job application is the same as that of an official letter, 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/professionalqualification
4. Experience.

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 Training,
Patiala.

Subject: Application for the post f 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 utmost devotion and sincerity to your full satisfaction.

Hoping for a favorable response.

Thanking you.

Yours Faithfully,

Ranjan Sharma.

Enc: Bio-Data and Testimonials.

I. Curriculum Vitae (CV/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

Write a sample of Bio-Data and notice the different points of it.

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	percentage	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 :

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

Training undertaken.

Sno.	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 co-ordinator, 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

Unit 5. Element of communication

Introduction to communication

Meaning and definition of communication

In common parlance communication is known as the process of sending and receiving information. The word ‘communication’ has its roots in Latin. It has been derived from Latin term –to share. But too vast a word to be described by this simple definition. Communication does not only involve a transfer of information from one individual to another. It is a dynamic social process. It is the nexus of our diverse society.

Definitions of communication

1. –Communication is a process which involves the transmission and accurate replication of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organization goals —. William Scott.
2. — Communication is the process by which information is transmitted between individuals and/ or organizations so that an understanding response —Peter Little.
3. Keith Davis defines communication as –the process of passing information and understanding from one person to another. It is essentially a bridge of meaning between the people. By using the bridge a person can safely cross the bridge of misunderstanding.
4. –Communication is the exchange of meaning between individuals through a common system of symbols.

Features of communication

The features of communication can easily be deduced from the definitions given above.

1. **Perennial to life:** Whenever there is life, there is communication. Healthy communication is the root of a well adjusted, diverse society. Humans can’t survive in isolation. We need to interact with others at our home, school/ college, office, playgrounds etc. Besides, it is the cementing force behind all healthy relationships. Thus, it is an unavoidable, universal ever pervasive process.
2. **Exchange of meaning:** It is the nucleus of a communication process. We communicate in order to transmit the desired meaning. The sole aim of a communication event is to exchange meaning and without it the process of communication will fail.

3. **Interactive:** An effective communication is always interactive. To make sure the sender that the idea she wanted to convey to the receiver have been successfully delivered, a feedback from the receiver end is required. Thus , it is two way traffic in which idea flow from both the sides, i.e from the sender to the receiver and vice-versa.
4. **Symbolic:** communication is a process that uses a set of arbitrary Symbols that are common to both sender and the receiver. It does not consist if spoken or written words only but involves a huge amount of nonverbal gestures. These nonverbal elements supplement the words and attach more information to them.
5. **Result oriented:** It is a result oriented process. The sender has a definite meaning in his mind through its conveyance to the receiver, he expects the receiver to act in a specific manner as desired by the sender. Intended result can be sought only if effective communication take place. An ineffective communication will result in confusion and chaos.

Communication situtation

The following components are obligatory for a communication event to take place.

1. The sender and the receiver.
2. There is an idea or message in the mind of the sender.
3. The sender wishes to share his idea with the receiver.
4. The sender selects a suitable medium or channel as a vehicle to his ideas.
5. The receiver and the sender have a common language or symbols intelligible to both of them.
6. The sender expects a reaction or a changed behavior from the receiver.
7. The receiver also wishes to listen to the sender.
8. The receiver decodes, understands the message and gives his feedback.

One way and two way communication model

One way communication model: one way communication model is one way traffic where flow of ideas is restricted from one side only : the sender's side. The receiver does not give any feedback and the sender is not sure whether the receiver has got the message or whether he has

understood it in the same way that the sender had intended. This kind of situation occurs in most of our class room where the teacher goes on speaking and feels dismayed when there is no participation from the student's side. This need to be discouraged as it is not an effective communication

Two way communication model: The receiver of the message also plays an important role in two way model of communication. Having received the message send by the sender, he actively sends the feedback in terms of his changed behavior or he ask for further clarification from the sender. here, a reversal of roles take place. The receiver having received the information now changes his role and becomes the sender of the feedback and the sender having sent the message now becomes the receiver of the feedback. This feedback assures the sender that he has successfully conveyed his message and his labour is not lost.

Process/stages in communication.

1.The source (sender): A sender is the person or group of organization who has an idea or information which he wants to communicate others. The process of communication starts with him. The idea or an impulse in the sender's mind is the source of communication. Communication can't take place until the sender has an idea and a wish to share it with others. The idea depend upon the context and purpose of the situation. The sender must have a clear cut idea of the message o be conveyed.

If the sender himself is confused and does not have a clear notion of the message, his message will lack clarity and cogency. The confusion and lack of clarity in the sender's mind is termed as semantic noise. If the message to be conveyed suffers from semantic noise, the same will be transferred to the receiver's end along with the semantic noise. The receiver will then not be able to comprehend it clearly or completely as it was adulterated with some unwanted distraction. Thus ideation is the process of finding, selecting and deciding the meaning to be attached to the content of the message to be conveyed. This is also known as semantic selection.

2.The Message: the information that the sender wants to convey in physical form which can be understand by the receiver is known as message. However the message is seldom delivered exactly as it is a mere indicative of meaning and much depends upon the receiver's own perceptions. His perceptions may alter the meaning altogether.

3.The medium: the method or vehicle used to send the message is called medium or channel.

This can be either”

Oral-spoken

Via electronic means-e-mail, fax, telephone

Paper based-letter, memo, notes, poster

4.Encoding: The process of translating the meaning of message into suitable words, symbols or gesture is known as Encoding. The symbols or signs used are intelligible to both the sender and the receiver. Encoding: the process of converting the idea into a set of logical, arbitrary symbol system, which is intelligible to both the parties involved in communication is called Encoding . Encoding is guided by the nature and purpose of communication and the relations between the sender and the receiver.

5.Receiver: The person , group or organization that receiver the message is known as receiver. Having receiver the message, a receiver decodes it that is attaches some meaning to it based on his own perceptions. The receiver thus decodes the message and send the feedback to the sender.

6.Decoding: the receiver gets the message and attaches its own meaning to it. This process of attaching meaning to the received message is called decoding. This is a complex and dynamic process. Its sounds simple that the sender sends a message and the receiver receives and understand it but there is many a slip between the cup and the lip. The receiver may not get same message as a sender wished to deliver. The meaning of message is largely conditioned by the mental perception of the receiver.

7.Feedback: it is an integral part of a successful and an effective communication the source or the sender will not come to know whether the communication that they have send has been successful, i.e. whether the receiver has understood the meaning or not unless they receive some feedback. Feedback is thus the response of the receiver in the form of some action or gesture or some may be asking more questions or calling further explanations.

Business communication/Communication Network

A. Formal Communication

Meaning: It is in the form of official messages and news that flow through recognized channels or routes formally laid by the organization. This communication may take place between a superior and subordinate, a subordinate and superior or among employees at same level or departmental managers. It flows in 3 directions: 1) downward 2) upward 3) laterally between departments. i.e. horizontal as shown in figures.

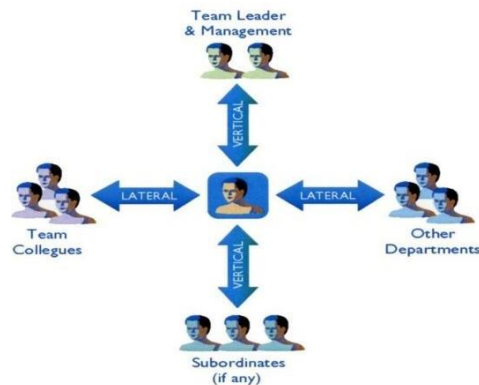


Figure of Communication flow in organizations

Advantages of formal communication

1. Effective and dependable truth information most of the time
2. Provides close contact between members of the organization
3. Flow of essential information in an orderly manner.
4. It has documentary evidence which can be used as future references.

Disadvantages of formal communication

1. Stiff and Slow
2. The formal communication is inflexible

3. Lack of personal relation

4. As information flows through the chain it takes long time to convey information from upper level to lower level.

5. Creates misunderstanding in the way of communication messages can be distorted. Thus

6. chance of distortion increases in formal communication.

7. Costly: More time and more formality increases the overall cost of the communication.

Upward Communication

Upward communication refers to messages sent from the lower of the hierarchy to the upper levels.

Methods

- i. Periodical meeting
- ii. Suggestions or complaint boxes
- iii. One to one meeting
- iv. Open door policy
- v. Informal gathering

Merits

For managements:

- i. Genuine feedback
- ii. No misuse of authority
- iii. Foster a sense of belongingness to the employees

For employees

- i. Gives a platform
- ii. Easy and efficient process
- iii. Strengthen relationship

Demerits:

- i. Lack of initiative by the management
- ii. Reluctant employee
- iii. Bosses conceal more than reveal
- iv. Indifferent attitude of bosses
- v. Bypassing the authority.
- vi. Delays and distortion of messages

Downward Communication

Downward communication refers to messages sent from the higher levels of the hierarchy to the lower levels, for example, messages sent by managers to workers. Perhaps the most obvious example of downward communication is the giving of orders.

MERITS:

1. Management can educate, inspire, order and direct their employee whenever they wish
2. Changes in work methodologies, innovation 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 employee can be instructed by the management by issuing them necessary instructions through downward communication

DEMERITS:

1. Delayed Delivery of message
2. Distortion of message
3. Delivery of Incomplete message
4. Overloaded message
5. Authority rests with a handful of people

Lateral communication:

The term lateral communication can be used interchangeably as horizontal communication. Horizontal communication is communication among people at the parallel or same level, position, rank or status people of the organization. Horizontal communication is the communication that flows laterally within the organization, involves persons at the same level of the organization. Horizontal communication normally involves coordinating information and allows people with the same or similar rank in an organization to cooperate or collaborate.

Some **definitions of horizontal communication** are as follows:

Ricky W. Griffin, “Horizontal communication involves colleagues and peers at the same level of the organization.”

Bartol and Martin, “Horizontal communication is lateral or diagonal message exchange either within work –unit boundaries, involving peers who report to the same supervisor or across-work unit boundaries, involving individuals who report to different supervisors.”

According to William A. Conboy, “Horizontal communication is the exchanges between and among agencies and personnel on the same level of the organizational chart.”

According to Bovee and others, “Horizontal communication is the flow of information across departmental boundaries, either laterally or diagonally.”

According to Ivancevich and others, “Horizontal communication occurs when the communicator and the receiver are at the same level in the organization.”

The graphical presentation of horizontal communication is as follows:

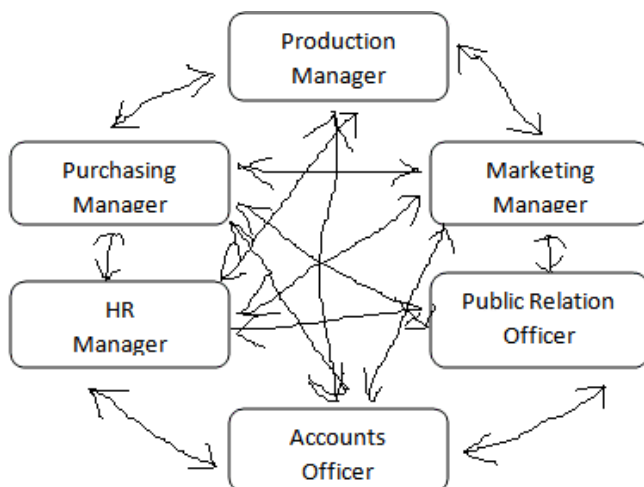


Figure: The flow of Horizontal communication

So, *Horizontal communication* is the communication where information or messages flows among the similar or same level statuses of people in the organizational structure.

Differences between horizontal and vertical communication

Horizontal communication is the communication where information or messages flows between the parallel same level or statuses people of the organizational structure. On the other hand, vertical communication is the communication where information or messages flows between or among the subordinates and superiors of the organizational. The difference between horizontal and vertical communication are as follows:

Basis	Horizontal Communication	Vertical Communication
1.Purpsoe	Main purpose is to co-ordinate the activities of various departments and division of the organization.	Main purpose is to provide orders, instructions, advices, feedback, opinions, suggestions, requests within sub-ordinates and superiors.
2.Information flow	Information or messages flows between same level and statuses people.	Information and messages flows between subordinates and superiors.
3.Media	Generally use oral method	Generally use written method.
4.Distortion	Free form distortion of messages.	May possibility of distortion of messages.
5.Formality	It maintain informal relationship	It maintains formal relationship.
6.Length of information flow	Length of information flow between sender and receiver is short.	Length of information flow between sender and receiver is long.
7.Method of communication	This communication is mostly done through oral media.	It is more uses than horizontal communication.

Advantages

Horizontal communication presents some distinct **advantages**.

1.It decreases misunderstanding between departments working on the same project, thereby increasing efficiency and productivity. 2.It may result in better implementation of top-level decisions because employees on lower levels are permitted to coordinate directly with each other in the implementation of the decision made at the top.

3. Horizontal communication facilitates teamwork if a project requires tasks from different people or departments.

4. It may also increase job satisfaction and motivation by creating more employee empowerment in communication.

Disadvantages

Horizontal communication does come with some **disadvantages**.


1.Management may have a greater problem maintaining control as horizontal communication increases. This is, in part, because management can derive much control and power if it controls the flow of information.

2.Horizontal communication can also create conflict between employees exposed to each other through the communication process.

3.It is also more time-consuming if vertical communication is required to ratify decisions made during horizontal communication or to confirm information received through horizontal communication.

4. It may create a lack of discipline if strict procedural rules of communications are not imposed and followed.

Examples

Let's say that you are a vice president of the research division of a pharmaceutical company. Your division has just been given final FDA approval for a new anti-depressant drug. The president of the company wants the product on the market yesterday since the fiscal quarter ends in a few weeks and the annual shareholders' meeting is in six weeks. Fortunately for you, the company permits horizontal communication. You are able to communicate and coordinate directly with your counterparts in production and marketing. 

Informal Communication

Meaning : It is in the form of unofficial messages (work related or people related) that flow outside the officially designed channels. Technically called as grapevine communication. Result of natural desire to communicate with each other freely and frequently.

Grapevine communication: An informal chat between people, seen as a network through which the information is reliably spread. Grapevine is an informal channel of business communication. It is called so because it stretches throughout the organization in all directions irrespective of the authority levels

Types of Grapevine Chains

- **Single Strand Chain**

- It flows like a chain,i.e. _A‘ tells something to _B‘ who tells it to _C‘ and so on. The longer the strand the more distortion and filtering affects. Most inaccuracies occur in this chain.

- **Gossip Chain :**

- **Probability Chain**

Information may move from anybody to anybody. • This chain is found when the information is somewhat interesting but not really significant. • Only some people in the organization will get to know the information.

- **Cluster Chain**

Individual communicates with only those individuals he/she trust. • Cluster chain is the dominant grapevine pattern in an organization. Most informal communication flows through this chain. _A‘ tells something to a few selected individuals and then some of these individuals inform a few other selected individual

Grapevine characteristics

oral - mostly undocumented

- open to change
- fast (hours instead of days)
- crossing organizational boundaries

- inaccuracy:
- deletion of crucial details
- exaggeration of the most dramatic details

Advantages of Grapevine

- More flexible and much faster.
- Feedback is Quick
- Helps in achieving better human relations
- Fulfills the psychological needs of the employees.
- Signals that Problems/Good news exist
- Substitute for formal channel of Communication
 - Willful communication
 - Emotional relief
 - Speedy and spontaneous and multidirectional
 - Economical
 - Cementing

Disadvantages of Grapevine

- Untruth information most of the time
- Partial information only spreads (rumours)
- Hampers the goodwill of the organization or the people Information may be distorted.
 - Lacks official status and less dependable. Has no definite origin and direction.
No accountability
 - Misleading
 - Personal bias
 - Harmful for the organization

Non verbal communication

Nonverbal communication is the act of conveying a thought, feeling, or idea through physical gestures, posture, and facial expressions without the use of spoken language (known collectively as -body language). Each movement and combination of movements of the body—such as shifts in posture, direction of the eyes, gestures of the limbs, and expressions on the face—provide signals to others. These cues may be subtle or obvious, and they can be contradictory: A person might say one thing while body language conveys an entirely different message. This might be especially true when a person is not telling the truth. Because nonverbal communication is often instinctive and typically not easy to fake, it is generally more indicative of a person's true feelings.

Types of Non verbal communication.

1.Kinesics

- i. Facial Expression
- ii. Gesture
- iii. Oculics-Eye behavior

2.Posture

3.Proxemics

1. KINESICS

Kinesics: As discussed earlier our body does manifest a lot about our ideas and emotions though when we keep silent. Bodily cues are the most reliable of all nonverbal signals of deception to help you read body language. This is because a person generally has less conscious control over these than other signals.

Kinesics is the study of body movements, facial expressions and gestures. It was developed by anthropologist Ray. L Birdwhistell in the 1950s. Kinesics behavior includes mutual gaze, smiling, facial warmth or pleasantness, child like behavior, direct body orientation, gestures and the like.

Body movements can be studied under these following heads.

1.Facial expressions. The human face is extremely expressive part of our body which is able to convey countless emotions without saying a word. We have 80 muscles in our face that can create more than 7000 facial expression. Facial expressions are dynamic feature which communicate the speaker's attitude, emotions, intention and so on. The face is the primary source of emotions. During oral communications, facial expression change continually and are constantly monitored and interpreted by the receiver. Few universal facial expressions are as follows.

Anger	Eyes wide and staring, eyebrows pulled down (especially in the middle), wrinkled forehead, flared nostril, mouth flattened or clinched teeth, bared, jutting chin, red face
Fear	Eyes wide, closed or pointing downward, raised eyebrow, mouth open or corners turned down chin pulled in, head down, white face.
Happiness	Mouth smiling, possible laughter, crow's feet wrinkle at sides of sparkling eyes, slightly raised eyebrows, raised cheeks,
Sadness	Eyes cast down and possibly damp or tearful, head down, lips pinched, head down or to the side
Disgust	Eyes and head turned away, nostrils flared, nose twisted in sneer, mouth closed, possibly with tongue protruding, chin jutting.
Surprise	Eyes wide open, eyebrows raised high, mouth dropped wide open with consequent lowered chin, head held back or tilted to side.
Shame	Eyes and head turned down, eyebrow held low, skin blushing red
Anxiety	Eyes damp, eyebrows slightly pushed together; trembling lower lip, chin possibly wrinkled, head slightly tilted down.
Desire	Eyes wide open with dilated pupils; slightly raised eyebrows; lips slightly parted or puckered or smiling; head tilted forward.
Pity	Eyes in extended gaze and possibly damp; eyebrows slightly pulled together in middle or downwards at edges; mouth turned down at corners; head tilted to side.

GESTURES

A gesture is a specific bodily movement that reinforces a verbal message or conveys a particular thought or emotion. Although gestures may be made with the head, shoulders, or even the legs and feet, most are made with the hands and arms.

Advantages of Gesture:

- Gesture are easier representation, makes the presentation attractive, Quick expressing of message, etc.
- Gestures are non-verbal communications.
- It can make the information to be presented easily via audio, visual, or even through silent.
- It is usually a substitute of verbal based communication.
- People can easily interpret the gesture of another person.
- Gestures are the main mode of communication hearing impaired persons.

Disadvantages of Gesture:

- Gesture are difficult in understanding, informal etiquette, information might get distorted, etc.
- It is not precise and sometimes it is vague and plain.
- One cannot make long explanation or conversation through gesture.
- It is one of the informal types of communication, where it is not suited for official purposes.⁴

Eyes are considered to be the mirrors to a man's mind. While combined with other gestures, eyes can give much information about the thoughts running inside a person's mind.

Types of Gesture:

1. Open Gesture: Open gesture refers to a person who is willing, accepting, friendly and welcoming to others. Gestures are open hand, palm up, standing straight, smile, eye contact, leaning forward, relaxed, uncrossed leg, shoulders squared etc.

2. Closed Gesture: It is reflected by shy, timid, unwilling and hesitant reserved qualities of a person. Gestures are hand covering mouth, frown, leaning back, looking at floor, moving away, leg crossed, cold shoulder, open palm tapping, head lowered, lack of eye contact.

3. Hand Gesture: After the face the hands are the most expressive parts of our body. We use them to reinforce our speech or on occasion even as its replacements. Few hand gesture are noted below to express our thoughts

1. Shaping movement


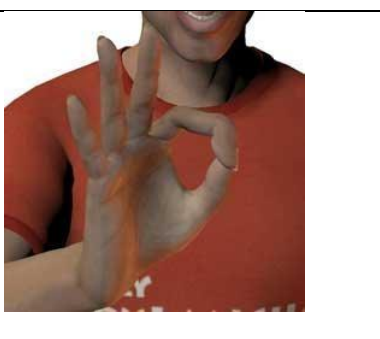
2. Hiding
3. Holding
4. Greeting
5. Cutting, striking
6. Giving, asking
7. Rubbing
8. Thinking
9. Supporting
10. Covering





4. Finger Gesture: Fingers are very flexible and allow for subtle gestures.




1. Pointing
2. Counting
3. Pinching, slapping
4. Drumming
5. V sign (Victory)
6. Thumps up and down

The Finger Gestures

Here you can find pictures and explanations of the most common finger signs:

	<p>Well done!</p> <p>Thumbs up</p> <p>The "Thumbs up", is generally accepted as a sign to show someone that they've done good.</p> <p>But only in Western society! In many cultures putting your thumb up (especially when moving the hand up) is a very rude gesture, similar to extending the middle finger. So, be careful, while you mean well... this could be misunderstood. Better check first!</p>
	<p>Everything OK! Ok Sign Another western sign to say that everything is great, or OK. But, again, be careful...If you're in France, you're saying that it was a big fat ZERO. Maybe not the message you want to convey in a French restaurant, if you had a fine meal. In other cultures, Turkey for instance, you're saying that the other person is gay... not necessarily a good message in a country where most people are Muslims!</p> <p>Again, proceed with caution!</p>

	<p>Let me tell you... , Pointing finger</p> <p>Most of the time, when you point somewhere, it's just to have someone look at something. "It's over there", "Watch this".</p> <p>But when you point AT someone, it's a sign of dominance. The back of the hand is pointing upwards (a clear sign of dominance), and the finger is casting blame... "YOU DIDN'T KEEP YOUR PROMISES!". Even worse is when you're poking someone, as you violate their space.</p> <p>Alternatively, if the finger is pointing upward, it's to caution. It can make the other person belittled, as this is a sign parents are used to make towards their children.</p>
	<p>Up yours!</p> <p>Often this is a signal to say "2", as in "2 Beer!". But in some countries this is another variation on the middle finger.</p> <p>In the United Kingdom (and some other English speaking countries) this is as bad as "flashing the finger", and used to taunt someone in hope of enraging them, to make them spin out of control.</p> <p>Up Yours! is a nasty finger signal, and one that could get you in a lot of trouble! Not a way to order two beers in the UK.</p>
	<p>Crazy. You're crazy</p> <p>When you point at your forehead, you're saying that the other fellow is crazy.</p> <p>This isn't always a rude gesture... we sometimes do this to make someone near us aware of the fact that you shouldn't always have to accept the things other do or say to you.</p> <p>But when used in anger (like in this picture..., look at his face, which is clearly an angry face. See also: Facial Expressions) it's as bad as the middle finger gesture.</p>
	<p>We won! Victory</p> <p>This sign, with the palm pointing outward, could be to signal the number "2". However, in a competition (or a war) it's also a signal for "Victory" (V for Victory, as made popular by Winston Churchill in WW2).</p> <p>In the 60s, this finger gesture was also known as the "Peace" sign. Usually accompanied with the stench of pot smoke...</p>

	<p>ROCK ON! Rock On!</p> <p>This gesture, also known as a variation of the victory gesture, is mostly done by people who want to look "bad", or "cool".</p> <p>But this gesture is often seen as a depiction of the Devil's Horns. So while you may just be signaling your "coolness", others may just think you're a Satanist. Which, I assume, you're not.</p> <p>Also a popular sign for Metal-bands.</p>
	<p>Shhhhh! Silence gesture</p> <p>Bringing your index finger in front of your puckered mouth, often accompanied with a hissing sound of air rushing over the tongue (Shhh!), is known as the silence gesture.</p> <p>Don't mix this up with the unintentional gesture that someone brings their finger or fingers over the mouth while speaking... that is a tell-tale sign that someone is lying.</p>
	<p>"Quote ... Unquote" Quote-Unquote</p> <p>If someone is curving their index and middle fingers in the air, once or twice, this is a gesture to mimic the double quotes (") in text...</p> <p>The words that are spoken when this gesture is made, are actually meant as the opposite, as in <i>Oh yeah, she is so "great" and so "wonderful"</i>. Obviously, this person doesn't really think she is great and wonderful, quite the opposite in fact.</p>

Some more Body Language(Gestures) Examples

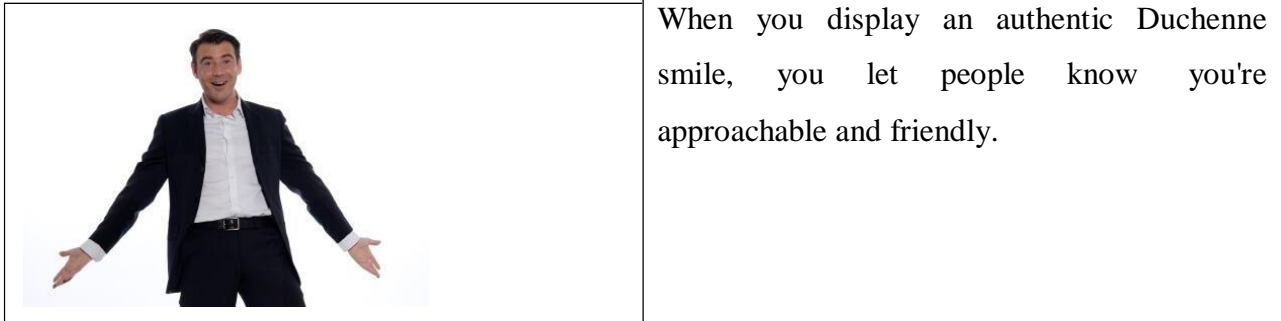
The following body language examples are common. It's usually easy to discern their meaning once you've learned them.

1. Arms Crossed Across The Chest

Sitting or standing with your arms crossed across your chest is nearly always seen as defensive body language. When you do it, you're closed off and disengaged. You may appear angry or stubborn. If you see someone holding this position, remember that it could indicate that the temperature where you are is too cold. It could also mean they're tired or simply supporting their shoulders in an armless chair.

2. Smile

Smiles can mean different things, depending on the exact facial expression. There are happy smiles, shy smiles, warm smiles, and ironic smiles. The Duchenne smile consists of pulling up the corners of your mouth while squeezing your eyes to make crow's feet. It's considered a genuine smile, as opposed to a fake smile where you just expose your teeth.



3. Tapping Your Fingers

When you tap your fingers, you appear impatient and possibly nervous about waiting.

4. Tilting Your Head to One Side

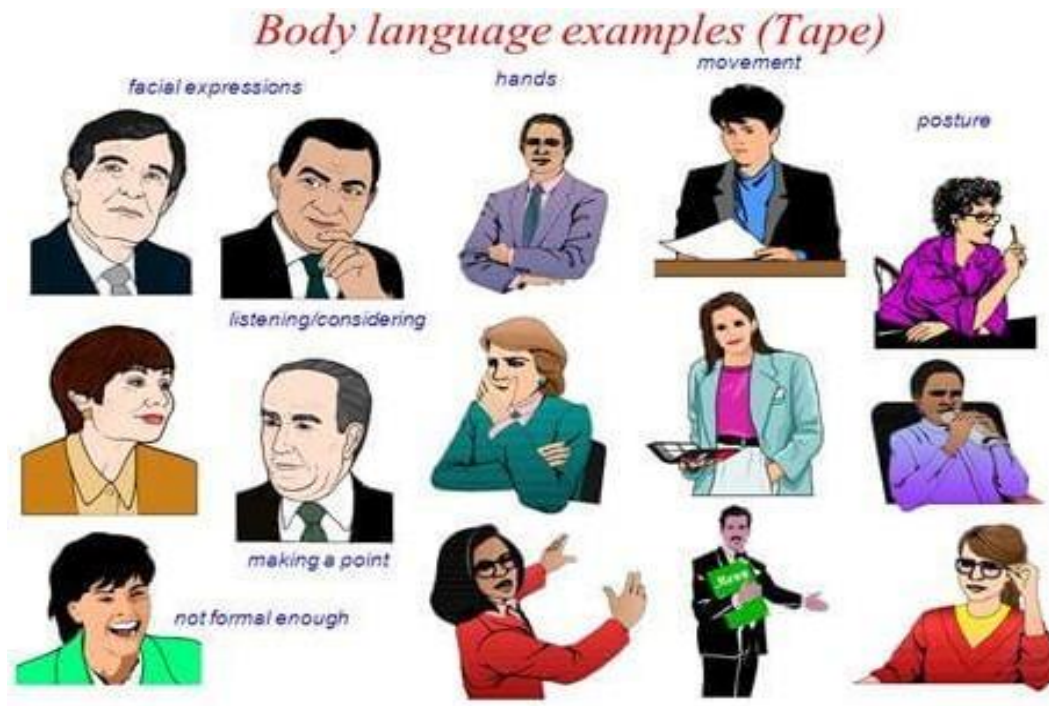
When you tilt your head to the side, it usually means you're listening intently and deeply interested in finding out the information you're being told. It can also mean you're concentrating very hard.

5. Steepling Your Fingers

Holding your fingertips together and your palms apart let people know you have authority and control. Bosses and politicians use this gesture often to show they're in charge.

6. Crossing Your Legs

The way you cross your legs can tell others a lot about you and how you're feeling at any given moment. If you cross them at the ankle, it may show that you're trying to hide something. If you cross them at the knee but point your knees away from the other person, you show you're uncomfortable with them. In most cases, the best option is to plant your feet firmly on the floor.



Figures of different Body languages

7. Pulling Your Ear

When you tug on your ear, it shows that you're trying to make a decision but just hasn't gotten there yet. You tend to look indecisive or noncommittal.

8. Putting Your Head In Your Hands

When you put your head in your hands, it might mean that you're bored, as if you're so weary of life that you just can't hold your head up anymore. Or, it can mean that you're upset or so ashamed you don't want to show your face.

9. Standing Up Straight

Standing erect with good posture shows you feel confident.

10. Gesturing with Your Hands Open and Palms Up

What you do with your hands makes a big difference in whether people trust you or not. Hold your hands open and gesture with your palms up to show that, no, you don't have anything hidden from them.

11. Eye Contact

You need to make eye contact with the person you're talking to if you want them to feel comfortable with the conversation and accept what you have to say. Scientists suggest that most people are comfortable with eye contact of about 3.2 seconds at a time if you're a stranger. When you become a friend, they usually don't mind having eye contact with you for longer at a time.

12. Looking Down

Looking at the floor or ground makes you appear weak and unconfident. Unless there's something you need to discuss down there, you need to keep your eyes on the level of the other person's face. When you break eye contact, as you should every few seconds, try looking to the side.

13. Rubbing Your Hands Together

Want to show how excited you are about a new project? Just rub your hands together vigorously.

14. Twisting Your Hair

Often, movies and TV shows use the gesture of twisting the hair to show flirting. That may be the meaning you get when someone twists their hair, especially if they look up at you through their lashes while they do it.

However, if you're in a job interview, you'll only look like your nervous and uncomfortable as you idly twist your hair.

15. Microexpressions

Microexpressions are extremely brief facial expressions that happen in about 1/25th of a second. They happen when you're trying to hold back your emotions. When you see someone showing a

microexpression, it usually means that they're trying to conceal something from you. However, if you learn to spot them, you can gain the advantage in any type of interaction.

16. Walking Briskly

When you want to show your self-confidence, walk briskly and with purpose. Whether you're going somewhere specific or not, walk as if you're striding confidently toward an important destination.

17. Placing Your Hand On Your Cheek

When you touch your cheek with your hand, you show that you're thinking and carefully evaluating the information you're receiving. When you see someone do this while you're talking to them, you can usually assume that they're taking you seriously enough to consider what you're saying.

18. Rubbing Your Eye

When you rub your eye, it usually means you doubt or disbelieve what you're hearing. If you see someone is rubbing their eye as you speak, you might benefit from stopping and asking for their feedback so that you can address their doubts.

19. Rubbing Or Touching Your Nose

When you rub or touch your nose, you appear dishonest. If you do it in a conversation that requires openness and honesty, you'll have trouble accomplishing your goals. And, if you see someone else rubbing their nose, it's a good indication that you need to be careful not to believe everything they tell you automatically.

20. Standing With Your Hands Clasped Behind Your Back

Take a position with your hands clasped behind your back, and others may read this as anger, apprehension, or frustration. It may feel like a nice, casual pose, but in reality, it can make others uncomfortable and wary of you. Figure is shown below.



21. Pinching The Bridge Of Your Nose

When you close your eyes and pinch the bridge of your nose, you seem to be making a negative evaluation of what's happening in the conversation. If someone takes this pose with you, you may need to take a different approach in enlisting their support for your goal.

22. Standing With Your Hands On Your Hips

This pose is tricky. In some cases, it can mean that you're feeling angry and may behave aggressively. In others, it may simply mean that you're enthusiastic and ready to get something done.

23. Palms open, facing upward.

An open palm is a sign of openness and honesty. It can be a show of submission - in older days when many people carried weapons, this was used to show that they were not holding one - or of sincerity and innocence. Some people open their palms during worship at church as a sign of submission and respect.

24. Head in hands.

Yet another example of body language that might mean a number of things, the head in hands move can demonstrate boredom, or it might show that a person is upset or ashamed and does not want to show their face.

25.Locked ankles.

When the ankles are locked together, either while standing or seated, it can communicate nervousness or apprehension.

26.Standing up straight, shoulders back.

This position shows that a person is feeling confident of him or herself, and is often accompanied with walking at a brisk stride.

27.Stroking of the beard or chin. When one strokes the chin, he or she is communicating deep thought. Such a motion is often used unintentionally when an individual is trying to come to a decision about a matter.

28.Pulling of the ear. People often pull the lobes of one of their ears when they are attempting to make a decision, but remain indecisive. This motion demonstrates the inability to come to a conclusion.

Each of these examples of body language clearly communicates a message even without saying a word. Now that you know about these examples, you can be on the lookout for people using body language in your every day interactions.

Occulesics - Eye behavior

Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's interest and response.

The eyes are often called, with some justification, 'the windows of the soul' as they can send many different non-verbal signals. Some of them are discussed below.

Sl no.	Eye-Movement and description.
1	Looking to Left Looking to the left and down while talking signifies that the speaker is either recollecting facts. Looking at left and straight means the speaker is having a self-conversation before re-engaging in a debate or conversation.

2	<p>Looking to Right</p> <p>Looking to the right and down while speaking signifies selfdoubt, whereas looking right and straight/up signifies lying. Looking to the right activates imagination and left activates memory.</p>
3	<p>Looking up</p> <p>When a person looks upwards they are often thinking. In particular they are probably making pictures in their head and thus may well be an indicator of a visual thinker. When they are delivering a speech or presentation, looking up may be their recalling their prepared words.</p> <p>Looking up may also be a signal of boredom as the person examines the surroundings in search of something more interesting.</p>
4	<p>Looking down</p> <p>Looking at a person can be an act of power and domination.</p> <p>Looking down can thus be a signal of submission. It can also indicate that the person is feeling guilty.</p> <p>Looking down and to the left can indicate that they are talking to themselves (look for slight movement of the lips). Looking down and to the right can indicate that they are attending to internal emotions.</p> <p>In many cultures where eye contact is a rude or dominant signal, people will look down when talking with others in order to show respect.</p>
5	<p>Looking sideways</p> <p>Much of our field of vision is in the horizontal plane, so when a person looks sideways, they are either looking away from what is in front of them or looking towards something that has taken their interest.</p> <p>A quick glance sideways can just be checking the source of a distraction to assess for threat or interest. It can also be done to show irritation ('I didn't appreciate that comment!').</p>
6	<p>Lateral movement</p> <p>Eyes moving from side-to-side can indicate shiftiness and lying, as if the person is looking for an escape route in case they are found out.</p> <p>Lateral movement can also happen when the person is being conspiratorial, as if they are checking that nobody else is listening.</p> <p>Eyes may also move back and forth sideways (and sometimes up and down)</p>
7	<p>Gazing</p> <p>Looking at something shows an interest in it</p>
8	<p>Staring</p> <p>Staring is generally done with eyes wider than usual, prolonged attention to something and with reduced blinking. It generally indicates particular interest in something or</p>

	<p>someone.</p> <p>Staring at a person can indicate shock and disbelief, particularly after hearing unexpected news.</p>
9	<p>Following</p> <p>The eyes will naturally follow movement of any kind. If the person is looking at something of interest then they will naturally keep looking at this. They also follow neutral or feared things in case the movement turns into a threat.</p> <p>This is used when sales people move something like a pen or finger up and down, guiding where the customer looks, including to eye contact and to parts of the product being sold.</p>
10	<p>Eyes Widening</p> <p>Eyes widening may signal wonder and surprise too. It can also be the reaction when you hear a joke at a time you least expected it.</p>
11	<p>Eyes Rolling</p> <p>Rolling eyes are a sign of disbelief. People who don't trust what you are saying tend to use this expression. It could also mean frustration.</p>
12	<p>Eyes Blinking</p> <p>Frequent blinking of eyelids means either you are participating in something that is too exciting or in something that is outright boring.</p>
13	<p>Eyes Winking</p> <p>Winking eyes suggest mischief and is normally used in between friends to pull off a joke on a seemingly unaware person.</p>
14	<p>Rubbing Eyes</p> <p>People rubbing eyes are either tired, sleepy or are in disbelief of what you are saying to them. It also signals frustration and irritation.</p>
15	<p>Closing</p> <p>Closing the eyes shuts out the world. This can mean 'I do not want to see what is in front of me, it is so terrible'.</p> <p>Sometimes when people are talking they close their eyes. This is an equivalent to turning away so eye contact can be avoided and any implied request for the other person to speak is effectively ignored.</p> <p>Visual thinkers may also close their eyes, sometimes when talking, so they can better see the internal images without external distraction.</p>

16	<p>Tears</p> <p>Actual tears that roll down the cheeks are often a symptom of extreme fear or sadness, although paradoxically you can also weep tears of joy.</p>
17	<p>Damp</p> <p>The tear ducts provide moisture to the eyes, both for washing them and for tears.</p> <p>Damp eyes can be suppressed weeping, indicating anxiety, fear or sadness. It can also indicate that the person has been crying recently.</p> <p>Dampness can also occur when the person is tired (this may be accompanied by redness of the eyes).</p>
18	<p>Eye contact</p> <p>Eye contact between two people is a powerful act of communication and may show interest, affection or dominance.</p> <p>Making eye contact</p> <p>Looking at a person acknowledges them and shows that you are interested in them, particularly if you look in their eyes.</p> <p>Breaking eye contact</p> <p>Breaking eye contact can indicate that something that has just been said that makes the person not want to sustain eye contact, for example that they are insulted, they have been found out, they feel threatened, etc. This can also happen when the person thinks something that causes the same internal discomfort.</p> <p>Long eye contact</p> <p>Eye contact longer than normal can have several different meanings.</p> <p>Eye contact often increases significantly when we are listening, and especially when we are paying close attention to what the other person is saying</p> <p>Limited eye contact</p> <p>When a person makes very little eye contact, they may be feeling insecure. They may also be lying and not want to be detected.</p> <p>In persuasion</p> <p>Eye contact is very important for persuasion. If you look at the other person and they do not look back at you, then their attention is likely elsewhere. Even if they hear you, the lack of eye contact reduces the personal connection.</p> <p>If you want to persuade or change minds, then the first step is to gain eye contact and then sustain it with regular reconnection.</p>

POSTURE

Posture: The word posture is derived from latin word (ponere) which means -to put or place || the general concept of human posture is refers to -the carriage of body as a whole, the attitude of the body or the position of the limbs (arms and legs)||

Body posture is the bearing or the position of the speakers body. It is a more or less stable stage and thus not to be confused with body gesture which are movements. Body posture can be characteristic and assumed for a special posture or it can correspond to the normal expectations in the context on a particular situation. Obviously one can be lying down , seating, or standing. Normally these are not the elements of posture that convey messages. Posture is understood through such indicators as directed of lean, body orientations, arm position, and body openness.

The basic body posture: The way you hold yourself, your posture makes a big contribution to your body language and conveys your level of self-confidence.

1. By orienting your body towards someone , you show attentiveness .
2. By falling away from them or leaning back , you show a lack of interest.
3. When we are feeling low in confidence and want to hide away, we hunch our shoulders and keep our head down
4. When we are feeling aggressive or are trying to defend our space , we puff ourselves up .
5. We see people walking, sitting or standing with dropped shoulders, a back and a dropped chin with a head tilted forward. They don't appear confident, happy , interesting, important, friendly and approachable.
6. Close posture: when we place some kind of barrier in front of our body indicate close posture. It indicate rejection or negative attitude towards the other person.
7. Open posture:when there are no barrier between yourself and the other person is called open posture. It indicate receptivity and acceptance.
8. Posture is used to determine a participant degree of attention or involvement, the difference in status between communicator and the level of fondness person has for other communicator.

Good posture: it is a position in which you hold your body upright against gravity while standing, sitting or lying down. Good postures involves training your body to stand, walk, sit and lie in position where the least strain is placed on supporting muscle and ligament during movement or weight bearing activities.

Proper posture

- i contribute to good appearance
- ii. help decrease the abnormal wearing of joints surface that could result in arthritis
- iii Decreases the stress on the ligaments holding the joints on the spine together
- iv prevents the spine from becoming fixed in abnormal position
- v prevents fatigue because muscles are been used more efficiently, allowing the body to use less energy
- vi prevents strain or overuse problem
- vii prevents backache and muscular pain
- viii keeps bone and joints in correct alignment

Factors behind bad posture

- i. Bad attitude
- ii. Obesity
- iii. Depression
- iv. Lack of confidence
- v. Pregnancy
- vi. Weak muscle
- vii. High heels shoes
- viii. Tight muscle
- ix. Poor work environment
- x. Poor sitting and standing habits

Negative aspects of a poor posture

- i. You look ill
- ii. You look depressed
- iii. You don't look confident

iv. You don't appear approachable

v You look shy

Positive aspects of a good posture

1. You look confident
2. You look happy
3. You look approachable
4. You look healthy

PROXEMICS

Proxemics is a theory of non-verbal communication that explains how people perceive and use space to achieve communication goals. Introduced by anthropologist Edward T. Hall in the 1960s, the theory emerged from studies of animal behavior demonstrated territoriality in the 19th and early 20th centuries the term territoriality is still used in the study of proxemics to explain human behavior regarding personal space. Hargie & Dickson identify 4 such territories.

Types of Territories in Proxemics

There are four main kinds of territories in proxemics:

- 1. Body Territory** – refers to the personal space, or -bubble, that one maintains around their person.
- 2. Primary Territory** – one's home, vehicle or other living space.
- 3. Secondary Territory** – a structured place where entry is reserved for particular individuals and certain norms are expected, such as a school, office or church.
- 4. Public Territory** – an open space where anyone can come and go, such as a park or shopping mall. Territories can overlap. For example, a book club might meet in a person's home. For the homeowner, the home is a primary territory. For the book club members, it's a secondary territory. Territories function as a way to protect their owners' comfort, interests and possessions from unwelcome invaders.

Why the distance is needed: Regulating the distance between other people and provide several benefits including:

- 1. Safety:** When people are at distant, it means they are creating a safe zone for themselves.

2. Communication: People also maintain distance, it means when they want to communicate they maintain their own distance depending upon their choice, if it is normal conversation distance is normal but when the conversation is secret the distance is closer.

3. Threat: When the people are at distance it means they are maintaining it knowingly as there is chance of threat, so in order to prevent threat they do so.

Interpersonal distance from various categories of Interaction:

The following zone shows the proximity between the speaker and listener in a conversational setting. It can be used to assist a speaker in determining how far away he/she should be from his/her audience, and to show what volume she/he should use in speaking to the audience.

Social distance: the social distances here are approximate and will vary with people. But they are still good general rule.

These include:

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

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

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

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

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

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

Each of the previous types of proximity are heavily influence by people's perception of what the "correct" type of distance should be in a certain situation.

Meaning of visual communication

The communication which is done through sight is called *visual communication*. Such as facial expression, gesture, eye contact, signals, map, chart, poster etc. it also includes graphic design, illustration and animation, books, print, magazines, screen-based media, interactive web design, short film, design for advertising, promotion, corporate identity and packaging design etc.

Visual presentation of information and data is having an increasing impact on our practical life. In spite of having impact on our life, visual communication is not alone sufficient for exchanging information. For example to indicate ‘_danger’ we use red sign, to indicate ‘_no smoking’; we use an image showing a lighted cigarette with across mark on it etc.

So, visual communication is a communication where the ideas and information can be read or viewed through the means of visual aid.

Advantages of visual communication

Now-a-days, most of the business organizations are using visual techniques to present the information. It is becoming very popular day by day. Visual presentation is beneficial for many reasons. Some of them are as follows:

1. **Effective for illiterate receiver:** If the receivers are illiterate, the visual communication will be more effective to exchange information. They can easily understand the information that is presented visually.
2. **Helps in oral communication:** Visual techniques can be used with **oral communication**. Oral communication becomes more meaningful if graphs, pictures and diagrams are used with it.
3. **Easy explanation:** Everyone can explain the meaning of it very easily. Easy explanation has made the visual techniques more popular.
4. **Simple presentation:** Complex information, data and figures can be easily presented very simply on graphs, pictures and diagrams.
5. **Prevents wastage of time:** Visual techniques help to prevent the wastage of time. Written and oral communication takes much time to exchange information. But number of receivers can be communicated at a time through visual methods.
6. **Helps in quick decision:** Visual communication helps to take quick decision. So management prefers visual techniques to communicate with others.
7. **Popular:** Visual communication is very much popular because people do not like much speech and long explanation rather than a chart or a diagram.
8. **Others:** Artful presentation, Ads impact to the information, quicker understanding.

Disadvantages of visual communication:

There are some **limitations of visual communication** as follows:

1. **Costly:** The visual methods of communication are more costly than those of other methods. To draw maps, charts, diagram is costly. That is why only large company or organization can use this technique.
2. **Complex presentation:** Sometimes visual presentation of information becomes complex. The receivers cannot understand the meaning of the presentation.
3. **Incomplete method:** This technique is considered as an incomplete method. Visual presentation is not sufficient to communicate effectively and clearly but also it can be successfully used with oral communication.
4. **Wastage of time:** Sometimes visual techniques take much time to communicate. Whereas **oral communication** takes no time to exchange information.
5. **Difficult to understand:** Difficult to understand and requires a lot of repetitions in visual communication. Since it uses gestures, facial expressions, eye contact, touch etc. for communicating with others which may not be understandable for the simple and foolish people.
6. **Problem for general readers:** General people are not prefers to communicate through visual communication with others. Sometimes it cannot create an impression upon people or listeners. It is less influential and cannot be used everywhere.
7. **Others:** Ambiguity, situational problem, delays in taking decision.

Audio communication: Audio communication is any form of transmission that is based on hearing. Audio communicative forms are found in such platforms as audio books, television, movie soundtracks and music records.

The audible part of communication is based on signals that reach a single person or groups of people. For instance, music is an auditory medium that incorporates instruments and vocals in an organized and continuous manner for the listener. Audio transmissions can also be found in commercials.

Human hearing is necessary to receive audio transmissions that come from a person or media format. Audible communication typically comes from the mouth in the form of spoken language.

Advantages

1. Gets the attention of the participants
2. Easy to follow
3. Participants feel more engaged
4. Easier to explain or put things in perspective
5. easier to remember
6. Helps keep mistakes at a minimum

Disadvantages

1. Its easier to lose focus
2. Requires a well designed presentation or material
3. Participants might pay more attention to the graphics than the audio