



SURESH
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Master of Arts
(English)

Language and Communication Skills -1
Semester-I

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Language and Communication Skills -1

Learning Outcomes

The student will be able to understand:

Unit I

- Learners will be proficient in avoiding common mistakes such as subject-verb disagreement in complex sentences or with indefinite pronouns.
- Learners will be able to use prepositions appropriately in various contexts, understanding their role in indicating relationships between objects, locations, and time.
- Learners will use linking words effectively to create clear and cohesive sentences, paragraphs, and essays.

Unit II

- Learners will demonstrate the ability to convert sentences from active to passive and vice versa, understanding the impact on sentence structure and emphasis.
- Learners will be able to identify direct and indirect speech in written and spoken communication.
- Learners will recognize and understand the various tenses in English (present, past, future, and their progressive and perfect forms).

Unit III

- Learners will develop the ability to condense and summarize lengthy passages while maintaining the core ideas and key information.
- Learners will focus on creating paragraphs with a single, unified theme and ensuring coherence through the use of appropriate transitions and logical organization.
- Learners will use abbreviations, symbols, and concise language to represent information efficiently while maintaining clarity in their notes.

Unit IV

- Learners will focus on developing paragraphs that center around a clear topic sentence, providing supporting details and transitions for coherence.
- Learners will be able to analyze and critically evaluate information, presenting a thoughtful and well-reasoned discussion in their essays.
- Learners will master the art of crafting engaging introductions that provide context and conclusions that summarize key points and leave a lasting impression.

Unit V

- Learners will develop the ability to identify common barriers to communication, including physical, psychological, and semantic barriers.
- Learners will strive for clarity and conciseness in their communication, avoiding ambiguity and unnecessary complexity.
- Learners will develop emotional intelligence, recognizing and managing their own emotions during communication.

LANGUAGE AND COMMUNICATION SKILLS SYLLABUS

UNIT I

GRAMMAR

Subject-Verb Agreement (Concord), Linking Words (Conjunctions), Preposition

UNIT II

TRANSFORMATION OF SENTENCES

Active and passive Voice, Direct and Indirect Speech, Tenses

UNIT III

COMPOSITION

Précis writing, Paragraph Writing, Note Making

UNIT IV

LETTER WRITING

Formal and Informal

UNIT V

ELEMENTS OF COMMUNICATION

Communication: Meaning, Importance, and Process, Barriers to Communication, Qualities of Good Communication

UNIT

I

GRAMMAR

STRUCTURE

- 1.1 Learning Objective
- 1.2 Introduction
- 1.3 Subject-Verb Agreement (Concord)
- 1.4 Linking Words (Conjunctions)
- 1.5 Preposition
- 1.6 Chapter Summary
- 1.7 Review Questions
- 1.8 Multiple Choice Questions



1.1 LEARNING OBJECTIVE

After completion of this unit, student will able to:

- Write grammatically correct sentences having a perfect harmony between the subject and the verb.
- Understand rules of the concord.
- Avoid errors of verbs regarding their being singular or plural and use the correct number and person of the verb in a sentence.

1.2 INTRODUCTION

There are several different types of English. While there are some obvious examples of different varieties (e.g., American and British English), there are other differing types, such as formal vs. informal English or verbal vs. written English. There are also different varieties of English that are unique to cultural, societal, or professional groups.

While all of these types of English are equally dynamic and complex, each variety is appropriate in different situations. When you're talking to your friends, you should use slang and cultural references—if you speak in formal language, you can easily come off as stiff. If you're sending a quick casual message—via social media or texting—don't worry too much about capitalization or strict punctuation. Feel free to have five exclamation points standing alone, if that gets your point across.

icon of a toolbox However, there's this thing called Standard American English. This English is used in professional and academic settings. This is so people can communicate and understand each other. How many times have you heard people of older generations ask just what smh or rn mean? While this online jargon is great for quick communication, it isn't formal: it isn't a part of the commonly accepted conventions that make up Standard American English.

Grammar is a set of rules and conventions that dictate how Standard American English works. These rules are simply tools that speaker of a language can use. When you learn how to use the language, you can craft your message to communicate exactly what you want to convey.

1.3 SUBJECT-VERB AGREEMENT (CONCORD)

Subject-Verb Agreement means that subjects and verbs must always agree with each other. The verb changes its form to indicate the tense but it also changes its form to indicate the number of subjects in a sentence.

For example, let's take the verb "eat." In the present tense, the verb "eat" changes form to show that its subject is singular when its subject is anything but "I" or "you."

	SINGULAR SUBJECT	PLURAL SUBJECT
FIRST PERSON	I WALK	WE WALK
SECOND PERSON	YOU WALK	YOU ALL WALK
THIRD PERSON	HE WALKS, SHE WALKS, THE BOY WALKS	THEY WALK

- Did you identify the third person singular verb, 's' is added to the verb form? All the present tense verbs have an 's' added after the verb when they are used in the third person singular forms.
- Think for a moment about the verbs, run, eat, walk, cry, study and work. Provide these verbs with a subject "I". I run, I walk, I eat, the pronoun "I" is the only word that can be a first-person subject; the word "you" is the only word that can be a subject for the second form of the verb. The present tense verb for "you" is the same as "I" you walk, you sit, you sleep.
- When we change the subject to 'she', 'he' or 'the girl' we must add a suffix i.e., "s" to each verb. The girl walks, she walks, he runs and the dog sleeps. Etc.

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Rules for Subject-Verb Agreement

- The verb must agree with the subject in Number and Person.
- If the subject is singular, the verb should also be singular.
- If the subject is plural, the verb should also be plural, e.g., He is a good boy. (Singular subject, singular verb) They are good players (plural subject, plural verb)
- When two or more singular subjects are joined together by 'and', plural verb is used. e.g., Ram and Sham are playing a game. He and his friends have arrived.
- If two singular nouns refer to the same person or thing, the verb must be singular, e.g., My friend and benefactor has come. By the death of Gokhale a great statesman and patriot was lost to India. It should be noted that the article is used only once if the two nouns refer to the same person. If different persons were referred to, the article would be used before each noun and the verb would be plural. e.g., The orator and the statesman are dead.
- If two subjects together express one idea, the verb will be in the singular, e.g., Early to bed and early to rise makes a man healthy, wealthy and wise. Slow and steady wins the race.
- If singular subjects have 'each' or 'every' before them, the verb is usually singular. e.g., Every man, woman and child were lost. Each day and each hour bring its duty.
- Two or more singular subjects connected by 'or', 'nor', 'either', 'neither' or 'nor' take a verb in the singular, e.g., Neither Hari nor Ravi has come. No nook or corner was left unexplored.
- When the subjects joined by 'or', 'nor' are of different numbers, the verb must be plural, and the plural subject must be placed next to the verb. e.g., Hari or his brothers have done this. Either the boy or his parents have gone there.
- When the subjects joined by 'or', 'nor' are of different persons, the verb agrees in person with the one nearest to it, e.g., Either he or I am mistaken. Neither you nor he is to blame.
- A collective noun takes a singular verb when the collection is thought of as a whole. e.g., The counsel has chosen its president. The fleet has set sail.

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- It should however be kept in mind that if the individuals of which the collective noun is composed of are thought of, it can take a plural verb. e.g., The military work called out. The crew were taken prisoners.
- Some nouns which are plural in form, but singular in meaning, take a singular verb, e.g., The news is true. Physics is a branch of natural science.
- When a plural noun counts between a singular subject and its verb, the verb used is singular in form. e.g., Each of the sisters is clever. A variety of objects charms the eye. The quality of the mangoes was not good.
- Words joined to a singular subject by with, together with, in addition to or as well as are parenthetical and therefore do not affect the number of verbs. e.g., The chief, with all his men, was killed Justice as well as mercy, allows.
- When the subject of the verb is a relative pronoun, care should be taken to see that the verb agrees in number and person with the antecedent of the relative. e.g., I, who am your friend, will guard your interest. You, who are my friend, should not worry me.
- The title of a book, play, story, musical composition and the name of a country, even though plural in form take a singular verb, e.g., Sons and Lovers is an interesting Novel. The United States of America is a developed country.

Solved Examples

1. The lady in the car (look/looks) like your mother.
2. Most of the milk (is/are) gone.
3. One of the flowers (has/have) wilted.
4. Either Ram or Shyam (is/are) coming today.
5. Here (is/are) the newspaper.
6. The group of dancers (is/are) here.
7. Civics (is/are) my favorite subject.

Solution:

1. The lady in the car looks like your mother.
2. Most of the milk is gone.
3. One of the flowers has wilted.
4. Either Ram or Shyam is coming today.
5. Here is the newspaper.
6. The group of dancers is OR are here.
7. Civics is my favorite subject.

1.4 LINKING WORDS (CONJUNCTIONS)**Definition of conjunction**

A conjunction is a part of speech in English Grammar that is used to join clauses, phrases, and words together to construct meaningful sentences. Suitable conjunctions are used

to form a link between or among words or groups of words and parts of a sentence and establish a relationship between or among them. Coordination of words is the main purpose of conjunction. Some commonly used conjunctions are “but”, “and”, “when”, “for”, “although” etc. Let us try to define conjunction with an example:

1. Rayan likes bacon and eggs for breakfast.

In this sentence, the two words i.e., bacon + eggs, are joined together by the conjunction and to show how the ideas are related to each other.

Let us look into some similar joining of clauses, phrases and words with appropriate conjunction:

2. Taniya has to finish her homework before she can go to bed.
3. Shilpa is hurt but she still wants to play for the team.

Types of Conjunctions

1. **Coordinating conjunctions**– are single words that join similar words or phrases or elements.
2. **Subordinating conjunctions**– also join similar words, phrases or elements but exist in pairs.
3. **Correlative conjunctions**- They are actually adverbs that are used as conjunctions.

Example:

- Alex and Robin are playing together.
- Alex plays well, but Robin plays better than him.
- I play cricket, and Robin plays football.
- When he was sick, I went to see him.

Coordinating Conjunctions

The job of a **coordinating conjunction** is to join two words, phrases, or independent clauses, which are parallel in structure. There are seven coordinating conjunctions which are by far the most common conjunctions: **and, but, for, nor, or, so, yet**.

It's easier to memorize the seven Coordinating Conjunctions with the acronym - **FANBOYS**.

For - I was meaning to leave soon, **for** I was getting late to the next class.

And - Freya left quickly **and** I was worried about her.

Nor - They weren't up for athletics **nor** was I.

But - We were running late **but** it wasn't possible to get out of here anytime soon

Or - Is it okay **or** should I go for the last laugh?

Yet - It was early in the morning **yet** we were all ready to go home.

So - He was panicking **so** we were cautious.

Example:

- We went to the stadium and enjoyed the cricket match.
- Do you want ice cream or would some chocolates be more preferable?





- Go away and never come back.

Correlative Conjunctions

Correlative conjunction uses a set of words in a parallel sentence structure to show a contrast or to compare the equal parts of a sentence. The words of correlative conjunctions have a special connection between them.

The correlative conjunctions are ***not only - but also, either- or, neither - nor, both - and, not - but, whether - or*** etc.

Example:

- Neither Alex nor Robin can play baseball.
- I want both ice cream and cereal
- He ate not only the ice cream but also the chocolate.
- Rina is both the CEO and Managing Director of the company.
- She didn't know whether to call in or wait her turn.

Subordinating Conjunctions

A **subordinating conjunction** joins elements of an unparallel sentence structure. These elements are usually a dependent clause and an independent clause.

The most commonly used subordinating conjunctions are:

After, how, than, when, although, if, that, where, as, in order that, though, which, as much as, inasmuch as, unless, while, because, provided, until, who/whom, before, since, what, whoever and whomever.

Example:

- Before we left home, I had had my breakfast.
- Provided they come, we can start class Tuesday.
- When he was washing my car, I went to the store.
- Even though the weather was horrible, they still went outside.

Compound Conjunction

These are conjunctions that have two or three parts. Each and every part of these does not have to be conjunctions themselves. The parts become inseparable in the sense that they tend to pop up next to one another more often and not.

Examples:

- We love to go skinny dipping **as well as** busking in the sun.
- He acted **as if** it were his first time under the sun.
- I made a deal to see them **provided that** I was assured police protection.
- I hurried out of the room **so that** I didn't have to listen to her anymore.

CHECK YOUR PROGRESS

1. What is subject verb agreement?
2. Explain linking words.
3. Explain prepositions.
4. Discuss about the types of prepositions.
5. Explain the types of conjunctions.

1.5 PREPOSITION

A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. They act to connect the people, objects, time and locations of a sentence. **Prepositions are usually short words, and they are normally placed directly in front of nouns. In some cases, you'll find prepositions in front of gerund verbs.**

A nice way to think about prepositions is as the words that help glue a sentence together. They do this by expressing position and movement, possession, time and how an action is completed.

Indeed, several of the most frequently used words in all of English, such as *of, to, for, with, on* and *at*, are prepositions. Explaining prepositions can seem complicated, but they are a common part of language and most of us use them naturally without even thinking about it.

In fact, it's interesting to note that prepositions are regarded as a 'closed class' of words in the English language. This means, unlike verbs and nouns, no new words are added to this group over time. In a way, it reflects their role as the functional workhorse of the sentence. They are unassuming and subtle, yet vitally important to the meaning of language.

There are two very important rules to remember when using prepositions. Because they are somewhat vague, learning about prepositions and using them correctly in sentences takes practice. Because 1:1 translation is often impossible when dealing with prepositions, even the most advanced English students have some difficulty at first.

- The first rule is that to make sentences clear, specific prepositions are needed. For example, the preposition *in* means one thing and the preposition *on* cannot substitute for it in all cases. Some prepositions are interchangeable but not always. The correct preposition means one particular thing and using a different preposition will give the sentence a very different meaning. *I want to see you **in** the house now, Bill!* means something very different from *I want to see you **on** the house now, Bill!* **In** the house means Bill should go through the door, walk inside, and stand in the hall or living room. **On** the house means Bill would need to get a ladder and climb to the roof where he would be *on top of* the house.
- The second rule for using prepositions is that prepositions are generally followed by nouns or pronouns. There was a time in the past when teachers held strictly to this rule, but it made for some clunky sentences. *I am seeking someone I can depend on* ends with the preposition *on*, so people who insisted that sentences shouldn't end with a preposition would be forced to use convoluted and unnatural





phrasing. To avoid ending that sentence above with a preposition, you'd have to say, *someone I can depend on is whom I am seeking*.

- There are more than 100 prepositions in the English language. In addition, there are endless possibilities for creating **prepositional phrases**, phrases that begin with a preposition and end with a noun or pronoun. In the following sections, you will find examples of prepositions, types of prepositions, a comprehensive list of prepositions, and some helpful preposition exercises. As you read the examples and study the list, remember that prepositions usually convey concepts such as comparison, direction, place, purpose, source possession, and time.

Examples of Prepositions

In the following sentences, examples of prepositions have been italicized. As you read, consider how using different prepositions or even different types of prepositions in place of the examples might change the relationship between the rest of the words in the sentence.

- I prefer to read *in* the library.
- He climbed *up* the ladder to get *onto* the roof.
- Please sign your name *on* the dotted line *after* you read the contract.
- Go *down* the stairs and *through* the door.
- He swam *across* the pool.
- Take your brother *with* you.

Type of Prepositions

1. Prepositions of Time

Basic examples of time prepositions include: *at*, *on*, *in*, *before* and *after*. They are used to help indicate when something happened, happens or will happen. It can get a little confusing though, as many different prepositions can be used.

Prepositions of time examples in the following sentences are in bold for easy identification.

For example:

- I was born **on** July 4th, 1982.
- I was born **in** 1982.
- I was born **at** exactly 2am.
- I was born two minutes **before** my twin brother.
- I was born **after** the Great War ended.

The above makes it seem quite difficult, with five different prepositions used to indicate when something happened. However, there is a set of guidelines that can help decide which preposition to use:

For years, months, seasons, centuries and times of day, use the preposition *in*:

- I first met John **in** 1987.

- It's always cold **in** January
- Easter falls **in** spring each year.
- The Second World War occurred **in** the 20th century.
- We eat breakfast **in** the morning.

For days, dates and specific holiday days, use the preposition *on*:

- We go to school **on** Mondays, but not **on** Sunday
- Christmas is **on** December 25th.
- Buy me a present **on** my birthday.

For times, indicators of exception and festivals, use the preposition *at*:

- Families often argue **at** Christmas time.
- I work faster **at** night.
- Her shift finished **at** 7pm.

Before and **after** should be much easier to understand than the other examples of prepositions of time. Both are used to explain when something happened, happens or will happen, but specifically in relation to another thing.

- **Before** I discovered this bar, I used to go straight home **after** work.
- We will not leave **before** 3pm.
- David comes **before** Bryan in the line, but **after** Louise.

Other prepositions of time could include: *During, about, around, until and throughout.*

- The concert will be staged **throughout** the month of May.
- I learned how to ski **during** the holidays.
- He usually arrives **around** 3pm.
- It was **about** six in the morning when we made it to bed.
- The store is open **until** midnight.

2. Prepositions of Place

To confuse matters a bit, the most common prepositions to indicate time – **on, at, in** – are also the most common prepositions to indicate position. However, the rules are a little clearer as place prepositions are a more rigid concept than time prepositions.

Prepositions of place examples in the following sentences are in bold for easy identification.

- The cat is **on** the table.
- The dogs are **in** the kennel.
- We can meet **at** the crossroads.

The guidelines can be broken down as follows:

On is used when referring to something with a surface:



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- The sculpture hangs **on** the wall.
- The images are **on** the page.
- The specials are **on** the menu, which is **on** the table.

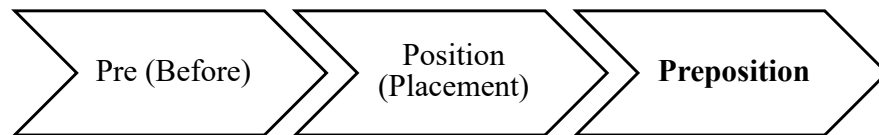
Uses of preposition with examples

Prepositions are the words that join a noun, pronoun or the noun phrases and make each sentence complete. However, learning preposition is little tricky and hence, students should be conscious while reading a book or other documents and check the usage of the preposition.

Examples:

To the office, on the table, about myself, in a few minutes, at my place, etc. Here, 'to', 'on', 'about', 'in' and 'at' are the prepositions.

Moreover, prepositions are used in the sentences to indicate a location, direction, time or sometimes, to introduce an object. Some common prepositions and their applications in the sentences are mentioned here.



Prepositions

On:

- On (refers a surface of something)- I kept the dishes on the kitchen slab.
- On (specifies days and dates)- I will come on Tuesday.
- Vishal was born on 15th August.
- On (refers TV or other devices)- She is on the phone.
- My favourite movie will be on OTT now.
- On (refers the parts of the body) — I keep wearing my birthday cap on my head.
- On (to refer a state)- The products available in the store are on flat sale.

At:

- At (to indicate a place)- There are a good number of people at the park.
- At (to refer an email address)- Please mail in detail @ (at) radha@def.com
- At (to refer a time) — Meet me at 5 p.m. tomorrow.
- At (indicate one's activity)-John laughed at my acting in the play.

In:

- In (to indicate a location)- I am in my friend's place now.
- In (used while doing something) — The tagline should be catchy in marketing a product.

- In (to indicate opinion, belief, feeling, etc.)- I believe in hardworking.
- In (specify day, month, season, year) — I prefer to do Maths in the morning.
- The new academic session will commence in March.
- In (to indicate colour, shape and size) — This dress comes in four sizes.

To:

- To (to indicate the direction, place)- The friends went to the restaurant.
- I am heading to my college.
- To (to indicate relationship) - Do not respond to the annoying persons.
- Your answer is important to me.
- To (to indicate a limit) - The old newspapers were piled up to the roof.
- To (to refer a period) - I am here from 10 to 5.

Of:

- Of (to indicate relating to, belonging to) - I always dreamed of being famous.
- Of (to indicate reference) - This is a picture of my last birthday.
- Of (to specify the number or an amount) - A good number of people understand Hindi.

For:

- For (to indicate the reason or because of) - I am really happy for you.
- For (to indicate the duration or time) - I attended the session for one year only.
- For (specify the use of something) - She is preparing for her final exam.

1.6 CHAPTER SUMMARY

There are several different types of English. While there are some obvious examples of different varieties (e.g., American and British English), there are other differing types, such as formal vs. informal English or verbal vs. written English. There are also different varieties of English that are unique to cultural, societal, or professional groups. While all of these types of English are equally dynamic and complex, each variety is appropriate in different situations. When you're talking to your friends, you should use slang and cultural references—if you speak in formal language, you can easily come off as stiff. If you're sending a quick casual message—via social media or texting—don't worry too much about capitalization or strict punctuation. Feel free to have five exclamation points standing alone, if that gets your point across. Subject-Verb Agreement means that subjects and verbs must always agree with each other. The verb changes its form to indicate the tense but it also changes its form to indicate the number of subjects in a sentence. A conjunction is a part of speech in English Grammar that is used to join clauses, phrases, and words together to construct meaningful sentences. Suitable conjunctions are used to form a link between or among words or groups of words and parts of a sentence and establish a relationship between or among them. **A preposition is a word used**





to link nouns, pronouns, or phrases to other words within a sentence. They act to connect the people, objects, time and locations of a sentence. **Prepositions are usually short words, and they are normally placed directly in front of nouns. In some cases, you'll find prepositions in front of gerund verbs.**

1.7 REVIEW QUESTIONS

1. Fill the blanks with an appropriate linking word:

- a. This is Jack's new mountain bike, _____ he got from his parents. He locks it up every evening _____ nobody can steal it.
- b. _____ my father loves jazz; he doesn't often listen to it.
- c. _____ we were driving through the countryside; we saw lots of nice villages.
- d. Honda makes cars _____ motorcycles.
- e. Our flight attendants must be able to speak _____ English and Spanish.

2. In the given below sentences underline the hidden prepositions:

- a. He sat on the chair.
- b. There is some milk in the fridge.
- c. She was hiding under the table.
- d. The cat jumped off the counter.
- e. He drove over the bridge.
- f. She lost her ring at the beach.
- g. The book belongs to Anthony.
- h. They were sitting by the tree.

3. Tick the correct subject verb agreement:

- a. John and his brother (is/are) playing football.
- b. Aryan (do not/does not) like to play basketball.
- c. Either of you (have/has) stolen the book.
- d. Your pants (is/are) in the top shelf.
- e. My family (belongs/belong) to the Mahou tribe.
- f. Mr, Swamy as well as his family (is/are) quite humble.
- g. Mary (sing/sings) very well.
- h. The novel, including all the essays (take/takes) about two hours to read.
- i. They (eat/eats) lunch together everyday.
- j. The players as well as the coach (want/wants) to win.

4. Fill in the blanks with correct form of the verb:

- a. Two and two four.
- b. Bread and butter take wholesome food.
- c. Gulliver's travels written by swift.
- d. A good man and useful citizenpassed away.
- e. Each of the boys..... Rewarded.

1.8 MULTIPLE CHOICE QUESTIONS

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1. **A preposition is a word used to link _____.**
 - a. Nouns
 - b. Pronouns
 - c. Phrases
 - d. All of the above
2. **There are _____ prepositions in the English language.**
 - a. 100+
 - b. 88
 - c. 93
 - d. None of the above
3. **Prepositions are usually _____.**
 - a. Long words
 - b. Short words
 - c. Both A and B
 - d. None of the above
4. **_____ uses a set of words in a parallel sentence structure.**
 - a. Prepositions
 - b. Verb
 - c. Correlative conjunction
 - d. All of the above
5. **I'm getting good grades _____ I study every day.**
 - a. Or
 - b. Yet
 - c. But
 - d. Because
6. **We walked the edge of the desert.**
 - a. As far as
 - b. Up to
 - c. Until
 - d. Yet
7. **It is another three weeks the holidays.**
 - a. To
 - b. Until
 - c. For
 - d. Up to
8. **I don't know how she manages to support such a large family. She has nothing her pension.**
 - a. Besides
 - b. Except

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- c. Apart from
 - d. All of the above
9. **Are you wearing anything? your sweater?**
- a. Below
 - b. Under
 - c. Underneath
 - d. Either under or underneath
10. **Do you mind? I was _____ you!**
- a. In front of
 - b. In front off
 - c. Before
 - d. Near

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TRANSFORMATION OF SENTENCES

STRUCTURE

- 2.1 Learning Objective
- 2.2 Active and Passive Voice
- 2.3 Direct and Indirect Speech
- 2.4 Tenses
- 2.5 Review Questions
- 2.6 Multiple Choice Questions



2.1 LEARNING OBJECTIVE

After completion of this unit, student will be able to:

- Get well versed given grammatical terms.
- Know about the rules of basic tenses.
- Brighten up their communication skills.

2.2 ACTIVE AND PASSIVE VOICE

Voice refers to the form of a verb that indicates when a grammatical subject performs the action or is the receiver of the action. When a sentence is written in the active voice, the subject performs the action; in the passive voice, the subject receives the action. In academic writing, it is generally preferred to choose an active verb and pair it with a subject that names the person or thing doing or performing the action. Active verbs are stronger and usually more emphatic than forms of the verb “be” or verbs in the passive voice.

Active: The award-winning chef prepares each meal with loving care.

Passive: Each meal is prepared with loving care by the award-winning chef.

In the above example of an active sentence, the simple subject is “chef” and “prepares” is the **verb**: the chef prepares “each meal with loving care.” In the passive sentence, “meal” is the simple subject and “is prepared” is the verb: each meal is prepared “by the award-winning chef.” In effect, the object of the active sentence becomes the subject in the passive sentence. Although both sentences have the same basic components, their structure makes them different from each other. Active sentences are about what people (or things) do, while passive sentences are about what happens to people (or things).

Active and Passive Voice Rules for Present Simple Tense

Active Voice	Passive Voice (Auxiliary Verb – is/am/are)
Subject + V1+s/es+ object	Object+ is/am/are+ V3+ by + subject
Subject + Do/does+ not + V1 + Object	Object + is/am/are+ not + V3+ by Subject
Does+ Subject+ V1+Object+?	Is/am/are + Object+ V3+ by subject +?

Active and Passive Voice Example with Answers of Present Simple Tense

Active: He reads a novel.

Passive: A novel is read.

Active: He does not cook food.

Passive: Food is not cooked by him.

Active: Does he purchase books?

Passive: Are books purchased by him?

Active: They grow plants.

Passive: Plants are grown by them.

Active: She teaches me.

Passive: I am taught by her.

Active and Passive Voice Rules for Present Continuous Tense

Active Voice	Passive Voice (Auxiliary Verb - has/have +been)
Subject + is/am/are+ v1+ ing + object	Object+ is/am/are+ being+ V3+ by + subject
Subject + is/am/are+ not+ v1+ ing+ object	Object + is/am/are+ not + being+V3+ by Subject
Is/am/are+ subject+v1+ing + object+?	Is/am/are + Object+ V3+ by subject +?

Active and Passive Voice Exercises of Present Continuous Tense

Active: Esha is singing a song.

Passive: A song is being sung by Esha.

Active: Kritika is not chopping vegetables.

Passive: Vegetables are not being chopped by Kritika.

Active: Is Ritika buying a table?

Passive: Is a table being bought by Ritika?

Active: They are serving poor people.

Passive: Poor people are being served by them.

Active: She is disturbing Danish.

Passive: Danish is being disturbed by her.

Active and Passive Voice Rules for Present Perfect Tense

Active Voice	Passive Voice (Auxiliary Verb - was/were)
Subject + has/have+ v3+ object	Object+ has/have+ been+ V3+ by + subject
Subject + has/have+ not+ v3+ object	Object + has/have+ not + been+V3+ by Subject
Has/have+ subject+ v3 + object+?	Has/Have + Object+ been+V3+ by subject +?

Active and Passive Voice Example with Answers of Present Perfect Tense

Active: Nitesh has challenged her.

Passive: She has been challenged by Nitesh.

Active: Radhika has not written an article.

Passive: An article has not been written by Radhika.

Active: Have they left the apartment?



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Passive: Has apartment been left by them?

Active: She has created this masterpiece.

Passive: This masterpiece has been created by her.

Active: I have read the newspaper.

Passive: The newspaper has been read by me.

Active and Passive Voice Rules for Past Simple Tense:

Active Voice	Passive Voice (Auxiliary Verb - was/were + being)
Subject + V2+ object	Object+ was/were V3+ by + subject
Subject +did+ not+v1+ object	Object + was/were+ not +V3+ by Subject
Did+ subject+V1+ object+?	Was/were + Object+ V3+ by subject +?

Active and Passive Voice Exercises of Past Simple Tense:

Active: Reema cleaned the floor.

Passive: The floor was cleaned by Reema.

Active: Aisha bought a bicycle.

Passive: A bicycle was bought by Aisha.

Active: Naman called my friends.

Passive: My friends were called by Naman.

Active: I saved him.

Passive: He was saved by me.

Active: Miraa paid the bills.

Passive: The bills were paid by Miraa.

Active and Passive Voice Rules for Past Continuous Tense:

Active Voice	Passive Voice (Auxiliary Verb - had +been)
Subject + was/were + v1+ing+ object.	Object+ was/were +being+V3+ by + subject
Subject +was/were+ not+v1+ing + object	Object + was/were+ not +being+V3+ by Subject
Was/were+ Subject + V1+ing + object+?	Was/were + Object+ being+v3+ by+ subject+?

Active and Passive Voice Examples with Answers of Past Continuous Tense:

Active: Nikita was painting the wall.

Passive: The wall was being painted by Nikita.

Active: Manish was repairing the car.

Passive: The car was being repaired by Manish.

Active: Were you reciting the poem?

Passive: Was the poem being recited?

Active: She was baking the cake.

Passive: The cake was being baked by her.

Active: She was watching me.

Passive: I was being watched by her.

Active and Passive Voice Rules for Past Perfect Tense:

Active Voice	Passive Voice (Auxiliary Verb - will+ be)
Subject + had + v3+ object.	Object+ had+ been +V3+ by + subject
Subject +had+ not+v3+ object	Object + had+ not +been+V3+ by Subject
Had+ Subject + V3+ object+?	Had + Object+ been+v3+ by+ subject+?

Active and Passive Voice Exercises of Past Perfect Tense:

Active: Misha had cleaned the floor.

Passive: The floor had been cleaned by Misha.

Active: Vidhi had not received the parcel.

Passive: The parcel had not been received by Vidhi.

Active: Vishal had solved the doubt.

Passive: The doubt had been solved.

Active: Had they caught the thief?

Passive: Had the thief been caught by them?

Active: I had paid fifty thousand.

Passive: Fifty thousand had been paid by me.

Active and Passive Voice Rules for Future Simple Tense:

Active Voice	Passive Voice
Subject + will+ v1+ object.	Object+ will+ be +V3+ by + subject
Subject +will + not+ V1+object	Object + will+ not +be+V3+ by Subject
Will+ Subject + V1+ object+?	Will + Object+ be +v3+ by+ subject+?

Active and Passive Voice Examples with Answers of Future Simple Tense

Active: Kriya will sew the bag.

Passive: The bag will be sewed by Kriya.



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Active: Disha will not arrange the things.

Passive: The things will not be arranged by Disha.

Active: Will you mop the floor?

Passive: Will the floor be mopped by you?

Active: They will post the letter.

Passive: The letter will be posted.

Active: Reena will save money.

Passive: Money will be saved by Reena.

Active and Passive Voice Rules for Future Perfect Tense

Active Voice	Passive Voice
Subject + will+ have +v3+ object.	Object+ will+ have+ been +V3+ by + subject
Subject + will+ have +not+v3+ object.	Object + will+ have +not+been+v3+ subject
Will+ Subject+have+v3+ object+?	Will + object+have+been+v3+by +subject+?

Active and Passive Voice Exercises of Future Perfect Tense

Active: They will have brought the toy.

Passive: The toy will have been brought by them.

Active: Nimish will not have changed the table cover.

Passive: The table cover will not have been changed by Nimish.

Active: Will she have written the notes.

Passive: Will the notes have been written by her?

Active: They will have won the match.

Passive: The match will have been won by them.

Active: Vijay will have washed a shirt.

Passive: A shirt will have been washed by Vijay.

There is no Passive Voice formation for these tenses-

1. Present Perfect Continuous Tense
2. Past Perfect Continuous Tense
3. Future Perfect Continuous Tense
4. Future Continuous Tense

Some solved examples of active and passive voice:

Active voice	Geeta writes a Noble.
Passive Voice	A Noble is written by Geeta
Active voice	He plays football.

Passive Voice	Football is played by him.
Active voice	Somu does not read Science.
Passive Voice	Science is not read by Somu.
Active voice	They do not meet the manager.
Passive Voice	The manager is not meat by them.
Active voice	Does he cook the food?
Passive Voice	Is the food cooked by him?
Active voice	Do you learn English?
Passive Voice	Is English learned by you?
Active voice	Do you not play the music?
Passive Voice	Is the music not played by you?
Active voice	Does Radha not clear the IAS exams?
Passive Voice	Are the IAS exams not cleared by Radha?
Active voice	Does he not teach me?
Passive Voice	Am I not taught by him?

2.3 DIRECT AND INDIRECT SPEECH

Direct speech – reporting the message of the speaker in the exact words as spoken by him.

Direct speech example: Maya said ‘I am busy now’.

Indirect speech: reporting the message of the speaker in our own words

Indirect speech example: Maya said that she was busy then.

Direct And Indirect Speech Rules

Rules for converting Direct into Indirect speech

To change a sentence of direct speech into indirect speech there are various factors that are considered, such as reporting verbs, modals, time, place, pronouns, tenses, etc. We will discuss each of these factors one by one.

Rule 1 – Direct to Indirect Speech Conversion – Reporting Verb

When the reporting verb of direct speech is in past tense then all the present tenses are changed to the corresponding past tense in indirect speech.

Direct to indirect speech example:

Direct: She said, ‘I am happy’.

Indirect: She said (that) she was happy.

In indirect speech, tenses do not change if the words used within the quotes (‘’) talk of a habitual action or universal truth.

Direct to indirect speech example:

Direct: He said, ‘We cannot live without air’.

Indirect: He said that we cannot live without air.

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The tenses of direct speech do not change if the reporting verb is in the future tense or present tense.

Direct to indirect speech example:

Direct: She says/will say, 'I am going'

Indirect: She says/will say she is going.

Rule 2 – Direct Speech to Indirect Speech conversion – Present Tense

Present Perfect Changes to Past Perfect.

Direct to indirect speech example:

Direct: "I have been to Boston", she told me.

Indirect: She told me that she had been to Boston.

Present Continuous Changes to Past Continuous

Direct to indirect speech example:

Direct: "I am playing the guitar", she explained.

Indirect: She explained that she was playing the guitar.

Present Perfect Changes to Past Perfect

Direct to indirect speech example:

Direct: He said, "She has finished her homework".

Indirect: He said that she had finished her homework.

Simple Present Changes to Simple Past

Direct to indirect speech example:

Direct: "I am unwell", she said.

Indirect: She said that she was unwell.

Rule 3 – Direct Speech to Indirect Speech conversion – Past Tense & Future Tense

Simple Past Changes to Past Perfect

Direct to indirect speech example:

Direct: She said, "Irvin arrived on Sunday."

Indirect: She said that Irvin had arrived on Sunday.

Past Continuous Changes to Past Perfect Continuous

Direct to indirect speech example

Direct: "We were playing basketball", they told me.

Indirect: They told me that they had been playing basketball.

Future Changes to Present Conditional

Direct to indirect speech example

Direct: She said, "I will be in Scotland tomorrow."

Indirect: She said that she would be in Scotland the next day.



Future Continuous Changes to Conditional Continuous

Direct to indirect speech example

Direct: He said, "I'll be disposing of the old computer next Tuesday."

Indirect: He said that he would be disposing of the old computer the following Tuesday.

To ace the verbal ability section, it is important to have a clear conceptual knowledge of Direct and Indirect Speech, their usage and applications in English language. Therefore, candidates can go through the video on Direct and Indirect Speech rules in English Language, given below for better understanding-

Rule 4 – Direct Speech to Indirect Speech Conversion – Interrogative Sentences

No conjunction is used, if a sentence in direct speech begins with a question (what/where/when) as the "question-word" itself acts as a joining clause.

Direct to indirect speech example

Direct: "Where do you live?" asked the boy.

Indirect: The boy enquired where I lived.

If a direct speech sentence begins with an auxiliary verb/helping verb, the joining clause should be if or whether.

Direct to indirect speech example

Direct: She said, 'Will you come for the party'?

Indirect: She asked whether we would come for the party.

Reporting verbs such as 'said/ said to' changes to enquired, asked, or demanded.

Direct to indirect speech example

Direct: He said to me, 'What are you wearing'?

Indirect: He asked me what I was wearing.

Rule 5 – Direct Speech to Indirect Speech Conversion – Changes in Modals

While changing direct speech to indirect speech, the modals used in the sentences change like:

1. Can becomes could
2. May becomes might
3. Must becomes had to /would have to

Examples:

Direct: She said, 'She can dance'.

Indirect: She said that she could dance.

Direct: She said, 'I may buy a dress'.

Indirect: She said that she might buy a dress.

Direct: Rama said, 'I must complete the assignment'.

Indirect: Rama said that he had to complete the assignment.



There are modals that do not change – Could, Would, Should, Might, Ought to

Direct: She said, 'I should clean the house'

Indirect: She said that she should clean the house.

Rule 6 – Direct Speech to Indirect Speech Conversion – Pronoun

The first person in direct speech changes as per the subject of the speech.

Direct speech to indirect speech examples-

Direct: He said, "I am in class Twelfth."

Indirect: He says that he was in class Twelfth.

The second person of direct speech changes as per the object of reporting speech.

Direct speech to indirect speech examples –

Direct: She says to them, "You have done your work."

Indirect: She tells them that they have done their work.

The third person of direct speech doesn't change.

Direct speech to indirect speech examples –

Direct: He says, "She dances well."

Indirect: He says that she dances well.

Rule 7 – Direct Speech to Indirect Speech Conversion – Request, Command, Wish, Exclamation

Indirect Speech is supported by some verbs like requested, ordered, suggested and advised. Forbid-forbade is used for negative sentences. Therefore, the imperative mood in the direct speech changes into the Infinitive in indirect speech.

Direct: She said to her 'Please complete it'.

Indirect: She requested her to complete it.

Direct: Hamid said to Ramid, 'Sit down'.

Indirect: Hamid ordered Ramid to sit down.

In Exclamatory sentences that express grief, sorrow, happiness, applaud, Interjections are removed and the sentence is changed to an assertive sentence.

Direct: She said, 'Alas! I am undone'.

Indirect: She exclaimed sadly that she was broke.

Aspirants are well aware that English is an important component of the syllabus of various competitive exams and it is important to be clear with the basic concepts. Therefore, given below are a few articles to clarify the confusion between usage of common but confusing words in the English Language.

Rule 8 – Direct Speech to Indirect Speech Conversion – Punctuations

In direct speech, the words actually spoken should be in ("") quotes and always begin with a capital letter.

Example: She said, "I am the best."

Full stop, comma, exclamation or question mark, are placed inside the closing inverted commas.

Example: They asked, "Can we sing with you?"

If direct speech comes after the information about who is speaking, a comma is used to introduce the speech, placed before the first inverted comma.

Direct speech example: He shouted, "Shut up!"

Direct speech example: "Thinking back," he said, "she didn't expect to win." (Comma is used to separate the two direct speeches and no capital letter to begin the second sentence).

Rule 9 – Direct Speech to Indirect Speech Conversion – Change of Time

In direct speeches, the words that express nearness in time or place are changed to words that express distance in indirect speech. Such as:

- Now becomes then
- Here becomes there
- Ago becomes before
- Thus, becomes so
- Today becomes that day
- Tomorrow becomes the next day
- This becomes that
- Yesterday becomes the day before
- These become those
- Hither becomes thither
- Come becomes go
- Hence becomes thence
- Next week or month becomes following week/month

Examples:

Direct: He said, 'His girlfriend came yesterday.'

Indirect: He said that his girlfriend had come the day before.

Whether the reporting verb is in the present or future tense has no effect on the time expression.

Examples:

Direct: He says/will say, 'My girlfriend came yesterday.'

Indirect: He says/will say that his girlfriend had come the day before.

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Rules of converting Indirect Speech into Direct Speech

The following rules should be followed while converting an indirect speech to direct speech:

- Use the reporting verb such as (say, said to) in its correct tense.
- Put a comma before the statement and the first letter of the statement should be in capital letter.
- Insert question mark, quotation marks, exclamation mark and full stop, based on the mood of the sentence.
- Remove the conjunctions like (that, to, if or whether) wherever necessary.
- Where the reporting verb is in past tense in indirect, change it to present tense in the direct speech.
- Change the past perfect tense either into present perfect tense or past tense, as necessary.

For example:

Indirect: She asked whether she was coming to the prom night.

Direct: She said to her, "Are you coming to the prom night?"

Indirect: The girl said that she was happy with her result.

Direct: The girl said. "I am happy with my result."

CHECK YOUR PROGRESS

1. Identify the type of voice:

- a. Natasha lost the money.
- b. The farmer will plough the field.
- c. The work will be finished by the workers in a day.
- d. The enemy has entered the war zone.
- e. Who sang the song?
- f. The children teased the animals.

2. Read the following sentences and convert them into indirect speech:

- a. Raj said, "Alas! My pet died."
- b. Ruchi said, "I may go there."
- c. Bucky said to Steve, "Do you hear me?"
- d. The boy said, "Let me come in."
- e. Granny said to me, "May God bless you."

2.4 TENSES

Tense can be defined as a word form used to indicate the time of occurrence of an incident with reference to the moment of speaking. It indicates the completion or continuance of an activity. Whether you are a school student or someone preparing for competitive examinations or any other English proficiency test, good knowledge of Tenses is definitely going to help you score better. Tense, in grammar, a verbal category relating the time of



a narrated event to the time of the speech event. In many languages the concept of time is expressed not by the verb but by other parts of speech (temporal adverbials or even nouns, for example).

Time is frequently perceived as a continuum with three main divisions: past, present, and future. The past and future times are defined in relation to the present time (now). Past tense refers to any time before the present time, and future tense refers to any time after the present. Not all languages perceive this relationship as a linear one, nor do these categories characterize all possible times. Tense, then, is a grammatical expression of time reference. The correlation between tense and time is not necessarily one-to-one; languages do not recognize as many oppositions of tense as they have conceptions of time.

Tenses	Tenses Rule
Past simple tense	Subject + V2 + Object
Past Perfect tense	Subject + had + V3 + Object
Past Continuous tense	Subject + was + V1 + ing + Object (Singular) Subject + were + V1 + ing + Object (Plural)
Past perfect continuous tense	Subject + had been + V1 + ing + Object
Present Simple tense	Subject + V1 + s/es + Object (Singular) Subject + V1 + Object (Plural)
Present Perfect tense	Subject + has + V3 + Object (Singular) Subject + have + V3 + Object (Plural)
Present Continuous tense	Subject + is/am/are + V1 + ing + object
Present perfect continuous tense	Subject + has been + V1 + ing + Object (Singular) Subject + have been + V1 + ing + Object (Plural)
Future Simple tense	Subject + will/shall + V1 + Object
Future Perfect tense	Subject + will have/shall have + V3 + Object
Future Continuous tense	Subject + will be/shall be + ing + V1 + Object
Future Perfect Continuous tense	Subject + will have been + V1 + ing + Object

V1 = first form of the verb

V2 = second form of the verb

V3 = third form of the verb

Types of Tenses

There are three types of tenses.

- Past
- Present
- Future

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These tenses can further be categorized into 4 types:

1. Simple Tense
2. Continuous Tense
3. Perfect Tense
4. Perfect Continuous Tense

Past Tense Rules

Past tense is used to describe a past activity or action. It is a form of the verb that defines the events that have already occurred. Examples

- Reema attended the wedding functions.
- He left before I reached.
- Priya wrote a letter to her friends from camp.

Simple Past Tense Rules

Subject + V2 + Object

Examples:

Rita went to school.

Minty ate food.

Past Continuous Tense Rules

Subject + was + V1 + ing + Object (Singular) Subject + were + V1 + ing + Object (Plural)

Examples:

I was eating pudding.

Sia was writing a letter to the editor.

Past Perfect Tense Rules

Subject + had + V3 + Object

Examples:

He had taken the token.

I had brushed my teeth.

Past Perfect Continuous Tense Rules

Subject + had been + V1 + ing + Object

Examples:

He had been standing in the rain the whole night.

I had been eating diet food for the whole summer.

Present Tense Rules

The present tense is used to describe the current or present being, situation, or event. It is a form of the verb that defines the events that are currently happening. Examples

- I am going to the office
- She has been part of this group for 4 years now.
- The concert is amazing.

**Simple Present Tense Rules****Subject + V1 + s/es + Object (Singular)****Subject + V1 + Object (Plural)****Examples:**

The Sun rises in the East.

Rita goes to school.

Past Continuous Tense Rules**Subject + is/am/are + V1 + ing + object****Examples:**

I was eating pudding.

Sia was writing a letter to the editor.

Present Perfect Tense Rules**Subject + has + V3 + Object (Singular)****Subject + have + V3 + Object (Plural)****Examples:**

He has just eaten food.

I have just read the book.

Present Perfect Continuous Tense Rules**Subject + has been + V1 + ing + Object (Singular)****Subject + have been + V1 + ing + Object (Plural)****Examples:**

I have been cleaning regularly since Monday.

She has been using the night cream for several months.

Future Tense Rules

The future tense is used to describe the future events that haven't occurred but possibly will occur in the future. It is a form of the verb that will occur in the future & not exist currently. **Examples**

- She will be dancing to classical music.
- We will be shifting to the house upstate tomorrow morning.
- The train will leave in 10 minutes.

Simple Future Tense Rules**Subject + will/shall + V1 + Object****Examples:**

I shall go to school tomorrow.

My mother will feed me.

Future Continuous Tense Rules**Subject + will be/shall be + ing + V1 + Object****Examples:**

He shall be writing his exam.

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We will be going to the zoo.

Future Perfect Tense Rules

Subject + will have/shall have + V3 + Object

Examples:

I shall have started writing by that time.

We will have reached Goa by then.

Future Perfect Continuous Tense Rules

Subject + will have been + V1 + ing + Object

Examples:

By next year we will be graduating.

They shall be serving food in the slum area tomorrow.

2.5 REVIEW QUESTIONS

1. Fill the appropriate forms of the verb in the given sentences:

- a. Riya ____ (wants/ wanting) to be a pilot.
- b. The dinner ____ (smells/smelling) great.
- c. She ____ (has been crying/cried) since last night.
- d. I ____ (will be lying, will lie) on the beach with my friends.
- e. Give me a call when you ____ (have, had) time.
- f. I ____ (spent/spend) all my teenage years at math camp.
- g. When we were in the hostel, we ____ (made/make) our own breakfast.
- h. Sandhya is ____ (running/ran) for student election this semester.
- i. He ____ (plays/playing) tennis most of his evening.
- j. When you called, I was ____ (taking/took) a shower.

2. Identify the Type of Voice:

- a. Go through the sentences and identify the type of voice used.
- b. Shreya Ghosal sings beautiful songs.
- c. The Sun sets in the West
- d. The boy was being beaten by his teacher
- e. Bucky is helped by Steve
- f. The carpenter is building the desk.
- g. The woodcutter cut down the tree.
- h. The man dropped his axe in the river.
- i. The bird was shot by the naughty boy.
- j. By whom was Spanish taught to you?

3. Read the following sentences and convert them into indirect speech:

- a. Rahul said to me, "When are you leaving?"
- b. "Where do you live?" the stranger asked Aladdin.
- c. The teacher said to Shelly, "Why are you laughing?"
- d. Dhronacharya said to Arjun, "Shoot the fish's eye."
- e. "Call the first convict," said the jury.
- f. "Call the ambulance," said the man.

- g. Bruce said to me, "I shall do the work."
- h. My mother said to me, "You were wrong."
- i. Mr Richard said to me, "Please wait here till I return."
- j. The captain said to me, "Bravo! You have played well."

4. Define tenses and its rules.
5. Define active and passive voice.
6. What is direct and indirect speech.

2.6 MULTIPLE CHOICE QUESTIONS

1. **Kiran asked me, "did you see the cricket match on television last night?". Choose appropriate indirect speech.**
 - a. Kiran asked me whether I saw the Cricket match on television the earlier night.
 - b. Kiran asked me whether I had seen the Cricket match on television the earlier night.
 - c. Kiran asked me did I see the Cricket match on television the last night.
 - d. Kiran asked me whether I had seen the Cricket match on television the last night.
2. **He said to her, are you coming to the party? Choose appropriate indirect speech.**
 - a. He asked her whether she was coming to the party.
 - b. He told her if she was coming to the party.
 - c. He asked her if she will be coming to the party.
 - d. He asked her if she will be coming to the party.
3. **The sage said, God helps those who help themselves. Choose appropriate indirect speech.**
 - a. The sage said that God helps those who help themselves.
 - b. The sage said that God helped those whose helped themselves.
 - c. The sage said that God helps those who helped themselves.
 - d. The sage said God will help those who will help themselves.
4. **They will rebuild the entire block. Choose appropriate sentence in respect of active and passive voice:**
 - a. The entire block is being rebuilt.
 - b. The block may be rebuilt entirely.
 - c. The entire block will have to be rebuilt
 - d. The entire block will be rebuilt.
5. **She _____ for long now. Choose appropriate sentence in respect of active and passive voice:**
 - a. Are ailing
 - b. Is ailing
 - c. Has been ailing
 - d. Have been ailing





6. **The inmates ... well by their caretakers. Choose appropriate sentence in respect of active and passive voice:**
- Were not being treated
 - Were not treating
 - Have not being treated
 - Was not being treated
7. **Fill in the blanks with the correct use of tenses. "My mother _____ up early in the morning."**
- Get
 - Gets
 - Will be
 - Shall be
8. **Fill in the blanks with the correct use of tenses. "The children _____ in the field now."**
- Has played
 - Are playing
 - Plays
 - Will had played
9. **Fill in the blanks with the correct use of tenses. "I _____ her for several years."**
- Has known
 - Knows
 - Knew
 - Have known
10. **Fill in the blanks with the correct use of tenses. "It _____ raining since morning."**
- Have been
 - Is
 - Has been
 - Was

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UNIT

III

COMPOSITION

STRUCTURE

- 3.1 Learning Objective
- 3.2 Précis writing
- 3.3 Paragraph Writing
- 3.4 Note Making
- 3.5 Review Questions
- 3.6 Multiple Choice Questions



3.1 LEARNING OBJECTIVE

After completion of this unit, student will be able to:

- Learn how to make a note.
- How to write paragraph with an appropriate title.
- How to write Précis of a paragraph.

3.2 PRÉCIS WRITING

A précis may be defined as a summary or shortened form of a piece of writing, in which matters of detail are left out and only the important points are retained. It is a short digest of the essential facts or ideas contained in a given passage. Brevity, conciseness, or Compression is thus the essence of précis. The student must possess the judgment to be able to seize upon the essential points in a passage and leave out what is unnecessary or inessential. But we must also have an adequate vocabulary not only to understand the meaning of the given passage but to be able to express its main ideas in his own language. An ability to write a good précis is nowadays an essential qualification for working in government offices, newspaper offices, business houses, firms, etc. This ability therefore be of great use and value to students even after they have passed the CSS and PMS. examinations. They are advised, for this reason, to try to acquire a certain degree of proficiency in the art of précis writing.

Rules for précis writing

1. Decide Theme of the Passage

The main theme of the passage should be found out through careful reading and then main points and ordinary points are found out for giving importance. These things are essential for brief and clear presentation of précis.

2. No Reproduction of Important Sentences

The sentences of original passage cannot be used for précis-writing. Précis-writing is an art of remodelling of sentences without affecting main theme of the original passage.

3. Have Brevity and Clarity

Brevity is the soul of précis-writing. But, at the same time, clarity should not be given up. Mere deletion or addition of few words of original passage cannot be a précis-writing. Moreover, brevity should not create any ambiguity in the minds of the reader.

4. Reflects the Intelligence of the Précis-writer

The style of language and words used in the précis-writing indicate the intelligence of the précis writer. In other words, the précis-writing preserved the spirit of the original passage with different words and sentences.

5. Use Own Language

The précis-writer should use his/her own language for précis-writing. The writer should not retain any significant phrases or technical terms of the original passage. It means that the writer should use his/her own sentences for précis-writing.



6. **Avoid Direct Speech and Use Indirect Speech**

The précis-writing is presented in third person point of view. The text of the original passage is presented in direct speech. Now, it is the duty of the précis-writer that he/she should present in indirect speech.

7. **Inclusion of Statistical Information**

If statistical information is included in the original passage, they can be used in the précis-writing for maintaining quality. If statistical information is excluded, it affects very purpose of précis-writing and convey different meaning.

8. **Observe Proportion**

Original passage is divided into many parts. Each part is dealt with according to importance but not according to length. In this way, objectives of précis-writing are achieved.

9. **No Comments but Conclusion**

The précis-writer need not give any comments over the original passage but should give conclusion. It means that the précis-writer need not evaluate the mind of the author but interpret the original passage in a meaningful way.

10. **One third of Original Passage**

It is the general practice that the length of précis-writing should be one third of original passage. If so, reader can get full information and do his/her job very effectively.

Forms of Condensation

A précis is sometimes used interchangeably or synonymously with summary and abstract. Other forms of condensation include outline, synopsis, abridgement, and digest. But these forms of condensations are for different purposes. These forms are different from each other in many respects. Summary is the most general form of condensation and implies any effort to present briefly an all-encompassing and Comprehensive account of the passage. It is more of a pithy paraphrase of the main ideas of the passage. Abstract on the other hand, gives the list of the important points or important results of the report or paper. More specifically, an abstract refers to a scholarly citation which gives the main points of a piece of research or study. It is a brief, qualitative presentation of the more complex ideas contained in the passage. Précis on the other hand, is lengthier than the abstract and follows the exact order of points of the original passage. It is a clear statement of bare facts without any unnecessary frills. In fact, précis writing requires writing of the essential facts/ideas in a clear, exact and concise way. In this sense, précis is more like original piece of writing. As a précis writer you use your own words to write the gist of the passage. A good précis is terse and succinct; it incorporates the rules of unity and coherence.

Outline and synopsis, like précis, follow the order of points of the original passage.

Outline covers a wider range than synopsis. Outline numbers the salient or principal features of the document or project work. It uses the key words or phrases of the given material to give its extended paraphrase in prose. Synopsis is a shortened or condensed form of a great mass of material. It sometimes refers to a summary of the plot of a novel or a piece of fiction. Many a time an author submits a chapter of a proposed book along

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with the synopses of the unwritten or planned chapters to the publisher for his perusal. The outline also may sometimes state in a short and compact form points and mentioned in the material.

Other important forms of condensation are abridgement and digest. These are expanded forms of condensation of the original writing without changing the words and style of the original written material. Abridgement retains the general sense and unity of the original. It shortens the length by omission of words without sacrificing the sense. In abridgement least changes are made, thereby retaining the flavour of the original, like for example, a one-volume abridgement of Edward Gibbon's great and voluminous work 'The Decline and Fall of the Roman Empire'. However, a systematic condensation of essential points into a convenient form of the original is called a digest like. for example. a digest of weekly news. It can be a condensed compilation of legal rules, statutes or decisions for easy reference, it may or may not retain the flavour and style of the original piece of writing. Sometimes, passages of the original document are rewritten as 'digest' to bring in brevity and clarity. It can also refer to the collection of condensed technical and scholarly papers like a quarterly digest of articles on alternate sources of fuel or space research.

Skills Required

When you read the passage given for précis writing you would observe that the writer has used a more words than are necessary ideas. It is difficult to express one's ideas Comprehensive in a few words and this is why précis writing is an arduous task. The aim of précis is to present to a busy reader, the main ideas of the original passage as concisely and clearly as possible, in a readable form. In this sense a précis is like an original piece of writing. Précis writing demands power of judgement and evaluation, as the passage usually contains important ideas and a number of unnecessary words. So, you have to read the passage carefully, paying attention in order to identify the important ideas and discard those which are not required. You would need to develop a sense of balance. For the purpose of reduction of the original passage. You have to train yourself to express ideas concisely.

Vocabulary extension is extremely is extremely helpful because you would have to substitute one single word for a clause or even a sentence. As you go on practicing précis wiring you would be training yourself to think logically and present the author's ideas in a way which is early understood. The final précis that you write should be in your own words and have the same tone as the original. It must be a good piece of writing. The art of précis writing develops in the student a proper reading habit. Forcing him to read attentively and carefully. It helps in vocabulary extension and it also inculcates in the précis writer the power of judgement to discriminate between essential ideas and facts and not so essential ones given in the passage. It trains the précis writer to think logically and present the author's idea in a way which is clearly understood. You would have to train yourself to shorten the sentences for conciseness, select important ideas and discard unimportant ones and generalise.

Examples

To better understand how the best examples of précis writing manage to extract the main substance from a larger passage, let's go through the following précis writing examples with solutions:

1. ORIGINAL TEXT: (THE MYTH OF FREEDOM BY YUVAL NOAH HARARI, THE GUARDIAN, SEPTEMBER 14, 2018)

Liberalism is founded on the belief in human liberty. Unlike rats and monkeys, human beings are supposed to have "free will". This is what makes human choices the ultimate moral and political authority in the world. If you happened to be amid the riots in Washington on the day after Martin Luther King was assassinated, or in Paris in May 1968, or at the Democratic party's convention in Chicago in August 1968, you might well have thought that the end was near. While Washington, Paris and Chicago were descending into chaos, the Soviet system seemed destined to endure forever. Yet 20 years later it was the Soviet system that collapsed. The clashes of the 1960s strengthened liberal democracy, while the stifling climate in the Soviet bloc presaged its demise.

Précis writing sample

Human liberty defines liberalism. The concept of "free will" is exclusive to humans and gives us moral and political authority.

During the 1960s, liberalism was undergoing a crisis in the West. Contrasted with the chaos in liberalism, the illiberal system in the Soviet Union seemed to be flourishing. However, in a matter of two decades, it was the Soviet system that collapsed, while liberal democracy strengthened by adapting itself.

2. ORIGINAL TEXT (INDIAN SUMMER: THE SECRET HISTORY OF THE END OF AN EMPIRE BY ALEX VON TUNZELMANN,

On 28 July, Mountbatten held a reception at which he, Patel and V.P. Menon joined forces to bully the princes. The Maharajas stood around nervously to watch this daunting triumvirate at work. Mountbatten would not be able to provide Patel with a completely full basket of apples, but it is striking that he managed to secure as many as he did. Most of the princes would disappear quietly into estate management or gin palaces, as they pleased. But an impressive number of exceptions ran for office in the new democratic India. Whatever may be said about Mountbatten's tactics or the machinations of Patel, their achievement remains remarkable. Between them, and in less than a year, it may be argued that these two men achieved a larger India, more closely integrated, than had 90 years of the British raj, 180 years of the Mughal Empire, or 130 years of Ashoka and the Maurya rulers.

Précis writing sample

Mountbatten held a reception with the purpose of bullying the princes in tandem with Patel and V.P. Menon. As the princes speculated, Mountbatten went about persuading them, providing Patel with far more accessions than he should have been able to. Many princes became irrelevant after accession, but some ran for office in independent India. But between themselves, Mountbatten and Patel achieved something remarkable, constituting an India at the time of independence that was greater and more closely integrated than ever before.

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3.3 PARAGRAPH WRITING

Introduction

Requisites of good paragraph writing and scientific writing skills:

- Developing the ability to write effective paragraphs is essential because documents contain a series of related paragraphs. No paragraph can be developed if it lacks requisites of a good paragraph. The paragraph is the indispensable of any long discourse (any piece of writing longer than a sentence). All business letters, abstracts, reports, proposals and promotional materials such as brochures and business circulars are composed with well-written and closely structured paragraphs, they are the bricks of any structure which serves business communication.
- Scientists write to communicate their research results and findings with other scientists or experts. In this way, information is shared systematically. so that researchers can build upon the work of others. Although there are different ways to share information amongst the scientific community, such as oral or poster - presentations on scientific conferences, science blogs, or data warehouses, written reports, especially those reviewed by peer scientists and published in international journals, are still the most effective way to add your research outcomes to the body of scientific knowledge. Again, scientific writing skills require requisites without which scientific writing skills are incomplete.
- **Effective listening:** Listening is a process of receiving, interpreting and reacting to the messages received from the communication sender. Effective listening is an art of communication, which is often taken for granted and ignored. Listening requires conscious efforts of interpreting the sounds, grasping the, meanings of the words and reacting to the message. Listening is defined as making an effort to hear somebody something. Listening is a combination of what we hear, understand and remember. Listening starts from hearing and it goes beyond hearing, since we evaluate and react based on it. Effective listening is not a passive communication activity. It takes a great deal of effort and motivation to become and remain an effective listener. Effective the listening is certainly not the answer to all business problems. but it is one of the first steps leading to solutions.
- **Importance of listening and hearing:** Hearing is the physical ability, while listening is a skill. Listening skills allow one to make sense of and understand w another person is saying. The ability to listen carefully allows workers to better understand assignments they are given. They are able to understand what is ex of them by their management.

Principles of good paragraph writing

Following are the principles of good paragraph writing:

- Proper length
- Unity

- Coherence
- Logical development or idea

A paragraph is a group of closely related sentences. that deals with a thought or a division of thought. It is a small set of carefully arranged sentences on a topic.

Features of a good paragraph

The main features of a good paragraph are:

- Topic sentence which expresses the thought or the central idea.
- Supporting ideas which develop. Explain the thought, and compare and contrast the central idea.
- Supporting details such as stating reasons, examples and names a concluding sentence that sums up the paragraph.
- Repetition of key words and phrases that contribute to the unity of the paragraph.
- Coherence that is achieved through logical organisation of the sentences; and transition words and linkers that help in coherence.
- A smooth transition of ideas is very important to engage the reader's interest in the topic. Coherence refers to the clear and logical linking of ideas. Cohesion can be achieved through use of pronouns and repetition of keywords.

For example

- It is a common knowledge that organic molecules are the basis of life. When the earth was in its infancy. it had only inorganic molecules. As it cooled down, the latter combined to form the former, making life on earth possible. Therefore. any place in the universe that harbours organic ones can be a possible source. (Lack of repetition)
- It is a common knowledge that organic molecules are the basis of life. When the earth was in its infancy. it had only inorganic molecules. As it cooled down, the inorganic molecules combined to form the organic molecules, making life on earth possible. Therefore, any place in the universe that harbours organic ones can be a possible source. (Lack of repetition)

Transitional tags

S.NO.	INTENSION	TRANSITIONAL WORDS OR PHRASES
1.	Addition	and, or, more over again, first, next, last. in addition. further; besides, etc.
2.	Time	while. after, hen, meanwhile. during, next, then afterwards, never, always, whenever, sometimes, simultaneously, etc.
3.	Place	here, there, nearby, beyond, opposite to, neighbouring on, etc.
4.	Examples	for example, to illustrate, to demonstrate, for instance, such as, etc.
5.	Similarity	in the same way, similarly, likewise, in smaller fashion, etc



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6.	Contrast	on the contrary, in contrast. nevertheless. but, at the same time. yet, though, despite etc.,
7.	Clarification	that is to say, in other words, to clarify, instead, etc.
8.	Cause	because, on account of, due to, etc.
9.	Cause	therefore, consequently, as a result, etc.
10.	Purpose	Thus. hence. accordingly, in order to. etc.

Use of parallel grammatical structures

- Either... or...
- Neither... nor...
- Not only... but also...
- Both... and...

Compose the paragraph structure as given below:

1. **Mind mapping on the idea topic sentence/theme sentence**
 - a. Supporting idea 1
 - b. Supporting idea 2
 - c. Supporting idea 3
 - Supporting details, A
 - Supporting details B
 - Supporting details C
2. **Concluding sentence**
3. **Arrange the supporting details and ideas.**
4. **Write the first draft and revise it.**
5. **Ensure flow and readability.**

3.4 NOTE MAKING

Introduction

Come to think of it note making is almost an involuntary exercise! Because whether we wish to or not but we always make note of things that we hear. So, using pen and paper to take and make notes is just an act of regularising and organising these thoughts in the most comprehensive way. We always take down the notes from a source, therefore, while making notes we should keep in mind that we should not require to go back to the source ever again. So, on one hand, we need to try our best to be brief we should never filter out any unavoidable information. Thus, there exists a well-defined method along with certain rules that one must follow to optimize their notes and get the best out of them. For example, what to choose as the heading, what and how many subheadings to give etc.

Advantages

- **Personalised Convenience:** Every individual can make notes according to his/her own understanding of the matter. Which means even if the source of two notes

is the same, they will be unique because each note-maker is free to personalise their notes in a way he/she finds best.

- **Reversible:** The same way notes help us to make the information, we can write a descriptive account of this information with the help of the notes as well. So, the decompression of the content is possible.
- **Alterable:** With time, as we keep on going through the notes, again and again, we can make changes according to our convenience.
- **Quick Learning:** This point stands in close relation to our first point as we personalise the convenience, we make our notes more and more comprehensible. As a result, these notes help us to memorise the source main text more easily and quickly. Because obviously a text better understood is a text better learned!

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Strategies to Make a Note

The use of bullet points is something we keep seeing all the time. The basic idea behind this practice is providing a gist about something in a not-easily-forgettable fashion. And the objective of note making is the same; to bring the focus of readers on the most significant information, leaving behind everything else. Now let's study about the strategies one must follow to make appropriate notes, point by point:

HEADING/SUBHEADING

To assign a short and best-understood heading and subheading, we need to go through the source content at least twice.

- For the first time just skim through the whole content to find a central idea or the main outline of the topic.
- This will be our heading which should consist of as few words as possible. While reading the second time try to be more thorough as this time, we are looking for the sub-headings. Which means, you must focus on the subordinate ideas supporting the central theme. The brevity of the sub-heading is still mandatory

CONTENT

Only write the most relevant content for making your notes truly precise. And don't forget to include those important details that you think you will have a hard time recalling later.

- Ignore all the less important things such as unnecessary illustrations, examples, etc.
- Mention the maximum of information point-wise but do pay attention that the information is complete.
- Divide and sub-divide the content in a logical manner and make the notes according to the same sequence.
- Never put in your own interpretations. You may write the given conclusions in your own words but don't add your own opinions.

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**READIABILITY**

There are certain tips and tricks one can use to avoid any ambiguity and make the notes catchier.

- Provide headings, sub-headings and sub-sub-headings (if present) with proper numbering; relating anything with numbers always makes it easy to by-heart.
- Don't leave unnecessary spaces to eliminate any confusion.
- Make use of as many abbreviations as possible but it should not come at the expense of poor comprehension.

THREE STAGES OF NOTE MAKING

Note making doesn't only happen when you are reading or attending lectures. There are three stages to making effective notes: before, during, and after.

- a. **Before:** Prepare by finding out what you need to know and what the purpose of the reading or lecture is.
- b. **During:** Note down main ideas and keywords. Find techniques that work for you.
- c. **After:** Reflect and review and then organise your notes.

ALL GOOD NOTE SHOULD CONTAIN

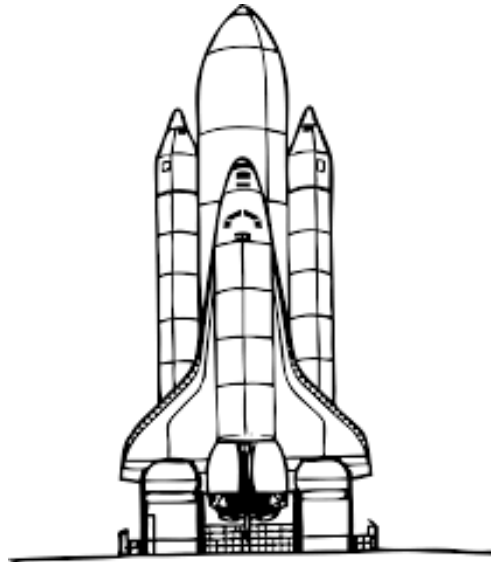
- Source information (title, author, date etc).
- Headings to help you identify the key topics.
- Key points, examples, names, new ideas.
- Triggers to make your notes more memorable – such as mnemonics, colour or drawings.
- Further reading and ideas to follow up later.

3.5 REVIEW QUESTIONS

1. Read the following passage and answer the questions that follow:
 - a. The first crisis the lunar explorers faced came just short of moon fall. The Apollo 11 Lunar Module, code – named 'eagle', was still 9.5 km (6 miles) up when the vital guidance computer began flashing an alarm. It was overloading. Any second it could give up the ghost under the mounting pressure and nothing the two astronauts could do would save the mission. Emergencies were nothing new to Commander Neil Armstrong but he and his co – pilot Buzz Aldrin hadn't even practiced for this one on the ground – no one believed it could happen. Sweeping feet first towards their target, they pressed ahead as controllers on Earth waited heart – in – mouth. Racing against the computer, Eagle slowed and then pitched upright to stand on its rocket plume and gave Armstrong his first view of the landing site. The wrong one! They had overshot by four miles into unfamiliar territory and were heading straight for a football field size crater filled with boulders "the size of Volkswagens".
 - b. With his fuel running out, and only a minute's flying time left, Armstrong coolly accelerated the hovering Eagle beyond the crater, touching 88 km/h (55mph).

Controllers were puzzled and alarmed by the unplanned manoeuvres. Mission Director George Hale pleaded silently: "Get it down, Neil. Get it down." The seconds ticked away.

- c. "Forward, drifting right," Aldrin said. And then, with less than 20 seconds left, came the magic word: "Contact!"
- d. Armstrong spoke first: "Tranquillity base here, the Eagle has landed." His words were heard by 600 million people – a fifth of humanity.
- e. About six and a half hours later, Eagle's front door was opened and Armstrong backed out onto a small porch. He wore a €200,000 moon suit, a sort of thermos flask capable of stopping micrometeoroids travelling 30 times faster than a rifle bullet. He carried a backpack which weighed 49 kg and enough oxygen for a few hours. Heading down the ladder, Armstrong unveiled a €200,000 TV camera so the world could witness his first step: "That's one small step for a man, one giant leap for mankind." It was 3.56 am, 21 July, 1969.



2. Write a paragraph on each of the following topics. pointers have been given for each topic. You can also use your own ideas.
 - a. Conservation of Natural Resources

Pointers:

- Several ways to conserve natural resources
- Turn off lights and other appliances when not in use
- Use lights that consume less power
- Drive less-adopt carpooling instead
- Make a habit of walking short distances
- Use recycled items
- Don't waste water

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- Use waste water for watering your plants
 - Each of us should do our bit
- b. Knowledge Is Power
- Pointers:
- Man is a social animal who can think
 - Despite being physically weak, he rules over all other animals
 - Man has knowledge which makes him powerful
 - Even among men, the ignorant bow before the knowledgeable
 - Philosophers, scientists, religious leaders, etc. have great influence over others
 - Thus, knowledge is power
 - However, knowledge cannot control the natural processes
3. Make Précis and give suitable Title.
- a. Trees give shade for the benefit of others, and while they themselves stand in the sun and endure the scorching heat, they produce the fruit of which others profit. The character of good men is like that of trees. What is the use of this perishable body if no use is made of it for the benefit of mankind? Sandalwood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. The men who are noble at heart do not lose their qualities even in losing their lives. What matters whether men praise them or not? What difference does it make whether they die at this moment or whether lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a man who does not live for others. To live for the mere sake of living one's life is to live the life of dog and crows. Those who lay down their lives for the sake of others will assuredly dwell forever in a world of bliss.
- b. It is physically impossible for a well-educated, intellectual, or brave man to make money the chief object of his thoughts just as it is for him to make his dinner the principal object of them. All healthy people like their dinners, but their dinner is not the main object of their lives. So, all healthy minded people like making money ought to like it and enjoy the sensation of winning it; it is something better than money. A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay—very properly so and justly grumbles when you keep him ten years without it—till, his main mission of life is to win battles, not to be paid for winning them. So, of clergymen. The clergyman's object is essentially baptized and preach not to be paid for preaching. So, of doctors. They like fees no doubt—ought to like them; yet if they are brave and well-educated the entire object to their lives is not fees. They on the whole, desire to cure the sick; and if they are good doctors and the choice were fairly to them, would rather cure their patient and lose their fee than kill him and

get it. And so, with all the other brave and rightly trained men: their work is first, their fee second—very important always; but still second.

- c. Home is the young, who known “nothing of the world and who would be forlorn and sad, if thrown upon it. It is providential, shelter of the weak and inexperienced, who have to learn as yet to cope with the temptations which lies outside of it. It is the place of training of those who are not only ignorant, but have no yet learnt how to learn, and who have to be taught by careful individual trail, how to set about profiting by the lessons of teacher. And it is the school of elementary studies—not of advances, for such studies alone can make master minds. Moreover, it is the shrine of our best affections, the bosom of our fondest recollections, at spell upon us after life, a stay for world weary mind and soul; wherever we are, till the end comes. Such are attributes or offices of home, and like to these, in one or other sense or measure, are the attributes and offices of a college in a university.

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3.6 MULTIPLE CHOICE QUESTIONS

1. **A précis may be defined as a _____ form of a piece of writing.**
 - a. Summary
 - b. Brief
 - c. Some part
 - d. None of the above
2. **Liberalism is founded on the belief in _____.**
 - a. Human maturity
 - b. Human behaviour
 - c. Human liberty
 - d. All of the above
3. **Human liberty defines _____.**
 - a. Socialization
 - b. Liberalism
 - c. Aspects
 - d. Maturity
4. **These are _____ of the original writing with-out changing the words and style of the original written material.**
 - a. Expanded forms of condensation
 - b. Collapsed form of written material
 - c. Both A and B
 - d. None of the above
5. **Principles of good paragraph writing:**
 - a. Proper length
 - b. Unity, Coherence
 - c. Logical development or idea
 - d. All of the above

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6. **There are _____ stages of note making.**
 - a. 4
 - b. 3
 - c. 2
 - d. 6

7. **Listening is a process of _____ to the messages received from the communication sender.**
 - a. Receiving
 - b. Interpreting
 - c. Reacting
 - d. All of the above

8. **The précis-writer should use his/her _____ for précis-writing.**
 - a. Own language
 - b. Different language
 - c. Regional language
 - d. No language

9. **Effective listening is an _____ of communication.**
 - a. Design
 - b. Art
 - c. Nothing
 - d. Process

10. **Every individual can make notes according to his/her _____ of the matter.**
 - a. Own language
 - b. With own pen
 - c. Own understanding
 - d. None of the above

◆◆◆◆

UNIT

IV

LETTER WRITING

STRUCTURE

- 4.1 Learning Objective
- 4.2 Formal and Informal
- 4.3 Review Questions
- 4.4 Multiple Choice Questions



4.1 LEARNING OBJECTIVE

After completion of this unit, student will be able to:

- Learn how to frame a formal letter.
- Learn what is formal and informal letters.
- Learn how to write informal letter.

4.2 FORMAL AND INFORMAL

Informal Letter

Informal letters are personal letters that are written to let your friends or family know about what is going on in your life and to convey your regards. An informal letter is usually written to a family member, a close acquaintance or a friend. The language used in an informal letter is casual and personal.

About an Informal Letter

You can literally write about anything you feel or think you want to convey. Informal letters can be written to inform your dear one about your success in a competition, about a movie you watched recently, about the trip that you would be going on, etc. It can also be to enquire about their well-being, to invite them to go along with you on a trip, to congratulate them on their new job, to convey your regards, etc. You can be as personal as you want when writing an informal letter.

Format for Informal Letter

Like any letter, there is a format to write an informal letter in English. Unlike a formal letter, an informal letter does not need to state something specific. It can be written in an easy, conversational style. They are in the nature of a friendly chat, so it can include a variety of topics. It can have all that you want to tell your dear one about. You can use colloquial expressions, unlike formal letters. There are a few easy guidelines that you can follow to be able to write impressive informal letters.

Address and Date:

If you are thinking about how to start writing an informal letter, here is what you should know. To get your informal letter format right, you have to begin it with the sender's address. The address is written on the left-hand side of the paper. It is necessary that you write the complete address so that the receiver can write back to you. So, see to that you give the correct address along with the pin code. In case you are writing to someone in a different country, make sure you include your country in the address. For example,

29, NBC Garden
Coimbatore – 641053

This is followed by the date. Writing the date is important as it would help the receiver know when exactly you had written the letter. You can write the date in either of the following formats:

For example,

15/11/2021 or 15th November 2021 or November 15, 2021

**Forms of Greeting/Salutation:**

In informal letters to friends and family, you can address them by their names prefixed by qualifying terms such as Dear, My dear, Dearest, etc. You can also address them by their pet names (E.g.: Dearest Rosy, Dear Andy, My dear Sweetie...) or by their relationship with you (Dear Uncle, Dearest Grandma, My dear Cousin...). If you are writing to an ordinary friend who is older than you are, or of superior rank, it is respectful to use prefixes such as Mr, Mrs, Ms, etc. For example, Dear Mr Reddy.

Introduction and Body of the Letter:

The words you use determine the nature of your letter. You can start your informal letter with an introduction to set the tone of the matter that is going to be discussed. You can begin by enquiring about the health and well-being of the recipient. For instance, I hope this letter of mine finds you in the pinkest of health. You can then explain the reason behind the letter and provide the details as elaborate as you wish to, unlike formal letters. The letter can be more like a friendly chat than an essay. You can write in a very casual and personal tone. If you are writing to an older person, do not use disrespectful terms or sentences.

Conclusion:

End the informal letter on a friendly note. Use words in such a way that the recipient feels like they have had a wonderful time chatting with you. See to that you make sure you let them know that you would be awaiting their response to your letter.

Forms of Subscription/Signature:

You can use the following in informal letters to relatives and near friends. Yours affectionately, Yours lovingly, Your loving friend, With love, etc., followed by your name (mostly your first name). If you are writing to a close acquaintance whom you have addressed as Dear Mr, Mrs, etc., you can use Yours sincerely, Kind regards, etc.

Informal Letter Format Samples**Informal Letter Format 1 – Letter to your cousin enquiring about her first visit to Ethiopia**

34, Park Avenue

Mumbai – 400023

24th September 2021

Dearest Maria,

I was so glad to hear from my mother that you are back home after the trip. Hope you had a safe and enjoyable trip. I have been waiting to hear all about the trip from you.

Since this was the first time you have been to a foreign land, I guess every little bit of the trip was as exciting as you expected it to be. I have heard from my friends residing there that the place is extremely beautiful and that the people there are very endearing. However, I was worried when I knew that there were a few bomb blasts during your stay there. Hope all of you there were safe. I hope everything else was fine except for this.

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I had spoken to your mother earlier, and she told me that you would be coming home after two weeks. I saw your pictures on Instagram as well. I can't wait to meet you and hear all your stories. Waiting eagerly for your reply.

Your loving cousin,
Sarah

Informal Letter Format 2 - Letter to a friend about arranging a get-together

BB Street,
Allahabad - 211005
12/02/2020

Dear Surya,

Hope you are keeping well, and everyone at home is keeping safe and healthy. It has been a long time since all of us have met, so I was thinking we could all meet up. I have planned to have a get-together next month. I would love to discuss more about it.

All of us could meet on Friday evening and stay over the weekend at a resort in Munnar. The climate in Munnar is great and it will be a good stress reliever. We could also go around the tourist spots if everyone is interested. If you are ready, we could talk to the others also. I will visit you next weekend to discuss more on this.

Awaiting your reply and hoping to meet you soon.

Love,
Shreya

Informal Letter Format 3 - Reply, regretting inability to join

144, Stark Lane
Mumbai - 400054
15/02/2020

Dear Shreya,

It is extremely thoughtful of you to plan a get-together for all of us. I wish I could join you, but I am sorry to say that I have a project starting next month and it would not be possible for me to be there. If there is any way of preponing the get-together to any time before the month-end, I can definitely make it happen.

I hope we can reschedule the get-together and not miss the chance to meet up. Waiting to hear from you.

With love,
Surya

Definition of a Formal Letter

Formal Letters, also called Business Letters or Professional Letters, are letters that are written in a strict and specific format. Formal letters are naturally much more formal in style than informal/friendly letters. Formal letters can be written for a number of reasons such as,

- To express your concerns in the professional setup.
- To provide official information across your workspace.
- To order goods, to apply for employment.
- To the editor of a newspaper addressing the problems faced by various groups of people in different areas, etc.

Structure of a Formal Letter

In order to be able to write a formal letter, you have to first understand the reason behind the letter. As far as formal letters are concerned, the structure of the letter changes depending on the type of letter. There are certain rules to be followed to be able to draft a formal letter. Every sentence should be well thought out and laid down in such a way that the message you want to convey should be precise and clear to the reader.

Types of Formal Letters

There are different types of formal letters, as discussed, and they can generally be labelled under the following terms:

1. Business Letters
2. Letters of Application
3. Letters to Newspapers

1. Business Letters

Business letters should be terse, clear and to the point. There is no room for any kind of stories in a business letter. Before you start to write a business letter, there are a few things you should keep in mind.

- Use simple, everyday language to convey the message clearly instead of using flamboyant and overemphatic vocabulary.
- Never use jargon that is commonly used in business when you write a business letter.
- Avoid using abbreviations as much as possible.
- The modes of address vary according to the type of letter and the receiver.
- Clear and exact descriptions of the articles necessary with the expected quality and quantity should be listed with utmost care when you write a letter to order goods.
- When replying to a business letter, always quote the date of the letter you are responding to and the number of references (if any).

Formal/Business letters include letters from an employer to the employees and vice versa, letters to order and replace goods, letters of serious concern to an officer of higher rank, letters of complaint, etc.

2. Letters of Application

Letters of Application usually consist of letters applying for employment. Before and after you write a letter of application, make sure you check for the following:

- Always start with a short introduction stating whether the applicant is





writing in response to a reference from an advertisement found online or in the newspaper.

- State the age, education and experience of the applicant.
- Provide the employer with a genuine expression of the applicant's earnestness in taking up the job in the respective company.
- Also, furnish references so that the employer can gather an idea of the kind of employee you would be.

Letters of Application should follow the format of formal/business letters.

3. Letters to Newspapers

Always address these letters to 'The Editor' and end with 'Yours faithfully'. Letters to the Editor are letters that express concerns that should be addressed to the higher authorities. These letters should be professional and authentic. No newspaper would publish anonymous letters, so make sure you are writing the letter for a cause and provide your name and address correctly.

Writing a Formal Letter – Parts of a Formal Letter

When writing a formal letter, always be respectful and conscious of your language, no matter what the subject of the letter might be. To write a formal letter, there are some points to be remembered.

- Always start with the sender's address
- This is followed by the date.
- The receiver's address comes next. The receiver can be the name of the firm or the one who represents the firm.
- The subject of the letter is very important. It is a statement of the purpose of the letter. It should be written in a single line.
- The salutation can be Dear Sir/Ma'am. If it is a person, you know well, you can address them by their name, 'Dear Srinath'.
- The body of the letter can be written in 3 paragraphs.
- The first paragraph should be aimed at introducing yourself and stating the purpose of your letter.
- The second paragraph should furnish all the information about the matter.
- The third paragraph can be a concluding paragraph where you lay out your expectations regarding the matter.
- To close the letter, you can use a complimentary closing like 'Yours faithfully', 'Yours sincerely' etc.
- Unlike informal letters, the signature should include your name (in block letters) and designation below your signature.

Formal Letter Writing Samples

Formal Letter Sample 1 – Letter to the publisher ordering books for your store



Javed
 Read More Book Store
 24, Crosby Lane
 Bangalore 600045
 20th August 2019
 The Manager
 Zack Publishing House
 Mumbai 400012

Subject: Requirement of new books for the store – reg.

Dear Sir,

I have received the books that you had sent last week. The books are in perfect condition, and they were delivered on time. Owing to the great service rendered, I would like to order more books that would be a great addition to the wide range of books available at my store. Given below is a list of books that I would like to purchase:

Title of the Book	Author	No. of Copies
Wuthering Heights	Emily Bronte	3
Treasure Island	R L Stevenson	2
A Brief History of Time	Stephen Hawking	4
Surely You're Joking, Mr. Feynman!	Richard Feynman	2

I shall be grateful if you could send me copies of these books as mentioned by VPP as early as possible to the address given.

Thank you in advance.

Yours faithfully,

Signature

JAVED

Manager – Read More Book Store

Formal Letter Sample 2 – Letter to the Editor about a road that needs repair

Ganesh
 25, SS Street
 Chernan Nagar
 Coimbatore 641023
 8th September 2019
 The Editor
 The Hindu
 Coimbatore
 Subject: Repair of the road in Cheran Nagar

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Sir,

I would like to bring to your notice that the people in and around Cheran Nagar have been facing difficulties in travelling back and forth because of the bad condition of the roads there. We have appealed to the Municipality, but there has not been any development on the issue so far.

As private appeals to their office have had no effect, perhaps a little publicity will do no harm. For the last month, the roads in Cheran Nagar have been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night it is positively dangerous for motors or carriages to pass that way. Moreover, there are heaps of road metal on both sides of the road, which leave very little room in the middle. The residents of the area have been inconvenienced in this way for weeks.

The situation is becoming worse. There have been multiple accidents happening due to this condition. I request you to highlight the seriousness of the matter in your newspaper so that the road may be put in thorough repair without further delay.

Thanking You

Yours sincerely,

Signature

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Comparison Chart

BASIS FOR COMPARISON	FORMAL LETTER	INFORMAL LETTER
Meaning	A formal letter is a letter, written in formal language, in the stipulated format, for official purpose.	A letter written in a friendly manner, to someone you are familiar with, is called informal letter.
Objective	Professional Communication	Personal Communication
Format	Written in prescribed format only.	No prescribed format.
Written in	First person - Business letters, third person - others.	First, second or third person.
Written to	Business, college/institute, employer, organizations, etc.	Friends, family, acquaintances etc.
Voice	Passive	Active
Sentences	Long and complex	Short and simple
Size	Concise	Large or concise
Contractions and Abbreviations	Avoided	Used



4.3 REVIEW QUESTIONS

1. **Letter to Editor**
 - Attacks on Old People
 - Neglect of Parks
 - >> Letter to Editor >>
2. **Complaint Letter**
 - Complaint for Defective Pair of Shoes
 - Complaint Regarding the Flat
 - >> Complaint Letter >>
3. **Enquiry Letter**
 - Issuing the Duplicate Certificates
 - Enquiry about Coaching Centre
 - >> Enquiry Letter >>
4. **Letter to Aunt**
 - Camera for Birthday Gift
5. **Letter to Uncle**
 - Thanking Uncle for Birthday Present
 - A Pet for Your Birthday
6. **Letter to Father**
 - Informing About Your Examinations
 - Give Your Father Some Interesting News
7. **Letter to Mother**
 - Made New Friends and Enjoying Life
8. **What are formal letters?**
9. **What are informal letters?**
10. **Differentiate between formal and informal letters.**

4.4 MULTIPLE CHOICE QUESTIONS

1. **Informal letters are _____.**
 - a. Personal letters
 - b. Non personal letters
 - c. Both A and B
 - d. None of the above
2. **Formal Letters, also called _____.**
 - a. Personal letters
 - b. Non personal letters
 - c. Business Letters
 - d. All of the above
3. **The language used in an informal letter is _____.**
 - a. Casual
 - b. Personal

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- c. Both A and B
d. None of the above
4. **Professional Letters, are letters that are written in a _____ format.**
a. Strict
b. Specific
c. Only A
d. Both A and B
5. **There are _____ types of formal letters.**
a. 2
b. 3
c. 4
d. 5
6. **Business letters should be _____.**
a. Terse
b. Clear
c. To the point
d. All of the above
7. **Letters of Application usually consist of letters applying for _____.**
a. Employment
b. Newspaper publishing article
c. Theft
d. None of the above
8. **Always address these letters to _____ and end with 'Yours faithfully'.**
a. To editor
b. To newspaper head
c. The Editor
d. None of the above
9. **The body of the formal letter can be written in _____ paragraphs.**
a. 5
b. 4
c. 3
d. 2
10. **Formal letters Always start with the _____.**
a. Receiver's address
b. Sender's address
c. Post office address
d. None of the above

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ELEMENTS OF COMMUNICATION

STRUCTURE

- 5.1 Learning Objective
- 5.2 Communication: Meaning, Importance, and Process
- 5.3 Barriers to Communication
- 5.4 Qualities of Good Communication
- 5.5 Chapter Summary
- 5.6 Review Questions
- 5.7 Multiple Choice Questions



5.1 LEARNING OBJECTIVE

The objective of this course is to enrich the ability of communication Skills in learners and develop their reading, writing, listening, and speaking skills for their professional career.

5.2 COMMUNICATION: MEANING, IMPORTANCE, AND PROCESS

Everybody is well aware that the requirement of communication is mandatory in present scenario. At the outset, communication represented only well comment over a language but at present it has taken broader spectrum meaning and it has become the symbol of complete developed personality. Every individual needs to be well equipped with the tools to communicate effectively, whether it is on the personal front, or at work place. In fact, a good communicator is the person who leaves positive impression on others. After all, if one speaks and listens well, then there is no scope for misunderstanding. According to the various dictionaries the definition of communication skills is as follow: **“Communication skills include lip reading, finger-spelling, sign language; for interpersonal skills use and interpersonal relations. Communication skills are the ability to use language (receptive) and express (expressive) information”**. Another definition, **“Communication skills are the set of skills that enables a person to convey information so that it is received and understood. Communication skills refer to the repertoire of behaviours that serve to convey information for the individual.”**

Meaning of communication

The word Communication is derived from the Latin word ‘communicare’ which means – to share, information, ideas and knowledge between a sender and a receiver. But communication is not merely a transmission of meaning from one agent to another through sounds or symbols. Communication plays a major role in employer-employee relationships on farms. It also affects the relationships among family members on the management team. Although effective communication does not guarantee success of a farm business, its absence usually assures problems. More specifically, communication influences the effectiveness of the hiring and training of employees, motivation of employees, providing daily instructions, performance evaluations and the handling of discipline problems. These are the obvious roles of communication.

Communication may be broadly defined as the process of meaningful interaction among human beings. More specifically, it is the process by which meanings are perceived and understandings are reached among human beings. -**D. E. Mc Farland**

Communication is any behaviour that results in an exchange of meaning. - **The American Management Association**

Communication is an exchange of facts, ideas, opinions or emotions by two or -**George Terry**

Importance of communication

Importance of communication: Communication is a key to success. The reason is that it denotes the personality of an employee. The employee denotes the status of an

organization and the reputation of an organization is based on proper, clear and concise communication. Communication of an employee enables the reputation of an organization. In present scenario, communication has become the main factor of employee's selection at the time of interview. In the same manner, workplace communication is very important to companies because it allows companies to be productive and operate effectively. Employees can experience an increase in morale, productivity and commitment if they are able to communicate properly in an organization. Good communication is an essential tool in achieving productivity and maintaining strong working relationships at all levels of an organization. Employers who invest time and energy into delivering clear lines of communication will rapidly build up levels of trust amongst employees, leading to increases in productivity, output and morale in general. In the same manner, Poor communication in the workplace will inevitably lead to unmotivated staff that may begin to question their own confidence in their abilities and inevitably in the organization.

There are various objectives of Communication. As everybody is well aware that Communication is a process by which information is transmitted and understood between two or more people. It should include both transference and the understanding of meaning. Communication is the life blood of social as well as corporate world. We exist because we communicate. But let us try to understand the concept fully so that we can use it effectively. It is an essential condition of our existence and the most important activity for us. It is the process of sending and receiving messages. However, it is said to be effective only when the message is understood and when it stimulates action or encourages the receiver to think in new ways. Some important objectives of communication are mentioned below.

- 1. Stronger decision making:** Effective communication plays an important role in the process of decision making. Your ability to communicate effectively increases productivity of both yours and your organization and your right decisions are the main factors for the success of an organization.
- 2. Increased productivity:** Effective communication enhance the productivity, with good communication skills, you can anticipate problems, make decisions, co-ordinate work flow, supervise others, develop relationships and promote products and services.
- 3. Steadier work flow:** Proper flow is possible only with effective communication. Communication acts as tool for the effective work-related flow of information.
- 4. Strong business relationships & enhance professional image:** For better corporate relation, a good communication environment is mandatory, you can impress your seniors and co-workers. Your company's excellent communicative environment can impress to those who are directly or indirectly associated with it. Without effective communication, people misunderstand each other and misinterpret information.
- 5. Clearer promotional materials:** Your organizations need for effective reach of company name and public promotions are based on effective promotional material such as advertisements, bill boards, online add, posters etc. are all communicated for effective message delivery and meaning.
- 6. Provide advice:** Giving advice is based on individual-oriented and work-oriented, advice should not give to the person for pinpointing his mistakes rather it should



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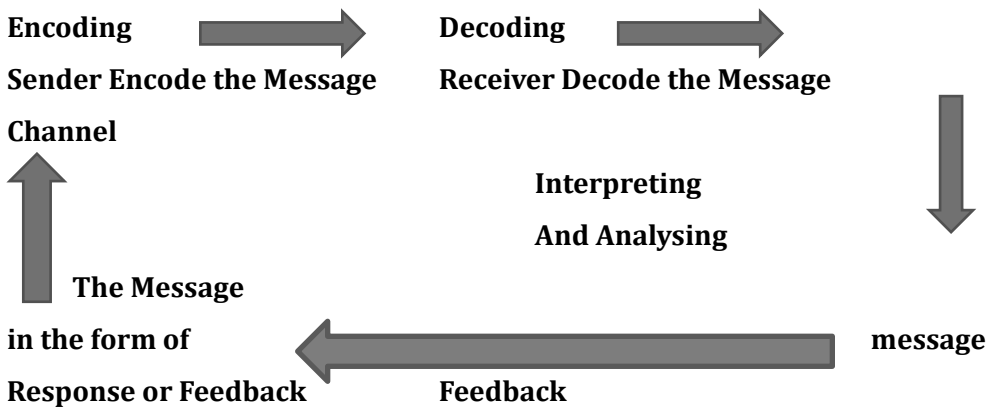
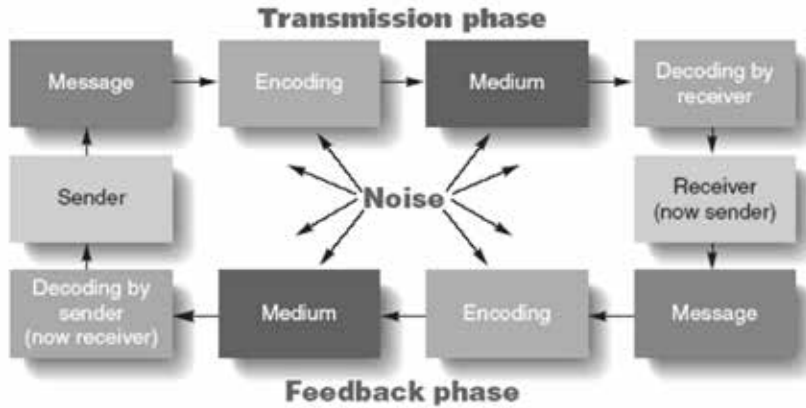


be helpful for his improvement. Effective advice promotes understanding and it can be a two-way process if the subordinate staff given freedom.

7. **Provide order:** Order is an authoritative communication pattern and it is directive to somebody always a subordinate to do something. Orders will be written and oral orders, general and specific orders, procedural and operational orders, mandatory and discretionary order. Order should be clear and complete, only then, execution should be possible and given in a friendly way.
8. **Suggestion:** Suggestion is supposed to be very mild and subtle form of communication. Suggestions are welcomed for it is not obligatory to accept them, it can be voluntary and anonymous and submitted through suggestion boxes.
9. **Persuasion:** Persuasion may be defined as an effort 'to influence the attitudes, feelings, or beliefs of others, or to influence actions based on those attitudes, feelings, or beliefs. Persuasion can be done to others if you are convinced, you do not impose, you are not rigid are prepared to meet half-way and you can look at the situation from the other person's angle also.
10. **Education:** Education is a very conscious process of communication; it involves both teaching and learning by which organizations provide to their employees in the form of training. Education is given for management, employees and outside public.
11. **Warning:** If the employees do not abide by the norms of the organization warning is a power communication tool and it can be general and specific. Specific warning should be administered in private and after thorough investigation. The aim of the warning should be the organization betterment.
12. **Raising morale and motivation:** Morale stands for mental health and it is a sum of several qualities like courage, resolution, confidence. High morale and effective performance go hand to hand. Motivation is a process that account for an individual intensity, direction, and persistence of effort towards attaining a goal.
13. **To give and receive information:** Communication's main idea is to give and receive information because managers need complete, accurate and precise information to plan and organize employee need it to translate planning in to reality. Information will cover all aspects of the business.

Process of communication

The Process of Communication: Communication process is an initial stage of sharing information with individuals or groups. So, for better communication a process is required, by which information can be shared among the people. To keep in mind this fact, a process is adopted for performing this task that is called process of communication. Communication Process starts from Sender, medium, receiver and last with the response or feedback by receiver. For sharing information, two parties are required –the sender and the receiver-without whom communication, which is an interactive process, cannot, take place. At the outset, sender prepares a message or encodes a message based on his/her idea that he/she wants to share with the receiver, later message travel and receiver receives that message and interprets or decodes that message and send back to the sender as the form of feedback. In this way the process of communication takes place.

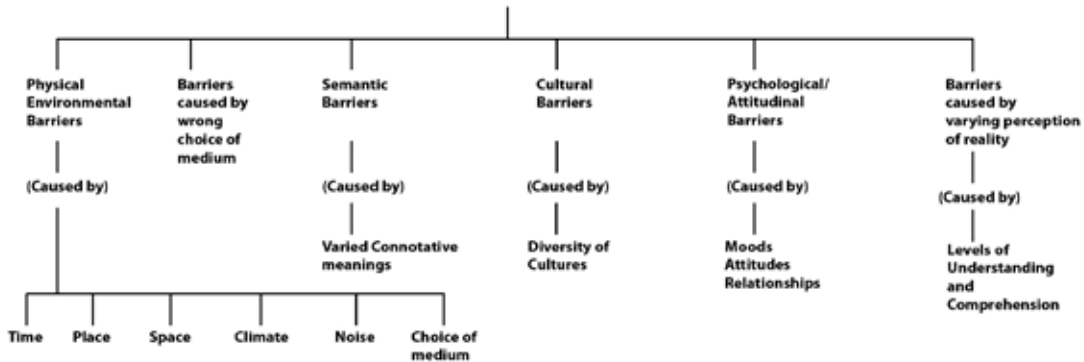


5.3 BARRIERS TO COMMUNICATION

Barriers of communication

Barriers to Communication: During the process of Communication many restrictions occurs they are called barriers. Problems with any one of the components of the communication model can become the cause of barriers. These barriers suggest opportunities for improving communication. There are many barriers in Communication. A barrier is defined as something that prevents or controls progress or movement. This definition implies that a barrier is something that comes in the way of desired outcome. There are numerous barriers some barriers are explained below:

Barriers to Communication



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- Physical environmental barriers
- Cultural Barriers
- Semantic Barriers
- **Physical environmental barriers** - Physical distractions are the physical things that get in the way of communication. Examples of such things include the telephone, a pick-up truck door, a desk, an uncomfortable meeting place, and noise. These physical distractions are common on farms. If the phone rings, the tendency is to answer it even if the caller is interrupting a very important or even delicate conversation. Uncomfortable meeting places may include a place on the farm that is too hot or too cold. Another example is a meeting room with uncomfortable chairs that soon cause people to want to stand even if it means cutting short the discussion. Noise is a physical distraction simply because it is hard to concentrate on a conversation if hearing is difficult.
- **Cultural Barriers:** Cultural diversity makes communication difficult as the mindset of people of different cultures are different, the language, signs and symbols are also different. Different cultures have different meaning of words, behaviours and gestures. Culture also gives rise to prejudices, ethnocentrism, manners and opinions. It forms the way people think and behave. When people belonging to different cultures communicate, these factors can become barriers.
- **Semantic Barriers:** There is always a possibility of misunderstanding the feelings of the sender of the message or getting a wrong meaning of it. The words, signs, and figures used in the communication are explained by the receiver in the light of his experience which creates doubtful situations. This happens because the information is not sent in simple language.

The chief language-related barriers are as under:

- a. **Badly Expressed Message:** Because of the obscurity of language there is always a possibility of wrong interpretation of the messages. This barrier is created because of the wrong choice of words, in civil words, the wrong sequence of sentences and frequent repetitions. This may be called linguistic chaos.
- b. **Symbols or Words with Different Meanings:** A symbol or a word can have different meanings. If the receiver misunderstands the communication, it becomes meaningless. For example, the word 'value' can have different meanings in the following sentences:
 - What is the value of computer education these days?
 - What is the value of this mobile set?
 - Value our friendship.
- c. **Faulty Translation:** A manager receives much information from his superiors and subordinates and he translates it for all the employees according to their level of understanding. Hence, the information has to be molded according to the understanding or environment of the receiver. If there is a little carelessness in this process, the faulty translation can be a barrier in the communication.

- d. **Unclarified Assumptions:** It has been observed that sometimes a sender takes it for granted that the receiver knows some basic things and, therefore, it is enough to tell him about the major subject matter. This point of view of the sender is correct to some extent with reference to the daily communication, but it is absolutely wrong in case of some special message.
- e. **Technical Jargon:** Generally, it has been seen that the people working in an enterprise are connected with some special technical group who have their separate technical language. Their communication is not so simple as to be understood by everybody. Hence, technical language can be a barrier in communication. This technical group includes industrial engineers, production development manager, quality controller, etc.
- f. **Body Language and Gesture Decoding:** When the communication is passed on with the help of body language and gestures, its misunderstanding hinders the proper understanding of the message. For example, moving one's neck to reply to a question does not indicate properly whether the meaning is 'Yes' or 'No'.

Wrong channel –Variation of channels helps the receiver understand the nature and importance of a message. Using a training video on cleaning practices helps new employees grasp the importance placed on herd health. A written disciplinary warning for tardiness emphasizes to the employee that the problem is serious.

Varied Attitudes and Perceptions–Perception is a way of understanding the world around. Each one perceives the world in his own unique way and interprets what has been perceived.

Psychological or Emotional Barriers

The importance of communication depends on the mental condition of both the parties. A mentally disturbed party can be a hindrance in communication. Following are the emotional barriers in the way of communication:

- a. **Premature Evaluation:** Sometimes the receiver of information tries to dig out meaning without much thinking at the time of receiving or even before receiving information, which can be wrong. This type of evaluation is a hindrance in the exchange of information and the enthusiasm of the sender gets dampened.
- b. **Lack of Attention:** When the receiver is preoccupied with some important work, he/she does not listen to the message attentively. For example, an employee is talking to his boss when the latter is busy in some important conversation. In such a situation the boss may not pay any attention to what subordinate is saying. Thus, there arises psychological hurdle in the communication.
- c. **Loss by Transmission and Poor Retention:** When a message is received by a person after it has passed through many people, generally it loses some of its truth. This is called loss by transmission. This happens normally in case of oral communication. Poor retention of information means that with every next transfer of information the actual form or truth of the information changes. According to one estimate, with each transfer of oral communication the loss of the information amounts to nearly 30%. This happens because of the carelessness of people. Therefore, lack of transmission of information in its true or exact form becomes a hindrance in communication.





- d. **Distrust:** For successful communication the transmitter and the receiver must trust each other. If there is a lack of trust between them, the receiver will always derive an opposite meaning from the message. Because of this, communication will become meaningless.

CHECK YOUR PROGRESS

1. Explain the process of communication. How it is important in society?
2. What are various kinds of communication? Explain.
3. What is Grapevine Communication?
4. What is its importance in an organization?
5. Explain Psychological or Emotional Barriers.

Some other Important Barriers are:

1. Organizational Barriers

Organizational structure greatly affects the capability of the employees as far as the communication is concerned. Some major organizational hindrances in the way of communication are the following:

Organizational Policies - Organizational policies determine the relationship among all the persons working in the enterprise. For example, it can be the policy of the organization that communication will be in the written form. In such a situation anything that could be conveyed in a few words shall have to be communicated in the written form. Consequently, work gets delayed.

- **Rules and Regulations:** Organizational rules become barriers in communication by determining the subject-matter, medium, etc. of communication. Troubled by the definite rules, the senders do not send some of the messages.
- **Status:** Under organizing all the employees are divided into many categories on the basis of their level. This formal division acts as a barrier in communication especially when the communication moves from the bottom to the top. For example, when a lower-level employee has to send his message to a superior at the top level there is a lurking fear in his mind that the communication may be faulty, and because of this fear, he cannot convey himself clearly and in time. It delays the decision making.
- **Complexity in Organizational Structure:** The greater number of managerial levels in an organization makes it more complex. It results in delay in communication and information gets changed before it reaches the receiver. In other words, negative things or criticism are concealed. Thus, the more the number of managerial levels in the organization, the more ineffective the communication becomes.
- **Organizational Facilities:** Organizational facilities mean making available sufficient stationery, telephone, translator, etc. When these facilities are sufficient in an organization, the communication will be timely, clear and in accordance with necessity. In the absence of these facilities' communication becomes meaningless.

2. **Personal Barriers** - The above-mentioned organizational barriers are important in themselves but there are some barriers which are directly connected with the sender and the receiver. They are called personal barriers. From the point of view of convenience, they have been divided into two parts:

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Barriers Related to Superiors: These barriers are as follows:

- **Fear of Challenge of Authority:** Everybody desires to occupy a high office in the organization. In this hope the officers try to conceal their weaknesses by not communicating their ideas. There is a fear in their mind that in case the reality comes to light they may have to move to the lower level,
- **Lack of Confidence in Subordinates:** Top-level superiors think that the lower-level employees are less capable and, therefore, they ignore the information or suggestions sent by them. They deliberately ignore the communication from their subordinates in order to increase their own importance. Consequently, the self-confidence of the employees is lowered.

How to overcome from Barriers to communication

In addition to removal of specific barriers to communication, the following general guidelines may also facilitate communication. In order to enhance the effectiveness of communication, we can focus on the following aspects:

- **Plan the message:** Before we decide to communicate an idea/information/message, we need to plan it properly. The message should match the purpose and should be transmitted through the appropriate format.
- **Use Proper language:** The language used for a message should be clear, lucid and appropriate. The density of words used should match with the level of maturity of the receivers.
- **Don't be evaluative:** If we listen to somebody with preconceived notions, we won't be able to receive, process and interpret the message properly.
- **Give proper Orientation:** All the employees should be given proper orientation regarding the objectives, policies, procedures, organization structure and work culture of an organization immediately after they are recruited. This helps in interpersonal communication as well as communication with the people at the higher and lower hierarchies.
- **Have an unbiased attitude:** Any person with a biased mind will not be able to communicate properly with others. Hence it is necessary to train people to be unbiased through education, counselling and discussions to help them become good communicators.
- **Be an active listener:** Active listening is an art which very few people can master. Many of us confuse listening with hearing. But listening demands more attention and interest than hearing, hence very important in communication.
- **Respond don't re-act:** When we are dealing with a problematic situation or person, we must understand the facts properly and respond appropriately. If we react in a situation like this, our emotions and feelings take an upper hand and

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we end up as bad communicators. Our negative reaction to people in stressful situations will aggravate the situation and lead to total collapse of communication. We must respond mindfully rather than re-act emotionally. Though it requires self-knowledge and discipline, it allows us to be more effective in our communication.

- **Use the grapevine:** The grapevine can be used to predict the responses of the employees regarding a particular issue. This is mainly useful for checking plans which are likely to be implemented in future. On the basis of the responses collected from people, appropriate decisions can be taken.
- **Promote congruence:** Communication will not be effective unless and until people are willing to communicate. This willingness to communicate needs to be inculcated among people to keep them intact.
- **Transmit the message in Instalments:** If too much of information is sent within too short a period of time, it will not be digested by people. SO it is wise to send the information/message in chunks. This makes the transmission of the message more effective and facilitates feedback. Information overload results in miscommunication or a complete collapse of communication.
- **Provide feedback:** In order to enhance the effectiveness of communication, feedback mechanism should be built into all communication networks so that necessary amendments can be made to enhance the quality of communication in future. Suggestions, clarifications, performance reports, surveys and emphatic listening are some of the feedback mechanisms we use to ensure the success of communication.
- **Overcome bypassing:** When we receive a message, we must respond it appropriately and immediately. Bypassing it will hamper the transmission of the message.

Additionally, some major steps for better communication are:

- Include communication as a skill to be evaluated along with all the other skills in each person's job description. Help other people improve their communication skills by helping them understand their communication problems.
- Make communication goal oriented. Relational goals come first and pave the way for other goals. When the sender and receiver have a good relationship, they are much more likely to accomplish their communication goals.
- Approach communication as a creative process rather than simply part of the chore of working with people. Experiment with communication alternatives. What works with one person may not work well with another person.
- Accept the reality of miscommunication. The best communicators fail to have perfect communication. They accept miscommunication and work to minimize its negative impacts.
- While speaking think about your audience. How well do they understand the language? And how much do they know about logic?

- While writing Select your words with care, especially technical terms. Words must be suited to your audience's.
- Make an effort to understand what the listener can find difficult to comprehend in your message because of the difference between your background and that of the listener.

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5.4 QUALITIES OF GOOD COMMUNICATION

Qualities of good communication

There are 7 Cs of effective communication which are applicable to both written as well as oral communication. These are as follows:

1. **Completeness** - The communication must be complete. It should convey all facts required by the audience. The sender of the message must take into consideration the receiver's mind set and convey the message accordingly. A complete communication has following features: Complete communication develops and enhances reputation of an organization. Moreover, they are cost saving as no crucial information is missing and no additional cost is incurred in conveying extra message if the communication is complete. A complete communication always gives additional information wherever required. It leaves no questions in the mind of receiver. Complete communication helps in better decision-making by the audience/readers/receivers of message as they get all desired and crucial information. It persuades the audience.
2. **Conciseness** - Conciseness means wordiness, i.e., communicating what you want to convey in least possible words without forgoing the other Cs of communication. Conciseness is a necessity for effective communication. Concise communication has following features: It is both time-saving as well as cost-saving. It underlines and highlights the main message as it avoids using excessive and needless words. Concise communication provides short and essential message in limited words to the audience. Concise message is more appealing and comprehensible to the audience. Concise message is non-repetitive in nature
3. **Consideration** - Consideration implies "stepping into the shoes of others". Effective communication must take the audience into consideration, i.e., the audience's viewpoints, background, mind-set, education level, etc. Make an attempt to envisage your audience, their requirements, emotions as well as problems. Ensure that the self-respect of the audience is maintained and their emotions are not at harm. Modify your words in message to suit the audience's needs while making your message complete. Features of considerate communication are as follows: Emphasize on "you" approach. Empathize with the audience and exhibit interest in the audience. This will stimulate a positive reaction from the audience. Show optimism towards your audience. Emphasize on "what is possible" rather than "what is impossible". Lay stress on positive words such as jovial, committed, thanks, warm, healthy, help, etc.
4. **Concreteness** - Concrete communication implies being particular and clear rather than fuzzy and general. Concreteness strengthens the confidence. Concrete message has following features: It is supported with specific facts and figures. It makes use of words that are clear and that build the reputation. Concrete messages are not misinterpreted.



5. **Clarity** - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clarity in communication has following features: It makes understanding easier. Complete clarity of thoughts and ideas enhances the meaning of message. Clear message makes use of exact, appropriate and concrete words.
6. **Courtesy** - Courtesy in message implies the message should show the sender's expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic. Courteous message has following features: Courtesy implies taking into consideration both viewpoints as well as feelings of the receiver of the message. Courteous message is positive and focused at the audience. It makes use of terms showing respect for the receiver of message. It is not at all biased.
7. **Correctness** - Correctness in communication implies that there are no grammatical errors in communication. Correct communication has following features: The message is exact, correct and well-timed. If the communication is correct, it boosts up the confidence level. Correct message has greater impact on the audience/ readers. It checks for the precision and accurateness of facts and figures used in the message. It makes use of appropriate and correct language in the message.

5.5 CHAPTER SUMMARY

Everybody is well aware that the requirement of communication is mandatory in present scenario. At the outset, communication represented only well comment over a language but at present it has taken broader spectrum meaning and it has become the symbol of complete developed personality. Every individual needs to be well equipped with the tools to communicate effectively, whether it is on the personal front, or at work place. In fact, a good communicator is the person who leaves positive impression on others. After all, if one speaks and listens well, then there is no scope for misunderstanding. Communication process is an initial stage of sharing information with individuals or groups. So, for better communication a process is required, by which information can be shared among the people. To keep in mind this fact, a process is adopted for performing this task that is called process of communication. Communication Process starts from Sender, medium, receiver and last with the response or feedback by receiver. For sharing information, two parties are required –the sender and the receiver-without whom communication, which is an interactive process, cannot, take place. At the outset, sender prepares a message or encodes a message based on his/her idea that he/she wants to share with the receiver, later message travel and receiver receives that message and interprets or decodes that message and send back to the sender as the form of feedback. In this way the process of communication takes place. During the process of Communication many restrictions occurs they are called barriers. Problems with any one of the components of the communication model can become the cause of barriers. These barriers suggest opportunities for improving communication. There are many barriers in Communication. A barrier is defined as something that prevents or controls progress or movement.

5.6 REVIEW QUESTIONS

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SHORT ANSWER TYPE QUESTIONS

1. What are the 7 Cs of effective communication? Explain.
2. What is the role of body language in communication? Discuss its various aspects in detail.
3. Briefly discuss the importance of non-verbal communication skills.
4. What are the main elements of audio-visual communication?
5. What are the barriers to Communication? How to overcome these barriers?

LONG ANSWER TYPE QUESTIONS

1. Consider the role of communication skills in our life.
2. Write a short note on importance of communication.
3. "Communication is two-way process." Explain.
4. Why feedback is an important component of the communication process?
5. Write a sort note on objectives of communication.

5.7 MULTIPLE CHOICE QUESTIONS

1. How many ways are there to communicate?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
2. What is Verbal Communication?
 - a. Talking to someone
 - b. When someone is talking and someone else is listening
 - c. When more than one person is talking
 - d. Using verbal noises to show you are listening like "uh huh"
3. If someone has a trouble speaking, for example had a stroke, what should you do?
 - a. Guess what they are trying to say
 - b. Give them paper so they can write it down
 - c. Teach them sign language
 - d. Allow them time to answer
4. If you are speaking with someone who has a hearing impairment, what should you do?
 - a. Make sure you face them when you are talking
 - b. You should not be speaking to them, this is disrespectful as they cannot hear you
 - c. Give them paper and pen and write to each other
 - d. You should learn sign language to communicate with them



5. **What is communication without words?**
 - a. There is no communication without words
 - b. Non-verbal communication
 - c. Telepathy
 - d. Sign language
6. **Which of the following is NOT a form of non-verbal communication?**
 - a. Body language
 - b. Tone of voice
 - c. Written communication
 - d. Telepathy
7. **What are the two parts to communication?**
 - a. There only needs to be one part, when someone says something
 - b. When someone says something, and the other person has understood
 - c. When someone says something, and the other person has replied
 - d. When someone says something while using non-verbal communication
8. **What needs to be complete for there to have been effective communication?**
 - a. The person's sentence
 - b. The documentation
 - c. Both the sending and receiving of the message
 - d. The task that was asked of the person
9. **Scenario: You ask a co-worker if they can help you with a client, they cross their arms and roll their eyes but do not say anything. Have they communicated?**
 - a. No, at this stage it is one-way communication
 - b. No, when they answer you, they will have communicated back, completing two-way communication
 - c. No, but they are being rude
 - d. Yes, they have used non-verbal communication
10. **Why are there rules about how to communicate?**
 - a. There are no rules about how to communicate
 - b. Your workplace is just making sure it has full control over you
 - c. It is to make sure everyone understands each other
 - d. Your workplace is obliged to have a policy because of OSH

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ANSWER KEY

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**UNIT I**

QUES.	ANSWERS	QUES.	ANSWERS
1.	d.	6.	a.
2.	a.	7.	a.
3.	b.	8.	d.
4.	c.	9.	d.
5.	d.	10.	a.

UNIT II

QUES.	ANSWERS	QUES.	ANSWERS
1.	b.	6.	a.
2.	a.	7.	b.
3.	a.	8.	d.
4.	d.	9.	d.
5.	c.	10.	a.

UNIT III

QUES.	ANSWERS	QUES.	ANSWERS
1.	a.	6.	b.
2.	c.	7.	d.
3.	b.	8.	a.
4.	a.	9.	b.
5.	d.	10.	c.

UNIT IV

QUES.	ANSWERS	QUES.	ANSWERS
1.	a.	6.	d.
2.	c.	7.	a.
3.	c.	8.	c.
4.	d.	9.	c.
5.	b.	10.	b.

UNIT V

QUES.	ANSWERS	QUES.	ANSWERS
1.	b.	6.	d.
2.	b.	7.	b.
3.	d.	8.	c.
4.	a.	9.	d.
5.	b.	10.	c.

NOTE

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Web Links

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- <https://public.wsu.edu/~brians/errors/>

- http://users3.ev1.net/~pamthompson/body_language.htm
- <http://www.albion.com/netiquette/corerules.html>
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