

COMMUNICATIVE ENGLISH

Learning Material

For 1st year diploma students

Developed by

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Unit - I
LITERATURE APPRECIATION

Reading Comprehension

SKIMMING THE GIST

Skimming is used to quickly gather the most important information or gist from the document or novel that you read. For this, you should make your eyes run over the text, noting important information. You may also go through the contents of the chapters rapidly, picking out and understanding the keywords and concepts. For example, while reading newspaper in the morning, you quickly try to get the general news of the day and discover which article you would like read in more detail.

How to skim read:

1. Read the title, subtitle and sub headings to find out what the text is about.
2. Look at the illustration to give you further information about the topic.
3. Read first and last sentence of each paragraph.
4. Let your eyes skim over the text, taking in keywords. Don't read every word.
5. continue to think about the meaning of the text

SCANNING FOR NECESSARY INFORMATION

Scanning is used to find a particular piece of information. In this type of reading, you allow your eyes to run over the text, looking for specific piece of information that you need. You use scanning when you go through schedule or meeting plans, look for specific advertisement or some specific information in a book etc. this is the most effective way of getting information from magazines- scan the table of contents or indexes and turn directly to interesting articles to arrive at a specific information.

1. Read the question and search for keywords or ideas associated with your question.
2. Let your eyes move quickly over the page, fitting around the text, back and forth, up and down.
3. Less reading and more searching, the brain hunt for specific information – a word, a phrase, a name or a number.

Example

In recent years, evidence has been collected which suggests that the proportion of British children and teenagers who are unhappy is higher than in many other developed countries around the world. For example, a recently published report set out to measure 'wellbeing among young people in nineteen European countries, found that the United Kingdom came bottom. The report was based on statistics and surveys in which young people answered questions on a wide range of subjects. The United Kingdom is a relatively unequal country with a relatively high proportion of young people living in households with less than half the national average income. This seems to have a negative effect on how they feel about themselves.

Q. How many countries are involved in this study?

CLOSE READING AND MAKING INFERENCE

An inference is an idea or conclusion that's drawn from evidence and reasoning. An inference is an educated guess. We learn about the somethings by experiencing them first-hand, but we gain other knowledge by inference - the process of inferring things based on already what is already known to you. When you make an inference, you're reading between the lines or just looking carefully at the fact and coming to conclusion. You can also make faulty inferences.

Steps of making inference

To successfully make an inference, Students must first look at the relevant information and list these specific textual details. Once they have compiled those ideas, they need to figure out what they mean in order to answer the question. There are five explicit steps to make an inference:

1. Read/view the text.
2. Read the question.
3. List Relevant details.
4. put details together.
5. determine what they mean.

Example

Imagine a half dozen students standing at the end of the Street. It's a dark morning at 7:00 am. The students are huddled together several are hugging themselves. Others are jumping up and down. And Still others are rubbing their hand together and huffing on them. When the bus arrives, one Student hollers, "Bus". All the students run to get on the vehicle.

Let's apply the five-step process to it.

Step 1: Read the text.

Step 2: Read the question.

In this case, most probable question will be

What Season does this scene take place in?

Step 3: List Relevant details

- Students standing at the street

- Dark morning at 7:00 am
- Hugging themselves
- Rubbing hands together.
- Jumping up and down.

Step 4: put the details together.

- It's dark morning at 7:00 am.
- Hugging themselves.
- Rubbing hands together.

Step 5: determine what they mean.

After careful examination of the details gathered there can be one possible inference that the season is winter that's why it's dark at 7:00 am and it is cold therefore standing students are hugging themselves and rubbing hands together to Protect themselves from cold.

GUESSING THE MEANING OF UNFAMILIAR WORDS

Confronted with texts, language learners may be stuck by a shortage of vocabulary inventory and thus be unable to understand what texts are about. The first thing that a learner does to understand a difficult word is to look it up using the nearest dictionary. There are however techniques learners may use to get the meaning of such vocabulary items. One of these techniques is guessing meaning from context.

Guessing meaning from context

Guessing from context refers to the ability to infer the meaning of an expression using contextual clues. These clues may be purely linguistic or situational:

- Linguistic context: the linguistic environment in which a word is used within a text
- Situational context: extra-linguistic elements that contribute to the construction of meaning this may involve background knowledge of the subject.

What this amounts to is that learners should be able to infer the meaning of an unknown word using:

1. the meaning of vocabulary items that surround it;
2. the way the word is formed;
3. background knowledge of the subject and the situation.

Techniques for guessing.

- **Synonyms and definitions:**
 - **Kingfishers** are a group of small to medium-sized brightly coloured birds.
 - When he made **insolent** remarks towards his teacher, they sent him to the principal for being disrespectful.
- Antonym and contrast
 - He **loved** her so much for being so kind to him. By contrast, he abhorred her mother.
- Cause and effect
 - He was disrespectful towards other members. That's why he was sent off and **penalized**.
- Parts of speech

- Whether the word is a noun, a verb, an adjective or an adverb, functioning as a subject, a predicate or an object.
- Examples
 - **Trojan** is an example of a computer virus
- Word forms (the morphological properties of the word)
 - Getting information from affixes (prefixes and suffixes) to understand a word. Examples: **dis-** (meaning not), – **less** (meaning without) ...
- General knowledge
 - The French constitution establishes **laïcité** as a system of government where there is a strict **separation of church and state**.

These techniques help students get the meaning of words or at least narrow the possibilities. If need be, using the dictionary should be the last resort to fine tune the understanding of a vocabulary item.

Note Making and Summarizing

Notes are short written record of facts to aid the memory. Notes are usually taken to record a speech or dictation while listening to it or after reading a book, magazine, or article. They are referred whenever needed and may be reproduced in the desired way.

Knowledge is vast and unlimited, but our memory is limited. We cannot remember all the information all the time. Hence note-making is necessary. With the help of notes, we can recall the entire information read/heard months ago. Note-making is quite useful to students preparing so many subjects.

Characteristics of good notes:

1. Short and Compact: Good notes must be short and compact.
2. Complete Information: They must contain all the important information.
3. Logical: They must be presented in a logical way.
4. Understandable: They should be understandable when consulted at a later stage.

How to make a note

Follow the following steps:

1. (I) Read the passage carefully.
(ii) Try to get the theme and subject of the passage. You may ask yourself: "What is this passage about?" This will provide you the gist.
2. Read carefully. Identify main ideas and important supporting details.
3. Make notes of the main ideas under headings and add sub-points under sub-headings.
4. Do not use auxiliary verbs.
5. Use abbreviations and symbols.
6. Use proper layout/format.

Layout of a note

Title

1. Heading

1.1 -----

1.2 -----

1.3 -----

2. Heading

2.1 -----

2.2 -----

2.3-----

3. Heading

3.1 -----

3.2-----

3.3-----

Key abbreviations used:

USA – united states of America
WHO - World health Organization.
Govt. – Government
Advt. – Advertisement
Sc. – Science
Lib. – Library

Example-1

Keeping cities clean is essential for keeping their residents healthy. Our health depends not just on personal hygiene and nutrition, but critically also on how clean we keep our cities and their surroundings. The spread of dengue and chikungunya are intimately linked to the deteriorating state of public health conditions in our cities.

The good news is that waste management to keep cities clean is now getting attention through the Swachh Bharat Mission. However, much of the attention begins and stops with the brooms and the dustbins, extending at most to the collection and transportation of the mixed waste to some distant or not so distant place, preferably out of sight.

The challenge of processing and treating the different streams of solid waste, and safe disposal of the residuals in scientific landfills, has received much less attention in municipal solid waste management than is expected from a health point of view.

One of the problems is that instead of focusing on waste management for health, we have got side-tracked into “waste for energy”. If only we were to begin by not mixing the biodegradable component of solid waste (close to 60 percent of the total) in our cities with the dry waste, and instead use this stream of waste for composting and producing a gas called methane.

City compost from biodegradable waste provides an alternative to farmyard manure (like cow-dung). It provides an opportunity to simultaneously clean up our cities and help improve agricultural productivity and quality of the soil. Organic manure or compost plays a very important role as a supplement to chemical fertilisers in enriching the nutrient-deficient soils. City compost can be the new player in the field.

Benefits of compost on the farm are well-known. The water holding capacity of the soil which uses compost helps with drought-proofing, and the requirement of less water per crop is a welcome feature for a water-stressed future. By making the soil porous, use of compost also makes roots stronger and resistant to pests and decay. Farmers using compost, therefore, need less quantity of pesticides. There is also evidence to suggest that horticulture crops grown with compost have better flavour, size, colour and shelf-life.

City compost has the additional advantage of being weed-free unlike farmyard manure which brings with it the seeds of undigested grasses and requires a substantial additional labour cost for weeding as the crops grow. City compost is also rich in organic carbon, and our soils are short in this.

Farmers clearly recognize the value of city compost. If city waste was composted before making it available to the farmers for applying to the soil, cities would be cleaned up and the fields around them would be much more productive.

Quite apart from cleaning up the cities of biodegradable waste, this would be a major and sustainable contribution to improving the health of our soil without further damage by excessive chemical inputs. What a marvellous change from waste to health!

The good news is that some states are regularly laying plastic roads. Plastic roads will not only withstand future monsoon damage but will also solve a city's problem of disposing of non-recyclable plastic. It is clear that if the mountains of waste from our cities were to be recycled into road construction material, it would tackle the problem of managing waste while freeing up scarce land.

Note

Title - Waste Management

1. Reasons for keeping cities clean
 - a. to keep the residents healthy.
 - b. health depends on personal hygiene, nutrition and cleanliness of city.
 - c. to eradicate diseases.

2. waste management
 - a. being promoted through SBM
 - b. must be separated & disposed out of sight
3. Challenges of waste management
 - a. has received less attn.
 - b. no focus on WM for health
 - c. biodegradable being mixed with solid waste
4. Benefits of organic manure
 - a. supplement of chem. fertilisers.
 - b. drought-proofing
 - c. makes roots stronger
5. Benefits of city compost
 - a. weed-free
 - b. more productive fields
 - c. chemical inputs avoided
6. Benefits of plastic roads
 - a. withstand monsoon damage
 - b. free lands from dumping waste

Key Abbreviations used:

SBM - Swachh Bharat Mission
imp. - importance
attn. - attention
WM - waste management
chem.- chemicals

Summary

Waste Management

It is important to keep the cities clean to keep the residents healthy. Their health depends on personal cleanliness and the cleanliness of the city. It is crucial to sensitise the importance of waste separation. Waste management is promoted through Swachh Bharat Mission. Waste management is given less attention and biodegradable waste is mixed with solid waste. There is no focus on waste management for health. Organic manure acts as a supplement to chemical fertilisers, makes roots stronger and leads to drought-proofing. City compost is weed-free, avoids chemicals and leads to productive fields. Plastic rods are able to withstand monsoon and dumping is avoided.

Example-2

1. How does television affect our lives? It can be very helpful to people who carefully choose the shows that they watch. Television can increase our knowledge of the outside world; there are high quality programmes that help us understand many fields of study, science, medicine, the different arts and so on. Moreover, television benefits very old people, who can't leave the house, as well as patients in hospitals. It also offers non-native speakers the advantage of daily informal language practice. They can increase their vocabulary and practise listening.

2. On the other hand, there are several serious disadvantages of television. Of course, it provides us with a pleasant way to relax and spend our free time, but in some countries, people watch television for an average of six hours or more a day. Many children stare at the TV screen for more hours a day than they spend on anything else, including studying and sleeping. It's clear that TV has a powerful influence on their lives and that its influence is often negative.

3. Recent studies show that after only thirty seconds of television viewing, a person's brain 'relaxes' the same way that it does just before the person falls asleep. Another effect of television on the human brain is that it seems to cause poor concentration. Children who view a lot of television can often concentrate on a subject for only fifteen to twenty minutes. They can pay attention only for the amount of time between commercials.

4. Another disadvantage is that television often causes people to become dissatisfied with their own lives. Real life does not seem so exciting to these people. To many people, television becomes more real than reality and their own lives seem boring. Also, many people get upset or depressed when they can't solve problems in real life as quickly as television actors seem to.

5. Before a child is fourteen years old, he or she views eleven thousand murders on the TV. He or she begins to believe that there is nothing strange about fights, killings and other kinds of violence. Many studies show that people become more violent after viewing certain programmes. They may even do the things that they see in a violent show.

Note

Title - Advantages and Disadvantages of Watching Television

7. Benefits

- a. increases knowl. of outside world, science, medicine & diff. Arts
- b. provides recreation for old ppl. & Patients
- c. informal lang. practice
- d. increases vocab. & helps practise listening

8. Disadvantages

- a. ppl. watch for 6 hrs. or more
- b. students stare at screen for hrs.

- c. negative influence on lives
- d. effect on human brain
- e. causes poor conc. in children

9. Impact

- a. makes ppl. feel life not very exciting.
- b. TV feels more real, life seems boring.
- c. get depressed when can't solve problems like actors.
- d. Violence shown on TV seems normal for children.
- e. Ppl becomes violent.

Key Abbreviations used:

ppl. - people
know. - knowledge
& - and
diff. - different
vocab. - vocabulary
lang. - language
hrs. - hours
conc. - concentration
TV - television

Summary

Advantages and Disadvantages of Watching Television

Watching television increases knowledge of the outside world, science, medicine and different arts. It helps old people and patients to recreate. It assists in informal language practice, improving vocabulary and practise listening. However, watching television for more than six hours and staring on screens has a negative influence on students. It affects the human brain and leads to poor concentration. Television makes life boring and nothing feels exciting. People can feel depressed when they are unable to solve problems as quickly as actors do. Television normalises violence which can make children violent.

Exercise- 1

Read the following passage carefully and do as directed.

It was the summer of 1936. The Olympic Games were being held in Berlin. Because Adolf Hitler childishly insisted that his performers were members of a “master race”, nationalistic feelings were at an all-time high. Jesse Owens wasn’t too worried about all this. He had trained, sweated and disciplined himself for six years, with the Games in mind. While he was going over on the boat, all he could think about was taking home one or two of those gold medals. He had his eye especially on the long jump. A year before, as a university student, he’d set the world record of 26 feet 8 ¼ inches. Everyone kind of expected him to win that Olympic event hands down. He was in for a surprise. When the time came for the long-jump trials, he was startled to see a tall boy hitting the pit at almost 26 feet on his practice leaps! He turned out to be a German named Luz Long. He was told that Hitler had kept Long under wraps, evidently hoping he would win the jump. He supposed that if Long won, it would add some new support to the Nazis’ Aryan-superiority theory. After all, he is a Negro. A little hot under the collar about Hitler’s ways, he determined to go out there and really show Der Fuhrer and his master race who was superior and who was not.

A. Answer the following briefly:

- i. Why were nationalistic feelings running high during the 1936 Summer Olympics in Berlin?
- ii. Why was Owens not worried?
- iii. What was the surprise that awaited Jesse Owens in Berlin?
- iv. What made Owens determined to beat Luz Long?

B. Find the words from the passage which have the following meanings:

- i. Superior to all other races
- ii. Secrets

C. Make sentences using the following words on your own (any one):

Perform, insist

D. Supply a single-word (from the passage) substitute to:

Greatly shocked and surprised

E. Make a note of the above passage

Exercise- 2

Read the following passage carefully and do as directed.

My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that was hard to believe. My grandfather's portrait hung above the mantelpiece in the drawing -room. He wore a big turban and loose-fitting clothes. His long white beard covered the best part of his chest and he looked at least a hundred years old. He did not look the sort of person who would have a wife or children. He looked as if he could only have lots and lots of grandchildren. As for my grandmother being young and pretty, the thought was almost revolting. She often told us of the games she used to play as a child. That seemed quite absurd and undignified on her part and we treated it like the fables of the prophets she used to tell us. She had always been short and fat and slightly bent. Her face was a criss-cross of wrinkles running from everywhere to everywhere. No, we were certain she had always been, as we had known her. Old, so terribly old that she could not have grown older, and had stayed at the same age for twenty years. She could never have been pretty; but she was always beautiful. She hobbled about the house in spotless white with one hand resting on her waist to balance her stoop and the other telling the beads of the rosary. Her silver locks were scattered untidily over her pale, puckered face, and her lips constantly moved in inaudible prayer. Yes, she was beautiful. She was like the winter landscape in the mountains, an expanse of pure white serenity breathing peace and contentment.

A. Answer the following briefly:

- i. How did the grandfather appear in his portrait?
- ii. What sort of a person did he look in his portrait?
- iii. How does the author portray his grandmother?
- iv. Why does he say, "the thought was almost revolting?"

B. Find the words from the passage which have the following meanings:

- i. shelf
- ii. not respectable

C. Make sentences using the following words on your own:

Seem, treat

D. Supply single word substitute to:

Something which is not logical and sensible

E. Make a note of the above passage

Exercise- 3

Read the following passage carefully and do as directed.

Wishing to study all of the stars thoroughly Herschel made a map of the heaven in section. so as to give careful attention to each part. He seldom wanted to bed on a clear night in winter and summer while the stars could be seen. While engaged in a study of the planet he noticed the curious appearance of a white spot near to each of the pole of the planet Mars. After much study he concluded that the seasons on Mars were much like those on the earth and the white patches were probably snow. This belief still prevails today. One night Herschel noticed a star of curious appearance much larger than the small star near it. He observed it carefully for two or three nights and saw that it did not twinkle as did other, but shone with a steady light and appearance to change its place. He therefore decided that he had found a new comet. When Herschel announced the discovery to the world all the astronomers of Europe turned their telescope of this interesting object.

A. Answer the following briefly:

- i. Why did Herschel make a map of the heaven?
- ii. What did he conclude from the white patches on Mars?
- iii. What does Herschel say about the seasons on Mars?
- iv. Describe the “star of curious appearance”.
- v. What does the result of Herschel’s discovery?

B. Use the following words in the sentence of your own.

- i. appearance ii. interesting

C. Give antonyms of the following from the given passage.

- i. Doubt ii. Inaugurated

E. Supply a suitable title to the given passage.

Unit – I (b)
TEXT – PROSE & POETRY

Prose

Standing Up for Yourself

Yevgeny Yevtushenko (1933-2017)

About the author

Yevgeny Yevtushenko is a Russian poet, novelist, essayist, dramatist, screen writer, actor, editor and director of films. His poetic career started with the publication of his first volume of poems in 1952. He became the voice of the young poets who were bent upon seeing the old truths about socialist realism in a newer light. *Flowers and bullets*, *Freedom to Kill* and *Stolen Apples* testify to his poetic genius.

Summary

The story *Standing up for yourself* gives a poetic description of author's bold encounter with a villain while as a boy he was living alone in the street of Moscow. The author rejects realism in his narration of the incident.

The story begins with author's description of his divorced parents. His father lives in Kazakhstan with his new wife and their two children. His father never writes him letter. His mother, who was a geologist, sings for troops at boarder now. Their divorce drove the narrator to streets. That is where narrator picks up all sorts of bad habits like smoking and swearing. But he learns the spirit of fearlessness.

Narrator gives a vivid account of the ruler of the street. A boy of about sixteen years old nicknamed Red. He walks up and down the streets like captain of a ship. He has a round pock marked face, green eyes, and forelock hanging to his face. He always moves with two or three lieutenants. His lieutenants could stop any boy unhesitatingly and empty his pocket out.

Everyone was afraid of Red, so was narrator. He wrote a poem about Red to conquer his fear of him. The whole street exhibited their dislike for Red with great joy after reading his poem. One morning on the way to school, narrator accidentally met Red and his lieutenants. He was looking at narrator with vengeance and hatred. He struck knuckle-duster violently on narrator's head. Narrator got unconscious and was confined to bed for several days.

He again saw Red but ran away. A sense of shame and cowardice overwhelmed him. Fierce determination stared at his face. He wanted defeat Red at whatever cost. He bought a book on ju-jitsu, a Japanese martial art form, in exchange for a week's rations. He took training with parallel bars and weights. He practiced ju-jitsu with his friend for three weeks. He was filled with renewed confidence.

Sitting on the lawn, Red was lost in playing vingt-et-un with his lieutenants. In spite of lurking fear, he faced them with utter rudeness scattering their cards. Red flew into anger and before he used knuckle-duster, the author crushed him. Writhing with pain, Red lay on the ground. He came to him like a maddened bull. What that writer had read in the book prompted him to deal with him without a shred of fear. He caught his wrist and squeezed him. His knuckle-duster could not help him. He fell down and was left to sob and wipe out his tears of defeat. The strong ruffian's vanity and rule of the street were torn to pieces.

The incident still clings to the author's memory. His encounter with the monarch of the street taught him a lesson. There is a way to beat every strong person, no matter how strong they are. Another lesson which he learnt was that to be a poet one need not only write poems, but to support its essence.

Think it out - Unit-I

1. Is the narrator a child or an adult narrating his childhood experiences?

Ans. The narrator is an adult narrating his childhood experiences.

2. Does the narrator have happy experiences in his childhood? Why/Why not?

Ans. The narrator does not have happy experiences in his childhood. His parents were divorced. His mother left him. These circumstances made him lonely. The street became his teacher. He cultivated all bad habits.

3. What was his relationship with his father?

Ans. The narrator's father lived somewhere in Kazakhstan with his new wife and hardly he got letters from his father. In short, there was no genuine relationship between father and son.

4. How did his mother spend his time?

Ans. His mother spent her time in singing and giving entertainments for the troops.

5. What does 'my education was left to the street' mean here?

Ans. After divorce, his father lived with his new wife and his mother spent time in singing and giving entertainment for the troops. As a result, he became lonely and the street became his master. It taught him both good and bad habits.

6. What were two habits that remained with him all his life?

Ans. The two habits that remained with him all his life were his preparedness to face the battle of life any moment and the spirit of fearlessness.

7. What in your opinion was the best lesson that the street taught to the narrator?

Ans. In my opinion, the best lesson that the lesson taught to the narrator was the habit of fearlessness. It taught him not to fear anyone.

Think it out - Unit-II

1. What made Red look older than he really was?

Ans. His big broad shoulder made Red look older than he really was.

2. How did he roam in the street?

Ans. He roamed carelessly in the street with legs wide. He walked like a seaman on the floor of a ship.

3. How did he dress himself?

Ans. He dressed himself in a peculiar manner. He put on a cap but its peak always at the back of his head.

4. Did he intentionally dress and walk in the manner described?

Ans. A villain as he was, Red intentionally dressed and walked in the manner described.

5. Why did his lieutenants also wear their caps back to front?

Ans. His lieutenants also wore their caps back to front, because they, like Red, wanted to evoke fear in everyone's mind.

6. What pet animal comes to your mind when you read the expression 'tripped at his heels'?

Ans. When we read the expression 'tripped at his heels', the pet animal that comes to my mind is a dog.

7. What was his way of forcing money out of other boys?

Ans. His way of forcing money out of other boys was to stop them and say simply but firmly the one word 'money'.

8. How did he rule the street?

Ans. He ruled the street by stopping any boy and saying simply but firmly nothing but the one word 'money'. His hangers-on emptied his pockets, and they beat him ruthlessly in case he resisted.

9. Was the narrator afraid of Red? Quote the sentence from the text in support of your answer.

Ans. The narrator was certainly afraid of Red. The line "Everyone was afraid of Red. So was I" is a case in point.

Think it out - Unit-III

1. What was the first thing the narrator did to overcome his fear of Red?

Ans. The first thing that the narrator did to overcome his fear of Red was to write a poem about him.

2. How did the people in the street respond to the poem?

Ans. The people in the street learnt the poem by heart. They were filled with great joy and excitement. Their hatred for Red ruled the most.

3. Explain the expression 'triumphant hatred'.

Ans. The narrator's poem about Red filled the people in the street with great joy and excitement. They gave up their fear of Red and expressed their hatred for him with great satisfaction.

4. How did Red sneer the narrator?

Ans. Red addressed the narrator as a poet slowly with a mischievous smile on his face. He commented sarcastically that at last he wrote verses and asked if they rhymed.

5. What was the result of his first encounter with Red?

Ans. Red struck the narrator's head with a metal covering for the knuckles. As a result, he fell down with blood gushing out of his head and lost consciousness. He was confined to bed for several days. This was the result of his first encounter with Red.

6. 'This was my first remuneration as a poet' - was the narrator happy with his reward as a poet?

Ans. The narrator was not happy at all with his reward as a poet.

7. What was a more difficult situation for the narrator: to be injured by Red or to overcome his fear of Red when he saw Red after his injury?

Ans. A more difficult situation for the narrator was to overcome his fear when he saw Red after his injury.

8. What was the result of his second encounter with Red?

Ans. The result of his second encounter with Red was his determination to defeat fear of Red despite suffering shame and experiencing futile anger at his cowardice.

Think it out - Unit-IV

1. How did the narrator train himself to grow stronger?

Ans. To grow stronger, the narrator trained himself with a pair of parallel bars meant for gymnastic exercises. Besides, he resorted to weights.

2. How did he get a textbook on ju-jitsu?

Ans. He got a text-book on ju-jitsu in exchange of a week's ration card.

3. How long did he train himself before the final encounter with Red?

Ans. He trained himself for three weeks before the final encounter with Red.

4. Where did the final encounter take place? What was Red doing then?

Ans. The final encounter took place on the lawn in their yard, when Red was lost in playing a card game called vingt-et-un with his lieutenants.

5. How did the narrator attack Red?

Ans. The narrator kicked and scattered cards played by Red and his lieutenants.

6. How did Red react to the narrator's attack?

Ans. Red reacted to the narrator's attack in a state of surprise and asked him mockingly if he was looking for more.

7. How did the narrator tackle Red?

Ans. The narrator tackled Red by making a fast sudden blow to him. Confused, he came towards the former furiously. The narrator cut him to size by catching his wrist and squeezed slowly.

8. How did Red suffer at the hands of the narrator?

Ans. Crying loudly in pain, Red rolled on the ground. His fingers suffered injuries. The narrator made him sob and rub the tears over his small-pox-marked face with his dirty fist.

9. What lesson did the narrator learn during his encounter with a bully like Red?

Ans. During his encounter with a bully like Red, the narrator learnt that one needn't be afraid of the strong. For every strong man there is always a way to beat them.

10. What career did the narrator prepare himself for?

Ans. The narrator prepared himself for becoming a poet. Besides writing poems, he should defend his poems at any cost.

11. Which of these do you think is true: courage means not having fear at all or courage means conquering fear? Justify your choice.

Ans. I think, courage means conquering fear. The narrator's strong determination to defeat Red, the ruler of the street, bore a fruitful result and Red was defeated by him. This is a glittering example on point.

Poem

The Inchcape Rock

Robert Southey (1744 - 1843)

About the author

Robert Southey is one of the prominent English Romantic school of poets. He was contemporary to poets like William Wordsworth and Samuel Taylor Coleridge. Moreover, he was a prolific letter writer, literary scholar, Historian and Biographer. His most important contribution to English literature is the immortal Children's Classic "*The Story of Three Bears*", the original Goldilocks' story.

About the poem

The Inchcape Rock is based on the moral belief that a wicked man always pay penalty. This belief is expressed through Sir Ralph the Rover. His wicked act of removing the bell from the perilous Inchcape Rock paves the way for his death. In short, Robert Southey hits at the cruel deed of Sir Ralph the Rover who perishes for the crime of removing the Inchcape bell and his unpardonable sins against humanity.

Summary

The poem begins with a graphic description of calm nature. There is no movement either in the air nor any roar in the sea. The ship is silent so also are her sails. The bottom part of the ship is steady in the ocean. There is no sign of any disaster.

The poet takes us back to the Inchcape Rock, a perilous roof off the east coast of Scotland near the mouth of the river Tay. During sunny days it can be easily noticed but during a storm, the ships meet their death because of it. Here comes the role of benevolent the Abbot of Aberbrothok. To tide over this problem, he places bell upon this rock. The bell can be heard loud and clean when the sea is rough and hence warn the sailors of their presence near the fatal Inchcape Rock.

Now a pirate called Sir Ralph the Rover emerges on the scene. It is spring. The bright sun and the loud sound produced by the sea-birds create an atmosphere of joy. Meanwhile Ralph catches sight of a very small spot which is the bell placed by the Abbot of Aberbrothok upon the dangerous rock. He cannot take his eyes off it. He deeply feels the exciting power of spring. Driven by merriment, he whistles and sings. His heart leaps in joy, but his delight gives way to mischief. His eyes are fixed on the Inchcape Rock. Torn by hatred, he is keen on destroying the good name of the Abbot of Aberbrothok. Human nature dies hard. Ralph, out of malice towards the Abbot, commits the sin of removing the bell. As a result, it sinks down producing a low sound. The bubbles surface and bursts around.

With the bell gone, Ralph searches for the seas for many days and keeps on plundering the ships that meet with wrecks. He becomes rich again. His ship moves

towards the Scotland's shore, but a dense fog, stormy wind and darkness prevent Ralph and his mariners from seeing the land. But Sir Ralph does not lose his heart. He tries to give his sailors courage by saying that the moon will be soon appear and they will be able to see, but in vain. The ship soon strikes the rock. Everybody sinks into despair. Ralph's misery knows no end. He tears his hair and curses himself, but it is too late.

The poem ends on a note of tragedy. Ralph finds the ship sink beneath the tide. In his dying fear, he can hear one fearful sound as if it was the warning sound of the Inchcape bell. It is as if the Devil below were ringing Ralph's death knell.

Think it out - Unit-I

1. How does the poet describe the Inchcape Rock?

Ans. The poet states that the Inchcape Rock was a few inches high above the surface of the sea in low tide and was completely covered by the sea in high tide or when the sea was rough.

2. Was the Inchcape Rock dangerous? Give your reasons?

Ans. The Inchcape Rock was quite dangerous, because during sunny days the huge stone could be easily noticed, but it was completely covered by the sea in a high tide or when the sea swelled. As a result, many ships had been wrecked.

3. Why did the Abbot place a bell on the Inchcape Rock?

Ans. The Abbot placed a bell on the Inchcape Rock to warn the sailors of the presence of this fatal rock nearby.

4. When did the Inchcape bell ring?

Ans. The Inchcape bell rang during a storm or when sea swelled.

5. Why did mariners bless the Abbot?

Ans. Mariners blessed the abbot because he saved many imminent ship-wrecks during the storm by placing a bell on the perilous Inchcape rock

Think it out - Unit-II

1. How does the poet express 'the cheering power of spring'?

Ans. poet expresses the cheering power of spring in terms of bright sun, screaming birds and joy in their sound. Merriment was in the air.

2. How did Ralph come across the Inchcape bell?

Ans. Ralph came across the Inchcape Bell by walking his deck and focusing his attention on it when spring set in and it surfaced on the calm sea.

3. What was effect of 'the cheering power of spring' on Ralph?

Ans. The cheering power of spring made Ralph whistle and sing, and filled his heart with great delight.

4. What kind of a person was Ralph? Which line tells you so?

Ans. Ralph was a wicked person to the backbone. The line 'His heart was mirthful to excess, but rover's mirth was wickedness' tells us so.

5. What act of wickedness did he do?

Ans. He committed a wicked deed by cutting the bell that the Abbot of Aberbrothok had placed on the dangerous Inchcape Rock.

6. Why did he do the wicked act?

Ans. He did the wicked act so that the sailors would not bless the Abbot of Aberbrothok.

Think it out - Unit-III

1. How did Ralph become rich?

Ans. Ralph became rich by plundering the ships that came on his way.

2. Why did the ship lose its way in the sea while it was heading towards Scotland?

Ans. The ship lost its way in the sea while it was heading towards Scotland because of a dense fog. Besides, it was nearing night time.

3. Why did a mariner think that they were near the shore?

Ans. A mariner thought that they were near the shore because they could hear breaker's roar and couldn't hear the Inchcape bell.

4. 'Oh Christ! it is the Inchcape Rock' — why did the mariners exclaim so?

Ans. The mariners exclaimed so in their stale hopelessness. To their stunned disbelief, they feel the presence of the dangerous Inchcape Rock and consequently think of their imminent death. In Christ, they see their savior.

5. Why did Sir Ralph curse himself?

Ans. Sir Ralph cursed himself, because he realized that his notorious act of cutting the bell to tarnish the image of the Abbot of Aberbrothok paved the way for the sinking of his own ship in the roaring waves of the sea.

6. 'The Devil below was ringing his knell.' — what does this expression mean?

Ans. The expression 'The Devil below was ringing his knell' means the death of the notorious Ralph the Rover. Even as he was dying, he could hear one fearful sound as if it was the warning sound of the Inchcape bell. It was as if the Devil was ringing the sound of his disaster.

7. Do you find this poem musical? The rhyme scheme of the first stanza is AABB (sea-A, be-A, motion-B, ocean-B). Is the rhyme scheme same for all the stanzas?

Ans. We find this poem completely musical. The rhyme scheme is the same for all the stanzas.

Poem
TO MY TRUE FRIEND
Elizabeth Pinard

About the author

Elizabeth Pinard born in U.K. writes on scientific fiction and fantasies. Her works include *Black City*, *Origin*, etc. She is influenced by J. K. Rowling and Stephen Mayer.

About the poem

To My True Friend, as the title signifies, is about the poet's best friend. She lavishly praises her friend in a great measure. The poet cherishes her memories.

Summary

The poet's first meeting with someone was somewhat special. In her, the former found a genuine friend. She prayed for a never-ending friendship with her. Her friend was a pillar of support to the poet, when she was passing through a difficult time. In other words, her winsome smile encouraged the poet in times of her crisis. In her despair, the friend was a fountain of hope and assurance, and that too without ever judging her.

When the poet was in a fix, she gave her advice and encouragement. She was always there to comfort her. She was the poet's biggest support both in fair and foul weather. Her friend helped her find self-acceptance and she showed her how to love herself.

At some point of time quarrel and misunderstanding arose between the poet and her friend. Still then their friendship continues. There were times when both of them shed tears. Nevertheless, they overcame those painful moments.

Circumstances have made them live apart. Distance has separated them, yet the poet cherished the memories of her friend in a great measure. She will never give up hope that their paths are destined to cross again. The friend was the sweetest part of her life. The poet misses her positive outlook on her. She will always have an 'extra special' place in her heart. The poem comes to an end with the poet's final wish for keeping their most precious friendship intact for all time to come.

“The day I met you..... I knew I could.” (Lines 1 - 20)

Gist:

The poet goes back to a day when she met someone; in the latter the former found a true friend. Her smile was sweet and bright beyond words. That gave her strength, when she was passing through a crisis. Without caring to judge her, she understood her misery and told her to get rid of it. Instead, her friend provided the hope of a better tomorrow. In other words, she gave the poet emotional support and compassion. Her friend always stood by her. The poet unflinchingly trusted her. She helped the poet learn to love herself. Besides, the friend showed how wonderful her life was. When she was in indecisive situation, she gave her advice and encouragement.

“There were times.....always love you.” (Lines 21 — 42)

Gist:

Circumstances intervened in their lives. They lived far away from each other. There were days when both of them were in tears. Nevertheless, they overcame those moments and their friendship continues. In spite of being separated by distance, the poet cherishes the smile of her friend. The poet speaks highly of their friendship. She hopes it grows and prospers and stands the test of time for ever. The friend is extra special to her. In her, the poet finds a true friend, a guardian and a protector. Their friendship is exceptional. The poet fervently wishes that they stick to it. They cannot allow such a pleasure to vanish. The poet expresses her deep love for her true friend.

Think it out

1. What does the poet pray for?

Ans. The poet prays for keeping their friendship intact for all time to come, other words, she prays for their never-ending friendship.

2. How did the friend encourage the poet?

Ans. The friend encouraged the poet to keep her going when she was Passing through a difficult time.

3. How did the friend reassure her?

Ans. The friend reassured her by telling her to get rid of sorrow and infusing in her mind the hope of a better tomorrow that will bring her joy and happiness.

4. Why did the poet trust her friend?

Ans. The poet trusted her friend, because she was always there to advise and encourage when she found herself in a fix.

5. How did the friend inspire Self-confidence in the poet?

Ans. The friend inspired self-confidence in the poet by telling her that she was capable of doing anything she concentrated on.

6. How does the poet cherish the memory of her friend?

Ans. The poet deeply cherishes the memory of her friend. She wants to treasure her ready smile with great love.

7. Are the friends staying close to each other? Quote the line in support of your answer.

Ans. The friends are not staying close to each other. The line "We are separated by many miles" is a case in point.

8. How does the poet value her friendship?

Ans. In the poet's view, her friendship is of great value to her. She hopes it grows and prospers and survives forever.

9. Why does she call her friend extra-special?

Ans. She calls her friend extra-special, because she is her only genuine friend, her guide and protector.

10. What is the poet's final wish?

Ans. The poet's final wish is that they should stick to their friendship and they cannot allow such friendship that brings the pure joy to vanish. The reason is not far to seek. There will never be another friendship like theirs.

Prose

The Magic of Teamwork

Sam Pitroda (1942 -)

About the author

Sam Pitroda is called "the father of India's communication revolution." His full name is Satyanarayan Gangaram Pitroda or Dr. Sam Pitroda as he is better known, He was born in Titilagarh, Odisha in 1942. He is presently the chairman of India's "National Knowledge Commission", besides being the chairman and CEO of the World-Tel limited and the founder and CEO of C-SAM. He also worked as an advisor to the United Nations in 1992.

Summary

Lack of teamwork and co-operation is one of the most serious problems affecting progress in all areas of India. We have good policies which fail due to lack of implementation. We lack teamwork. When the Japanese came to India to develop the Maruti Suzuki Car, they realised how inefficient, lazy, non-cooperative the Indian workers are. They grow crab mentality. When one tries to climb higher, others drag him behind. This is due to our cultural background in which the juniors are not allowed to exercise their will power over the elders. But in present scenario, many young fellows are cleverer than elderly people. There is nothing in senior and junior mentality.

The writer attended an executive seminar for Rockwell International where about 25 senior company executives were present. All were doing menial work without feeling higher or lower. In India such mentality is not found. Group work requires a thorough understanding of the strength and weaknesses of individuals irrespective of hierarchy. Being a good team player implies respect for others tolerance of different points of view and willingness to give. The ability to resolve conflicts without either egotism or sycophancy is a very important aspect of being a team player. You have to agree to disagree. Most people have a hidden agenda. So, you should go through it.

When the writer was working in C-DOT, if someone performs badly, he pointed out it in public meeting so that he corrected himself. Other erring people would correct themselves too. In India, if you criticise one, he will treat it otherwise. He will go against you. So, it is the duty of the CEO to make secret study to know the reaction of the workers to the activities of the CEO on various issues. A boss should be ready to face the criticism of the subordinates.

In India there is difference in respectability between physical and mental workers. The writer had a driver, named Ram. He told him not to open the door when he came to the car. He looked horrified. The writer told him to come to his office and work there during leisure. He wanted to see him as a team player not as a driver. He looked elated and devoted himself fully to the firm.

Diversifying tasks increases worker's self-esteem and motivation and makes them team players. In India it is difficult to make a good team because here all want to be treated as babu. It is difficult to find losers in India. Age is not a barrier in team work. If you have efficiency, energy, capability, expertise you must be rewarded. In India all want to be recognised.

There is no substitute for team work. It is the team work, you must learn to honour each other, willingness to disagree, resolution of conflict, openness, honesty and communication. There should be no personal agenda and you should be ever prepared to take any pressure.

Think it out - I

- 1. What is the key problem affecting India's progress - lack of policies or lack of implementation or lack of team of work?**

Ans. The key problem affecting India's progress is lack of implementation.

- 2. What is the joke about the Indian and Japanese workers at the Maruti Suzuki company?**

Ans. The joke was that one Indian worker would be equal with ten Japanese. But practically it was found that one Japanese worker was equal to ten Indian workers.

- 3. What is the crab mentality?**

Ans. The crab mentality is that when one climbs higher, another pulls him down and does not allow him to get success.

- 4. Where does root of crab mentality lie?**

Ans. The root of crab mentality lies in our cultural background.

- 5. What is the demerit of a hierarchical social system?**

Ans. The hierarchical social system lays stress on the elders and their wisdom. The youth, however talented may be, is considered subordinate.

- 6. How can the right kind of teams be created?**

Ans. The right kind of team can be created by understanding the ability, experience, knowledge of team players and placing them properly.

Think it out - II

1. "If this were happening in India - what does the author mean by "this"?"

Ans. In America, company executives were cleaning the board, making coffee without complains In India if you ask an officer to do so, he would create a scene. That is why the writer says "If this were happening in India..."

2. How does Hierarchy come in the way of doing a task together in India?

Ans. In India when senior and junior, officer and worker are placed in one group and told to do the menial work, they would turn violent. Hierarchy won't allow the officers to work with the low-grade workers. It is their prestige issue.

3. What should the members of a team learn for effective team work?

Ans. The members of a team should learn how to exercise and accept leadership to lead and to follow at the same time.

4. Should the members of a team exercise leadership only or accept the lead of others only in 'true teamwork'?

Ans. The members of a team should do both — exercise leadership and accept the lead of others in true teamwork.

5. Who is a good team player?

Ans. A good team player implies respect for others, tolerance of different points of views, willingness to give the ability to resolve conflict. He should learn to agree to disagree.

6. Is total agreement on conflicting issue possible?

Ans. No, total agreement on any conflicting issue is not possible. While a group supports it, another group will oppose it.

7. Which is important for beginning a piece of work - to begin work on the agreed upon aspects or to wait for total agreement?

Ans. For beginning a piece of work, it is better to begin work on the agreed upon aspect than to wait for total agreement.

8. What are the qualities of a good team player?

Ans. A good team player ought to be open, clear and honest. He should have no political and hidden agenda.

9. What does the author mean by "a hidden agenda? How does it affect teamwork?

Ans. People often say one thing in public, but in their mind, they support another thing. This hidden motive of people is hidden agenda. It affects teamwork because the team player with hidden agenda can't work heartily for your project as he does not support it.

10. What does 'a good work ethic' imply?

Ans. To say and mean the same thing is a good work ethic. That means you should have no hidden agenda while working in a team.

Think it out - III

1. How did the author handle inefficient employees in C—DOT?

Ans. The author pointed out the fault of the inefficient employees in general meeting when he was working in C—DOT.

2. How did the errant employees react to his open criticism?

Ans. The errant employees, being criticized in public, feel insulted and speak ill of the author in his back. They think, the author criticized them personally.

3. What was the author's intention behind open criticism?

Ans. The author's intention behind open criticism was that the errant employees would correct themselves and others would not dare to commit the same mistake.

4. What did he learn about Indian attitude to criticism?

Ans. The Indians don't differentiate between criticizing an idea and criticizing an individual.

5. Does criticizing an idea mean criticizing an individual?

Ans. No, criticizing an idea does not mean criticizing an individual.

6. Can an employee afford to criticize the boss in India?

Ans. No, an employee does not dare to criticize the boss face to face in India.

7. What are the key elements of a team's success?

Ans. Self-esteem is the key element. Besides, stability, confidence, security, comfort of the team workers are the key elements of a team's success.

8. What affects 'team performance' in India?

Ans. The team performance in India is affected due to dichotomy and difference in respectability between physical and mental workers.

9. What was the job of the author's driver?

Ans. The author's driver Ram had to open the car door when the author came near it. and to close it when he entered.

10. How did he react when the author asked him not to open the door of the car for him?

Ans. When the author told him not to open the door of the car for him, he started crying.

11. How did the author like to see the driver?

Ans. The author wanted to see the driver not as a mere driver but as a team player.

12. How did the author motivate the driver to be a team player?

Ans. The author motivated the driver to come to his office when he had no work and to help him in office work making copies, filing papers, sending faxes, answering phone calls etc.

Think it out – IV

1. How do diversifying tasks help workers?

Ans. Diversifying tasks increases workers self-esteem and motivation and makes them team players.

2. Why is it difficult to build teams in India?

Ans. It is difficult to build teams in India because nobody wants to be seen playing second fiddle. Nobody wants to become a loser.

3. How can working with diversity happen?

Ans. Working with diversity can happen by remaining away from personal, caste and community interests.

4. Does age matter for holding positions?

Ans. Age does not matter for holding positions. A 40-year-old CEO can work with a 55 years old VP.

5. What matters much for a senior position- age or capability?

Ans. Capability matters much for a senior position.

6. How should the senior treat employees with lower esteem?

Ans. The seniors should recognize the job of the employees with lower esteem. They should encourage them from time to time.

7. What are the fundamental ideals in corporate environment?

Ans. The fundamental ideals in corporate environment are respect for others, openness, honesty, communication, willingness to disagree, resolution of conflict and recognition that larger is goal is above personal interests.

Unit - II
VOCABULARY

SYNONYM AND ANTONYM

What is a Synonym?

A synonym is a word/phrase, the meaning of which is the same or nearly the same as another word or phrase. Words that are synonyms are described as synonymous.

Synonym examples:

- Artful – Crafty
- Ballot – Poll
- Chorus – Refrain
- Deceptive – Misleading
- Enormous – Immense

What is an Antonym?

An antonym is a word/phrase that means the opposite of another word or phrase. Check the examples.

Antonym examples:

- Admire – Detest
- Bravery – Cowardice
- Crooked – Straight
- Dainty – Clumsy
- Economise – Waste

List of synonyms and antonyms

Words	Synonyms – Same Meaning	Antonyms – Opposites
Abate	Moderate, decrease	Aggravate
Adhere	Comply, observe	Condemn, disjoin
Abolish	Abrogate, annul	Setup, establish
Abound	Flourish, proliferate	Deficient, Destitute
Abortive	Vain, unproductive	Productive
Adjunct	Joined, Added	Separated, Subtracted
Adversity	Misfortune, calamity	Prosperity, Fortune
Adherent	Follower, disciple	Rival, Adversary
Adamant	Stubborn, inflexible	Flexible, Soft
Admonish	Counsel, reprove	Approve, Applaud
Ascend	Climb Escalate	Descend, Decline
Alleviate	Abate, relieve	Aggravate, Enhance
Allure	Entice, fascinate	Repulse, Repel
Arraign	Incriminate, indict	Exculpate, Pardon
Amplify	Augment, deepen	Lessen, Contract
Axiom	Adage, truism	Absurdity, Blunder
Audacity	Boldness, Courage	Mildness, Cowardice
Authentic	Accurate, credible	Fictitious, unreal
Awkward	Rude, blundering	Adroit, clever
Barbarous	Frustrate, perplex	Civilized

Bleak	Grim, Austere	Bright, Pleasant
Bewitching	Alluring, charming	Repulsive, Repugnant
Baroque	Florid, gilt	Plain, unadorned
Brittle	Breakable, crisp	Tough, Enduring
Barrier	Barricade, Obstacle	Link, Assistance
Baffle	Astound, Faze	Facilitate, Clarify
Bustle	Commotion, Tumult	Slowness, Quiet
Barren	Desolate, Sterile	Damp, Fertile
Benign	Favourable, friendly	Malignant, Cruel
Busy	Active, Engaged	Idle, Lazy
Bleak	Austere, Blank	Bright, Cheerful
Bold	Adventurous	Timid
Boisterous	Clamorous, rowdy	Placid, Calm
Blunt	Dull, Insensitive	Keen, Sharp
Callous	obdurate, unfeeling	Compassionate, Tender
Capable	competent, able	Incompetent, Inept
Calamity	adversity, misfortune	Fortune
Calculating	Canny, Devious	Artless, honest
Calumny	defamation, aspersion	Commendation, Praise
Captivity	imprisonment, confinement	Freedom, Liberty
Captivate	Charm, fascinate	Disillusion offend
Chaste	virtuous, pure	Sullied, Lustful

Cease	terminate, desist	Begin, Originate
Consent	agree, permit	Object Disagree
Concur	approve, agree	Differ, disagree
Consolidate	solidify, strengthen	Separate, Weaken
Consequence	effect, outcome	Origin, Start
Contempt	scorn, disregard	Regard, Praise
Conspicuous	prominent, obvious	Concealed, hidden
Contrary	dissimilar, conflicting	Similar, Alike
Contradict	deny, oppose	Approve, Confirm
Callous	Insensitive, indurated	Kind, merciful
Calm	Harmonious, unruffled	Stormy, turbulent
Candid	Blunt, bluff	Evasive
Camouflage	Cloak, disguise	Reveal
Carnal	Earthly, fleshly	Spiritual
Captivate	Beguile, bewitch	Repel
Celebrated	Acclaimed, lionized	Unknown, Inglorious
Catholic	Generic, liberal	Narrow- minded
Censure	Rebuke, reprimand	Praise, Acceptance
Cement	Plaster, mortar	Disintegrate
Clandestine	Covert, furtive	Open, Legal
Cheap	Competitive, Inexpensive	Dear, unreasonable
Coarse	Bawdy, Boorish	Fine, Chaste
Confident	Bold, Undaunted	Diffident, cowardly

Creation	Formation, foundation	Destruction
Courtesy	Generosity, Reverence	Disdain, Rudeness
Cunning	Acute, Smart	Naive, Coarse
Decipher	interpret, reveal	Misinterpret, distort
Decay	Collapse, decompose	Flourish, Progress
Deceit	deception, artifice	Veracity, Sincerity
Defray	spend, pay	Disclaim, Repudiate
Defile	contaminate, pollute	Purify, sanctity
Demolish	Ruin, devastate	Repair, construct
Disdain	detest, despise	Approve, praise
Dense	Opaque, piled	Sparse, brainy
Denounce	Blame, boycott	Defend
Despair	Depression, misery	Contentment, Hope
Derogatory	Sarcastic, critical	Laudatory, appreciative
Docile	Pliable, pliant	Headstrong, obstinate
Destructive	Catastrophic, pernicious	Creative, Constructive
Dwarf	Diminutive, Petite	Huge, Giant
Eclipse	Diminution, Dimming	Shine, eclipse
Eager	Keen, acquisitive	Indifferent, apathetic
Ecstasy	delight, exultation	Despair, Calamity
Eccentric	strange, abnormal	Natural, Conventional
Encumbrance	hindrance, obstacle	Incentive, stimulant

Efface	destroy, obliterate	Retain, Maintain
Eloquence	expression, fluency	Halting, Stammering
Enormous	colossal, mammoth	Diminutive, negligible
Endeavour	undertake, aspire	Cease, quit
Equivocal	uncertain, hazy	Obvious, lucid
Epitome	precise, example	Increment, expansion
Eradicate	destroy, exterminate	Secure, plant
Fallacy	delusion, mistake	Veracity, Truth
Fabricate	construct, produce	Destroy, Dismantle
Fanatical	narrow-minded, biased	Liberal, Tolerant
Falter	stumble, demur	Persist, Endure
Ferocious	cruel, fierce	Gentle, Sympathetic
Feeble	weak, frail	Strong, Robust
Fluctuate	deflect, vacillate	Stabilize, resolve
Feud	strife, quarrel	Harmony, fraternity
Gloom	obscurity, darkness	Delight, mirth
Gather	Converge, huddle	Disperse, Dissemble
Gorgeous	magnificent, dazzling	Dull, unpretentious
Glut	stuff, satiate	Starve, abstain
Grisly	disgusting, atrocious	Pleasing, attractive
Gracious	courteous, beneficent	Rude, Unforgiving
Guile	cunning, deceit	Honesty, frankness

Grudge	hatred, aversion	Benevolence, Affection
Genuine	Absolute, Factual	Spurious
Generosity	Altruism, bounty	Stinginess, greed
Glory	Dignity, renown	Shame, Disgrace
Gloomy	Bleak, cloudy	Gay, Bright
Harass	irritate, molest	Assist, comfort
Hamper	retard, prevent	Promote, facilitate
Hazard	Peril, danger	Conviction, security
Hapless	unfortunate, ill-fated	Fortunate, Lucky
Harmony	Conformity, Amicability	Discord, discord
Hamstrung	Cripple Debilitate	Strengthen, Encourage
Honor	Adoration, Reverence	Denunciation, Shame
Hasty	Abrupt, Impetuous	Leisurely, Cautious
Humility	Resignation, Fawning	Boldness, Pride
Humble	Meek, Timid	Proud, Assertive
Impenitent	Uncontrite, Obdurate	Repentant
Indifferent	Equitable, Haughty	Partial, Biased
Impulsive	Flaky, Impetuous	Cautious, Deliberate
Infernal	Damned, Accursed	Heavenly,
Indigent	Destitute, Impoverished	Rich, Affluent
Imminent	impending, brewing	Distant, Receding
Immerse	submerge, involve	Emerge, uncover

Impair	diminish, deteriorate	Restore, Revive
Immunity	prerogative, privilege	Blame, Censure
Impediment	hurdle, obstruction	Assistant, Concurrence
Impious	irreligious, unholy	Pious, Devout
Incompetent	inefficient, unskilled	Dexterous, Skilled
Inclination	disposition, affection	Indifference, Disinclination
Inevitable	unavoidable, ascertained	Unlikely, Doubtful
Incongruous	inappropriate, absurd	Compatible, harmonious
Ingenuous	undisguised, naive	Wily, Craftly
Instill	inculcate, inject	Eradicate, extract
Insolvent	indigent, destitute	Wealthy, solvent
Intrigue	scheme, conspiracy	Candor, Sincerity
Intricate	tangled, complicated	Regulated, Orderly
Jejune	dull, boring	Interesting, exciting
Jaded	tired, exhausted	Renewed, recreated
Jubilant	rejoicing, triumphant	Melancholy, depressing
Jovial	frollicsome, cheerful	Solemn, morose
Just	honest, impartial	Unequal, unfair
Judicious	thoughtful, prudent	Irrational, foolish
Juvenile	young, tender	Dotage, antiquated
Justify	defend, exculpate	Impute, arraign
Knave	dishonest, scoundrel	Paragon, innocent

Knotty	complicated difficult	Simple, manageable
Kindred	relation, species	Unrelated, dissimilar
Keen	sharp, poignant	Vapid, insipid
Knell	death knell, last blow	Reconstruction, rediscovery
Lax	slack, careless	Firm, reliable
Lavish	abundant, excessive	Scarce, deficient
Liable	accountable, bound	Unaccountable, apt to
Lenient	compassionate, merciful	Cruel, severe
Lucid	sound, rational	Obscure, hidden
Lure	attract, entice	Repel, dissuade
Linger	loiter, prolong	Hasten, quicken
Liberal	magnanimous, generous	Stingy, malicious
Lunacy	delusion, insanity	Normalcy, sanity
Luxuriant	profuse, abundant	Scanty, meagre
Luscious	palatable, delicious	Unsavory, tart
Languid	Sluggish, apathetic	Energetic, spirited
Mandatory	Imperative, requisite	Optional
Malice	Vengefulness, grudge	Goodwill, Kindness
Merit	Stature, Asset	Demerit, dishonor
Masculine	Gallant, strapping	Feminine, meek
Mitigate	alleviate, relieve	Augment enhance
Miraculous	marvelous, extraordinary	Ordinary, trivial

Molest	harass, tease	Console, soothe
Modest	humble, courteous	Arrogant, pompous
Morbid	Nasty, Macabre	Healthy, Cheerful
Monotonous	irksome, tedious	Varied, pleasant
Munificent	liberal, hospitable	Frugal, penurious
Mutual	joint, identical	Separate, distinct
Mutinous	recalcitrant, insurgent	Submissive, faithful
Nimble	prompt, brisk	Sluggish, languid
Notion	Conceit, Apprehension	Reality, Concrete
Novice	tyro, beginner	Veteran, ingenious
Nonchalant	indifferent, negligent	Attentive, considerate
Numerous	profuse, various	Scarce, deficient
Obliging	Complaisant, Willing	Mulish, Obstinate
Obstruct	impede, prevent	Hasten, encourage
Obstinate	Stubborn, Adamant	Pliable, flexible
Obscure	Arcane, Vague	Prominent
Obvious	Evident, apparent	Obscure, ambiguous
Obtain	Access, Inherit	Forfeit
Offensive	Abhorrent, obnoxious	Engaging, fascinating
Odious	Malevolent, obnoxious	Engaging, fascinating
Offspring	descendant, sibling	Ancestor, forefather
Occult	latent, ambiguous	Intelligible, transparent

Opaque	obscure, shady	Transparent, bright
Ominous	Menacing, Foreboding	Auspicious
Optimist	Idealist	Pessimist
Ornamental	decorative, adorned	Unseemly, plain
Ordain	Order, impose	Revoke abolish
Persuade	Cajole, Impress	Dissuade, halt
Pacify	Appease, Chasten	Irritate, worsen
Propagate	Inseminate, fecundate	Suppress, deplete
Perturbed	Flustered, anxious	Calm
Prompt	Precise, Punctual	Slow, Negligent
Progress	Pace, Betterment	Retrogress, worsening
Pamper	Flatter, indulge	Deny, disparage
Prudence	Vigilance, Discretion	Indiscretion
Peerless	matchless, unrivalled	Mediocre, commonplace
Paramount	foremost, eminent	Trivial, inferior
Pertness	flippancy, impudence	Modesty, diffidence
Peevish	perverse, sullen	Suave, amiable
Predicament	plight, dilemma	Resolution, confidence
Quaint	Queer, strange	Familiar, usual
Quack	Impostor, deceiver	Upright, unfeigned
Quell	subdue, reduce	Exacerbate, agitate
Quarantine	seclude, screen	Befriend, socialize

Quibble	equivocate, prevaricate	Unfeigned, plain
Rapidity	Quickness, Velocity	Inertia, languidity
Raid	Incursion, Foray	Retreat, release
Rebellious	Restless, attacking	Submissive, Compliant
Reason	Acumen, Bounds	Folly, Speculation
Reluctant	Cautious, Averse	anxious, Eager
Rectify	Amend, Remedy	Falsify, Worsen
Ravage	Destroy, ruin	Reconstruct, renovate
Remnant	Residue, piece	Entire, whole
Ratify	consent, approve	Deny, dissent
Restrain	Detain, Confine	Incite
Redeem	Recover, liberate	Conserve lose
Remorse	Regret, penitence	Ruthlessness, obduracy
Remonstrate	Censure, protest	Agree, loud
Resentment	Displeasure, wrath	Content, Cheer
Rout	Vanquish, overthrow	Succumb, withdraw
Ruthless	Remorseless, inhumane	Compassionate, lenient
Savage	Wild, untamed	Polished, Civilized
Sacred	Cherish, Divine	Ungodly, Profane
Steep	Course, lofty	Flat, gradual
Startled	Frightened, Shocked	Waveringly
Sublime	Magnificent, eminent	Ridiculous

Stranger	Immigrant, guest	Acquaintance, national
Sympathy	Tenderness, harmony	Antipathy, Discord
Succinct	Concise, Terse	Lengthy, polite
Sarcastic	Ironical, derisive	Courteous, gracious
System	Scheme, Entity	Chaos, Disorder
Shrewd	Cunning, craftly	Simple, imbecile
Saucy	Impudent, insolent	Modest, humble
Servile	Slavish, Docile	Aggressive, Dominant
Scanty	scarce, insufficient	Lavish, multitude
Slander	defame, malign	Applaud, approve
Shabby	miserable, impoverished	Prosperous, thriving
Solicit	entreat, implore	Protest oppose
Subvert	Demolish, sabotage	Generate, organize
Substantial	Considerable, solid	Tenuous, fragile
Sycophant	Parasite, flatterer	Devoted, loyal
Superficial	Partial, shallow	Profound, discerning
Taciturn	Reserved, silent	Talkative, extrovert
Taboo	Prohibit, ban	Permit, consent
Tedious	Wearisome. Irksome	Exhilarating, lively
Tenacious	Stubborn, Dodge	Docile, non- resinous
Tranquil	Peaceful, composed	Violent, furious
Treacherous	Dishonest, duplicitous	Forthright, reliable

Trenchant	Assertive, forceful	Feeble, ambiguous
Tumultuous	Violent, riotous	Peaceful, harmonious
Trivial	Trifling, insignificant	Significant, veteran
Tame	Compliant, Subdued	Wild, untamed
Tranquil	Amicable, Calm	Agitated, Fierce
Thrifty	Frugal, prudent	Extravagant
Tremble	Vibrate	Steady
Utterly	Completely, entirely	Deficiently, incomplete
Uncouth	Awkward, ungraceful	Elegant, Compensate
Uncouth	Boorish, Clownish	Elegant, Compensate
Umbrage	Chagrin, offense	Sympathy, goodwill
Urge	Incite, Implore	Abhorrence, Abomination
Urchin	Foundling, Orphan	Creep, Knave
Vain	Arrogant, egoistic	Modest
Vanity	Conceit, pretension	Modesty, Humility
Valor	Bravery, prowess	Fear, cowardice
Venom	Poison, malevolence	Antidote, Benevolent
Venerable	Esteemed, honored	Unworthy, immature
Vicious	Corrupt, obnoxious	Noble, Virtuous
Veteran	Ingenious, experienced	Novice, tyro
Vivacious	Spirited, Energetic	Dispirited, Unattractive
Wicked	vicious, immoral	Virtuous, Noble

Wed	marry, combine	Divorce, Separate
Wile	Trickery, Artifice	Naivety, honor
Wield	Exert, employ	Forgo, avoid
Wilt	wither, perish	Revive, bloom
Winsome	Beautiful, Comely	Alluring, Rapturous
Yield	surrender abdicate	Resist, protest
Yell	shout, shriek	Whisper muted
Yoke	connect, harness	Liberate, Release
Yearn	languish, crave	Content, satisfy
Zenith	summit, apex	Nadir, base
Zeal	eagerness, fervour	Apathy, lethargy
Zig -zag	oblique, wayward	Straight, unbent

ONE WORD SUBSTITUTION

PHRASE	ONE WORD
The medieval forerunner of chemistry	Alchemy
A person who presents a radio/television programme	Anchor
One who studies the evolution of mankind	Anthropologist
A person who is trained to travel in a spacecraft	Astronaut
The scientific study of the physiology, structure, genetics, ecology, distribution, classification, and economic importance of plants	Botany
A person who draws or produces maps	Cartographer
A person who writes beautiful writing	Calligrapher
A person who composes the sequence of steps and moves for a performance of dance	Choreographer
A person employed to drive a private or hired car	Chauffeur
A person who introduces the performers or contestants in a variety show	Compere
A keeper or custodian of a museum or other collection	Curator

The branch of biology concerned with cyclical physiological phenomena	Chronobiology
A secret or disguised way of writing	Cypher
The study of statistics	Demography
The use of the fingers and hands to communicate and convey ideas	Dactylogy
A person who sells and arranges cut flowers	Florist
A line of descent traced continuously from an ancestor	Genealogy
The therapeutic use of sunlight	Heliotherapy
The art or practice of garden cultivation and management	Horticulture
One who supervises in the examination hall	Invigilator
The theory or philosophy of law	Jurisprudence
A person who compiles dictionaries	Lexicographer
The scientific study of the structure and diseases of teeth	Odontology
One who presents a radio programme	Radio Jockey

The art of effective or persuasive speaking or writing	Rhetoric
The branch of science concerned with the origin, structure, and composition of rocks	Petrology
One who study the elections and trends in voting	Psephologist
An artist who makes sculptures.	Sculptor
The scientific study of the behaviour, structure, physiology, classification, and distribution of animals	Zoology

Important One Word Substitution for “Spot/ Venue”

PHRASE	ONE WORD
A collection of historical documents or records providing information about a place, institution, or group of people	Archives
A large cage, building, or enclosure for keeping birds in	Aviary
A building where animals are butchered	Abattoir
A place where bees are kept; a collection of beehives	Apiary

A building containing tanks of live fish of different species	Aquarium
A place or scene of activity, debate, or conflict	Arena
A collection of weapons and military equipment	Arsenal
An institution for the care of people who are mentally ill	Asylum
A hole or tunnel dug by a small animal, especially a rabbit, as a dwelling	Burrow
A collection of items of the same type stored in a hidden or inaccessible place	Cache
A public room or building where gambling games are played	Casino
A large burial ground, especially one not in a churchyard	Cemetery
A room in a public building where outdoor clothes or luggage may be left	Cloakroom
A place where a dead person's body is cremated	Crematorium
a Christian community of nuns living together under monastic vows	Convent
Nursery where babies and young children are cared for during the working day	Creche

A stoppered glass container into which wine or spirit is decanted	Decanter
A large bedroom for a number of people in a school or institution	Dormitory
The nest of a squirrel, typically in the form of a mass of twigs in a tree	Drey
A room or building equipped for gymnastics, games, and other physical exercise	Gymnasium
A storehouse for threshed grain	Granary
A large building with an extensive floor area, typically for housing aircraft.	Hangar
A box or cage, typically with a wire mesh front, for keeping rabbits or other small domesticated animals	Hutch
A place in a large institution for the care of those who are ill	Infirmary
A small shelter for a dog	Kennel
A place where wild animal live	Lair
A place where coins, medals, or tokens are made	Mint

A collection of wild animals kept in captivity for exhibition	Menagerie
A building or buildings occupied by a community of monks living under religious vows	Monastery
A place where bodies are kept for identification	Morgue
A piece of enclosed land planted with fruit trees	Orchard
A large natural or artificial lake used as a source of water supply	Reservoir
A small kitchen or room at the back of a house used for washing dishes and another dirty household work	Scullery
A close-fitting cover for the blade of a knife or sword	Sheath
A room or building for sick children in a boarding school	Sanatorium
A place where animal hides are tanned	Tannery
A large, tall cupboard in which clothes may be hung or stored	Wardrobe

One Word Substitution PDF for “Government/ Systems”

PHRASE	ONE WORD
A state of disorder due to absence or non-recognition of authority or other controlling systems	Anarchy
A form of government in which power is held by the nobility	Aristocracy
A system of government by one person with absolute power	Autocracy
A self-governing country or region	Autonomy
A system of government in which most of the important decisions are taken by state officials rather than by elected representatives	Bureaucracy
A system of government by the whole population or all the eligible members of a state, typically through elected representatives	Democracy
A state, society, or group governed by old people	Gerontocracy
A state or country run by the worst, least qualified, or most unscrupulous citizens	Kakistocracy
Government by new or inexperienced hands	Neocracy
Government by the populace	Ochlocracy

A small group of people having control of a country or organization	Oligarchy
Government by the wealthy	Plutocracy
Government not connected with religious or spiritual matters	Secular
A form of government with a monarch at the head	Monarchy
A political system based on government of men by God	Thearchy

New One Word Substitution for “Fear/ Phobia”

PHRASE	ONE WORD
An extreme or irrational fear of heights	Acrophobia
An irrational fear of fresh air or drafts of air	Aerophobia
Fear of being egotistical, being alone or isolated	Autophobia
A phobia of pain	Algophobia

An abnormal fear of heights	Altophobia
An emotional disorder characterized by an obsessive desire to lose weight by refusing to eat	Anorexia
An extreme or irrational fear of open or public places	Agoraphobia
An abnormal and persistent fear of depths	Bathophobia
Fear or hatred of books	Bibliophobia
Fear of ugliness and things that are ugly	Cacophobia
A dislike of being in the centre	Centrophobia
An extreme fear about beauty	Cellophobia
Fear of time	Chronophobia
Fear of dogs	Cynophobia
An extreme or irrational fear of confined places	Claustrophobia
A delusion of being possessed by evil spirits	Demonomania
An abnormal and persistent fear of drinking alcohol	Dipsophobia

An abnormal and persistent fear of work or finding employment	Ergophobia
Fear of getting married, being in a relationship, or commitment	Gamophobia
Physical or psychological fear of sexual relations or sexual intercourse	Genophobia
Fear of old age	Geraphobia
Fear of knowledge	Gnosiophobia
Fear of women	Gynaephobia
Fear of writing or handwriting	Graphophobia
An irrational and intense fear of travel	Hodophobia
An excessive fear or aversion to obtaining pleasure	Hedonophobia
Fear of disease	Haematophobia
An obsessive fear of words	Logophobia
An extreme fear of wind or drafts	Menem phobia
An extreme or irrational fear of the night or of darkness	Nyctophobia

Fear of medication	Pharmacophobia
Fear of death	Thanatophobia
Extreme superstition regarding the number thirteen	Triskaidekaphobia

All One Word Substitution for “Murder/ Death”

PHRASE	ONE WORD
A solemn procession, especially for a funeral	Cortege
A poem of serious reflection, typically a lament for the dead	Elegy
A phrase or form of words written in memory of a person who has died	Epitaph
Killing of one's son or daughter	Filicide
Destruction or abortion of a fetus	Foeticide
Killing of one's brother or sister	Fratricide

Killing of a large group of people	Genocide
Killing of one person by another	Homicide
Killing of infants	Infanticide
Burial of a corpse in a grave or tomb	Interment
Killing of one's mother	Matricide
A room or building in which dead bodies are kept	Mortuary
A news article that reports the recent death of a person	Obituary
Killing of a parent or other near relative	Parricide
Killing of one's father	Patricide
An examination of a dead body to determine the cause of death	Postmortem
Action of killing a king	Regicide
Killing of one's sister	Sororicide
Act of intentionally causing one's own death	Suicide

Killing of one's wife	Uxoricide
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List of One Word Substitution for "Sound"

PHRASE	ONE WORD
The branch of physics concerned with the properties of sound	Acoustics
The sound of Alligators	Bellow
The sound of Deers	Bell
The sound of Crows	Caw
The sound of Geese	Cackle
The sound of Hens	Cluck
The sound of Dolphins	Click
The sound of Frogs	Croak

The sound of Crickets	Creak
The sound of Monkeys	Gibber
The sound of Camels	Grunt
The sound of Owls	Hoot
The sound of Penguins	Honk
The sound of Cattle	Moo
The sound of Horses	Neigh
The sound of Nightingales	Pipe
The sound of Ducks	Quack
The sound of Parrots	Screech
The sound of Rats	Squeak
The sound of Birds	Twitter
The sound of Elephants	Trumpet
The sound of Mosquitoes	Whine

List of One Word Substitution for “Generic Terms”

PHRASE	ONE WORD
An act of abdicating or renouncing the throne	Abdication
An annual calendar containing important dates and statistical information such as astronomical data and tide tables	Almanac
A cold-blooded vertebrate animal that is born in water and breathes with gills	Amphibian
A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one	Allegory
A statement or proposition on which an abstractly defined structure is based	Axiom
A nation or person engaged in war or conflict, as recognized by international law	Belligerent
An examination of tissue removed from a living body to discover the presence, cause, or extent of a disease	Biopsy
The action or offence of speaking sacrilegiously about God or sacred things; profane talk	Blasphemy

The arrangement of events or dates in the order of their occurrence	Chronology
A vigorous campaign for political, social, or religious change	Crusade
Lasting for a very short time	Ephemeral
Spoken or done without preparation	Extempore
Release someone from a duty or obligation	Exonerate
Fond of company	Gregarious
Making marks that cannot be removed	Indelible
Incapable of making mistakes or being wrong	Infallible
Certain to happen	Inevitable
A sentimental longing or wistful affection for a period in the past	Nostalgia
A solution or remedy for all difficulties or diseases	Panacea
A doctrine which identifies God with the universe	Pantheism
Excessively concerned with minor details or rules	Pedantic

The practice of taking someone else's work or ideas and passing them off as one's own	Plagiarism
Safe to drink	Potable
The emblems or insignia of royalty	Regalia
Violation or misuse of what is regarded as sacred	Sacrilege
A position requiring little or no work but giving the holder status or financial benefit	Sinecure
A thing that is kept as a reminder of a person, place, or event	Souvenir
An imaginary ideal society free of poverty and suffering	Utopia

Unit - III
APPLICATION OF GRAMMAR

COUNTABLE AND UNCOUNTABLE NOUNS

It's important to distinguish between countable and uncountable nouns in English because their usage is different in regards to both determiners and verbs.

Countable nouns

Countable nouns are for things we can count using numbers. They have a singular and a plural form.

Ex - Singular	Plural
Boy	Boys
Book	Books
Girl	Girls
Woman	Women

Ex - She has three **dogs**.
I own a **house**.
I would like two **books** please.
How many **friends** do you have?

Uncountable nouns

Uncountable nouns are the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.). Uncountable nouns are used with a singular verb. They usually do not have a plural form.

Ex - Tea, sugar, water, air, rice, knowledge, beauty, anger, fear, love, money, research safety, evidence etc.

We do not use **a/an** with these nouns. To express a quantity of an uncountable noun, use a word or expression like some, a lot of, much, a bit of, a great deal of, or else use an exact measurement like a cup of, a bag of, 1kg of, 1L of, a handful of, a pinch of, an hour of, a day of.

Ex -

He gave me a great deal of advice before my interview.

How much rice do you want?

Can you give me some information on Mughals?

There has been a lot of research into the cause of this disease.

ARTICLES AND DETERMINERS

Determiners are words placed in front of a noun to make it clear what the noun refers to. That is, a determiner may indicate whether the noun is referring to a definite or indefinite element of a class, to a closer or more distant element, to an element belonging to a specified person or thing, to a particular number or quantity, etc.

There are different types of determiners and they include:

1. Articles
2. Possessive
3. Demonstrative
4. Quantifiers
5. Numerical and ordinals

Articles

The words **a**, **an** and **the** are called articles. They come before nouns.

A and **an** are called indefinite articles because it leaves indefinite things or person spoken of. Ex – a man, that is any man.

The is called definite article because it normally points out some particular person or thing. Ex – the doctor, the one the listener knows.

A, An

Indefinite article is used before singular countable nouns. The choice between a and an is determined by sound.

A generally comes before nouns starting with consonant sound for e.g., a dog, a boy, a goat, a tree, a bull, a university, a union, a unicorn etc.

An generally comes before nouns starting with vowel sound for e.g. an ass, an enemy, an orange, an umbrella, an honest man, an heir etc.

The

Use of definite article:

- I. when we talk about a particular person or thing or one already referred (when it is clear from the context which one we mean).

Ex -The book you asked for is lost.

Let's go to the park.

The dog is biting everyone.

- II. When a singular noun is meant represent a whole class.

Ex - The cow is a useful animal.

The cat loves milk.

The rose is a beautiful flower.

- III. Before some proper names

- Oceans and seas - the Pacific, the Black Sea, the Indian Ocean
- Rivers - the Ganga, the Amazon, the Nile
- Canals - the Suez, the Panama
- Deserts - the Sahara
- Groups of islands - the West Indies, the Philippines
- Mountain ranges - the Himalayas, the Andes
- Names of countries which includes words like United, Republic, Kingdom etc. - the United States, the United Kingdom, the Irish Republic
- Also, Netherlands, the Ukraine.

- IV. Before the names of certain books as:

Ex- The Vedas, the Ramayana, the Mahabharata, the odyssey.

V. Before names of things unique of their kind.

Ex- The Sun, the ocean, the sea, the earth.

VI. With superlatives, as,

Kolkata is the biggest city.

The Nile is the longest river

The Mahabharata is the largest epic.

VII. With ordinals, as,

Armstrong was the first man to reach moon.

India is the seventh country in the world.

VIII. Before musical instrument as,

The flute, the sitar

Omission of article

The article is Omitted –

I. Before Names of substances and abstract noun (uncountable nouns) used in a general sense.

e.g. – Sugar is bad for health.

Gold is a precious metal.

Wisdom is the gift of heaven.

II. Before plural countable nouns used in a general sense.

e.g. – Children like chocolates.

Computers are used in many offices.

- III. Before most proper nouns.
Names of people, countries, cities, individual mountain,
individual island, lakes, hills, etc.
- IV. Before names of meals.
e.g. – what time did you have lunch?
Dinner is ready.
- V. Before languages.
E.g. – we are studying English.
Odia is my mother tongue.
- VI. Before school, college, university, church, hospital, prison, when
these places are visited or used for their primary purpose.
- e.g. - we go to church on Sundays.
My uncle is in hospital.
I am living college next year.
- VII. Before names of relations like father, mother, aunt, uncle, also
cook, nurse etc.
- e.g. – My brother is home.
Father has returned.
Mother is cooking.

Possessive Determiner

We use possessive determiners to show who owns or "possesses" something. The possessive determiners are:

- my, your, his, her, its, our, their etc.

E.g. This is my book.
His name is John.
Her first name is Mary.
We have sold our house.

I like your hair.
Your children are lovely.

Demonstrative Determiner

Demonstrative determiner shows the location or position of noun.

Demonstrative determiner includes: this, that, these, those.

Examples -

This movie is boring.
That idea is crazy.
These mangoes are delicious.
Those children are hungry.

Quantifier Determiner

Quantifiers indicate the quantity of noun. Quantifiers include:

Some, any, few, a few, little, a little, much, many etc.

Some and Any

The words some and any are used when the exact number or amount of something is not known, or when it's not important. Some and any are both used to refer to an indefinite quantity or number.

Some is used for both countable and uncountable nouns.

Ex- Some students in my class don't like maths.

I have some coffee.

Some is used in:

positive sentence – I have some friends.

We bought some milk.

Offering – would you like some tea?

Request – can I borrow some money?

Any is also used for both countable and uncountable nouns.

Any is used in:

Negative sentence –I don't have any friends.

There isn't any sugar left.

Question - Do you have any money?

Is there any sugar left?

Few, a few, little, a little

Few and **a few** are used with plural countable noun.

Little and **a little** are used with singular uncountable noun.

Ex- few books, few people, few books, few letters.

a few people, a few books, a few letters.

a little time, a little food, a little money,

little time, little food, little money

A few is used in positive sense – I have a few friends.

I have a few apples in my bag.

We have a few chocolates.

Few is used in negative sense. It means almost none.

Ex – I am sad, I have few good friends.

I have read few books.

I have few apples left in the bag.

A little (some quantity) -

we still have a little time left. There is no hurry.

I have a little money left in my bank.

Little (almost nothing)- I have little time to talk to you now.

There is little water in the bottle.

Many and much

Many (plural countable noun) - How many books do you have?

I don't have many friends.

There are too many students in the class.

Much (uncountable noun) - How much money have you got?

Kevin has too much money.

It doesn't need much milk.

We had so much fun.

Exercise: 1

Fill in the blank with the appropriate article, **a**, **an**, or **the**, or leave the space blank if no article is needed.

1. I want ___ apple from that basket.
2. ___ church on the corner is progressive.
3. Miss Lin speaks ___ Chinese.
4. I borrowed ___ pencil from your pile of pencils and pens.
5. One of the students said, " ___ professor is late today."
- 6 Eli likes to play ___ volleyball.
7. I bought ___ umbrella to go out in the rain.
8. My daughter is learning to play ___ violin at her school.
9. Please give me ___ cake that is on the counter.

10. I lived on ___ Main Street when I first came to town.
11. Albany is the capital of ___ New York State.
12. My husband's family speaks ___ Polish.
13. ___ apple a day keeps the doctor away.
14. ___ ink in my pen is red.
15. Our neighbours have ___ cat and ___ dog.

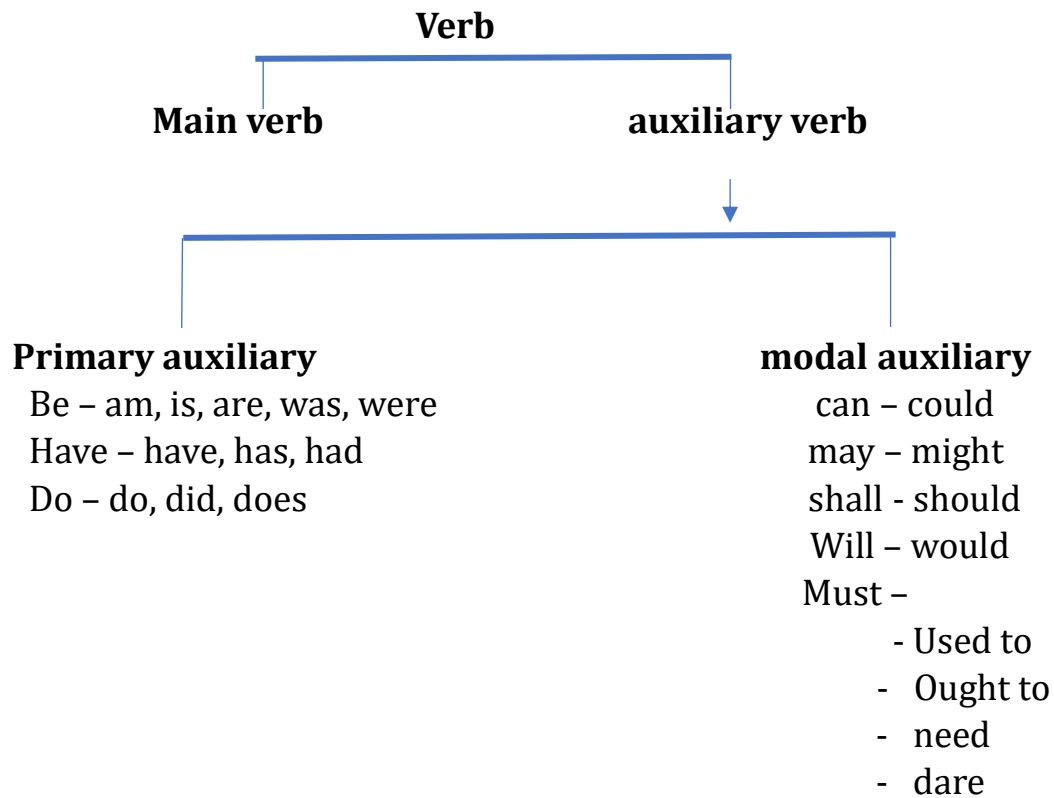
Exercise: 2

Complete the sentences given with the suitable determiners given in brackets.

1. Madhav used ___ sketch pens to complete his project. (this/these)
2. ___ picture was painted by Picasso. (that/those)
3. The book belongs to ___. (her/hers)
4. Can you give me ___ notebook? (the/an)
5. Sameer stood ___ in the class. (first/one)
6. He is ___ honest man. (a/an)
7. ___ students were called to the principal's office. (any/some)
8. Do you know ___ scarf this is? (whose/their)
9. ___ Qutub Minar belongs to the Sultanate Period in India. (an/the)
10. ___ box of chocolates belongs to Rashmi. (these/that)
11. Is there ___ food left in the fridge? (many/any)
12. Can I get ___ hot bowl of soup? (a/an)
13. There aren't ___ boys in the park. (some/any)
14. Fatima got ___ beautiful souvenir from Paris. (a/an)

MODAL VERBS

- A modal verb is a verb that depends on how it's containing clause relates to the speaker's intention, wish or assertion about reality.
- It is a verb whose primary function is to express grammatical mood.



May

- Permission
- Possibility
- Wish

Permission (polite request)

- may I come in?
- may I borrow your bike?
- May I take your book?
- May I go outside?

Possibility

- He may come today.
- Maybe, he is wrong.
- If you work hard, you may pass.
- It may rain today.

Wish

- May god bless you!
- May you live long and prosper!
- May his soul rest in peace!

Might

- Possibility
- Suggestion
- Past form of may
- Permission

Possibility

- It might rain today.
- He might be caught in traffic.
- Your phone might be in kitchen.

Suggestion

- You might want to see a movie.
- You might want to catch a taxi.
- You might leave for college.

-

Permission

- might I borrow your bike.
- might I give you an advice.

Can

- Ability
- Permission

Ability

- I can swim across the river.
- I can speak Urdu.
- Can you solve this question?
- I cannot read this book.

Permission (asking and granting)

- You can go now.
- Can I use your bathroom?
- Can you lift the bag for me?

Could

- Polite request
- Ability in the past
- Possibility
- Suggestion
- Narration

Polite request

- Could I have some water?
- Could I borrow your scooter?
- Could I come in?
- Could please open the window?
- Could you lend me your book?
- Could turn the music down?

Ability in the past

- When I was young, I could jump off the roof.
- Yesterday, I could not find my wallet.
- Last Monday, he could not come to class.

Possibility

- I could catch the train, if I leave early.
- What could be the expected cut off?
- We could get wet, if we don't run.

Suggestion

- You could go on a tour.
- You could take a leave and rest.
- You could order chicken for lunch.

Shall

- With first person to express future
- Offer
- With second and third person to express command, threat, promise.

Express future

- I shall go to college.
- I shall be twenty next week.
- We shall leave for party early.

Offer

- Shall I bring the food?
- Shall I open the door?
- Shall I bring a taxi for you?

Express command, threat, promise.

- You shall be punished for that.
- You shall not enter my house again.
- You shall have a holiday tomorrow.

Will

- Express future
- Indicates an invitation or request

Express future

- They will compete in swimming.
- We will go for fishing.
- I will need more money.
- Tomorrow will be Sunday.

Invitation and request

- Will you have tea?
- Will you lend me your scooter?
- Will you walk me home?

Should

- Duty and obligation
- Supposition

Duty and obligation

- We should respect elders.
- You should keep promises.
- We should help poor.
- Everybody should traffic rules.
- Children should obey their parents.

Supposition

- If it should rain, they will not come.
- If he should see me here, he will be annoyed.

Must

- Expresses necessity or obligation
- Expresses logical certainty

Necessity or obligation

- We must get up early.
- We must improve our spelling.
- You must work hard for success.

Logical certainty

- living in such crowded place must be difficult.
- He must be an educated person, he knows best.
- She must have left early.

Ought to

- Expresses moral obligation or desirability
- Expresses probability

Moral obligation or desirability

- We ought to love our neighbours
- We ought to help him
- You ought to know better.

Probability

- Prices ought to come down soon.
- This book ought to be very useful.

Used to

- Expresses discontinued habit
- I used to come here every day.
- There used to be a large house.
- He used to ride a bicycle here.
- I used to live here when I was a boy.

Need

- Expresses necessity or obligation
 - I need to do my homework.
 - We need to leave from here.
 - I need to go to market to buy some vegetables.

Dare

- He dare not take such a step.
- How dare you contradict me?
- He dared no do it,
- He doesn't dare speak to me.

TENSES

PRESENT TENSE

Simple present

Sentence structure – subject + main verb

- Simple present is used to express habitual action

Example – I wake up every day at 6 am.
They go to school every day.
He drinks tea every morning.
She dances very well.

- Used to express general truths.

Example – The sun rises in the east.
Honey tastes sweet.
Oil floats over water.

- Used to express fixed timetable and programme.

Example – The next flight is at 8:00 tomorrow morning.
The match starts at 9 o'clock.
When does the next train arrive?
Prime minister Modi visits America next week.

- In vivid narrative

Example – Now chetak takes Rana Pratap from the battle field carrying him on its back, some soldiers run after him.

Sohrab now rushes forward and deals a heavy blow to Rustom.

- In exclamatory sentence beginning with here and there.

Example – There she is!
Here the train comes!

- To introduce quotation.

Example– Shakespeare says, “life is but a walking shadow.”
Keats says, “a thing of beauty is joy forever.”

- Broadcast commentaries on a sports event

Example – He goes to pavilion.
The ball hits the net, and she loses the point.
Ronnie passes to Jim, he shoots, he scores!

Present continuous

Sentence structure – sub+ am/is/are+ ing form of main verb

- Present continuous is used to express an action going on at the time of speaking.

Example – The boys are playing football.
Sita is singing classical song.
The cows are grazing in the field.

- Present continuous is used for a temporary action which may not be happening at the time of speaking.

Example – I am learning driving.
He is reading plays of Shakespeare.
They are taking swimming classes.

- Present continuous is used for an action arranged to take place in near future.

Example - I am going to Delhi next week.
My uncle is arriving tomorrow.
I am going to cinema tonight.

- The following verbs are not normally use in the continuous form.

Verbs of perception: see, hear, smell, notice, recognize

Verbs of emotion: want, wish, desire, feel, like, love, hate, hope refuse, prefer etc.

Verbs of thinking: think, suppose, belief, agree, consider, trust, remember.

Verbs of appearing: appear, look, seem.

Present perfect

Sentence structure- sub + have/has + past participle form of main verb.

- Present perfect is used to indicate completed activities in the immediate past.

Example – He has just got out.
It has just struck ten.

- Present perfect is used to describe an action effect of which still exists.

Example - Gopi has eaten all biscuits. (There aren't any left)
I have cut my finger. (Still bleeding)-
I have washed my car. (Still wet)
I have finished my homework. (Now I'm free)

Present perfect continuous

Sentence structure – sub + have/has + been + ing form of main verb.

- Present perfect continuous is used for an action which began at some time in the past and is still continuing.

Example – I have been waiting for you since morning.

He has been sleeping for five hours.

They have been building that bridge for several months.

I have been playing cricket since my childhood.

PAST TENSE

Simple past

Sentence structure – sub + past form of main verb

- Simple past is used to indicate an action completed in past.

Example – I went to park yesterday.

Sita left collage last year.

I learnt Hindi in Delhi.

We played football yesterday.

- Simple past is also used for past habits.

Example - He studied several hours every day.

She always carried an umbrella.

People in Middle Ages believed in superstition.

Past continuous tense

Sentence structure – sub + was/were + ing form of main verb.

- This tense is used to denote an action going on at some time in past.

Example – We were all watching TV.

It was getting darker.

He was playing chess that night.

He was swimming in the ocean.

- This tense also used with always, continually etc. for persistent habits in the past.

Example – He was always grumbling.

She was always teasing me.

They were constantly arguing.

Past perfect

Sentence structure – sub + had + past participle form of main verb.

- Past perfect describes an action completed before a certain moment in past. Past simple is generally implied or used side by side with it.

Example – I had seen him many years ago.

The train had started when I reached station.

I had done my homework when he came to see me.

I had written the letter before he arrived.

Past perfect continuous

Sentence structure – sub + had+ been + ing form of main verb

- This tense is used for an action that began before a certain point in the past and continued up to that time.

Example – I had been playing football before I started playing cricket.
Ms. Adler had been writing that novel for several months.
Mr. Rao had been teaching in school before joining college.

FUTURE TENSE

There are several ways of talking about future like simple future, simple present, present continuous, be going to, etc.

Simple future

Sentence structure – sub + will / shall +main verb

- Simple future expresses future as fact.

Example – I shall be twenty next Saturday.
It will be Diwali in next week.
Our results will be out in May.

- Also used to talk about what we think or believe will happen in future.

Example – I believe India will win the match.
I think Ram will get a first class.

Be +going to

- We use be going to form when we have decided to do something before talking about it.

Example – I am going to buy a car next month.
They are going to marry next week.
I am going to see a movie tonight.

- Be going to form also expresses an action which is on the point of happening.

Example – The boat is going to sink. It is full of water.
She is going to have baby.
The cracker is going to explode.

Simple present

- Simple present is used for fixed official programmes.

Example - College reopens on 21st July.
The match starts at 9 am.
The train departs at 5 pm.

Present continuous

- This tense is used to talk about what I have planned to do in future.

Example – We are going to Shimla tomorrow.
I am eating out tonight.
Ravi is coming from US next week.

Future continuous

- Used to talk about actions which will be in progress at a time in the future.

Example – I will be swimming in the lake by this time tomorrow.
I will be staying here till Sunday
He will be meeting us next week.

Future perfect

- This tense is used to talk about actions that will be completed by a certain future time.

Example – I shall have completed my exercise by then.

He will have left before you go to see him.

We shall have finished playing golf by this time.

Future perfect continuous

- This tense is used for actions which will be in progress over a period of time that will end in future. This tense is not very common.

Example - I shall have been playing cricket.

We shall have been living here for four year by next month.

I shall have been studying here two years next July.

VOICE CHANGE

(Active – passive voice)

Voice is the term used to describe whether a verb is active or passive. In other words, when the subject of the verb is doing the action, the verb is said to be in the active voice. When the subject of the verb is being acted upon, the verb is said to be in the passive voice.

Active voice

Ram helps Hari.

Sita eats apple.

passive voice

Hari is helped by Ram.

Apple is eaten by Sita.

Rules for changing Voice.

1. Subject of the active voice becomes object in passive voice and object of the active voice becomes subject in passive voice.
2. The verb always takes third form in passive voice.
3. Tense changes according to the following:

Active voice

Present simple

Ram sings a song.

Rajesh helps Ramesh.

Ravi reads the Ramayana

Passive voice

Present continuous

A Song is sung by Ram.

Ramesh is helped by Rajesh.

The Ramayana is read by Ravi

Present continuous

Ram is singing a song.

Rajesh is helping Ramesh.

Ravi is reading the Ramayana.

Present continuous +being

A Song is being sung by Ram.

Ramesh is being helped by Rajesh.

The Ramayana is being read by Ravi.

Present perfect

Ram has sung a song.

Present perfect continuous

A song has been sung by Ram.

Rajesh has helped Ramesh. ----- Ramesh has been helped by Rajesh.

Past simple

Ram killed Ravan -----
Gita ate apple -----
Shyam played cricket -----

Past continuous

Ravan was killed by Ram.
Apple was eaten by Gita.
Cricket was played by Shyam.

Past continuous

Gita was eating apple -----
Shyam was playing cricket -----

Past continuous + being

Apple was being eaten by Gita.
Cricket was being played Shyam.

Past perfect

Ram had killed Ravan -----
Gita Had eaten apple -----
Shyam had played cricket -----

past perfect continuous

Ravan had been killed Ram.
Apple had been eaten by Gita.
Cricket had been played by Shyam.

Future simple

I will play cricket -----
Ram will recite poem -----
People will forget it -----

future progressive

Cricket will be played by me
poem will be recited by Ram
It will be forgotten by people

4. Interrogative sentence.

Who did this? --- by whom was this done?
Who wrote this letter? --- by whom was this letter written?

5. Imperative sentence

Active

Close the door -----
Do not touch it -----
Do not Pluck the flower -----

Passive

Let the door be closed.
Let it not be touched.
Let the flower not be plucked.

6. When there are two objects in the active voice, either of the objects can become the subject of the passive verb.

Ex – Mr. Rao teaches us grammar.	Active
Grammar is taught to us by Mr. Rao.	Passive
We are taught grammar by Mr. Rao	Passive

The manager will give you a ticket.	Active
-------------------------------------	---------------

A ticket will be given to you by the manager.	Passive
You will be given a ticket by the manager.	Passive

7. When active verb uses vague pronouns such as somebody, they, people we etc. it is not always necessary to use the agent “by”.

Active

passive

Somebody has stolen my bag.
They asked me my name.
We will follow all orders properly

My bag has been stolen.
My name was asked.
All orders will be properly followed

SUBJECT – VERB AGREEMENT

A verb must be used according to the number and person of the noun or subject.

Basic rules of subject- verb agreement:

1. A singular subject takes a singular verb and a plural subject takes a plural verb.

Ex – That monkey eats banana.
Those monkeys eat bananas.
That boy walks to school.
Those boys walk to school.
That lady speaks French.
Those ladies speak French.
Your shirt looks nice.
Your shirts look nice.

2. Two or more singular nouns or pronouns joined by “and “require a plural verb.

Ex – Ram and Shyam are friends.
Sita and Gita dance together.
Gold and silver are precious metals.
His father and mother are at home.

But if the nouns suggest one idea or refer to the same person or thing, singular verb is used.

Ex – Time and tide waits for none.
Slow and steady wins the race.
Bread and butter is his only food.
The novelist and poet is dead.

3. Noun +as well as +/in addition to /along with/ with + noun take a singular verb.

Ex – Ram as well as Shyam is a good boy.

The mayor, with his counsellor, is to be present.

The captain, along with crew member, dies at the shipwreck.

4. When two nouns or subject connected by co-relative conjunctions like **“either...or”** **“neither -nor”** **“not only-- but also”** the verb agrees to near noun or subject.

Ex – Either the cat or the dog is there.

Neither food nor water is found here.

Neither praise nor blame affects him.

Neither chairman nor directors are present.

5. Either, neither, each, everyone, many a must be followed by a singular verb.

Ex – Either of the boys is guilty.

Every one of the boys loves to ride.

Neither of the girls agrees to dance.

Each of the students is bound to come.

6. Some nouns which are plural in form but singular in meaning take a singular verb.

Ex – The news is true.

Mathematics is a difficult subject.

Politics is the breath of the nation.

7. A collective noun takes a singular verb when the collection is thought of as one whole.

Ex – The committee has issued its report.

The committee has appended a note to its report.

The troupe is marching through the city.

A third of the population is in favour of the bill.

8. When a plural noun denotes some specific quantity or amount considered as a whole, the verb is generally singular.

Ex – Twenty minutes is allowed to each speaker.

Ten kilometres is long walk.
Fifty thousand rupees is a large sum.

9. Error of Proximity.

Ex – The quality of mangoes is not good.
His knowledge of Indian vernaculars is far better.
The appearance of his clothes is bad.

Unit - IV
FORMAL WRITING SKILLS

PARAGRAPH WRITING

If you look at any printed prose book, you will see that each chapter is divided up into sections, the first line of each being indented slightly to the right. These sections are called Paragraphs. Chapters, essays and other prose compositions are broken up into paragraphs, to make the reading of them easier, for the beginning of a new paragraph marks a change of topic, or a step in the development of an argument or of a story. In writing essays or other compositions, it is important to know how to divide them properly into paragraphs; for an essay not so broken up, looks uninteresting and is not easy to read.

Definition- A paragraph is a number of sentences grouped together and relating to one topic; or, a group of related sentences that develop a single point. These definitions show that the paragraphs of a composition are not mere arbitrary divisions. The division of a chapter into paragraphs must be made according to the changes of ideas introduced. There is, therefore, no rule as to the length of paragraphs. They may be short or long according to the necessity of the case. A paragraph may consist of a single sentence, or of many sentences.

Principles of Paragraph Structure

1. UNITY-

The first and most important principle to be observed in constructing a paragraph is that of Unity. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea, and with no more than one. In writing an essay, for example, every head, and every sub-head, should have its own paragraph to itself. And every sentence in the paragraph must be closely connected with the main topic of the paragraph. The paragraph and every part of it must be the expression of one theme or topic.

The topic, theme or subject of a paragraph is very often expressed in one sentence of the paragraph, generally the first. This sentence is called the **topical sentence** (because it states the topic), or the key sentence (because it unlocks or opens the subject to be dealt with in the paragraph).

2. ORDER-

The second principle of paragraph construction is Order-that is, logical sequence of thought or development of the subject. Events must be related in the order of their occurrence, and all ideas should be connected with the leading idea and arranged according to their importance or order.

Note: The two most important sentences in the paragraph are the first and the last. The first, which should as a rule be the topical sentence, should arouse the interest of the reader; and the last should satisfy it. The first, or topical, sentence states the topic-a fact, a statement, or a proposition; the last should bring the whole paragraph on this topic to a conclusion, or summing up.

3. VARIETY -

A third principle of paragraph construction is Variety; by which is meant that, to avoid monotony, the paragraph of a composition should be of different lengths, and not always of the same sentence construction.

To sum up: the essentials of good paragraph construction are- (1) Unity. (2) A good topical sentence. (3) Logical sequence of thought. (4) Variety. (5) A full and rounded final sentence in conclusion.

Examples

1. "Hence it is that it is almost a definition of a gentleman to say he is one who never inflicts pain. This description is both refined and, as far as it goes, accurate. He is mainly occupied in merely removing the obstacles which hinder the free and unembarrassed action of those about him; and he concurs with their movements rather than takes the initiative himself. His benefits may be considered as a parallel to what are called comforts or conveniences in arrangements of a personal nature, like an easy chair or a good fire, which do their part in dispelling cold and fatigue, though nature provides both means of rest and animal heat without them."

--J.E. Newman

This is a paragraph from Cardinal Newman's famous description of a "Gentleman" in his *The Idea of a University*.

Notice that the paragraph is confined to one point in the character of a gentleman, which is clearly stated in the first, or topical sentence viz., that "he is one who never inflicts pain." The rest of the paragraph is simply a development and illustration of the topical sentence. And the concluding sentence drives home the statement of the subject with its similes of the easy chair and the good fire.

2. "The Road is one of the great fundamental institutions of mankind. Not only is the Road one of the great human institutions because it is fundamental to social existence, but also because its varied effects appear in every department of the State. It is the Road which determines the sites of many cities and the growth and nourishment of all. It is the Road which controls the development of strategies and fixes the sites of battles. It is the Road that gives its framework to all economic development. It is the Road which is the channel of all trade, and, what is more important, of all ideas. In its most humble function, it is a necessary guide without which progress from place to place would be a ceaseless experiment; it is a sustenance without which organised society would be impossible, thus the Road moves and controls all history."

--Hilaire Belloc.

In this paragraph, the first sentence states the subject. It is the topical sentence. The body of the paragraph consists of examples which prove the statement in the first sentence. The final sentence sums up the whole.

3. "Poetry is the language of the imagination and the passions. It relates to whatever gives immediate pleasure or pain to the human mind. It comes home to the bosoms and businesses of men; for nothing but what comes home to them in the most general and intelligible shape can be a subject for poetry. Poetry is the universal language which the heart holds with nature and itself. He who has a contempt for poetry cannot have much respect for himself, or for anything else. Wherever there is a sense of beauty, or power, or harmony, as in the motion of a wave of the sea, in the growth of a flower, there is poetry in its birth."

-William Hazlitt

Here again, the first sentence is the topical sentence. The sentences that follow enforce or restate the statement that "poetry is the language of the imagination and the passions"; and the concluding sentence reinforces it by showing that poetry exists wherever men feel a sense of beauty, power or harmony. In all these paragraphs, the principles of Unity and Order are observed, and also the general rules about the place of the topical sentences and the rounding off the whole with a good conclusion.

The Cat

There is some truth in the common saying that while dogs become attached to persons, cats are generally attached to places. A dog will follow his master anywhere, but a cat keeps to the house it is used to; and even when the house changes hand, the cat will remain there, so long as it is kindly treated by the new owners. A cat does not seem to be capable of the personal devotion often shown by a dog. It thinks most of its own comfort, and its love is only cupboard love.

Notice the construction of this paragraph. It begins with the topical sentence, which clearly states the subject. The following sentence explains the statement by expanding it; and the last sentence, by giving a reason for the attachment of a cat to a particular house forms a fitting conclusion. The paragraph is therefore a Unity, treating of one characteristic of cat character: and it follows an orderly plan. The paragraph on the cat is descriptive. Now take an example of a narrative paragraph, in which you are required to tell a story. Suppose the subject is to be a motor-car accident; you might treat it in this way.

A Car Accident

It is the mad craze for speed that is responsible for many motor accidents. Only last year I witnessed what might have been a fatal accident on the Kashmir Road. I was motoring down from Srinagar; and as I was nearing Kohala. I came upon the wreckage of two cars on the road. The smash had been caused by a car coming down, which swept round a sharp corner at forty miles an hour and crashed into a car coming up. Happily, no one was killed; but several were badly injured, and the two cars were wrecked. To drive at such a speed down a twisting mountain road is simply to court disaster.

In this paragraph, the topical sentence is again first; the narrative that follows is simply an illustration of the statement in the topical sentence that many accidents are caused by a mad craze for speed; and the concluding sentence sums the paragraph up by a restatement of the topical sentence in other words. The following is an example of a reflective paragraph; that is, one that expresses some reflection or thought on an abstract subject.

Notice writing

- A notice is a written or printed announcement.
- It is written in order to inform a large number of people about something that has happened or is about to happen. It could be an upcoming event, competition, Lost and found notice or just a piece of information to be delivered to the targeted audience.
- It is generally written in a formal tone.
- Notices are factual and to-the-point.
- The language used is simple and formal, not flowery.
- They are put up on display board.

A Notice must cover the following points –

1. Title – A notice should have an appropriate title.
2. It should give information what the event is about.
3. A notice should tell when the event will be held.
4. The venue of the event should be disclosed in the notice.
5. It should carry the name and designation of the issuer of the notice.
6. A notice should also mention the date on which it is issued.
7. It has to be written within the given word limit.

Format of a Notice

Name of the issuing agency (school, college etc.)

- Date of issue/release of the notice
- Title/Subject of the Event (what?)
- BODY-Date/time/duration/Place/Venue (when and where?)
- Authorized signatory: Name and signature (contact details)

Question: You are Ashok/Asha, literary secretary of Govt. polytechnic, Deogarh. Your college is soon going to publish the annual magazine next month. Write a notice for the notice board of your college inviting students to submit write-ups.

Answer

GOVERNMENT POLYTECHNIC, DEOGARH

NOTICE

5th January ,2021

CALL FOR SUBMISSIONS

This is to inform all the students that our college is going to publish its annual magazine on the occasion of Annual function on dt 20.03.2021. All those who wish to contribute can submit their writings to Ashok Satpathy, literary secretary, 5th sem. Mining. Write-ups will be accepted up to 1st March ,2021 till 05:00 pm. You can take any topic of your choice. For further information, contact your class representative.

Thank you

Ashok Satpathy
Literary secretary,
5th sem. Mining

Question: You are Ruchi/Ramesh, cultural secretary of BOSE, Cuttack. Your school is going to organize singing and dancing competition. Write a notice for your school notice board inviting names of all the interested.

Answer:

BHUBANANANDA ORISSA SCHOOL OF ENGINEERING, CUTTACK

NOTICE

5th Jan, 2021

SINGING AND DANCING COMPETITION

This is for the information of all the students that our school is going to organize Singing and dancing Competition on 19th Jan, 2021; Tuesday at 12pm in the school auditorium. Interested students may contact the undersigned latest by 12th Jan, 2021.

Ruchi/Ramesh
Cultural secretary
3rd sem. civil

Agenda writing

An agenda is a list of activities in the order they are to be taken up, from beginning till the adjournment. An agenda helps in preparing meeting by providing a list of items and a clear set of topics objectives and time frames that are needed to be discussed upon.

Significance of an Agenda:

1. It forces the convener of the meeting to think about what needs to be accomplished.
2. Agenda lets participants know what to expect and allows them to prepare as required.
3. It provides a blueprint for meeting to follow.
4. It helps the concerned members to think what is left uncovered and this can help adding those issues with the permission of the chair.

An Agenda normally includes the following elements –

Meeting Agenda Title – at the top; preferably centre-aligned

Meeting Information – Description of the purpose

Objective – description of Agenda

Date – for maintaining records of correspondence

Location – the place of meeting

Time – the actual time of commencement of the meeting

Meeting Type – brainstorming or Discussion or Assessment

Time of Arrival – time to begin the meeting

Time of Adjournment – time the meeting ends

Attendees – Number of people present, with their names

Preparation for Meeting –

Please Read – instructions to be followed

Please bring – things supposed to be carried that day

Action Items –

Last Action Responsible Authority Due Date
New Action Responsible Authority Due Date
Other notes – other instruction or information to be taken down.

Example

TATA STEEL PVT. LTD
Birsa Munda industrial estate
Sector-7, Rourkela -776531
Tel – (06655) 231678,231677

AGENDA

Agenda for the fourth quarterly meeting to be held in Hotel paradise, Rourkela on 20th January, 2021 at 10 am is as follows:

- Roll call / call for attendance.
- Introductory speech by Chairman.
- Confirmation of the minute of the last minute.
- To declare performance bonus for the current financial year.
- Setting up of new plants at Koraput.
- Appointment of New Financial Manager of the Eastern Zone.
- Appointment of new accountants and auditors.
- To consider any other important matter that may arise with prior permission of the chair.
- Adjournment.

A.K. Sharma
Assistant general Manager
Tata steel Pvt. Ltd (east zone)

Report writing

A report is a brief account of an event that has already taken place. A report is a structured description of an event, accident, programme, natural disaster, fair, seminar etc. The report helps in recording the events of importance that occur in our day-to-day life. It attempts to present the first-hand information of an incident or event. A report of an event presents a record of events that took place. A report of an event includes one's ideas, opinions and impressions about the event.

Types – academic, newspaper, business, official, case study etc.

Points to remember:

- Brief and to the point
- Factual presentation of date, event, occurrence.
- Happenings in chronological order.
- Brief background if required.
- Written in past tense.
- Simple clear and comprehensive language.
- Avoid subjectivity.
- Include only relevant points/information/suggestion.

Format of report writing

1. Title in the centre top.
2. By line – writers' name and designation.
3. `place and date.
4. Content –
 - I. Para I – what, where, when, who
 - II. Para II – description of events in sequence
 - III. Para III – conclusion.

QUESTION: Independence Day was celebrated in your college. District magistrate Sri Samarth Verma was the chief guest. Write a report on the function in about 150-200 words describing all the activities that took place. You are a student of 3rd sem electrical.

Answer:

Independence Day celebration at G.P. Deogarh.

Anil Sahoo

3rd sem. Electrical

Govt. polytechnic Deogarh celebrated Independence Day with great enthusiasm and patriotic fervour. On the morning of August 15th, 2019, our students gathered in the campus and presented handmade greeting cards and tri-colour flag badges to teachers and senior functionaries.

The programme at college commenced with everyone singing "Jana gana mana" followed by flag hoisting by chief guest Mr. Samarth Verma, addl. district Magistrate. The spirit of freedom and nationalism was well exhibited by the students as well as teachers through a spectrum of patriotic poems, speeches, songs, and dances. Committed to the task of nation building, both faculty and students pledged to serve their motherland through spreading education and serving the community. A documentary on the contribution of unsung heroes of Indian freedom struggle like Vir Surendra Sai, Gurubari Meher etc. was shown.

It ended with a speech by the chief guest on the topic, "what does freedom mean to me?" followed by National anthem and distribution of refreshments.

WRITING PERSONAL LETTERS

Classification of Letters

Letters may be classified according to their different purposes. Thus:

(1) Social Letters, including Friendly Letters and Notes of Invitations.

(2) Business Letters; including Letters of Application, Letters to government officers and Letters to Newspapers. These have different characteristics which must be considered.

1. Social Letters

Letters to relations and intimate friends should be written in an easy, conversational style. They are really of the nature of friendly chat; and, being as a rule unpremeditated and spontaneous compositions, they are informal and free-and-easy as compared with essays. Just as in friendly talk, so in friendly letters, we can touch on many subjects and in any order, we like; and we can use colloquial expressions which would in essays be quite out of place. But this does not mean that we can be careless and slovenly in dashing off our letters, for it is insulting to ask a friend to decipher a badly-written, ill-composed and confused scrawl; so, we must take some care and preserve some order in expressing our thoughts. Above all, it must be remembered that, however free-and-easy may be our style, we are just as much bound by the rules of spelling, punctuation, grammar and idiom in writing a letter as we are in writing the most formal essay. Such ungrammatical expressions as "an advice" "those sort of things" and "he met my brother and I are no more permissible in a friendly letter than in a literary article. Mistakes in spelling, punctuation and grammar at once stamp a letter-writer as uneducated.

Forms of address –

In friendly letters to relations and intimate friends, the proper form of address is the name (without title) of the person to whom you are writing, prefixed by such qualifying terms as *Dear, My dear, Dearest, etc.* For example: *Dear Father or Mother, Dear Brother, Dearest Sister, Dear Edward, My dear Abdul, etc.*

But if you are writing to an ordinary friend who is much older than you are, or of superior rank, it is respectful to use a prefix like Mr., Mrs., Shri etc. e.g. *Dear Mr. Krishna Rao.* (N.B.–Students writing friendly letters to their teachers or professors, should always address them thus).

The forms of subscription are varied. The following can be used in letters to relatives and near friends: *Yours affectionately, your affectionate (or loving) son, or brother or friend, yours very sincerely* (to friends); or you can use some such form as this:

With love and best wishes,

From your affectionate friend,

Ahmad Hassan

In concluding letters to friends or acquaintances whom you address as “Shri or Mr.” (e.g., *My Dear Shri Durga Prasad*) you should use the word *sincerely or very sincerely*, in the subscription; and this may be preceded by *with kind (or very kind or kindest) regards.* Thus:

With kind regards,

Yours sincerely,

Chaman Lal

Note: *Sincerely* should not be used in letters beginning with the formal Dear Sir, after which the proper word of subscription is *faithfully or truly.*

Sample letters

[To your uncle on his 70th birthday]

18 Patel Road,

Mumbai 400014.

24 Sept. 2001

My dear Uncle,

I have just remembered that it is your birthday on Saturday and so I must send you a birthday letter at once. And I begin with the old greeting, Many happy returns of the day! I hope the day itself will be peaceful and happy for you and that you will be spared in happiness and health to us all for years yet. You have always been a kind and generous uncle to me, and I take this opportunity of thanking you from the bottom of my heart for all you have done for me. And I know all your nieces and other nephews feel the same.

I was so glad to hear from father that you are still hale and hearty, and can take your four-mile walk every day, and still play a good set of tennis.

I am sending you a book which I think you will like. You were always a great reader, and I am glad that your eyesight remains as good as ever-so father says.

I am getting on well in my business and hope to enlarge it considerably before the end of the year.

With love and best wishes,

Your loving nephew,

Sohrab

[From a boy in a boarding-school to his mother, telling her that he dislikes the life of a boarder.]

St. Dominics,

Pune 411 002.

24th October, 2001

Dearest Mother,

I was so glad to get your letter yesterday. Thank you so much! I read it just after morning school; but it made me feel very homesick. It seems years since I left home though it is really only about a month. It seems ages to the Christmas holidays, when I shall be able to come home. It was much nicer when I was at the day-school, and came home every afternoon.

I do hate being a boarder. I am in a big dormitory, with about twenty other boys. Some of them are all right; but the bigger boys are always playing nasty jokes on us smaller ones; and we daren't say anything, or we should get a most awful licking. The master comes round to see all lights out, but all the larking goes on after he has gone; so, he knows nothing about it. And I don't like the masters. They simply make you work all day, and cane you for every fault. Most of the boys are horrid; but I like two or three.

Please ask Dad to put me into a day-school again. I would be much happier there.

with Love,

Your loving son,

Tommy

[The mother's reply]

Hill-top House,

Matheran,

26th October, 2001

My dear Tommy,

Thank you for your letter. But! am sorry you are so unhappy at St. Dominic's. I don't wonder you feel rather home-sick, for it is the first time you have been away from home; and I, too, often want you home again, my child. But you know, we can't always have what we want in life. If I were selfish, I would keep you always at home, for I don't like any of my children to be away; but then how would you ever get your education and grow up to be a man able to manage your own life? Your father thinks that a few years at a boarding school is necessary for all boys, to make men of them; and he knows best.

So, my dear boy, you must be brave and stick to your school. I am sure you will soon get to like it, as other boys do. Don't mind the jokes boys play on you, and if you do, don't let them know you do. When they see you don't mind, they will soon get tired of teasing you. So, cheer up! and be a brave laddie.

With much love,

Yours lovingly

Mummy

[To a friend in a hospital]

Race Cottage

Lucknow-226 003

28th December, 2001

Dear Ram,

I have only just heard from your brother that you have been ill in the hospital for the last two weeks. I am very sorry. If I had known, I should have written before. But I am glad to know that the worst is now over, and you are much better. He says he saw you the other day, and you were quite comfortable and cheery. I hope you will soon be all right, and coming out again. As soon as you can, write and let me know how you are.

Yours very sincerely,

Harish

[To a friend, about your favorite game]

18 East Road,
Junglepore.
6th March, 2001

Dear Sharif,

Thanks for your letter, with your praises of cricket as the finest game in the world. I don't want to dispute that; but it is not my favorite. I have two favorite games, one for out-of-doors, and one for indoors.

For exercise and interest, I like tennis best of all outdoor games. Football and hockey are too violent to suit me; cricket is too slow; badminton is childish. But tennis gives you plenty of exercise; it develops quickness of eye and limb; and it calls your brain, your thinking power into action. A few sets of tennis in the evening keep me physically and mentally fit.

For indoors, chess is the queen of games. I take no interest in card games; and draughts after chess is like water after wine. People say chess is a selfish game, because only two can play at a time. Well, I don't see that bridge is only less selfish, simply because four play instead of two. They also say it is slow. No chess-player ever says this. For an outsider it may look slow to see two men sitting silent and making a move only every few minutes. But to the two players, it is all the time intensely exciting. There is no game that so absorbs you like chess. You will probably scoff; but I don't mind.

Yours very sincerely,

Lal Khan

[From a boy to his friend who has met with an accident]

Old Gate,

Rampur,

1st April, 2001.

My dear Ahmad,

Razak told me this morning that you had been knocked off your bicycle by a tonga yesterday and badly hurt. I am awfully sorry; but I hope it is not really as bad as Razak made out. If you can write, please let me know how you are. Those tongawallas are awfully careless beggars, I had a nasty spill myself a few weeks ago in the same way. Happily, no bones were broken. Mind you let me know how you are getting on.

Yours forever,

Karim

WRITING BUSINESS LETTERS

Business letters should be terse, clear, and to the point. Businessmen are busy men, and have no time to read long, rambling and confused letters. Business letters are naturally much more formal in style than friendly letters. Certain forms of polite expression are used, such as-

"I shall be much obliged if you will send me."

"Please despatch at your earliest convenience." etc.

At the same time certain phrases of business "jargon" should be avoided. They are commonly used, but are not good English; and the meaning can be conveyed as clearly in simple, everyday language. Examples of such expressions are

"Yours of even date to hand."

"Despatch same at once."

Avoid so far as possible abbreviations (like advt. for advertisement, exam. for examination, etc.) and the omission of I or we (e.g., "Have received" instead of "We have received").

In business letters ordering goods, care should be taken to give clear and exact descriptions of the articles wanted. An itemized list of the goods wanted should be supplied, with the quality and quantity required. Directions for forwarding should be given (by rail, post, etc.) and the manner in which payment will be made indicated (by Money Order, V.P.P., cheque, or by debiting to the writer's account). Everything should be clear and precise.

FORM-

The form of business letters is the same as already described, with one addition, viz., the Address (i.e., the name of the firm or businessman to whom the letter is addressed), which should be written on the first page, lower down than the Heading and to the left of the page. (It may be placed at the end of the letter lower than the signature and at the left side of the page, but the usual position is at the beginning.)

MODES OF ADDRESS – The modes of address vary.

(1) To a tradesman:

Shri B.V. Rao
Bookseller
12 Ring Road
Bangalore

Begin Dear Sir, and conclude Yours faithfully.

(2) To a firm:

Messrs K.R. Das & Co.
Tea Merchants
24 Ring Road
Kolkata

Begin Dear Sirs, and conclude with Yours faithfully.

Note: If the firm has an impersonal title, Messrs should not be prefixed. For example:

Eurasia Publishing House, Vijay Trading Co.

(3) To professional men or private gentlemen:

Mr. K. Bhaskar Chartered Accountant Pratibha House Thiruvananthapuram 695 002
Mr. K.R. Misra 32 Bhandarkar Road Pune 411 004
Begin Dear Sir or My dear Sir, and conclude Yours faithfully, Yours truly, etc. (not Yours sincerely). When a clerk signs a business letter on behalf of his employer, he puts the letter p.p. (Latin per pro = on behalf of) or for before the name of the firm, and writes his signature beneath. For example: Yours faithfully For R. Gomes & Sons K.S. Kumar
If a gentleman is entitled to be called Honourable, he is addressed, for example, as The Hon. Shri K.R Patil.

(N.B. - The title The Hon. cannot be used by itself ; you must not write The Hon. K.R. Patil).
REPLIES– In replying to a business letter, always quote the number of reference (if there is one) and the date of the letter you are

answering. For example: "In reply to your letter No. 502/P, dated July 26, 20..... I would like to say," etc.

Examples

[Ordering furniture]

16 Church Street
Anaparthi 533 341

14 Dec. 2001

The Manager
Southern Agency
Rajahmundry 533 101

Dear Sir,

I shall be grateful if you will kindly supply the following items of Godrej furniture:

1 almirah - model 2
3 chairs - model 4
2 chairs- model 6
1 table - model 101

Please send them carriage forward to the above address, and your bill will be paid on receipt.

Yours faithfully,

V.J. Manohar

[Ordering a journal]

23 Patel Nagar
Gurgaon 122 001
Haryana

1 December 2001

The Business Manager
'Employment News'
East Block / Level - 7,
R.K. Puram
New Delhi 110 066

Dear Sir,

I enclose a draft for Rs. 120 for one year's subscription to your journal Employment News. Kindly arrange to put this order into effect immediately so that I may receive the next issue.

Yours faithfully,

Abdul Rahim

[From a shopkeeper to a customer, asking for the settlement of an overdue account]

Fashion and Style Ltd.
R.G. Street
Mumbai 400 012

5 Jan. 2001

Mr. V.N. Patil
43 Park Lane
Pune 411 004

Dear Sir,

We wish to call your attention to our bill for Rs. 16,500, payment of which is long overdue. We have sent you several reminders, but have received from you no reply. We must ask you to settle this account without further delay, or we shall be obliged to take legal steps to recover the amount due to us.

Yours faithfully,

S. Nasiruddin
Manager

[Order for books]

16 Ring Road
Ravulapalem 533 238

30 November 2001

The Manager
Sudhitha Book Centre
Kakinada 533 001.

Dear Sir,

I shall be grateful if you will send me by VPP one copy each of the following books (Collin's Retold classics, published by Messrs S. Chand & Company d.) as early as possible.

1. David Copperfield
2. Huckleberry Finn
3. Treasure Island
4. Monte Cristo
5. Pickwick Papers

My address is as above.

Yours faithfully,

N. Chaitanya

JOB APPLICATIONS and C.V

Format of job application:

Sender's address

Date

Receiver's address

Subject

Salutation

Body

Complimentary closure

Signature

Points to write in a job application:

source of information,

Personal details,

Educational qualifications,

Work experience,

Salary expectation, etc.

SAMPLE LETTERS

[Write a job application for the post of stenographer. Attach your biodata.]

24 Acharya Vihar,
Bhubaneswar – 765 517

23rd march, 2019

M/s ABC Graphics,
22, P.K. Parija road,
Cuttack- 765477

Subject – Application for the post of Stenographer

Respected sir,

I came to know about your advertisement for the post of stenographer in Sambad Daily on dated-20/03/2019. I am a hardworking and an honest person and I wish to offer my candidature for the post.

I have completed Diploma in Mining Engg. from Govt. Polytechnic, Deogarh. I have stenographic speed of 90 w.p.m. and typing speed of 40 w.p.m.

I have also worked as a Data entry operator at DRDA, Khordha.

I look forward for an interview on any day of your convenience as organized by you. If selected I assure you that I shall work with utmost devotion and sincerity to your full satisfaction.

Yours faithfully,

Saroj Mishra

Encl: Biodata/Resume.

[Application for the post of Book Keeper]

786, Sahid Nagar
Patiala.

21st August, 2008

The Managing Director,
BP Industries Pvt. Ltd.,
Nalagarh.

Sub: Application for the post of a Book Keeper.

Dear Sir,

In response to your advertisement in today's "The Hindustan Times", for a Book Keeper, I would be grateful if you would consider a short account of my character and capabilities.

For the last three years I have been employed as a book keeper by a firm where the wide field of work to be covered has given me a good all-round knowledge of trading accounts.

I enclose a few copies of testimonials from my Principal. You may refer to my present employers who will be willing to supply your information regarding my character and ability, it will course, be possible for you to obtain information from my present employers also. If you wish to make any enquiries regarding my capability, honesty and work.

The question of salary raises difficulties and you will agree that it would be unfair if I quote something now. When we sit together and you judge my capabilities, only then we shall be able to decide the salary.

I have every hope that you will give me a chance to work under your kind control and thus offer an opportunity to prove my claims.

Yours faithfully,

Rajiv Roy

[Application for the post of an Air Hostess]

234, Mayur Vihar,
Jalandhar

15 August, 2010

The H.R.M.,
Saudi Arabia Airlines.

Subject: Application for the post of an Air Hostess

Dear Sir,

With reference to your advertisement in The Tribune, I offer myself for the post of an Air Hostess in Saudi Arabia airlines,

I have graduated with Honours in English from India's topmost college for women, Miranda House, Delhi University, this year and am now studying for the degree of Bachelor in Law from the Campus Law College, Delhi University.

I can speak English, Hindi and Punjabi fluently. My birth date is 15th March 19 and I will be 22 years next March. My nationality is Indian, height 157 cms. and weight 49 kgs My phone number is 586249. A recent passport-size photograph is enclosed herewith.

Sanguinely believing that I shall be considered fit for employment as an Air Hostess in Saudi Arabian Airlines.

Yours truly,

A. Jyotsna

[Application for a Technical Post]

15, Model Town,
Amritsar.

20th October, 2009.

The HR Manager,
J.K. Tyres Ltd.,
Madhya Marg,
Chandigarh.

Sub: Application for a Technical Post

Dear Sir,

I have read your advertisement in today's "The Hindustan Times" and wish to apply for one of the vacant posts which you mentioned.

I am 25 years of age and have my ordinary National Certificate in electrical engineering. I have been for three years with the firm of M/s. Arora Electronics Ltd. whose name is doubtlessly known to you and who would furnish a reference if required with them. I have acquired a very good technical background in residence welding and have also had experience of dealing with customers both in person and by correspondence.

In applying for the position, you advertise I am, frankly seeking to improve my financial prospects, but apart from this I hope to achieve a position of more scope such as the one offered by a firm with so wide a range of interests as yours. I left my employments a month ago owing to a difference of opinion with the Branch Manager. In spite of this, however, I am confident, he will speak favourable of me and my work.

In view of my experience and the guaranteed amount of business, I shall require a salary of Rs. 8500/- per month. I assure you that if given a chance, I will not disappoint you.

I look forward to a hearing a positive response from you.

Yours truly,

Abhilash Kumar

CURRICULUM VITAE

A CV (short for the Latin phrase curriculum vitae, which means “course of life”) is a detailed document highlighting your professional and academic history. CVs typically include information like work experience, achievements and awards, scholarships or grants you’ve earned, coursework, research projects and publications of your work.

CV vs. Resume

A CV and resume are similar in that they’re both documents that summarize your professional history, education, skills and achievements. They’re also both documents you might provide an employer for consideration for an open position.

It is important to note that in the United States and most of Europe, resumes and CVs are not interchangeable. A resume is a shorter-form document that provides a concise overview of your previous roles, skills and details about your education. (The French word résumé translates to “abstract” or “summary.”) A CV, on the other hand, is typically a longer, more detailed document focused largely on academic coursework and research.

There are a few exceptions, however. In India, South Africa and Australia, the terms CV and resume are interchangeable.

How to write a CV

While your CV should be specific to your background and tailor to the job for which you’re applying, there are several steps you can take to ensure you write an effective CV. Most CVs include the following information:

- Contact information
- Academic history
- Professional experience
- Qualifications and skills
- Awards and honours

- Publications
- Professional associations
- Grants and fellowships
- Licenses and certificates
- Volunteer work
- Personal information (optional)
- Hobbies and interests (optional)

SAMPLE C.V.

1. NAME AND CONTACT DETAILS:

Abhishek Jain

mobile - 7685932147

At/Po – Purunagarh

email –abhishek12@gmail.com

Deogarh- 768119

LinkedIn -

2. CAREER OBJECTIVE:

To obtain a position that will allow me to utilize my technical skills, experience and willingness to learn in making an organization successful.

3. ACADEMICS:

Sl.no	Degree	Board/univ.	School/college	Year of passing	% of marks/grades

1.	B. tech (Mining Engg.)	VSSUT, SBP	VSSUT, SBP	2018	90
2.	Diploma (Mining Engg.)	Sctevt	G.P. Deogarh	2015	70
3.	+2 Science	CHSE Odisha	G.M. Junior College, Sbp	2013	85
4.	10th	BSE Odisha	Boys High School, Sbp	2011	76

4. WORK EXPERIENCE:

I have worked as an assistant project manager at intel, Hyderabad for 1 year

5. PROJECTS AND TRAININGS:

I have undergone several Personnel training programme while working at Intel co.

6. SPECIAL TECHNICAL SKILLS:

I am skilled in java, Python and Html

7. HOBBIES:

Singing, swimming, playing football

8. PERSONAL DETAILS:

Name : Abhishek Jain

Father's name : Abhilash Jain

Dob : 07-03-1996

Nationality : Indian

Marital status : unmarried

Permanent address : At/Po – Purunagarh, Deogarh- 768119

Present address : -DO-

9. REFERENCES:

Dr. R.K. Satpathy

Professor, VSSUT, Sbp

Contact – 9437824756

10. DECLARATION:

I do hereby solemnly declare that above given information is correct and true. If any false is found in my c.v. my candidature must be forfeited.

Abhishek Jain

Signature of the declarant

Unit - V
ELEMENTS OF COMMUNICITION

ELEMENTS OF COMMUNICATION

Introduction to communication

Meaning and definition of communication:

It is communication which distinguishes the living world from the non-living. The ability to communicate with the help of language distinguishes human beings from animals. And it is the ability to communicate well that distinguishes one individual from another. Communication is the basis of all activities on this planet, without which our social as well as professional life will collapse.

Good communication is always said to be an essential skill in being personally effective. It is also an essential skill for everyone who works for supervisors or managers or who is a part of team at work, home or society at large. The fact is that apart from basic necessities, one needs to be equipped with habits for good communication skills, as this is what will make them happy and successful being.

In common words, communication is known as the process of sending and receiving information. The word communication is derived from Latin term “**communico**” or “**communicare**” which means “**to share**”.

Definition:

William Scott- “communication is a process which involves the accurate replication of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organizational goals.”

Peter little – “communication is the process by which information is transmitted between individuals and/or organizations so that an understanding response results.”

Merriam webster dictionary – “communication is a process by which information is exchanged between individuals through a common system of symbols, signs or behavior.”

Features of communication

1. Perennial to life:

Whenever there is life there is communication. Healthy communication is the root of a well-adjusted, diverse society. Humans can't survive in isolation. We need to interact with others at home, office, playground etc. Besides, this the cementing force behind all healthy relationships. Thus, it is an unavoidable, universal and ever pervasive process.

2. Exchange of meaning:

It is the nucleus of communication process. We communicate in order to transmit the desired meaning. The sole aim of a communication event is to exchange and without it the process will fail.

3. Interactive:

An effective communication is always interactive. To make sure the sender that the ideas he wanted to convey to the receiver have been successfully delivered, a feedback from the receiver's end is required. Thus, it is a two-way traffic in which ideas flow from both sides i.e. sender to the receiver and vice-versa.

4. Symbolic:

Communication is a process that uses a set of arbitrary symbols that are common to both sender and receiver. It doesn't consist of spoken or written language only but involves a huge gamut of non-verbal gestures. These non-verbal elements supplement the words and attach more meaning to them.

5. Result oriented:

It is a result-oriented process. The sender has a definite meaning in his mind and through its conveyance to the receiver he expects the receiver to act in a specific manner as desired by the sender. Intended results can be sought only if effective communication takes place. An ineffective communication will result in confusion and chaos.

Good communication and bad communication

Good communication

- Helps us understand people and situation.
- Helps to resolve conflicts.
- Builds trust and relationships.
- Creates environment where creative ideas, problem solving, cooperation and caring can flourish.

Bad communication

- Creates misunderstanding of people and situation.
- Causes conflicts and frustration in personal and professional relationships.
- Encourages distrust and lack of respect.
- Stifles creativity and creates more problems.

Communication Model

There are two basic model of communication. One-way communication model and two-way communication model.

One-way communication model:

One-way communication model is a one-way traffic where flow of ideas is restricted to one side only i.e., sender's side. The receiver does not give any feedback and the sender is not certain whether the receiver has understood it in the same way that the sender has intended. This is not an effective way of communication

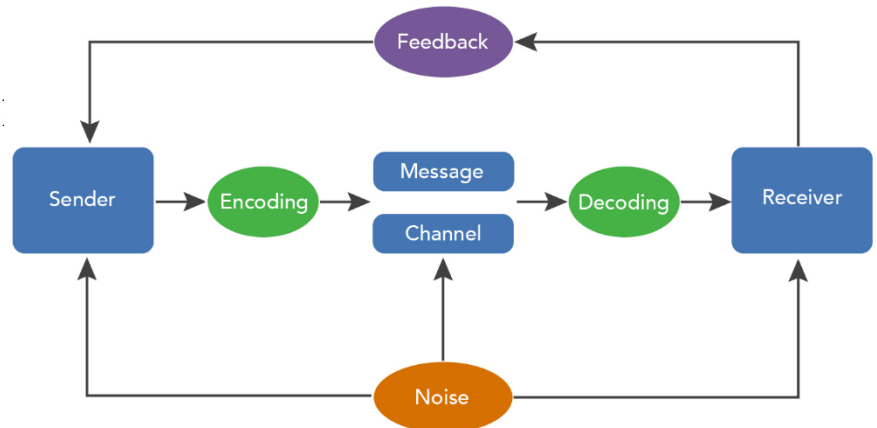
Two-way communication model:

The receiver of the message also plays an important role in two-way model of communication. Having received the message sent by the sender, he actively sends the feedback in terms of changed behavior or he asks for the further clarification from the sender. Here a reversal of role takes place. The receiver having received the information now changes his role and becomes the sender of the feedback and sender having sent the message now becomes the receiver of the feedback. This is the effective way of communication.

Process of communication

There is basic seven elements involved in the process of communication:

1. Sender
2. The message
3. Medium/channel
4. Encoding
5. The receiver
6. Decoding
7. Feedback



1. Sender

A sender is the person or an organization who has an idea or information which he wants to communicate to others. The process of communication starts with him. The idea or an impulse in the sender's mind is the source of communication.

2. The Message

The information that the sender wants to convey in physical form which can be understood or deciphered by the receiver is known as message.

3. The Medium

The method or vehicle used to send the message is called medium or channel. This can either be:
Spoken, visual, sound etc.

4. Encoding

The process of translating the meaning of message into suitable words, symbols, or gesture is known as encoding. The symbols or signs used are intelligible to both the sender and receiver.

5. The Receiver

The person, group or organization that receives the message is called receiver. Having received the message, the receiver decodes it, i.e. attaches some meaning to it based on his own perception

6. Decoding

Decoding is the process of converting symbols into meaning given by the sender. The receiver gets the message and attaches his own meaning to it. This is a complex and dynamic process.

7. Feedback

feedback is the reply to the sender from receiver. Feedback is an integral part of a successful and effective communication. Feedback makes sender certain that his message has been conveyed in the same way as desired by him. Feedback is thus response from the receiver in the form of some action or gesture.

Noise in communication

Noise represents barrier to communication. An effective communication takes place when the sender is able elicit the desired response from the receiver or the receiver has understood the message the same way as intended by the sender. However due to various reasons, the receiver interprets the message differently. Thus, arises misunderstanding, defeating the purpose of communication. This barrier to communication is called "Noise".

It may take forms including:

Language

Technical content

Lack of understanding

Inadequate feedback

Inappropriate medium

Poor listening skills

Cultural differences etc.

Professional communication

The term professional communication refers to the various forms of speaking, listening, writing and responding carried out both in and beyond workplace, whether in person or electronically. From meetings and presentation to memos and emails to marketing material and annual reports, in business communication, it is essential to take a professional, formal, civil tone to make the best impression on your audience, whether its members, be your colleagues, superiors or customers.

Types of professional communication.

There are two types of professional communication.

1. Formal or systematic.
2. Informal or grapevine.

1. Formal communication

All business organization have their own prescribed channel of communication to ensure a smooth and safe flow of information. It renders authority and control in the hands of the management as no one can surpass the prescribed communication network. The flow of information is strictly controlled guided by the management and the employees have to follow it in letter and spirit.

Types of formal communication.

Formal communication can be of following types:

1. Downward communication.
2. Upward communication.
3. Horizontal or parallel communication.

1. Downward Communication

As the name suggests, downward communication flows down from top to bottom the organizational hierarchy of a business organization. The information is initiated by the top-level management and is conveyed to the lower authority and following the same manner, the information reaches the employees at the lower level. Downward flow of communication is strictly controlled by the management.

The management can state its policies, aims and objectives to its employee. Directions about policy matters are issued time to time by the management. New venture or process to be undertaken by the organization is conveyed to its employees by the management. Modifications in company's policies are also conveyed by the same channel.

Management may adopt an oral or written media to disseminate information to its employees. Oral communication may involve presentations, one to one interviews or eve phone calls. There may not be a proper record of such oral conversations. But the written media of communication is properly numbered and recorded. It may take form of circular notices, office memos or letters.

Merits of Downward Communication

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

4. Incompetent, hostile and unwilling, employees can be instructed by the management by issuing them necessary instructions through downward communication.

Demerits of Downward Communication

(i) Delayed Delivery of message.

Downward communication involves a number of people to disseminate the message. There are possibilities that people involved in the delivery of information may intentionally or unintentionally cause delay in the delivery of message. Time is equal to money in modern business environment. Thus, the organization may suffer losses if the downward communication is not regulated properly.

(ii) Distortion of message.

The core meaning of the message is sometimes lost in the transition. Each individual involved in the organization has his own perceptions and tends to dilute the information to be conveyed. He retains the part which he perceives is more important and leaves the rest as redundant. This filtering takes place at each level of organizational hierarchy. It is observed that in the end, only parts of the message are conveyed which causes doubts and ambiguities in the final recipient's mind.

(ii) Delivery of incomplete messages:

As discussed above, if the employees are conveyed an incomplete message, they are liable to get confused and commit mistakes while executing the said message. The management may then have to exercise additional measures to supplement their information and get the things done in the desired way. It is a sheer wastage of time and resources.

(iii) Overloaded Message:

Complex nature of the modern competitive business world renders the execution of business-related processes more complex. Sometimes even managements have to revert or revise their decisions in sort

intervals of time. This intricate aspect of business management sometimes produces a bulk of messages which taxes the employees. This overloading of messages is to be guided carefully so that the employees are not confused.

(iv) Authority rests with a handful of people:

Downward channel of communication empowers the immediate bosses and they in turn may take an undue advantage of it. Concentration of authority in handful of people may foster an environment of favoritism in the organization. The immediate bosses may give undue favors to their subordinates who share a good rapport with them whereas those who do not act according to their bosses' whims may have to suffer. This kind of environment may prove lethal for the organization.

Essentials of effective downward communication

(i) Proactive superiors.

The people involved in the generation of messages or information should have a proactive approach. They should have a thorough understanding of the capabilities of their team. On their own part, they should have complete knowledge and understanding of their aims and objectives. They should generate information which is complete in itself. They should be able to resolve any conflicts and misunderstandings in their subordinates' mind. They need to monitor the process of communication too. They should cross check at times that whether the desired information was conveyed to the concerned persons or the intended message got diluted and was conveyed in an altogether different manner. In such cases, they should guide the employees and supplement their information with required details.

(ii) Adequate Content of message:

Before initiating the communication process, the management should evaluate the message to be conveyed. The message should contain controlled and significant information so that does not leave any ambiguities in the receivers' mind. The contents of the message must

be prepared keeping in view the inferential capabilities of the employees.

(iii) Proper Communication Environment:

Effective delivery of messages requires proper communication environment. This responsibility lies on the shoulders of management. They should ensure that all the loop holes are properly plugged in. The Medias for the dissemination of the desired information should be chosen skillfully,

(iv) Proper monitoring of the communication process:

The seniors should not consider that their job is limited only to the generation of messages. They need to monitor the communication process continuously. They should ensure that no such dilution or filtration should take place that alters the intended meaning. In such cases they should initiate supplement information to resolve the conflicts in their subordinates' mind. Further they have to gauge that no one involved in the hierarchy of organization is taking an undue advantage of his authority.

(v) Proper hierarchical structure.

There should be a proper line of authority established by the management itself. The line of hierarchy should preferably be kept short so that the message gets conveyed in adequate time. At the same time, the management must ensure that the information travels through the proper designated channel. No one should by-pass the authority. The juniors must respect the authority of their immediate bosses and the bosses do not take any undue advantage of their powers.

2. Upward Communication

No doubt, the policy makers and top-notch superior employees of a company have more capabilities than their counterparts below them. But it doesn't mean that the people involved below them don't have any vision or capability to contribute in the growth. It has been observed that these policy makers may have a proactive vision. But it is the bottom line of employees who actually work at the grass root level to give a practical shape to their vision. It may happen that the directives issued by the management or seniors may sound wonderful to them but on the other hand, the employees at a lower level may find it lacking in practicality and incomplete. Therefore, all the managements find it important to collect feedback from its employees at regular intervals of time. This enables them to take stock of their policies and methodologies and make necessary changes in them. In this situation, it is the lower level of employees who generate the information or initiate the communication process and the message travels from bottom to top. This kind of communication network is known as upward communication network. It is just the reversal of downward communication.

The upward communication channel provides an opportunity to the lower-level employees to share their observations, suggestions and feedback with the management or with their seniors. They can give feedback about the execution of the intended processes and their feasibility. This feedback is quite important for the management. It ensures proper utilization of resources in an organization and maximization of its profits. At the same time, the employees can give a vent to their own grievances and frustrations and can get solutions to it. This fosters a sense of participation among the employees as the upward channel of communication makes them feel important in the organization and they develop a sense of belongingness with the organization.

Methods of Upward Communication

(i) Periodical Meetings:

Nearly all organizations conduct periodical meetings time to time to take stock of things going on. In these meetings, employees are encouraged to share their experiences regarding execution of policies and methodologies intended by the management. This is the right place and time for employees to give their constructive feedback and suggestions regarding the improvisation of company's policies. In such meetings, managements get to know the worth of their directives given to the employees.

(ii) Suggestion / Complaint Boxes:

In order to collect feedback from the employees, suggestion boxes are placed at convenient places in a company. There may be some reluctant or shy employees who do not wish to give feedback in public; such employees find these suggestion boxes to be their only resort. Otherwise also, employees can put their suggestions, observations into these boxes at their own convenience. These boxes are opened time to time and the suggestions contained in it are reviewed. To make this practice fruitful, managements must make it a point to take necessary actions to implement the constructive suggestions and in resolving the complaints of employees if any. If these suggestions go unattended, the employees may lose confidence and stop giving suggestions. To invite more feedback, managements must reward the positive and constructive suggestions.

(iii) One to one meeting:

If a constructive suggestion or a problem being faced by an employee is of a serious nature and requires immediate attention, managements can call the concerned employee for a one-to-one meeting. There he is encouraged to share his comprehensive knowledge about the problem or suggestion.

(iv) Open door policy.

An open-door policy encourages the employees to consult their seniors at their own convenience. It suggests that the seniors are always approachable for discussions. But sometimes it is observed that the doors are open only on a physical plane and not on a mental plane.

It might be the management's intention to have an open-door policy but the immediate bosses may not have an open attitude to listen to their juniors. Thus, it requires a friendly environment and symbiotic relations between the employees and bosses to make an effective open-door policy possible.

(v) Informal Gatherings.

Arranging social gatherings to mark some events should be a part of planning in an organization. The informal atmosphere during such gatherings relieves tension from the minds of employees and encourages them to share their feedback spontaneously. It also harmonizes the relations between various levels of employees.

Merits of upward communication

for the management

(i) Genuine Feedback.

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

(ii) No misuse of authority.

When the bosses know that their wrong behavior can be directly reported to the management, they also remain on their guards. Upward communication assures each and every employee that he will be heard. They become confident and do not let any mal practices

prevail in the company. They may report the jaundiced behavior of their immediate boss to the management. Thus, it prevents the authority to be misused by anyone.

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

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

For the Employees

(i) Gives a platform.

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

(ii) Easy & efficient Process.

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

(iii) Strengthens relationships.

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

Demerits of Upward Communication

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

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

(iii) Bosses conceal more than reveal. Even if the lower-level employees give their feedback, their immediate bosses may conceal it from the management. They do not let any piece of information that can cast a question mark on their sincerity and power, reach the management.

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

(v) Bypassing the authority.

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

(vi) Delays and distortion of messages.

While traveling the line of upward communication, a message has to pass through various stages of authority. Each listener colors and conditions the message according to his own perceptions. Thus, it may take a lot of time for the message to reach the management and in some cases the message may acquire an unintended and different meaning.

Pre-requisites of Upward Communication

(i) Proper Control of management.

Management should monitor the channels of upward communication. They should provide safe and conducive atmosphere to the employees so that they are encouraged to come up with their observations. Constructive suggestions should be rewarded and the problems shared by the employees must be resolved. Otherwise, they will lose interest in sharing their views.

(ii) Caring attitude of seniors.

Seniors should not show a hostile attitude to the employees. Rather, they should show empathy with the employee by listening to him properly and showing genuine concern and interest in his feedback. They should not conceal or try to stop the flow of information to the management.

(iii) Short Communication lines.

The lines of communication should be kept as short as possible. It will put a check on the delay and distortion of message.

(iv) A formalized system of collection and execution of received Suggestions.

There should be a formal, well-planned system of collecting suggestions. Having collected the feedback, it is very important to handle them with proper care.

4. Horizontal Communication

Horizontal communication is the transmission of information between people, divisions, departments or units within the same level of organizational hierarchy. Horizontal communication is often referred to as 'lateral communication.'

Medias of Horizontal Communication

1. Face to face conversations
2. Telephones
3. Meetings
4. Letters and reports

Advantages

Horizontal communication presents some distinct advantages. It decreases misunderstanding between departments working on the same project, thereby increasing efficiency and productivity.

It may result in better implementation of top-level decisions because employees on lower levels are permitted to coordinate directly with each other in the implementation of the decision made at the top.

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

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

Disadvantages

Horizontal communication does come with some disadvantages. Management may have a greater problem maintaining control as horizontal communication increases. This is, in part, because management can derive much control and power if it controls the flow of information. Horizontal communication can also create conflict between employees exposed to each other through the communication process. It is also more time-consuming if vertical communication is required to ratify decisions made during horizontal communication or to confirm information received through horizontal communication. Finally, it may create a lack of discipline if strict procedural rules of communications are not imposed and followed.

Effective Horizontal Communication

Effective horizontal communication aims at resolving the interdepartmental conflicts and maintaining harmonious relationships within departments and between different departments. It requires that there should be proper facilities for the employees to communicate with each other. These facilities may include telephones and intercoms, Emails (if they are situated far off). Regular meetings of employees should be held so that they can come in contact with their counterparts and communicate with them.

Informal Communication

The **Informal Communication** is the casual and unofficial form of communication wherein the information is exchanged spontaneously between two or more persons without conforming the prescribed official rules, processes, system, formalities and chain of command.

The informal communications are based on the personal or informal relations such as friends, peers, family, club members, etc. and thus is free from the organizational conventional rules and other formalities. In the business context, the informal communication is called as a “**grapevine**” as it is difficult to define the beginning and end of the communication.

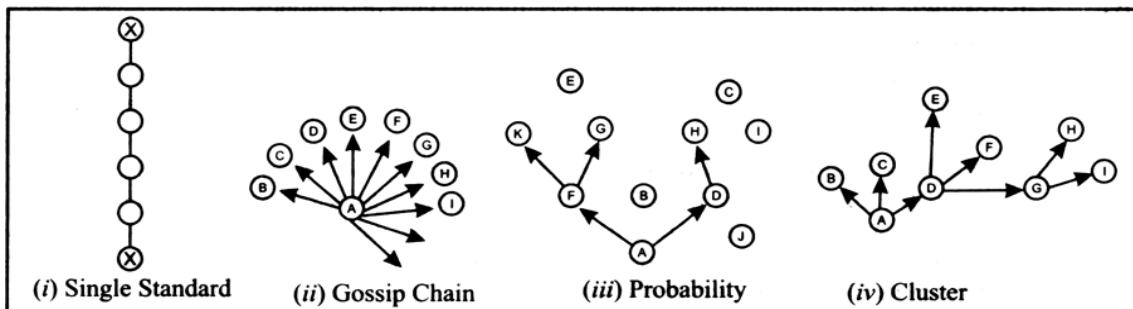


The informal communication is characterized by an indefinite channel of communication, which means there is no definite chain of command through which the information flows. Hence, the information can flow from anywhere. Often such communication arises out of the social relations that an individual creates with other persons on the basis of common interest, likings or dislikings.

Types of Informal Communication

There are four different types of informal communication:

1. Single Strand: One person communicates with one person and then they go and communicate with another one person. Communication is traveling from one person to another one person.
2. Gossip Chain: Group conversation where everyone is talking to each other informally.
3. Probability Chain: Each individual randomly tells another individual the same message.
4. Cluster Chain: One person shares information with a group of selected individuals and in turn each of those individuals shares that information with others.



All of these different types of informal communication are all about how information flows between employees outside of a professional and formal meeting scenario.

Merits of Grapevine

(i) Willful Communication.

The psychological need of Man to talk gives rise to a grapevine. Thus, employees share information because they are directed by the authorities

but they give information willingly, out of their own sweet will. Its absence, though it seems impossible, may bring boredom and dullness in the environment of an organization.

(ii) Emotional Relief.

The employees get emotional relief when they give vent to their feelings and frustrations. They become free from depression and get a boost in their morale. The fact that employees listen to each other establishes another fact that they share a connection with each other. Thus, grapevine also breathes in an air of brotherhood and solidarity among the employees.

(iii) Speedy and Spontaneous and Multidirectional.

Unlike formal communication which is bound by rules and regulations, information travels at greater speed in an informal channel. It is spontaneous in the sense that employees do not communicate when they are directed to do so, but they keep on communicating while they are working. The message travels at a faster speed. The information flows from any direction to any direction. It is not bound to flow in a prescribed direction. It is as free as a grapevine to grow in any direction.

(iv) Economical.

Unlike the formal network of communication which is highly methodical and expensive, grapevine is a non-expensive method of disseminating information to a larger number of people in a shorter span of time.

(v) Cementing.

The grapevine acts as a cementing force in an organization. The employees share their feelings with each other without any bindings on them, they pose faith in each other, they offer solutions to each problem's, all this fosters a sense of relationship within them. They become attached to each other and start empathizing with each other. Thus, it keeps the human capital bonded and unified.

Demerits of Grapevine

(i) No Accountability.

Unlike formal communication where everyone is accountable for the information sent or received, informal communication has nothing on-the-record. One cannot hold person responsible for any lapses in the communication process.

(ii) Misleading:

Information conveyed through a grapevine may be misleading There is no doubt in the fact that grapevine carries a vital and important message, but this message may not be error free. It may contain rumors and misleading information along with the meaningful information.

(iii) Personal bias.

Every listener has a tendency to mould and colour the message received in accordance to his own perceptions. Thus, it may happen that the intended messages are lost while traveling in an informal network of communication, and in turn an altogether different message travel in it.

(iv) Harmful for the organization.

As discussed above, if grapevine carries a fabricated and unreliable message, it may incur a loss to the organization.

Effective informal communication

No doubt informal networks of communications carry lot of errors. But these errors are controlled and eliminated; it can work wonders for the organization.

1. The management should follow an open policy of communication.

2. The rumors conveyed by the grapevine can be curtailed by the management by supplementing people with more and accurate information.

3. The influential people involved in a grapevine can be educate and accurate information.

4. Realizing the fact that it can tell a lot about the satisfaction level of employees, grapevine should be properly nurtured in an organization.

Non-Verbal Communication

Nonverbal communication is the transfer of information through the use of body language including eye contact, facial expression, gestures postures, distance between individual etc.

Everyone uses nonverbal communication all the time whether they know it or not. Nonverbal communication predates verbal communication because since birth we rely on nonverbal means to express ourselves. This innate character of nonverbal behavior is important in communication. Even before a sentence is uttered, the hearer observes the body gestures and facial expressions of the speaker, trying to make sense of these symbolic messages. They seem to be trustable because they are mostly unconscious and part of everyday behavior. People assume that nonverbal actions do not lie and therefore they tend to believe the nonverbal message when a verbal message contradicts it.

It is said that we use body language all the time. Around 55% of the total communication made by us consists of nonverbal or body language, while 38% is expressed through the tone voice and only 7% is communicated through words. Your body language and the tone of voice make up a whopping 93% of your communication with other people.

Watzlavivk states in *Pragmatics of human behavior* that it is impossible not to communicate. Body language is more revealing than words whether you are sitting silent with a person, speaking nothing yet communication is taking place at subconscious level. Your body is sending signals and cues to other person and at the same time you are also picking nonverbal cues and signals emitted by the others' body.

Kinds of body language

1. Paralinguistics
2. Kinesics
 - i. Facial expression
 - ii. Gesture
 - iii. Oculistics – eye behavior
3. Posture
4. Proxemics
5. Eye gaze
6. Haptics
7. Appearance

1. Paralinguistics

Paralinguistics refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection, and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest.

2. Kinesics

(i) Facial Expression.

Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world.

(ii) Gestures.

Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and

using fingers to indicate number amounts. Other gestures are arbitrary and related to culture.

(iii) Oculistics -Eye behavior.

Eye can also radiate nonverbal messages. Even the shift of eyes or eyebrows can convey different signals. Eyes play an important role in nonverbal communication.

3. Posture

Posture and movement can also convey a great deal on information Research on language has grown significantly since the 1970's, but popular media have focused on the over-interpretation of defensive postures, arm-crossing, and leg-crossing, especially after the publication of Julius Fast's book Body Language. While these nonverbal behaviors can indicate feelings and attitudes, research suggests that body language is far more subtle and less definitive than previously believed.

4. Proxemics

People often refer to their need for "personal space," which is also an important type of nonverbal communication. The amount of distance we need and the amount of space we perceive as belonging to us is influenced by a number of factors including social norms, situational factors, personality characteristics, and level of familiarity. For example, the amount of personal space needed when having a casual conversation with another person usually varies between 18 inches to four feet. On the other hand, the personal distance needed when speaking to a crowd of people is around 10 to 12 feet.

5. Eye Gaze

Looking, staring, and blinking can also be important nonverbal behaviors. When people encounter people or things that they like, the rate of blinking increases and pupils dilate Looking at another person can indicate a range of emotions, including hostility, interest, and attraction.

6. Haptics

Communicating through touch is another important nonverbal behavior. There has been a substantial amount of research on the importance of touch in infancy and early childhood. Harry Harlow's classic monkey study demonstrated how the deprivation of touch and contact impedes development. Baby monkeys raised by wire mothers experienced permanent deficits in behavior and social interaction.

7. Appearance

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. Research on color psychology has demonstrated that different colors can invoke different moods. Appearance can also alter physiological reactions, judgment, and interpretations. Let us study them one by one