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CENTRE FOR ONLINE & DISTANCE LEARNING

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1.1 Objectives:

This chapter defines the functions of the eight parts of speech: nouns, pronouns, verbs, adverbs, adjectives, prepositions, interjections, and conjunctions. In particular, it focuses on how to use them effectively, and correctly. And it provides special focus on nouns, adverbs, adjectives, and verbs, including verb tenses. When you have finished the chapter, you'll have the necessary building blocks to develop your writing skills.

1.2 Introduction: Do you know what the eight parts of speech are? Such a question probably brings back memories of dull grammar lessons in elementary school, where you first heard the term parts of speech. What's the point of learning these now? Being reminded of the functions of different parts of speech can help you write with more confidence. The parts of speech are the building blocks of sentences, so finding out about them can help you skillfully combine words into meaningful sentences. **Parts of Speech** are the different categories of words in English. They refer to the way in which those words are used grammatically. For example, if you look at the following sentences you can see that although the words in bold are all different, they all work the same way in the sentence.

Have you seen that **old** man?
Have you seen that **attractive** man?
Have you seen that **poor** man?

Obviously the words *old*, *attractive* and *poor* are grammatically related in some way and can be put into the same category. In this case they are all words which describe; in English these are *adjectives*. A category into which words are placed according to the work they do in a sentence. Here you'll be introduced to the eight traditional parts of speech.

- Nouns
- Pronouns
- Verbs

- Adverbs
- Adjectives
- Prepositions
- Conjunctions
- Interjections

1.3 Noun : A noun is a word used to name a person, animal, place, thing, and an abstract idea. A noun functions as a subject or object of a verb and can be modified by an adjective.The **highlighted** words in the following sentences are all nouns:

> Late last **year** our **neighbours** bought a **goat**.
>
> **Portia White** was an **opera singer**.
>
> The **bus inspector** looked at all the **passengers' passes**.
>
> According to **Plutarch**, the **library** at **Alexandria** was destroyed in 48 B.C.
>
> **Philosophy** is of little **comfort** to the **starving**.

A noun can function in a sentence as a subject, a direct object, an indirect object, a subject complement, an object complement, an appositive, an adjective or an adverb.

Noun Gender

Many common nouns, like "engineer" or "teacher," can refer to men or women. Once, many English nouns would change form depending on their gender -- for example, a man was called an "author" while a woman was called an "authoress" -- but this use of **gender-specific nouns** is very rare today. Those that are still used occasionally tend to refer to occupational categories, as in the following sentences.

> David Garrick was a very prominent eighteenth-century actor.
>
> Sarah Siddons was at the height of her career as an actress in the 1780s.
>
> The manager was trying to write a want ad, but he couldn't decide whether he was advertising for a "waiter" or a "waitress"

Noun Plurals

Most nouns change their form to indicate number by adding "-s" or "-es", as illustrated in the following pairs of sentences:

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When Matthew was small he rarely told the **truth** if he thought he was going to be punished.

Many people do not believe that **truths** are self-evident.

As they walked through the silent house, they were startled by an unexpected **echo**.

I like to shout into the quarry and listen to the **echoes** that return.

He tripped over a **box** left carelessly in the hallway.

Since we are moving, we will need many **boxes**.

There are other nouns which form the plural by changing the last letter before adding "s". Some words ending in "f" form the plural by deleting "f" and adding "ves," and words ending in "y" form the plural by deleting the "y" and adding "ies," as in the following pairs of sentences:

The harbour at Marble Mountain has one **wharf**.

There are several **wharves** in Halifax Harbour.

Warsaw is their favourite **city** because it reminds them of their courtship.

The vacation my grandparents won includes trips to twelve European **cities**.

The children circled around the headmaster and shouted, "Are you a **mouse** or a man?"

The audience was shocked when all five men admitted that they were afraid of **mice**.

Other nouns form the plural irregularly. If English is your first language, you probably know most of these already: when in doubt, consult a good dictionary.

Possessive Nouns

In the possessive case, a noun or pronoun changes its form to show that it owns or is closely related to something else. Usually, nouns become possessive by adding a combination of an apostrophe and the letter "s."

You can form the possessive case of a singular noun that does not end in "s" by adding an apostrophe and "s," as in the following sentences:

The red suitcase is **Cassandra's**.

The only luggage that was lost was the **prime minister's**.

The exhausted recruits were woken before dawn by the **drill sergeant's** screams.

The **miner's** face was covered in coal dust.

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You can form the possessive case of a singular noun that ends in "s" by adding an apostrophe alone or by adding an apostrophe and "s," as in the following examples:

> The **bus's** seats are very uncomfortable.
> The **bus'** seats are very uncomfortable.
> The film crew accidentally crushed the **platypus's** eggs.
> The film crew accidentally crushed the **platypus'** eggs.
> **Felicia Hemans's** poetry was once more popular than Lord Byron's.
> **Felicia Hemans'** poetry was once more popular than Lord Byron's.

You can form the possessive case of a plural noun that does not end in "s" by adding an apostrophe and a "s," as in the following examples:

> The **children's** mittens were scattered on the floor of the porch.
> The **sheep's** pen was mucked out every day.
> Since we have a complex appeal process, a **jury's** verdict is not always final.
> The **men's** hockey team will be playing as soon as the **women's** team is finished.
> The hunter followed the **moose's** trail all morning but lost it in the afternoon.

You can form the possessive case of a plural noun that *does* end in "s" by adding an apostrophe:

> The concert was interrupted by the **dogs'** barking, the **ducks'** quacking, and the **babies'** squalling.
> The **janitors'** room is downstairs and to the left.
> My uncle spent many hours trying to locate the **squirrels'** nest.
> The archivist quickly finished repairing the **diaries'** bindings.
> Religion is usually the subject of the **roommates'** many late night debates.

Using Possessive Nouns

When you read the following sentences, you will notice that a noun in the possessive case frequently functions as an adjective modifying another noun:

> The **miner's** face was covered in coal dust.

Here the possessive noun "miner's" is used to modify the noun "face" and together with the article "the," they make up the noun phrase that is the sentence's subject.

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The concert was interrupted by the **dogs'** barking, the **ducks'** quacking, and the **babies'** squalling.

In this sentence, each possessive noun modifies a gerund. The possessive noun "dogs'" modifies "barking," "ducks'" modifies "quacking," and "babies'" modifies "squalling."

The film crew accidentally crushed the **platypus's** eggs.

In this example the possessive noun "platypus's" modifies the noun "eggs" and the noun phrase "the platypus's eggs" is the direct object of the verb "crushed."

My uncle spent many hours trying to locate the **squirrels'** nest.

In this sentence the possessive noun "squirrels'" is used to modify the noun "nest" and the noun phrase "the squirrels' nest" is the object of the infinitive phrase "to locate."

Types Of Nouns

There are many different types of nouns. As you know, you capitalise some nouns, such as "Canada" or "Louise," and do not capitalise others, such as "badger" or "tree" (unless they appear at the beginning of a sentence). In fact, grammarians have developed a whole series of noun types, including the proper noun, the common noun, the concrete noun, the abstract noun, the countable noun (also called the count noun), the non-countable noun (also called the mass noun), and the collective noun. You should note that a noun will belong to more than one type: it will be proper or common, abstract or concrete, *and* countable or non-countable or collective.

Proper Nouns

You always write a **proper noun** with a capital letter, since the noun represents the name of a specific person, place, or thing. The names of days of the week, months, historical documents, institutions, organisations, religions, their holy texts and their adherents are proper nouns. A proper noun is the opposite of a common noun

In each of the following sentences, the proper nouns are **highlighted**:

The **Marroons** were transported from **Jamaica** and forced to build the fortifications in **Halifax**.

Many people dread **Monday** mornings.

Beltane is celebrated on the first of **May**.

Abraham appears in the **Talmud** and in the **Koran**.

Last year, I had a **Baptist**, a **Buddhist**, and a **Gardnerian Witch** as roommates.

Common Nouns

A **common noun** is a noun referring to a person, place, or thing in a general sense -- usually, you should write it with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun.

In each of the following sentences, the common nouns are **highlighted**:

According to the **sign**, the nearest **town** is 60 **miles** away.

All the **gardens** in the **neighbourhood** were invaded by **beetles** this **summer**.

I don't understand why some **people** insist on having six different **kinds** of **mustard** in their **cupboards**.

The road **crew** was startled by the **sight** of three large **moose** crossing the **road**.

Many child-care **workers** are underpaid.

Sometimes you will make proper nouns out of common nouns, as in the following examples:

The tenants in the **Garnet Apartments** are appealing the large and sudden increase in their rent.

The meals in the Bouncing **Bean Restaurant** are less expensive than meals in ordinary restaurants.

Many witches refer to the Renaissance as the Burning **Times**.

The **Diary of Anne Frank** is often a child's first introduction to the history of the **Holocaust**.

Concrete Nouns

A **concrete noun** is a noun which names anything (or anyone) that you can perceive through your physical senses: touch, sight, taste, hearing, or smell. A concrete noun is the opposite of a abstract noun.

The **highlighted** words in the following sentences are all concrete nouns:

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The **judge** handed the **files** to the **clerk**.

Whenever they take the **dog** to the **beach**, it spends hours chasing **waves**.

The real estate **agent** urged the **couple** to buy the second **house** because it had new **shingles**.

As the **car** drove past the **park**, the **thump** of a disco **tune** overwhelmed the string **quartet's rendition** of a **minuet**.

The **book binder** replaced the flimsy paper **cover** with a sturdy, cloth-covered **board**.

Abstract Nouns

An **abstract noun** is a noun which names anything which you can *not* perceive through your five physical senses, and is the opposite of a concrete noun. The **highlighted** words in the following sentences are all abstract nouns:

Buying the fire extinguisher was an **afterthought**.

Tillie is amused by people who are nostalgic about **childhood**.

Justice often seems to slip out of our grasp.

Some scientists believe that **schizophrenia** is transmitted genetically.

Countable Nouns

A **countable noun** (or **count noun**) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count*. You can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of non-countable nouns and collective nouns.

In each of the following sentences, the **highlighted** words are countable nouns:

We painted the **table** red and the **chairs** blue.

Since he inherited his **aunt's library**, Jerome spends every **weekend** indexing his **books**.

Miriam found six silver **dollars** in the **toe** of a **sock**.

The oak **tree** lost three **branches** in the **hurricane**.

Over the **course** of twenty-seven **years**, Martha Ballad delivered just over eight hundred **babies**.

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Non-Countable Nouns

A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns.

The **highlighted** words in the following sentences are non-countable nouns:

Joseph Priestly discovered **oxygen**.

The word "oxygen" cannot normally be made plural.

Oxygen is essential to human life.

Since "oxygen" is a non-countable noun, it takes the singular verb "is" rather than the plural verb "are."

We decided to sell the **furniture** rather than take it with us when we moved.

You cannot make the noun "furniture" plural.

The **furniture** is heaped in the middle of the room.

Since "furniture" is a non-countable noun, it takes a singular verb, "is heaped."

The crew spread the **gravel** over the roadbed.

You cannot make the non-countable noun "gravel" plural.

Gravel is more expensive than I thought.

Since "gravel" is a non-countable noun, it takes the singular verb form "is."

Collective Nouns

A **collective noun** is a noun naming a group of things, animals, or persons. You could count the individual members of the group, but you usually think of the group as a whole is generally as one unit. You need to be able to recognise collective nouns in order to maintain subject-verb

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agreement. A collective noun is similar to a non-countable noun, and is roughly the opposite of a countable noun.

In each of the following sentences, the **highlighted** word is a collective noun:

The **flock** of geese spends most of its time in the pasture.

The collective noun "flock" takes the singular verb "spends."

The **jury** is dining on take-out chicken tonight.

In this example the collective noun "jury" is the subject of the singular compound verb "is dining."

The steering **committee** meets every Wednesday afternoon.

Here the collective noun "committee" takes a singular verb, "meets."

The **class** was startled by the bursting light bulb.

In this sentence the word "class" is a collective noun and takes the singular compound verb "was startled."

1.4 Pronoun: A pronoun can replace a noun or another pronoun. Generally (but not always) pronouns stand for (pro + noun) or refer to a noun, an individual or individuals or thing or things (the pronoun's antecedent) whose identity is made clear earlier in the text. You use pronouns like "he," "which," "none," and "you".
Not all pronouns will refer to an antecedent, however.

- Everyone here earns over a thousand dollars a day.

The word "everyone" has no antecedent.

KINDS OF PRONOUNS: Grammarians classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, the intensive pronoun and Reciprocal Pronoun.

Personal Pronouns

Unlike English nouns, which usually do not change form except for the addition of an -*s* ending to create the plural or the apostrophe + *s* to create the possessive, personal pronouns (which stand for persons or things) change form according to their various uses within a sentence. Thus *I* is used as the subject of a sentence (I am happy.), *me* is used as an object in various ways (He hit me. He gave me a book. Do this for me.), and *my* is used as the possessive form (That's my car.) The same is true of the other personal pronouns: the singular you and he/she/it and the plural we, you, and they. These forms are called **cases**.

Personal pronouns can also be characterized or distinguished by **person**.

First person refers to the speaker(s) or writer(s) ("I" for singular, "we" for plural).

Second person refers to the person or people being spoken or written to ("you" for both singular and plural).

Third person refers to the person or people being spoken or written about ("he," "she," and "it" for singular, "they" for plural).

Each person can change form, reflecting its use within a sentence. Thus, "I" becomes "me" when used as an object ("She left me") and "my" when used in its possessive role (That's my car"); "they" becomes "them" in object form ("I like them") and "their" in possessive ("That's

just their way").

When a personal pronoun is connected by a conjunction to another noun or pronoun, its case does not change. We would write "I am taking a course in Asian history"; if Talitha is also taking that course, we would write "Talitha and I are taking a course in Asian history." (Notice that Talitha gets listed before "I" does. This is one of the few ways in which English is a "polite" language.) The same is true when the object form is called for: "Professor Vendetti gave all her books to me"; if Talitha also received some books, we'd write "Professor Vendetti gave all her books to Talitha and me."

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When a **pronoun and a noun are combined** (which will happen with the plural first- and second-person pronouns), choose the case of the pronoun that would be appropriate if the noun were not there.

- We students are demanding that the administration give us two hours for lunch.
- The administration has managed to put us students in a bad situation.

With the **second person**, we don't really have a problem because the subject form is the same as the object form, "you":

- "You students are demanding too much."
- "We expect you students to behave like adults."

Among the **possessive pronoun** forms, there is also what is called the **nominative possessive**: mine, yours, ours, theirs.

- Look at those cars. Theirs is really ugly; ours is beautiful.
- This new car is mine.
- Mine is newer than yours.

Demonstrative Pronouns

The family of demonstratives (this/that/these/those/such) can behave either as pronouns or as determiners.

As pronouns, they identify or point to nouns.

- *That* is incredible! (referring to something you just saw)
- I will never forget *this*. (referring to a recent experience)
- *Such* is my belief. (referring to an explanation just made)

As determiners, the demonstratives adjectivally modify a noun that follows. A sense of relative distance (in time and space) can be conveyed through the choice of these pronouns/determiners:

- These [pancakes sitting here now on my plate] are delicious.

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- Those [pancakes that I had yesterday morning] were even better.
- This [book in my hand] is well written;
- that [book that I'm pointing to, over there, on the table] is trash.

A sense of emotional distance or even disdain can be conveyed with the demonstrative pronouns:

- You're going to wear these?
- This is the best you can do?

Pronouns used in this way would receive special stress in a spoken sentence.

When used as subjects, the demonstratives, in either singular or plural form, can be used to refer to objects as well as persons.

- This is my father.
- That is my book.

In other roles, however, the reference of demonstratives is non-personal. In other words, when referring to students, say, we could write "Those were loitering near the entrance during the fire drill" (as long as it is perfectly clear in context what "those" refers to). But we would not write "The principal suspended those for two days"; instead, we would have to use "those" as a determiner and write "The principal suspended those students for two days."

Relative Pronouns

The relative pronouns (*who/whoever/which/that*) relate groups of words to nouns or other pronouns (The student *who* studies hardest usually does the best.). The word *who* connects or relates the subject, *student*, to the verb within the dependent clause (*studies*). Between *which* and *that* and between *who* and *whom* , Generally, we use "which" to introduce clauses that are parenthetical in nature (i.e., that can be removed from the sentence without changing the essential meaning of the sentence). For that reason, a "which clause" is often set off with a comma or a pair of commas. "That clauses," on the other hand, are usually deemed indispensable for the meaning of a sentence and are not set off with commas. The pronoun *which* refers to things; *who* (and its forms) refers to people; *that* usually refers to things, but it can also refer to people in a general kind of way.

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The expanded form of the relative pronouns — *whoever, whomever, whatever* — are known as **indefinite relative pronouns**. A couple of sample sentences should suffice to demonstrate why they are called "indefinite":

- The coach will select whomever he pleases.
- He seemed to say whatever came to mind.
- Whoever crosses this line first will win the race.

What is often an indefinite relative pronoun:

- She will tell you what you need to know.

Indefinite Pronouns

The indefinite pronouns (everybody/anybody/somebody/all/each/every/some/none/one) do not substitute for specific nouns but function themselves as nouns (*Everyone* is wondering if *any* is left.)

One of the chief difficulties we have with the indefinite pronouns lies in the fact that "everybody" feels as though it refers to more than one person, but it takes a singular verb. (Everybody is accounted for.) If you think of this word as meaning "every single body," the confusion usually disappears. The indefinite pronoun *none* can be either singular or plural, depending on its context. *None* is nearly always plural (meaning "not any") except when something else in the sentence makes us regard it as a singular (meaning "not one"), as in "None of the food is fresh." *Some* can be singular or plural depending on whether it refers to something countable or non-countable.

There are other indefinite pronouns, words that double as Determiners:

enough, few, fewer, less, little, many, much, several, more, most, all, both, every, each, any, either, neither, none, some

- Few will be chosen; fewer will finish.
- Little is expected.

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Intensive Pronouns

The intensive pronouns (such as myself, yourself, herself, ourselves, themselves) consist of a personal pronoun plus *self* or *selves* and emphasize a noun. (I *myself* don't know the answer.) It is possible (but rather unusual) for an intensive pronoun to precede the noun it refers to. (Myself, I don't believe a word he says.)

Reflexive Pronouns

The reflexive pronouns (which have the same forms as the intensive pronouns) indicate that the sentence subject also receives the action of the verb. (Students who cheat on this quiz are only hurting themselves. You paid yourself a million dollars? She encouraged herself to do well.) What this means is that whenever there is a reflexive pronoun in a sentence there must be a person to whom that pronoun can "reflect." In other words, the sentence "Please hand that book to myself" would be incorrect because there is no "I" in that sentence for the "myself" to reflect to (and we would use "me" instead of "myself"). A sentence such as "I gave that book to myself for Christmas" might be silly, but it would be correct.

When pronouns are combined, the reflexive will take either the first person

- Juanita, Carlos, and I have deceived ourselves into believing in my uncle.

or, when there is no first person, the second person:

- You and Carlos have deceived yourselves.

The indefinite pronoun *one* has its own reflexive form ("One must have faith in oneself."), but the other indefinite pronouns use either *himself* or *themselves* as reflexives. It is probably better to pluralize and avoid the clumsy himself or herself construction.

- No one here can blame himself or herself.
- The people here cannot blame themselves.

Interrogative Pronouns

The interrogative pronouns (who/which/what) introduce questions. (*What* is that? *Who* will help me? *Which* do you prefer?) *Which* is generally used with more specific reference than *what*. If

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we're taking a quiz and I ask "Which questions give you the most trouble?", I am referring to specific questions on that quiz. If I ask "What questions give you most trouble"? I could be asking what kind of questions on that quiz gives you trouble. The interrogative pronouns also act as Determiners: It doesn't matter which beer you buy. He doesn't know whose car he hit. In this determiner role, they are sometimes called **interrogative adjectives**.

Like the relative pronouns, the interrogative pronouns introduce noun clauses, and like the relative pronouns, the interrogative pronouns play a subject role in the clauses they introduce:

- We know *who* is guilty of this crime.
- I already told the detective *what* I know about it.

Reciprocal Pronouns

The reciprocal pronouns are *each other* and *one another*. They are convenient forms for combining ideas. If Bob gave Alicia a book for Christmas and Alicia gave Bob a book for Christmas, we can say that they gave each other books (or that they gave books to each other).

- My mother and I give each other a hard time.

If more than two people are involved (let's say a whole book club), we would say that they gave one another books. This rule (if it is one) should be applied circumspectly. It's quite possible for the exchange of books within this book club, for example, to be between individuals, making "each other" just as appropriate as "one another."

Reciprocal pronouns can also take possessive forms:

- They borrowed each other's ideas.
- The scientists in this lab often use one another's equipment.

1.5 Verb: A verb is a word used to show the activity or the action of a person or thing. The part of speech (or word class) that describes an action or occurrence or indicates a state of being. When we talk about the different kinds of verbs, it generally makes more sense to define them

by what they *do* rather than by what they *are*. Just as the "same" word (*rain* or *snow*, for example) can serve as either a noun or a verb, the same verb can play a number of different roles depending on the context. And verbs can play *many* different roles.

There are two main classes of verbs:

(1) the large open class of lexical verbs (also known as *main verbs* or *full verbs*--that is, verbs that aren't dependent on other verbs); and

(2) the small closed class of auxiliary verbs (also called *helping verbs*). The two subtypes of auxiliaries are the primary auxiliaries (*be, have*, and *do*), which can also act as lexical verbs, and the modal auxiliaries (*can, could, may, might, must, ought, shall, should, will,* and *would*).

Auxiliary Verbs and Lexical Verbs

An **auxiliary verb** (also know as a helping verb) determines the mood or tense of another verb in a phrase: "It *will* rain tonight." The primary auxiliaries are *be, have,* and *do*. The modal auxiliaries include *can, could, may, must, should, will*, and *would*.

A **lexical verb** (also known as a *full* or *main* verb) is any verb in English that isn't an auxiliary verb: it conveys a real meaning and doesn't depend on another verb: "It *rained* all night."

Dynamic Verbs and **Stative Verbs**

A **dynamic verb** indicates an action, process, or sensation: "I *bought* a new guitar."

A **stative verb** (such as *be, have, know, like, own*, and *seem*) describes a state, situation, or condition: "Now I *own* a Gibson Explorer."

Finite Verbs and **Nonfinite Verbs**

A finite verb makes an assertion or expresses a state of being and can stand by itself as the main verb of a sentence.

- The truck <u>demolished</u> the restaurant.
- The leaves <u>were</u> yellow and sickly.

Non-finite verbs (think "unfinished") cannot, by themselves, be main verbs:

- The <u>broken</u> window . . .
- The <u>wheezing</u> gentleman . . .

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A **finite verb** expresses tense and can occur on its own in a main clause: "She *walked* to school."
A **nonfinite verb** (an infinitive or participle) doesn't show a distinction in tense and can occur on its own only in a dependent phrase or clause: "While *walking* to school, she spotted a bluejay."

Regular Verbs and **Irregular Verbs**

The distinction between a *weak verb* and a *strong verb* is based on how the past tense of the verb is formed.

Weak verbs (also called regular verbs) form the past tense by adding *-ed, -d*, or *-t* to the base form--or present tense form--of the verb (for example, *call, called* and *walk, walked*).

Strong verbs (also called irregular verbs) form the past tense or the past participle (or both) in various ways but most often by changing the vowel of the present tense form (for example, *give, gave* and *stick, stuck*).

One that comes to mind is the verb "to fly." In most cases, "fly" is an irregular verb: *fly, flew, flown*. But in the jargon of baseball, "fly" is a regular verb: *fly, flied, flied*. So we say that "Derek Jeter flied out to center to end the inning." If Jeter ever "flew out to center," we'd have quite a different story.

Transitive Verbs and **Intransitive Verbs**

First, some verbs require an object to complete their meaning:

 "She gave＿＿＿＿?"

Gave what? She gave money to the church. These verbs are called **transitive**.

Verbs that are **intransitive** do not require objects: "The building collapsed."

 In English, you cannot tell the difference between a transitive and intransitive verb by its form; you have to see how the verb is functioning within the sentence. In fact, a verb can be both transitive and intransitive: "The monster collapsed the building by sitting on it."
Thus, a **transitive verb** is followed by a direct object: "She *sells* seashells."
An **intransitive verb** doesn't take a direct object: "He *sat* there quietly." (This distinction is especially tricky because many verbs have both a transitive and an intransitive use.)

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1.6 Adjective:- An Adjective is a word used to explain the meanings of a noun or pronoun**.** Adjectives usually come before the noun. They are sometimes known as 'describing words'. When two adjectives are used to describe one noun, they are set apart with the use of a comma.

For example:

The *lazy* dog dozed.

 The *hairy, lazy* dog dozed.

The highlighted words in the following sentences are all adjectives:

1. "Early to bed and early to rise, makes a man **healthy**, **wealthy**, and **wise.**"
2. The **small** boat foundered on the **dark** sea.
3. The coal mines are **dark**.
4. The room was filled with **large, yellow** rain boots.

NOTE: Modification Process-The way an adjective changes a noun is called modification. An adjective adds information to a noun by answering one of four questions: What kind? Which one? How many? How much?

Examples of each: **What kind:** large house, purple flower

Which one: that animal, those people

How many: frequent flyers, ten children

How much: more fun, sufficient work

Some forms of Adjectives:

Compound Adjectives: Just like nouns, adjectives can be compound as well. Any adjective made up of more than one word is a compound adjective. Compound adjectives can be single words or hyphenated. For example:

The **underpaid** employees were angry.

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The **red-cheeked** girl was blushing with embarrassment.

Proper Adjectives: Just like nouns, an adjective can be proper as well. Any adjective that is derived from a proper noun is a proper adjective. For example: Slavic people, Victorian house

Take note that like their proper noun counterparts, proper adjectives must also be capitalized.

Predicative Adjectives: An adjective that follows a linking verb and tells something about the subject is known as a predicative adjective. For example:

The picture on the wall was **gorgeous**.

In this sentence, the linking verb joins the subject, picture, with the adjective, gorgeous.

Nouns, Pronouns and Verbs in Adjective Form: In addition to the conventional adjectives, nouns may also be used as adjectives. For example:

I drink **apple** juice.

I'll go to Italy on my **summer** break.

While apple and summer are typically nouns, they act as adjectives in these sentences.
Pronouns can also act as adjectives. There are four types of pronoun adjectives: possessive, demonstrative, interrogative and indefinite.

Possessive Adjectives: Seven pronouns function as possessive adjectives: my, your, his, her, its, our and their. They all answer the adjective question "which one?" **For example:**

Our weekend was wonderful.

Our is a pronoun with the antecedent weekend, but also modifies the noun weekend making it an adjective as well.

Demonstrative Adjectives: A pronoun that directs attention to a specific noun or noun phrase is known as a demonstrative pronoun. There are four demonstrative pronouns: this, that, these and those. Each of these words can also be used as an adjective. **For example:**

Pronoun: I will buy **this**.

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Adjective: I will buy **this** couch.

In the second sentence, the word this modifies couch, making this an adjective in this instance.

Interrogative Adjectives: A pronoun that begins a question is known as an interrogative pronoun. The pronouns which, what and those can also be used as adjectives when they modify a noun. **For example:**

Pronoun: What looks new?

Adjective: What car looks new?

In the second sentence, the word what modifies car, making what an adjective in this instance.

Indefinite Adjectives: A pronoun that does not refer to a specific antecedent, excluding interrogative pronouns, is known as an indefinite pronoun. Indefinite pronouns can also act as adjectives when they modify a noun. **For example:**

Pronoun: He wants **another**.

Adjective: He wants **another** slice of cake.

In the second sentence, the word another modifies the noun slice, making another an adjective in this instance.

IMPORTANT NOTE: Absolute Modifier Misuse: An absolute modifier is a word, typically an adjective, that is in the most absolute degree. Absolute modifiers cannot be modified or intensified any further. For example:

He is a very unique person.

This is incorrect. Unique means one of a kind. If something is already one of a kind it cannot be "very" unique or "totally" unique.

He is a very distinguished person.

This sentence makes the same point, only it is grammatically correct.

ADJECTIVES USED AS NOUNS

'The rich do not know the condition of the poor'

The adjectives are 'rich' and 'poor'.

What do we mean by these adjectives?

Rich – people who are rich or rich people.

Poor – people who are poor or poor people.

The nouns 'People' are not stated openly. They are implied or hidden behind the adjectives. So, when we say rich or poor in the above sentences, we mean rich (adjective) people (noun – collective noun), do not to know the sufferings of the poor (adjective) people (noun – collective noun). In practice, we use rich and poor. Hence, adjective is used as Plural Nouns.

The future is happy. Here, future means futurity. It is an Abstract Noun. In such cases, the adjective (future) becomes Noun. It is in Singular.

Some other adjectives derived from Proper Nouns become adjectives. They may relate to proper ethnicity – Indians, Americans, Tamilians.

Some adjectives indicating persons also become Nouns. They may belong to particular profession or an activity that is common to all of them – juniors, seniors, Criminals.

Yet some other adjectives denoting quantity / things in general become Nouns. It can be both in Singular and Plural.

- Secrets, total, solids, liquids, gases, valuables.

Some adjectives like sweet are used as Nouns in Plural and not in Singular. We can say sweets, it, that is, in a many eatables that are sweet.

Some phrases also become Nouns whenever this make appear into the sentence below the proceeding one. In short, Before long, Ere long, At Best, At the very least, in black and white.

In general, to identify an adjective functioning as a Noun, look for Plural Nouns, Singular Nouns of quality, derivatives of Nouns (means Adjectives formed of Noun). Or some phrases that indicate Nouns implicitly.

Also, 'the' appears before Adjective functioning as Noun (in general).

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Remember the above guidelines are only indicative. Best way is to look for the meaning. i.e. what we speak about Persons / Places / Things and what we add to give more meaning to the forms and decide if the Noun is implied.

Sometimes we use Noun as adjectives as well.

I am a city boy.

He always plays computer games.

Adjective is normally placed before the Noun.

He is a great man.

In poetry, the adjective may appear after the Noun – 'Men', of great valour never die more than once'.

We place adjectives after Noun in Prose also, when we have more than one adjective to emphasis.

Lord Krishna was a great King, Philosopher and Leader.

He was a kind man, patient, forbearing and of compassion.

We also place adjectives after a Noun when we join some words or phrases to adjectives. This is to place emphasis.

MS Dhoni is fertile in imaginative tactics.

In some cases, in some phrases, Adjectives come after the Noun.

God Almighty, time immemorial.

In some instances, the adjectives are more of explanatory in nature or indicate a specific quality which we want to emphasis.

1.7 Adverb:- An Adverb is a word used for explaining the meaning of a verb, adjective or other adverbs. An adverb indicates manner, time, place, cause, or degree and answers questions such as "how," "when," "where," "how much" etc. The adverb should always follow the verb.

Examples :- The highlighted words in the following sentences are all adverbs:

Unfortunately, the bank closed at three **today**.

"To travel **hopefully** is a better thing than to arrive."

Mary walked **slowly**.

Peter ran away **quickly**.

An **adverb** can modify a verb, an adjective, another adverb, a phrase, or a clause. While some adverbs can be identified by their characteristic "ly" suffix, most of them must be identified by untangling the grammatical relationships within the sentence or clause as a whole. Unlike an adjective, an adverb can be found in various places within the sentence.

In the following examples, each of the **highlighted** words is an adverb:

The seamstress **quickly** made the mourning clothes.

In this sentence, the adverb "quickly" modifies the verb "made" and indicates in what manner (or how fast) the clothing was constructed.

The midwives waited **patiently** through a long labour.

Similarly in this sentence, the adverb "patiently" modifies the verb "waited" and describes the manner in which the midwives waited.

The **boldly** spoken words would return to haunt the rebel.

In this sentence the adverb "boldly" modifies the adjective "spoken."

We urged him to dial the number more **expeditiously**.

Here the adverb "more" modifies the adverb "expeditiously."

Unfortunately, the bank closed at three **today**.

In this example, the adverb "unfortunately" modifies the entire sentence.

Conjunctive Adverbs

You can use a **conjunctive adverb** to join two clauses together. Some of the most common conjunctive adverbs are "also," "consequently," "finally," "furthermore," "hence," "however," "incidentally," "indeed," "instead," "likewise," "meanwhile," "nevertheless," "next," "nonetheless," "otherwise," "still," "then," "therefore," and "thus." A conjunctive adverb is *not* strong enough to join two independent clauses without the aid of a semicolon.

The **highlighted** words in the following sentences are conjunctive adverbs:

The government has cut university budgets; **consequently**, class sizes have been increased.

He did not have all the ingredients the recipe called for;**therefore**, he decided to make something else.

The report recommended several changes to the ways the corporation accounted for donations; **furthermore**, it suggested that a new auditor be appointed immediately.

The crowd waited patiently for three hours; **finally**, the doors to the stadium were opened.

Batman and Robin fruitlessly searched the building; **indeed**, the Joker had escaped through a secret door in the basement.

Kinds of Adverbs

Adverbs of Manner

She moved slowly and spoke quietly.

Adverbs of Place

She has lived on the island all her life.

She still lives there now.

Adverbs of Frequency

She takes the boat to the mainland every day.

She often goes by herself.

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Adverbs of Time

She tries to get back <u>before dark</u>.

It's starting to get dark <u>now</u>.

She finished her tea <u>first</u>.

She left <u>early</u>.

Adverbs of Purpose

She drives her boat slowly <u>to avoid hitting the rocks</u>.

She shops in several stores <u>to get the best buys.</u>

Positions of Adverbs

One of the hallmarks of adverbs is their ability to move around in a sentence. Adverbs of manner are particularly flexible in this regard.

- <u>Solemnly</u> the minister addressed her congregation.
- The minister <u>solemnly</u> addressed her congregation.
- The minister addressed her congregation <u>solemnly</u>.

1.8 Preposition: A word that shows the relationship between a noun or pronoun and other words in a sentence. It is used before a noun or pronoun.

<u>Examples :-</u> The highlighted words in the following sentences are all prepositions:

The book is **on** the table.

The book is **beneath** the table.

The book is **beside** the table.

She held the book **over** the table.

She read the book **during** class.

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1.9   Conjunctions :- It is a word used for joining one word to another or one sentence to other.The common conjunctions are **and, but, for, or, nor, yet** and **so**.

Examples :- The highlighted words in the following sentences are all conjunctions:

I ate the pizza **and** the pasta.

Call the movers **when** you are ready.

"I was taught that the way of progress was **neither** swift **nor** easy."

1.10 Interjections :- An Interjection is a word added to a sentence to convey emotions. These are the words of joy, sadness, excitement etc. These are not grammatically related to any other part of the sentence. An interjection is a word that is used to express emotion or feeling, and functions separately from the sentence.

For example:

Aha! I solved the mystery.

I knew that was the answer. **Awesome**!

She said that, **alas**, we have no mystery.

Note: **Punctuation** is important when it comes to using interjections. Because interjections are independent from sentences, they must either be set off with an exclamation mark or commas.It should also note that any other part of speech can be used as an interjection.

For example:

Noun: Germany! I've always wanted to go there.

Verb: Walk! You want me to walk in the rain?

1.11 Article:

Articles

English language has two articles, "**the** and **a/an**". An article is used for a noun. An article like an adjective modifies a noun.

For example, *a book, the book, a cup, the cup, an umbrella, the umbrella*
The article "the" is called definite article and the article "a/an" is called indefinite article.

Types of Articles

There are two articles in English language.

1. Indefinite article: **a/an**
2. Definite article: **the**

Definite Article: (the)

The definite article "**the**" is used for a definite, specific or particular noun.

Example. He bought **the** shirt.

The article "**the**" before the noun "shirt" in above sentence means that the shirt, he bought, is a specific or particular shirt and not any shirt.

Indefinite Article: (a/an)

The definite article "a/an" is used for indefinite, non-specific or non-particular (common) noun.

Example. He bought **a** shirt.

The article "**a**" before shirt in above sentence means that the shirt he bought is any shirt and not a specific shirt.

Rules for using Indefinite Article (a/an)

The article form "a" is used before a word (singular) beginning with a consonant, or a vowel with a consonant sound.
e.g. a book, a cat, a camera, a university, a European

The article form "an" is used before a word (singular) beginning with a vowel (a, e, i, o, u) or consonant with vowel sound (or beginning with mute *h*).
e.g. an apple, an elephant, an umbrella, an hour,

1. Before a singular noun which is countable
   e.g. He bought **a** book
      She is eating **an** apple.

2. Before a singular noun which refers to a class of things.
    e.g. **An** orange is rich in vitamins.

3. Before a name of a profession
   e.g. She wants to be **a** doctor
      He is **an** engineer.

4. For certain expressions of quantity
   e.g. **a** lot of, **a** few, **a** couple, **a** dozen

5. For certain numbers.
   e.g. **a** hundred, **a** thousand, **a** million

6. Before a singular, countable noun in exclamation.
   e.g. What **a** beautiful flower!
      What **a** nice shirt!
7. Article **a/an** is **not** used before uncountable nouns
   e.g. water, milk, sand etc

Rules for using definite Article (the)

The article "the" can be used both before a singular and plural noun according to the following grammatical rules. e.g. *the book, the books*

1. Before the place, object or group of object which is unique or considered to be   unique and geographical region and points on globe.

e.g. **the** earth, **the** moon, **the** sky, **the** stars, **the** north pole, **the** equator

2. For a noun which becomes definite or particular because it is already mentioned   and is being mentioned a second time.

e.g. The teacher helped **a student** and **the student** became happy.

3. For a noun made specific or definite in a clause or a phrase.

e.g. **The** old lady, **The** girl with blue eyes, **The** boy that I saw, **The** nice red shirt

4. Before *superlatives*, and *first, second,.. etc*, and *only*

e.g. **The** best day, **The** only method, **the** second month,

5. Before a phrase composed of a proper and common noun

e.g. **The** New York city, **The** river Nile, **The** library of Congress

6. Before the names of organizations

e.g. The Association of Chartered Accountants, The World Health Organization

7. Before names of scientific principles, theories, laws etc. e.g. the Pythagorean theorem, the laws of Newton, The Fahrenheit Scale. But no article will be used for   these names if written in forms like, Newton's Law, Dalton's Law of Partial Pressures, Hook's Law of Elasticity

8. Article "the" is <u>not</u> used for names of universities if written in forms like *Oxford University, Yale University, Columbia University.* **<u>But</u>** article "the" is used if names   of university are written in forms like ***The University of Oxford, The University of   Yale, The University of Toronto.***

9. Article "the" is <u>not</u> used for names of countries of places. e.g. New York, America,   Mexico, Japan, London. **<u>But</u>** article "the" is used for a name, if it expresses a   group of place, states, or land. e.g. The United States, The Philippines, The   Netherlands

The three articles in English are **a**, **an** and **the**. The learner has to decide noun-by-noun which one of the articles to use. In fact, there are 4 choices to make, because sometimes no article is necessary.

The most important first step in choosing the correct article is to categorize the noun as **count** or **uncount****:

- A *count* noun is a noun that **can** have a number in front of it: *1 teacher, 3 books, 76 trombones, 1,000,000 people*.

- An *uncount* noun is a noun that **cannot** have a number put in front of it: ~~1 water, 2 lucks, 10 airs, 21 oils, 39 informations~~. Once you have correctly categorized the noun (using your dictionary if necessary), the following "rules" apply:

Uncount nouns

- You cannot say **a/an** with an uncount noun.
- You **cannot put a number** in front of an uncount noun. (You cannot make an uncount noun plural.)

You use an uncount noun with no article if you mean all or any of that thing.

- I need help!
- I don't eat cheese.
- Do you like music?

You use **the** with an uncount noun when you are talking about a particular example of that thing.

- Thanks for the help you gave me yesterday.
- I didn't eat the cheese. It was green!
- Did you like the music they played at the dance?

Count nouns

- You can **put a number** in front of a count noun. (You can make a count noun plural.)
- You can put both **a/an** and **the** in front of a count noun.

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- You **must** put an article in front of a singular count noun.
- You use **an** (not **a**) when the next word (adverb, adjective, noun) starts with a vowel sound.

You usually use **a/an** with a count noun the first time you say or write that noun.

- Can I borrow a pencil, please?
- There's a cat in the garden!
- Do you have an mp3 player?

You use **the** with count nouns the second and subsequent times you use the noun, or when the listener already knows what you are referring to (maybe because there is only one of that thing).

- Where's the pencil I lent you yesterday?
- I think the cat belongs to the new neighbours.
- I dropped the mp3 player and it broke.
- Please shut the door!

You use a plural count noun with no article if you mean all or any of that thing.

- I don't like dogs.
- Do they have children?
- I don't need questions. Give me answers!

The definite article *the* is the most frequent word in English. We use the definite article in front of a noun when we believe the **hearer/reader knows** exactly what we are referring to.

• because there is **only one**:

The Pope is visiting Russia.
The moon is very bright tonight.
The Shah of Iran was deposed in 1979.

This is why we use the definite article with a superlative adjective:

He is **the tallest boy** in the class.
It is **the oldest building** in the town.

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• because there is **only one in that place** or in those surroundings:

Note:

- The above rules apply whether there is or there is not an adjective in front of the noun.

  - I don't eat German cheese.
  - Can I borrow a red pencil, please?
  - There's an extremely large cat in the garden!
  - I don't like small, noisy children.

- Some nouns can be either *count* or *uncount*, depending on the context and meaning:
  - Do you have paper? I want to draw a picture. (uncount = a sheet of paper)
  - Can you get me **a** paper when you're at the shop? (count = a newspaper)
- Uncount nouns are often preceded by phrases such as: *a lot of .. (luck)*, *a piece of .. (cake)*, *a bottle of .. (milk)*, *a grain of .. (rice)*.

- SELF-ASSESSMENT EXERCISE- CHECK YOUR PROGRESS

- 1) She will come back in_____(a, an, the) hour.

  2) Have you been to _____ (a, an, the) Space Needle Tower in Seattle?

  3) I would love to talk to one of _____ (a, an, the) managers.

  4) What_____(a, an, the) amazing view!

  5) The helicopter landed on_____(a, an, the) roof of a building.
- KEY 1- an , 2-the, 3- the, 4- an, 5- the

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1.12 Idioms- *Idioms* are like expressions whose meanings are different from the meaning of its basic's words. Knowledge of *Idioms and phrases* are most important because it is also a part of comprehension of English language. Here are some *idioms and phrases* which are widely used. Means something different from what it says Common phrases or terms whose meanings are not literal , but figurative and only known through their common uses. Most idioms are appropriate only in specific contexts Example: The idiom " shape up or ship out ," which is like saying improve your behavior or leave if you're not going to might be said by an employer or supervisor to an employee.

Let's understand with some examples:

You have to raise your voice a little when talking to him. He's a little **hard of hearing**. (deaf)

I went to a real nice restaurant yesterday. The food cost was cheap and they served a lot of food. I had to ask for a **doggy bag** because I couldn't eat the whole thing.(package to store left over food so the person can take it home)

My friend's mom wanted to pay for her daughter's meal, but I insisted on paying for both our meals myself, her mom finally said: Ok, as long as we **go Dutch** next time. (we divide the cost)

We are having a **pot-luck dinner** at Tim's house tomorrow. Everybody is invited! (dinner where everybody brings something to eat.

His name was **on the tip of my tongue**… but I couldn't remember it. (*almost* able to remember something, but you can't)

It was going to be a surprise party, until Todd let the **cat out of the bag**. (told the secret so other people found out too early)

If you think you can make the team, then **give it a shot**. (give it a try)

Let's not take this path. It leads to **a dead end**. (a place with only an end)

To cut a long story short, Lisa and I have had some interesting experiences together. (to make a long story shorter so it takes less time to say)

Six dollars for a cup of coffee?! What **a rip off**! sth very over-priced.

The designer handbag cost her **an arm and a leg**.(very expensive)

My brother is a real **pain in the neck** sometimes. to be annoying/irritating

One day, **out of the blue**, I received a letter from my former schoolmate. unscheduled; without previous warning.

The project was put **on the back burner** while the company focused on a more immediate problem. (set as a lower priority)

Tina knew that one day her parents would see her tattoo and then she'd have to **face the music**. (take the responsibility)

The group members were all **on the same wavelength**, so they were able to finish their project quickly. (to think in similar way)

The politician **passed the buck** onto someone else instead of accepting responsibility for the problem.(passing the blame)

Mark's visa application was held up for six months because of **red tape**. (rules that prevent to achieve easily)

Susan and Mike agreed that it was time to **bury the hatchet**. They apologized and decided to be friends again.(to stop fighting and become friends)

1.13 One Word Substitution

One who is out to subvert a government	Anarchist
One who is recovering from illness	Convalescent
One who is all powerful	Omnipotent
One who is present everywhere	Omnipresent
One who knows everything	Omniscient
One who is easily deceived	Gullible
One who does not make mistakes	Infallible
One who can do anything for money	Mercenary
One who has no money	Pauper
One who changes sides	Turncoat
One who works for free	Volunteer
One who loves books	Bibliophile
One who can speak two languages	Bilingual
One who loves mankind	Philanthropist
One who hates mankind	Misanthrope
One who looks on the bright side of things	Optimist
One who looks on the dark side of things	Pessimist

One who doubts the existence of god	Agnostic
One who pretends to be what he is not	Hypocrite
One incapable of being tired	Indefatigable
One who helps others Good	Samaritan
One who copies from other writers	Plagiarist
One who hates women	Misogynist
One who knows many languages	Polyglot
One who is fond of sensuous pleasures	Epicure
One who thinks only of himself	Egoist
One who thinks only of welfare of women	Feminist.
One who is indifferent to pleasure or pain	Stoic
One who is quite like a woman	Effeminate
One who has strange habits	Eccentric
One who speaks less	Reticent
One who goes on foot	Pedestrian
One who believes in fate	Fatalist
One who dies without a Will	Intestate
One who always thinks himself to be ill	Valetudinarian
A Government by the people	Democracy
A Government by a king or queen	Monarchy
A Government by the officials	Bureaucracy
A Government by the rich	Plutocracy
A Government by the few	Oligarchy
A Government by the Nobles	Aristocracy
A Government by one	Autocracy
Rule by the mob	Mobocracy
That through which light can pass	Transparent
That through which light cannot pass	Opaque
That through which light can partly pass	Translucent

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A sentence whose meaning is unclear	Ambiguous
A place where orphans live	Orphanage
That which cannot be described	Indescribable
That which cannot be imitated	Inimitable
That which cannot be avoided	Inevitable
A position for which no salary is paid	Honorary
That which cannot be defended	Indefensible
Practice of having several wives	Polygamy
Practice of having several husbands	Polyandry
Practice of having one wife or husband	Monogamy
Practice of having two wives or husbands	Bigamy
That which is not likely to happen	Improbable
People living at the same time	Contemporaries
A book published after the death of its author	Posthumas
A book written by an unknown author	Anonymous
A life history written by oneself	Autobiography
A life history written by somebody else	Biography
People who work together	Colleagues
One who eats too much	Glutton
That which cannot be satisfied	Insatiable
One who questions everything	Cynic
A flesh eating animal	Carnivorous
A grass eating animal	Herbivorous
One who lives in a foreign country	Immigrant
To transfer one's authority to another	Delegate
One who is a newcomer	Neophyte
That which is lawful	Legal
That which is against law	Illegal
One who is unmarried	Celibate

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A game in which no one wins	Draw
A study of man	Anthropology
A study of races	Ethnology
A study of the body	Physiology
A study of animals	Zoology
A study of birds	Ornithology
A study of ancient things	Archaeology
A study of derivation of words	Etymology
Murder of a human being	Homicide
Murder of a father	Patricide
Murder of a mother	Matricide
Murder of an brother	Fratricide
Murder of an infant	Infanticide
Murder of self	Suicide
Murder of the king	Regicide
To free somebody from all blame	Exonerate
To write under a different name	Pseudonym
A thing no longer in use	Obsolete
A handwriting that cannot be read	Illegible
Words written on the tomb of a person	Epitaph
One who is greedy for money	Avaricious
Something that cannot be imitated	Inimitable
One who doesn't know how to read and write	Illiterate
A person's peculiar habit	Idiosyncrasy
An animal who preys on other animals	Predator
Violating the sanctity of a church	Sacrilege
One who can throw his voice	Ventriloquist

A book published after the death of its author	Posthumas
A book written by an unknown author	Anonymous
A cinema show which is held in the afternoon	Matinee
A citizen of the world	Cosmopolite
A contagious disease which spreads over a huge area	Epidemic
A drug or other substance that induces sleep	Soporific
A flesh eating animal	Carnivorous
A handwriting that cannot be read	Illegible
A land animal that breeds in water	Amphibian
A man devoid of kind feeling and sympathy	Callous
A man who has too much enthusiasm for his own religion	Fanatic
A man who is easily irritated	Irritable
A medicine that kills germs	Germicide
A medicine that prevents decomposing	Antiseptic
A medicine to counteract the effect of another medicine	Antidote
A member of the middle class	Bourgeois
A method that cannot be imitated	Inimitable
A pardonable offense	Venial
A person appointed by parties to settle the disputes between them	Arbitrator
A person difficult to please	Fastidious
A person who believes that all events are pre-determined	Fatalist
A person who cannot read or write	Illiterate
A person who has power over all	Omnipotent
A person who hates women	Misogynist
A person who loves every body	Altruist

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A person who readily believes whatever is told to him/her.	Credulous
A person with an evil reputation	Notorious
A person's peculiar habit	Idiosyncrasy
A place where orphans live	Orphanage
A place where weapons and ammunitions are stored	Arsenal
A supposed cure for all diseases or problems	Panacea
A thing no longer in use	Obsolete
A thing that cannot be seen with human eyes	Invisible
A thing that is fit to be eaten	Edible
A word opposite in meaning to another	Antonym
An animal who preys on other animals	Predator
An assembly of hearers at a lecture or concert	Audience
An exact copy	Facsimile
An office with high salary but no work	Sinecure
Anything that leads to death	Fatal
Assembly or parliament in which no party has got clear majority	Hung
Destroy or get rid of something completely	Eradicate
Do away with wholly	Abolish
Free somebody from blame or guilt	Exonerate
General pardon	Amnesty
General pardon for political offenders	Amnesty

Impossible to change	Incorrigible
Incapable of being dissolved in a liquid	Insoluble
Incapable of being seized by attack	Impregnable
Inscription on a tombstone	Epitaph
Liable to be called to account	Accountable
Lover of mankind	Philanthropist
Medical examination of a dead body	Postmortem
Men living in the same age	Contemporary
Misappropriation of money	Embezzlement
Of a man showing feminine attributes	Effeminate
Of a man or animal that feeds on its own species	Cannibal
Of a person extremely desirous of money	Avaricious
of a person who can use both hands equally well	Ambidextrous
Of a person who cannot be pleased easily	Fastidious
One who believes in fate	Fatalist
One who believes in God	Theist
One who calculates premium	Actuary
One who can do anything for money	Mercenary
One who can make himself at home in all countries	Cosmopolitan
One who can speak two languages	Bilingual
One who can throw his voice	Ventriloquist
One who copies from other writers	Plagiarist
One who damages public property	Vandal

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One who dies without a Will	Intestate
One who does not believe in the existence of God	Atheist
One who does not care for art, literature etc	Philistine
One who does not make mistakes	Infallible
One who does something not professionally but for pleasure	Amateur
One who doesn't know how to read and write	Illiterate
One who doubts the existence of god	Agnostic
One who eats too much	Glutton
One who feels sympathetic towards human beings	Humanitarian
One who goes on foot	Pedestrian
One who has narrow and prejudiced religious views	Bigot
One who has no money	Pauper
One who has strange habits	Eccentric
One who hates mankind	Misanthrope
One who hates women	Misogynist
One who helps others Good	Samaritan
One who is a newcomer	Neophyte
One who is all powerful	Omnipotent
One who is easily deceived	Gullible
One who is fond of sensuous pleasures	Epicure
One who is indifferent to pleasure or pain	Stoic
One who is new to a trade or profession	Novice
One who is out to subvert a government	Anarchist
One who is present everywhere	Omnipresent
One who loves mankind	Philanthropist
One who makes an official examination of accounts	Auditor
One who pretends to be what he is not	Hypocrite

One who pursues some art or sport as hobby	Amateur
One who questions everything	Cynic
One who speaks less	Reticent
One who thinks only of himself	Egoist
One who thinks only of welfare of women	Feminist
One who works for free	Volunteer

Science of coins or medals	Numismatics
Science of origin of universe	Cosmology
Somebody or something with the same name as somebody or something else	Namesake
somebody who eats human flesh	Cannibal
Somebody who is considerably experienced in something	Veteran
Somebody who works or serves only for personal profit	Mercenary
Something said or done without preparation	Extempore
Something that cannot be corrected	Incorrigible
Something that cannot be imitated	Inimitable
Something that has been determined beforehand	Foregone
Something that is essential and cannot be dispensed with	Indispensable
Spoken or done without preparation	Extempore
state of antagonism	Hostility
Study of environment	Ecology
Systematic study of election trends	Psephology
That can be eaten	Edible
That cannot be altered or withdrawn	Irrevocable
That is prohibited by law	Illicit
That through which light can partly pass	Translucent

That through which light can pass	Transparent
That through which light cannot pass	Opaque
That which cannot be avoided	Inevitable
That which cannot be believed	Incredible
That which cannot be changed	Irrevocable
That which cannot be conquered	Invincible
That which cannot be cured	Incurable

Water fit for drinking	Potable
Without life	Inanimate
Without payment	Gratis
Words which have the same meaning	Synonyms
Words written on the tomb of a person	Epitaph
Work for which no salary is paid	Honorary
Worship of idols	Idolatry

1.14 Activities: Choose the correct article in each sentence.

1) Did you bring_____(a, an, the) umbrella?

2) Are you looking for_____(a, an, the) shampoo?

3) I checked_____(a, an, the) mailbox again.

4) Can I have _____ (a, an, the) spoon please?

5) I was born into _____ (a, an, the) poor family.

(Key- 1. An. 2- the, 3- the, 4- a, 5- a)

II Choose the correct one word substitution:

1. One who studies the pattern of voting in election

1. Anthropologist
2. Cartographer
3. Lexicographer
4. Psephologist

2. Absence of the government

1. Anarchy
2. Aristocracy
3. Autocracy
4. Autonomy

3. Murder of one's children is called :

1. Foeticide
2. Fillicide
3. Fratricide
4. Homicide

4. Murder of king or queen is called :

1. Matricide
2. Parricide
3. Regicide
4. Uxoricide

5. The practice of having two wives or husbands at a time is called :

1. Adultery
2. Alimony
3. Bigamy
4. Celibacy

6. Sound made by brakes

1. Drone
2. Jingle
3. Chirp
4. Screech

(KEY:1-4, 2-1,3-2, 4-3,5-3,6-4)

1.15 Summary: Just to summarise the importance of the different parts of speech let's bring the use of dictionary which is always handy to look into for the meaning and various classes the word may belong to. If you look up a word in a good dictionary you'll often see not only an explanation of the meaning of the word, but also the grammatical class which it belongs to.

banana *noun* (bananas) 1 a large perennial SE Asian plant, superficially resembling a tree, that is cultivated throughout the tropics as a staple food crop. 2 the long curved fruit of this plant, which is often sold as an unblemished yellow fruit, but which is not fully ripe until it is flecked with brown spots. be or go bananas slang to be or become crazy. ETYMOLOGY: 16c: from the native name in Guinea. *

* definition from <u>Chambers Dictionary</u>.

But don't forget that since not everyone agrees on what word classes there are you may well see other categories elsewhere!

However, remember that some words can belong to more than one class or part of speech. In this case the word fleece is a *noun* or a *verb*.

fleece *noun* 1 a sheep's woolly coat. 2 a sheep's wool cut from it at one shearing. 3 sheepskin or a fluffy fabric for lining garments, etc. 4 a garment made of fluffy acrylic thermal fabric and used like a jacket or pullover. *verb* (fleeced, fleecing) 1 to cut wool from (sheep); to shear (sheep). 2 slang to rob, swindle or overcharge. fleeceless adj. fleecer noun. ETYMOLOGY: Anglo-Saxon flies.

Here the word fleece can work as a *noun*:

She wore a thick **fleece** to keep out the cold.

Or it can work as a *verb*:

The shopkeeper **fleeced** his customers until the day he was arrested.

1.16 Glossary

 Noun : A noun is a word used to name a person, animal, place, thing, and an abstract idea. A noun functions as a subject or object of a verb and can be modified by an adjective.

Conjunctions :- It is a word used for joining one word to another or one sentence to other.The common conjunctions are **and, but, for, or, nor, yet** and **so**.

 Interjections :- An Interjection is a word added to a sentence to convey emotions. These are the words of joy, sadness, excitement etc.

A **collective noun** is a noun naming a group of things, animals, or persons.

Verb: A verb is a word used to show the activity or the action of a person or thing. The part of speech (or word class) that describes an action or occurrence or indicates a state of being.

1.17 Self assessment Questions (SAQ):

I Write a detailed not on the various types of nouns.

II In what various ways pronouns can replace a noun or another pronoun.

III Write a note on how adjectives are used as nouns.

IV What are the functions of a noun in a sentence?

1.18 References/ Bibliography:

Hewings, Martin : Advanced English Grammar Cambridge University Press.

Swan's Practical English Usage.

1.19 Suggested Readings

Hewings, Martin : Advanced English Grammar Cambridge University Press.

Swan's Practical English Usage.

1.20 Terminal and Model Questions

I Write a detailed not on the various types of nouns.

II In what various ways pronouns can replace a noun or another pronoun.

III Write a note on how adjectives are used as nouns.

IV How do we classify adverbs?

V Write short notes on the following

Auxiliary verbs

Finite and infinite verbs

1.21 Assignments

I Write a short note on the following:

Transitive and intransitive verb

Compound adjective

Reflexive pronoun

Compound adjective

II What is the function of an action verb?

III What are the functions of a noun in a sentence?

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IV make sentences of the following idioms so that there meaning is clear

    Take the plunge

    Leave no stone unturned

    Dig up the dirt

    Jack of all trades

    Let the cat out of the bag

    Cost an arm and leg

    Hit the nail on the head

    To smell the rat

    To cry wolf

    To end in smoke

V Write a note on the usage of the definite article.

GUIDELINES FOR ASSIGNMENTS:

You should look upon the assignments as a test of knowledge, management skills, and communication skills. When you write an assignment answer, you are indicating your knowledge to the teacher:

- Your level of understanding of the subject;
- How clearly you think;
- How well you can reflect on your knowledge & experience;
- How well you can use your knowledge in solving problems, explaining situations, and describing organizations and management;
- How professional you are, and how much care and attention you give to what you do.

To answer a question effectively, address the question directly, bring important related issues into the discussion, refer to sources, and indicate how principles from the course materials apply. You must also be able to identify important problems and implications arising from the answer.

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Activity 1

What are the types of Nouns?

_____
_____
_____
_____
_____
_____
_____ -

Activity 2

What do you means by Verb? Explain types of verbs.

_____
_____
_____
_____
_____
_____
_____

Chapter-2

TENSES

Structure outline

2.1 Learning objectives

2.2 Introduction

2.3 USES OF PRESENT, PAST AND FUTURE TENSE

2.3.2   USE OF SIMPLE PAST TENSE

2.3.3   **Discussing the future using** *going to*

2.3.4   **Discussing the future using** *shall/will*

2.3.5 Aspect

2.4   Use of Prepositions

2.5   Use of Conjunctions: Conjunctives or 'Joining Words'

2.7   Self Assessment and Activities

2.8   Summary

2.9   Glossary

2.10   Self assessment Questions (SAQ)

2.11   References/ Bibliography:

2.12   Suggested Readings

2.13   Terminal and Model Questions

2.14   Assignments

1

2.1 Objectives : This Chapter introduces you to the various tenses, and their uses. It also explains Punctuation which is one of the essentials needed in developing communication skill.

2.2 Introduction:

Tense is a method that we use in English to refer to time - past, present and future. Many languages use tenses to talk about time. Other languages have no tenses, but of course they can still talk about time, using different methods. So, we talk about time in English with tenses. But, we can also talk about time without using tenses. For example, going to is a special construction to talk about the future, it is not a tense. One tense does not always talk about one time.

It is important not to confuse the **name** of a verb tense with the way we use it to talk about **time**.

For example, a **present tense** does not always refer to **present time**:

I hope it **rains** tomorrow.
"rains" is present simple, but it refers here to future time (tomorrow)

Or a **past tense** does not always refer to **past time**:

If I **had** some money now, I could buy it.
"had" is past simple but it refers here to present time (now)

Here are some of the terms used in discussing verbs and tenses.

Tense- Verbs, or action words, are expressed in tenses; past, present or future. The tense of a verb is its setting in time.

For example:

Mary *walked* (past tense)

Mary *walks* (present tense)

Mary *will walk* (future tense)

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An important point in writing is to be consistent in your use of tense. Decide whether you are explaining an event in the past, present or future and then be consistent in the use of that tense until there is a good reason for changing.

The incorrect use of tenses is one of the most common mistakes of grammar. For example, consider the following sentence:

"Mahesh describes the new techniques, how they varied in approach and attitude".

The verb *describes* is in the present tense but *varied* is in the past tense. The correct tensing of the sentence should be:

"Mahesh describes the new techniques, how they vary in approach and attitude".

2.3 USES OF PRESENT, PAST AND FUTURE TENSE

2.3.1   The simple present tense is used to discuss permanent situations and the frequency of events.

To have	Short form	Other Verbs (to work)		
I have	I've	I work		
he has	he's	He works		
she has	she's	She works		
it has	it's	It works		
you have	you've	you work		
we have	we've	we work		
they have	they've	they work		
Statements +	Statements -	Questions	Short answer +	Short answer -

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I work.	I don't work.	Do I work?	Yes, I do.	No, I don't.
He works.	He doesn't work.	Does he work?	Yes, he does.	No, he doesn't.
She works.	She doesn't work.	Does she work?	Yes, she does.	No, she doesn't.
It works.	It doesn't work.	Does it work?	Yes, it does.	No, it doesn't.
You work.	You don't work.	Do you work?	Yes you do.	No, you don't.
We work.	We don't work.	Do we work?	Yes we do.	No, we don't.
They work.	They don't work.	Do they work?	Yes they do.	No, they don't.

Regular or permanent situations

When something happens regularly or is a permanent situation we usually use the simple present tense. When using the simple present the verb (with the exception of the auxiliary verbs) remains in the dictionary form (verb + **s** with he/she/it).

Simple Present Timeline
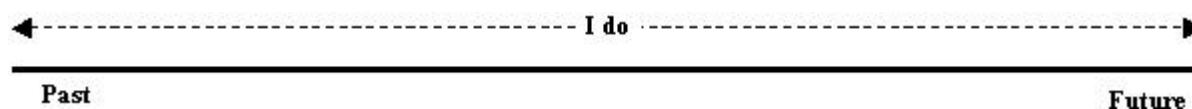
For example:

Q) "Where do you *live*?" A) "I *live* in Germany."

Q) "Where do**es** he *live*?" A) "He *lives* in Germany."

Q) "What *do* you do?" A) "*I'm* a teacher."

Q) "What *does* he do?" A) "*He's* a teacher."

Frequency

The simple present tense is also used to show how often something happens with adverbs of frequency - always, usually, often, sometimes, occasionally, seldom, rarely, never, etc.... And when discussing daily, weekly, monthly etc. routines.

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For example:

"I *always get up* at 6.00."

"I *never drink* coffee before 12.00."

"I *work* on my website *every day*."

"*Every* Monday and Thursday I *go* to the gym."

We also use the simple present tense to ask for and give instructions or to discuss a series of actions.

For example:

Q) How do I make pancakes?" A) Well, first you take 4 eggs and crack them into a bowl, then you weigh out 4 oz. of flour and sieve it into the eggs. etc.

The simple present tense can also be used to discuss future events. We sometimes use the simple present form to discuss future events. Especially when talking about official events that happen at a set time such as timetables, meetings, itineraries, programmes etc.

For example:

Q) "What time does the train leave?" A) "It leaves at 17.30."

Q) "What time does the meeting begin tomorrow?" A) "It begins at 8.00am."

Q) "What time do you arrive at the airport tomorrow?" A) "I arrive at 6.30pm."

2.3.2 USE OF SIMPLE PAST TENSE

The simple past tense is used to talk about finished actions that happened at a specific time in the past. You state when it happened using a time adverb.

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You form the simple past of a verb by adding -ed onto the end of a regular verb but, irregular verb forms have to be learnt.

To be Statements +	To be Statements -	Questions ?		
I was.	I wasn't.	Was I?		
He was.	He wasn't.	Was he?		
She was.	She wasn't.	Was she?		
It was.	It wasn't.	Was it?		
You were.	You weren't.	Were you?		
We were.	We weren't.	Were we?		
They were.	They weren't.	Were they?		
Regular Verb (to work) Statements +	**Regular Verb (to work) Statements -**	**Questions**	**Short answer +**	**Short answer -**
I work**ed**.	I didn't work.	Did I work?	Yes, I did.	No, I didn't.
He work**ed**.	He didn't work.	Did he work?	Yes, he did.	No, he didn't.
She work**ed**.	She didn't work.	Did she work?	Yes, she did.	No, she didn't.
It work**ed**.	It didn't work.	Did it work?	Yes, it did.	No, it didn't.
You work**ed**.	You didn't work.	Did you work?	Yes you did.	No, you didn't.

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We work**ed**.	We didn't work.	Did we work?	Yes we did.	No, we didn't.
They work**ed**.	They didn't work.	Did they work?	Yes they did.	No, they didn't.

Simple Past Timeline

(Completed action)
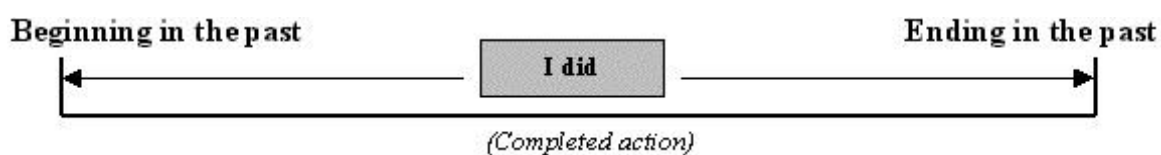
When you mention a time in the past:-

For example:

"*Last year* I *took* my exams."

"I *got* married in *1992*."

It can be used to describe events that happened over a period of time in the past but not now.

For example:

"I *lived* in South Africa *for two years*."

The simple past tense is also used to talk about habitual or repeated actions that took place in the past.

For example:

"*When I was a child* we always *went* to the seaside on bank holidays."

It can sometimes be confusing.

For example:

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"She *had* a baby *last year*." (She hasn't lost the baby, but here you are talking about the actual process of giving birth.)

2.3.3   Discussing the future using *going to*

-We say something is going to happen when it has **already been planned**.

For example:-

Q) Are you going to fly to Germany?
A) No, we're going to drive.

-We also use it to show something has **already been decided**.

For example:-

"We're going to buy a new car next year."

- We also use going to when we can see **something is about to happen**.

For example:-

"Look at that cloud. I think it's going to rain."

"Watch out! He's going to crash into that tree!"

You can also use *going to* to **predict the future based upon the evidence now**.

For example:-

"It looks as though Manchester United are going to win the European cup.

"I think my friend Louise is going to have a baby."

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2.3.4 **Discussing the future using** *shall/will*

When we give information about the future or predict future **events that are not certain** we usually use shall/will.

> *For example*:-

> Q) Who do you think *will win* the election?"

> A) "I'm not sure but I think the current party *will win*."

We can also use shall/will **to make promises for the future**.

> *When leaving work I would say* - "Goodnight, *I'll* (I will) see you tomorrow."

Shall/Will is often used when we **just decide to do something**.

> *For example*:-

> *The phone is ringing* –

> *If I decide to answer the phone I would say* - "*I'll* (I will) get it."

It can also be used in formal **situations to express planned events and is preferred in formal** written English.

> *For example*:-

> The party *will start* at 10.00pm.

The **future tense** indicates actions or events that will happen in the future. For example:

> I will write my paper this weekend.

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2.3.5 Aspect

Aspect allows you to be more precise in your selection of verbs. Aspect falls into two categories: **continuous** and perfect. To indicate the continuous aspect, add a form of the verb "to be" and a present participle to your main verb. The perfect aspect is created with a form of the verb "to have" and a past participle.

Aspect in Detail

The **continuous** aspect is created with a form of "to be" and a present participle (about participles). For example:

I **am writing**. (*present continuous*)

I **was writing** when he called. (*past continuous*)

If you want to come over later, we **will be watching** a movie. (*future continuous*)

The **perfect** aspect is created with a form of the verb "to have" and a past participle. For example:

I **have been** in Seattle for six months. (*present perfect*)

I **had studied** all night for the test. (*past perfect*)

I **will have finished** my paper by eight o'clock. (*future perfect)*

The perfect aspect is often the most challenging to understand, so here's a brief overview.

> **Past Perfect** describes a past action completed *before* another. For example, the next two sentences describe one action followed by another, but each achieves a different rhetorical effect by using different verb forms.
>
> She wrote the essay and reread it the next day. *simple past tense: "wrote"*
>
> The next day, she reread the essay she had written. *past perfect: "had written"*

"Wrote" and "reread" sound equally important in the first sentence. In the second, the past perfect form "had written" emphasizes the action "reread."

Present Perfect refers to completed actions which endure to the present or whose effects are still relevant.

I broke my leg. *(This could refer to any time in my past.)*

I have broken my leg. *(The leg is still broken or otherwise affects my current condition.)*

I acted for 10 years. *(This implies I no longer act.)*

I have acted for 10 years. *(This implies I still act.)*

Future Perfect refers to an action that will be completed in the future.

She will have written 10 books by her eightieth birthday.

One final note: the terms used to describe aspect have changed over time, and different terms are often used to describe the same aspect. It may help to know that the following terms are equivalent:

- "simple present" (or) "present indefinite"
- "past continuous" (or) "past progressive" (or) "past imperfect"
- "past complete" (or) "past perfect"
- "past perfect continuous" (or) "past perfect progressive"

The following chart shows twelve forms of the verb "to write" that result from combining time with aspect.

	Past	**present**	**future**
Simple	He wrote	He writes	He will write
Continuous	He was writing	He is writing	He will be writing

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| **Perfect** | He had written | He has written | He will have written |
| **Perfect continuous** | He had been writing | He has been writing | He will have been writing |

2.4 Use of Prepositions:

A **PREPOSITION** is a word that shows how a noun or a pronoun is related to some other words in the sentence. A preposition is used to link noun, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. A preposition is used to indicate the temporal, spatial or logical relationship of its object to the rest of the sentence.

- Rue sat *ON* the beautifully carved divan.
- Rue lay *BESIDE* the cabinet.
- Rue climbed *INTO* a barrel.
- Rue crawled *THROUGH* the tunnel.

FREQUENTLY USED PREPOSITIONS

- aboard
- about
- above
- across
- after
- against
- along
- amid
- among
- around
- at
- before
- behind
- below
- beneath
- beside

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- between
- beyond
- but
- by
- down
- during
- except
- for
- from
- in
- into
- like
- near
- of
- off
- on
- over
- past
- since
- through
- throughout
- to
- toward
- under
- underneath
- until
- unto
- up
- upon
- with
- within
- without

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COMPOUND PREPOSITIONS

- according to
- as for
- because of
- by way of
- except for
- in front of
- in spite of
- instead of
- on account of
- out of
- regardless
- with regard to

- Note: Some prepositions are compound. They consist of more than one word but should be taken as one. You may end a sentence with a preposition. Just do not use extra prepositions when the meaning is clear without them.

Correct: Where did he go?

Incorrect: Where did he go to?

Correct: Where did you get this?

Incorrect: Where did you get this at?

Correct: I will go later.

Incorrect: I will go later on.

Correct: Take your shoes off the bed.

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Incorrect: Take your shoes off of the bed.

Correct: You may look out the window.

Incorrect: You may look out of the window.

Use on with expressions that indicate the time of an occurrence.

Examples:

He was born **on** December 23.

We will arrive **on** the fourth.

Between refers to two. Among is used for three or more.

Examples:

Divide the candy **between** the two of you.

Divide the candy **among** the three of you.

The word *like* may be used as a preposition and in informal writing, as a conjunction. In formal writing, use as, as if, or as though rather than like as the conjunction.

Examples:

Prepositional usage: You look so much like your mother.

Conjunction usage :   You look like you are angry.

OR

You look as if you are angry.

2.5   Use of Conjunctions: Conjunctives or 'Joining Words'

Words such as **and**, **or**, **but** are called conjunctives because they join parts of sentences. These are perhaps the most well-known and frequently used conjunctives but other useful 'joining words' include:

- although

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- however
- if
- because
- therefore
- consequently

Words such as these are useful for simplifying and shortening sentences which are so long and complex that the reader might find them too cumbersome to comprehend.

There **are three types** of conjunctions:

1. Coordinating Conjunctions
   a. Connect words, phrases, or clauses that are independent or equal
   b. and, but, or, so, for, yet, and not

2. Correlative Conjunctions
   a. Used in pairs
   b. both/and, either/or, neither/nor, not only/but also

3. Subordinating Conjunctions : A **subordinating conjunction** joins a subordinate clause to a main clause.
   a. Used at the beginning of subordinate clauses
   b. although, after, before, because, how, if, once, since, so that, until, unless, when, while, where, whether, etc.

Coordinating Conjunctions

1. And—means "in addition to":

    We are going to a zoo and an aquarium on a same day.

2. But—connects two different things that are not in agreement:

    I am a night owl, but she is an early bird.

3. Or—indicates a choice between two things:

    Do you want a red one or a blue one?

4. So—illustrates a result of the first thing:

    This song has been very popular, so I downloaded it.

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5. For—means "because":

> I want to go there again, for it was a wonderful trip.

6. Yet—indicates contrast with something:

> He performed very well, yet he didn't make the final cut.

Correlative Conjunctions

1. Both/and

She won gold medals from both the single and group races.

Both TV and television are correct words.
2. Either/or

I am fine with either Monday or Wednesday

You can have either apples or pears.
3. Neither/nor

He enjoys neither drinking nor gambling.

Neither you nor I will get off early today.
4. Not only/but also

Not only red but also green looks good on you.

She got the perfect score in not only English but also math.

Subordinating Conjunctions

"Most subordinate clauses are signaled by the use of a **subordinating conjunction**. There are three main types:

- **simple** subordinators consist of one word:
although, if, since, that, unless, until, whereas, while, etc.

- **complex** subordinators consist of more than one word:
in order that, such that, granted (that), assuming (that), so (that), as long as, insofar as, in case, etc.

- **correlative** subordinators consist of 'pairs' of words which relate two parts of the sentence:
as . . . so . . ., scarcely . . . when . . ., if . . . then . . ., etc.

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- **Subordinating Conjunctions and Prepositions**

  "Some words are both **subordinators** and prepositions. If the word introduces a finite clause, it is a subordinator; if it introduces a phrase, it is a preposition:

  subordinator: I saw her *after* I had my interview.
  preposition: I saw her *after* the interview."

2.5 Use of Interjections: An interjection is a word that expresses some kind of emotion. It can be used as filler. Interjections do not have a grammatical function in the sentence and are not related to the other parts of the sentence. If an interjection is omitted, the sentence still makes sense. It can stand alone.

Ouch! That hurts.

Well, I need a break.

Wow! What a beautiful dress!

When you are expressing a strong emotion, use an exclamation mark (!). A comma (,) can be used for a weaker emotion.

Interjections do the following:

1. Express a feeling—wow, gee, oops, darn, geez, oh:

Oops, I'm sorry. That was my mistake.

Geez! Do I need to do it again?

Oh, I didn't know that.

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2. Say yes or no—yes, no, nope:

Yes! I will do it!

No, I am not going to go there.

Nope. That's not what I want.

3. Call attention—yo, hey:

Yo, will you throw the ball back?

Hey, I just wanted to talk to you about the previous incident.

4. Indicate a pause—well, um, hmm:

Well, what I meant was nothing like that.

Um, here is our proposal.

Hmm. You really need to be on a diet.

2.6 Use of Punctuations: Punctuation matters. It does not simply tell the reader when to start and where to stop. It organises the text into meaningful units. Getting it wrong can seriously damage the sense of the text. To see the power of punctuation look at this example:

Dear Jack,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit it to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feeling whatsoever when we're apart. I can be forever happy – will you let me be yours?

Jill

And, now read the following which is alternately punctuated, see how it changes the meaning. I am sure you never had that serious thought about punctuation!!!

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Dear Jack,

I want a man who knows what love is. All about you are generous, kind, thoughtful people, who are not like you. Admit it to being useless and inferior. You have ruined me. For other men I yearn! For you I have no feelings whatsoever. When we're apar. I can be forever happy. Will you let me be ?

Yours, Jill

Punctuation marks are symbols used in languages to convey certain aspects of speaking and directions to the reader or speaker. Punctuation tells a reader how to read a set of words.

Ending Marks: English has three commonly used ending marks: The period, the exclamation, and the question mark. These marks are used to signify the end of a thought.

Period: Use a period (.) to end a declarative sentence, certain imperative sentences or an indirect question.

For example:

Declarative: My favorite author just released a new book.

Imperative: Walk the dog.

Indirect Question: I was wondering where the library was.

Exclamation Mark: Use an exclamation mark (!) to end an exclamatory sentence, an interjection or certain imperative sentences. Exclamation marks should be reserved for statements with strong emotion and should be used sparingly. For example:

Exclamatory: This dress costs three thousand dollars!

Imperative: Give that back or I'll pinch you!

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Interjection: Gee Wilikers, Batman!

In some instances, an interjection can come before an exclamatory sentence. If this happens, you can either choose to put an exclamation mark after the interjection and at the end of the sentence, or set the interjection off with commas.

For example:

My goodness, what big eyes you have!

-or-

My goodness! What big eyes you have!

Question Mark

Use a question mark to end a direct question, an incomplete question or a statement meant to be taken as a question. For example:

Direct Question: Where are the blue plates?

Incomplete question: What color?

Statement: They have seventy cats?

Commas

Commas are one of the most widely used punctuation marks in the English language, and also one of the most misused. There are many rules governing when to use a comma.

Conjunctions

Two complete sentences joined by a conjunction should be separated with a comma. For example:

The girls baked cupcakes, **while** the boys made mud pies.

In this sentence, the conjunction **while** joins the two clauses. It should be noted that if the conjunction is not joining two complete sentences, no comma is needed.

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Lists/Series

A list or series of three or more items should be joined by commas. Traditionally, there is one less comma than number of items in the series.

For example:

We will need tents, sleeping bags, flashlights, and marshmallows for camping.

There are four items in the list, so there are three commas. This rule has been slightly changed over the years. It is permissible to leave out the last comma before the conjunction; however, you must pick an option and use it consistently.

Items that are used so frequently together that they are considered a single item do not need to be separated with commas and instead should be joined with a conjunction. Examples include bread and butter, coffee and cream, salt and pepper, etc.

Adjectives

Adjectives of equal merit should be separated with commas. In order to determine if adjectives are of equal merit, ask yourself if you can put "and" between the adjectives and have the same meaning. The order of the adjectives should also be unimportant. For example:

The big, smelly, dog jumped on her.

This sentence could be rewritten as "The smelly and big dog jumped on her," so commas are needed to separate the adjectives of equal merit.

Adjectives that must remain in a special order do not need to be separated with commas. For example:

Several sticky lollipops were found.

In this sentence, the adjectives "several" and "sticky" must remain in that order, so no commas are needed.

Introductions

A comma is necessary after an introductory word, phrase or clause. Introductory words include yes/no, names, expressions, and adverbs. For example:

No, I will not go to the movies.

Ryan, bring me my notebook!

Obviously, I'm a dinosaur.

Introductory phrases include prepositional phrases, participial phrases, and infinitive phrases. With prepositional phrases, if they are four words or less a comma is not needed. For example:

Prepositional: Deep within the dark, creepy caves, I lost my flashlight.

Participial: Walking along the path, I saw beautiful flowers.

Infinitive: To get to the doctor when scheduled, I had to speed the whole drive there.

Clauses can also introduce a sentence, particularly an adverbial clause. An adverbial clause is a clause that describes the action of the sentence. For example:

With utter and absolute passion, I kicked the ball.

The beginning phrase answers the question "in what fashion?" in respect to the verb, making it an adverbial clause.

Parenthetical Expressions

A parenthetical expression is a word or phrase that is nonessential to the rest of the sentence and irrelevant to the meaning. Nouns of direct address, adverbs in certain situations, and common expressions are all parenthetical expressions. Parenthetical expressions should be set off from the rest of the sentence with commas. For example:

Alice, it is time to go to the mall.

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It is time, Alice, to go to the mall.

By the way, I found your keys in the couch.

I found your keys, by the way, in the couch.

Commas are only used to set off nonessential information in a sentence. Therefore, it is very important to learn to distinguish between the essential and the nonessential. If something is nonessential, it could be removed from the sentence and make no difference to the meaning. For example:

Essential: My sister Caitlynn is a great cheerleader.

Nonessential: Caitlynn, my sister, is a great cheerleader.

The information in the first sentence is all essential, while the second sentence would mean the same thing without the parenthetical phrase "my sister."

Dates

Dates are written differently in different places, however most English speaking countries use this date format: Day of the week, month day, year. For example:

Wednesday, March 10, 2010.

If the date contains only a month and a year, commas are not necessary. The same is true if the parts of the date are joined by a preposition. For example:

October 2000 is one of the wettest months on record!

I was born on March 10 in 1992.

Geographical Locations

When a geographical name contains two or more parts, use a comma after each. For example:

I visited Berlin, Germany.

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Numbers

Numbers should be set off in increments of three with commas. For example:

1,000,000,000,000

Different dialects of English punctuate numbers differently, but this is standard for American English.

Omissions

Sometimes a comma is used in place of a word that was previously stated in the sentence. For example:

I swim quickly; you, very slowly.

In that sentence, the comma indicates that the verb swim applies to both "I" and "you."

Quotations

Use commas to set off the speaker of a direct quotation. For example:

He said, "I found the box."

"I found the box," he said.

"Great job," she replied, "I love that box."

Avoiding Confusion

At certain times, a comma is necessary to clarify the meaning of a sentence. This is usually caused by words being placed together that could be interpreted in more than one way. In order to make sure you're understood, use commas. For example:

I ate peanut butter and you?

I ate peanut butter, and you?

The second sentence provides a much clearer meaning.

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Semicolons

Independent Clauses

Semicolons (;) are used to join independent sentences that do not have a conjunction and to clarify meaning. For example:

The boy hiked all day; he was very tired that night.

In this instance, a semicolon is needed. However...

The boy hiked all day, so he was very tired that night.

In this sentence, a semicolon is not needed because a comma and conjunction is already present. Semicolons and conjunctions should not be mixed.

The sentences being joined by a semicolon must be complete sentences, not fragments. In addition, the sentences should be related to one another.

Semicolons can also be used to join to independent clauses joined with a conjunctive adverb. For example:

I think you're correct; however, the textbook contradicts you.

Semicolons can also be used with transitional phrases connecting to independent clauses. For example:

I needed to get an A on the test; because of this, I studied all night.

Lists

Semicolons are also used to separate items in a list when the items themselves contain commas. For example:

I have homework in my science class, taught by Mr. Smith; my math class, taught by Mrs. Jane; and my social studies class, taught by Ms. Doe.

Colons

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Lists

Colons (:) can be used to set off a list of items that follows an independent clause. For example:

I am responsible for many things: my cat, my dog and my turtle.

A colon is needed here because the list of animals follows the complete sentence,

I am responsible for many things.

Quotations

In formal writing, a colon can be used to introduce a formal quotation, such as a transcript. In casual writing and stories, a comma is used instead. A long quotation can be set off with a colon. If no he said/she said phrase is present (such as a script), a colon is also needed instead of a comma. For example:

The professor stated: "Quantum physics is an imperfect and fascinating science that we shall delve into today during our lecture. We shall examine..."

Anne stormed into the room: "What on Earth have you done with my shoes?"

Explanatory

A colon can be used when a sentence elaborates on or explains the one that came before it. For example:

Remember: They say to always look before you leap.

Emphasizing an Appositive

A colon can be used in place of a comma to add additional meaning to an appositive phrase. For example:

I forgot one key element of planning my trip: packing my suitcase.

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Dashes

Drama

Dashes are used to indicate something dramatic or abrupt happening within a sentence. For example, they can set off an abrupt change of thought:

I cannot ever even begin to forgive him-- oh, I can't bear to think about it!

Interruptions

Any information that interrupts the main idea of the sentence can be set off with dashes. For example:

Frosted flakes- which are coated in sugar- are on sale today at the market.

If the idea interrupting the sentence is a question or exclamation, place the punctuation mark before the last dash. For example:

The movie- have you seen it?- was very scary.

Summary

Dashes can also set off summaries. Summary sentences often begin with these, this, all, or that. For example:

To have my book published- that was my goal.

Nonessential Information

Things like parenthetical phrases and appositives are set off with dashes when the expression is long, already contains punctuation or for drama. For example:

The cat- who, in my opinion, smelled very bad- ate whatever it could find.

Hyphens

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Numbers

Hyphens are used when writing out the numbers twenty-one through ninety-nine. Hyphens are also used when a fraction is being used as an adjective. For example:

The glass was two-thirds full.

In this case, the fraction describes the glass. If the fraction has been used as a noun, no hyphen would be needed.

Prefixes

Proper nouns preceded by a prefix require a hyphen. For example:

mid-October

pre-Victorian

The prefixes all, ex, and self always have a hyphen. For example:

self-motivated

ex-wife

Compounds

Some compound words require a hyphen. For example:

life-size

bull's-eye

There are no set regulations regarding what words are hyphenated and what words contain a space. When in doubt, consult a dictionary.

Compound modifiers also use hyphens when they come before the noun. For example:

The pinkish-purple sky was beautiful that night.

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If the modifier comes after the noun, no hyphen is used. For example:

The beautiful sky that night was pinkish purple.

There are some exceptions to this rule. Certain words are defined as always being hyphenated modifiers, regardless of position. The rule also does not apply to compound modifiers that end in -ly or compound proper modifiers.

Clarity

A hyphen can often be used for clarification purposes. For example:

A new college student

This phrase could be hyphenated as a new-college student or a new college-student, both of which have different meanings. Individual words can also be hyphenated to clarify meaning. For example, *co-op* as opposed to *coop.*

End of Lines

If a word will not fully fit on one line of text, a hyphen can be used to divide it. All division should always occur by syllables. For example:

The dog barked loud-ly at me.

The hyphen is always placed at the end of the upper line, never at the beginning of the next. One syllable words should never be divided on different lines. A single letter should never be left along either. For example, though the word steady is two syllables, the second syllable consists of only one letter, thus making this word indivisible. Proper nouns and adjectives should never be divided, and words containing hyphens should only be divided where the hyphen already exists.

Parentheses and Brackets

Explanations

Parentheses () can be used to set off explanation that are either multiple sentences long or unessential to the meaning of a sentence. For example:

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I expect Ms. Smith (the girl that recently fell down the steps by the office) will have her report finished on time.

Numbers

A person's date of birth or death can be set off with parentheses, as well as any other numerical information. For example:

Leonardo da Vinci (1452-1419) painted the Mona Lisa.

Numbers used to organized a series are also set off in parentheses. For example:

I need (1) a pencil; (2) paper; and (3) an eraser.

The same rules also apply to using letters to organize a series.

Capitalization and Punctuation Within

If a parenthetical phrase interrupts a sentence, the first word inside the parentheses is not capitalized, unless it is proper and no ending punctuation is used; however, if the statement is an exclamation or question, the initial letter is capitalized and an end mark is used. For example:

We drove to Alaska (I hadn't wanted to come.). It was a ten hour drive.

In a sentence with a parenthetical phrase, any punctuation that corresponds to the main sentence is placed outside the second parentheses. For example:

It was piping hot outside (90 degrees)!

I read a book (250 pages); however, I disliked it.

If the parenthetical phrase comes between two independent clauses, use an initial capital and an end mark.

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Apostrophes

Apostrophes are used for two things: creating contractions and showing possession.

Contractions are words or phrases with certain letters removed. An apostrophe is put in place of the missing letters. For example:

won't

In this case, the apostrophe is used to join the words will and not.

Possession is another use of apostrophes. Depending upon if the noun is plural or not, apostrophes are used in different ways.

Singular nouns

To make a singular noun possessive, add an apostrophe and -s. For example:

The child's toy is lost.

This usage of an apostrophe indicates the toy belongs to the child.

Plural nouns

To make a plural noun possessive, add an apostrophe if the noun ends in -s or -es. For example:

The boys' toys are loud.

In this sentence, the apostrophe indicates the boys own the toys.

If the plural noun does not end in -s or -es, add an apostrophe and -s to show possession. For example:

The men's club is selective.

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In this sentence, the apostrophe indicates that the men own the club.

Compound Nouns

To make a compound noun possessive, add an apostrophe and -s, or just an apostrophe if the word is plural and already ends with -s or -es, to the word that appears last in the compound. For example:

My mother-in-law's furniture is outdated.

Joint vs Individual

When two or more nouns come before the object being possessed, it is important to correctly indicate who owns the object. If the object is jointly owned, add an apostrophe and -s to the last noun. For example:

The cat and kitten's bed was covered in cat hair.

This sentence indicates the bed is shared between the cat and kitten.

If the object is not jointly owned and instead possessed by each individual, add an apostrophe and -s to both nouns. For example:

The cat's and kitten's beds were covered in hair.

This sentence indicates that each animal has their own bed.

Pronouns

Indefinite pronouns use apostrophes to show possession. For example:

The planet is everybody's home.

It needs to be noted that possessive pronouns do not use apostrophes and to do so is incorrect grammar. For example:

His' car broke down.

This is incorrect. His already shows possession, therefore no apostrophe is needed.

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Plurals

An apostrophe is never used to indicate that a word is plural. For example:

I have many pet's.

This is incorrect. The apostrophe there would indicate the pet owns something, which is not the case. Instead, the sentence should be written without the apostrophe.

Quotation Marks

Direct Quotations

Any statement that was directly said or thought by someone is to be placed within quotation marks. For example:

"I think you're wrong," said the boy.

In this sentence, the boy directly said the words within the quotes.

An indirect quotation is not to be placed in quotation marks. Anything that summarizes someone's words or thoughts is considered an indirect quote.

Unquoted words

Use commas to set off the speaker of a direct quotation. For example:

He said, "I found the box."

"I found the box," he said.

"Great job," she replied, "I love that box."

Notice the placement of the commas. When the he/she said phrase comes after the quote, a comma is placed inside the quotes. When the he/she said phrase comes before the quote, the comma is placed on the outside. When the he/she said phrase is in the middle, one comma is within the first set of quotations, and the second is after the he/she said phrase. Also notice that both parts of the quotations are enclosed within quotation marks.

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If a phrase comes between two complete sentences that are quotes, an end mark is put inside the quotations and after the phrase. For example:

"I think I'll be a poet." said the boy. "I would enjoy being a journalist as well."

Notice that the word "said" is not capitalized in this instance.

Fragments

When a fragment of a quote is used, the quote is enclosed with quotation marks; however, it is not set off with commas. For example:

I believe she thinks she's "too good" for that school.

Punctuation with quotes

There are five basic rules when it comes to punctuating quotations:

1. Commas and periods are always placed inside the final quotation mark.
2. Colons and semicolons are always placed outside the final quotation mark.
3. If the end mark is part of the quotation, place a question or exclamation mark inside the final quotation mark.
4. If the end mark is not part of the quotation, place a question or exclamation mark outside the final quotation mark.
5. If the quotation requires a question or exclamation mark, while the rest of the sentence requires a period, the period is omitted.

Speaker Change

When the speaker of quotations changes, a new paragraph should begin. For example:

"Bob?" Lindsey asked, "where are the spare keys?"

"They're on the top shelf," he replied.

Because the speaker changed, a new paragraph was started.

Lengthy Quotes

For quotations that extend into multiple paragraphs, a quotation mark is placed at the beginning of each paragraph, and at the end of the final paragraph. For example:

The article read:

"In fact, in a human trial of 16 patients with follicular B-cell lymphoma, 70 percent of the patients injected with the vaccine had a positive immune response, and there were no reported side effects.

"The treatment is not commercially available yet, and remains in the testing phase. The next step in the treatment is to run a phase-2 clinical trial, and test the vaccine on more people to continue improving and developing the technology."

Quotation within a Quotation

When a quote occurs within another quote, single quotation marks are used for the inner quote. For example:

The man ended by saying, "Thank you all for coming, and remember, 'Think before you act.' "

Notice, if the inner quote falls at the end of the other quote, the end mark goes inside the single quotation mark.

Titles

Short works, such as short stories or poems, should have their title inside of quotations. For example

"Daddy" is a poem by Sylvia Plath.

We read "The Most Dangerous Game" in our freshman English class.

Titles that occur in a series, such as television show episodes or songs on an album are also placed in quotations. A story that is part of a collection of stories should also be placed in quotation marks.

2.7 Self Assessment:

I Identify all the prepositions in the following sentences.

1.) The earth was without form, and darkness was upon the face of the deep.

2.) He escaped out of their land and went away again beyond the horizon.

3.) Two wild birds were flying beside each other in the dark sky.

4.) A very big ocean liner sailed into the harbor yesterday.

5.) A spirit of unity came out among the members of the team.

6.) Try to answer on the board each math problem correctly.

7.) One should accept defeat with dignity and victory with humility.

8.) Doggy was accidentally locked inside his dog house.

9.) He faced the battle with great strength because of his army.

10.) The King's rule lasted throughout five generations.

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KEY- 1-upon,2-beyond,3-beside,4-into,5-among,6-on,7-with,8-inside,9-because,10-throughout.

2.8 Summary

So, we talk about time in English with tenses. But, we can also talk about time without using tenses. For example, going to is a special construction to talk about the future, it is not a tense. One tense does not always talk about one time.

A preposition is a word that shows how a noun or a pronoun is related to some other words in the sentence. A preposition is used to link noun, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. Some prepositions are compound. They consist of more than one word but should be taken as one.. Just do not use extra prepositions when the meaning is clear without them.

Words such as and, or, but are called conjunctives because they join parts of sentences.

An interjection is a word that expresses some kind of emotion. It can be used as filler. Interjections do not have a grammatical function in the sentence and are not related to the other parts of the sentence. If an interjection is omitted, the sentence still makes sense. It can stand alone.

Punctuation does not simply tell the reader when to start and where to stop. It organises the text into meaningful units. Getting it wrong can seriously damage the sense of the text.

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2.9 Glossary

Tense - Verbs, or action words, are expressed in tenses; past, present or future. The tense of a verb is its setting in time.

Aspect - Aspect allows you to be more precise in your selection of verbs. Aspect falls into two categories: continuous and perfect.

Preposition - a preposition is a word that shows how a noun or a pronoun is related to some other words in the sentence.

Compound Prepositions- Some prepositions are compound. They consist of more than one word but should be taken as one.

Conjunctives - Words such as and, or, but are called conjunctives because they join parts of sentences.

Interjection - An interjection is a word that expresses some kind of emotion.

Punctuation – Punctuation marks are symbols used in languages to convey certain aspects of speaking and directions to the reader or speaker. Punctuation tells a reader how to read a set of words.

Ending Marks - English has three commonly used ending marks: The period, the exclamation, and the question mark. These marks are used to signify the end of a thought.

Adverbial clause - An adverbial clause is a clause that describes the action of the sentence.

Parenthetical expression - A parenthetical expression is a word or phrase that is nonessential to the rest of the sentence and irrelevant to the meaning.

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2.10   Self assessment Questions (SAQ)

1. A preposition is used to indicate the temporal, spatial or logical relationship of its object to the rest of the sentence. True/FAlse

2. Aspect falls into two categories……. and…….

3. You never end a sentence with a preposition. True/False.

4. Words such as **and**, or, **but** are called conjunctives because they join parts of sentences. True/False

5. Interjections do not have a grammatical function in the sentence and are not related to the other parts of the sentence. True/ False.

6. If an interjection is omitted, the sentence will not make sense. True/ False.

7. Punctuation organises the text into meaningful units. True/ False.

8. Nouns of direct address, adverbs in certain situations, and common expressions are all parenthetical expressions. True/ False

9. If the date contains only a month and a year, commas are necessary. **True/ False**

10. The sentences being joined by a semicolon must be complete sentences, not fragments. **True/ False**

KEY- 1.TRUE,   2. Continuous and perfect,   3. False,   4. True, 5. True,   6.False, 7. True, 8. True, 9. False, 10. True

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2.11 References/ Bibliography:

http://www.learnstuff.com/guide-to-learning-english/

2.12 Suggested Readings:

Practical English Usage by Michael Swan OUP

2.13 Terminal and Model Questions

I One tense does not always talk about one time. Explain citing examples.

II How is a preposition is used to link noun, pronouns and phrases to other words in a sentence.

III Write a short notes on the following

    a) Aspect

    b) End Punctuation Marks

    c) use of semicolon and colon

    d) use of 'going to'

IV What are the various types of Conjunctions?

V Enumerate the punctuation marks which are essential in developing the writing skills.

2.14 Assignments

I Aspect allows you to be more precise in your selection of verbs. Explain.

II Write a detailed note on the various types of conjunctions?

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III Write a detailed note on Punctuation marks?

IV   Describe the functions of interjections and conjunctions in English Grammar.

V Write short notes on the following

   a) use of shall/will

   b) 'frequency' in simple present tense.

   c) correlative conjunctions

   d) aspect

Activity 1

What are the uses of present tense**?**

_____
_____
_____
_____
_____
___

Activity 2

What do you mean by present, past and future tense?

_____
_____
_____
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Chapter-3

Sentences

Structure outline

1

3.6 Activities:

3.7 Summary

3.8 Glossary

3.9 References/ Bibliography

3.10 Suggested Readings

3.11 Terminal and Model Questions

3.12 Assignments

3.1 Objectives: This chapter is a detailed study of Sentence, its definitions and understanding, different types of sentences, transformation of sentences, degrees of comparison, importance of conversation over written form, active and passive voice and Reported Speech.

3.2 Introduction: Experienced writers use a variety of sentences to make their writing interesting and lively. Too many simple sentences, for example, will sound boring while too many long sentences will be difficult to read and hard to understand. This chapter contains definitions of simple, compound, and complex sentences with many simple examples. The purpose of these examples is to help the student- learner to identify sentence basics including

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identification of sentences. After that, it will be possible to analyze more complex sentence varieties.

3.3 Sentence:-

A sentence is a self-contained unit of meaning.

The largest independent unit of grammar: it begins with a capital letter and ends with a period, question mark, or exclamation point. The sentence is traditionally (and inadequately) defined as a word or group of words that expresses a complete idea and that includes a subject and a verb.

Writing is constructed by putting sentences in sequence, one after another and, if a single sentence is read aloud, it should be understandable. Meaning should flow from one sentence to the next, carrying the argument or point of view forward in a clear and concise manner. If you do not use correct grammar and punctuation, or your sentences are too long and complex, what you are trying to say will become unclear and the reader will be unable to follow the text because the flow of meaning is interrupted. The four basic sentence structures are the simple sentence, the compound sentence, the complex sentence, and the compound-complex sentence.

Some Definitions:

"The term **'sentence'** is widely used to refer to quite different types of unit. Grammatically, it is the highest unit and consists of one independent clause, or two or more related clauses. Orthographically and rhetorically, it is that unit which starts with a capital letter and ends with a full stop, question mark or exclamation mark."
(Angela Downing, *English Grammar: A University Course*, 2nd ed. Routledge, 2006)

"[A sentence is a] unit of speech constructed according to language-dependent rules, which is relatively complete and independent in respect to content, grammatical structure, and

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intonation."

(Hadumo Bussmann, *Routledge Dictionary of Language and Linguistics*. Trans. by Lee Forester et al. Routledge, 1996)

"A written **sentence** is a word or group of words that conveys meaning to the listener, can be responded to or is part of a response, and is punctuated."

(Andrew S. Rothstein and Evelyn Rothstein, *English Grammar Instruction That Works!* Corwin Press, 2009)

A sentence consists of two parts *i.e. subject and predicate.*

Sentence = Subject + Predicate

Subject

The part of sentence which performs some action in a sentence is called Subject. A subject is sometimes also defined as the part of sentence which is being spoken about in sentence (especially in sentences having a static verb). A subject has a close relationship to what is being discussed in sentence. A subject can be a noun, pronoun, noun clause or noun phrase.

Examples

> **He** is flying a kite.
> **John** is driving a car.
> **She** ate an apple
> **I** wrote him a letter.

Predicate

The part of sentence which tells about the subject is called predicate.

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Examples

> He **is flying a kite.**
> John **is driving a car.**
> She **ate an apple**
> I **wrote him a letter.**

Subject refers to the actor of a sentence. The part of a sentence about which something is told in a sentence is the subject of sentence. While the part of a sentence that tells something about subject is the predicate of sentence.

Sentence Construction

A sentence is a collection of words that convey sense or meaning and is formed according to the logic of grammar. Clear, short sentences are preferable, and more effective, than long, complex ones.

The simplest sentence consists only of a **noun**, a naming word, and a **verb** or action word. For example, in the sentence

 "*Mary walked*",

Mary is the naming noun and *walked* is the action verb.

Most sentences have a **subject noun** and an **object noun**. For example, consider the sentence

 "*Mary walked towards the hotel*".

Mary is the subject noun (a person or thing performing the action of walking), and the hotel is the object noun (a person or thing towards which the action is directed).

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3.3.1 Simple Sentence:

Once a writer knows the difference between the three sentence types (simple, compound, and complex), it is possible to write with sentence variety. Sentence variety helps make your writing more interesting.

- **A simple sentence**

  - contains a subject and verb.

  - It expresses a single complete thought.

  - A simple sentence is a single independent clause.

Some examples:-

  - The cat crept through the dark house.

  - The wary mouse watched from underneath an upturned cereal box.

  - The predatory cat stopped and surveyed his surroundings.

  - The mouse darted for the safety of the nearly invisible hole under the cabinet.

3.3.2 Compound Sentence:

  - A compound sentence contains two independent clauses.

  - Conjunctions (*for, and, nor, but, or*, and *yet, so*) join these independent clauses. (Hint: The conjunctions spell FANBOYS.)

  - The conjunction used can impact the meaning of the sentence.

Some examples:

  - The cat was unsuccessful in his attempt to catch the mouse, and the mouse was equally as unlucky in his attempt to get the cheese.

    - The dog had watched all of this, but he had refused to become involved.

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- The mouse could wait until dark, or he could risk a daylight raid on the pantry.

- The cat usually slept during the day, yet curiosity held him at the corner of the kitchen.

3.3.3 Complex Sentence:

A complex sentence is an independent clause joined by one or more dependent clauses.

- A subordinating conjunction begins the dependent clauses.

- A dependent clause that begins a sentence must be followed by comma.

- A dependent clause has a subject and a verb, but it does not make sense on its own.

Following are the some **subordinating conjunctions**:-

♦ **After**	**how**	**Until**
♦ **Although**	**if**	**Unless**
♦ **As**	**in as much**	**as if**
♦ **in order that**	**When**	**as long as**
♦ **At least**	**Whenever**	**as much as**
♦ **now that**	**whereas**	**soon**
♦ **wherever**	**as though**	**Since**
♦ **While**	**because**	**so that**
♦ **Before**	**even if**	**That**

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- ♦ **even though** **though**

  Some examples:

- ♦ **After** he gave it some thought, the mouse decided to wait until later for his trek.

- ♦ The cat fell asleep on the warm kitchen **because** he was deprived of sleep the night before.

- ♦ **When** the mouse heard the soft snoring of his sleeping nemesis, he scurried to the pantry and grabbed enough food for a week.

- ♦ The dedicated, feline sleuth keeps his nightly vigil **even though** the foresighted mouse will not be venturing out this week.

3.4   Transformation of Sentence:

Transformation of a sentence means changing the form of a sentence without changing its meaning. The transformation can be done in a number of ways. Some of the most common methods are explained below:

3.4.1 Transformation of sentences containing the adverb too

Sentences containing the adverb **too** can be transformed by using the structure **so…that.**

He is too weak to walk.
He is so weak that he cannot walk.

The news is too good to be true.
The news is so good that it cannot be true.

He is too clever to be easily deceived.
He is so clever that he cannot be easily deceived.

The atom is too small to be seen with the eye.
The atom is so small that it cannot be seen with the eye.

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She is too poor to continue her studies.

She is so poor that she cannot continue her studies.

Notes

If the adverb **too** is followed by an **adjective** + **to infinitive**, we expand the sentence into two clauses, the first containing **so** and the second beginning with **that.**

It is too hot to go out.

It is so hot that we cannot go out.

If the original sentence contains no negative word, we put **not** in the subordinate clause. If the original sentence contains a negative word, we do not put not in the subordinate clause.

The tea is too hot for me to drink.

The tea is so hot that I cannot drink it.

3.4.2   Transformation of sentences containing the adverb no sooner…than

Sentences containing **no sooner…than** can be transformed using **as soon as or scarcely/hardly had…when**.

> **No sooner had** I reached the station **than** the train arrived.
> **As soon as** I reached the station the train arrived.
> **Hardly had** I reached the station **when** the train arrived.
> Scarcely had I reached the station when the train arrived.

> **No sooner had** the meeting begun than the protestors rushed to the platform.
> **As soon as** the meeting began the protestors rushed to the platform.

> **Hardly had** the meeting begun when the protestors rushed to the platform.
> **Scarcely had** the meeting begun when the protestors rushed to the platform.

> **No sooner had** the prisoner run out of the jail than the guard fired at him.
> **As soon as** the prisoner ran out of the jail the guard fired at him.
> **Scarcely/hardly had** the prisoner run out of the jail when the guard fired at him.

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3.4.3 Complex →→→ Simple →→→ compound

Rule 1: Since/As/When Change is to be made in the subordinate clause .
When subjects are same.

Simple: 1) Omit since/as/when.

2) (Verb+ing) of the subordinate clause.

3) then write the rest part.

4) use subject with the principal clause.

5) Principal clause remains unchanged.

Ex: Since the boy worked hard, he made a good result.

Simple: Working hard, the boy made a good result.

Compound: 1) Omit since /as /when

2) write down the rest part.

3) join clauses by using and, and so, and therefore

4) write the main clause unchanged.

Ex: The boy worked hard and made a good result.

Rule 2: In case of Be verb in subordinate clause:

Use being/ Because of + Pronoun/noun(possessive form)+ being.

Ex: Since he was weak, he could not work hard.

Simple: Because of his being weak, he could not work hard.

Compound: He was weak and therefore could not work hard.

Note: and therefore, is used for showing reasons.

Rule 3: When the subject of clauses are different:

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Simple:

   1) Subject of subordinate clause.

   2) Verb+ ing (be verb → being; Have verb → having)

    Ex: Since the weather was foul, we did not go out.

Simple: The weather being foul, we did not go out.

Compound: use 'and therefore' to join two clauses.

Ex: The weather was foul and therefore we did not go out.

Rule 4: 'If,' is Replaced by – 'by + (verb+ing)'

    Ex: If you work hard, you will succeed in life.

    Simple: By working hard, you will succeed in life.

Compound: 1) Omit if + subject.

     2) use 'and' to join two clauses.

Ex: **Compound**: Work hard and you will succeed in life.

Rule 5: Simple: If-not/unless, is replaced by, - without+ (verb+ ing)

Ex: **Complex**: If you do not work hard, you will fail in the examination.

Simple: Without working hard, you will fail in the examination.

Compound: Use or'/otherwise to join two clauses.

Ex: Work hard or you will fail in the examination.

Rule 6: Simple: Though' is replaced by In spite of+ Possessive form of the subject+ (verb +ing)

    Ex: **Complex**: Though he tried heart and soul, he could not succeed in life.

    Simple: In spite of his trying heart and soul he could not succeed in life.

    Compound: Use 'but' to join two clauses.

Rule 7: Simple: So that is replaced by to/in order to.

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Ex: **Complex**: He works hard so that he may prosper in life.

Simple: he works hard to/in order to prosper in life.

Compound: "and want/wants to" is used to join two clauses.

Ex: He works hard and wants to prosper in life.

Rule 8: Simple: 'so + adjective + that' is replaced by 'Too + adjective + to'

Ex: The boy is so foolish that he cannot understand it.

Simple: The boy is too foolish to understand it.

Compound: Use 'And Therefore' to make it a compound sentence.

Ex: He is so foolish and therefore cannot understand it.

Rule 9: When (if mentions time) is replaced by

For short time – At

For month or Season – In

For age--- at the age of.

Ex: She woke up when it was midnight.

Simple: She woke up at midnight.

Complex: When it is spring, the cuckoo sings.

Simple: In Spring the cuckoo sings.

Complex: When Samira was four she went to school.

Simple: At the age of four, Samira went to school.

Compound: Use and to join clauses.

Ex: She woke up and it was midnight.

Rule 10: Simple: If the clause says about a continuous fact then use-

At the time of instead of 'When'

Ex: When I was eating the phone rang.

Simple: At the time of my eating, the phone rang.

Compound: Use 'And'.

Ex: I was eating and the phone rang.

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Rule 11: Simple: Noun clause can be replaced by noun.

Ex: **Complex**: He admitted that he was guilty.

Simple: He admitted his guilt.

Complex: That he is honest is known to all.

Simple: His honesty is known to all.

Compound: Use 'And'.

Ex: He is honest and it is known to all.

Rule 12: Simple: If Complex sentence is made with relative pronoun(who, what, which, that), omit it and make (verb+ ing).

Complex: The Doctor who is working in the hospital is known to all.

Simplex: The doctor working in the hospital is known to all.

Note: If the verb is in the past participle it remains unchanged.

Ex: The picture which was drawn by Liza is very fine.

Simple: The picture drawn by Liza is very fine.

Rule 13: Simple: Adjective Clause is changed into - Adjective, Past participle Phrase, Noun in apposition, infinitive.

Adjective:

ex: A man who is drowning catches at a straw.

Simple: A drowning man catches at a straw.

Compound: A man is drowning and so catches at a straw.

Past participle phrase:

Ex: The answer that he wrote was not correct.

Simple: The answer written by him was not correct.

Compound: He wrote the answer and it was not correct.

Gerundial Infinitive:

Ex: I have no money that I can lend you.

Simple: I have no money to lend you.

Compound: I have no money and I cannot lend you.

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Rule 14: In the compound "not only ---- But also" is Changed by "Besides + (Verb +ing)"

 In the simple.

   Ex: Mr. Khan not only teaches us English but also writes novels.

   Simple: Besides teaching us English, Mr. Khan Writes novels.

3.4.4 Active and Passive Voice:

Sentences that are in the active voice (those that have transitive verbs and object) can generally be transformed into passive voice sentences. Whenever you choose to write a sentence in the active or the passive voice, you are exercising a stylistic option that affects the words in the same sentence as well as the relationship between that sentence and the other sentence. Where possible, use the active voice. It is direct, brief, and easy to understand. You should regularly use the active voice for it is more forceful and direct of the two. The passive voice can be effective however, if used sparingly and for specific stylistic purposes. Scientific, technical, and academic fields usually choose the passive voice because it gives emphasis on the action.

Predicates in the active voice show their subjects acting or existing.
Predicates in the passive voice show their subjects being acted upon.

The **active voice** names an 'actor' which/who is the subject of the verb; the actor does the verb. Who/What does the verb? If the answer is clear, the sentence is active. Note that often, there is a direct object (DO) 'receiving' the action.

Part of speech	Subject	Verb
Sentence	The students	tested the samples.
	The samples	failed.

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Who/What is the verb done to? This is the direct object.

Part of speech	Subject	Verb	Direct Object
Sentence	The students	tested	the samples.

The **passive voice** places the emphasis on the action rather than the actor. The direct object is placed before the verb, which is given in the passive form. The subject, or actor, is usually not mentioned.

Example: The samples were tested.

Reasons for using the passive:

a) The 'actor' is not known:

Oil was discovered off the coast of Australia.

The number of Internet users was estimated to be over one million.

b) The 'actor' is not important:

The report has been published.

The results will be presented at the conference.

c) It is considered desirable to conceal the identity of the 'actor'.

The results are invalid as the correct testing procedure was not followed.

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Research funding will be cut next year.

d) An impersonal tone is needed for academic writing.

In this report, the stress fields in a C-shape plate will be analysed.

e) An impersonal tone is also used for process descriptions.

First, the raw materials are loaded into a container ...

f) A tactful tone is needed to smooth over an error or difficulty.

Compare these two examples.

Example of passive voice

The samples were not checked at the second stage . . .

Example of active voice

We forgot to check the samples . . .

Active:

- Thousands of people greeted the winning team.

Passive:

- The winning team was greeted by thousands of people.

3.4.5   Changing active to passive

Example of active voice:

Part of speech	Subject	Verb	Object	
Sentence	The group	will present	the report	next week.

STEP 1: move the object to the subject position

The report ...

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STEP 2: change the verb to the passive, making sure that BE takes the same tense as the verb in the active sentence

The report will be presented ...

STEP 3: drop the subject

Example of passive voice without the subject
The report will be presented next week.

or move it to a position after the verb

Example of passive voice with the subject
The report will be presented by the group next week.

To **generate a passive sentence**, we begin a sentence with a direct object. We either delete the original subjects or move it to the end of the sentence with by before it. When we put the direct object in the subject slot, substitute the past participle form of the verb, and add a form of be as auxiliary to the past participle.

Active: The enemies blew up the bridge.

- The bridge was blown up. ('was' - a form of "be" that was added to the past participle "BLOWN").

Other Examples:

Active: Millions of viewers witnessed the player's tantrum.

Passive: The player's tantrum was witnessed by millions of viewers.

Active: The farmer who uses a good fertilizer, will harvest a good crop.

Passive: A good crop will be harvested by the farmer if he uses a good fertilizer.

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Some more examples:

1. He was promised all help by us.

We promised him all help.

2. May God bless you with success!

May you be blessed with success by God.

3. The strike has been called off.

They have called of the strike.

(Note: You can use *workers, labourers, protesters*, etc in place of *'they'*)

4. No one can understand him so soon.

He cannot be understood so soon.

5. They will not agree to this proposal.

This proposal will not be agreed to.

6. The rose smells sweet.

When rose smells sweet.

7. It is time to close the shop[s.

The shops should be closed by now.

It is the time for the shops to be closed.

8. The teacher is calling the roll.

The roll is being called by the teacher.

9. What cannot be cured must be endured.

We must endure what we cannot cure.

One must endure what one cannot cure.

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10. God helps those who help themselves.

   Those who help themselves are helped by God.

11. I will not answer any question now.

No questions will be answered now by me.

12. She has to do cooking and washing for me.

The cooking and washing have (has) to be done for me by her.

13. A rolling stone gathers no mass.

It is said that a rolling stone gathers no mass.

14. The way to heaven is paved with good deeds.

It is believed that the way to heaven is paved with good deeds.

15. Trust in God and do the right.

God should be trusted in and the right should be done.

16. Nip the evil in the bud.

It is said that evil should be nipped in the bud.

17. A stitch in time saves nine.

It is said that a stitch in time saves nine.

18. Those living in glass house must not throw stones at others.

Stones must not be thrown at others by those living in glass houses.

19. I was shocked at the sad news.

The sad news shocked me.

20. The court proclaimed him an offender.

He was proclaimed an offender by the court.

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Chart to show the overview how change would take place :

Simple Present	Once a week, Tom **cleans** the house.	Once a week, the house **is cleaned** by Tom.
Present Continuous	Right now, Sarah **is writing** the letter.	Right now, the letter **is being written** by Sarah.
Simple Past	Sam **repaired** the car.	The car **was repaired** by Sam.
Past Continuous	The salesman **was helping** the customer when the thief came into the store.	The customer **was being helped** by the salesman when the thief came into the store.
Present Perfect	Many tourists **have visited** that castle.	That castle **has been visited** by many tourists.
Present Perfect Continuous	Recently, John **has been doing** the work.	Recently, the work **has been being done** by John.
Past Perfect	George **had repaired** many cars before he received his mechanic's license.	Many cars **had been repaired** by George before he received his mechanic's license.
Past Perfect Continuous	Chef Jones **had been preparing** the restaurant's fantastic dinners for two years before he moved to Paris.	The restaurant's fantastic dinners **had been being prepared** by Chef Jones for two years before he moved to Paris.
Simple Future *WILL*	Someone **will finish** the work by 5:00 PM.	The work **will be finished** by 5:00 PM.
Simple Future *BE GOING TO*	Sally **is going to make** a beautiful dinner tonight.	A beautiful dinner **is going to be made** by Sally tonight.
Future Continuous *WILL*	At 8:00 PM tonight, John **will be washing** the dishes.	At 8:00 PM tonight, the dishes **will be being washed** by John.
Future Continuous *BE GOING TO*	At 8:00 PM tonight, John **is going to be washing** the dishes.	At 8:00 PM tonight, the dishes **are going to be being washed** by John.
Future Perfect *WILL*	They **will have completed** the project before the deadline.	The project **will have been completed** before the deadline.

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Future Perfect *BE GOING TO*	They **are going to have completed** the project before the deadline.	The project **is going to have been completed** before the deadline.
Future Perfect Continuous *WILL*	The famous artist **will have been painting** the mural for over six months by the time it is finished.	The mural **will have been being painted** by the famous artist for over six months by the time it is finished.
Future Perfect Continuous *BE GOING TO*	The famous artist **is going to have been painting** the mural for over six months by the time it is finished.	The mural **is going to have been being painted** by the famous artist for over six months by the time it is finished.
Used to	Jerry **used to pay** the bills.	The bills **used to be paid** by Jerry.
Would Always	My mother **would always make** the pies.	The pies **would always be made** by my mother.
Future in the Past *WOULD*	I knew John **would finish** the work by 5:00 PM.	I knew the work **would be finished** by 5:00 PM.
Future in the Past *WAS GOING TO*	I thought Sally **was going to make** a beautiful dinner tonight.	I thought a beautiful dinner **was going to be made** by Sally tonight.

Sentences which cannot be changed into passive voice

Transitive and intransitive verb

A verb can be either transitive or intransitive. A transitive verb needs an object (in sentence) to give complete meaning while intransitive verb does need an object (in sentence) to give complete meaning.

For example,

Transitive verb.

He sent a letter.

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(Send is a transitive verb and it needs an object i.e. letter to express full meaning.)

Intransitive Verb.

He laughs.

(Laugh is an intransitive verb and it does not need object for expressing full meaning.)

e.g. Sleep, go, reach, sit, die, are examples of intransitive verbs.

Intransitive verb cannot be changed into passive voice

The sentences having intransitive verbs (belonging to any tense) cannot be changed into passive voice. The reason is that there is not any object in such sentences and without object of sentence passive voice is not possible.

A sentence can be changed into passive voice if it has subject and object. Sometimes subject may not be written in passive voice but it does not mean that it has no subject. Such sentences have subject but the subject is so common or familiar or known that if even it is not written in passive voice, it gives full meaning.

For example

Cloth is sold in yards.

The following tenses can also not be changed into passive voice.

1. Present perfect continuous tense
2. Past perfect continuous tense
3. Future continuous tense
4. Future perfect continuous tense

3.4.6   Types of Sentences

There are different kinds of sentences and they are

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Assertive or declarative sentences

Interrogative sentences

Imperative sentences

Exclamatory sentences

Assertive sentences

Sentences which make simple assertions or statements are called assertive or declarative sentences. Examples are:

> It is raining.
>
> The child is going to school.
>
> I get up early in the morning.
>
> I like reading.

Assertive or declarative sentences may be positive (affirmative) or negative. Sentences which give a positive or affirmative sense are called **affirmative** sentences.

> Honesty is the best policy.
>
> Barking dogs seldom bite.
>
> I have been to Canada.

Sentences which give a negative meaning are called **negative** sentences.

> She will not listen to me.
>
> She should not hate anybody.

Interrogative sentences

Sentences which ask questions are called interrogative sentences.

> What is your name?
>
> Where do you live?
>
> Who is your father?
>
> Can you solve this problem?

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Imperative sentences

Sentences which express orders, commands, requests, advice, proposals or suggestions are called imperative sentences.

Leave this place at once. (Order)

Get lost. (Order)

Please help me. (Request)

Work hard. (Advice)

Let's go for a walk. (Suggestion)

Exclamatory sentences

Sentences which express some strong feelings or emotions such as joy, sorrow, regret, surprise, wonder etc., are called exclamatory sentences.

What a marvellous sight!

How beautiful the flower is!

Hurrah! We have won.

Alas! She is no more.

Affirmative, Negative and Assertive :

Transform means changing sentence without changing its basic means. Let me clear it.

Suppose, Man is mortal.

It's transformation will be "Man is not immortal"

Here, look transformation can change its form, but it can't change its meaning.

"Man is mortal" is an **affirmative** sentence and "Man is not immortal" is **negative**.

Let's go to learn some basic rules how to change an Affirmative Sentence to Negative and Interrogative sentence.

The basic structure of negative and Interrogative sentence is

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Negative: Sub: + A.V+ not +Verb +object

Interrogative: A.V + Sub: + Verb + Object

Affirmative to Negative:

Rule 1: If any affirmative sentence has alone or only for pointing to a person , then you have to use none but instead of alone/only. i.e

      a) Only god can help us

        -None but God can help us.

      b) King can help us alone.

        -None but king can help us.

      c) Only he can do it.

        -None but he can do it.

Rule 2: If any affirmative sentence has alone or only for pointing to a thing , then you should use nothing but instead of alone/only. i.e

      a) Only sweets can stop the boy.

        -Nothing but sweets can stop the boy.

      b) This letter can help us alone.

        -Nothing but this letter can help us.

      c) Only pencil nib has carbon.

        -Nothing but pencil nib has carbon.

Rule 3: If any affirmative sentence has only for pointing to a digit or digit like something such as age, then it should be changed with not more than / not less than instead of only. i.e

      a) Rani only 17 years old.

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-Rani is not more than/not less than 17 years old.

b) This letter has only 20 words.

-This letter has not more than 20 words.

c) Only thirteen guests are invited there.

-Not more than/not less than thirteen guests are invited there.

Rule 4: If any affirmative sentence has always, then never should be used instead of always. Besides the keyword should be antonym i.e.

a) Della always loved Jim.

-Della never hated Jim.

b) We should always speak the truth.

-We should never tell a lie.

c) He always gets up late.

-He never gets up early.

Rule 5: If there is Must in an affirmative, then cannot but/cannot help should be used instead of must. But for cannot help structure will be........ sub+ cannot help+ (verb+ ing). i.e.

a) I must go there.

-I cannot but go there.

-I cannot help going there

b) You must tell the truth.

-You cannot but tell the truth.

-You cannot help telling the truth.

Rule 6: Affirmative sentence with 'as soon a's can be transformed into negative like below:

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If it is used in present/future tense, then structure...............

No sooner+ A.V. + Sub+ Ext.+ than+ principal clause.

But if it is for past tense, then structure.......................

No sooner +had +sub + V.P.P +ext. +than+ principal clause.

i.e

a) As soon as I see him, I will tell him the fact.

  -No sooner do I see him than I will tell him the fact

b) As soon as I reach home, I shall meet my mother.

  -No sooner do I reach him than I shall meet my mother.

c) As soon as she heard the news, she became senseless.

  -No sooner had she heard the news than she became senseless.

d) As soon as the teacher came, the students stood up.

  -No sooner had the teacher come than the students stood up.

Rule 7: If any affirmative sentence has 'many' , then 'not a few' and for 'a few', 'not many' should be used to make a negative sentence. i.e.

a) He ate many apples.

  -He didn't eat a few apples.

b) He takes a few loaf for breakfast.

  -He doesn't take many loaf for breakfast.

c) They have many cows.

  -They don't have a few cows.

Rule 8: In a negative for sometimes, not always is used. i.e.

a) He sometimes comes here.

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-He doesn't always come here.

Rule 9: If any affirmative have 'Both.......and' then it should be changed with 'not only. ....but also':

    a) Rana ate both orange and apple.

     -Rana ate not only orange but also apple.

    b) I have both hard and easy works.

     -I have not only hard but also easy work.

Rule 10: Superlative degree should positive degree to make a negative....... such as

    a) Dhaka is the biggest city in Bangladesh.

     -No other city in Bangladesh is as big as Dhaka.

    b) She is the most beautiful girl in the class.

     -No other girl in class is as beautiful as she.

Rule 11: Besides Comparative should be changed into positive and positive should be changed into comparative to make a negative sentence. i.e

    a) Rana is taller than Sam

     -Sam is not as tall as Rana.

    b) Sumi is as beautiful as Sopna.

     -Sopna is not more beautiful than Sumi.

    c) Salam is as strong as Hamid.

     -Hamid is not stronger than Salam.

ASSERTIVE TO INTERROGATIVE

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Rule 1: If the sentence is in the affirmative you have to change it into negative interrogative. If it is in negative then you have to change it into bare interrogative.

  Ex: **affirmative** : He was very gentle.

   interrogative: Was not he very gentle?

Affirmative: He is not a good person.

Interrogative: Is he a good person?

Rule 2: No auxiliary verb in sentence →→ Change it by using →→ Do/does/did Or Don't/doesn't/didn't.

  Ex: **affirmative**: He plays Football.

  Interrogative: Does he play football?

  Affirmative: They did not play football yesterday.

  Interrogative: Did they play football yesterday?

Rule3: Never → Replaced by → Ever.

Affirmative: I never drink tea.

Interrogative: Do I ever drink tea?

Rule 4: Everybody/everyone/ All → Replaced by → Who + Don't/ Doesn't/ Didn't

Ex: **affirmative**: Everybody wishes to be happy.

Interrogative: Who doesn't wish to be happy?

Rule 5: Every + noun → Replaced by → Is there any + noun+ Who don't/doesn't/didn't.

Ex: **affirmative**: Every man wishes to be happy.

Interrogative: Is there any man who doesn't wish to be happy?

Rule 6: No body/ no one / None → Replaced by → Who.

Ex: **affirmative** Nobody could count my love for you.

Interrogative: Who could ever count my love for you?

Rule 7 : There is no → Replaced by → Is there any/ Who(person)/ What(thing).

Ex: **affirmative**: There is no use of this law.

Interrogative: What is the use of this law.

Affirmative: There is no man happier than Jamil.

Interrogative: Who is Happier than Jamil.

Rule 8: It Is no → Replaced by → Is there any/Why.

Ex: **affirmative**: It is no use of taking unfair means in the exam.

Interrogative: Why take unfair means in the exam?

Or, Is there any use of this law?

Rule 9: It "doesn't matter" → Replaced by → what though/ Does it matter.

Ex: **affirmative**: It does not matter if you fail in te exam.

Interrogative: What though if you fail in the exam?

3.4.7   Degree of Comparison:

We should remember that we have two things to compare in Comparative degrees. We can say one is better than the other.

In cases, when we have to make comparison between more than two Persons / Objects, we have to say one or one group is better or worse than the other.

Ex: A, B, C and D are compared.

A is taller than B

B is taller than C

D is of the same height of C.

B is taller than C and D, but, shorter than A.

Changing the Degrees of Comparison

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- **POSITIVE** Degree occurs when we make a statement or a matter of fact without comparison.

- **COMPARITIVE** Degree occurs when we compare two things / place / persons.

- **SUPERLATIVE** Degree occurs when more than two things / place / persons are involved. Remember, beyond Superlative there is nothing more to be compared. If only two persons / places need to be compared, then one can use the Superlative.

- When forming comparative degree, normally add

a) 'er' to positive

        ex: tall – taller   sharp – sharper

        old – older   short – shorter

        young – younger   long – longer

        large – larger   high – higher

b) for superlative, add 'est' to positive.

        tall – taller – tallest   sharp – sharper – sharpest

        old – older – oldest   short – shorter – shortest

        young – younger – youngest   long – longer – longest

        large – larger – largest   high – higher – highest

c) for word ending with ' y ' remove ' y ' from positive and add 'ier' for comparative and 'iest' for superlative.

        heavy – heavier – heaviest   lucky – luckier – luckiest

        pretty – prettier – prettiest   dirty – dirtier – dirtiest

        merry – merrier – merriest   dirty – more dirty – most dirty

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d) The Adjectives which have two syllables, will have 'more' for comparative and 'most' for superlative.

Ex: beautiful – more beautiful – most beautiful

honest – more honest – most honest

popular – more popular – most popular

reliable – more reliable – most reliable

pretty – more pretty (prettier) – most pretty(prettiest)

e) Some form themselves into comparative and superlative in an irregular pattern.

Positive	Comparative	Superlative
good / well	better	best
bad / ill	worse	worst
high	higher	highest
little	less	least
much / many	more	most
far	farther	farthest
fore	former	foremost / first

You will become familiar with more words to use in Degrees of comparison by reading.

3.4.8 Changing from one degree to another:

From Positive to Comparative:

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Find out the comparative form of positive and place it in the place of positive adjective and follow it with 'than' or 'to' and follow it with the object.

Rama is elder (comparative) to Lakshman.

To change into superlative, you should make sure or ensure that all the persons / places / things compared are taken into account. In superlative, you should leave nothing out of comparison.

In the above example, in comparative, we have taken only two persons ; Rama and Lakshman.

If we are certain that we have to make a statement involving Rama and Lakshman to indicate who is elder of the two, comparative degree will do. But, if we have more than two people, if we say, 'Rama is elder to Lakshmanan', when two others namely, Bharata and Shatrugana are involved, if we say Rama is elder to Lakshmana, we will not know if Bharata or Shatrugana is elder to Rama. So, if we say, Rama is the eldest of four brothers, we have taken into account Bharata and Shatrugana. We get the clear picture that Rama is the eldest of the four.

Let us see another example for changing from one degree to another.

Madurai is the oldest town in Tamil Nadu (Superlative).

The meaning is that there is no other city in Tamil Nadu which is older than Madurai. So, to convert the above into superlative and convey the same meaning, we should say 'Madurai is older than any other city in Tamil Nadu'. We can also express the same in another way.

No other city in Tamil Nadu is older than Madurai.

Shakespeare is greater than any other English poet. (Comparative)

Shakespeare is the greatest of English Poets (superlative).

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As a rule, make sure the meaning in various degrees remain the same, instead of blindly following hints. In fact, while dealing with grammar, we should pay more attention to the meaning conveyed, whatever be the circumstances.

Study the examples given below:

This is **the most crowded** part of the city.

We can express the same idea using comparative and positive adjectives.

No other part of the city is **as crowded as** this.

This part of the city is **more crowded than** any other parts.

More examples are given below.

No other medicine is **as effective as this**.

This medicine is **more effective than** any other medicine.

This is **the most effective** medicine.

The peacock is **more beautiful than** any other bird.

No other bird is **as beautiful as** the peacock.

The peacock is **the most beautiful** bird.

Shimla is **the coldest** hill station in India.

No other hill station in India is **as cold as** Shimla.

Shimla is **colder than any other** hill station in India.

Mt. Everest is **the tallest peak** in the world.

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No other peak in the world is **as tall as** Mt. Everest.

Mt. Everest is **taller than** any other peak in the world.

Krishna is **the most intelligent** student in our class.

No other student in our class is **as intelligent as** Krishna.

Krishna is **more intelligent than** any other student in our class.

Here are our tips for doing sentence transformation exercises well:

- Read the instructions carefully.
- Are you given a word to include in sentence two? If so, don't change this word.
- How many words are you allowed to write to complete sentence two? Sometimes the instructions will tell you that there is a maximum word limit.
- Read sentences one and two slowly and carefully.
- Which part of sentence one is tested in sentence two?
- What grammar do you need to use?
- If you don't know an answer, guess. You may be right!
- Check your spelling carefully.
- Check your answers carefully when you finish.
- Sentence transformations often test direct and indirect speech, comparative and superlative forms, active and passive forms, quantifiers, conditionals and verb patterns.

3.4.9 Conversation:

Today, it is so much easier to not have to talk to people for many things. PDAs and Internet-enabled email systems allow for information to be communicated at any time of day. In many cases, this is a great benefit since email allows people to communicate non-critical information on their own time schedules and process messages in batch.

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However, there are many times when a two-way live conversation or a direct phone conversation is much more productive. Conversation is the quickest and most effective way to clarify any uncertainty and allows for visual and verbal clues to be used to help navigate the dialogue. Dialogue can also help to diffuse any misunderstandings or improper reactions and can uncover new information that is valuable to the situation.

Communications that have emotional content, require conflict resolution, require group discussion or contain sensitive information are some examples of when conversation should likely be used. It's important for people to recognize when these situations exist so they can make the right communication method choice.

The following examples and consequences are provided to help better identify these situations. These are common cases where email is used when **talking directly would be more effective:**

Conflict resolution is attempted via email. This can create long threads of public arguments and drawn-out emotional strife.

A reprimand is sent through email. This can make the recipient feel like they were "convicted without a trial."

Brainstorming or problem solving is attempted via email. This can also create long threads of messages with large distribution lists and usually generates less than optimal results since immediate two-way communication is not viable.

A message is sent containing content that may cause a strong emotional reaction. If an adverse reaction occurs, hours or days may pass before the sender can address the issue. Or worse, the sender may never understand that the recipient had an adverse reaction to the message.

Group decisions for complex issues are made via email. Since two-way interaction is limited and many people are less comfortable speaking out on email, only a portion of information that would be available from a group discussion is used to make the decision.

Negotiations are done via email. The ability of the sender to convince or persuade the recipient is much more limited over email. It's very difficult to break down someone's

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concerns or read their immediate reaction without direct interaction. Also, once the recipient "publicly refuses" a request over email, it is more difficult to get them to change his or her position.

As obvious as it may sound, reminding people that "talking is an option" may provide great benefit at times. People get so used to communicating via email that they often forget this point. Talking also helps to build informal relationships and networks that are critical to an organization's success. Usually, if there's any form of uncertainty, disagreement, or emotional content in an issue, having a discussion is the best choice. And if there's any doubt whether an email will be effective, you should probably talk it out instead.

Talk It Out When in Doubt! – 12 Reasons to Have a Direct Conversation

When you are mad or emotional.

When the other person is mad or emotional.

When there is a conflict on an item.

When you need to convince someone to change his or her position.

When you aren't sure that others will interpret your email properly.

When someone sends you an email that seems out of character for him or her.

When you aren't sure how to interpret someone else's email.

When someone asks you something ambiguous or general over email.

When you believe repeated two-way dialogue or lengthy explanation is required.

When you are concerned how the other person may respond and want to address his or her response immediately.

When many people need to provide repeated input into an issue.

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When the tone of voice, body language, facial expressions, etc. will add value to communicating or understanding an issue. For example, you may want to express concern, show empathy or get an immediate read on the other person's reaction.

HOW TO MAKE AN EFFECTIVE CONVERSATIO N:

The ability to control a conversation ensures that you can steer a conversation in a positive direction that meets your needs. Whether you are using your conversation control to lead a business discussion or a personal talk, employing control techniques will prevent the conversation from heading into areas you don't wish to discuss and help you to leave a positive impression.

Questioning: The easiest way to lead a conversation is through the use of questions. Ask the person you are talking with open ended questions that provide ample room to expand, but focus the questions on general areas of conversation you wish to address, and steered away from problem topics. In this way you control the conversation while allowing the person you speak with to feel comfortable and feel as if they are leading the conversation.

Compliments: The use of positive phrasing as well as direct compliments to the individuals you are speaking to allows you to control a conversation by changing the mood. When receiving compliments the other individuals will take a more relaxed approach to the conversation as tension is lowered by feeling as if they must be doing a good job to receive the kind words. Be sure to use accurate compliments when using positive words, as over-the-top flattery will be seen through as phony and put off the individual with whom you are conversing.

Eye Contact: Maintaining eye contact with the individual you are speaking to throughout the conversation serves two useful purposes for conversation control. First an individual that is not making eye contact during a conversation can appear untrustworthy or shifty. By establishing eye contact you are sending the message you have nothing to hide and are being honest. Additionally, eye contact shows that you are not afraid or intimidated by the individual you are talking to and, if they are not comfortable keeping eye contact and require breaks of contact, positions you in a spot of dominance in the conversation.

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Pauses: Causing the other individual in a conversation to feel mildly uncomfortable is an effective method of controlling a conversation and maintaining the upper hand. Many individuals will feel uneasy during a silence and attempt to fill in the silence to break the awkward moment. By injecting pauses into your conversation, where you wait for the other individual to speak and fill in the silence, can cause the individual you are speaking with to be thrown off, allowing you establish dominance and steer the conversation later as it progresses.

3.4.10 Direct and Indirect Speech:

There two ways to convey a message of a person, or the words spoken by a person to other person.

1. Direct speech
2. Indirect speech

Suppose your friend whose name is John tells you in school, "I will give you a pen". You come to home and you want to tell your brother what your friend told you. There are two ways to tell him.

Direct speech: John said, "I will give you a pen".
Indirect Speech: John said that he would give me a pen.

In direct speech the original words of person are narrated (no change is made) and are enclosed in quotation mark. While in indirect speech some changes are made in original words of the person because these words have been uttered in past so the tense will change accordingly and pronoun may also be changed accordingly. In indirect speech the statement of the person is not enclosed in quotation marks, the word "that" may be used before the statement to show that it is indirect speech. Indirect speech is also called reported speech

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because reported speech refers to the second part of indirect speech in which something has been told by a person.

Reporting verb: The verb first part of sentence (i.e. he said, she said, he says, they said, she says,) before the statement of a person in sentence is called reporting verb.

Examples. In all of the following example the reporting verb is "said".

He **said**, "I work in a factory"   (Direct speech)

He **said** that he worked in a factory.   (Indirect speech)

They **said**, "we are going to cinema"   (Direct speech)

They **said** that they were going to cinema.   (Indirect speech)

Reported Speech. The second part of indirect speech in which something has been told by a person (which is enclosed in quotation marks in direct speech) is called reported speech. For example, a sentence of indirect speech is, *He said that he worked in a factory*. In this sentence the second part "*he worked in a factory*" is called reported speech and that is why the indirect speech as a whole can also be called reported speech.

Fundamental rules for indirect speech.

1. Reported speech is not enclosed in quotation marks.
2. **Use of word "that":** The word "that" is used as a conjunction between the reporting verb and reported speech.
3. **Change in pronoun:** The pronoun (subject) of the reported speech is changed according to the pronoun of reporting verb or object (person) of reporting verb (first part of sentence). Sometimes the pronoun may not change.

In following example the pronoun of reported speech is "I" which will be changed in indirect speech into the pronoun (Subject) of reporting verb that is "he".

Example.

   Direct speech: He said, "I am happy"

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Indirect Speech: He said that **he** was happy.

Direct speech: I said to him, "you are intelligent"

Indirect Speech: I said him that he was intelligent. ("You" changed to "he" the
person of object of reporting verb)

1. Change in time: Time is changed according to certain rules like now to then, today to that day, tomorrow to next day and yesterday to previous day.

Examples.

Direct speech: He said, "I am happy today"

Indirect Speech: He said that he was happy **that day**.

2. Change in the tense of reported speech: If the first part of sentence (reporting verb part) belongs to past tense the tense of reported speech will change. If the first part of sentence (reporting verb part) belongs to present or future tense, the tense of reported speech will not change.

Examples.

Direct speech: He said, "I am happy"

Indirect Speech: He said that he was happy. (Tense of reported speech changed)

Direct speech: He says, "I am happy"

Indirect Speech: He said that he is happy. (Tense of reported speech didn't
change)

Table for change in tense of reported speech for all TENSES.

TENSE CHANGE - IN - INDIRECT SPEECH

Present simple tense *into* Past simple

Present Continuous tense *into* Past continuous

Present Perfect tense *into* Pas perfect

Present Perfect Continuous *into* Past perfect continuous

Past simple *into* Past Perfect

Past Continuous *into* Past Perfect Continuous

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Past Perfect *into* Past Perfect

Future simple, will *into* would

Future Continuous, will be *into* would be

Future Perfect, will have *into* would have

Examples.

DIRECT SPEECH	INDIRECT SPEECH
PRESENT TENSE	
PRESENT SIMPLE changes into PAST SIMPLE	
He said, "I write a letter"	He said that he wrote a letter.
She said, "he goes to school daily"	He said that she went to school daily.
They said, "we love our country"	They said that they loved their country
He said, "he does not like computer"	He said that he did not like computer.
PRESENT CONTINUOUS changes into PAST CONTINUOUS	
He said, "he is listening to the music"	He said that he was listening to the music.
She said, "I am washing my clothes"	She said that she was washing her clothes.
They said, "we are enjoying the weather"	They said that they were not enjoying the weather.
I said, "it is raining"	
She said, "I am not laughing"	She said that she was not laughing.
PRESENT PERFECT changes into PAST PERFECT	
She said, "he has finished his work"	She said that he had finished his work.
He said, "I have started a job"	He said that he had started a job.
I said, "she have eaten the meal"	I said that she had eaten the meal.

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	They said that they had not gone to New York.
They said, "we have not gone to New York.	

PRESENT PERFECT CONTINUOUS changes into PAST PERFECT CONTINUOUS

He said, "I have been studying since 3 O'clock"	He said that he had been studying since 3 O'clock.
She said, "It has been raining for three days."	She said that it been raining for three days.
I said, "She has been working in this office since 2007"	I said that she had been working in this office since 2007.

PAST TENSE

PAST SIMPLE changes into PAST PERFECT

He said to me, "you answered correctly"	He said to me that I had answered correctly.
John said, "they went to cinema"	John said that they had gone to cinema.
He said, "I made a table"	He said that he had made a table.
She said, "I didn't buy a car"	She said that she had not bought a car.

PAST CONTINUOUS changes into PAST PERFECT CONTINUOUS

They said, "we were enjoying the weather"	They said that they had been enjoying.
He said to me, " I was waiting for you"	He said to me that he had been waiting for me.
I said, "It was raining"	I said that it had been raining.
She said, "I was not laughing"	She said that she not been laughing.

PAST PERFECT changes into PAST PERFECT (tense does not change)

She said, "She had visited a doctor"	She said that she had visited a doctor.
He said, "I had started a business"	He said that he had started a business.

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I said, "she had eaten the meal"	I said that she had eaten the meal.
They said, "we had not gone to New York.	They said they had not gone to New York.

FUTURE TENSE

FUTURE SIMPLE TENSE
WILL changes into WOULD

He said, "I will study the book"	He said that he would study the book.
She said, "I will buy a computer"	She said that she would buy a computer.
They said to me, "we will send you gifts"	They said to me that they would send you gifts.
I said, "I will not take the exam"	I said that I would not take the exam.

FUTURE CONTINUOUS TENSE

WILL BE changes into WOULD BE

I said to him, " I will be waiting for him"	I said to him that I would be waiting for him.
She said," I will be shifting to new home"	She said that she would be shifting to a new home.
He said, "I will be working hard"	He said that he would be working hard.
He said, "he will not be flying kite"	She said that he would not be flying kites.

FUTURE PERFECT TENSE

WILL HAVE changes into WOULD HAVE

He said, "I will have finished the work"	He said that he would have finished the work.
She said, "they will have passed the examination"	She said that they would have passed the examination.

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He said, "I will have gone"

He said that he would have gone.

Note: The tense of reported speech may not change if reported speech is a universal truth though its reporting verb belongs to past tense.

Examples.

   Direct speech: He said, "Mathematics is a science"

   Indirect Speech: He said that mathematics is a science.

   Direct speech: He said, "Sun rises in east"

   Indirect Speech: He said that sun rises in east. (Tense didn't change because reported speech is a universal truth thought its reporting verb belongs to past tense)

Indirect speech for Interrogative (question) sentence.

For changing interrogative (question) sentence into indirect speech we have to observe the nature of question and then change it into indirect speech according to it rules for indirect speech. A question can be of two types. One type which can be answered in only YES or NO and other type which needs a little bit explanation for its answer and cannot be answered in only YES or NO.

Examples

   Do you like music? (It can be answered in YES or NO)

   How are you? (It cannot be answered in YES or NO but it needs a little bit explanation *i.e*, I am fine.)

Questions which can be answered in YES/NO.

To change questions (which can be answered in yes or no) into indirect speech, word "if" or "whether" is used before the question in indirect speech. Rules for change in tense of question sentences are same as for change in normal tenses in indirect speech but sentence will not start with the auxiliary verb of the tense. The word "that" is not used between

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reporting verb and reported speech as conjunction in indirect speech for question sentence. Question mark is not used in indirect speech.

Examples.

    Direct speech: He said to me, "do you like music?"

    Indirect Speech: He asked me if I liked music. (Not, did I like music)

    Or Indirect Speech: He asked me whether I liked music.

    Direct speech: She said, "Will he participate in the quiz competition?"

    Indirect Speech: She asked me if he would participate in quiz competition.

    Direct speech: I said to him, "are you feeling well?"

    Indirect Speech: I asked him if he was feeling well.

    Direct speech: They said to me, "did u go to school?"

    Indirect Speech: They asked me if I had gone to school.

    Direct speech: He said to me, "Have you taken the breakfast?"

    Indirect Speech: He asked me if I had taken the breakfast

Question which cannot be answered in YES/NO.

To change such questions into indirect speech, the words "if" or "whether" is not used. The tense of the question is changed according to the rules for change in normal tenses in indirect speech but sentence will not start with the auxiliary verb of the tense. The word "that" is not used between reporting verb and reported speech as conjunction, in indirect speech for question sentence. Question mark is not used in indirect speech.

Examples.

    Direct speech: He said to me, "how are you?"

    Indirect speech: He asked me how I was. (Not, how was I)

    Direct speech: Teacher said to him, "what is your name?"

    Indirect speech: Teacher asked him what his name was.

    Direct speech: She said to him, "why did you come late?"

    Indirect speech: She asked him why he had come late.

    Direct speech: He said, "when will they come?"

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Indirect speech: He asked when they would come.

Direct speech: She asked his son, "why are you crying?"

Indirect speech: She asked her son why he was crying.

Indirect speech for sentence having MODALS, "can, may, must,

Present modals are changed to past modals

Direct Speech	Indirect Speech

Indirect speech for sentence having MODALS,

"can, may, must, should, ought to"

CAN changes into COULD	
He said, "I can drive a car"	He said that he could drive a car.
She said, "he can play a violin."	She said that he could play a violin.
They said, "we can climb on a hill"	They said that they can climb on a hill.
MAY changes into MIGHT	
He said, "I may buy a computer"	He said that he might buy a computer.
She said, "he may visit a doctor."	She said that he might visit a doctor.
They said, "they may go to zoo"	They said that they might go to zoo.
MUST changes into HAD TO	
He said, "I must work hard"	He said that he had to work hard.

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She said, "they must carry on their work"	She said that they had to carry on their work.
I said to him, "you must learn the test-taking strategies"	I said to him that he had to learn the test-taking strategies.

Indirect speech for sentence having MODALS, should, ought to, might, would, and could"

The modal will not change in indirect speech

Direct Speech	Indirect Speech
THESE MODALS DO NOT CHANGE	

Would, could, might, should, ought to"

Would	
They said, "we would apply for a visa"	They said that they would apply for visa.
He said, "I would start a business.	He said that he would start a business.
Could	
She said, "she could play a piano"	She said that she could play a violin.
They said, "we couldn't learn the lesson"	They said they couldn't learn the lesson.
He said, "I could run faster"	He said that he could run faster.
Might	
He said, "guests might come"	He said that guest might come.

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She said, "it might rain"	She said that it might rain.
John said, "I might meet him"	John said that he might meet him.
Should	
He said, "I should avail the opportunity"	He said that he should avail the opportunity.
She said, "I should help a him"	She said that she should help him.
They said, "we should take the exam"	They said that they should take the exam.
Ought to	
He said to me, "you ought to wait for him"	He said to me that I ought to wait for him.
She said, "I ought to learn method of study"	She said that she ought to learn method of study.
They said, we ought to attend our classes"	They said that they ought to attend their classes.

Indirect speech for exclamatory and imperative sentences.

To change such sentences into indirect speech, the word "ordered" or "requested" or "advised" or "suggested" or "forbade" or "not to do" is added to reporting verb depending upon nature of imperative sentence in reported speech.

Examples.

       Direct speech: He said to me, "please help me"

       Indirect Speech: He *requested* me to help him.

       Direct speech: She said to him, "you should work hard for exam"

       Indirect Speech: He *suggested* him to work hard for exam.

       Direct speech: They said to him, "do not tell a lie"

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Indirect Speech: They said to him *not to* tell a lie.

Direct speech: He said, "open the door"

Indirect Speech: He *ordered* to open the door.

Direct speech: The teacher said to student, "do not waste time"

Indirect Speech: The teacher **advised** the students not to waste time.

Direct speech: He said, "please give me glass of water"

Indirect Speech: He **requested** to give him a glass of water.

Direct speech: Doctor said to me, "Do not smoke"

Indirect Speech: Doctor *advised* me not to smoke.

Direct speech: The teacher said to him, "Get out"

Indirect Speech: The teacher *ordered* him to get out.

Indirect speech of exclamatory sentences.

Sentence which expresses state of joy or sorrow or wonder is called exclamatory sentence.

For example.

- Hurrah! We won the match.
- Alas! I failed the test.
- Wow! What a nice shirt it is.

To change such sentences, the words "exclaimed with joy" or "exclaimed with sorrow" or "exclaimed with wonder" is added in the reporting verb depending upon the nature of exclamatory sentence in indirect speech.

Examples.

Direct speech: He said, "Hurrah! I won a prize"

Indirect Speech: He *exclaimed with joy* that he had won a prize.

Direct speech: She said, "Alas! I failed in exam"

Indirect Speech: She *exclaimed with sorrow* that she failed in the exam.

Direct speech: John said, "Wow! What a nice shirt it is"

Indirect Speech: John *exclaimed with wonder* that it was a nice shirt.

Direct speech: She said, "Hurrah! I am selected for the job"

Indirect Speech: She *exclaimed with joy* that she was selected for the job.

Direct speech: He said, "Oh no! I missed the train"

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Indirect Speech: He *exclaimed with sorrow* that he had missed the train.

Direct speech: They said, "Wow! What a pleasant weather it is"

Indirect Speech: They *exclaimed with wonder* that it was a pleasant weather.

Changes in pronoun in Indirect Speech.

The pronoun (subject) of the reported speech is changed according to the pronoun of reporting verb or object (person) of reporting verb (first part of sentence). Sometimes the pronoun may not change.

1. First person pronoun in reported speech i.e. I, we, me, us, mine, or our, is changed according to the pronoun of reporting verb if pronoun in reporting ver is third person pronoun i.e. he, she, it, they, him, his, her, them or their.

Examples.

    Direct speech: He said, "I live in New York"

    Indirect speech: He said that he lived in New York.

    Direct speech: They said, "we love our country"

    Indirect speech: They said that they loved their country

2. First person pronoun in reported speech i.e. I, we, me, us, mine, or our, is not changed if the pronoun (Subject) of reporting is also first person pronoun i.e. I or we.

Examples.

    Direct speech: I said, "I write a letter"

    Indirect speech: I said that I wrote a letter.

    Direct speech: We said, "we completed our work"

    Indirect speech: We said that we completed our work.

3. Second person pronoun in reported speech i.e. you, yours is changed according to the person of object of reporting verb.

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Examples.

    Direct speech: She said to him, "you are intelligent"

    Indirect speech: She said to him that he was intelligent.

    Direct speech: He said to me, "you are late for the party"

    Indirect speech: He said to me that I was late for the party.

4. Third person pronoun in reported speech i.e. he, she, it, they, him, his, her, them   or their, is not changed in indirect speech.

Examples.

   Direct speech: They said, "he will come"

   Indirect speech: They said that he would come.

   Direct speech: You said, "they are waiting for the bus"

   Indirect speech: You said that they were waiting for the bus.

Changes in time and adverbs in indirect speech.

Examples.

    Direct speech: He said, "I will buy a book tomorrow"

    Indirect speech: He said that he would buy a book the **next day**.

    Direct speech: She said, "I am happy now"

    Indirect speech: She said that she was happy **then**.

    Direct speech: He said, "I like this book"

    Indirect speech: He said that he liked **that** book.

Common Rules

Today changes to **that day**/the same day

Tomorrow changes to **the next day/the following day**

Yesterday changes to **the day before/the previous day**

Next week/month/year changes to **the following week/month/year**

Last week/month/year changes to **the previous week/month/year**

Now/just changes to **then**

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Ago changes to **before**

Here changes to **there**

This changes to **that**

3.5 Self Assessment :

I What are the following sentences : Simple or Complex sentences?

1. The teacher walked into the classroom, greeted the students, and took attendance.

2. Juan played football while Jane went shopping.

3. Juan played football, yet Jim went shopping.

4. Although Mexico has a better team, they lost the tournament, and their more aggressive style did not pay off.

5. The island was filled with many trails winding through the thick underbrush, a small lake, and dangerous wild animals.

3.6 Activities:

I Now, try the following sentences by changing the degree of comparison without changing the meaning.

1) The pen is mightier than the sword.

2) Cow is more useful than any other animal.

3) Mount Everest is the highest peak in the World.

4) Mariana Trench is the deepest point in the ocean

5) It is better to have loved and lost than to have not loved at all.

6) Mango is sweeter than Lime.

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7) Very few Nations are as materialistic as the USA.

8) Samudra Gupta was greater than any other King in India.

9) No other orator was more powerful as Demosthenes.

10) I have more books than you.

II. Transform the sentences as directed.
(a) I am very tried. (change into negative)
(b) He is sometimes foolish. (change into negative)
(c) I am not so great as he. (change into affirmative)

III Change the Degree of Comparison in the following sentences without altering the senses:
1. A horse is more intelligent than an ass.

2. A wise enemy is better than a foolish friend.

3. Bombay is the best sea-port in India.

4. Disraeli was the greatest statesman of England.

5. There are few districts as fertile as Hoshiarpur.

6. Kalidasa is one of the greatest poets.

7. Very few books are as popular as Dickens' David Copperfield.

8. Gold is one of the most precious metals.

9. It is easier to speak than to act.

10. The train runs faster than a horse-cart.

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11. He knows you better than I.

12. He knows you better than me.

13. Of all men he is the meanest.

14. Let us see who runs fastest.

15. He does his work more honestly than anybody else.

16. Few historians write as graphically as Macaulay.

17. John bowls faster than Jack.

18. Ashoka was one of the noblest of Indian kings.

19. A live ass is better than a dead lion.

20. Jim seemed more cheerful than any of his companions.

3.7 Summary: Thus, we have learnt what is the sentence, its definition . There are different types of sentences- simple, compound and complex. We have learned various techniques to identify them and rules that govern while transforming them. The classification of sentences is also according to the function they perform: affirmative, negative, assertive, exclamatory; how to transform them without changing their meaning. We have also learned active and passive voice, which is used when and how one can be changed into other. The chapter also highlights on the importance of conversation in the business communication and its practical usage. Direct and indirect speech is also explained with the number of examples.

3.8 Glossary

Sentence - A sentence is a self-contained unit of meaning.

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Assertive sentences : Sentences which make simple assertions or statements are called assertive or declarative sentences.

Interrogative sentences: Sentences which ask questions are called interrogative sentences.

Imperative sentences: Sentences which express orders, commands, requests, advice, proposals or suggestions are called imperative sentences.

Exclamatory sentences: Sentences which express some strong feelings or emotions such as joy, sorrow, regret, surprise, wonder etc., are called exclamatory sentences.

POSITIVE Degree occurs when we make a statement or a matter of fact without comparison.

COMPARITIVE Degree occurs when we compare two things / place / persons.

SUPERLATIVE Degree occurs when more than two things / place / persons are involved. Remember, beyond Superlative there is nothing more to be compared.

3.9 References/ Bibliography :

http://learnenglishteens.britishcouncil.org/exams/exam-grammar-vocabulary/sentence-transformation#sthash.Btc2YLLY.dpuf

http://www.ehow.com/info_8592258_conversation-control-techniques.html#ixzz2yqL99zyp

3.10 Suggested Readings:

Wren and Martin: English Grammar and Composition, Sultan Chand and Sons.

3.11 Terminal and Model Questions:

1. Write a detailed note on the different types of sentences.

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2. Write an essay on Direct and indirect speech.

3. What are the various ways in which conversation con be made effective in Business Communication?

4. What are the different types of sentences according to their functions?

5. What are the three degrees of Comparison?

3.12 Assignments

I. Write short notes on

Sentence

Differences between a Simple and Compound sentence.

Reported Speech

Active and Passive voice.

Assertive, Affirmative and Negative Sentences

II In the communication when is the conversation more effective than written form?

III What are the three degrees of Comparison?

IV What are the three types of sentences. Differentiate them giving examples.

V What are the various types of sentences according to their functions?

Activity 1

What are the types of sentences?

_____

_____

_____

_____

_____

_____

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Chapter-4

Correct Word Usage

Structure outline

4.1 Objectives: Antonyms, synonyms, and homonyms are three sources of concern in learning English Language. They can be confusing, and it's good to learn them clearly. This

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chapter is an effort to help students know them so that they can use them properly and effectively in their oral and written communication.

4.2 Introduction: When you're learning words, there can't help but be spots where things get a little difficult to understand. English vocabulary is especially full of such dangers since the language is so vast. In English, there are several words that share one meaning or nuances of one meaning. Then there are tiny words like "set" and "get" that have so many meanings that their definitions take up multiple dictionary pages. Then, just to make it more daunting, the English language has over a million words. As far as word banks, English is massive.

But don't let this difficulty of the language turn you off. Homonyms, antonyms, and synonyms can be used to learn new words and add a great deal to your diction and the way you talk about language in particular.

Knowing what words are similar or opposites helps people to understand the same when it comes to ideas. Ideas are impossible without words, and words are impossible without ideas. The more you think about the interrelationships of one, the better you are able to think about the interrelationships of the other.

Knowing synonyms and antonyms can help you express yourself better – more CLEARLY. If you know different words that describe the same thing (but in a slightly different way, or from a different angle), you can chose the best word (synonym) to use. That way, you are able to deliver the exact message you intend to communicate.

Knowing synonyms and antonyms can help you express yourself better – with more VARIETY and more COLORFULLY. (Here "colorful" means "interesting or exciting.")

Repeating the same words tends to get monotonous. It doesn't sound good in natural speech, and even more so in artistic writing (poetry, prose). Using synonyms makes your speech or writing richer and more "colorful."

Using antonyms helps to emphasize your point, show contrast, or explain exactly what you mean. Antonyms too add "colors" to your speech or writing.

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For example, compare these two paragraphs:

"The girl looked out the window. While looking out the window, the girl noticed a little kitty. The kitty she noticed was not fat. It was very much not fat."

"The girl looked out the window. While glancing outside, she noticed a little kitty. The kitten she saw was not fat. It was skinny, and not chubby at all."

In addition, You can really get full understanding of an area if you learn the different synonyms that apply to it, and their nuances.

4.3 Homonyms

A **homonym** is a word with multiple meanings. For example, a bank can be a place where money is kept or the area where a river meets land. Homophones are words with multiple spellings that are pronounced the same. Depending on your source, those definitions may be switched around or mixed together.

Homonyms are words that sound alike but have different meanings. They're great. They are source of entertainment, confusion, and inspiration. Homonyms are often the cause of a spelling or word usage error. For example:

- We accept (receive) a gift and we except (exclude) someone from a gift list.
- We have multiple days (more than one day) of fun and we can be in a daze (to be bewildered) on a new job.
- We can go to (a preposition) the store, tell someone we want to go too (also) and we can take two (a number) friends.

Knowing antonyms, synonyms and homonyms will certainly expand our vocabulary; but, they can also be very confusing if the wrong word is written or spoken. But there cannot be generalised rules as not all homonyms are created equal, and not every example will render desired results. Indeed, your miles may vary with every homonym pair. Start listening to people and how people's statements can be interpreted differently from how they intended.

3

Here are a few examples of homonym pairs provided by Weber State University and Alan Cooper's Homonyms that you will frequently encounter:

- **Accept** (to receive) and **Except** (excluding)
- **Acts** (things done) and **Axe** (chopping tool)
- **Ad** (advertisement) and **Add** (short for addition)
- **Affect** (to influence) and **Effect** (result)
- **Aid** (to assist) and **Aide** (an assistant)
- **Air** (stuff we breath) and **Heir** (one who will inherit)
- **Aisle** (walkway) and **Isle** (island)
- **Allusion** (an indirect reference) and **Illusion** (a misconception)
- **Ant** (insect) and **Aunt** (parent's sister)
- **Bald** (hairless) and **Bawled** (cried aloud)
- **Band** (a group) and **Banned** (forbidden)
- **Capital** (city) and **Capitol** (wealth and resources)
- **Climactic** (great intensity) and **Climatic** (weather conditions)
- **Days** (more than one day) and **Daze** (to bewilder)
- **Die** (to become dead) and **Dye** (coloring agent)
- **Elicit** (to bring out) and **Illicit** (unlawful)
- **Emigrate** from (leave one country) and **Immigrate** to (enter another country)
- **Fair** (even-handed) and **Fare** (payment)
- **Fairy** (imaginary magic person) and **Ferry** (river-crossing boat)
- **Gilt** (gold-plated) and **Guilt** (did wrong)
- **Gorilla** (large ape) and **Guerrilla** (military soldier)
- **Knead** (working bread dough) and **Need** (must have)
- **Mail** (postal delivery) and **Male** (masculine person)
- **Principle** (a basic truth) and **Principal** (head of a school/sum of money)
- **Scene** (visual location) and **Seen** (past tense of saw)
- **Than** (a comparison) and **then** (shows time)
- **There** (a place) and **Their** (belongs to them) and **They're** (they are)
- **To** (a preposition) and **Too** (an adverb) and **Two** (a number)
- **Your** (possessive pronoun) and **You're** (you are) (Source: Online)

Another reason to pay attention to your homonyms is that they are very easy to get mixed up when they matter. It's hard for writers to respect those who are discourteous to their grammar, so you have to pay attention to your homonyms to improve the hold on your language skills.

Here, are some examples of homonyms that are commonly messed up (especially online) explained in detail with thier sentences so that they are distinctly and correctly used:

1. **Its and It's** - When it's cold outside, the ninja clan sleeps in its dojo.
2. **Principle and Principal** - The principal of the ninja school has no principles; I hear he beats children!
3. **There, Their, and They're**: An easy hint when working with homonyms is that an apostrophe is indicating a contraction.

   Their- This word shows ownership. For example: That is their bike.

   There- A place. For example: The desk is over there.

   They're- A contraction of they are. The apostrophe is your clue. For example: They're over here, meaning "they are over here."

4. **To, Two, Too : To-** A preposition. For example: She is going to the movies.

   Too- Means "in excess" or "also". For example: My music is too quiet, or He is watching the movie too.

   Two- This is the number 2. For example: Two cats ran across the road.

5. **Your, You're, Yore**

   Your- **This shows ownership. For example: This is your profile.**

   You're- A contraction for "you are". For example: This is where you're staying.[meaning "this is where you are staying])

   Yore- Time long past, in the past. For example: Days of yore.

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6. **Affect, Effect**

   Affect- A verb that means "to influence." For example: The rain did not affect the game.

   Effect- A noun synonymous with "results". If you're confused, substitute "effect" with "result" or "influence" and see if your sentence still makes sense. For example: The cause was the fire, the effect was forest destruction.[meaning "the result was forest destruction"])

   Effect- Effect can also be used as a verb, meaning to cause change. This is where the two become confused. If you're unsure, substitute "effect" with "change". For example: You wanted to effect the school.[meaning "you wanted to change the school"]

7. **Accept, Except**

   Accept- A verb that means to receive. For example: I accept your invitation.

   Except- This word is a preposition that means to omit or exclude. For example: You're all invited to my party except Mark.

8. **Ad/Ads, Add/Adds, Adze**

   Ad/Ads- Short for Advertisement. For example: Have you seen the Pepsi ad?

   Add/Adds- to perform addition. For example: He can add the numbers.

   Adze- type of tool. For example: He needed the adze to complete the project.

9. **Its, It's**

   Its- Shows ownership. There is no such word as its', so don't say that. For example: A penguin is a bird known for its inability to fly.

   It's- Just by looking at the apostrophe, you know this is a contraction. This can mean either "it is" or "it has". For example- It's cloudy outside and it's rained.

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10. Are, Our, Hour

Are- A plural verb form of be. For example: The dogs are outside.

Our- A possessive pronoun . For example: Do you have our reservation?

Hour- a measurement of time. For example: I sleep for 8 hours.

11. No, Know

No- Used to negate. For example: I said no when he asked me.

Know- To have knowledge. For example: I know the doctor.

12. all together, altogether

all together-   refers to a group; all of us or all of them together
                     Example: It is wonderful to be all together to celebrate your birthday.

Altogether -   entirely
                    Example: It is not altogether his fault.

Homonyms are pretty easy if you're paying attention. Remain vigilant, and you will quickly learn them.

4.4 Antonyms :

Antonyms are words that mean the opposite of other words. The antonym of big is small, for example. Pretty easy, right? Well, slow down there, there's something to be learned in this. English lets its speakers make their own antonyms just by adding a prefix. The ability to make up one's own words and have them be real words is something truly lovable about English.

4.4.1 When you add 'dis-', 'un-', 'in-', im-', 'ir-' and 'il' prefixes with words, the words become opposite meaning. List of words are showing opposite meanings are called Antonyms.

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Disadvantage	Advantage
Discontinue	Continue
Disorder	Order
Disqualified	Qualified
Dissatisfied	Satisfied
Illegal	Legal
Illegible	Legible
Imbalance	Balance
Immature	Mature
Immeasurable	Measurable
Immobile	Mobile
Immoral	Moral
Immovable	Movable

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Impatient	Patient
Impolite	Polite
Improbable	Probable
Inaccurate	Accurate
Incomplete	Complete
Inconvenient	Convenient
Incredible	Credible
Ineffective	Effective
Inefficient	Efficient
Informal	Formal
Invisible	Visible
Irrational	Rational
Irrecoverable	Recoverable
Irregular	Regular

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Irrelevant	Relevant
Irreparable	Reparable
Irreplaceable	Replaceable
Unattended	Attended
Unauthorized	Authorized
Unavailable	Available
Unavoidable	Avoidable
Unconscious	Conscious
Unforeseen	Foreseen
Unforgivable	Forgivable
Unnecessary	Necessary

Thus, antonyms are words that have opposite meanings. For example, the antonym of long is short. Often words will have more than one antonym but as with synonyms it depends on the context. For instance, the word warm could have the antonyms cool or chilly. In order to choose the correct antonym, you have to look at all the meanings and how the word is used. Cool can mean stylish as well as chilly so the word cool may not be the best choice.

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4.4.2 Antonyms fall within the three categories: graded antonyms, relational antonyms, and complementary antonyms.

Graded antonyms are word pairs that have variations between the two opposites. For example, big and little are antonyms but there are a lot of changes before you get to the opposite meaning. Like this:

Big, huge, bulky, full-size, slight, petite, little

Other examples are:

Happy – sad

Healthy – sick

Smart – stupid

Relational antonyms are pairs that have a relationship. Each word wouldn't exist without the other. There can't be a parent without a child or it's either all or nothing. Other examples include:

Open – close

Husband – wife

Front – back

Hello – goodbye

Complimentary antonyms are word pairs that have no degree of meaning. There are only two opposite possibilities.

Dead- alive

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True – false

Male- female

Daughter – son

On – off

When using antonyms always keep in mind the context of the word and then choose the best word that means the opposite. As with synonyms, showing variations in meaning through the use of the correct antonyms will add spark and interest to your writing. If you haven't already, get to know your Thesaurus. It could be your new best friend!

Examples:

- Official becomes unofficial.
- Flexible becomes inflexible.
- Adroit becomes maladroit.
- Functional becomes dysfunctional.
- Peptic becomes dyspeptic.
- Philanthropist becomes misanthropist.

Careful: changing prefixes doesn't always work, like flammable and inflammable pretty much mean the same thing—they're synonyms—but usually prefix juggling works like water on fire.

Short list of antonyms in English, listed by the part of speech

Nouns

- day / night
- east / west
- enemy / friend
- failure / success
- guest / host
- health / disease
- question / answer
- speaker / listener
- summer / winter
- top / bottom

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Verbs

- agree / disagree
- arrive / leave
- begin / end
- fall asleep / wake up
- find / lose
- lend / borrow
- love / hate
- open / close
- remember / forget
- start / stop

Adjectives

- asleep / awake
- beautiful / ugly
- big / small
- black / white
- cheap / expensive
- dead / alive
- dry / wet
- easy / difficult
- full / empty
- good / bad
- hot / cold
- intelligent / stupid
- sad / happy
- sick / healthy
- thin / fat

Adverbs

- always / never
- angrily / happily
- fast / slowly
- here / there
- inside / outside
- likely / unlikely
- near / far
- partly / fully
- seemingly / actually
- yesterday / tomorrow

Prepositions

- above / below
- against / for
- before / after

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- in / out
- like / unlike
- on / off
- plus / minus
- to / from
- towards / away
- with / without

Conjunctions

- and / or
- therefore / nevertheless

Interjections

- bravo / boo
- hello / goodbye
- holy cow / duh
- phew / oops
- thanks / no thanks
- yes / no
- yippee / oh my

4.5 Synonyms:

Imagine for a moment how dull the world would be if there were only one word to voice a particular thought. If every person, place, or object could only be expressed with the same word over and over again then reading, writing, and speaking would be extremely boring. Luckily, we have synonyms and antonyms to add spice and flavour to our communication skills.

What Are Synonyms?

Synonyms are words that have the same or very similar meaning. All words can have a synonym. Nouns, verbs, adjectives, adverbs and prepositions can have a synonym as long as both words are the same part of speech.

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Examples of Synonyms

Adjectives: beautiful, lovely, gorgeous, stunning, striking

Nouns: House, home, dwelling, residence, abode, quarters

Verbs: jump, bound, leap, hop, skip

Prepositions: in, inside, within

Synonyms are words that share meanings with other words. There are many reasons why synonyms are great. Here are some:

1. They make it possible for writers to create a mood with the nuances of their vocabularies. "Walk" is different than "saunter," and "drink" is different than "guzzle." The differences are in the mind, and when a writer is trying to paint a picture in a reader's mind, those differences can make or break a writer's prose.
2. They give writers more rhythmic tools. "Absquatulate" means the same thing as "abscond," but they are rhythmically very different. Every serious writer thinks about the rhythm of what he or she produces. Synonyms give writers more control over that rhythm.
3. They sound fancy. A little of this goes a long way, like using "utilize" for "use," but sometimes knowing a better-sounding word makes you sound intelligent. If you don't use fancy synonyms, you should at least be able to know when someone else is. Certain people use argot that isn't immediately understandable, but if you know a lot of synonyms, you will never be lost. Plus, if someone fails to comprehend your own jargon, you can use a synonym they know to get your point across. In writing, you can work on tone by saying "discharging a firearm" instead of "firing a gun" or "disenfranchised youths" for "kids without voices."
4. The list could go on and on but the important point to consider is that all of the above synonyms could be interchanged in a sentence. However, when you do replace a word with its synonym, you have to pay close attention to the context so that the synonym will convey the same meaning. For Example:

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My driver's license has expired.

You couldn't replace the word *expired* with the word *die* even though the two are synonyms. It wouldn't make sense. A driver's license can't die. So, you need to keep in mind that not every synonym of the word you want to replace will be a good choice.

Vanquish – Conquer   **Vary** – Differ   **Vast** - Huge

Want – Desire   **Weak** – Feeble   **Withstand** - Resist

Yell - Shout

Short list of synonyms in English, listed by the part of speech

Nouns

- belly / stomach
- children / kids
- disaster / catastrophe
- earth / soil
- father / dad
- happiness / joy
- instinct / intuition
- mother / mom
- present / gift
- sunrise / dawn

Verbs

- answer / reply
- beat / defeat
- behave / act
- begin / start
- close / shut
- leave / exit
- provide / supply
- select / choose
- shout / yell
- speak / talk

Adjectives

- big / large
- complete / total
- correct / right
- crazy / mad
- foolish / silly

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- happy / glad
- hard / difficult
- ill / sick
- last / final
- near / close
- sad / unhappy
- stable / steady

Adverbs

- abroad / overseas
- almost / nearly
- badly / poorly
- fast / quickly
- intentionally / on purpose
- out / outside
- rarely / seldom
- sometimes / occasionally
- surely / for sure
- very / highly / extremely

Prepositions

- above / over
- about / regarding / concerning
- against / versus
- below / beneath / under
- by / via
- despite / in spite of
- in / into
- off / away
- until / till
- with / including

Conjunctions

- and / plus
- because / since
- but / yet
- if / provided
- once / as soon as

Interjections

- hello / hi
- gee / gosh
- goodness / goodness me / my goodness
- no / nope

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- oh Lord / good Lord
- thanks / thank you
- whoopee / yahoo / hooray
- yes / yeah

Synonyms are not necessarily the same!
You see, they can be very similar, but they do not necessarily mean the same.

Here is a common example.

the following words are all synonyms. Their *general meaning* is "pleasant to look at."

There are however important nuances.

Look at the illustrations, read the definitions and see for yourself.

Pretty, beautiful, handsome... What's the difference?

Pretty	**Beautiful**	**Handsome**

Pretty =
delicate and pleasant to look at.

Beautiful =
(of a woman or girl)
extremely pleasant to look at.

Handsome =
(of a man)
pleasant to look at.

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Lovely	**Ravishing**	**Good-looking**

Lovely =
*(of someone that makes
you have a strong feeling
for them)*
graceful and very pleasant
to look at.

Ravishing =
very beautiful.

Good-looking =
physically pleasant to
look at.

Cute	**Adorable**	**Gorgeous**

Cute =
*(of someone young or
something small)*
charming and pleasant to
look at.

Adorable =
very pleasant to look at
and very easy to love.

Gorgeous =
impressive and
extremely pleasant to
look at.

Here is another example to illustrate this point:
"To ask" means to say or write what you wish to happen.

"To request" means to say or write what you wish to happen, but it has a formal use.

In other words, you would use "ask" and "request" in different situations and contexts.

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So it's not enough just to study a word's meaning and synonyms. You should also be aware of the subtle difference, nuances, and usage issues of each individual word.

Additional example:

One of the meanings of "hurt" is to "to be painful."

For example, "My back hurts like hell."

One synonym of "hurt" is "ache."

"To ache" means "to be painful, in a dull way." A *dull* pain means that it is not very strong, but it is continuous.

For example, "I've been standing for so long that now my feet ache."

So you see, "hurt" and "ache" are synonyms. Their meanings are indeed very similar, but not identical.

Trying to find out synonyms of new words you encounter is a good way of improving English vocabulary.

LIST OF SYNONYMS

Abroad – Overseas	**Accord** – Agreement	**Admit** - Confess
Agree – Consent	**Alike** – Same	**Allow** - Permit
Amount – Quantity	**Angry** – Mad	**Answer** - Response
Ask – Inquire	**Attire** – Dress	**Away** - Absent
Awful – Terrible	**Baby** – Infant	**Beautiful** - Pretty
Becoming – Fitting	**Beg** – Implore	**Begin** - Commence
Bucket – Pail	**Calamity** – Disaster	**Contrary** - Opposite
Dash – Sprint	**Destiny** – Fate	**Disclose** - Reveal
Discount – Reduction	**Disgrace** – Shame	**Eager** - Keen

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Enormous – Huge	**Enquire** – Investigate	**Evaluate** - Assess
Exit – Leave	**Garbage** – Trash	**Glad** - Happy
Impartial – Neutral	**Important** – Significant	**Infamous** - Notorious
Informal – Casual	**Intend** – Mean	**Jealous** - Envious
Kid – Child	**Kind** – Benevolent	**Learn** - Memorize
Lethal – Deadly	**Listen** – Hear	**Lucid** - Clear
Meeting – Assembly	**Mild** –Gentle	**Outgoing** - Friendly
Real - Genuine	**Rude** – Impolite	**Safe** - Secure
Significant – Meaningful	**Think** – Ponder	**Unfortunate** - Unlucky
Use – Utilize	**Usually** – Generally	**Vague** - Indistinct

4.6 Activities :

Follow the instructions for choosing the synonym or antonym of the selected word in each question.

1. Choose a synonym for the word in all caps in the following sentence:
Will you ALLOW us to stay up late tonight?

      a. permit

      b. join

      c. tell

      d. forbid

2. Choose an antonym for the word in all caps in the following sentence:
Will you ALLOW us to stay up late tonight?

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a. permit

b. join

c. tell

d. forbid

3. Choose a synonym for the word in all caps in the following sentence:

"Ugh! This is my best dress," WAILED Linda when she slipped in the mud.

    a. fished

    b. whispered

    c. cried

    d. said

4. Choose an antonym for the word in all caps in the following sentence:

She spilled her milk on her new sweater and said, "Can things get any WORSE?"

    a. sad

    b. better

    c. happy

    d. bad

5. Choose a synonym for the word in all caps in the following sentence:

One by one, the crowd DRIFTED away during the speech.

    a. wandered

    b. stumbled

    c. hurried

    d. ran

6. Choose an antonym for the word in all caps in the following sentence:

They were AFRAID to go into the dark woods.

    a. fearful

    b. unhappy

    c. careful

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d. fearless

7. Which of the following are NOT antonyms?

a. tidy and messy

b. noble and commoner

c. foul and clean

d. content and satisfied

8. What is antonym for presentable?

a. neat

b. clean

c. messy

d. a bedroom

9. We have rather lofty expectations for you, son. You will attend college. You will become rich and famous. You will be elected President of the United States before you turn forty.

Which is a synonym of "lofty"?
a. high
b. shaky
c. small
d. lowly

10. Loathe is an antonym for detest.

a. True

b. False

KEY: 1-a, 2-d,3-c, 4-d,5-a,6-a,7-d,8-a,9-a, 10-b.

4.7 Summary:

A synonym is a word that has the same or nearly the same meaning as another word. Example: Cold and Chilly

        Susie's feet were <u>cold</u>, so she put on her slippers.

        Susie's feet were <u>chilly</u>, so she put on her slippers.

        An antonym is a word opposite in meaning to another word.

Example: Short and Tall

- **The person on the left is <u>short</u>.**

- **The person on the right is <u>tall</u>.**

A homonym is a word that is the same as another in sound and/or spelling but different in meaning. Example:

- **Ant and Aunt**

- **An <u>ant</u> is an insect.**

-

Thus, Synonyms and antonyms can help remember the words you are trying to learn. For example, let's say you are trying to learn the word **bash**. "Bash" is an informal word which means "a large or exciting event, with food, drinks, dancing, etc." For example, "Get ready for the biggest birthday bash ever!" Once you've understood the meaning of the word "bash," you'll find it helpful to know its synonym is "party." In many cases dictionaries list the word's synonyms after certain definitions or inside usage notes. There are also special dictionaries for synonyms. They are called thesauruses. A **thesaurus** is a book in which words with the same or similar meanings are grouped together. Thus, we see that we can enhance our writing skills by using a variety of words in our written work. We've seen how this can be accomplished with synonyms, antonyms and homonyms.

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4.8 Glossary :

Antonyms are the opposite words

- **Synonyms - A synonym is a word that has the same or nearly the same meaning as another word.**

- **A homonym is a word that is the same as another in sound and/or spelling but different in meaning.**

4.9 Self assessment Questions (SAQ):

Directions: Choose the word that is most nearly opposite in meaning to the word in capital letters.

1. ENFRANCHISE

A. quell

B. suppress

C. subjugate

D. liberate

E. resuscitate

2. TORPOR

A. alacrity

B. sloth

C. dormancy

D. chagrin

E. anguish

3. EFFERVESCENT

A. cadent

B. nuptial

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C. phlegmatic

D. mettlesome

E. zippy

4. ACRID

A. poignant

B. astringent

C. emollient

D. saccharine

E. placid

5. CHEERFUL

A. winsome

B. exultant

C. morbid

D. doctrinaire

E. livid

6. ODIOUS

A. abhorrent

B. palatable

C. infamous

D. munificent

E. nefarious

7. DOLE

A. amass

B. dispute

C. mete

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D. canvass

E. inundate

8. TRACTABLE

A. hale

B. tenacious

C. rickety

D. obedient

E. coquettish

9. AFFABLE

A. cordial

B. conceited

C. sordid

D. pompous

E. surly

10. OBLITERATE

A. exculpate

B. lacerate

C. bemuse

D. forge

E. extirpate

(KEY:1- C, 2-B, 3-E, 4-B, 5-A, 6-A, 7-A, 8-D, 9-A,10-E.)

4.10 References/ Bibliography:

http://www.englishforeveryone.org/PDFs/Level_12_Antonyms_3.pdf

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4. 11 Suggested Readings

Scholastic Dictionary of Synonyms, Antonyms, Homonyms
Published by Scholastic (1982) ISBN 10: <u>0590420542</u> / ISBN 13: <u>9780590420549</u>

4.12 Terminal and Model Questions

I. Make sentences of the following pair of homonyms to clarify their meaning:

a) affect – effect

b) knead-need

c) die dye

II. Write a note on antonyms.

III. Write a note on synonyms

IV What are homonyms? Explain with examples.

V Choose the right antonym:

1. Proud: vain, humorous, humble, egotistical

2. generous: gregarious, mean, nice, succulent

3. knowledge: brevity, ignorance, simplicity, wisdom.

4. entrance: access,debut, entry, exit.

5. simple: cumming, plain, repetitive, sarcastic

6. ally : alteration, composer, enemy, comrade

KEY- 1.humble, 2- mean, 3- ignorance, 4- exit, 5- cunning, 6- enemy

VI Take this homonym quiz:

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1. The Queen sat on her ___ to open parliament.
   a. throne
   b. thrown
2. You need to____the pros and cons to make a good decision.
   a. way
   b. weigh
3. The wrestler____his challenger in the stomach.
   a. knead
   b. kneed
   c. need
4. You need to____the salad dressing before you pour it out.
   a. shake
   b. sheik
5. The American____has the power to grant visas.
   a. counsel
   b. council
   c. consul
6. Tell the____truth and nothing but the truth.
   a. hole
   b. whole
7. The toilet paper had an herbal____.
   a. cent
   b. scent
   c. sent
8. You can not____the problem by running away.
   a. elude
   b. allude
9. I am not____anything. I am for everything.
   a. ante
   b. anti
10. The whole is worth more than the____of its parts.
   a. some
   b. sum
11. I can't believe that I____the whole thing!
   a. ate
   b. eight
12. The loud____of the clock kept me awake.
   a. tic
   b. tick
13. The dry air made his throat feel____.
   a. soar
   b. sore
14. Salmon____is delicious on hot rice.
   a. roe
   b. row
15. Animal rights activists despise____coats.
   a. fir
   b. fur

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16. She is an expert in the____arts.
    a. marshall
    b. martial
17. When I have a choice, I prefer lager to____or stout beer.
    a. ail
    b. ale
18. Do not be a____picker.
    a. knit
    b. nit
19. Come____right this minute!
    a. hear
    b. here
20. The____of reckoning has come.
    a. hour
    b. our

KEY: 1-throne, 2- weigh,3-kneed,4- shake,5- consul,6- whole,7-scent,8-elude, 9-anti, 10-sum, 11-ate, 12- tick, 13-sore,14- roe, 15-fir, 16-martial, 17-ale 18-nit,19-here, 20-hour

4.13 Assignments :

I. Make sentences of the following pair of homonyms to clarify their meaning:

a) mail-male

b) meet-meat

c) hair-here

d) Sunday-sundae

e) principal-principle

f) fairy-ferry

g) diary-dairy

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II Write short notes on:

a) relational antonyms

b) complimentary antonyms

III Write a note on synonyms

IV What are homonyms? Explain with examples.

V Give the synonyms of the following words:

1) respect

2) bicker

3) love

4) chatter

5) avoid

6) baggy

7) barefoot

8) blame

9) bashful

10) watchful

KEY:

1-admire 2- argue 3-adore 4) babble 5- cautious 6-loose 7-shoeless 8-criticize 9) timid 10) cautious

VI Quiz on Confusing Words and Homonyms

Choose the correct sentence.

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1.   **a** Many people don't stop to consider how current events affect their **every day** lives.

        b. Many people don't stop to consider how current events affect their **everyday** lives.

2.   **a.** I hope the solar **flair** doesn't affect our computer equipment.

        b. I hope the solar **flare** doesn't affect our computer equipment.

3.   **a.** It's amazing that **hangars** can be built large enough to accommodate today's gigantic airplanes.

        b. It's amazing that hangers can be built large enough to accommodate today's gigantic airplanes.

4.   a.We'll need a forklift to place all those boxes on the **palate**

        b. We'll need a forklift to place all those boxes on the **palette.**

        c. We'll need a forklift to place all those boxes on the **pallet.**

5.   **a.** Would you like to have a sneak **peak** at the restaurant before it opens?

        b. Would you like to have a sneak **peek** at the restaurant before it opens?

        c. Would you like to have a sneak **pique** at the restaurant before it opens?

6.   a. Use the **reigns** to guide the horse along the path.

        b. Use the **rains** to guide the horse along the path.

        c. Use the **reins** to guide the horse along the path.

7.   a. The company will have to **raze** adequate funds before it can move forward with the project.

        b. The company will have to **raise** adequate funds before it can move forward with the project.

8.   a. My grandmother taught me how to **sow** clothing when I was a little girl.

        b. My grandmother taught me how to **so** clothing when I was a little girl.

        c. My grandmother taught me how to **sew** clothing when I was a little girl.

9.   a. Have you ever watched someone **shear** a sheep?

        b. Have you ever watched someone **sheer** a sheep?

10.   a. I'd like to go to the state fair on **Sundae.**

b. I'd like to go to the state fair on **Sunday**.

Answers:

1. B. Explanation: Use the one-word form **everyday** to mean *ordinary*. **Every day** means *each day*.

2. B Explanation: In this sentence, the word **flare** means *eruption*. The word **flair** means *style*.

3. A Explanation: Use the word **hangars** to mean *shelters for airplanes*. **Hangers** are *devices on which to hang garments in the closet*.

4. C. Explanation: Use the word **pallet** to mean *a low, portable platform*. **Palate** means *the roof of the mouth*, or, *taste*. A **palette** is *a range of colors* or *a board to hold and mix colors*.

5. B. Explanation: Use the word **peek** to mean *glance furtively*. **Peak** is *the top of a mountain* and **pique** is *to wound someone's pride* or *to excite interest*.

6. C. Explanation: Use the word **reins** to mean *harness*. **Rains** are *drops of water falling from the sky* and **reigns** are *sovereign administrations*.

7. B. Explanation: In this sentence, the word **raise** means *collect*. **Raze** means *tear down completely*.

8. C. Explanation: Use the word sew to mean stitch. So means in the manner indicated and sow is to scatter or plant seed.

9. A Explanation: In this sentence, the word **shear** means to *cut hair*. **Sheer** means *transparent*.

10. B. Use the word **Sunday** to indicate *a day of the week*. **Sundae** is *ice cream with syrup*.

Activity 1

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Chapter-5

Business Communication

Structure outline

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5.10 Terminal and Model Questions

5.11 Assignments

5.1 Objectives: In this chapter you will get to know the meaning of Business Communication, the definition of Business Communication, the importance of Business communication and barriers to effective communication.

The message is said to be effective when the receiver understands the same meaning that the sender was intended to convey. For any communication in business, in order to be effective, it must have seven qualities. This Chapter informs the students about these seven attributes which are also called **seven C's of effective business communication**. (All these attribute starts with the alphabet 'C' so are called **7 C's**)

5.2 Introduction: Business communication is the specialized branch of general communication that is especially concerned with business activities. When communication takes places among business parties concerning business affairs or business related issues, it is known as business communication. Business communication is nothing but, the communication between the people in the organization for the purpose of carrying out the business activities.

Communication is one of the important functions of a manager. Every manager must communicate in order to get things done through others. Communication is indispensable for all managerial controlling. In the opinion of Chester Barnard "The first executive function is to develop and maintain a system of communication. In the words of George R. Terry

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"Communication serves as the lubricant, fostering for the smooth operations of the management process".

The **importance** of communication could be stated as under :

a) Communication is the basis for decision making and planning.

b) It helps in smooth and efficient working of an organisation.

c) It facilitates co-ordination.

d) It increases managerial efficiency.

e) It promotes co-operation and industrial peace.

f) It motivates employees and increases employee morale

g) It helps in effective control of the entire operations of the organisation.

h) It helps to maintain public relations.

The seven C's of effective communication include concise, clear, correct, concrete, complete, coherent, and courteous. By following this checklist you will be sure that the audience will get the message and understand the point you are trying to make. Make sure what you are talking about is true.

5.3 Meaning and Importance: The word "communication" is derived from the Latin word *communis* which means common. In its application, it means a common ground of understanding. Communication means sharing ideas, thoughts, and feelings with one another. Communication is a basis for understanding one another. A lot of problems can be solved through communication. Communication must be carried out in a clear cut manner as bad communication skills may lead to many serious issues. Communication is a god given gift. Man is a communicating animal. Man can communicate through words when compared to any other animal. He can share ideas, thoughts and feelings with one another. He alone has the power to

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express in words. Sight, sound, touch, smell and taste are the modes of exchange of message. Communication is the story of man and his efforts to communication effectively. Business Communication encompasses a variety of topics, including marketing, branding, customer relations, consumer behaviour, advertising, public relations, corporate communication, interpersonal communication, employee appointment, online communication and event management etc.

5.3.1 Some **definitions of business communication** are as follows:

Ricks and Gow, "**Business communication** is a system that affects change within the total organization."

W. H. Meaning, "The exchange of ideas, news and views in connection with the business among the related parties is called **business communication**."

Prof. J. Haste, "Communication occurred between two or more businessmen for organizing and administering business efficiently is called **business communication**."

Brennar, "**Business communication** is the expression channeling, receiving and interchanging of ideas in commerce and industry."

5.3.2   The Process of Communication: The whole process of communication involves the following elements:

Message – A piece of information which the sender wants to send to the receiver.

Sender – The first person who wants to send the message to another person. At times, the sender is required to have the subject knowledge of the message he wants to send.

Encoding – The process of conversion of the subject matter into symbols is called encoding. In encoding process, the sender must use certain symbols, signs, words, actions, pictures, audio-visuals etc. for translating ideas, facts, and feelings.

Channel – The sender must be select proper channel for sending information. Sender can

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select any channel through written or oral media.

Receiver – Is a listener who listens to the message and thinks of a proper response to be given when the message ends.

Decoding – During decoding, the encoded message sent by the sender is translated into ordinary understandable language. The receiver can convert the message sent by the sender into symbols, signs, words, actions, pictures, audio-visuals etc. to get the meaning of the message.

Message – This contains what sender wants the receiver to know. It includes the **verbal message and non-verbal messages** inferred from the sender and the environment.

Feedback – In every communication, the sender wants to get feedback from receiver. If the sender does not get any feedback from receiver we can consider that message is not effective. That's why the sender wants feedback from receiver. In every communication, message is effective if the sender gets feedback from receiver. This feedback is also useful for sender to improve his communication.

The Communications Process
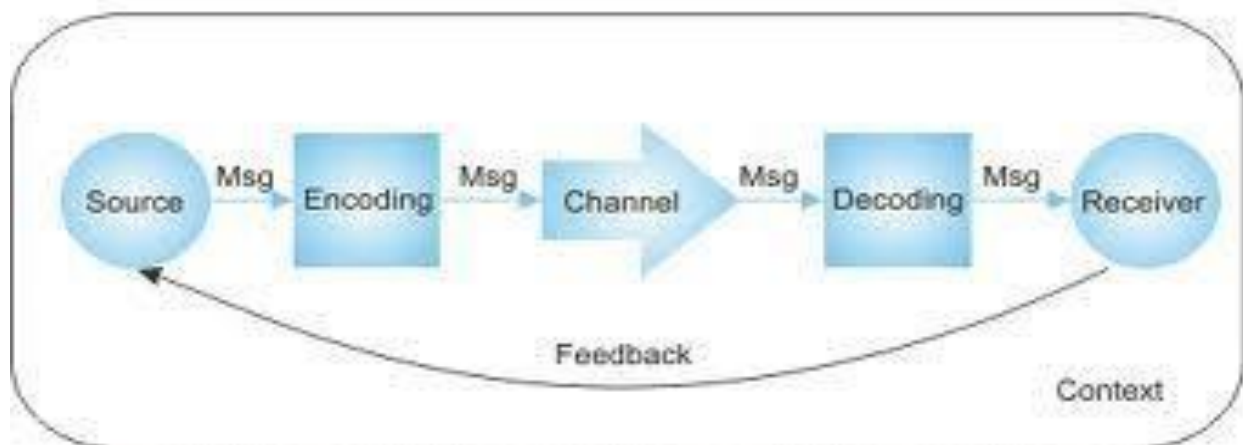
5.4 Barriers to Effective Communication: Recognizing barriers to effective communication is a first step in improving communication style. You should be able to recognize these barriers from your own personal and professional experience.

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5.4.1 __Encoding Barriers__**.** The process of selecting and organizing symbols to represent a message requires skill and knowledge. Obstacles listed below can interfere with an effective message.

1. **Lack of Sensitivity to Receiver.** A breakdown in communication may result when a message is not adapted to its receiver. Recognizing the receiver's needs, status, knowledge of the subject, and language skills assists the sender in preparing a successful message. If a customer is angry, for example, an effective response may be just to listen to the person vent for awhile.

2. **Lack of Basic Communication Skills**. The receiver is less likely to understand the message if the sender has trouble choosing the precise words needed and arranging those words in a grammatically-correct sentence.

3. **Insufficient Knowledge of the Subject.** If the sender lacks specific information about something, the receiver will likely receive an unclear or mixed message. There are people who are more expertise and experienced which makes them more easily articulative.

4. **Information Overload**. If you receive a message with too much information, you may tend to put up a barrier because the amount of information is coming so fast that you may have difficulty comfortably interpreting that information. If you are selling an item with twenty-five terrific features, pick two or three important features to emphasize instead of overwhelming your receiver with an abundance of information.

5. **Emotional Interference.** An emotional individual may not be able to communicate well. If someone is angry, hostile, resentful, joyful, or fearful, that person may be too preoccupied with emotions to receive the intended message. If you don't like someone, for example, you may have trouble "hearing" them.

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5.4.2 **Transmitting Barriers:** Things that get in the way of message transmission are sometimes called "noise." Communication may be difficult because of noise and some of these problems:

1. **Physical Distractions**. A bad cellular phone line or a noisy restaurant can destroy communication. If an E-mail message or letter is not formatted properly, or if it contains grammatical and spelling errors, the receiver may not be able to concentrate on the message because the physical appearance of the letter or E-mail is sloppy and unprofessional.

2. **Conflicting Messages**. Messages that cause a conflict in perception for the receiver may result in incomplete communication. For example, if a person constantly uses jargon or slang to communicate with someone from another country who has never heard such expressions, mixed messages are sure to result. Another example of conflicting messages might be if a supervisor requests a report immediately without giving the report writer enough time to gather the proper information. Does the report writer emphasize speed in writing the report, or accuracy in gathering the data?

3. **Channel Barriers**. If the sender chooses an inappropriate channel of communication, communication may cease. Detailed instructions presented over the telephone, for example, may be frustrating for both communicators. If you are on a computer technical support help line discussing a problem, it would be helpful for you to be sitting in front of a computer, as opposed to taking notes from the support staff and then returning to your computer station.

4. **Long Communication Chain**. The longer the communication chain, the greater the chance for error. If a message is passed through too many receivers, the message often becomes distorted. If a person starts a message at one end of a communication chain of ten people, for example, the message that eventually returns is usually liberally altered.

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5.4.3 <u>**Decoding Barriers**</u>. The communication cycle may break down at the receiving end for some of these reasons:

1. **Lack of Interest**. If a message reaches a reader who is not interested in the message, the reader may read the message hurriedly or listen to the message carelessly. Miscommunication may result in both cases.

2. **Lack of Knowledge**. If a receiver is unable to understand a message filled with technical information, communication will break down. Unless a computer user knows something about the Windows environment, for example, the user may have difficulty organizing files if given technical instructions.

3. **Lack of Communication Skills**. Those who have weak reading and listening skills make ineffective receivers. On the other hand, those who have a good professional vocabulary and who concentrate on listening, have less trouble hearing and interpreting good communication. Many people tune out who is talking and mentally rehearse what they are going to say in return.

4. **Emotional Distractions**.   If emotions interfere with the creation and transmission of a message, they can also disrupt reception. If you receive a report from your supervisor regarding proposed changes in work procedures and you do not particularly like your supervisor, you may have trouble even reading the report objectively. You may read, not objectively, but to find fault. You may misinterpret words and read negative impressions between the lines. Consequently, you are likely to misunderstand part or all of the report.

5. **Physical Distractions**. If a receiver of a communication works in an area with bright lights, glare on computer screens, loud noises, excessively hot or cold work spaces, or physical ailments, that receiver will probably experience communication breakdowns on a regular basis.

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5.4.4 **Responding Barriers**—The communication cycle may be broken if feedback is unsuccessful.

1. **No Provision for Feedback.** Since communication is a two-way process, the sender must search for a means of getting a response from the receiver. If a team leader does not permit any interruptions nor questions while discussing projects, he may find that team members may not completely understand what they are to do. Face-to-face oral communication is considered the best type of communication since feedback can be both verbal and nonverbal. When two communicators are separated, care must be taken to ask for meaningful feedback.

2. **Inadequate Feedback**. Delayed or judgmental feedback can interfere with good communication. If your supervisor gives you instructions in long, compound-complex sentences without giving you a chance to speak, you may pretend to understand the instructions just so you can leave the stress of the conversation. Because you may have not fully understood the intended instructions, your performance may suffer.

Thus, it is important to remember that there are differences between talking and communicating. When you communicate, you are successful in getting your point across to the person you're talking to.

5.4.5 When we talk, we tend to erect barriers that hinder our ability to communicate. There are **seven of these types of barriers** to effective communication.

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Potential barriers to effective communication with clients should be identified and acted upon

Barriers to effective communication

A change in a person's thoughts, feelings, and physical connections to break this barrier

Everyone should have there own personal space but near others to encourage communication and interaction

Communicating breaks stereotypes and perceptions

Encourage communication with EVERYONE in the workplace

Reducing feeling of fear, mistrust, vulnerability and suspicion

Physical barriers

Interpersonal barriers

Perceptual barriers

Gender barriers

Barriers to effective Communication

Emotional barriers

Language barriers

Cultural barriers

Building a tolerance for others languages, and use other forms of communication rather than verbal to communicate

Mutual interests and a high level of win-win contact

1. Physical barriers are easy to spot – doors that are closed, walls that are erected, and distance between people all work against the goal of effective communication. While most agree that people need their own personal areas in the workplace, setting up an office to remove physical barriers is the first step towards opening communication. Many professionals who work in industries that thrive on collaborative communication, such as architecture, purposefully design their workspaces around an "open office" plan. This layout eschews cubicles in favor of desks grouped around a central meeting space. While each individual has their own dedicated work space, there are no visible barriers to prevent collaboration with their co-workers. This encourages greater openness and frequently creates closer working bonds.

2. Perceptual barriers, in contrast, are internal. If you go into a situation thinking that the person you are talking to isn't going to understand or be interested in what you have to say, you

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may end up subconsciously sabotaging your effort to make your point. You will employ language that is sarcastic, dismissive, or even obtuse, thereby alienating your conversational partner. Think of movie scenarios in which someone yells clipped phrases at a person they believe is deaf. The person yelling ends up looking ridiculous while failing to communicate anything of substance.

3. Emotional barriers can be tough to overcome, but are important to put aside to engage in conversations. We are often taught to fear the words coming out of our own mouths, as in the phrase "anything you say can and will be used against you." Overcoming this fear is difficult, but necessary. The trick is to have full confidence in what you are saying and your qualifications in saying it. People often pick up on insecurity. By believing in yourself and what you have to say, you will be able to communicate clearly without becoming overly involved in your emotions.

4. Cultural barriers are a result of living in an ever shrinking world. Different cultures, whether they be a societal culture of a race or simply the work culture of a company, can hinder developed communication if two different cultures clash. In these cases, it is important to find a common ground to work from. In work situations, identifying a problem and coming up with a highly efficient way to solve it can quickly topple any cultural or institutional barriers. Quite simply, people like results.

5. Language barriers seem pretty self-inherent, but there are often hidden language barriers that we aren't always aware of. If you work in an industry that is heavy in jargon or technical language, care should be taken to avoid these words when speaking with someone from outside the industry. Without being patronizing, imagine explaining a situation in your industry to a child. How would you convey these concepts without relying on jargon? A clear, direct narrative is preferable to an incomprehensible slew of specialty terms.

6. Gender barriers have become less of an issue in recent years, but there is still the possibility for a man to misconstrue the words of a woman, or vice versa. Men and women tend to form their thoughts differently, and this must be taken into account when communicating. This difference has to do with how the brain of each sex is formed during gestation. In general, men are better at spatial visualization and abstract concepts such as math, while women excel at

language-based thinking and emotional identification. However, successful professionals in highly competitive fields tend to have similar thought processes regardless of their gender.

7. Interpersonal barriers are what ultimately keep us from reaching out to each other and opening ourselves up, not just to be heard, but to hear others. Oddly enough, this can be the most difficult area to change. Some people spend their entire lives attempting to overcome a poor self-image or a series of deeply rooted prejudices about their place in the world. They are unable to form genuine connections with people because they have too many false perceptions blocking the way. Luckily, the cure for this is more communication. By engaging with others, we learn what our actual strengths and weaknesses are. This allows us to put forth our ideas in a clear, straightforward manner.

5.4.6 Overcoming the communication barriers

Overcoming the communication barriers requires a vigilant observation and thoughts of potential barriers in a particular instance of communication. State all the anticipated barriers that may have impact on your day-to-day communication. Strategies to overcome barriers will be different in different situations depending upon the type of barriers present. Following are some of the important general strategies that will be commonly useful in all the situations to overcome the barriers of communication.

- Taking the receiver more seriously
- Crystal clear message
- Delivering messages skillfully
- Focusing on the receiver
- Using multiple channels to communicate instead of relying on one channel
- Ensuring appropriate feedback
- Be aware of your own state of mind/emotions/attitude.

Eliminating differences in perception: The organization should ensure that it is recruiting right individuals on the job. It's the responsibility of the interviewer to ensure that the interviewee has command over the written and spoken language. There should be proper

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Induction program so that the policies of the company are clear to all the employees. There should be proper trainings conducted for required employees (for eg: Voice and Accent training).

Use of Simple Language: Use of simple and clear words should be emphasized. Use of ambiguous words and jargons should be avoided.

Reduction and elimination of noise levels: Noise is the main communication barrier which must be overcome on priority basis. It is essential to identify the source of noise and then eliminate that source.

Active Listening: Listen attentively and carefully. There is a difference between "listening" and "hearing". Active listening means hearing with proper understanding of the message that is heard. By asking questions the speaker can ensure whether his/her message is understood or not by the receiver in the same terms as intended by the speaker.

Emotional State: During communication one should make effective use of body language. He/she should not show their emotions while communication as the receiver might misinterpret the message being delivered. For example, if the conveyer of the message is in a bad mood then the receiver might think that the information being delivered is not good.

Simple Organizational Structure: The organizational structure should not be complex. The number of hierarchical levels should be optimum. There should be a ideal span of control within the organization. Simpler the organizational structure, more effective will be the communication.

Avoid Information Overload: The managers should know how to prioritize their work. They should not overload themselves with the work. They should spend quality time with their subordinates and should listen to their problems and feedbacks actively.

Give Constructive Feedback: Avoid giving negative feedback. The contents of the feedback might be negative, but it should be delivered constructively. Constructive feedback will lead to effective communication between the superior and subordinate.

Proper Media Selection: The managers should properly select the medium of communication. Simple messages should be conveyed orally, like: face to face interaction or meetings. Use of written means of communication should be encouraged for delivering complex messages. For significant messages reminders can be given by using written means of communication such as : Memos, Notices etc.

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Flexibility in meeting the targets: For effective communication in an organization the managers should ensure that the individuals are meeting their targets timely without skipping the formal channels of communication. There should not be much pressure on employees to meet their targets.

5.5

8.3   7 C's of Communication - Communicating effectively is critical in the modern business world. Learning and using the seven Cs of effective business communication is a great way to improve our professional communication skills and increase the likelihood that your messages will be received and understood the way you intended.There are **7 C's of effective communication** which are applicable to both written as well as oral communication. These are as follows:

Completeness - The communication must be complete. It should convey all facts required by the audience. The sender of the message must take into consideration the receiver's mind set and convey the message accordingly. **By completeness means** the message must bear all the necessary information to bring the response you desire. The sender should answer all the questions and with facts and figures. and when desirable, go for extra details.

A complete communication has following features:

- Complete communication develops and enhances reputation of an organization.
- Moreover, they are cost saving as no crucial information is missing and no additional cost is incurred in conveying extra message if the communication is complete.

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- A complete communication always gives additional information wherever required. It leaves no questions in the mind of receiver.

- Complete communication helps in better decision-making by the audience/readers/receivers of message as they get all desired and crucial information.

- It persuades the audience.

Completeness brings the desired response.

Conciseness - Conciseness means wordiness, i.e, communicating what you want to convey in least possible words without forgoing the other C's of communication. Conciseness is a necessity for effective communication. A concise message saves time of both the sender and the receiver. Conciseness, in a business message, can be achieved by avoiding wordy expressions and repetition. Using brief and to the point sentences, including relevant material makes the message concise. Achieving conciseness does not mean to lose completeness of message.

Concise communication has following features:

- It is both time-saving as well as cost-saving.

- It underlines and highlights the main message as it avoids using excessive and needless words.

- Concise communication provides short and essential message in limited words to the audience.

- Concise message is more appealing and comprehensible to the audience.

- Concise message is non-repetitive in nature.

Conciseness saves time.

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Consideration - Consideration implies "stepping into the shoes of others". Effective communication must take the audience into consideration, i.e, the audience's view points, background, mind-set, education level, etc. Make an attempt to envisage your audience, their requirements, emotions as well as problems. Consideration demands to put oneself in the place of receiver while composing a message. It refers to the use of You attitude, emphases positive pleasant facts, visualizing reader's problems, desires, emotions and his response. Ensure that the self-respect of the audience is maintained and their emotions are not at harm. Modify your words in message to suit the audience's needs while making your message complete. Features of considerate communication are as follows:

- Emphasize on "you" approach.

- Empathize with the audience and exhibit interest in the audience. This will stimulate a positive reaction from the audience.

- Show optimism towards your audience. Emphasize on "what is possible" rather than "what is impossible". Lay stress on positive words such as jovial, committed, thanks, warm, healthy, help, etc.

Consideration means understanding of human nature.

Clarity - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clarity demands the use of simple language and easy sentence structure in composing the message. When there is clarity in presenting ideas, it's easy for the receiver/decoder to grasp the meaning being conveyed by the sender/encoder.

Clarity in communication has following features:

- It makes understanding easier.

- Complete clarity of thoughts and ideas enhances the meaning of message.

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- Clear message makes use of exact, appropriate and concrete words.

Concreteness - Concrete communication implies being particular and clear rather than fuzzy and general. Concreteness strengthens the confidence. Being definite, vivid and specific rather than vague, obscure and general leads to concreteness of the message. Facts and figures being presented in the message should be specif.

Concrete message has following features:

- It is supported with specific facts and figures.

- It makes use of words that are clear and that build the reputation.

- Concrete messages are not misinterpreted.

    Concreteness reinforces confidence.

Courtesy - Courtesy in message implies the message should show the sender's expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic. In business, almost everything starts and ends in courtesy. Courtesy means not only thinking about receiver but also valuing his feelings. Much can be achieved by using polite words and gestures, being appreciative, thoughtful, tactful, and showing respect to the receiver. Courtesy builds goodwill.

Courteous message has following features:

- Courtesy implies taking into consideration both viewpoints as well as feelings of the receiver of the message.

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- Courteous message is positive and focused at the audience.

- It makes use of terms showing respect for the receiver of message.

- It is not at all biased.

Courtesy strengthen relations.

<u>**Correctness**</u> - At the time of encoding, if the encoder has comprehensive knowledge about the decoder of message, it makes the communication an ease. The encoder should know the status, knowledge and educational background of the decoder. Correctness in communication implies that there are no grammatical errors in communication. Correct communication has following features:

- The message is exact, correct and well-timed.
- Use the right level of language

- If the communication is correct, it boosts up the confidence level.

- Correct message has greater impact on the audience/ readers.

- It checks for the precision and accurateness of facts and figures used in the message.

- It makes use of appropriate and correct language in the message. Correct use of grammar, spelling and punctuation.

- **Correctness in message helps in building confidence.**

Variations throughout the years: The 7 C's of business communication have two more variations that are often overlooked, namely Creativity and Credibility.

Creativity – A text will only be lively when the words and sentence structures are used

creatively and when short sentences are alternated with longer sentences. Creativity is especially important in texts in which search words are used, it is essential that the search words are constantly used in a different setting.

Credibility – By creating an atmosphere of trust in a conversation or text, you add credibility to the message. This can be achieved by a clear and striking 'tone', which indicates that the information you are discussing contains the right information.

5.6 Summary: Communication is vital to organizations. Poor communication is prevalent and can have serious repercussions. Communication fulfills three functions within organizations: transmitting information, coordinating, and sharing emotions and feelings. Noise can disrupt or distort communication.Communication is very necessary. The proper use of all the types of communication leads to effective communication. Communication to be carried out in a proper manner requires the sender and the receiver to mutually understand symbols, signs etc. when communicating verbally or non-verbally. A sender should have good communicating skills. If the sender does not communicate properly, the result could be disastrous. After sending a message, the sender should receive a response from the receiver as it helps sender to communicate in a better manner in future. Communication is not a one-way street. To have others open up to you, you must be open yourself.

Some common barriers to effective communication include:

1.The use of jargon, over-complicated or unfamiliar terms.

2.Emotional barriers and taboos.

3.Lack of attention, interest, distractions, or irrelevance to the receiver.

4.Differences in perception and viewpoint.

5.Physical disabilities such as hearing problems or speech difficulties.

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6.Physical barriers to non-verbal communication.

7.Language differences and the difficulty in understanding unfamiliar accents.

8.Expectations and prejudices which may lead to false assumptions or stereotyping. People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.

9.Cultural differences. The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings. By overcoming these barriers to communication, you can ensure that the statement you are making is not just heard, but also understood, by the person you are speaking with. In this way, you can be confident that your point has been expressed.

So, we can conclude that **business communication** is the process where business related issues, information, functions, news etc. are exchanged between producers, distributors, buyers, sellers, suppliers, competitors, government agencies, business parties etc. for efficiently organizing and administering business.

The message is said to be effective when the receiver understands the same meaning that the sender was intended to convey. For any communication in business, in order to be effective, it must have seven qualities. These seven attributes are called **seven C's of effective business communication**The 7 C's of business communication are a useful way to ensure good communication. Awareness of these 7 C's of communication makes you an effective communicator. The 7 C's provide a useful check list as a result of which both written and verbal communication pass off in a clear, plain/ target group-oriented and well-structured manner.

5.7 Glossary

Business communication is the specialized branch of general communication that is especially concerned with business activities. When communication takes places among business parties concerning business affairs or business related issues, it is known as business communication.

Communication: The word "communication" is derived from the Latin word *communis* which means common. In its application, it means a common ground of understanding.

Encoding Barriers: The process of selecting and organizing symbols to represent a message requires skill and knowledge.

Decoding Barriers. Barriers that lead the communication cycle to break down at the receiving end for some reasons.

Interpersonal barriers are what ultimately keep us from reaching out to each other and opening ourselves up, not just to be heard, but to hear others.

Active listening : Active listening means hearing with proper understanding of the message that is heard.

Responding Barriers—The communication cycle may be broken if feedback is unsuccessful due to responding barrier.

Message – A piece of information which the sender wants to send to the receiver.
Sender – The first person who wants to send the message to another person. At times, the sender is required to have the subject knowledge of the message he wants to send.
Encoding – The process of conversion of the subject matter into symbols is called encoding. In encoding process, the sender must use certain symbols, signs, words, actions, pictures, audio-visuals etc. for translating ideas, facts, and feelings.
Channel – The sender must be select proper channel for sending information. Sender can select any channel through written or oral media.
Receiver – Is a listener who listens to the message and thinks of a proper response to be given when the message ends.
Decoding – During decoding, the encoded message sent by the sender is translated into ordinary

understandable language. The receiver can convert the message sent by the sender into symbols, signs, words, actions, pictures, audio-visuals etc. to get the meaning of the message.

Message – This contains what sender wants the receiver to know. It includes the **verbal message and non-verbal messages** inferred from the sender and the environment.

Feedback – In every communication, the sender wants to get feedback from receiver.

5.8 Self assessment Questions (SAQ):

1. Where have you seen the communication process break down—at work? At school? At home?
2. Explain how miscommunication might be related to an accident at work.
3. Give an example of noise during the communication process.
4. True or False

   a. **Decoding Barriers** are the Barriers that lead the communication cycle to break down at the feedback end for some reasons.

   b. Always give negative feedback.

   c. The contents of the feedback might be negative, but it should be delivered constructively.

   d. There is no difference between "listening" and "hearing".

   e. Simpler the organizational structure, more ineffective will be the communication.

   f. Constructive feedback will lead to destructive communication between the superior
       and   subordinate.

   g. The managers should know how to overload themselves with the work.

   h. Use of ambiguous words and jargons should be made frequently.

   i. Many professionals who work in industries that thrive on collaborative communication, such as architecture, purposefully design their workspaces around
       "closed office" plan to   overcome physical barrier.

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j. If emotions interfere with the creation and transmission of a message, they

can also disrupt   reception.

k. The longer the communication chain, the greater the chance for error.

l. The feedback is also useful for sender to improve his communication.

KEY: a. False-receiving end.   b. False, avoid giving negative feedback.

c. True   d. False

e. False- Simpler the organizational structure, more effective will be the

communication.

f. False- Constructive feedback will lead to effective communication between the

superior and   subordinate.

g. False - The managers should know how to prioritize their work.

h. False - Use of ambiguous words and jargons should be avoided.

i. False: Many professionals who work in industries that thrive on collaborative

communication, such as architecture, purposefully design their workspaces around an

"open office" plan to overcome physical barrier.

j. True

k. True

l. True

5. Enumerate the 7C's necessary for the effective communication.

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5.11.   Terminal and Model Questions

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QI What do you understand by Business Communication Process?

QII What is Business Communication?

QIII Give the meaning and the importance of the Business Communication.

QIV What are the various barriers that can hinder the process of Communication?

QV Explain the Barriers to effective Communication.

QVI What are the strategies that help in overcoming effective communication?

QVII Write short notes on the following;

a. Physical Barriers

b. Perceptual Barriers

c. Emotional Barriers

d. Transmitting Barriers

e. Emotional Interference

f. Maintaining Noise Levels

g. Active Listening

QVIII What Are the 7C's of Effective Communication? Explain them possibly with some examples.

5.12 Assignments

QI Write short notes on the following:

Feedback

Language Barrier

Decoding Barriers

Encode

Define Business Communication

QII What is the process of Business Communication?

QIII Give the meaning and the importance of the Business Communication.

QIV What are the various barriers that can hinder the process of Communication?

QV Explain the Barriers to effective Communication.

QVI What are the strategies that help in overcoming effective communication?

QVII What Are the 7C's of Effective Communication? Explain them possibly with some

examples?

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Activity 1

What are the barriers to Effective Communication.

_____

_____

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_____ -

Activity 2

What do you mean by Business Communication?

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Chapter-6

Types of Communication

Structure outline

6.1 Learning objectives

6.2 Introduction

6.3 Verbal and Non-Verbal Communication:

6.3.1 Verbal

6.3.1.1 The advantages of oral communication

6.3.1.2 The disadvantages of oral communication

6.3.2 Written Communication

6.3.2.1 Some advantages of Written Communication

6.3.2.2 Some disadvantages of Written Communication

6.3.3 Electronic Communication

6.3.3.1 Advantages of Electronic Communication

6.3.3.2 Disadvantages of Electronic Communication

6.3.4 Non-Verbal Communication

6.3.4.1 Advantages or functions of non-verbal communication

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6.3.4.2 Disadvantages or functions of non-verbal communication

6.4 Summary

6.5 Glossary

6.6 Self assessment Questions (SAQ)

 6.7 References/ Bibliography:

6.8 Suggested Readings

6.9 Terminal and Model Questions

6.10 Assignments

6.1   Objectives : In this chapter you would be able to know about different types of communication, understand the features and advantages of verbal communication, understand the features and advantages of written communication, understand the features of nonverbal communication and how it interacts with verbal and written communications.

6.2 Introduction: Business communication is an integral part of running and managing an organization. Owners, managers and employees must be able to effectively convey their thoughts and ideas to other individuals working in the company or outside business stakeholders. Fortunately, several types of communication methods are available for individuals working in the business environment. Each method offers individuals an opportunity to choose how they will convey their message and create specific communication styles for various receivers.

Communication can be **categorized** into three basic types:

 (1) verbal communication, in which you listen to a person to understand their meaning;

(2) written communication, in which you read their meaning;

(3) nonverbal communication, in which you observe a person and infer meaning. Each has its own advantages, disadvantages, and even pitfalls.

6.3 Verbal and Non-Verbal Communication:

6.3.1 Verbal

When messages or information is exchanged or communicated through words is called verbal communication. Verbal communication may be two types: written and oral communication. Verbal communication takes place through face-to-face conversations, group discussions, counseling, interview, radio, television, calls, memos, letters, reports, notes, email etc.

Some definitions of verbal communications are as follows:

According to Bovee and others: Verbal communication is the expression of information through language which is composed of words and grammar."

According to Penrose and others, "Verbal communication consists of sharing thoughts thought the meaning of words."

So, verbal communication is the process of exchanged of information or message between two or more persons through written or oral words. It is a common way individuals transfer their message to other individuals and businesses. Verbal communication methods may also include meetings, in-person interviews, telephones and video conferencing. Verbal communication may be the best communication method because it allows people to assess the verbal or non-verbal

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inferences by individuals giving a message. It may also create a more comfortable environment for receivers to ask questions and get feedback from individuals giving the message.

The increasing use of global business operations has created challenges for verbal communication. These challenges may include language barriers, cultural or social barriers, and time differences when giving messages. These challenges must be overcome for verbal communication to present a clear-cut message that receivers can act on quickly with little to no confusion.

Some examples of Verbal Communication elaborated and analysed:

Verbal communications in business take place over the phone or in person. The medium of the Message is *oral*. Let's read an **example of the telephonic verbal communication** where the Message is being conveyed from the Sender (the Manager) to the Receiver (an employee named Rohan) by telephone. Now let's look at how the good verbal communication even when not face-to-face can help message travel successfully from Sender to Receiver.

Manager (speaking on the phone): "Good morning, Rohan!"

(By using the employee's name, the manager is establishing a clear, personal link to the Receiver.)

Manager: "Your division's numbers are looking great."

(The Manager's recognition of Rohan's role in a winning team further personalizes and emotionalizes the conversation.)

Manager: "Our next step is to order more printer toner cartridges. Could you place an order for 1,000 printer toner cartridges with Johar Computer Supplies? Our budget for this purchase is Rs 30,000, and the cartridges need to be here by Wednesday afternoon."

(The Manager breaks down the task into several steps. Each step consists of a specific task, time frame, quantity, or goal.)

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Rohan: "Sure thing! I'll call Johar Computer Supplies and order 1,000 more printer toner cartridges, not exceeding a total of Rs 30,000, to be here by Wednesday afternoon."

(Rohan, who is good at active listening, repeats what he has heard. This is the Feedback portion of the communication, and verbal communication has the advantage of offering opportunities for immediate feedback. Feedback helps Rohan to recognize any confusion he may have had hearing the manager's Message. Feedback also helps the manager to tell whether she has communicated the Message correctly.)

Storytelling

Storytelling has been shown to be an effective form of verbal communication; it serves an important organizational function by helping to construct common meanings for individuals within the organization. Stories can help clarify key values and help demonstrate how things are done within an organization, and story frequency, strength, and tone are related to higher organizational commitment.

6.3.1.1   The advantages of oral communication

There are many advantages that come along with oral communication. Below are some of the most common advantages associated with this form of communication:

- Oral communication makes way **for instant feedback**, unlike some other forms of communications which do not provide this. The instant feedback associated with oral communication allows for decisions to made very quickly without any delays.
- Oral communication is one of the **most effective means** of communication.
- Oral communication is **very easy and simple**. Also it avoids time wasting.
- Another great advantage of the oral communication is the fact that it is very good when it comes to the transmission of very **private and confidential** information. One can rely on oral communication safely transfer certain confidential information.
- Oral communication can be a relatively **cheaper means of communication** than other means of communication since it can be achieved without the need of travelling to

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communicate with people outside the organization. A mere telephone call can be used instead of travelling.

- Oral communication is particularly good when one wants to **persuade or motivate people** into doing something.

- Oral communication can be quite **flexible** in the sense that one can easily identify his or her mistakes and correct them.

The above are some of the advantages of oral communication; let us now turn our attention to the disadvantages.

6.3.1.2 The disadvantages of oral communication

Just like everything in this world that has an advantage must also have a disadvantage, oral communication also has some disadvantages. They are as follows:

- Unlike other means of communication, oral communication leaves behind **no permanent record,** which could later pose problems in the future.
- Things such as **background noise** could interfere during the transmission of information and render the information ineffective.
- Another disadvantage of the oral communication is the fact that if the **speaker is not a good speaker** then an effective transmission of information might not take place. A speaker that is not good would speak with little or no confidence and be unable to provide clear and concise speech.
- The last but not least problem with oral communication is the fact that the receiver might **misunderstand** the information being transmitted.
- It can be quickly **forgotten**.
- You can **not provide legal evidence**.
- Sometimes, you **can not remember** each and every point.
- **Poor presentation** of the message or the instruction can result in misunderstanding and **wrong responses**.

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6.3.2 Written Communication

In contrast to verbal communications, written business communications are *printed messages*. Examples of written communications include memos, proposals, e-mails, letters, training manuals, and operating policies. They may be printed on paper, handwritten, or appear on the screen. Normally, a verbal communication takes place in real time. Written communication, by contrast, can be constructed over a longer period of time. Written communication is often asynchronous (occurring at different times). That is, the Sender can write a Message that the Receiver can read at any time, unlike a conversation that is carried on in real time. A written communication can also be read by many people (such as all employees in a department or all customers). It's a "one-to-many" communication, as opposed to a one-to-one verbal conversation. There are exceptions, of course: a voicemail is an oral Message that is asynchronous. Conference calls and speeches are oral one-to-many communications, and e-mails may have only one recipient or many. Written communication includes **internal business memos, formal letters, bulletin boards** or posters and other various written communication forms.

Individuals may choose to use written communication if they need to reach **multiple individuals at different locations** with a similar message. This communication time may also help senders conveyed technical messages that have several instructional steps individuals must follow or diagrams and charts needing to be reviewed for receivers to understand the message.Written communication also **creates a paper trail** for important messages. Individuals may be required to acknowledge receipt of the message or respond within a limited time frame. Organizations often use written communication to ensure they have **documentation** when correcting an issue or dealing with important legal situations.

6.3.2.1 Some advantages of Written Communication:

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- One of the biggest advantages of written communication is the fact that it allows for **permanent records**, which is something other means of communication such as oral communication do not have.
- Written communication **strengthens and clarifies** a verbal message.
- Because it allows for permanent records, it is good for **making references.**
- Written communication can be very useful as a defense **during legal issues**.
- Written communication **is more reliable** than oral communication. A written and signed document carries more weight and validity than spoken words.
- Written communication is **more precise** than other means of communication.
- Written communication, because of its form can be **stored for analysis** to be made in order for one to get a better understanding of the message it contains.
- The last but not least advantage of written communication is the fact that it can be **easily disseminated to** recipients that are in different locations.

6.3.2.2   Some Disadvantages of the written communication are:

Below are some of the disadvantages associated with the written communication:

- Unlike other forms of communication, written communication can take a considerable **amount of time** to produce.
- Written communication is **sometimes limited** to people who have sight. Blind people or the visually impaired, for instance cannot receive certain types of written communication. For example, a blind man cannot receive information from a poster or notice.
- Written communications are also **not flexible**. It is a very rigid means of communication.
- With written communication feedback is **not immediate**. Feedback is a very important thing in every organization, which is why a delay in receiving feedback can result in certain unfavorable issues such as slowing down the decision making process.
- **Poor writing skills can hamper** the effectiveness of the written communication. If the writer cannot write effectively then there is a high likelihood that a lot of people are

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going to misunderstand the message being sent. This can be a very negative thing for any organization and can come with a great deal of severe ramifications.

- Another disadvantage of the written communication is that it **is time consuming** and can be **very expensive to produce** and to disseminate.

- Some **illiterates** or people who cannot read and write very well will have it pretty d**ifficult** getting and understanding the information or message contained within a written means of communication.

6.3.3 Electronic Communication

Communication using electronic media known as electronic communication. Such communication allows transmission of message or information using computer systems, fax machine, e-mail, tele or video conferencing and sate lite network. People can easily share conversation, picture, image, sound, graphics, maps, interactive software and thousands of things for the development of electronic communication. Due to electronic technology, jobs, working locations and cultures are changing and therefore people can easily access to worldwide communication without any physical movement.

L.C. Bovee and Others said, "Electronic communication is the transmission of information using advanced techniques such as computer moderns, facsimile machines, voice mail, electronic mail, teleconferencing, video cassettes, and private television networks."

Business technology has opened up new types of business communications. New communication methods include email, web conferencing, social networking, company websites, online chat and text messages. Electronic communication allows companies to send mass messages to several individuals quickly and at a low business cost. Electronic communication methods are often used to reach outside business stakeholders or the general public. Organizations may create several different electronic communication channels to reach different target markets or demographic groups with their message.

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Electronic communication is also used to communicate with international organizations or individuals the time efficient manner.

6.3.3.1 Advantages of Electronic Communication

The following points highlight on the advantages of electronic communication:

1. Speedy transmission: It requires only few seconds to communicate through electronic media because it supports quick transmission.

2. Wide coverage: World has become a global village and communication around the globe requires a second only.

3. Low cost: Electronic communication saves time and money. For example Text sms is cheaper than traditional letter.

4. Exchange of feedback: Electronic communication allows instant exchange of feedback. So communication becomes perfect using electronic media.

5. Managing global operation: Due to advancement of electronic media, business managers can easily control operation across the globe. Video or tele conferencing e-mail and mobile communication are helping managers in this regard.

6.3.3.2 Disadvantages of Electronic Communication

Electronic communication is not free from the below limitations :

1. Volume of data: The volume of tele communication information is increasing in such a fast rate that business people are unable to absorb it within relevant time limit.

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2. Cost of development: Electronic communication requires huge investment for infrastructural development. Frequent change in technology also demands for further investment.

3. Legal status: Data or information, if faxed, may be distorted and will cause zero value in the eye of law.

4. Undelivered data: Data may not be retrieved due to system error or fault with the technology . Hence required service will be delayed

5. Dependency: Technology is changing everyday and therefore poor countries face problem as they cannot afford new or advanced technology. Therefore poor countries need to be dependent towards developed countries for sharing global network.

6.3.4 Non-Verbal Communication

Nonverbal communication is expressed through nonlinguistic means. It is the actions or attributes of humans, including their appearance, use of objects, sound, time, smell, and space, that have socially shared significance and stimulate meaning in others. It includes visual/**kinesic** cues such as facial expressions, eye movements, gestures, and body orientation; vocal/**paralinguistic** cues such as volume, pitch, rate, and inflection; **proxemic** cues such as space and distance; olfactory or smell cues; cues provided via artifactual communication and appearance; cues sent via color; and chronemic or time cues.

Although we may send nonverbal messages deliberately or accidentally, their meaning depends on how they are interpreted. Consequently, they fulfill **meta-communicative functions,** and communicate about communication, clarifying both the nature of our relationship, and/or the meaning of our verbal messages. What you say is a vital part of any communication. But what you *don't say* can be even more important. Research also shows that 55% of in-person communication comes from nonverbal cues like facial expressions, body stance, and tone of voice. According to one study, only 7% of a Receiver's comprehension of a Message is based on the Sender's actual words; 38% is based on paralanguage (the tone, pace, and volume of speech), and 55% is based on *nonverbal cues* (body language).

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According to **L.C. Bove** and others, "Non-verbal communication is communication that takes place through non-verbal cues: through such form of non-verbal communication as gesture, eye contact, facial expression, clothing and space; and through the non-verbal vocal communication knows as Paralanguage."

According to **Lesikar and Pettit**, "Nonverbal communication means all communication that occurs without words (body movements, space, time, touch, voice patterns, color, layout, design of surroundings.)"

According to **Himstreet and Baty**, "Non-verbal communication includes any communication occurring without the use of words."

To improve your ability to read another person, we explore eight nonverbal message categories including (1) kinesics, (2) paralinguistics, (3) proxemics, (4) haptics, (5) olfactics,(6) artifacts and appearance, (7) color, and (8) chronemics. Though for purposes of examination we will discuss each category separately, the meanings stimulated by behavioral cues falling within these categories do not occur in isolation. Instead, they interact with each other, whether reinforcing or diminishing the impact of the perceived cues.

Types of Nonverbal Cues

	Messages Are Sent by
Kinesics	Facial expressions, gestures, eye movement, posture, rate of walk
Paralinguistics	How words are spoken, variations in the voice
Proxemics	How space and distance are used
Haptics	Different types of touching
Clothing and artifacts	Appearance, style
Color	Variations in clothing and environmental colors
Chronemics	Using time to communicate

Research shows that nonverbal cues can also affect whether you get a job offer. Judges examining videotapes of actual applicants were able to assess the social skills of job candidates with the sound turned off. They watched the rate of gesturing, time spent talking, and formality of dress to determine which candidates would be the most successful socially on the job. For this

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reason, it is important to consider how we appear in business as well as what we say. The muscles of our faces convey our emotions. We can send a silent message without saying a word. A change in facial expression can change our emotional state. Before an interview, for example, if we focus on feeling confident, our face will convey that confidence to an interviewer. Adopting a smile (even if we're feeling stressed) can reduce the body's stress levels.

Characteristics of non-verbal communication

The important characteristics of non-verbal communication are as follows:

- **No use of words**: Non-verbal communication is a communication without words or language like oral or written communication. It uses gestures, facial expressions, eye contact, physical proximity, touching etc. for communicating with others.
- **Culturally determined**: Non-verbal communication is learnt in childhood, passed on to you by your parents and others with whom you associate. Through this process of growing up in a particular society, you adopt the taints and mannerisms of your cultural group.
- **Different meaning**: Non-verbal symbols can many meanings. Cross-culture aspects give various meanings to same expression in respect of non-verbal communication.
- **Vague and imprecise**: Non-verbal communication is quite vague and imprecise. Since in this communication there is no use of words or language which expresses clear meaning to the receiver.
- **May conflict with verbal message**: Non-verbal communication is so deeply rooted, so unconscious, that you can express a verbal message and then directly contradict it with a nonverbal message.
- **Largely unconscious**: Non-verbal communication is unconscious in the sense that it is usually not planned nor rehearsed. It comes almost instantaneously.
- **Shows feelings and attitudes**: Facial expressions, gestures, body movements, the way you use your eyes – all communicate your feelings and emotions to others.
- **Informality**: Non verbal communication does not follow any rules, formality or structure like other communication. Most of the cases people unconsciously and habitually engaged in *non-verbal communication* by moving the various parts of the body.

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To be effective communicators, we need to align our body language, appearance, and tone with the words we're trying to convey. Research shows that when individuals are lying, they are more likely to blink more frequently, shift their weight, and shrug.

Another element of nonverbal communication is **tone** which needs to be understood. A different tone can change the perceived meaning of a message.

The following Table demonstrates how clearly this can be true, whether in verbal or written communication. If we simply read these words without the added emphasis, we would be left to wonder, but the emphasis shows us how the tone conveys a great deal of information. Now you can see how changing one's tone of voice or writing can incite or defuse a misunderstanding.

Placement of the emphasis	**What it means**
I did not tell John you were late.	Someone else told John you were late.
I did **not** tell John you were late.	This did not happen.
I did not **tell** John you were late.	I may have implied it.
I did not tell **John** you were late.	But maybe I told Sharon and José.
I did not tell John **you** were late.	I was talking about someone else.
I did not tell John you **were** late.	I told him you still are late.
I did not tell John you were **late**.	I told him you were attending another meeting.

Thus, we see that how changing your tone can dramatically change your meaning.

(Source: Based on ideas in Kiely, M. (1993, October). When "no" means "yes." *Marketing*, 7–9.)

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The speaker's body language must match his or her words. If a Sender's words and body language don't match—if a Sender smiles while telling a sad tale, for example—the mismatch between verbal and nonverbal cues can cause a Receiver to actively dislike the Sender.
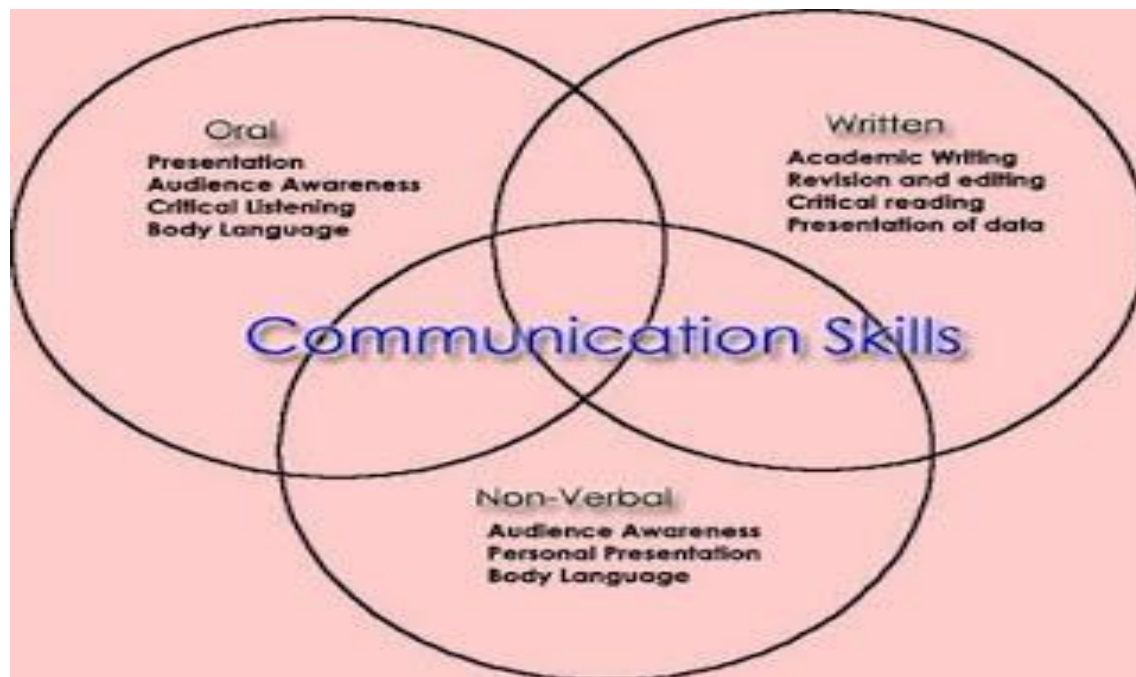
6.3.4.1 Advantages or functions of non-verbal communication:

There is a proverb "Actions speak louder than words." In essence, this underscores the importance of non-verbal communication. *Non-verbal communication* is especially significant in intercultural situations. Researches in communication suggest that many more feelings and intentions are sent and received non-verbally than verbally. Meharabian and wiener following suggested that only 7 % of message is sent through words, with remaining 93% sent non-verbal expressions (depending on author, verbal part goes up to 35%). It has multiple advantages or functions:

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1. **Complementary**: Non-verbal cues complement a verbal message by adding to its meaning. You can pat someone you offended at the back as you say sorry to him or her.

2. **Easy presentation**: Information can be easily presented in non-verbal communication through using visual, audio-visual and silent means of non-verbal communication.

3. **Substituting**: Non-verbal message may substitute for the verbal message especially if it is blocked by noise, interruption, long distance etc. for example: gestures-finger to lips to indicate need for quite, facial expressions- a nod instead of a yes.

4. **Accenting**: Often used to accent a verbal message. Verbal tone indicates the actual meaning of the specific words.

5. **Repeat**: Used to repeat the verbal message (e.g. point in a direction while stating directions.)

6. **Help to illiterate people**: This type of communication use gestures, facial expressions, eye contact, proximity, touching etc. and without using any spoken or written word. So, it is very much helpful for illiterate people.

7. **Help to handicapped people**: Non-verbal cues of communication greatly help in handicapped people especially to deaf people. Deaf people are exchange message through the movements of hands, fingers, eye ball etc.

8. **Attractive presentation**: Non-verbal communication is based on visual, picture, graph, sign etc. that can be seen very much attractive.

9. **Reducing wastage of time**: The message of non-verbal communication reached the receiver very fast. For this reason it reduces the wastage of valuable time of the communicator.

10. **Quick expression of message**: Non-verbal cues of communication like sign and symbol can also communicate some messages very quickly than written or oral messages.

6.3.4.2 Disadvantages or limitations of non-verbal communication:

Despite of advantages of non-verbal communication, it is not free from its limitations or disadvantages which are:

1. **Vague and imprecise**: Non-verbal communication is quite vague and imprecise. Since in this communication there is no use of words or language which expresses clear meaning to

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the receiver. No dictionary can accurately classify them. Their meaning varies not only by culture and context but by degree of intension.

2. **Continuous**: It is possible to stop talking in **verbal communication**, but it is generally not possible to stop nonverbal cues. Also, spoken language has a structure that makes it easier to tell when a subject has changed, for instance or to analyze its grammar. Nonverbal does not lend itself to this kind of analysis.

3. **Multi-channel**: while watching someone's eyes, you may miss something significant in a hand gesture. Everything is happening at once and therefore it may be confusing to try to keep up with everything. Most of us simply do not do so, at least not consciously.

4. **Culture-bound**: Non-verbal communication is learnt in childhood, passed on to you by your parents and others with whom you associate. A few other gestures seem to be universal. Evidence suggests that humans of all cultures smile when happy and frown when unhappy. However, most nonverbal symbols seem to be even further disconnected from any "essential meaning" than verbal symbols. Gestures seen as positive in one culture (Like the thumbs-up gesture in the USA) may be seen as obscene in another culture.

5. **Long conversations are not possible**: In non-verbal communication, long conversation and necessary explanations are not possible. No party can discuss the particular issues of the messages.

6. **Difficult to understand**: Difficult to understand and requires a lot of repetitions in ***non-verbal communication***. Since it uses gestures, facial expressions eye contact, touch etc. for communicating with others which may not be understandable for the simple and foolish people.

7. **Not everybody prefers**: Everybody not prefers to communicate through non-verbal communication with others. Sometimes it cannot create an impression upon people or listeners. It is less influential and cannot be used everywhere. It is cannot be used as a public tool for communication.

8. **Lack of formality**: Non-verbal communication does not follow any rules, formality or structure like other communication. Most of the cases people unconsciously and habitually engaged in non-verbal communication by moving the various parts of the body.

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9. **Costly**: In some cases non-verbal communication involves huge cost. For example, neon sign, power point presentation, cinema etc are very much costly compared to others form of communication.

10. **Distortion of information**: Since it uses gestures, facial expressions, eye contact, touch, sign, sound, paralanguage etc. for communicating with others, there is a great possibility in distortion of information in non-verbal communication.

6.4 Summary:
Types of communication include verbal, written, and nonverbal. Verbal communications have the advantage of immediate feedback, are best for conveying emotions, and can involve storytelling and crucial conversations. Written communications have the advantage of asynchronicity, of reaching many readers, and are best for conveying information. Both verbal and written communications convey nonverbal messages through tone; verbal communications are also colored by body language, eye contact, facial expression, posture, touch, and space.

6.5 Glossary:

Verbal Communication: When messages or information is exchanged or communicated through words is called verbal communication.

Electronic Communication: Communication using electronic media known as electronic communication. Such communication allows transmission of message or information using computer systems, fax machine, e-mail, tele or video conferencing and satellite network.

Kinesics is the study of human body motion. It includes such variables as facial expression, eye movement, gestures, posture, and walking speed. Valuable communicator information is contained in the look on your face, whether you stare or avert your gaze, whether your shoulders are straight or drooped, whether you lips are curved in a smile or signal contempt with a sneer, and whether your gait suggests eagerness or anxiety.

Affect displays are movements of the body that reflect emotional states of being.

Paralanguage: The messages that you send with your voice are known as **paralanguage**. Often it is not what you say but **how you say it that determines an interaction's outcome.**

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Pitch- Pitch is the **highness** or **lowness** of the voice; it is similar to pitch on a musical scale. We associate higher pitches with female voices and lower pitches with male voices. We associate low-pitched voices with strength, sexiness, and maturity, and high-pitched voices with helplessness, tension, and nervousness.

Articulation is the way you pronounce individual sounds.

6.6 Self assessment Questions (SAQ)

1. When you see a memo or e-mail full of typos, poor grammar, or incomplete sentences, how do you react? Does it affect your perception of the Sender? Why or why not?
2. How aware of your own body language are you? Has your body language ever gotten you into trouble when you were communicating with someone?
3. If the meaning behind verbal communication is only 7% words, what does this imply for written communication?

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6.8 Suggested Reading

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6.9 Terminal and Model Questions

QI What Are Different Types Of Electronic Communications?

QII What are the types of Communication? Explain.

QIII How effective and important is the Verbal Communication?

QIV Give the role of the non-verbal Communication in our lives.

QV What are the shortcomings of the Oral Communication?

6.10 Assignments

QI Write the short notes on the following

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Verbal Communication

Written Communication

Cultural Influence on Communication

Importance of Tone in Communication

Define non-verbal Communication

QII Can you give some different examples on how to compare and contrast characteristics of nonverbal and verbal communication for different audiences?

QIII Define Communication? Give its meaning and the importance.

QIV What are the various forms of oral Communication? Enlist its advantages and disadvantages.

QV In the modern business communication give out the role of electronic media and its shortcomings.

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Activity 1

Explain the types of Communication?

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Activity 2

What are the demerits of the Oral Communication?

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Basic Model of Communication

Structure outline

1

7.1 Objectives : To introduce the student to history of communication theory, Shannon and Waver's model of communication, encoding and Decoding, feedback and noise as a barrier to effective and successful communication.

7.2 Introduction: Communication is deeply rooted in human behaviors and societies. It is difficult to think of social or behavioral events from which communication is absent. Indeed, communication applies to shared behaviors and properties of any collection of things, whether they are human or not. Etymologically "communication" is from the Latin word "communicare" which literally means "to put in common", "to share". The term originally meant sharing of tangible things; food, land, goods, and property. Today, it is often applied to knowledge and information processed by living things or computers.

We might say that communication consists of transmitting information. In fact, many scholars of communication take this as a working definition, and use Laswell's maxim ("who says what to whom") as a means of circumscribing the field of communication. Others stress the importance of clearly characterizing the historical, economic and social context. The field of communication theory can benefit from a conceptualization of communication that is widely shared. Communication Theory attempts to document types of communication, and to optimize communications for the benefit of all.

7.3 History of Communication Theory:

Models of Communication:

Communication has grown and developed over many years and the studies on information theory by Claude Elwood Shannon, Warren Weaver and others, prompted research on new models of communication from other scientific perspectives like psychology and sociology. **Aristotle** in his treatise Rhetoric gave one of the earliest scientific models of communication to us which includes a sender, a receiver and a message. In this model the source or the sender is primarily important as he has the power of influencing the thinking process of the receiver. Thus, making communication a one-way process.

2

Scholars from disciplines different from mathematics and engineering began to take distance from the Shannon and Weaver models as a 'transmissible model':

They developed a model of communication which was intended to assist in developing a mathematical theory of communication. Shannon and Weaver's work proved valuable for communication engineers in dealing with such issues as the capacity of various communication channels in 'bits per second'. It contributed to computer science. It led to very useful work on redundancy in language. And in making 'information' 'measurable' it gave birth to the mathematical study of 'information theory'

— D. Chandler, [6]

Harold Laswell , a political scientist and communication theorist, extended the scope of Aristotlean model by laying emphasis on the channel or medium of communication. In his work 'The Structure and Function of Communication in Society' (1948), he defined the communication process as Who (says) What (to) Whom (in) What Channel (with) What Effect. The distinct model he propounded provides a link between the source of information and the destination through the channel or medium of communication which is a point of contact. The limitation of this model is in its failure to explain how the messages are sent to a destination. This again is linear model which gives no place to feedback as it does not tell us about the way the listeners may affect the speaker because it presumes a response.

These first studies on communication's models promoted more researches on the topic. Wilbur Lang Schramm (1907–1987), called by communication theorist **Everett Rogers** as the founder of communication study, focused his studies on the experience of the sender and receiver (listener). Communication is possible only upon a common language between sender and receiver. Everett Roger's accounts later led to the basis for development communication studies.

In 1960, **David Kenneth Berlo**, a disciple of Schramm, expanded on Shannon and Weaver's linear model of communication and created the Sender-Message-Channel-Receiver Model of communication (SMCR Model) exposed in his work The Process of Communication, where communication appears as a regulated process that allows the subject to negotiate with his living environment. Communication becomes, then, a value of power and influence (psychology of communication.)

3

In 1963, **Richard Whately's** (1787-1863) 'Elements of Rhetoric' was republished with a critical introduction by Douglas Ehninger and a foreword by David Potter. They explored what they called the 'Aristotle's models of communication'. **James L. Kinneavy** (1920–1999) also explored Aristotle's rhetoric and communication model in 'A Theory of Discourse' (1971).
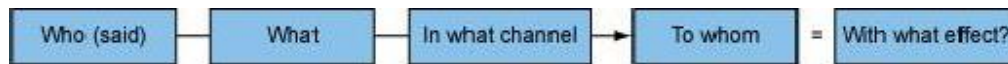
The Communication Models

The purpose of a "model" is to offer a visual representation of a concept with the intent of facilitating the understanding of it. Traditionally speaking, there are three standard models of the communication process: Linear, Interactive, and Transactional, and each offers a slightly different perspective on the communication process.

The three basic models of communication can be described as below:

a. Linear model

b. Interactive model

c. Transactional model

Linear Model

The linear model views communication as a one-way or linear process in which the speaker speaks and the listener listens. There's a bit of a debate about the Linear Communication model and how it recognizes (or doesn't recognize) the concept of feedback. The linear model's behavior is belied by its name, where a sender encodes a message via a channel and the message is decoded by the receiver. It is straight-line communication found typically in mass communication; think television, radio, newspapers, etc. According to this model, there is no means for immediate feedback. Suffice to say that this theory has become less relevant in inverse proportion to the advances of communication technology, specifically non-linear forms of electronic communication where it's not always clear who is the sender and who is the receiver.Laswell's (1948) model was based on the five questions below, which effectively describe how communication works:

4

Shannon and Weaver's (1949) model includes noise or interference that distorts understanding between the speaker and the listener. Figure 1.3 shows a linear model of communication:
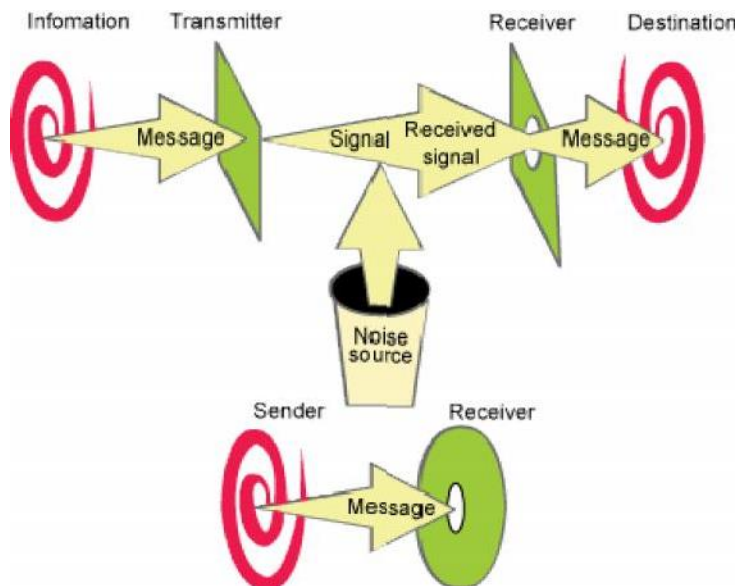
Figure 1.3: A linear model of communication
Source: Wood, J. T. (2009). *Communication in our lives* (4th ed.). Belmont, CA: Thomson-Wadsworth
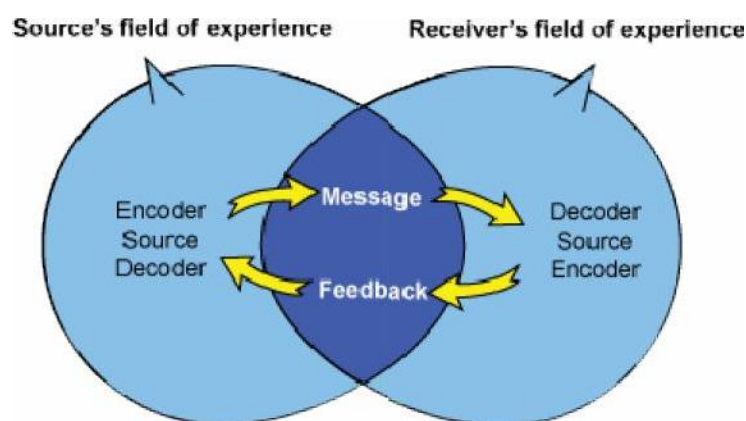
Interactive Model

The main flaw in the linear model is that it depicts communication as a one-way process where speakers only speak and never listen. It also implies that listeners listen and never speak or send messages.

Schramm (1955) in Wood (2009) came out with a more interactive model that saw the receiver or listener providing feedback to the sender or speaker. The speaker or sender of the message also listens to the feedback given by the receiver or listener. Both the speaker and the listener take turns to speak and listen to each other. Feedback is given either verbally or non-verbally, or in both ways.

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Simply put, the Interactive Model takes the Linear Model and multiplies it times two with a quick flip of the return message. It now allows for a feedback element because after a message is encoded and sent to the decoding receiver, the roles then reverse and the receiver encodes and sends a response to the original sender who has now turned receiver. It sounds more confusing than it is. Envision an exchange of text messages whereby your friend sends you a message and you respond to it. The same thing happens during a telephone call, or even an email exchange. A message is sent and received, then the roles reverse. That is the Interactive Model.

This model also indicates that the speaker and listener communicate better if they have common fields of experience, or fields which overlap (please refer to Figure 1.4):

Figure 1.4: An interactive model of communication
Source: Wood, J. T. (2009). *Communication in our lives* (4th ed.). Belmont, CA: Thomson-Wadsworth

Transactional Model

The main drawback in the interactive model is that it does not indicate that communicators can both send and receive messages simultaneously. This model also fails to show that communication is a dynamic process which changes over time.

The Transactional Model becomes more sophisticated yet. This model depicts face-to-face interaction, or "trans-action" as a dynamic and changeable process that is not limited to

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simple definition. In the Transactional Model, receiver and sender can play the same roles simultaneously, as sometimes happens, as messages can be sent back and forth simultaneously. It appears chaotic and ineffective, but sometimes communication is just that. Throw in some noise, and it would be a wonder whether any message is conveyed successfully in this environment. The transactional model shows that the elements in communication are interdependent. Each person in the communication act is both a speaker and a listener, and can be simultaneously sending and receiving messages.

There are three implications in the transactional model:

i.   "**Transactional**" means that communication is an ongoing and continuously changing process. You are changing, the people with whom you are communicating are changing, and your environment is also continually changing as well.

ii. In any transactional process, each element exists in relation to all the other elements. There is this interdependence where there can be no source without a receiver and no message without a source.

iii. Each person in the communication process reacts depending on factors such as their background, prior experiences, attitudes, cultural beliefs and self-esteem.

Figure 1.5 shows a transactional model of communication that takes into account "noise" or interference in communication as well as the time factor. The outer lines of the model indicate that communication happens within systems that both communicators share (e.g., a common campus, hometown, and culture) or personal systems (e.g., family, religion, friends, etc). It also takes into account changes that happen in the communicators' fields of personal and common experiences. The model also labels each communicator as both sender as well as receiver simultaneously.

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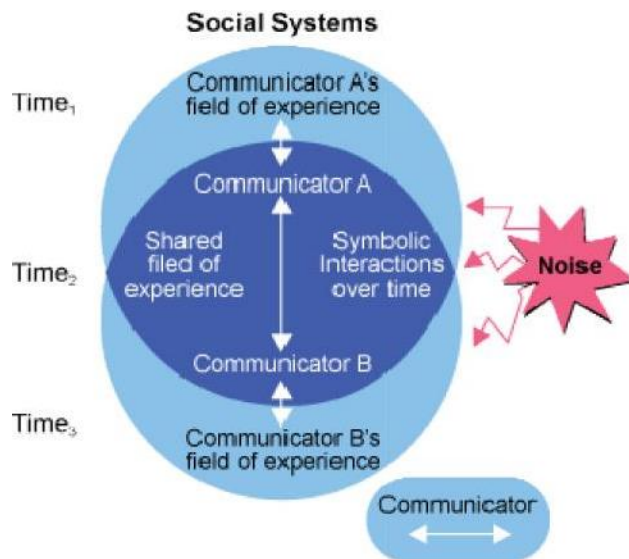
Figure 1.5: A transactional model of communication
Source: Wood, J. T. (2009). *Communication in our lives* (4th ed.). Belmont, CA: Thomson-Wadsworth.

7.4 Shannon and Waver's model of Communication:

In 1948, Shannon was an American mathematician, Electronic engineer and Weaver was an American scientist both of them join together to write an article in "Bell System Technical Journal" called "A Mathematical Theory of Communication" and also called as "Shannon-Weaver model of communication".

This model is specially designed to develop the effective communication between sender and receiver. Also they find factors which affecting the communication process called "Noise". At first the model was developed to improve the Technical communication. Later it's widely applied in the field of Communication.

The model deals with various concepts like Information source, transmitter, Noise, channel, message, receiver, channel, information destination, encode and decode.

8
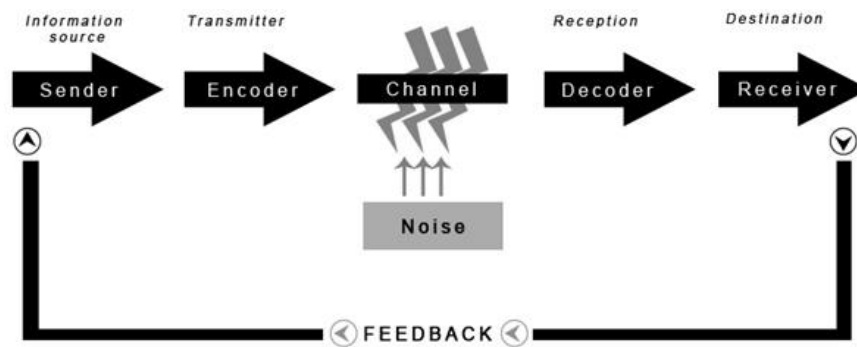
SHANNON-WEAVER'S MODEL OF COMMUNICATION

Sender : The originator of message or the information source selects desire message.

Encoder : The transmitter which converts the message into signals.

Note: The sender's messages converted into signals like waves or Binary data which is compactable to transmit the messages through cables or satellites. For example: In telephone the voice is converted into wave signals and it transmits through cables.

Decoder : The reception place of the signal which converts signals into message. A reverse process of encode.

Note : The receiver converts those binary data or waves into message which is comfortable and understandable for receiver. Otherwise receiver can't receive the exact message and it will affect the effective communication between sender and receiver.

Receiver : The destination of the message from sender.

Note : Based on the decoded message the receiver gives their feed back to sender. If the message distracted by noise it will affect the communication flow between sender and receiver.

Noise: The messages are transferred from encoder to decoder through channel. During this process the messages may distracted or affected by physical noise like horn sounds, thunder and crowd noise or encoded signals may distract in the channel during the transmission process which affect the communication flow or the receiver may not receive the correct message.

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Note : The model is clearly deals with external noises only which affect the messages or signals from external sources. For example: If there is any problems occur in network which directly affect the mobile phone communication or distract the messages.

Shannon's model isn't really a model of communication, however. It is, instead, a model of the flow of information through a medium, and an incomplete and biased model that is far more applicable to the system it maps, a telephone or telegraph, than it is to most other media. It suggests, for instance, a "push" model in which sources of information can inflict it on destinations. In the real world of media, destinations are more typically self-selecting "consumers" of information who have the ability to select the messages they are most interested in, turn off messages that don't interest them, focus on one message in preference to other in message rich environments, and can choose to simply not pay attention. Shannon's model depicts transmission from a transmitter to a receiver as the primary activity of a medium. In the real world of media, messages are frequently stored for elongated periods of time and/or modified in some way before they are accessed by the "destination". The model suggests that communication within a medium is frequently direct and unidirectional, but in the real world of media, communication is almost never unidirectional and is often indirect.

Practical Example of Shannon-Weaver model of communication :

Thomson made call to his assistant "come here I want to see you". During his call, noise appeared (transmission error) and his assistant received "I want" only. Again Assistant asked Thomson (feedback) "what do you want Thomson".

Sender   :   Thomson

Encoder   : Telephone (Thomson)

Channel   : Cable

Noise   : Distraction in voice

Reception : Telephone (Assistant)

Receiver   : Assistant.

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Due to transmission error or noise, Assistant can't able to understand Thomson's messages.

*The noise which affect the communication flow between them.

THE USES OF THE MODEL

This model highlights the role played by other sounds and distractions in the communication of messages.

It clearly demonstrates why even the simplest communication can be misunderstood.

Transmitting a signal across additional media only adds to the complexity of the communication and increases chance for distortion.

This model helps us to understand why sometimes when we try to convey a message it is so difficult for people to understand what we already know.

The model also underlines the role of language as a means of communication.

Criticism of Shannon-Weaver model of communication :

1.   One of the simplest model and its general applied in various communication theories.
2.   The model which attracts both academics of Human communication and Information theorist to leads their further research in communication.
3.   It's more effective in person-to-person communication than group or mass audience.
4.   The model based on "Sender and Receiver". Here sender plays the primary role and receiver plays the secondary role (receive the information or passive).
5.   Communication is not a one way process. If it's behaved like that, it will lose its strength. For example: Audience or receiver who listening a radio, reading the books or watching television is a one way communication because absence of feedback.
6.   Understanding Noise will helps to solve the various problems in communication.

S & W's original model consisted of five elements:

An *information source*, which produces a message.

A *transmitter*, which encodes the message into signals

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A *channel*, to which signals are adapted for transmission

A *receiver*, which 'decodes' (reconstructs) the message from the signal.

A *destination*, where the message arrives.

A sixth element, *noise* is a dysfunctional factor: any interference with the message travelling along the channel (such as 'static' on the telephone or radio) which may lead to the signal received being different from that sent.

7.5   Encoding and Decoding

To transfer an image to another person, the *sender* first must transpose or translate the images into symbols that *receivers* can understand. Symbols often are words but can be pictures, sounds, or sense information (e.g., touch or smell). Only through symbols can the mental images of a sender have meaning for others. The process of translating images into symbols is called ***encoding***.

Once a message has been encoded, the next level in the communication process is to transmit or communicate the message to a receiver. This can be done in many ways: during face-to-face verbal interaction, over the telephone, through printed materials (letters, newspapers, etc.), or through visual media (television, photographs). Verbal, written, and visual media are three examples of possible communication *channels* used to transmit messages between senders and receivers. Other transmission channels include touch, gestures, clothing, and physical distances between sender and receiver (proxemics). When a message is received by another person, a ***decoding*** process occurs. Just as a sender must encode messages in preparation for transmission through communication channels, receivers must sense and interpret the symbols and then decode the information back into images, emotions, and thoughts that make sense

to them. When messages are decoded exactly as the sender has intended, the images of the sender and the images of the receiver match, and effective communication occurs.

7.6 Feedback: The communication has a vicious cycle which continues even after sending message to the respondents. The audience or the respondents may or get the same intended message as the speaker intends to send. This cycle ends only when they share their understandings and comments to the speaker about what they have understood. This process is called feedback. Feedback is essential in communication so as to know whether the recipient has understood the message in the same terms as intended by the sender and whether he agrees to that message or not. Receivers are not just passive absorbers of messages. They receive the message and respond to about the subject matter about what they have understood. This response of a receiver to sender's message is called Feedback. Sometimes a feedback could be a non-verbal, smiles, sighs and other times, it is oral. It can also be written like replying to an e-mail, etc. Feedback is an integral part of communication, and it allows the sender of a message to judge how effective it has been. Feedback is the final link or component in the communication chain or cycle. When the receiver of a communication sends a response or reply to the message, it is called feedback. Feedback is essential in all communications as it indicates successful transmission of the message. Feedback can be defined as the process by which the decoder's (receivers) reaction to the message is transmitted to the encoder (sender). Feedback is the backbone of the communication.

The **role of feedback** in the process of communication are follows:

1. Positive / Negative
2. Immediate / Delayed
3. Simple / Complex
4. Profits / Losses

Importance, significance of feedback in business are explained in detail.

1. Positive / Negative

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Feedback is an intelligent understanding of the encoded message by the decoder. Feedback may be positive or negative. Positive feedback means a very good and satisfactory response of the decoder to the encoder's encoded message Negative feedback means an indifferent response to the encoder's encoded message.

"Strictly speaking, negative feedback does not imply 'bad,' and positive feedback 'good.' Negative feedback indicates that you should do less of what you are doing or change to something else. Positive feedback encourages you to increase what you are doing, which can go out of control (over excitement at a party, fighting or having a row). If you are crying, feedback from those around may cause you to dry your eyes and put on a brave face (if feedback is negative) or weep unashamedly (if feedback is positive)." (David Gill and Bridget Adams, *ABC of Communication Studies*, 2nd ed. Nelson Thomas, 2002)

2. Immediate / Delayed

Feedback can be immediate or delayed. In inter-personal communication the receiver of the message conveys, that he has received through smiling or frowning. When we write letters or broadcast on the radio, the feedback becomes delays as the message is conveyed little slow.

3. Simple / Complex

Feedback can be simple through a nod of the head, conveying a brief yes or no, or it can be complex as a lengthy written response. Feedback involves circling back of information to a control device to adjust behavior. For example, when management communicates through a public welfare officer to the striking workers in the factory, the workers respond either positively or negatively and this feedback helps the management to take an effective decision to send the workers back to work.

4. Profits / Losses

Feedback can enhance the profits of an organization. If a business reacts positively to feedback, it changes its marketing strategy and achieves progress. A negative feedback may be responsible for weak and lop sided business. Thus, feedback constitutes the most vital aspect of the process of communication.

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In general, we can quantify the following importance of feedback in communication, either in a formal or informal setting.

1. It completes the whole process of communication and makes it continuous.

2. It sustains communication process

3. It makes one know if one is really communication or making sense

4. It is a basis for measuring the effectiveness of communication

5. It is a good basis for planning on what next to be done especially statistical report

6. Communication will be useless without feedback

7. Feedback paves way for new idea generation

The basis being established here is that, feedback is the livewire of communication as communication is the livewire of human existence and interaction. The process of communication finishes only when the vicious cycle ends up with feedback. Thus, feedback should be carefully considered before being put forward due to its significance.

7.7 Noise:

In any communication model, noise is interference with the decoding of messages sent over a channel by an encoder. Noise is identified as anything in the communication process that interferes with the intended receiver getting and understanding the message. There are a variety of internal and external noises, three readily recognized, and a fourth which is less obvious. Noise in the communication process occurs **internally** or **externally**. Internal noise occurs when you have other thoughts on your mind, while external noise stems from the speaker or the setting in which the communication takes place.There are many examples of noise:

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1.**Environmental Noise/ physical noise**: Noise that physically disrupts communication, such as standing next to loud speakers at a party, or the noise from a construction site next to a classroom making it difficult to hear the professor. Examples of physical noise include a stereo playing loudly, a cell phone ringing, the hum of an HVAC unit, being seated far from the speaker, people chatting loudly behind you, cars driving or honking, sunglasses, difficult-to-read fonts or type, poor grammar and pop up ads. These items may prevent the receiver from even hearing or viewing the message, or they may distract the receiver and prevent him from truly attending to the messages.

2. **Physiological-Impairment Noise**: Physical maladies that prevent effective communication, such as actual deafness or blindness preventing messages from being received as they were intended.

3. **Semantic Noise**: Different interpretations of the meanings of certain words. For example, the word "weed" can be interpreted as an undesirable plant in a yard, or as a euphemism for marijuana. This disruption in the communication process happens when the sender and receiver understand words differently, and apply meaning to words differently. Some examples of semantic noise include different dialects or languages, a communicator using specialized jargon, or ambiguous, abstract words with several possible meanings. There is a great deal of semantic noise that happens when messages are translated from one language to another -- the direct translation is not always exactly accurate.

4. **Syntactical Noise**: Mistakes in grammar can disrupt communication, such as abrupt changes in verb tense during a sentence.

5. **Organizational Noise**: Poorly structured communication can prevent the receiver from accurate interpretation. For example, unclear and badly stated directions can make the receiver even more lost.

6. **Cultural Noise**: Stereotypical assumptions can cause misunderstandings, such as unintentionally offending a non-Christian person by wishing them a "Merry Christmas".

7. **Psychological Noise**: Certain attitudes can also make communication difficult. For instance, great anger or sadness may cause someone to lose focus on the present moment. Disorders such as Autism may also severely hamper effective communication. There is

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psychological noise when a communicator has wandering thoughts or is daydreaming, when a communicator has biases or prejudices, or when a communicator is close-minded. Another factor that may create psychological noise is personal difficulties. A recent breakup or relationship problems, death or illness of a close family member, financial worries or the birth of a child can create psychological noise, making it difficult for messages to get through.

7.8 How to Overcome Noise Barriers in Communication:

Oral communication's purpose is to allow a listener to interpret a speaker's message. In many situations, the conversation does not occur in a quiet atmosphere conducive to dialogue. In these cases, noise may be a barrier to effective communication, causing problems. The speaker and listener must overcome the noise barrier by eliminating noise pollution or changing their method of oral communication.

Eliminate or reduce the noise. Detect the source of the noise. If it is possible to eliminate the noise, consider whether its removal is practical. For example, the speakers can reduce outside noises by closing the windows or moving toward an inner area of the building. The speakers should determine how important the conversation is in considering whether to eradicate the noise. It may not be necessary to completely remove the source of the noise.

Raise speech volume. The speaker can raise her voice if she believes the listener cannot hear her well. If the listener has difficulty understanding the speaker due to noise, she can request the speaker talk louder. To overcome a noise barrier, increase the volume of the conversation so that the noise no longer significantly impedes the discussion.

Listen actively. The listener should attempt active listening. This means paying close attention to the speaker's words -- not merely hearing what the speaker has to say, but interpreting it from the speaker's point of view as well. Frequently, noise is only a subjective blockade to conversation. The listener is distracted by the noise, but the noise is not objectively impeding the communication.

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Use clear, straightforward language. By using clear and straightforward language, you are preventing needless confusion and misinterpretation. Avoid using idioms, slang and other language that may be misinterpreted. It may be that verbose statements with complicated, multi-syllabic words are distorted by the noise in the environment. In cases where the noise is a slight to moderate nuisance and not a true obstacle to communication, the speaker can improve conveying her message by using clear, straightforward language.

Shannon and Weaver argued that there were **three levels of problems of communication**:

A The *technical* problem: how accurately can the message be transmitted?

B The *semantic* problem: how precisely is the meaning 'conveyed'?

C The *effectiveness* problem: how effectively does the received meaning affect behaviour?

Shannon and Weaver somewhat naively assumed that sorting out Level A problems would lead to improvements at the other levels. Although the concept of 'noise' does make some allowance for the way in which messages may be 'distorted', this frames the issue in terms of incidental 'interference' with the sender's intentions rather than in terms of a central and purposive process of interpretation. The concept reflects Shannon and Weaver's concern with accuracy and efficiency.

7.9   Summary: Communication is the exchange and flow of information and ideas from one person to another. It involves a sender transmitting an idea, information, or feeling to a receiver. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. **Feedback** has a great role in the organizational point of view also. There are lots of ways in which company takes feedback from their employees, such as: Employee surveys, memos, emails, open-door policies, company news letter etc. Employees are not always willing to provide feedback. The

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organization has to work a lot to get the accurate feedback. The managers should encourage feedback by asking specific questions, allowing their employees to express general views, etc. The organization should be receptive to their employee's feedback.

In the communication process there are four different types of noise. **Noise** can be identified as anything in the process of communication that manages to interfere with the intended receiver getting and understanding the message properly.

7.10 Glossary

Sender : The originator of message or the information source selects desire message.

Encoder : The transmitter which converts the message into signals.

Decoder : The reception place of the signal which converts signals into message. A reverse process of encode.

Receiver : The destination of the message from sender.

Syntactical Noise: Mistakes in grammar can disrupt communication, such as abrupt changes in verb tense during a sentence.

7.11   Self assessment Questions (SAQ):

I What are the types of the noise that hampers effective communication?

II Write a note on the History of communication elaborating on the various models?

III Write a detailed note on the Shannon and Weaver Model of Communication?

IV What is the meaning, role and importance of the feedback in the process of communication?

V What is the various components of the process of Communication?

VI Briefly describe the main features of the following models of communication:

1. Linear model

2. Interactive model

3. Transactional model

7.12 References/ Bibliography:

Shannon, C.E., & Weaver, W. (1949). The mathematical theory of communication. Urbana: University of Illinois Press.

Hawes, L.C. (1975). Pragmatics of analoguing: Theory and model construction in communication. Reading, MA: Addison-Wesley.

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"Essentials of Human Communication;" Joseph De Vito; Pearson; 2011

Wisconsin Online: Psychological Noise, Mary Brignall, 2011.

Direct Creative Blog: "Semantic Noise: The Copywriter's Curse;" Dean Rieck, April 2009.

http://thecommunicationprocess.com/models-of-communication/

7.13 Suggested Readings:

H. Leavitt and R. Mueller. "Some Effects of Feedback o Communication." Human Relations 4, 1951, pp. 401-41

7.14 Terminal and Model Questions 20 marks *5=100marks

I What are the types of the noise that hampers effective communication?

II Write a note on the History of communication elaborating on the various models?

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III Write a detailed note on the Shannon and Weaver Model of Communication?

IV What is the meaning, role and importance of the feedback in the process of communication?

V What is the various components of the process of Communication?

7.15 Assignments

I Write short notes on the following

    Encoding

    Positive/ Negative Feedback

    Noise

    Communication Process

    Medium of Communication

II Write a note on the History of communication elaborating on the various models?

III Write a detailed note on the Shannon and Weaver Model of Communication?

IV What is the meaning, role and importance of the feedback in the process of communication?

V What is the various components of the process of Communication?

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Activity 1

What is the importance of the feedback in the process of

communication?_____

_____

_____

_____

_____

Activity 2

Explain the process of Communication?

_____

_____

_____

_____

_____

_____

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Chapter-8

Business Letter Writing –I

Structure outline

1

8.9 Resignation Letters

8.10 Summary

8.11 Glossary

8.12 Self assessment Questions (SAQ)

8.13 References/ Bibliography:

8.14 Suggested Readings

8.15 Terminal and Model Questions

8.16 Assignments

8.1 Objectives:

Has e-mail killed the art of letter writing -- or is the skill still flourishing via phone lines and cable? Whatever your opinion about those questions may be, there's no doubt that letter writing is an essential skill that incorporates and builds upon many other language skills. With the practical letter writing practice student can engage himself in this form of essential communication especially at the professional level where formal communication is impertinently through the letter-writing. Students must apply their expository writing skills in composing letters to officials of organizations, and of other people they don't know personally. Also included should be practice in identifying thinking-writing skills that will help develop a clear, brief, writing style. In this lesson the students will be introduced to the format of a business letter. The students have been learning about different genres of written communication. Thus, this chapter should enable the student:

To understand the nature of business letter writing as reader-centered.

To learn how to deliver messages in business letters clearly, appropriately and persuasively.

To appreciate the role of tone, culture and persuasion in business letter writing.

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To know how to plan business letters according to the needs of readers.

To know how to plan business letters according to the nature of content or information to be delivered.

8.2 Introduction

Every business and organization in today's society requires communication which extends the exchange of information. And proper communication is the means of a good business letter. Communication is simply a method of sending a message from one person or group of persons to another. And communication happens every day at the workplace. It is of vital importance to all businesses because it involves *all* the people and organizations connected with a business. And good communication will ensure that all these persons and organizations understand the message sent. Bad communication has the exact opposite effect – people will be confused by the message and are less likely to act upon an issue, for example. The students should understand the brevity of a business letter, use language that catches the reader's attention and publish a typed letter that is suitable for mailing.

8.3 Need

Business letters are suitable for both simple and complex messages. They are particularly useful for contracts, dealing with any matter where it is important that a written record should be kept, answering queries, when applying for a job or to a university etc. Formal communication is a skill that has become essential to the world today. Almost every student will deal with a business in one way or another because business principles apply to every single field in today's society. Students need to realize that business does not only revolve around accounting but also around managing and organization. All of this requires good communication and shows students need to learn when and especially *how* to use business letters to communicate effectively. All students need to learn how to use business letters – one of the most important communication tools.

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Letter writing is unavoidable in business communication. In this set of notes we shall use 'letter writing' broadly to refer to all kinds of letters produced in the workplace, including letters sent via email and memos in hard copy. There are certainly differences among different kinds of letter in business settings, for example in terms of their degree of formality, whether they are for internal or external consumption, and so on. Nevertheless, our most pressing concern is delivering our message clearly, appropriately, and persuasively. Whatever kind of letter you write (and in fact, whatever form of business communication you engage in), it is by now clear to you that a message has to be sent, and it has to be sent clearly and appropriately in order to persuade your reader to accept your message or do something about it. This is, of course, easier said than done.

Delivering our message clearly, appropriately and persuasively is more complicated than we think it is. And this is perhaps the most fatal mistake people have made when faced with the reality of learning about writing letters. Students sometimes think that letter writing is easy, and that it begins only with the first word we write. Unfortunately, this is not the case; to write effective letters, we should plan our message even way before we write the first word on paper or the computer. We should also ensure that our tone is just right for our targeted readers. Good tone is not simply a mere intellectual or mental exercise in the English language classroom. Good tone translates to better business sales.

8.4 Functions and Kinds :

Business letters secure, promote and maintain business without complications, they serve us a reference for the future. Every organization should have to classify its outgoing mail and incoming mail and file them classified on the basis of their subject matter in a chronological

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sequence. Business letters serve to maintain the correct information of the organization in the perception of the receiver. Business letters establish and maintain contacts over a wide area truly enlarging the scope and extent of business. Business letters can be used as legal documents in disputes. All business letters promote goodwill and enhance the prestige and the image of the organization.

8.4.1 We can enumerate the functions of a business letter thus :

(a) Promotional Functions: Business organisations have to grow and enlarge, improving the quality of their products, by producing new products and providing better services. The customers have to be kept informed through letters these developments. Business organisations have to expand their market by tapping new areas. All round expansion is possible only if the organisation keeps all the people concerned well informed through letters that promote sales and service. Despite the trend to conduct business electronically, "the traditional sales letters remain an important tool of modern business," state Kenneth Zimmer, Professor Emeritus at California State University's School of Business and Economics and Sue C. Camp, Associate Professor at Gardner-Webb College's Broyhill School of Management. Moreover, Zimmer and Camp maintain that most business letters are actually sales letters since their intended purpose is to promote the sale of either goods or services to the recipients. There **are five main objectives of sales letters:**

1. To attract the recipient's attention.

2. To establish a friendly relationship with the recipient.

3. To appeal to the recipient's purchasing motives.

4. To persuade the recipient to take action.

5. To provide the recipient with the opportunity to take action.

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(b) <u>Informational Functions</u>: Business letters provide valuable data about earlier policies, transactions and all other activities of the organisation. Modern business cannot depend on memory as in olden days. Letters are ready references if they are available. New policies can be evolved by studying the earlier ones. It is not only essential to maintain good correspondence but also more essential to make them be available in the files.

(c) <u>Legal Functions</u>: Business letters can provide evidence in legal disputes, if any, that occur in a transaction. They are useful as legal documents in quotations and offers.

(d) <u>Public Relations:</u> The goal of any public-relations endeavor is to influence a targeted audience's beliefs, attitudes or actions. Such is the case with a public-relations letter, explain Melvin L. DeFleur and Everette E. Dennis, coauthors of "Understanding Mass Communication: A Liberal Arts Perspective." The PR letter's main objective is to influence positively an audience's impression of the company or organization. Some examples of public-relations letters are those that strive to accomplish the following goals:

1. Promote a new business.

2. Invite customers to open charge accounts.

3. Thank customers for their business.

4. Welcome potential customers to the community.

5. Announce a special sale or service.

6. Offer incentives to use the services of the company.

Thus such Business letters promote goodwill among parties transacting business. They build a good rapport between parties in a business transaction.

e) <u>Social Communication</u>: Congratulating business workers on special occasions is a "common courtesy and tradition," Zimmer and Camp write. Employers should also send letters of

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condolence when an associate suffers a loss or tragedy, respond promptly to formal invitations, recognize retirements and express gratitude for gifts, hospitality or special treatment. Not acknowledging such circumstances portrays the company in a bad light.

Make sure to **format the letters** correctly:

1. Use company letterhead.

2. Align the date of the correspondence to the right of the page.

3. Place the recipient's name, official title, and address at the bottom of the page, aligned left.

4. Follow the salutation with a comma, not a colon, for example: Dear Mr. Jones,

5. Double space between the salutation and the first paragraph of the letter and between each paragraph. However, single space the body of each paragraph.

6. Don't include reference initials, copy notations, etc.

(f) <u>Requests and Responses:</u>The most routine business letters either make a request or respond to one, Zimmer and Camp state. Examples of request letters include reserving a meeting room, requesting a price quote, asking for billing statements, and setting up appointments. Nevertheless, Zimmer and Camp advise that these routine letters "are not to be treated routinely." Therefore, you should follow certain guidelines when either submitting a request or responding to one:

1. Provide complete information.

2. Never make unreasonable requests.

3. Be accurate and precise.

4. Never be discourteous.

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(g) <u>Claims and Adjustments</u>: Customers sometimes complain about faulty service or products. When such occasions arise, businesses must respond by negotiating with customers in order to make an adjustment. Additionally, businesses also write claim letters, such as when a supplier fails to send the right product or does not ship it at all. However, Zimmer and Camp say that whether responding to or submitting a claim or an adjustment, you should keep the following rules in mind:

1. Make certain that you have all the facts.

2. Be accurate and complete when describing the claim.

3. Avoid being accusatory, threatening or demanding. .

4. Be courteous.

5. Suggest a reasonable solution that will agreeable to all concerned parties.

All these functions of a business letter promote sales and improve the image of the firm. So, every business letter is a sales letter if it serves the stated or implied objectives.

8.4.2 Three Basic Things that Business Letter Accomplishes:

Further , an effective business letter must be able to accomplish **three basic things**: deliver your message
(1) clearly, (2) appropriately and (3) persuasively.

Deliver your message clearly and persuasively
***To achieve clarity and persuasiveness* of message**, you must accomplish these:
1. The aim or purpose of the letter is clearly stated and strategically placed.
2. The problems or issues to be addressed are correctly articulated.
3. Ideas and information are organized into a structure based on audience needs.
4. Information is correct and complete.
Deliver your message appropriately

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To achieve appropriateness in the delivery of message, you must accomplish these:

5. Use simple language (**3Cs**). It must be:

Clear (simple, concrete and specific words in complete sentences)

Concise (most economical use of words to deliver message)

Correct (free from basic grammatical errors)

6. Use **appropriate tone and style** (4Ps). They must be:

Polite

Positive

Personal

Professional

7. Format and/or package the letter properly.

If your message is delivered clearly, appropriately and persuasively, you will most likely have an effective letter.

8.4.3   Kinds of Letter:

There are four basic types of business letters: inquiry letters, special request letters, sales letters, and customer relations letters. Business letters can be further classified as positive, neutral, or negative. Inquiry and special request letters are neutral, sales letters are positive, and customer relations letters can be positive or negative.

Inquiry Letters

An inquiry letter asks for information about a product, service, or procedure. Businesses frequently exchange inquiry letters, and customers frequently send them to businesses. Three basic rules for an effective inquiry letter are to state exactly what information you want, indicate clearly why you must have this information, and specify exactly when you must have it.

Special Request Letters

Special request letters make a special demand, not a routine inquiry. The way you present your

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request is crucial, since your reader is not obliged to give you anything. When asking for information in a special request letter, state who you are, why you are writing, precisely what information you need, and exactly when you need the information (allow sufficient time). If you are asking for information to include in a report or other document, offer to forward a copy of the finished document as a courtesy. State that you will keep the information confidential, if that is appropriate. Finally, thank the recipient for helping you.

Sales Letters

A sales letter is written to persuade the reader to buy a product, try a service, support a cause, or participate in an activity. No matter what profession you are in, writing sales letters is a valuable skill. To write an effective sales letter, follow these guidelines: (1) Identify and limit your audience. (2) Use reader psychology. Appeal to readers' emotions, pocketbook, comfort, and so on by focusing on the right issues. (3) Don't boast or be a bore. Don't gush about your company or make elaborate explanations about a product. (4) Use words that appeal to readers' senses. (5) Be ethical.

The "four A's" of sales letters are *attention*, *appeal*, *application*, and *action*. First, get the reader's attention. Next, highlight your product's appeal. Then, show the reader the product's application. Finally, end with a specific request for action.

In the first part of your sales letter, get the reader's attention by asking a question, using a "how to" statement, complimenting the reader, offering a free gift, introducing a comparison, or announcing a change. In the second part, highlight your product's allure by appealing to the reader's intellect, emotions, or both. Don't lose the momentum you have gained with your introduction by boring the reader with petty details, flat descriptions, elaborate inventories, or trivial boasts. In the third part of your sales letter, supply evidence of the value of what you are selling. Focus on the prospective customer, not on your company. Mention the cost of your product or service, if necessary, by relating it to the benefits to the customer. In the final section, tell readers exactly what you want them to do, and by what time. "Respond and be rewarded" is the basic message of the last section of a sales letter.

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Customer Relations Letters

These deal with establishing and maintaining good working relationships. They deliver good news or bad news, acceptances or refusals. If you are writing an acceptance letter, use the direct approach-tell readers the good news up front. If you are writing a refusal letter, do not open the letter with your bad news; be indirect.

Follow-up Letters. A follow-up letter is sent to thank a customer for buying a product or service and to encourage the customer to buy more in the future. As such it is a combination thank-you note and sales letter. Begin with a brief expression of gratitude. Next, discuss the benefits already known to the customer, and stress the company's dedication to its customers. Then extend this discussion into a new or continuing sales area, and end with a specific request for future business.

Complaint Letters. These require delicacy. The right tone will increase your chances of getting what you want. Adopt the "you" attitude. Begin with a detailed description of the product or service you are complaining about. Include the model and serial numbers, size, quantity , and color. Next, state exactly what is wrong with the product or service. Briefly describe the inconvenience you have experienced. Indicate precisely what you want done (you want your money back, you want a new model, you want an apology, and so on). Finally, ask for prompt handling of your claim. A letter must be used for large and more serious complaints whereas a fax or an e-mail may suffice for minor ones. Write the complaint as soon as you notice the mistake.

The letter of complaint should include the following items: a) state the mistake; it should be explained politely; b) if you think you know how the mistake was made, politely point this out to your supplier c) if you know how the mistake could be corrected, let your supplier know.

Adjustment Letters. Adjustment letters respond to complaint letters. For an adjustment letter that

tells the customer "Yes," start with your good news. Admit immediately that the complaint was justified. State precisely what you are going to do to correct the problem. Offer an explanation for the inconvenience the customer suffered. End on a friendly, positive note. For adjustment letters that deny a claim, avoid blaming or scolding the customer. Thank the customer for writing. Stress that you understand the complaint. Provide a factual explanation to show customers they're being treated fairly. Give your decision without hedging or apologizing. (Indecision will infuriate customers who believe they have presented a convincing case.) Leave the door open for better and continued business in the future.

Refusal of Credit Letters. Begin on a positive note. Express gratitude for the applicant for wanting to do business with you. Cite appropriate reasons for refusing to grant the customer credit: lack of business experience or prior credit, current unfavorable or unstable financial conditions, and so on. End on a positive note. Encourage the reader to reapply later when his or her circumstances have changed.

8.5.1 Layout of Letter Writing :

-When writing a business letter, the layout of your letter is important, so it's easy to read and looks professional. Use a plain font like Arial, Times New Roman, or Verdana.

-Properly space the layout of the business letters you write, with space between the heading, the greeting, each paragraph, the closing, and your signature.

-Single space your letter and leave a space between each paragraph. When sending typed letters, leave two spaces before and after your written signature.

-Left justify your letter, so your contact information, the date, the letter, and your signature are all aligned to the left.

Business Letter Layout

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Contact Information

Your Name
Your Address
Your City, State, Zip Code
Your Phone Number
Your Email Address

(space)

Date

(space)

Contact Information

Name
Title
Company
Address
City, State, Zip Code

(space)

Salutation

(space)

Dear Mr./Ms. Last Name:

(space)

Body of Business Letter

The first paragraph of your business letter should provide an introduction to why you are writing.

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(space between paragraphs)

Then, in the following paragraphs provide more information and details about your request.

(space between paragraphs)

The final paragraph should reiterate the reason you are writing and thank the reader for reviewing your request.

Closing:

(space)

Respectfully yours,

(double space)

Signature:

Handwritten Signature (for a mailed letter)

(double space)

Typed Signature

8.5.2 <u>Some Important points for the Business Letter Layout</u>

1. Senders address is usually given in the letterhead, but if there is none, the address can be typed in the top right- or left-hand corner of the letter.

2. The date is written below the senders address. The month is usually not written out as numbers – it could be confusing (different sequences): 20 December 2004 20th December, 2004.

3. The **inside address** begins with the name of the company or – if you know the name of the person you are writing to – you can begin with his / her name. **Courtesy titles** are used before names: Mr, Mrs, Miss, Ms, Messrs, M.Sc, Dr, Prof., Capt., Maj., Col., Gen. Abbreviations may be used with or without a fullstop, but we must **remain consistent** throughout our correspondence. The address can also begin with a **job title** or a department (if you do not know the name): The Sales Manager, The Accounts Department. The items that follow are:- the name of the house or building- the number of the building and the name of the street- the name of the town and the postcode- the name of the country.

4. **Attention line** is an alternative to putting the recipient's name in the address.

5. The **salutations** are as follows:-

 Dear Sir – to a man whose name you do not know

- **Dear Sirs /Gentlemen** – to a company

- **Dear Madam** – to a woman whose name you do not know

- **Dear Sir or Madam** – to a person whose name and sex you do not know

- Dear **Mr Sharma** – to a person whose name you know, but you do not know the person very well

- **Dear John** – to a person you know well.

The **British** like to use the comma after the salutation: Dear Mrs Jones, but the **Americans** prefer a colon: Gentlemen:

6. The **body** of the letter is usually written in the blocked style. A line of space is left between the paragraphs.

7. The **complimentary** close is related to the salutations:-

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-If the letter begins Dear Sir / Sirs / Madam / Sir or Madam, the complimentary close should be Yours faithfully

- If the letter begins with a personal name, e.g. Dear Mr James, it should be Yours sincerely

- A letter to someone you know well may end with Best wishes.

A comma after the complimentary close is optional.

8. **Signature** – always type your name and possibly your job title below your handwritten signature (the so called signature block).

9. **Enclosures** – If there are any documents enclosed with a letter, although they might be mentioned in the body of the letter, it is common to write Enc. Or Encl. below the signature block.

8.6   <u>Departmental Communication</u>:

8.6.1 <u>Meaning</u> Most mid- to large-sized companies are organized into different departments. This makes it easy for companies to keep various operations separate and handled by professionals skilled in each particular area. For example, most companies that sell a product or service have a customer service department that handles customer issues and concerns. In order for a business to be successful, it must implement and maintain effective interdepartmental communication.

Interdepartmental communication is the process through which various departments send and receive messages between themselves. For the communication to be effective, one department must send a clear and comprehensive message to another department, and the message must be clearly and completely understood. If it's not, there will be problems. Ineffective communication can lead to confusion, lack of morale and frustration among employees and departments.

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8.6.2 Need

Effective interdepartmental communication ensures that all departments are on the same page as work situations change. One department may make a change that affects another department. If the first department doesn't communicate those changes to the other department, there can be confusion, frustration and anger. Without effective interdepartmental communication, a company can end up in chaos, with a lack of motivation among employees and an absence of trust and respect between departments.

8.6.3 Importance

Effective interdepartmental communication creates a vibrant and trusting corporate culture. Employees feel empowered and able to rely on the decisions of other departments. Organizational leaders trust other departmental leaders and the customer has faith in the company's word and reputation. Effective interdepartmental communication makes it possible for people to stay informed, make changes when and where they're necessary, and feel comfortable confronting issues when they arise between departments. There's no resentment or unwillingness to deal with members of other departments.

8.6.4 Types

Oral communication is often carried out between departmental leaders via the phone, video conferencing and one-on-one meetings. Written communications are commonly seen interdepartmentally in the form of emails and memos. Corporate communication, in which the overall leadership of the company sends a message--whether by newsletter, email or other method--is another type of interdepartmental communication.

9.7 Interview Letters :

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Writing a Thank You Letter After the Interview

Writing a thank you letter after a job interview is must as it filters you to the top of few who are going to be decided for hiring. Therefore, it isn't a choice. It's a must! Following up to thank the hiring manager for his or her time is not only polite; it also demonstrates a sincere interest in both the position and the company. It impacts their decision-making process.

A thank you letter may be short but there's a lot your can achieve with one. Here are some thank you letter tips, which I hope will answer your questions. Many employers say that when if comes down to the hiring decision, there are often just a handful of candidates left in the running. At that point, employers look at the details, not only of each job seeker's qualifications, but also how each one performed during his or her job search, including... writing a thank you letter.

An employer might look at his top candidates and ask:

- Who sent a thank you note (or thank you email)?
- Who sent the *best* **thank you letter**?

Writing a thank you note (even a short one) may play a much bigger role in getting a job offer.

8.7.1 Sample Job Interview Follow-Up /Thank You Letter

Your Name
Your Address
Your City, State, Pin Code
Your Phone Number
Your Email

Date

Name
Title
Organization

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Address

City, State, PIN Code

Dear Mr./Ms. Last Name:

Thank you for taking the time out of your busy schedule to talk to me about the Senior Programmer Analyst position with XXX Company. I appreciate your time and consideration in interviewing me for this position.

After speaking with you and the group, I believe that I would be a perfect candidate for this position, offering the quick learning and adaptability that is needed for a diversified position.

In addition to my enthusiasm for performing well, I would bring the technical and analytical skills necessary to get the job done.

I am very interested in working for you and look forward to hearing from you once the final decisions are made regarding this position. Please feel free to contact me at any time if further information is needed. My cell phone number is ………………

Thank you again for your time and consideration.

Sincerely,

Your Signature

Your Typed Name

8.7.2   Some Tips for writing follow up-Interview Letter

Like any piece of writing, it is best to keep your audience in mind. Address their issues and concerns. In general, typed (paper or email) thank you letters are recommended.

Thank you notes are best sent within 24 hours of the interview.

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They should be brief (no more than two paragraphs) and reference particular points from the conversation.

Following up allows you to reiterate the case for why you are the best person for the job.

As with your resume and cover letter, customize your thank you note, and double- and triple-check it for grammatical and spelling errors. You don't want to ruin a great interview experience for the hiring manager with a typo-filled follow-up.

If you met with multiple people during your interview, be sure to send one note to each person if they gave you their contact information.

In addition to thanking the person you talked with, the thank you letter reinforces the fact that you want the job.

Even if you do not want the job, write a thank you letter respectfully withdrawing your application.

If you spent an entire day being interviewed (and taken to lunch) with several people, take the extra time and send an individual thank you letter to everyone you met with.

When interviewed over dining, be sure to thank everyone you spend time with, both for the meal and for taking the time to discuss the position and the company with you.

Time takes precedence - get a simple, appreciative thank you note in the mail or send a thank you by email without delay; save your creative efforts for another time.

If you're not sure what to write, review a few sample thank you letters or personalize our thank you letter template.

.

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8.8 Promotion Letters : The purpose of promotion letter is to ask for promotion with pleasing way. One should not adopt informal way to illustrate his thoughts in mean while of asking for promotion. You should highlight milestones that you have accomplished with the organization. However, it is expected from you to realize management about the worthy of your work. This can also be a way to declare the promotion from the management side. You can follow this format to write this letter to the management or to the employee.

To write a job promotion letter start the letter by telling your boss or human resources manager that you've enjoyed your years with the company, but that you're looking for new challenges then discuss how long you've been in your current job and list your most important contributions to the company, including specific projects that you devised or managed again mention the skills that you've acquired in your current job or any outside business classes or seminars you have attended and finally point out any commendations you've received for your job performance or compliments you've gotten from clients.

Request for promotion: Request for promotion consideration used to be written in mean while of reaching your service up to some specified place. However, employee asks for promotion in this letter, he has to maintain better communication section along them. Asking for promotion should be polite and well said so that it will give a positive impact on employee. You can check this **given below sample** for you.

From:

Mr. /Ms ....(Full Name)

…………………… (Designation)

Letter No. MD/Promotion/Mktg/1/2010

To:

Managing Director

…………………. (Name of Company)

Dear Sir,

Sub:

Request for consideration for Promotion.

It is requested you to put consideration my promotion case as it is been under delay for long time ago. Hence, my head of department recommended me for the promotion to the seat of …………(job title) with full perks and compensation

I have strong belief on my sincerity and dedications with that I served company. Business activities have been expanded so far, and targets were met as per time defined.

May I request you to consider my case for suitable promotion, as deemed fit and oblige.

Thanking you.

Yours sincerely

………………………(Signature)

………………..(Name in Full)

………………….(Designation & Dept.)

Place................Date

8.9 Resignation Letters : When an executive or an employee like to move from one firm to another firm then he/she need to inform it do the present employer in written form. Such written message bearing the information of resigning from the firm is known as the 'resignation letter'. An employee can leave the firm for different types of reasons but in a resignation letter he/she should use such a tone which will help to maintain good relation with the present employer.

According to Thill and Bovee letter of resignation should follow the **following three steps**:

1. **Begin with buffer**: A resignation letter should start with a positive tone irrespective of the actual feeling of the employee. This positive or tactful opening will act as a buffer to maintain a sound relationship between the present employer and leaving employee. Resist the temptation to leave a piece of your mind unless you want to be remembered as an ungrateful winner. In fact,

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do the opposite: document positive memories of your job. Mention how this job has positively influenced your career.

2. **Explanation of causes**: In the middle part of the resignation letter a clear and complete explanation should be provided stating the reasons of leaving the firm. Be respectful and courteous. Do not use emotional or controversial language in your letter. You are a professional, so quit like a professional.

3. **Close cordially**: A resignation letter should be closed by expressing good wish. At least two weeks' notice should be given to the present employer to find a replacement. It is simple courtesy to give your employer a reasonable amount of time to fill your position. If your job is complicated, your employer may need time for you to train your replacement.

Use the "sandwich technique." To soften the blow of the bad news of your departure, write positive statements on either side.

- Begin your letter with a positive paragraph.
- Place your resignation in the middle of the letter.
- Close your letter with another positive paragraph.

TIPS for Writing a Resignation Letter

- Do not ask your supervisor for a reference in your resignation letter. It is proper to ask for a letter of reference, but better to do it after you appraise the reaction of your boss. Try your best to get a letter of reference before you leave, even if you are starting a new job. Once you leave the company, your accomplishments and years of service will be quickly forgotten.
- Keep it simple. Try to be short, concise, and direct in your letter. You don't want to leave the letter up for interpretation.
- Do not discuss your resignation with co-workers; doing so might create negative energy in the office. Do not ask them for advice about writing your resignation letter.
- Do not spread distrust before or after your resignation.

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- Your letter of resignation is documentation and will likely be added to your personnel file: be very thoughtful about what you place in that document. Do not use slang or foul language.
- Keep in mind that the minute you submit your resignation letter, you could be told to pack your stuff and leave by the end of the day. Do not rely on your two week notice for job hunting: do it before your resignation.
- Remember, the company and its employees could potentially play a role in your career or job search in the future. It is a very small world. Never burn bridges.
- Do not give specific reasons for leaving. State that you have decided to move because of a career opportunity that is too good to pass up.
- Keep emotion out of the letter. Avoid the temptation to tell off your boss or any of your co-workers; put-downs will most certainly reflect poorly on you and you may later regret it.
- Check your company termination policy. (Many companies require a minimum of 2 weeks' notice for resignations.) Otherwise, their policy may be to never consider you again for a position. In your resignation letter, be sure to note the current day somewhere in the header as well as your final day in the body of the letter.
- Your letter of resignation could be used against you in court if it ever comes to that.

Format of a resignation letter: There is no specific rule or format for drafting a letter of resignation. But the common trend in the corporate sector is a letter of resignation should be written by following the 'bad-news plan'.

Your Name

Your Address

Date

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Your Managers Name (e.g. Ramesh)

Manager's Title

Company Address

Dear Mr Ramesh,

I would like to resign my position as (job title) with (company name) to leave (date).

I would like to take this opportunity to say that making this decision has been difficult, as working at (company name) has been such a positive experience and one for which I am grateful. I have gained much here and have enjoyed working with you and my other colleagues in (department/section/project).

However, I am excited about the new position I am undertaking and my decision is irrevocable as I am now legally bound by having signed a contract.

I am conscious of the need to provide support to the (name of the department) until my departure and I shall give my full commitment until then.

I wish (department and company) every success in the future and thank you for the opportunities I have been given during my time here.

Yours sincerely,

Cc: Human Resources Manager

8.10 Summary: Letter writing is a prized skill in the world of work. The higher you advance in your career, the more you will need to write letters. Letters are more formal and official than

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other types of business communication. They offer personal, verifiable authorization. Unlike e-mail, letters often must be routed through channels before they are sent out. Letters are the expected medium through which important documents such as contracts and proposals are sent to readers. Thus, upon successful completion of the lesson, students will be able to:

- review examples of business and friendly letters.
- compare business and friendly letter formats.
- write letters in response to specific queries, complaints, applications.
- apply knowledge of language structure and conventions.
- adjust their use of writing conventions, style, and vocabulary for a variety of audiences and purposes.

8.11 Glossary

An inquiry letter - An inquiry letter asks for information about a product, service, or procedure.

A sales letter - A sales letter is written to persuade the reader to buy a product, try a service, support a cause, or participate in an activity.

Customer Relations Letters: These deal with establishing and maintaining good working relationships.

Follow-up Letters. A follow-up letter is sent to thank a customer for buying a product or service and to encourage the customer to buy more in the future.

Resignation Letters : When an executive or an employee like to move from one firm to another firm then he/she need to inform it do the present employer in written form. Such written message bearing the information of resigning from the firm is known as the 'resignation letter'.

8.12 Self assessment Questions (SAQ)

1. What is the need and importance of Business Letter Writing?

2. What are the various functions of Business Letter Writing?

3. What are the different kinds of the Letters?

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4. What is the meaning and importance of Departmental Communication?

5. State the occasions when Circular Letters are required to be written.
Draft a Circular Letter announcing change in premises.

6. Enumerate the Structural Components of a Business Letter

8.13 References/ Bibliography:

Guffey, Mary Ellen, *Business Communication: Process and Product* 6th ed.
The OWL at Purdue: Memo Writing:
Love to Know: Business and Finance

8.14 Suggested Readings

- Baker, Sheridan. *The Practical Stylist*. 6th ed. New York: Harper and Row, 1986.
- Bowman, Joel P., and Bernadine P. Branchaw. *Business Report Writing*. Chicago: Dryden Press, 1984.
- Brusaw, Charles T., Gerald J. Alfred, and Walter E. Oliu. *The Business Writer's Handbook*. New York: St. Martin's Press, Inc., 1976.
- Houp, Kenneth, and Thomas E. Pearsall. *Reporting Technical Information*. 4th ed. Encino, California: Glencoe Publishing Co., Inc., 1980.

8.15 Terminal and Model Questions

1. Discuss the purpose and format of memo.
2. What are Sales Letters?
3. Enumerate Business Etiquettes . how are they important in handling Business Meetings?
4. What are the important point to be kept in mind while drafting a newsletter?
5. Draft a letter about cancelling an order owing to inordinate delay in its execution.
6. How are Office orders different from notices?

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7. Write Complaint Letter to Elpro Engineering Company, Green Park Road, Mumbai about receipt of wrong goods.

8. Why are business letters given so much importance in today's organizations? Bring out the difference between personal letters and business letters. Discuss the different characteristics of a good business letter.

8.16 Assignments

I. Write short notes on the following:

      (a) Persuasive Requests

      (b)Progress Reports

      (c) sandwich technique in resignation letter.

      (d) three basic things that business letter accomplishes

      (e) office memorandums 20

II. Write an essay on the following

II Write a letter of inquiry to any textile mill for their catalogue, prices and terms of business for the supply of some goods.   **(20)**

III Write Job Application to the Administrative Officer, Garwarewall Ropes imited, Chichwad, Pune in response to an advertisement in daily 'Sakal' for the post of an Accountant.

IV What is Business Letters ? Explain structure or layout of BusinessLetter.

V What are the important things to be kept in mind while writing a resignation letter?20

Activity 1

Explain structure of Business Letter.

_____

_____

_____

_____

_____

Activity 2

What do you mean by Progress Reports?

_____

_____

_____

_____

_____

___

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Chapter-9

Business Letter Writing –II

Structure outline

9.1 Learning objectives

9.2 Introduction

9.3 Newsletters

9.4 Circulars :

9.5 Agenda

9.6 Notice

9.7 Office Memorandums

9.8 Office Orders

9.9 Press Release

9.10 Job Application

9.11 Leave Application

9.12 Business Etiquettes

9.13 Email and Net Etiquettes

9.14 Etiquette of the written word

9.15 Handling   Business Meetings

9.16   Summary

9.17   Glossary

9.18   References/ Bibliography

9.19   Suggested Readings

9.20   Terminal and Model Questions

9.21   Assignments

9.1 Learning objectives: This chapter is in continuation of the previous chapter and deals with other forms of business writings like newsletters, circulars, agenda of the meetings, notices, office Memos, Office Orders, Press Releases. It also includes very important component of the business and digital communication – that is of etiquettes: personal, business, net-ettiquettes.

9.2 Introduction: By sending out a quality newsletter on a regular basis, you can keep clients, potential clients, the media, and other important sources updated about your business. Hence, lies the importance of newsletters in business communication. The modern business houses have to keep their customers informed about the internal and external changes in their policy and activities from time to time. This makes it necessary to convey the same information or message to a large number of interested customers both present and prospective which is done through Circulars. It also introduces you to various aspects of meetings; Agenda which is an ordered sequence of <u>items</u> to be discussed in a <u>formal</u> <u>meeting</u> and how the handling of the meetings should be done. It also introduces to the various formats of the formal leave and job applications. It ends up in dealing in details the etiquettes required at the workplace.

9.3 Newsletters: Newsletters are one of the least expensive -- and most effective -- public relations tools that exist for drawing attention to a business or Web site. By sending out a

quality newsletter on a regular basis, you can keep clients, potential clients, the media, and other important sources updated about your business. Frequency of mailing builds familiarity, and familiarity inspires return visits. Plus, the effort of creating a newsletter itself speaks volumes about your commitment to the subject. It also positions you as an expert and a valuable resource.

So, Begin by choosing a format and naming your newsletter. To save time and money later, decide early on: Will the newsletter be emailed or printed? If it's the latter, will it be 2 pages, 4, or more? Printed in black and white, 2/c, or 4/color? Do you need a logo? What about a designer to give the newsletter a stylish look? All that affects the total cost.

Do Background Research First? : If you're going to write a newsletter for someone else, you need to understand their business first. Ask the clients to supply information that could quickly acquaint you with what they do. You can request them to send you the printing trade papers, yearbooks, and highlights of their own correspondence, preferably pitch letters.

Interview Your Client -- Or Yourself: After reading the background information, draw up a list of questions. Ask:

- What's unique about your company?
- Who are your clients? (This tells you what kind of audience you'll be writing to.)
- What recent product are your proudest of? Show it to me. Describe it in your own words. (This can be the core of a news or new-product feature in your newsletter.)
- Have you won any awards?
- Are there any clients who would provide a testimonial about your services? (Makes good filler material -- as long as it's short.)
- What does your audience need to know about your business/service/product/idea?
- Are there any misconceptions we can use the newsletter to clear up?
- What advances in your industry will interest your audience?

Structure a Table of Contents: In developing a table of contents, think like an editor: Try to assemble a diverse and lively assortment of newsworthy pieces. Some articles can be long, others

short. All need to be different in tone and content. How to start? Think of all the elements you see in a newspaper:

- table of contents
- masthead
- news articles
- feature articles
- personality profiles
- editorials
- columns
- new product announcements
- good news/success stories
- Q&A
- puzzles
- coming-attraction ads

Now, adapt this mix to your subject matter. You don't have to write the full story at first. Just come up with headlines that reflect the content that will follow. Then map out which items will go on each page of the newsletter. Once you know the editorial line-up, it's time to start writing.

How Much Will Fit? : Unless your newsletter is oversize, assume you'll have room for 3-6 items per page. If you include photos or illustrations, you won't have as much room for text. But images will help attract your readers' attention. Take advantage of that fact by making sure every image has a caption.

Plan to Get a Response: Consider building a response mechanism into the newsletter. It could be as simple as a box with a broken rule. Readers can sign and fax or mail it back to you for a free subscription. Or it could be designed to serve as an entry blank for a contest -- which traditionally lifts response. Either way, reader responses build a database of potential customers who've expressed interest in the company.

Issue I, Volume I: If you're starting your first issue, devote a column to introducing your newsletter and telling readers its mission and frequency.

Masthead: Some newsletters carry mastheads, others just a return address. If promoting your name is important to you -- or you'd like to give credit to anyone who helped you with the newsletter -- list them in the masthead with a title.

9.4 Circulars : The modern business houses have to keep their customers informed about the internal and external changes in their policy and activities from time to time. This makes it necessary to convey the same information or message to a large number of interested customers both present and prospective. For this, recourse is generally taken to the circular letters which are printed or cyclostyled in large numbers according to the need. It is necessary to exercise the greatest care in drafting a circular letter. If it contains a mistake of fact, the hundreds or thousands of persons who receive it will be misinformed. If it is discourteous, it may antagonize them all. On the other hand a well-written circular letter can be a source of immense profit to the firm circulating the information. While drafting the circular letter care should be taken to see that...

1. Not more than **one subject** is dealt with in a single circular.

2. As far as practicable a circular letter should be **brief** and **direct in contents**.

3. The name of the sender is never printed or cyclostyled. It must be either in writing or in facsimile.

The following are the occasions on which circular letters are generally written :

1. Establishment of a new business

2. Admission of a partner

3. Removal of business to new premises or opening a new branch

4. Death or retirement of partner

5. Conversion of a partnership into a limited joint stock company

6. Granting power of Attorney

7. Obtaining an agency

8. Clearance Sales

Some examples:

a) **Circular Letter on Purchase of Business**

Dear Sirs,

I am pleased to inform you that I have this day taken over the business of _____ (Company Name),_____(Address).

As you may be knowing I was working as Production Manager with M/s. _____ (Company Name) until _____(Date), when_____(Name), its sole proprietor suddenly died of heart attack.

Being in the production side for the last 20 years I know each and everything of the product and I assure you that you will always have the products at AI standard as you had been getting uptil now.

I shall carry on the business under the name and style of:

_____(Company Name),

(Address)

I hope you will continue your support and patronage as in the past.

Yours faithfully,

b) **Circular Letter on Annual Stock Clearance:**

(Date)

Dear Sirs,

We are pleased to inform you that our Annual Stock Clearance Sale will start from
_____(Date) and will last one week.

A special feature of this year's Stock Clearance Sale

Is that this time we have-also added variety of leather goods and readymade garments apart from our usual stock of hosiery goods, cosmetics, raincoats, umbrellas, stationery articles, crockery and confectionary.

There will be a separate bargain counter.

Most of the stocks offered are fresh and some of the goods are even imported.

We would suggest you to pay us a visit and make your election.

A complete list of goods offered for sale together with discount prices is enclosed for prior information.

Yours faithfully,

c) **Circular Letter of Warning against Strike**

From
(Company Name)
(Address)
(Date)
Circular No._____

To

All the employees of packaging department

It has been reported that a section of employees working in packaging department of the company are proposing to go on a day's token strike on_____(Date).

It is hereby made known to all concerned employees that the proposed token strike is illegal and unlawful and employees whosoever participate in such a strike shall be subjected to disciplinary action as per the company's service rules and other applicable laws.

(Name)
(Designation)

9.5   **Agenda:** An Agenda is an ordered sequence of <u>items</u> to be discussed in a <u>formal</u> <u>meeting</u>. The <u>objectives</u> of an agenda include to (1) familiarize <u>participants</u> with the <u>topics</u> to be discussed and <u>issues</u> to be raised, (2) indicate what <u>prior knowledge</u> would be expected from the participants, and (3) indicate what outcome the participants may expect from the meeting.

A formal agenda can make your business meetings more effective.

Though you may have many impromptu(sudden, not planned) meetings at your small business, you should have formal meetings as well. These meetings cover important matters that require the undivided attention of employees. In order to maintain focus and signal to attendees that the meeting should be taken seriously, you must create a formal agenda. Pass out your formal agenda at the beginning of the meeting and follow it as you conduct the meeting. Let everyone know your agenda is planned for a specific purpose.

1. Place a **heading** on the agenda. This should include the company name and the department name. Next, type the date and time of the meeting. This indicates the meeting agenda will be kept on file to show the issue discussed was addressed at a specific point in your company's history.

2. Describe the meeting. Give the topic of the meeting under the heading **"Type of Meeting**." This should be a single sentence giving a general indication of what the meeting is about. Including this section will help attendees focus on the matter at hand. Try and make sure your meeting name is useful and informative – avoid the obvious – "weekly ACME meeting" doesn't really tell us much – "Weekly HR review meeting" – is more useful.

3. Name the meeting **facilitator**. This is important because it shows that you or the person you have designated take responsibility for the smooth functioning of the meeting. With repetition of these types of meetings, attendees will recognize that they are expected to grant authority to the facilitator and follow the lead of that person in terms of procedure.

4. List **invitees**. This is not the same as attendees. Make a list of all people who are expected to come to the meeting. This official record will show your attempt to include all significant personnel.

5. Type **"Call to Order"** on your agenda page. This indicates the official opening of the meeting. If you simply state verbally that, "the meeting has been called to order," you will let your staff know it is time to stop chatting and focus.

6. Indicate that **roll call** will be taken. This is a simple attendance notation. Mark down who is absent rather than who attended. This will signal to employees that they are expected to attend a formal meeting. Typing "Roll Call" will be sufficient to cover this procedure.

7. Approve the **minutes** of the last meeting. Briefly go over what happened at the last meeting, using a typed account. You should assign someone to keep the minutes at each meeting. This document can be a list of bullet points. Ask the current attendees to vote on approving the minutes after they are read aloud.

8. Discuss **open issues**. This is the period where attendees update everyone at the meeting about ongoing issues. Encourage a discussion about further action that must be taken on open issues. Your agenda should name the specific open issues you would like to address.

9. **Address new business**. List new business on the agenda in two or three bullet points. This is the heart of the meeting, and you should allow the most time for addressing this section of the agenda in the meeting. You are the one who selects the new business, because this is the reason for the meeting.

10. **Adjourn** the meeting. Indicate on your agenda that you will officially close the meeting at the end of the discussion of new business. While this may seem like a mere formality, it is a way to say, "Get back to work."

9.6 Notices: Notice is an intimation or invitation in writing to persons who are entitled to participate in a meeting. It implies the formal intimation to the members who are eligible to attended and vote in the meeting. It implies the formal intimation to the members who are eligible to attend and vote in the meeting. A meeting cannot be held without a valid notice. Notices are methods used to keep the workforce as a whole up to date with what is going on. There are impersonal methods of communication i.e. the same communication is sent to all the workers. Notices may relate to vacant posts, holiday arrangements, union matters or social events and are likely to be displayed on a notice board. Sometimes important notices are included with wage or salary slips. They keep workers informed and attempt to make them feel a part of a large company.

The advantages of this method

- It can contain diagrams as well as written information.
- A written record of the message is kept.
- They can be created in such a way as to attract attention.
- Employees tend to look at notice boards in their breaks.

The disadvantages to this method

- The message isn't clearly sent across, as not a lot of detail can be included in the notice.
- The notice can easily be taken down to be read by an employee or covered up by another notice.
- It can time to distribute the notices around the organisation.
- If they don't look attractive, people tend not to look at them as they may think from their first impressions that it doesn't seem very interesting.

This would have open channels to communication because the information will be put up on a notice board so that everyone can read it not just to one specific individual unless otherwise stated.

9.7 Office Memorandums: The memorandum, usually called a memo, is a common form of internal communication in business and academia. Memos have many purposes, including informing employees, giving directions, outlining procedures, requesting data, supplying responses, and confirming decisions. But essentially there are three basic reasons to write a memo:

- To persuade to action (we should do this)
- To issue a directive (do this)
- To provide a report (here's what was done, or here's what we found out)

When you wish to write to someone within your own company, you will send a memorandum. Memos are used to communicate with other employees, may be located whether in the same office, in the same building, or in a branch office many miles away. Because the interoffice memorandum form was developed to save time, the formality of an inside addresses, salutation, and complimentary closing is omitted. Otherwise, however, office memos and letters have a great deal in common.

Every good memo includes:

- A clear **statement** of purpose, stated upfront: I am writing because . . .
- **Information** about what the reader needs to know: The facts are . . .
- **Statement** of any action requested, ordered, or undertaken: I will, or I propose that you . .

- **Audience**: Write for your audience and give them what they need: What is their education, background, company status? What do they need to know to understand and act upon your memo?
- Informative **subject** line: Be upfront as to what the memo is about.
- **Length**: A memo is usually no more than one page long.
- **Coherent**: Keep the memo structure simple and logical. The memo should focus on communicating about one problem or issue, and each paragraph in the memo should focus on one idea.
- **Concise**: Check for needless words. Keep the memo to one page or less, and use attachments or separate summaries for additional information.
- Common **language**: Use accessible language, favoring clear, direct, simple words over the showy and fancy. Be specific, not general; concrete, not abstract.
- Factual **Tone**: Use a neutral or positive tone where applicable; avoid emotionally-charged words. Strive for a professional, 'business-like' voice.
- **Formatting**: Follow standard guidelines for hard-copy memos.
    - Use an easy-to-read 12-point font.
    - Margins should be 1 inch all around (some memos use 1.25 inch margins), left justified.
    - Leave a 1.5 inch margin at the top (unless using letterhead), and type the word MEMORANDUM, bolded and centered on the first line. Double-space to begin the memo.
    - Paragraphs are block-style (first line not indented) and single spaced.
    - Don't use an opening salutation or a complementary close.
    - Don't sign a memo at the bottom. Add your initials beside your name in the heading. This indicates that you have read and approved the memo.

Standard Memo Format: Heading, Opening, Body, and Closing

HEADING: The heading follows this general format (double-spaced):

To: (readers' names and job titles)

From: (your name and job title, and your hand-written initials next to your name)

Date: (complete, current date)

Subject: (what the memo is about, the main idea of the memo summarized)

The subject line serves a similar function as a title to an essay: it should tell your reader what you're writing about in clear terms and in few words. For example, "Clothes" could mean anything from ties and jackets are required in the workplace to the institution of causal Friday. If the subject line reads, "Office Party Dress Code," the subject is clear.

OPENING: The opening segment of the memo makes the purpose of the memo clear. The first sentence or two functions much like the thesis statement of an essay, stating the main point and purpose of the memo, and what you want the readers to know or act upon. The opening should be brief, the length of a short paragraph. Use language and key words that alert reader to your subject and purpose. For example, "In response to your request for suggestions about X, I propose…." Or,

"After investigating X, I suggest that the company do Z….".

BODY: The body of the memo, like the body of an essay, develops the main point stated in the opening. It includes information about the event, circumstance, or problem being addressed. It also provides justification for actions or policies undertaken, requested, or recommended.

Organize material in the body logically, usually in two to four short paragraphs. You might present your information in order of importance (most to least important) or by enumerating items (first, second, third). Also consider using graphic devices such as bulleted lists, headings, columns, bolded text, white space and other methods that make the information easy to scan and

comprehend. Putting important points or details into lists rather than paragraphs draws the readers' attention to the section and helps the audience remember the information better.

Each paragraph within the body of the memo should be short, no more than eight or so printed lines, and it should focus on a single idea expressed in a main sentence. This sentence functions as a topic sentence expressing the primary idea of the paragraph. It usually appears at or near the beginning of the paragraph, to state the main idea upfront; but it may appear in the middle of the paragraph, as a pivot point; or at the end, as the conclusion toward which every idea in the paragraph leads. Indeed, every sentence in the paragraph must support the main idea sentence. These supporting sentences will present supporting information that illustrates, explains or otherwise strengthens the main idea.

When you include supporting information from a source, use language cues that tell your reader you are referring to source information: e.g. "According to my investigations," or "Market research completed by the Orion firm has found that. . . ". This is called using a signal phrase to introduce your supporting evidence and attribute it to its source.

SUMMARY (OPTIONAL SEGMENT): If your memo is longer than one page, you may include a summary that recaps your key points and recommendations. Short memos do not require a summary, just a Closing (see below).

CLOSING: The closing segment should be a brief, courteous ending to your memo. It usually presents information about actions taken or requested, relevant dates and deadlines. If no action is requested, it may offer instead a simple closing thought. Examples: "I would be glad to meet with you about this on......." ; "Thank you for your attention to this matter." ; "Please review this information and respond to me by ....".

ATTACHMENTS: If you attach any documents, lists, graphs, tables, etc. to your memo, add a notation at the end of the memo about what is attached, placed below the closing. Any attached materials should also be referred to in the body of the memo.

9.8 Office Orders: An order is a document containing directions or instructions which are complied with by the person receiving the order. It is a means of downward communication. It carries a stamp of authority and people working at lower levels are bound to accept this. It is used to communicate matters concerning posting, promotion, transfer, suspension, termination of services granting /withholding certain privileges, imposing certain restriction, disciplinary proceedings or refusing leave to an employee.

The essentials of office orders are:

-order must be very precise.

- it should be written in very simple words.

- order should be written in unoffending language.

- it should clearly specify for whom they are meant it.

- should be correct, short & to the point.

- it should draw the attention of the concerned person's who have to comply with the office order.

- it must contain specific instructions or directions for compliance it must be authentic & duly signed by a competent authority.

Following is an example of an Office Order:

Vivek Public International College

B-109 Vasant Vihar

Jalandhar -121 001

Ref. 2023/Z   Date-

10/11/2014

OFFICE ORDER

The proposal for the change in menu of the college canteen has been accepted with the following upgrades:

Pav Bhaji (Rs. 30/plate)

Manchurian (Rs. 40/plate)

Amritsari Kulcha (Rs. 25/plate)

Chole Bhature (Rs. 30/plate)

Copies to

Prof. Bhushan Manchanda

Mrs. Neelam Dasgupta   sd/-

                                                                    Personnel Manager

9.9   Press Release: Writing a press note is so important that failure to write can spoil your relationship with the news media. Newsroom fax machines and reporters' inboxes are flooded on a daily basis with press releases from companies, government agencies, non-profit groups, and even average citizens trying to get their neighbourhood plight noticed. If you send in a press release that's riddled with grammatical errors, buried in a convoluted e-mail, or completely irrelevant to the reporter's coverage area, you might as well be tossing your press release down a sewer drain. If you deluge news organization with unprofessional or uninteresting releases, your chances of ever getting favorable news coverage are zero-to-slim.

But when done correctly, **a good press release will grab a reporter's attention** and force their curiosity to want to learn more about your announcement. The trick, professionals say, is

knowing how to format a good release, where to send it, and what information to include. The release is the face of your company that you're sending out into the world, so it's not a task to be taken lightly. Don't forget: With most press releases now available online through wire services or your company's website, customers or clients may also be reading them, not just reporters.

"Really good, clean, crisp, grammatically correct writing is so important in creating a positive impression of your company," says Lauren Selikoff, chief marketing officer for Allison & Partners, which works with Samsung and Michelin and is based in San Francisco.

Here's some tips to help you craft your message.

Mind the Message: The first step is figuring out exactly what message you are trying to get across, and how it qualifies as news. That means your release needs a good headline. That can be something saying how your new product is going to make life easier, or how it relates to a news event. Your headline should be an attention-grabber, so reporters can see right away how the announcement affects their audience.
"The hardest thing for people who are new to PR to grasp is you really have to take your ego out of it when it comes to finding something the press is going to write about," Selikoff says. "What's newsworthy to a publication's readers is often completely different than what you are trying to get across."

Mastering the Structure: Press releases should be no longer than one page. Every press release has a basic structure:

Top: Put the words "For immediate release" at the very top of the page. The headline — the key to grabbing attention — should be centered on the page, and usually written in bold or capital letters. Under that, put a subhead, often in italics, that elaborates on the headline. The headline and subhead are the prime places to work in keywords that will help search engine optimization and draw traffic to your release once it's online. For instance, she says, if you're launching an e-commerce platform, you want the words e-commerce, platform, and software to appear in your headline and opening paragraphs several times.

First paragraph: You should assume no one is going to read beyond the first paragraph, which makes it the most important. Many releases also take up a journalistic style, beginning with a dateline, or the city and state the news is coming from.

"You need to have the theme and anything that is newsworthy summarized very concisely and neatly," Selikoff says. "The remainder of the press release is kind of fleshing out the story. But the main story has to get across in the first paragraph."

The old standard is that a release should be similar to a story the journalist would write. Reporters often stick to a structure known as the **inverted pyramid**, which means the most significant parts or the story should be at the top, with everything getting less important as you go farther down the page. This ensures that even someone who just reads the top of the release will get the most important information, and makes it easier to cut text from the bottom for space.

Quotes: Experts recommend that your release should also include at least one quote in the body. The quote should come from someone knowledgeable about the announcement being made, such as a product manager if you're announcing a new invention, or a top executive if announcing the company's wide changes. The quote can also be used to explain how your announcement makes you stand out from other competitors, even if you don't mention them by name.
The quote is where you can add context to your announcement and offer an opinion about it, it is where you can talk about why this is important to the industry. Use a quote that provides some insight instead.

Boilerplate information:
The last paragraph is typically a standard set of information about your company, including your mission, when the company was founded, awards it has received or other achievements. This provides basic background information the journalist or the public can use to put the release in context and understand more about who you are.

Contact information:
You don't want to pique a journalist's interest only to have that person scrounging and searching

to find who to call for more information. Contact information can either be at the top or bottom of the page and should include the name, e-mail, and title of whomever the media contact for the story is. Usually, it will be your company spokesperson or a dedicated staff person familiar with the topic who can answer reporters' questions.

"There is a certain format for press releases that media are accustomed to getting, " Pommerehn says. "It's Important to kind of keep that format."

Multi-media: You'll most likely be sending out releases through e-mail and posting them on your company's website, so experts say you should consider including some digital features, such as video and audio. It's also an opportunity to link back to other company information available online — previous press releases and related matter such as customer testimonials or performance reports — that will give the news media additional context.

Target Your Distribution: The first rule of sending out a press release to know which reporters you're trying to reach. Not only is the press release itself important, but who you're communicating with is very important. If it's a local news event, find out who in the local media covers your neighborhood or issue. Do some research on bigger news organizations to find out which reporters or producers cover your industry. Some media organizations have designated e-mail addresses or fax numbers to which all releases are directed.

Professionals say to be mindful of what kind of organization you're reaching out to as well: a reporter at an environmental magazine, for instance, might be turned off by a flood of paper-consuming messages coming from the fax machine.

Most journalists expect press releases to arrive by e-mail these days. Put your document in the body of the message because most reporters won't open an attachment from someone they don't know.

If you have a public relations budget, you can also send your release to a wire service for broad geographical distribution.

Don't' forget that media organizations run on tight deadlines. Pommerehn says the morning is typically the best time to send a release for most publications while late morning or early afternoon is better for television and radio outlets.

Advance notice helps too. If you have an event you are trying to get covered, waiting to send notice until editors are rushing out of the door on Friday evening could lead to a missed opportunity for media exposure. Editors will have to scramble to fit it into their story budgets for the weekend, leaving a bad taste in their mouth about your company.

9.10 Job Application: Employers may receive hundreds of applications for a job, so it's vital to make sure that the letter or e-mail you send with your CV/résumé creates the right impression. It's your opportunity to say why you want the job and to present yourself as a candidate for the post in a way that impresses a prospective employer and makes you stand out as a prospective employee.

Preparation

Before you start:

- Read the advert closely so that you can tailor your application to the requirements of the job
- Research the organization: this will show prospective employers that you really are interested in them.

Composing the letter or email
General points

- Keep it **brief**. You don't need to give a lot of detail. What you are aiming for is a clear and concise explanation of your suitability for the job.
- Begin your letter or email 'Dear Mr/Mrs/Ms xxxx' if you know the person's name, or 'Dear Sir or Madam' if you don't know their name.
- Avoid inappropriate language such as slang or technical jargon.
- Use brief, informative sentences and short paragraphs.

- Check your spelling, grammar, and punctuation carefully. Some employers routinely discard job applications that contain such mistakes.

Structure

The usual order of a job application letter or email is:

Begin with your contact information at the top so they can reply to you. This should include your whole address and phone number(s).

Write the name of the employer to whom you are applying for the job. Include the address.

Write the date in the letter.

Write the name of the person to whom you are writing.

- The position applied for: give the title of the job as a heading, or refer to it in the first sentence of your letter, using the reference code if there is one. This will ensure that your application goes directly to the right person in the organization. You should also mention where you saw the job advert or where you heard about the vacancy. If you heard about it through someone already working for the company, mention their name and position.

- Your current situation: if you're working, briefly outline your current job. Pick up on the job requirements outlined in the advert and focus on any of your current skills or responsibilities that correspond to those requested. For example, if the advert states that management skills are essential, then state briefly what management experience you have. If you're still studying, focus on the relevant aspects or modules of your course. **The next paragraph should include the most relevant aspects of your career.**

- Your reasons for wanting the job: be clear and positive about why you want the job. You might feel that you are ready for greater challenges, more responsibility, or a change of

direction, for example. Outline the qualities and skills that you believe you can bring to the job or organization.

- **In the next paragraph, you can summarize your strengths and any particular qualifications or experience that would be considered relevant to the post. Finally, explain how you think you can contribute to the company and help it become successful.**

- Closing paragraph: in the final paragraph you could say when you'd be available to start work, or suggest that the company keep your CV/résumé on file if they decide you're not suitable for the current job. **If they are going to contact you, at the bottom of the letter but before your closing and signature, write I look forward to hearing from you at your earliest convenience.**

- Signature: if you are sending a letter rather than an email, always remember to sign it and to type your name underneath your signature.
- **End appropriately.** Use Yours sincerely or Yours faithfully.

Speculative job applications

If you know that you want to work for a particular company or organization but you haven't seen an advert for a suitable vacancy, you could submit a speculative application. This should consist of your CV/résumé, tailored to the type of job you're interested in, together with a covering letter of application. Keep your letter short and positive: say why you are particularly interested in working for the organization in question and outline what skills, qualifications, and personal qualities you have to offer.

If possible, address your application letter (or email) to the person in the organization who is in charge of recruiting new staff. You could find this out by phoning the organization directly or consulting its website. If you are applying by letter, rather than email, you could enclose a stamped addressed envelope to increase your chances of a response.

Template Letter of Application

[Month/Day/Year]

[Name of Company Applying To]

Attn: [Full Name of Hiring Manager]

[Street Address]

[City/State/Zip]

[Your Full Name]

[Street Address]

[City/State/Zip]

Phone: [Your Phone Number]

Email: [Your Email Address]

Dear. Mr./Mrs./Ms. [Last Name of Hiring Manager] (or) To whom it may concern,

I am writing to you to express my interest in the [Title of Position Applying For] position currently available at [Company Name]. I believe that I am an excellent fit for this position, [state your reason for being a good fit for the position.]

In the job description for the position that Acme Investments posted, there were some requirements that stood out to me.

- [List job requirements that you can relate to your background experience.]

[Add a paragraph or two to briefly describe your background and how it relates to the job requirements for the position to which you are applying.]

I believe that after you have reviewed my application and resume you will see that I possess an excellent skill set which matches your requirements perfectly. If you have any further questions or require additional documentation, please feel free to contact me. Thank you for your time and consideration.

Respectfully,

[Your Signature]

[Your Full Name]

9.11 Leave Application We have been taught to write various applications in our schools and one of them is the leave application letter. It is applicable when you have planned a leave and then asking for its approval from your seniors. The addressee of the letter is usually your immediate reporting head, but in some organizations the number of leaves decides the recipient. In the following section, we will see the format and an example of employee leave application letter.

Format of an Employee Leave Application Letter

If it is an e-mail, then the format remains as the text boxes that the e-mail interface provides. For example:

To: (recipient's address)

CC: (your reporting head's or human resources personnel's e-mail addresses)

Subject: Leave application for_____days for_____.

In this section, you may or may not mention the reason of the leave in the subject line itself. For instance, if it is for personal reasons, it is better not to write it in the subject line. In case it is for some examination, then you may.

Body of the E-Mail: Start with the addressee's name, designation, department, etc. In the first line, i.e. the introduction of the e-mail, one is supposed to write that he or she wishes to apply for

leaves. Then follows the date and number of working days.

In the second paragraph, one can cite the reason for applying for leaves. Then request them to accept and approve the leave. The content of this letter will not exceed more than 300 words in general. End the letter by thanking the recipient and saying that you will await the reply.

Signature: Your name, designation, employee id, department

Sample 1. Employee Leave Application Letter

This sample is for employees who choose to write an application in hard copy. Note the format and the language.

Name: Ruchi Sharma

Employee Code: CWD - 1248

Date: 05/24/2014

Robin Donald

Manager

Subject: Leave Application for 10 days for exams

Sir,

I wish to apply for 10 working days leave from the 15th of next month till the end of month (15 - 30 Apr. 2014). The reason for this is my master's course examinations of the final term. There are 10 papers that I need to appear and additional five days for preparing for the examinations. I shall report to work on the 2nd of May 2014. I request you to kindly approve my leave.

Thanking you in anticipation.

Regards,

Ruchi Sharma

SAMPLE 2:

(Your name)

(Your designation in office)

(Your home address)

Date

To

Mr/Mrs/Ms._____

Personnel Manager

(Your company name)

(Company address)

Sub: Request for granting leave from_____to_____(mention dates here)

Dear Sir/Madam (write whichever applicable)

I wish to request for_____days leave to attend to very urgent family matter/medical
emergency etc (give your reason).In case I have to stay longer then I am prepared to take no-pay
leave subject to your approval.

Thanking you

Yours sincerely

(signature)

_____(your name)

designation

9.12 Business Etiquettes: The word "etiquette" gets a bad rap. For one thing, it sounds stodgy and pretentious. And rules that are socially or morally prescribed seem intrusive to our sense of individuality and freedom.

But the concept of etiquette is still **essential**, especially now—and particularly in business. New communication platforms, like Facebook and Linked In, have blurred the lines of appropriateness and we're all left wondering how to navigate unchartered social territory. Etiquette and communication are considered "soft" skills, but they are vitally important to the successful conduct of a business. Appropriate behavior establishes trust among business contacts, and a good flow of communication improves the efficiency of any enterprise. Both of these outcomes can add materially to a business' bottom line.

To cut it short, an etiquette is really all about making people feel good. It's not about rules or telling people what to do, or not to do, it's about ensuring some basic social comforts.

So here are a few business etiquette rules that matter now—whatever you want to call them.

1. **Send a Thank You Note**: The art of the thank you note should never die. If you have a job interview, or if you're visiting clients or meeting new business partners—especially if you want the job, or the contract or deal—take the time to write a note. You'll differentiate yourself by doing so and it will reflect well on your company too.

2. **Know the Names:** It's just as important to know your peers or employees as it is to develop relationships with clients, vendors or management. Reach out to people in your company, regardless of their roles, and acknowledge what they do. We spend too much of our time these days looking up – impressing senior management. But it's worth stepping back and acknowledging and getting to know all of the integral people who work hard to make your business run.

3. **Observe the 'Elevator Rule':** When meeting with clients or potential business partners off-site, don't discuss your impressions of the meeting with your colleagues until the elevator has

reached the bottom floor and you're walking out of the building. That's true even if you're the only ones in the elevator.

4. **Focus on the Face, Not the Screen:** It's hard not to be distracted these days. We have a plethora of devices to keep us occupied; emails and phone calls come through at all hours; and we all think we have to multitask to feel efficient and productive.

But that's not true: When you're in a meeting or listening to someone speak, turn off the phone. Don't check your email. Pay attention and be present.

5. **Don't Judge:** We all have our vices—and we all have room for improvement. One of the most important parts of modern-day etiquette is not to criticize others.

You may disagree with how another person handles a specific situation, but rise above and recognize that everyone is trying their best. It's not your duty to judge others based on what you feel is right. You are only responsible for yourself.

The digital landscape has made it even more difficult to know whether or not you're crossing a line, but an etiquette is about being positive. It's a way of being—not a set of rules or dos and don'ts.

- **Communications Etiquette:** Whether in person, by phone, email, social media, or in writing, we must practice appropriate etiquette in the words we choose, the tone we use, and our timing for initiating and responding to business communications. Learning how to improve your listening skills and to communicate graciously, tactfully, effectively, and professionally are skills I teach in my business etiquette training course.
- **Etiquette for Personal Introductions:** Introductions can be awkward. Many people are nervous when they meet for the first time in both business and social situations. Proper business etiquette includes knowing how to pronounce peoples' names, knowing their proper titles, and understanding the protocol for making introductions in the proper order and presenting business cards. Having these skills will enable you to help your colleagues ease into their own conversation and will reflect very well on you!

- **Dining Etiquette:** Make good tables manners a habit and you will succeed at any business meal, whether it is lunch with a new prospect, breakfast with your banker, or at an awards dinner honoring you! Practicing good table manners ensures that your dining companions focus on the conversation rather than on any lack of table manners. Learn about the dos and don'ts, American vs. Continental styles of eating, restaurant selection, hosting, and paying the bill.

- **Networking Etiquette:** Maintaining your professionalism is important, even at office happy hours, networking events, and holiday parties. Good business etiquette in these situations includes knowing how to practice active listening, balancing talking and listening, graciously giving and accepting compliments, introducing others, and artfully navigating around potentially negative or embarrassing topics.

- **International Etiquette:** Although we have a global economy, different cultural norms prevail. I will train you where, when, and how to shake hands, bow, or make eye contact. Understanding and respecting dress codes, gender- and age-related sensitivities, managing expectations, body language faux-pas, dining customs, and religious taboos are particularly important for the international business person.

- **Travel Etiquette:** Travel these days can be inherently stressful. Courtesy and patience make for a smoother trip. Travel etiquette includes things such as avoiding intimate phone conversations in public space, having your boarding pass and photo ID ready at the security check, and knowing when and how much to tip. Having properly-sized carry-on luggage and helping fellow passengers struggling to put theirs in the overhead bins will spread smiles throughout the cabin.

- **Cubicle Etiquette:** Respecting co-workers' privacy and space in "cubeland" will go a long way towards having a rewarding and pleasant work day.

9.13 Email and Net Etiquettes: In today's fast-paced world, information is sent and received more rapidly than ever before. E-mail messaging now exceeds telephone traffic and is the dominant form of business communication. We all wish that every person who receives a new e-mail account had to agree to follow certain rules to use it? But how do you ensure that the messages you are sending are effective, acceptable, and will be taken seriously? The use of proper **e-mail etiquette** is the cornerstone for ensuring your message gets across quickly,

appropriately, and concisely. It covers the basic requirements for using e-mail to communicate effectively, specifically the tried-and-true guidelines for e-mailing effectively, fundamental elements every e-mail should contain, and the importance of keeping e-mails concise. Then one can also use instant messaging programs as an extension of e-mail. There *are* certain professional standards expected for e-mail use. Here are some things to keep in mind regarding professional e-mail conduct:

1. **Be informal, not sloppy.** Your friends may use commonly accepted abbreviations in e-mail, but when communicating with external customers, everyone should follow standard writing protocol. Your e-mail message reflects you and your company, so traditional spelling, grammar, and punctuation rules apply.

2. **Keep messages brief and to the point.** Just because your writing is grammatically correct does not mean that it has to be long. Nothing is more frustrating than wading through an e-mail message that is twice as long as necessary. Concentrate on one subject per message whenever possible.

3. **Use sentence case.** USING ALL CAPITAL LETTERS LOOKS AS IF YOU'RE SHOUTING. Using all lowercase letters looks lazy. For emphasis, use asterisks or bold formatting to emphasize important words. Do not, however, use a lot of colors or graphics embedded in your message, because not everyone uses an e-mail program that can display them.

4. **Use the blind copy and courtesy copy appropriately.** Don't use BCC to keep others from seeing who you copied; it shows confidence when you directly CC anyone receiving a copy. Do use BCC, however, when sending to a large distribution list, so recipients won't have to see a huge list of names. Be cautious with your use of CC; overuse simply clutters inboxes. Copy only people who are directly involved.

5. **Don't use e-mail as an excuse to avoid personal contact.** Don't forget the value of face-to-face or even voice-to-voice communication. E-mail communication isn't appropriate when sending confusing or emotional messages. Think of the times you've heard someone in the office indignantly say, "Well, I *sent* you e-mail." If you have a problem with someone, speak with that person directly. Don't use e-mail to avoid an uncomfortable situation or to cover up a mistake.

6. **Remember that e-mail isn't private.** E-mail is considered company property and can be retrieved, examined, and used in a court of law. Unless you are using an encryption device (hardware or software), you should assume that e-mail over the Internet is not secure. Never put in an e-mail message anything that you wouldn't put on a postcard. Remember that e-mail can be forwarded, so unintended audiences may see what you've written. You might also inadvertently send something to the wrong party, so always keep the content professional to avoid embarrassment.

7. **Be sparing with group e-mail.** Send group e-mail only when it's useful to every recipient. Use the "reply all" button only when compiling results requiring collective input and only if you have something to add. Recipients get quite annoyed to open an e-mail that says only "Me too!"

8. **Use the subject field to indicate content and purpose.** Don't just say, "Hi!" or "From Laura." Agree on acronyms to use that quickly identify actions. For example, your team could use <AR> to mean "Action Required" or <MSR> for the Monthly Status Report. It's also a good practice to include the word "Long" in the subject field, if necessary, so that the recipient knows that the message will take time to read.

9. **Don't send chain letters, virus warnings, or junk mail.** Always check a reputable antivirus Web site or your IT department before sending out an alarm. If a constant stream of jokes from a friend annoys you, be honest and ask to be removed from the list. Direct personal e-mail to your home e-mail account.

10. **Remember that your tone can't be heard in e-mail.** Have you ever attempted sarcasm in an e-mail, and the recipient took it the wrong way? E-mail communication can't convey the nuances of verbal communication. In an attempt to infer tone of voice, some people use emoticons, but use them sparingly so that you don't appear unprofessional. Also, don't assume that using a smiley will diffuse a difficult message.

11. **Use a signature that includes contact information.** To ensure that people know who you are, include a signature that has your contact information, including your mailing address, Web site, and phone numbers.

12. **Summarize long discussions.** Scrolling through pages of replies to understand a discussion is annoying. Instead of continuing to forward a message string, take a minute

to summarize it for your reader. You could even highlight or quote the relevant passage, then include your response. Some words of caution:

- If you are forwarding or reposting a message you've received, do not change the wording.
- If you want to repost to a group a message that you received individually, ask the author for permission first.
- Give proper attribution.

9.14 Etiquette of the written word: Despite the prevalence of email, telephone calls are still very common in the business world. Even if you do not have a traditional phone, you probably have a cellphone. Displaying proper etiquette on the phone is essential for all aspects of a company -- from keeping customers coming back to negotiating business deals.

1. Make sure you speak clearly, slowly, and are **smiling** as you answer the phone- Smile — it shows, even over the phone.
2. Ask permission before putting a caller on **hold**. *"Would you mind holding while I get your file?" or "Can you please hold briefly while I see if Mr. Jones is available?"*
3. When returning to your caller, remember to **thank** them for waiting.
4. Do not permit the phone to ring into your or the departments office more than **three** times.
5. Always use a pleasant, **congenial** and friendly **tone**.
6. **Never interrupt** the person while he/she is talking to you.
7. Never engage in an **argument** with a caller.
8. Do not handle an **unhappy caller's** concern openly at the check in/checkout desk.
9. Do not answer the phone if you are eating or chewing gum.
10. Do not give the **impression** that you are rushed.
11. Learn how to handle **several** callers simultaneously with ease and grace.
12. Return calls **promptly** that have been left on voice mail or answer phones
13. Always offer to **leave a message** if a manager or another team member must return the call- and get the best number and the best time to have a call returned to the caller.

14. Always **end with a pleasantry**: "Thank you for your call" or "It was nice speaking with you".

15. Let the **caller hang up first**. This shows the caller that you aren't in a hurry to get off the phone with them.

Good cell phone etiquette is a must in today's technology-driven workplace. And, it's part of good business etiquette and office courtesy. Most people don't intend to be rude on their smartphones. They just aren't intentional about using these indispensable devices in a respectful, inoffensive way. Unfortunately, many companies still do not have policies on smartphone use in the workplace, which leaves it up to employees to feel their way across uncertain terrain. But, smartphones and manners are compatible. Here are some easy doable tips to help raise the bar on workplace smartphone etiquette.

1. **the person in front of you.** Don't interrupt a face-to-face conversation with someone—in the hallway or in the employee lunchroom–by taking a call or texting. The question to ask yourself is this, "What impression am I making when my attention is diverted to my phone?"

2. **At a business lunch, a mobile device shouldn't be part of the place setting.** Keep it stashed in a jacket pocket, handbag or briefcase.

3. **In meetings, avoid "reading under the table."** Most people know to turn their phone to silent in a meeting. However, it's not the occasional phone ringing that's so annoying. It's the people who scroll through their emails, check their Facebook page, text, tweet, or check sports scores–in their lap. People notice this more than you think. It's not only distracting and discourteous to the speaker, but also to those around you. Also, paying attention to your messages instead of the meeting sends a signal that the people in the room are not important to you. And that's a dangerous message if those people are clients, or have power over your job or career path. You want to appear engaged and a team player. If you are expecting an urgent call, mention it before the meeting begins and then excuse yourself and step away when you take the call. In longer meetings, wait until a break to check emails and phone messages.

4. **Have a professional ring tone.** Whether it's your personal cell phone or one issued by your company, a professional ring tone is important to convey a professional image of you.

5. **In a cubicle, turn your mobile device to silent.** It's annoying and distracting if your phone rings and you're there, but it's more irritating to coworkers if it rings and rings when you're away from your desk. Let voice mail take the call if you step away for a cup of coffee or a meeting.

6. **Take personal calls in a private place.** Hearing someone talk loudly on a cell phone, especially about personal business is distracting and discourteous to coworkers trying to do their jobs. It's best to go to an empty conference room or other private location to make a personal call. And do keep personal calls to a minimum so that you don't appear unfocused to your team or your boss.

7. **Never use your cell phone in the restroom.** This is not the place to share personal or confidential company or client information. You never know who might be in listening range.

If you make it your personal challenge to use these etiquette tips, then collectively your workplace will enjoy greater cell phone etiquette. And that's something that everyone will appreciate.

9.15 Handling   Business Meetings:

Tips for More Effective Business Meetings:

Below are a few tips for helping get the most out of your meetings. Now given that our meetings tend to fall in one of two categories, either co-worker or client, and also considering that both of these types of meetings are completely different and require different handling.

Meetings With Co-Workers

The first type of meetings that we are going to discuss are those we have with our co-workers. Given that in most professional environments, these are the meetings that populate most of our day planners. Be they collaborative, implementive, or simply informative there are a few different guidelines you can follow to help ensure that the pace and productivity of the meeting both work out in your favour. Hopefully, turning things around in your meetings and making the most of them will take the sting out.

Appoint a Runner or leader

Now this is assuming that you have the control over this aspect of the meeting, but the first thing you want to do is to appoint an appropriate person to run the show. To be honest, not everyone has the ability or desire to head a meeting and try to keep everyone on topic and everything progressing towards some sort of end. Basically you need someone steering the ship, controlling the flow of the discussion and moving things on when appropriate, otherwise people are likely to go on and digress.

So you will want to choose a runner who is patient, but at the same time resolute. Someone who is organized and focused with a natural knack for engaging people so the meeting does have active participation from all of those who are present. If everyone just sits back and absorbs the information offered, but does not contribute to the dialog, then the meeting is not a meeting, and could have been handled via e-mail. So be sure that the runner allows for and encourages input from everyone that has gathered.

Things to Keep In Mind Before You Move On

- Without someone to steer, the meeting will most certainly veer off course.
- Pick a person who can engage the others and keep them reigned in.
- They should have strong organizational skills that can stay focused amid the chaos.

The Agenda

The next topic we are going to cover is perhaps one of the most important elements of a meeting that we will discuss, and that is the meeting agenda. This organizational tool should include all of the relevant topics that the meeting will cover, along with any decisions that need to be made or issues that should be addressed. The agenda is extremely helpful when it comes to staying on track and making sure the meeting does not stray to far from relevance itself. There is always a guide to come back to should the digressions interrupt the flow of purposeful dialog, so the runner and everyone else in the meeting basically knows where the discussion is at.

To this end, it is ever so important that if you have a meeting agenda, that you in fact stay on the agenda and do not let your meeting's productivity slip. Also, in order to help facilitate this productivity for your meeting try and get the agenda laid out ahead of time so that you can send a copy of it to all of the participants. This gives them a heads up as to the purpose and topics for the meeting so they can also be prepared and have some idea of what they would like to bring to the table, so to speak. If they get into the meeting and then have the agenda given to them, they have no time to prepare and that can unintentionally slow your meeting way down.

It may also benefit you to get input from all of those involved in the meeting as to what should and should not be on the agenda. This can be done as suggested edits being sent back to you once you have supplied them with their advanced copies of said agenda, or it can be done even before that. As one meeting winds down with your co-workers, you could begin working on setting up the agenda for next one that you will all have. Naturally, this does not cancel out the need to get them all copies of the finished agenda ahead of time for preparation, but it does go ahead and get them thinking about the next steps. It also encourages their participation and lets them know that their input is a valued addition to the meetings.

Things to Keep In Mind Before You Move On

- Stay on the agenda, and do not allow the discussion to digress often or productivity will suffer.
- Be sure that you get a copy of the agenda out to all participants ahead of time.
- Begin working on the agenda for the next meeting as you wrap-up the one you are in.
- Get the meeting participant's input to set agenda for more active engagement.

Someone's Rules of Order

Once again we find ourselves looking at yet another way to control the chaos of the meeting room which can often invalidate your time spent inside it. This falls heavily on the runner to ensure the proper implementation, but following some sort of rule of order for the meeting is a near must. Though it may frequently rear its ugly head in them, chaos is not the effective way to manage a meeting, so make sure that you have some sort of system for running the meeting in place for making things get done. Robert's rules tend to be popular in the United States, however other parliamentary procedures might be better suited for your needs. Whichever way you go, make it orderly and fair.

Not only does this ensure that everyone has an opportunity to be heard, and counted in the context of the meeting, but it helps to keep the flow maintained without as much pressure on the meeting runner. So long as everyone understands the procedures that you have implemented. This is also a good reason to adopt a well known system that is easy to explain and reference for everyone, so the participation procedures do not make anyone feel like their input is not welcome or encouraged. This would be an unfortunate side-effect to not filling everyone in on the system you have in place for managing the meeting, which once again will impact the meetings productivity.

This is something that we keep coming back to, because of its importance in keeping up the positivity and the energy of the meeting so that you and your co-workers are using this time to effectively maximize your projects and professional standing. If run in a consistent, orderly fashion then you and your co-workers will enthusiastically approach these meetings inspired with fresh ideas to bring into the mix. Actually gaining from the experience, instead of dreading it and taking nothing away from it whatsoever.

Things to Keep In Mind Before You Move On

- Establish some sort of parliamentary procedure to run the meetings by.
- Be sure everyone who participates in the meeting is aware of said procedure.
- Through this process, be sure everyone has the opportunity to be heard in the meeting.

Be Aware of Time

Another area to keep in mind when it comes to running a meeting, that also can impact the productivity is the length of time that the meeting runs for. Yes, you want to ensure that no one is rushed or that the discussion is allowed to have the necessary time to develop and grow, but if the meeting begins to drag on too long, you risk losing the participant's attention. And that, unfortunately, can spell disaster for your meeting. For if you are unable to keep their interest held in whatever is being discussed or decided then chances are, very little progress will be made.

Time is not something that you want getting away from you just as you do not want your participants to suffer the same fate. If you lose them, it will be that much harder to get them back on track and keep the correct flow so that you can accomplish what you need to. The more they drift, the more time will slip from your proverbial grips and drag you all down the rabbit hole, where all you are doing is going through the motions without actually making anything happen. As previously stated, keeping on the agenda, sending it out ahead of time, and running the dialog in an ordered, controlled fashion can all assist you in keeping the length of your meetings from getting out of hand.

Your organizational skills can also come into play in these meetings with your co-workers. As you are putting together the meeting agenda, try to feel out how much time to devote to each section of it, and if necessary, even make notes about these suggested time frames in the margins. Some people even set a maximum time limit to keep the participants tightly focused on the matter at hand. Some people who respond well to more pressure-type situations may thrive in this kind of meeting environment. This may not work well for everyone and every meeting, but on occasion may prove extremely useful in getting in and getting right to your goal. If the agenda starts to feel too full, perhaps you should split it up into two meetings that can be handled in a much more expedited fashion. This way, the meetings can be held days apart and neither gets bogged down and overly lengthy. So keep everyone focused and fresh, be sure that one eye stays on the clock as you plan and hold your meetings.

Things to Keep In Mind Before You Move On

- Do not allow time to get away from you, or you risk losing the attention of your participants.
- Allotting a time frame for each section of the agenda can help keep things moving smoothly.
- Break up agenda into two meetings if necessary to keep time under control.
- Use short focused meetings to keep everyone on point and on their toes.

Make Sure Something Happens

As productivity has been somewhat of a main focus, naturally we are going to wrap up the co-worker meeting end of the discussion talking about just that. Productivity. You certainly don't want it to all be a waste of time, so be sure that something gets accomplished in the meeting. You have all come together for a specific purpose, and if you are going to claim victory over the disappointing, unproductive meeting gods, then you are going to have to make measurable efforts towards satisfying or achieving said purpose. So above all else, make sure that some sort of decision gets made.

If you have taken care to ensure that the other steps have all been seen to properly, then you are almost guaranteed some level of productivity to stem from your meetings, but that does not mean that we can simply assume all will go smoothly towards a resolution. We never want to take our eyes off of the prize, for that is the easiest way to lose sight of an objective. Literally. But the moment that our goals slide from our glance, it can be easy for us to deviate from our chosen direction. A good rule of thumb is to include your meeting objectives in your agenda, even if it is only in your own copy, and to close the meeting with a full summary of said objectives and goals. This summary is an easy way to ensure that what was decided, and aimed for is all fresh on everyone's minds as they leave the meeting.

And as long as you have the goals listed on your agenda, no matter what happens throughout the course of the meeting you have the visual reference right in front of you to keep you grounded in your purpose. And just as it may be necessary to divide up the meetings when the agenda items stack up, it may become necessary to table an issue to committee. It is generally never a good idea to table an issue or idea for fear that it will never rise again, and simply become lost in an eternal tabling loop meeting after meeting. Once an issue has been tabled, it is usually harder to get it revisited given that they were already stumped by it. So you may need to establish a

smaller group to committee an issue and settle it without an overwhelming number of people getting involved and delaying the action further. These assignments are another area you want to recover as the meeting closes for sure. This way, progress is always on the horizon.

Things to Keep In Mind Before You Move On

- Be sure that you accomplish something so the meeting is not a waste.
- If you cannot reach your goals, assign tasks to help keep the wheels turning outside the meeting.
- Keep your objectives listed on the agenda in front of you to never lose sight of them.
- Summarize the meeting and all points of interest as you wrap to keep it all in everyone's focus.

Meetings With Clients

In this next segment of the post, we are going to talk about the other type of meetings that we see a lot of in our professional lives, and those are the ones we have with our clients. Now these types of meetings are completely different from those we have with co-workers, and as such, demand different handling to make sure they are effective. This section also gets broken down into the initial project meetings, and then the follow-ups. The initial project meetings are those when the client first brings us the project they would like us to tackle, and then the follow-ups are just that. Sort of progress reports or idea presentation proposals, in a nutshell.

Initial Project Meetings

When you first sit down with a client on a project, you want to hit a few recognizable benchmarks to steer the meeting towards a successful resolution. Now in this context, we are measuring success by the following criteria: that ideas were coherently exchanged, that both parties heard what the other had to offer, and that the meeting ended with a clear and agreeable decision reached by both parties. This simplified chain of events would generally be characterized as an effective initial project meeting, so this is where we shall aim our advice.

Now you can approach this type of meeting in many ways, but an easy to follow three-step plan of attack that tends to work from personal experience is listed below. If you go into the meeting prepared in this way you should be able to successfully navigate through to other side where the work begins and things get fun again. Each of the three parts of the process below corresponds and helps to satisfy the criteria mentioned before regarding measuring our meeting's success, and if you decide to go in with your own approach, just be sure that you note and hit those benchmarks in your own way and you should still be fine.

Part One – Investigative

In this part of the meeting process you essentially sit back and let the clients do the talking. This is their opportunity to let their enthusiasm for the project run and they tell you everything that they need this project to be. Not only do you want to listen intently as they lay out the project, it may also be a helpful tip to take notes to reference later in the discussion. This further shows that they are being heard and considered, and that you are not being dismissive to their input. Get as many details from them in this stage as you can. Ask the questions, and get the facts all in line so you have as solid an understanding of their needs as possible.

Part Two – Informative

Now we move into the second stage of this approach, where the talking tables effectively turn to you. This is where you take the time in the meeting to tell them just what it is that you can offer them. Go over in detail not only how you can meet their needs, but why you are the best person for the job. You want to return that same sense of enthusiasm for the project that they showed to you, back to them through your presentational portion of this initial meeting. Furthering their excitement for the idea and their confidence that they came to the right person with this project. Here is where you can initially use all of the notes that you took earlier, so that you can cover specific points that they raised.

Part Three – Get Confirmation

Then we transition to the final phase of our three-pronged plan of attack, wherein we wrap up the discussion and get some sort of confirmation from the client to move forward on. You do not want to seem pushy in your approach to this step, but you do want to be sure that the time was not wasted. So do what you can to get an answer from them one way or the other. Whether it is to move forward with a contract and get rolling on the project together, or simply to set up another meeting after you have both had further time to think over the discussion you have just had. Either way, just make a decision. Let the client know that you understand their time and project are important and that you do not want to slow them down. This way you are getting confirmation and instilling in them that you will meet their timetable.

Things to Keep In Mind Before You Move On

- Initial project meetings with clients differ in format and handling than co-worker meetings.
- At first, collect all the data on the project from the client in the beginning of the meeting.
- Take notes to reference later in the meeting and in follow-ups.
- Then cement with the client why you are the person to handle their project.
- Do not end the meeting without a solid answer one way or the other on where things stand.

Follow-up Meetings

Now we are going to talk about how to approach your follow-up meetings to maximize their potential as well, and hopefully yield you the most positive results from these engagements. In these meetings you are generally presenting the client with the ideas that you have come up with based on the initial project meeting and as such, there are certain expectations that will be placed on this meeting that perhaps were not on the first. Remember in the initial project meeting, you essentially set the bar for this one, so now is the chance for you to live up to it and wow the client even more. It is time to deliver.

Once again, the approach below is broken into three steps so that you can systematically tackle the follow-up as easily as you did the initial project meeting. Hopefully doing so will keep the meetings short and productive, taking the dread we tend to feel for them away and replacing it instead with enthusiasm. Because it does not matter to our clients whether the lackluster feelings they read from us are because we are simply in a meeting or not. They will more than likely take

it as a comment on the project or themselves, and that is not what you want to happen. So perhaps turning your meetings around productively will keep any negative body language from speaking up during these client interactions.

Present Your Ideas

The first step in the follow-up meeting that we are going to cover is a reversal of sorts on the last intial project meeting, because in the first step here, you steer the show not the client. This is another chance for you to prove to them why it is they have hired you as you present to them what you have come up with. Be clear as you present your ideas, and even take the time to explain to them why you made the choices that you made. This is also a excellent opportunity to highlight for them what choices you made based on their initial input and the notes that you took. You want to pull out all the stops in your presentation to drive up their confidence level in you and your work. This is razzle dazzle time.

Get Their Feedback

Then we keep the meeting moving forward and we enter the next phase of the process where they give you their feedback on your presentation and approach. Remember that even if they are not as constructive as you would prefer in their critiques that you go with it, and try not to take it personally. Here you still want to steer this part of the meeting as much as possible, meanwhile actually listening to what the client has to say. You do not want them to feel like you are not giving their concerns or ideas the same attention you have expected from them or shown them in the past, so be mindful of how you navigate this terrain. If their concerns are unfounded, simply acknowledge that you understand how they could see this as a potential problem area, and then explain why it will not be an issue here, but never come across dismissive.

Make Sure that Everyone is on the Same Page

Finally, the last stage of the meeting can be entered into, wherein you make sure that everyone is on the same page about everything that has been presented and discussed. As always, clarity is

everybody's friend here, so take care to not let things end in any sort of vague areas. Do a quick summary of the meeting out loud for the sake of everyone attending, so that once again all points of interest are addressed and all decisions can be reiterated. Make sure that everyone knows where the expectations are at this point as you move forward to keep the project on point and progressing smoothly.

Things to Keep In Mind Before You Move On

- Be sure that you steer the follow-up meeting (subtly not forcefully) from beginning to end.
- Apprise the client of your progress, be clear on why you made what choices you made.
- Listen to their feedback, without ego, and never be dismissive of their concerns.
- Never adjourn without clearly noting that everyone is on the same page with all decisions made.

The Wrap

So as your next meeting approaches, remember that with some easy effort and preparation, you can reach the full potential that the meeting has to offer. And the more times that happens, the less likely we are to dread the time we have to spend in them.

9.16   Summary: Thus in this chapter we have learnt various business writings , learnt their formats and the important points to be kept in mind while drafting them.

9.17 Glossary:

Agenda-This organizational tool should include all of the relevant topics that the meeting will cover, along with any decisions that need to be made or issues that should be addressed. The agenda is extremely helpful when it comes to staying on track and making sure the meeting does not stray to far from relevance itself.

Notice- Notice is an intimation or invitation in writing to persons who are entitled to participate in a meeting. It implies the formal intimation to the members who are eligible to attended and vote in the meeting

9.18 References/ Bibliography

Guffey, Mary Ellen, Business Communication: Process and Product 6th ed.

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9.19 Suggested Readings:

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9.20 Terminal and Model Questions

1. Discuss the purpose and format of memo.
2. Enumerate Business Etiquettes . how are they important in handling Business Meetings?
3. What are the important points to be kept in mind while drafting a newsletter?
4. How are Office orders different from notices?

9.21 Assignments:

1. Discuss the purpose and format of memo.

2. Enumerate Business Etiquettes . How are they important in handling Business Meetings?

3. What are the important points to be kept in mind while drafting a newsletter?

4. How are Office orders different from notices?

Activity 1

What do you mean by Agenda?

_____

_____

_____

_____

_____

_____

Activity 2

Explain Circulars.

_____

_____

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_____

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Chapter- 10

Importance of Non-verbal Communication

Structure outline

10.1 Learning objectives

10.2 Introduction

10.3 Importance of Non-Verbal Communication

10.4   Symbols and Signs

10.5 Physical appearance

10.6 The art of self-presentation and conduct

10.7 Review/Summarizing of newspaper articles, features etc.

10.8 Writing of dialogues

10.9 Conversation Building

10.10 Summary

10.11Glossary

10.12 Self assessment Questions (SAQ)

10.13 References/ Bibliography

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10.14 Suggested Readings

10.15 Terminal and Model Questions

10.16 Assignments

10.1 Objectives :

- To raise awareness of the importance of nonverbal communication.
- To provide information on the nature and functions of nonverbal communication.
- To demonstrate the need to teach aspects of nonverbal communication, particularly gestures.

10.2   Introduction: When we interact with others, we continuously give and receive wordless signals. All of our nonverbal behaviours—the gestures we make, the way we sit, how fast or how loud we talk, how close we stand, how much eye contact we make—send strong messages. These messages don't stop when you stop speaking either. Even when you're silent, you're still communicating nonverbally.

Oftentimes, what comes out of our mouths and what we communicate through our body language are two totally different things. When faced with these mixed signals, the listener has to choose whether to believe your verbal or nonverbal message, and, in most cases, they're going to choose the nonverbal because it's a natural, unconscious language that broadcasts our true feelings and intentions in any given moment.

Definition: "nonverbal communication involves those nonverbal stimuli in a communication setting that are generated by both the source [speaker] and his or her use

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of the environment and that have potential message value for the source or receiver [listener] (Samovar et al).

Basically it is sending and receiving messages in a variety of ways without the use of verbal codes (words). It is both intentional and unintentional. Most speakers / listeners are not conscious of this. It includes — but is not limited to:

- o touch
- o glance
- o eye contact (gaze)
- o volume
- o vocal nuance
- o proximity
- o gestures
- o facial expression
- o intonation
- o dress
- o posture
- o smell
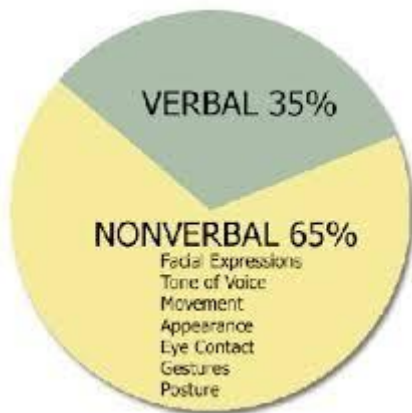- o word choice and syntax
- o sounds (paralanguage)

Broadly speaking, there are **two basic categories of non-verbal language**:

nonverbal messages produced by the body;

nonverbal messages produced by the broad setting (time, space, silence)

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10.3 Importance of Non-Verbal Communication:

Why nonverbal communication matters

The way you listen, look, move, and react tells the other person whether or not you care, if you're being truthful, and how well you're listening. When your nonverbal signals match up with the words you're saying, they increase trust, clarity, and rapport. When they don't, they generate tension, mistrust, and confusion.

If you want to become a better communicator, it's important to become more sensitive not only to the body language and nonverbal cues of others, but also to your own.

Nonverbal communication cues can play five roles:

- **Repetition:** they can repeat the message the person is making verbally. (e.g. point in a direction while stating directions.)
- **Substitution:** they can substitute for a verbal message. For example, a person's eyes can often convey a far more vivid message than words do.

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- **Complementing:** they may add to or complement a verbal message. A boss who pats a person on the back in addition to giving praise can increase the impact of the message or a nod reinforces a positive message.
- **Accenting:** they may accent or underline a verbal message. Pounding the table, for example, can underline a message.
- **Contradiction:** they can contradict a message the individual is trying to convey. a "wink" may contradict a stated positive message.
- **Regulate** interactions (non-verbal cues convey when the other person should speak or not speak).
-

Source: *The Importance of Effective Communication*, Edward G. Wertheim, Ph.D.

Note: The implications of the proverb: "Actions speak louder than words" underscore the importance of non-verbal communication. Non-verbal communication is especially significant in intercultural situations. Probably non-verbal differences account for typical difficulties in communicating.

Cultural Differences in Non-verbal Communication

1. General Appearance and Dress: Types of clothing and your appearance send powerful nonverbal messages. Some of the messages are intentional as when the employee wears a shirt with her favorite athletic team emblazoned on the back or the employee that wears a conservative, business-like suit every day.

   Other messages may be unintentional. The wearer of the conservative suits may appear unapproachable when that was not his intention. The wearer of a low cut blouse may or may not want her coworkers to find her sexy. At best, however, she sends a mixed message.

   All cultures are concerned for how they look and make judgements based on looks and dress. Americans, for instance, appear almost obsessed with dress and personal

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attractiveness. Consider differing cultural standards on what is attractive in dress and on what constitutes modesty. Note ways dress is used as a sign of status?

2. **Body Movement:**

Engaging Approachable Body Language
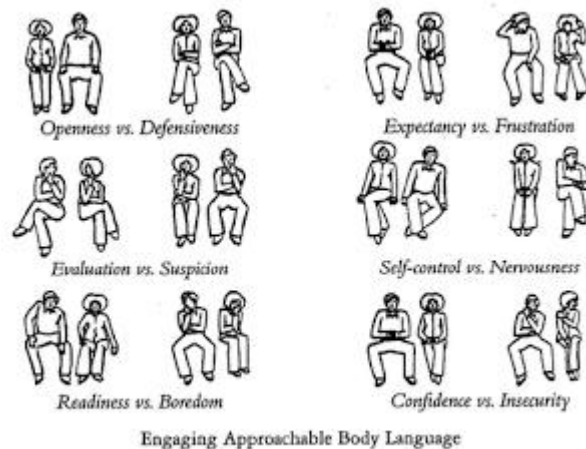
The way a person sits; stands; moves arms, hands, and feet; other subtle movements.

We send information on attitude toward person (facing or leaning towards another), emotional statue (tapping fingers, jiggling coins), and desire to control the environment (moving towards or away from a person).

More than 700,000 possible motions we can make — so impossible to categorize them all! But just need to be aware the body movement and position is a key ingredient in sending messages.

Body language includes facial expressions, gestures, body movements, postures, eye contact and touch. For example, a bharatanatyam dancer makes use of navarasas, facial expressions, mudras to express him/herself. In the movies of Charlie Chaplin, there is no sound and only the facial expressions, postures and actions describe the story of the

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whole film. In a classroom, the students come to know the mood of the lecturer by looking at his facial expression.

3. **Posture**: : Posture means how you stand or sit in front of the others. It's directly related to energy, curiosity, acceptability and sense of comfort with any physical - social environment or people around you. If you really want to encourage other to interact with you comfortably, do adopt **open posture** because it expresses open, attentive and acceptance mode. Astonishingly, straight and barrier free posture greatly improves grasping. How you carry yourself including bearing, stance, rigidity, uprightness. Whether you are leaning back comfortably, sitting rigidly on the edge of your seat, or leaning back with your eyes close, you convey a message via your posture and positioning.

Consider the following actions and note cultural differences:

- o Bowing (not done, criticized, or affected in US; shows rank in Japan)
- o Slouching (rude in most Northern European areas)
- o Hands in pocket (disrespectful in Turkey)
- o Sitting with legs crossed (offensive in Ghana, Turkey)
- o Showing soles of feet. (Offensive in Thailand, Saudi Arabia)
- o Even in US, there is a gender difference on acceptable posture?

4. Gestures: Positive Gestures:
It's quite true that what's on your mind is manifested by body through movements and actions. Moreover, the way you make your body to move or act definitely shift your feelings, perceptions and thinking. When it comes to communication, every step or action directly affects on outcome. Communication strongly affects on personal, social and professional relationship

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and rapport. **How effectively and comfortably we can express ourselves is the crux of good communication.**

Positive body gestures can help us **to making worthy** what we want to convey or communicate to others. It's not only about how you feel about others but how much you are comfortable and positive with yourself while interacting with others in given situation or environment.Especially hand gestures are rich conveyors of communication. They punctuate the spoken word and add meaning. Less conscious gestures such as scratching your nose, stroking your hair, tugging on your clothes, placing your hands on your hips, and waving communicate messages advertently or inadvertently.

It is impossible to catalogue them all, but we need to recognize:

1) incredible possibility and variety and

2) that an acceptable in one's own culture may be offensive in another.

In addition, amount of gesturing varies from culture to culture. Some cultures are animated; other restrained. Restrained cultures often feel animated cultures lack manners and overall restraint. Animated cultures often feel restrained cultures lack emotion or interest.

Even simple things like using hands to point and count differ.

Pointing : US with index finger; Germany with little finger; Japanese with entire hand (in fact most Asians consider pointing with index finger to be rude)

Counting: Thumb = 1 in Germany, 5 in Japan, middle finger for 1 in Indonesia.

5. **Facial Expressions**: Human faces are incredibly expressive including the eyes, eyebrows, mouth, and any other movement. Emotions such as anger, happiness, hurt, and boredom are all easily expressed with facial movements.

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While some say that facial expressions are identical, meaning attached to them differs. Majority opinion is that these do have similar meanings world-wide with respect to smiling, crying, or showing anger, sorrow, or disgust. However, the intensity varies from culture to culture. Note the following:

- o Many Asian cultures suppress facial expression as much as possible.
- o Many Mediterranean (Latino / Arabic) cultures exaggerate grief or sadness while most American men hide grief or sorrow.
- o Some see "animated" expressions as a sign of a lack of control.
- o Too much smiling is viewed in as a sign of shallowness.
- o Women smile more than men.

Gesturing is truly magical for exemplifying and illustrating. **Gesturing can turn dull or discouraging interaction into dazzling deal.** Gestures also control the flow or pace of exchange. They can also convey message or information with greater effect, accuracy, and speed that cannot be achieve by words easily. Don't put your hands into pockets or hold them behind your back; do utilize them for skillful gesturing.

Positive body language includes:

- Maintaining eye contact with the person to whom you are speaking.
- Smiling (if appropriate) but especially as a greeting and when parting.
- Sitting squarely on a chair, leaning slightly forward (this indicates you are paying attention).
- Nodding in agreement.
- A firm handshake.
- Presenting a calm exterior.
- Looking interested.

Negative body language includes:

- Not looking at a person when speaking.

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- Tapping a foot, fingers etc.

- Rocking backwards and forwards.

- Scratching.

- Continually clearing your throat.

- Fiddling with hair, ear lobes, jewellery, jacket, glasses, etc.

- Picking at fingers or finger nails.

- Yawning.

- Repeatedly looking at your watch or a clock in the room.

- Standing too close to others.

- Inattention to a person who is speaking.

Avoid exaggerated and repetitive gestures or such gestures other may not understand. Align facial expressions and posture with gestures you make. Open palm gestures are ideal for making other feel trustworthy and safe about you.

6. Eye Contact and Gaze: Eye contact is the most important aspect of face-to-face interaction. It affects on level of confidence, interest, intimacy, trust, and sympathy other cultivate in their minds about you. **Do maintain considerably steady eye contact with person you are talking or interacting with.** Don't look away or down instantaneously and jerk your neck in front them. Avoid glare or prolonged gaze**.**

If you are talking to or interacting with more than one person, look at each of them in repetition. Comfort level with steady eye contact might vary in different societies and cultures across the globe.

People often attribute trustworthiness to people who speak while maintaining good eye contact and vice versa. Eye contact is also used to convey interest and emotions, and to promote rapport with the receiver of the message. It is also used to feign interest, mislead, and fake interest.

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In USA, eye contact indicates: degree of attention or interest, influences attitude change or persuasion, regulates interaction, communicates emotion, defines power and status, and has a central role in managing impressions of others.

- o Western cultures — see direct eye to eye contact as positive (advise children to look a person in the eyes). But within USA, African-Americans use more eye contact when talking and less when listening with reverse true for Anglo Americans. This is a possible cause for some sense of unease between races in US. A prolonged gaze is often seen as a sign of sexual interest.
- o Arabic cultures make prolonged eye-contact. — believe it shows interest and helps them understand truthfulness of the other person. (A person who doesn't reciprocate is seen as untrustworthy)
- o Japan, Africa, Latin American, Caribbean — avoid eye contact to show respect.

7. **Touch**: Touch is a powerful method of nonverbal communication. A pat on the back, a hug, a person reaching out to touch your hand in sympathy communicate with or without accompanying words.

Question: Why do we touch, where do we touch, and what meanings do we assign when someone else touches us?

Illustration: An African-American male goes into a convenience store recently taken over by new Korean immigrants. He gives a $20 bill for his purchase to Mrs Cho who is cashier and waits for his change. He is upset when his change is put down on the counter in front of him.

What is the problem? Traditional Korean (and many other Asian countries) don't touch strangers., especially between members of the opposite sex. But the

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African-American sees this as another example of discrimination (not touching him because he is black).

Basic answer: Touch is culturally determined! But each culture has a clear concept of what parts of the body one may not touch. Basic message of touch is to affect or control — protect, support, disapprove (i.e. hug, kiss, hit, kick).

- o USA — handshake is common (even for strangers), hugs, kisses for those of opposite gender or of family (usually) on an increasingly more intimate basis. Note differences between African-Americans and Anglos in USA. Most African Americans touch on greeting but are annoyed if touched on the head (good boy, good girl overtones).
- o Islamic and Hindu: typically don't touch with the left hand. To do so is a social insult. Left hand is for toilet functions. Mannerly in India to break your bread only with your right hand (sometimes difficult for non-Indians)
- o Islamic cultures generally don't approve of any touching between genders (even hand shakes). But consider such touching (including hand holding, hugs) between same-sex to be appropriate.
- o Many Asians don't touch the head (Head houses the soul and a touch puts it in jeopardy).

Basic patterns: Cultures (English , German, Scandinavian, Chinese, Japanese) with high emotional restraint concepts have little public touch; those which encourage emotion (Latino, Middle-East, Jewish) accept frequent touches.

8. **Smell:** USA — fear of offensive natural smells (billion dollar industry to mask objectionable odors with what is perceived to be pleasant) — again connected with "attractiveness" concept.

- o Many other cultures consider natural body odors as normal (Arabic).
- o Asian cultures (Filipino, Malay, Indonesian, Thai, Indian) stress frequent bathing — and often criticize USA of not bathing often enough!

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9. **Voice**: It's not just what you say, it's *how* you say it. When we speak, other people "read" our voices in addition to listening to our words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as "ahh" and "uh-huh." Think about how someone's tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.

10. **Paralanguage**: Para means 'like'. Hence, para language is 'like-language'. It is non-verbal since it does not consist of words. But it is close to verbal communication because it shows how words are spoken or utterance made. In a para language, the speaker's voice is very important. While communicating, the speaker's pitch variations, speaking speed, pause, volume variation, speech breakers are noticed. Example, during seminars, a student's voice reveals his confidence, stress, fluency etc. Other examples could be a radio jockey , television show anchor etc. Paralinguistics is vocal communication separate from the actual words used and includes such factors as inflection, pitch, pacing, pauses, and loudness. It is a form of nonverbal communication which is useful for telephone and in-person interaction.

- o vocal characterizers (laugh, cry, yell, moan, whine, belch, yawn). These send different messages in different cultures (Japan — giggling indicates embarrassment; India – belch indicates satisfaction)
- o vocal qualifiers (volume, pitch, rhythm, tempo, and tone). Loudness indicates strength in Arabic cultures and softness indicates weakness; indicates confidence and authority to the Germans,; indicates impoliteness to the Thais; indicates loss of control to the Japanese. (Generally, one learns not to "shout" in Asia for nearly any reason!). Gender based as well: women tend to speak higher and more softly than men.
- o vocal segregates (un-huh, shh, uh, ooh, mmmh, humm, eh, mah, lah). Segregates indicate formality, acceptance, assent, uncertainty.

Other ways to communicate non-verbally are:

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Office décor: At work, how you decorate your office also sends messages to employees who enter. Where you place your desk, the distance between your seat and those of visitors, whether furniture separates you from coworkers all speak powerfully and nonverbally.

Physical space: Proxemics is the study of space between two interacting persons. This space defines the level of intimacy between them. Personal things cannot be communicated publicly. Likewise, intimate, public, social and public things should be communicated in its respective manner. Example, if a person has some personal family problem, it is wise and necessary to solve it with his family members. This matter should not be made public.Just as your use of physical space in your office telegraphs a message to the receiver, so does the space that you surround yourself with when working or communicating. Most North Americans prefer about 18 inches of space around our physical person when we communicate with others. Anything closer is viewed as too close and, especially in a work setting, too intimate.
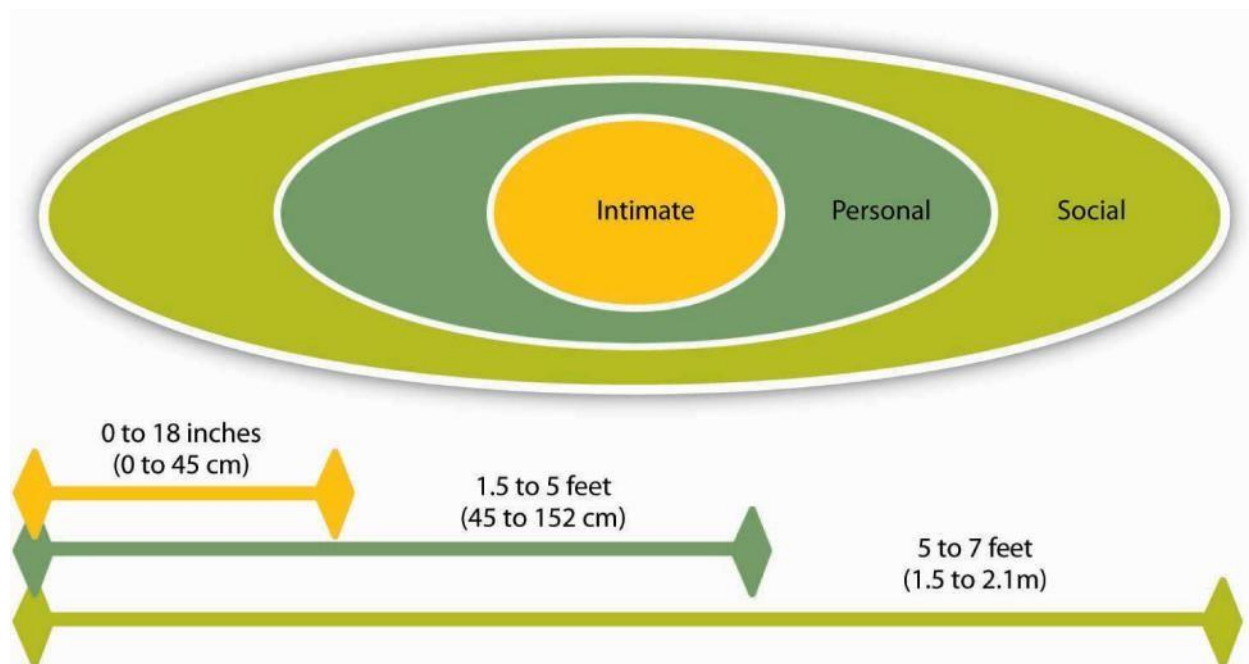
In one of the funniest failed communication efforts that I have ever seen, a student from another country was trying to explain something to the university's registrar. He wanted to get closer to her so he could help her understand why he was right. She wanted her 18 inches of space. So

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they were literally chasing each other across the office. Every time he moved closer, she moved away. Not every occurrence speaks this loudly, but protection of that private space is swift.

Greeting: Greeting is an inevitable part of human communication. It makes other feel safe with your friendly intentions. Unless you don't make other notice about your approach or advance towards them, they would hardly take it as safe encounter because they are not prepared for it at any clue. **Be polite, enthusiastic, open, and compassionate while greeting.**

Distance: How close you stand or sit also affects on how others perceive or likely to think about you and accept your exchange. If you are meeting first time with any person - group or being introduced to, **maintain socially safe and comfortable distance**. Social distance or zone might vary in different societies and cultures across the globe.Do avoid touching to any body parts other than engaging in hand shake (only if it's a social norm). After getting acquainted with same person, you may enter or let other enter into personal zone at convenience and social norms.

Smile: Smile is powerful tool to help other easily and freely accept your opinion and thoughts. Smile with steady eye contact can bring magical effect during interaction and also invoke interest of other. Smile improves you face value. Avoid continuous and frequent smiling otherwise you would be perceived an emotionally vulnerable, liar or crazy. **Exercise genuine, warm, and lingering smile.**

Thus, the most crucial thing above all is that faking doesn't last longer. Reflecting positive body language outside starts with becoming more and more positive from inside.

10.4 Symbols and Signs:

Nonverbal communication through signs and symbols are discussed below.

Human interaction is completely symbolic. Specific words are without meaning, except for the meaning people attribute to the words (i.e. Cool!).

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- Mead believes that all communication takes place through a symbolic language.

An interaction of gestures that communicates meaning to the "other."

A gesture is the phase of the act that causes a response from the other.

- Two Types of Gestures:

    Sign - gesture with one meaning. All other animals communicate with signs ONLY. Signs and signals are visual and nonverbal modes of communication. The words 'signs' and 'signals' are both derived from the Latin word 'signum' meaning 'mark'.

    Symbol - infinite meaning. Humans communication almost exclusively with symbols.

- Transmitting a message without the use of verbal or written symbols.

    - **Formal** – involves signs not symbols; sign language, third base coach.

    - Informal – involves symbols not signs; body language, facial gestures.

    - Non-verbal communication carries over 60% of the meaning of verbal messages.

Communication Through Signs and Symbols: Sign language consists of visual signs, audio signs and audio-video signs.
• Visual signs: Signs related to our sense of seeing come under visual signs. For example, by looking at the danger sign in a high volt electric pole we come to the conclusion that the pole should not be touched. Likewise the signs such as no horn please, zebra crossing etc. make clear their intentions.
• Audio signs: This is related to our sense of hearing. They are used when visual signs are not useful or cannot be seen, and also when there is an urgency. For example, hooters fitted on top of ambulance vans are audio signs. Siren in factories, alarm clocks, doorbells etc.
• Audio-Visual signs: This is related to both our sense of seeing and hearing. For example, the light indicator and sound from a vehicle indicates that the vehicle is about to take a turn.

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Communication through signs and symbols are given in the diagram below.

Communication Through Signs and Symbols

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Today when we are looking forward to the 21st Century, signs and signals have become very import, means of communication, in the era of visual and audio-visual culture. When symbols and indications are used, communication is achieved, through accepted symbols.

Examples of Communication Through Signs and Symbols

Examples of communication through signs and symbols are follows:

o   In mathematics, calculations are represented by signs and symbols.

o   A traffic signal flashes green, telling motorists to move on. A proof reader, a shorthand writer, a musician all of them use signs and signal to communicate. The language of signs and signals have universal nature, e.g. two crossed bones and human skull placed in between signifies danger or a lighted cigarette with cross mark on it indicates "no smoking" communication through such visuals is very effective because of its speedy ways of conveying.

o   There are also auditory 'signals', which are heard and the message is communicated instantly to the concerned receiver, e.g. factory sirens means 'time' for workers of a particular shift. Church bell indicates the time for prayer; school bell gives a specific message for school children, and traffic policemen whistle is properly understood by the traffic-rule breakers. All such audio signals convey the message to distinct types of people at a different time.

10.5 Physical appearance:

In oral forms of communication, the appearance of both the speaker and the surroundings are vital to the successful conveyance of a message. "Whether you are speaking to one person face to face or to a group in a meeting, personal appearance and the appearance of the surroundings convey nonverbal stimuli that affect attitudes—even emotions—toward the spoken words," according to Murphy and Hildebrandt. For example, a speaker's clothing, hairstyle, use of cosmetics, neatness, and stature may cause a listener to form impressions about her occupation, socioeconomic level, competence, etc. Similarly, such details of the surroundings as room size, furnishings, decorations, lighting, and windows can affect a listener's attitudes toward the speaker and the message being presented. The importance of nonverbal clues in surroundings can be seen in the desire of business managers to have a corner office with a view rather than a cubicle in a crowded work area.

Our choice of color, clothing, hairstyles, and other factors affecting appearance are also considered a means of nonverbal communication. According to what people see when they first set their eyes on you, judgments about your personality and abilities are going to be concluded.

"Quality is more important than quantity" - This really applies here as well.

It is really pivotal to dress up properly for any business or job offer we may encounter. One shouldn't focus on wearing too much accessories, jewellery and make up. What is very vital is the physical appearance and the proper hairstyle.

According to R.A. Hinde, former Master and Royal Society Research Professor of St. John's College-Cambridge University, "Much time, money, and effort is put into the control of appearance, (which)can be regarded as a special kind of NVC" (248). Before any formal introduction is made, we are programmed to prejudge our counterparts strictly by their initial appearance: a practice committed by almost every person on the planet. Hinde also notes that "people send messages about their social status, their occupation, or the social group they belong to, by wearing the appropriate costume" (248). Appearance also gives the rest of the world an insight to your personality and mood. In a working environment we must consider two things: 1) how do the students' physical presentations reflect him or her, and 2) what kind of messages are you conveying through your own appearance? For example, if a man were to come into the writing center with a stained shirt, ripped jeans, long dried out hair, scabs all over his arms, sandals complete with crusty toes, an unkempt beard and a body odor similar to that of olive oil, paint thinner, burnt hair and beer sweats, how would you initially react to this guy? Well...fear would be a good start, followed by discomfort and nausea. All the more we should take our own appearance into consideration. If you were to show up to the writing center everyday with your

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hair a mess, dressed in pajamas, bloodshot eyes, cigarette breath, and all the while incessantly yawning, do you honestly think that the students are going to come running for your assistance? Do you even think that you would be able to keep your job? With that being said, it is our responsibility as tutors to show other students how to properly manage oneself in a public setting. I have provided a little poem that you can recite every day in order to get yourself ready for a healthy day of work at the writing center:

Comb your hair and brush your teeth,

Shine those shoes that hide your feet,

Get dressed in a stylish sense,

'Cuz you gotta look good for your audience.

 Appearances also include:

* Body cleanliness
* Clean Nails
* Shiny shoes
 *No tattoos
 *Being appropriately dressed

10.6 The art of self-presentation and conduct:

Personal presentation is all about marketing YOU, the brand that is you. What others see you do and hear you say will influence their opinion of you – so personal presentation is about painting yourself in as positive a light as possible – always.

Organisations spend a lot of time and money working on their image, developing their brand and producing as many positive signals as possible. Staff in organisations should know that everything they do is marketing for the organisation, every email they send,

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every phone call they take, every time they interact with a client or customer. Organisations also spend a lot of time and money recruiting and training the right kind of people to project the right kind of image.

General Self-Presentation

The Power of Personal Appearance: Three universal effects of personal appearance are the focus of this program. Learn how to get control of this powerful influence and make it work for you.

Image Impact/Image Integrity: A definitive discussion of these important concepts, with related examples. Find out if you have image integrity and what to do if you don't.

Public Persuaders: Messages in Personal Appearance: Participants learn the characteristics of dress, grooming and body language—three vital forms of non-verbal communication—that predictably elicit positive or negative response from other people. Learn what your image says about you.

Feeling Good About Me or Looking Glass Self: Thought provoking discussion about the sources of body image. Learn the connection between self concept and self esteem. Leave with increased feelings of self acceptance and appreciation.

Pardon Me, But Your Values Are Showing: Focus on details of dress and grooming—on the values they symbolize and communicate to others. Is your image in harmony with your values?

Art Elements and Principles of Self-Presentation

The Art of the Matter or The Artist Is You: An overview of the elements and principles of design, filled with proven ways to create a harmonious appearance. answers the questions of how to combine colors, fabrics, patterns, and styles.

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Fantastic Silhouette: A "revealing" examination of general figure types and variations, clothing styles to flatter the figure and the keys to a fabulous fit. Never mind how perfect the color or how creative the style. If it doesn't fit it doesn't work.

Dress Slim: The Favorite Fashion Strategy for Every Body!: Look pounds thinner as you camouflage and counter in comfort and style³whatever your size. Find out which body measurement leads you to the correct size. See styles that fit and flatter even when your weight fluctuates.

Color Sense: A fascinating look at the psychological and physical aspects of color, followed by a creative approach to personal color selections and coordination. There's more to color than meets the eye.

From Fiber To Fabric: The Topic is Texture: Fibers and fabrics are looked at in terms of clothing selection and performance. Answers the question of how to combine textures.

Pattern for Pattern: Learn to recognize the characteristics of a fabric pattern, judge the quality, and select for the person and purpose. Answers the question of how to combine fabric patterns.

Your appearance and understanding of personal presentation techniques such as effective speaking and positive body language will enhance your communication skills and raise your confidence.
Personal presentation is about you and how you present yourself in everyday situations. However, personal presentation always involves at least two people - the person presenting themselves (you) and the person receiving the presentation. It can therefore be described as an interaction.

Personal presentation is concerned with conveying appropriate signals for the situation and for the other individuals involved. People who lack self-esteem and confidence may fail to convey their message effectively or fully utilise their skills and abilities because of the way they present themselves. By improving your personal presentation you improve your communication skills and reduce barriers to understanding. Everybody presents themselves differently and most can improve their personal presentation.

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10.7 Review/Summarizing of newspaper articles, features etc.:

Newspapers include articles focusing on current events, which sometimes have connections to the past, relevant to a local area or an entire nation. The length of each article varies depending upon the information available on the subject, its priority, and the section of the newspaper for which the article is written. When referencing a newspaper article (i.e. in a research paper, current events report, etc.), it is sometimes necessary to summarize an article, which means filtering out the unnecessary information and capturing in words the message the article was translating.

1. Find the "5 W's": who, what, when, where and why. These are the most basic facts that are found within a newspaper article and should be included when summarizing an article. "Who" refers to the subject of the article; "what" is what is being said about the subject of the article; "when" can refer to the date the article was written as well as the date of the event; "where" refers all locations that are relevant to the subject and what happened; and "why" refers to the reason this event was reported. Remember to put these facts into your own words.

2. Add the main idea(s). The author of the newspaper article wrote the article to get a message across and to create a sentiment among readers and that message is the main idea. The main idea has a direct correlation with the "why" of the article because it is an extension of it. No more than three sentences should be needed to summarize the main idea. Sometimes a newspaper article may have multiple main ideas and if that is the case, keep the description of each brief.

3. Include supporting details. Once you have read the newspaper article over at least twice, you should have an understanding of the information that is essential and which details were just added for creative effect. The details that first must be added are those that are imperative to the understanding of the article, like the job position of the subject or how many years of research has gone into a new discovery. Next, those details that give help with imagery can be added.

4. Finish your summary with a concluding sentence. You do not have to end where the article ends, just where the story ends.

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An article review is both a summary and an evaluation of another writer's article. Teachers often assign article reviews to introduce students to the work of experts in the field. Experts also are often asked to review the work of other professionals. Understanding the main points and arguments of the article is essential for an accurate summation. Logical evaluation of the article's main theme, supporting arguments and implications for further research is an important element of a review. Here are a few guidelines for writing an article review.

Read the article several times. Begin by looking quickly at the opening statements, headings and opening sentences of each paragraph and the conclusion. Then go back to the beginning and read the article in its entirety. Reading the article a third time with a highlighter or pen in hand allows for making notes or highlighting important sections.

1.   **Create a summary outline**. This is an outline of the main points made in the article and the supporting research or arguments. It is strictly a restatement of the main points of the article and does not include your opinions. Review the summary outline to eliminate unnecessary items. Erase or cross out the less important arguments or supplemental information.

2.. **Write an outline of your opinions**. Review each item in the summary outline to determine whether the author was accurate and clear. Write down in outline form all instances of effective writing, new contributions to the field, as well as areas of the article that need improvement.

- Create a list of strengths and weaknesses. The strength of the article may be that it presents a clear summation of a particular issue. Its weakness may be that it does not offer any new information or solutions.
- Use specific examples and references. For example, the article might have incorrectly reported the facts of a popular study. Jot down this observation in your outline and look up the facts of the study to confirm your observation.

3. Start your review by referring to the title of the article in the first paragraph. Include the name of the author.

Summarize the article. Express the main points and arguments of the article in your own words, referring to your summary outline for assistance. This may be done in several paragraphs,

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although the length will depend on requirements established by your instructor or publisher. Review the summary you have written. Read over your summary several times to ensure that your words are an accurate description of the author's article.

4. **Write the opinion portion of your article review**. Use your outline of opinions to write several paragraphs explaining how well the author addressed the topic. Express your opinion about whether the article was a clear, thorough and useful explanation of the subject.

- Use a topic sentence and supportive arguments for each opinion. For example, you might address particular article strength in the first sentence of the opinion section, followed by several sentences elaborating on the significance of the point.

Conclude the article review. In a paragraph, summarize the main points of the article, as well as your opinions about its significance, accuracy and clarity. If relevant, also comment on implications for further research or discussion in the field.

10.8 Writing of dialogues

Some reasons for using dialogue:

- To let the reader hear your character's voice.
- When the conversation is a key event in the story. In other words, if your characters are chatting about the weather while they're waiting for the bus, that might just be background. But if it is a critical event that will change the direction of the story. Show it.
- (In small quantities) As background, to set a scene.

In other cases, dialogue's not the best option, and it's better to summarize the conversation. For example:

- "She repeated to her husband everything that had just happened. He listened to her for hours, until the sun started to come up."

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- "We almost died of boredom as Aunt Bertha went on and on about her poodle's weight loss program."

Those are two conversations you probably don't want to write out as dialogue.

How to write dialogue --

Dos and don'ts for writing dialogue

Dos:

- Pay attention to each character's different speaking style.
- Edit dialogue to trim off most of the fat. A lot of what people say is just blah-blah-blah, but you don't want to bore your reader.
- Show how the character speaks instead of telling it. If the character speaks angrily, you can make this come through in her words -- it's therefore often not necessary to add an expressive dialogue tag such as, "she said angrily." The same if a character is shouting or crying, etc. Keep the reader's attention on your character's speech, not your explanation of it.

Don'ts:

Some dialogue no-nos:

- **Information stuffing**: "Hey, is that your sister Kate, who dropped out of college to become a welder, causing your father to have a nervous breakdown?"
- **Extended incoherent babbling**: "Like, I was, you know. Like. Right. Okay, well. Um. What's that? Right. Anyway."
- **Putting YOUR words in their mouths**: "My Daddy won't let me play with Stevie's trucks, which makes me cry because I'm only four years old and I'm already the victim of gender stereotypes."

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- Don't get too colorful with the dialogue tags. "Hello," she shouted; "Hi there," he cried; "How are you?" she queried," "Fine thanks," he shrilled"... too much of this stuff gets distracting fast. Put your thesaurus away. The basic dialogue verbs "say," "tell," and "ask," have the advantage of fading in the background, letting the reader focus on what your character is saying.

- Don't feel obligated to add a tag to every bit of dialogue. If it's clear who's saying what without them, then you can leave them off.

- Don't let your reader get disoriented. Use dialogue tags when they're needed to prevent confusion. There's nothing worse than stopping in the middle of an exciting scene to retrace the dialogue and try to figure out who's saying what ("Okay, it's the killer speaking here, so this must be the detective who's answering him, not his sister...")
  - All right! Now all that's left is learning how to write dialogue. **Dialogue, as you probably**
  - **know, is what happens when two or more characters speak to one another.** We
  - experience dialogue all the time in our everyday lives.
  - **Here's some dialogue you might've heard today. Notice how the author**
  - **indents each new quote and places quotation marks after the end marks:**
  - "Hey, dude. How are you?" Isobel said.
  - "I'm really good. Thanks for asking. And you?" Gabe said.
  - "Good, thanks," Isobel said.
  - Of course, this kind of dialogue is important. If we didn't say hello and ask people how
  - they were doing, we might lose a lot of friends, fast. But in a novel, long scenes of daily
  - dialogue end up being boring. Readers want to hear characters make interesting or exciting
  - *declarations, or challenge each other, or reveal the whereabouts of hidden treasure.*

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It should also include indents and quotation marks in the right spots. You may have seen dialogue that does not follow this rule in other places, such as in a comic book or IM chat. When you write a novel, however, follow the rules so that readers won't get confused.

Here's a couple of example exchanges to illustrate each:

Dialogue that shows the relationship between characters:

"What's the capital of Spain?" Jerry asked, pausing over his crossword puzzle.

Susan looked up from her book and rolled her eyes. "Madrid, duh."

"Why are you so sarcastic all the time?" Jerry slammed his pencil on table. He looked like he was going to cry.

"I don't think I can take much more of this."

Jerry and Susan have a tense and unhappy relationship.

It's clear from this exchange that they've probably known each other for a while, and that Susan treats Jerry with disrespect. Jerry's reaction to Susan in this exchange shows that he has been putting up with Susan's behavior for too long and is at his wit's end. We've learned about how these two characters interact—and a lot about who they are—all through a few simple lines of dialogue.

Dialogue that moves the story forward:

The phone rang, and Jerry picked it up.

"Hello?"

There was a moment of silence on the other end.

"Is this Jerry Simmons?" a male voice asked.

"Yeah. Who is this?"

The man paused. Jerry could hear him take a deep breath.

"Jerry, my name is Dave. I'm your brother"

"If this is a prank, it isn't funny," Jerry said. "My family died a long time ago."

"Not your whole family," Dave said.

Jerry hung up the phone.

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Right away, we want to know who this Dave guy is, if he's telling the truth, and why Jerry hung up on him. Basically, we want to know what will happen next. In fact, this is a great inciting incident. The discovery of a long-lost sibling is certain to move your story forward in interesting ways.

Dialogue that increases the tension:

"Dave!" Jerry shouted. "We've got to get away from here! The building's gonna blow!"

"We've got to go back!" Dave screamed.

"Why?"

Dave pointed at the roof.

"Susan's still up there!"

Talk about tense. Are Dave and Jerry going to save Susan? It's a matter of life and death here, and this little exchange of dialogue has us wanting more.

Dialogue Tags

Other Than "Said":

Acknowledged	admitted	agreed	answered	argued
Asked	barked	Begged	bellowed	blustered
Bragged	complained	confessed	demanded	denied
Giggled	hinted	hissed	howled	interrupted
Laughed	lied	mumbled	muttered	nagged
Pleaded	promised	questioned	replied	requested
Roared	screeched	sighed	snarled	sobbed
Threatened	warned	whimpered	whined	whispered
Wondered	yelled			

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10.9 Conversation Building:

If you are an introvert, you often feel innerly awkward around people don't know, and you tend to clam up and not speak. At times, you even do this around people you do know. Yet, we all **know how incredibly valuable human relationships are.** Close friends and close family relationships add a ton of value to life. They're constantly there for you at every stage in your life, providing the help you need when the chips are down and providing a real boost to you when things are going well. Beyond that, there's incredible value in the links as well. They're often very useful to tap for advice when you need it and can often open doors in your career and life that you might never expect.

Crossing that barrier from being nervously awkward around someone you barely know to having a new friend (or at least a new person to associate with) seems like a gigantic leap at times. Many introverted people feel exactly the same way.

Yet once you over time this, you would have built up a lot of little tricks to help past this. You would not only have a small group of close friends, but also a very wide network of other friends, professional peers, and other folks, many of whom scarcely recognize.

It opens the door to relationships that many with the introverted nature would have killed at the start.

Here are some techniques that are often useful to start a conversation or build upon it.

1. Be comfortable. And clean.
You are far better overdressing or under dressing the situation a bit and feeling comfortable in what you're wearing than dressing "perfect" and feeling out of whack. Another vital tip: never go into public without having bathed in the last 24 hours and without having cleaned your mouth in the last several hours. You don't want people to remember you for the smell.

2. Have a current event on your tongue.
Whenever you go anywhere, make sure to at least load up **CNN** or another news site and check

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out any breaking news. Breaking news is almost always an incredibly easy conversation starter, particularly if you have a bit of knowledge about what's going on. Even in the era of cell phones with web access, the personal sharing of events makes a big difference.

3. Ask about them. Always.

People always love to talk about themselves. It's something they know about and something they're often happy to discuss because it means, on some level, you're interested in them. If you're ever stuck with nothing to say yet want to continue the conversation, ask the other person something about themselves. This is why you'll often hear people asking others about their careers, their hobbies, the weather, the score of the big game, and so on. Often, it's not so much a burning interest on behalf of the questioner, but a way to get the other person to talk.

4. Listen.

When someone is talking, don't stand there trying to think of the next thing you're going to say. That doesn't build a relationship. Instead, listen to what they're saying with as much care as you possibly can. Most people, when they're talking about themselves, give you tons of different avenues through which to continue the conversation, either by asking them more about themselves or to follow up.

5. Touch on elements of rapport.

While you're listening, try to identify elements that you have *in common* with the person speaking. Then, during a breath in the conversation, mention that element that you have in common. This gives the two of you a touchstone, something that's a key part of the foundation of any relationship. I've used something as mundane as shopping at the same grocery store as a touchstone in the past.

6. If you're unsure how to follow up, use their last few words.

Just simply repeat the last three to five words they said in an uncertain voice, as though you were asking a question. This will almost always encourage the person to continue along on their train of thought, giving you further room to listen and find elements of rapport.

7. Have a repertoire.

One thing you can do to practice my conversational skills is to work on and expand my

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repertoire of entertaining stories. When you're relating an experience you've had to someone, it's really a matter of how you tell it that makes it boring or really interesting. Try to have a collection of worthwhile stories and sometimes practice telling them, looking for ways to spice them up. Try using different voice inflections, raising and lowering your voice along with the story. Practice doing these types of things, for example, and I've found that the more you practice them, the easier it is to just tell a story in public and make it interesting enough that people will want to listen to it. Interestingly, another great way to practice your storytelling ability is to read children's books aloud to children. In order to keep them interested, you have to exaggerate your voice inflections, which you can then do in a more muted way as a great conversation tool.

8. Remember who people are.

This is something that's particularly tricky. Remember the names with new faces. If you often have a difficult time recalling that person's name, simply practice. Whenever you see a face you think you should know, give them a good look and run through what you know about them in your head. Do it enough and it becomes natural, plus you'll feel your memory gently expanding, too. The best part is that you're able to pull out such information during the second or third conversation you have with a person, which is a fantastic way to begin to cement a bond.

9. Don't feel bad if people don't remember you. Remind them without expectation.

I usually *expect* that people don't remember me, so I often remind people that I've not met often by introducing myself again while also mentioning what we have in common. This is often a very helpful refresher for the other person and it leaves them much more likely to carry up their end of the conversation with you.

10. Never eat alone.

Yes, a meal is an inherently social occasion and, if at all possible, you should make it such. Eat breakfast with a co-worker. Eat lunch with a friend or a professional peer or with your mentor. Eat dinner with your family or a close personal friend. Not only are meals a great opportunity for you to be forced to sit down and interact with others, they're also good conversation starters in themselves.

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11. Talk less.

You may tend to find that you overcompensate for your nervousness in social situations by rambling. You'll start talking about something and the words keep flowing because you're nervous. You should never fill empty space in a conversation with your words. That's the surest way to bore and drive away another person. Instead, ask a question and encourage the other person to fill the conversation space.

12. Have conversation goals…

What's your purpose for talking to this person? It's always helpful to have some sort of objective in mind for the conversation, whether it's just to build a better bond with this person, to get specific information, or something else. Know why you're talking to this person and what you hope to achieve in the conversation.

13. … but don't follow those conversation goals doggedly.

Of course, if you chase your goal like a dog with a bone, you're likely to drive the other person away. Look at it this way: the goal of almost any conversation to bond better with this person. The secondary goal is to obtain that piece of information you want or whatever else you wish to get from that conversation. If you recognize that your primary goal in almost every conversation is to just build a stronger bond, then it's much easier to not be dogged with your secondary goal for the conversation.

14. Ask questions that flatter, yet take people off their game.

This is probably the most difficult tip, but you should consistently find it useful. When you know someone a bit and there's a lull in the conversation, ask them something like, "What's the most exciting thing going on in your life right now?" Or, maybe ask, "Where do you see yourself in five years?" Do this because it opens the doors to people's hopes and dreams and aspirations, things that are personal (but not too personal) yet also fill them with good feelings when they talk about them, and things that make the other person feel that your conversation was something unique and special and memorable.

15. Put yourself in situations where you'll get to meet people.

your introverted side would say "No! No! No!" whenever the idea of being in a social situation

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with people you don't know well comes up. Almost every time, it's been well worth it. Any time you get an opportunity to go to a meeting of like-minded people, an opportunity to present, or an opportunity to lead, suck in your nerves and take it on. Almost always, you'll be glad you did. It will give you many opportunities to interact with and meet people, many of whom you'll have things in common with – career aspirations, interests, and so on.

16. Have a business card. Period.

Don't care if you're not employed or if you're just working down at your local Burger King. Have some business cards and keep them in your pocket along with a pen. Your business card should have your name, either your current career or your short-term aspiration, and some ways to contact you. You should also have a pen, so you can jot a reminder for that person right on the card. This makes sure that they have a reminder of your conversation in their pocket as well as an easy way to follow up.

17. Annotate their card (or at least write down their info).

When someone gives you their card at the end of a conversation, annotate it the first chance you get. Jot down what you need to know or remember about this person on the back of that card (yep, with that handy pen you've got on hand). This way, when you see the card later on, you can just flip it to the back to know why you wanted to remember this person. This is extremely useful in helping you to sneak this person into your memory, as that type of reminder tends to come along right at that perfect point when you can lock it into your memory.

18. Follow up. Always.

After a meeting, always try to follow up with any (genuine) business cards or contact data that you acquire. You can send a bunch of emails out, just touching base with these people and saying, if nothing else, that you enjoyed the conversation you had with them. You usually start off with a bit of a reminder of who you are and how you met, then usually try to touch base with something specific we talked about (often jotted on the back of their card). People love to feel remembered, so this is a great way to begin a relationship.

19. Practice. Often.

Life constantly offers us opportunities to practice conversation skills. Strike up conversations

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with anyone you see: your neighbor, the person on the bus, almost everyone at a convention. The more often you do it, the easier it becomes, and for me (and many others), simply *starting* that conversation can be the trickiest part.

20. Don't worry about a failure.

Yes, sometimes you're going to completely fail at starting a conversation. You're going to meet someone who's very unfriendly and ignores you. You're going to stumble over your words and make a fool of yourself. Don't let those instances hold you back from trying again and again. The more you do it, the more relationships you'll build and the easier opening those conversations will get.

10.10 Summary: on-verbal communication consists of all the messages other than words that are used in communication. In oral communication, these symbolic messages are transferred by means of intonation, tone of voice, vocally produced noises, body posture, body gestures, facial expressions or pauses. **Positive body language includes:**

- Maintaining eye contact with the person to whom you are speaking.
- Smiling (if appropriate) but especially as a greeting and when parting.
- Sitting squarely on a chair, leaning slightly forward (this indicates you are paying attention).
- Nodding in agreement.
- A firm handshake.
- Presenting a calm exterior.
- Looking interested.

Negative body language includes:

- Not looking at a person when speaking.
- Tapping a foot, fingers etc.
- Rocking backwards and forwards.
- Scratching.
- Continually clearing your throat.
- Fiddling with hair, ear lobes, jewellery, jacket, glasses, etc.
- Picking at fingers or finger nails.

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- Yawning.
- Repeatedly looking at your watch or a clock in the room.
- Standing too close to others.
- Inattention to a person who is speaking.

10.11 Glossary

Paralanguage: Para means 'like'. Hence, para language is 'like-language'. It is non-verbal since it does not consist of words. But it is close to verbal communication because it shows how words are spoken or utterance made.

Proxemics is the study of space between two interacting persons. This space defines the level of intimacy between them.

**Sign** - means gesture with one meaning.

10.12 Self assessment Questions (SAQ)

1. What is the role of non-verbal communication?

2. What ar e the cultural differences in Non-Verbal Communication?

3. What is the importance of physical appearance and conduct in business non-verbal communication?

4. Write a note on self presentation.

5. What is human communication through signs and symbols?

6. Write a note on the points to be kept in mind while reviewing or summarizing the article.

7. How important is building Conversation ? How can one develop this trait in his personality?

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Activities: Practise the gestures to your friend and see what response they give. This can be done in pairs, or, with a small group, as a mingle activity.

Recall what each gesture means in different cultures and what inter-cultural misunderstandings might occur.
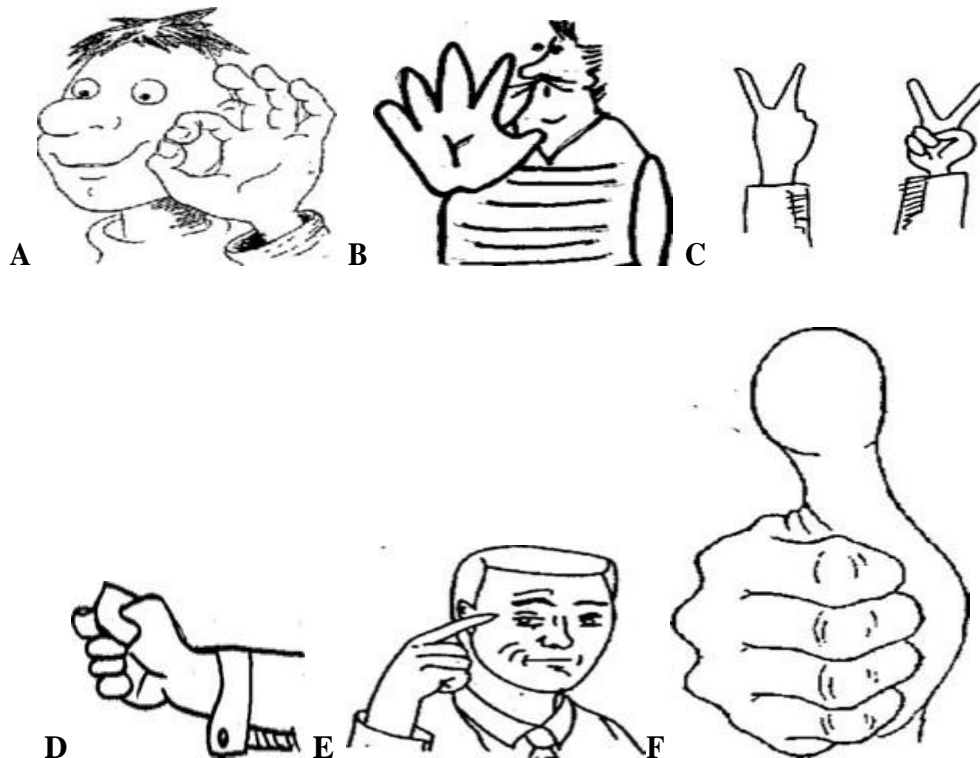
(cartoons drawn by Senem Özkul, Ludwig-Maximilians University, Munich)

Key:

A US – everything's all right, France – zero, worthless, Japan – money, Germany –get lost, Malta, Greece, Brazil – obscene gesture, Turkey – homosexual

B Commonly – stop, enough (person, car, action), Turkey – You get nothing from me, W Africa – You have 5 fathers

C Europe, US – peace, victory UK, Australia – rude gesture, Turkey – two

D Turkey, Greece, Tunisia, Holland – obscene, Russia – you get nothing from me, Yugoslavia – nothing, you can't have it, Brazil – good luck

E Turkey, Italy – you're crazy, US – use your head, solve the problem

F US – no problem, all OK Australia, Iran – get lost, Nigeria – very offensive gesture, Germany – one, Japan – five, Turkey – hitchhiking, political rightist party

Acting out a short dialogue. Ask participants to 'read' the dialogue using gesture, expression and body language only.

Example:
A Excuse me. Can you take a picture of me ?
B Yeah, sure.
A Just press that button.
B Er, which one?
A The one on the top.
B OK, right. Er…. can you move back a bit.
A Is this OK?
B Fine, now smile. That's it. Very nice.
A Thanks.
B Not at all. You've got a lovely smile. Er…fancy a drink?
A OK, but I've got no money on me.
B That's OK. I'll pay.

(dialogue from a presentation by Paul Seligson)

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10.15 Terminal and Model Questions

1. What is the role of non-verbal communication?

2. What is the importance of physical appearance and conduct in business non-verbal communication?

3. What is human communication through signs and symbols?

4. Write a note on the points to be kept in mind while reviewing or summarizing the article.

5. How important is building Conversation ? How can one develop this trait in his personality?

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10.16 Assignments

I Write short notes :

(a) Body Language

(b) Paralanguage

(c) Physical Space

(d) Dialogue writing

(e) communication through signs and symbols

II. Explain the elements of Non-verbal Communication.

III. What is human communication through signs and symbols?

IV. Write a note on the points to be kept in mind while reviewing or summarizing the article.

V. How important is building Conversation ? How can one develop this trait in his personality?

Activity 1

What do you mean by non-verbal communication?

_____
_____
_____
_____
_____

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Activity 2

What is communication through symbols?

_____

_____

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