

**SAKUNTALA SUDARSHAN INSTITUTE OF
TECHNOLOGY(POLYTECHNIC)**

KALAKAD,KARANJA, MAYURBHANJ

COMMUNICATIVE ENGLISH

**(As per the 2023-2024 syllabus of the SCTE&VT,
Bhubaneswar, Odisha)**

(Theory-01)



**COMMUNICATIVE
ENGLISH**

First and Second Semester

Course Content is conceived by

Diptiprajwalita Rana

READING COMPREHENSION

INTRODUCTION, SKIMMING THE GIST AND SCANNING FOR NECESSARY INFORMATION.

In our everyday life, if we talk of life in its most standardized form, we have a lot of reading to do. This includes reading from newspaper, text books, books, articles, journals, notes and so many. Reading does not mean reading words and sentences simply for the purpose of identifying them. Understanding, comprehending and remembering are some of the features without which reading keeps no meaning.

Skimming and Scanning:

Skimming is a task of finding out the important details of a written text without giving a close reading to it. The word 'skimming' is derived from 'skum' implying the thick layer floating on liquid. Similarly by skimming a text we take out all the key points out of it in one look. But scanning is not overlooking - it searches for those details which are not apparent on the surface. Scanning skill operates in the manner a scanner takes the photos of what is not seen on the ground.

Inference and Evaluation:

Inferential and evaluative analysis of the text relates more to close reading. A reader, here, examines the text to find out what the written text conveys and how it can be accessed. This is some kind of an analytical task done by the reader.

2. CLOSE READING FOR INFERENCE AND EVALUATION MAIN IDEA AND SUPPORTING POINTS GUESSING THE MEANING OF UN-FAMILIAR WORDS

Now Read the following passage carefully and do as directed.

Most people find their lives purposeless, wasted and worthless. That is why with an ordinary illness or some slightly unfavourable situation, the individual prays for an end to his life. In the opinion of one psychologist, every person thinks of committing suicide more than once in his life. It is a different thing that he does not develop enough courage to end his life. Even then some impulsive individuals commit suicide because of petty reasons like failing in examination, losing a job, quarrels in the family or defeat in a court of law. The number of people committing suicide because of such reasons is on the increase. Why do people commit suicide? Psychologists give various answers to this question. Some people say that a man gets such a disappointing atmosphere everywhere around him that he does not find any solution except this. According to some psychiatrists, people with violent tendencies who are unable to express them, destroy themselves by these tendencies. Some persons find themselves so much lonely and helpless that they find no benefit in

living and they think, 'Why not to commit suicide? After all what is there in life?' Some persons think of committing suicide during emotional excitement and prepare a plan for suicide during such a condition. The main reason for suicide is said to be depression due to physical illness or failure in examination, love or competition. A tendency of revenge is also said to be behind suicides. According to this opinion some people commit suicide because of a burden of feeling guilty, since they are unable to find a solution to get rid of guilty feelings. Many others commit suicide because they are fed up of old age, rejection by spouse, unemployment, court cases, etc. The reason for

suicide is the experience of worthlessness of this life. It is also true that each person-not just once but many times- thinks of his life as worthless and many times a burden. To free himself from this burden, the person thinks of self destruction. The question arises, 'Is life so much worthless that on account of disappointment in small matters, one should think of ending it?' If a self analysis is made seriously, it will be found that every person finds many times that his life is worthless and burdensome. Whatever the reason, but the worthlessness of life is felt with such intensity that by ending it, no difference is felt. Life is like a river, which keeps on flowing from its source to its merger into the sea.

- (a) With what is life compared?
- (b) When do people with violent tendency commit suicide?
- (c) When do some impulsive individuals commit suicide?
- (d) How do most people find their lives?
- (e) What is the main reason responsible for depression?
- (f) What is the opinion of one psychologist about committing suicide?

Choose from the passage the words that mean.

- (g) likely to act suddenly and without thinking
- (h) husband or wife
- (i) act of killing oneself

Guessing the Meaning of Un-familiar words

The ability to infer the meaning of an unknown word by looking at the vocabulary around it or its context is an important reading skill. The context here refers to the sentence or paragraph where the unfamiliar word appears, which provides the reader with information to make sense of the term.

Note-making

Introduction

The history of Note-Making goes far about 1979. Tony Buzan was the person who invented the concept of Mind Mapping. With using images and patterns he developed the main idea up to a successful invention. So now it has become most popular among most of the academic students. Note-Making mainly involves with selecting, analyzing, summarizing and organizing information.

Note-making means converting an extensive text into a brief form that can be easily digested remembered and reproduced. Brevity and clarity are two important features of a note. When we read or listen to something, we may not remember each and every bit of it. Many relevant details may slip away from our memory. Such a slip of memory facilitates the need to make of what we read or listen. Making a note of a speech is something like jotting down important points quickly while listening and later on making a fair copy of it. But making a note of a reading comprehension observes a more detail and systematic procedure.

Making a Note:

Always a close reading is demanded before making a note. By skimming and scanning we get all the important points of it. In a simpler way if one desire to attempt on note- making, the steps below would be of much help.

1. Read the passage closely without missing a single detail.

2. Make a list of important words with their meanings.
3. Make a list of relevant details that you have picked up by skimming and scanning briefly.
4. Trace out them or the key point. This would provide you with the main idea of the text.
5. The point that you have picked up by the task of skimming and scanning would serve as supporting points to this main idea better known as topic statement.

SUMMARISING:

Summarising means explaining an idea in a shortened form, while paraphrasing means explaining an idea in detail in your own words, using most of the information from the original source without changing the meaning of the original. Summarizing allows comprehension and a concise understanding of the material. In today's work culture it is important to be proficient in the skill of summarization; it can save time, money and energy. Summarized versions of information are used in almost all professional settings.

Read the passage carefully and answer the questions given below.

Occasional self-medication has always been part of normal living. The making and selling of drugs has a long history and is closely linked, like medical practice itself, with belief in magic. Only during the last hundred years or so, as the development of scientific techniques made it possible diagnosis has become possible. The doctor is now able to follow up the correct diagnosis of many illnesses-with specific treatment of their causes. In many other illnesses of which the causes remain unknown, he is still limited, like the unqualified prescriber, to the treatment of symptoms. The doctor is trained to decide when to treat symptoms only and when to attack the cause. This is the essential difference between medical prescribing and self-medication. The advance of technology has brought about much progress in some fields of medicine, including the development of scientific drug therapy. In many countries public health organization is improving and people's nutritional standards have risen. Parallel with such beneficial trends are two which have an adverse effect. One is the use of high pressure advertising by the pharmaceutical industry which has tended to influence both patients and doctors and has led to the overuse of drugs generally. The other is emergence of eating, insufficient sleep, excessive smoking and drinking. People with disorders arising from faulty habits such as these, as well as well from unhappy human relationships, often resort to self-medication and so add the taking of pharmaceuticals to the list. Advertisers go to great lengths to catch this market. Clever advertising, aimed at chronic sufferers who will try anything because doctors have not been able to cure them, can induce such faith in a preparation, particularly if steeply priced, that it will produce-by suggestion-a very real effect in some people. Advertisements are also aimed at people suffering from mild complaints such as simple cold and coughs which clear up by themselves within a short time. These are the main reasons, why laxatives, indigestion-remedies, painkillers, coughmixtures, tonics, vitamin and iron tablets, nose drops, ointments and many other preparations are found in quantity in many households. It is doubtful whether taking these things ever improves a person's health, it may even make it worse. Worse, because the preparation may contain unsuitable ingredients; worse because the taker may become dependent on them; worse because they might be taken excess; worse because they may cause poisoning, and worst of all because symptoms of some serious underlying cause may be asked and therefore medical help may not be sought. Self diagnosis is a greater danger than self-medication.

Questions

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

Supply an appropriate title to it.

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

Title: Self-Medication

1. Self medication

(a) Part of normal living—last 100 yrs

(b) Advance in diag tech.

(c) Drs reqd. for diag. & treatment of disease

(d) Self medication differs from medical prescriptions in medicine

(a) Drug therapy

(b) Impvt. In pub. health org's

(c) Increase in nutri'l standards.

3. Clever advertising by pharma'l companies

(a) Take advantage of people's need

(b) Chronic suffers

(c) Mild complaints like cold and coughs

(d) Faulty life style

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

(ii) Stress, unhappy rela'ps etc.

4. Dangers of self – medi'n. s

- (a) Prep'n contain unsuitable ingre.
- (b) Taker becomes dependent
- (c) Taker consumes medi. In excess
- (d) Prep'ns may cause poison'g
- (e) Real cause of illness gets suppressed or untreated.

Summary of the Passage:-

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

Practice on Note and Summary Making.

Read the following passages carefully:

I remember my childhood as being generally happy and can recall experiencing some of the most carefree times of my life. But I can also remember, even more vividly, moments of being deeply frightened. As a child, I was truly terrified of the dark and getting lost. These fears were very real and caused me some extremely uncomfortable moments. Maybe it was the strange way things looked and sounded in my familiar room at night that scared me so much. There was never total darkness, but a street light or passing car lights made clothes hung over a chair take on the shape of an unknown beast. Out of the corner of my eye, I saw curtains move when there was no breeze. A tiny creak in the floor would sound a hundred times louder than in the daylight and my imagination would take over, creating burglars and monsters. Darkness always made me feel helpless. My heart would pound and I would lie very still so that the enemy wouldn't discover me. Another childhood fear of mine was that I would get lost, especially on the way home from school. Every morning, I got on the school bus right near my home—that was no problem. After school, though, when all the buses were lined up along the curve, I was terrified that I would get on the wrong one and be taken to some unfamiliar neighbourhood. I would scan the bus for the faces of my friends, make sure that the bus driver was the same one that had been there in the morning, and even then ask the others when it came to taking walks or hikes because I would go only where I was sure I would never get

lost. Perhaps, one of the worst fears I had as a child was that of not being liked or accepted by others. First of all, I was quite shy. Secondly, I worried constantly about my looks, thinking people wouldn't like me because I was too fat or wore braces. I tried to wear the right clothes and had intense arguments with my mother over the importance of wearing flats instead of saddled shoes to school. Being popular was very important to me then and the fear of not being liked was a powerful one. One of the processes of evolving from a child to an adult is being able to recognise and overcome our fears. I have learnt that darkness does not have to take on a life of its own, that others can help me when I am lost and that friendliness and sincerity will encourage people to like me. Understanding the things that scared us as children helps to cope with our lives as adults. over and over again to be sure I was in the right bus. On school or family trips to an amusement park or a museum, I wouldn't let the leaders out of my sight. And of course, I was never very adventurous.

Questions:

1. On the basis of your reading of the above passage, make notes using headings and subheadings. Use recognizable abbreviations, wherever necessary.
2. Write a summary of the passage in not more than 80 words using the notes made and also suggest a suitable title.

Answers:

NOTES:

5. SUPPLYING A SUITABLE TITLE

TITLE: Remembering childhood moments

1. Feeling helpless in dark

- (a) Moving curtains
- (b) Creaking sounds
- (c) Creating burglars and monsters

2. Fear of getting lost (on the way home from school)

- (a) Scanning of school buses—friendly faces, same bus driver

- (b) Not letting leaders out of sight
- (c) Taken to some unfamiliar neighbourhood
- (d) Surety of not being lost

3. Fear of disliking

- (a) Quite shy
- (b) Worried about looks
- (c) Wear the right clothes
- (d) Imp. of popularity

4. Overcoming childhood fears

- (a) Undg. evolution process
- (b) Recognising and overcoming fears
- (c) Accepting help from others
- (d) Unds. things that scared

2. SUMMARY

My childhood moment was the happiest and carefree moment. Darkness scared me with its shadows, moving of curtains, and creaking sounds. It made me quite helpless and I used to lie still with a pounding heart. I had the fear of getting lost while on way from home to school. Before getting in school bus, I scanned it for friendly faces. I had the fear of being disliked by others. During the course of evolution from a child to an adult, I realised those things that scared me as a child. I was always expecting help from others.

2. TEXT

1. STANDING UP FOR YOURSELF

-Yevgeny Yevtushenko

PART 1

The writer Yevgeny Aleksandrovich Yevtushenko is now grownup and describes his childhood experiences in this text. The narrator says he did not have a joyful childhood. Since he was all alone in Moscow, after the divorce of his parents, his father had started working in Kazakhstan and never asked the writer about his doings. His mother was a geologist and later resigned from her job and became a singer. The writer had no access to decent means of education as it clearly is depicted from the line —My education was left to the streets. The street taught him to swear, smoke, spit elegantly through his teeth and to keep his fists at the ready a habit that narrator have till day and street also taught him not to be afraid of anything or anyone. And he spent his most time in the streets exposed to criminality and roughness of street kids. He realized that what mattered in his life was to overcome his fear of those who were stronger.

PART 2

In this section narrator highlights the ruler of his street Red, a boy of sixteen with big and broad shoulder beyond his age. Red walked masterfully up and down our street, legs wide and with a slightly rolling gait, like a seaman on his deck. From under his cap, its peak always at the back of his head, his forelock tumbled down in a fiery cascade and out of his round poek marked face green eyes like a cat's sparkled with scorn for everything and everyone. Two or three lieutenants in peaked caps back to front like Red tripped at his heels. Red could stop any one and impressively says one word | money! if anyone hesitated lieutenants beat them hard he carried a heavy metal knuckle duster in his pocket. Everyone as well the narrator was afraid of Red.

PART 3

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

suddenly he came upon Red and lieutenants. Red mocked at narrator for his act and out of anger he darted into his pocket and came out armed with its knuckle duster, it flashed like lightning and struck the narrator's head.

Narrator fell down streaming with blood and lost his consciousness. This was his first remuneration as a poet. He spent several days in bed and when he went out still with bandage, the moment he saw Red narrator took his heels back to home and cried loudly at his cowardice and promised himself to vanquish his fear of Red at whatever cost.

PART 4

Finally in order to vanish the fear of Red narrator went into training with parallel of bars and weight. After every session he would feel his muscles were getting bigger then he remembered something he read in a book about a miraculous Japanese method of wrestling which gave advantage to the weak over strong. He exchanged a week ration card for a text book on Ju-Jitsu.

For three weeks, he stayed at home practicing. Then one day he went out, he saw red was sitting on the lawn in yard playing Vingt-et-un with his lieutenants. Fear was still in narrator urging him to go back. But he went to the players and kicked and scattered the card. Red looked up, surprised at narrator. Red got up and dived into his pocket for knuckle duster. But narrator made a quick jabbing movement and Red howling with pain, rolled on the round. Again he got up swinging his head furiously from side to side like a maddened bull. Narrator caught his wrist and squeezed slowly as he read in the book, until the knuckle-duster dropped from his limp fingers. Nursing his hand Red fell down again he was sobbing like anything from that day Red ceased to be the monarch of the street.

From that day on narrator knew for certain that one need not fear the strong. All one needs is to know the way to beat them he also learned on this occasion was that to be a poet as well as how to stand up for own self.

Comprehension

Unit-I

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

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

2. Does the narrator have happy experiences in his childhood?

The narrator has not happy experiences in his childhood because he could not get the proper care, love and affection from his parents.

3. What was his relationship with his father?

He had not any good relationship with his father. His father was living separately with his new wife and two children in Kazakhstan.

4. How did his mother spent her time?

His mother gave up her job as a geologist and spent her time as a singer.

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

The writer could not get systematic formal education from in an educational institution. So he said like this.

6. What were the two habits that remained with him?

The habits of smoking, spitting and argument developed in the writer and also the habit of becoming fearless also developed.

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

The writer learnt the habit of not fearing anyone or anything in the stage of life.

Unit-2

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

The giant figure and broad shoulder made Red look older than he really was.

2. How did he roam in the street?

Red was carelessly roaming in the street like a seaman in the deck.

3. How did he dress himself?

He dressed himself with a cap whose peak remains at the back of his head.

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

Yes, to create a sense of terror and fear in others he intentionally dressed and walked like this.

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

As Red was their leader his lieutenants also wear their caps like this.

6. How did he rule the street?

Red ruled the street by showing his knuckle duster.

7. Was the narrator afraid of Red?

Yes, the narrator was afraid of Red. The sentence everyone was afraid of "Red" expresses his fear.

Unit-3

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

The writer wrote a poem to overcome his fear of Red.

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

The people in the street appreciated the poem and expressed their pleasure.

3. Explain the expression Triumphant hatred/

Triumphant hatred refers the expression of hatred for the future of Red.

4. How did Red sneer the narrator?

Red smiled crookedly towards the poetic talent of the writer.

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

At the first encounter Red attacked the writer with a metal knuckle duster. So the writer fell down, blood came out of his head and he lost his consciousness.

6. What was Yevtushenko's first remuneration as a poet? [2019 (W) New]

Yevtushenko's first remuneration as a poet is the thrash from knuckle duster by Red.

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

To overcome the fear of Red when he saw after his injury was the more difficult situation for the writer.

8. How did Red cease to be the monarch of the street?

In his second encounter with Red, the author conquered fear and became able to be more strong to face the difficult situation of life. [2019 (W) New]

2. THE MAGIC OF TEAMWORK

- Sam Pitroda

UNIT 1

'The Magic of Teamwork' deals with some proven principles employed by the organizations with a view to build a successful team in their business. In this essay, the writer also discusses the basic issues in connection with teamwork, the characteristics of a good team player, and how teamwork is important to corporate and national governance.

The essay begins with the writer's reference to lack of teamwork and cooperation among Indians. In his view this is one of the most serious problems hampering progress where Indian workers are involved. The key problem affecting India's progress is implementation, not the lack of policies. Here we have great policies and ideas about how to do things, but we severely lack of teamwork. When the Japanese came to work in India to develop the Maruti Suzuki car, it was proved that one Indian was equal to 10 Japanese, it means Indians were very smart, capable and dedicated individuals. But 10 Indians were equal to 1 Japanese, it means Indians lacked team spirit and co-operation. Here the writer talks about the crab mentality of Indian people. If someone is trying to climb higher and achieve more, the others just drag him down. In other words if by chance someone starts succeeding in his life they will all gang up and make sure that he doesn't get to do it. This attitude comes from our cultural background. We have been involved in a hierarchical system where we think the senior is the master of knowledge. This was good in the past times where knowledge and wisdom were orally transformed, but in modern society there is no way that one person can know everything. Today a young computer trained person has more answers for an accounting problem than a senior accountant has. Here the writer again suggests that we will be able to create the right kind of teams when we will understand how to utilize the diverse experience and obtain results.

UNIT 2

The writer takes us back to his younger days in the US where he took part in an executive seminar for Rockwell International. About 25 senior company executives had assembled for a week for strategic discussion. They were divided into five different groups comprising five people each. Each group member was asked to do something such as making coffee, taking notes, cleaning the board and someone is supposed to be a chairman. They all performed their

task sincerely without any complain. But in India if this was happening people would be saying, "But I'm the senior secretary, why should I make the coffee and you be the chairman?" Hierarchy comes naturally to the minds of Indian people.

The writer stresses that group work needs a good understanding of the strengths and weaknesses of every individuals. Our background has not taught us how to accept the leadership and follow the lead of others simultaneously. But in true teamwork everyone needs to do both.

In teamwork being a good team player must respect others, tolerate different points of view and desire to give. A team player must possess the ability to tackle conflicts without either egotism or sycophancy. In India people stress on attaining complete agreement on a conflicting issue, but it is impossible. Instead of waiting for the total agreement for beginning a work, it is important to work on the agreed upon aspects. The characteristics of a good team player are openness, clarity and honesty. Most people have a hidden agenda that they say something but mean the exact opposite. A good work ethic is to say and mean the same thing.

UNIT 3

The writer takes us back to his work place C-DOT company. There he used to tell the inefficient employee directly to his face in a general meeting. To the employees, writer's blunt exposure in the general meeting was humiliating. They should be pulled aside individually to be told of the inefficiency. Actually the writer's intention behind open criticism in a meeting was for the benefit of all present employees and everyone could learn from that individual's mistakes.

Then the writer learnt about Indians' lack of differentiating between criticizing an idea and criticizing an individual. But criticizing an idea doesn't mean criticizing an individual. The writer points out that an employee cannot afford to criticize the boss in India. But it is acceptable for anyone to criticize the boss if he is doing wrong. It is important for an organization's Chief Executive to get a report on the psychological health of the firm. The key elements of a team's success are stability, confidence, security and comforts of its members. Another serious problem in India is the dichotomy and difference in between physical and mental workers in terms of power and position, which affects teamwork. The writer had a driver named Ram, whom he thought was one of the best drivers in the world.

The writer was not interested to treat him like a mere driver. He motivated the driver to be a team player. The writer wanted him to assist in office work when he was not driving.

UNIT 4

According to the writer variety of tasks help the workers enhancing their self esteem, motivation and make them good team players. It is difficult to build teams in India, because nobody is interested to be in a subordinate position to someone. Everyone should be expert in working with diversity, but it can only happen when we get rid of personal, caste and community interests.

The writer says that age doesn't matter for holding a position, but it is capability and expertise to hold a senior position. So there could be a 40 years old CEO with a 55 years old Vice President. These attitudes are not found in India. The writer has observed that the managers in the US corporate environment working with Indians and Asians in general, that they are not getting recognition or they are not being respected. Therefore senior must give attention and encourage a little more the employees having lower self esteem. It makes them feel better and work better.

The writer ends the essay by suggesting some fundamental ideals in corporate environment. They are respect for others, frankness, honesty, communication, willingness to disagree, solution of conflict and the recognition of the larger interest of the team. Everyone should not be afraid of pressure, it can turn something worst to best.

IMPORTANT QUESTIONS AND ANSWERS:-

1. What is the key problem affecting India's progress?

Ans- the key problem affecting India's progress is lack of implementation and lack of teamwork.

2- What is the joke about the Indian and Japanese workers at the Maruti Suzuki Company ?

Ans- The joke about the Indian and Japanese workers at Maruti Suzuki Company is that one Indian is equal to 10 Japanese. Indians are very smart, capable and dedicated individuals. But 10 Indians were equal to 1 Japanese.

This means that Indians lack team spirit and Corporation.

3- What is the 'meaning of crab mentality'? [2019 (W) New]

Ans- The crab mentality is pulling down any member who achieves success beyond others out of envy.

4- How can the right kind of teams be created?

Ans- The right kind of teams can be created when we understand how best to use a quality or advantage to obtain a desired effect or result.

5- How does hierarchy come in the way of doing a task together in India?

Ans- While doing a task in India, hierarchy automatically comes to our minds. A senior person in the group wants to be the leader instead of a follower.

6- What should the members of a team learn for effective teamwork ?

Ans- For effective teamwork, the members of a team should learn to understand the strengths and weaknesses of individuals of their group irrespective of status.

7- What are the qualities of a good team player?

Ans- The qualities of a good team player are respect others; tolerate different points of view, desire to give and the ability to tackle conflicts without either egotism or sycophancy.

8- What does a 'good work ethic' imply?

Ans- A good work ethic implies saying and meaning the same thing.

9- How did the author handle inefficient employees in C-DOT?

Ans- In C-DOT the author handled inefficient employees by telling them directly to their face in a general meeting.

10. What was the author's intention of criticizing openly?

Ans- The author's intention of criticizing employees openly was for the benefit of all present there and to make everyone learn from that individual's mistakes.

11- What did the author learn about Indian attitude to criticism?

Ans- The author learned about Indian attitude to criticism that Indians don't differentiate between criticizing an idea and criticizing an individual.

12- What are the key elements of a team's success?

Ans- The key elements of a team's success are stability, confidence, security and comforts of its members.

13- What affects team performance in India?

Ans- The difference between physical and mental workers in terms of power and position affects team performance in India.

14- How do diversifying tasks help workers?

Ans- Diversifying tasks help workers enhancing their self esteem, motivation and team spirit.

15- Why is it difficult to build teams in India?

Ans- It is difficult to build teams in India because nobody is interested to be a subordinate to someone.

3. THE INCHEAPE ROCK

- Robert Southey

The Inchcape Rock by Robert Southey is a ballad that tells us about the legends of the Inchcape Rock, a reef in the North Sea about 18 km off the east coast of Angus, Scotland. The story is about the good Abbot of Aberbrothok and the devilish Sir Ralph the Rover. The Abbot achieved the great feat of installing a bell on the dangerous Inchcape rock that had previously caused many shipwrecks. His bell rang during the storms and issued an alert for the passing ships. So, the seamen knew where the rock is and could avoid the danger of an accident. They blessed the Abbot for his good work.

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

Here the poet Robert Southey delivers a message through his poem: As you sow, so shall you reap. So the poem *The Inchcape Rock* is didactic in nature like most of Southey's poems. The poem is a bit long as the ballads should be. It consists of seventeen stanzas of four lines each. The first two and the last two lines of each stanza rhyme with each other. The rhyme scheme is AABB for each stanza.

The Inchcape Rock: Stanza-wise Summary & Explanation

In the first stanza of the poem the poet describes the calmness of the sea. The air, the sea, the ship – all were still. The sails of the ship were getting no motion from the wind. Its keel was steady in the ocean.

The second stanza describes the mild sea waves. The waves were rising and falling so little that they did not make any sign or sound. The waves were gently flowing over the Inchcape Rock without moving or ringing the bell.

The third stanza is about the bell. The 'good old Abbot of Aberbrothok' positioned the Inchcape bell there on the Inchcape Rock. During the storms it floated on a buoy and rang wildly swung by the high tides to alert everyone that the dangerous rock was there.

In the next four lines, the poet tells us how the bell guided the mariners in the bad weather. The seamen could not see the Rock as it stayed hidden under the high waves during the storms. But they could hear the ringing bell and went away from the perilous (dangerous) rock. So the bell saved their lives. Then the seafarers blessed the Abbot for his good job.

The fifth stanza delivers a cheerful atmosphere, as it generally happens before every disaster. On a particular bright day everything looked joyful. The sea-birds were whirling over the sea and screaming in joy.

In the sixth stanza of the poem Sir Ralph is introduced for the first time. On that fine day, the buoy (an anchored floating sign to show the reef) on the Inchcape Rock was clearly visible, as it was a blackish spot in the green ocean. Sir Ralph the Rover went onto the deck of his vessel and gazed at dark spot of the buoy.

The next stanza deals with Ralph's feelings and thoughts. He was delighted at the good spring atmosphere. He was making whistling sounds and singing in joy. He was actually overjoyed. But no one knew that a sinful thought in his mind was behind this happiness.

In the eighth stanza the Rover himself speaks and reveals his desire. His eyes were fixed on the floating buoy on the Inchcape Rock. Sir Ralph the Rover ordered his crew to take the boat to the Inchcape Rock. Then he says that he is going to plague (kill or destroy) the good work of the Abbot of Aberbrothok.

The ninth stanza describes that the Rover's men took the boat to the Inchcape Rock. There he bent over the boat and cut the bell from the Rock. The next stanza pictures how the bell was sinking down making the bubbling sound.

Bubbles rose and burst around. Sir Ralph was happy thinking that the bell would save no more ships and the seamen would no longer bless the Abbot.

Sir Ralph the Rover then sailed away from the rock. Thereafter he had robbed and looted many ships which met accidents crashing to the Inchcape Rock. He is now a rich man with all the looted treasures. And today he is going to the Scotland shore with his ship.

The twelfth stanza describes the gloomy atmosphere on the day the Rover is sailing to Scotland. The sun is hidden behind the thick fog. Strong winds were blowing all the day, and now, in the evening it has stopped blowing. The next four lines set punishment to the offender.. The Rover is now on the deck of his ship. He can't see land as it is very dark. Sir Ralph assures that the moon will appear soon and so there will be light.

In the fourteenth stanza one of Ralph's men say that he hears the roaring sound of the waves breaking against something. So, he hopes they should be near the shore. He also regrets that the Inchcape Bell is no more, as it could guide them in this situation.

But no sound was there. The tides were strong. The Rover and his team are drifting along with the ship. Suddenly the vessel gets a jerking. They all realize that the vessel has hit the Inchcape Rock. Sir Ralph the Rover pulls his hairs in frustration. He curses himself for his evil deeds. Meanwhile the water fills in every corner of the vessel and it starts sinking in the sea.

In the last stanza of the poem as the Rover is dying, he hears a sound like the ringing of the Inchcape Bell. It was actually his death knell that the Devil himself was ringing beneath the water. Thus the Rover gets punishment for his sinful works. Robert Southey is a poet who always delivers a teaching through his poems. This too is not an exception.

Question 1: Read the extract given below and answer the questions that follow.

"Without either sign or sound of their shock,

The waves flow'd over the Inchcape Rock;

So little they rose, so little they fell,

They did not move the Inchcape Bell".

i) Name the poem and the poet. Describe the movement of the waves as presented in the above lines.

The name of the poem is 'The Inchcape Rock'. The name of the poet is 'Robert Southey'. The waves are rising and falling without moving the Inchcape Bell. In fact, the waves are so small that they do not move enough to ring the Inchcape Bell. They are moving calmly without any sense of impending danger.

ii) How does the Inchcape Bell warn the sailors during a storm?

During a storm, the waves violently hit the Inchcape Rock and the bell that is tied on the rock by the Abbot of Aberbrothok, shakes violently making a loud sound that can be heard by the sailors at a far distance. They then become alert that the Inchcape Rock is nearby. Thus, the sailors avoid the way where the bell rings.

iii) Why did Sir Ralph cut the bell from its float? [2019 (W) New]

Answer: Sir Ralph, a notorious pirate did not want sailors to be alert by the sound of the Inchcape Bell. He wanted to earn money and treasures from the ships that fatally crashed against the rock. He also wanted to tarnish the reputation of the Abbot of Aberbrothok. Hence, he sailed to the Inchcape Rock and cut the famous bell tied there.

iv) Why did ships face shipwreck near the Inchcape Rock?

The Inchcape Rock, a reef which was situated in the North sea, close to the coastal region of Angus in Scotland was famous for its infamy as causation for shipwrecks. During rough seas, the sailors could not see the Rock. This was the reason why ships faced shipwrecks there.

v) Describe the legend of the Inchcape Bell.

According to the legend, a monk placed a bell on the Inchcape shore to send warning to sailors about the impending danger during storms. According to the folktale, whenever, the bell rang, the sailors used to thank the Abbot for saving them from danger. But a pirate named Sir Ralph cut down the bell to earn money and treasures from ships that fatally crashed against the rock. However, one day Sir Ralph's ship too encountered a storm and crashed against the rock and he died repenting.

Question 2: Read the extract given below and answer the questions that follow.

He felt the cheering power of spring,

It made him whistle, it made him sing;

His heart was mirthful to excess,

But the Rover's mirth was wickedness.

i) Who was the Rover? What kind of a person was he?

Sir Ralph was a rover or a sea pirate. He was a wicked and jealous man.

(ii) What did the Rover see? What did he ask his sailors to do?

The Rover saw the buoy of the Inchcape Rock like a dark speck on the green ocean. He asked his sailors to lower the boat and row him to the Inchcape Rock.

(iii) Where did the Rover want to go? Why?

The Rover wanted to go near the Inchcape Rock to cut off the warning bell to spoil the fame and reputation of the Abbot of Aberbrothok, who has placed the bell there and to loot the wealth from the shipwrecks.

(iv) In what mood was the Rover as shown in the extract? What in the extract shows his mood? What was the mood of the Rover at the end of the poem?

The Rover was in a joyful mood in the extract. His joyful mood is reflected in the extract by his act of whistling and singing. At the end of the poem, the Rover was in a mood of despair and frustration.

Question 3: Read the extract given below and answer the questions that follow.

"Sir Ralph the Rover sail'd away,
He scour'd the seas for many a day;
And now grown rich with plunder'd store,
He steers his course for Scotland's shore."

i) Who is Sir Ralph? What are his intentions?

Sir Ralph was a notorious pirate who spent days looting and plundering other ships for treasures. He wanted to tarnish the reputation of the Abbot of Aberbrothok so he cut down the famous bell tied on the Inchcape Rock. He looted and robbed the ships that crashed against the rock and soon became rich.

ii) What is he doing in the above lines?

In the above lines, Sir Ralph was sailing in his ship across the seas and plundering and looting the wealth of the sailors on other ships. He deliberately had cut off the Inchcape Bell so that when the ships get ravaged there, he could amass all the wealth.

iii) Why did Sir Ralph move towards Scotland?

Sir Ralph steered his ship towards Scotland's shore because his downfall was calling him there. Some invisible and supernatural powers working as messenger of God wanted to punish Ralph for his wicked and sinful act; hence they instigated him to come again at the Scotland's shore.

iv) How had Ralph grown rich and prosperous?

For a long time, Ralph had been wandering in distant seas. He had been plundering and looting many ships. In this way, he made a great heap of wealth and had grown rich and prosperous.

v) What do you learn from the action of Sir Ralph?

Sir Ralph's actions give the moral message that what one sows, so does he reap. The pirate committed an evil deed by cutting down the Inchcape Bell which was a life saver for seamen. He did this for his selfish intentions to hoard wealth. But, ultimately, in his death-hour, he

needed the Inchcape Bell to save his ship, but it was not there. We learn that evil deeds never go unpunished. The evil-doer becomes the victim of his own wicked designs. He digs a pit for others but himself falls into it.

Question 4: Read the extract given below and answer the questions that follow.

"But even in his dying fear,

One dreadful sound could the Rover hear,

A sound as if with the Inchcape Bell,

The Devil below was ringing his knell."

i) What was Sir Ralph's 'dying fear'?

Sir Ralph's 'dying fear' was that he could see himself getting punished for his misdeeds and unconsciously wanted to save himself. But he knew that it was too late and would die in no time.

ii) Explain the line, "The Devil below was ringing his knell."

Sir Ralph had cut down the Inchcape Bell and it went down into the sea with a gurgling sound. When his death hour was near, he could hear the sound of the Inchcape Bell as if the Devil himself was ringing it for him. It indicated that the time of Ralph had approached.

iii) What do the above lines say?

The above lines say that Sir Ralph, even in his dying fear, could hear the dreadful sound of a ringing bell which resembled the sound of the Inchcape Bell but was actually the death knell, rung by the Devil himself. It seemed as if the Devil was happily inviting the pirate to hell.

iv) Why did Sir Ralph meet such an end?

Sir Ralph met such an end because of his wicked deeds. He deliberately removed the bell on the Inchcape Rock so that ships faced shipwrecks and he could plunder the treasures. Wrong actions never go unpunished in this world. He was, thus, rightly punished for his immoral and sinful deeds.

v) Do you agree that "evil cannot go unpunished in this world"? Give your opinions on this.

Yes, evil cannot go unpunished in this world. There's a divine power which looks upon our actions and delivers justice to all. Sir Ralph, in the poem, engaged in evil deeds and did not consider about other people. He robbed them of wealth, but ultimately he died in a storm in a shipwreck just like he made other sailors suffer in storms. The evil doer initially does not feel the prick of his conscience but in the end he is always miserable.

4. TO MY TRUE FRIEND

- By Elizabeth Pinard

The poem 'To my True Friend' is an "Ode" written by Elizabeth Pinard. Ode is a lyrical poem addressed to someone or something. Here in this ode the poet Elizabeth Pinard has addressed to her friend. The poet has written the poem about her best friend. She describes her friend as a true friend who kept her going when things did not look too bright, who always encouraged and supported her when she felt low, who made the poet learn to love herself. Though they are separated by thousands of miles, their friendship remains the same.

Poem analysis :- (Line 1 – 8)

"The day I met you

I found a friend

And a friendship that

I pray will never end.

Your smile so sweet

And so bright

Kept me going

When day was as dark as night".

In this poem the poet recollects her past memories. The poet goes back to a day when she met someone and later she found her as a true friend. The poet prayed that the friendship she

made will never end. The smile of her friend was sweet and bright that gave the poet strength and support when she was passing through a difficult time.

(Line 9 – 16)

"You never ever judged me,

You understood my sorrow,

Then you told me it needn't be that way

And gave me the hope of a better tomorrow,

You were always there for me,

I knew I could count on you,

You gave me advice and encouragement

Whenever I didn't know what to do".

Without any judgement, she understood the poet and her misery and told to get rid of it. Instead, her friend gave the poet the hope of a better tomorrow. It means she gave the poet emotional support and compassion. Her friend always stood by her, and the poet trusted her friend. She used to give advice and encouragement when the poet didn't know the right or wrong.

(Line 17 – 24)

"You helped me learn to love myself

You made life seem so good.

You said I can do anything I put my mind to

And suddenly I knew I could,

There were times when we didn't see eye to eye

And there were days when both of us cried,

But even so we made it through

Our friendship hasn't yet died".

She helped the poet learn to love herself. She made her life so good. She gave the advice and encouragement when she was in difficult situation. There were times when the poet and her friend fell in misunderstanding and both of them cried, their friendship had not been yet died.

(Line 25 – 32)

"Circumstances have pulled us apart,

We are separated by many miles,

Truly, the only thing that keeps me going

Is my treasured memory of your smile,

This friendship we share

Is so precious to me,

I hope it grows and flourishes

And lasts unto infinity.

Situation separated them from each other. They lived far away from each other. In spite of being separated by distance, the poet cherishes the smile of her friend. The poet speaks highly of their friendship. The friendship that they shared was so precious to the poet. Even the poet hopes it to be grown and flourished forever.

(Line 33 – 40)

"You are so extra-special to me

And so this to you I really must tell:

You are my one true friend,

My Guardian Angel.

Our friendship is one in a million

So let's hold on to it and each other.

Our friendship hasn't yet died".

She helped the poet learn to love herself. She made her life so good. She gave the advice and encouragement when she was in difficult situation. There were times when the poet and her friend fell in misunderstanding and both of them cried, their friendship had not been yet died.

(Line 25 – 32)

"Circumstances have pulled us apart,

We are separated by many miles.

Truly, the only thing that keeps me going

Is my treasured memory of your smile.

This friendship we share

Is so precious to me,

I hope it grows and flourishes

And lasts unto infinity.

Situation separated them from each other. They lived far away from each other. In spite of being separated by distance, the poet cherishes the smile of her friend. The poet speaks highly of their friendship. The friendship that they shared was so precious to the poet. Even the poet hopes it to be grown and flourished forever.

(Line 33 – 40)

"You are so extra-special to me

And so this to you I really must tell:

You are my one true friend,

My Guardian Angel.

Our friendship is one in a million

So let's hold on to it and each other.

We cannot let this chance of pure bliss fly away

For there will never be another.

I love you.

I will always love you".

The friend is so extra-special to the poet. The poet finds her as a true friend and a guardian and protector. The poet thinks that their friendship is one in a million. So she wishes to hold the friendship forever and they cannot allow such a pure happiness to go away. At the end of the poem the poet expresses her deep and true love for her true friend by saying "I love you. I will always love you".

IMPORTANT QUESTIONS AND ANSWERS

1- What does the poet pray for?

Ans- The poet Elizabeth Pinard prays for keeping their friendship for all time. It means she prays for their never ending friendship.

2- How did the friend encourage the poet?

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

3- How does the poet cherish the memory of her friend?

Ans- The poet deeply cherishes the memory of her friend by remembering her sweet and bright smile with great love.

4- Why does the poet call her friend extra special?

Ans- The poet calls her friend extra-special because she is her only true friend, her guide and protector.

5- What is the poet's final wish?

Ans- The poet's final wish is that they should hold their friendship safe and they cannot allow such friendship of pure joy to go away any more. There will never be another friendship like her.

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

Circumstances have pulled them apart. But the poet cherishes the memory of her friend tenderly. She remembers the time when there were conflicts between them, they did not see or talk to each other for days together. She remembers the days they cried together. But such difference has no adverse effect on their friendship.

7. Are the friends staying close to each other?

No, the friends are not staying close to each other. The line "circumstances have pulled us apart" justifies it.

8. How does the poet value her friend's smile? (2019 (W) New)

For the poet her friendship is a precious treasure. She wants to cherish her smile and flourish it for ever.

9. Why does she call her friend extra special?

The poet calls her friend extra special because her friend is the only person whose smile, whose word, and whose presence brings confidence in her to go ahead. She owes her achievement to her friend. Her friend is not an ordinary human being but a guardian angel for her.

10. What is the poet's final wish?

The poet is blessed with a rare friendship. Their friendship is one in a million. So she wants that both will hold on to it and should not let the pure bliss fly away. She wishes to continue to love her friends till eternity.

UNIT II VOCABULARY

LEARNING OBJECTIVE:

SL. NO.	SUBJECT
1	USE OF SYNONYMS
2	USE OF ANTONYMS
3	SAME WORD USED IN DIFFERENT SITUATION AND IN DIFFERENT MEANING
4	SINGLE WORD SUBSTITUTION

USE OF SYNONYMS

Synonyms are words having similar meaning.

Word	Synonym-1	Synonym-2	Synonym-3	Synonym-4
Amazing	Incredible	Unbelievable	Improbable	Astonishing
Anger	Enrage	Infuriate	Arouse	Nettle
Angry	Wrathful	Furious	Enraged	Indignant
Answer	Reply	Respond	Retort	Acknowledge
Ask	Question	Inquire	Query	Interrogate
Awful	Dreadful	Terrible	Abominable	Unpleasant
Bad	Depraved	Rotten	Contaminated	Sinful
Beautiful	Gorgeous	Dazzling	Splendid	Magnificent
Begin	Start	Open	Launch	Initiate
Big	Enormous	Huge	Immense	Gigantic
Brave	Courageous	Fearless	Dauntless	Intrepid
Break	Fracture	Wreck	Crash	Demolish

Word	Synonym-1	Synonym-2	Synonym-3	Synonym-4
Dangerous	Perilous	Hazardous	Risky	Uncertain
Dark	Shadowy	Unlit	Murky	Gloomy
Decide	Determine	Settle	Choose	Resolve
Definite	Certain	Sure	Positive	Determined
Delicious	Savory	Delectable	Appetizing	Luscious
Describe	Portray	Characterize	Picture	Narrate
Destroy	Ruin	Demolish	Raze	Slay
Difference	Disagreement	Inequity	Contrast	Dissimilarity
Do	Execute	Enact	Carry Out	Finish
Dull	Unimaginative	Lifeless	Tedious	Tiresome
Eager	Keen	Fervent	Enthusiastic	Involved
End	Stop	Finish	Terminate	Conclude
Enjoy	Appreciate	Delight In	Be Pleased	Indulge In
Explain	Elaborate	Clarify	Define	Interpret
Fair	Just	Impartial	Unbiased	Objective
Fall	Drop	Descend	Plunge	Topple
False	Fake	Fraudulent	Counterfeit	Spurious
Fast	Quick	Rapid	Hasty	Swiftly
Fat	Stout	Corpulent	Paunchy	Plump
Fear	Fright	Dread	Terror	Alarm
Fly	Soar	Hover	Flit	Wing
Funny	Humorous	Amusing	Droll	Laughable

USE OF ANTONYMS

Antonyms are words having opposite meaning

Word	Antonym-1	Antonym-2	Antonym-3	Antonym-4
Absence	Presence	Plenty	Existence	Enough
Accept	Refuse	Fail	Deny	Reject
Accurate	Inaccurate	Indefinite	Unreliable	Faulty
Advantage	Disadvantage	Harm	Impotence	Inferiority
Alive	Dead	Unconscious	Sluggish	Deceased
Ancient	Modern	Current	Fresh	New
Answer	Question	Query	Quiet	Trouble
Approval	Disapproval	Denial	Veto	Refusal
Approached	Receded	Departed	Leave	Retreat
Abundant	Scarce	Lacking	Sparse	Meager
Admit	Deny	Repudiate	Expel	Oust
Advance	Retreat	Retire	Behind	Later
Artificial	Natural	Genuine	Real	Unaffected
Ascend	Descend	Drop	Slump	Decline
Attack	Defense	Flight	Shelter	Shield
Attention	Inattention	Disregard	Lethargy	Neglect
Asleep	Awake	Conscious	Attentive	Awake
Ally	Enemy	Antagonist	Detractor	Foe
Agree	Disagree	Reject	Resist	Object

Word	Antonym-1	Antonym-2	Antonym-3	Antonym-4
Beginning	Ending	Finish	Epilogue	Finale
Blunt	Sharp	Polite	Subtle	Sharp
Blame	Praise	Approval	Peace	Ratification
Bitter	Sweet	Bland	Pleasant	Mild
Borrow	Lend	Forfeit	Lend	Return
Bravery	Cowardice	Timidity	Fear	Cowardice
Broad	Narrow	Quiet	Little	Tiny
Careful	Rush	Careless	Inexact	Unwise
Calm	Troubled	Harsh	Furious	Worried
Capable	Incapable	Clumsy	Stupid	Ignorant
Captivity	Freedom	Liberty	Freedom	License
Cheap	Dear	Expensive	Expensive	Worthy
Clever	Stupid	Foolish	Ignorant	Naive
Correct	Incorrect	Improper	Invalid	Biased
Conceal	Reveal	Divulge	Unwrap	Ignore
Comfort	Discomfort	Gloom	Injury	Torment
Courage	Cowardice	Humility	Timidity	Irresolution
Cruel	Kind	Gentle	Compassionate	Mild
Courteous	Discourteous	Rude	Uncivil	Unrefined
Cunning	Simple	Ignorant	Blunt	Rough
Beautiful	Ugly	Drab	Offensive	Repulsive

3. SAME WORD USED IN DIFFERENT SITUATION AND IN DIFFERENT MEANING

Homonym

Homonyms are two words that are spelled the same and sound the same but have different meanings. The word "homonym" comes from the prefix "*homo-*," which means the same, and the suffix "*-nym*," which means name. Therefore, a homonym is a word that has the same name as another word, meaning that the two words look and sound exactly alike.

Example

1. **Band** - a musical group / a ring
2. **Bark** - a tree's out layer / the sound a dog makes
3. **Bat** - an implement used to hit a ball / a nocturnal flying mammal
4. **Bright** - very smart or intelligent / filled with light
5. **Current** - up to date / flow of water
6. **Express** - something done fast / to show your thoughts by using words
7. **Fair** - equitable / beautiful

8. **Kind** - type / caring
9. **Lie** - to recline / to tell a falsehood
10. **Match** - to pair like items / a stick for making a flame
11. **Mean** - average / not nice
12. **Pole** - a person from Poland / a piece of metal that holds a flag
13. **Ring** - a band on a finger / something circular in shape
14. **Right** - correct / direction opposite of left
15. **Rock** - a genre of music / a stone
16. **Rose** - to have gotten up / a flower
17. **Spring** - a season / coiled metal
18. **Tender** - gentle / offer of money
19. **Tire** - to grow fatigued / a part of a wheel
20. **Well** - in good health / a source for water in the ground

Homophone

Homophones are two or more words that sound the same (identical pronunciation), but have different meanings. The term *homophone* comes from Greek, 'homo-' (meaning: same) and '-phone' (meaning: sound or voice), so the word literally means: 'same sound'.

Example

1. Flour, flower

Flour (noun): Ingredient used to make bread and cakes.
This recipe uses two cups of flour and 1/4 cup of sugar.

Flower (noun): Seed-bearing part of a plant.
Her husband gave her a nice bunch of flowers on her birthday.

2. Meat, meet

Meat (noun): Food from the flesh of an animal.
*The hotel guests got food poisoning because the **meat** wasn't cooked properly.*

Meet (verb): Arrange or happen to cross paths with somebody.
*I'm going to **meet** my friend at the train station this evening.*

3. Chilli, chilly

Chilli (noun): Small spicy pepper or pod used in cooking.
*I ordered the Mexican Hot Pizza, but couldn't eat the **chilli** on top!*

Chilly (adjective): A bit cold, not warm.
*Don't forget your coat! It's a bit **chilly** out today.*

4. Bite, byte

Bite (noun/verb): Tear something apart with teeth.
*Let's grab a **bite** to eat in town after work!*

Byte (noun): Unit of measurement of digital information.
*How many **bytes** are there in each character in MS Word?*

5. Grate, great

Grate (verb): Shred into small pieces using a food grater.
*The recipe says we need to **grate** the cheese into the sauce.*

Great (adjective): Large, prominent, very good.
*The **Great** White Shark is a **great** hunter!*

6. Hare, hair

Hare (noun): Animal that looks like a large rabbit.
*The **hare** hopped through the woodland.*

Hair (noun): Growing from the skin of humans and other animals.
*Her **hair** was so long that she had to wear a large hat to work!*

7. Deer, dear

Deer (noun): Large animal with antlers, similar to a small elk or moose.
*Some UK farmers keep **deer** and breed them for their meat (venison).*

Dear (noun/adjective): Beloved person, expensive.
*The wedding ring you've chosen is a bit too **dear**, my **Dear**!*

8. Flea, flee

Flea (noun): Small jumping parasitic insect that often lives on dogs or cats.
*I caught a **flea** on our cat today so we'll need to wash him with special shampoo.*

Flee (verb): Run away or escape from danger.
*After 3 months of bombing, the family decided to **flee** the conflict in their war-torn city.*

9. Boar, bore

Boar (noun): Wild pig.

We saw a boar and a tiger when we visited the local zoo.

Bore (verb/noun): Make someone bored or disinterested, a boring person.

The match was so boring that we could not watch it.

10. Mare, mayor

Mare (noun): Adult female horse.

Children often came from the village to feed apples to the old mare.

Mayor (noun): Elected leader of regional government.

The mayor cut the ribbon at the museum opening ceremony.

4. SINGLE WORD SUBSTITUTION

Single Word Substitution means certain idea or thought expressed in one word.

Phrase	One Word
Printing using a stone or a metal plate with a completely smooth surface	Lithography
Mapping of earth and its formation	Geography
Art related to ornate, good handwriting	Calligraphy
Scientific study of bodily diseases	Pathology
Study of birds	Ornithology
Study of celestial bodies	Astronomy
Study of collection of coins, tokens, paper money etc.	Numismatics
Study of earth and rocks	Geology
Study of election trends	Psephology
Study of flying aero planes	Aviation

Phrase	One Word
One with unlimited power	Autocrat
One who walks on ropes	Funambulist
An expert in writing by hand	Chirographer
The doctor who attends to child delivery	Obstetrician
The doctor who attends to corns in the feet and hands	Chiropodist
The doctor who deals with the female reproductive system	Gynecologist
The doctor who specializes in root canal and nerve treatment	Endodontist
The doctor who straightens teeth	Orthodontist
The doctor who treats bone problems	Orthopedician
The doctor who treats eye diseases	Ophthalmologist
The doctor who treats gums	Periodontist
The doctor who treats heart problems	Cardiologist
The doctor who treats skin diseases	Dermatologist
One who is all powerful	Omnipotent
One who is all knowing	Omniscient
One who is present all over	Omnipresent
One who can throw his voice	Ventriloquist
One who talks while sleeping	Somniloquist
One who takes part in dialogue or conversation	Interlocutor
One who walks in sleep	Somnambulist
One who walks at night	Noctambulist
One who is violently against established beliefs and traditions	Iconoclast
One who turns his thoughts inwards	Introvert
One who turns his thoughts outwards	Extrovert
One who is both inwards and outwards at times	Ambivert
One who demands strict conformity to rules	Martinet
One who believes in ruthless self-aggrandizement	Egoist
One who doesn't consume alcohol	Teetotaler
One who exhibits courage or fearlessness	Intrepid
One who easily believes others	Credulous
One who is capable of using both hands	Ambidextrous
One who knows a lot about good food and wine	Connoisseur
One who is beyond reform	Incorrigible
Well known for bad qualities	Notorious
Perfectly, highly skilled reached the zenith of art	Consummate
A shrewish loud-mouthed female	Virago
One who is extravagantly romantic, chivalrous and impractical	Quixotic

QUESTION AND ANSWER DISCUSSION:

1. What is Synonym? Give examples of five Synonyms.
2. What is Antonym? Give examples of five Antonyms.
3. What is the difference between homophone and homonym? Explain it in example.
4. What is one word substitution?

UNIT-III

APPLICATION OF ENGLISH GRAMMAR

LEARNING OBJECTIVE:

SL. NO.	SUBJECT
1	COUNTABLE AND UNCOUNTABLE NOUN
2	ARTICLE AND DETERMINER
3	MODAL VERBS AND USAGE
4	TENSES
5	VOICE CHANGE
6	SUBJECT VERB AGREEMENT

1. COUNTABLE AND UNCOUNTABLE NOUN

Noun is a naming word. It can be classified into two types. These are –

1. Countable Noun
2. Un-countable Noun

The nouns that can be counted by numbers are called Countable Nouns whereas the nouns that cannot be counted are called Uncountable Nouns.

COUNTABLE NOUNS

Countable noun has two forms.

Singular	Plural
Book	Books
Mountain	Mountains
Box	Boxes
Child	Children
Table	Tables

Use:

1. In a sentence singular subject takes a singular verb and plural subject agrees with plural verb.

This **orange** is sweet.

These **oranges** are sweet.

2. Singular countable nouns are always used with a, an, another, the, this, that, each, every etc.

Give me a **pen**.

That **boy** is the head-boy of the team.

3. Plural countable nouns may take a number or determiners like many, a few before them.

Three thousand **rupees**

Many coloured **pencils**

A few **boys**

4. Ordinarily plural countable nouns do not take any determiner before them.

I love **sweets**.

Cows eat grass.

UNCOUNTABLE NOUNS

Uncountable nouns are always singular and they take singular verbs with them.

Use:

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

EXERCISE-1

Decide Whether These Nouns Are Countable (C) Or Uncountable (U)

1. The **children** are playing in the garden.
2. I don't like **milk**.
3. I prefer **tea**.
4. **Scientists** say that the environment is threatened by pollution.
5. My mother uses **butter** to prepare cakes.
6. There are a lot of **windows** in our classroom.
7. We need some **glue** to fix this vase.
8. The **waiters** in this restaurant are very professional.
9. My father drinks two big **glasses** of water every morning.
10. The **bread** my mother prepares is delicious.
11. **Drivers** must be careful; the road is slippery.
12. Some **policemen** are organizing road traffic to avoid any accidents.
13. I bought three **bottles** of mineral water for our picnic.
14. I'd like some **juice** please!
15. Successful **candidates** will join the camp later this year.
16. A rise in **oil** prices is inevitable since there is more and more world demand for energy.
17. The **exercises** on this website are interesting.
18. Dehydrated babies must drink a lot of **water**.
19. Adult illiterates learn through a special government **program**.
20. I met some nice **people** when I was walking along the beach.

2. ARTICLE AND DETERMINER

Determiner:

Determiner is a word which limits or fixes the meaning of noun or pronoun.

Types of Determiner:

Determiner can be classified into five types. These are –

Types of Determiner:

Determiner can be classified into five types. These are –

Table 1: List of Determiners

Sl. No.	Type of Determiner	Example	Remark
1.	Article	A, AN, THE	An is used before vowel sound (an apple)
2.	Possessive	MY, HIS, HER, THEIR	Singular- MY, HIS, HER Plural- THEIR
3.	Demonstrative	THIS, THAT, THESE, THOSE	Singular- THIS, THAT Plural- THESE, THOSE
4.	Numeral (Two Types)	1. <u>Cardinal</u> : One, Two, Three 2. <u>Ordinal</u> : First, Second, Third	<u>Cardinal</u> : Number <u>Ordinal</u> : Order
5.	Quantifier	Many, Much, A Lot Of	These are amount words.

1.ARTICLES:

Articles **a/an** and **the** are the commonest determiners.

The Indefinite Article a and an

1. We use **a** before a consonant sound and **an** before a vowel sound.
Example: **a** pen **an** inkpot
 a dog **an** elephant
2. We use **a/an** before a verb when that is used as a noun.
Example : Have **a** look at the book.
3. We use **a/an** to describe and classify.
Example: It is **an** excellent morning.
 My husband is **a** seller.
4. We use **a/an** for generalization.
Example: **a** parrot will speak only what it is trained.
5. We use **an** before silent 'h'.
Example: **An** heir (a holiday)

An hour (a hint)

I. The definite article *the*

1. We use **the** before a consonant sound.

Example: **The** chair

The board

2. We use **the** with singular and plural countable nouns.

Example: **The** letter

The letters

3. We use **the** with uncountable nouns.

Example: **The** water

The fun

4. We use **the** before common places.

Example: She is at **the** bus stop.

My friend is going to **the** library.

5. We use **the** before nouns of directions.

Example: **The** East **The** North

The West **The** South

6. We use **the** before objects of nature.

Example: **The** Himalayas **The** Deccan Plateau

The Ganges **The** Alps

7. We use **the** before sacred books, famous newspapers and magazines.

Examples: **The** Gita **The** Hindustan Times

The Bible **The** Weekly

The Koran

8. We use **the** before superlative degree.

Example: He is **the** richest man in the town.

Which is **the** longest river in Odisha?

9. We use **the** before adjective used as noun.

Example: **The** rich are not always happy.

II. Omission of *the*

1. We do not use **the** before phrases and idioms.

Example: Christians go to Church on Sundays.

People love to travel by air.

2. We do not use **the** before names of games and languages.

Example: My brother plays cricket.

I am learning French.

3. We do not use **the** before plural nouns with general meaning.

Example: Cows eat grass.

4. We do not use **the** before uncountable nouns.

Example: I drink milk.

EXERCISE-2

Fill-in the blank with appropriate determiners wherever necessary. A blank space which does not need a determiner, put a cross (X) over there.

1. It is great fun being _____ actor.
2. The labourers go to work in _____ morning.
3. He is _____ one eyed man.
4. She needs _____ rest.
5. Mr. Mohanty is _____ MLA.
6. _____ night fell.
7. _____ man knows this.
8. You should do _____ work or the other.
9. I spent _____ money I had.
10. We do not have _____ rice in our store.

EXERCISE-3

Complete the following sentences. Use *is/are* in the blanks. Add *a/an* where necessary.

1. There _____ white parrot in the cage.
2. There _____ inkpot on the desk.
3. There _____ heavenly bodies in the sky.
4. There _____ rice on the plate.
5. There _____ umbrella in my father's bag.
6. There _____ no girls in our NCC class.
7. There _____ milk in the tumbler.
8. There _____ eggs in the refrigerator.
9. There _____ snake in the box.
10. There _____ old man in that cottage.

3. MODAL VERBS AND USAGE

Verb is the function or action of subject. It can be classified into two types. These are –

- I. Auxiliary Verb
- II. Full Verb

The auxiliary verb can further be classified into two types. These are –

- I. Primary auxiliary
- II. Modal auxiliary

Modal verbs are auxiliary verbs. These verbs are used as the **first verb** in a sentence.

Therefore all modal verbs are finite verbs. (A finite verb is the **first verb** in a sentence which shows **tense and time**.)

There are 13 modal verbs in English. These are:

Table 4: Usage of Modals

Sl. No.	List of Modals	Meaning	Time	Example
1.	Will	Futurity	Future	<u>Will</u> you come tomorrow?
2.	Would	Polite request	Present	<u>Would</u> you please pass the salt to me?
3.	Shall	Futurity	Future	I <u>shall</u> finish the work next week.
4.	Should	Obligation	Present	You <u>should</u> obey your parents.
5.	Can	Ability	Present	Ramesh <u>can</u> lift the box.
6.	Could	Past ability	Past	Gopal <u>could</u> walk ten miles in a day.
7.	May	Asking for Permission	Present	<u>May</u> I get in Sir?
8.	Might	Possibility	Present	Alok <u>might</u> tell lies.

9.	Used to	Past ability	Past	He <u>used to</u> do exercise during his Schooling days.
10.	Must	Surety	Present	Gokul <u>must</u> participate in the event.
11.	Ought to	Moral obligation	Present	You <u>ought to</u> respect your teacher.
12.	Need	Desirable	Present	Parents <u>need not</u> curtail freedom of children
13.	Dare	Show courage	Present	<u>Dare</u> you do this?

N.B: Both **Need** and **Dare** are used in negative and interrogative sentences.

EXERCISE-4

Fill-in the blanks with appropriate modals.

1. They _____ stop making nuisance. (shouldn't, wouldn't)
2. The old man is honest. He _____ pay you back. (could, will)
3. _____ I do this for you? (shall, will)
4. We _____ obey our parents. (should, ought to)
5. Fish _____ swim. (can, could)
6. The sky is stormy. It _____ rain to night. (may, might)
7. I _____ be back by 7 pm. (will, Would)
8. _____ I go to the field, sir? (can, may)
9. It stopped raining. You _____ carry an umbrella. (must, need(-ve))

4. TENSES

Tense usually indicates the time at which an action takes place. Action and events take place in time. Time has three broad divisions. We talk about action which takes place at the time of speaking. It is called the **present time**. We also talk about action which takes place before the time of speaking. It is called **past time**. Lastly, we think about action which may take place after the time of speaking. We call it the **future time**.

Tense is nothing but the verbal form. Some may consider out of basic perception that both tense and time are same thing and can be used interchangeably; however it is actually not right.

Time and Tense

Time is classified into **three** types. These are **Past, Present and Future**. Tense is classified into **two** types. These are **Past and Present**. In past tense comes past time; and in present tense comes both present time and past time.

Example

1. The Sun rises in the east. (tense)
2. Children are playing. (Tense)
3. I am reading now. (time)
4. Will you come tomorrow? (time)

Tense	Form	Example showing verb form
Present Tense	Simple Present	He writes stories.
	Present Progressive	He is writing a story.
	Present Perfect	He has written a story.
	Present Perfect Progressive	He has been writing a story since yesterday.
Past Tense	Simple Past	He wrote stories.
	Past Progressive	He was writing stories.
	Past Perfect	He had written a story.

	Past Perfect Progressive	He had been writing stories.
Future Time	Future Simple	He will write stories
	Future Progressive	He will be writing stories.
	Future Perfect	He will have written stories.
	Future Perfect Progressive	He will have been writing stories.

Use:

(A) Simple Present Tense form:

Subject + verb(Bareform)

(B) Simple Past Tense form:

Subject+verb(past form)

(C) Present Progressive Tense form:

Subject + is/am/are+v-ing

(D) Past Progressive Tense form:

Subject+was/were+ v-ing

(D) Present Perfect Tense form:

Subject+have/has+ verb(P.P Form)

(E) Past Perfect Tense form:

Subject+had+ verb(P.P Form)

(F) Present Perfect Progressive Tense form:

Subject+have/has+been+v-ing

(G) Past Perfect Progressive Tense form:

Subject+had+been+v-ing

(H) Future Simple:

Sub+will+verb+obj.

(I) Future Progressive:

Sub+will be +v-ing+obj.

(J) Future Perfect:

Sub+will have+v3+obj.

(K) Future Perfect Progressive:

Sub+will have been +v-ing+obj.

ACTIVITY

Fill-in the blanks with appropriate tense forms of the verbs given in the brackets.

1. We _____ in your native village. (stay)
2. They _____ guitar in the function. (play)
3. She _____ for a construction company. (work)
4. The teacher _____ while the students _____. (dictate, write)
5. He _____ out since one week. (be)
6. They _____ finished the task. (finish – add 'already').
7. When we _____ the stadium, the match _____. (reach, start –add 'already')
8. The child _____ dance since morning. (practice)

5. VOICE CHANGE

Both active and passive are two modes of expression.

Difference:

Difference between active and passive

Sl. No.	Active	Passive
1.	Agent is the <i>doer of action</i> or the main part in active sentence.	In passive sentence, the object of active sentence comes to the subject position.
2.	In Active sentence, subject is the main part.	Here, necessary verbal change occurs.
3.	The verb is arranged as per the subject	In most of the passive sentences, the use of <i>By phrase</i> is optional/ is omitted.
4.	All active sentences cannot be changed into passive. Only those active sentences can be changed to passive if the verb is <i>transitive</i> (transitive verb takes object with it).	However in some sentences where the agent is - (i) A writer, poet, scientist, painter etc or (i) An indefinite person In that case, <i>By Phrase</i> is used.

Passive Structure (Explained through examples)

Sl. No.	Tense Form	Active	Passive
1.	Present Simple	I do the work.	The work is done (by me).
2.	Present Progressive	I am doing the work.	The work is being done.
3.	Present Perfect	I have done the work.	The work has been done.
4.	Past Simple	I did the work.	The work was done (by me).
5.	Past Progressive	I was doing the work.	The work was being done.
6.	Past Perfect	I had done the work.	The work had been done.
7.	Simple Future	I shall do the work.	The work will be done (by me).

8.	Future Perfect	I shall have done the work.	The work will have been done.
9.	Imperative	Let's do the work.	Let the work be done.

ACTIVITY

Change the voice of the following sentence

1. They elected him their leader.
2. Are you writing a letter?
3. She will write a poem.
4. He did not buy a book.
5. They are eating.

Subject-verb agreement means that a subject and its verb must be both singular or both plural:

- A singular subject takes a singular verb
- A plural subject takes a plural verb

Rules of Subject-Verb Agreement with Examples

The concept of subject-verb concord matters the most when using the present tenses. The simple past and simple future tenses have the same verbs used irrespective of the subject in the sentence. Knowing and following the rules of subject-verb agreement will help you write error-free sentences. Go through the following rules and also go through the examples to understand how each rule is applied.

Rule 1

The first rule is what we have already discussed – the use of a singular verb with a singular subject and a plural verb with a plural subject. The subject can be a noun, a pronoun or even a noun phrase. If it is a pronoun, the subject-verb agreement is done with reference to the person of the pronoun.

For example:

- *Rachel spends* her free time listening to music. (Singular subject with singular verb)
- *Blaine and Kurt play* the piano. (Plural subject with plural verb)
- *She likes* to have a dessert after every meal. (Third person singular pronoun with singular subject)

Rule 2

When using the 'be' form of verbs, there is an exception. In this case, the verb is used according to the number and person of the subject. Check out the following table to see how it works with different pronouns.

Person	Pronoun	Verb	Example
First person singular	I	am	I am confident.
First person plural	We	are	We are confident.
Second person singular/plural	You	are	You are confident.
Third person singular	He	is	He is confident.
	She	is	She is confident.
	It	is	It is amazing.
Third person plural	They	are	They are confident.

Furthermore, when used with other nouns and noun phrases, the rule applies. The same works even with simple past, present continuous and past continuous tenses when the 'be' form of verbs are used as the principal verb/helping verb. Check out the following examples to understand.

- *Santana is a singer.*
- *The girls are waiting for you.*
- *We were happy with the review of our first movie.*
- *Michael Jackson's songs are still enjoyed by millions.*
- *I was reading the latest book by Rudyard Kipling.*

Rule 3

The use of 'have' and 'has' in the present perfect tense, the present perfect continuous tense and as a main verb is also dependent on the subject. All singular subjects use 'has' and all plural subjects use 'have'.

For example:

- *I have a younger brother.*
- *You have taken the wrong cut.*
- *Swetha has a pet dog.*
- *William Shakespeare has written around 37 plays.*
- *Finn has been waiting to talk to you about the test results.*

Rule 4

Compound subjects combined using the conjunction 'and' take a plural verb.

For example:

- *Krish and Radha are on their way to the airport.*
- *Caren, Sheela and Akash have completed their assessments.*

Rule 5

When more than one noun is joined by the conjunction 'or', the subject is considered to be singular and a singular verb is used.

For example:

- *Celery or spring onion works fine.*
- *Your mom or dad has to be here in an hour.*

Rule 6

Sentences with pronouns such as anybody, anyone, no one, somebody, someone, everybody, everyone, nothing and nobody are treated as singular subjects and will therefore use a singular verb.

For example:

- *Nobody has understood anything.*
- *Everyone was happy with the outcome.*
- *Nothing fits me well.*
- *No one finds the movie interesting.*

Rule 7

For sentences using 'either...or' and 'neither...nor', the verb should agree with the noun or pronoun that comes just before it.

For example:

- *Neither Ricky nor Gita is here yet.*
- *Either the teacher or the students have to take an initiative to keep the classroom clean.*
- *Neither the children nor their parents are aware of the consequences.*

Rule 8

When sentences have subjects like police, news, scissors, mathematics, etc. (nouns that are plural by default), the verb used should be plural.

For example:

- *The news of demonetisation shocks the entire nation.*
- *The police have been looking for the culprits.*

Rule 9

When a negative sentence is written, the 'do' verb is used and it has to match the subject.

For example:

- *The children do not like working out trigonometry problems.*
- *My father does not work at the bank anymore.*

Rule 10

Interrogative sentences also take the help of the 'do' verb. As far as the subject-verb agreement of interrogative sentences is concerned, the first verb ('be' verb or 'do' verb) has to be aligned with the subject of the sentence.

For example:

- *Do you read thriller novels?*
- *Doesn't she know you already?*
- *Is Tina happy with the new house?*
- *Were you looking for me?*
- *Has Sharon submitted her final project yet?*

Rule 11

When you have sentences that begin with 'here', 'there', 'this', 'that', 'those', 'these', etc., always remember that the subject follows the verb and therefore the verb has to be conjugated with reference to the subject.

For example:

- *Here is your book.*
- *There lies your shirt.*
- *That was a great movie.*
- *There have been many changes in the timetable.*

Rule 12

Abstract nouns and uncountable nouns are considered as singular subjects, so make sure you use a singular verb along with it.

For example:

- *Honesty is the best policy.*
- *Love makes people do crazy things.*
- *Good friendship keeps your mind and body healthy.*

Rule 13

When the subject refers to a period of time, distance or a sum of money, use a singular verb.

For example:

- *1267 kilometres is* too long for us to travel in half a day.
- *10 years is* not considered optimum to go on the water slide.
- Don't you think *1000 rupees is* a little too much for a portrait?

Rule 14

The next rule is based on the use of collective nouns as subjects. Remember that when you have a collective noun as the subject of the sentence, the verb can be singular or plural based on the sentence and the context.

For example:

- *My family is* settled in Australia.
- *All groups of participants have* arrived.

Rule 15

In sentences that have **adjectives** such as 'all', 'a lot of', 'lots of' or 'some' are used along with nouns to form a phrase that acts as the subject of the sentence, the verb is used according to the noun just before it.

For example:

- *All of my dresses have* become tight.
- *A lot of food is* left out.
- *Some of the books are* torn and damaged.

Rule 16

When a sentence begins with 'each' or 'every' as the subject, it is considered singular and so the verb has to be singular too.

For example:

- *Each student has* been asked to provide a consent letter.
- *Every teacher, parent and student is* expected to work together.

Rule 17

When you are using a sentence to express a wish or a sentence expressing a request, verbs are used a little differently from other sentences.

For example:

- *I wish I were* a bird.
- *If you were* here, I would not be sad.
- We request that *everyone make* their choices now.

Furthermore, go through the article on tenses to learn how verbs are conjugated according to the tense of the sentence.

ACTIVITY SET

Supply suitable verb in agreement with its subjects to fill-in the blanks.

1. Petroleum ____ a natural resource.
2. Either he or his wife ____ made this plea.
3. Such information ____ entertaining.
4. The lady with her children ____ waiting at the bus stop.
5. The thirds of the temple ____ in twins.
6. Neither of the systems ____ perfect.
7. Two litres of oil ____ not a big quantity.
8. Two and two ____ four.
9. These glasses ____ not mine.

UNIT- 4 FORMAL WRITING SKILL

LEARNING OBJECTIVE:

SL. NO.	SUBJECT
1	PARAGRAPH WRITING
2	NOTICE WRITING
3	AGENDA WRITING
4	REPORT WRITING
5	LAYOUT OF PERSONAL LETTER
6	FORMAL LETTERS
7	BUSINESS LETTERS
8	JOB APPLICATION
9	CURRICULAM VITAE

1. Paragraph Writing :

A Paragraph is usually a written or printed text consisting of several sentences dealing with a single theme. Therefore a paragraph is never a loose collection of sentences. It is a systematic collection of particular theme or idea. It is a complete whole in itself. It cannot be sub-divided into small fractions. Paragraph is a group of sentences that talk about a topic or an idea. The first sentence in a paragraph talks about the main topic. The next few sentences give the details about the main Topic. The final sentence sum up the main points clearly.

Describing:

1. Place: key points to be covered

- a. Name of place
- b. Geographical location
- c. Reason for popularity
- d. Sight seeing
- e. About the People and food.
- f. Personal view.

2. Person: key points to be covered

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

3. Object: key points to be covered

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

4. Situation: key points to be covered

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

5. Incident: key points to be covered

- a. When and Where
- b. How the incident happened
- c. Step undertaken after incident
- d. Overall view

FEATURES OF PARAGRAPH

- 1. Unity of thought
- 2. Variety
- 3. Clarity
- 4. Coherence
- 5. Length

Unity of thought--- All the sentences shall revolve around the topic sentence to maintain the unit of thought in the paragraph. No unnecessary details should be allowed to creep into the paragraph.

Variety--- A variety of crisp, clear and simple sentences should be used to describe various thought about the given topic. Due care should be taken that all the sentences should be free from grammatical error.

Clarity--- All the ideas must be properly arranged and well connected to each other to make the paragraph an organic whole.

Coherence--- It means that the different ideas should flow on some set of pattern. The sentences should not be arranged in a half hazard manner. There should be some orderliness in the arrangement of sentences.

Length--- There is no such limit for the length of the paragraph. It may vary from 150 to 300 words. But a student should always stick to the prescribed word limit. Restriction should be imposed on them so that a well neat paragraph can be written.

STAGES IN WRITING A PARAGRAPH

1. Choice of the Topic
2. Collection of Ideas
3. Beginning of the Paragraph
4. Arrangement of Sentences
5. Choice of Language
6. Concluding the Paragraph
7. Length of the Paragraph

TYPES

I. Person: key points to be covered

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

II. Object: key points to be covered

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

III. Place: key points to be covered

- a. Name of place.
- b. Geographical location.
- c. Reason for popularity.
- d. Sight seeing.
- e. About the People and food.
- f. Personal view.

IV. General topic: key points to be covered

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

V. Incident: key points to be covered

- a. When and Where.
- b. How the incident happened.
- c. Step undertaken after incident.
- d. Overall view.

DESCRIBING PERSON

OUR ENG. TEACHER

Miss Diptiprajwalita Rana is our English teacher. She is young, attractive, tall and smart and of about 24. She has a pleasing personality with a cheerful disposition. Her very presence makes the atmosphere lively and vibrant. She has a unique way of teaching. There is never a dull moment in her class. She has the capability to arouse and sustain our interest in learning activities and skill. She pays individual attention to individual difficulties as well. She ensures that we are able to follow the lesson and grasp it fully whatever she teaches. Her amiable nature has won universal admiration and respect from the student and her colleagues as well. She is a true friend, philosopher and guide and a real torch bearer for all of us.

YOUR BEST FRIEND

Bablu is my best friend. He is 159 cm tall, smart well built and beautiful. Though his complexion is little bit dark, his intellectual superiority, charming manner, winsome smile and bright eyes impresses his classmates. He exercises a peaceful and sobering effect on mischief mongers. His very presence is vibrant and electrifying. Both of his parents are teachers by profession. He too wants to follow their footstep. I can rely on her all my problems, worries and tensions that perturb me and deprive me of rest and sleep. Like a wonder machine, he offers practical solution to all my problems. He takes active and healthy interest in co- curricular activities whereas I am confined to the books only. Even then we are very close friends.

PARAGRAPH ON EVENTS

1. The Annual Day Celebration of your School

The Annual Day Celebration of your School

The Annual day and prize distribution ceremony of our school was celebrated on 5th January this year. The state education minister was the chief guest of the occasion who was received by the principal and other staff members. He inaugurated the function by enlightening the lamp. The function began with the invocation of Goddess Saraswati. Then the principal read out the annual report. Then the chief guest honored the meritorious students with medals, certificates and prizes and eminent sportsmen also awarded with prizes. In his brief and inspirational speech the chief guest exhorted the students to perform well. It was followed by the cultural programme prepared by the students. The function ended with the singing of National anthem.

PARAGRAPH ON INCIDENT

Demonstration By Women

While returning from school yesterday afternoon, I came across a group of women. Housewives from all sections of society and some political activists had organized a demonstration to register their annoyance and protest against the recent price hike of LPG and other petroleum products. They carried placards and banners with catchy slogans. Some of the women seem over enthusiastic. They shouted vociferously. As it was a hot afternoon, the weather took its toll and some of the volunteers collapsed under sunstroke and dehydration. They were rushed to the nearby hospital but the march of protest went on.

PARAGRAPH ON PLACE

YOUR SCHOOL

The name of our school is Sakuntala Sudarshan Institute of Technology. It was set up in the year 2016 by its founder Er Susil Kumar Sing. It is located in Kalakad on the way to Karanjia Mayurbhang. It is one of the top ranking Engineering school in North Odisha. It has achieved a rich identity. It is the best destination for innovative engineering aspirants. It is known for its rich tradition; high values bestowed upon it by its fonder chairma Er Susil Kumar Sing and the principal Er. Manas Kumar Baskey. The institute inculcates in students the skills to become effective learner, critical thinker, and responsible citizen who will be able to meet the challenges in future. The students have ample prospects to perform well and to excel in their chosen field. It is equipped with good infrastructure and highly qualified and experienced faculty members. Its sharp focus on quality education and training has turned it into premier institute. In short SSIT Polytechnic stands tall as one of the best institutes.

Notice Writing

A notice is a very important form of written communication which is used to announce functions and events; to issue public instructions; to make appeals or to intend invitations. The information which is given in the notice must be written in a clear and lucid style using easy to understand language.

An effective notice will usually include the following

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

Important points to remember

1. Notices can use capital letters for details such as names of organizations caption or an important detail within the message itself.
2. The date of notice should be placed at the top left.
3. The entire content of the notice is centred within a box.
4. Complete sentences need not always be used in all types of notices. Abbreviation and symbols can also be used.
5. Marks are deducted for exceeding the prescribed word limit. [i.e. 50 words for the body of notice].

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

1. Date
2. Time
3. Venue
4. Purpose
5. Specific instruction

Sample of a Notice writing
SSIT Polytechnic, Kalakad

Telephone no. _____ website: _____

Email id _____

Letter no: _____ date _____

NOTICE

Hereby all the students of this institution are informed that, on account of Annual Function the following competition is going to take place.

Sl. No.	Event	Date	Time	Venue
1.	Song	2.1.2021	(10-11) a.m.	Seminar Hall
2.	Dance	3.1.2021	(10-11) a.m.	Seminar Hall
3.	Quiz	4.1.2021	(10-11) a.m.	Seminar Hall
4.	English Debate	5.1.2021	(10-11) a.m.	Seminar Hall
5.	English Essay	6.1.2021	(10-11) a.m.	Seminar Hall
6.	Odia Debate	8.1.2021	(10-11) a.m.	Seminar Hall
7.	Odia Essay	9.1.2021	(10-11) a.m.	Seminar Hall
8.	Drawing	10.1.2021	(10-11) a.m.	Seminar Hall
9.	Design from Waste Material	11.1.2021	(10-11) a.m.	Seminar Hall

So those who are interested to participate kindly give their names on or before 24th December 2020 to student advisor.

Principal

SSIT, Polytechnic, Kalakad, Karanjia, Mayurbhang

NOTICE:

Utkal University

Vani Vihar, Bhubaneswar

4th Feb, 2021/Ref No/ /

An advisory meeting is going to be held at 10 am on Monday, 8TH February at the conference hall, first floor of the main building. All members are directed to attend the meeting without fail.

Vice Chancellor

Agenda Writing

What Is an Agenda?

An agenda is a list of activities to be done in an ordered sequence. In meetings, business agenda refers to the activities and topics that need to be discussed or performed at a particular time or the things to achieve during a meeting. The agenda is also used to determine the goal of a meeting.

What Should Be Included on an Agenda?

Almost all business follows a similar format of an agenda to run their meeting effectively and ensure that it stays on time. To make your meeting as effective as them, include these things in your agenda or download our printable agenda here to make everything easy for you.

- ☐ The title of the agenda. The titles are important in any agenda example as it can be used as identification.
 - ☐ The objective of the meeting. The objective of the meeting should also be included in the meeting to remind the participants about what the meeting is all about and what it hopes to achieve.
 - ☐ The topics and/or activities. The agenda should list all the topics or activities to be addressed in a meeting.
 - ☐ The time allocation. Every topic and/or activities must have a time allocation so that it will be followed accordingly.
 - ☐ Call to action. The agenda should have a call to action that signifies the start and end of the meeting.
- ### **Easy Steps to Writing an Agenda**
- ☐ Write the title of the agenda.
 - ☐ Followed by a who, when, and where information.

- ☐ Write an overview of the meeting.
- ☐ Outline the topics and/or activities and give a sufficient allotted time.
- ☐ Add extra instructions.
- ☐ Check for errors.

Layout of an Agenda

Agenda can either be drawn up and circulated to all participants before the meeting or they are to be agreed to see those in the actual meeting. In a formal meeting the first method is followed.

Common Agenda items

- i. Apologies for absence
- ii. Minutes of Last meeting
- iii. Action taken

Apologies for Absence-

-----Every meeting should start with a note of participants who were unable to attend.

-----They should notify the chair that they are not attending.

Minutes of the last meeting

- A review of the minutes of the last meeting is essential so that all the participants agree to the issues or suggest any amendment.
- Action Taken
- Generally the decision and actions taken of the last meeting also form a routine of the meeting.
- **Specific Topic**
- Now the meeting considers the important points for discussion. Some of the topics should be finances, promotion, appointments, new projects etc.

Concluding Topic

The final items of agenda are

- 1. Date of the next meeting
- 2. Any other issues

Date of the next meeting

It is helpful to remind the participants the date and venue of the next meeting. This helps them to say if they will be at the next meeting or not.

Any other issue—

This is the time given to the participants to raise any minor issues not included in the agenda.

To do so participants should obtain from the chair. They should not raise important issues like discussing finances and other business proposals.

Tips for Writing an Agenda

- ☐ Create the agenda three or more days or even weeks before the actual meeting. It gives you more time in preparing the agenda and gives enough time to cover all the important information.
- ☐ Set up a standard meeting agenda. The meeting agenda includes progress updates, upcoming milestones, and a list of people who will not be around in the next few weeks.
- ☐ Consult the team. Get input from the team about what needs to be addressed and discussed.
- ☐ Write all the important information. The topics, activities, updates and time must all be present in the free agenda.
- ☐ Follow a standard and well-structured agenda. The agenda must be understood by everyone who will read it.
- ☐ Distribute it before the actual meeting.

Sample of an Agenda for Annual Function:

Spring Fest Date -16.03.2020.

Arrival of Guest - 10:00AM

Lamp Lightening - 10:05AM

Opening Song - 10:10AM

Welcome Speech - 10:15AM

Speech by principal - 10:25AM

Speech by Chief Guest -10:40AM

Prize Distribution - 11:00AM

Vote of thanks - 11:20AM

4.Report Writing

Key points for writing Report.

1. Give a hold and catchy heading/title.
2. Name of the reporter.
3. Split the report in 3-4 paragraphs [content].
4. Para 1- Begin with the name of place [cit] along with date of report. Brief introduction of the incident answering the questions who, what, where, why.
5. Para 4-concluding remark regarding action taken or the news.
6. Put the report in a box.
7. Use past tense as report are written after the event is over. Use of passive voice is recommended.
8. The language should be simple, lucid yet meaningful, formal and grammatically correct.
9. Do not exceed the prescribed word limit [100-125 words]. Value points for news report.
 1. Catchy headline expansion of headline in the first sentence itself highlighting what/ when/ where.
 2. Give reasons, if any/motive.
 3. Details in brief.
 4. Eyewitness account
 5. Casualties, damage, etc.[if any].
 6. Action taken

7. Relief measures

8. Conclusion/comments

For culture/sports events

1. Occasion/ organizer/sponsor, etc.

2. Date, venue [time optional].

3. Chief Guest / special invitees.

4. Objective and main highlights of the program me.

5. Prize distribution / Annual report, [if applicable].

6. Message by chief guest / dignitary.

7. Vote of thanks.

8. Overall response.

REPORT WRITING

Report Writing:

A report is written for a clear purpose and to a particular audience. Specific information and evidence are presented, analyzed and applied to a particular problem or issue. The information is presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow.

When you are asked to write a report you will usually be given a report brief which provides you with instructions and guidelines. The report brief may outline the purpose, audience and problem or issue that your report must address, together with any specific requirements for format or structure. This guide offers a general introduction to report writing; be sure also to take account of specific instructions provided by your department.

Key points for writing Report.

1. Give a hold and catchy heading/title.
2. Name of the reporter.

3. Split the report in 3-4 paragraphs [content].
4. Para 1- Begin with the name of place [cit] along with date of report. Brief introduction of the incident answering the questions who, what, where, why. In case of report for school magazine date and place need not be written.
5. Para 4-concluding remark regarding action taken or the news.
6. Put the report in a box.
7. Use past tense as report are written after the event is over. Use of passive voice is recommended.
8. The language should be simple, lucid yet meaningful, formal and grammatically correct.
9. Do not exceed the prescribed word limit [100-125 words].

Value points for news report.

1. Catchy headline expansion of headline in the first sentence itself highlighting what/ when/ where.
2. Give reasons, if any/motive.
3. Details in brief.
4. Eyewitness account
5. Casualties, damage, etc.[if any].
6. Action taken
7. Relief measures
8. Conclusion/comments

For culture/sports events

1. Occasion/ organizer/sponsor, etc.
2. Date, venue [time optional].
3. Chief Guest / special invitees.
4. Objective and main highlights of the programme.
5. Prize distribution / Annual report, [if applicable].
6. Message by chief guest / dignitary.
7. Vote of thanks.
8. Overall response.

Sample Report writing.

Prepare a report on a road accident

TRUCK HITS MARUTI: DRIVER INJURED

Noida, November 13 A horrific head on collision between a truck and a Maruti car took place near Nodia 12km from Ghaziabad at 10:45 pm. The driver of the truck lost control and hit the Maruti car. It is reported that while Maruti car was coming from opposite side at the high speed, a truck whose driver was drunk came from the opposite direction and dashed into the car. Both the driver violated the speed limit which led to the accident. The driver of the Maruti car received serious head injuries and was admitted to a nearby hospital. The accident led to lot confusion on the road. Since it happened on the highway, there was a long traffic jam. The Nodia Police came and helped in clearing the traffic. Within two hours the traffic

was brought under control and vehicles started moving smoothly only after removal of the damaged vehicles. The police have registered a case of negligent and rash driving against both the drivers.

By Alex Desouza

PRACTICE SET

1. Your branch has paid an Industrial visit. As class representative, write a report regarding this.

SECTION-E: WRITING PERSONAL LETTER

These days, we do not write letters but it is still important to learn how to write a good letter. A letter must have the following parts.

- A. Your address.
- B. Leave one line
- C. Date
- D. Leave one line
- E. Greetings(Dear Sister/Mother etc.)
- F. Leave one line
- G. Body of the letter
- H. Leave one line
- I. Closing phrase(yours lovingly etc.)
- J. Your name.
- K. Leave one line
- L. Your Name

Sample letter

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

Qrs. no: B/103, Sector-7
Rourkela

6th January 2020

Dear Aditi,

I am very happy indeed to hear the news of your brilliant success in the examination. It is especially more joyous as you have passed with distinction in most of the subject. Please accept my warmest congratulations. My parents too are happy to hear the news.

Your success was expected as you have been a brilliant and sincere student. You have brought real credit to your school and family. Congratulations once again.

Yours lovingly,
Anisha

PRACTICE SET

1. You are Anjali you got a birthday gift from your brother now write a letter to your brother thanking him for the gift.

FORMAL LETTERS

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

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

A formal application must have the following parts.

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

Write a sample application to the Hostel Superintendent/H.O.D of your institution for granting you sick leave for a week and note the different parts of formal letter.

The Hostel Superintendent/H.O.D

XYZ Govt. Polytechnic

Bhubaneswar

Subject: Application for granting sick leave for a week.

Sir/Madam,

With due respect I would like to bring to your kind information that, I am Saxena Verma a student of 5th semester IT branch, as I am suffering from eye-sore and the doctor has advised me not to undertake any work relation to reading and writing for a period of one week. A medical certificate is enclosed herewith.

It is, therefore, requested that I may kindly be granted sick leave for one week from 2nd to 8th November, 2019. For which I shall be grateful to you.

Thanking you.

Yours Faithfully,

Saxena Verma.

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

The Principal,

Govt. Boys Senior Secondary School, Mallanwala

Subject: Application for issuance of school leaving certificate.

Sir,

I beg to inform you that I am XYZ a student of class IX - B. My father, who is a Central Government employee, has been transferred to Bombay on promotion. We have to leave for Bombay after a week.

So, I shall be thankful if you kindly issue me a school leaving certificate to enable me to take admission in a government school at Bombay for which I shall be grateful to you.

Thanking you.

Yours obediently,

ABCD

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

The librarian

SSIT Polytechnic

Karanjia

Subject: Application for exemption of fine.

Sir,

I would like to draw your kind notice that I am Alina Kujur a student of 2nd semester Mechanical branch. I had issued a communicative English book on 20th February and date of return was 2th March but as I was suffering from high fever I could not return my book on due time, hence I have been imposed a fine of Rs 200.

Therefore, I request you to be kind enough to consider my situation and exempt a fine imposed on me for which I shall be grateful to you.

Thanking you.

Alina Kujur.

BUSINESS LETTERS:

(Letters of Enquiry, Order, Execution, Complaint and Cancellation)

A business letter is a formal letter. It must have the following parts.

- A. Your address.
- B. Leave one line
- C. Date
- D. Leave one line
- E. Receiver address
- F. Leave one line
- G. Subject
- H. Leave one line
- I. Greetings (Respected Sir/Mam etc)
- J. Body of the letter
- K. The complimentary closing
- L. Thanking you
- M. Leave one line
- N. Closing phrase (yours truly/faithfully etc)
- O. Your name.

Write a sample letter enquiring about computer Printer and note the different parts of business letter.

B/103, Sector 7

Rourkela

Sundargarh

Dt.5th March 2021

The world computers

71, Mall Road

Ferozepur

Subject: Enquiry about computer printer.

Respected Sir,

Recently I saw an advertisement about your latest model of non impact bubble ink-jet computer printer. I am interested to buy one for my personal use as I need it for my personal use.

Therefore, I shall feel obliged if you send me your catalogue, price list and delivery schedule soon that I may place an order with you. I shall appreciate an early reply.

Thanking You.

Yours Faithfully,

Raman Sharma.

Write a Specimen on order letter.

Imagine you are Raj Verma of Popular Book Shop, 45, BookMarket, College Road, Kerala. Now draft an order for 4000 books from Arora Publishing House, New Sarak, Delhi.

Popular Book Shop

45, Book Market

College Road

Kerala 13th April 2020

Arora Publishing House

New Sarak

Delhi.

Subject: Order for 5000 books.

Respected Sir,

Please send the following book by rail transport by 30 April, 2021:

Sl. No.	Name of Book	Author	No. of copies Required
1.	Communicative English	Kalyani Publisher	500
2..	Engineering Mathematics	Kalyani Publisher	500
3.	Engineering Physics	Kataria Publisher	500
4.	Engineering Chemistry	Kataria Publisher	500

Kindly ensure that the books are of latest edition and are well packed so that they are not damaged in transit.

I am enclosing a bank draft for Rs 10,000 as advance. The balance including handling would be paid on delivery.

Looking forward to the prospects of ever growing relations.

Thanking You

Yours Faithfully,

Raj Verma.

Sample of an Execution Letter for above order.

Arora Publishing House

New Sarak, Delhi.

18th April 2020

Popular Book Shop

45, Book Market, College Road, Kerala

Subject: Execution letter.

Respected Sir,

We thank you very much for your letter dated 13th April 2019 in which you have order for 4000 books. We also acknowledge the receipt of Bank Draft for Rs 12000 as advance towards the price of the books.

We will dispatch your order next week .you may then pay the balance amount of Rs 3000 as there are no handling charges and delivery is free.

We are sure you will find your books in good condition and of latest edition without any complaint.

Thanking You.

Yours Faithfully,

Raju Sing

Complaint Letter

Imagine you are Raj Verma of Popular Book Shop, 45, BookMarket, College Road, Kerala. Now draft an order for 4000 books from Arora Publishing House, New Sarak, Delhi.

Popular Book Shop

45, Book Market

College Road

Kerala 2nd May 2021

Arora Publishing House, New Sarak, Delhi.

Subject: Complaint letter.

Respected Sir,

Today I received the consignment of goods against my order no.98 dt. 13th April for 4000 books. But on opening the consignment I found that 10 pieces of communicative English books are of old Edition and 30 books of Engineering Mathematics are of loose binding.

I am sorry I cannot keep these items as it is of no use . I therefore request you to take back these books and to dispatch immediately the replacements as I need them urgent.

I look forward to your immediate action in the matter.

Thanking You.

Yours Faithfully,

Raman Sharma.

Cancellation of order

Popular Book shop

45, Book Market,

College Road, Kerala.

20th April

Arora Publishing House, Nai Sarak, Delhi.

Subject: Cancellation of order.

Respected sir,

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

Thanking you.

Yours Faithfully,

Aman Gill

Job Application

The format of job application is the same as that of an official letter,

- A. Your address.
- B. Leave one line
- C. Date
- D. Leave one line
- E. Receiver address
- F. Leave one line
- G. Subject
- H. Leave one line
- I. Greetings(Respected Sir / Madam etc)
- J. Body of the letter
- K. The complimentary closing
- L. Thanking you
- M. Leave one line
- N. Closing phrase(yours truly/faithfully etc)
- O. Your name.

Only the main body of the letter should contain the following information:

- 1. How you knew about the vacancy
- 2. Personal information (age, sex name)
- 3. Educational/professional qualification
- 4. Experience.

Elements:

i. Job application consists of --- a cover letter

ii- Giving details of education, training and relevant experiences

Purpose:

Since the purpose of job application is to impress and win the confidence of a prospective employer, it should not be untidy, poorly written and hard to read or full of errors.

A format of job application is the same as that of an official letter; only the main body of the letter should contain the following information:

- 1. How you knew about the vacancy
- 2. Personal information (age, sex name)
- 3. Educational/professional qualification
- 4. Experience.

Or,

1. Personal information (age, health, height etc)
2. Educational Qualification
3. Experience
4. Suitability for the job
5. The bio-data can be separately written and attached

A Sample Job Application:

53, Bargarh Brit Colony, Bhubaneswar

4th Feb, 2021

The Principal

C.V Raman Engineering College

Bhubaneswar

Sub- An application for the post of a P.G.T in English

Dear Sir,

In response to your advertisement in The Tribune dated on 2nd Feb 2021, I wish to offer my service for the post of P.G.T in English in your esteemed organization.

I am a post graduate in English having a degree in education as well. I have already worked in Sai international school as a P.G.T for two years

I am a hardworking and honest person who is passionate about the noble vocation of teaching. I wish to make a difference in the lives of people through education.

I shall be available for an interview on any day of your convenience .If selected I assure you that I shall work with utmost devotion and sincerity to the best of your satisfaction.

Hoping for a favourable response in this regard.

Yours faithfully

APPLICATION WRITING:

1. Write an application to the principal of your school requesting him to issue you a character certificate

To

The Principal

SSIT Politechnic

Sub- Application for issuance of character certificate

Dear Sir,

With due respect, I state that I had been a student of your school. You will be glad to know that I am getting a chance to be appointed as a clerk in The State Bank of India. Now the authorities have asked me to submit a character certificate. I shall be obliged if u kindly issue me a character certificate. I shall be obliged if u kindly issue me a character certificate immediately. I am giving relevant particulars.

- I was a student of 2017 batch
- I was a member of school cricket team
- I was the joint editor of the hindi section of the school magazine THE OYSTER

Thanking you

Yours Obediently,

2. Write an application to the principal for issuance of school leaving certificate.

To

The Principal

SSIT Politechnic

Sub- Application for issuance of School leaving certificate

Dear Sir

With due respect, I beg to inform you that I am a student of first year Civil Engineering branch. My father who is a central govt employee has been transferred to Mumbai on promotion. We have to leave for Mumbai after a week. I shall have to seek admission to a school there.

I shall be thankful if you kindly issue me a school leaving certificate to enable me to take admission in a school at Mumbai.

Thanking you

Yours obediently,

3. Write an application to the principal for concession in fees

To

The Principal

SSIT Politechnic, Kalakad, Karanjia

9th Feb, 2021

Sub- Application for concession in fees

Dear Sir,

I beg to approach you with the request to grant me fee concession. I am a first year student of Civil engineering student bearing Roll No 20 CI-01. My Parents are so poor that they cannot afford my education. But I am determined to make my career. In the matriculation I secured 85% of mark and was placed in first division.

My father is a gardener in a factory. His salary is so less that we can hardly make two ends meet. Two of my sisters are of marriageable age I request you for fee concession keeping the bad financial condition of our family into consideration.

With thanks and regards

Yours Obediently,

Curriculum Vitae (CV/Bio-data)

A C.V must meet the need of the target of organization. This means a single generalist C.V is unlikely to be sufficient. It must highlight your achievements and how they relate to the job you are applying for. It must give the reader a clear indication of why you should be considered for this role.

To decide what to include in your C.V. and where follow these principles and guidelines.

1. Generally, the document should contain no more than 2 pages.
2. Your C.V. Should be honest and factual.
3. The first page should contain enough personal details for a recruitment consultant to contact you easily.
4. Choose a presentation format that allows you to headline key skills, key achievement or key attributes.
5. Your employment history should commence with your current or most recent job and work backwards.
6. Achievements should be short, bullet pointed statements and include your role , the action you took and a comment on the result of your action.
7. Where information clearly demonstrates your suitability for the vacancy you are applying for ,
8. Leave out information that is irrelevant or negative.
9. Include details of recent training or skills development events you have attended which could be relevant.
10. List all your professional membership and relevant qualifications.
11. The most common contents of a C.V include:
 - a. Personal detail
 - b. Skills and career summary
 - c. Key achievements
 - d. Qualifications
 - e. Career history

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

BIO-DATA

Name: DIPTIPRAJWALITA RANA

Father's Name: SUDHANSHU SEKHAR RANA,

D.O.B: 10.06.1990

Gender: FEMALE

Blood Group: O+

Marital Status: Single

Nationality: Indian

Religion: Hinduism

Caste: General

Present Address: XYZ

Permanent Address: XYZ

EDUCATIONAL QUALIFICATION

Sl.	Board Passed	Year of	Name of the Institution	Percentage	Division
1.	ICSE	2006	ST. THOMAS SCHOOL	64	1ST
2.	CHSE	2008	GOVT.AUTONOMOUS COLLEGE	67	1ST
3.	SAMBALPUR UNIVERSITY	2011	GOVT.AUTONOMOUS COLLEGE	62	1ST
4.	SAMBULPUR UNIVERSITY	2013	GOVT.AUTONOMOUS COLLEGE	65	1ST

Experience:

Sl no.	Name of the institution worked	Position held	Duration
1.	UGIE, GP, RKL	GUEST FACULTY IN ENGLISH	6 YEARS

Training undertaken:

Sl No.	Name of the training	Topic	Duration
1.	NITTR, Kolkata	Induction training program	10 DAYS
2.	NITTR, BBSR	MOOCS Training Program	7 DAYS
3.	NITTR, CHANDIGARH	Orientation Program	5DAYS

Hobbies: Reading, Music

Language known: English, Hindi, Oriya

Salary expected: Govt grades with minimum 2 additional increments.

Declaration: I hereby declare that, all the above fact is true and best of my knowledge.

Signature

Date

ELEMENTS OF COMMUNICATION

LEARNING OBJECTIVE:

A. INTRODUCTION TO COMMUNICATION

SL. NO.	SUBJECT
1.	MEANING, DEFINITION AND CONCEPT OF COMMUNICATION
2.	GOOD COMMUNICATION AND BAD COMMUNICATION
3.	COMMUNICATION MODEL
4.	PROCESS OF COMMUNICATION AND FACTORS RESPONSIBLE FOR IT
5.	BARRIER OF COMMUNICATION

B. PROFESSIONAL COMMUNICATION

SL. NO.	SUBJECT
1.	MEANING OF PROFESSIONAL COMMUNICATION
2.	TYPES OF PROFESSIONAL COMMUNICATION
3.	FORMAL OR SYSTEMATIC COMMUNICATION
4.	INFORMAL COMMUNICATION

C. NON-VERBAL COMMUNICATION

SL. NO.	SUBJECT
1.	MEANING OF NON-VERBAL COMMUNICATION
2.	TYPES OF PROFESSIONAL COMMUNICATION
2.1	Kinesics or Body Language
2.2	Proxemics or Spatial language
2.3	Language of Signs and Symbols

A. INTRODUCTION TO COMMUNICATION

1. Meaning, Definition and Concept of Communication

Communication is the spark of life. Life is dull and desolate if there is no communication. Thus we can say communication is a way of life. In the busy and humdrum life of the 21st

century, human life has been very complex and so much governed by the monotony of mechanized life style. Coming to the lap of Nature, we most often observe the beauty of communication. Sitting on the stone of silence, one can listen the ripple of water in a running stream, the buzz of humming bees, the chirp and twitter of busy birds, the glee of the hopping grasshopper, march of ants in search of food, rustle of tree branches and falling of leaves, shrill of an unseen cricket, tickle of clock in a ghostly night and gentle tap on the door of a pub by a tired traveller for a night to rest. The reverberation and jubilation of life in earth and its interaction with other heavenly bodies like stars, planets and satellites and the bigger cosmos is tied on a gentle bond of communication. Communication ignites, propels and enriches life.

Definition:

1. Communication is the broad field of human interchange of facts and opinions. (Redfield)
2. Communication is the process by which we understand others and in turn endeavour to understand by them. It is dynamic, constantly changing and shifting in response to the total situation. (Anderson)

Communication is the life blood of an organisation. Life is unmanageable without communication. It is the process of transmission of information from the sender to the receiver and vice-versa at an uninterrupted flow of thought, idea, emotion and data at regular basis. The word communication is derived from the Greek word '*Communish*' which means common or share. In communication, both the sender and receiver are at a point of exchanging their thought so that hidden feeling and emotion come out for sharing and caring the idea at mutual harmony and understanding.

Communication is a two way process. It is the sender who initiates the message and the receiver at the other end receives and replies back through feedback so that intended query becomes duly accomplished. The flow of communication passes through different stages. This is known as process of communication.

2. Good Communication and Bad Communication

Communication can be classified into two types. These are good communication and bad Communication.

Sl. No.	Good Communication	Bad Communication
1.	Any communication that is positive and constructive.	Any communication that is destructive and based on foul play.
2.	It enriches the process of communication.	It is full of ambiguity and suspicion.
3.	There is free flow of information between sender and receiver.	It has many barriers and most often the path of communication is blocked due to barrier.

4.	Good communication not only sets the goal but also expedites the process of communication.	It is direction less as it is biased and fishy.
----	--	---

3. Communication Model

Communication is a two way process. One way communication is no communication. Sender is the first person who has initiated the communication process with a purpose that he would get a responsive answer from the receiver. If the receiver does not report to the query of the sender, it becomes unaccomplished or one way communication. A teacher in the class delivers his lecture and the students remain unmindful to the words spoken and don't pay heed to what is told to them is an example of one way communication. One way communication destroys the sole purpose and integrity of communication.

Communication is a relentless process. Two way communication is a cohesive bond between sender and listener and full of energy to set the goals between two speakers at mutual exchange of thought, idea, emotion and data in the pursuit of communication. It is both creative and constructive to enhance the scope of communication. It is integrative as the communication is direct and any kind of bottleneck that restricts the scope of communication gets cleared through mutual discussion and consent of the parties by all possible means. The teaching and learning process can only be strengthened by participative and persuasive approach between the teacher and student in the class.

4. Process of Communication and Factors Responsible for it

The process of communication passes through seven stages. These are – Sender, Message, Encode, Channel, Receiver, Decode and Feedback.

1. **Sender:** Sender is the person who initiates the communication process. The query of the sender is meant to get a positive response from the receiver.
2. **Message:** It is the piece of information that is sent to the receiver by the sender.
3. **Encode:** It is the process to conceive idea, thought, emotion and data into words to form the information.
4. **Channel:** It is the intermediary or device through which information is transmitted at a continuous basis.
5. **Receiver:** Receiver is the person to whom the message is sent by the sender. He/ she is responsible to answer the query sent to him/her.
6. **Decode:** After receiving the message, the receiver studies the pros and cons of the fact and responds back with diligence and care.
7. **Feedback:** It is the regular flow of information from sender to receiver and vice versa at a regular basis.

Noise:

Noise is a barrier of communication. It restricts the path and the free flow of communication. Thus for effective and uninterrupted communication, the most essential thing is to check noise to the fullest.

5. Barrier of Communication:

Barrier means hindrance or obstacle. One of the major difficulties in communication is the barrier that restricts the free flow of communication. For any kind of effective communication, barrier is always a challenge. Barrier of communication can be classified into three types. These are as follows –

- i. Sender related barrier
- ii. Receiver related barrier
- iii. Environment related barrier

B. PROFESSIONAL COMMUNICATION

1. Meaning of Professional Communication

Professional communication is guided by professional ethics. In general communication, we have two or more individuals but in professional communication, *one of the members is a representative* of the organization.

Professional communication encompasses written, oral, visual and digital communication within a workplace context. This discipline blends together *pedagogical principles of rhetoric, technology, software, and learning theory* to improve and deliver communication in a variety of settings ranging from technical writing to usability and digital media design to more effectively communicate in the business world.

It is a new discipline that focuses on the study of information and the ways it is created, managed, distributed, and consumed. Since communication is a rapidly changing area, technological progress seems too often outpace the number of available expert practitioners. This creates a demand for skilled communicators.

Communication skills are critical to a business because all businesses, to varying degrees, involve the following: writing, reading, editing, speaking, listening, software applications, computer graphics, and Internet research. Job candidates with professional communication backgrounds are more likely to bring to the organization sophisticated perspectives on society, culture, science, and technology.

2. Types of Professional Communication:

1. Interviews

Having strong oral communication skills is key to nailing job interviews. In order to demonstrate your ability to do the job well, you will have to be able to express yourself in areas such as:

- Your work experience
- Goals
- Attitude
- Ideas

In addition, many hiring managers will be evaluating your interpersonal communication skills as a measure of how well you will interact with your team because this is often an important aspect of any position.

Even in highly technical positions, such as programming, you will likely have people evaluating your soft skills, which include general communication, along with your technical skills.

2. Verbal Communication

Effective professional verbal communication includes the ability to speak fluently. The style of verbal communication used at a board meeting is different than the style of verbal communication appropriate during lunch, working as a customer service representative or running into a colleague at an out of office event. An essential component of effective verbal communication is the ability to listen to comments from those you are communicating and to observe their reactions. Verbal communicating is categorized into interpersonal communication and public speaking.

3. Public Speaking

Another form of verbal professional communication is public speaking or making a formal presentation to a group of people. To be an effective public speaker, a professional must be prepared to communicate with a particular group of persons, thus preparing the speech to fit the audience. *Communicating to a group of high school students is different than*

communicating to a group of senior citizens. A professionally delivered speech is well organized and thought out, convinces the listener you know what you are talking about and is delivered as if it was off-the-cuff and not read from a script.

4. Written Communication

Professionals who excel at written communication understand how to use language to get their message across. They are efficient at utilizing all forms of grammar and punctuation to add in-depth meaning to their writing. There is a variety of types of written communication including writing: letters, memos, project plans, policies and procedures, articles for general audiences, technical scientific reports, studies and articles. Each of these types of professional written communications requires different technical and literary skills.

5. Digital Communication

Digital communication is evolving so rapidly, it requires serious effort by professionals to keep up with the opportunities and how to use them effectively in their professions. Social networking, emailing, blogging, texting, internet conferencing and research and teleconferencing are all forms of communication that effective professionals must understand and master, to whatever degree is appropriate to communicate in their professional careers.

No matter your job or industry, communication is fundamental to your career success. From mastering your interview to managing a team, your ability to communicate your thoughts and ideas can make or break your career.

3. Formal or Systematic Communication

The Formal Communication is the exchange of official information that flows along the different levels of the organizational hierarchy and conforms to the prescribed professional rules, policy, standards, processes and regulations of the organization. The formal communication follows a proper pre-defined channel of communication and is deliberately controlled. It is governed by the chain of command and complies with all the organizational conventional rules.

Formal communication refers to the flow of official information through proper, predefined channels and routes. The flow of information is controlled and needs deliberate effort to be properly communicated. Formal communication follows a hierarchical structure and chain of command. The structure is typically top down, from leaders in various departments and senior staff in the organization, which funnel down to lower level employees. Employees are bound to follow formal communication channels while performing their duties. Formal communication is considered effective as it is a timely and systematic flow of communication.

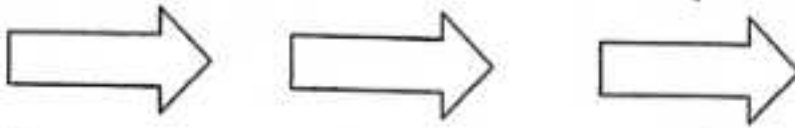
3.1 Types of Formal Communication

Formal communication can be categorized into two types. These are – (i) Horizontal Communication and (ii) Vertical Communication.

(i) Horizontal Communication:

Horizontal communication means when the co-workers with different areas of responsibilities, but at the same level in the organization communicate with each other. The communication between the managers of a different department, such as marketing, finance, production, HR, is the best example of horizontal communication. It is also called **parallel communication**.

Symbol:



Merits:

1. Saves time
2. Efficiency
3. Increases productivity
4. Immediate feedback
5. Checks grapevine

Demerits:

1. Jealousy among superior rank
2. Disruption if used in excess
3. Feeling of frustration
4. Waste of time in gossiping
5. Interdepartmental Rivalry

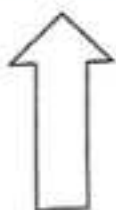
(ii) Vertical Communication:

Vertical communication is communication between the top level executive and subordinate staff or the exchange of information between a lower division clerk and senior manager of an organisation. It can be classified into two types. These are - Bottom-Up communication (Upward communication) and Top-Down communication (Downward communication)

1. Upward Communication

The upward communication is one in which the message passes from the subordinate level to the management level. Here, the communication flows upwards i.e. from the subordinates to the managers in the form of request, reports, suggestions, complaints, and instructions.

Symbol:



Merits:

1. Fosters Friendly Relations

2. Provides Valuable Feedback
3. Encourages Participation
4. Making Suggestions
5. Employee Morale

Demerits:

1. Resistance From Employees
2. Fear of Incompetence
3. Indecisive Superiors
4. Messages Not Heard
5. Unwillingness to Admit Failure

2. Downward Communication:

The downward communication is one in which the information passes from the management level to the sub-ordinate level. This is the most common form of formal communication wherein communication flows downwards, i.e. from the people occupying top positions in the organization to the people at lower levels.

It mainly includes orders and instructions and can either be written or oral depending on the importance of the message and also the status of individuals involved in the communication process. Reports, emails, letters, manuals, etc. are the commonly used communication tools.

Symbol:



Merits:

1. Increase Efficiency
2. Maintains labour-management relations
3. Maintains organisational discipline
4. Explaining policies and plans
5. Effective decision making

Demerits:

1. Problem of explanation
2. Disturbing discipline
3. Unnecessary delay
4. Efficiency reduced

5. Reduces relationship

4. Informal Communication

Informal communication is multi-dimensional. Informal communication moves freely within the organisation and is not bound by pre-defined channels and communication routes. Informational communication is quick and relational in nature. In this type of communication people interact with each other freely and can talk about a diverse range of topics, often extending outside of their work duties.

Informal communication in the workplace is also called **grape vine**. Informal communication is considered effective as employees can discuss work related issues which saves organisation time and money. It also helps to build more productive and healthy relationships in the workforce.

Symbol:



Merits:

1. Fast and Effective Communication
2. Free Environment
3. Better Human Relations
4. Easy solution of the difficult Problems
5. Satisfying the social needs of the workers

Demerits:

1. Unsystematic communication
2. Unreliable information
3. Spread rumour
4. Misunderstanding
5. Difficulty in controlling

Difference between Formal and Informal Communication

Table 5.1: Difference between Formal and Informal Communication

Sl No. & Feature	Formal Communication	Informal Communication
1. Reliability	Formal communication is the more reliable form.	Informal communication has less reliability than formal communication.
2. Speed	Formal communication is slower.	Informal communication is very quick.
3. Time Consuming	Formal communication requires a number of different processes before the whole communication flow is complete.	Informal communication requires very little process time.
4. Information Flow	Information passes through predefined channels.	Information moves freely through informal communication.
5. Secrecy	Secrecy is maintained in formal communication.	Informal communication makes it hard to maintain full secrecy due to its reliance on individuals.

Question and Answer Discussion:

I. Long Question:

1. Write a short note on the process of communication.
2. What is formal communication? Discuss the various types of formal communication?
3. What is non-verbal communication? Discuss its merits and demerits.
4. What is the difference between verbal and non-verbal communication?

II. Short Question with Answer:

1. What is communication?
2. What is grapevine?

3. What is upward communication?
4. What is downward communication?

(Ans.) 1. Communication is the process of transmission of information from the sender to receiver and vice versa.

2. The informal communication is called grapevine. It takes place out of social relation and subject to distortion.

3. The communication between the subordinate staff and chief executive is known as upward communication.

4. The top management's instruction to the subordinate staff to carry out certain assigned work is known as downward communication.

C. NON-VERBAL COMMUNICATION

INTRODUCTION

The word communication is derived from the Latin term '*communis*' which means *common* or *share*. Communication refers to the commonness or sharing of information, ideas, facts, opinions, attitudes and understanding. Communication is the process of transmission of information from the sender to receiver and vice versa. Life is un-manageable without communication. It is said to be the **life blood of an organisation**. Communication is a two way process. It is the **sender** who initiates the message for the person he/she wishes to disseminate and the person who is supposed to receive the message is known as the **receiver**. Communication is an un-breaking chain of harmonious integrity and mutual response to attain the common goal of unity and co-operation.

1. Meaning of Non-Verbal Communication

Any communication that is neither spoken nor written is known as **non-verbal communication**. Non-verbal communication is also known as body language. Body language

is called the language the body. The various types of body language are – kinesics, proxemics, posture, gesture, facial expression, eye-contact, light, colour, pause etc.

DIFFERENCE BETWEEN VERBAL AND NON-VERBAL COMMUNICATION

Sl No.	Verbal Communication	Non-Verbal Communication
1.	Verbal communication is both spoken and written.	Non-Verbal communication is neither spoken nor written mode of communication.
2.	Verbal communication is based on words.	Non-verbal communication is based on action.
3.	Verbal communication is less dominant and is confined on the surface meaning.	Non-verbal communication is more complex, ambiguous and dominant in nature.

2. Different Areas of Non-Verbal Communication

Non-verbal communication is more complex, ambiguous and dominant form of communication. It is conveyed through body language. The non-verbal communication listed for discussion is **Kinesics and Proxemics**.

2.1 Kinesics:

Kinesics is a body language. It can be classified into three types. These are -

- (i) *Posture*
- (ii) *Gesture*
- (iii) *Facial Expression*

1. Posture:

It is the position of the head. The position of head speaks a lot about the mental state of person. When head position is upright and straight it gives out a lot of positive energy and confidence to the person. A person with nodding head reflects the puzzled mind and lack of confidence. Thus the position of head determines a significant role to dispose the personality trait of person.

ii. *Gesture*

Gesture is the movement of the body part. The movement of the body parts like hand and leg also evoke the active and prolific involvement of a person. The waving of hand, clapping, running, jumping, dancing etc. needs tremendous radiation of energy. It amounts deep and intense involvement and exhilaration of passionate exposure of emotion.

iii. *Facial Expression*

Face is the index of mind. It is the most articulative part of the body. It always draws the attention of the viewers and audience during any exchange of views and inter-personal communication. The various moods of a person can be read at a quick glance over his/her face. These moods are - cheerfulness, gloomy, thoughtful, meditative and mystification.

The aforesaid features of kinesics i.e. posture, gesture and facial expression are the vivid reflections of varied thoughts and expressions of an individual when he/she gets exposed to situation during various course of life.

2.2 Proxemics:

Proxemics is the spatial relation among people. Space plays a very crucial role in communication. The people who are very close usually prefer to sit near to one another. It shows their intimacy and proximity with each other. Human being is a territorial creature. A lot of conflict takes place among people based on space. It is said that the battle of Mahabharata took place due to the intricacy over a piece of land. Over generations and even in the twenty first century a lot of conflict and warfare occurs owing to the reason over proxemics. People not having any friendly relation avoid coming close by. Thus proxemics plays a significant role in communication.

2.3 Language of Signs and Symbols

In old time when human being was wandering like a beast in the jungle at that time most of the human interaction and communication was based on signs and symbols. It was the time when language was not developed. In the old civilisations of emperor Hammurabi and Asoka a lot of signs and symbols were found in the rock edicts. During the archaeological

excavation of Mohenjo-Daro and Harappa civilization, the signs and symbols of bull, sun, lamp post etc. were found in the metals and potteries. These things could inform us the kind of life, culture and belief system of our ancestors.

In modern time, the busy traffic is controlled by the computerized system of light to guide the running vehicles. As we know, red means 'stop', yellow means 'ready' and green means 'go'. These symbols communicate the drivers and riders to abide by the traffic rules. While going on busy road we also see the signs of hairpin bend, curve and hump at the road side. These are the marks of alarm for smooth drive and caution for safety.

Both signs and symbols are seen as the artistic caricature to communicate certain idea and thought to the people. Olive leaf and dove is the sign of peace, lotus is perceived as symbol of spiritual awakening and butterfly evokes the sign of cheerfulness. At the outbreak of corona and lockdown both in social and electronic media the doctors, nurses and police personnel are considered as the signs of messengers of God. During the Pokharan nuclear test, Prime Minister Indira Gandhi got the message from the ISRO scientist *Buddha Laughed* meaning thereby the operation was successful. Therefore we can say that both sign and symbol play a vital part in non-verbal communication.

QUESTION AND ANSWER DISCUSSION

A. Long Question:

1. What is formal flow of communication in an organisation/ discuss its type. [2019 (W) New]
2. Explain the process of communication and factors responsible for it. Supply it with suitable line diagram. [2019 (W) New]
3. Illustrate different areas of body language briefly. [2019 (W) New]
4. Attempt a discussion on importance of gestures and postures in non-verbal communication. [2020 (W) New]
5. How many types of space you know? Discuss them. [2020 (W) New]
6. Communication follows a dynamic cycle. Explain with help of suitable diagram. [2020(W) New]