

**GUJARAT TECHNOLOGICAL UNIVERSITY (GTU)****Competency-focused Outcome-based Green Curriculum-2021 (COGC-2021)**

I– Semester

Course Title: **COMMUNICATION SKILLS IN ENGLISH**

(Course Code: 4300002)

Diploma programme in which this course is offered	Semester in which offered
ALL BRANCHES	FIRST

**1. RATIONALE**

Language is the most commonly used medium of self-expression in all spheres of human life – personal, social and professional. English language has become a dire need to deal successfully in the globalized and competitive market. Competency in English is need of the hour, not only for Indian industry, but also worldwide, where diploma engineers have the employable opportunity. Therefore, the basic English skills- listening, speaking, reading and writing have become almost mandatory for employability. This course intends to make the students to develop comprehension skills, improve vocabulary, use proper grammar, acquire writing skills, correspond with others and enhance skills in spoken English. Further, it is expected that each polytechnic will provide conducive environment for acquiring proficiency in communication skills among the students through English language.

**2. COMPETENCY**

The purpose of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- **Use reading, writing, speaking, listening skills to communicate effectively in English**

**3. COURSE OUTCOMES (COs)**

The practical exercises, the underpinning knowledge and the relevant soft skills associated with the identified competency are to be developed in the student for the achievement of the following COs:

- Use strategies to minimise barriers of effective communication.
- Construct grammatically correct sentences.
- Develop reading and listening skills in terms of fluency and comprehensibility.
- Compose different types of written communication.
- Communicate orally in a given situation with a purpose.

**4. TEACHING AND EXAMINATION SCHEME**

Teaching Scheme (In Hours)			Total Credits (L+T+P/2)	Examination Scheme				
				Theory Marks		Practical Marks		Total Marks
L	T	P	C	CA	ESE	CA	ESE	
2	-	2	3	30*	70	25	25	150

(\*): Out of 30 marks under the theory CA, 10 marks are for assessment of the micro-project to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be

taken during the semester for the assessing the attainment of the cognitive domain UOs required for the attainment of the COs.

**Legends:** **L**-Lecture; **T** – Tutorial/Teacher Guided Theory Practice; **P** - Practical; **C** – Credit, **CA** - Continuous Assessment; **ESE** - End Semester Examination.

## 5. SUGGESTED PRACTICAL EXERCISES

The following practical outcomes (PrOs) are the sub-components of the COs. *Some of the PrOs marked “\*” are compulsory, as they are crucial for that particular CO. These PrOs need to be attained at least at the ‘Precision Level’ of Dave’s Taxonomy related to ‘Psychomotor Domain’.*

S. No.	Practical Outcomes (PrOs)	Unit No.		Approx. Hrs. required
1	Make correct sentences using tenses.	II	Any two	02
2	Compose Syntactical statements in written and Oral Communication (especially Formal Communication).	II		02
3	Make meaningful sentences using confusing words..	II		02
4	Develop listening skills through listening to recorded lectures, poems, interviews and speeches.	III		02*
5	Use antonyms and synonyms effectively in oral and written forms.	III, IV		02*
6	Use grammatically correct sentence	IV		01
7	Communicate ideas effectively and fluently in oral and written communication.	IV, V		02*
8	Apply idioms and one word substitute effectively in oral and written forms of communication.	IV, V		01
9	Articulate vowels, consonants and diphthongs correctly.	V		02*
10	Syllable and Syllable Stress	V		02
11	Speak with appropriate intonation, voice modulation, pitch, speed and volume.	V		02
12	Participate in conversations (GD /meetings etc.)	V		02*
13	Deliver the presentation effectively in the class.	V		02*
14	Communicate effectively through verbal and non-verbal means of communication.	V		02*
15	Practice online exercises for listening and reading comprehension.	V		02*
16	Perform role play and mock interview	V		02
<b>Total</b>				<b>28</b>

### Note

- More **Practical Exercises** can be designed and offered by the respective course teacher to develop the industry relevant skills/outcomes to match the COs. The above table is only a suggestive list.
- The following are some **sample** ‘Process’ and ‘Product’ related skills (more may be added/deleted depending on the course) that occur in the above listed **Practical Exercises** of this course required which are embedded in the COs and ultimately the competency.

### Oral Communication

Each student performance will be evaluated on the basis of the sample Performance Indicators given below:

S. No.	Sample Performance Indicators for the PrOs (Oral communication)	Weightage in %
1	Pronunciation	20
2	Use of language (simple or decorated language)	20
3	Syntax (Sub-Verb Agreement, types of sentences, Modals etc.)	20
4	Use of appropriate Vocabulary	15
5	Fluency ( Ease and speed of the flow of speech )	15
6	Audibility	10
<b>Total</b>		<b>100</b>

### Written Communication

Each student performance will be evaluated on the basis of the sample Performance Indicators given below:

S.No.	Sample Performance Indicators for the PrOs (Written communication)	Weightage in %
1	Content(ideas expressed )	25
2	Use of language (Organisation of the content )	20
3	Grammar <ul style="list-style-type: none"> <li>• Syntax (Sub-Verb Agreement)</li> <li>• Diction (choice and use of words)</li> <li>• Control of the basic grammatical patterns</li> </ul>	20
4	Style <ul style="list-style-type: none"> <li>• Choice of sentence structures</li> <li>• Use of appropriate sentence structures</li> </ul>	20
5	Mechanics (Use of punctuations, Capitalization, paragraphing, italicizing)	15
<b>Total</b>		<b>100</b>

### Listening skills

Each student performance will be evaluated on the basis of the sample Performance Indicators given below:

S.No.	Sample Performance Indicators for the PrOs (Listening skills)	Weightage in %
1	Enthusiasm for patient listening	15
2	Attentive listening	20
3	After listening, each student has to summarize <ul style="list-style-type: none"> <li>• Accuracy of facts and figures.</li> <li>• Description of places and situations.</li> </ul>	40
4	Para- phrasing of the listened texts.	25
<b>Total</b>		<b>100</b>

### Reading Skills

Each student performance will be evaluated on the basis of the sample Performance Indicators given below:

S.No.	Sample Performance Indicators for the PrOs (Reading Skills)	Weightage in %
1	Reading correctly with clarity	30
2	Correct pronunciation	20
3	Comprehension of a vocabulary and deriving meaning of information	15
4	Reading speed	20
5	Drawing correct conclusion and valid inference	15
<b>Total</b>		<b>100</b>

### 6. MAJOR EQUIPMENT/ INSTRUMENTS AND SOFTWARE REQUIRED

These major equipment/instruments and Software required to develop PrOs are given below with broad specifications to facilitate procurement of them by the administrators/management of the institutes. This will ensure conduction of practical in all institutions across the state in proper way so that the desired skills are developed in students.

S. No.	Equipment Name with Broad Specifications	PrO. No.
1	Computer systems windows 7 or above with internet connectivity	All
2	Headphones with speakers	All
3	LCD Projector	All
4	Language lab software	All

### 7. AFFECTIVE DOMAIN OUTCOMES

The following **sample** Affective Domain Outcomes (ADOs) are embedded in many of the above mentioned COs and PrOs. More could be added to fulfill the development of this course competency.

- Work well as a leader/a team member.
- Follow ethics
- Demonstrate human concern.

The ADOs are best developed through the laboratory/field based exercises. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy'

should gradually increase as planned below:

- 'Valuing Level' in 1<sup>st</sup> year
- 'Organization Level' in 2<sup>nd</sup> year.
- 'Characterization Level' in 3<sup>rd</sup> year.

## 8. UNDERPINNING THEORY

The major underpinning theory is given below based on the UOs of *Revised Bloom's taxonomy* that are formulated for development of the COs and competency. If required, more such UOs could be included by the course teacher to focus on attainment of COs and competency.

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)		Topics and Sub topics
	Writing Skills	Speaking Skills	
<b>Unit 1</b>  <b>Theory of Communication</b>	1a. Define the theory of communication 1b. State different types of communication. 1c. Explain barriers in communication	1d. Communicate effectively	<b>1.1</b> Concept of effective communication and communication skills <b>1.2</b> Basic communication model(S+M+C+R+F) <b>1.3</b> Types of communication <b>1.4</b> Barriers of effective communication
<b>Unit 2</b>  <b>Grammar</b>	2a. Identify different parts of speech and their usage in the sentence.	2f. Choose appropriate parts of speech for day to day communication.	<b>2.1 Parts of Speech</b> Noun, Pronoun, Verb, Adjective, Adverb and Interjection- Meaning and Examples (Recapitulation) Prepositions- In, into, On, At, for, Since, between, among, to, towards Connectors - If, Unless, Otherwise, Because, Therefore, Who, Which, Where, When, Why.
	2b. Apply correct verbs in the given sentence	2g. Use grammatically correct sentence in day to day communication	<b>2.2 Tenses</b> <b>2.2.1 Present Tense</b> (Simple, Continuous, Perfect, Perfect Continuous) <b>2.2.2 Past Tense</b> (Simple, Continuous, Perfect) <b>2.2.3 Future Tense</b> (Simple)
	2c. Use appropriate Modal Auxiliaries in a given expression.	2h. Choose appropriate Modals in situations where different modes of expressions are used.	<b>2.3 Modal Auxiliaries</b> (Can, Could, May, Might, Shall, Should, Will, Would, Must, Have to, Ought to)

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)		Topics and Sub topics
	Writing Skills	Speaking Skills	
	2d. Choose the correct verb for the given subject.	2i. Use the correct verb depending on the subject in a sentence.	<b>2.4 Subject- Verb Agreement</b>
	2e. Identify basic sentence patterns of English and form sentences in correct word order.	2j. Use correct word order in their speech.	<b>2.5 Basic Sentence Patterns of English</b> (Explanation of S, V,O,A,C) S-Subject, V-Verb, O-Object, A-Adverbial and C- Complement Four Basic Sentence Patterns <ul style="list-style-type: none"> <li>• S+V</li> <li>• S+V+O</li> <li>• S+V+A</li> <li>• S+V+C</li> </ul>
<b>Unit 3</b> <b>Prose and Poetry</b>	3a. Realise the central idea of the literary piece. 3b. Formulate sentences using new words. 3c. Enrich vocabulary through reading. 3d. Write short as well as long answers to questions. 3e. Express ideas in English in written form effectively	3f. Explain the content of the passage/story in the class. 3g. Ask appropriate questions as well to answer them. 3h. Follow oral instructions and interpret them to others. 3i. Present topics effectively and clearly. 3j. Use dictionary, thesaurus and other reference books. 3k. Describe an object or product. 3l. Use correct pronunciation and intonation. 3m. Give instructions orally.	<b>3.1. Prose</b> The Leopard- Ruskin Bond <b>3.2. Short Story</b> After Twenty Years- O Henry <b>3.3. Poetry</b> <ul style="list-style-type: none"> <li>• Stopping by Woods on Snowy Evening-Robert Frost</li> <li>• Where the Mind is Without Fear- Rabindranath Tagore</li> </ul> <b>3.4 Language components:</b> Language components should be integrated with: <ul style="list-style-type: none"> <li>• Passages from text book/Work book.</li> <li>• Unseen passages Reading with correct pronunciation.</li> </ul>

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)		Topics and Sub topics
	Writing Skills	Speaking Skills	
			<b>3.5 Vocabulary Items:</b> <ul style="list-style-type: none"> <li>• Matching items (Word and its Meaning)</li> <li>• One-Word Substitution</li> <li>• Phrases and Idioms</li> <li>• Synonyms and Antonyms</li> </ul>
<b>Unit 4</b>  <b>Techniques of Writing</b>	4a. Compose emails on given topics/ situations. 4b. Write a paragraph in words with synchronized sentence structure on the given situation / topic. 4c. Answer the questions on the given unseen passage. 4d. Summarize the given unseen passage .	4e. Face oral examinations and interviews. 4f. Grasp the main idea of any conversation and communicate accordingly.	<b>4.1 Email Writing</b> (Business) Format and Sample Enquiry, Orders and complaints Examples for Practice <b>4.2 Letter writing</b> <ul style="list-style-type: none"> <li>• Types of letters,</li> <li>• Formats of Letters</li> <li>• Qualities of a good letter               <ul style="list-style-type: none"> <li>• Sample letters such as:                   <ul style="list-style-type: none"> <li>- Job applications/ Cover Letter</li> <li>- Leave applications, Complaints,</li> <li>- Purchase orders, Enquiries replies etc.</li> </ul> </li> </ul> </li> </ul>
<b>Unit 5</b>  <b>Mechanics of Speaking</b>	5a. Develop a welcome and farewell speech for the given theme/ situation. 5b. Prepare a speech for introducing a guest in the given situation. 5c. Make a weather report for the given condition .	5d. Introduce oneself with correct pronunciation, intonation, using verbal and non-verbal gestures. 5e. Speak in specified formal situations with correct pronunciation. 5f. Speak in specified informal situations with correct	<b>5.1 Public speaking</b> <ul style="list-style-type: none"> <li>• Basics of Speaking</li> <li>• Importance of public speaking</li> <li>• Characteristics of good speech</li> </ul> <b>5.2 Samples for Practice:</b> <ul style="list-style-type: none"> <li>• Welcome speech</li> <li>• Farewell speech</li> <li>• Introducing oneself and another.</li> <li>• Discussing Weather</li> <li>• Disposal of E -Waste</li> </ul>

Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)		Topics and Sub topics
	Writing Skills	Speaking Skills	
		pronunciation.	<ul style="list-style-type: none"> <li>• Environmental protection through non-use of Plastic</li> <li>• Reduction of Noise pollution by vehicles.</li> <li>• Conversation with the Cashier- College/ bank</li> <li>• Telephonic Conversations (Formal and Informal).</li> </ul>

### 9. SUGGESTED SPECIFICATION TABLE FOR QUESTIONPAPER DESIGN

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A	Total Marks
I	Theory of Communication	04	03	04	03	10
II	Grammar	10	07	14	06	27
III	Prose and Poetry	09	04	07	08	19
IV	Techniques of Writing	05	03	04	07	14
V	Mechanics of Speaking	0	-	-	-	-
<b>Total</b>		<b>28</b>	<b>17</b>	<b>29</b>	<b>24</b>	<b>70</b>

**Legends:** R=Remember, U=Understand, A=Apply and above (Revised Bloom's taxonomy)

**Note:** This specification table provides general guidelines to assist students for their learning and to teachers to teach and question paper designers/setters to formulate test items/questions to assess the attainment of the UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may slightly vary from above table.

### 10 SUGGESTED STUDENT ACTIVITIES

Other than the classroom and laboratory learning, following are the suggested student-related **co-curricular** activities which can be undertaken to accelerate the attainment of the various outcomes in this course: Students should perform following activities in group and prepare reports of about 5 pages for each activity. They should also collect/record physical evidences for their (student's) portfolio which may be useful for their placement interviews:

- The experiments should be properly designed and implemented with an attempt to develop different types of skills leading to the achievement of the competency.
- Initiating a conversation with a new comer to your college.
- Assignments using Internet. (Online Listening/Speaking/Vocabulary based exercises and uploading their score, etc. (Teacher can decide how to use various online platforms for evaluation purpose.



- Self-learning Activities using mobile apps/internet
- Discuss current affairs in English with your friends.
- Read storybooks and learn new words and sentence structures.
- Write a brief report on current environmental issues.

### 11. SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:

- a) Massive open online courses (**MOOCs**) may be used to teach various topics/sub topics.
- b) Guide student(s) in undertaking micro-projects.
- c) Comprehension of passage and making presentation can given to the students for **self-learning**, but to be assessed using different assessment methods.
- d) Guide students on how to address issues on environment and sustainability using the knowledge of this course

### 12. SUGGESTED MICRO-PROJECTS

**Only one micro-project** is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. In the first four semesters, the micro-project are group-based (group of 3 to 5). However, **in the fifth and sixth semesters**, the number of students in the group should **not exceed three**.

The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each micro-project should encompass two or more COs which are in fact, an integration of PrOs, UOs and ADOs. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The duration of the microproject should be about **14-16 (fourteen to sixteen) student engagement hours** during the course. The students ought to submit micro-project by the end of the semester to develop the industry-oriented COs.

A suggestive list of micro-projects is given here. This should relate highly with competency of the course and the COs. Similar micro-projects could be added by the concerned course teacher:

- a) Book review – students should read a book and then write his reviews about the book and present it in the class.
- b) Presentation – Prepare a presentation regarding current problems of environment and present it in the class,
- c) Mock interviews. – Interviews conducted by students and for the students.
- d) Skit or role play- write the script and present it in the class  
( can be asked to take topic related to environment and pollution)
- e) Find out 20 new words out of a given story, write its synonym and use the word in your own sentence.
- f) Draft a story according to a given picture.
- g) You are in the village fair. Describe what is happening around you in present continuous tense. (Celebration of Annual Day – past tense. etc)
- h) Write a paragraph about your first day in college.

**13. SUGGESTED LEARNING RESOURCES**

S. No.	Title of Book	Author	Publication with place, year and ISBN
1	Living English Structures	W. S. Allen	Pearson Education India 1992 ISBN: 9788131728499
2	Essentials of English Grammar and Composition	N. K. Aggrawal	Goyal Brothers Prakashan 2015 ISBN : 8183896162
3	English Grammar at Glance	M. Gnanamurali	S. Chand & Co. Ltd. 2010 ISBN : 9788121929042
4	Effective English	E. Suresh Kumar & Others	Pearson 2010 ISBN : 9788131731000
5	English Communication for Polytechnics	S. Chandrashekhar & Others	Orient BlackSwan 2013 ISBN : 8125037462
6	English Fluency Step 1 & 2	-	Macmillan 2010 ISBN : 9781405003650 9781405003667
7	Active English Dictionary	-	Longman 1991 ISBN : 8131707865
8	The Pronunciation of English	Daniel Jones	Cambridge: Cambridge University Press, 4 <sup>th</sup> Edition 1956 ISBN : 0521093694
9	Ed. English Pronouncing Dictionary	James Hartman & et al.	Cambridge: Cambridge University Press.17 <sup>th</sup> Edition 2006 ISBN : 0521680867
10	Effective Communication Skills	Kulbhushan Kumar	Khanna Publishing House, New Delhi (Revised Ed. 2018) ISBN : 9789382609940
11	Better English Pronunciation	J.D.O'Connor	Cambridge: Cambridge University Press 1982 ISBN : 0521231523
12	An English Grammar: Comprehending Principles and Rules	Lindley Murray	Franklin Classics (10 October 2018). ISBN : 0342097008
13	Examine your English	Margaret M. Maison	Orient Longman: New Delhi, 1964 ISBN : 812500176X
14	A Practice Course in English Pronunciation	J.Sethi & et al	New Delhi: Prentice Hall, 2004 ISBN : 9788120325944
15	Technical Communication: A Practical Approach.	Pfeiffer, William Sanborn and T.V.S Padmaja	Delhi: Pearson, 2007. ISBN : 9788131700884

#### 14. SUGGESTED LEARNING WEBSITES

- <https://learnenglish.britishcouncil.org>
- <http://www.free-english-study.com/>
- <http://www.english-online.org.uk/course.htm>
- <http://www.english-online.org.uk/>
- <http://www.talkenglish.com/>
- <http://www.learnenglish.de/>
- <https://www.cambridgeenglish.org/exams-and-tests/linguaskill/>
- <https://dictionary.cambridge.org/dictionary/english/>
- <https://www.oxfordlearnersdictionaries.com/definition/academic/>
- <https://learnenglishkids.britishcouncil.org/>

#### 15. PO-COMPETENCY-CO MAPPING

Semester I	Communication Skills in English (Course Code: 4300002)						
	POs						
Competency & Course Outcomes	PO 1 Basic & Discipline specific knowledge	PO 2 Problem Analysis	PO 3 Design/ development of solutions	PO 4 Engineering Tools, Experimentation & Testing	PO 5 Engineering practices for society, sustainability & environment	PO 6 Project Management	PO 7 Life-long learning
Competency	Use reading, writing, speaking, listening skills to communicate effectively in English						
<u>Course Outcomes</u> Students will be able to:							
CO a). Use strategies to minimise barriers of effective communication	-	-	-	-	-	2	2
CO b). Construct grammatically correct sentences.	2	-	-	-	-	2	2
CO c). Develop reading and listening skills in terms of fluency and comprehensibility	1	-	-	-	-	-	1
CO d). Compose different types of written communication.	2	-	-	-	-	2	2
CO e). Communicate orally in a given situation with a purpose.	2	-	-	-	-	2	2

Legend: '3' for high, '2' for medium, '1' for low and '-' for no correlation of each CO with PO.

**16. COURSE CURRICULUM DEVELOPMENT COMMITTEE****GTU Resource Persons**

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**GUJARAT TECHNOLOGICAL UNIVERSITY**

**DIPLOMA PROGRAMME  
IN**

**ENGINEERING AND TECHNOLOGY**

**WORKBOOK**

**OF**

**COMMUNICATION SKILLS IN ENGLISH**

## IMPORTANT NOTE:

This workbook is prepared for purely academic purpose only. The authors have used various open web sources and books for content creation. The aim is to help students by providing them learning material and ample exercises for practice. This book is designed for smooth functioning of the course. The content of this text must not be used for any kind commercial purpose.

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## What are communication skills?

### Definition:

Communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings or even an update on your project. Communication skills involve listening, speaking, observing and empathising. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications like email and social media.

A deep understanding of the process of communication and communication skills is essential. It is vital to the success of any individual in any business. Here we shall see some of the many types of communication.

Communication styles change from person to person. During the process of communication, a person may invoke several channels or modes or methods to convey a message. But, the process of communication doesn't only depend on the source producing or relaying information.

It also equally depends on the communication method and the manner in which the receiver understands the message. Let us first understand Basic Model Of Communication

### **Basic Communication Model :**

The sender-message-channel-receiver (SMCR) model of communication is an expansion of the Shannon-Weaver model of communication. David Berlo created this model.

According to the Shannon-Weaver model, communication includes the following concepts: sender, encoder, channel, decoder, receiver and feedback. Furthermore, there is also concept of "noise", which affects the communication process going through the channel and makes the message more difficult to understand by the receiver. Each of those concepts are defined as follows:

**Sender:** the originator of message.

**Encoder:** the transmitter which converts the message into signals (the way message is changed into signals, for example sound waves).

**Channel:** the signal carrier or medium

**Decoder:** the reception place of the signal which converts signals into message. Decoding is done by the receiver when he gets the message.

**Receiver:** the recipient of the message from the sender. He usually gives feedback to the sender in order to make sure that the message was properly received.

**Noise** the message, transferred through a channel, can be interrupted by external noise (for instance, conversation may be interrupted by thunder or crowd noise).

**Feedback:** The receiver can get an inaccurate message. This is why feedback from the receiver is important in case the message is not properly received. Furthermore, the noise can also affect the decoding of the message by the receiver.



Communication begins at a given point. The first step is the generation of information. The second step is to put this information or data into a medium for transmission towards the intended audience.

During this process, the initiator of the communication must pay extra attention to the nature of the information. The communication skills will determine the effectiveness of their communication.

### Types:

On the basis of the communication channels, types of communications are:

- A. Verbal
- B. Non-Verbal
- C. Visual

### Verbal

This involves the use of language and words for the purpose of passing on the intended message. In general terms, Verbal Communication means communication in the form of spoken words only. But, in the context of types of communication, verbal communication can be in the spoken or the written form. Thus, the verbal form may be oral or written as discussed below.

- **Written Communication:** This kind of communication involves any kind of exchange of information in the written form. For example, e-mails, texts, letters, reports, SMS, posts on social media platforms, documents, handbooks, posters, flyers, etc.
- **Oral Communication:** This is the communication which employs the spoken word, either direct or indirect as a communication channel. This verbal communication could be made on a channel that passes information in only one form i.e. sound. You could converse either face to face, or over the phone, or via voice notes or chat rooms, etc. It all comes under the oral communication. This form of communication is an effective form.

### Non-Verbal Communication

In this type of communication, messages are relayed without the transmission of words. The messages here are wordless messages. This form of communication mainly assists verbal communication. It supplements it with gestures, body language, symbols, and expressions.

Through these, one may communicate one's mood, or opinion or even show a reaction to the messages that are relaying. One's non-verbal actions often set the tone for the dialogue. You can control and guide the communication if you control and guide the non-verbal communication. Some of the modes of non-verbal communication are:

### **Physical Non-verbal Communication**

This is the sum total of the physically observable. For instance, hand gestures, body language, facial expressions, the tone of one's voice, posture, stance, touch, gaze, and others. Several researchers have revealed that physical nonverbal communication constitutes about 55% of our daily communications.

These are subtle signals that are picked up as part of our biological wiring. For example, if you rest your head on your palms, it will mean that you are very disappointed or angry. Similarly, other subtle hints will convey your reaction to the presenter or your audience's reaction to you.

### **Paralanguage**

This is the art of reading between the lines. The main kind of such communication is done with the tone of one's voice. This kind of communication amounts to almost 38% of all the communication that we do every day. Along with the tone of voice, the style of speaking, voice quality, stress, emotions, or intonation serves the purpose of communication. And, these aspects are not verbal.

### **Visual:**

Visual communication is the transmission of information and ideas using symbols and imagery. It is one of three main types of communication, along with verbal communication (speaking) and non-verbal communication (tone, body language, etc.). Visual communication is believed to be the type that people rely on most, and it includes signs, graphic designs, films, typography, and countless other examples. Visual communication can be represented in the form of a graph, a map, a chart, a Venn diagram, a pie chart, a model, a table, or even multimedia like gifs, videos, and images.

### **Barrier To Communication:**

There are many reasons why interpersonal communications may fail. In many communications, the message (what is said) may not be received exactly the way the sender intended. It is, therefore, important that the communicator seeks feedback to check that their message is clearly understood.

The skills of Active Listening, Clarification and Reflection may help but the skilled communicator also needs to be aware of the barriers to effective communication and how to avoid or overcome them.

There are many barriers to communication and these may occur at any stage in the communication process. Barriers may lead to your message becoming distorted and you therefore risk wasting both time and/or money by causing confusion and misunderstanding.

Effective communication involves overcoming these barriers and conveying a clear and concise message. Common Barriers to Effective Communication:

- The use of jargon. Over-complicated, unfamiliar and/or technical terms.
- Emotional barriers and taboos. Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo. Taboo or difficult topics may include, but are not limited

to, politics, religion, disabilities (mental and physical), racism and any opinion that may be seen as unpopular.

- Lack of attention, interest, distractions, or irrelevance to the receiver. Differences in perception and viewpoint.
- Physical disabilities such as hearing problems or speech difficulties.
- Physical barriers to non-verbal communication. Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective. Phone calls, text messages and other communication methods that rely on technology are often less effective than face-to-face communication.
- Language differences and the difficulty in understanding unfamiliar accents.
- Expectations and prejudices which may lead to false assumptions or stereotyping. People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.
- Cultural differences. The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings.
- A skilled communicator must be aware of these barriers and try to reduce their impact by continually checking understanding and by offering appropriate feedback.

**Note: MCQs of 07 Marks to be asked from this Unit in GTU Exam so practice MCQS.**

### Practice Questions:

1) What is communication?

- a. Communication is the means by which we stay in touch with other people and know what is happening in the world around us
- b. Communication is the expression of ourselves in the form of verbal discussion
- c. Communication is the varying ways in which we express ourselves
- d. Communication is the various mediums we use for interaction
- e. Communication is talking, listening, and interacting

2) True or False: All communication is verbal

- a. True
- b. False

3) What is non-verbal communication?

- a. Non-verbal communication is another term for using body language
- b. Non-verbal communication is about exchanging information without speaking words
- c. Non-verbal communication is another term for written communication
- d. Non-verbal communication is for people who cannot speak or hear

4) Which of the following is NOT a form of non-verbal communication?

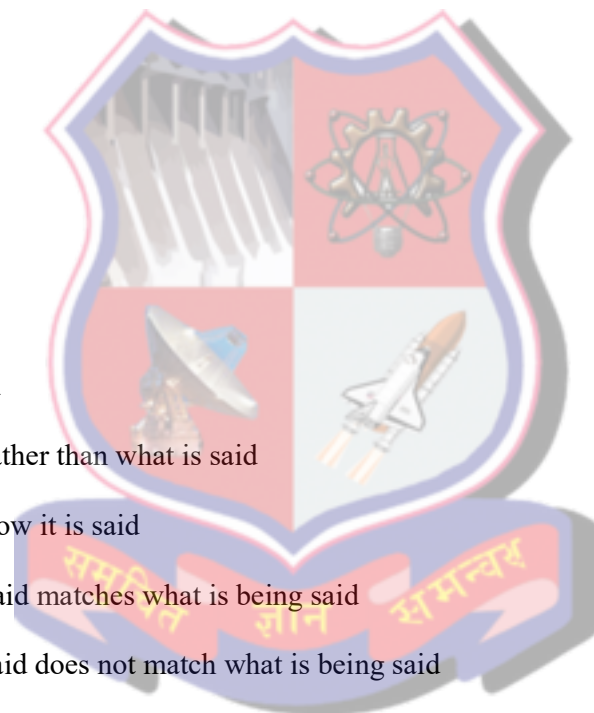
- a. Touch
- b. Facial expressions
- c. Physical proximity
- d. Skype
- e. Sign language

5) Which of the following is an example of body language?

- a. Facial expression
- b. Eye contact
- c. Posture
- d. Gestures
- e. All of the above

6) What is paralanguage?

- a. Language for the disabled
- b. How something is said, rather than what is said
- c. What is said, rather than how it is said
- d. When how something is said matches what is being said
- e. When how something is said does not match what is being said



7) Factors that influence communication, may become what to effective communication?

- a. Barriers
- b. Obstacles
- c. Enhances
- d. Improvements
- e. Challenges

8) How will you know if communication was successful?

- a. The person smiles and gives open body language
- b. The person answers

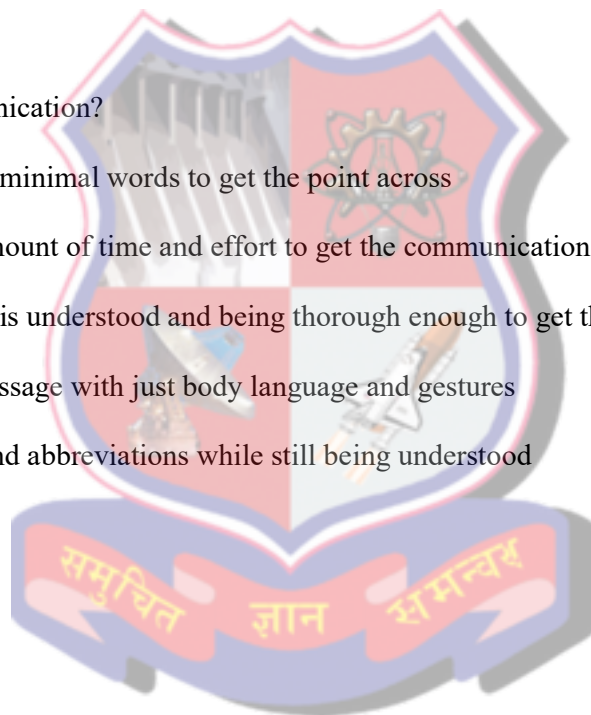
- c. It has the desired outcome
- d. The person is agreeable
- e. The person tells you

9) What does effective communication require?

- a. Purpose or reason
- b. Strategy or way of communicating
- c. Acknowledgement
- d. Feedback
- e. All of the above

10) What is efficient communication?

- a. Talking quickly and using minimal words to get the point across
- b. Spending the minimum amount of time and effort to get the communication message across successfully
- c. Ensuring that the message is understood and being thorough enough to get the point across
- d. Being able to convey a message with just body language and gestures
- e. Being able to use jargon and abbreviations while still being understood





## SECTION 2

### GRAMMAR



## Unit 1

### PARTS OF SPEECH

The **part of speech** explains how a word is used in a sentence. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. An individual word can function as more than one part of speech when used in different circumstances. Understanding parts of speech is essential for determining the correct definition of a word when using the dictionary.

There are eight main parts of speech (also known as word classes): **nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjection**

#### NOUN - (Naming word)

A noun is the name of a person, place, thing or idea.

Examples of nouns: Daniel, London, table, dog, teacher, pen, city, happiness, hope

Example sentences: **Steve** lives in **Sydney**. **Mary** uses **pen** and **paper** to write **letters**

#### Practice Exercise:

Apply suitable nouns.

1. ....is late today.
2. ....is very expensive these days.
3. He has a blue ....
4. They are very good friends. **Their** ....is example for many of us.
5. The .....addressed the gathering.

#### PRONOUN - (Replaces a Noun)

A pronoun is used in place of a noun or noun phrase to avoid repetition.

Examples of pronouns: I, you, we, they, he, she, it, me, us, them, him, her, this, those

Example sentences: Mary is tired. **She** wants to sleep. **I** want **her** to dance with **me**.

#### Practice Exercise:

Apply suitable pronouns.

- 1 .I know Mr. James. ....is a very good doctor.
2. Please look after my family members. ....have arrived here today only.
3. Dr. Ranjana was my professor. ....received many awards.
4. Have you seen ....book?
5. The peacock is a beautiful bird. ....feathers are colourful.



## ADJECTIVE - (Describing word)

An **adjective** describes, modifies or gives more information about a noun or pronoun.

Examples: big, happy, green, young, fun, crazy, three

Example sentences: The **little** girl had a **pink** hat.

### Practice Exercise:

Apply suitable adjectives.

1. I saw a .....truck on the road.
2. There are ....buildings in mega cities.
3. The garden has .....flowers.
4. My friend is wearing a ....shirt.
5. ....students get good marks.

## VERB - (Action Word)

A **verb** shows an action or state of being. A verb shows what someone or something is doing.

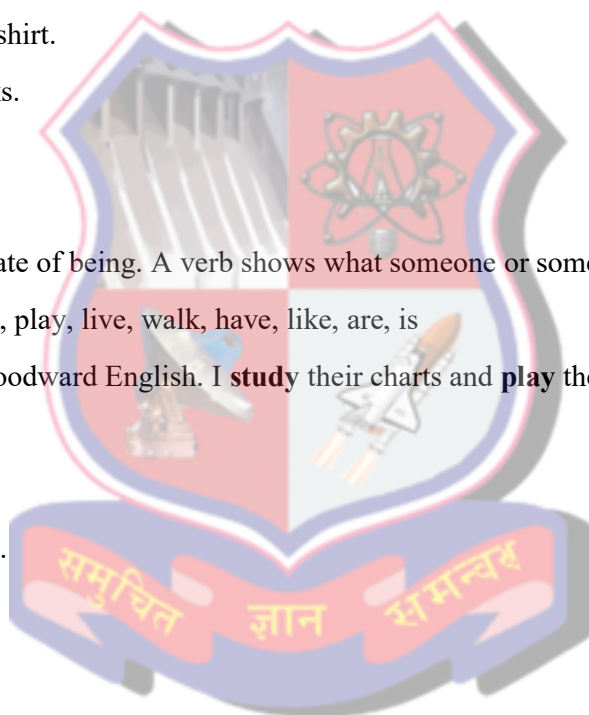
Examples: go, speak, run, eat, play, live, walk, have, like, are, is

Example sentences: I **like** Woodward English. I **study** their charts and **play** their games.

### Practice Exercise:

Apply suitable verbs.

1. Samarth ...to college daily.
2. Children ...in the garden.
3. We ....newspapers.
4. The manager ....the meeting.
5. I ....this temple everyday.



## ADVERB - (Describes a verb)

An **adverb** describes/modifies a verb, an adjective or another adverb. It tells how, where, when, how often or to what extent. Many adverbs end in -LY

Examples: slowly, quietly, very, always, never, too, well, tomorrow, here

Example sentences: I am **usually** busy. **Yesterday**, I ate my lunch **quickly**.

### Practice Exercise:

Apply suitable adverbs.

1. The boy ran .....
2. They sang the song .....

3. Rahul can play cricket .....
4. The teacher is teaching this topic ...
5. We should listen to this news .....

### PREPOSITION - (Shows relationship)

A **preposition** shows the relationship of a noun or pronoun to another word. They can indicate time, place, or relationship.

Examples: at, on, in, from, with, near, between, about, under

Example sentences: I left my keys **on** the table **for** you.

**In, On, At, into, for, Since, between, among, to, towards**

#### In:

Use 1: When talking about time, we use 'in' when referring to an unspecified time of the day, a month, a season or a year.

- I always brush my teeth **in** the morning.
- My birthday is **in** June.
- It's always cold **in** winter.
- My brother was born **in** 1999.

Use 2: When talking about places, 'in' is used to indicate a location or place. Here are a few examples:

- "Mumbai is **in** India.
- I am **in** my room.

#### ON

Use 1: The word 'on', when talking about time, is for specific dates and days.

- He was born **on** September 24th.
- I go to the gym **on** Mondays and Wednesdays.

Use 2: When talking about places, 'on' is used when we are speaking about a surface. Something is on the surface of something else.

For example:

- The papers are **on** the coffee table.
- "I left the keys **on** the counter."

#### AT

Use 1: When talking about time, 'at' is used for a specific time.

- I will see you **at** 8:00 pm.
- My interview is **at** 3:00 pm.

Use 2: When talking about places, 'at' is used to indicate a specific place.

- We are meeting **at** the cafe.
- The football game is **at** the stadium.

INTO:

Used for showing movement: entering a place, building, or vehicle

- Hundreds of athletes marched into the stadium for the opening ceremony.
- She got into her car and drove away.

FOR:

It describes duration. It means "From the start of the period to the end of the period. so it is used for suggesting period of time.

- He has been living in Ahmedabad for several months .
- Usha has worked here for 10 years.

SINCE:

It defines a point in time in the past. It means "From a point in the past until now."

- He has been watching TV **since 7 pm.**
- Mohan had been writing a book **since 2010**

BETWEEN:

Between is usually used with **two** separate and distinct things.

For example:

- The treasure is between the palm tree and the hut.
- Our holiday house is between the mountains and the sea.

AMONG :

Among is used with separate and distinct things **more than two**. It is used to portray the idea of being in a group or in the midst of a group. For example:

- I want to live among like-minded people.
- Share these sweets among yourselves.
- 

TO :

Use 1. It is used to indicate a destination or direction:

- .Does he want to come to the park with us?

Use 2. It is used to indicate time

- Her train arrives at quarter to five.

TOWARDS:

It means in the direction of somebody/something

- They were heading towards the garden.

#### Sample Exercise:

1. He lives --- Hyderabad.
2. He started --- six --- the morning.
3. . The child has been missing --- yesterday.
4. The mail train is due --- 3 P.M.
5. He travelled thirty kilometres --- two hours.
6. the flower pot was kept....the shelf ...the room.
- 7.. --- last month I have seen him but once.
8. The four friends shared the food ....themselves.
9. I saw him running ....the market.
10. The boy jumped .. the river to save the child.

#### CONJUNCTION - (Joining word)

A conjunction joins two words, ideas, phrases or clauses together in a sentence and shows how they are connected.

Examples: and, or, but, because, so, yet, unless, since, if.

Example sentences: I was hot and exhausted but I still finished the marathon.

Connectors - ,

**If, Unless, Otherwise, Because, Therefore, Who, Which, Where, When, Why.**

#### If & Unless

It shows Condition. if + present simple+ modal verb with future meaning

- If the weather improves, we'll go for a walk.
- Rama will go if Hari goes.

Unless means something similar to 'if ... not'

- We'll go to the coast tomorrow unless it rains.
- Grievances cannot be redressed unless they are known.

#### Otherwise:

It is used to show what the result will be if the thing or condition, mentioned before, does not occur.

- Take your umbrella, **otherwise** you will get wet.

#### Because:

It connects the result of something with its reason.

- She spoke quietly because she didn't want her friend to hear.

#### Therefore:

It indicates the cause or result of a situation.

- I studied for long hours, therefore I got very high marks from the final exams.

#### Who

It is used to introduce a new part of a sentence about a **person** that was mentioned before.

- Mr. Mathur, who is a professor is known to me.

#### Which

It is used to introduce a new part of a sentence about a **thing** that was mentioned before.

- The book which you bought yesterday is very useful.

**Where**

It is used to introduce a new part of a sentence about a **place** that was mentioned before.

- The place where players are staying is a five star resort.

**When:**

It is used to introduce a new part of a sentence about **time** that was mentioned before

- The time when you called me, I was in a meeting.

**Why:**

It is used to introduce a new part of a sentence about **reason** that was mentioned before

- The officer told us the reason why he was in urgency to leave.

**Practice exercise:**

Join the sentence groups using suitable connectors.

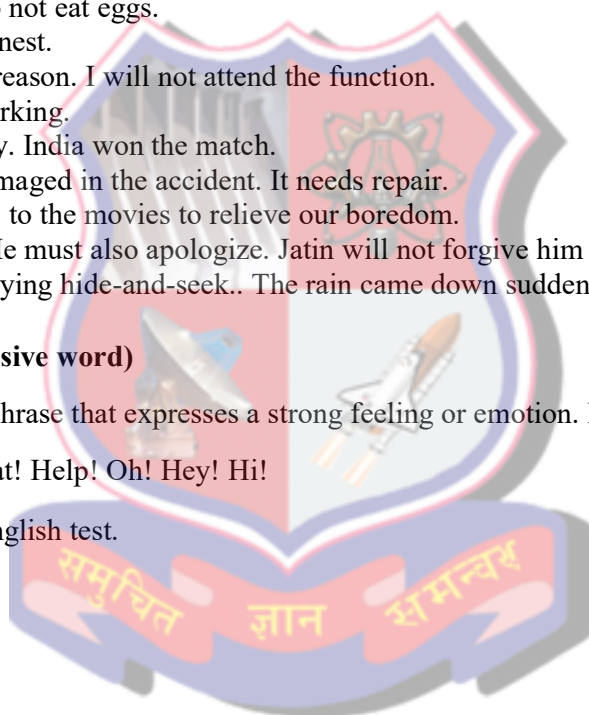
1. He passed the exam. He had a good teacher.
2. I do not eat meat. I do not eat eggs.
3. She is poor. She is honest.
4. I can not tell you the reason. I will not attend the function.
5. I felt ill. I went on working.
6. Rohit scored a century. India won the match.
7. The car was badly damaged in the accident. It needs repair.
8. We feel bored. We go to the movies to relieve our boredom.
9. Mohit must give in. He must also apologize. Jatin will not forgive him otherwise.
10. The children were playing hide-and-seek.. The rain came down suddenly.

**INTERJECTION - (Expressive word)**

An interjection is a word or phrase that expresses a strong feeling or emotion. It is a short exclamation.

Examples: Ouch! Wow! Great! Help! Oh! Hey! Hi!

- Wow! I passed my English test.
- Great!
- Ouch! That hurts





## Summary chart

### Parts Of Speech

#### NOUN

*Name of a person, place, thing or idea.*

Examples: Daniel, London, table, hope  
- *Mary* uses a blue *pen* for her *notes*.

#### PRONOUN

*A pronoun is used in place of a noun or noun phrase to avoid repetition.*

Examples: I, you, it, we, us, them, those  
- I want *her* to dance with *me*.

#### ADJECTIVE

*Describes, modifies or gives more information about a noun or pronoun.*

Examples: cold, happy, young, two, fun  
- The *little* girl has a *pink* hat.

#### VERB

*Shows an action or a state of being.*

Examples: go, speak, eat, live, are, is  
- I *listen* to the word and then *repeat* it.

#### ADVERB

*Modifies a verb, an adjective or another adverb. It tells how (often), where, when.*

Examples: slowly, very, always, well, too  
- *Yesterday*, I ate my lunch *quickly*.

#### PREPOSITION

*Shows the relationship of a noun or pronoun to another word.*

Examples: at, on, in, from, with, about  
- I left my keys *on* the table *for* you.

#### CONJUNCTION

*Joins two words, ideas, phrases together and shows how they are connected.*

Examples: and, or, but, because, yet, so  
- I was hot *and* tired *but* still finished it.

#### INTERJECTION

*A word or phrase that expresses a strong emotion. It is a short exclamation.*

Examples: Ouch! Hey! Oh! Watch out!  
- *Wow!* I passed my English exam.

**Practice Exercise:**

To solve this exercise, you have to identify the noun, pronoun, verb, adverb, adjective, preposition, conjunction, interjection in the given sentences.

**Tom** went to market to buy books ( \_\_\_\_\_ ).

**He** went to the market but ( \_\_\_\_\_ ) did not buy new books.

I **liked** ( \_\_\_\_\_ ) **him** ( \_\_\_\_\_ ) better than he likes me.

A smart girl was dancing **quickly** ( \_\_\_\_\_ ).

**She** ( \_\_\_\_\_ ) eats apples in the morning daily.

When he was **sitting** ( \_\_\_\_\_ ) on the grass, a snake bit him.

**You** ( \_\_\_\_\_ ) caught him by his arm.

A **rich** ( \_\_\_\_\_ ) lady bought a **beautiful** ( \_\_\_\_\_ ) necklace.

**Hurrah!** ( \_\_\_\_\_ ) I have passed the examination.

The cat is sitting **under** ( \_\_\_\_\_ ) the chair.

**Alas!** ( \_\_\_\_\_ ) I could not receive you.

The body of the cage is made of **iron**. ( \_\_\_\_\_ )

It is not **your** ( \_\_\_\_\_ ) pen; it is hers.

There is still some milk **in** ( \_\_\_\_\_ ) the jug.

Jimmy is **performing** ( \_\_\_\_\_ ) his duties diligently.

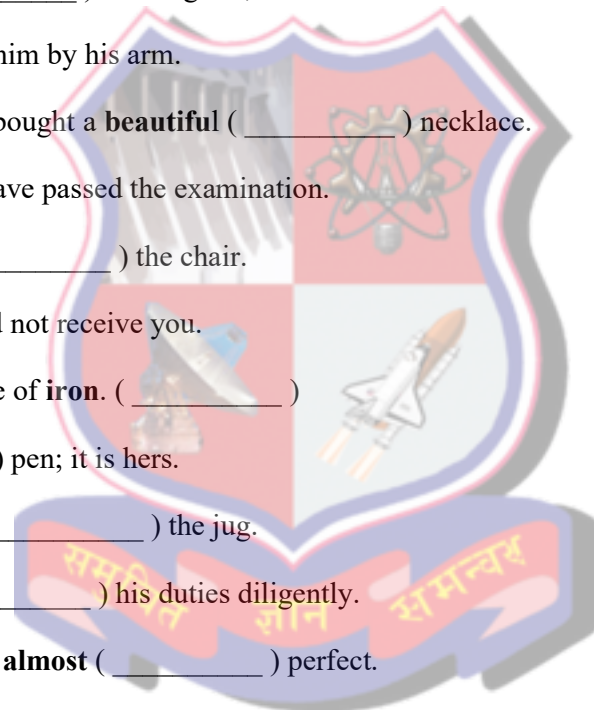
The drawing made by you is **almost** ( \_\_\_\_\_ ) perfect.

I shall not go **unless** ( \_\_\_\_\_ ) you allow.

The road is **to** ( \_\_\_\_\_ ) go by.

The flowers smell **sweet**. ( \_\_\_\_\_ )

He **frequently** ( \_\_\_\_\_ ) goes to the beach.



## UNIT 2. TENSES

In grammar, tense is a category that expresses time reference with reference to the moment of speaking. Tenses are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns. It is very essential to have knowledge of tenses for correct use of a language to establish effective communication.

There are three types of Tenses- **Present, Past and Future.**

Example:

- We watch movies every weekend. - Present Tense
- He wrote an application for that job yesterday. - Past Tense
- You will complete the project by next month. – Future Tense

**Present Tense** – The verb in present tense refers to the present time.

**Past Tense**- The verb in past tense refers to the past time.

**Future Tense**- The verb in future tense refers to the future time.

The tense of a verb shows not only time of action but also the state of action referred to. Each of these Tenses has four sub tenses-

- 1) Simple,
- 2) Continuous,
- 3) Perfect and
- 4) Perfect Continuous Tense.

**Simple or Indefinite Tense:**

Here the verb specifies the simple action, without anything being said about the completeness or incompleteness of the action.

Sub Tense	Person	Singular	Plural
Present	First person	I speak	We speak
	Second person	You speak	You speak
	Third person	He / She / It speaks	They speak
Past	First person	I Spoke	We spoke
	Second person	You spoke	You spoke
	Third person	He / She / It spoke	They spoke
Future	First person	I shall speak	We shall speak
	Second person	You will speak	You will speak
	Third person	He / She / It will speak	They will speak

**Continuous/Progressive Tense:**

Here the verb indicates incomplete or continuous action.

Sub Tense	Person	Singular	Plural
Present	First person	I am speaking	We are speaking
	Second person	You are speaking	You are speaking
	Third person	He / She / It is speaking	They are speaking
Past	First person	I was speaking	We were speaking



	Second person	You were speaking	You were speaking
	Third person	He / She / It was speaking	They were speaking

### Perfect Tense:

Here the verb shows that the action is completed or perfect.

Sub Tense	Person	Singular	Plural
Present	First person	I have spoken	We have spoken
	Second person	You have spoken	You have spoken
	Third person	He/she/it has spoken	They have spoken
Past	First person	I had spoken	We had spoken
	Second person	You had spoken	You had spoken
	Third person	He/ she/ it had spoken	They had spoken

### Perfect Continuous Tense:

Here the verb shows that the action started in past and still it is in progress.

Sub Tense	Person	Singular	Plural
Present	First person	I have been watching	We have been watching
	Second person	You have been watching	You have been watching
	Third person	He/she/it has been watching	They have been watching

### USES OF TENSES :-

#### Present Tense [Simple Present Tense]

It is used:

- To express a habitual action or an action happens regularly.  
Examples:
  - The manager gets up at five and starts work at seven
  - Umesh practices the piano every day.
- For universal or general truth.  
Examples:
  - The earth turns 360° every day.
  - Antarctica is covered with ice.
- In narrative such as sports events or demonstrations (substitute for the simple past). Examples:
  - Virat catches the ball and he throws it to the wicket.
  - First I put some butter in the pan and turn on the cooker.
- To express a future event that is part of a fixed timetable.  
Examples:
  - The train leaves at 03.00 pm sharp.
  - The flight is at 07.00 tomorrow morning.

- v. To state the facts and things in general that is always true.  
Examples:
  - o India is a rich source of herbs.
  - o Gold isn't liquid at room temperature.
- vi. In exclamatory sentences beginning with 'here' and 'there'.  
Examples:
  - o There goes your trainer!
  - o Here comes the train you are waiting for!
- vii. To introduce quotations.  
Example:
  - o Swami Vivekananda says, "Arise, awake and do not stop until the goal is reached".
- viii. Instead of the simple Future Tense in clauses of time and condition  
Examples:
  - o I shall wait till you finish your lunch.
  - o If you heat water to 100 degrees, it boils.

### Present Tense [Present Continuous Tense]

It is used:

- i. To indicate an action that is happening at the moment of speaking.  
Examples:
  - o I am just leaving office. I'll be home in an hour.
  - o Please be quiet. The children are sleeping.
- ii. To indicate an action which may not happening at the time of speaking.  
Examples:
  - o Aren't you teaching at the university now?
  - o At two in the afternoon, we are eating lunch.
- iii. For definite future arrangements.  
Examples:
  - o We are going to the beach at the weekend.
  - o I am not going to the party tonight.
- iv. For habits that are not regular, but that happen very often. (an adverb like 'always', 'continuously' or 'constantly' are used)  
Example:
  - o You are continuously losing your keys.
  - o She is constantly missing the train.
  - o Adhiraj is always smiling.
- v. Verbs which refers to state rather than actions or progress, are not normally used in the continuous form in the present tense:
  - a) Perceptions: feel, smell, hear, taste, see
  - b) Emotions: want, wish, envy, fear, dislike, hate, hope, like, love regret, hope, refuse.
  - c) Thinking: think, suppose, believe, agree, consider, trust, remember, forget, know, understand, imagine
  - d) Appearing: appear, look, seem.

### Present Tense [Present Perfect Tense]

It is used:

- i. To indicate an action completed in the recent or immediate past (with just). Examples:
  - I have just finished my work.
  - He has just taken the medicine.
- ii. To indicate a past action happened at an unspecified time. Examples:
  - I have been to France three times.
  - Madhuri has never travelled by train.
  - Manisha has studied two foreign languages.
- iii. To show that something started in the past and has continued up until now. Examples:
  - Rashmi has been in England for six months.
  - Priya has loved chocolate since she was a little girl.

The adverb and adverbial phrases with unfinished time expressions can be used in Present Perfect such as: ever, never, once, many times, several times, before, so far, this month, this year, this week, today, already, yet, etc but not with specific past /finished time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc.

### **Perfect Continuous Tense (Present Perfect Continuous Tense)**

It is used

- i. To express actions which started in the past and continue to the present. We often use this with 'for' and 'since'
  - I've been living in London for two years.
  - She's been working here since 2004.
  - We've been waiting for the bus for hours.
- ii. To express actions which have recently stopped and have a result, which we can often see, hear, or feel, in the present. We don't use a time word here. The action is over but the effect can be seen.
  - I'm so tired, I've been studying.
  - I've been running, so I'm really hot.
  - It's been raining so the pavement is wet.

### **Past Tense [Simple Past Tense]**

It is used:

- i. To express the idea that an action started and finished at a specific time in the past. Examples:
  - I didn't see a play yesterday.
  - Did you have dinner last night?
- ii. Sometime the specific time may not be mentioned. It can be implied by context. Example:
  - I didn't sleep well (last night).
- iii. To describe a past habit
 

Examples:

  - They never went to school, they always skipped class.
  - Did you play a musical instrument when you were a kid?

### **Past Tense [Past Continuous Tense]-**

It is used:

- i. For an action going on at some time in the past.  
Examples:
  - Kavya was enjoying the games at funfair
  - Stuti was preparing for IIT entrance exam.
- ii. The past continuous and simple past are used together when a new action happened in the middle of longer action. Simple past used for later action.  
Examples:
  - While I was writing the email, the computer suddenly went off.
  - What were you doing when I called you?
- iii. It is also with 'Always', 'continuously' 'continually' or 'constantly' for persistent habit in the past.  
Examples:
  - She was always coming to class late
  - I didn't like them because they were continuously complaining.

### Past Tense [Past Perfect Tense]-

It is used:

- i. To indicate a completed action before a certain point of time in the past.  
Examples:
  - When we arrived, the film had started.
  - I had never seen such a beautiful beach before I went to Miami.
- ii. To express the idea that something occurred before another action in the past. Examples:
  - When I reached home, my mother had left for the office.
  - I had written the letter before he arrived.

### Future Tense [Simple Future Tense]-

It is used:

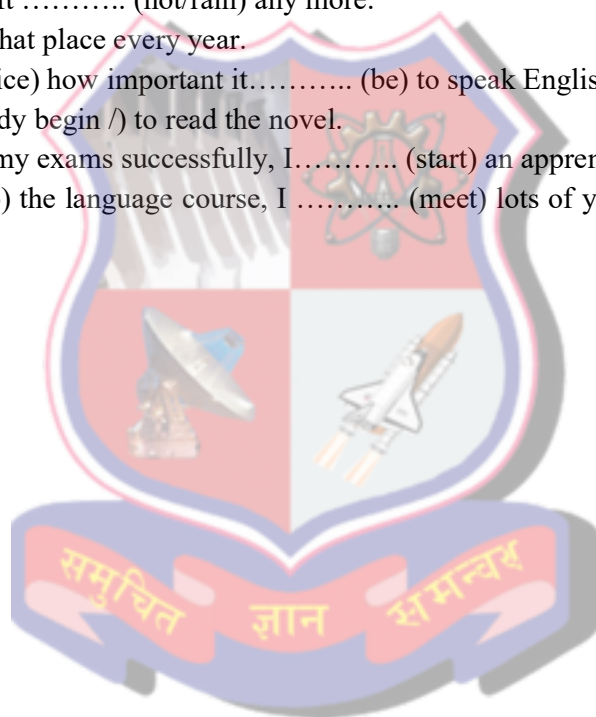
- i. To talk about facts in the future time which we cannot control.  
Examples:
  - My uncle will turn forty this Sunday
  - It will rain this week.
- ii. To indicate an action that we think, expect, hope or believe will happen in the future. Examples:
  - I think Brazil will win the World Cup.
  - I'm sure you will enjoy the games.
  - Probably, it will rain today.
- iii. To indicate an action that we decide to do at the time of speaking  
Examples:
  - The task is not completed; I will complete it by evening.
  - It is raining. I will take an umbrella.

### Sample Exercises:

***Rewrite the following sentences using correct form of verbs given in bracket.***

- 1) When you arrive tonight, we..... (go) out for dinner.

- 2) Whenever we meet, we ..... (plan) a trip.
- 3) The sun ..... (shine) brightly.
- 4) Vijay ..... (wait) for me when I arrived.
- 5) I promise I ..... (not/tell) him about the surprise party.
- 6) Shikhar Dhawan ..... (score) a century in the last match.
- 7) I ..... (get) hungry. Let's go and have something to eat.
- 8) ..... (have) you ever ..... (visit) the U.S. before your trip in 2006?
- 9) Who ..... (invent) the bicycle?
- 10) Yesterday evening the phone ..... (ring) three times while we ..... (have) dinner.
- 11) When I met you last time, you ..... (think) of moving to a new flat.
- 12) She only understood the movie because she ..... (read) the book.
- 13) Can you ..... (help) me move this heavy table?
- 14) Hello Nitya, I ..... (not/see) you for ages. How are you?
- 15) We can go out now. It ..... (not/rain) any more.
- 16) He ..... (go) to that place every year.
- 17) There I..... (notice) how important it..... (be) to speak English nowadays.
- 18) And I..... (already begin /) to read the novel.
- 19) If I ..... (pass) my exams successfully, I..... (start) an apprenticeship in September.
- 20) While I ..... (do) the language course, I ..... (meet) lots of young people from all over the world.



## UNIT 3. MODAL AUXILIARIES

An Auxiliary verb is a verb which helps or supports the main verb to form its tense, voice or mood. They are basically helping verbs and there are two types of Auxiliaries:

### Primary & Modal.

#### [1] Primary Auxiliaries

##### a) Be (am, is, are ,was, were)

- I am a doctor.
- He was given a prize by the principal.
- They are doing their work.
- They were working here last year.

##### b) have (has, had) [Possession]

- We have a flat in Ahmedabad.
- Dr Tanna has a car.
- She had no money.

##### c) do (does, did) (Questions & Negative)

- What do you want from me? I don't have enough money.
- Does he go school on time?
- Did he complete his work?

**[2] Modal Auxiliaries** are used to express various moods and attitudes like permission, ability, duty, advice, suggestion, possibility ...

#### SHALL

- He shall leave for Ahmedabad tomorrow. (Future )
- You shall be punished if you are late again. (Threat)
- You shall go out of the class. (Command)
- She shall have a prize. (Promise)
- Shall we have a cup of coffee?(Suggestion/ Proposal)
- Shall I carry your luggage? ( to offer service)

#### SHOULD

- We should obey our elders. (Duty)
- We should keep promises.(Obligation)
- She should be in laboratory now. (Probability)

#### WILL

- He will come tomorrow. (Future)



- Will you lend me a pen, please? (Polite Request)
- I will speak to your customer care. (Threat)
- You will not go without my permission. (Command)
- I will teach you English (Promise)
- I will meet my target. (Determination)
- I will come to see you tomorrow. (Willingness)

## WOULD

- Would you lend me your scooter, please? (Politeness)
- I wish you would get good marks.(Desire)
- I would like to have some coffee (likes/dislikes)
- I would rather stay at home than watching movie. (preference)

## CAN

- She can speak English fluently. (Ability)
- We can walk 5 kms a day. (Capacity)
- Ramesh can come tomorrow. (Permission)
- She can be at home. (Possibility)

## COULD

- I could run fast, when I was young. (Ability in Past)
- Could you help me in my assignment? (Request / Politeness)

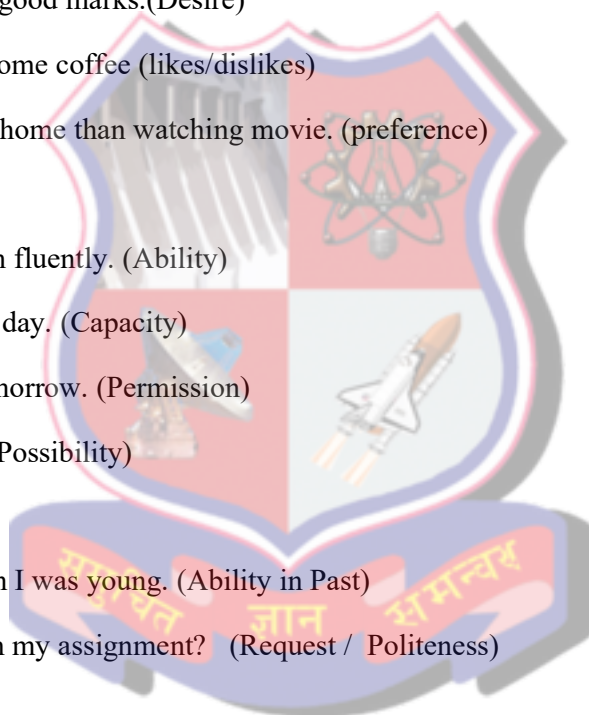
## MAY

- The guest may come. (Possibility)
- May I Come in Sir ? (Permission)
- It may rain today. (Uncertainty)
- May God bless you! (Wishes/Blessings)

## MIGHT

- He might not come (Rare Possibility)
- Mayank has not come to school today. He might have missed the bus. (Possibility of Past)

## MUST



- I must get the first prize. (Determination)
- He must have attended the meeting. (Certainty)
- You must pass mid semester exam. (Compulsion.)
- You must do your homework regularly. (Necessity)
- You must not speak loudly in the hospital. (Prohibition.)

# Note:- have to/has to also suggests compulsion and necessity. Had to is used to show feeling of compulsion in past.

- I have to submit an assignment tomorrow.
- I had to submit the assignment yesterday though I was not much satisfied with my work.

## NEED

- You need to go to a doctor.(Necessity)
- You need not study as the examination is over (absence of Necessity)

## OUGHT TO

- We ought to love our neighbours. (Duty / Obligation / Desire)

## Sample Exercise:

### [1] Fill in the blanks with appropriate modal auxiliary:

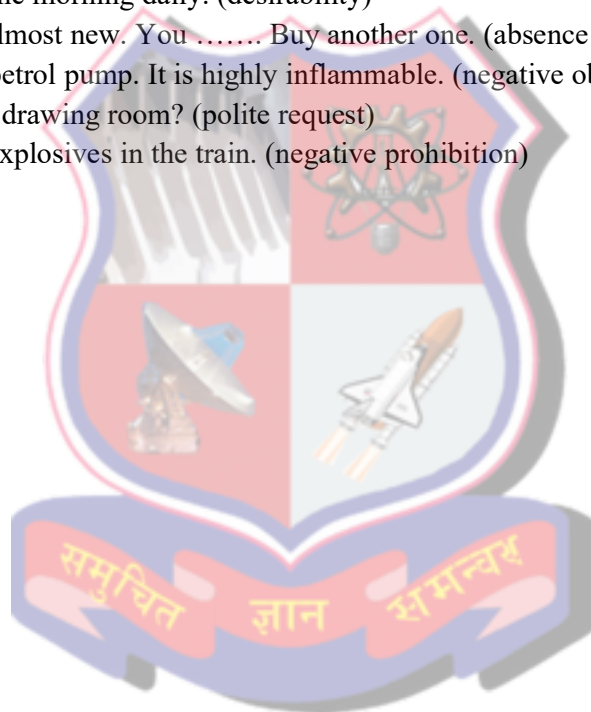
1. On Saturdays, we .....go to school in informal dress.
2. Varun ..... go for a vacation this summer.
3. When I was young, I ..... swim across Ganga.
4. You .....not raise your voice.
5. I ..... to work hard to improve my performance.

### [2] Fill in the blanks with appropriate modal auxiliary:

- 1) .....we play football? (Permission)
- 2) The astrologer ..... leave the village as he lied to people. (compulsion)
- 3) The Indian Eleven ..... be disheartened. (Absence of Necessity)
- 4) .....we go to their help? (suggestion)
- 5) She .....come tomorrow.(Possibility)
- 6) .....have your book? (Permission)
- 7) Tomorrow ..... be a holiday. (Future)
- 8) Do not put off till tomorrow what you .... do today. (Ability)
- 9) He ....not tell a lie before me. (Desirability)
- 10) You .....come whenever you like. (Permission)
- 11) .....god help you. (Blessing)
- 12) We .....honour our parents . (Moral obligation)
- 13) ..... You please let me have your book? (Polite request)
- 14) You .... Carry out government orders. (Compulsion)



- 15) He tried hard but ... not lift it. (Past ability)
- 16) People ..... to vacate the village, as the flood has crossed the danger mark. (Necessity)
- 17) I .....borrow from this library very soon. (Ability)
- 18) We .....help the needy. (Desirability)
- 19) .....I carry your luggage? (Permission)
- 20) You .....not go until you finish this assignment. (Prohibition)
- 21) She ..... climb the hill when she was in college. (past ability)
- 22) .....you teach my brother phonetics, please? (polite request)
- 23) I ..... read French. (ability)
- 24) They .....not enter the kitchen with shoes. (prohibition)
- 25) .....we have a cup of tea?( suggestion)
- 26) You ..... write assignment in this book. (permission)
- 27) We ..... to take our umbrella as it is raining. (necessity)
- 28) We ..... take bath in the morning daily. (desirability)
- 29) Your wrist watch is almost new. You ..... Buy another one. (absence of necessity)
- 30) You ..... smoke at a petrol pump. It is highly inflammable. (negative obligation)
- 31) ..... You sweep my drawing room? (polite request)
- 32) No one ..... carry explosives in the train. (negative prohibition)



## UNIT 4. SUBJECT VERB AGREEMENT

Subject – Verb Agreement means the harmony between the subject of the sentence and the verb. The verb always follows the subject of the sentence.

### 1. A finite verb must agree its subject in person and number.

Examples:

- I am reading a book.
- He is playing.
- The child is playing.
- The children are watching cartoons.

### 2. The Error of Proximity:

In cases where subject and verb are separated by a long phrase or a clause, the verb agrees with the real subject and not the noun or pronoun placed next to it.

Examples:

- The apples in the basket are fresh.
- The strong bond of affection between the two cousins was obvious.
- The joys one experiences in one's childhood are beyond description.

### 3. The Introductory 'There':

In a sentence beginning with *there*, the verb agrees with the real subject that follows *there*.

Examples:

- There is no proof of his involvement in this case.
- There are major flaws in your argument.

### 4. Two or More Nouns or Pronouns joined by 'And'

(a) Subject consists of two or more nouns or pronouns joined by and- PLURAL Verb.

Examples:

- He and I were given the responsibility of the stage.
- Hard work and sincere efforts are the key to success.

(b) The nouns refer to the same person or thing –SINGULAR Verb

Examples:

- The director and producer of the movie was present there.
- Rice and curry is his favorite dish.

(c) The nouns convey the same meaning, placed together only for emphasis-Singular verb

Examples:

- The honour and the glory of my country is uppermost in my mind.
- The power and influence Gandhiji exerted over the Indian masses was really great.

### 5. Subject consists of two nouns or pronouns joined with as well as, together with, along with, in addition to: verb agrees with the first subject

Examples:

- Mr. Das as well as his friends has escaped unhurt.
- You as well as I are responsible for our losses.
- The captain with othe team members was given a hearty welcome.

## 6. Two subjects joined with not only, but also: Verb agrees with the latter subject

Example:

- Not only the principal but also the teachers have played an important role.

## 7. Two subjects joined with...or, neither...has .nor verb agreed with the latter subject.

Examples:

- Either you or Gaurav is responsible for the mistake.
- Neither Gaurav nor you are responsible for the mistake.

## 8. One subject singular and the other plural

The pattern is: **Either /Neither+ Singular sub +or/nor + Plural sub. Plural verb**

Examples:

- Either he or his parents are going to attend the marriage.
- Neither the moon nor the stars are shining today.

## 9. Either, Neither, Each, Everyone, One of the -Singular Verb

Examples:

- She does not care what either of her parents says.
- Neither of these two students has done well.
- Each of the students has to submit the assignment.
- Everyone in the family has been questioned.
- One of the books is going to win the Booker Prize.

## 10. None refers to amount or quality - Singular Verb

Example:

- None of the work was done.
- **None followed by plural noun or pronoun: Verb usually plural but can be singular**

Examples:

- None of the stories are interesting.
- None of his stories has appealed the audience.

## 11. Much, More, Little, Less - Singular Verb

Examples:

- Much of my anxiety is over.
- More than half of the time is over.
- Little has been achieved so far.
- Less of my time is now wasted on attending to phone calls.

## 12. A lot of, a great deal of, plenty of, most of, some of, refer to amount or quantity

### Singular Verb Examples:

- A lot of time was wasted on preliminary enquiries.
- Plenty of help was available.
- Lots of food was distributed to the poor.

➤ **A lot of, a great deal of, plenty of, most of, some of refer to number.**

### Plural Verb Examples:

- Lots of people are taking part in the marathon.
- Plenty of shops accept payments by a credit card.

### Sample Exercise:

#### [1] Fill in the blanks:-

1. The sound of bells .....(was, were) heard all over the neighborhood.
2. Sincere effort not more advice .... (is, are) the need of the hour.
3. Some of the work (remain, remains) to be done.
4. Either the captain or the bowler .... (is, are) at fault.
5. The teacher along with the students (have, has) gone on picnic.
6. Neither of the candidates (was, were) suitable.
7. The teacher as well as the students (was, were) present on the ground.
8. She, not you (have, has) given the right answer.

#### [2] Pick the right verb:-

1. His use of clauses and connectors (is/are) appalling.
2. One of the students in my class (own/owns) a motorcycle.
3. There (was/were) several people in the adjoining room.
4. The deputy along with thirty miners (were/was) killed.
5. The pump including the motor and the hose (cost/costs) Rs. 10,000/-.
6. Either the sand or the cement (is/are) bad.
7. The chief engineer accompanied by two executive engineers (is/are) coming today.
8. Each of the boxes (weigh/weights) 10 kgs.
9. None of the gas (has/have) been consumed.
10. Either Ram or his brother (work/works) as a manager here.
11. None of them (attends/attend) to their work these days.
12. Some of the work (remain/remains) unfinished.
13. Some of the pipes (run/runs) for several miles.
14. All the oil (has/have) been stolen.
15. All the laborers (is/are) tribals.
16. Apple pie and custard (is/are) my favourite dish.
17. Some people (dislikes, dislike) travelling by sea, as it (make, makes) them sea-sick.
18. The Thirty-Nine steps (was, were) written by John Buchan.
19. The secretary and the member (has, have) come to visit the institute today.
20. The trouble with these guys (is,are) their rustic approach.

21. A lot of good we take (is/are) wasted.
22. A large amount of money he invested ( was/were) lost.
23. Some more milk (is/are) needed.
24. None of these dishes (is/are) to my taste.
25. Only a few students (is/are) likely to fail.
26. A little dust (is/are) visible.
27. A lot of money (has/have) been spent on buildings.
28. None of the children (is/are) intelligent.
29. The president and the secretary (were/was) arrested.



## UNIT 5 Basic Sentence Patterns of English

**Sentence:** A sentence is a textual unit consisting of one or more words that are grammatically linked.

**Here we will study basic four patterns of English. For better understanding of the same, We need to understand the following terms.**

**Subject:** A *subject* is a part of a sentence that contains the person or thing performing the action (or *verb*) in a sentence. Traditionally the subject is the word or phrase which controls the verb in the clause.

- **The peon** rings the bell.

**Verb:** Verbs are words that express action or state of being. You have studied about them in parts of speech and tenses. They are action words in the sentence.

- He **runs** fast.

**Object:** An object is a noun, a noun phrase, or a pronoun that is affected by the action of a verb.

- Ram is reading **a newspaper**.

**Adverbial:** Adverbials are words that we use to give more information about a verb. They can be one word (angrily, here) or phrases (at home, in a few hours) and often say how, where, when or how often something happens or is done, though they can also have other uses..

- He speaks **fluently**.
- Lata ate breakfast **yesterday morning**.

**Complement:** Complement is the term used for a word or words that are needed to complete the meaning of an expression.

- Algebra is difficult.

The following are basic four patterns to make a meaningful sentence.

### 1. S + V : Subject + Verb

- He/ laughed.
- Dogs/ bark.
- We /enjoyed.

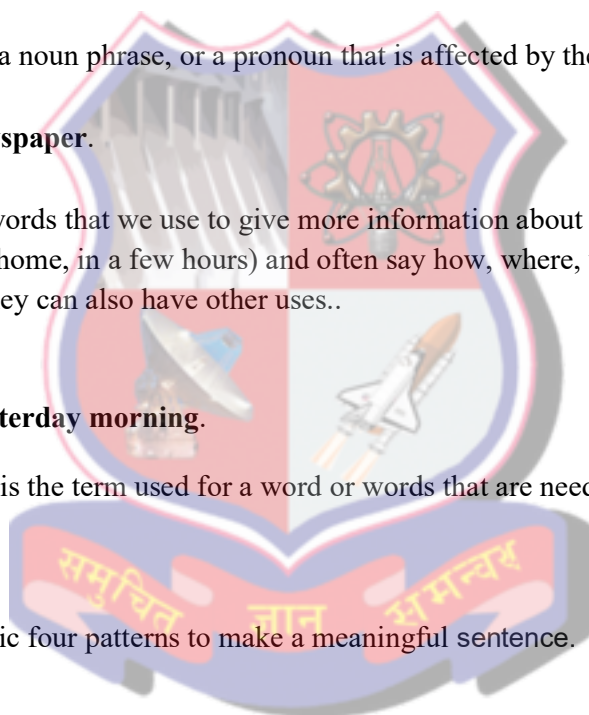
### 2. S+V+O: Subject + Verb+ Object

- We / received / the parcel.
- Many students / witnessed / the play.
- The police / arrested / the thief

### 3. S+V+A: Subject + Verb+ Adverbial

- The train / arrived / late
- It / rained / last night
- He / reads / slowly

### 4. S+V+C: Subject + Verb+ Complement



- They / are / players.
- I / am / an Indian.
- Her father / is / a doctor

#### Practice exercise

#### 1. Identify the sentence pattern of given sentences.

1. They / worked / hard
2. It / was / a very pleasant talk
3. The winner was rewarded.
4. She / sings / a song
5. They / came / suddenly.
6. The class / became / noisy
7. People/ cried.
8. Her father / is / a doctor
9. I /refuse.
10. You/ are/ intelligent.

#### 2. Form ten sentences of each sentence pattern.



## SECTION 3

### PROSE AND POETRY





# Unit 1

## The Leopard

Ruskin Bond

I first saw the leopard when I was crossing the small stream at the bottom of the hill.

The ravine was so deep that for most of the day it remained in shadow. This encouraged many birds and animals to emerge from cover during daylight hours. Few people ever passed that way: only milkmen and charcoal-burners from the surrounding villages.

As a result, the ravine had become a little haven of wildlife, one of the few natural sanctuaries left near Mussoorie, a hill-station in northern India.

Below my cottage was a forest of oak and maple and Himalayan rhododendron. A narrow path twisted its way down through the trees, over an open ridge where red sorrel grew wild, and then steeply down through a tangle of wild raspberries, creeping vines and slender bamboo.

At the bottom of the hill the path led on to a grassy verge, surrounded by wild dog roses. (It is surprising how closely the flora of the lower Himalayas, between 5,000 to 8,000 feet, resembles that of the English countryside.)

The stream ran close by the verge, tumbling over smooth pebbles, over rocksworn yellow with age, on its way to the plains and to the little Song River and finally to the sacred Ganges.

When I first discovered the stream it was early April and the wild roses were flowering—small white blossoms lying in clusters.

I walked down to the stream almost every day, after two or three hours of writing.

I had lived in cities too long, and had returned to the hills to renew myself, both physically and mentally. Once you have lived with mountains for any length of time, you belong to them, and must return again and again.

Nearly every morning, and sometimes during the day, I heard the cry of the barking deer. And in the evening, walking through the forest, I disturbed parties of pheasant. The birds went gliding down the ravine on open, motionless wings. I saw pine martens and a handsome red fox, and I recognized the footprints of a bear.

As I had not come to take anything from the forest, the birds and animals soon grew accustomed to my presence; or possibly they recognized my footsteps. After some time, my approach did not disturb them.

The langurs in the oak and rhododendron trees, who would at first go leaping through the branches at my approach, now watched me with some curiosity as they munched the tender green shoots of the oak. The young ones scuffled and wrestled like boys, while their parents groomed each other's coats, stretching themselves out on the sunlit hillside. But one evening, as I passed, I heard them chattering in the trees, and I knew I was not the cause of their excitement.

As I crossed the stream and began climbing the hill, the grunting and chattering increased, as though the langurs were trying to warn me of some hidden danger. A shower of pebbles came rattling down the steep hillside, and I looked up to see a sinewy, orange-gold leopard poised on a rock about twenty feet above me.

It was not looking towards me, but had its head thrust attentively forward, in the direction of the ravine. Yet it must have sensed my presence, because it slowly turned its head and looked down at me.

It seemed a little puzzled at my presence there; and when, to give myself courage, I clapped my hands

sharply, the leopard sprang away into the thickets, making absolutely no sound as it melted into the shadows.

I had disturbed the animal in its quest for food. But a little after I heard the quickening cry of a barking deer as it fled through the forest. The hunt was still on.

The leopard, like other members of the cat family, is nearing extinction in India, and I was surprised to find one so close to Mussoorie. Probably the deforestation that had been taking place in the surrounding hills had driven the deer into this green valley; and the leopard, naturally, had followed.

It was some weeks before I saw the leopard again, although I was often made aware of its presence. A dry, rasping cough sometimes gave it away. At times I felt almost certain that I was being followed.

Once, when I was late getting home, and the brief twilight gave way to a dark, moonless night, I was startled by a family of porcupines running about in a clearing. I looked around nervously, and saw two bright eyes staring at me from a thicket. I stood still, my heart banging away against my ribs. Then the eyes danced away, and I realized that they were only fireflies.

In May and June, when the hills were brown and dry, it was always cool and green near the stream, where ferns and maidenhair and long grasses continued to thrive.

Downstream I found a small pool where I could bathe, and a cave with water dripping from the roof, the water spangled gold and silver in the shafts of sunlight that pushed through the slits in the cave roof.

'He maketh me to lie down in green pastures: he leadeth me beside the still waters.' Perhaps David had discovered a similar paradise when he wrote those words; perhaps I, too, would write good words. The hill-station's summer visitors had not discovered this haven of wild and green things. I was beginning to feel that the place belonged to me, that dominion was mine.

The stream had at least one other regular visitor, a spotted fork-tail, and though it did not fly away at my approach it became restless if I stayed too long, and then it would move from boulder to boulder uttering a long complaining cry.

I spent an afternoon trying to discover the bird's nest, which I was certain contained young ones, because I had seen the fork-tail carrying grubs in her bill. The problem was that when the bird flew upstream I had difficulty in following her rapidly enough as the rocks were sharp and slippery.

Eventually I decorated myself with bracken fronds and, after slowly making my way upstream, hid myself in the hollow stump of a tree at a spot where the fork-tail often disappeared. I had no intention of robbing the bird: I was simply curious to see its home.

By crouching down, I was able to command a view of a small stretch of the stream and the sides of the ravine; but I had done little to deceive the fork-tail, who continued to object strongly to my presence so near her home.

I summoned up my reserves of patience and sat perfectly still for about ten minutes. The fork-tail quietened down. Out of sight, out of mind. But where had she gone? Probably into the walls of the ravine where I felt sure, she was guarding her nest.

I decided to take her by surprise, and stood up suddenly, in time to see not the fork-tail on her doorstep, but the leopard bounding away with a grunt of surprise! Two urgent springs, and it had crossed the stream and plunged into the forest.

I was as astonished as the leopard, and forgot all about the fork-tail and her nest. Had the leopard been following me again? I decided against this possibility. Only man-eaters follow humans, and, as far as I knew, there had never been a man-eater in the vicinity of Mussoorie.

During the monsoon the stream became a rushing torrent, bushes and small trees were swept away, and the friendly murmur of the water became a threatening boom. I did not visit the place too often, as there were leeches in the long grass.

One day I found the remains of a barking deer which had only been partly eaten. I wondered why the

leopard had not hidden the rest of his meal, and decided that it must have been disturbed while eating.

Then, climbing the hill, I met a party of hunters resting beneath the oaks. They asked me if I had seen a leopard. I said I had not. They said they knew there was a leopard in the forest.

Leopard skins, they told me, were selling in Delhi at over 1,000 rupees each. Of course there was a ban on the export of skins, but they gave me to understand that there were ways and means. . . . I thanked them for their information and walked on, feeling uneasy and disturbed.

The hunters had seen the carcass of the deer, and they had seen the leopard's pug-marks, and they kept coming to the forest. Almost every evening I heard their guns banging away; for they were ready to fire at almost anything.

'There's a leopard about,' they always told me. 'You should carry a gun.' 'I don't have one,' I said.

There were fewer birds to be seen, and even the langurs had moved on. The red fox did not show itself; and the pine martens, who had become quite bold, now dashed into hiding, at my approach. The smell of one human is like the smell of any other.

And then the rains were over and it was October; I could lie in the sun, on sweet-smelling grass, and gaze up through a pattern of oak leaves into a blinding blue heaven. And I would praise God for leaves and grass and the smell of things, the smell of mint and bruised clover, and the touch of things—the touch of grass and air and sky, the touch of the sky's blueness.

I thought no more of the men. My attitude towards them was similar to that of the denizens of the forest. These were men, unpredictable, and to be avoided if possible.

On the other side of the ravine rose Pari Tibba, Hill of the Fairies: a bleak, scrub-covered hill where no one lived.

It was said that in the previous century Englishmen had tried building their houses on the hill, but the area had always attracted lightning, due to either the hill's location or due to its mineral deposits; after several houses had been struck by lightning, the settlers had moved on to the next hill, where the town now stands.

To the hillmen it is Pari Tibba, haunted by the spirits of a pair of ill-fated lovers who perished there in a storm; to others it is known as Burnt Hill, because of its scarred and stunted trees.

One day, after crossing the stream, I climbed Pari Tibba—a stiff undertaking, because there was no path to the top and I had to scramble up a precipitous rock-face with the help of rocks and roots that were apt to come loose in my groping hand.

But at the top was a plateau with a few pine trees, their upper branches catching the wind and humming softly. There I found the ruins of what must have been the houses of the first settlers—just a few piles of rubble, now overgrown with weeds, sorrel, dandelions and nettles.

As I walked through the roofless ruins, I was struck by the silence that surrounded me, the absence of birds and animals, the sense of complete desolation.

The silence was so absolute that it seemed to be ringing in my ears. But there was something else of which I was becoming increasingly aware: the strong feline odour of one of the cat family.

I paused and looked about. I was alone. There was no movement of dry leaf or loose stone. The ruins were for the most part open to the sky. Their rotting rafters had collapsed, jamming together to form a low passage like the entrance to a mine; and this dark cavern seemed to lead down into the ground.

The smell was stronger when I approached this spot, so I stopped again and waited there, wondering if I had discovered the lair of the leopard, wondering if the animal was now at rest after a night's hunt.

Perhaps he was crouching there in the dark, watching me, recognizing me, knowing me as the man who walked alone in the forest without a weapon.

I like to think that he was there, that he knew me, and that he acknowledged my visit in the

friendliest way: by ignoring me altogether.

Perhaps I had made him confident—too confident, too careless, too trusting of the human in his midst. I did not venture any further; I was not out of my mind. I did not seek physical contact, or even another glimpse of that beautiful sinewy body, springing from rock to rock. It was his trust I wanted, and I think he gave it to me.

But did the leopard, trusting one man, make the mistake of bestowing his trust on others? Did I, by casting out all fear—my own fear, and the leopard's protective fear—leave him defenseless?

Because next day, coming up the path from the stream, shouting and beating drums, were the hunters. They had a long bamboo pole across their shoulders; and slung from the pole, feet up, head down, was the lifeless body of the leopard, shot in the neck and in the head.

'We told you there was a leopard!' they shouted, in great good humour. 'Isn't he a fine specimen?'

'Yes,' I said. 'He was a beautiful leopard.'

I walked home through the silent forest. It was very silent, almost as though the birds and animals knew that their trust had been violated.

I remembered the lines of a poem by D. H. Lawrence; and, as I climbed the steep and lonely path to my home, the words beat out their rhythm in my mind: 'There was room in the world for a mountain lion and me.'

## Glossary:

Ravine: Narrow Valley

Sanctuary: Shelter

Curiosity: Interest

Extinction: Loss

Pasture: Grazing Land

Precipitous: Steep

Denizens: A person, animal, or plant that lives or is found in a particular place

Glimpse: Sight



### Ex: 1. Choose the correct option:

- The author first saw the leopard when ...  
(a) he was climbing the hill (b) it was caught by hunters (c) he was crossing the stream (d) he was going after forktail
- When the author discovered the stream, it was month of ...  
(a) May (b) June (c) February (d) April
- The ... was a regular visitor of the stream.  
(a) Forktail (b) Tiger (c) lion (d) sparrow
- Leopard skins are sold in ....  
(a) Delhi (b) Kolkata (c) Lucknow (d) Mumbai
- ..... is called *Hill of Fairies*  
(a) Pari Hill (b) Angel Tibba (c) God Hill (d) Pari Tibba



**Ex: 2. Answer the following questions:**

1. Describe the valley where the leopard lived.
2. Why did the author return to mountains?
3. Why didn't his approach disturb the birds and animals?
4. What happened when the leopard sensed the author's presence?
5. What did the author do to find forktails's home?
6. What was the hunters' advice to the author?
7. What was the author's attitude towards men?

**Suggested Speaking Skills Topics (For 30 Marks of PA in LAB)**

1. Beauty of Nature
2. Cruelty towards Animals
3. Environment Conservation



## UNIT 2 After Twenty Years

### O'Henry

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh depeopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands--'Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

"Twenty years ago to-night," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, stanchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door to-night, and it's worth it if my old partner turns up."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

"Did pretty well out West, didn't you?" asked the policeman.

"You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him."

The policeman twirled his club and took a step or two.

"I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

"Good-night, sir," said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

"Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well--twenty years is a long time. The old gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

"Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty." "Doing

well in New York, Jimmy?"

"Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose



from a Roman to a pug."

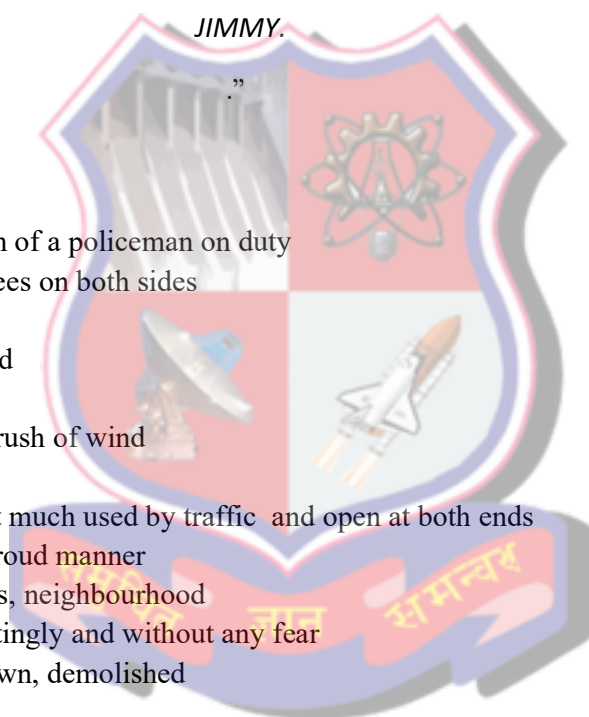
"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

*"Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job."*

## Glossary:

- on the beat: usual path of a policeman on duty
- avenue : road with trees on both sides
- habitual : usual
- intricate : complicated
- chilly: very cold
- gust: sudden violent rush of wind
- pacifc: peaceful
- thoroughfare: a street much used by traffic and open at both ends
- swagger: walk in a proud manner
- vicinity: surroundings, neighbourhood
- reassuringly: comfortingly and without any fear
- torn down: pulled down, demolished
- oddly: strangely
- chum: close friend
- chap: fellow, man
- dragged out: caused to last an unnecessarily long time in
- bustling around: moving around quickly
- turns up: comes up, arrives
- plodder: person who works slowly but earnestly
- groove: way of living that becomes a habit
- twirled: turned round quickly
- club: heavy stick with one thick end
- drizzle: rain in many fine drops
- astir: in a state of excitement
- dismally: gloomy
- lasted: existed for more time
- egotism: practice of talking about oneself
- chat: friendly talk



## Sample Exercises:

### Ex: 1. Choose the correct option:

1. The location of the story is near ....  
(b) Dehradun (b) Mussoorie (c) Shimla (d) Dharmashala
3. Where was the man standing?  
(b) Near general store (b) near medical store (c) near bus stand (d) near hardware store
4. When was the appointment made ?  
(a) Before 20 years (b) before 15 years (c) after 20 years  
(d) before 10 years
5. The man was waiting for his \_\_\_\_\_.  
(b) wife (b) friend (c) brother (d) customer
6. The man and his friend Jimmy belong to \_\_\_\_\_ city.  
(a) New York (b) London (c) Mumbai (d) Paris
7. What was the time of appointment?  
(a) 12 o'clock (b) 11 o'clock (c) 10 o'clock (d) 9 o'clock
8. What did the tall man handed over to Bob?  
(a) A book (b) a bag (c) a chocolate (d) a note
9. Who wrote the note?  
(a) Bob (b) Jimmy (c) Vera (d) O'Henry

### Ex: 2. Answer the following questions:

8. How did the policeman move up the avenue?
9. How was the weather that night?
10. What did the stranger say to the policeman?
11. What was there in place of the store at that spot twenty years ago?
12. Who was the stranger's friend?
13. Where did they take the last dinner?
14. What kind of man was his friend Jimmy?
15. What did Bob tell the man in the overcoat?
16. Was he really his friend Jimmy Wells?
17. Why was Bob under arrest?
18. Whose note was handed over to Bob in the end?

### Suggested Speaking Skills Topics (For 30 Marks of PA in LAB)

1. Friendship
2. What is more important- duty or relations?
3. The choice between Right and Wrong .

## UNIT 3 Stopping by Woods on a Snowy Evening

Robert Frost

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep

### Glossary:

Woods : an area of land covered with thick growth of trees

Queer: beyond or deviating from the usual or expected

Farmhouse: a house attached to a farm

Frozen: turned into ice

Harness: an arrangement of leather straps fitted to a draft animal

Flake : a crystal of snow

Promise: a verbal commitment to do something in the future

Sleep : euphemisms for death

### Sample Exercise:

Q.1 Where was the speaker going? What stopped him on the way?

Q.2 What according to the speaker will surprise the horse?

Q.3 What does the speaker wish to convey through the phrase “fill up with the snow”?

Q.4 What does the poet says about the owner of the woods?

Q.5 What are the sights and sounds that the poet experiences in the woods?

Q.6 What promises do you think the poet has to keep?

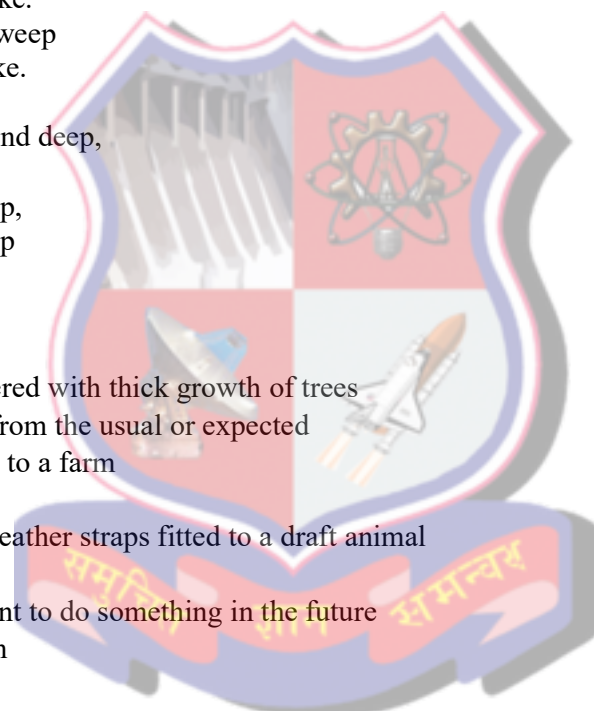
Q.7 What message do the last paragraph convey?

Q. 8 What is the role played by the horse in this poem?

Q. 9 Write a short note on :

(1) Description of nature

(2) Central idea of the poem



## UNIT 4 Where the Mind is Without Fear

Rabindranath Tagore,

“Where the mind is without fear  
and the head is held high,  
where knowledge is free.  
Where the world has not been broken up into fragments by narrow domestic walls.  
Where words come out from the depth of truth,  
where tireless striving stretches its arms toward perfection.  
Where the clear stream of reason has not lost its way  
into the dreary desert sand of dead habit.  
Where the mind is led forward by thee  
into ever widening thought and action.  
In to that heaven of freedom, my father,  
LET MY COUNTRY AWAKE!”

### Glossary:

Fragments- pieces

Head is held high- self respect

Domestic- pertaining to family.

Striving – try hard, motivated.

Tireless - without getting tired

Stream: river

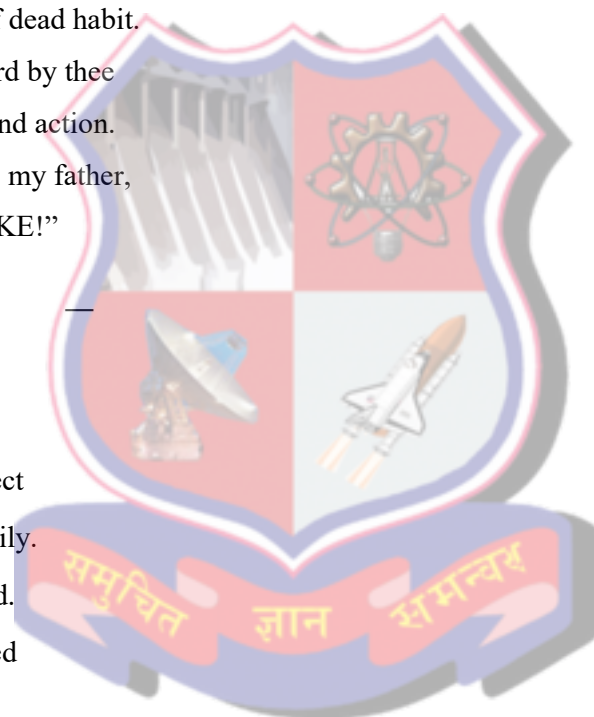
Dreary: dull

Reason: intellect

Dead habit: old customs

Desert – dry area of land

Awake- to get up from sleep



### Sample Exercise:

Q.1 What is meant by “mind is without fear and head is held high”. Tick the correct answer.

- (i) to be fearless and self respecting
- (ii) to be proud of one’s high position .

(iii) to stand straight and be carefree.

Q. 2. What does the poet mean by “where knowledge is free”?

Q.3. The ‘domestic walls’ are usually associated with safety, comfort and love. What is the meaning of ‘narrow domestic walls’? Choose the correct answer.

(i) small houses which make us feel cramped

(ii) ideas which are petty and narrow-minded.

iii) a house divided into rooms by walls.

Q.4. What according to the poet do people tirelessly strive towards?

Q.5. How does the poet describe the old habit?

Q.6 How does the poet describe ‘heaven of freedom’?

Q.7. Who does the poet address as ‘thee’ and my father?

Q.8 What kind of freedom does the poet desire for his country?

Q.9 Write a short note on the central idea of the poem.



## SECTION 4



## Email Writing

The email writing format is the same for each of the categories, though the choice of words and language differ depending upon the type of email. One can use friendly and casual language in informal emails. The language used in formal emails should be professional, clear, and formal.

The email writing format is

<b>From:</b> Sender's email id
<b>To:</b> Recipient's email id
<b>Cc:</b> Other individuals receiving the same mail with visible ids
<b>Bcc:</b> Other individuals receiving the same mail with invisible ids
<b>Subject:</b> Title or the reason of writing mail
<b>Salutation:</b> Words like Dear, Respected, Hi etc.
<b>Main body:</b> the main content of the email <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Matter in detail</li> <li>3. Conclusion</li> </ol>
<b>Closing:</b> Ending Statement
<b>Attachments:</b> Attached Files with emails
<b>Signature Line:</b> Sender's name, signature, and other details of contact

### Email Format

Let us look at the important **steps to follow** when writing a formal email.

#### 1. Subject line

Grab attention with the subject line. The first part of an email which your recipient sees is the subject of the email. If you do not put it well, you risk having your email not opened until later or at all. Here are some things to keep in mind:

- Make the subject line **specific, simple, and to the point**. For example, instead of '*The internship report you asked for*', write, '*Internship Report, {date/week/month}*'.
- The subject line should be **short**. Ideally, your subject line should stand around six words.
- Keep the most **important and informative words in the beginning** of the subject line.
- Use **markers** like *Fwd*, *Reply*, *Urgent*, or *Notice* to further narrow down the subject. It informs your reader about the nature of your email.

Some of the examples of good subject lines in formal emails can be:



- Marketing Budget, October 2018
- List of New Freelancers
- Job Application for the Post of XYZ
- Leave Application
- Query Regarding the Missing Information in the Document
- Contract Agreement - XYZ Assignment

## 2. Salutation

Each email is directed towards someone. Start your formal email with addressing the recipient in a manner fitting the relationship you have with them.

For people you are unfamiliar with or do not know the names of, use '*To Whom It May Concern*' or '*Dear sir/madam*'.

For senior officials, stick to their designation or follow it with their name, for example, '*To the Manager*', '*Dear Dr. Ghosh*', or '*Dear Ms. Kapoor*'.

Among colleagues, it may be appropriate to simply precede the name with a '*Hi*'.

Do not skip the salutation and always be respectful. Never use nicknames or just surnames or first names in a formal email.

## 3. Body of the email

The body text is the main part of your email. It is important to follow a certain pattern when writing the body of your email.

- The **opening paragraph should set the tone and reason** for your email. Introduce yourself if you are a stranger to the person you are writing to, and jot down why you are writing to them.
- For example, you can begin with '*My name is Abc, and this email is with reference to Xyz.*' or '*This is with reference to the marketing budget as discussed in the meeting.*'
- **Elaborate on your concern, question, or response** as comprehensively as possible. Write in a way that is easy to understand, but at the same time, do not lose your point in providing unnecessary information. Say only what is required.
- The **closing of the email** should also support the nature of your email. If you are asking a question, close with something like '*Hope to have an answer from you soon*', or '*Looking forward to hearing from you soon*', and if you are addressing a question, end with '*Hope I have sufficiently answered your query/doubts.*'
- Signature
- These are the last words of your email, capable of forming a lasting impression on your reader.
- Sign off with a simple word or phrase, which conveys respect. Safe choices are '*Best regards*', '*Warmly*', '*Sincerely*', '*Kind regards*', or simply '*Thanks*'.
- If you are writing to someone for the first time or someone who is not an immediate colleague or senior, use your full name.

- Furnish your name with contact information. Your phone number and/or work address are enough.
- If you are writing on behalf of or as an employee of an institution, make sure to mention it along with adequate contact details
- To make your signature even more effective, you may also choose or design an attractive (but not flashy) template.

### Formal Email Samples

Formal emails are sent in a whole variety of situations. While they use the same rules, they may have to be modified according to their purpose.

Now that you are familiar with the format of a formal email, let us have a look at few email samples.

#### Email sample 1: A request

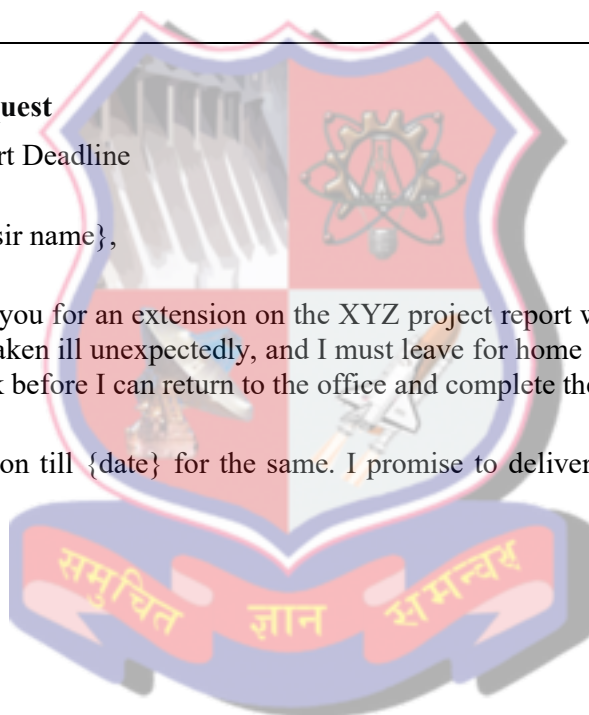
Subject: Extension on Report Deadline

Dear Mr./Ms. {Recipient's sir name},

I am writing this to request you for an extension on the XYZ project report which is due on {date}. My mother has taken ill unexpectedly, and I must leave for home tonight. I'm afraid it will take me a week before I can return to the office and complete the report.

Kindly grant me an extension till {date} for the same. I promise to deliver the project report by then.

Sincerely,  
{Your name}  
{Phone number}



## Sample Emails

### 1. Inquiry

Question: Draft an email to make an inquiry for raincoats and umbrellas from a wholesaler in Mumbai .

To: rambrellasuppliers@gmail.com

From: tirupatiagency@gmail.com

Subject: Inquiry for different varieties of raincoats and umbrellas.

Dear Sir,

We would like to buy raincoats and umbrellas (product) for the next monsoon. You are a leading manufacturer of raincoats and umbrellas. We have also visited your website and we are interested in starting business with you.

We would like to see your company catalogue which has details of all the products that you manufacture. We would like to have all the details of different models and sizes of your products we intend to sell them during the coming rainy season.

Let us know the prices of your products and the rate of discount you allow Please inform us the time you will take to deliver the goods.

We hope to receive a prompt reply to this inquiry.

Thank You

Yours sincerely,

\_\_\_\_\_(Name)

### 2. Reply to inquiry

Question: You have received an inquiry for raincoats and umbrellas Draft a suitable reply.

To: tirupatiagency@gmail.com

From: [rambrellasuppliers@gmail.com](mailto:rambrellasuppliers@gmail.com)

Subject: reply to inquiry for different varieties of raincoats and umbrellas.

Dear Sir,

We have received your mail regarding the inquiry for different raincoats and umbrellas. We appreciate your interest in our products.

We have attached our company catalogue of all our products that we manufacture and price list with this mail.

We shall allow you 30% discount on the prices of these products. We can supply your goods within 10 days of receiving the order. You have to settle the account within 15 days of receiving the goods.

Please note that we will give you 3% extra rebate if your order exceeds Rs. 500000.

We are keen on executing your order quickly and carefully.

Thank You

Yours sincerely,

\_\_\_\_\_ (Name)



### 3. Placing an order

Question: Place an order of Air conditioners for your newly constructed branch office.

To: [kabirworld21@gmail.com](mailto:kabirworld21@gmail.com)

From: [gujaratagro@gmail.com](mailto:gujaratagro@gmail.com)

Subject: order for air conditioners for new office

Dear Sir,

We have received your mail reply to our inquiry about the air conditioners .We are thankful to you for your prompt reply.

We have studied the specification of the air conditioners and have found that it is according to our need. The terms and conditions of business stated by you are suitable to us. So, we request you to supply us 15 air conditioners as shown below:

Sr.No	Type	capacity	Quantity	Unit Price	Total Price
1	Voltas AC with inverter	1.5 ton	3	35000	105000
2	Voltas AC with inverter	2.0 ton	5	52000	260000
3	Voltas AC without inverter	1..5ton	2	33000	66000
4	Voltas AC without inverter	2.0 ton	5	50000	100000

Total 531000

Please note that the air conditioners ought to be installed before 15<sup>th</sup> May 2021 since our new office is to start functioning from 18<sup>th</sup> May 2021..

Thank You

Yours sincerely,

\_\_\_\_\_ (Name)

#### 4. Complaint: Delay in Delivery of goods

Question: You have placed an order for table and ceiling fans for coming summer season. But the order has not been executed even after one month. Draft the complaint to the supplier about delay in delivery of goods.

To: newindia@gmail.com

From: Gujaratelectronics@gmail.com

Subject: complaint for delay in delivery of fans.

Dear Sir,

We refer to our order dated 2<sup>nd</sup> April 2021 for Usha Table and Ceiling Fans. We have specially instructed you to supply them before 18<sup>th</sup> April 2021 but we are sorry we have not yet received the goods.

We had ordered the goods for the coming summer season. The delay in delivery of our order has caused great loss to our business.

We, therefore, request you to supply them within 7 days of receiving the mail. If you fail to do so, we shall be compelled to cancel our order.

We look forward to your prompt and positive response..

Thank You

Yours sincerely,

\_\_\_\_\_(Name)

### 5. Adjustment to above Complaint.

New India Electrical Suppliers have received a complaint from Gujarat Electronics, Ahmedabad about delay in delivery of goods. Draft a suitable reply.

To: Gujaratelectronics@gmail.com

From: newindia@gmail.com

Subject: reason for delay in delivery of fans

Dear Sir,

We have received your mail regarding delay in delivery of your order for table and ceiling fans. We are sorry for the inconvenience caused to you due to this delay.

The workers and staff in our office were on strike so the administrative work was badly paralyzed. Due to this we could neither execute your order nor intimate you about the delay in delivery.

However, the strike has been called off now. We hope we shall be able to dispatch the goods with four or five days. We trust you will understand our position and cooperate.

Thank You

Yours sincerely,

\_\_\_\_\_ (Name)

### **Complaint: shortage in goods**

Question: You have placed an order for 500 compass boxes. But the consignment had only 475 boxes. Draft a complaint to the supplier.

To: omegainstruments@gmail.com

From: swastikstationers@gmail.com

Subject: complaint for shortage in number of boxes..

Dear Sir,

We are thankful to you for executing our order no. 24/A dated 20<sup>th</sup> April 2021 for 500 Camel Compass boxes. However, we are sorry to point out that the execution of the order has not been as careful as it ought to be.

Our shop assistant has opened the container of compass boxes. He has reported that there are 475 compass boxes in it instead of 500.

Please make the necessary adjustment. We are sure that you will execute our orders more carefully in future.

Thank You

Yours sincerely,

\_\_\_\_\_ (Name)

**Adjustment to above Complaint.**



Omega Instruments have received a complaint from Swastik Stationers that he has received 475 instead of 500 ordered by him. Draft a suitable reply.

To: swastikstationers@gmail.com

From: omegainstruments@gmail.com

Subject: adjustment for remaining 25 boxes

Dear Sir,

We have received your mail on 25<sup>th</sup> May 2021. We regret to note that you have received 475 Compass Boxes instead of 500 against your order no.24/A of 20<sup>th</sup> April 2021 .

We have dispatched the remaining 25 compass boxes by Maruti Couriers. You will receive them tomorrow evening.

We request you not to judge our services by this isolated incident. We shall try to render consistently efficient services in future.

Thank You

Yours sincerely,

\_\_\_\_ (Name)



### **Complaint: damaged goods**

Question: You have placed an order for 250 Flower Vases. But you found that the consignment had 23 flower vases in damaged condition. Draft a complaint to the supplier.

To : duraguardglasses@gmail.com

From: suhasininovelities@gmail.com

Subject: complaint for damaged flower vases.

Dear Sir,

We have received 250 flower vases against our order no. 76/C dated 20<sup>th</sup> June 2021. However, when our shop assistant opened the box, he found 23 vases in damaged condition.

This damage is due to the fact that you have not packed the goods in thermocoal lined boxes according to our instructions.

Please send us 23 new flower vases. Alternatively permit us to adjust their price in the settlement of the invoices.

Thank You

Yours sincerely,

\_\_\_\_\_(Name)

### **Adjustment to above Complaint.**

Duraguard Glasses Limited have received a complaint from Suhasini Novelties that he has received 23 flower vases in damaged condition. Draft a suitable reply.

To: suhasininovelties@gmail.com

From: duraguardglasses@gmail.com

Subject: adjustment for damaged flower vases

Dear Sir,

We have received your mail on 25<sup>th</sup> July 2021. We are sorry to note that you have received 23 flower vases in damaged condition out of total 250 in the consignment against your order no.76/C of 20<sup>th</sup> June 2021 .

We accept our liability in this matter . We have enclosed a credit note for Rs. 2300 along with this mail against 23 damaged flower vases.

We regret the trouble caused to you in this transaction. We assure you to execute your orders more carefully in future.

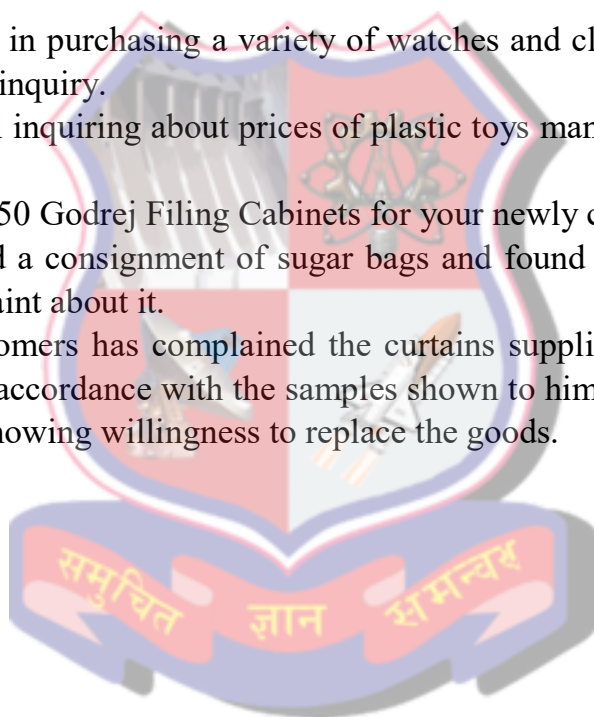
Thank You

Yours sincerely,

\_\_\_\_\_(Name)

## Exercise:

1. You have placed an order for 15 HP scanners to National Systems Limited, but received only 12 scanners. Draft an email to the supplier complaining about it.
2. Draft an email asking for the illustrated catalogue and quotation of certain electronic goods required by your firm.
3. Draft a complaint to Swagat Furnitures asking for compensation as you found some of the pieces of furniture delivered in the damaged condition.
4. The Book Store in your college requires 15 copies of Oxford Advanced Dictionary. Place an order for it.
5. The proprietor of sports goods manufacturing company has received a complaint from one of their customers regarding non-execution of his order in stipulated time. Draft a suitable reply.
6. You are interested in purchasing a variety of watches and clocks from Quartz Palace. Draft an email for inquiry.
7. You have an email inquiring about prices of plastic toys manufactured by you. Draft a reply.
8. Place an order for 50 Godrej Filing Cabinets for your newly constructed office.
9. You have received a consignment of sugar bags and found shortage in weight .Draft an email to complaint about it.
10. One of your customers has complained the curtains supplied by you are of inferior quality and not in accordance with the samples shown to him. Draft a reply expressing your regrets and showing willingness to replace the goods.



## Business Letters

A **business letter** is a letter from one company to another, or between such organizations and their customers, clients, or other external parties. The overall style of letter depends on the relationship between the parties concerned. Business letters can have many types of content, for example to request direct information or action from another party, to order supplies from a supplier, to point out a mistake by the letter's recipient, to reply directly to a request, to apologize for a wrong, or to convey goodwill. A business letter is useful because it produces a permanent written record, and may be taken more seriously by the recipient than other forms of communication.

### Qualities of a Good Letter:

The 7 Cs of business communication which make it are:

1. Clarity
2. Correctness
3. Conciseness
4. Courtesy
5. Concreteness
6. Consideration
7. Completeness

#### #1: Clarity

Practicing clarity in your communication ensures that the message is received accurately. You should know what you wish to say and how to say it. Use language that can be easily understood, and resist the temptation to include unnecessary information.

Example:

Instead of saying, “We have considered the consequences of the existing policy on the hiring strategies we employ with our human resources department and updated them accordingly,” say, “We have updated our hiring policy.”

#### #2: Correctness

You must communicate with correctness – correct grammar, language, data, etc. In written communication, you should proofread before sending.

Example:

“You may enter the building during opening hours but must show relevant I.D.”

Immediately, the recipient of this information has two questions:

- “What are the opening hours, and what ID is considered relevant?”

Correctness in this communication is conveyed by saying, “You may enter the building during the opening hours of 9am to 5pm daily, but must show your employee identity card.”

#### #3: Conciseness

Never use more words than is necessary. Brevity is more easily understood, though you must avoid discourtesy. Concise messages save you and the recipient time, too. To be concise, follow these rules:

- Eliminate unnecessary words

- Use action verbs
- Remove repetition

Example:

“As a matter of fact, during the month of June, all employees must ensure that they wear appropriate clothing to ensure they stay cool while the air-conditioning is being repaired.”

Becomes:

“Indeed, during June, employees must wear appropriate clothing to stay cool while the air-conditioning is repaired.”

#### #4: Courtesy

Employ courtesy when communicating. This shows you respect the recipient and helps to build goodwill. You must ensure that you are sincere, thoughtful, and do not use discriminatory language.

Example:

“I don’t appreciate how your team ignores requests for collaboration from my team. The work we do is equally as important as your work. Could you make certain that your team collaborates more readily from now on?”

Such a message is unlikely to encourage a negative response. Instead, a more effective approach would be:

“I understand that your team is extremely busy and receives many requests to collaborate on project work. However, my team is working a highly urgent project with enormous mutual benefits. I would greatly appreciate if you could ask your team to collaborate more effectively with mine to move this project forward faster. If there is any help that we can provide to make this happen, please let me know.”

#### #5: Concreteness

Concrete communication is specific, clear, and meaningful. It avoids vagueness, uses available facts and figures to add authenticity, and builds around an active voice.

Example:

An example would be poor communication of underperformance during a one-to-one. You might say, “Your sales numbers are on the low side. They need to be improved to at least the team’s average.”

Give your employee concrete direction with evidence and an active voice:

“Your sales conversion rate is below 50%. You must improve this to the team average of 65% or higher.”

#### #6: Consideration

Be considerate with your messaging by putting yourself in the position of the recipient. Focus on communicating to ‘you’, considering needs and issues experienced by the recipient.

Example:

Imagine that you are unable to pay a promised bonus. How do you communicate this?

“We are unable to pay bonuses now. The business is awaiting payment from a major client. Once this payment is received, we can consider paying contractual bonuses as soon as is practicable.”

This could be better conveyed as follows:

“Unfortunately, we are not presently in the position to pay your bonus. However, as soon as our major client has settled their account, we will pay any bonuses owed to you. We’re sorry about this delay, but are sure you understand our need for positive cash flow and the long-term benefits this will deliver to you.”

## #7: Completeness

Your message should be complete, delivering all the facts needed for the recipient to make an informed decision. Incomplete messages often receive poor responses.

To ensure your communication is complete, ask if it answers the what, when, why, who, where, and how.

Example:

“You haven’t completed the task that I set you,” is a message full of ambiguity. Instead, make sure you include all relevant facts:

“The data analysis for client ABC that I asked for on March 5 should have been completed by today. Will you have it finished this afternoon?”

### Format:

A business letter must include:

#### 1. Address

The address of the person receiving the correspondence includes a formal name, street address, city, state, and pin code.

#### 2. Date

The date is put for any business communication.

The date is a critical piece of information documenting when the correspondence was sent.

This is important for correspondence that may be kept for future reference.

#### 3. Subject Line

This indicates the subject of the letter so the receiver gets the idea what is the letter about.

#### 4. Salutation

The salutation is the formal way of addressing the person.

Common salutations are *Dear* or *To Whom It May Concern*.

#### 5. Introduction

The first few sentences of a letter are introductory.

The introduction section introduces the subject of the letter.

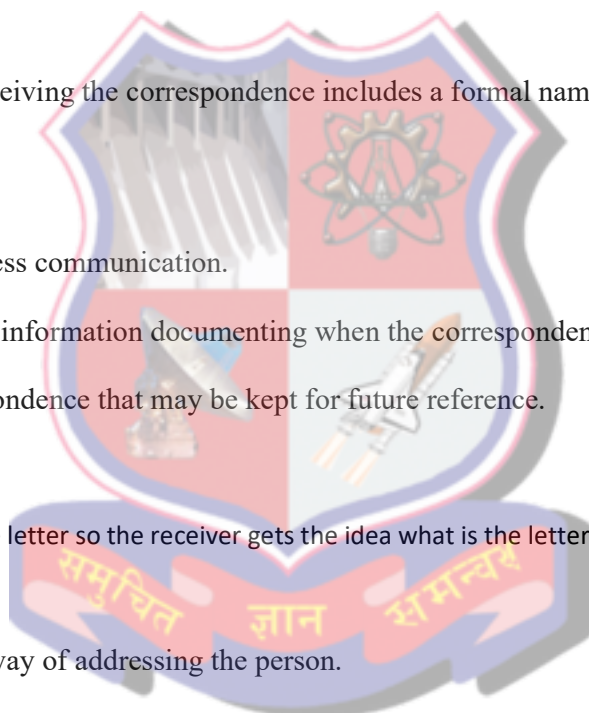
It is a summary in a sentence or two that explains the goal of the letter.

For example, an introduction may be something like:

*I am writing today to further explore a vendor relationship with XYZ Corporation.*

#### 6. Body of the Letter

The body of the letter is where the bulk of the information is shared.





The body of the letter explains in detail all aspects of what is being communicated.

This would include detail of the information being shared.

For instance, the body may be something like this:

***We understand that XYZ Corporation can provide tools for 10% less than other competitors. And, that the focus on service after the sale is amongst the best in the industry.***

## 7. Closing

The closing of the letter summarizes what the letter was about and any next steps or action items.

This section gives the reader a heads up that the communication is coming to a close.

For instance, the closing may be something like this:

***Please call me at your earliest convenience to discuss a vendor relationship and to explore if we can come to a mutually beneficial relationship. I look forward to speaking with you soon.***

## 8. Signature

The signature section has a complimentary closing.

Examples are *Sincerely*, *Warmest Regards*, *Respectfully Yours*, *Very Truly Yours*, or *Cordially Yours*.

Be sure to gauge the audience when selecting a complimentary closing.

After the complimentary closing, space is left for the signature that goes above the typed name and title of the person sending the letter.





ABC Corporation  
2435 West Elm Street  
Small Town, USA 11223  
888-987-6543

June 19, 2019 ← Date

James Smith  
XYZ Corporation  
Big Town, USA 21212 ← Address

Dear Jim: ← Salutation

I am writing today to further explore a vendor relationship with XYZ Corporation. ← Introduction

We understand that XYZ Corporation can provide tools for 10% less than other competitors. And, that the focus on service after the sale is amongst the best in the industry. ← Body

Please call me at your earliest convenience to discuss a vendor relationship and to explore if we can come to a mutually beneficial relationship. ← Closing

I look forward to speaking with you soon.

Sincerely,

Jack Jones  
Jack Jones  
ABC Corporation

← Signature



## Sample Letters

### 1. Order Letter

From

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ (Date on Which Letter is Written)

To,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Subject: Order Letter

Dear Sir,

I am the purchase manager of XYZ Company and I am personally writing this letter to order goods for our site work. As we have been purchasing goods from you company since some time now, I am writing this letter to order material.

Along with this letter I am attaching the list of materials or goods that is needed. Please make sure you send it across in a week as the requirement is a bit urgent this time.

I hope there is enough stock left with you to complete this order of ours. Thanking you for your support and timely orders till date.

Thanking You,

Yours truly,

\_\_\_\_\_

Name and Signature

## 2. Complain letter

From

\_\_\_\_\_ (your name)

\_\_\_\_\_ (your address)

Date \_\_\_\_\_ (date of writing letter)

To

\_\_\_\_\_ (name of recipient)

\_\_\_\_\_ (designation)

\_\_\_\_\_ (name of organization)

\_\_\_\_\_ (address)

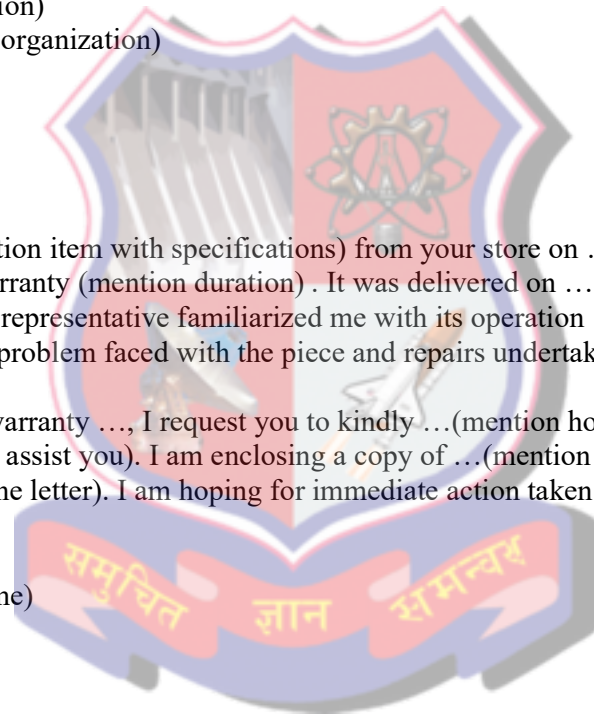
Dear Sir/Madam,

I purchased a ....(mention item with specifications) from your store on ...(mention date) . The piece is on .... warranty (mention duration) . It was delivered on ...(mention delivery date, if any), and your representative familiarized me with its operation on ...(mention date), ...(briefly explain the problem faced with the piece and repairs undertaken if any).

Since the piece is on warranty ..., I request you to kindly ...(mention how you want concerned authority to assist you). I am enclosing a copy of ...(mention documents you are enclosing along with the letter). I am hoping for immediate action taken regarding this issue.

Thanking You

\_\_\_\_\_ (your name)



### 3. Leave Application

Sender's name and address:

Date:

Receiver's name and address:

Subject: Sick Leave application

Respected Mr. /Mrs. [Name of the recipient] (or Sir/Madam),

I am writing this application to notify you that I am suffering from severe viral infection and therefore, I need sick leave from work. I caught this infection last night and I will not be able to come to the office for at least [number of days]. As notified by my doctor, it is best that I take rest and recover properly before resuming work. The letter from the doctor is also attached for your reference.

Kindly grant me a leave for [number of days] days.

I hope you will understand and grant me a leave for aforementioned period. Waiting your approval.

Yours Sincerely,

[Your Name]

[Signature]

