



SYLLABUS

Class – B.A. (HONS.) MASS COMMUNICATION

I Year

Subject – ENGLISH (Paper-01)

UNIT-I	English Text Book (Prescribed) for B.A. Que. Ans. and annotation <ol style="list-style-type: none">1. Where the mind is without fear: Rabinranath Tagore2. The Hero : R.K.Narayan3. Tryst with Destiny: Jawahar lal Nehru4. Indian Weavers: Sarojini Naidu5. The Portrait of a lady: Khushwant Singh6. The Solitary Reaper : William Wordsworth
UNIT-II	Grammar, Tenses, modals, Infinitive, Parts of Speech, Active/Passive Voice, Direct/Indirect Speech
UNIT-III	Communication Skill
UNIT-IV	Comprehension
UNIT-V	Note Making



UNIT 1

'Where the Mind is Without Fear' Rabindranath Tagore

Text of the poem

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 towards 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
Into that heaven of freedom, my Father, let my country awake.

Glossary:-

1. Domestic- related to family
2. Tireless- without getting tired
3. Dreary- dull
4. Dead habit- old customs
5. Thee- you
6. Striving- try hard, motivated

The original poem bears the title ' Prarthana' i.e. prayer. The poem is a prayer to a universal father-figure, presumably, God.

The poem was written by Rabindranath Tagore during the time when India was under the British Rule and people were eagerly waiting to get their freedom from the British Rule. This poem had given a lot of strength to the people who were struggling for India's independence. It is a prayer to the Almighty for a hassle free nation free from any kind of manipulative or corrupted powers.

The poet wishes to be awakened to a heaven where the mind can work fearlessly and the spirit can hold its head high, where one can acquire knowledge in all freedom of choice, where the big world of man is not fragmented or restricted to small mutually exclusive compartments, where everybody speaks his/her heart clear, where actions flow in the form of various streams moving from success to success, where petty conventions do not stagnate the course of judgment, where manhood is not pieced, where God himself leads us in all acts, all thoughts, and all sources of delight. We need a strong motivating slap by God to be elevated to that heaven.

Rabindranath Tagore sketches a moving picture of the nation; he would like India to be.

In lines 1-2, the poet pledges to the Almighty that his country should be free from any fear of oppression or forced compulsion. He wants that everyone in his country should be free to hold their heads high in dignity. He dreams of a nation where knowledge or education would be free that is education should not be



restricted to the upper class only but everybody should be free to acquire knowledge. There should not be any caste distinctions or gender distinction when it comes to education.

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

Tagore, in his poem 'Where The Mind is Without Fear' wishes for a world which is not 'fragmented' by prejudices based on caste, creed, color, religion or other baseless superstitions. Prejudices and superstitions should not divide the people in groups and break their unity (line 4). He wants a nation where people are truthful, not superficial and words should come out from the depth of their hearts (line 5). The sixth line of 'Where the Mind is Without Fear' talks about the poet yearning for a country where people would strive without getting tired to reach perfection leaving behind prejudices and old traditions. In the next line, line 7, Tagore wants the power of reason to dominate the minds of his countrymen, he does not want the 'stream of reason' to be lost amongst outdated customs and traditions and only that can direct the mind towards selfless thoughts and everlasting action

Where words come out from the depth of truth
Where tireless striving stretches its arms towards perfection
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit

In the final line of the poem, Tagore asks the 'Father', presumably God to awaken his country into such a heaven of freedom.

Where the mind is led forward by thee
Into ever-widening thought and action
Into that heaven of freedom, my Father, let my country awake.

The poem is patriotic in nature considering the independence and the happiness of the countrymen as the most important factor. If a country lacks such requirements, the countrymen can never be at peace. Consequently, the society will be full of disharmony and social unjust. The poem sends a message that the society should be free from all social evils, only then it can lead to progress. Therefore, Tagore prays to God to create such an ideal society for his motherland.

THE HERO. R.K. NARAYAN

Glossary:-

Apparition- ghost or spirit

Tenacity- the stete of holding tightly

Mumbled- to speak indistinctly

Proposition- difficult to deal with

Slunk- to move in a secret manner



SUMMARY

Swami is a young child living in Malgudi with his parents and grandmother. Swami portrays the growing up pangs of a boy who despises school, as he makes excuses and roams around Malgudi with his friends. Swami's father works in a government office and his mother is a housewife. At home, Swami shares his adventures with his aged granny, who lovingly addresses him as "Chamy." Swami also has two close friends: Mani and Rajam. Once while reading the newspaper, his father reads an article about the bravery shown by an 8-year old boy and feels that Swami should do something similar. Swami has the habit of sleeping with his grandmother after listening to a story told by her. This irritates Swami's father. Swami's father then challenges, or rather forces, him to sleep in his office. When Swami tells his friends of the ordeal, his friends warn him about a ghost living near the office. Swami asks his friends for advice on how to escape from his father's challenge. They tell him to go to bed before his father comes home from work. However, his father does not let him sleep at home, wakes him and takes him there. Swami tries to negotiate with his father to let him sleep in the house in a separate room. But his father refuses. However, he lets Swami sleep with the door and windows open.

When Swami sleeps in his father's office he has nightmares about the ghost and wakes up with a start. At the same time, Swami spots an intruder breaking into the office. Mistaking him for the ghost, Swami grabs the intruder's leg and yells for help. The family members catch the thief and hand him over to the police.

The police appreciate him and want him to join the police force but Swami wants to work as an Engine driver or Bus conductor.

Critical Appreciation of 'The Hero'

In A Hero by R.K. Narayan we have the theme of fear, insecurity, control, powerlessness, bravery and independence. The story is narrated in the third person by an unnamed narrator and after reading the story the reader realises that Narayan may be exploring the theme of fear. Though Swami has agreed to sleep in his father's office it is clear to the reader that he is afraid. He would much prefer the security of sleeping by his grandmother's side. However Swami's father is attempting to impose his will on Swami. The reader left suspecting that Swami's father thinks that Swami needs to grow up and sleep alone without the comfort of sleeping by his grandmother's side. If anything Swami's father is not only hoping that he is able to teach Swami a lesson about growing up but he may also be hoping that Swami will develop the independence that he thinks Swami should have. In reality Swami's father considers Swami to be molycoddled by both his mother and his grandmother.

It is interesting that Swami despite promising to sleep in his father's office tries his best to avoid doing so as this would further highlight the fear that Swami feels about sleeping in his father's office. It appears to be an alien environment to Swami which may be the point that Narayan is attempting to make. Symbolically he might be suggesting that the office is the domain of his father. It is a place where his father's rules must be obeyed just as Swami must obey his father when he is issued with the challenge (or command) by his father. Swami is absolutely powerless when it comes to his father. He must obey him regardless of how Swami might feel something which would again play on the theme of control. There is only one master in Swami's home and that is his father. Everybody is answerable to him whether they like it or not.

Swami's bite of the burglar's ankle may also be important as though Swami doesn't really know what he is doing he still nonetheless is displaying an element of bravery. He might be driven by fear but he still takes an action just as the boy did with the tiger. Swami's actions also elevate him to the status of hero though some readers may suggest that Swami may have been fortunate. Should he have known what was really happening? it is unlikely that Swami would have come out from underneath the bench. Regardless of this Swami is hailed as a hero though



he may be no more than an accidental hero. There is something that does not really bother Swami. He is happy enough to take the adulation he receives from others. As far as Swami is concerned it is better to be seen as a hero than not to be seen at all. He enjoys the praise that he gets from others and the reader suspects that Swami's ego is being soothed by all the praise.

Tryst with Destiny:- Jawaharlal Nehru

Glossary-

Tryst- meeting

Pledge- promise

Utterance- speech

Redeem- compensate

Substantially- a lot

Summary and Critical Appreciation:

"Tryst with Destiny" was a speech made by Jawaharlal Nehru, the first Prime Minister of independent India, to the Indian Constituent Assembly in The Parliament, on the eve of India's Independence, towards midnight on 14 August 1947. It focuses on the aspects that transcend India's history. It is considered to be one of the greatest speeches of all time and to be a landmark oration that captures the essence of the triumphant culmination of the largely non-violent Indian independence struggle against the British Empire in India.

Jawaharlal Nehru was the first prime minister of India. He was a great statesman who is responsible for all the progress of India. As the prime minister of India, Nehru shaped the foreign policy of the country and gave great support for the development of science and technology. Nehru was originally a lawyer but he was also an expert in most other subjects. The people of India respected his vast knowledge and called him 'Pundit Nehru'.

India won Independence from England on the 15th August, 1947. At the very stroke of midnight in the clock, Nehru announced the happy news of the freedom of India to the entire world. During the colorful ceremony held at New Delhi, the flag of England was pulled down and the new tricolor national flag was hoisted. After that, Nehru delivered a historic speech which is known as "Tryst with Destiny".

Nehru began his speech by referring to the pledge made by Indians long years ago to win the freedom for the homeland. Freedom has finally come and the long suppressed soul of the nation is liberated. Nehru asks the people of India to dedicate them to the service of India and to the service of the whole mankind.

India emerged as a new nation in the early hours of 15th August, 1947. Behind this success lies the long and great sacrifice done by the freedom fighters of many generations. According to Nehru, the people in India will collect their courage from the principles of the past. The success celebrated on the 15th August is only an opportunity for great successes in future. He asks the people of India to accept this challenge and to serve the future generation of India.

Nehru reminds the people of India that freedom and power bring responsibility. Before 1947, India used to depend upon England for leadership and guidance. After 1947, India is her own master. The country has to take its own decisions, learn from mistakes and move forward. India has to grow into a mature and wise nation and be a model to other nations.



Nehru feels that all Indians should work hard for the development of their dear nation. Doing service to India means doing service to millions of poor people who suffer all over the country. Nehru feels that the past is over and it is the future that has to be taken care of. It is for the future generations that we have to dedicate ourselves. Nehru urges the people to labor and to work hard to give reality to the dreams of the nation. Those dreams are not only for India but for the entire world. According to Nehru, the countries in the world are closely connected. No one can live in isolation. Peace, freedom and prosperity are the common property of all humanity. Nehru warns the people that disaster in one part of the world can affect everyone else, because the world cannot be divided into small isolated pieces.

Indian weavers – Summary (Sarojini Naidu)

The Complete Text of the Poem 'Indian Weavers'

WEAVERS, weaving at break of day,
Why do you weave a garment so gay? . . .
Blue as the wing of a halcyon wild,
We weave the robes of a new-born child.

Weavers, weaving at fall of night,
Why do you weave a garment so bright? . . .
Like the plumes of a peacock, purple and green,
We weave the marriage-veils of a queen.

Weavers, weaving solemn and still,
What do you weave in the moonlight chill? . . .
White as a feather and white as a cloud,
We weave a dead man's funeral shroud.

Glossary:-

Break of day- sunrise

Funeral shroud- covering for a dead body

Gay- bright

Halcyon- a blue coloured bird

Plumes- long feathers

Solemn- sad or serious

Veil- cover

Indian Weavers by Sarojini Naidu | Summary & Analysis

Indian Weavers by Sarojini Naidu is a short poem consisting of three stanzas having four lines each. The poet talks about three types of dresses that the Indian Weavers weave at three particular times of the day. Metaphorically each time and the dress weaved in that time symbolises a particular stage of life.



The poem has the rhyme scheme AABB. The poet uses a number of literary devices to express her ideas like simile, imagery, metaphor etc. The poem consists of a discussion between the poet and the weavers; the poet asks the weavers and the latter reply.

- **Stanza 1: Young Age**

In the first stanza, the poet asks the weavers why they are weaving clothes early in the morning which seem to be quite beautiful and charming (*gay*). The clothes are *blue as the wing of a halcyon wild*. *Halcyon* is the other name of the kingfisher.

The wings of the kingfisher are bright blue in colour. In addition blue colour also symbolises loyalty. The blue colour thus symbolises something beautiful and precious. Hence, in this stanza, the clothes weaved by the weavers are quite special and this is why the poet is curious to know about them.

The Indian Weavers reply, *we weave the robes of a new-born child* i.e. they are weaving the beautiful dress for a young one who has just come to the world.

In this stanza, a number of images are used to describe the first stage of human life like *break of day, garments are so gay and blue as the wing of halcyon wild*. This stage is full of happiness, freshness, hope, beauty etc. There is no sorrow in the stage.

- **Stanza 2: Adulthood**

In the second stanza, the poet again meets the *Indian Weavers*, this time during the *fall of night*. It probably refers to the evening or dusk time when the sun sets and darkness paves way. Moreover it is also the time during which most of the Indian marriages take place.

The poet questions the weavers why *they weave a garment so bright like the plumes of a peacock, purple and green*. The garment at this time is bright and full of colours like feathers of peacock unlike the one colour-blue (during the morning time).

The weavers reply that they *weave the marriage-veils of a queen*, thus referring to the second or in other words adult stage of the life. During this stage the humans are quite active. They love each other, get married and quest for a better and prosperous life.

The colours *purple and green* symbolise *sorrow and happiness* or *struggle and ease* in one's adult stage and these all colours or ups and down of the life make the adulthood bright.

- **Stanza 3: Death**

In the final stanza, the poet finds the weavers *solemn and still* i.e. they are quite sorrowful, grieved and silent. They are weaving something weird *in the moonlight chill* i.e. in the dead of the night which is *White as a feather and white as a cloud*, i.e. colourless, lifeless.



As the poet fails to figure out what it is (the cloth) and why they are sorrowful and silent, she asks them *what are they weaving* rather than *why are they weaving*. They reply that they are weaving shroud (cloth put on the dead body) for a dead person.

Thus the 3rd and the final stage is death which is emotionless and lifeless like a white cloud or feather. In this way the life which begins with life, joy, hope etc ends with sorrow and grief.

Points to remember

Indian Weavers by Sarojini Naidu sums up the life of human beings on earth in three main stages by using symbols like clothes and times of the day. The journey of the life begins with one colour-blue which means with joy and happiness.

It continues with the addition of a number of colours-green and purple which means sorrows also enter into the life along with the happiness. The life is more active in this stage than in the first stage.

In the final stanza, all the colours vanish away and the single colour-white remains which means emotions are connected with the life and when the person dies, emotions also die.

PORTRAIT OF A LADY

By: Khushwant Singh

Glossary:

Hobble- to walk in an awkward way

Rosary- a string of beads

Puckered- wrinkled

Serenity- calmness

Lewd- crude and offensive

Harlot- prostitute

Summary:

The story is an insight of Khushwant Singh of his grandmother through his own eyes. Khushwant Singh remembers his grandmother as an everlastingly old person. She was an extremely religious person. He finds it difficult to conceptualize that once she too was young and pretty like other women. The stories about her childhood games were like fairytales to him. She was short, fat and somewhat hunched in stature. Her silvery white hair used to spread out on her wrinkled face.

Khushwant Singh remembers her limping around the house in spotless white clothes with one hand resting on her waist to balance her stoop and the other busy in telling the beads of her rosary. Her lips constantly moved inaudibly in prayers. Perhaps she was not beautiful in a temporal sense but she looked extremely beautiful with the peacefulness, serenity and the contentment her face exhibited.

Khushwant's relationship with his grandmother experienced several switches when he was a small boy. In the first stage Khushwant lived in a village with her as his parents were looking for the chance to settle down in the city. In village grandmother took care of all the needs of the child. She was quite dynamic and active. She woke him up in the morning, got him ready for the school, coated his wooden slate, prepared his breakfast and accompanied him to the school. They fed street dogs with stale chapatias on their way to



school which was a great fun for them. She helped him in his lessons also .It was her realm and she was the queen of her realm. In this period she was the exclusive undisputed custodian, mentor and architect of the child Khushwant.

The critical point came in their relationship when they came to city to stay with Khushwant's parents. In city Khushwant joined an English School and started to go to school in a bus. Here the role of his grandmother in his bringing up was cut back a little bit. Now she could not go with him to the school. In spite of her immense interest in his studies, she could not help him in his lessons as he was learning English, laws of gravity, Archimedes' principle and many more such things which she could not understand and this made her distressed. She found herself at loss. Another thing which disquieted her much was that the kids were not learning about God and scriptures in the school instead they were given music lessons which was not an respectable t in her belief. To her music was not meant for gentlemen. It was intended for beggars and prostitutes only. She highly disdained the music lessons. She was dismayed and withdrew herself to some level. Perhaps she realised that in the reforming of the child her role was finished and this very thought affected her most.

After finishing school Khushwant went to university. He was given a separate room. The common nexus of their friendship was ruptured. His grandmother confined herself to a self imposed reclusiveness. She spent most of her time in reciting prayers and by sitting beside her spinning wheel. She rarely talked to anyone. The only diversion for her was in the afternoon when she relaxed for a while to feed the sparrows. A kind hearted person, in village she used to feed street dogs, here in city she concentrated on birds and they too became very friendly with her. This was the stage when she found herself altogether sequestered and aloof but she weathered this closing off with grace and self-respect.

Khushwant's grandmother was a firm person. Whatever she experienced in her heart she always held back herself from showing her emotions. He recalls that when he went abroad for further studies his grandmother was there to see him off on railway station quite calm busy telling the beads of her rosary and reciting prayers as ever. When he came back after five years he found her more and more religious and more and more self-possessed. She spent even more time in prayers and spinning the wheel. Feeding the birds was her only happy pursuit. But just the day before her death for the first time she broke this routine and abandoned her prayers. That day she sang the songs of the home coming of the warriors on a withered drum along with the ladies of neighborhood in order to celebrate her grandson's return from abroad.

Next morning she became ill. The doctor said it was a mild fever and would disappear she could anticipate that her end was approaching. She was disconcerted that she neglected her prayers just before the final exit from the world. She did not want to waste any more time talking to anybody. She lay peacefully in bed praying and telling the beads till her lips stopped moving and rosary fell from her lifeless fingers.

Thousands of sparrows flew in to mourn her death and sat dispersed around her body in complete silence. They even disregarded the breadcrumbs thrown for them by Khushwant's mother. They only flew away after the corpse was carried away for final ritual



WILLIAM WORDSWORTH: THE SOLITARY REAPER

Poem- The Solitary Reaper

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.
No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.
Will no one tell me what she sings?
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?
Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore, Yon
Long after it was heard no more.

Glossary:

Yon - an archaic word for 'that'

Melancholy - sad

Vale- valley

Notes- songs

Shady haunt- a cold region in the desert

Hebrides- a group of islands lying west of the North

Numbers- verses, songs

Plaintive- sorrowful



A Brief Background

William Wordsworth is one of the most important English poets and a **founder of the Romantic Movement of English literature**, a style of writing that focuses on **emotion and imagination**. Wordsworth became known as a 'Lakeland Poet' because of the area where he lived, which is renowned for its beautiful wild landscapes, charming pastures, and countless lakes. He was often called a 'nature poet' because of his emphasis on the connection between humans and the natural world. He became widely successful and was named poet laureate of England in 1843.

'The Solitary Reaper' was written on November 5, 1805 and published in 1807 in the collection *Poems, in Two Volumes*. This poem is unique because, while most of Wordsworth's work is based closely on his own experiences, 'The Solitary Reaper' is based on the experience of someone else: author and friend Thomas Wilkinson, as described in his *Tours to the British Mountains*.

The poem, like most of Wordsworth's poetry, is distinguished by its straightforward use of language and meter as well as its natural theme and imagery. It reflects Wordsworth's belief in the importance of the natural world, the power of memory and the human mind, and his first principle of poetry: that poetry should be written to provide pleasure through a rhythmic and powerful expression of emotion and leave readers with 'a spontaneous overflow of powerful feelings' long after it is read. Let's take a look at the text of the poem and then discuss what it might mean.

Summary

Wordsworth came across a lovely maiden at work in the fields all alone during his tour of Scotland. Her lovely song and presence in a foreign language of some local dialect had a deep impression and moved the poet to compose these verses. The poem expresses emotion that is aroused by girl's song. This sweet and melodious song is full of romantic passion and appears to maintain his reflective mood till the end. This shows Wordsworth's love for nature and the natural objects. The lovely singer appeared to be a part of beauty of nature representing its sweetness, joy and mystery. Her song captivated the poet's ears as well as the imagination. The poet felt from the tone that the song was melancholy. The song was more charming than the song of nightingale or a cuckoo bird. There was thrill in it although the words did not convey any meaning because the poet did not know the dialect. The poet wished that he might know the contents of the songs to intensify its impact. The poem does not give a definite meaning to the song of the girl. The meaning is as unknown to the reader as it is to the poet as he asks, will no one tell me what she sings? The poet describes feelings of beauty, charm and mystery in the poem. An imagination reader enjoys the same intoxication as was experienced by the poet. However, it seems that Nature impresses the poet not only where he is in direct contact with that but also in moments when he recollects its beauties. The song of the girl leaves no unloosing impression on his mind. He listens to it motionless and heard no more making the poem romantic in nature and a thing of beauty to enjoy forever.

Line/Stanza Wise Explanation

Lines 1-4

Explanation

In these lines the poet tells us about a young girl of Scotland. He tells us to look at the girl who is reaping grain and also singing a sweet song. He advises the passerby to stop short and listen to her song or pass very silently by here, so that she is not disturbed.

Lines 5-8

The poet says that the highland girls cut and bind the grain in sheaves. She is also singing a sad song. She is very busy in her song as well as her work. The poet once again advises to listen to her song. He says that the



whole deep valley is echoing with her sweet song. The whole dale is listening to her sweet voice. We should also listen to her song and enjoy it.

Lines 9-12

In the given lines the poet compares the sweet voice of the girl to that of a nightingale. Nightingale is considered as sweet-voice bird. The poet says no night angle has so far sings melodious a song as the girl sings when some group of tired travelers reaches a shady place, in the Arabian deserts the night angel welcome the caravan with its sweet song it's obvious that commonly there is no night angle in the deserts. But if there is some oasis it is but natural that a night angle is found there. So when a fired caravan reaches any ceases or shrubby area the night angle welcomes it. The poet says that the voice of the singing girl is rather sweeter that they of a night angle

Lines 13-16

These lines show a comparison between the song of the girl and the song of the cuckoo. He says that such sweet voice was heard from the cuckoo even in the spring season. The song of cuckoo is always very sweet but the voice of the girl, who was singing, was sweeter than the cuckoo's. The voice of the girl was so sweet that it broke the silence of the seas and of the far off Islands on north western coast of Scotland. These islands are never distributed by any storm but the voice of the girl into the silence of this group of Islands. This was because of the praise worthy song of the girl which even affected the seas.

Lines 17-20

In these lines the poet tells us about the language of the song. He does not understand the alien language of the song. He says will no one tell him the meaning of the song of the girl. He says that perhaps the girl is singing some sad of the past. He guesses the language and the meaning of the song. Perhaps the girl is singing some unhappy song or singing about events that have taken place in the past perhaps she is singing about battles which have been fought in the far off past.

Lines 21-24

These lines are expression of the unknown language of the song. The poet again guesses at the theme. Perhaps she is singing a simple song on some ordinary matter of the age. Perhaps she is singing simple sorrow of loss or of some misery. May be she is singing for the lower who has lilted her. Probably the incident of loss or pain has taken place and it may be experienced again in future.

Lines 25-28

These lines also show that the poet did not know the theme of the song. He says whatever theme she sang irrespective of that it seems that the song of the young girl would not come to an end. The poet says that he saw the girl busy at her work and also singing while reaping with a sickle in bent motion.

Lines 29-32

These are the concluding lines of the poem. The poet says that first he listened to her song standing still and motionless. But as he mounted up the hill of Scotland the tune of the song was so sweet that it struck the heart of the poet. He was so impressed that he carried the melody of the song with him long after the song was ended by the girl. Actually, the poet of nature was profoundly impressed by this natural scene. He remembered this song for the natural melodious effect.



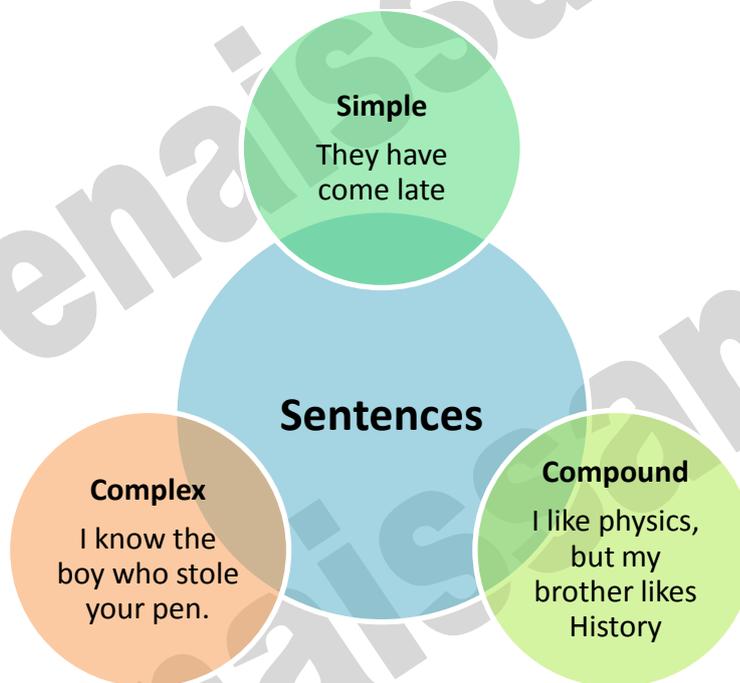
UNIT II

SENTENCES

A Sentence is a group of words that make sense on their own.

Example: colour Pink favorite is my. (Makes no sense, therefore it is not a sentence)

My favorite colour is Pink. (Makes complete sense, therefore it is a sentence)



Sentence 1 is a simple sentence. It has one finite verb. A finite verb as you already know is a verb which agrees with the number and person of the subject. No sentence is complete without a finite verb.

Sentence 2 is a compound sentence. It has two finite verbs. It has been formed by combining the following two simple sentences using the conjunction but:

I like physics. My brother likes History Each one of these sentences is called a clause when it is part of the compound sentences. Each one of them is independent, and they are of equal rank in the sentence. They are, therefore, called coordination clauses.

The compound sentences will have two or more than two finite verbs. It has been formed by combining the following two simple sentences by using the conjunction 'but'.

Sentence 3 is a complex sentence. It has two finite verbs. It has been formed by combining the following two simple sentences by using the relative pronoun who:

I know the boy. The boy (who) stole your pen.

Each of these sentences is called a clause when it is part of the complex sentences.

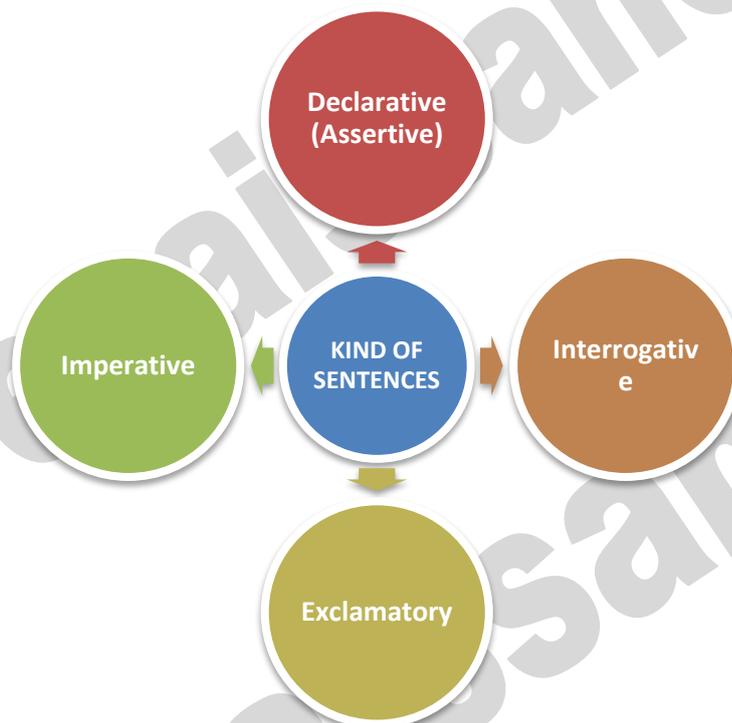
These two clauses are not of equal rank in the sentences. The clause I know the boy is an independent clause because it can stand by itself as a complete sentences. It is called the principal, or the main clause.



The clause who stole your pen is a dependent (or subordinate) clause because it cannot stand by itself as a complete sentence.

Like a compound sentence, a complex sentence will have two or more than two verbs. A complex sentence will have two or more clauses. It will have only one principal clause. It may have one or more than one subordinate clauses.

KIND OF SENTENCES



Declarative (Assertive) - A declarative sentence makes a statement. These are the simple sentences.

Example: Maria lives in India.

Interrogative - An interrogative sentence asks a question. An interrogative sentence ends with a question mark.

Example: How did you get into the car?

Exclamatory - It is a sentence that expresses sudden and strong feelings, such as surprise, wonder, pity, sympathy, happiness, or gratitude. An exclamatory sentence ends with an exclamation mark.

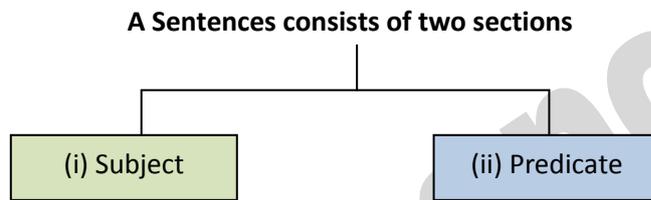
Example: The monster is attacking!

Imperative - Imperative sentence gives a command, makes a request, or express a wish.

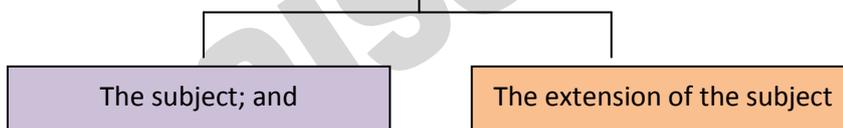
Example: Cheryl, try the other door.

Sometimes the subject of an imperative sentence (you) is understood.

Example: Look in the closet. (You, look in the closet.)

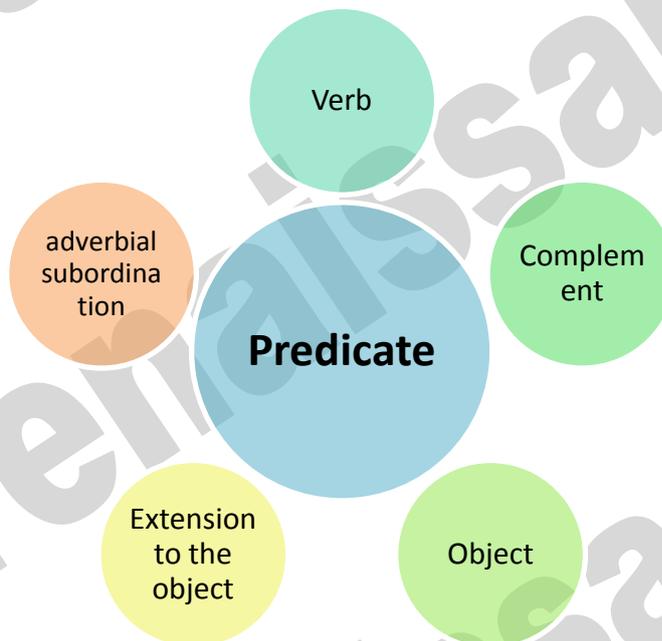


The Subject of a sentence may have two parts:



The part which names by person or thing we are speaking about is called the subject of the sentence.

The predicate is the part which tells something about the subject. The predicate section of the sentence may have five parts:



SUBJECT AND PREDICATE

Subject: Who or what the sentence is about. The noun, pronoun, or group of words acting as a noun, that performs the action indicated in the predicate of the sentence or clause.

The subject of a sentence typically

1. Occurs at the beginning of the sentence (position),
2. Consists of a noun phrase (form), and
3. Indicates the topic of the discussion (meaning).



Predicate: Basically, the rest of the sentence or clause other than the subject; it usually has a verb, and thus indicates some action, but may have other functions such as modifying the subject.

The predicate

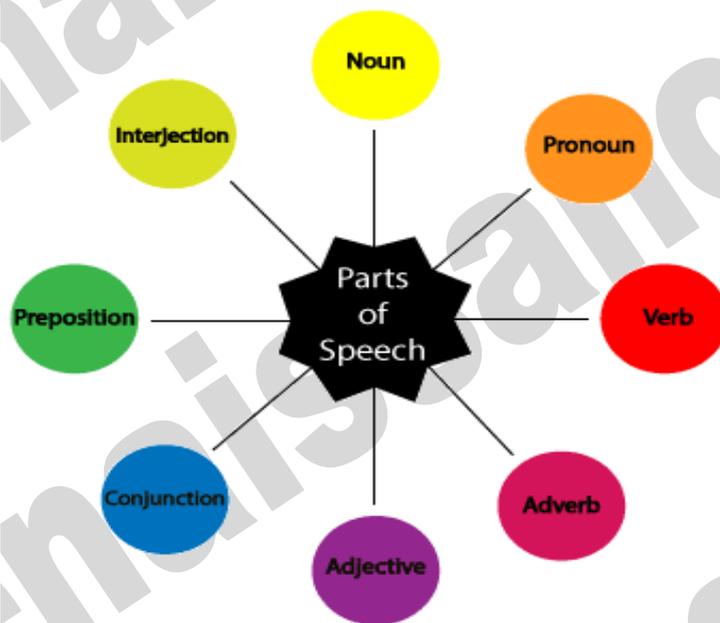
1. follows the subject,
2. Starts with a verb indicating an action or state of being, and
3. Conveys a thought about the subject.

Example: I rode the bus to school today In this the subject is "I"

Predicate is "rode the bus to school today."

Parts of Speech

Parts of speech are the basic categories of words according to their function in a sentence. It is a category to which a word is assigned in accordance with its syntactic functions. English has eight main parts of speech, namely, Nouns, Pronouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions and interjection.



1. NOUN

- **A noun is the name of a person, place, thing, or idea.**
man... Columbia College... house... happiness

A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (*the, a, an*), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding 's. Nouns can function in different roles within a sentence; for example, a noun can be a subject, direct object, indirect object, subject complement, or object of a preposition.

*The young **girl** brought me a very long **letter** from the **teacher**, and then she quickly disappeared. Oh my!*

2. PRONOUN

- **A pronoun is a word used in place of a noun.**
She... we... they... it



A pronoun is a word used in place of a noun. A pronoun is usually substituted for a specific noun, which is called its antecedent. In the sentence above, the antecedent for the pronoun *she* is the girl. Pronouns are further defined by type: personal pronouns refer to specific persons or things; possessive pronouns indicate ownership; reflexive pronouns are used to emphasize another noun or pronoun; relative pronouns introduce a subordinate clause; and demonstrative pronouns identify, point to, or refer to nouns.

*The young girl brought **me** a very long letter from the teacher, and then **she** quickly disappeared. Oh my!*

3. VERB

- **A verb expresses action or being.**

jump... is... write... become

The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. ("*She can sing.*" *Sing* is the main verb; *can* is the helping verb.) A verb must agree with its subject in number (both are singular or both are plural). Verbs also take different forms to express tense.

*The young girl **brought** me a very long letter from the teacher, and then she quickly **disappeared**. Oh my!*

4. ADJECTIVE

- **An adjective modifies or describes a noun or pronoun.**

pretty... old... blue... smart

An adjective is a word used to modify or describe a noun or a pronoun. It usually answers the question of which one, what kind, or how many. (Articles [a, an, the] are usually classified as adjectives.)

*The **young** girl brought me a very **long** letter from the teacher, and then she quickly disappeared. Oh my!*

5. ADVERB

- **An adverb modifies or describes a verb, an adjective, or another adverb.**

Gently ... extremely... carefully... well

An adverb describes or modifies a verb, an adjective, or another adverb, but never a noun. It usually answers the questions of when, where, how, why, under what conditions, or to what degree. Adverbs often end in -ly.

*The young girl brought me a **very** long letter from the teacher, and **then** she **quickly** disappeared. Oh my!*

6. PREPOSITION

- **A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.**

By ... with... about... until

(by the tree, with our friends, about the book, until tomorrow)

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. Therefore a preposition is always part of a prepositional phrase. The prepositional phrase almost always functions as an adjective or as an adverb. The following list includes the most common prepositions:

*The young girl brought me a very long letter **from the teacher**, and then she quickly disappeared. Oh my!*

7. CONJUNCTION

- **A conjunction joins words, phrases, or clauses.**

and... but... or... while... because



A conjunction joins words, phrases, or clauses, and indicates the relationship between the elements joined. Coordinating conjunctions connect grammatically equal elements: and, but, or, nor, for, so, yet. Subordinating conjunctions connect clauses that are not equal: because, although, while, since, etc. There are other types of conjunctions as well.

*The young girl brought me a very long letter from the teacher, **and** then she quickly disappeared. Oh my!*

8. INTERJECTION

- **An interjection is a word used to express emotion.**

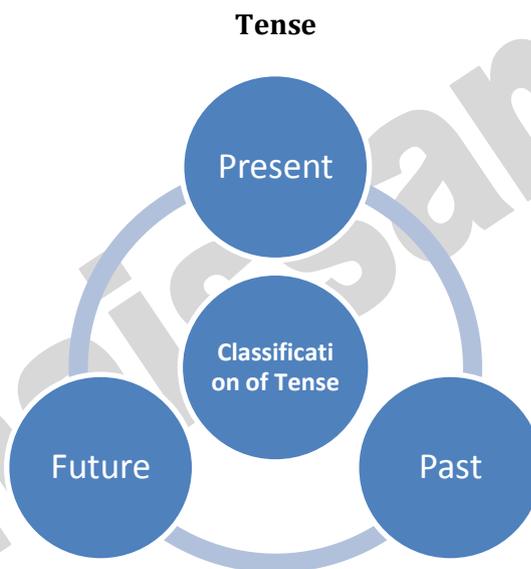
Oh!... Wow!... Oops!

An interjection is a word used to express emotion. It is often followed by an exclamation point.

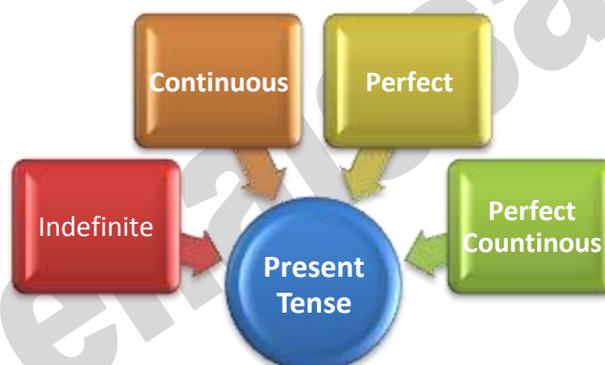
*The young girl brought me a very long letter from the teacher, and then she quickly disappeared. **Oh my***

TENSES

Tenses denote time of action. Time can be divided into three parts: Present Past and Future.



Present Tense





Present Tense Simple Present Tense:

The Simple Present

The Simple Present is a tense that expresses action in the present time, habitual actions, or general truths.

Example: The sun rises in the east.

Present Continuous:

It describes an incomplete ongoing present action that is in the middle of happening, but will finish at some point. This tense is formed by using the auxiliary verb be (am/is/are) with the present participle verb form ending in "ing".

Example: The boys are playing cricket.

Present Perfect Tense:

It signifies that an action started in the past and continued to present time, in which it is completed. This tense is formed by using the auxiliary verb have (have/has) with the past participle form of the verb.

Example: I have finished my work.

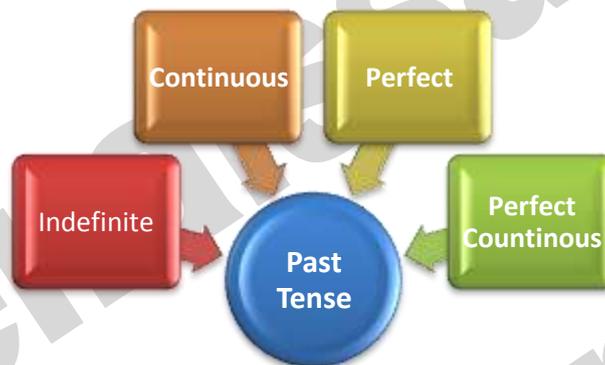
Note: Present perfect is never used with adverbs of past time.

Present Perfect Continuous:

It describes an action that began in the past and continued up to present time, in which it is (or most of it) is completed. This tense is formed by using the auxiliary verb have (have/has) together with the auxiliary verb been and the present participle form of the verb ending with "ing".

Example: They have been doing the work since Eight o'clock.

Past Tense



Simple Past Tense

It is an action or situation that was finished in the absolute past and has no connection with the present. Always second form of the verb is used in simple past sentence.

Example: I learnt French in Delhi.

Past Continuous It describes action which went on during a stretch of time in the past and finished. This tense is formed by using the verb be (was/were) with the present participle form of the verb ending in "ing".
Example: when I met him, he was reading a novel.

Past Perfect Tense:

It describes an action completed in the past before certain point in time or an action which happened in the very distant past. This tense is formed by using the auxiliary verb have (had) with the Past participle form of the verb.

Example: you had studied English before you moved to New York.

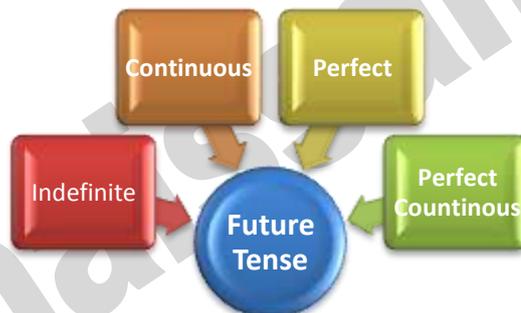


Past Perfect Continuous:

It describes an action that began before a certain point in the past and continued up to that time in past. This tense is formed by using the auxiliary verb have (had) together with the auxiliary verb been and the present participle form of the verb ending with "ing".

Example: She had been working at that company for three years when It went out of business:

Future Tense



Simple Future Tense:

It describes an action or situation that has still to take place. This tense is usually formed by using the auxiliary verb will with the base form of the verb.

Example: I will call you when I arrive.

Future Continuous:

It describes an ongoing action that will be in process around a point of time in the future. This tense is usually formed by using the auxiliary verb will together with the auxiliary verb be and the present participle form of the verb ending in "ing".

Example: He will be waiting for her when she arrives home tonight.

Future Perfect Tense:

It describes that a future action will be completed before a point in time or before another action in the future. This tense is formed by using the auxiliary verb will together with the auxiliary verb be and the past participle form of the verb.

Example: BY next November, I will have received my promotion.

Future Perfect Continuous Tense:

It is describes an along future action that will continuous and will be completed before point in time or before another action in the future. This tense is formed by using the auxiliary verb will, the auxiliary verb have (have), and the auxiliary verb been together with the present participle form of the verb ending in "ing".

Example: They will have been talking for ever an hour by the time Madam arrives.



Tense	Simple	Continuous	Perfect	Perfect Continuous
Present	Form: S + V in the Present He + reads + a book	Form: S + am/is/are + ing form He + is + reading a book	Form: S + has/have + P.P He +has + reads + a book	Form: S + has/have + been + ing form He + has + been + reading + a book
Past	Form: S + V in the Past He + read + a book	Form: S + was/were + ing form He + was + reading + a book	Form: S + had + P.P He +had + read + a book	Form: S + had+ been + ing form He + had + been + reading + a book
Future	Form: S + will/shall + verb root He + will +read + a book	Form: S + will/shall + be + ing form root He + will + be + reading + a book	Form: S + will/shall + have + P.P He +will + have + read + a book	Form: S + will/shall + have been + ing form He + will + have + been + reading + a book

ACTIVE AND PASSIVE VOICE

ACTIVE VOICE

When the verb speaks of its subject as acting, it is said to be in the Active Voice.

Example: He wrote a letter.

PASSIVE VOICE

When the verb speaks of its subject of being acted upon or having something done to it, is said to be In the Passive Voice.

Example: A letter was written by him.

Note:

1. Only transitive verbs (verbs that need an object to complete their sense) can ever be in the Passive.
2. In Active Voice, the subject is given supreme importance.
3. In Passive Voice, the object is given supreme Importance.

Example: Tom killed a snake (Active Voice)

A snake was killed by Tom. (Passive Voice)

Rules for Changing the Voice:

General Form of Active Voice-Subject + Verb

General Form of Passive Voice-Object + 'Be' form + P.P

Rule 1: The Object of the Active Voice is changed into Subject in the passive.



Rule 2: The Subject of the Active Voice is changed into Object in the passive preceding 'by'. Note that the Object is often omitted in the passive.

Rule 3: After the subject, use proper form of 'Be' according to the tense and number of the subject. 'Be' forms-am/is/are/was/were

Transformation of Sentences-Voice Change

PRESENT TENSE

(1) Simple Present tense- He + writes + a letter. (A.V)

A letter + is + written + by him (P.V)

Form -Subject + am/is/are + Past Participle.(P.V)

(2) Present Continuous Tense -He + is+ writing + a letter. (A.V)

A letter + is + being + written + by him. (P.V)

(3) Present Perfect Tense – He + has + written + a letter (AV)

A letter + has + been + written + by him (PV)

Form -S + has/have +been + Past Participle. (P.V)

PAST TENSE

(1) Simple Past- He + wrote + a letter. (A.V)

A letter + was + written + by him (P.V)

Form-S + was/were + Past Participle. (P.V)

(2) Past Continuous — He + was + writing + a letter. (A.V)

A letter + was + being + written + by him. (P.V)

Form-S + was/were + being + Past Participle. (P.V)

(3) Past Perfect- He + had + written + a letter. (A.V)

A letter + had + been + written + by him (P.V)

Form-S + had + been + P.P. (P.V)

Note: Past Perfect Continuous tense has No Passive Voice

Rule: When an imperative 'command' is to be transformed, the form will be:

Let + S + Be + Past Participle.

Hang him. (A.V)

Rule: When interrogative sentence is to be formed, the form will be:

Q. word + auxiliary verb + S + P.P

Who killed the snake? (A.V)

By whom +was +the +snake +killed? (P.V)



FUTURE TENSE

(1) Simple Future Tense- He + will + write + a letter. (A.V)

A letter + will be+ written+ by him. (P.V)

Form-S +will/shall +be +Past Participle. (P.V)

(2) Future Perfect- He + will + have + been + written + a letter (A.V)

A letter +will have+ been+ written +by him. (P.V)

Form-S+ will/shall +have +been +Past Participle. (P.V)

Note: The future continuous and future perfect continuous have No Passive Voice.

Summary of Rules with Examples in Tabular Form:

Tense	Simple	Continuous	Perfect	Perfect Continuous
A.V. Present	S + V in the Present He + reads + a book	S + am/is/are + ing He + is + reading a book	S + has/have + PP He + has + read + a book	S + has/have + been + ing He + has + been + reading + a book
P.V.	S + am/is/are + PP A Book + is + read + by him	S + am/is/are + being + PP A book + is + being + read + by him	S + has/have + been + PP A book + has + been + read + by him	No Passive
A.V. Past	S + V in the Past He + read + a book	S + was/were + ing He + was + reading + a book	S + had + PP He + had + read + a book	S + had + been + ing He + had + been + reading + a book
P.V.	S + was/were + PP A book + was + read + by him	S + was/were + being + PP A Book + was + being + read + by him	S + had + been + PP A book + had + been + read + by him	No Passive
A.V. Future	S + Will/shall + root of the verb He + will + read + a book	S + will/shall + be He + will + be + reading + a book	S + will/shall + have + PP He + will + have + read + a book	S + will/shall + have + been + ing He + will + have + been + reading + a book
P.V.	S + Will/shall be + PP A letter + will be + read + by him	No Passive	S + will/shall + have + been + PP A letter + will + have + been + read + by him	No Passive



ACTIVE AND PASSIVE VOICE

There are two ways to express an action of a subject in relation to its object

- Active voice
- Passive voice

In “active voice” subject acts upon object, while in “passive voice” object is acted upon by subject. It can also be said, in “active voice” subject does a work on object, while in “passive voice” object is worked on by subject. The normal structure of an active voice sentence is *subject+verb+object* but in passive the normal structure of sentence is reversed according to certain rules and becomes like *object+verb+subject*. The real meaning of a sentence does not change if the sentence is expressed either by active voice or by passive voice. The **active voice** is mostly used in writing because it gives a direct and more concise meaning. Passive voice is used sometimes due to the following reasons.

1. When intentionally hiding the subject of sentence. For example, a student who failed in exam might say, *some chapters were not studied*.
2. Another example. *Women were not treated as equals*
3. When passive voice better explain thought of sentence. For example, to say, *cloth is sold in yards*, is more meaningful than to say, *Shop keepers sell cloth in yards*.
4. When passive voice better emphasizes the main thought of the sentence. For example, a man who is being teased by another person might say in anger, *“you will be beaten by me”*
5. When subject is not exactly known. For example, *His watch was stolen*. It is not known that who stole his watch, the subject (thief) is not exactly known so it is better to use passive voice for such sentence. There are certain rules for expressing a thought in passive voice or for changing a sentence from active voice to passive voice.

Fundamental Rules for changing from active voice to passive voice

1. The places of subject and object are interchanged i.e. the object shifts to the place of subject and subject shifts to the place of object in passive voice. **Example.**
Active voice: I write a letter.
Passive voice: I letter is written by me.
Subject (I) of sentence shifted to the place of object (letter) and object (letter) shifted to the place of subject (I) in passive voice.
2. Sometimes subject of sentence is not used in passive voice. Subject of sentence can be omitted in passive voice, if without subject it can give enough meaning in passive voice. **Examples.**
Passive voice: cloth is sold in yards
3. **3rd form of verb (past participle)** is always used as main verb in sentences of passive voice for all tenses. Base form of verb or present participle will be never used in passive voice. The word “by” is used before subject in sentences in passive voice. **Example.**
Active voice: He sings a song.
Passive voice: A song is sung *by* him.
4. The word “by” is not always used before subject in passive voice. Sometimes words “with, to, etc” may also be used before subject in passive voice.
Examples.
Active voice: The water fills the tub.
Passive voice: The tub is filled *with* water.
Active voice: He knows me.
Passive voice: I am known *to* him.
5. Auxiliary verbs are used passive voice according to the tense of sentence.



Note: First 5 rules are usually same for all tenses in passive voice. Rule No. 6 is about the use of auxiliary verb in passive voice which differs for each tense. The auxiliary verbs of passive voice are used according to tense of sentence of its active voice form. The auxiliary verb for each tense is given in the following table with explanation and examples.

Modal Auxiliaries

Modal auxiliaries are words that help the main verb in communicating the speaker's compulsion, willingness, necessity, possibility, prediction, promise, speculation, deduction, and so on.

Can, could, may, might, must, need, ought to, ought not, shall, should, will, would, used to, are modal auxiliaries.

Examples:

- A. I will go to office today (certainty)
- B. I might go to office today. (possibility)
- C. I can go to office today. (ability)

Non-modal auxiliaries, such as *do, have* and forms of *be*, can be used as the main verb in some sentences. Modal auxiliaries can only be used in the helping form, and not as the main verb in a sentence.

Structure

Modal auxiliaries are used along with the base form of the main verb. The base form of a verb, without *to*, is known as the *bare infinitive*.

Examples:

A. I can help you.
modal aux Bare infinitive

B. Will she go tomorrow?
modal aux Bare infinitive

C. What shall I do now?
modal aux Bare infinitive

D. You may not go now.
modal aux Bare infinitive

Note:

The modal verb in each example is used along with the base form of the main verb, that is, can help, will go, shall do and may not go. We may therefore say that the structure of a sentence, using a modal auxiliary is as follows:

- Affirmative sentences – Subject + modal auxiliary + bare infinitive (sentence A)
- Interrogative sentences – modal auxiliary + subject + bare infinitive (sentence B)
- *wh* questions – *wh* – word + modal auxiliary + subject + bare infinitive (sentence C)
- negative sentences – modal auxiliary + *not* + bare infinitive (sentence D)



Modal Auxiliary	Function	Example	Use
can	ability in general	My brother can cook.	<ul style="list-style-type: none">• Informal• denotes a surer tone than <i>could</i>• negative form – <i>cannot/can't</i>
	permission	You can use the dictionary.	
	future possibility	She can secure a very good rank.	
	request	Can you help me find my way?	
	offer	I can tell you how to get there.	
	suggestion	You can buy a car instead of hiring one every day.	
	willingness	I can do it, if you like.	
could	past ability	I could eat three pizzas when I was in college.	
	condition	you could have done well, had you tried harder.	
	conclusion	it could be true.	
	possibility	There could be trouble ahead.	
	request	could you help me find my way?	
	seeking permission	could I please attend your lecture?	
	offer	I could solve the problem	
	Making suggestion	We could take a walk.	
dare	braveness	Dare I fight with him? She daren't go against those hooligans.	
	indignation	How dare you?	<ul style="list-style-type: none">• in questions• negative sentences



The non-modal auxiliaries - may, might, must, need and have to -

Modal Auxiliary	Function	Example	Use
may	granting and seeking permission	you may join their group for this task. May I go out for a while?	<ul style="list-style-type: none"> • Very formal and official • Indicates social distance and hierarchy between communicators • Tentativeness • Can replace will for lesser certainty
	prayer/wish	May god bless you.	
	prediction	It may rain tonight.	
	strong possibility	The principal may visit our school today.	
might	past form off may in reported speech	The inspector said that he might visit our school soon.	<ul style="list-style-type: none"> • tentative tone • less certain than may but more certain than could
	weak possibility	I might join you later but I'm not sure.	
must	compulsion/ necessity	You must abide by the rules of the school	<ul style="list-style-type: none"> • compulsive tone • both formal and informal • speaker's personal tone • internal obligation • stronger than should and ought to
	Strong obligation/ duty	I must listen to what my mother says.	
mustn't	prohibition	you mustn't litter here.	authoritative tone
have to	compulsion	all students have to return their report cards after getting it signed by their parents.	<ul style="list-style-type: none"> • external obligation • to state facts
	obligation	I have to return Gunjan's book to her.	
don't have to	absence of obligation	you don't have to come early.	informal
need	obligation	need you worry about your lost purse?	usually in questions
needn't	absence of obligation	you needn't come for practice tomorrow.	both formal and informal.

Modal Auxiliaries - Ought to, Ought not, Shall and Should

Modal Auxiliary	Function	Example	Use
ought to	obligation	I ought to help her.	<ul style="list-style-type: none"> • always followed by the infinitive to • formal • authoritative • no past form • less strong than must
	advice/ recommendation	you ought to stop eating	
	assumption/ expectation	he ought to get the promotion	
	logical deduction	the prime minsiter's convoy is just around the corner. He ought to be here within five minutes.	



Modal Auxiliary	Function	Example	Use
	probability	the price of necessary goods ought to come down further in the next two months.	
ought not	advise against something	you ought not smoke so much.	Usually to is not used after ought when followed by not
shall	simple future actions	I shall meet you at the coffee shop.	<ul style="list-style-type: none"> • first person without emphasis • second and third person with emphasis • obligation • more direct form of should • higher degree of politeness and formality • negative contracted form – shan't
	polite question or offer	shall we get you something to drink?	
	suggestion/asking for advice	shall we inform the police about the recent theft?	
	obligation	the candidates shall report to the front office thirty minutes before the interview.	
should	advice	you should buy a flat.	<ul style="list-style-type: none"> • as an alternative to ought to, though in certain contexts should is more commonly used • used after if to denote weak possibility • less strong than must • personal judgement and reactions
	prohibition	you should quit smoking immediately.	
	request for advice	What do you suggest I should do now? Should I talk to the principal directly/	
	weak possibility	If I should see Afsana, I will give her the packet.	
will	future actions/facts	She will arrive tomorrow	<ul style="list-style-type: none"> • most commonly used • simple future actions • typical behavior • greater degree of certainty • speaker's willingness, intentions and authority to instruct
	certainty of an action in future	The examination will be held next Monday.	
	intention	We will help you complete the task.	
	willingness	I will drop you at the station.	
	prediction	It will rain tonight.	
	formal announcement	The Principal will address the assembly.	
would	usually to talk about the past	George would work out for more than four hours every day.	<ul style="list-style-type: none"> • softer and less definite form of will • as the past form of will in indirect speech • sometimes used as an alternative of used to refer to a past habit • conditional when followed by <i>if</i> clause.
	Polite request	Would you make a presentation on your project for our students?	
	condition	They would if they could	



REPORTED SPEECH

Direct Speech

In direct speech we reproduce the actual words of the speaker. The words of the speaker are put within inverted commas when they are written down.

The school will open on Monday.

Indirect Speech

In indirect speech we do not reproduce the actual words of the speaker; we report the speech after making some changes.

Example – Naresh told me that the school would open on Monday.

Direct speech : I Play cricket every day.

Indirect speech : He said that he played cricket every day.

Direct Speech : She'll ring me up tomorrow.

Indirect Speech : She said that she would ring me up the following day.

Direct Speech : I did not sing well yesterday

Indirect Speech : My friend told me that he had not sung well the previous day.

There are two ways by which we may report or narrate what a speaker said.

Direct Speech In direct speech (Narration/quotation) the speaker's exact words are given.

Example: John said, "I am trying for a job here."

Indirect Speech

In indirect speech (Narration) only the substance of what the speaker said is given and not the exact words.

Example: John said that he was trying for a job there.



Rules for Changing Direct into Indirect Speech

He said, "I write a letter."

Said-Reporting verb

"I write a letter."- Reported speech

Rule 1: If the reporting verb is In the Past Tense, the Reported Speech (Indirect speech) also must be in the Past.

(a) Simple present becomes simple past.

Example: He said, "I write a letter." (Direct)

He said that he wrote a letter. (Indirect)

(b) Present continuous becomes past continuous

Example: He said, "I am writing a letter." (Direct)

He said that he was writing a letter. (Indirect)

(c) Present Perfect becomes past perfect

Example: He said, "I have written a letter." (Direct)

He said that he had written a letter. (Indirect)

(d) Present Perfect continuous becomes Past Perfect continuous

Example: He said, "I have been writing a letter." (Direct)

He said that he had been writing a letter. (Indirect)

(e) Simple past becomes Past perfect

Example: He said, "I wrote a letter." (Direct)

He said that he had written a letter. (Indirect)

(f) Past continuous becomes Past perfect continuous

Example: He said, "I was writing a letter." (Direct)

He said that he had been writing a letter. (Indirect)

(g) Past perfect and Past Perfect continuous-No change

Example: He said, "I had written a letter." (Direct)

He said that he had written a letter. (Indirect)

(h) Future tense becomes future conditional tense

Example: He said, "I will write a letter." (Direct)

He said that he would write a letter. (Indirect)

Will is changed into would

Shall is changed into should

Can is changed into could

may is changed into might

has/have is changed into had

am/is/are is changed into was/were

Rule : If the Reporting verb Is in the Present or Future Tense the tense of the verb is not changed in the indirect.

Example: He says, "I write a letter." (Direct)

He says that he writes a letter. (Indirect)

Rule : If it is a statement, the conjunction 'that' is used after the reporting verb.

Example: He said, "I am happy." (Direct)

He said that he was happy. (Indirect)



Rule : The First and Second persons in the Direct speech should become Third in the Indirect.

Example: He said, "I watch a film." (Direct)

He said that he watched a film. (Indirect)

I (is change into) he/she

We-they

You-they/he/she

My-his/her

Our-their

Your-their/his/her

Me-him/her

Rule : If the person addressed to, reports the speech, The Second person In the direct becomes First person in the Indirect.

Example: He said to me, "You are a fool." (Direct)

He said to me that I was a fool. (Indirect)

Rule : Words expressing Nearness in time and place are generally changed into words expressing Distance.

Example: He said, "I am ready here now." (Direct)

He said that he was ready there then. (Indirect)

Now becomes then

This becomes that

These becomes those

Here becomes there

Ago becomes before

Thus becomes so

To-day becomes that day

To-morrow becomes the next day, following day etc.

Yesterday becomes the day before, the previous day etc.

Last-night becomes the night before

Next week/year becomes the following week/year last week/year becomes the previous week/year

Rule : To report Question in Indirect speech, the Reporting Verb Is changed Into 'Asked', 'Enquired', 'Wanted to know, etc.

Example: He said, "Who are you?" (Direct)

He asked him who he was. (Indirect)

Form-Reporting verb + suitable object + Question word + subject + verb

Rule : If it is a Yes/No Question, then If or whether is used after the Reporting verb.

Example: He said, "Are you happy here?" (Direct)

He enquired if they were happy there. (Indirect)



Rule : If it is a command, change the reporting verb to-told, ordered or commanded.

Example: The father said to his son, "Go and pay your fees at once."(Direct)
He told his son to go and pay his fees at once. (Indirect)

Rule: Negative Commands are changed into Indirect by not + Infinitive

Example: The Captain said to his soldiers, "Don't return the fire."(Direct)
The captain ordered his soldiers not to return fire. (Indirect)

Rule : When 'Let' is used for some suggestion, the Reporting verb can be changed to 'Suggested' in the Indirect.

Example: He said, "Let's listen to the music."(Direct)
He suggested our listening to the music. (Indirect)

Rule : To report an entreaty/request, the reporting verb is changed into, entreated, requested, begged, pleaded etc.

Example: The hungry child said, "Please give me some food."(Direct)
The hungry child begged them to give him some food. (Indirect)

Rule : To report an entreaty/request, the reporting verb is changed into, entreated, requested, begged, pleaded etc.

Example: The hungry child said, "Please give me some food."(Direct)
The hungry child begged them to give him some food. (Indirect)

Rule : To report a wish or an exclamation, the Reporting verb is changed Into- exclaimed, praised, called to witness, applauded, blamed, desired, wished etc.

Example: The boy said, "How happy I am!"(Direct)
The boy exclaimed that he was very happy. (Indirect)

INFINITIVE- It is a **non-finite verb** and the first form of verb which comes after 'to' for making the infinitive.

You must work hard **to get** success.

She will try **to write** a poem.

I fail **to understand** his problems.

To take a decision is at times difficult.

Gerund or Present Participle- Gerund is another kind of non-finite verb in which 'ing' form is used.

We saw her **dancing** on the stage.

The **burning train** was an interesting film.

Past Participle or Third form – It is used in the perfect tense of active voice and in all tenses of passive voice sentences.

Kishor Kumar has sung many sweet songs.

English is spoken all over the world.



UNIT III

COMMUNICATION SKILL

INTRODUCTION

The word communication originates from the Latin word "*communis*", which means "common" and the word business stands for any economic activity which is undertaken with a view to earn profit and the communication undertaken in the process of this activity is termed as "business communication."

DEFINITION

Communication is a process of passing information and understanding from one person to another.

Keith Devis

Communication is generally defined as the activity of conveying information. Communication has been derived from the Latin word "communis", meaning to share.

Wikipedia

Communication is something people do. To understand human communication process, one must understand how people relate to each other.

Wilbur Schramm

MEANING

Communication is defined as "The flow of material information perception, understanding and imagination among various parties".

The Seven Cs of Communication:

1. **Consideration:** consideration states that every message should be prepared keeping in mind the person who will be the receiver of the message. Receiver's interest should be kept in mind while drafting the message. Specific ways to indicate candidness are: -
 - Focus on "you" attitude instead of "I" on "We"
 - Material or content of the message should be from reader's point of view.
 - Use of positive words should be allowed so that positive reaction could be received by the readers.
 - Benefits of readers should be the prominent part of message.

Examples:

We Attitude: I am delighted to announce that there will be extra classes for the students in college to clarify their problems.

You Attitude: You will be able to clarify your problems in the extra classes organized in college.

2. **Clarity:** Clarity is most important characteristic of communication especially in case of oral Communication/Presentation. Clarity in words, language of expression is very important to ensure proper presentation of ideas, message one wants to communicate during conversation.

Clarity can be achieved through following ways:

- Precise, familiar use of words or language during communication, Effective sentences should be framed,
 - There should be unity in all one words of message so that the main idea of message can be properly communicated.
 - Short length sentences of average 17 to 20 words should be preferred.
3. **Completeness:** Complete message is very important to communicate the main idea or information behind the message. Oral presentations should be as far as possible planned on restructured and all the information related to message should be properly communicated.

Guidelines for ensuring completeness are as follows:



- Provide all necessary information required for accurate understanding of message.
 - All Questions asked by the audience should be properly answered by presenter during oral presentation/communication.
 - Some extra information when ever desirable should be given to audience to make the presentation topic even much clear specific of complete.
4. **Conciseness:** Conciseness is the essential requirement of oral communication. Concise message saves time on expense for both sender or receiver concise means brief, short on informative message which is able to explain the idea of message with minimum words. Words in message should not be repetitive in nature & only relevant information should be communicated in message.
 5. **Correctness:** In oral communication grammatical errors should be avoided. Right level of language should be used both in formal & informal communication. Use of accurate words and spellings should be considered.
 6. **Concreteness:** it means specific, definite on valid use of information than vague or general. Concrete facts on figures should be used to make the receivers know exactly what is required or desired. Concrete language on information helps in interpreting the message the same way as communicate intend to communicate the message.
 7. **Courtesy:** A proper decorum of speaking should be maintained while making oral communication/presentation. One should say things with force of assertive without being rude. Polite or humble language shall be used which should not be insulting, against the religious, social as personal values of listener. Discriminatory language based, on gender, race, age, colour, cost creed, religion etc should be avoided.

ELEMENTS IN COMMUNICATION

1. **Sender:**
Someone who is sending the message to someone else is called a sender. For example, in ad the brand being advertised is 'Pantaloons'. Naturally, the maker of this brand is the sender of the advertising message.
2. **Encoding:**
When we address someone, we use language, visuals, body gestures, etc. to communicate. All these are called symbols. The process of putting our thought into symbolic forms is called encoding. In a following Ad, you see a face full of wrinkles. Then you read the headlines which simply say: "Wrinkle free." This process of communication is called encoding.
3. **Message:**
The symbols themselves constitute the message. Hence, the visuals, headlines body copy, tag line, brand name, logo, etc., are all parts of the message. If you have already heard the name of 'Pantaloons', then the message being given to you is that are dealing with a known company.
4. **Media:**
The channels used for sending the message across to the receiver (customer) is called medium (or media; note that media is also singular). This Ad has appeared in the print media (just for the sake of knowledge, TV is an audio-visual medium, radio is an audio medium, etc. You will learn more about media in the second year). An individual member of the medium is called a vehicle. Here, India Today is the vehicle. A vehicle is the carrier of the message.
5. **Decoding:**
Once we receive the message, we start interpreting it. For example, when you look at the wrinkled face shown in the Ad, you realize how bad it looks. The implication is that your clothes will also look as bad if they were not wrinkle free. Likewise, there are visuals of a shirt and a pair of trouser. These immediately give you the message that the Ad is perhaps for readymade clothes. At the bottom, the message given is that the brand is available at various cities and Pantaloon Shoppes.
6. **Receiver:**
A receiver is one who reads/listen hears the message of the communicator. For example, any reader of India Today who is likely to see this Ad, is the receiver of the message. It may be noted, however, that the communicator (in our example, the manufacturer of Pantaloons) is not interested in just any receiver (i.e.



any reader of India Today) but only those who would be interested in using his product. Thus, if never wear trousers, then the company will not be interested in me.

7. **Response:**

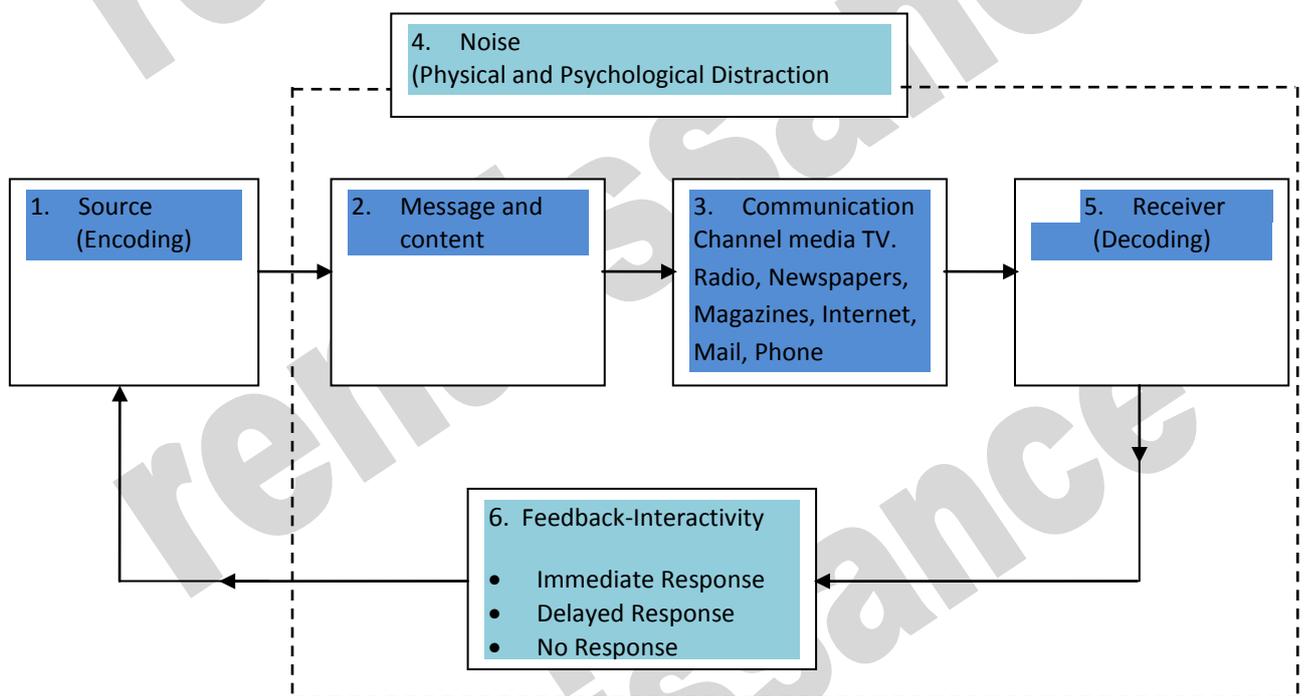
After having read the ad, I will react to the message. My reaction (alternatively known as response) could be objective (if I accept what the sender of the message is saying) or negative (If I don't accept the message). For example, the body copy in the Ad says: "Pantaloons presents T 2000...." I may get impressed by the fact that the range has T 2000 choices available! But I may also reject the claims made in the body copy in case I find them unbelievable.

8. **Feedback:**

Every communicator waits to know whether the message (a) has reached the target audience or not, and (b) whether it has been accepted or not. In other words, one waits for feedback from the audience. The most desirable form of feedback from the marketer's point of view, of course, would be the purchase of the product by the customers. Thus, after this Ad is released in the media, if the sale of such trousers goes up significantly, the feedback is said to be positive. Similarly, if the company conducts a surveys and questions about the intention to buy; and customers say that they will buy the brand, again, the feedback is positive.

PROCESS OF COMMUNICATION

The process of communication involves two or more persons participating through a medium that carries the information or message for a particular purpose which is mutually understood by both the sender and receiver. Only when these conditions are fulfilled, a significant communicative situation will take shape



The receiver is anyone who is exposed to a message. Once receiver, receive a message, they decode it. Decoding is the process of interpreting what a message means. After customers decode a message, they respond in some way, indicating to what extent the message was received, properly decode, and persuasive. This response is called feedback, which is a response that conveys a message back to the source.

The communication process occurs in a context or environment where other things are going on-competitive brand message, people walking by, a telephone ringing, as well as thoughts inside customers' heads. These "other things" are called noise-interferences or distractions that can negatively affect the transmission and reception of a message.



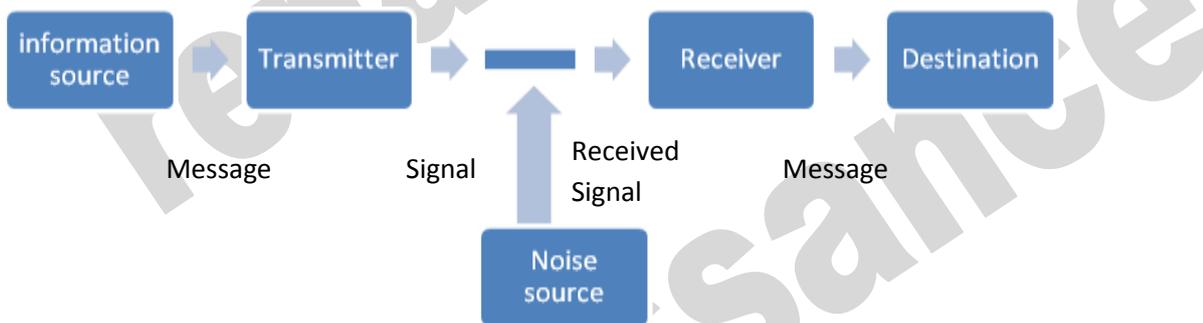
FEEDBACK AND MEASURING COMMUNICATION RESULTS

After implementing the communications plan, the communications director must measure its impact on the target audience. Members of the target audience are asked whether they recognize or recall the message, how many times they saw it, what points they recall, how they felt about the message & their previous & current attitude towards the product & the company. The communicator should also collect behavioral measures of audience response such as how many people bought product, liked it & talked to others about it.

COMMUNICATION MODELS

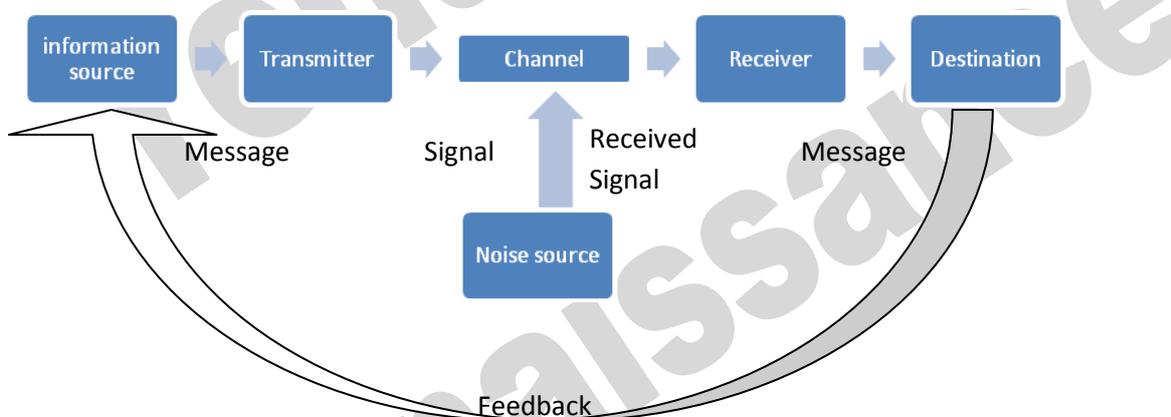
SHANNON WEAVER MODEL

In 1948, Shannon was an American mathematician, Electronic engineer and Weaver was an American scientist both presented this model. It was specially designed to develop the effective communication between sender and receiver. Also they find factors which affecting the communication process called "Noise". At first the model was developed to improve the Technical communication. Later it's widely applied in the field of Communication.



INTERACTIVE MODEL

With slighter change in Shannon weaver model, the interactive model can be developed. Feedback is an avoidable stage in communication by introducing this phase to the above model we get interactive model of communication which is as follows.



INTERMEDIARY MODEL

An intermediary model of communication was developed by Katz and Lazarsfeld in 1955. It focuses on the important role held by the intermediaries in the communication process. Many of these intermediaries have

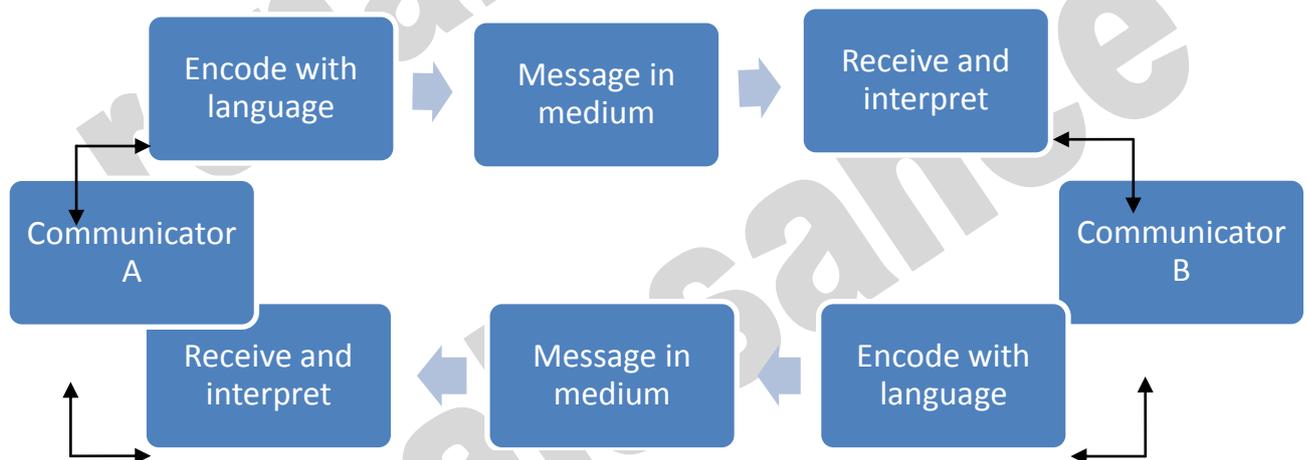


the ability to decide and influence the messages, the context and ways in which they are seen. They often have the ability, to change messages or to prevent them from reaching an audience.



TRANSACTIONAL MODEL

The transactional model of communication takes into account noise or interference in communication as well as the time factor. The outer lines of the model indicate that communication involves both systems of communicators and personal systems. It also takes into account changes that happen in the fields of personal and common experiences. The model also labels each communicator as both sender as well as receiver simultaneously. There is this interdependence where there can be no source without a receiver and no message without a source. Communicators depends on factors like background, prior experiences, attitudes, cultural beliefs and self-esteem.



Models of Communication

There are many communication models to understand the process involved in it as developed by different theorists two types of models are –

1. Linear Models and
2. International or Interactional models

According to Aristotle in a communication event, there are three main ingredients, such as:

1. The speaker
2. The speech and
3. The audience

Subsequently, a number of experts have developed modern models of communication which are more complex and dynamic.

Shannon and Weaver Model

They considered the theory as strictly mathematical can has been identified with technology and technical aspects of communication. They considered communication as a mechanistic system consisting of the following five basic elements. They are

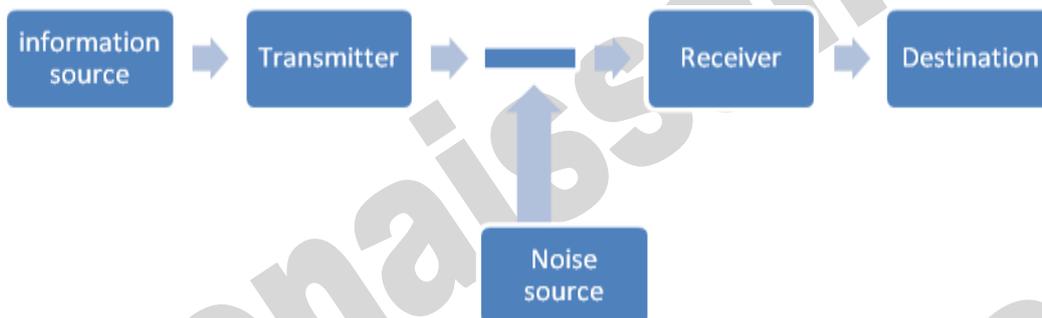
1. Information – Source



2. Transmitter – to convert a message into transmittable signals
3. A channel
4. A Receiver – Who reconstructs the message from the signals
5. Destination – The person or machine to whom it is intended

the other four components, he introduced in the system, are –

1. The message
2. Transmitted Signals
3. Received Signals
4. Noise Source



The degree of difference in meaning between the sender and the receiver is accounted for by noise. The mathematical theory of communication is also used in developing the information and computer science.

David K. Berlo's Model

Berlo's model is of basic importance in developing other communication models and for Identifying elements of communication. Berlo's process theory has contributed a great deal to the subject of communication.

The following nine components are included in his model:

<ul style="list-style-type: none"> • A Source • A Message • A Received • A Meaning • A Noise 	<ul style="list-style-type: none"> • A Encoder • A Channel • A Decorder • A Feedback
---	--

Fig. David K. k Berlo's Mold

Harhold D.Lasswell Model

The communication process of Lasswell, in its broader analysis, gives rise to four basic and important questions. They are Who? What? Whom? Which? The behavioural aspect of the sender in the communication process is well-established by Lasswell. But his model ignores the essential elements of the communication process.

WHO	IN
Sender	MEDIA
SAYS wAtur	10 WHOM
	RECEIVER

INTERPERSONAL OR INTERACTIONAL MODEL

Feedback with reference to the communication process means interaction or interface or face-to-lace communication with another person who is the receiver of the message. The purpose feedback is to



measure and evaluate the message received by the receiver and to plan for future communication. Thus, feedback may result in revision or alteration of the original message or sending altogether a new message.

It is necessary to have interaction between the sender and the receiver. This has given rise to interpersonal or interactional model of communication. It is the interaction which facilitates the return information called feedback. This may be effective by the words, signs of behaviour change. By this, the cycle or circular flow of the words, sign or behaviour change. By this, the cycle or circular flow of communication is complete. This is two-way communication or interpersonal or interactional is complete. This is two way communication or interpersonal model. The linear model is known as one-way communication. This is the reason why effective communication is called interpersonal or interactional communication.

The interpersonal model of communication demands the presence of the following elements in the process of communication;

1. Message or idea or stimulus
2. Sender or transmitter or communicator
3. Encoding
4. Channel
5. Medium
6. Receiver
7. Decoding
8. Action or behaviour change
9. Feedback

Direction of Communication

Downward Communication

The communication is said to be downward when it flows from the top to the bottom. In the levels of management, from top to bottom means the flow of communication from the superiors to subordinates. When information comes from higher level in the organization structure, it is termed as downward communication.

Objectives of Downward Communication

- | | |
|----------------|-----------------------|
| 1. Information | 6. Persuasion |
| 2. Instruction | 7. Warning and Notice |
| 3. Requests | 8. Appreciation |
| 4. Advice | 9. Motivation |
| 5. Counseling | 10. Raising Morale |

Problems of Limitations of Downward Communication

- | | |
|------------------------------------|---------------------------------|
| 1. Filtration of Messages | 6. Rely on written Media |
| 2. Misunderstandings and confusion | 7. Lack of Trust and Confidence |
| 3. Reliability of the source | 8. Lack of Feedback |
| 4. Overload of Message | 9. Rigidity |
| 5. Timing | |

Upward Communication

It is opposed to downward communication. A communication is said to be upward when it moves from the bottom the top. In the organizational structure, from the bottom to top means the flow of communication from subordinates to superiors. Whenever information moves from a lower to higher level in the



organization, is termed "upward communication." Upward communication may transmit either by oral media or written media.

Objectives of Upward Communication

1. Reports
 2. Information
 3. Requests
 4. Appeals
 5. Demands
 6. Representations
 7. Complaints
 8. Suggestions
 9. Importance of Upward Communication
1. Upward communication provides useful information, data etc., which are more useful for decision-making.
 2. This channel serves the growth and development of democratic leadership.
 3. It motivates and encourages work spirit to active workers. The motivation is essential for improved and efficient working of an organization
 4. It promotes loyalty, honesty and participative attitude so essential for effective functioning.
 5. Under this system of communication, idea of the subordinates cannot be obtained without encouraging upward communication.
 6. Effective communication channel flow upward essentially, provides the manager with the information of what the subordinates are doing, highlights of their Work, achievements, progress, and future job plans.
 7. This channel serves as a useful channel because it deals with work centered matters about which the alert executive normally tries to keep himself well informed;
 8. Effective communication upward channel conveys feelings about the job, feelings about their, feelings about the company.
 9. It provides scope which may be valuable to spell out in detail some of the things an executive should learn through upward channel.
 10. It facilitates an effective in built feedback mechanism particularly feedback in the case of written communication.
 11. It gives an opportunity to present an improved picture of what subordinates think of the willingness, of the superiors to discuss politic; Plans and actions.

Limitations of Upward Communication

1. Fear
2. Distrust of Superiors
3. Lack of Common Sharing
4. Long Chain of Command
5. Lack of Ability
6. Lack of confidence in Superiors
7. Fear of Criticism
8. Lack of Self Confidence and Incentives
9. Non-listening Attitude
10. Distance

Horizontal Communication

It is the flow of information between persons of the same hierarchical level. Formal organization provides for horizontal communication by means of right of persons at any level to consult or work with others at the same level.

Importance of Horizontal Communication

1. Co-ordination
2. Problem Solving
3. Conflict Resolution
4. Communication by Objectives
5. Effective Control
6. Speed Flow
7. Useful to Subordinates
8. Balance Downward and Upward
9. Limitations,
 - Creates Confusion
 - Leads to Disruption
 - Creates Conflicts



Introduction

This involves inter —departmental communication by people at different levels. It is rarely used. A good example could be a project team drawn from different grades of departments.

- It involves communication, between two different organizational levels. Research has shown that managers spend a large portion of each day involved in diagonal communication.
- Greater the interdependence of various departments within the larger organizations, the greater the necessity for such diagonal communication message transfer.
- The growing complexity of the modern business structure has necessitated the creation and growth of diagonal communication.
- Since diagonal Communication violates the traditional top bottom, bottom, - up forms of organizational they often disrupt the normal format of work.
- Subordinates Participating in these non-traditional communication forms; often become aware of events before the managers.

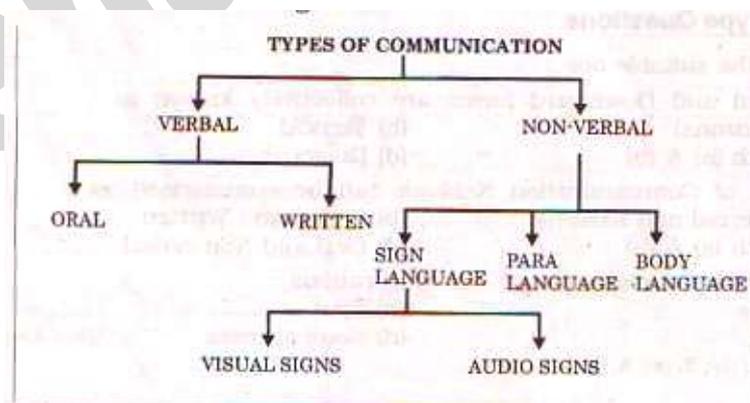
Advantages of diagonal communication-

1. Spread information more quickly than the traditional forms of communication.
2. Serve to link groups that otherwise would either have to communicate through the much slower upward — downward organization communication channels or not communicate at all.
3. Enable individuals with diverse knowledge in different parts of the organization to contribute to problem solution, enhancing the effectiveness of resources use within the organization.

Disadvantage of a diagonal communication —

1. These interfere with the normal organizational routine, & they cannot be effectively controlled by the, organization.
2. It leads to the formation of a grapevine.
3. The staff members come to know about all the information even before it is circulated to their heads or superiors. .

Types of Communication



Non-Verbal Communication is the information that is communicated without the use of words. It includes apparent behaviours such as, facial expressions, eyes, touch, tone of voice, as well as less obvious messages such as dress, posture spatial distance between two or more people.



Commonly, non-verbal communication is learnt after birth & practiced and refined through a person's lifetime.

Non verbal communication is used because

1. Words have limitations
2. Non-verbal signals are powerful
3. Non-verbal messages are likely to be more genuine
4. Non-verbal signals can express feelings in appropriate to state
5. A separate communication channel is necessary to help send complex messages

Researchers say that only 7% of message is sent through words, with remaining 93% sent through non-verbal expressions.

The study of body motion as related to speech is known as kinesics. This includes – Mutual gaze, *facial warmth or pleasantness*, child like behavior*, direct orientation, etc.

Non Verbal Communication

- Body Language
- Para Language
- Sign Language
- Audio Visual
- Touch

The Role of Different Parts of the Body language in Communication is as Follows –

1. **Facial expressions** - The expression on the face is the most obvious aspect of body language. Expressions accompany the speaker's words and also indicate the listener's reaction.
2. **Eye contact** - The study the role of eyes in non-verbal communication is sometimes referred to as "Oculistics". Eye contact can indicate interest, attention involvement.
3. **Gestures** - A gesture is a non-vocal bodily movement intended to express meaning. They may be articulated with hands, arms or body, & also included movement of head, face. & eyes such as winking, nodding, or rolling one's eyes.
4. **Posture**- It can be used to determine a participant's degree of attention or involvement. The difference in status between communicator & the level of fondness the person has for the communicator.

Advantages of a Body Language

- It is easy to understand
- It is a support for verbal communication
- It puts life into communication
- It is a natural outcome
- It fills the gap created

Para Language

It refers to the non-verbal elements of communication used to modify meaning and convey emotions.

- Paralanguage may be expressed cautiously & incautiously
- It includes pitch, volume, voice, tone.
- The study of paralanguage is known as paralinguistic.

Audio Signs-

The non-verbal communication in which the sounds are easily, recognized without verbal or visual communication. Like sirens, clarinets, flute, ambulance police jeep, train horn, etc.



Visual Signs-

The signs which are generally used so as to the meaning which the sign identifies. The best examples are the smiles used during chatting in yahoo or other mails.

Barriers to Communication

Introduction — No matter how good the communication system in an organization is, unfortunately barriers can and do often occur. This may be caused by a number of factors which can usually be summarized being as due to physical barrier, languages, and organizational, emotional, personal barriers.

A communication becomes successful only if the receiver understands what the sender is trying to convey. When your message is not clearly understood, you should understand that your message is facing a barrier.

Commonly

Experienced Barriers

- Noise
- Emotions.
- Lack of planning
- Filtering information
- Wrong & unqualified assumption
- Loss by transmission
- Goal conflict
- Culture
- Offensive style
- Social; Psychological barriers.
- Time distance

Channel of Communication

Meaning — Communication channel are established by the organization and are accepted & recognized by employees & managers:

External communication –

Communication with those outside the organization is known as external communication.

- Outward- The messages which go out of the organization to customers, suppliers, banks, insurance companies, govt. departments, mass media & the general public. They may be in the form of letters, taxes, banners, reports, telegrams, advertisements, press handouts, speeches, visits, trade fairs, etc.
- Inward - messages that are received from outside by the company. An organization may receive letters, faxes, telegrams, telephone calls, personal visits, magazines. etc., these may be, from customers, suppliers, other organization, govt. departments, etc.

Internal Communication

The communication within the organization, among its members is internal Communication

- a) **Formal channel** — the communication when takes place within the official i.e. the lines of communication is approved by senior management. This is the channel which carries the official messages in the organization.

Under a formal channel

- There are efforts made by each & every individual at various levels.



- The most important aspect of formal channel is that no level of the organization is overlooked or bypassed: The information passes through an already fixed, systematic channel.
- It is the process or sharing official information with others who need to know it, which is according to the prescribed patterns depicted in an organization's Chart.

Formal communication is done through-

Company newsletters, employee handbook, company magazines, formal meetings, letters, bulletins, memos, faxes, all employees mailing, etc.

Formal channels includes –

1. Vertical Communication

- Downwards communication: When the instructions & directions flow from the top level to the bottom level i.e. from superior to the Subordinates. These are in written forms
- Upwards communication: The information which flows upwards in the form of feedback i.e. from subordinates to superior. These may be oral or written.

2. Horizontal or lateral communication – When communication flows between the employees of the same level of different departments.

Diagonal: The transfer of information between people who are neither, in the same department nor on the same level of organization hierarchy is called diagonal communication. For example: when the assistant marketing manager communicates with account clerk directly

Informal channel

Grape vine

- It forms a lease of informal relation between two or more individuals.
- It is not planned & organized or acquaintances.
- It may be both official and personal
- It is based on friendship

Meaning –

The informal channel of communication may-be defined as passing information outside the official channels, for e.g.:- employees chatting, in the canteen or pub. It can affect the future of the business, particularly if the formal system has broken down.

- Grapevine is an informal channel of communication.
- Primarily a channel of horizontal communication, it can flow even vertically and diagonally.

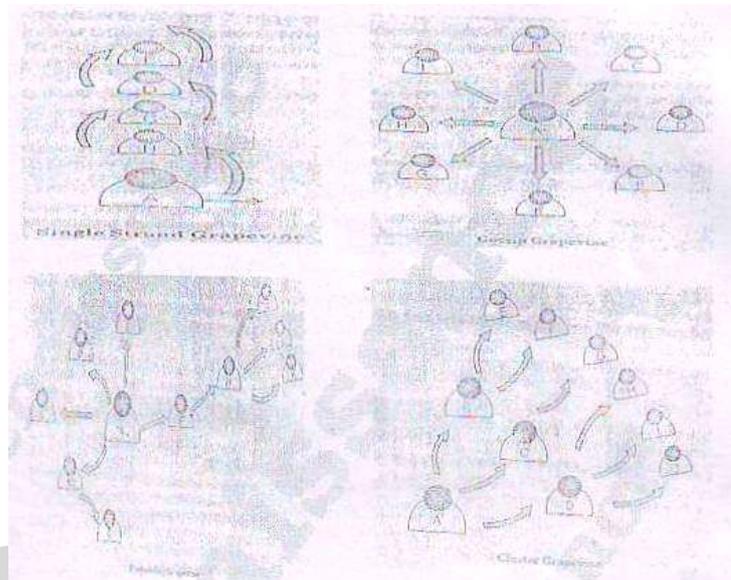
Four types:-

Single stand: flow like a chain.

Gossip: one person tells everybody else

Probability (random): information may move from anybody to anybody.

Cluster: moves through selected group



Importance:

Emotional relief,
Harmony in organization
Supplement to other channels,

At last Channel.
Provides feedback

Demerits:

Distortion or information
May transmit incomplete information

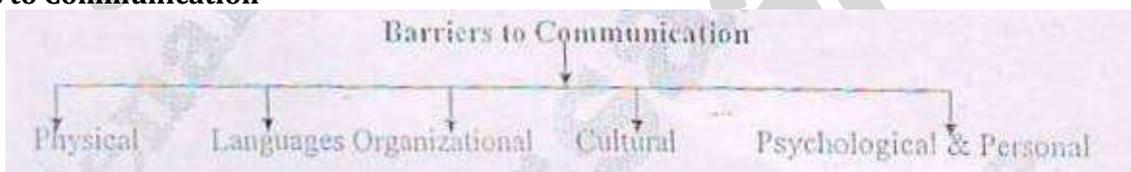
Travels with destructiveness

To use effectively, the manager should

Keep an eye on rumours-managers,
Use it primarily for feedback.
Contradict rumours promptly;

Involve the workers in the decision-making process.

Barriers to Communication



1. **Physical barrier** - Physical barrier in an organization includes large working areas that are physically separated from others.

- Marked out territories, empires into which strangers are not allowed.
- Closed office doors, barriers screens, and separate areas for People of different status.

Physical barriers may include -

- Noise



- Physical Distance
- Improper Time
- Information Overload

2. Language barrier -

The barrier created due to the improper of language, words, phrases, etc.

- Variety of Meaning. : For example: a person may be present at function and receive a present and present some thoughts on budget.

3. Cultural barrier —

- Values & norms
- Non verbal communication
- Social relationship
- Perception
- Concept of time
- Use of voice
- Concept of space
- Specialist language
- Thinking process
- Appearance (we react unconsciously to the biological)

(Appearance, color & texture of skin, color of eyes & of Body structure, way of dressing etc.)

Organizational barrier: The factors internal to the organization which adversely affect the flow of communication are called on barriers.

This includes —

- Organization polity
- Complex organizational structure
- Rules and regulations
- Facilities
- Status difference
- Wrong choice of channel –

Psychological or emotional or perceptual barrier & Personal barrier:-

One of the chief barriers to open & free communication is the psychological or emotional barrier. It is comprised mainly of fear, mistrust & suspicion. The roots of our emotional mistrust of others lie in our childhood & infancy when we were taught to be careful for what we said to others.

This includes-

- Selective listening,
- Lack of ability to communicate
- Premature evaluation
- Psychological & emotional barriers
- Inattention
- Difference in speed of talking & listening.
- Emotional attitude,
- Inferring (to conclude according to your own ways).
- Defensiveness :(fear of boss)
- Barriers, due to resistance to change,
- Status block
- Self centered attitude
- Lack of trust & confidence.
- Attitudinal clash with sender



- Group identification (belonging to a group like family locality, city, our religion group, age, group, nationality, economic group) we tend to reject an idea which goes against the interest of the group.

How to overcome communication barriers -

- Shortening the line of communication
- Use of simple and meaningful language.
- Developing patience to listen & understand others
- By avoiding pre-mature evolutions
- Keeping it short.
- Giving due importance to gesture & tone
- Utilizing the feedback
- Developing mutual trust
- Co-ordination
- More use of informal & face-to-face talks
- By communicating so as to express & not to impress
- The communication audit
- By having a personal touch in communication



Unit 4

Comprehension / Unseen Passage

Tips for Questions with Reading Passages

Here are some tips for handling questions with reading passages.

First

- **Concentrate.** Put aside your worries and distractions. Get ready to get down to business!
- **Don't rely too much on prior knowledge.** Although you may know about the subject, the information that is presented will be the source from which your answer should come.

Second

- **Read the question first.** Why read the question before the passage? Because it saves time to know what you are reading for!
- **Make sure you understand the question.** What kind of information will you need to gather when you read? Will you be looking for facts? Or will you be using the passage to come up with your own answer?
- **Read the passage.** Read the passage as quickly as you can. Look for the answer as you read. When you find it, take notice of it, but -- and this is important -- don't stop reading yet! Read to the end. That way you can be sure that your answer is the best, most complete answer possible. If you are reading the passage in order to provide a written response, read more carefully. Make sure you understand everything.
- **Providing the answer.** Feel free to look back at the passage to double-check your answer.

Read the passage given below carefully and answers the questions that follow:

One day, the old emperor Shah Jahan became ill. His son, Aurangzeb, who always wanted to be the emperor, put his father in a jail. Jahanara Begum, the eldest child of Shah Jahan, did not leave her father and want to jail along with him. Her dais, "I shall share the sufferings of my father. He needs me in his old age, and I shall never leave him." Shah Jahan lived in the jail for seven years and then he died. During that period, princess Jahanara stayed with him and took care of him. After the death of her father, she returned back to her own palace. She continued to live there and spent the rest of her life serving the needy and the poor. If - B ore her death, she gave away all her money to the poor and needy.



Questions:

- (a) Who was shah jahan's eldest child?
- (b) What did Aurangzeb do when shah jahan became ill?
- (c) What did jahanara do before her death?
- (d) Find words in the passage which mean the same as:
- (a) King • (b) Sick

Answer:

- (a) Jahanara begum was shah jahan's eldest child.
- (b) When shah jahan became ill,(his son) Aurangzeb put him in jail.
- (c) Jahanara went to jail along with her father when he (her father) was in jail.
- (d) A) Emperor B)ill



UNIT V

NOTE MAKING

It is a brief record of writing something to assist the memory or for future important references. Notes are usually being taken to record the speeches or dictations after listening to it or after reading any materials like a book, magazine or an article. It is initiated to refer whenever needed and may be reproduced in the desired manner. This is article is on note making examples.

Importance of Note –Making

The process of grasping knowledge is vast and unlimited. Our memory is not able to store information altogether, hence notes making is quite handy and helpful. With the assistance of note making, we may recall the entire information of past events. For the students, it makes their preparation less strenuous.

Thus, note making helps in:

- Keeping information handy whenever we require.
- Recollecting and recalling past events said or heard.
- Delivery of speeches for debates/discussion, writing an essay and revising lessons before examinations.

How to make notes:

- Reading of passage or the extract provided
- While reading the extract, underline the important key sentences. It helps in the formation of the titles and subtitles.
- Make a rough note of all important and main points to be included and then give them a logical sequence.
- Use a format which is applicable to the extract and write down the summarization of the paragraph.

Points to remember while making notes

- They should be precise and to the point.
- They should have all the relevant and important information of the extract.
- All information should be systematically divided, and subdivided.
- Use universally relevant symbols and abbreviations necessary and provide key to the abbreviations.
- The main title should be short and apt to the extract.
- Try to avoid any long sentence as a title unless it is a common proverb. It must reflect the essence of the extract.

Notes must be written in points and must be listed one after another and must be numbered properly.

Points to be avoided while making notes

1. Avoid the usage of full sentences.
2. Do not lift portions of the paragraph to form the notes.
3. Do not include irrelevant parts of the extract while taking down notes.

Mechanism- Note Making

- Usage of abbreviation:
 1. Capital letters to be used for first letter of the words for (eg: UNO, NCERT etc.).
 2. Usage of abbreviations and symbols (for e.g. >, <, @, % etc.)



3. Commonly used in newspapers and magazines. (gov., sec., Bio.)
4. Key to be used for own short forms

(For e.g. Trans.=Transparent)

Note: Students must use at least four abbreviations in board exam.

- Proper Indentation
1. Title (reflects the main theme of the extract and carries 3 marks, it should not be more than 1/3 of the passage length)
 2. Subheadings (grasp of the passage by the students)
 3. Try to use only phrases and avoid using full sentences

Marking Scheme for Note Making

- Title- 1 marks
- Abbreviations (at least four)-1 marks
- Subheadings with 2-3 sentences -3 marks.

Passage for note making examples

The cosmetics industry is growing day by day. Big cosmetics giants make tall promises of flawless skin beauty upliftment, but on a contrary, there is an ugly side of this, so-called beauty products too. Many health hazardous monsters are hiding in these products. Studies and researches are showing that cosmetics usage is toxic. They contain chemicals and other chemicals which can cause cancer. Some brands of talcum powders which are used every day contain asbestos.

Unfortunately, consumers, particularly woman, are carried away by the telling and attractive advertisements. Very rarely do they read the contents of the cosmetics they use. For instance, the skin lightning creams which are available in India has hundreds of brands available each promising to make skin tone lighter, spot free and fairer. Research has proved that these products contain potentially hazardous chemicals like ammonia and hydrogen peroxide, p-phenylenediamine and toluene diamines. It causes skin irritation, pimples etc.

According to a report in the UTUSAN CONSUMER, temporary dyes contain metallic substances, like lead, which are toxic and can be absorbed through the scalp into the body. These temporary dyes are derived from Benzedrine, known to produce bladder cancer

. Likewise, have you ever tried to look beyond the glow of nail polishes to its effects? Nail polish remover contains an ingredient called acetone which can cause your nail to become brittle and split. However, acetone is less toxic when compared toluene, another ingredient found in the nail polish. The basic ingredient used in nail polish is formaldehyde resin which can discolor the nails. It is a colorless gas with a strong, irritating smell, used also as an antiseptic for killing germs. Formaldehyde is also known by other names like methanol and meth aldehyde.

It may be interesting to know that of all the cosmetics lipstick is the most toxic and dangerous for three reasons. Firstly, women who apply lipstick swallow the chemicals directly. Secondly, it gets absorbed through the tender lip skin. And, finally, lipstick not only harms the user but also her mate. Make notes on the above passage in a suitable format using recognizable abbreviations wherever necessary. Assign a suitable heading to the passage.



Answer:

Title: Cosmetics – A Hidden Monster.

Notes:

1. Cosmetic industry and its promises
 - (i) tall giants with fake promises
 - (ii) hazard. to health
2. Reports of researchers
 - (i) cnts. harmful chemicals like ammonia and hydrogen peroxide
 - (ii) causes skin irritation, pimples
3. Report of research organisations.
 - (i) temp. dyes cntn metallic substances, like lead
 - (ii) temp. dyes are derived from Benzedrine, caus. bladder cancer
 - (iii) nail polish cnts. formaldehyde resin which can discolour the nails.

Abbreviation: Cnt =Contains, hazard= hazardous, temp=temporary, caus=causing

Summary

Cosmetics industry is growing day by day. Research has proved that these products contain toxics which is harmful to health and can cause deadly diseases like cancer. Harmful chemicals like Benzedrine are present in temporary dyes which may lead to bladder cancer. Research has also suggested that regular use cosmetic product like lipstick is also unhealthy.
