FAIRFIELD
Institute of Management & Technology
Managed by 'The Fairfield Foundation'
( Affiliated to GGSIP University, New Delhi )

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ISO 9001:2008 & 14001:2004

## BACHELOR OF COMMERCE (Hons)
### BCOM 105- English

**UNIT – I**                                                                                    **Lectures: 20**
**Remedial Grammar:** Parts of Speech, Sentence Structure, Clauses, Tenses, Voices, Narration, Subject-Verb Agreement, Conditional Sentences, Punctuations.

**UNIT – II**                                                                                  **Lectures: 15**
**Communication:** Communication process-idea, made, medium, barriers, remedies; Interpersonal communication-presentations, Group discussions, Interviews, Meetings, Public speaking.

*UNIT – III*                                                                                  *Lectures: 15*
*Professional Writing: Types of writing-Descriptive, Narrative, Discursive, Argumentative, Reflective, Literary etc: Audience analysis; formal correspondence-letters, Reports, Projects/business plans, memorandums, curriculum vitae/Resume.*

**UNIT –IV**                                                                                  **Lectures: 20**
**Value added texts:**
a)      "Life Lessons from Narayana Murthy"-Lecture delivered at New York University.
b)      "Why We Need Innovation, Not Just Insulation" by Bill Gates
c)      "Creativity" by Osho
d)      "My Experiments with Truth" by M.K. Gandhi
e)      "Fortune at the Bottom of the Pyramid" by C.K.Prahlad


**Text books:**
1.      Maison, Margaret M. (2010), Examine Your English, Hyderabad: Orient Longman.
2.      Sharma, R.S. (1999), Technical Writing. Delhi: Radha Publication.

**Reference Books**
1.      Wren, P.C., Martin, H. (2007), English Grammer and Composition, S.Chand.
2.      Sudarsanam, R.  (2008), Understanding Technical English. Delhi: Sterling Publishers Pvt. Ltd.
3.      Gannon, Robert, Edt., (1991), Best Science Writing: Readings and Insights. Hyderabad: University Press (India) Limited.
4.      M. Alderton Pink, M.A. Pink & S.E. Thomas, (2008), English Grammer and Composition, S. Chand Publishers.
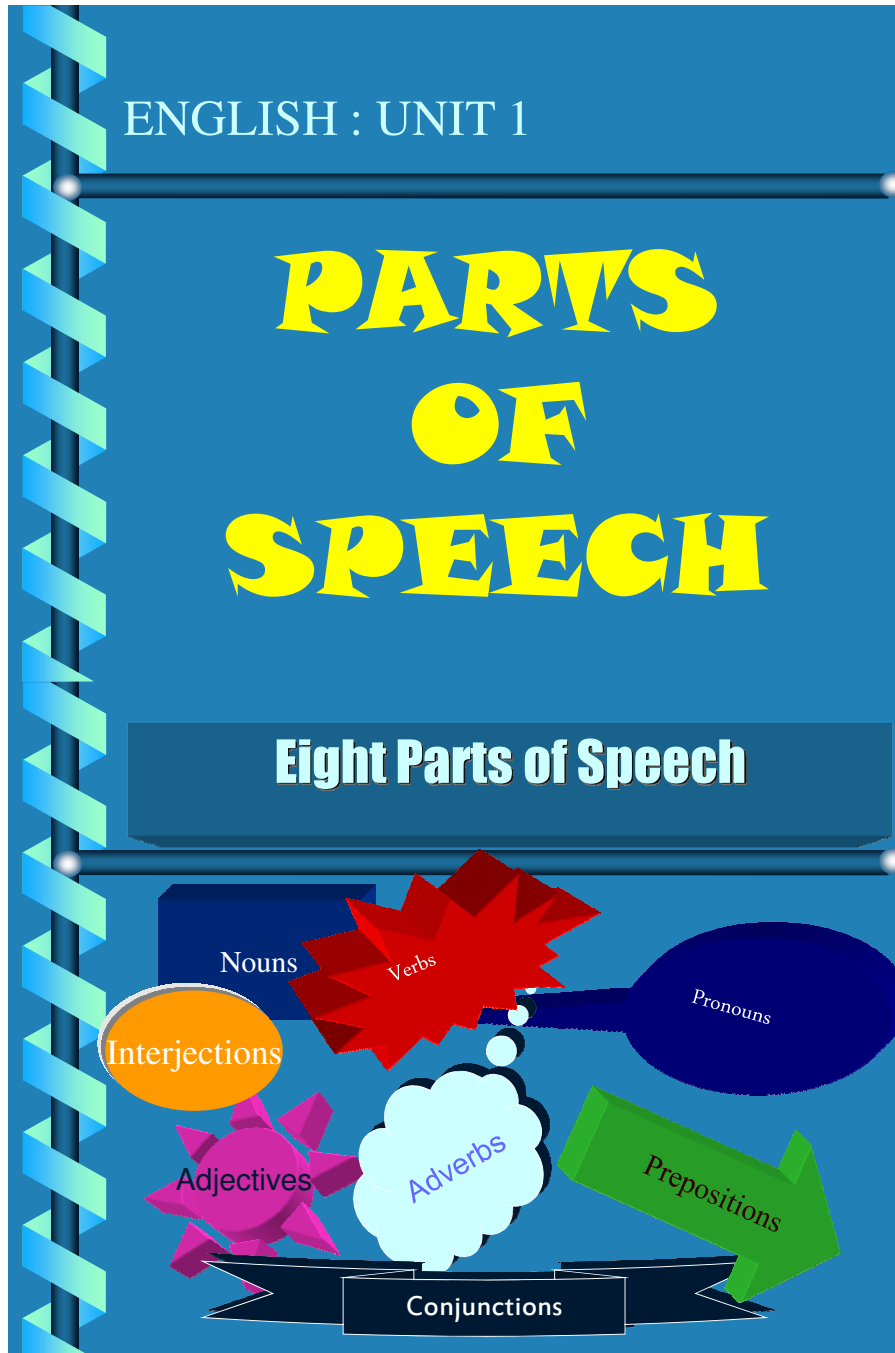Reference websites:

http://grammar.ccc.commnet.edu
http://grammar.about.com
http://learnenglish.britishcouncil.org
http://www.learnenglish.de
http://targetstudy.com/languages/english/direct-and-indirect-speech.html
http://www.iup.edu/page.aspx?id=61881

# Noun: Word that names

- A Person
- A Place
- A Thing
- An Idea

## Kinds of Nouns

**Common Nouns**
boy
girl

**Proper Nouns**
John
Mary

**Singular Nouns**
boy
girl

**Plural Nouns**
boys
girls

**Singular Possessive**
boy's
girl's

**Plural Possessive**
boys'
girls'

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## The Verb

A word that expresses action or otherwise helps to make a statement

Action

Subject

Linking

predicate

"be" verbs
&
taste
feel
sound
look
appear
become
seem
grow
remain
stay

Every sentence **must** have

a VERB

# Kinds of Verbs

- Action verbs express mental or physical **action**.

He rode the horse to victory.

- Linking verbs make a statement by **connecting** the subject with a word that describes or explains it.

He has been sick.

# The Pronoun

The pronoun is a word used in place of one or more nouns. It may *stand for* a person, place, thing, or idea.

**Personal Pronouns**
I, me, mine
you, your, yours
she, her, hers,
it, its
we.us, our, ours
they, them, their,
theirs
myself
yourself

**Indefinite Pronouns**
anybody
each
either
none
someone, one, etc.

**Demonstrative Pronouns**
this
that
these
those

**Interrogative Pronouns**
who
whom
what
which
whose

# The Adjective

Modifies or describes a noun or pronoun.

Did you lose your address book?

Is that a wool sweater?

Just give me five minutes.

Answers these questions:

Which?
What kind?
How many?

# The Adverb

Modifies or describes a verb, an adjective, or another adverb.

He ran quickly.

She left yesterday.

We went there.

It was too hot!

Answers the questions:

How?

When?

Where?

To what degree or how much?

# Kinds of Adverbs

**Interrogative Adverbs**
introduce questions

How did you break your leg?

How?

When?

When does your plane leave?

How often?

How often do you run?

Where?

Where did you put the mouse trap?

# The Preposition

A *preposition* introduces a noun or pronoun or a phrase or clause functioning in the sentence as a noun. The word or word group that the preposition introduces is its *object*.

They received a postcard from Bobby telling about his trip to Canada.

## Some Common Prepositions

| | | | |
|---|---|---|---|
| aboard | behind | from | throughout |
| about | below | in | to |
| above | beneath | into | toward |
| across | beside | like | under |
| after | between | of | underneath |
| against | beyond | off | until |
| along | by | on | up |
| among | down | over | upon |
| around | during | past | with |
| at | except | since | within |
| before | for | through | without |

## The conjunction

A conjunction is a word that joins words or groups of words.

and

or

either/or

neither/nor

but

The interjection

is an exclamatory word that expresses emotion

Goodness! What a cute baby!

Wow! Look at that sunset!

Three little words you often see
Are ARTICLES: *a,an,* and *the*.A NOUN'sthename**ofanything,As:** *school* or *gard en, toy,*or *swing.*

ADJECTIVES tellthekindofnoun,As: *great, small, pretty, white,* or *brown.*

VERBS tell of something being done:
*To read, write, count, sing, jump,* or *run.*

How things are done the ADVERBS tell,
As: *slowly, quickly, badly, well.*

CONJUNCTIONS join the words together,
As: men *and* women, wind *or* weather.

The PREPOSITION stands before
A noun as: *in* or *through* a door.

**The INTERJECTION shows surprise**
**As: *Oh, how pretty! Ah! how wise!***

**The whole are called the PARTS of SPEECH,**
**Which reading, writing, speaking teach.**

**Parts of Speech**: The words that we use can be divided into these classes:

**Noun** - A noun is a type of word that represents a person, thing, or place, like *mother*, *apple*, or *valley*.

**Verb** - A verb is a type of word that describes an action or a state of being, like *wiggle*, *walk*, *run*, *jump*, *be*, *do*, *have*, or *think*.

**Pronoun** - A pronoun is a substitute for a noun. Some pronouns are: *I*, *me*, *she*, *hers*, *he*, *him*, *it*, *you*, *they*, *them*, etc.

**Adjective** - An adjective is a word that describes something (a noun). Some adjectives are: *big*, *cold*, *blue*, and *silly*. One special type of adjective is an article, a word that introduces a noun and also limits or clarifies it; in English, the indefinite articles are *a* and *an*, the definite article is *the*.

**Adverb** - An adverb is a word that tells "how," "when," "where," or "how much". Some adverbs are: *easily*, *warmly*, *quickly*, *mainly*, *freely*, *often*, and *unfortunately*.

**Preposition** - A preposition shows how something is related to another word. It shows the spatial (space), temporal (time), or logical relationship of an object to the rest of the sentence. The words *above*, *near*, *at*, *by*, *after*, *with* and *from* are prepositions.

**Conjunction** - A conjunction is a word that joins other words, phrases, clauses or sentences. Some conjunctions are: *and*, *as*, *because*, *but*, *or*, *since*, *so*, *until*, and *while*.

**Interjection** - An interjection is a word that expresses emotion. An interjection often starts a sentence but it can be contained within a sentence or can stand alone. Some interjections are *oh*, *wow*, *ugh*, *hurray*, *eh*, and *ah*

*Sentence Structure,*

| Sentence Function and Usage Notes | | | Parts: |
|---|---|---|---|
| Absolute Phrases | Adjectives | Adverbs | Determiners/ Articles |
| Clauses | Complements | Coordinated Adjectives | Conjunctions |
| Direct | Interjections | Nouns | Phrases |

| and Indirect Objects | | | |
|---|---|---|---|
| Predicates | Prepositions | Pronouns | Subjects |
| Verbs and Verbals (Infinitives, Participles, Gerunds) | | | |

There are four basic sentence structures in English:

i. A *simple sentence* is a sentence with just one independent clause (also called a main clause): *Judy laughed.*.
ii. A *compound sentence* contains at least two independent clauses: *Judy laughed and Jimmy cried.*
iii. A *complex sentence* contains an independent clause and at least one dependent clause: *Jimmy cried when Judy laughed.*
iv. A *compound-complex sentence* contains two or more independent clauses and at least one dependent clause: *Judy laughed and Jimmy cried when the clowns ran past their seats.*
**_Clauses,_**

*Definition*

*A clause is a group of related words containing a subject and a verb* A **clause** can be usefully distinguished from a phrase, which is a group of related words that does *not* contain a subject-verb relationship, such as "in the morning" or "running down the street" or "having grown used to this harassment." A review of the different kinds of **phrases** might be helpful.

*Words We Use to Talk about Clauses*

Learning the various terms used to define and classify clauses can be a vocabulary lesson in itself. This digital handout categorizes clauses into **independent** and **dependent** clauses. This simply means that some clauses can stand by themselves, as separate sentences, and some can't. Another term for dependent clause is **subordinate clause**: this means that the clause is subordinate to another element (the independent clause) and depends on that other element for its meaning. The subordinate clause is created by a **subordinating conjunction** or **dependent word**.

An independent clause, "She is older than her brother" (which could be its own sentence), can be turned into a dependent or subordinate clause when the same group of words begins with a dependent word (or a subordinating conjunction in this case): "Because she is older than her brother, she tells him what to do."

Clauses are also classified as **restrictive** and **nonrestrictive** clauses. (The words **essential** and **nonessential** are sometimes used and mean the same thing as restrictive and

nonrestrictive, respectively. British grammarians will make this same distinction by referring to clauses with the terms **defining** and **non-defining**.) A nonrestrictive clause is not essential to the meaning of the sentence; it can be removed from the sentence without changing its basic meaning. Nonrestrictive clauses are often set apart from the rest of the sentence by a comma or a pair of commas (if it's in the middle of a sentence).

Professor Villa, <u>who used to be a secretary for the President</u>, can type 132 words a minute.

Review the Notorious Confusables section on the difference between ==That and Which== for additional clarification on the distinction between *restrictive* and *non-restrictive*.

**Relative clauses** are dependent clauses introduced by a ==Relative Pronoun== (*that, which, whichever, who, whoever, whom, whomever, whose,* and *of which*). Relative clauses can be either restrictive or non-restrictive. Review the section on ==Comma Usage== for additional help in determining whether relative clauses are restrictive or non-restrictive (parenthetical or not) and whether commas should be used to set them off from the rest of the sentence. In a relative clause, the relative pronoun is the subject of the verb (remember that all clauses contain a subject-verb relationship) and refers to (relates to) something preceding the clause.

Giuseppe said that the plantar wart, which had been bothering him for years, had to be removed.

(In this sentence, the clause in this colour is a restrictive [essential] clause [a noun clause — see below] and will not be set off by a comma; the underlined relative clause [modifying "wart"] is non-restrictive [nonessential — it can be removed from the sentence without changing the meaning of the sentence] and is set off by commas.)

Some relative clauses will refer to more than a single word in the preceding text; they can modify an entire clause or even a series of clauses.

Charlie didn't get the job in administration, which really surprised his friends. Charlie didn't get the job in administration, and he didn't even apply for the Dean's position, <u>which</u> really surprised his friends.

A relative clause that refers to or modifies entire clauses in this manner is called a **sentential clause**. Sometimes the "which" of a sentential clause will get tucked into the clause as the determiner of a noun:

Charlie might very well take a job as headmaster, in *which* case the school might as well close down.

*Independent Clauses*

**Independent Clauses** could stand by themselves as discrete sentences, except that when they do stand by themselves, separated from other clauses, they're normally referred to simply as sentences, not clauses. The ability to recognize a clause and to know when a clause is capable of acting as an independent unit is essential to correct writing and is especially helpful in avoiding ==sentence fragments== and ==**run-on sentences.**==

Needless to say, it is important to learn how to combine independent clauses into larger units of thought. In the following sentence, for example,

Bob didn't mean to do it, but he did it anyway.

We have two independent clauses — "Bob didn't mean to do it" and "he did it anyway" — connected by a comma and a coordinating conjunction ("but"). If the word "but" is missing from this sentence, the sentence would be called a comma splice: two independent clauses would be incorrectly connected, smooched together, with only a comma between them. Furthermore, a long series of classes of similar structure and length begins to feel monotonous, leading to what is called "Dick and Jane" or primer language (after the kind of prose that we find in first grade textbooks or "primers"). (See the section on **Avoiding Primer Language** for advice and exercises on combining sentences.) It would also be helpful at this time to review the section on **Punctuation Between Two Independent Clauses**.

Clauses are combined in three different ways: coordination, subordination, and by means of a semicolon. **Coordination** involves joining independent clauses with one of the coordinating conjunctions: *and, but, or, nor, for, yet,* and sometimes* *so.* Clauses thus connected are usually nicely balanced in length and import.

Ramonita thought about joining the church choir, but she never talked to her friends about it.

**Subordination** involves turning one of the clauses into a subordinate element (one that cannot stand on its own) through the use of a **Subordinating Conjunction** (sometimes called a dependent word) or a **Relative Pronoun**. When the clause begins with a subordinating word, it is no longer an independent clause; it is called a dependent or subordinate clause because it depends on something else (the independent clause) for its meaning. There are other ways of combining ideas — by turning independent clauses into various kinds of modifying **phrases**. Again, see the section on **Avoiding Primer Language**.

Although Ramonita often thought about joining the choir, she never talked to her friends about it.

Ramonita never talked to her friends about joining the choir, because she was afraid they would make fun of her.

Yasmin is Ramonita's sister. Yasmin told Ramonita to join the choir no matter what her friends said. Joining these with the use of a relative clause: Yasmin, [who is] Ramonita's sister, told Ramonita to join the choir. . . .

**Semicolons** can connect two independent clauses with or without the help of a **conjunctive adverb (transitional expression)**. Semicolons should be used sparingly and only when the two independent clauses involved are closely related and nicely balanced in terms of length and import.

- Ramonita has such a beautiful voice; many couples have asked her to sing at their wedding.
- Ramonita's voice has a clear, angelic quality; furthermore, she clearly enjoys using it.

*Dependent Clauses*

**Dependent Clauses** cannot stand by themselves and make good sense. They must be combined with an independent clause so that they become part of a sentence that can stand by itself. (Review the section on **Commas Usage** for advice and plenty of exercises on the punctuation requirements when dependent and independent clauses are combined.) Unlike independent clauses, which simply are what they are, dependent clauses are said to perform various functions within a sentence. They act either in the capacity of some kind of noun or as some kind of modifier. There are three basic kinds of dependent clauses, categorized according to their function in the sentence. Remember that a dependent clause always contains a subject and a verb, but it cannot stand by itself.

- *Adverb clauses* provide information about what is going on in the main (independent) clause: where, when, or why. "*When the movie is over*, we'll go downtown." or "John wanted to write a book *because he had so much to say about the subject*."
- *Adjective clauses* work like multi-word adjectives. "My brother, *who is an engineer*, figured it out for me." or "The bridge *that collapsed in the winter storm* will cost millions to replace." A special kind of adjective clause begins with a **relative adverb** *(where, when,* and *why)* but nonetheless functions as adjectivally.
- *Noun clauses* can do anything that nouns can do. "*What he knows* [subject] is no concern of mine." or "Do you know *what he knows* [object]?" or "What can you tell me about *what he has done this year* [object of the preposition "about"]?"
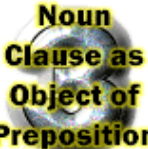
*Combinations of Clauses*

Review the section on **Sentence Variety** for help in understanding the variety of sentence patterns. It is difficult to know if you're using different patterns unless you keep in mind the way that clauses are combined in larger sentence-units of thought. Pay special attention to the variety of sentence types: simple, compound, complex, and compound-complex sentences. These are defined by their essential ingredients, the clauses that make them up. There is also a quiz at the end of that section that will test your ability to distinguish among the kinds of clauses that make up a sentence.

*Elliptical Clauses*

**Elliptical Clauses** are grammatically incomplete in the sense that they are missing either the relative pronoun (dependent word) that normally introduces such a clause or something from the predicate in the second part of a comparison. The missing parts of the elliptical clause can be guessed from the context and most readers are not aware that anything is missing. In fact, elliptical clauses are regarded as both useful and correct, even in formal prose, because they are often elegant, efficient means of expression. (The omitted words are noted in brackets below).

- Coach Espinoza knew [that] this team would be the best [that] she had coached in recent years.
- Though [they were] sometimes nervous on the court, her recruits proved to be hard workers.
- Sometimes the veterans knew the recruits could play better than they [could play].

| | |
|---|---|
| **Noun Clause as Subject** (1) | *What they did with the treasure* remains a mystery. *Whatever you want for dessert* is fine with me. *That you should feel this way about her* came as a great surprise to us. |
| **Noun Clause as Object** (2) | Juan finally revealed *what he had done with the money.* Her husband spent *whatever she had saved over the years.* I don't know *what I should do next.* |
| **Noun Clause as Object of Preposition** (3) | In fact, he wrote a book about *what he had done over the years.* We are interested in *what he does for a living.* |
| **Noun Clause as Predicate Nominative** (4) | The trouble was *that they had never been there before.* The biggest disappointment of last season was *that the women's team didn't make it to the final four.* |
| **Adjective Clause** (5) | My brother, *who now teaches math in a small college*, never liked math in high school. The dealership *that sold more cars* ended up actually losing money. The Federated Bank, *which was founded nearly two centuries ago*, folded during the state's economic crisis. |
| **Adverb Clause** (6) | The team had fallen behind by ten points *before they were able to figure out the opponent's defense.* *Since he started working nights*, he doesn't see much of his kids. *While Josie sat inside watching television*, Gladys shoveled the driveway. |

**_Tenses,_**

Although the various shades of time and sequence are usually conveyed adequately in informal speech and writing, especially by native speakers and writers, they can create havoc in academic writing and they sometimes are troublesome among students for whom English is a second language. This difficulty is especially evident in complex sentences when there is a difference between the time expressed in an independent clause and the time expressed in a dependent clause. Another
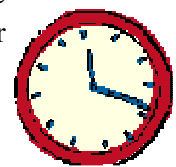
difficulty arises with the use of infinitives and participles, modals which also convey a sense of time. We hope the tables below will provide the order necessary to help writers sort out tense sequences.

As long as the main clause's verb is in neither the past nor the past perfect tense, the verb of the subordinate clause can be in any tense that conveys meaning accurately. When the main clause verb is in the past or past perfect, however, the verb in the subordinate clause must be in the past or past perfect. The exception to this rule is when the subordinate clause expresses what is commonly known as a *general truth:*

• In the 1950s, English teachers still believed that a background in Latin <u>is</u> essential for an understanding of English.
• Columbus somehow knew that the world <u>is</u> round.
• Slave-owners widely understood that literacy among oppressed people <u>is</u> a dangerous thing.

The tables below demonstrate the correct relationship of tenses between clauses where time is of the essence (i.e., within sentences used to convey ideas about actions or conditions that take place over time).

| Tense in Independent Clause | Purpose of Dependent Clause/ Tense in Dependent Clause | Example(s) |
|---|---|---|
| **Simple Present** | To show same-time action, use the present tense | I *am* eager to go to the concert because I *love* the Wallflowers. |
| | To show earlier action, use past tense | I *know* that I *made* the right choice. |
| | To show a period of time extending from some point in the past to the present, use the present perfect tense. | They *believe* that *they have elected* the right candidate. |
| | To show action to come, use the future tense. | The President *says* that he *will veto* the bill. |
| **Simple Past** | To show another completed past action, use the past tense. | I *wanted* to go home because I *missed* my parents. |
| | To show an earlier action, use the past perfect tense. | She *knew* she *had made* the right choice. |
| | To state a general truth, use the present tense. | The Deists *believed* that the universe *is* like a giant clock. |
| **Present Perfect** | For any purpose, use the past tense. | She *has grown* a foot since she *turned* nine. |

| | | |
|---|---|---|
| **or Past Perfect** | | The crowd *had turned* nasty before the sheriff *returned*. |
| **Future** | To show action happening at the same time, use the present tense. | I *will be* so happy if they *fix* my car today. |
| | To show an earlier action, use the past tense. | You *will* surely *pass* this exam if you*studied* hard. |
| | To show future action *earlier than*the action of the independent clause, use the present perfect tense. | The college *will* probably *close* its doors next summer if enrollments*have* not *increased*. |
| **Future Perfect** | For any purpose, use the present tense or present perfect tense. | Most students *will have taken* sixty credits by the time they *graduate*. Most students *will have taken* sixty credits by the time they *have graduated*. |

Authority for this section: *Quick Access: Reference for Writers* by Lynn Quitman Troyka. Simon & Schuster: New York. 1995. Used with permission. Examples and format our own.

**Note:**
Unless logic dictates otherwise, when discussing a work of literature, use the present tense: "Robert Frost *describes* the action of snow on the birch trees." "This line *suggests* the burden of the ice." "The use of the present tense in Carver's stories *creates* a sense of immediacy."

**Sequence of Tenses With Infinitives and Participles**

Like verbs, **infinitives and participles** are capable of conveying the idea of action in time; therefore, it is important that we observe the appropriate tense sequence when using these modals.

| INFINITIVES | | |
|---|---|---|
| **Tense of Infinitive** | **Role of Infinitive** | **Example(s)** |
| **Present Infinitive (to see)** | To show same-time action or action later than the verb | Coach Espinoza *is* eager *to try* out her new drills. [The eagerness is now; the trying out will happen later.] |
| | | She *would have liked to see* more |

| | | veterans returning. [The present infinitive *to see* is in the same time as the past *would have liked.*] |
|---|---|---|

| | | |
|---|---|---|
| **Perfect Infinitive (to have seen)** | To show action earlier than the verb | The fans *would like to have seen* some improvement this year. ["Would like" describes a present condition; "to have seen" describes something prior to that time.] |
| | | They *consider* the team *to have been coached* very well. [The perfect infinitive *to have been coached* indicates a time prior to the verb *consider.*] |

### PARTICIPLES

| Tense of Participle | Role of Participle | Example(s) |
|---|---|---|
| **Present Participle (seeing)** | To show action occurring at the same time as that of the verb | *Working* on the fundamentals, the team slowly *began* to improve. [The action expressed by *began* happened in the past, at the same time the *working* happened.] |
| **Past Participle or Present Perfect Participle** | To show action occurring earlier than that of the verb | *Prepared* by last year's experience, the coach *knows* not to expect too much. [The action expressed by *knows* is in the present; *prepared* expresses a time prior to that time.] |
| | | *Having experimented* with several game plans, the coaching staff *devised* a master strategy. [The present perfect participle *having experimented* indicates a time prior to the past tense verb, *devised.*] |

Voices,

***Voice***

Active Voice | Passive Voice

*What do you mean voice?*

In English grammar, voice doesn't mean the sound you make when you speak. It shows whether the subject of a sentence is doing the action, or having the action done to it.

If the subject is the person performing the action, we use the active voice.

When we're not bothered about who or what carried out the action of the verb, we use the passive voice. In other words, the subject of the sentence refers to someone or something who does not perform the action but is affected by the action of the verb.

| Active Voice | Passive Voice |
|---|---|
| I cleaned the office while you were out. | The office was cleaned while you were out. |
| Paris Hilton switched on the Christmas lights. | The lights were switched on. |

The Active Voice

**We say things in the active voice when we want to show who or what has done something.**

In the active voice the agent (the person or thing that does something) is the subject of the sentence.

*For example*:
"She cleaned the office." (Who cleaned the office? She did=*the subject*)
"He crashed into my car." (Who crashed into my car? He did=*the subject*)
"Hubby helped me to fix the website." (Who helped me? Hubby did.)

The active voice uses fewer words than the passive voice.

The Passive Voice

The passive voice is used when the subject of a sentence is the person or thing affected by the action of the sentence.

The passive voice may use any tense of the verb *to be*:-

| to be | | past participle |
|---|---|---|
| is / are / am (present simple)<br><br>was / were (past simple) | | finished. |
| is being / are being /am being (present continuous)<br><br>was being / were being (past continuous) | | cleaned. |
| has been / have been (present perfect)<br><br>had been (past perfect) | | sent. |
| will be | (future) | tired. |

We particularly use the passive voice when we don't know or aren't bothered exactly who has done something. This is called passive without agent where the recipient of the action becomes the subject.

*For example*:
"The office was cleaned." (What was cleaned? - The office=*the subject*)
We often use the passive to report what someone has said, but we want to avoid telling anyone who said it.

*For example*:
"I was told you weren't coming."
Sometimes it is used in order to deliberately avoid saying who did something, or more often who's to blame for something. Either because you don't know, or because you don't want to say. You'll often see it used in politics, the business world, or in any other activity involving bureaucracy.

"The civilian was shot." (Who was shot? The civilian=*the subject*)

"The report was mislaid." (What was mislaid? The report =*the subject*)

Sometimes you may want to use the passive voice but wish to mention who carried out the action. This is called passive with agent and the agent is usually introduced with the word *by*.

*For example*:
"The office was cleaned *by* Mrs Smith."

Or you may use a subject such as people, someone, they etc, when you don't know who the agent is.

*For example*:
"The car was stolen *by* joyriders."

Be warned though, if misused the passive voice can sound pompous or evasive.

*When you can't use the passive*

Intransitive verbs cannot be used in the passive. This is because they cannot have objects, and so there is nothing to become the subject of the passive sentence. For example with verbs like *die* or*arrive*.

## *Narration,*

**Narration or The Reported Speech**
When we communicate with other, we deliver our speech in our own language or we say directly. These speeches are called Narration or the reported speech.
As: Mr. Ahmed says to us ," You are still child."  This is a direct speech because hence we quote the speech of Mr.Ahmed.If we say it our own word it will replace thus , Mr. Ahmed  tells us that we are still child. If we analyse the above sentences, we'll be able to know  that  reporting verb and  person change here. Thus  narration is part and parcel of our life.
Now  we should know the process of speech with other. In English grammar actually there are eleven  rules for changing narration. The rules follow the fundamental five sentences. So to know narration firstly everybody should know the fundamental (primary)  five sentences. These will help you a lot. Next we should follow the use of tense. Especially primary structure  of  tense  will help us a lot.

**The Rules of Changing Narration**:
**Rules of Assertive Sentence:**

**1. In a sentence, if reporting verb uses with present  or future, there the tense of reported speech remain unchanged.**
**As: a) D= Hena says , "My mother helps me in my work."**
   **ID= Hena says that her mother helps her in her work.**
 **b) D= Kabir says, "I shall help you."   ID = Kabir says that he will help.**

**2. If the reporting verb is in the past tense, the  verb of  the reported  speech changes into the corresponding past form.**
**D= Hasan  said  to Lima, "I am  fine."   ID= Hasan   told  Lima  that  he  was  fine.**
**D=  He  said,  "I  am  reading  a  book."   ID=  He  said  that  he  was  reading  a  book.**

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**D= She said, "I shall do it."    ID= She said that she would do it. NB. If the reporting verb follows an object then reporting verb turns into 'said' to 'told'.**

**3. If the reporting verb contains past tense and the reported speech remain past indefinite or past continuous then they respectively change into past perfect or past perfect continuous .**
**D= Panna said , " I went to school." ID= Panna said that she had gone to school.**
**D= Kabir said to me, "I was writing a book." ID= Kabir told me that he had written a book.**
**NB: But where reported speech have two or more verbs occurring at the same time past tense of the verbs remain unchanged. D= Mrs Amin said, " Mr. Ant worked hard while Mr. Grasshopper slept." ID = Mrs. Amin said that Mr. Ant worked hard while Mr. Grasshopper slept.**

**4. If the reported speech represents a universal truth, constant fact, habitual fact, geographical fact and quotations, The verb in the reported speech remain unchanged. D= The teacher said, " The earth moves round the sun." ID= The teacher said that the earth moves round the sun. D= Keats said, "A thing of beauty is joy for ever." ID= Keats said that a thing of beauty is joy for ever.**

*NB: If the reported speech has two or more verbs occurring at the same time the past tense of the verbs is not changed. D= The teacher said, "Mr. Ant worked hard while Mr. Grasshopper slept." ID= The teacher said that Mr. Ant worked hard while Mr. Grasshopper slept. On the other hand " for would or, should" no past perfect/ perfect continuous is used. . Follow that D=Direct, ID= Indirect.*

**Words that express nearness are often changed into the words expressing remoteness:**

| Words in direct Speech | Words in Indirect Speech |
|---|---|
| Here | There |
| This | That |
| Ago | Before |
| These | Those |
| Hence | Thence |
| Come | Go |
| Hither | Thither |
| Thus | So, in that way |
| Today | That day, the same day |
| Tomorrow | The next day, the following day |
| Yesterday | The previous day, the day before |
| Last night | The previous night, the night before |

**Rule of Interrogative sentence:**

**5. If the reported speech of an interrogative sentence begins with auxiliary verb, conjunction " if or whether" will use, and reporting verb turns into "ask, inquire of , demand of" At last the sentence turns into assertive.**
**D= Hasan said to Lubna, "Are you reading now?" ID= Hasan asked Lubna if she was reading then. D= The boy said to Hafiz, "Will you help me?" ID= The boy asked Hafiz whether he would help him.**

6. If the reported speech begins with who, which, what, how, when, where, why etc. then the "wh" words are not changed, it means "if or whether" will not use. And the sentence will turn into an assertive like the previous one.
D= The man said to me, "What is your name?" ID= The man asked me what my name was. D= Karim said to Asif, "When will you return to me?" ID= Karim asked Asif when he would return to him.

**Rule of Imperative sentence:**

7. In imperative sentence reporting verb turns into tell, order, request, beg, forbid, command etc, "to" is used for conjunction. The sentence becomes assertive.
D= Mrs. Amin said to me, "Do it now." ID= Mrs. Amin told me to do it then. D= Mother said to me, "Never go to Cinema." ID= Mother forbade me to go to cinema. D= The teacher said to us, "Do not tell a lie." ID= The teacher advised us not to tell a lie. Or, The teacher forbade us to tell a lie. D= The man said to me, "Please help me." ID= The man requested me to help him.
NB: Remember that when there is no object after the verb then object will consider according to reported speech. [They said, "Come again." ID= They told me or someone to go again.] Follow that in the above sentence there is no object, here me or someone uses.

8. When reported speech begins with "Let us", it indicates proposal or suggestion. Hence 'should' uses after the subject for "let" in the sub-ordinate clause, 'that' uses as conjunction and the sentence becomes assertive.
D= Nazu said to me, "Let us do it." ID= Nazu proposed or, suggested me that we should do it. D= He said, "Let us do it." ID= He proposed that they should do it.

9. When reported speech take another 'Pronoun' instead of 'us' then it does not indicate proposal. In this case reporting verb turns like rule-7'that' uses as conjunction and 'might or might be allowed to 'uses for 'Let.
D= Mina said, "Let me finish the talk." ID= Mina said that she might (might be allowed to) finish the talk.

**Rule of Optative Sentence:**

10. In Optative sentence reporting verb turns into wish or pray, 'that' uses as conjunction. The Optative sentence turns into statement or assertive.
D= He said to me, "May you be happy." ID= He wished that I might be happy. D= Father said to his son, "May Allah bless you." ID= Father prayed that Allah might bless his son. D= The Children sang, "Long live the country." ID= The children wished singing that the country might live long. D= He said, "Good morning, my friend." ID= He wished good morning to his friend. D= The man said, "Farewell my friend." ID= The man bade farewell to his friend. D= Riya said, "Good bye, friend." ID= Riya bade her friend good bye.
**Rule of Exclamatory Sentence:**

11. In exclamatory sentence reporting verb changes into exclaim, cry out, shout according to the sense. We have to add some new words or phrases like "with joy, in joy, with sorrow, in sorrow, in wonder etc. to express the meaning of exclamation. If the sense does not clear, we only use exclaim. As a conjunction we use 'that' overall we make it statement. D= Moinul said, "Alas! I am undone." ID= Moinul exclaimed with sorrow that he was undone. D= Lubna said, "Hurrah! We have won the game." ID= Lubna exclaimed with joy that they had won the game. D= She said to

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me, "What a funny person you are!" ID= She exclaimed with wonder that I was a very funny person. D= He said, "Had I the wings of a bird!" ID= He wished that he had the wings of a bird.

## *Subject-Verb Agreement,*

*Basic Principle: Singular subjects need singular verbs; plural subjects need plural verbs.* My **brother** <u>is</u> a nutritionist. My **sisters are** mathematicians.

See the section on **Plurals** for additional help with subject-verb agreement.

The indefinite pronouns *anyone, everyone, someone, no one, nobody* are always singular and, therefore, require singular verbs.

* Everyone **has** done his or her homework.
* Somebody **has left** her purse.

Some indefinite pronouns — such as *all, some* — are singular or plural depending on what they're referring to. (Is the thing referred to countable or not?) Be careful choosing a verb to accompany such pronouns.

* Some of the beads **are** missing.
* Some of the water **is** gone.

On the other hand, there is one indefinite pronoun, *none*, that can be either singular or plural; it often doesn't matter whether you use a singular or a plural verb — unless something else in the sentence determines its number. (Writers generally think of *none* as meaning *not any* and will choose a plural verb, as in "None of the engines are working," but when something else makes us regard *none* as meaning *not one*, we want a singular verb, as in "None of the food is fresh.")

* None of you **claims** responsibility for this incident?
* None of you **claim** responsibility for this incident?
* None of the students **have done** their homework. (In this last example, the word <u>their</u> precludes the use of the singular verb.

Some indefinite pronouns are particularly troublesome **Everyone** and **everybody** (listed above, also) certainly *feel* like more than one person and, therefore, students are sometimes tempted to use a plural verb with them. They are always singular, though. **Each** is often followed by a prepositional phrase ending in a plural word (Each of the cars), thus confusing the verb choice. *Each,* too, is always singular and requires a singular verb.

Everyone **has** finished his or her homework.

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You would always say, "Everybody *is* here." This means that the word is singular and nothing will change that.

<u>Each</u> of the students **is** responsible for doing his or her work in the library.

Don't let the word "students" confuse you; the subject is *each* and *each* is always singular — <u>Each</u> <u>is</u> responsible.

**3**  Phrases such as *together with, as well as*, and *along with* are not the same as *and*. The phrase introduced by *as well as* or *along with* will modify the earlier word (*mayor* in this case), but it does not <u>compound</u> the subjects (as the word *and* would do).

* The <u>mayor</u> as well as his brothers **is** going to prison.
* The <u>mayor and his brothers</u> **are** going to jail.

**4**  The pronouns *neither* and *either* are singular and require singular verbs even though they seem to be referring, in a sense, to two things.

  * Neither of the two traffic lights **is** working.
* Which shirt do you want for Christmas? Either **is** fine with me.

In informal writing, *neither* and *either* sometimes take a plural verb when these pronouns are followed by a prepositional phrase beginning with *of.* This is particularly true of interrogative constructions: "<u>Have</u> either of you two clowns read the assignment?" "<u>Are</u> either of you taking this seriously?" Burchfield calls this "a clash between notional and actual agreement."*

**5**  The conjunction *or* does not conjoin (as *and* does): when *nor* or *or* is used the subject closer to the verb determines the number of the verb. Whether the subject comes before or after the verb doesn't matter; the proximity determines the number.

* Either my father or my brothers **are** going to sell the house.
* Neither my brothers nor my father **is** going to sell the house.
* **Are** either my brothers or my father responsible?
* **Is** either my father or my brothers responsible?

Because a sentence like "Neither my brothers nor my father <u>is</u> going to sell the house" sounds peculiar, it is probably a good idea to put the plural subject closer to the verb whenever that is possible.

**6**  The words *there* and *here* are never subjects.

  * There **are** two reasons [plural subject] for this.

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- There **is** no reason for this.
- Here **are** two apples.

With these constructions (called expletive constructions), the subject follows the verb but still determines the number of the verb.

Verbs in the present tense for third-person, singular subjects (*he, she, it* and anything those words can stand for) have *s*-endings. Other verbs do not add *s*-endings.

He love<u>s</u> and she love<u>s</u> and they love_ and . . . .

Sometimes modifiers will get betwen a subject and its verb, but these modifiers must not confuse the agreement between the subject and its verb.

The **mayor**, who has been convicted along with his four brothers on four counts of various crimes but who also seems, like a cat, to have several political lives, **is** finally going to jail.

Sometimes nouns take weird forms and can fool us into thinking they're plural when they're really singular and vice-versa. Consult the section on the **Plural Forms of Nouns** and the section on **Collective Nouns** for additional help. Words such as glasses, pants, pliers, and scissors are regarded as plural (and require plural verbs) unless they're preceded the phrase *pair of* (in which case the word *pair* becomes the subject).

- My glasses **were** on the bed.
- My pants **were** torn.
- A pair of plaid trousers **is** in the closet.

Some words end in -*s* and appear to be plural but are really singular and require singular verbs.

- The news from the front **is** bad.
- Measles **is** a dangerous disease for pregnant women.

On the other hand, some words ending in -*s* refer to a single thing but are nonetheless plural and require a plural verb.

- My assets **were** wiped out in the depression.
- The average worker's earnings **have** gone up dramatically.
- Our thanks **go** to the workers who supported the union.

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The names of sports teams that do not end in "s" will take a plural verb: the Miami Heat <u>have</u> been looking … , The Connecticut Sun <u>are</u> hoping that new talent … . See the section on **plurals** for help with this problem.

Fractional expressions such as *half of, a part of, a percentage of, a majority of* are sometimes singular and sometimes plural, depending on the meaning. (The same is true, of course, when *all, any, more, most* and *some* act as subjects.) Sums and products of mathematical processes are expressed as singular and require singular verbs. The expression "more than one" (oddly enough) takes a singular verb: "More than one student <u>has</u> tried this."

- Some of the voters **are** still angry.
- A large percentage of the older population **is** voting against her.
- Two-fifths of the troops **were** lost in the battle.
- Two-fifths of the vineyard **was** destroyed by fire.
- Forty percent of the students **are** in favor of changing the policy.
- Forty percent of the student body **is** in favor of changing the policy.
- Two and two **is** four.
    - Four times four divided by two **is** eight.

If your sentence compounds a positive and a negative subject and one is plural, the other singular, the verb should agree with the positive subject.

- The department members but not the chair **have decided** not to teach on Valentine's Day.
- It is not the faculty members but the president who **decides** this issue.
- It was the speaker, not his ideas, that **has provoked** the students to riot.

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## Conditional Sentences,

**Conditional sentences** are sentences expressing factual implications, or hypothetical situations and their consequences. They are so called because the validity of the main clause of the sentence is *conditional* on the existence of certain circumstances, which may be expressed in a dependent clause or may be understood from the context.

A full conditional sentence (one which expresses the condition as well as its consequences) therefore contains two clauses: the dependent clause expressing the condition, called the *protasis*; and the main clause expressing the consequence, called the *apodosis*. An example of such a sentence (in English) is the following:

If it rains, the picnic will be cancelled.

Here the condition is expressed by the clause *if it rains*, this being the protasis, while the consequence is expressed by *the picnic will be cancelled*, this being the apodosis. (The protasis may either precede or follow the apodosis; it is equally possible to say "The picnic will be cancelled if it rains".) In terms of logic, the protasis corresponds to the antecedent, and the apodosis to the consequent.

Languages use a variety of grammatical forms and constructions in conditional sentences. The forms of verbs used in the protasis and apodosis are often subject to particular rules as regards their tense and mood. Many languages have a specialized type of verb form called the conditional mood – broadly equivalent in meaning to the English "would (do something)" – for use in some types of conditional sentence.

*Types of conditional sentence[*

***There are various ways of classifying conditional sentences. One distinction is between those that state an implication between facts, and those that set up and refer to a hypothetical situation. There is also the distinction between conditionals that are considered factual or predictive, and those that are considered counterfactual or speculative (referring to a situation that did not or does not really exist).***

## Implicative and predictive

A conditional sentence expressing an *implication* (also called a *factual* conditional sentence) essentially states that if one fact holds, then so does another. (If the sentence is not a declarative sentence, then the consequence may be expressed as an order or a question rather than a statement.) The facts are usually stated in whatever grammatical tense is appropriate to them; there are not normally special tense or mood patterns for this type of conditional sentence. Such sentences may be used to express a certainty, a universal statement, a law of science, etc. (in these cases *if* may often be replaced by *when*):

If you heat water to 100 degrees, it boils.
If the sea is stormy, the waves are high.

They can also be used for logical deductions about particular circumstances (which can be in various mixtures of past, present and future):

If it's raining here now, then it was raining on the West Coast this morning.

If it's raining now, then your laundry is getting wet.

If it's raining now, there will be mushrooms to be picked next week.

If he locked the door, then Kitty is trapped inside.

A *predictive* conditional sentence concerns a situation dependent on a hypothetical (but entirely possible) future event. The consequence is normally also a statement about the future, although it may also be a consequent statement about present or past time (or a question or order).

If I become President, I'll lower taxes.

If it rains this afternoon, everybody will stay home.

If it rains this afternoon, then yesterday's weather forecast was wrong.

If it rains this afternoon, your garden party is doomed.

What will you do if he invites you?

If you see them, shoot!

**Counterfactual**

*Main article: Counterfactual conditional*

In a *counterfactual* or *speculative* conditional sentence, a situation is described as dependent on a condition that is known to be false, or presented as unlikely. The time frame of the hypothetical situation may be past, present or future, and the time frame of the condition does not always correspond to that of the consequence. For example:

If I were king, I could have you thrown in the dungeon.

If I won the lottery, I would buy a car.

If he said that to me, I would run away.

If you had called me, I would have come.

If you had done your job properly, we wouldn't be in this mess now.

The difference in meaning between a "counterfactual" conditional with a future time frame, and a "predictive" conditional as described in the previous section, may be slight. For example, there is no great practical difference in meaning between "If it rained tomorrow, I would cancel the match" and "If it rains tomorrow, I will cancel the match".

It is in the counterfactual type of conditional sentence that the grammatical form called the conditional mood (meaning something like the English "would ...") is most often found. For the uses of particular verb forms and grammatical structures in the various types and parts of conditional sentences in certain languages, see the following sections.

Languages have different rules concerning the grammatical structure of conditional sentences. These may concern the syntactic structure of the condition clause (protasis) and consequence (apodosis), as well as the forms of verbs used in them (particularly their tense and mood). Rules for English and certain other languages are described below; more information can be found in the articles on the grammars of individual languages. (Some languages are also described in the article on the conditional mood.)

**English**

In English conditional sentences, the condition clause (protasis) is most commonly introduced by the conjunction *if*, or sometimes other conjunctions or expressions such as *unless*, *provided (that)*, *providing (that)* and *as long as*. Certain condition clauses can also be formulated using inversion without any conjunction (*should you fail...*; *were he to die...*; *had they helped us...*).

In English language teaching, conditional sentences are often classified under the headings **zero conditional**, **first conditional** (or *conditional I*), **second conditional** (or *conditional II*), **third conditional** (or *conditional III*) and **mixed conditional**, according to the grammatical pattern followed.

"Zero conditional" refers to conditional sentences that express a simple implication (see above section), particularly when both clauses are in the present tense: "If you don't eat for a long time, you become hungry." This form of the conditional expresses the idea that a universally known fact is being described: "If you touch a flame, you burn yourself." The act of burning oneself only happens on the condition of the first clause being completed. However such sentences can be formulated with a variety of tenses (and moods), as appropriate to the situation.

"First conditional" refers to predictive conditional sentences (see above section); here, normally, the condition is expressed using the present tense and the consequence using the future: "If you make a mistake, someone will let you know."

"Second conditional" refers to the pattern where the condition clause is in the past tense, and the consequence in conditional mood (using *would* or, in the first person and rarely, *should*). This is used for hypothetical, counterfactual situations in a present or future time frame (where the condition expressed is known to be false or is presented as unlikely).

If I liked parties, I would attend more of them.
If it rained tomorrow, I would dance in the street.

The past tense used in the condition clause is historically the past subjunctive; however in modern English this is identical to the past indicative except in the case of the verb *be* (first and third person singular), where the indicative is *was* and the subjunctive *were*. In this case either form may be used (*was* is more colloquial, and *were* more formal, although the phrase *if I were you* is common in colloquial language too):

If I (he, she, it) was/were rich, there would be plenty of money available for this project.

"Third conditional" is the pattern where the condition clause is in the past perfect, and the consequence is expressed using the conditional perfect. This is used to refer to hypothetical, counterfactual (or believed likely to be counterfactual) situations in the past

If you had called me, I would have come.

"Mixed conditional" usually refers to a mixture of the second and third conditionals (the counterfactual patterns). Here either the condition or the consequence, but not both, has a past time reference:

If you had done your job properly, we wouldn't be in this mess now.

If we were soldiers, we wouldn't have done it like that.

A range of variations on the above structures are possible.

### *Punctuations.*

| . | ? | ! | : |
|---|---|---|---|
| ; | - | = | ( ) |
| [ ] | … | , | " " |
| / | ? | | |

Punctuation means making points. It means putting the right kind of points in the right place so as to mark the exact length and meaning of sentences. Proper punctuation is essential in written English to enable the reader to understand what it is you are trying to say. Spacing with punctuation is also important to make your writing readable. Here are some English punctuation rules.

Common Punctuation Marks

. full stop BrE (period AmE)
! exclamation mark
? question mark
, comma
: colon
; semi colon
'apostrophe
" " quotation marks
- hyphen


**Apostrophes [']**

Apostrophes next to the letter ('s) indicate possession or belonging. No space is needed before or after the apostrophe.

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For example:-
This is Lynne's web site.
They are also used to show missing letters in shortened words, especially in informal writing. No space is needed before or after the apostrophe.
For example:-
It's a nice day today, isn't it? I've got an idea. Let's go out.

## Exclamation marks [!]

Exclamation marks act as a full stop. An exclamation mark is most often used to show shock, surprise, horror or pleasure. As with full stops you do not put a space before an exclamation mark, but you do need at least one space after one (two spaces for purists). There's an increasing tendency to overuse them on the internet. Stick to the rule of one exclamation mark per sentence.
For example:-
Oh! Wow! Brilliant! etc...
It was shocking!
Thanks to Hekner for pointing out my shocking spelling.

## Commas [,]

Commas point out brief pauses in a complex sentence or separate items in long lists. They are useful for breaking up long sentences, but only to show a natural break. You do not put a space before a comma, but you do need a space after one.
For example:-

There were a lot of people in the room, teachers, students and parents. The teachers were sitting, the students were listening and the parents were just worrying.

! Note - We don't usually put a comma before the word 'and'.

## Colons [:]
Colons precede a list, an explanation or an example. You do not put a space before a colon, but you do need a space after one.
For example:-

"There are two main shopping areas in Nottingham: Broad marsh Centre and Victoria Centre."

## Full stops [.]

Full stops (periods in the USA) go at the end of sentences that are statements. You do not put a space before a full stop, but you do need at least one space after one (two spaces for purists, but in these days of computers and e-mails one space is fine).

For example:-

My name is Lynne. I am a teacher.

## Hyphens [-]
Hyphens are used to connect words or syllables, or to divide words into parts. You don't use a space on either side of a hyphen.

For example:-

There were ninety-nine red balloons.

**Question marks [?]**
Question marks go at the end of sentences that are questions. As with full stops you do not put a space before a question mark, but you do need at least one space after one (two spaces for purists).
For example:-

Is my name Lynne? Of course it is.
You need a question mark at the end of tag questions too.

For example:-

It's a nice day, isn't it?

**Semicolons [;]**
Semicolons are used to separate two sentences that would otherwise be joined with a word such as 'and', 'because', 'since', 'unless' or 'while'. You do not put a space before a semicolon, but you do need a space after one.
For example:-

"I'm looking forward to our next lesson; I'm sure it will be a lot of fun."

**Quotation marks (Speech marks) | Double quotes [" "] Single quotes [ ' ' ]**

Quotation marks (single or double) are used to show words that are directly spoken (direct speech). Only the words actually being quoted are enclosed by speech marks. You need a space before the opening speech mark, but no space after it, and a space after the closing one, but no space before it.
For example:-
"Could everyone sit down please," said the teacher.

Another general rule is to use a comma after the introduction to quoted speech or writing.

For example:-
Jamie said, "I love you."

Sometimes when writing a spoken sentence it is split in two. The speech marks must then be placed at the beginning and end of each part of the sentence. Commas are used to separate the spoken part from the rest of the sentence.

For example:-
"I wonder," she said quietly, "whether people will ever truly understand each other."

However if you need a question mark or exclamation mark the markers that punctuate the quoted words are enclosed by the speech marks.

Spot the difference:-
"I don't understand", replied Nathan.

Nathan replied, "I don't understand."

"Do you understand?" asked Nathan.
Nathan asked, "Do you understand?"

"I don't understand!" shouted Nathan.
Nathan shouted, "I don't understand!"

!Note - There are some differences in use between British and American English.

A brief note from history

When Alexander Dumas completed his sequel to 'The Three Musketeers', he sent the manuscript to his publishers. After a few weeks he had heard nothing and wrote a short note:-

Dear Henri
?
Alexandre

He received the reply:-

Dear Alexandre
!!
Henri
And one final note from me. Smilies do not replace punctuation. ;)

## UNIT – II                                                    Lectures: 15

**Communication:**

Communication process-idea, made, medium, barriers, remedies;

## MEANING AND DEFINITION OF COMMUNICATION
The word "communication" derived from the Latin word 'communicate' that means to impart, to Participate, to share or to make common. It is a process of exchange of facts, ideas, and opinions and as a means that individual or organization share meaning and understanding with one another. Communication adds meaning to human life. It helps to build relationship and fosters love and understanding. It enriches our knowledge of the universe and makes living worthwhile.
American Management Association defines, 'Communication is any behavior that results in an exchange of meaning'.
Peter little defines communication as, 'Communication is the process by which information is transmitted between individuals and/or organizations so that an understanding response result'.
Newman and Summer Jr. state that, 'Communication is an exchange of facts, ideas, opinions or emotions by two or more persons'.

## IMPORTANCE OF COMMUNICATION
1. for instruction
2. for integration

3. for information
4. for evaluation
5. for direction
6. for teaching
7. for influencing
8. for image building


## COMMUNICATION SCOPE

1.      **Communication in personal life:** The entire life form birth to death of any person involves communication. No one can spend any moment without communication. A man interacts with his family members, fellow friends or colleagues involve communication. Even when he enjoys a T.V. program or reads newspaper, he is engaged in communication.

2.      **Communication in social life:** Man is a social being. So, people live in a group in the society. To live in a society a man is to take part in the social functions and to maintain relations with the other members of the society.

3.      **Communication in organizational life:** Communication is most important in business organization. No organization exists without communication. Communication is used in the following organization activities.

4.      **Communication in political life:** Political parties give special emphasis on communication. Success of any political party depends on mass communication system.

5.      **Communication in state affairs:** Various Government department used communication to run the administration and to inform people about development programs and other issues.


## TYPES OF COMMUNICATION

Types of communication based on the communication channels used are:
**1.      Verbal Communication**

Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and a piece of writing. Objective of every communication is to have people understand what we are trying to convey. In verbal communication remember the acronym KISS (keep it short and simple).
Verbal Communication is further divided into:
a)      Oral Communication

b)      Written Communication

**Oral Communication**
In oral communication, Spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influence by pitch, volume, speed and clarity of speaking.
**Written Communication**
In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary & grammar used, writing style, precision and clarity of the language used.

**2.       Nonverbal Communication**

Nonverbal communication is the sending or receiving of wordless messages. We can say that communication other than oral and written, such as gesture, body language, posture, tone of voice or facial expressions, is called nonverbal communication. Nonverbal communication is all about the body language of speaker.

Nonverbal communication helps receiver in interpreting the message received. Often, nonverbal signals reflect the situation more accurately than verbal messages. Sometimes nonverbal responses contradict verbal communication and hence affect the effectiveness of message.

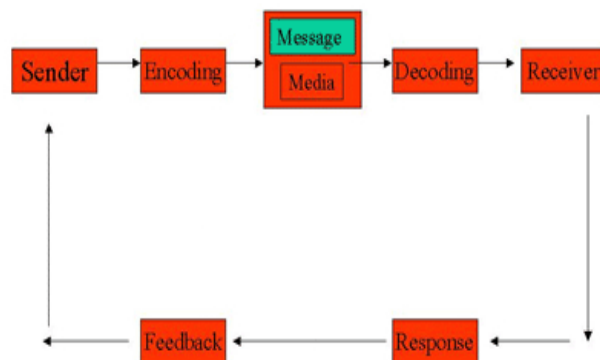Nonverbal communication has the following three elements:

**Appearance**: Speaker: clothing, hairstyle, neatness, use of cosmetics
Surrounding: room size, lighting, decorations, furnishings
**Body Language:** Facial expressions, gestures, postures
**Sounds**: Voice Tone, Volume, Speech rate

**THE COMMUNICATION PROCESS/CYCLE**



**PROCESS OF COMMUNICATION**

1. Sender or transmitter: The person who desires to convey the message is known as sender. Sender initiates the message and changes the behaviour of the receiver.

2. Message: It is a subject matter of any communication. It may involve any fact, idea, opinion or information. It must exist in the mind of the sender if communication is to take place.

3. Encoding: The communicator of the information organises his idea into series of symbols (words, signs, etc.) which, he feels will communicate to the intended receiver or receivers.

4. Communication channel: The sender has to select the channel for sending the information. Communication channel is the media through which the message passes. It is the link that connects the sender and the receiver.

5. Receiver: The person who receives the message is called receiver or receiver is the person to whom the particular message is sent by the transmitter. The communication process is incomplete without the existence of receiver of the message. It is a receiver who receives and tries to understand the message.

6. Decoding: Decoding is the process of interpretation of an encoded message into the understandable meaning. Decoding helps the receiver to drive meaning from the message.

7. Feedback: Communication is an exchange process. For the exchange to be complete the information must go back to whom from where it started (or sender), so that he can know the reaction of the receiver. The reaction or response of the receiver is known as feedback.

**FACTORS RESPONSIBLE FOR GROWING IMPORTANCE OF COMMUNICATION**

(1) Growth in the size and multiple locations of organizations
(2) Growth of trade unions: Over the last so many decades, trade unions have been growing strong. No management can be successful without taking the trade unions into confidence. Effective communication will create relationship between the management and the workers.
(3) Growing importance of human relations
(4) Public relations: Every organization has a social responsibility towards customers, government, suppliers and the public at large. Communication is the only way an organization can project a positive image of itself.
(5) Advances in behavioural sciences: Modern management is deeply influenced by exciting discoveries made in behavioural sciences like psychology, sociology, transactional analysis etc. All of them throw light on suitable aspects of human nature and help in developing a positive attitude towards life and building up meaningful relationship. This is possible only through communication.
(6) Technological advancement

## CHANNELS OF COMMUNICATION

We divide the different types of communication medium into two different categories:
1. Physical media
2. Mechanical media
Physical media
These are the channels where the person who is talking can be seen and heard by the audience. In  this not only hear the messages but to see the body language and feel the climate in the room is also important. This does not need to be two-way channels. In certain situations the receiver expects physical communication. This is the case especially when dealing with high concern messages. If a message is perceived as important to the receiver they expect to hear it live from their manager.

•       Large meetings, town hall meetings

•       Department meetings (weekly meetings)

•       Up close and personal (exclusive meetings)

•       Video conferences

•       Viral communication or word of mouth

•       Large meetings

**Mechanical media**
The second of the two types of communication medium is mechanical media. With mechanical media we mean written or electronic channels. These channels can be used as archives for messages or for giving the big picture and a deeper knowledge. But they can also be very fast. Typically though, because it is written, it is always interpret by the reader based on his or her mental condition. Irony or even humour rarely travels well in mechanical channels.

•       E-mail

•       Weekly letters or newsletters

•       Personal letters

•       Intranet

- Magazines or papers

- SMS

- Social media

- E-mail

## VERBAL AND NON-VERBAL COMMUNICATION

Communication is at the heart of any relationship, be it familial, business, romantic, or friendly. While there have been significant advances in how we understand body language and other forms of communication, verbal communication continues to be the most important aspect of our interaction with other people. It's important to understand both the benefits and shortcomings of this most basic communication.

### Advantages of Verbal Communication

- This can greatly increase both the speed and accuracy of communication.
- Verbal communication is far more precise than non-verbal cues
- Verbal communication is most effective when combined with other forms of communication like body language and gestures to help cue the intensity of the verbiage.
- Verbal communication is also the most effective way of explaining intangible concepts, as problem areas can be readily addressed and explained.
- Verbal communication also does not use natural resources in the way that technological methods or printing can.

### Disadvantages of Verbal Communication

- There is a much smaller chance of an objective record.
- Verbal communication can also be quickly forgotten, especially if there are multiple points to consider.
- There is always the possibility of miscommunications leading to angry responses.

### Non Verbal Communication
Nonverbal communication is the process of communication through sending and receiving wordless (mostly visual) cues between people.
Messages can be communicated through gestures and touch, body language or posture, physical distance, facial expression and eye contact, which are all types of nonverbal communication. Speech contains nonverbal elements known as paralanguage, including voice quality, rate, pitch, volume, and speaking style, as well as prosodic features such as rhythm, intonation, and stress.
However, much of the study of nonverbal communication has focused on face-to-face interaction, where it can be classified into three principal areas: environmental conditions where communication takes place, physical characteristics of the communicators, and behaviours of communicators during interaction.
1. Facial Expression: for happiness, sadness, anger and fear are similar throughout the world.
2. Gestures: Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate numeric amounts.

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3. Paralinguistic: refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection and pitch.

4. Body Language and Posture: Posture and movement can also convey a great deal on information. While these nonverbal behaviours can indicate feelings and attitudes

## FORMAL AND INFORMAL COMMUNICATION

### Formal Communication

In formal communication, certain rules, conventions and principles are followed while communicating message. Formal communication occurs in formal and official style. Usually professional settings, corporate meetings, conferences undergoes in formal pattern.

In formal communication, use of slang and foul language is avoided and correct pronunciation is required. Authority lines are needed to be followed in formal communication.

### Informal Communication

Informal communication is done using channels that are in contrast with formal communication channels. It's just a casual talk. It is established for societal affiliations of members in an organization and face-to-face discussions. It happens among friends and family. In informal communication use of slang words, foul language is not restricted. Usually, informal communication is done orally and using gestures.

Informal communication, unlike formal communication, doesn't follow authority lines. In an organization, it helps in finding out staff grievances as people express more when talking informally. Informal communication helps in building relationships.

## BARRIERS OF COMMUNICATION

1.    Physiological Barrier

Physiological barriers to communication are related with the limitations of the human body and the human mind (memory, attention, and perception). Physiological barriers may result from individuals' personal discomfort, caused by ill-health, poor eye sight, or hearing difficulties.

a)    *Poor Listening Skills*

b)    *Information Overload*

c)    *Inattention*

d)    *Emotions*

e)    *Poor Retention*

2.    Psychological Barrier

Psychological factors such as misperception, filtering, distrust, unhappy emotions, and people's state of mind can jeopardize the process of communication. We all tend to feel happier and more receptive to information when the sun shines. Similarly, if someone has personal problems such as worries and stress about a chronic illness, it may impinge his/her communication with others.

3.    Social Barriers

Social barriers to communication include the social psychological phenomenon of conformity, a process in which the norms, values, and behaviors' of an individual begin to follow those of the wider group.

Social factors such as age, gender, socioeconomic status, and marital status may act as a barrier to communication in certain situations.

4.    Cultural Barriers

Culture shapes the way we think and behave. It can be seen as both shaping and being shaped by our established patterns of communication. Cultural barrier to communication often arises when individuals in one social group have developed different norms, values, or behaviors to individuals associated with another group. Cultural difference leads to difference in interest, knowledge, value, and tradition.

5.    Semantic Barrier
Language, jargon, slang, etc., are some of the semantic barriers. Different languages across different regions represent a national barrier to communication. Use of jargon and slang also act as barrier to communication

6.    Linguistic Barriers
Individual linguistic ability may sometimes become a barrier to communication. The use of difficult or inappropriate words in communication can prevent the people from understanding the message. Poorly explained or misunderstood messages can also result in confusion. The linguistic differences between the people can also lead to communication breakdown. The same word may mean differently to different individuals.

7.    Organizational Barriers
Unclear planning, structure, information overload, timing, technology, and status difference are the organizational factors that may act as barriers to communication.

**AIDS TO COMMUNICATION**

Audio/video aids in business communication and training help in numerous ways. Each individual understands and retains information differently, which is why professional training organizations use multiple audio and visual tools during presentation sessions. This type of session is commonly known as a "multimedia presentation," which can include written, visual, auditory and sometimes interactive methods.
Using visual aids can save your business time, especially if the subject contains information that may be too lengthy for written or oral communication. Pie charts, graphs, diagrams, photographs, video shorts and animation can often help explain subject matter quickly, and in a manner that is more easily absorbed by the learner. Visual aids can include projectors, flip charts, models, white boards or any combination thereof.
*Auditory Aids*

The type of auditory aid used in your multimedia presentation is most likely based on your budget, but the effectiveness of each type must be considered.

*Handouts*

Handouts serve to reinforce oral and visual components, and can go into further detail if desired or warranted. Handouts allow participants to follow along with presented information, make notes, formulate questions or refer to key points in the future as a "refresher course."

**Seven C's of Effective Communication**

There are **7 C's of effective communication** which are applicable to both written as well as oral communication. These are as follows:

1.      **Completeness -** The communication must be complete. It should convey all facts required by the audience. The sender of the message must take into consideration the receiver's mind set and convey the message accordingly. A complete communication has following features:
▪      Complete communication develops and enhances reputation of an organization.
▪      Moreover, they are cost saving as no crucial information is missing and no additional cost is incurred in conveying extra message if the communication is complete.
▪      A complete communication always gives additional information wherever required. It leaves no questions in the mind of receiver.
▪      Complete communication helps in better decision-making by the audience/readers/receivers of message as they get all desired and crucial information.
▪      It persuades the audience.


2.      **Conciseness -** Conciseness means wordiness, i.e, communicating what you want to convey in least possible words without forgoing the other C's of communication. Conciseness is a necessity for effective communication. Concise communication has following features:
▪      It is both time-saving as well as cost-saving.
▪      It underlines and highlights the main message as it avoids using excessive and needless words.
▪      Concise communication provides short and essential message in limited words to the audience.
▪      Concise message is more appealing and comprehensible to the audience.
▪      Concise message is non-repetitive in nature.
3.      **Consideration -** Consideration implies "stepping into the shoes of others". Effective communication must take the audience into consideration, i.e, the audience's view points, background, mind-set, education level, etc. Make an attempt to envisage your audience, their requirements, emotions as well as problems. Ensure that the self-respect of the audience is maintained and their emotions are not at harm. Modify your words in message to suit the audience's needs while making your message complete. Features of considerate communication are as follows:
▪      Emphasize on "you" approach.
▪      Empathize with the audience and exhibit interest in the audience. This will stimulate a positive reaction from the audience.
▪      Show optimism towards your audience. Emphasize on "what is possible" rather than "what is impossible". Lay stress on positive words such as jovial, committed, thanks, warm, healthy, help, etc.
4.      **Clarity -** Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clarity in communication has following features:
▪      It makes understanding easier.
▪      Complete clarity of thoughts and ideas enhances the meaning of message.
▪      Clear message makes use of exact, appropriate and concrete words.
5.      **Concreteness -** Concrete communication implies being particular and clear rather than fuzzy and general. Concreteness strengthens the confidence. Concrete message has following features:
▪      It is supported with specific facts and figures.
▪      It makes use of words that are clear and that build the reputation.
▪      Concrete messages are not misinterpreted.

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6.	**Courtesy -** Courtesy in message implies the message should show the sender's expression as well as should respect the receiver. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic. Courteous message has following features:

▪	Courtesy implies taking into consideration both viewpoints as well as feelings of the receiver of the message.

▪	Courteous message is positive and focused at the audience.

▪	It makes use of terms showing respect for the receiver of message.

▪	It is not at all biased.

7.	**Correctness -** Correctness in communication implies that there are no grammatical errors in communication. Correct communication has following features:

▪	The message is exact, correct and well-timed.

▪	If the communication is correct, it boosts up the confidence level.

▪	Correct message has greater impact on the audience/ readers.

▪	It checks for the precision and accurateness of facts and figures used in the message.

▪	It makes use of appropriate and correct language in the message.

Awareness of these 7 C's of communication makes you an effective communicator.

Interpersonal communication-presentations, Group discussions, Interviews, Meetings, Public speaking.

**INTERVIEWS**

Interview is another medium of communication. It is formal meeting & discussion with someone on a particular subject. Usually it is a means of getting information it involves:

•	Giving information that will help the applicant make up his mind about the company.

•	Giving advice that may serve to change the mental or emotional attitude to the interviewee

Interviewing the candidates is an important aspect of selection procedure the final selection is partly based on the performance of the candidate in different tests and partly on his performance in the final interview.

In interview, the candidate has to appear before the interview board or a group of interviewers. The overall personality of the candidate is judged by the interview which may last for 10-20 minutes or even more.

Various questions are asked to the candidate in order to the candidate in order to judge his ability, knowledge, capacity and so on.

**PURPOSE OF INTERVIEW**

Main purpose for interviewee:-

•	Communicate information about yourself, your experience and your abilities.

•	Seek further information about the position and the organization

•	Evaluate the match between your needs and what the job offers.

Main purpose for interviewer:-

•	To gather relevant information about the candidate's

i.	Interview preparation:-Interest in and knowledge of the industry, the position and the organization.

ii.	Communication skills:-oral presentation skill and the ability to interact with others

iii.	Qualifications:-  academic,  work, volunteer & other experiences

iv.	Leadership potential & teamwork:- Demonstrate ability to work with others and to get other to work together

v.	Clear & realistic career goals:- future plans and awareness of career paths.

vi.      Work ethic:- acceptance of responsibility, ability to keep commitments and attitude of the importance of work.

## ART OF INTERVIEWING

According to **S.G. Ginsburg**,"the interviewer's questions must explore viewpoints as well as experiences; they must be as tough as the problems that will face the person who gets the job"
As in any other profession, interviewing is an art which demands training and experience.
He makes such decision after talking with an applicant for 20-30 minutes. Evaluate the appearance, general manners and relevant experience and training of an applicant.
In today's, most complicated problems of the business is people. Technical processes may be mastered; plans and offices may be built to exacting specifications for performing work with accuracy. But if the human element is disregarded, it automatically leads to trouble so, there is need to encourage the population to grow and aware about the importance of the human factor in industry.
Successful interviewing should always be based on fair dealing with people drawing them out analyzing evaluating their strength and weakness.

## TYPES OF INTERVIEW

Interviews have been categorized on the basis of various characteristics and qualities.
**1.      On the basis of an objective:** this is done to ascertain weakness in the candidate and making attempts to remove them, or for collecting information. These are of four types:
**a)      Clinical interview:** it is used in medical profession and is done to learn the cause of certain psychological abnormalities. Once the cause is found remedial measures are taken.
**b)      Selection interview:** this is done to select a person on the basis of certain qualities.
**c)      Diagnostic interview:** when the objective of the interview is confined to investigating an issue or problem it is called diagnostic interview
**d)      Research interview:** interview conducted for the purpose of data collection or hypothesis building in a research is called research interview.

**2.      On the basis of number of respondents:**
**a)      Group interview:** this type of interview is conducted for a group. It can last 1-2 hours and has 10-12 members with one moderator. This method is used in marketing research to collect information on a product type such as detergent.
**b)      Individual interview:** this is an interview where a single person is interviewed.
**3.      On the basis of from:**
**a)      Structured interview:** the pattern of this type of interview is pre-decided. The questions, their wording and their sequence are fixed. An interviewer may be allowed some liberty in asking questions.
**b)      Unstructured interview:** this type of interview is flexible and open, and the questions structure is not pre-decided.
**4.      On the basis of formation:**
**a)      Panel interview:** such an interview has the advantage of bringing in the experience of a number of people. Those who may have to work with the candidate get a chance to voice their opinions about him..
**b)      Two interviews:** this type of interview is a small panel interview where the interviewer may decide to adopt opposing notes, the one sympathetic and the other confrontational. The method is supposed to reveal the candidate's probable reaction to pressure in the workplace.
**c)      One-to-one interview:** it is the most preferred type of Interview by a candidate. It is more conversational and easy to handle.

## INTERVIEW STYLES

Interview styles means, "the degree/level of patterning of the interactions between interviewer and interviewee. The style can be informal or any modification or combining of the two the degree of formality is dependent largely on the relationship of the interviewer and interviewee"

On the basis of practices styles are as follows:-

1) **Direct interview**: - it is face to face observational method. In this; one measures the attitude, knowledge& suitability of interviewee with the help of questions and answers.


2) **Indirect method**:-it is not straight forward questions and answers method. Interviewee is given an opportunity & conducive atmosphere to feel free to talk. Interviewee plays a role of speaking on a particular issue & the interviewer plays a mainly a listening role.


3) **Patterned interview**:- questions to the interviewee are standardized in advance and ask according to pattern


4) **Depth interview**:- Number of questions on a particular area are put to the interviewee an answer of any one questions does not cover full information A number of follow up questions are put by the interviewer.


5) **Stress interview**:- worry/pressure experienced by the interviewee in a particular circumstances or anxiety caused by the stress created deliberately by the interviewer.

6) **Board interview**:-when a group of people propose to interview respondents, it is called"panel" or "board" interview.


7) **Group interview**: - in a group interview a group of respondents or interviewees are allowed together to interact and exchange each other.

Interviewer plays the role of observational and listener to appraise the qualities of respondents in a group.

**ESSENTIAL FEATURES OF INTERVIEW**

• IT is a face to face interaction between two or more persons.
• It is carried out with a definite objective to either know a person and his capability or views or ideas
• It is a person to person interaction in a controlled setting.

**INTERVIEW STRUCTURE**

This template offers interview panels a structure that will save you time and ensure you provide information that helps the organisation, the interviewee and the panel.

The structure comprises four main segments:

• Introduction
• Evidence gathering
• Applicant's questions and comments
• Close

For each segment, you need to decide who will do and say what.

**GUIDELINES FOR INTERVIEWER**

1) HE/SHE SHOULD BE OF A CERTAIN STATUS, STANDING & EXPERIENCE. THEY SHOULD POSSESS THE WORKING Knowledge of topics.

2) Skilful interviewing is an art & like all other arts, it requires training & experience it is learnt better by practice than by reading a book

3) Interviewer should not begin the interview without the thorough study of the relevant data contained in the candidate's application

4) An interviewer should know the traits that need to be assessed during interview, namely, intelligence, ability to present ideas, emotional balance, readiness and response

5) Time of interview should not to consume in collecting routine information from records & documents from school institutions etc.

**GUIDELINES FOR INTERVIEWEE**

1) Be comfortable discussing everything on your resume some interviewers may use it as their only guide for the interview

2) Dress appropriately a positive first impression gets the interview off to a good start.

3) Listen attentively to the interviewer if you do not understand a question ask to have it restated.

4) Get directly to the point ask the interviewer if he would like you to go into great detail before you do so.

5) Do not open yourself to areas of questioning that could pose difficulties for you.

**MEETINGS**

The word meeting denotes an arrangement to come face to face with advance, plan for a purpose.

A meeting is a gathering of two or more people that has been convened for the purpose of achieving a common goal through verbal interaction, such as sharing information or reaching agreement. Meetings may occur face to face or virtually, as mediated by communications technology, such as a telephone conference call, a Skype or a videoconference.

Thus, a meeting may be distinguished from other gatherings, such as a chance encounter (not convened), a sports game or a concert and a demonstration (whose common goal is achieved mainly through the number of demonstrator's present, not verbal interaction).

**KIND OF MEETINGS**

**Meetings of Members:** These are meetings where the members / shareholders of the company meet and discuss various matters. Member's meetings are of the following types:-

**A.      Statutory Meeting**:

A public company limited by shares or a guarantee company having share capital is required to hold a statutory meeting. Such a statutory meeting is held only once in the lifetime of the company. Such a meeting must be held within a period of not less than one month or within a period not more than six months from the date on which it is entitled to commence business i.e. it obtains certificate of commencement of business. In a statutory meeting, the following matters only can be discussed:-

a.      Floatation of shares / debentures by the company

b.      Modification to contracts mentioned in the prospectus

**B.      Annual General Meeting**

Must be held by every type of company, public or private, limited by shares or by guarantee, with or without share capital or unlimited company, once a year. Every company must in each year hold an annual general meeting. Not more than 15 months must elapse between two annual general meetings. However, a company may hold its first annual general meeting within 18 months from the date of its incorporation. In such a case, it need not hold any annual general meeting in the year of its incorporation as well as in the following year only.

In the case there is any difficulty in holding any annual general meeting (except the first annual meeting), the Registrar may, for any special reasons shown, grant an extension of time for holding the meeting by a period not exceeding 3 months provided the application for the purpose is made before the due date of the annual general meeting.

## C.      Extraordinary General Meeting

Such meeting is usually called by the Board of Directors for some urgent business which cannot wait to be decided till the next AGM. Every business transacted at such a meeting is special business. An explanatory statement of the special business must also accompany the notice calling the meeting. The notice must also give the nature and extent of the interest of the directors or manager in the special business, as also the extent of the shareholding interest in the company of every such person. In case approval of any document has to be done by the members at the meeting, the notice must also state that the document would be available for inspection at the Registered Office of the company during the specified dates and timings.

## D.      Class Meeting

Class meetings are meetings which are held by holders of a particular class of shares, e.g., preference shareholders. Such meetings are normally called when it is proposed to vary the rights of that particular class of shares. At such meetings, these members discuss the pros and cons of the proposal and vote accordingly. (See provisions on variations of shareholder's rights). Class meetings are held to pass resolution which will bind only the members of the class concerned, and only members of that class can attend and vote.

II. **Meetings of the Board of Directors**

- Meeting of the Board of Directors

- Meeting of a Committee of the Board

III. **Other Meetings**

**A. Meeting of debenture holders**

**B. Meeting of creditors**

**Advantages of meetings/ committees**
1)      Information Sharing

2)      Encourages Teamwork
.

**Disadvantage of meetings/ committees**

1.    Time
2.    Lack of Leader

## PLANNING AND ORGANIZATION OF MEETINGS
*Effective meeting planning and organization guidelines*

Good meeting planning is a necessary prerequisite for any effective business meeting. Here are the key considerations and practical tips to guide you through the meeting organization process.

The first and foremost question to ask before you start planning any meeting is "What are the desired outcomes from that meeting?"

The second critical question is "What is the best tool to reach that outcome?" Remember that a meeting is just one of the tools of interpersonal communication

The next important question of meeting planning and organization is "Who are the right people to be at the meeting?"

Decide on the appropriate meeting format. Given the meeting purpose and participants, would it work better as formal or informal, Public or private? More like a conference with a number of presentations?

Who will chair the meeting? The chair person, whether it is you or somebody else, needs enough authority and ability to keep meeting running smoothly. An effective chairperson keeps the meeting on track, maintains constructive and positive atmosphere, ensures that nobody hijacks or sabotages the meeting, and helps all participants contribute most effectively.

The next meeting planning step is to decide on time and place. Of course, you want to schedule time when all the participants, or at least the majority, are available.

## PROJECT PRESENTATIONS
A presentation means speaking on a topic before a select audience. It is a form of oral communication with an audience on some formal occasion.
The formal presentation of information is divided into two broad categories: Presentation Skills and Personal Presentation.  These two aspects are interwoven and can be described as the preparation, presentation and practice of verbal and non-verbal communication.  This article is an overview of how to prepare and structure a presentation, and how to manage notes and/or illustrations at any speaking event.

Many people feel terrified when asked to make their first public talk.  Some of these initial fears can be reduced by good preparation which will also lay the groundwork for making an effective presentation.
 **A Presentation Is...**

A presentation is a means of communication which can be adapted to various speaking situations, such as talking to a group, addressing a meeting or briefing a team.

To be effective, step-by-step preparation and the method and means of presenting the information should be carefully considered.  A presentation concerns getting a message across to the listeners and may often contain a 'persuasive' element.

## EXECUTIVE SUMMARY

An executive summary, sometimes known as a management summary, is a short document or section of a document, produced for business purposes, that summarizes a longer report or proposal or a group of related reports in such a way that readers can rapidly become acquainted with a large body of material without having to read it all. It will usually contain a brief statement of the problem or proposal covered in the major document(s), background information, concise analysis and main conclusions. It is intended as an aid to decision making by managers and has been described as possibly the most important part of a business plan. They must be short and to the point.

## CHARTS

A **chart** is a graphical representation of data, in which "the data is represented by symbols, such as bars in a bar chart, lines in a line chart, or slices in a pie chart". A chart can represent tabular numeric data, functions or some kinds of qualitative structure and provides different information.The term "chart" as a graphical representation of data has multiple meanings:

• A data chart is a type of diagram or graph that organizes and represents a set of numerical or qualitative data.

• Maps that are adorned with extra information for some specific purpose are often known as charts, such as a nautical chart or aeronautical.

## Common charts

Four of the most common charts are:
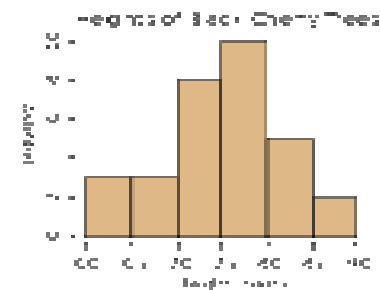


**Histogram**
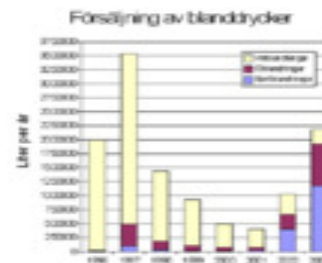


**Bar chart**
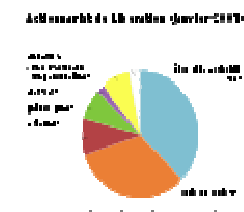


**Pie chart**
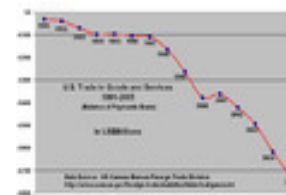


**Line chart**

## DISTRIBUTION OF TIME

Equal distribution of time while presenting a presentation so that there will be time for the query session of the audience after summing up or conclusion of the presentation.

✓ Presentation

✓ Questions & answers

✓ Summing up

## VISUAL PRESENTATION

You should only use visual aids if they are necessary to maintain interest and assist comprehension in your presentation. Do not use visual aids just to demonstrate your technological competence - doing so

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may compromise the main point of your presentation - getting your messages across clearly and concisely.

If visual aids are used well they will enhance a presentation by adding impact and strengthening audience involvement, yet if they are managed badly they can ruin a presentation.

Most visual aids will need advance preparation and should be operated with efficiency. This page gives details of the following common visual aids:

- Whiteboards and Interactive Whiteboards
- Flip chart
- Over-head projector (OHP)
- Slides
- Video
- PowerPoint or other presentation software
- Handouts

**GUIDELINES FOR USING VISUAL AIDS**
✓ Prepare Visual Aids in Advance
✓ Keep Visual Aids Simple
✓ Make Sure Visual Aids Are Large Enough
✓ Use Fonts That Are Easy to Read
✓ Use a Limited Number of Fonts
✓ Use Color Effectively

**GUIDELINES FOR PRESENTING VISUAL AIDS**

✓ Avoid Using the Chalkboard
✓ Display Visual Aids Where Listeners Can See Them
✓ Avoid Passing Visual Aids Among the Audience
✓ Display Visual Aids Only While Discussing Them
✓ Talk to Your Audience, Not to Your Visual Aid
✓ Explain Visual Aids Clearly and Concisely
✓ Practice with Your Visual Aids

**ELECTRONIC MEDIA (POWER-POINT PRESENTATION)**
**Electronic media** are media that use electronics or electromechanical energy for the end-user (audience) to access the content. This is in contrast to static media (mainly print media), which today are most often created electronically, but don't require electronics to be accessed by the end-user in the printed form. The primary electronic media sources familiar to the general public are better known as video recordings, audio recordings, multimedia presentations, slide presentations, CD-ROM and online content. Most new media are in the form of digital media. However, electronic media may be in either analog or digital format.

**What is Group Discussion?**

A group discussion is simply a method instrumental in judging the team spirit, leadership qualities, out of the box thinking, and other managerial qualities in an individual. In a layman's language, a group discussion is a discussion involving a group of around seven to eight participants.

How HR conducts the interview?

The commonly asked questions to a job aspirant are:

- Tell me something about yourself?
- Throw some light on your strengths and weaknesses
- Why do you think our organization should hire you?
- Salary negotiations and joining date

All the above questions do tell us a lot about the individual's intelligence, thought process, characteristics, family background, educational qualifications etc but fail to highlight some other important aspects of the individual's personality essential to survive well in an organization.

Do you think an individual can work alone and produce results in an organization?

The answer is No. Every individual works in a team and has to rely on his fellow workers for his easy working and better output. He has to be a good team player to make his mark in the ever challenging corporate world.

Through group discussions, the interviewer can evaluate how well an individual can perform in a team. He can very easily find out how well an individual can perform in teams, how good a leader he is and also his creative skills and intelligence quotient.

Every individual must learn the successful tips of group discussion to fair well in the interviews as well as the screening process of educational institutes.

**Here are Some Tips for a Successful Group Discussion**

▪ The first and the foremost tip for an individual to perform well in a GD is to **learn the art of participation**. Don't expect others to force you to speak. Take the initiative, participate in the discussion and share your ideas with others. Never shout in a group discussion and always wait for your turn to speak. Remember it's a discussion, not a fighting ground. Be polite but firm.
▪ **Try to take the initiative**. Don't wait for the others to start the discussion. Always volunteer yourself and start the discussions in an extremely confident manner. Introduce yourself and your team members and then start with the topic but one thing to remember here is that one must initiate the Group Discussion only when he or she is well versed with the topic. Don't take the risk if you yourself are not very clear about your thoughts.
▪ A leader is the one who actually gives the group discussion a direction and guides other team members when they seem to be lost or confused. Like a true leader, an individual must try his level best to refrain from personal favours. Don't only ask your acquaintance to speak, give equal opportunity to other participants as well. As the leader of the group, he must ensure that the discussion does not end up in fighting and reaches a conclusion.
▪ **One must speak only if he is well prepared with the topic**. Don't just speak for the sake of points or marks; speak only when you are absolutely sure about what you are speaking. Never depend on guess works in group discussions as it sometimes can seriously go against you. Avoid using slangs or crack jokes in between the discussions as it is considered highly unprofessional.
▪ **Never be rigid in group discussions**. Always keep in mind that the other person is also as learned as you. Always listen to what he is saying and then only respond. Be a good and a patient listener. Don't just simply draw conclusions as there is always a room for discussions. Debate logically and sensibly and try to take everyone along with you.
▪ **Read a lot and always keep your eyes and ears open**. Always begin your day with the newspaper and know what is happening around you. An individual must be aware of the current events to succeed well in a group discussion.

▪ **Be alert always**. A participant usually gets around 15 minutes to think about the topic. You need to think fast and cover as much as you can. Always take care of your words. The content has to be sensible, crisp and well supported with examples or real life situations. Don't adopt a laidback attitude or yawn in between group discussions.

▪ **Take care of your dressing as well**. Don't wear flashy clothes while going for a group discussion or interview. Female candidates should also avoid cakey makeup or flaunt heavy jewellery. The clattering sounds of bangles sometimes act as a disturbing element in formal discussions. Be in professional attire and avoid loud colours.

▪ An individual must keep in his mind that group discussion is meant for bringing out the managerial skills of an individual. The organizer of the group discussion will never appreciate you or give you the credit if you shout or fight in group discussions. Be calm, composed, confident and neutral to create an impression in the discussion and win over others.

## Role of Communication in Group Discussion

**An effective communication is a vital key to a successful group discussion**. Remember you are not the only one speaking in the group discussion; there are other participants as well who are vying for the limelight. You might get only a single chance, and you just can't afford to miss the opportunity to create that first impression, and as they say first impression is the last impression. An individual might have complete knowledge about the topic assigned to his group, might be well aware of what is happening around him, but if he can't effectively communicate his ideas to others, he will fail to create his mark. The way an individual communicates his ideas has to be very impressive for him to live up to the expectations of the deciding authorities.

## Let us understand this real life situation

Teddy appeared for an interview with a reputed media house. He had been eyeing for this company for quite a long time. He fared extremely well in the face to face rounds and was looking forward to getting selected in the organization. Unfortunately something else was in store for him. He could not get through the GD Round. He was exceptionally good in academics, had a healthy professional background and even expressed his ideas in his best possible way in the group discussion. **Why did he then fail?**

The problem was in his communication level. He did try his level best but failed to impress the interviewer and thus lost out on his dream job.

**Effective communication is the backbone of a successful group discussion**.

Converting your thoughts into words is an art and one has to master it to win over the trust and confidence of the assessor. One has to very sensibly and carefully choose the right words to share his thoughts with the other participants and make his point's clear. **Never use slangs, instead go for some corporate jargons or professional terminologies for the desired edge**. Also avoid cracking jokes in between as it is considered highly unprofessional. An individual must not stammer in between or chew half of his words. Speak clearly and your voice must never be shaky. There is no one who will beat you there, so why to get afraid of a group discussion?

**Keep a positive attitude**. No one will ever deduct your marks if you greet your fellow participants well. Use warm greetings and never forget the handshake on meeting. These gestures actually help in breaking the ice and create a bond among the participants. Someone has to begin the discussion, so why not you? Take the initiative and start the discussion. Introduce yourself and your team members well.Never believe in personal favours. If any participant is unwilling to speak, do not force him

unnecessarily. If someone has spoken well do not hesitate to give him a pat on his back. Such non verbal communications sometimes go a long way in boosting the morale and self confidence of the participants. Be very confident to win over the trust of the interviewer as well as the other participants.

**The pitch and tone must also be taken good care of**. You are speaking not for yourself, but for others to listen and respond. Always ensure that you are audible to one and all. Every participant must be able to hear you clearly and understand what you intend to convey. An individual must also learn the art of voice modulation. Don't keep the same pitch always; learn to play with your tone as per the importance of the word or the sentence. If you want to raise a question to your fellow participants, it must also reflect in your voice. Avoid shouting or being too loud in group discussions. You are here to voice your opinion, not for fighting. **Keep your voice polite, soft but convincing**. Never sound unintelligent or foolish, as the interviewer has a constant eye on you. Do take care of your punctuation marks and the flow of words. It is no harm to take pauses or breaths in between sentences. Never repeat sentences as it will lead to monotony and others will tend to ignore you. **Don't just speak for the sake of speaking**.

Always remember there are other individuals also who are participating in the group discussion. They may not be from the same background as you are, might have an altogether different thought process, but you have no right to make fun of their views. Always respect their opinion. If a participant is speaking, never criticize or oppose him in between. You will get your time to speak, and please wait for your turn. An individual has to be very patient, calm, dignified, sophisticated and above all professional in his approach.

**Don't start fighting with your team mates. Give weightage to everyone's opinion and thought process**. Always be a good listener. Stay alert, keep your ears open and be attentive all through the discussion. Be sure about what you speak, never depend on assumptions or guess works. Try your level best to sound impressive and prefer using articulate English. **Never panic in a group discussion, have a control on your words, stay calm and composed and then there is no one stopping you and you will definitely emerge as a winner**.

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*UNIT – III*                                                 *Lectures: 15*
*Professional Writing:*

*Types of writing-Descriptive, Narrative, Discursive, Argumentative, Reflective, Literary etc:*

Descriptive Writing

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The primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses. Teaching students to write more descriptively will improve their writing by making it more interesting and engaging to read

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*Why study descriptive writing?*

- It will help your students' writing be more interesting and full of details
- It encourages students to use new vocabulary words
- It can help students clarify their understanding of new subject matter material

**How to use:**      Individually      With small groups      Whole class setting

There's no one way to learn descriptive writing. That said, students can:
- Develop descriptive writing skill through modeling and the sharing of quality literature full of descriptive writing.
- Include lessons such as the ones listed below throughout the year.
- Call students' attention to interesting, descriptive word choices in classroom writing.

According to Book Nuts Reading Club, descriptive writing shares the following characteristics:
1. Good descriptive writing includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive writing may also paint pictures of the feelings the person, place or thing invokes in the writer.
2. Good descriptive writing often makes use of figurative language such as analogies, similes and metaphors to help paint the picture in the reader's mind.
3. Good descriptive writing uses precise language. General adjectives, nouns, and passive verbs do not have a place in good descriptive writing. Use specific adjectives and nouns and strong action verbs to give life to the picture you are painting in the reader's mind.
4. Good descriptive writing is organized. Some ways to organize descriptive writing include: chronological (time), spatial (location), and order of importance. When describing a person, you might begin with a physical description, followed by how that person thinks, feels and acts.

*Descriptive text type*
*Based on perception in space.* Impressionistic *of landscapes or persons are often to be found in narratives such as novels or short stories. Example:* About fifteen miles below Monterey, on the wild coast, the Torres family had their farm, a few sloping acres above the cliff that dropped to the brown reefs and to the hissing white waters of the ocean...

**Purpose**

Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to:
- describe a special place and explain why it is special
- describe the most important person in your life

Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

**Features**

Description is a style of writing which can be useful for a variety of purposes:
- to engage a reader's attention
- to create characters
- to set a mood

**Language**
- aims to show rather than tell the reader what something/someone is like
- relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs.
- is focused and concentrates only on the aspects that add something to the main purpose of the description.
- Sensory description - what is heard, seen, smelt, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind e.g. their noses were met with the acrid smell of rotting flesh.
- Strong development of the experience that "puts the reader there" focuses on key details, powerful verbs and precise nouns.

*Narrative text type[*
**Based on perception in time. Narration is the telling of a story; the succession of events is given in chronological order.**

**Purpose**

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes / social opinions e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. The common structure or basic plan of narrative text is known as the "story grammar". Although there are numerous variations of the story grammar, the typical elements are:
- Setting—when and where the story occurs.
- Characters—the most important people or characters in the story.
- Initiating event—an action or occurrence that establishes a problem and/or goal.
- Conflict/goal—the focal point around which the whole story is organized.
- Events—one or more attempts by the main character(s) to achieve the goal or solve the problem.
- Resolution—the outcome of the attempts to achieve the goal

The graphic representation of these story grammar elements is called a story map. The exact form and complexity of a map depends, of course, upon the unique structure of each narrative and the personal preference of the teacher constructing the map.

**Types of Narrative**

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience. Features

- Characters with defined personalities/identities.
- Dialogue often included - tense may change to the present or the future.
- Descriptive language to create images in the reader's mind and enhance the story.

**Structure**

In a Traditional Narrative the focus of the text is on a series of actions:

**Orientation**: (Introduction) in which the characters, setting and time of the story are established. Usually answers who? When? Where? E.g. Mr. Wolf went out hunting in the forest one dark gloomy night.

**Complication or problem**: The complication usually involves the main character(s) (often mirroring the complications in real life).

**Resolution**: There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

Furthermore, when there is plan for writing narrative texts, the focus should be on the following characteristics:

- Plot: What is going to happen?
- Setting: Where will the story take place? When will the story take place?
- Characterization: Who are the main characters? What do they look like?
- Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
- Theme: What is the theme / message the writer is attempting to communicate?

*Expository text type [*
***It aims at explanation, i.e. the cognitive analysis and subsequent syntheses of complex facts. Example: An essay on "Rhetoric: What is it and why do we study it?"***

*Argumentative text type[*
***Based on the evaluation and the subsequent subjective judgement in answer to a problem. It refers to the reasons advanced for or against a matter.***

**PERSUASIVE WRITING**

Persuasive writing, known as creative writing or an argument, is a piece of writing in which the writer uses words to convince the reader that the writer's opinion is correct with regard to an issue. Persuasive writing sometimes involves convincing the reader to perform an action, or it may simply consist of an argument or several arguments to align the reader with the writer's point of view. Persuasive writing is one of the most commonly used writing types in the world.

This type of writing is often used for advertising copy. A well-written persuasive piece is supported with a series of facts which help the author argue his or her point.

*Audience analysis;*
Already discussed in presentation unit 2

*Projects/business plans,*

**WRITING A PROPOSAL**
Writing a proposal is usually the result of one of two scenarios; you are responding to a Request for Proposal (RFP) which asks for a solution to a problem or; you have identified an opportunity to provide a product or service to satisfy a requirement a potential client may not even know that they need.

**Components of a Proposal**

- Title Page

- Cover Letter

- Proprietary Notice

- Introduction

- Technical Approach

- Project Team

- Relevant Experience

- Project Price/Budget

- Schedule

- Certifications

- Appendices

- Final Review

**WRITING PROPOSAL**

The general purpose of any proposal is to persuade the readers to do something, whether it is to persuade a potential customer to purchase goods and/or services, or to persuade your employer to fund a project or to implement a program that you would like to launch.

Any proposal offers a plan to fill a need, and your reader will evaluate your plan according to how well your written presentation answers the questions of *WHAT* you are proposing, *HOW* you plan to do it, *WHEN* you plan to do it, and *HOW MUCH* it is going to cost.

The most basic composition of a proposal, as with any other written document, is simple; it needs a *beginning* (the Introduction), a *middle* (the Body of material to be presented) and an *end* (the Conclusion/Recommendation).

- The INTRODUCTION presents and summarizes the problem you intend to solve and your solution to that problem, including the benefits the reader/group will receive from the solution and the cost of that solution.

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- The BODY of the proposal should explain the complete details of the solution: how the job will be done, broken into separate tasks; what method will be used to do it, including the equipment, material, and personnel that would be required; when the work will begin; and, when the job will be completed. It should also present a detailed cost breakdown for the entire job.

- The CONCLUSION should emphasize the benefits that the reader will realize from your solution to the problem and should urge the reader to action. It should be encouraging, confident and assertive in tone.

**FORMAT OF PROPOSAL**
- Front Matter
- Letter of transmittal
- Title Page
- Project Summary (approx. 200 word abstract)
- Introduction
- Body
- Project Proposal: (Includes Statement of the Problem, Proposed Solution(s), Program of Implementation, Conclusions/Recommendations)
- Conclusion/Recommendations
- Back Matter
- Bibliography and/or Works Cited
- Qualifications (of writer(s) and/or project implementers)
- Budget

Example: format of proposal for event:



**Event Proposal**

[Event Title]

To,
_____ [name of the sponsor to whom the proposal is being submitted]
_____ [proposed date of the event in DD/MM/YYYY format]
Event outline:
_____ [name of the event]
_____ [topic on which the event is based]
_____ [estimated duration of the event]

**Main Activities of Event**

**Budget Outlines**

Total: _____ [total cost]

_____ [Signature]

Event Proposal Template

*formal correspondence-letters,*

BUSINESS LETTERS: A business letter is usually used when writing from one company to another, or for correspondence between such organizations and their customers, clients and other external parties. The overall style of letter will depend on the relationship between the parties concerned. There are many reasons to write a business letter. It could be to request direct information or action from another party, to order supplies from a supplier, to identify a mistake that was committed, to reply directly to a request, to apologize for a wrong or simply to convey goodwill.

**SIGNIFICANCE**
- assist in sustaining business relationship

- to convey complex information
- serve as permanent record
- to reach a large and geographically diverse audience

## PURPOSES

- to inform
- to congratulate
- to enquire
- to order
- to request
- to collect dues
- to complain

## BUSINESS LETTERS STRUCTURE

- Heading
- Inside name & address
- Salutation
- Subject
- body of letter
- Complementary close
- signature
- Additional Elements
- Enclosure notation
- Postscript/ Identification mark

## GOOD NEWS AND BAD NEWS LETTERS

If you've experienced something positive in your life such as a promotion, the birth of a child, or any award, it is a good idea to notify your friends, family and well-wishers through a good news letter. This is a simple, friendly document, usually informal in tone and style. It should inform the addressee about the good news before going into details of the news. If the news is about a personal achievement, you should remember to be brief and humble. The letter is an occasion to inform, not to brag about your achievement. You should end the letter by thanking the addressee for his / her support.

**Example:**

{Date}
{Address of Business}
Dear {Name},
We have received your letter concerning {issue}, and we would like to extend to you first and foremost our sincerest apology, as well as let you know that we can help you! We would like to take immediate action to rectify this situation, and as such we will be immediately {explain what you will be doing to fix the problem}.
We hope that this solution is to your satisfaction. In order for us to render you this service, we require you to fill out the enclosed form and follow the instructions carefully. Upon receipt of your form, we will promptly take the promised actions.
Thank you for your patience and your business. We appreciate this opportunity to correct the problem.
Sincerely,
{Name}

## PERSUASIVE LETTERS

April 22, 2005

111 Main Street
Fallsington, PA 19054
April 25, 2005

Mr. Steven Rogel
Weyerhauser Company
P. O. Box 9777
Federal Way, WA 98063-9777

Dear Mr. Rogel,

I am a student at Fallsington Elementary School in Fallsington, PA. I am writing this letter to ask you to not cut down too much of the rainforest. This year in class I studied and learned about the rainforest. Did you know that rainforests once covered 14% of the earth and that they now only cover 7% of the earth?

If you decide to cut down the rainforest we will have fewer medicines and you might destroy a cure for cancer and other sicknesses. Please don't cut down too much of the rainforest or there will be no oxygen because trees give off oxygen. If there are no trees then there will be no oxygen.

I hope that you will try to preserve the animals, plants and trees that can only live in the rainforest. Instead of cutting down the rainforest you could make paper from recycled paper.

Sincerely,

## SALES LETTERS

- A sales letter is also referred as Letter of Sale, Marketing Sales Letter and Business Sales Letter.

- It is a type of business letter; meant for generating business.

- Letter written to publicize, advertise and ultimately sell a product or a service to the consumers.

- These letters enable a businessman to approach present & potential customers easily & at low cost.

- Particularly useful in direct selling by mail.

## OBJECTIVES OF SALES LETTERS

- To promote sales of product, a service or an idea.

- To introduce new products in the market quickly, effectively & at low cost.

- To introduced the salesman to the potential customer.

- To widen the market for existing products.

- To remind customers about the product/ service.

- To keep customers in regular touch with the company & its products & services.

## ELEMENTS OF SALES LETTER

- Appealing & persuasive

- Attractive

- Creative in nature

- Complete, explain the product or service in detail

- A brochure/ pamphlet, etc. may be attached with it.

**PURPOSE OF SALES LETTERS**
To persuade the readers to "buy" a product, service, idea, or point of view
- Grab the reader's attention

- Highlight the product's appeal

- Show the product's use

- Conclude with a request for action (buy it!)

- To make direct sales

- To announce and test the reaction to new services and products

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Headline

Header:
- Sender's Letterhead or Sender's Name and Address

- The Recipient's Name (specific official, person and organization) and Address

- Date (can be placed after senders address)

- Reference or Subject (optional)

- Salutation - Dear Sir/Madam/ Mr./Ms.

Introduction
- Introductory lines regarding the product or service

Body
- Relevance of product /service in daily life

- Assistive information towards the purchase process

- Compliments and offer of assistance

Closing
- Complimentary Gesture – Thanks, Thank you etc.

- Valediction Ex. Sincerely

- Signature or Signature Line

- Your Typed Name

- ENCL (optional) stands for 'Enclosure'

- Logo or Motto of your Organisation

---

**LETTER STYLES / LAYOUT**
Forms of layout in letter writing are as follows:

1.       Indented Form (traditional form)
2.       Hanging Indention
3.       Block Form (more modern form)
4.       Semi Block

These different forms of layout are shown below:

**Layout 1: Indented Form**

SENDER'S NAME AND ADDRESS

Tel No:                                        Ref:
E Mail:                                        Date:

Dear Sir,

Dear Sir,
_____
_____
_____
_____
_____
_____
_____
_____

                                    Complimentary close
                                    and Signature

**Layout 2: Hanging Indentation Form**

                        SENDER'S NAME AND ADDRESS
Tel. _____                               Ref. _____
E-mail: _____                            Date: _____

        Mr R. Shermani,
        Manager,
        Bank of Baroda,
        Hyderabad.

        Dear Sir,
_____
_____
_____
_____
_____
_____
_____

                                    Complimentary close
                                    and Signature

**Layout 3: Block Form**

                        SENDER'S NAME AND ADDRESS
Tel. _____                               Ref. _____
E-mail: _____                            Date: _____

        Mr R. Shermani,
        Manager,
        Bank of Baroda,
        Hyderabad.

        Dear Sir,

_____
_____
_____
_____
_____
_____

Complimentary close
and Signature

**Layout 4: Modified Block Form**

Tel. _____          SENDER'S NAME AND ADDRESS          Ref. _____

E-mail: _____                                        Date: _____

Mr R. Shermani,
Manager,
Bank of Baroda,
Hyderabad.

Dear Sir,

_____
_____

_____
_____
_____
_____
_____
_____
_____
_____

Complimentary close
and Signature

**Layout 5: Semi Block Form**

Tel. _____          SENDER'S NAME AND ADDRESS          Ref. _____

E-mail: _____                                        Date: _____

Mr R. Shermani,
Manager,
Bank of Baroda,
Hyderabad.

Dear Sir,

_____

_____
_____

_____

_____
_____
_____

Complimentary close
and Signature

Reports,

A report is a presentation of facts and findings, usually as a basis for recommendations; written for a specific readership, and probably intended to be kept as a record. Report writing is an essential skillfor professionals. A report aims to inform, as clearly and succinctly as possible.

An effective report can be written going through the following steps-

1.      Determine the objective of the report, i.e., identify the problem.

2.      Collect the required material (facts) for the report.

3.      Study and examine the facts gathered.

4.      Plan the facts for the report.

5.      Prepare an outline for the report, i.e., draft the report.

6.      Edit the drafted report.

7.      Distribute the draft report to the advisory team and ask for feedback and recommendations.

A report should generally include the following sections.(Sections marked with an asterisk (*) are essential: others are optional depending on the type, length and purpose of the report.)

- Letter of transmittal
- Title page*
- Table of contents
- List of abbreviations and/or glossary
- Executive summary/abstract
- Introduction*
- Body*
- Conclusion*
- Recommendations
- Bibliography
- Appendices

**The essentials of good/effective report writing are as follows-**

1)      Know your objective, i.e., be focused.

2)      Analyze the niche audience, i.e., make an analysis of the target audience, the purpose for which audience requires the report, kind of data audience is looking for in the report, the implications of report reading, etc.

3)      Decide the length of report.

4)      Disclose correct and true information in a report.

5)      Discuss all sides of the problem reasonably and impartially. Include all relevant facts in a report.

6)      Concentrate on the report structure and matter. Pre-decide the report writing style. Use vivid structure of sentences.

7)      The report should be neatly presented and should be carefully documented.

8)      Highlight and recap the main message in a report.

9)     Encourage feedback on the report from the critics. The feedback, if negative, might be useful if properly supported with reasons by the critics. The report can be modified based on such feedback.

10)     Use graphs, pie-charts, etc to show the numerical data records over years.

## Company Name Here

Address Line 1
Address Line 2
Phone: 555-555-5555
Website: www.website.com

## Expense Report

| | |
|---|---|
| **Submitted By:** | |
| **Submitted On:** | |
| **Description of Report:** | |
| **Cost Center** | |

### Items

| Date | Detail | Amount ($) |
|---|---|---|
| | | |
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| | | |
| | | |
| **Total** | | |

**Reviewed By:**

Comments:_____
_____

| Approved | Yes | No |
|---|---|---|

_____
Authorized Signatures

**TYPES OF REPORTS**

**Business Reports**
Business reports are a type of assignment in which you analyse a situation (either a real situation or a case study) and apply business theories to produce a range of suggestions for improvement.
Business reports are typically assigned to enable you to:

➢ Examine available and potential solutions to a problem, situation, or issue.

➢ Apply business and management theory to a practical situation.

➢ Demonstrate your analytical, reasoning, and evaluation skills in identifying and weighing-up possible solutions and outcomes.

➢ Reach conclusions about a problem or issue.

➢ Provide recommendations for future action.

➢ Show concise and clear communication skills.

**Academic Reports**
It is a research study on various aspects of the subjects. It generally takes form of research report which covers a wide variety of subjects & its coverage is also quite expensive
Contents are similar in both the reports but some additional contents are there in academic reports which are as follows:-

1) Statement of the problem

2) Overview of literature

3) The conceptual framework

4) Research questions/hypothesis

5) Coverage

6) Data collection

7) Data processing

**FORMAT OF REPORT**

• Title Section - If the report is short, the front cover can include any information that you feel is necessary including the author(s) and the date prepared. In a longer report, you may want to include a table of contents and definitions of terms.

• Summary - There needs to be a summary of the major points, conclusions, and recommendations. It needs to be short as it is a general overview of the report. Some people will read the summary and only skim the report, so make sure you include all the relevant information. It would be best to write this last so you will include everything, even the points that might be added at the last minute.

• Introduction - The first page of the report needs to have an introduction. You will explain the problem and show the reader why the report is being made. You need to give a definition of terms if you did not include these in the title section, and explain how the details of the report are arranged.

• Body - This is the main section of the report. This section can include jargon from your industry. There needs to be several sections, with each having a subtitle. Information is usually arranged in order

of importance with the most important information coming first. If you wish, a "Discussion" section can be included at the end of the Body to go over your findings and their significance.

• Conclusion - This is where everything comes together. Keep this section free of jargon as most people will read the Summary and Conclusion.

• Recommendations - This is what needs to be done. In plain English, explain your recommendations, putting them in order of priority.

• Appendices - This includes information that the experts in the field will read. It has all the technical details that support your conclusions.

This report writing format will make it easier for the reader to find what he is looking for. Remember to write all the sections in plain English, except for the Body. Also remember that the information needs to be organized logically with the most important information coming first.

## LAYOUT OF THE REPORT

1. Title Page
2. Figures and Tables
3. Equations and Formulae
4. Chapter Numbering System
5. Font
6. Appendices

## ESSENTIAL REQUIREMENT OF GOOD REPORT WRITING

All reports need to be clear, concise and well structured. The key to writing an effective report is to allocate time for planning and preparation. With careful planning, the writing of a report will be made much easier. The essential stages of successful report writing are described below. Consider how long each stage is likely to take and divide the time before the deadline between the different stages. Be sure to leave time for final proof reading and checking.

Stage One: Understanding the report brief

This first stage is the most important. You need to be confident that you understand the purpose of your report as described in your report brief or instructions.

Stage Two: Gathering and selecting information

Once you are clear about the purpose of your report, you need to begin to gather relevant information. Your information may come from a variety of sources, but how much information you will need will depend on how much detail is required in the report.

Stage Three: Organizing your material

Once you have gathered information you need to decide what will be included and in what sequence it should be presented. Begin by grouping together points that are related. These may form sections or chapters.

Stage Four: Analyzing your material

Before you begin to write your first draft of the report, take time to consider and make notes on the points you will make using the facts and evidence you have gathered. What conclusions can be drawn from the material? What are the limitations or flaws in the evidence?

Stage Five: Writing the report

Having organized your material into appropriate sections and headings you can begin to write the first draft of your report. You may find it easier to write the summary and contents page at the end when you know exactly what will be included. Aim for a writing style that is direct and precise. Avoid waffle and make your points clearly and concisely.

Stage Six: Reviewing and redrafting

Ideally, you should leave time to take a break before you review your first draft. Be prepared to

rearrange or rewrite sections in the light of your review. Writing on a word processor makes it easier to rewrite and rearrange sections or paragraphs in your first draft. If you write your first draft by hand, try writing each section on a separate piece of paper to make redrafting easier.

Stage Seven: Presentation

Once you are satisfied with the content and structure of your redrafted report, you can turn your attention to the presentation. Check that the wording of each chapter/section/subheading is clear and accurate. Check that you have adhered to the instructions in your report brief regarding format and presentation. Check for consistency in numbering of chapters, sections and appendices. Make sure that all your sources are acknowledged and correctly referenced.

## *JOB APPLICATION*

An **application for employment**, **job application**, or **application form**  is a form or collection of forms that an individual seeking employment, called an applicant, must fill out as part of the process of informing an employer of the applicant's availability and desire to be employed, and persuading the employer to offer the applicant employment

**TYPES OF JOB APPLICATION**

1.      Handwritten

2.      Electronic / Online

**CONTENT OF JOB APPLICATION**

-      Your name

-      You're Address

-      Your city, state, code

-      Your phone number

-      Your Email Id

-      Your contact name

-      Dear Sir,

**DRAFTING THE APPLICATION**

**Job Application**

William Mathura                                                            (Your Name)

Model Village                                                               (Your Address)

North Point, Hong Kong                                              (Your Address)

22 July 2011                                                                (Your Address)

Mr. Hanukah Chan                                                      (Recipient's Name)

Personnel Manager                                                      (Recipient's Designation)

Wong & Lim Consultants                                          (Recipient's Address)

P.O. Box 583                                                   (Recipient's Address)

Kwai Chung, Kowloon                                            (Recipient's Address)

Dear Mr. Chan                                                 (Salutation)

**Sub:** Application for the Post of MTO

I am writing to apply for the post of MTO (Management Training Officer), which was advertised on the Oriental Daily Newspaper of the Hong Kong and Student Board of Polytechnic University on 21st July 2011.

I have one year working experience at King City Garment Manufactory Limited. This experience plays a pivot role in improving my leadership skills, communication skills and ability to work in a team environment. I can fluently speak and write English. I also have fluency in speaking and writing Mandarin, and can therefore work in mainland China.

Currently I am studying a M.B.A. in Management at the Hong Kong Polytechnic University, graduating in 2012. I am studying subjects relevant to the post of MTO including Operations Management, Human Resources Management, Accounting, Marketing and Strategic Management.

My final year project is entitled "Research and Knowledge Management Practices" in HK. Execution of this project will surely improve my communication skills, my leadership skills and my ability to lead and supervise subordinates effectively. I have also learned how to run a project from the planning stage to its completion.

Working for Wong & Lim Consultants appeals to me because it has a good reputation and it provides excellent training. Your organization produces a high-quality service, and I can contribute to this with my leadership skills and my ability to work under pressure.

I am available for interview at any time. I can be contacted most easily on the cell phone number given below. I look forward to meet you soon.

Yours sincerely,                                              (Closing)

William Mathura

Phone: 24862893

Mobile: 95427415

E-mail: abc@hkinternet.com

Encl: Resume                         (Your resume is enclosed with this Application Letter)

memorandums,

Memorandum: A memo usually has a smaller demographic of audience and is usually more exclusive. Memos are less public and normally targeted at a more exclusive, smaller audience. They are often used as a way of reminding someone of something that needs to be done, or to pass on a proposal or idea of some kind. They are most commonly typed in today's technological era, however they can also be hand written.

# Memo

| | |
|---|---|
| **To:** | John Smith |
| **From:** | Albert Johnson |
| **Date:** | 9/15/2010 |
| **Re:** | Your call from August 28, 2010 |

**Message:**

Hello John,

Thank you for your prompt response to my inquiry. However, my original question still remains. Looking forward to your response.

Regards, Albert

curriculum vitae/Resume.

A resume is a summary of the qualities and qualifications of a person. It is a informative and inspiring piece of written communication.

## 5 Rules for Building a Great Resume

Your resume has one job: To convince the reader that you're a candidate worth interviewing. Here are five rules to help you write a resume that does its job:

1.      Summarize Your Unique Value
2.      Communicate with Confidence
3.      Watch Your Language
4.      Key in on Keywords
5.      Keep it Concise

## RESUME FORMAT

A resume's "format" is based on the headings you use; the order in which they appear; and the dates of employment for each position. Each format serves a particular purpose.

## 1.      CHRONOLOGICAL

this is widely used resume format emphasizes your career progression by focusing on the dates and job titles you've held, followed by your education. Contrary to its name, a chronological resume actually

lists your work history in reverse chronological order, starting with your current or most recent position and going back through each position you've held for the past 10 or 15 years.

**2.      FUNCTIONAL**

it highlights *what* you can do, rather than *when* you did it and for whom. In other words, it defines your value by focusing on skills, not job history. A functional resume calls attention to your specific areas of expertise and lists them under such headings as "Accounting Skills," "Marketing Skills," or "IT Skills."

**3.      COMBINATION/HYBRID**

This format combines elements from both the chronological and functional formats. It balances the focus on your skills and accomplishments with your work history, including employment dates and job titles.