

The logo of CPA College of Global Studies is a shield-shaped emblem. It is divided into four quadrants by a vertical and a horizontal line. The top-left quadrant is yellow, the top-right is light orange, the bottom-left is yellow, and the bottom-right is light orange. A white banner with the text "equipping with excellence" is draped across the top. In the center of the shield is a stylized white graphic that resembles a flame or a stylized letter 'S'. The text "CPA COLLEGE OF GLOBAL STUDIES" is written in a light grey, sans-serif font, curving along the bottom edge of the shield.

equipping with excellence

**FUNCTIONAL GRAMMAR AND COMMUNICATION IN ENGLISH**  
**2022 ADMISSION**

**PREPARED BY**

**DEPARTMENT OF ENGLISH**

**CPA COLLEGE OF GLOBAL STUDIES**

## **FUNCTIONAL GRAMMAR AND COMMUNICATION IN ENGLISH**

COURSE CODE: ENG1A02

TITLE OF THE COURSE: FUNCTIONAL GRAMMAR AND COMMUNICATION IN ENGLISH

SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT: 1

NO. OF CREDITS : 3

NO. OF CONTACT HOURS : 90 hrs (5 hrs / week)

### **AIM OF THE COURSE:**

This course aims at preparing undergraduate students to learn how to use the structure of language systematically and to get a good command over the language to produce the learned grammatical structures accurately. It aims to enable the learner to communicate effectively at the written and spoken level appropriately in real-life situations.

### **COURSE OBJECTIVES**

- To identify the key concepts of English grammar.
- To describe the use of appropriate language through the understanding of the sentence patterns in English.

### **COURSE OUTCOME**

At the end of the course the students will be able to:

- Demonstrate the ability to use the syntactic structures within English texts.
- Distinguish logical and analytical skills in the use of language for communication.
- Develop writing skills in various professional and career related situations
- Formulate the basic skills in spoken communication in formal contexts

### **COURSE DESCRIPTION:**

#### **A. COURSE SUMMARY**

Module 1: 26 hrs

Module 2: 26 hrs

Module 3: 26 hrs

Evaluation: 12 hrs

Total: 90 hrs

## B. COURSE DETAILS:

### Module1: Basic Concepts of Syntax

Word order and Sentence Patterns - Concord/ Subject-Verb Agreement - Types of Sentences based on Functions - Types of Sentences based on Clauses - Transformation of Sentences - Affirmative and Negative Sentences - Connectives- Collocations - Punctuations

### Module 2: Basic Functional Aspects of Grammar

Use of major tense forms (Emphasis on tense forms in use in everyday transactions) – Use of Active and Passive Voice – Making use of Reported Speech – Use of functional elements in sentences – Articles – Prepositions.

### Module 3: Skills for Communication

Aspects of Formal Communication – Barriers to Communication – Preparation for Minutes of Meeting – Writing of Memos - Emails – Letter writing – Writing Curriculum Vitae/Resume - Proposals and Statements of Purpose – Reviews - Case Studies – Group discussion – Presentation skills.

## FURTHER READING:

Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.

Collins, Patrick. Speak with Power and Confidence. New York: Sterling, 2009.

Combleet. S and Carter, R The Language of Speech and writing London: Routledge. 2001.

Dignen, Bob. Presentation Skills in English, Orion Printers, Hyderabad. 2007.

Guffey, Mary Ellen. Essentials of Business Writing. Ohio: South-Western College Pubg., 2000.

Kroehnert, Gary. Basic Presentation Skills. Sidney: McGraw Hill, 2010.

Mohan Krishna and Meera Banerji. Developing Communication Skills 2nd Edition, Trinity Press Delhi. 2009.

Quirk R. & Sidney Greenbaum. A University Grammar of English. ELBS.

Shankar. R Communication Skills in English Language ABD Publishers, New Delhi. 2011.

Swan, Michael. Practical English Usage. Oxford University Press, 2005.

Thomson, A. J. and Martinet. A Practical English Grammar Combined Exercises Vol. 1 & 2. Oxford University Press.

Wallace, Michael. Study Skills in English. London: Cambridge University Press. 1988.

# MODULE 1: BASIC CONCEPTS OF SYNTAX

## UNIT 1: WORD ORDER AND SENTENCE PATTERN

- A word order or syntax is an essential part of the grammatical structure of any language.
- Syntax means the logical order to form a meaningful phrase, clause, or sentence.
- **Basic Sentence Structures:**
  - **SV**(subject + Verb) – **Subject:** Performs the action in a sentence  
**Verb:** Identifies the action in a sentence  
**Eg:** She sings.  
They play.
  - **SVO** (Subject+ Verb+ Direct Object): Common structure of sentence in English.  
Object: object comes after the verb.  
**Eg:** I like cats.
  - **SVC** (Subject+ Verb+ Compliment) A compliment follows a linking verb and it can be a noun or an adjective.  
**Eg:** Aiswarya is a singer.
  - **SVOC** (Subject+ Verb+ Object+ Compliment).  
**Eg:** I will present the seminar next day.
  - **SVOO** (Subject+ Verb+ indirect object+ direct Object).  
**Eg:** He gave me a book.

## UNIT 2: CONCORD OR SUBJECT-VERB AGREEMENT

- Subject-Verb Agreement means that subjects and verbs must always agree with each other.
- The essential rules of subject-verb agreement.

	• Singular Subjects	• Plural Subjects
• First Person:	• I read.	• We read.
• Second Person	• You read.	• You all read.
• Third Person	• He reads. she reads.	• They read.

- **Rule 1: The verb and subject must agree in number (singular or plural)**
  - if the subject is singular, the verb should be singular and if the subject is plural, the verb should also be plural.
  - Examples:
    - He plays football. (SINGULAR)
    - They play football. (PLURAL)
- **Rule 2: when the Subjects part consists of two or more nouns or pronouns and joined by 'and' in a sentence, use a plural verb.**
  - Example:
    - Jisha and suhaila are going to a party.
- **Rule 3: Subjects that are joined by 'either/or', 'neither/nor' use a singular verb.**
  - Example:
    - My father or my mother is arriving today.
    - Neither Anjali nor Rahul is coming home.
- **Rule 4: If the sentence begins with 'one of the' followed by a plural noun, the verb will be in singular form which agrees with 'one'.**
  - Example:
    - One of the students is absent.
- **Rule 5: In sentence that begin with 'here', 'there', the verb will be according to the succeeding subject.**
  - Example:
    - Here are the books.
    - There is a boy.
- **Rule 6: Each, Every, Everyone, Someone, Somebody, Nobody, None, One, Any, Many a, More than one, are singular. Hence they will take a singular verb.**
  - Example:
    - Each student has come.
- **Rule 7: the plural numbers used as a singular unit will take a singular verb.**
  - Example:

- Two Hundred rupees is in my pocket.
- Five miles is a long distance to cover on foot.
- **Rule 8: Collective noun always takes a singular verb.**
  - Example:
    - The herd of cows is grazing in the field.
    - The committee has taken its decision.
- **Rule 9: Peculiar Pronouns and Nouns that can be singular or plural depending upon context: all of , most, some of, none, half, part, a lot of.**
  - Example:
    - Some of the letters are sent.
- **Rule 10: Some subjects, although they appear plural, are singular in meaning and take a singular verb.**
  - Example
    - The news seems more and more depressing every day.
    - Measles is the only childhood disease I haven't had.
- **Rule 11: If connectives like with, together with, 'as well as' accompanied by etc. are used to combine two subjects the verb agrees with the subject mentioned first.**
  - Example
    - The actress, along with her mother and some friend, is attending the function.
    - Mr. Joby, accompanied by his wife and children is arriving tonight by train.
- **Rule 12: Abstract nouns usually take singular verbs.**
  - Example
    - Truth eventually prevails. Hatred has no limit.
    - The fragrance of this flower is so overpowering.
- **Rule 13: Nouns such as mathematics, civics, news, etc. are plural in form, but are singular in meaning and hence use singular verbs.**
  - Example
    - The new is really relevant.

### UNIT 3- THE SENTENCE AND TYPES OF SENTENCES (BASED ON FUNCTIONS)

- A **sentence** is a set of words that contain:
  - a **subject** (what the sentence is about, the topic of the sentence), and
  - a **predicate** (what is said about the subject)
- A **sentence** is a group of words giving a complete thought. A sentence must contain a subject and a verb (although one may be implied).



- **The Four Types of Sentence:**

Declarative (.) - are used to make statements

Interrogative (?) - are used to ask questions

Imperative (! or.) - are used for commands

Exclamatory (!) - are used to emphasise exclamations.

- **Declarative Sentence:** A declarative sentence states a fact and ends with a period (full stop).

Example: He is a good boy.

- **Imperative Sentence:** An imperative sentence is a command or a polite request. The subject in an imperative sentence may be implicit or explicit. An imperative sentence is punctuated at the end by either a full stop (.) or exclamation point (!).

Example: Please close the door.

Help the needy.

- **Interrogative Sentence:** An interrogative sentence asks a question and ends with a question mark. Two types of interrogative sentence: 1) W/H questions 2) Yes/No questions.

Example: When will you come?

- **Exclamatory Sentence:** An exclamatory sentence expresses excitement or emotion. It ends with an exclamation mark.

Example: What a six!

## **UNIT 4- TYPES OF SENTENCES BASED ON CAUSE STRUCTURE**

- A sentence can consist of a single clause or several clauses. When a sentence is a single clause, it is called a simple sentence (and the clause is called an independent clause). A sentence must contain at least one independent clause.
- A **clause** consist of a group of words that includes only one subject and one verb.
- **The four main types of sentence based on their clause:**
- **(1) Simple Sentence:** A simple sentence has just one independent clause.
  - Example: You can't surprise a man with a dog. (Screenwriter Cindy Chupack)

- **(2) Complex Sentence:** A complex sentence has an independent clause and at least one dependent clause. A complex sentence contains one independent clause linked to a dependent clause by a relative pronoun, like “that”, “which” and “who”.
  - For example: When you're on the Internet, nobody knows you're a dog.  
(Cartoonist Peter Steiner)
- **(3) Compound Sentence:** A compound sentence has at least two independent clauses linked by a conjunctions: “and, or, because, but, therefore, so, since, if, when, after, while ...”
  - Example: The student didn't finish her homework, because she was ill.
- **(4) Compound-Complex Sentence:** A compound-complex sentence has at least two independent clauses and at least one dependent clause.
  - Example: When a dog bites a man that is not news because it happens so often, but if a man bites a dog, that is news. (Editor John B Bogart)
- There are **two types of Clauses**.
  - 1) **Principal/independent clause:** An independent clause can stand alone as its own sentence.
    - Example: The detective looked everywhere for the thief. The thief had escaped capture. His cat could easily distract the detective.
  - 2) **Subordinate/Dependent Clause:** A dependent clause is different than an independent clause, because it does not make sense on its own. The subject of a dependent clause is usually a relative pronoun (that, which or who).
    - a) **Adjective clause:** Adjective that comes before to change or modify the noun or pronoun by **who, which, that, where, whom, whoever, etc**
    - b) **Adverb clause:** it starts with subordinating conjunctions like **because, although, when, if, until, as, if, etc.**
    - c) **Noun Clause:** it functions as a noun. Noun clause can be a subject, object or subject complement and it starts with the same words that begin adjective clauses, **e.g., that, who, when, which, whether, why, how.**



<b>Subject</b>	is the person or thing that performs the action (or being) of the predicate, verb(s)
<b>Predicate</b>	is the rest of the sentence (or clause) that describes or comments on the subject.
<b>Independent clause</b>	is a clause that can stand alone as its own simple sentence but can be part of Compound, complex or complex-compound sentence.
<b>Conjunction</b>	relating to clauses, it is a word that joins independent clauses together (eg and, or, but, because, if)
<b>Dependent clause</b>	is a clause that cannot stand alone as its own simple sentence but can be part of a complex or complex-compound sentence
<b>Relative Pronoun</b>	is a pronoun that links a dependent clause to an independent clause or another dependent clause (eg that, which, who)



## UNIT 5: TRANSFORMATION OF SENTENCES

- Transformation of sentence is the process by which a sentence in a particular form is transferred to another without altering its meaning.

### From Declarative to Interrogative

- a) A declarative sentence can be changed into interrogative by putting the verb before the subject.

Eg: She is a clever girl.

Is she a clever girl?

- b) When a declarative sentence has two verbs- one helping and one main, it can be changed into interrogative by putting the subject between the two verbs.

Eg: I will meet you at the mall. (declarative)

Won't I meet you at the mall? (interrogative)

- c) When declarative contains the adverb never, it becomes ever in interrogative sentence.

eg: I never asked you to do it. (declarative)

Did I ever asked you to do it? (interrogative)

- d) When declarative sentence contains the adverb no, it becomes any in the interrogative sentence.

Eg: There is no fun in doing that. (declarative)

Is there any fun in doing that? (interrogative)

### Tag question

- A declarative sentence can also be changed into interrogative sentence by adding a short question at the end.

Eg: He is studying, isn't he?

- If the sentence is positive, the question tag is negative.

### **From interrogative to assertive**

- An interrogative sentence can be changed to assertive by changing position of verb and subject.

Eg: Is she very beautiful?

She is very beautiful.

### **From exclamatory to assertive**

- To change the exclamatory sentences to assertive sentences, you need to add words like very, great, indeed, and truly, to the sentence. Also, you need to remove the exclamatory mark while converting an exclamatory sentence to an assertive sentence.

Eg: How beautiful is the Taj Mahal!

Taj Mahal is very beautiful.

### **From declarative to exclamatory.**

- A declarative sentence merely makes a statement. You can change it into an exclamatory sentence using a structure with what or how. Use 'what a/an' before an adjective + noun. Use 'how' before an adjective without a noun.

Eg: It was a very wonderful idea.

What a wonderful idea it was !

### **From imperative to interrogative**

- An interrogative form is more polite form of the imperative. However, the addition of 'or not' adds a touch of threat to the command.

Eg: Open the door.

Will you, please, open the door?

### **From simple to complex sentence**

- A simple sentence can be converted into a complex sentence by expanding a word or phrase into a complex sentence.

## **Rules to be followed while transforming simple to complex.**

### **Rule: 1**

Being/ Verb+ing” in a simple sentence, to convert into a complex sentence by adding “as/when/since” at the first half of the sentence.

Simple Sentence: After winning a beauty contest she cried.

Complex Sentence: As she won the beauty contest, she cried.

### **Rule: 2**

“Too...to” in a simple sentence, to convert into a complex sentence by adding “so...that (negative)”.

Simple Sentence: He is too weak to carry the box.

Complex Sentence: He is so weak that he cannot carry the box.

### **Rule: 3**

“To” in the simple sentence, to convert into a complex sentence by adding “so that” in the sentence.

Simple sentence: We eat to live.

Complex Sentence: We eat so that we can live.

### **Rule: 4**

In the simple sentence “in spite of/ despite”, to convert into the complex sentence by adding “though/ although” in the sentence.

Simple Sentence: In spite of being rich, she is hard working.

Complex Sentence: Though she is rich, she is hard working.

### **Rule: 5**

“Because of” in the simple sentence, to convert it to the complex sentence by adding “since” at the beginning of the sentence.

Simple Sentence: Because of his illness, he could not join the meeting.

Complex Sentence: Since he was ill, he could not join the meeting.

**Rule: 6**

“Subject + verb + object + present participle” type of simple sentence, to convert it to the complex sentence by “subject + verb + object + relative pronoun of the object + be verb according to relative pronoun and tense + rest of the sentence”.

Simple Sentence: I saw a bird flying.

Complex Sentence: I saw a bird which was flying.

**Rule: 7**

In the simple sentence starts with “without”, by adding “if/ in case” is converted into the complex sentence.

Simple Sentence: Without adding the sugar the dish will taste bad.

Complex Sentence: If you do not add sugar the dish will taste bad.

**Rule: 8**

In the simple sentence “at the time” will be converted into “when” in the complex sentence.

Simple Sentence: She woke up at the time of load shedding.

Complex Sentence: She woke up when it was load shedding.

**Rule: 9**

In the simple sentence, “adjective” will be converted into “that/which” in the complex sentence.

Simple Sentence: It was a blue shirt.

Complex Sentence: It was a shirt which was blue.

**From compound to complex sentence**

- A compound sentence contains two or more independent clauses connected by a coordinating conjunction. You can find out the number of independent clauses in a sentence

by counting the number of coordinating conjunctions in it. If a sentence has two independent clauses, it will usually have one coordinating conjunction. If it has three independent clauses, it will usually have two conjunctions. Common subordinating conjunctions are: because, as, since, while, when, before, after, that, so...that, if, whether, unless etc.

Compound: Speak the truth, or I will kill you.

Complex: I will kill you if you don't speak the truth.

### **UNIT:6 AFFIRMATIVE AND NEGATIVE SENTENCES**

- An affirmative sentence states a fact or situation that is—it affirms the information.

Eg: India is a country in South Asia.

She works at the bookstore.

- An affirmative sentence can be made negative by adding one of the two following negations:

by adding '**not**' after some verbs.

Eg: India is not a country in Europe.

She does not work at the bookstore.

- Besides the word not, there are other negative words in English. These negatives can function as either object or subject of the sentence. The most common negative words are: nothing, nobody, no one, never. Nothing and no one (nobody) are often used as objects. Opens in new window or subjects of a sentence.

Eg: I have nothing to give you.

Before the exam he sees no one.

#### **Rules to transform positive sentence to negative sentence**

- If we find the word "Always" in an affirmative sentence, we will write the word "Never" instead of that word [Always] and make the opposite word of the verb, adjective, and noun at the time of the negative sentence.

Eg: Affirmative: I will always remember you.



Sometimes—— (Not) always

Negative: He does not always smoke.

Eg: Affirmative: He must buy a grammar book.

- Must \_\_\_\_\_- cannot but/ cannot help

Negative: No man is immortal.

Eg: Affirmative: I have sold the house forever.

- Every \_\_\_\_\_ No

Negative: Nobody is independent.

Eg: Affirmative: I have to buy a new house.

Eg: Affirmative: As soon as I arrived house, it began to rain.

- Many \_\_\_\_\_ - (Not) a few

Negative: I do not have a few friends.

Eg: Affirmative: I have bought a few books.

- too—to

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- If we find “Too—to” in an affirmative sentence, we will use “So—that” instead of that word [Too — to] at the time of the negative sentence.

Eg: Affirmative: He is too weak to walk.

Negative: He is so weak that he cannot walk.

### **UNIT 7: CONNETIVES**

- Connectives are words or phrases that link sentences (or clauses) together. Connectives can be conjunctions, prepositions, or adverbs.
- In fact,
- Conjunctions - conjunctions are just words that join sentences, clauses, or other singular words together.

Eg: I like bananas and I like grapes.

Zoya can be rude at times but she is a nice girl.

- Subordinating conjunctions: they show the relationship of a less important idea to a more important idea.

Eg: if you don't study well you will not pass the exam.

- conjunctive adverb - A conjunctive adverb, adverbial conjunction, or subordinating adverb is an adverb that connects two clauses by converting the clause it introduces into an adverbial modifier of the verb in the main clause.

Eg: She went into the store; however, she didn't find anything she wanted to buy.

- Prepositions - Prepositions indicate relationships between other words in a sentence.

Eg: In spite of his illness he attended the meeting.

### **UNIT 8: COLLOCATIONS**

- A collocation is made up of two or more words that are commonly used together in English.
- Strong collocations - are those with words that don't match to many other words.
- Business Collocations – are commonly used in various business interactions.

Eg: open an account, annual turnover.

### Types of collocations

- There are several different types of collocation made from various combinations of a verb, noun, adjective, etc in the English language. Some of the most common types are:
- adjective + noun: excruciating pain
- noun + noun: a surge of anger
- noun + verb: lions roar
- verb + noun: commit suicide
- adverb + adjective: completely satisfied
- verb + expression with a preposition by its side: burst into tears

## UNIT 9: PUNCTUATION

- We use punctuation while writing to make our meaning clear
- Common punctuation marks are periods(.),commas(,),question marks(?),
- Semicolon(;),colon(:)and apostrophe(').
- **Period**-It marks the end of a sentence. Eg-London is a busy city.
- **Comma**-It represents a much shorter pause than a full stop
- It is used to separate the different parts of a sentence,names in a list ,to separate independent clause that comes before dependent clause and used before a quotation Eg:-Our English class will be on Monday,Tuesday,Friday and Saturday
- He said ,”It is going to rain.”
- **Semicolon**-it indicates a pause greater than a comma
- It is used to separate items in a complex list Eg:-You can order sandwich with bacon ,egg and cheese;ham ,egg and tomato
- It is used when two independent clause in a sentence are not connected by a coordinating conjunction like ,but,so etc
- **Colon**-It is used to set off a list that is preceeded by a complete independent clause
- Eg-She has many favorite genres of music:melody,folk,hiphop .
- Used to separate two independent clauses Eg:-Never forget this point:think before you speak
- Used to divide hours from minutes

- Eg:-10:30
- Used to introduce direct quote
- Eg :-Keats said:A thing of beauty is joy for ever
- **Apostrophe**-Used to indicate omission of letter or letters in a contraction
- Used to show possession
- Eg:-These are Mary's collection
- I don't think she will score much

## MODULE 2: BASIC FUNCTIONAL ASPECTS OF GRAMMAR

### UNIT 1: ARTICLES

- An article is a word that is used to indicate that a noun is a noun without describing it
- They qualify nouns as adjectives do
- There are two type-definite article **the** and indefinite articles **a** and **an**
- **The** is used to refer specific or particular nouns and **a** and **an** used to modify non-specific nouns
- Countable nouns and uncountable nouns
- Nouns can be either count or noncount
- Eg:-I need a new glass of milk  
He spilled the milk all over the floor

### UNIT 2: PREPOSITIONS

- A preposition is a word or group of words that is placed before a noun or a pronoun to show their relationship with other words in a sentence.
- Preposition do not have any other form
- Types of Preposition.
- Shows the relationship of time between the nouns to the other parts of a sentence
- Eg:-They started working **at** 11am
- Latha has been ill **since** Monday
- On,at,in,for,ago,by etc.suggests time
- Of Place and Direction

- Shows the relationship of place between noun and other parts of a sentence
- On,at,into,from,behind,below etc
- Eg:- She is **at** school.
- We live **across** the street
- Expressing where and when are two key roles for preposition
- Phrasal preposition
- A combination of two or more words which function as preposition
- Eg:- because of, out of, on top of.

### UNIT 3: TENSE FORMS

- All languages have tenses. Tenses can show the time of a verb's action or being. A tense is a form of the verb which shows the time at which an action happens.
- Read the following sentences:
  1. I write this letter to please you.
  2. I wrote the letter in his very presence.
  3. I shall write another letter tomorrow.

In sentence 1, the verb *write* refers to **present** time.

In sentence 2, the verb *wrote* refers to **past** time.

In sentence 3, the verb *shall write* refers to **future** time.

Thus a verb may refer

(1) to **present** time, (2) to **past** time, (3) to **future** time.

- A verb that refers to a time in the present is said to be in present tense. For example: He loves his younger brother.
- A verb that refers to a time in the past is said to be in past tense. For example: Ram washed his car
- A verb that refers to a time in the future is said to be in future tense. For example: They will come today

The tenses are categorized into four different forms or four aspects

- The simple form

- The perfect form
- The continuous form/ progressive
- The perfect continuous form / perfect progressive form.

The three times and four aspects of a verb combine to form 12 tense forms in English.

## 1. Simple Present

The simple present expresses an action in the present taking place regularly, never or several times.

The simple Present is used:

- To express habitual action.

Example: Pauline practices the piano every day.

Ms. Jackson travels during the summer.

Hamsters run all night.

- To express general truth.

Example: The sun rises in the east

Honey is sweet

- To express scheduled events in the near future.

Example: The train leaves tonight at 6 PM.

The bus does not arrive at 11 AM, it arrives at 11 PM.

## 2. Present Progressive

The **present progressive tense** is used for an ongoing action in the present. For example:

- John is baking a cake.
- They are painting the fence.
- For an action that has already been to take place in the near future (especially for planned activities). For example:
- We are moving to New Zealand in the summer.
- The train is arriving in 2 minutes.

To form a sentence in present progressive tense is:

**S + am/ is/ are + present participle (verb + ing)**



### 3. Present Perfect Tense

To form a sentence in present perfect tense<sup>4</sup>

Sub + has/have + v3 (participle form) + object

- The present perfect tense is an English verb tense used for past actions that are related to or continue into the present. It's easily recognized by the auxiliary verbs (or helper verbs) *have* and *has*, as in, "I **have gone** fishing since I was a child."
- We use present perfect tense to describe:
  1. An action or situation which began in the past and is continuing to the present. Eg: I **have lived** in Mumbai since 1995. It means you are still living in Mumbai.
  2. An action performed during a period that has not finished yet. Eg: He **has been** to the zoo thrice this month. It means the month is not over yet.
  3. A repeated action in an unspecified period between the past and present. Eg: They **have visited** London multiple times.
  4. An action that was completed in the very recent past. 'Just' is used to express it. We **have just completed** our assignment.
  5. An action when the time does not carry much importance. She **has read** 'Harry Potter'. Here, the result of her reading carries importance.

### 4. Present Perfect Progressive/ Continuous.

The **present perfect progressive tense** is formed:

**Sub + has/have + been + present participle**

- The present continuous is used for an action which began at some time in the past and is still continuing. Eg: He has been sleeping for five hours
- Time Expressions in the Present Perfect Progressive

Use 'since' or 'ever since' with a specific month, year or a period in the past. Eg: I have been jogging in this park **since 2002**. He has been staring at the wall **ever since he heard the news**.

Use 'for' with a number of hours, days, months, years. Eg: She's been talking on the phone **for 3 hours**.

## 5. Simple Past

- To form a sentence in simple past: Sub + did + verb + O. The simple past tense is used,

To indicate an action that happened in the past

- We **went** to the park yesterday evening.
- I totally **forgot** about the meeting.
- Manu **opened** the door for the guests.

an action that was true for some time in the past

- Karthik **played** tennis when he was in school.
- Miss Holly **worked** as a guest lecturer at our college.
- Santana **used** to love reading fantasy novels when she was younger.

Referring to an action that took place several times in the past

- I **worked** as an academic counsellor for six months.
- We **enjoyed** playing Pictionary every time we met.

- My father **dropped** me at school every day till I entered high school.

## 6. Past Perfect

The formula for the past perfect tense is **Sub +had + [past participle]**.

The past perfect describes an action completed before a certain moment in the past; as, I met him in New Delhi in 1998. I had seen him last five years before.

To describe an event that finished before another event occurred. Eg: When I reached the station the train had started. I had done my exercise when Hari came to see

## 7. Simple Future

Subject + **Helping verb (will) + base form of the verb + the rest of the sentence**

The simple future tense is used, to talk about things, to make predictions about the future.

Eg: my brother will come tomorrow

We will know our exam results in May

I think Pakistan will win the match.

I'm sure Helen will get a first class.

## Unit 4: Direct and Indirect Speech

We may report the words of a speaker in two ways:

1. We may quote his actual words. This is called Direct Speech
2. We may report what he said without quoting his exact words. This is called Indirect or Reported Speech.

Rama said, 'I am very busy now' - Direct

Rama said that he was very busy then. – Indirect

Rules for changing direct speech into indirect:

- Remove comma and inverted commas.

- Use the conjunction *that* before the indirect statement.
- A simple present becomes a simple past  
He said, 'I am unwell'  
He said that he was unwell
- A present continuous becomes a past continuous.  
He said, 'my master is writing letters'  
He said that his master was writing letters.
- A present perfect becomes past perfect.  
They said, 'they have passed the examination'  
They said that they had passed the examination.
- The shall/will of the future tense is changed into would/should.
- The simple past becomes past perfect in indirect  
He said 'the horse died in the night'  
He said that the horse had died in the night.
- The tense may not change if the statement is still relevant or if it is a universal truth.  
'I know her address' said Gopal  
Gopal said he knows her address

The teacher said, 'The earth goes round the sun'

The teacher said that the earth goes/went round the sun.

- In direct speech
  - now becomes then
  - here      "      there
  - ago      "      before
  - thus      "      so
  - today      "      that day
  - tomorrow      "      the next day
  - yesterday      "      the day before
  - last night      "      the night before

- In reporting questions in indirect speech, (when the question is not introduced by an interrogative word) the reporting verb is followed by *whether or if*.

He said to me, 'what are doing'

He asked me what I was doing.

He said, 'will you listen to such a man''

He asked them whether they would listen to such a man

- In reporting command and request, the indirect speech is introduced by some verb expressing command or request, and the imperative mood is changed into the infinitive

Rama said to Arjun, 'go away'

Rama ordered Arjun to go away

He said to him, 'please wait here till I return'

he requested him to wait there till he returned.

- In reporting exclamations, the indirect speech is introduced by some verb expressing exclamation.

Alice said, 'How clever I am'

Alice exclaimed that she was very clever.



He said, 'Bravo! You have done well'

He applauded him saying that he had done well.

## Unit 5: Active and Passive Voice

Read the following sentences

1. The committee cut the budget.
2. The budget was cut by the committee.

Here, we can make out that the second sentence is the passive form of the first sentence. That is, we make the passive voice of a sentence by interchanging the position of the subject and object in the sentence. in the above sentence, the *committee* is in the subject position, whereas the *budget* is in the object position.

Points to note in the transformation from active to passive:

- Subject of the active voice becomes object in the passive voice.
- Form of the verb: be + v3 + past participle form

She cleaned the office

The office was cleaned by her

- The basic structure of a sentence in passive voice is

Subject + auxiliary verb be (be, being, been) + past participle + by + agent

<b>Tense</b>	<b>Active voice</b>	<b>Passive voice</b>
Simple present	take/takes	am taken is taken are taken
Present continuous	am taking is taking are taking	being taken is being taken are being taken
Present perfect	has taken have taken	has been taken have been taken
Simple past	took	was taken were taken
Past continuous	was taking were taking	was being taken were being taken
Past perfect	had taken	had been taken
Simple future	will take shall take	will be taken shall be taken
Can/may/must etc.	can take must take	can be taken must be taken



- To transform questions into passive voice, the question word remains in the same position.

Who did this

By whom was this done?

Why did your brother write such a letter?

Why was such a letter written by your brother?

## MODULE 3: SKILLS FOR COMMUNICATION

### UNIT 1: ASPECTS OF FORMAL COMMUNICATION

- **Communication**-Transfer or transmission of some information and understanding from one person to another.
- Communication originates from the Latin ‘communicare’ and French ‘communis’, both of which mean, ‘common’.
- **Definition**- The process through which two or more persons come to exchange ideas and understanding among them.
- **Elements of communication**- sender (encoder), message, channel, receiver (decoder), noise and feedback.
  - **Sender:** The communication process typically starts with the sender who initiates the message. Before the sender releases the message, they have to generate the idea and then encode it reasonably so that the receiver can easily understand it
  - **Message:** The message the sender releases is transmitted over a channel which then gets to the receiver in good time.
  - **Channel:** The vehicle through which a message is carried from the communicator to the receiver. The channels of communication are many-written, spoken, verbal, non-verbal, mass media.
  - **Receiver:** The recipient of the message and must possess the same orientation as the communicator.
  - **Noise:** Interruption that can creep in at any point of the communication process and make it ineffective.
  - **Feedback:** the response or acknowledgement of receiver to the communicator’s message.

- Commonality principle in communication contributes to unity, harmony, cohesion and sharing of aims with team spirit.

## UNIT 2: FORMAL AND INFORMAL COMMUNICATION

FORMAL COMMUNICATION	INFORMAL COMMUNICATION
1.Official	1.Grow out of the social interactions
2.It is an exchange of systematic and well-conceived ideas	2.Deals with light hearted sharing
3.It takes place mostly in a business set up or organization.	3.It takes place in a social set up
4.It is product driven	4.It is process driven
5.This is related to goals/plan of action/implemented activities	5.This is emotionally related to the participants in the process
6.This is the application of acquired skills	6.It requires practice to hone the skills of communication
7.It helps in coordination and achievement of desired goals	7.It is important for human existence

- **Grapevine communication:** It is indirect and informal. Basically, it means gleaned information from places other than the official source. Rumors, “he said/she said” situations, gossip, and “games of telephone” are other terms used to describe grapevine communication.

## UNIT 3: BARRIERS TO COMMUNICATION

- o Elements that obstruct the free flow of information from sender to receiver are the barriers to communication

### o Classification of Barriers

#### 1.Intrapersonal Barrier

Intrapersonal barriers are obstacles within the self that stop us from sending and receiving information effectively. Individuals have their own preconceptions due to their personality, education, experiences, culture and values. Not everyone interprets a message in the same way.

## **2. Interpersonal barriers**

Interpersonal barriers are any negative patterns of behavior that hinder you from communicating or discourage others from communicating with you. Interpersonal communication is influenced by four factors: Cultural factors, which include language, belief systems, morality, perspective, and customs. Situational factors, which include physical and social environments.

## **3. Organisational Barriers**

These barriers include choice of the wrong communication medium, incorrect use of language, wrong type of message, inappropriate appearance of message, use of jargon, emotional barriers, and physical disabilities.

## **4. Verbal barriers**

The Following reasons may create verbal barriers in the communication environment

- Lack of proper planning
- Selection of wrong variety of language
- Wrongly decoded and badly encoded message
- Semantic gap
- Difference in perception of a message
- Variation in language

## **5. Nonverbal barriers**

Points to Avoid nonverbal barriers to effective Communication

- Avoiding eye contact

• The presenter keeping his hands or thumbs constantly in the pocket or his trousers indicate that he is scared or deceptive to his audience.

- Continuous awkward gestures indicate problems in the smooth flow of communication.

## **UNIT 4: PREPARATION OF MINUTES FOR MEETING**

Minutes are the return record of a meeting. It describes the events of a meeting, starting with the list of attendees, statement of issues considered by the participants, and related responses or decisions for the issues.

o **Three stages of Formal Meeting**

1. Agenda- List of matters to be discussed
2. Meeting - Actual conduct of the meeting
3. Minutes - The minutes of a meeting summaries the main points which are debated and main views expressed.

o **Steps in connecting a meeting**

1. To have a notice prepared and send to everyone concerned
2. To begin the meeting on time
3. To convey briefly the apologies of participants who are unable to attend the meeting
4. Ensuring that all members received the minutes of the last meeting and approving them
5. Stating the purpose of the meeting
6. To encourage fair and open discussion
7. To see that all members present get a chance to participate and express their opinions
8. To convert the meeting by summarizing the solutions arrived at all the decisions take.

## **UNIT 5: Writing of Memos**

### **Memo**

- It is a short form for memorandum.
- Derived from a Latin word *memorandus* , literally means to provide information.
- It provides information by a person or a committee to other people.
- Generally meant for communication within an organization.
- Main factors related to writing memos include, clear organization quickly getting to the point, providing accurate information, and indicating specific action.
- Less formal than a letter.
- The advantage is that it is instantaneous.
- Memos are useful for brief notes which need to be put on record.
- It can be sent to one person or many.
- When a memo is sent to peers and juniors, it is more informal in style.
- When a memo is sent to seniors the tone varies and the style .
- Each memo have the following important factors:

- COMPANY NAME
- TO:
- FROM:
- DATE:
- SUBJECT:
- NOTICE

## UNIT 6: Emails

### Email

- Email is a short word for electronic mail.
- The first emails go back to the 1960s.
- It is now one of the main methods of communication with colleagues and customers.
- The following is an explanation of some of the things you will see when you compose a new- e- mail message.
- To: This line is for the address of the person you are mailing to.
- Subject: This line is a sort of message title – a few words summarizing the contents.
- Cc: You can enter an address here to send a copy to someone other than the person whose address you placed in the to line,
- Bcc: This means blind copy. As with the Cc line, a copy of the message will be sent to the address you place in the Bcc line, however the recipient of the original message won't be able to tell that the Bcc address received a copy.
- Attachments: This option is for sending computer files along with the message.
- The big blank area: This is where you type your message.

### Advantages

- Easy to use
- Fast
- The language used in emails is simple and informal
- It is possible to send automated emails with a certain text.
- Emails are delivered extremely fast when compared to traditional post.
- Emails can be sent 24 hours a day, 365 days a year.
- Webmail means emails can be sent and received from any computer, anywhere in the world, that has an internet connection.
- Cheap - when using broadband, each email sent is effectively free. Dial-up users are charged at local call rates but it only takes a few seconds (for conventional email, eg text only) to send an email.
- Emails can be sent to one person or several people.

## Disadvantages

- The recipient needs access to the internet to receive email.
- Viruses are easily spread via email attachments (most email providers scan emails for viruses on your behalf).
- **Phishing** - sending an email to a user falsely claiming to be a legitimate company to scam the user into providing information, such as personal information and bank account numbers on a bogus website. The details will then be used for identity theft.
- No guarantee the mail will be read until the user logs on and checks their email.
- **Spam** - unsolicited email, junk mail.

## UNIT 7: LETTERS

### LETTER

A letter is a segmental symbol of a phonemic writing system. The inventory of all letters forms an alphabet. Letters broadly correspond to phonemes in the spoken form of the language, although there is rarely a consistent and exact correspondence between letters and phonemes.

Letter writing can be categorized under two broad headings

#### 1. Formal correspondence

- Business letters
- Letters to officials
- Medias
- Companies

#### 2. Informal correspondence

- All personal letters are part of this category.

Formal correspondence

Chief parts are:

- Heading
- Salutation
- Topic heading
- Body / content
- Subscription
- Signature
- Post script

#### **Letter Heading**



- Address of the writer is placed at the top right hand side of the page.
- The date is placed under the address and should be written in full and not in the abbreviated form.
- The name and address of the recipient is placed on the left hand side of the page.
- A filling number is often placed by business firms in the top left hand corner of a letter.
- There was a convention of writing FROM and TO in business letters.

### **Salutation**

- As part of addressing the person to whom we write a letter, we have to ensure his/her status.
- Mr. for men , Mrs. For married women and Ms can be used for both married and unmarried women.

### **Topic Heading**

- A subject line should be brief.
- Ideally four or five words will be enough.
- The place between the salutation and the body is served for the subject line.

### **Content / Body**

- The body of the letter should begin on the line below the salutation.
- Formal letters may be divided in to 3 parts for convenience.
- They are
  1. Reasons for writing the letter.
  2. Details
  3. Any action suggested/ recommended / required

### **Subscription and signature**

- This is also called ‘complimentary close’ in drafts.
- The common expression followed is ‘Yours faithfully’.
- ‘Yours sincerely’ is also accepted.

### **Informal letters**

- Those written in answer to some inquiry, request or invitation or to acknowledge something. Those written solely to convey personal news and views to friends and relatives.

## UNIT 8: CURRICULUM VITAE

### Curriculum Vitae

In English, a curriculum vita is a short written summary of a person's career, qualifications, and education. A resume is a one-page summary of your work experience and background relevant to the job you are applying to. A CV is a longer academic diary that includes all your experience, certificates, and publications

#### Functional vs. Chronological vs. Hybrid Resume

	Functional	Chronological	Hybrid Resume
<b>Work Experience</b>	Briefly described at the end of resume	Key section, placed at the beginning	One of two key sections, can be placed at the beginning or middle
<b>Skills</b>	Key section, described at the top of resume	Secondary, most likely described within previous positions	One of two key sections, can be placed at the beginning or middle
<b>Layout</b>	Non-traditional, at times confusing	Traditional and expected	Creative and eye-catching
<b>Objective</b>	Highlight skills, skim over work experience	Highlight work experience and expertise	Give equal weight to experience and skills

#### Characteristics of a Great CV to Help You Stand Out

- It Grabs the Reader's Attention.
- It tells the Reader the Kind of Job You are Looking For.
- It Establishes your Credibility.
- It Shows you as a Culture Fit and not Just Qualifications and Skills.

## UNIT 10: REVIEWS

### FILM REVIEWS

o Film reviews are written for the general public by usually journalists or other non-academics and appear in newspapers, magazines or online around the time the film is released in theatres. Their purpose is to describe the plot, characters, director, etc in order to help determine whether or not a film should be seen.

o Common elements that film reviews must include:

• Introduction - opening paragraph, provides basic information

• Plot summary - provides plot summary, never state the climax

• Description - Detailed description of

### cinematic experience

• Analysis - It is wholesome analysis of a film. Like formal techniques used in films, thematic content of the film, depth of the subject portraits, visualization of script, characters and emotions. Also many other features are taken into consideration for discussion.

• Conclusion/Evaluation - The closing of the film review should state the reader regarding the general impressions of the film.

### o BOOK REVIEW

A book review is a form of literary criticism in which a book is analyzed based on content, style, and merit. It is a descriptive and critical or evaluative account of a book

• Introduction - State the name of book , author and details of publication. State the significance of the theme, area of study.

• Summary - Briefly outlined the main elements of the book

• Analysis - Critically state what you like and what you do not appreciate about the book

• Conclusion - Summarise your main ideas.

## UNIT 11: CASE STUDIES

- Case studies is basically an instructional tool for preparing students to face challenges in real situations later on in their career. Case hear means simply 'problem'. It is like telling a story. It is an account of some situation involving a significant issue.

### Skills required for case studies

1. Team work
2. Critical thinking
3. Discussion
4. Effective reporting

### Steps to be followed in case study

1. Read the case study carefully
2. Analyse the context for sufficient information
3. Do a SWOT analysis
4. Identify the problems
5. Critically evaluate all options
6. Recommend solutions

## UNIT 12: GROUP DISCUSSION

- Group discussion (GD) is a comprehensive technique to judge the suitability of an individual and his appropriateness. GD assesses the overall personality – thoughts, feelings and behaviour - of an individual in a group. A topic is presented to the group members for discussion.
- Group discussion is an important activity in academic, business and administrative spheres. It is a systematic and purposeful interactive oral process. Here the exchange of ideas, thoughts and feelings take place through oral communication.

### o Discussions at the organisational level

Group discussions aid in problem solving and decision making. They exchange their perceptions about the problem and possible solutions.

### o Discussions at the recruitment or programme admission level

Group discussion is used as a technique for assessment of candidates for job selection or admission to professional course

o **Personality traits a candidate should possess**

1. Logical and reasoning ability
2. Openness to idea
3. Leadership
4. Initiative
5. Self-motivation
6. Listening
7. General awareness

o **The ingredients of successful GD**

1. Logical presentation of ideas
2. Accommodative nature
3. Supportive and encouraging attitude
4. Objectivity
5. Participants sense of cooperativeness and collaboration

o **Skills involved in GD**

1. Group skills
2. Leadership skills
3. Interpersonal skills

o **Don'ts in GD**

1. Don't indulge in parallel conversations
2. Don't point a finger of accusation against a person
3. Don't be in a hurry

4. Don't be silent throughout
5. Don't try to dominate others
6. Don't feel scared
7. Don't use improper slang

o **TOPICS BASED GDs**

1. Factual - General issues such as socio economic facts.
2. Abstract -Intangible issues such as Interpretations of dreams, Future technology.
3. Controversial -Contentious issues which need sufficient casuistic debates.
4. Case study based discussion- The team or group will be provided a topic and it is responsibility of the group to find a possible solution to the case given.

### **UNIT 13: PRESENTATION SKILLS**

o A presentation conveys information from a speaker to an audience. Presentations are typically demonstrations, introduction, lecture, or speech meant to inform, persuade, inspire, motivate, build goodwill, or present a new idea/product.

o **Major points that should be considered in a presentation**

ÿ **Content-** It contains information that people need. The presenter should assess how much information the audience can absorb.

ÿ **Structure-** It has a logical beginning, middle and End. It must be sequenced and paced so that the audience can understand it

o **Outline for presentation**

1. Introduction
2. Body
3. Conclusion

o **Tips to deliver an effective presentation**

1. Start preparing early
2. Think about your audience

3. Be clear about your purpose
4. Use an effective introduction
5. Organise your presentation clearly and simply
6. Prioritise the topic and allocate time accordingly
7. Use supporting materials to Flesh out main points
8. Compose for the ears, not for the eye
9. Create an effective conclusion
10. Sound spontaneous, conversational, and enthusiastic
11. Use body language effectively
12. Use of visual aids

o **Dos and Don'ts of presentation**

**DOs**

1. Lots of background research
2. Be organized
3. Structure your presentation
4. Focus on the question set
5. Obtain material from a wide range of sources
6. Practice your presentation
7. Use note cards
8. Speak clearly

**DON'T s**

1. Leave research and presentation until the last minute
2. Rely on one source of information



3. Make it up
4. Having no notes
5. Mumble
6. Read from script
7. Rush the presentation by speaking too fast

