

MODULE 1

1. AN OVERVIEW OF THE ASPECTS OF COMMUNICATION

- i. **ACTIVE LISTENING** – requires being fully present in the conversation. It's about actively processing and seeking to understand the meaning and intent behind the communication. Listening not to respond but to understand.
- ii. **EMPATHY** – involves understanding and considering other person's perspective, emotions and circumstances. When you approach communication with empathy, you are better able to tailor your message and delivery in a way that resonates with the other person.
- iii. **FEEDBACK** – providing and accepting feedback is a skill that goes hand in hand with several other components of communication. It is a communication skill that is tied to the willingness to learn, the ability to adapt, the openness to accept constructive criticism, and the critical reasoning that it takes to provide it.
- iv. **EYE CONTACT**
- v. **GESTURES**
- vi. **SOURCE**
- vii. **MESSAGE**
- viii. **RECEIVER**
- ix. **MEDIUM**
- x. **ENVIRONMENT**
- xi. **7C'S OF COMMUNICATION:**
 - **CLEAR** – use clear language to avoid confusion. Avoid ambiguity and ensure the message is easily understood.
 - **CONCISE** – keep communication brief and to-the-point. Avoid unnecessary information.
 - **CONCRETE** – specific, definite and unambiguous language, using clear examples and avoiding vague terms.
 - **CORRECT** – accurate and error-free information, verified through fact checking and proofreading.
 - **COHERENT** – it refers to the logical connection and consistency within a message, text or conversation. It ensures that ideas are organized, clear and flow smoothly.
 - **COMPLETE** – providing all necessary information, context and background to avoid confusion or misinterpretation.

- **COURTEOUS** – use respectful and polite language with positive tone by considering cultural and individual differences.

2. TYPES OF COMMUNICATION

VERBAL COMMUNICATION – Use spoken or written words to express thoughts, feelings, and information. Pitch and tone can convey emotions and how the speaker views the listener. There are two types of verbal communication:

i. **Written Communication** – It is all about typing, printing symbols, numbers, letters, and writing to send a piece of information. Sometimes used to record information for evidence or reference purpose. In general, the written style of communication is used in books, blogs, pamphlets, memos, and letters to share and spread information. In the workplace, e-mail is a common example of written communication.

ii. **Oral Communication** – Communication using spoken word through a channel or media in direct or indirect form; the information here is passed only in the form of sound. The conversation is an oral mode of Communication which can take place face-to-face, over the phone or via voice messages. In oral Communication, spoken words are used. Examples include face-to-face Communication, speech, telephonic Communication, video, radio, television, and voice over the internet. Oral Communication is influenced by pitch, loudness, tempo, and clarity of speech.

NON-VERBAL COMMUNICATION – Conveys messages without using words. This includes facial expressions, body language, gestures, eye contact, touch, space, pitch, and tone. Non-verbal cues can often provide additional meaning and context to verbal communication.

VISUAL COMMUNICATION – Uses visual elements such as images, graphs, charts, and symbols to convey information or messages. Visual communication can be used to enhance or supplement verbal communication.

INTERPERSONAL COMMUNICATION

INTRAPERSONAL COMMUNICATION

MASS COMMUNICATION

ORGANIZATIONAL COMMUNICATION

TECHNICAL COMMUNICATION

CROSS CULTURAL COMMUNICATION

3. BARRIERS OF COMMUNICATION

PSYCHOLOGICAL BARRIERS – These can be caused by stress, anxiety, anger, and self-esteem. They can impact how people communicate and process information.

PHYSICAL BARRIERS – These can include large work areas that are separated from others.

LANGUAGE BARRIERS – These can occur when speaking in a local language with people who don't understand it.

NONVERBAL COMMUNICATION – Nonverbal rules can differ depending on the situation. Different people may have different nonverbal communication behaviors.

PERCEPTUAL BARRIERS – These are based on how people perceive the world around them. They can be caused by cognitive biases that prevent people from perceiving people and situations accurately.

PHYSIOLOGICAL BARRIERS – These can include limitations related to the human body, such as poor health, blindness, or hearing difficulties.

CULTURAL DIVERSITY – This can make communication difficult because people from different cultures have different mindsets, languages, signs, and symbols.

SEMANTICS – These are also called language barriers. They can occur when working with someone whose second language is your first language.

MODULE 2

1. DIFFERENCE BETWEEN SPOKEN AND WRITTEN LANGUAGE

Spoken Language involves speaking and listening skills	Written Language involves reading and writing skills
Older than written language	Not as old as the spoken language
More informal and simple than written language	More formal and complex than spoken language
Mostly used between two people who are in the same place	Promotes communication across space and time
Can use tone, pitch, volume, etc.	Can use heading, punctuation, layouts, etc.
Temporary since there are no records	Permanent since there are records
Contains repetitions, incomplete sentences, interruptions, corrections, etc.	Often grammatically correct and may contain long sentences in complex tenses

2. PUNCTUATION

NAME	PURPOSE	EXAMPLE
Period (.)	Used to end sentences that aren't direct questions or exclamations	This is a sentence.
Question Mark (?)	Used at the end of a sentence to indicate a question.	How are you?
Exclamation Point (!)	Used to express emotion, urgency, or an outcry.	What a beautiful day!
Comma (,)	Used to separate parts of a sentence, indicating a short pause.	She loves pizza, especially with extra cheese.
Semicolon (;)	Connects two independent clauses that are closely related to each other.	He loves me; he loves me not.
Colon (:)	Introduces a list, quote or explanation.	There are two choices: yes or no.
Dashes (—/–)	Used to denote a pause or break in thought or to introduce a list.	She was — quite frankly — amazed.
Hyphen (-)	Connects compound words or separates syllables of a word at the end of a line.	She wore a well-fitted dress to the party.
Parentheses ()	Primarily used to add extra information or clarifications within a sentence.	She loves pizza (especially with extra cheese).
Brackets []	Used to include explanatory words or phrases within a quote.	"He [the policeman] arrived."
Apostrophe (')	Indicates possession or the omission of letters or numbers.	"He [the policeman] arrived."
Quotation Marks (""/"')	Most commonly used to indicate dialogue writing in fiction.	"Hello, world!" she said.
Ellipsis (...)	Used to indicate an omission or pause.	And then...she left.
Slash (/)	Used to represent division, fractions, and options.	Bring your notebook and/or pen.

3. WORD FORMATION

- i. **DERIVATION/ AFFIXATION** – The formation of new words by adding a prefix or a suffix or both to an already existing word is known as derivation of affixation.
Example: automobile, bimonthly, counterpart, Japanese, friendship, malpractice, acceptance, use~~less~~, re~~wind~~.
- ii. **COMPOUNDING** – Process through which a new word is formed by joining two or more words to give a different meaning.
Example: Bookcase, handwriting, easygoing, pickpocket, overcoat, highway, sunflower, everlasting.

- iii. **ONOMATOPOEIA** – A word is formed as close to the sound it represents. The word imitates or resembles the sound it describes.
Example: buzz, hiss, cuckoo, thud, roar, quack, grunt.
- iv. **RE DUPLICATION** – two or more elements identical or slightly different are fused together to form a new combination.
Example: Bye-bye, willy-nilly, tip-top, see-saw.
- v. **BACK FORMATION** – Formation of verbs from nouns unlike the general pattern of word formation is known as back formation.
Example: televise from television, beg from beggar, revise from revision.
- vi. **CLIPPING/ ABBREVIATION** – long words are shortened by cutting off parts of it.
Example: zoo (zoological park), bus (omni bus), maths (mathematics), lab (laboratory), pop (popular), exam (examination).
- vii. **ACRONYMY/ ALPHABETISM** – Words are formed from the first letters of the succession of words.
Example: VIP, BBC, UNESCO, RADAR, LAZER, AIDS, TV.
- viii. **BLENDING/ PORTMANTEAU WORDS** – two parts of two different words are blended to form a new word.
Example: brunch (breakfast + lunch), smog (smoke + fog), motel (motor + hotel), infotainment (information + entertainment).

4. SYNONYMS, ANTONYMS, HOMONYMS, HOMOPHONES, POLYSEMY, EPONYMY

SYNONYMS – A synonym is a word/phrase, the meaning of which is the same or nearly the same as another word/phrase.

Example:

- Alien – foreigner, outsider
- Audacity – courage, boldness
- Busy – active, engaged
- Feeble – weak, fragile
- Gorgeous – magnificent, dazzling
- Obtain – access,
- Success – victory, triumph

ANTONYMS – An antonym is a word/phrase that means the opposite of another word/phrase.

Example:

- Bravery – cowardice
- Death – birth
- Divide – unite
- Wed – divorce
- Able – unable
- Quiet – noisy

HOMONYMS – Words that have same spelling or sound but have different meanings. Homonyms are classified into homophones and homographs.

Example: weak-week, sun-son, content-content, bark-bark.

HOMOPHONES – Words that sound the same but have different meanings or spellings.

Example: plane-plain, meet-meat, see-sea.

POLYSEMY – the coexistence of many possible meanings for a word or phrase.

Example:

- light - of colors, not heavy, not serious
- bank - of a river / canal, a place to deposit money

EPONYMY – the use of people's names to create words.

Example: braille (Louis Braille), Adam's apple, Newton's law.

MODULE 3

1. TYPES OF SENTENCES

SENTENCES BASED ON PURPOSE

1. Statements

Declarative Sentences

- Make statements
- End with periods

We own a cat.

2. Questions

Interrogative Sentences

- Ask questions
- End with question marks

Where is the cat?

3. Exclamations

Exclamatory Sentences

- Make statements with emotion
- End with exclamation marks



The cat is cute!

4. Commands

Imperative Sentences

- Give commands/ make requests
- End with periods or exclamation marks



Feed the cat.

2. TENSES

Tenses tell about the time of an action.

Time has 3 broad categories:

- Past
- Present
- Future

There are 4 types of action

- Simple/ indefinite
- Continuous/ progressive
- Perfect
- Perfect continuous/ progressive

Hence, there are 12 tenses in English.

1. SIMPLE PRESENT TENSE

Structure: subject + base form of verb

Exception: I/ we/ you/ they – work, play, eat, run etc

He/ she/ it – works, plays, eats, runs etc.

Rules

- Used for general statements, habits and facts.
Eg: Water boils at 100°C.
- Simple present is used for scheduled events in the future like train/ flight timings.
Eg: The train arrives at 6pm.
The movies starts at 4'o clock.
- Used in story writing to create drama/ tension.
Eg: I walk into the store. He walks up behind me. They pull out their guns and fire.
- Negative sentences structure:

subject + do/does + not + main verb

Eg: They do not swim.
He does not remember her.

2. PRESENT CONTINUOUS TENSE

Structure:

subject + be + verb-ing

Rules

- Used to talk about actions that are happening at the present moment or around the time of speaking.
Eg: You are sitting on a chair.
It is raining outside.

-ing indicates continuous tense
- Also used to talk about a temporary situation.
Eg: My mom is living in Delhi. (she is living there at the moment, might change later)
My mom lives in Delhi. (permanent place of residence)
- Also used to talk about arrangements in the future that are scheduled.
Eg: They are getting new laptops on Tuesday.
I'm flying to Rome next week.
- Used to talk about actions that we can control, usually temporary ones.

Eg: You are being careless. (Indicates that this is temporary. Usually you are a careful person but now you are being careless)

- Used to express an annoying habit.

Eg: Suhani is always talking in class.

- Negative sentence structure:

Subject + be + not + verb-ing

Eg: I'm not meeting my friends on Friday.

We are not talking to him.

3. PRESENT PERFECT TENSE

Structure: **Subject + has/ have + past participle**

Rules

- Used to describe actions or events that started in the past and have consequences in the present.

Eg: She has lost her keys.

I have forgotten his name. (when the person is in front)

Even though it is present tense, the main verb is in the past participle form usually with an –ed (worked, killed).

- Used to talk about events that started in the past but are incomplete.
Eg: I have had three cups of tea today.
Paul has never been to Madrid (there are chances that he could go in the future).
- Used to describe our life experiences up to the present.
Eg: She has been to Canada three times.
I have travelled to 20 countries.
- Often it is used with time expressions that indicate an indefinite time frame (ever, never, already, yet, just, recently, so far etc.)
Eg: Have you ever seen a shooting star?
He has already left.
- Negative sentence structure.

Subject + has/ have + not + past participle

4. PRESENT PERFECT CONTINUOUS TENSE

Structure: **subject + has/ have + been + verb-ing + since/ for/ time**

Rules:

- Used for actions/ situations that started in the past, are still ongoing in the present and may continue into the future. (usually with time clauses like since, for 2 weeks, all day, recently, already).

Eg: She has been writing the assignment since 7am.

- Used to talk about things that have been happening recently or actions taking place lately.

Eg: We have been watching movies all weekend.

I have been exploring some AI tools recently.

- Negative sentence structure

Subject + has/ have + not + been + verb-ing + since/for/time

Eg: She has not been feeling well, of late.

They haven't been working out at the gym recently.

5. SIMPLE PAST TENSE

Structure: **Subject + verb-ed**

Rules:

- Used for finished actions.

Eg: She played football this morning.

- Time expressions like yesterday, last week, 2 days ago etc. are used in these sentences that indicate the specific time when the action/ event took place.

Eg: We went to the beach last summer.

- Negative sentence structure:

Subject + did + not + verb

Eg: I did not go to the party yesterday.

He did not eat lunch at the restaurant.

6. PAST CONTINUOUS TENSE

Structure: **Subject + was/ were + verb-ing**

Rules:

- Used to talk about a continuing action at some point in the past.

Eg: Last year this time I was living in Bombay.

At 10am yesterday they were playing tennis.

- This is an ongoing action/ event which is often interrupted by another action/ event.

Eg: I was reading a book at 3 o'clock when they called.

They were gossiping about Arun when he arrived.

- Negative sentence structure

Subject + was/ were + not + verb-ing

Eg: She was not riding a cycle.

7. PAST PERFECT TENSE

Structure: **Subject + had + past participle**

Rules:

- Describe an action/ event that occurred before another action/ event in the past.

Eg: They had gone to the movies before the rain started.

She had studied French for 3years before she moved to Paris.

- Helps establish a clear sequence of events in the past.

Eg: I had already eaten when she arrived.

They had finished the project before the deadline.

Time expressions are often used to provide additional context and indicate the order of events example 'before', 'after', 'by the time' etc.

- Negative sentence structure

Subject + had + not + past participle

Eg: They had not met prior to the conference.

She had not read the book before the book club meeting.

8. PAST PERFECT CONTINUOUS TENSE

Structure: **Subject + had been + verb-ing**

Rules:

- Describe ongoing, repeated or continuous actions that started in the past and continued up until another point/ event in the past.

Eg: She had been swimming for hours before the rescue boat arrived.

- Time expressions like 'for', 'since', 'all day', 'until' etc. are often used.

Eg: They had been waiting for 2 hours before the bus finally arrived.

- Negative sentence structure

Subject + had not been + verb-ing

Eg: I had not been studying for long before I gave up.

9. SIMPLE FUTURE TENSE

Structure: Subject + will/shall + verb

Rules:

- Talk about events/ actions we believe will happen in the future.
Eg: I will drink tea.
- Declare facts in the future/ make predictions.
Eg: It will rain tomorrow.
It will be a Tuesday on Diwali this year.
- 'Will' is used to make an offer, a promise, a threat or request.
Eg: I will make breakfast tomorrow.
- Negative sentence structure

Subject + will/shall + not + verb

Eg: She will not buy a new car.

10. FUTURE CONTINUOUS TENSE

Structure: Subject + will/shall + be + verb-ing

Rules:

- An action will be carried out over a period of time not just at one moment in the future (ongoing action).
Eg: They will be travelling next month.
I will be studying at this time tomorrow.
- Time expressions are used to provide additional context. (at this time tomorrow, next week at 5pm etc)
Eg: I will be flying to Bangalore at this time next week.
- Negative sentence structure

Subject + will/shall + not + be + verb-ing

Eg: She will not be dancing for the event.

11. FUTURE PERFECT TENSE

Structure: **Subject + will + have + past participle**

Rules:

- Used for actions/ events that will be completed before a specific point/ action in the future.
Eg: you will have finished packing by the time the cab arrives.
- Negative sentence structure.

Subject + will + not + have + past participle

Eg: She will not have cooked dinner by 8pm.

12. FUTURE PERFECT CONTINUOUS TENSE

Structure: **Subject + will/shall + has/have + been + verb-ing**

Eg: She will have been teaching at this school for 20 years when she retires.

3. VERB

Refer to an action or the state of being.

Example: working, eats, barked, paid, laughed etc.

Auxiliary verbs, also known as helping verbs, are verbs that assist the main verb in a sentence to form a particular tense, mood, or voice. They are essential in creating complex verb forms. Here are 30 auxiliary verbs along with their definitions and examples.

Example of auxiliary verbs – is, am, are, was, were, do, does, has, have.

4. VOICE

There are two types of voices in English Grammar:

- i. Active voice
- ii. Passive voice

ACTIVE VOICE

- Denotes that the noun or pronoun that acts as the subject in the sentence is the doer of the action. In other words, the subject performs the action or acts upon the verb.
- The verb is said to be in active voice when the subject does something actively.
- Subject is the doer of the action.
- **Active Voice** – **Subject + Verb + Object**
- Active voice tends to use fewer words.

- Example: She is beating him.
He helped me.
Sally is eating apples.

PASSIVE VOICE

- Represents that the subject is one acted upon by the action or verb in the sentence. It can also be said that the passive voice indicates that the subject in the sentence is no longer active but passive.
- A verb is said to be in passive form when it receives the action.
- **Passive Voice – Object + Verb + Subject**
- Example: He was getting beaten by her.
She was getting helped by him.
The apples were eaten by Sally.

Tenses	Active voice	Passive voice
Present Simple	I make a cake.	A cake is made.
Present continuous	I'm making a cake.	A cake is being made.
past simple	I made a cake.	A cake was made.
past continuous	I was making a cake.	A cake was being made.
present perfect	I have made a cake.	A cake has been made.
past perfect	I had made a cake.	A cake had been made.
Future simple	I will make a cake.	A cake will be made.
future be going to	I'm going to make a cake.	A cake is going to be made.
Modal	I must make a cake.	A cake must be made.
Modal perfect	I should have made a cake	A cake should have been made.

MODULE 4**LETTER WRITING**

There are different types of formal letters.

- Business letter
- Letters of application
- Letters to newspapers

FORMAL LETTER FORMAT

[Sender's Address]

[Date]

[Receivers Address]

[Subject]

[Salutation] Sir

[Body {(i) Introduction

(ii) Main Content

(iii) Conclusion or End of letter}]

Thanking You

[Subscription]

[Sender's Name]

Saniya P
25, M.G. Street
New Delhi

8 May, 2022

The Editor
The Hindu
New Delhi

Subject — Repair of the road in M.G. Street

Respected Sir/Madam

Body of the letter (3 paragraphs)

Thanking You
Yours Sincerely,
Saniya P

Informal Letter Format

[Address of the Sender]

Date:

Dear (name of person),

Body of the letter:

Paragraph 1: Ask for the well-being of the person

Paragraph 2: The main reason to write the letter

Paragraph 3: Conclusion and end of the letter

Yours lovingly,

[Name of the sender]

EMAIL

ETIQUETTE

1.

**ALWAYS USE A
SUBJECT LINE**

Examples of clear subject lines:

- Meeting date changed
- Question about the conference
- Can you meet on Monday?
- Suggestion for your presentation

2.

**USE A
PROFESSIONAL
GREETING**

Good examples of professional greetings:

- Hello [first name],
- Good morning / Good afternoon [first name],
- Dear [first name],
- Hi [first name] = with someone you know well

3.

**K.I.S.S.
(KEEP IT SHORT
AND SIMPLE)**

If you are not sure what to write in your email, remember this rule: KISS (Keep It Short and Simple) :

- Avoid long, complicated sentences.
- Don't write several long paragraphs.
- Use bullet points for important details or lists.

4.

**USE A
PROFESSIONAL
CLOSING**

Example professional closings include:

- I look forward to hearing from you.
- Best wishes,
- Sincerely,
- Thank you for your time,
- Warmly,

5.

**PROOFREAD YOUR
EMAIL**

Some helpful ways to proofread are:

- Read your email out loud
- Have a friend or colleague review your email if you are not sure
- You can always use a dictionary to help you

NOTICE

Name of Institution / Organisation
Notice

Date : *date /month /year*

E.g. - 1 October ,2019

Heading

Body / Content

Signature

Name

Designation (*means post of person*)