

SPOKEN ENGLISH

UG – I SEMESTER

(For B.Com/BBA/BA English/BA Sociology)

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(A Central University)

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SPOKEN ENGLISH

Course Objective :

To strengthen learners' effective communication skills by enhancing their speaking and listening abilities, improving basic grammar and pronunciation, and enabling confident verbal and non-verbal interaction in group settings.

Unit I : Working with Grammar:

Sentence Construction and Types – Parts of Speech – Auxiliary Verbs – Singular and Plural – Active and Passive voice – Degrees of Comparison – Subject-Verb Agreement – Punctuation – Common Errors and Usage.

Unit II : Vocabulary Building and Pronunciation:

Word Formation – Synonyms and Antonyms – Homonyms – One-word Substitutes – Changing one part of speech to another – Odd-one-out exercises – Idioms and Phrases – Joining Sentences – Vowel and Consonant Sounds.

Unit III : Conversational Skills:

Basics of Conversation (introductions, greetings, asking questions) – Describing people, places, situations, and events – Extempore Speeches – Persuasive and Descriptive Speeches – Speaking through Narration – Narrating Stories – Describing Characters and Situations of the Story.

Unit IV : Group Communication:

Basics of Group Discussion – Assigning tasks to class groups – Appointing group leaders to communicate – Completion of tasks based on communication – Group cohesion through communication – Group Presentations – Use of PowerPoint Presentations.

Unit V : Listening Skills and Non-verbal Communication:

Importance of Listening – Basics of Listening – Barriers to Listening – Listening for gist, style, and tone – Body Language – Importance of Body Language in Communication – Gestures, Posture, Eye Contact, Facial Expressions – Etiquette.

References:

1. Balan, K. R., & Rayudu, C. S. (1996). *Effective communication*. Beacon.
2. Howard, P. (1997). *Perfect your punctuation*. Orient Longman, Delhi.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Speak English with proficiency.

CO2: Demonstrate knowledge in the correct use of grammar and pronunciation.

CO3: Develop an appreciation of practical ways of learning to speak simple and correct English.

CO4: Use the studies undertaken in the field of spoken English in a range of practical contexts.

CO5: Apply knowledge and skills in the field of spoken English to relevant contexts thus aiding in handling everyday situations.

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UNIT – I

Working with Grammar

Objectives

By the end of this unit, students will be able to:

- **Eliminate grammatical errors** that compromise professional credibility.
- **Vary sentence structures** to improve engagement and readability.
- **Apply precise punctuation** to clarify complex ideas.
- **Identify stylistic shifts** like changing voice or modifier degrees to alter tone.

Structure

- **Sentence construction** breaks down into **structural components** (subject and predicate) and **functional types** (declarative, exclamatory, interrogative, and imperative).
- **Parts of Speech:** Nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.
- **Auxiliary Verbs:** Primary and modal helping verbs.
- **Singular and Plural:** Noun inflections and irregular forms.
- **Active and Passive Voice:** Voice shifts and stylistic impact.
- **Degrees of Comparison:** Positive, comparative, and superlative modifiers.
- **Subject-Verb Agreement:** Matching singular and plural subjects with correct verbs.
- **Punctuation:** Correct usage of commas, periods, semicolons, and colons.
- **Common Errors and Usage:** Fixing run-ons, comma splices, and misplaced modifiers.

Lesson 1.1 – Sentence Construction and Types

A sentence is a group of words that expresses a complete thought or idea. A grammatically correct sentence consists of two components, namely, a subject and a predicate. It begins with a capital letter and ends with an appropriate punctuation mark, depending on the context, such as a period (.), question mark (?), or an exclamation mark (!).

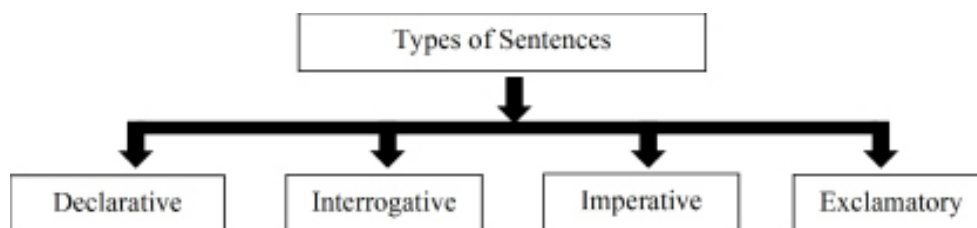
Example: The dog slept on the mat.

In the above sentence, “The dog” is the subject, and “slept on the mat” is the predicate. A subject refers to a person, thing, place, or idea. The predicate tells us what is being said about the subject.

To check your understanding, complete the following exercise by identifying the subject and the predicate in each sentence.

1. Dhoni plays cricket.
2. The Mojito tastes good.
3. The weather is pleasant.
4. Jane is singing a melody.
5. The baby is crying loudly.
6. I love mangoes,
7. The teacher is giving a lecture.
8. It is raining heavily.
9. My father bought me a new toy.
10. My brother won first prize in the dance competition.

Sentences are classified into four types:



A declarative sentence, also known as an assertive sentence, makes a statement that communicates a fact, observation, opinion, or explanation. This type of sentence always ends with a period.

Example: The sky is blue.

An interrogative sentence is a question, and it ends with a question mark.

Example: What is the color of your car?

An imperative sentence conveys instructions, commands, or advice. This type of sentence ends with a period or an exclamation mark.

Example: Please switch off the lights when you leave the room.

An exclamatory sentence expresses an emotion or urgency. It ends with an exclamation mark.

Example: Thanks! You saved the event!

To check your understanding, complete the following exercise by identifying the type of sentence.

1. I love reading thrillers.
2. Where are you going?
3. The sun rises in the east.
4. How would you like your coffee?
5. Alas! We missed the train!
6. Go and try this new recipe.
7. Where is Jane leaving?
8. Always respect your parents.
9. Close the door while you leave the room.
10. Such a beautiful scenery!

Read the following sentences and punctuate them appropriately.

1. Please follow the traffic signals
2. Do you want to go to the restaurant
3. Peter is an excellent dancer
4. Alas, my cat died
5. What a splendid performance
6. Always help the poor
7. Can you tell me the time
8. Please clean your room
9. Jane made a cake for her husband
10. Can I borrow your book

Lesson 1.2 – Parts of Speech

A part of speech is a category that classifies words based on their grammatical function in a sentence. There are eight parts of speech in the English language: Nouns, Verbs, Adjectives, Adverbs, Pronouns, Prepositions, Conjunctions and Interjections.

Parts of Speech	Nouns
	Verbs
	Adjectives
	Adverbs
	Pronouns
	Prepositions
	Conjunctions
	Interjections

Nouns refer to people, places, things, and ideas. They are classified into eleven types, namely: Proper, Common, Singular, Plural, Compound, Countable, Uncountable, Concrete, Abstract, Possessive, and Collective.

Common Noun	Proper Noun
It refers to a general or non-specific name of a person, place, thing, or idea.	It refers to a specific name of a person, place, thing, or idea.
Generally not capitalized unless it starts a sentence.	It should be capitalized.
Example: company	Example: Google
I work for a large company .	I work for Google .

Singular Noun	Plural Noun
It refers to exactly one person, place, thing, or idea.	It refers to two or more people, places, things, or ideas.
Example: cat	Example: cats
I have a cat .	My cousin has three cats .

Countable Noun	Uncountable Noun
It can be counted.	It cannot be counted.
Example: cup	Example: water
There are four cups on the table.	Can I have a glass of water ?

Concrete Noun	Abstract Noun
It can be perceived with the five senses: sight, hearing, taste, smell, and touch.	It cannot be perceived with the five senses.
Example: cupcake	Example: happy
I like to have cupcakes in the evening.	I'm happy to meet my childhood friends after years.

Possessive Noun	A possessive noun shows ownership or possession
	Example: mom's
	Mom's biryani tastes delicious.

Compound Noun	It is a combination of two or more words. It can appear as a single, multiple, or hyphenated word.
	Examples: toothbrush living room mother-in-law
	The company has launched a new toothbrush . My living room is painted blue. My mother-in-law is a kind person.

Collective Noun	It refers to a group of people, places, things, or ideas. It usually functions like a singular noun even though it refers to a plural.
	Example: family
	My family is in India.

To check your understanding of nouns, complete the following exercise.

Identify the type of noun in the sentence

1. New Delhi is the capital of India.
2. The committee gave a unanimous judgement.
3. Stress is not good for health.
4. I bought oranges from the market.
5. The woman was riding a white horse.
6. The play King Lear was written by William Shakespeare.
7. The Ganges is a sacred river.
8. I bought curtains for my new house.
9. The cat chased the mouse across the yard.
10. A herd of cows is grazing in the farmland.

Verbs are words that denote an action, occurrence, or state of existence. They play a significant role in sentence construction. Without a verb, the sentence will be fragmented and will not make sense. They are broadly classified into five types: Action Verbs, Stative Verbs, Auxiliary Verbs, Modal Auxiliary Verbs, and Phrasal Verbs.

Action Verbs	Indicates a physical activity or movement.	Tarun is dancing .
Stative Verbs	It is in contrast to action verbs. Indicates a state or an existence.	I understand the situation.
Auxiliary Verbs	Also known as helping verbs. It combines with another verb to indicate the change in tense, mood, or voice.	I have been practicing medicine for five years.
Modal Auxiliary Verbs	Combines with a main verb to indicate permission, possibility, or ability.	Kate can play violin for two hours at a stretch.
Phrasal Verbs	An idiomatic phrase made of a verb and a particle.	Turn on the radio.

Verbs will change according to the tenses. The following table gives examples of how a verb transforms according to the tenses.

Base Form (V1)	Simple Past (V2)	Past Participle (V3)	Present Participle (V4)	3rd Person Singular (V5)
Dance	Danced	Danced	Dancing	Dances
Walk	Walked	Walked	Walking	Walks
Eat	Ate	Eaten	Eating	Eats
Run	Ran	Run	Running	Runs
Know	Knew	Known	Knowing	Knows
Cut	Cut	Cut	Cutting	Cuts
Shut	Shut	Shut	Shutting	Shuts

To check your understanding of verbs, complete the following exercise.

- Jonathan _____ soccer on Sundays. (played/plays)
- The phone _____ ten minutes ago. (rang/rung)
- You _____ not smoke in the public place. (need not/ should)
- Next month, Ranjith and Rekha _____ married for ten years. (have been/will have been)
- Rithvik _____ to play piano. (knew/knows)
- Look! They _____ dancing in the garden. (have played/are playing)
- I _____ to America. (did/ have been)
- When John came, I _____ reading. (were/was)
- By the time we arrived at the concert, the show _____. (has started/had started)
- It _____ soon. (rained/will rain)

Adjectives are words that describe or modify nouns or pronouns. They are used to describe opinions, size, shape, age, colour, origin, material, and purpose.

Rules of using adjectives

- They are usually used before nouns, but some adjectives go after some verbs. Examples: a kind woman; Jane seems happy.
- They don't change for singular or plural nouns. Examples: a black bird; black birds.
- There is a difference between adjectives ending in -ed and -ing.

- Adjectives that end in -ed describe emotions. Example: I'm confused.
- Adjectives that end in -ing describe the thing that causes the emotion. Example: This English grammar is confusing.
- They follow a general order: quantity, opinion, size, shape, age, colour, origin, material, purpose, and noun.

Example 1: I bought **three yellow silk sarees** in the shop. (quantity, colour, material, and noun)

Example 2: I'm going on a date with a **handsome middle-aged French** man. (opinion, age, origin, and noun)

To check your understanding of adjectives, complete the following exercise.

Identify the adjectives in the sentence.

1. The girl is a national-level cricketer.
2. The soldier embraced a glorious death.
3. The fox is a cunning animal.
4. The poor orphan hasn't eaten for two days.
5. She sustained a heavy injury.
6. I have called Anu several times.
7. The Python coding was difficult to understand.
8. He bought a new blue car.
9. I found a silver coin in the corridor.
10. Rahul lives in a modern house.

Adverbs are words that describe or modify a verb, an adjective, or another adverb. They answer the question of where, when, or how something happens. They are classified into five types: Manner, Degree, Frequency, Place, and Time.

- **Adverbs of Manner** describe how something is done. They are formed by adding the suffix -ly to adjectives. Example: The doctor **calmly** explained the disease.
- **Adverbs of Degree** describe how much or to what extent an action is done. Example: I **totally** forgot about the project.
- **Adverbs of Frequency** describe how often an action happens. Example: I **always** drink fenugreek water before breakfast.

- **Adverbs of Place** describe where an action happens. Example: Why are you sitting **there**?
- **Adverbs of Time** describe when an action happens. Example: I'm on leave **tomorrow**.

To check your understanding of adverbs, complete the following exercise.

Identify the adverb in the sentences.

1. I walked quickly to the library.
2. She is studying hard for the exam.
3. Beth drove carefully because the weather was terrible.
4. Can you please speak quietly?
5. Laura speaks German well.
6. I frequently check my email.
7. The letter will arrive tomorrow.
8. I recently went to Mumbai.
9. Rahman was incredibly brave during the diagnosis.
10. The tea is too hot.

Pronouns are words that take the place of nouns. They are used to avoid redundancy and handle unspecified entities. They are classified into eight types: Personal, Possessive, Interrogative, Demonstrative, Relative, Indefinite, Reflexive, and Reciprocal.

Personal pronouns are used to replace a specific person, object, or group to avoid repeating their proper names. They are classified into subject personal pronouns and object personal pronouns.

Grammatical Person	Singular/Plural	Subject Pronoun	Object Pronoun
1 st person	Singular	I	Me
1 st person	Plural	We	Us
2 nd person	Singular & Plural	You	You
3 rd person (male)	Singular	He	Him
3 rd person (female)	Singular	She	Her
3 rd person (object)	Singular	It	It
3 rd person (group)	Plural	They	Them

Example: Jane is exhausted, so Jane went to sleep.

Jane is exhausted, so she went to sleep (with a pronoun)

Possessive pronouns are used to replace possessive nouns that show ownership or belonging. Example: This notebook is **mine**.

Possessive Adjectives	Possessive Pronouns
I	Mine
Your	Yours
He	His
She	Hers
It	Its
We	Ours
Their	Theirs

Interrogative pronouns are used to ask questions or as a substitute for unknown nouns. There are five main interrogative pronouns, namely: who, whom, whose, what, and which.

Who	Who is the guy standing in the veranda?
What	What drink would you like to have?
Whom	Whom did you bring along with you for the cultural event?
Which	Which is the tallest mountain in India?
Whose	Whose books are these?

Demonstrative pronouns are used to represent nouns that act as the subject or object in a sentence. They are used to point out a person, place, idea, or thing that is being referred to. There are four demonstrative pronouns: this, that, these, and those.

Singular Demonstrative Pronouns	This	This is my book.
	That	That is my colleague.
Plural Demonstrative Pronouns	These	These dresses are too expensive,
	Those	Those birds belong to my cousin.

Reflexive pronouns are used when the subject and the object are one and the same in the sentence. They denote that the action is done and received by the same person. They end in –self or –selves. Example: I learnt to ride a bicycle by **myself**.

Personal Pronouns	Reflexive Pronouns
I	Myself
Your	Yourself/Yourselves
He	Himself
She	Herself
It	Itself
We	Ourselves
Their	Themselves

Relative pronouns refer to relative clauses that provide additional information about the subject in a sentence. They connect the independent clause to the relative clause with words like who, whose, whom, which, and that.

Whose	Can you tell me whose bottle this is?
That	These are the crafts that my sister and I did together.
Which	Can you show me which road leads to the airport?
Who	The principal punished the students who were tardy.
Whom	Is she the girl about whom you were gossiping?

Reciprocal pronouns are used when two or more subjects act in the same way towards each other. There are two reciprocal pronouns, namely each other and one another.

Each other – used for two people	My parents love each other.
One another – used for more than two people	The team members congratulated one another after winning the World Cup.

Indefinite pronouns are used to replace unspecified nouns. There are twenty indefinite pronouns: each, everyone, another, anyone, all, anything, everything, nobody, none, nothing, everybody, other, something, someone, somebody, both, many, several, any, and some.

Each	The teacher asked each student to give feedback.
All	All of them attended the conference.
Somebody	Somebody left the keys on the table.
Anyone	Is there anyone who wants an ice cream?
Nobody	Nobody is interested in joining the course.

To check your understanding of pronouns, complete the following exercise.

Identify the type of pronoun in the sentences.

1. **Those** books are mine.
2. The musician **who** played the piano was top-notch.
3. **Which** way should I take to reach the bus stand?
4. **Anybody** can join the event.
5. We bought **ourselves** an apartment.
6. **I** went to the shop to buy some groceries.
7. **This** is a wonderful opportunity to exhibit my talent.
8. **Who** left the window open?
9. I **myself** evaluated the assignment.
10. **Everyone** is assigned some work.

Prepositions, also known as connectors, are words that link nouns or pronouns to other words in a sentence. They indicate how different parts of the sentence relate to each other in terms of direction, time, place, and purpose. They play a key role in rendering clear and natural communication. They are broadly classified into seven types:

Types	Function	List of Prepositions	Examples
Prepositions of Time	Indicates when the action occurs	After, around, at, before, by, during, for, in, on, since etc.	I have been working here since 2012. Lilly is going to host the party at 6.00 p.m.
Prepositions of Place	Indicates where the action occurs	Above, across, against, around, at, behind, below, between, in, on etc.	The books are in my bag. She lives across the street.
Prepositions of Direction	Indicates how it is moving.	Across, along, around, down, into, onto, out of, over, through, toward etc.	I love to go deep into the woods. The teacher is walking towards me.

Prepositions of Manner	Indicates how or why the action occurs	With, by, in, like, as, without etc.	She dances like a witch. I come to college by bus.
Prepositions of Source	Indicates where it is from or who created it	From, of, out of, through, by etc.	I received a letter from my father. It was torn by a cat.
Prepositions of Possession	Indicates the ownership	Of, with, to, for etc.	The capital of India is New Delhi. The man with the green bag is my uncle.
Prepositions of Measurement	Indicates quantity	Of, by, at, for, under, over etc.	Give me a glass of water. I bought this wallet for a hundred rupees.

The list of commonly used prepositions is as follows:

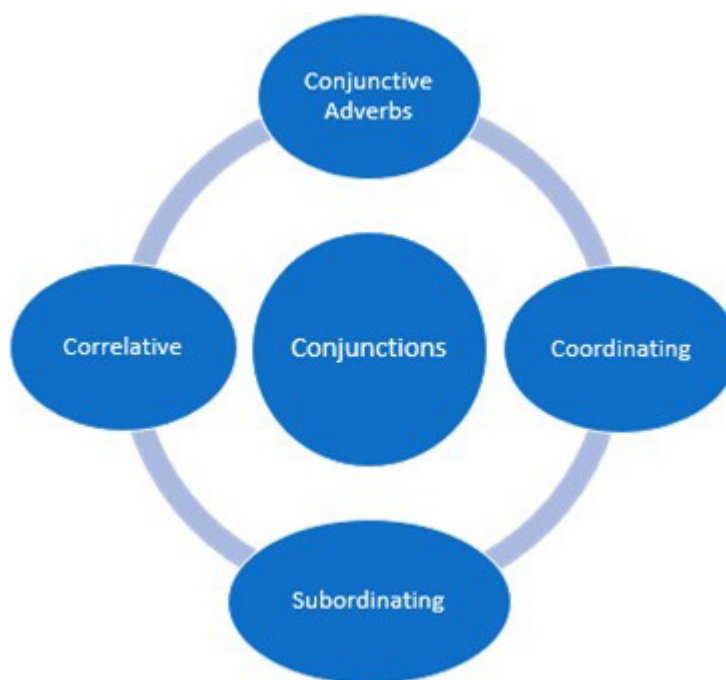
aboard	about	above	after	across	against
along	alongside	amidst	among	around	as
at	atop	before	behind	below	beneath
beside	between	beyond	but	by	circa
despite	down	during	for	from	in
into	like	near	next	of	off
on	onto	out	over	past	short
since	than	through	to	toward	throughout
under	unlike	until	underneath	upon	up
via	with	without	within	wanting	worth

To check your understanding of prepositions, complete the following exercise.

1. I wake up _____ 6:00 AM every morning. (on/at)
2. I agreed to meet my friend _____ the park. (in/at)
3. Kate dived _____ the swimming pool to cool her body. (into/in)

4. We walked _____ the caves. (through/across)
5. Success depends _____ hard work. (upon/on)
6. My birthday is _____ 1st of January. (in/on)
7. The cat jumped _____ the tabletop. (over/onto)
8. Look at the beautiful painting hanging _____ the couch in the living room. (on/above)
9. You should finish the assignment _____ Thursday; extensions are not allowed. (by/in)
10. Are you interested _____ joining our music club. (at/in)

Conjunctions are also called joining words. They are words that connect two or more words, phrases, clauses, or sentences. They highlight the relationships between ideas and make the text cohesive, thereby enabling readers to understand the information effortlessly. They are classified into four types:



Coordinating Conjunctions	Use the acronym FANBOYS (for, and, nor, but, or, yet, so) to combine two independent clauses.	A comma should be placed before the conjunction.	I apologized to her, but she didn't respond. I will cook, or listen to music.
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Subordinating Conjunctions	Use words like though, if, after, although, as, as long as, as if, as much as, as soon as, as though, before, even if, even though, even, if only, if then, in order that, just as, lest, now, now that, now since, once, provided that, provided, rather than, until, because, since, till, while, etc. to combine a dependent clause and an independent clause.	A comma should be placed if the subordinate conjunction is used in the beginning clause. A comma should not be placed if the subordinate conjunction is used in the ending clause.	Because it was frozen, Jack thawed the meat. Jack thawed the meat because it was frozen. Since Kathy finished the project before the deadline, the boss congratulated her. The boss congratulated Kathy since she finished the project before the deadline.
Correlative Conjunctions	Use pairs of words like both/ and, as/as, either/ or, neither/nor, hardly/when, no sooner/than, whether/or, not only/but also, so/ as/ such/that, the more/the more, rather/than, and such/that to connect two clauses.	A comma should be placed before the second conjunction while connecting two independent clauses. No punctuation marks should be used while connecting short phrases.	Either you must finish this project today, or you will have to ask for an extension. I like neither tea nor coffee.

Conjunctive Adverbs	Use transition words like therefore, consequently, however, and moreover to connect two independent clauses.	A semicolon should be placed before a transition word followed by a comma.	John woke up late this morning; therefore, he missed the interview. Kathy had an injury in her leg; nevertheless, she played football.
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To check your understanding of conjunctions, complete the following exercise.

1. Kathy wants to buy a car, _____ she didn't have enough money. (or/but)
2. Tarun is _____ a singer _____ an instrumentalist. (neither/nor/not only/but also)
3. _____ you study hard, you will not pass the exam. (until/unless)
4. _____ the weather was severe, the exam got cancelled. (Because/Unless)
5. Raymond brought pizza _____ chocolates to the party. (or/and)
6. _____ the supervisor _____ the scholar agreed on the topic. (Neither/or/both/and)
7. I will call you _____ I arrive at the railway station. (whereas/as soon as)
8. John loves playing flute, _____ his sister prefers violin. (for/yet)
9. _____ Kavin felt exhausted, he practiced for the concert. (Therefore, Although)
10. Tara can have _____ ice cream _____ juice. (both/and/either/or)

Interjections are used to express sudden feelings or emotions. They are not often used in formal contexts.

Rules	When it is used at the beginning of a sentence, a comma should be placed following it.
	When it is used in the middle of a sentence, it should be preceded and followed by a comma.
	When it is used as a sentence by itself, a period or question mark should be placed following it.

The list of commonly used interjections is as follows:

Alas	To express disappointment or sadness.	Alas! That's my bad.
Ah	To express surprise or appreciation.	Ah, I bought this iPhone for half the price.
Eh	To inquire or ask for something to be repeated.	Eh! What did you say?
Dear	To express pity or surprise.	Oh dear! Sorry for your loss.
Hey	To get someone's attention.	Hey! Look at that boy.
Hurray	To express joy or victory.	Hurray! We won the competition.
Oh	To express surprise or pain.	Oh! I have a severe cold.
Ouch	To express pain.	Ouch! I tripped on the stone.
Phew	To express relief or tiredness.	Phew! That was a long lecture.
Uh	To express hesitation.	Uh! I don't think we can finish the project within two days.
Well	To acknowledge or introduce a remark.	Well, the presentation was amazing.
Wow	To express surprise or admiration.	Wow! You look gorgeous in this new outfit.
Yippee	To express joy or victory.	Yippee! Tomorrow our vacation starts.

Lesson 1.3 – Auxiliary Verbs

Auxiliary verbs are also called helping verbs because they support the main verb by providing functional meaning in the sentence. They are placed before the main verb. Unlike main verbs, they cannot stand alone in telling the action or the state of being of the subject in the sentence. While the main verbs denote the action, helping verbs state the mood, tone, time, or voice. They are important in forming the tenses, expressing the mood, making negatives, framing questions, and changing the sentence into passive voice. Without auxiliary verbs, sentences would be incomplete, lack clarity, and would not make any sense. There are twenty-four auxiliary verbs in the English language. They are classified into three types: Primary Auxiliaries, Modal Auxiliaries and Semi-modal Auxiliaries. The following table illustrates each auxiliary verbs with an example.

Primary Auxiliaries	They stand alone and function as a main verb. By changing the form, it shows the tense and the subject agreement.	There are eleven primary auxiliaries: am, is, are, was, were, do, does, did, have, has, & had.	I m writing a poem. Chetra is combing her hair. We are going to the National Park. She was cooking when Rayan came home. We were chatting at the party last night. I do not want to visit my uncle's house. She does the project for the company. I did my work before leaving the office. I have ten years of working experience. She has started her career at Google as a novice. The train had left by the time we reached the station.
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Modal Auxiliaries	Unlike primary, they will not change the form. They express possibility, obligation, permission, or the speaker's ability.	There are nine modal auxiliaries: can, could, may, might, will, would, shall, should, & must.	I can articulate my ideas in five different languages. Could you explain this theorem? May I borrow your book? It might rain today, so take an umbrella with you. I will go to London for my postgraduate studies. I would like to contribute something to the fundraising program Shall we go to Chennai next week? I should complete the project before the deadline. The college says registration is a must to participate in the event.
Semi-modal Auxiliaries	They function partly as main verbs and partly as modal verbs.	There are four semi-modal auxiliaries: ought to, used to, need, & dare.	The State ought to repair the roads. I used to play violin in my school. I need money to go abroad for my higher studies. I don't dare to say a word against him.

To check your understanding of auxiliary verbs, complete the following exercise.

1. She _____ a dispute with the committee. (has/was)
2. The children _____ playing cricket. (is/are)
3. The artist _____ drawing a portrait. (are/is)
4. _____ I come in? (May/Should)
5. The traffic police said everyone _____ follow the traffic rules. (might/must)
6. I _____ doing my assignment. (am/is)
7. The baby _____ a cute smile. (has/have)

Notes

8. Natasha _____ a dispute with her friend yesterday. (has/had)
9. _____ you come with me to the farewell party? (might/will)
10. _____ she like latte? (do/does)

Lesson 1.4 – Singular and Plural

Singular Noun

The term singular refers to one. Therefore, a word that denotes one person, place, thing, or concept is called a singular noun.

Examples: an apple, a car, a girl

Plural Noun

A word that refers to more than one person, place, thing, or concept is called a plural noun. Plural nouns can usually be identified by their endings. Most plural nouns end in 's' or 'es', although there are some exceptions.

Examples: apples, cars, girls

The plural form of a noun depends on the ending of its singular form. The rules are as follows:

1. Most regular nouns take –s in their plural form.

Examples: pen – pens

book – books

2. For nouns ending in –s, –x, –z, –ch, or –sh, add –es to form the plural.

Examples: fox – foxes

Class – classes

3. For nouns ending in a consonant followed by y, or in qu followed by y, change y to i and add –es to form the plural.

Examples: lady – ladies

Soliloquy – soliloquies

4. For nouns ending in a consonant or vowel followed by o, add –es to form the plural. However, there are some exceptions. For example, the plural of photo is photos, not photoes.

Examples: potato – potatoes

Radio – radios

5. For nouns ending in -f or -ef, change -f or -ef to v and add -es to form the plural. However, there are some exceptions. Some nouns ending in -f or -ef simply take -s to form the plural.

Examples: chief – chiefs

Roof – roofs

Wife – wives

6. For irregular nouns, the plural form will be completely different.

Examples: child – children

Foot – feet

Goose – geese

Man – men

Mouse – mice

Person – people

Tooth – teeth

7. Some nouns have the same form in both the singular and the plural.

Examples: bison – bison

Deer- deer

Elk – elk

Fish – fish

Sheep – sheep

8. For compound nouns, the main noun is modified to make it into a plural form.

Examples: mother-in-law – mothers-in-law

Passer-by – passers-by

Commander-in-chief – Commanders-in-chief

To check your understanding, complete the following exercise by changing the singular nouns into plural.

1. City –
2. Knife –
3. Boat –
4. Man –
5. Leaf –
6. Tooth –

7. Umbrella –
8. Sandwich –
9. Family –
10. Hero –

Complete the following exercise by identifying the correct plural form of the compound noun in the sentence.

1. All of the -----arrived early to prepare for the birthday party.
(sisters-in-law/sister-in-law)
2. After catching a glimpse of Shoebill, he noted that this -----
(species/specieses) is indigenous to Africa.
3. Jane proposed several innovative ----- (hypothesis/
hypotheses) in the research forum.
4. The tailor realized that his new ----- (scissors/scissor)
were blunt.
5. The captain congratulated the two ----- (runner-up/
runners-up) who tied for second place in the race.
6. The committee reviewed every ----- (criteria/ criterion)
in the document before giving the judgment.
7. During our trek, we spotted a flock of ----- (sheeps/ sheep)
8. The ----- (alumini / alumnae) of our college is going to host
an event.
9. She bought a new pair of ----- (jeans/ jean) for the
party.
10. Mary submitted two different ----- (analysis/ analyses)
of a chemical compound.

Lesson 1.5 – Active and Passive Voice

In the English language, there are two grammatical voices with distinct structure and function, namely: active and passive voice.

Active Voice	Passive Voice
The subject performs the action of the verb.	The subject receives the action of the verb.
It renders clarity, conciseness, and directness.	It highlights the action or recipient.
The sentence structure is subject + verb + object.	The sentence structure is object + “to be” verb + past participle + by + subject.
Rayan played the piano.	The piano was played by Rayan.

The following table gives the rules for the usage of active and passive voice:

Tense	Active Voice	Passive Voice
Simple Present	Subject + Verb (e/es) + Object He makes ice cream.	Object + is/am/are + past participle (V3) + by + subject. The ice cream is made by him.
Present Continuous	Subject + is/am/are + Verb-ing + Object. Tara is preparing the meal.	Object + is/am/are + being + (V3) + by + subject. The meal is being prepared by Tara.
Simple Past	Subject + Verb (past form) + Object. Ram decorated the stage.	Object + was/were + (V3) + by + subject. The stage was decorated by Ram.
Past Continuous	Subject + was/were + Verb-ing + Object. Jack was painting the living room.	Object + was/were + being + (V3) + by + subject. The living room was being painted by Jack.

Present Perfect	Subject + has/have + Verb (past participle) + Object. The company has signed the contract.	Object + has/have + been + V3 + by + subject. The contract has been signed by the company.
Past Perfect	Subject + had + Verb (past participle) + Object. Jeeva had finished the assignment.	Object + had + been + V3 + by + subject. The assignment had been finished by Jeeva.
Future Perfect	Subject + will have + Verb (past participle) + Object. Kate will have written the article.	Object + will have + been + V3 + by + subject. The article will have been written by Kate.

Pronoun Conversion Table

Active Voice	Passive Voice
I wrote the book.	The book was written by me .
We won the National Championship.	The National Championship was won by us .
You created the problem.	The problem was created by you .
He ordered the pizza.	The pizza was ordered by him .
She painted the vase.	The vase was painted by her .
It damaged the painting.	The painting was damaged by it .
They played football.	Football was played by them .
Who locked the door?	The door was locked by whom ?

To check your understanding of active and passive voice, complete the following exercises.

Identify the type of voice in the sentences:

1. The ball is being chased by the cat.
2. The chef cooked a delicious dish.
3. They have been playing football all day.
4. The letter is being delivered by the postman.
5. The mechanic is fixing the car.
6. The article was written by a famous journalist.

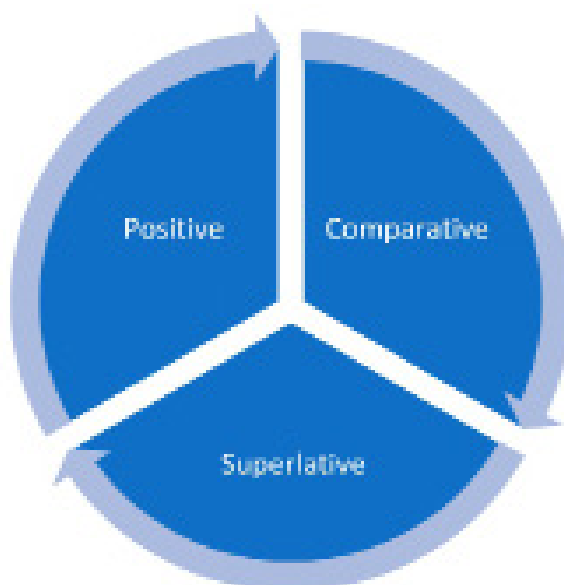
7. The house was being cleaned by the maid.
8. The students submitted the project.
9. The window was broken by the wind.
10. The cake was eaten by Meeru.

Change the following sentences from active to passive voice:

1. The boss offered the employees a hike.
2. They should have completed the target by now.
3. John wants his father to help him.
4. The committee has issued the final judgment.
5. By next year, Tara will have recruited hundreds of employees.
6. The government should address this issue immediately.
7. I dislike people gossiping about me.
8. The representative handled the situation efficiently.
9. Jake taught the students advanced coding.
10. We ought to respect our parents.

Lesson 1.6 – Degrees of Comparison

Degrees of Comparison refer to the form of an adjective or an adverb used to compare and contrast the qualities of different nouns. They are classified into three types:



Positive Degree of Comparison denotes the adjective in its original form. It will not allow the readers to make any comparison, but rather provides details about a particular quality possessed by a noun.

Examples: Rayan is exhausted.

The sky is cloudy.

Comparative Degree of Comparison contrasts two nouns in terms of the same or particular quality at different times. It highlights which of the two has the greater or lesser degree of the quality being referred to.

Examples: My sister is **taller than** me.

The light in the room is **brighter than** yesterday.

Superlative Degree of Comparison is the highest level of comparison. It compares the quality shared by two or more nouns. Unlike comparative, it shows the greatest or the least degree of the quality being referred to among nouns.

Examples: Krish climbed the **highest** mountain in India.

Jack is the **tallest** guy on our basketball team.

There are rules to remember in using the degree of comparison.

Positive Degree of Comparison	Comparative Degree of Comparison	Superlative Degree of Comparison
It shows the adjective or adverb in its base form. It doesn't make any comparison.	It makes a comparison between two nouns possessing the same or different qualities. It is indicated by adding -er to the end of the adjective, followed by than.	It compares more than two nouns and highlights which one possesses the greatest or the least of the quality. It is indicated by the use of the definite article the before the adjective, followed by -est.
Example: Tina is worried.	Example: Rani plays tennis better than Kathy.	Example: Jill is the best dancer in our troupe.
Exceptions	However, the rule to add -er or -est is not the same for all the adjectives.	
	For the monosyllabic adjective, double the final consonant and add -er or -est accordingly. Example: great - greater - greatest	
	For the monosyllabic adjective, in which the last consonant is preceded by another consonant or two vowels, add -er or -est accordingly. Examples: Calm - Calmer - Calmest Deep - Deeper - Deepest	
	For adjectives ending in e, add -r or -st accordingly. Example: Late - Later - Latest	
	For adjectives ending in y, add -ier or -iest accordingly. Example: Happy - Happier - Happiest	
	For polysyllabic adjectives, add more or most according to the types of comparison. Example: Expensive - More expensive - Most expensive	
	Irregular adjectives will take a different form. Example: Good - Better - Best	

To check your understanding of degrees of comparison, complete the following exercise.

1. Raj is _____ than Kamal in solving theorems. (smartest/smarter)
2. Of all the flowers in the garden, rose is the _____ (beautiful/most beautiful)
3. My day was bad yesterday, but today it is even _____ (worst/worse)
4. Today is the _____ day of my life. (happier/happiest)
5. My new apartment is _____ than my old one. (biggest/bigger)
6. Masala Dosa is Charu's most _____ dish. (favorite/favored)
7. Ram said playing classical instruments are _____ than play modern ones. (more difficult/most difficult)
8. Mount Elum is the _____ mountain in the Swat Valley. (higher/highest)
9. Renu is a great artist, but her sister is the _____ (better/best)
10. Mathew ran _____ than his friend in the race. (farther/farthest)

Lesson 1.7 – Subject-Verb Agreement

Subject-Verb Agreement is a grammatical rule that states the verb should correspond to the gender, person, and number of the subjects in the sentence. It plays a vital role in sentence formation and all forms of academic writing. It ensures sentence clarity, flow, and meaning.

The following table illustrates all subject-verb concord rules with an example.

Rule	Example
In the sentence, when the subject is comprised of two or more nouns connected by and , use the plural verb form .	Jane and her friends are going to the temple.
In the sentence, when the subject is comprised of two or more singular nouns connected by or/nor , use the singular verb form .	Would you like tea or coffee? I like neither tea nor coffee.
In the sentence, when the compound subject comprises singular and plural nouns connected by or/nor , the verb should agree with the noun nearer to it.	Neither Tara nor her colleagues are ready for the presentation. Either the students or the teacher is going to meet the principal.
The words like each, each one, everyone, everybody, anybody, anyone, nobody, no one, somebody, someone, neither, and either should correspond to a singular verb form .	Each of the girls in the class is requested to participate in the competition. Is there someone in the room? Nobody is willing to take part in the elocution.
In the sentence, if there is a phrase between the subject and the verb . The verb should agree with the subject , not with the noun or pronoun.	The head, as well as the employees, is going to meet the director. One of the doors is closed.

Nouns such as academic subjects, sports, diseases, countries, cities, and abstract concepts should correspond to a singular verb form .	Civics is my favorite subject. Aerobic exercise is good for cardiovascular well-being. Diabetes is the leading disorder in the world. The Philippines is famous for its tropical beaches.
Plural Tantum nouns like tongs, tweezers, trousers, scissors, pants, forceps, glasses, goggles, pajamas, etc. take a plural verb form .	The pants are made of denim. The scissors are blunt.
Collective nouns take a singular verb form .	The family is going to Goa for vacation. The committee unanimously decides to punish the criminal.
Phrases such as including, together with, along with, accompanied by, with, in addition to, as well, etc. do not change according to the number of the subject . If the subject is singular, the verb should be singular too . If the subject is plural, the verb should be plural too .	The author, accompanied by his patron, is going to release the book. All the girls, including you, are instructed to meet the principal.
The sentence that begins with “there is” or “there are”, the verb agrees with what follows .	There are many queries. There is a query.
Does not (doesn’t) should be used for the singular subject . Do not (don’t) should be used for the plural subject . One exception: for the first and second person pronoun, ‘don’t’ should be used .	He doesn’t like the movie. They don’t want to attend the meeting. I don’t like pizza.

To check your understanding of Subject-Verb Concord, complete the following exercise.

1. The basket of fresh apples _____ on the table. (are/is)
2. Everyone in the auditorium _____ silent when the principal delivered the welcome address. (was/were)
3. The jury _____divided in giving the judgment. (are/is)
4. Either the manager or his team _____responsible to welcome the chief guest. (is/are)
5. The teacher, along with her students _____ to host the department event. (plan/pans)
6. Both of the candidates _____ performed well. (has/have)
7. Neither the cat nor the dogs _____ allowed inside the auditorium. (is/are)
8. The team _____working hard to win the project. (are/is)
9. All the news in this media _____ fake. (is/are)
10. Rabies commonly _____ dogs. (affect/affects)

Lesson 1.8 – Punctuation

Punctuation marks play a significant role in academic writing by separating and rendering meaning to words. They act like a map in guiding the readers to understand the ideas expressed in the sentence by telling where to slow down, speed up, and pause. They are helpful in breaking up the sentences, structuring the ideas, clarifying the meaning, and showing the connections.

The following table lists the commonly used punctuation marks along with an example.

Punctuation Marks	Usage	Example
Full Stop/ Period (.)	It is used at the end of a sentence and in abbreviations.	Karan is giving a presentation. e.g.
Comma (,)	It indicates the separation of elements in a list of three or more.	Jenny loves books, coffee, and music.
Colon (:)	It is used following a word to introduce a series or an example or explanation.	There are five senses: sight, hearing, smell, touch, and taste.
Semicolon (;)	It is used to connect two independent clauses.	I love dancing; it helps me to cut down calories.
Ellipsis (...)	It is used to indicate the omission of words or to show a pause.	The city of Paris, which is known for the Eiffel Tower, cafes, and bistros, attracts millions of tourists every year. The city of Paris...attracts millions of tourists every year.
Apostrophe (')	It is used to indicate the omission of letters or possession.	It's a nice place to have dinner. It is Laura's notebook.

Hyphen (-)	It is used between parts of a compound word or a word line break when the word is divided at the end of a line of text.	Richard values self-esteem above everything else.
Dash (-/--)	There are two types of dashes: En dash and Em dash. En (-) dash is used to indicate ranges. Em dash (--) is used to give a dramatic pause, or emphasis, or replace parentheses.	World War II lasted from 1939-1945. Hold on – there is a ditch.
Quotation Marks (“”)	It is used to indicate direct speech, cited sources, or titles of short works.	Ram said, “Today, I can’t join you for the party”
Question Mark (?)	It indicates a question.	How are you?
Exclamation Mark (!)	It is used to indicate an abrupt, excited utterance.	Hurray! I won the trophy.
Slash (/)	It is used to indicate related information, alternatives, rates, dates, and measurements.	10/1/2016 Did you pass/fail the exam?
Parenthesis (())	It is used to enclose textual material that is not important to the topic.	The Central Processing Unit (CPU) forms the central part of the computer.
Brackets ([])	It is used to add text to quotations.	The chef [Catherine] won a lot of World Culinary Awards.

Lesson 1.9 – Common Errors and Usage

Clear communication is the basis for academic growth and success. However, the nuanced grammar rules and complex syntax of the English language often lead to errors. The mistakes, ranging from commonly confused words to subject-verb disagreement, make the sentence lose its core message. The errors generally fall into three categories, namely: homophones, grammar, and usage of words.

Homophones are words that sound the same but have different spellings and meanings.

Example 1: Principle (rules) vs. Principal (head of a school/college)

Laura advocated for the **principles** of democracy in the court.

The teacher sent the tardy students to meet the **principal**.

Example 2: sea (a large body of water) vs. see (perceive by sight)

The largest **sea** in India is the Arabian Sea.

Can you **see** that black bird?

Grammar refers to the structural and syntactic errors. It happens because of complex sentence structure, lack of proofreading, and a literal translation from a native to a foreign language with different structural rules. It includes subject-verb disagreement, comma splices, articles, prepositions, parts of speech, singular and plural, and misplaced modifiers.

Word usage errors are caused by vocabulary. It occurs when a person uses a word in the wrong context or confuses words with distinct meanings.

Example: The words fewer and less are used interchangeably. But the rule is fewer should be used for countable nouns and less for uncountable nouns.

To check your understanding of common errors and their usage, complete the following exercise:

1. Tarun brought _____ from the market. (fish/fishes)
2. I owe you two _____ rupees. (thousands/thousand)
3. Measles _____ an infectious disease. (is/are)
4. Ravi has a pair of _____. (trousers/trouser)
5. Jaya is the _____ of the school. (head master/headmistress)

6. If you were _____, I should have helped him. (he/him)
7. Neither her father nor her mother _____ present. (was/were)
8. Each one of these oranges _____sweet. (are/is)
9. Ranjith is the _____ active student in the class. (most/more)
10. Prithvi is ill _____ last four days. (for/since)

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UNIT – II

Vocabulary Building and Pronunciation

Objectives

By the end of this unit, students will be able to:

- Choose exact, impactful words for professional and academic discourse.
- **Decipher and construct unfamiliar words** using core morphological rules.
- **Improve sentence fluency and conciseness** through strategic merging and substitution techniques.
- Condense wordy phrases using single-word substitutes and enrich spoken/written communication with natural idiomatic expressions.
- **Master Standard English pronunciation** by distinguishing and producing fundamental speech sounds.

Structure

- **Word Formation:** Deep dive into roots, prefixes, and suffixes to dynamically build and decode complex vocabulary.
- **Synonyms and Antonyms:** Mapping lexical relationships to accurately express similarity, contrast, and subtle shades of meaning.
- **Homonyms:** Navigating the spelling, pronunciation, and contextual meanings of words that look or sound identical but have entirely different definitions.
- **One-Word Substitutes:** Techniques to replace wordy clauses or descriptive definitions with an exact single word to achieve brevity.
- **Changing One Part of Speech to Another:** Grammatical derivation rules to shift a word across classes (e.g., transforming a noun into a verb, or an adjective into an adverb).
- **Odd-One-Out Exercises:** Semantic, syntactic, and phonological logic puzzles designed to test conceptual grouping and critical word analysis.

- **Idioms and Phrases:** Decoding cultural, non-literal expressions and understanding how to apply them naturally in professional contexts.
- **Joining Sentences:** Combining standalone thoughts using coordinating conjunctions, subordinating conjunctions, and relative pronouns without losing meaning.
- **Vowel and Consonant Sounds:** The phonetic blueprint of English, covering standard speech sound articulation, phonetic symbols, and sound discrimination patterns.

Lesson 2.1 – Word Formation

Word formation is the process of creating new words from existing root words in a language.

Types of word formation



1. **Derivation**, also known as affixation, is a process by which a new word is formed by adding a prefix or a suffix to a base word. A prefix is added to the front, whereas a suffix is added to the back.

Examples:

- Root word: Kind
- Prefix: -Un
- New Word: Unkind
- Root word: Sad
- Suffix: -ness
- New Word: Sadness

2. **Compounding** is the process of combining two or more words to form a new word. The new words created using this technique are called compound words. The compound words are classified into three types, namely

- Hyphenated Compound Words: Part-time
- Closed Compound Words: Toothpaste
- Open Compound Words: Post office

3. **Blending** is a process where parts of two different words are shortened and joined together to form a new word.

Examples:

- Motor + Hotel – Motel
- Breakfast + Lunch – Brunch

4. **Clipping** is a process where new words are formed by removing some segments of existing words. Clipping is classified into four types, namely

- Back clipping: The last part of the word is removed to form a new word.
- Examples: Photograph – Photo
- Advertisement – Ad
- Fore Clipping: The beginning part of the word is removed to form a new word.
- Examples: Telephone – Phone
- Internet – Net
- Middle Clipping reserves the middle part of the word by removing the beginning and the end to form a new word.
- Example: Influenza – Flu
- Complex Clipping is a process where multiple parts of a word is clipped and combined to form a new word.
- Examples: Science Fiction – Sci-fi
- Situation Comedy – Sitcom

5. **Acronyms** are new words that are formed from the initial letters of words.

Examples:

- CD – Compact Disk
- ATM – Automatic Teller Machine

6. **Back-Formation** is a process where new words are formed by removing an imagined suffix from the existing word.

Examples:

- Edit – Editor
- Donate – Donation

7. **Conversion**, also known as zero-derivation or functional shift, is a process where the word's part of speech is changed to form a new word without changing its spelling and pronunciation.

Example: Rahul received an email – In this sentence, email functions as a noun.

Please email me the document – In this sentence, email functions as a verb.

In the above example, the word email remains the same, but it shifts from being a thing to an action.

Complete the following exercise to check your understanding of Word Formation.

Noun	Verb	Adjective	Adverb
Admiration		Admirable	
Behavior	Behave		----
Conclusion		Conclusive	Conclusively
	Deduct	Deductible	Deductively
Irritation			Irritatingly
Explosion	Explode		Explosively
Distinction	----	Distinct	

Complete the following exercise by identifying the type of Word Formation.

1. Brunch – (Blending/Clipping)
2. Babysit – (Blending/Back-formation)
3. Email – (Conversion/Compounding)
4. Burgle – (Conversion/Back-formation)
5. Flu – (Clipping/Acronym)
6. Fridge – (Conversion/Clipping)
7. WHO – (Compounding/Acronym)
8. Sunflower – (Conversion/Compounding)
9. Motel – (Blending/Back-formation)
10. Peddle – (Derivation//Back-formation)

Lesson 2.2 – Synonyms and Antonyms

In any given language, synonyms are words with similar meanings, whereas antonyms are words with opposite meanings.

The table gives the list of commonly used synonyms and antonyms as follows:

Word	Synonym	Antonym
Affluent – The affluent families spent their vacation in Maldives.	Rich	Poor
Abundant – This year, the farmer harvested an abundant of wheat.	Plenty	Scarce
Artificial – The article exhaustively discussed the harmful effects of artificial sweeteners.	Unreal/ Synthetic/ Man-made	Fake/ Simulated
Bold – The manager appreciated his employee's bold move to address the issue of gender inequality in the office.	Courageous/ Brave/ Daring	Meek / Timid
Burly – Jack won the Mister World competition because of his tall burly frame.	Muscular/ Husky	Frail/Skinny
Cogent – The candidate gave a cogent answer that convinced the interview panel.	Convincing/ Compelling/ Persuasive	Weak/ Unconvincing
Complicated – The workers felt complicated after taking a look at the manual of the new production machine.	Intricate/ Difficult	Simple/ Easy
Deride – John derided his co-worker's attempt to solve the bug in the computer.	Mock/Ridicule	Praise/Respect
Dismal – Tara looked dismal after the trip was cancelled.	Gloomy/ Sorrowful	Happy/ Mirthful

Ebullient – The crowd became ebullient following the arrival of the singer.	Exuberant/ High-spirited	Dejected/ Depressed
Estranged – Tara tried to have a conversation with her estranged friend after many years apart.	Distant/ Alienated	Close/United
Florid – Her florid ornaments captured the attention of everyone at the party.	Ornate/ Flowery	Pale/Simple
Flout – The librarian punished the students for flouting the rules in the library.	Defy/Violate	Comply/ Observe
Genial – A genial host welcomed everyone to the party.	Affable/Cordial	Cold/Hostile
Glimpse -- I got a glimpse of the lion before it disappeared into the cave.	Peek/Glance	Scrutiny/Stare
Hoodwinked – The scammers hoodwinked the tourists into buying costly souvenirs.	Deceive/Duped	Protected/ Guided
Humdrum – Mary decided to quit her humdrum household chores to take a break.	Mundane/ Monotonous	Exciting/Lively
Impartial – The leader must remain impartial to ensure the progress of the country.	Unbiased/Fair	Prejudiced/ Biased
Insidious - Diabetes is an insidious disease and will grow worse over time.	Pernicious/ Subtle	Sincere/ Harmless
Jape – Kathy has some fans in college for her japes.	Joke/Prank	Seriousness/ sincerity
Jostle – The jostling of the crowd made it difficult to board the train.	Push/Shove	Retreat/Avoid
Kinetic – Zumba involves a lot of kinetic energy.	Energetic/ Moving	Still/Inactive
Kudos – Tara deserves kudos for successfully finishing the project.	Praise/Honor	Criticism/ Disgrace

Loathe – I loathe doing my homework on Sunday mornings.	Abhor/ Hate	Adore/Like
Lull – The mother rocked the cradle to lull her baby to sleep.	Soothe/Calm	Agitate/ Disturbance
Mousy – John, being mousy, often gets tagged by his friends as an introvert.	Timid/ Ineffectual	Bold/Vibrant
Mercurial – Tara’s mercurial temperament earned her a bad reputation in the office.	Erratic/Fickle/ Unpredictable	Stable/ Predictable
Novice – The English course is designed for the novice.	Beginner/ Amateur	Expert/ Professional
Nullify – The company nullified the contract.	Cancel/Undo	Approve/ Confirm
Onus – The onus is on the teacher to ensure that everyone is submitting the assignment on time.	Responsibility/ Obligation	Exemption/ Freedom
Ostentatious – The shop is full of ostentatious souvenirs.	Pretentious/ Showy	Modest/ Humble
Pester – Kathy pestered her mom to buy her a chocolate.	Annoy/Harass	Delight/ Comfort
Prevalent – Houseflies are prevalent during the summer season.	Widespread/ Pervasive	Rare/Unusual/ Scarce
Xenial – The local people were xenial to the foreigners.	Hospitable/ Kind	Hostile/Cold
Xeric – Cactus plants grow well in the xeric soil.	Dry/Arid	Humid/Moist
Zephyr – I enjoyed the evening zephyr by the seaside.	Breeze/Wind	Storm/ Hurricane
Zonal – Each city has different zonal rules to control the traffic.	Regional/Local	National/ Global
Quaint – The city is known for its quaint cottages.	Charming/ Old-fashioned	Ugly/Modern
Yonder – My house is just across yonder temple.	Far/Distant	Close/Nearby

Yelp – In the rain, the stray dog yelped last night.	Cry/Bark	Silence/ Whisper
Withstand – Kate has the willpower to withstand all hardships in her life.	Resist/Endure	Surrender/Give in
Queer – It is queer that the mall is closed on Sunday.	Strange/ Peculiar	Common/ Regular
Rectitude – The banker is known for her rectitude in issuing loans.	Integrity/ Righteousness	Dishonesty/ Deceit
Retaliate – Hamlet retaliated for the murder of his father.	Revenge/ Avenge	Forgive/Pardon
Scintillate – Diamonds scintillated in the caves	Sparkle/ Glisten/ Gleam	Dull/Fade
Sollicitous – The hired caregiver was solicitous in tending to the needs of the patient.	Attentive/ Caring	Indifferent/ Negligent
Taciturn – My friend is a taciturn person who rarely speaks in a gathering.	Reserved/Silent	Garrulous/ Talkative
Tutelage – He learned the nuances of accounting under his professor's tutelage.	Guidance/ Mentorship	Ignorance/ Neglect
Uncouth – His table manners highlight his uncouth upbringing.	Lacking refinement/ Uncivilized/ Boorish	Polite/Refined
Untenable – The judge dismissed his arguments as untenable.	Indefensible/ Weak/Illogical	Defensible/ Sound
Viable – The empirical research will always look for viable solutions.	Feasible/ Practicable	Impossible/ Unworkable
Veritable – The gaming centers were a veritable wonderland for the teenagers.	Authentic/ Genuine	Fake/False
Wholesome – John always prefers to have a wholesome food.	Healthy/Moral	Unhealthy/ Corrupt

Lesson 2.3 – Homonyms

Homonyms are words that have the same spelling and pronunciation but different meanings. It is classified into two types, namely: homophones and homographs.

Homophones are words that have the same pronunciation but different meanings and spellings

Example: Flower – a plant that blooms (rose)

Flour – fine powdery foodstuff

The table gives the list of commonly used homophones as follows:

Allowed – Phones are not allowed in the library.
Aloud – The teacher asked the student to read the poem aloud.
Bare – I love to walk barefoot in the garden.
Bear -- The children enjoyed looking at the antics of the bear in the zoo.
Break – In our school, we played hide and seek during the break.
Brake – Jill slammed on the brakes to avoid hitting the cow.
By – The house was destroyed by fire.
Buy – Tara is going to buy a new dress for her birthday.
Here – My shoes are here on the shelf.
Hear – I could hear a song playing in the distance.
Too – Unable to control my cravings, I had too much ice cream last night.
Two – I bought two romance novels.
One – Jack has one more task to finish before leaving the office.
Won – Our college won the national-level tournament.
Principle – Laura advocated for the principles of democracy in the court.
Principal – The teacher sent the tardy students to meet the principal.
Weather – Kathy read the weather forecast while having a cup of coffee in the morning.
Whether – The waitress asked the customer whether he would like to have still or sparkling water.
Which – Which is your book?
Witch – My daughter donned a witch costume for the Halloween party.

Homographs are words that have the same spelling but different pronunciation.

Example: Tear – to rip something apart

Tear – a salty drop from the eye

The table gives the list of commonly used homonyms as follows:

Address	Tara noted down my address to send my books by courier. The Chief Minister is going to address the issue tomorrow.
Band	I'm a member of the BTS band. I love to leave my hair loose instead of tying it up with a band.
Bank	The Reserve Bank of India is constantly sending alert messages to warn the public about money scams. My friend and I sat on the banks of the river Ganga and had a chat.
Bat	My bat is made of teak wood. Bats are nocturnal creatures.
Match	I love to watch cricket matches on weekends with my friends. Mary is the perfect match for Rayan.
Mean	Rayon criticized his friend as a mean person. You never understand what I mean!
Right	The Google map said to turn right to reach your destination. The jury decision will always be right.
Ring	Jack is planning to buy his wife a diamond ring as an anniversary present. Don't forget to ring me once the meeting is over.
Rock	Rocks are classified into three types, namely igneous, sedimentary, and metamorphic. The mother constantly rocks the baby to sleep.
Rose	Jane is fond of white roses. The value of the stock market rose sharply last year.
Spring	Spring is the season of joy and happiness. The toy is not bouncing because its spring is missing.
Stalk	Peter is imprisoned for stalking a woman. Cows love to chew the stalk of the grass.

Well	My mother told me to fetch water from the nearby well. Tara is not feeling well today.
Clip	The teacher instructed students to clip their nails. The electrician asked for a metal clip to secure the wire in place.
Date	Kathy and Jack are planning to go on a date this weekend. Dates are a healthy snack.
Drop	Tom dropped his phone in the parking lot. Mary is planning to drop this year for the NEET exam preparation.
Fly	I have to fly to Jaipur to attend the interview. There is a fly in the dish.
Letter	The management received a lot of letters from the affiliated university. Jack forgot the letter 'u' in the word fruit.
Palm	Palm-reading is an art. Palm fruits can be used as a natural sweetener.
Park	I saw a notice stating no parking in front of the gate. The Jim Corbett National Park is located in Uttarakhand.
Point	Tara contributed a valid point in the meeting, which helped a lot in launching the product successfully. My mother scolded my sister for pointing fingers at her while arguing.

Complete the following exercise to test your understanding of homophones and homographs as follows:

1. The pink cushions on the sofa perfectly _____ the room's new color. (compliment/complement)
2. John's key _____ is to treat everyone with respect. (principal/principle)
3. The soldier used some gauze to cover his _____. (wound/would)
4. I went to the shop to buy some _____ for the project. (stationary/stationery)
5. The musician tuned the _____ of his guitar. (bass/base)

6. The manager went to look at the _____ of the new project. (site/sight)
7. The election committee asked the political leaders to stop the _____. (canvas/canvass)
8. The boss is good at _____ the information from the employees. (eliciting/illicitly)
9. The article highlights the importance of _____ to avoid plagiarism. (citation/ situation)
10. Last night, Helen craved to have a _____. (desert/ dessert)

Lesson 2.4 – One-word Substitutes

One-word substitution is the use of a single and precise word in the place of a wordy phrase without changing its meaning.

The table gives the list of commonly used one-word substitutes as follows:

An expressive style that uses pictures, poems, and events to describe a subject	Allegory
The study of ancient things	Archaeology
Fear of open places	Agoraphobia
A person who is outspoken	Extrovert
Animals living on land and in water	Amphibian
The art of beautiful handwriting	Calligraphy
One who hates women	Misogynist
An ability to use both hands	Dexterity
One who shows concern for the welfare of others	Altruistic
One who sells flowers	Florist
A person in charge of the museum	Curator
Something that is pleasing to eat	Palatable
One who sells fruits	Greengrocer
A political system governed by the wealthy people	Plutocracy
A government ruled by a king or a queen	Monarchy
Killing one's own father	Patricide
A person who doesn't believe in god	Atheist
One who travels from place to place	itinerant
One who knows everything	Omniscient
A fictitious name used by an author	Pseudonym
The study of languages	Philology
The murder of a king	Regicide
A place where coins are made	Mint
A news article that reports the recent death of a person	Obituary
Fear of darkness	Nyctophobia

Killing of one's mother	Matricide
A place where dead bodies are temporarily kept	Morgue
A person who hates mankind	Misanthrope
A person who behaves in an unconventional manner	Eccentric
A professional rider in horse races	Jockey
The killing of a large number of people from a particular nation or ethnic group	Genocide
A false idea or belief	Fallacy
The constitutional right to vote	Franchise
A poem of lamentation on the death of a loved and admired person	Elegy
A person who studies insects	Entomologist
The killing of a human being	Homicide
One who believes in the power of fate	Fatalist
One who sacrifices his life for a cause	Martyr
A hater of knowledge and reason	Misologist
One who is unable to pay one's debts	Insolvent
A person who betrays his own country	Traitor
A word or phrase that reads the same backward as forward	Palindrome
A person who makes and sells spectacles	Optican
An old unmarried woman	Spinster
Favoritism shown to relatives by those in power, and not based on merit	Nepotism
An afternoon sleep	Siesta
One who abandons his religious faith	Apostate
A person who speaks many languages	Polyglot
People living at the same time	Contemporaries
One who walks in sleep	Somnambulist
Members of a band of robbers	Dacoit
One who totally abstains from alcoholic drinks	Teetotaler
One who is present everywhere	Omnipresent
One who is indifferent to pleasure or pain	Stoic

Lesson 2.5 – Changing one part of speech to another

In English grammar, word transformation, also known as the interchange of parts of speech, is the process of changing one part of speech to another. Out of the eight parts of speech, only four are interchangeable, namely nouns, verbs, adjectives, and adverbs. The two key techniques used to make the interchange are affixation and conversion. Affixation is a process of adding a prefix or a suffix to the base word. A prefix is added to the beginning of a word. Whereas a suffix is added at the end of a word. Example: In the word untidy, –un is the prefix and tidy is the root word. In the word national, nation is the root word; -al is the suffix. The word nation is a noun. In both examples, tidy and nation, as a root word functions as nouns. Following the affixation, they get changed to an adjective. Conversion, also known as zero-derivation or functional shift, is a process where the word's part of speech is changed to form a new word without changing its spelling and pronunciation.

Example: Rahul received an email – In this sentence, email functions as a noun.

Please email me the document –In this sentence, email functions as a verb.

In the above example, the word email remains the same, but it shifts from being a thing to an action.

Mastering the skill of word transformation makes writing precise and engaging. It enables the learner to express the same idea in multiple ways without modifying the core meaning. Besides, it helps solve common writing errors like redundant phrasing, awkward sentences, and wrong or poor choice of words.

The table gives the rules of affixation for common word transformation.

Target Part of Speech	Affixation	Rules	Examples
Noun (Person)	-or, -er, -ian, -ist	Add to verbs or nouns to denote the person performing the role or action.	Curator Helper Politician Pianist

Nouns (Things/ Ideas)	-ity, -tion, - m e n t , -ness,	Add to adjectives or verbs to represent an idea or the state of being.	Reality Action Appointment Illness
Verb	-en, -ize, -em, -be	Add to nouns or adjectives to denote the action.	Tighten Realize Embrace Belittle
Adjectives	-ful, -ous, -less, -ive	Add to nouns or verbs to describe the attributes of something.	Hopeful Joyous Fearless Decisive
Adverb	-ly	Add to adjectives to describe how the action is performed by the subject.	Quickly Graciously Lovely Randomly

The table illustrates the conversion of a base word to four major parts of speech.

Base Word	Noun	Verb	Adjective	Adverb
Horror	Horror	Horrify	Horrific	Horrifyingly
Denote	Denotation	Denote	Denotative	Denotatively
Art	Artist	Art	Artful	Artfully
Camp	Camper	Decamp	Campy	Camply
Sad	Sadness	Sadden	Sad	Sadly
Difference	Difference	Differ	Different	Differently
Narrate	Narrator	Narrate	Narrative	Narratively
Sympathy	Sympathy	Sympathize	Sympathetic	Sympathetically
Value	Value	Valuate	Valuable	Valuably
Manipulate	Manipulator	Manipulate	Manipulative	Manipulatively

To check your understanding of word transformation, complete the following exercise.

1. Tara _____ left the meeting without informing her team.
(sudden/suddenly)

2. Women _____ the patriarchal dogmas. (resisted/resisting)
3. Pandemic created a _____ situation. (chaotic/chaotically)
4. The jury made a quick _____ to approve the gender-neutral policies. (decision/decisively)
5. It is very _____ to play in the sea. (danger/dangerous)
6. She speaks English _____ (fluently/fluent)
7. Karan wished to _____ his cabin with miniatures. (beautiful/beautify)
8. My physical trainer insisted to _____ my muscles. (strength/ strengthen)
9. The automobile industry is focusing to _____ electronic vehicles. (creation/create)
10. My parents are living _____ in the village. (peaceful/peacefully)

Lesson 2.6 – Odd-one-out

Odd-one-out is the exercise of identifying the word in a group that doesn't fit in or is different from all the others.

How to identify the odd-one-out

- Look at all the words carefully.
- Identify the shared pattern/rule.
- Pick out the one that doesn't follow the category.

It is classified into three types: meaning-based, sound-based, and grammatical.

Meaning-based – words share a common category, while one does not.

Example 1: Radish, Carrot, Beetroot, Mango

Odd-one-out is mango

Mango is a fruit. The others are vegetables.

Example 2: Knife, Fork, Scissors, Spoon

Odd-one-out is scissors

Scissors are stationery. The others are cutlery.

Sound-based – homophones or vowels or consonants where one sounds different.

Example 1: Son, Sand, Pen, Sing

Odd-one-out is pen

Pen starts with the /p/ sound. The others start with the /s/ sound.

Example 2: Run, Notebook, Pot, Bat

Odd-one-out is a notebook

Notebook has two syllables. The others have one syllable.

Grammar-based – mixed parts of speech or different verb tenses.

Example 1: Sing, Dance, Run, Bottle

Odd-one-out is the bottle.

A bottle is a noun. The others are verbs.

Example 2: Booked, Write, Talked, Walked

Odd-one-out is write.

Write is the present tense. The others are past tense.

To check your understanding of odd-one-out, complete the following exercise.

Identify the odd-one-out in the sentence.

1. Joy, Happy, Sad, Merry
2. Jet, Train, Airplane, Helicopter
3. Neem, Lily, Chrysanthemum, Rose
4. Glance, Look, Shout, Peep
5. Intelligent, Dull, Smart, Brilliant
6. Quickly, Swiftly, Rapidly, Slow
7. Think, Thought, Thin, This
8. All, Mall, Small, Walk
9. Keyboard, Telephone, Television, Laptop
10. Musician, Pianist, Painter, Printer

Lesson 2.7 – Idioms and Phrases

An idiom is an expression with a figurative meaning that cannot be comprehended by interpreting the literal definitions of its individual words. It is conventional and shaped by local culture and practices. Therefore, it must be learned as a whole. It is widely used in informal writing and conversations to make language expressive, vivid, and natural. However, its usage is generally avoided in academic and formal writing unless the context calls for it. The following table gives a list of commonly used idioms along with examples.

Idiom	Meaning	Example
A dime a dozen	Something that is common and trivial.	These days, videos on Artificial Intelligence are a dime a dozen on the internet.
A picture is worth a thousand words	An image can tell a story or a complex idea better than being described with words.	The teacher showed the diagram of photosynthesis instead of giving a lecture, proving that a picture is worth a thousand words.
A storm in a teacup	Showing unnecessary anger or worry about an issue that is not significant.	The argument between the ruling and the opponent leader on protest turned out to be a storm in a teacup.
Barking up the wrong tree	Blaming the wrong person or trying to do something in a way that will not work out.	If you think I cancelled the event, you are barking up the wrong tree.
Beat around the bush	Saying things in an indirect way instead of being to the point.	Tina was beating around the bush instead of telling her parents that she failed in mathematics.
Bent out of shape	Overeating or fussing over something unimportant.	John got bent out of shape because I left the party without informing him.

Bite off more than you can chew	To take a responsibility, work, or commitment beyond one's ability to handle.	Peter bit off more than he could chew when he promised the manager he could achieve the target in two days.
Bite the bullet	To be courageous in a difficult situation or to force yourself to perform a difficult or unpleasant task.	Tara, being an introvert, hates going to an internship in London, but she has to bite the bullet and book the flight to get a degree.
Break a leg	Wishing someone good luck.	Break a leg for your Singapore concert.
Break the bank	To be costly or expensive.	I want to buy an apartment, but it will break the bank.
Break the ice	To say something that will ease the tension or make people relax before the start of an interaction or event.	Rayan cracked a joke to break the ice in the meeting room.
Burn the midnight oil	To stay up late at night to study or work.	Yesterday, Jack burned the midnight oil to clear the interview.
Between/By the skin of your teeth	Succeeding at something by a tiny margin or narrowly escaping.	Jane passed the CA exam by the skin of her teeth by securing a minimum pass mark.
Call it a day	To stop working on a task or finish an activity.	I'm too exhausted to take any more pushups. Let's call it a day.
Catch someone red-handed	To catch someone while doing a wrong or illegal activity.	The police caught the thief red-handed while he was robbing the bank.
Comparing apples to oranges	To make an unfair comparison between things.	Conducting a quiz competition between a ten-year old girl and twenty-five year old boy is like comparing apples to oranges.
Costs an arm and a leg	Something that is expensive or costly.	These days, the education fee in the reputed colleges costs an arm and a leg.

Cry over spilled milk	Wasting one's time by regretting a past mistake that cannot be undone.	Tina forgot to have a copy of her MA project in pendrive before her laptop crashed, but there is no use in crying over the spilled milk.
Cut corners	To do things in the easiest or least expensive way.	To make profits, the industry decided to cut corners in the quality of the product.
Cut somebody some slack	To treat someone less harshly or critically because they are already having a hard time.	Please cut him some slack because he is a novice.
Don't count your chicken before they hatch	One should not assume success or make plans based on something before it actually happens.	Kathy is planning how to spend her first month's salary without even getting the offer letter. Her friend John warned her by saying don't count our chickens before they hatch.
Get your act together	Telling someone to improve their behavior or become responsible to work effectively and successfully.	After Jane failed her math exam three times, her teacher told her, 'You have to get your act together to pass the grade.'
Go the extra mile	To make a special effort or work very hard to achieve a goal.	To get the Best Employee of the Year Award, Rayan went the extra mile by completing the projects before the deadline.
Hit the nail on the head	To accurately describe something.	Maran hit the nail on the head by identifying that miscommunication is the problem among his team members for not finishing the project on time.
Hit the sack / hay	Go to bed and fall asleep.	At 9.30 p.m., Tara said it is time to hit the hay.

It is not rocket science	Something that is not difficult to do or understand.	Learning how to drive a car is not rocket science.
Jump on the bandwagon	To adopt a popular activity or trend.	When electric scooters became fashionable, many manufacturers started to jump on the bandwagon.
Kill two birds with one stone	To achieve two goals at once.	By tutoring, I like to kill two birds with one stone because I learn and save money.
Let the cat out of the bag	Reveal the secret.	The manager informed his personal secretary not to let the cat out of the bag that everyone is getting a hike until it is confirmed.
Like two peas in a pod	Two things or people that are similar to each other.	Mary and her mother are like two peas in a pod.
Miss the boat	To miss an opportunity.	Kathy missed the boat by refusing to work on the on-site project.
On the ball	Alert and Attentive.	The students are on the ball to welcome the chief guest of the program.
Piece of cake	Very easy to do or accomplish.	John praised himself by saying riding a bicycle is a piece of cake.
Pull someone's leg	Playfully joke or tease someone.	Tara is good at pulling someone's leg.
Speak of the devil	The appearance of the person you are talking about.	Jack exclaimed, seeing Rohan saying, Speak of the devil.
Straight from the horse's mouth	Getting information directly from the person.	Jill warned his friends by saying that don't believe all these rumors until they get the information about the bonus straight from the horse's mouth.

Take with a pinch of salt	Be doubtful about the truth of something.	Random videos on medical advice should be taken with a pinch of salt.
The ball is in your court	The responsibility is now yours to take action.	I sent you the best offer for the housing loan, so the ball is in your court.
The elephant in the room	A serious problem that everyone knows but avoids discussing.	The manager asked his employees to address the financial loss, which was the elephant in the room, instead of hikes.
The whole nine yards	To do something completely / to the fullest extent possible.	Kate went the nine whole yards organizing a reunion party for her friends.
Throw in the towel	To quit something.	After struggling to learn violin for months, Jane finally threw in the towel and switched to dance.
Under the weather	Not feeling well.	Jack is not able to come to work because he is under the weather.
You can say that again	To express complete agreement with something that someone has just said.	Jill said, "There are so many politics in the office" Bill said, "You can say that again."

A phrasal verb is a combination of a main verb and a particle (an adverb or a preposition). The combination forms a new figurative meaning, thereby replacing the original action of the main verb.

The table gives the list of commonly used phrasal verbs as follows:

Phrasal Verb	Meaning
Bring up	To mention a topic My wife insisted not to bring up office problems during dinner.
Put off	To delay/ postpone/ dislike Due to the rain, the exam was put off.

Push back	To resist/ repel The employees decided to push back against the management's decision to increase working hours.
Hang out	A favorite place frequently visited to relax and spend time together My family likes to hang out at a farmhouse in the village.
Look into	To investigate, study, or examine We are looking into the problems of caregiving in the healthcare sector.
Come across	To find or meet someone by chance/ to give a specific impression I came across some old photographs of my parents in their teens when I cleaned the attic.
Carry on	To continue an action After a dispute with my friend, I decided to carry on with my work.
Carry out	To execute or complete a task The commander instructed the soldiers to carry out his order.
Catch up	To have a talk with a friend Let's meet for tea this Saturday to catch up.
Call off	To cancel an event or plan They had to call off the interview due to the pandemic.
Cheer up	Cause someone to feel happier The teacher tried to cheer up the disappointed child when she failed to win the race.
Take over	To take control or responsibility for something The owner's son has decided to take over the company from next year.
Dress up	To wear elegant or formal clothes I love to dress up when we go shopping.
Deal with	To handle or manage a difficult situation Tara struggles a lot to deal with the financial crisis in the company.
Drop by	Visit someone informally We frequently drop by my friend's house to have a chat.

Drop off	To decrease in quantity/ to fall asleep/ to deliver a person or a thing Stock market shares have dropped off lately. I need to drop my friend off at the airport.
End up	To reach a final destination or situation by chance or mistake. Following the Google map directions, I ended up on a dead-end road.
Face up to	To accept or deal with something unpleasant She refused to face up to the consequences of her actions.
Set off	To start a journey We set off for the sea early in the morning.
Run out of	To use up or finish a supply of something so that none is left We have to go shopping because we ran out of groceries.
Work out	To exercise or solve a problem I work out in the gym every day for two hours in the morning.
Get along	Having smooth relations with someone I get along with my colleagues.
Give up	To end an activity or quit a habit John has decided to give up smoking after attending the awareness program on lung cancer.
Watch out	Be vigilant or careful Watch out for your steps on the trek.
Fill in	To complete a form/ to provide the missing details The receptionist asked me to fill in my details on the register.

Lesson 2.8 – Joining Sentences

Joining sentences combines two or more sentences into a single cohesive sentence using conjunctions, infinitives, punctuation, approximants, or relative pronouns.

Mastering this skill is essential in academics:

- It makes writing professional and engaging.
- It enhances the sentence clarity and avoids repetition.
- It smoothly establishes the logical connection between sentences.
- It enhances the narrative flow by enabling readers to read between the lines effortlessly.

The table illustrates the rules for joining sentences with examples.

Joining Method	Grammatical Rule	Punctuation Rule	Example
Coordinating Conjunctions	Use the acronym FANBOYS (for, and, nor, but, or, yet, so) to combine two independent clauses.	A comma should be placed before the conjunction.	I apologized to her, but she didn't respond. I will cook, or listen to music.
Subordinating Conjunctions	Use words like though, if, until, because, since, till, while, etc., to combine a dependent clause and an independent clause.	A comma should be placed if the subordinate conjunction is used in the beginning clause.	Because it was frozen, Jack thawed the meat. Jack thawed the meat because it was frozen. Since Kathy finished the project before the deadline, the boss congratulated her.

		A comma should not be placed if the subordinate conjunction is used in the ending clause.	The boss congratulated Kathy since she finished the project before the deadline.
Semicolons	The two closely related sentences are linked together using a semicolon	A semicolon should be placed between the clauses.	I have a national-level tournament tomorrow; I need to practice. The sea looks calm; a cyclone is forming.
Relative Pronouns	Connect Clauses by replacing a noun with relative pronouns -- who, whom, which, whose, and that.	A comma should be placed around the nonessential clause. A comma should not be placed around the essential clause.	A boy, who lives next door, lost his bicycle. People that exercise daily are quite healthy
Conjunctive Adverbs	Use transition words like therefore, consequently, however, and moreover to connect two independent clauses.	A semicolon should be placed before a transition word followed by a comma.	John woke up late this morning; therefore, he missed the interview. Kathy had an injury in her leg; nevertheless, she played football.
Infinitives	The secondary sentence should be changed to highlight the purpose using the to +verb form.	No punctuation marks should be used before the infinitives.	I bought a new dress to wear to the party. Lilly bought a flower vase to use as home décor.

Appositives	The whole sentence is changed into a descriptive noun phrase that explains the main subject.	The appositive phrase should be enclosed with commas.	Bangalore, the IT hub, is a busy city. My sister, an excellent dancer, is going to perform in Singapore.
Prepositional Phrases	Use words like despite, due to, because of, instead of, owing to, on account of etc. to shorten the clause into a modifier.	If a prepositional phrase is used at the beginning of the sentence, a comma should be placed after the clause.	Due to heavy rain, schools and colleges are declared a holiday. Despite the illness, Sarah secured first rank in the exam.
Present Participles	When two actions are performed by the same subject simultaneously, change the secondary action into an -ing phrase.	If the present participle is used at the beginning of the sentence, a comma should be placed following the phrase.	Humming a song, Tara cooked dinner. Walking down the street, I saw a girl in a blue dress.
Past Participles	Change the passive clause into a third form of verb phrase or added.	If the past participle is used at the beginning of the sentence, a comma should be placed following the phrase.	Tired from the trip, Jane went to sleep. Surrounded by friends and family, Mike celebrated his graduation day.

Lesson 2.9 – Vowel and Consonant Sounds

Vowels are speech sounds made without constricting or closing the vocal cords. There are twenty vowel sounds in English. They are classified into two types, namely monophthongs and diphthongs, based on how sound is produced. Monophthongs maintain the same quality of the sound throughout the pronunciation by using only one articulatory position. Whereas, diphthongs make a gliding from one articulatory position to another.

The table illustrates each vowel sound with an example as follows:

Monophthongs: Short Vowels

IPA Symbol	Word	Phonetic Transcription
/ɪ/	Bit	/bɪt/
/e/	Dress	/dres/
/æ/	Bat	/bæt/
/ɒ/	Lot	/lɒt/
/ʌ/	Run	/rʌn/
/ʊ/	Foot	/fʊt/
/ə/	About	/ə'baʊt/

Monophthongs: Long Vowels

IPA Symbol	Word	Phonetic Transcription
/i:/	Beat	/bi:t/
/ɑ:/	Car	/kɑ:/
/ɔ:/	Bought	/bɔ:t/
/u:/	Boot	/bu:t/
/ɜ:/	Nurse	/nɜ:s/

Diphthongs

IPA Symbol	Word	Phonetic Transcription
/eɪ/	Pay	/peɪ/
/aɪ/	Sky	/skaɪ/
/ɔɪ/	Boy	/bɔɪ/

/əʊ/	Home	/həʊm/
/aʊ/	Drought	/draʊt/
/ɪə/	Near	/nɪə/
/eə/	Share	/ʃeə/
/ʊə/	Tour	/tʊə/

Consonants are speech sounds produced by constricting the air flow as it passes through the lungs and gets directed through the mouth and nose. There are twenty-four distinct consonant sounds in the English language. They are classified into three types, namely voicing, place, and manner of articulation.

Voicing

The voicing indicates the state of the vocal cords during the production of a sound. It is categorized into two types: voiced sounds and voiceless sounds. Voiced sounds are produced when the vocal cords are closed and vibrating. Voiceless sounds are produced when the vocal cords are open.

Place of articulation

It indicates which articulators are involved in producing a sound. An articulator is a part of the vocal anatomy that moves to filter the air coming through the larynx to produce a sound. The place of articulation is classified into seven types: bilabial, labiodental, dental, alveolar, palatal, velar, and glottal.

Bilabial uses both lips to produce a sound. Example: /p/

Labiodental produces a sound with the lower lip against the front teeth. Example: /f/

Dental produces a sound with the tongue between the teeth. Example: /θ/

Alveolar produces a sound with the tongue against the alveolar ridge. Example: /t/

Palatal produces a sound with the middle part of the tongue against the hard palate. Example: /j/

Velar produces a sound with the back of the tongue against the soft palate. Example: /k/

Glottal produces a sound by narrowing the vocal cords and causing friction. Example: /h/

Manner of articulation

It refers to how the articulators are moved and the air gets constricted to produce a sound. It is classified into five types: Plosives, Fricatives, Affricates, Nasals, and Approximants.

Plosives

They are also called stop consonants. They involve the total obstruction of airflow for a split second and then bursting it open to produce a sound.

Examples: /b/ /p/

Fricatives

They involve a partial blockage of airflow, thereby causing friction to produce a sound.

Examples: /f/ /v/

Affricates

They are a combination of a stop consonant followed by a fricative.

Examples: /tʃ/ /dʒ/

Nasals

They obstruct the airflow somewhere in the mouth while lowering the soft plate and directing the airflow through the nasal cavity to produce a sound.

Examples: /m/ /n/

Approximants

They constrict the airflow by moving the articulators together without causing friction.

Examples: /r/ /j/

The table illustrates each consonant sound with an example as follows:

IPA Symbol	Word	Phonetic Transcription
/p/	Pay	/peɪ/
/b/	Bay	/beɪ/
/t/	Tip	/tɪp/

/d/	Dip	/dɪp/
/k/	Came	/keɪm/
/g/	Game	/geɪm/
/f/	Fine	/faɪn/
/v/	Vine	/vaɪn/
/θ/	Thin	/θɪn/
/ð/	Thy	/ðaɪ/
/s/	Sue	/su:/
/z/	Zoo	/zu:/
/ʃ/	Shake	/ʃəʊ/
/ʒ/	Pleasure	/ˈpleʒə/
/h/	Heal	/hi:l/
/tʃ/	Cheek	/tʃi:k/
/dʒ/	Judge	/dʒʌdʒ/
/m/	Mail	/meɪl/
/n/	Nail	/neɪl/
/ŋ/	Singer	/ˈsɪŋə/
/l/	Love	/lʌv/
/r/	Real	/riəl/
/w/	We	/wi:/
/j/	You	/ju:/

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UNIT – III

Conversational Skills

Objectives

By the end of this unit, students will be able to:

- Execute smooth daily social interactions using culturally appropriate greetings, introductions, and active-listening question strategies.
- Deliver high-detail descriptions of tangible locations, diverse individuals, immediate situations, and complex events.
- Organize thoughts instantly under pressure to deliver structured, logical, and clear extempore speeches without prior preparation.
- Adapt their speaking style between objective description and strategic persuasion, while leveraging storytelling elements to captivate a live audience.
- Structure compelling stories by dissecting character motivations, setting scenes, and shifting narrative pacing.

Structure

- **Basics of Conversation:** Core techniques for initiating dialogues, making formal/informal self and third-party introductions, deploying situational greetings, and using open- versus closed-ended questioning techniques.
- **Describing People, Places, Situations, and Events:** Developing descriptive vocabulary grids to detail human physical traits/personalities, spatial geography/ambiance, dynamic conditions, and structured chronological occurrences.
- **Extempore Speeches:** Strategies for spontaneous public speaking, featuring quick-ideation frameworks (like past-present-future or problem-solution), anxiety management, and maintaining structural coherence under tight time constraints.
- **Persuasive and Descriptive Speeches:** The mechanics of formal public address—balancing rhetorical appeals (logic, emotion, credibility) for persuasion against highly sensory, evocative language for descriptive profiles.

- **Speaking Through Narration:** Structural methods for verbal storytelling, focusing on managing narrative voice, maintaining tense consistency, and handling chronological transitions.
- **Narrating Stories:** The active delivery of folklore, personal anecdotes, or fictional plots using vocal variety, strategic pacing, and cliffhangers to maintain audience engagement.
- **Describing Characters and Situations in the Story:** Deep-dive analysis within oral performance to highlight character arcs, psychological profiles, interpersonal conflicts, and atmospheric settings.

Lesson 3.1 – Basics of Conversation

Conversation plays a significant role in human beings day to day lives. It sets the foundation for effective communication in both personal and professional interactions. It encompasses various qualities that help individuals to articulate their thoughts lucidly, shape knowledge, and build relationships.

Why is conversation important?

- Conversation is not merely a tool to exchange ideas or information.
- It is crucial in forming and sustaining personal and professional ties.
- It fosters trust, connection, and understanding between individuals.
- In terms of personal relationships, conversation goes way beyond expressing love, resolving conflicts, and sustaining long-term successful relationships. It is intimate and involves sharing the emotional self and vulnerability.
- In the professional environment, it is key for career growth, enhancing teamwork and productivity.
- Conflicts are inevitable in all forms of relationships. Conversation aids in resolving conflicts effectively by opening up space for engaging in open dialogues and fostering empathy.
- It boosts confidence level by eliminating social anxiety and self-doubt.
- It also paves the way for learning by sharpening cognitive agility, synergizing ideas, and broadening perspectives.

How to introduce yourself in English? (Introduction, Greetings, & Questions)

It is the most basic question for anyone who wants to become fluent and to socialize with confidence. Mastering this skill paves the way for engaging in meaningful conversations and creating lasting impressions in personal and professional spaces. It is a key skill to be developed as it acts as a preview of who you are and influences how others perceive and remember you. The role of self-introduction varies according to the context. In the professional environment, it exhibits your professionalism,

credibility, communication skills, and confidence. In the academic space, it aligns you with the learning community by building rapport with peers. In social contexts, it provides common grounds and connection points for further conversation. Knowing how to give a well-structured and impressive self-introduction makes you distinct and reflects your nature towards the people you meet.

There are seven structural elements that help you to give a compelling self-introduction.

1. **Greeting** – It is an acknowledgement or an expression of goodwill. It is mandatory to start the self-introduction with a greeting as it effectively sets the tone for the interaction. It is classified into two types: Formal and Informal Greetings. The choice of greeting depends on the context. Formal greetings demonstrate professionalism and are used in business meetings, job interview and academic settings. Whereas an informal gathering is used in social gatherings.

Formal Greetings	Informal Greetings
Hello	Hi
Good Morning/Afternoon/Evening	Hey
It is nice to meet you	Morning
It is a pleasure to meet you	What's up
	Long time no see

2. **Name** – Following greetings, tell your name. In the formal context, tell your full name along with the designation. In the informal context, either tell your full name or nick name.

Formal Context	Informal Context
I'm Dr. Watson.	My name is Watson.
	You can call me Wats.

3. **Questions** – Ask polite inquiries in order to build rapport, ease tension, and show respect.

Questions	Responses
How do you do?	I'm doing well, thank you.
How are you?	I'm fine

How have you been?	I have been doing well
How is it going?	Can't complain
How are things?	Not bad

4. **Profession** – Tell your role or job clearly, as it establishes your professional identity and expertise.

Examples
I work as a professor.
I work in the software industry.
I'm a second-year student, studying English Literature at Cambridge University.

5. **Place** – It is optional and depends on the context. It is important in international settings.

I'm from the southern part of India.
I'm from the United States of America
I'm from Canada.

6. **Hobby** – It should be concise. It gives a personal touch and reflects your personality. Mention if it creates a common ground with the listener and deepens the potential connection.

I love wildlife photography.
I'm interested in painting and drawing.
In my free time, I do cycling.

7. **Purpose of the visit** – Tailor the purpose of your visit precisely, as it helps others to understand your objectives and facilitates collaboration.

I'm here today to learn more about advancements in Artificial Intelligence.
I'm interested in Language and Linguistics. Besides, my experience aligns with your needs.
I'm excited to make a presentation on the use of Tata Edge, hoping to connect with professionals in the language teaching field.

- 8. Closing Remarks** – It should match the tone of your introduction, as it creates the space for further conversation and collaboration.

Thank you for the opportunity.

It is great to meet you, and looking forward to getting to know you better.

Thank you for your time today, and I look forward to collaborating with your institution.

I'm happy to be part of this project and look forward to working together.
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Fill in the blanks using the provided templates and practice self-introduction

Activity 1 – Social Gatherings.

Hi, I'm [name]. I'm here because [reason]. During my free time, I [hobby]. What brings you here tonight?

Activity 2 – Professional Space

Good Morning. I'm [name]. I studied [subject] at [name of the institution/university]. I'm looking for the [post] in your company. I'm interested in [hobby]. I have many skills like [mention your skills]. Previously, I worked at [name of the company] for [no. of years], where I made [mention the achievements]. I'm very excited about this opportunity at your company because [mention the reason].

Lesson 3.2 – Describing People, Places, Situations and Events

To describe people, place, situation, and event in English, one should follow the three-tier structure, namely: introduction, main description and conclusion.

Describing People

- There are different ways to describe a person in English, namely appearance, mannerisms, personality, and emotional aspects.
- Mention who the person is.
- Start by describing the physical appearance.
- Follow the adjective order rule - quantity, opinion, size, shape, age, colour, origin, material, purpose, and noun.
- Conclude with your opinion or thought about the person.

The following table gives a list of commonly used words to describe a person that will help the listener to visualize it vividly.

Appearance	Weight – Athletic, burly, plump, thin, heavily-built, portly, slim, curvy, muscular, hefty. Height – Tall, short, pint-sized, stumpy, petite, lanky. Hair Texture – straight, coarse, curly, silky, velvety, dry, greasy, frizzy, glossy. Color – Fair, dark, pale, olive, tan, ivory. Face Shapes – circular, round, square, heart, diamond. Eyes Shape and Color – almond, deep-set, monolid, hooded, droopy, blue, brown, grey, green. Nose Shapes – aquiline, button, upturned, bulbous. Lips – pursed, round, full, thin. Jaws – angular, narrow, pointed, dimpled. Dressing Styles – chic, bohemian, preppy, casual, sporty, formal, and classy. Overall Appearance – Charming, good-looking, attractive, cute, elegant, handsome, glamorous, fine-looking, lovely, trendy, gorgeous, graceful, stunning, stylish, well-dressed.
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Mannerisms	Body Movements – twitchy, fidgety, stiff, slouched, and clumsy. Hands and Gestures – tapping, pointing, waving, diddling, and claspings. Facial Expressions – blinking, squinting, smirking, frowning, gazing, and staring. Vocalizations – mumbling, sighing, giggling, whispering, and stuttering.
Personality	Extrovert, introvert, empathetic, conscientious, volatile, loyal, stoic, meticulous, charismatic, cynical, altruistic, compassionate, humble, honest, caring, friendly, patient, kind, understanding, smart, hard-working, and generous.
Emotions	Cheerful, ecstatic, content, thrilled, grateful, melancholic, delighted, flustered, sheepish, amazed, furious, blissful, jubilant, serene, devastated, sullen, miserable, gloomy, indignant, apprehensive, tense, distressed, jittery, startled, stunned, and perplexed.

Describing Places

- Begin with the name of the place.
- Mention how you know the place/ why it is important to you.
- Give specific details like architecture, nature, activities, notable landmarks, etc.
- State what makes the place stand out.
- Share your personal experience with the place.

The following table gives the list of commonly used words to describe a place that will help the listener to visualize it vividly.

Category	Expression
Type of Place	City, town, village, region, state, countries, province, and capital.
Features	Mountains, valleys, plains, canyons, rivers, lakes, and oceans.
Appearance	Picturesque, pristine, rustic, palatial, vibrant, scenic, traditional, cozy, and modern.

Size/Layout	Narrow, compact, confined, sprawling, compartmentalized, dense, and wide-open.
Condition	Polluted, tidy, messy, run-down, dusty, clean, well-maintained, dilapidated, cluttered, shabby, and ramshackle.
Atmosphere	Somber, shadowy, airy, colorful, dimly-lit, sun-drenched, and bright.
Feel/Mood	Tranquil, mystical, romantic, lively, claustrophobic, desolate, noisy, ominous, rejuvenating, and nostalgic.
Cultural Aspects	Historic, spiritual, colonial, modernized, and artistic.
Function/Use	Residential, commercial, urban, rural, industrial, educational, religious, touristic, and governmental.

Example: Describe your hometown.

My hometown is Pondicherry, in the southeastern part of India. It is a small coastal town with pretty colonial French buildings. It is called the French Riviera of the East because of its unique European atmosphere that coexists with traditional Tamil culture. It is a famous tourist destination with a unique colonial history, spiritual hubs and serene beaches. I like Pondicherry because of the slow-paced coastal lifestyle, café culture, and traffic-free promenade.

Describing Situations and Events

- Introduce the event – start with a simple sentence to make your listener get a clear idea of what the event is about.
- Mention when and where the event happened.
- Describe what happened at the event.
- Specify how you felt about the event to make your description interesting.
- Conclude by saying what you learned, what you liked about the event, or how the event ended.

Example: Describe a surprise birthday party.

I want to tell you about a special day in my life. It happened last Friday at Book Readers Café. The café was unusually silent with no customers.

I sat at the table and ordered a cappuccino. After a couple of minutes, instead of bringing the cappuccino, the waiter gave me a bouquet of roses and wished me a happy birthday. I felt surprised and wondered how he knew that it was my birthday. Suddenly, I heard the sound of the front door opening. To my amazement, my childhood friends, Kate and Sinduja, walked in. Kate, who left India when she was ten years old and settled in the US, had come to surprise me. For a few seconds, I stood stunned and had tears in my eyes when I saw them. Then, a huge smile broke across my face. I ran and hugged them. They said "Surprise!". Then Sinduja gave me a sash that said, "You are the best friend in the world," and Kate handed me a knife to cut the cake. Everyone who worked at the café joined us and made my birthday memorable by singing "Happy Birthday" in unison.

Lesson 3.3 – Extempore Speech

The term extempore is derived from the Latin term *ex tempore*, meaning out of time or on the spur of the moment. An extempore is a short impromptu speech in which a topic is given on the spot, with a few seconds to think about it. It is quite challenging and interesting as it involves instantaneous contemplation, with no preparation time, notes, or rehearsal. Besides, strong communication skills are required to give a confident presentation within a short span of time, in which a candidate is supposed to examine the topic, identify the key issue, generate ideas, and organize thoughts in a logical manner to deliver a speech. Extempore Speech is widely employed in placement drives to assess three primary skills in a candidate, namely, the ability to structure a cohesive argument, articulate thoughts under stress, and spontaneous expression rather than memorization.

Key Challenges in Extempore Speech

- Instantaneous Thinking – As the topic is given on the spot, the candidate is forced to think, come up with an idea, and organize their thoughts.
- Analyze the topic – The candidate should examine the topic critically and in depth. This helps the candidate to build strong arguments and provide practical solutions.
- Identify the problem – The central issue in the given topic should be addressed and validated precisely.
- Generate Ideas – Pertaining to the topic, structure cohesive arguments and substantiate them by making reference to the real-life scenarios.
- Prioritizing and Sequencing the Thoughts – Though many ideas related to the topic may come to the mind, the candidate should wisely prioritize and organize their thoughts without any biases.
- Connect with the Audience – It is important to engage the audience.
- Language Proficiency – Articulate your thoughts smoothly and fluently without stuttering. The choice of words and tone should match the topic.

The following framework gives you some strategies for organizing your extempore speech.

Hook – Begin your speech with an impressive narration, poetic lines, questions, a situation, statistics, or a picture related to the given topic.

Stance – Express your view or perspective lucidly without trailing off.

Two Arguments with Examples: Validate your arguments with a relevant example from history, statistical data, science, personal experience, etc.

Counterpoint – Acknowledge your opponent's perspective, but don't budge from your argument.

Closing Remark – Conclude your argument with an impressive quote or rephrase your idea in different words.

How to deliver an impressive Extempore Speech?

- Don't become emotional.
- Don't delve too much into your personal details.
- Be precise
- If you go blank, make a gesture or move around to ease your nervousness.
- Engage the audience.
- Don't take sides on controversial topics.
- Speak with confidence.

Give an extempore speech on the topic: Will AI replace human beings?

Imagine walking into a classroom where the students are sitting silently, being monitored by cameras, and AI is teaching a class. This is the dystopian future that many teachers panic about when they think of Artificial Intelligence. For years, sci-fi warned us that machines would replace human beings and take over the world. Today, though the fear is subtle, it is immediate: that AI is going to rule the world. But I firmly disagree with this view by arguing that Artificial Intelligence will never replace human beings. It is not a threat to our careers. The competition is not between AI and humans. The question is how human beings are going to master AI and potentially wield it to heighten their capability. There are so many differences between AI and Humans. The former works based on algorithms, statistics, and coding, whereas the latter is driven by

empathy, context, and intuition. For example, in the educational sector, AI cannot comprehend the students' cultures and mindsets. Similarly, in the healthcare sector, it cannot diagnose patients with compassion and render holistic care. Critics will highlight that AI is already causing mass displacement and economic disruption. It is true and cannot be sidelined. However, history reminds us that AI is not a threat to employment, but rather it is going to upgrade it. To justify the argument, think of the introduction of the Automatic Teller Machine. Following its arrival, people thought cashiers were going to lose their jobs. Contrary to that expectation, the job remained, and cashiers were upgraded to loan officers and financial advisors. To conclude, AI is not a replacement; it is merely a reflection. AI is going to replace human beings who refuse to learn how to master and use it. Thank you.

Exercise

Give an extempore speech on one of the following topics:

1. Is Gen Z slang distorting the originality of the language?
2. Is Instagram making us smarter or more dependent?
3. Is it better to work from home or in the office?

Lesson 3.4 – Persuasive and Descriptive Speech

Persuasive speech is a type of communication aimed at persuading someone to act, think, or behave in a certain way. It moves beyond sharing the facts to change the audience's beliefs, perspectives, habits, choice etc. It employs three key approaches, namely:



Ethos appeals to the ethics/morality of the audience. In other words, it is concerned with the distinction between good and bad. It refers to the speaker's credibility. The speaker establishes his/her worth by showcasing expertise on the topic and by getting the attention of the audience.

Pathos appeals to the power of evoking a particular emotion in the audience. For example, through narration the speaker evokes powerful emotions like pity or compassion in the audience and persuades them.

Logos appeals to the audience's logic or reason. The speaker employs logical or factual evidence to validate the arguments and convince the audience effectively.

Types of Persuasive Speech

Types	Focus	Example
Factual	To prove or verify something to be true based on the evidence	Climate Change is increasing natural global disasters.
Value	To analyze the right and wrong based on the moral philosophy of a topic.	Is animal slaughtering ethical?
Policy	Advocating for or declining policy, bill, law, etc. made by the government/ social group.	The voting age should be above 25.

Strategies to Craft an Effective Persuasive Speech

- Ensure that you have a sound knowledge of the topic.
- Think of all the possible counterarguments to be addressed.
- Exhibit confident body language.
- Make eye contact with the audience.
- Make your speech concise.
- Don't memorize your speech, it will make you less authentic and genuine.
- Identify the goal of your speech and structure your arguments accordingly.
- Analyze your audience in terms of age, gender, religion, cultural beliefs, attitudes, and shared interests.
- Based on your audience, select an appropriate approach.
- Give an impressive introduction as it sets the tone for the rest of the speech and ensures the audience's attention.
- An impressive opening includes statements, facts, or statistical data – which build the speaker's credibility.
- State your arguments lucidly and objectively.
- Validate your arguments with relevant examples.
- Maintain the logical flow throughout the speech.
- Appeal to the audience by pointing out things in common that will inspire them to think about their personal stake in the argument, and also increase their engagement.
- Address counterarguments without any biases.
- Conclude with a call to action.
- Post speech, don't try to be defensive or interject while the audience is asking a question.

Give a persuasive speech on the topic: **Walking is therapeutic for both physical and mental well-being.**

Imagine there is a treatment that can improve your overall well-being by regularizing your body weight, balancing your glycemic index, lowering your stress, and protecting your heart. Besides, this treatment is absolutely free, has zero side effects, and requires no prescription.

All you have to do to avail this treatment is to open the front door of your house. Walking is the most underrated exercise, but it has the

potential to transform our physical and mental well-being. Today, we live in a world known for convenience that involves no physical activities. Though convenient lifestyle has made our life easy-going and cozy, it comes with the disclaimer of being hazardous to health. The arrival of food & grocery delivery apps, pre-packed meal kits, robot vacuums, digital banking, online booking of transportation, work from home culture, etc., paves the way to health risks like weight gain, high-level cholesterol, muscle atrophy, cardiovascular strain, nutritional deficiency, and metabolic decline. Besides, from morning till we go to bed, we spend most of our time in a sitting posture. This sedentary lifestyle drains our energy and impairs our health.

Walking turns out to be a simple and effective antidote to eradicate most of the health complications. The World Health Organization (WHO) says walking lowers the risk of cardiovascular diseases by reducing glucose spikes, strengthening bones, and boosting immunity. There is no need to strain yourself by doing a heavy workout or taking part in a marathon to save your life. Just walk for thirty minutes every day to protect your overall health and well-being.

The flimsy excuse we all come up with is time constraint. We deceive ourselves by saying there is no time to go walking. But in reality, thirty minutes is less compared to the time we spend scrolling our phone or watching a television series. Besides, walking turns out to be an excellent stress buster. It lowers your anxiety by releasing the neurotransmitter endorphins in your brain. Walking in nature will boost creativity and give peace to your mind.

So from today onwards, we are going to take a pledge that we will walk for thirty minutes every day to live a healthy and happy life, following the realization that health is wealth.

Step outside, put on your shoes, and march outside. Your mind and body will thank you and make you feel fresh, energetic, and healthy.

Descriptive speech is a type of informative speech that renders a detailed, lifelike image of a person, place, object, or event to the listeners. In other words, it evokes or paints the image in the listeners' minds by means of words.

Strategies to Craft a Descriptive Speech

- Visualize what you are going to describe to others.
- Make use of your five senses: sight, sound, smell, taste, and touch.
- Imagine what sound they will make and how do they smell, taste, or feel.
- Be specific and mention all the details.
- Show the emotions through actions and sensations.

Give a descriptive speech of the following image:



On the table, cradled in the royal velvety mat, a cat rests quietly. If you look closely, you can see her snowy white fur, which looks as soft as jasmine petals. She is curled up tightly into a fuzzy ball, resting her head directly on her front paws. Her pink, inverted cone ears are perked up, listening to the hymns of the still silence. The cylindrical pink vase with trumpet lilies beside her renders a sweet, rich, and exotic fragrance. Everything is incredibly peaceful. This cat reminds us that, like humans, it has its own quiet moments and relaxing phases. Thank you.

Lesson 3.5 – Speaking through Narration

Narration refers to the art of telling a story. Whenever we tell a story about an event or a day in our lives, we engage in a form of narration. Its role is to engage and move the audience by forming a thread that connects people together by fostering empathy. It is broadly classified into two types, namely factual and fictional. The choice of the type of narrative solely depends on the purpose.

Factual Narrative	Fictional Narrative
A factual narrative is based on truth or real-life incidents.	A fictional narrative is an imagined or fabricated story.
It involves real characters.	It involves unreal characters.
Its purpose is to inform, document, or recount the history.	Its purpose is to entertain, foster empathy, broaden our understanding, or share deep ideas.
Examples: Testimonies and Autobiography.	Examples: Fables and Novels.

The Importance of Narration

- It engages the audience effectively by captivating their attention.
- It makes the readers understand the information vividly and makes it memorable.
- It fosters and strengthens relationships.
- It teaches complex ideas and philosophies in a simple way.
- It broadens one's perspectives by highlighting the nuances of cultural and religious differences.
- It passes down values, knowledge, and tradition across generations.
- It influences actions, decisions, and movements.
- It entertains and relaxes by offering a break from routine.
- It sparks creativity.
- It motivates us to pursue our goals.

The Key Components of Narration



Characters should be compelling with relatable qualities. They drive the plot forward. There are two types of characters, namely major and minor. The main character is the protagonist, whereas the minor characters play a supporting role.

Plot highlights the sequence of events in the story. A well-structured plot should have a proper beginning, middle and end. There are five core sequential elements in the plot, namely Exposition, Rising Action, Climax, Falling Action and Resolution.

Setting acts as the backdrop for the narration. It encompasses details like geographic location, time period, landscape, and social context. It should be descriptive so that it allows readers to immerse themselves in the story's world.

Emotional Resonance is the ability to evoke deep emotions in the audience. It moves the audience by enabling them to connect personally with the characters' situations. It drives audience engagement and creates lasting memory. Without it, the narrative would be simply a sequence of events.

Theme is the central message that the speaker wants to convey to the audience. It is a unifying idea in the narrative and provokes reader thought.

Narrative Voice is the lens through which the audience listens to and understands the story. It determines the perspectives, controls the flow of information and sets the tone of the narrative.

Pace is the relative speed at which the story unfolds. There are two types of pacing – fast and slow. The speaker chooses one according to

the actions in the narrative. Fast pacing is employed to denote urgency, surprise, and excitement. Slow pacing denotes deeper reflection on thoughts, ideas, perspectives, and emotions.

Foreshadowing renders clues about what will happen next in the story. It fosters anticipation in readers by making them keep reading or listening to the narrative to see how the hints pay off. It adds deeper meaning to the narrative thereby allowing readers to read between the lines and notice hidden meanings.

Conflict is the heart of the plot. It drives the plot further by creating problems and forcing characters to resolve them. It shows the character development and highlights the theme. It is of two types namely: internal and external. Internal conflict is a psychological battle with the self. Whereas, external conflict shows the struggle against the outside world.

Steps to Craft a Narrative

- Analyze your Audience – Understand who is going to listen to your narrative. Tailor your story according to the age, interest, and cultural background of the audience.
- Based on the audience, select the theme.
- Gather ideas.
- Create characters.
- Build a plot with clear structure.
- Set the scene.
- Add conflict.
- Create suspense.
- Incorporate emotions
- Give the conclusion.

Lesson 3.6 – Narrating Stories

Step by Step Process to Narrate a Story

Build the Structure – The structure has four main components, namely



Context answers the questions - When does the story take place?

Where does the take place?

Who is the main character?

What does that character want?

Adversity refers to the challenge that the main character faces. There could be internal challenges like moral dilemmas / conflicts/ personal flaws or external challenges like physical threats/ antagonists/societal pressure. It is the longest and the most crucial part of the story. **Describing the challenge** in an emotional way shows what is at stake for the character and moves the listeners.

Resolution reflects how the character responds to the challenge. That is, highlight what actions are taken to overcome the challenge and how it turns out at the end.

The Takeaway is the message that the author wants to convey to the readers. In brief, it answers the question, what is the point of telling this story?

Enhance the Story – It has three components, namely raise questions, share the character thoughts and share the dialogue.

Raise Questions – Ask suspense-building questions to increase the curiosity of the readers thereby making them anticipate the interesting stuff that is about to come.

Share the character's thoughts at the crucial moment of the story. Mention what the character's hopes, goals, plans, and fears were.

Share the Dialogue – Narrate the exact words that one of the characters says in the turning point of the story. Either mention the full-blown conversation going back and forth or an explanation by the character according to the context. Make those dialogues concise and catchy.

Lesson 3.7 – Describing Characters and Situations of the Story

The description of character involves more than narrating the physical appearance as it provides insight into the character's personality, emotional state, and backstory. The following quote by the eminent author Stephen King summarizes the core significance of character description in the narrative: "when writing characters, it is important to remember that they are not just tools to move the plot forward, they are living, breathing individuals with their own hopes, dreams and fears" (Freeland). Crafting a character is an art as it brings alive the thoughts and provides a lifelike experience to the readers by appealing to the sensory imagery.

The Significance of Character Description

- It reflects the character's personality like temperament, habits, values and desires.
- It sets the tone of the narrative.
- Physical descriptions combined with body language create tension and shows emotions according to the context.

The Ways to Define a Character in the Narrative

Category	Significance	Example
Physical Descriptions	It is essential to evoke the mental image of the character in the reader's mind. Make the characters stand out and vivid by highlighting the unique physical traits and quirky details. Employ figures of speech like metaphor and simile to give a sound physical description.	Her eyes were the color of the sea reflecting impenetrable stillness and silence.

Facial Features	Make it memorable by linking it to the character's personality and backstory.	Her upturned nose aptly showcased her nosy character.
Postures and Movements	How characters carry themselves hints at the emotional states and personality.	She walked with the grace of someone who had spent years carrying water pots diligently on the head, her spine erect, steady gaze, and taut neck muscles.
Clothing and Accessories	It reveals the character's profession, social status, temperament, and emotional state. It gives the readers a clue to figure out the nature of the character.	He was wearing a tattered and oversized winter coat at the peak of summer and shoes on the wrong feet.
Emotional Descriptions		
➤ They serve as a window to look into the soul of the characters. ➤ They should be made visceral in order to bring the characters to life. ➤ It should be shown instead of merely described.		
Facial Expressions	Being the universal language of human beings enhances readers' visualization and reflects the character's genuine thoughts and motives.	Her eyes widened, lips twitched, sweat trickled down her neck when the police started the investigation.
Gestures	Hint at the emotional state and the socio-cultural background of the character.	He fidgeted with the wedding ring when his wife started to bicker.
Subtle Movements	Though seemingly insignificant expose much about the character's subconscious mind.	He was smoothing the already perfect table cloth at the get-together.
Actions speak louder than words – Describing a character's personality through actions reveals their values and internal growth.		

Habits	It sheds light on the character's coping mechanism and core values. Besides, it makes the characters more real and relatable.	He hoards insignificant sea shells as precious things.
Speech Pattern	It reflects the character's education, personality, and mood.	She answered in clipped short sentences showing disinterest while speaking to her boss.
Reaction to Conflicts	How the character thinks and acts under pressure. Which mode the character will choose flight, fight or freeze.	Though caught red-handed instead of running from police, he remained composed, though sweat tricked down his forehead.

Three Key Strategies to Create a Strong and Impressive Character

1. A Protagonist with flawed character – humanizes the character, makes it realistic and fosters emotional attachment.
2. Brutal but charming antagonist – renders psychological weaponization of charm and dramatic irony.
3. The Humble giant (physical appearance that contrasts personality) – shows a three-dimensional character with features like predictability, complexity, and contradiction.

Describing Situations

A story does not take place in a vacuum. There are seven elements to remember when describing the situation.

Plot Context	Mention the setting and the time frame of the narrative. Examples: forest, dark room, party hall, night, noon, day, summer etc.
Narrative Persona	State who is telling the story (first-person, second-person and third-person) and how it shapes the narrative.

Tone	Observe the tone set by the author. Examples: satirical, humorous, elegiac etc.
Character and their Dynamics	Describe the characters and their motives pertaining to the situation. Illustrates how the physical setting mirrors the character's inner turmoil. Examine the broader socio-cultural backdrop like gender, class, race, religion, taboos and ideological clashes that influences and limits the characters.
Map the Relationships	Highlight the existing conflicts and power dynamics between the characters.
Key Conflict	Emphasize the nature of conflict (internal and external) and its long-term implications.
Stake	Lucidly state what is at stake for the character, if the conflict is not resolved.
Conclusion	Integrate all the points and narrate how it advances the argument/ ends.

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UNIT – IV

Group Communication

Objectives

By the end of this unit, students will be able to:

- Participate in or moderate professional discussions using active listening, strategic turn-taking, and structured negotiation.
- Structure team workflows by systematically assigning responsibilities and coordinating group actions.
- Appoint, support, or act as an effective group leader who facilitates smooth peer-to-peer communication rather than dominating.
- Resolve interpersonal conflicts constructively, promote mutual respect, and maintain alignment toward a shared objective.
- Design and execute collaborative group presentations leveraging Microsoft PowerPoint best practices for maximum visual and structural impact.

Structure

- **Basics of Group Discussion:** Understanding the framework of professional group discussions, including evaluation parameters (knowledge, body language, logic), functional roles (initiator, facilitator, summarizer), and fundamental do's and don'ts.
- **Assigning Tasks to Class Groups:** Methodologies for project delegation, mapping unique individual strengths to critical project requirements, and establishing timelines.
- **Appointing Group Leaders to Communicate:** Defining leadership criteria, structuring vertical and horizontal communication networks, and channeling information cleanly from leaders to team members.
- **Completion of Task Based on Communication:** Managing the execution phase of a project using active feedback loops, checkpoint meetings, and clear metrics for goal completion.

- **Group Cohesion Through Communication:** Techniques for building trust, handling healthy disagreements politely, avoiding aggressive posturing, and keeping the team motivated.
- **Group Presentation:** The logistics of co-delivering a formal presentation, managing smooth handoffs between different student speakers, and coordinating team dynamic on stage.
- **Use of PowerPoint Presentation:** Visual slide design, avoiding text-heavy slides, establishing clear visual hierarchies, and blending multimedia elements seamlessly with verbal communication.

Lesson 4.1 – Basics of Group Communications

Group Discussion (GD) is a technique employed by organizations to gauge the candidate's personality traits and skills. It is a group activity where the candidates express their views on the topic or find a solution to a problem within a short span of time. It plays a vital role in the selection process of the interview because the organizations use it as a yardstick to analyze the candidate's communication skills, body language, problem-solving abilities, decision-making competence, and cooperation.

How to Organize a Group Discussion?

- Form a group with ten to twelve participants chosen randomly from the list of shortlisted candidates.
- Give a number or tag to the candidate for identification purposes.
- The discussion should be conducted in a semicircular or round table style where candidates are seated facing one another.
- An interviewer or panel should be positioned to observe the proceedings and evaluate the candidates.
- The interviewer or panel sets the time limit and the rules for the discussion.
- The interviewer or panel will announce the topic.
- Give two or three minutes for each candidate to contemplate the topic to be discussed. If it is a case study, give ten to fifteen minutes.
- The countdown begins and each participant is given a chance to express his or her views about the topic.
- No two participants are allowed to talk at the same time.
- Once the time is up, the interviewer will announce the end of the discussion.
- At the end, each candidate will provide the summary of the discussion.

Types of Group Discussion

The type of group discussion depends on the objectives and outcomes of the organization.

Topic-based Group Discussion

It is classified into three types, namely Knowledge-Intensive, Non-Knowledge Intensive and Abstract Discussion.

- **Knowledge-Intensive Discussion** demands extensive knowledge of the subject.

Examples:

1. The use of psychedelic drugs.
2. AI-driven unemployment.

- **Non-Knowledge Intensive Discussion** requires structured thinking and subjective opinions instead of subject expertise.

Examples:

1. Is it justifiable to tell white lies to save someone's life?
2. Success depends on hard work or fortune?

- **Abstract Discussion** involves creative thinking, analogy, and intuitive thoughts. It reflects on topics like morality, human nature, consciousness, truth, free will, beauty, love, freedom, etc.

Examples:

1. Actions speak louder than words.
2. Beauty is in the eyes of the beholder.

Target Oriented Discussion aims at providing a solution to a problem or giving a concrete outcome or decision. The success is measured by the team's ability to complete the defined objective within the stipulated time frame. It is classified into two types, namely directive and non-directive based on the facilitation style of the leader. That is how much influence the leader has over the group versus the freedom of the participants.

- **In the Directive type**, the leader takes the complete control of the discussion.

Example: The commander telling the soldiers how to execute the mission.

- **In the Non-directive type**, the leader acts as an observer and helps members approach the issue independently, giving space to each participant before arriving at a conclusion.

Example: A debate comparing working in the office versus working from home.

Participative Group Discussion – Leader will be having the upper hand but shares the decision-making power with the members of the team.

Example: Deciding the menu of a restaurant.

Consultative Group Discussion – The leader gathers inputs from the members but retains the sole authority to make a decision.

Example: The college principal discussing the dress code policy.

Case Study – Unlike discussions which focus on general topics or current affairs, in a case study the participants examine a real-world or fictional situations, identify the core issue and collaborate to render a practical solution.

Example: The Mafia of Pharmaceutical Trade: Health Risk Versus Profit.

The Purpose of Group Discussion is to

- Examine the disposition of participants – specifically, whether they are rigid or open-minded when considering others' perspectives.
- Analyze communication and presentation skills.
- Identify innate qualities of leadership.
- Evaluate the ability to take a stand on any issue.
- Gauge the clarity of thought, logical reasoning, and creative approach.
- Assess the ability to cope with the dynamics of a situation.
- Measure the team spirit and the ability to collaborate effectively with fellow team members.

Lesson 4.2 – Assigning Tasks to Class Groups

Assigning tasks to class groups involves careful planning and facilitation. It is one of the most effective methods for motivating students and harnessing skills like communication, critical thinking, decision-making, conflict resolution and teamwork. Before assigning a task, it is significant to prepare the students, as this ensures the team meets its goals smoothly and efficiently. The following steps should be followed before introducing a group activity to students:

- First, consider the total number of students in the classroom and its layout.
- Arrange the desks in such a way that students can sit comfortably without being squeezed too closely together.
- Ensure that there is enough aisle space between the groups.
- Create an inclusive space and environment.
- Set the rules based on a professional and civil code of conduct.
- Allow only one person to speak at a time.
- Ensure that no one interrupts when a student is presenting his or her viewpoint.
- Make students aware of socio-cultural differences and encourage them to respect those differences.
- Ensure that no teammate should be ignored or left behind.
- Use a note-card strategy to establish a set of rules outlining what students should do and should not do. Make sure that everyone agrees to these rules.
- Give each student a blank card and ask them to write their previous positive and negative group project experiences without mentioning their names.
- Collect and shuffle all the cards, randomly pick them one by one, and read them aloud to the class.
- Based on these shared experiences, create the final rules for the team's code of conduct.

How to Design the Group Activity?

- **State the objectives** lucidly at both academic and social levels. Following this, ask a few questions to determine whether a group activity is essential to meet these objectives.
 1. Will the objectives be advanced by asking students to work in groups?
 2. Is the activity challenging or complicated enough to require group work?
 3. Does the activity require real collaboration?
 4. Is there any other way to achieve these objectives without conducting a group activity?
- Design the activity in tandem with the learning objectives and class content.
- The activity should be productive for students rather than merely occupying their time.
- **Make the task interesting** – If you are assigning a group activity for the first time, keep the task simple to arouse students' interest and encourage their participation. Although the task should be simple, ensure that it is stimulating and challenging for the students.
- **Teach involvement and interdependence** through a fair division of labor. Assign responsibilities to each member of the group and teach them that positive interdependence contributes to the success of the group. Do not give all the resources to one person in the group. Distribute the resources equally among the group members so that they depend on one another for information and learn the principles of positive cooperative learning.
- Instead of simply asking students to work as a team, clearly assign a role to each and every member to ensure that everyone is involved. Use a random selection method to keep the group organized and inclusive. Inform the students that, at the end of the task, you will randomly select a team member to explain their work or share their opinion. Since no one will know who will be asked to explain the task, all team members will be encouraged to know the work thoroughly.
- **Decide on Group Size** – Take these four factors into consideration when deciding how many students should be in a group: total number of students in the class, the size of the classroom; the variety of voices; and the difficulty level of the task. Besides, if the

students are less skilled or experienced, it is better to organize them into smaller groups.

- **Decide on the Time Required** -- Before assigning a task, determine how much time will be needed to complete the activity.
- **Don't juxtapose a lecture and a group activity in the same period**, as this can put pressure on students and make the activity less effective.
- **Give students sufficient time**, as they need time to introduce themselves, get to know their team members, discuss ideas, plan, and divide up the task.
- Each student is unique in terms of learning, understanding, collaborating, and expressing his or her thoughts. Therefore, create multiple forms of collaborative work.
- Mix up group formats by changing group sizes and settings to help students succeed and feel valued.
- Types of Group Formats:
- **Pairs:** A team with two members. This format is a good start for shy students as they may feel comfortable collaborating and talking with one another.
- **Small Groups** include three to five members. They are ideal for brainstorming.
- **Large Groups** comprises ten to fifteen members. They are effective for bringing out diverse perspectives and resolving complex challenges.

Strategies to Divide Students into Groups

Methods	Advantages	Disadvantages
Free Choice – Letting students select their own partners.	It is perfect for a crowded classroom, as it requires no preparation time. It also makes students feel comfortable, enthusiastic, and less anxious as they work with people they like.	Usually, students will prefer to work with their friends; therefore, those who don't have friends or are shy may be left out. Students may easily lose their focus on the task and are more likely to become distracted.

Random Count-Off Method – If you are planning to have four members in each group, ask students to count from 1 to 4 down the row, and then group all the 1s, 2s, 3s, and 4s together.	It creates opportunities for students to interact with their peers by breaking them out of their comfort zone. It prevents favoritism.	A random mix can lead to the creation of a team with no strong leader. It can bring people with contrasting personalities together and give rise to problems.
The Controlled Way – A teacher studies the students and creates groups ensuring that there is a diverse mix based on gender, culture, and skill levels. Students' data can be collected using two methods: Information Cards – A teacher asks students to write about their background, hobbies, and knowledge related to the subject. Preference Lists – A teacher asks students to write down two topics they are interested in working on and the names of three members they would like to work with.	It is effective in creating a balanced team. It gives students exposure to a real-world work environment.	It requires a lot of time and effort on the part of the teacher to collect students' data, analyze it, and assign them to groups.

How to Introduce the Group Activity?

- Before forming the groups and introducing the topic, explain the purpose, advantages, and learning outcomes of the group activity.

- First, form the groups before giving them the topic to prevent students from becoming preoccupied with deciding on group membership.
- Facilitate group cohesion through interactive icebreakers and warm-up sessions to build trust, mutual accountability, open communication, and strong interpersonal bonds among team members.
- Explain the task lucidly to students – like how to plan, how to start, what steps to take, and what the final output should look like. Helping students understand the bigger picture enables them to see how to achieve the goal by recognizing the value in smaller steps.
- Set the rules for group interaction – To avoid unnecessary problems such as unfair work load, loss of focus, arguments, disputes, misunderstandings, etc. a teacher should establish a clear code of conduct.
- Teach students to value everyone's perspective.
- Give complete attention to all team members when they are sharing suggestions or opinions.
- If a disagreement arises, use a strategy like voting to arrive at a consensus.
- Mention where and how often group members are going to meet.
- List each person's role and responsibility within the team.
- Establish a group contract.

How to Monitor the Group Task?

- Walk around the room to observe how the students are performing.
- Don't stand in front of a team and stare at them for too long.
- Listen to how the groups are planning to carry out the activity. If you notice a common mistake or question being discussed in all the teams, address it in the plenary session.
- Don't be too quick to get involved in or resolve a conflict within a team.
- Give students some privacy, as this enhances active participation and productivity.

How to Conclude the Group Task?

When students present the final output of the group task, they expect feedback that appreciates their hard work by acknowledging how it mattered and helped others learn something new. Before providing feedback, ask them to do the following two things.

- Instead of reading the complete report, ask each team to share one takeaway or insight.
- Ask teams to provide either an oral or written report.

Model Students' Participation

- Even if a team gives an incorrect answer, listen closely and critique it kindly.
- Appreciate differences of opinion by accepting perspectives that do not match your own.
- Share your own experiences and flaws.
- Provide an overall summary.

Bridge the Teams Ideas to Course Objectives

- The output given by the team might be different from your expectations. Therefore, create a flexible lesson plan.
- Establish a connection between the group's ideas and the course objectives.
- Clarify any disagreements, doubts, or misconceptions.

Ask the students to give their feedback in terms of

- How did they work as a team?
- What did they learn?
- Do they have any suggestions for improvement?

Lesson 4.3 – Appointing Group Leaders to Communicate

Leaders play a vital role in a group discussion, as they influence and shape the functioning of the team in achieving its goal. Therefore, the selecting a leader is as significant as discussing the topic. Before the commencement of the discussion, group evaluators should establish clear criteria for selecting a leader to ensure that the members make the right choice. An incompetent leader can give rise to conflicts and make the discussion end in a debacle.

The following points should be taken into consideration when selecting a leader:

- **Highlight the group's expectations:** Clearly explain the qualities and responsibilities expected of the leader.
- **Do not be in a hurry to select a leader:** Give sufficient time for the members to assess the candidates before making a decision.
- **Give candidates' an opportunity to introduce themselves:** If candidates' express their desire to become the leader, ask them to introduce themselves, explain their credentials and their suitability to the role.
- **Make a clear and final decision:** Once the leader has been selected, the decision should not be changed midway through the discussion.
- **Finalize the leader with the consent of the group:** The leader should ideally be selected with the unanimous consent of all team members.

The Role of a Leader

Candidates from diverse socio-cultural backgrounds participate in a group discussion. In addition, each participant's expectations, inputs, skills, and knowledge may vary to a large extent. Therefore, the leader should keep the following points in mind to perform their role effectively

- Welcome the participants to the group and ask them to introduce themselves.

- Give instructions clearly and audibly to all candidates.
- Maintain eye contact while addressing each candidate.
- Exhibit positive and confident body language.
- Listen attentively to each member of the group.
- Reinforce significant statements and clarify them make it comprehensible to the team members.
- Avoid being authoritative or delivering a lecture.
- Encourage active participation from all the members
- Do not belittle or shout at a candidate, as this may undermine their self-confidence.
- If a candidate stutters, be patient and allow them sufficient time to articulate their ideas.

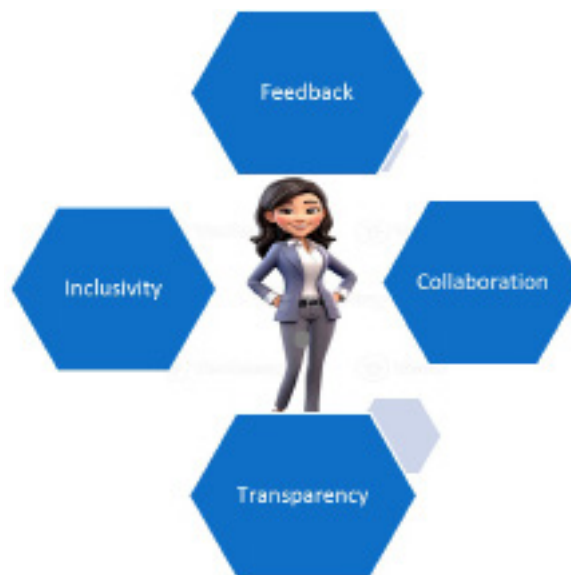
The Structure of Leadership Role in the Group Discussion

- **Initiation** – It is the leader's responsibility to initiate the discussion by defining the problem, outlining the task involved and stating the goals to be achieved.
- **Guidance** – As a facilitator, the leader should guide the discussion at every stage and ensure that it maintains a focused flow.
- **Receiving Inputs** – The leader should encourage active participation among the members and elicit their ideas, opinions, and suggestions.
- **Resolving Disagreements** – When candidates present an incorrect or implausible perspective, the leader should politely express his or her views and support them with appropriate reasoning or references.
- **Clarification** – If a candidate's idea is unclear or difficult for the other team members to comprehend, the leader should clarify it by explaining the key points in simple and understandable terms.
- **Summarization** – The leader should bring together the ideas presented by the team members and organize them into a logical whole. The leader may then present their concluding view and bring the discussion to an end.

Style of Leadership



Democratic / Participatory Leadership



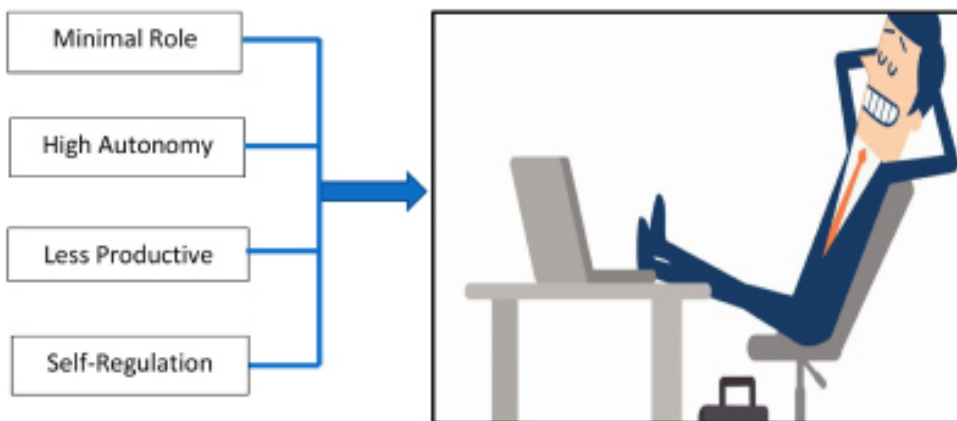
- In this style, a leader values the presence, knowledge and perspective of every team member and gives everyone an opportunity to express their views without any interruptions.
- The leader guides the discussion in a positive and constructive way without imposing their views on team members.
- The leader makes a decision or concludes the discussion only after reaching a unanimous consensus among all team members.
- This style of leadership requires profound and active listening skills, patience, and the ability to synthesize diverse perspectives to arrive at a holistic outcome.

Autocratic Leadership



- It is similar to the dictatorship style, where the leader has complete control over the discussion and the team members.
- The leader dominates the proceedings, leaving little or no room for collaboration.
- The leader imposes their views and makes the final decision regardless of any disagreement among the team members.

Laissez Faire Leadership



- In this style, the leader plays a minimal role by granting team members the complete freedom to take decisions.
- The key drawback is that the team may fail to reach a logical outcome due to the lack of effective guidance from the leader.
- This style can cause the discussion to lose direction and give rise to conflicts, as team members are given complete freedom without adequate guidance or control.

Feature	Democratic Leadership	Autocratic Leadership	Laissez Faire Leadership
Decision-making	Collaborative	Centralized	Decentralized
Communication	Two way and open	One way and top-down	Horizontal
Supervision Level	Moderate	High	Low
Advantages	Active engagement Creativity Strong team morale	Clear Structured direction Fast decision-making	High autonomy Innovation Flexibility
Disadvantages	Decision-making may be delayed, as it requires unanimous consensus from all team members.	Stifle creativity Low morale	Chaotic workflows No accountability

Scorecard for Assessing Positive and Negative Leadership Styles

Positive Points	Negative Points
Initiated Discussion	Showed lack of interest
Provided Information	Acted patronizingly
Encouraged Active Participation	Discouraged arguments
Analyzed Group Reactions	Emphasized on one's own idea
Asked for Information	Discouraged others' viewpoints
Stated Positive Reactions of the Candidate	Imposed one's own views
Stated one's own perspectives	Showed indifference
Gave clarifications and summaries of others' opinions	Acted aggressively

Sorted out differences	Failed to summarize
Acknowledged group members contribution	
Sought group summary	
Concluded the discussion	

Answer the following questions.

1. Write a note on the leadership style you appreciate.
2. Highlight the differences between a good leader and a bad leader.
3. Which leadership style would be effective for a classroom activity?
4. Analyze the qualities you possess as a leader.
5. Use a scorecard to assess and rate a leader you have experienced in your life.

Lesson 4.4 – Task-Based Communication

Task-Based Communication is a structured approach that focuses on giving clear instructions, defining roles, and outlining expectations, thereby ensuring that tasks are completed on time and effectively. It facilitates the work seamlessly in a goal-driven environment by aligning the team members with the objectives of the task and enhancing productivity by lucidly highlighting what to do, why to do it and how to do it.

The Principles of Task-Based Approach

- State the objectives clearly.
- Assign tasks to individuals and hold them responsible for completing them.
- Set the deadline.
- Avoid using jargon or slang while giving instructions as it might give rise to unnecessary confusion.
- Make your instructions precise and simple.
- In case of assigning multiple tasks to an individual, highlight the priority.
- Explain the context - how the work aligns with the objectives.
- Provide the tools, resources, and support systems necessary to complete the task.
- Ensure understanding, as this reduces misinterpretation.

The Benefits of Task-Based Communication

- It makes the team united and focused on shared goals.
- It speeds up the work process because the instructions are clear.
- It fosters trust, confidence, and accountability among team members.
- It reduces misunderstandings, conflicts, and errors.
- It enhances productivity and ensures project success.
- It optimizes resource usage effectively.

The Step by Step Process to Implement Task-Based Communication

- Set the objectives and design a task accordingly.
- Ensure that the task is specific, measurable, achievable, relevant, and time-bound.
- Break the task into steps and allocate a part to each person on the team.
- Encourage open communication so that individuals can clarify doubts, improve performance, and stay aligned with the objectives.
- Monitor progress by scheduling regular follow-ups to receive updates.

How to Measure Task-Based Communication

It can be measured effectively through:

- Task completion rates.
- Quality of the work.
- Timely achievement of goals and deadlines.
- Reduced errors and rework.
- Individuals' feedback on task clarity.

The Challenges in Task-Based Communication

- Assigning multiple tasks to an individual all at once.
- Overloading individuals with excessive information.
- Providing no resources or support.
- Providing no platform for clarifying doubts.
- Giving no context.
- Providing no feedback.

Activity – The Island Challenge

- Divide participants into small groups of five members.
- Explain the scenario – The ship has capsized, and five people are stranded on an island. They have to save five items from the ship before it sinks to help the group survive. All the members should give unanimous consent when selecting the items.

- Provide the list of items on the ship – match box, bottle, barrel, torchlight, rope, compass, mirror, mat, photo, guitar, wine, hat, packed food, binoculars, doll, candle, bag, and first-aid kit.
- Ask each members of the group to select one item and justify their choice and the item's utility. In total, the team must select five items unanimously by resolving conflicts arising from different choices and suggestions.
- Ask the group to list the items they have selected before the audience and justify why each item is crucial for their survival.

Lesson 4.5 – Group Cohesion through Communication

Group Cohesion refers to the unity and solidarity within a group that shapes its dynamics and performance. In other words, it is the degree to which group members are committed to one another and motivated to remain part of the group. It acts as a binding force that enhances cooperation, commitment, and communication group members. It has practical applications in various settings, such as sports, community groups, and workplace organizations.

In sports, coaches use this technique to create a supportive team environment, promote healthy interactions among team members and foster shared goals.

In community and social movements, leaders employ this technique to channel groups toward collective action and mobilization. By fostering a sense of oneness, shared identity, and purpose, they advocate for social change, address community issues, and promote collective well-being.

In workplace, leaders fosters cohesion by encouraging teamwork, providing opportunities for social interaction, and promoting shared objectives that unite employees. This in turn, enhances employee morale and contributes to the overall growth and performance of the organization.

The Characteristics of Group Cohesion

Like-mindedness – It refers to the similarity in the beliefs, values, and interests of group members. When individuals realize that they share common beliefs, values, and interests with other members, they are more likely to stay connected and develop a sense of belonging. Like-mindedness fosters positivity and enables individuals to empathize and coordinate with one another in achieving shared goals. Sports teams exemplify like-mindedness, as their members share a common passion for the game and work together to achieve the goal of winning a championship. In this context, a sense of camaraderie strengthens cohesiveness among team members.

Shared Goal – Having a common goal or vision increases interactions and provides opportunities to develop bonding and trust. In this context, cohesion gets strengthened as individuals feel comfortable and remain

connected to one another. In a volunteer organization dedicated to combating drug abuse, members share the common goal of eradicating drug production, circulation, and consumption in society. A shared sense of purpose and commitment fosters cohesion and motivates members to work together toward achieving their common objective.

Communication

In the corporate setting, teams are often assigned common targets or objectives. Therefore, team members regularly engage in team-building activities, planning strategies, and open discussions, which foster strong bonds and a high level of cohesion. Frequent interactions enable members to understand one another's perspectives, talents, strengths, and weaknesses, thereby paving the way for greater coordination and cooperation. In addition, effective communication involves supporting one another through mentorship and constructive criticism, which further strengthens trust and cohesion among team members.

Navigate Conflicts Effectively

Interpersonal bonds and a shared sense of identity foster trust and understanding, enabling members to address conflicts constructively and arrive at mutually beneficial solutions. For example, in the Information Technology (IT) sector, when a disagreement arises about implementing a task, members engage in respectful and open discussions, consider one another's perspectives, and reach a compromise that satisfies everyone. This approach sustains harmony and increases group performance.

Features of Group Cohesion

- The group should have a limited number of members.
- There should be common points of connection among members, such as shared interests, goals, background, and beliefs.
- Members should stay connected and easily accessible to one another.
- Cooperative behavior should be encouraged and rewarded.
- A cohesive team should have a recognized status or significant value within the organization.

Difference between High and Low Cohesive Groups

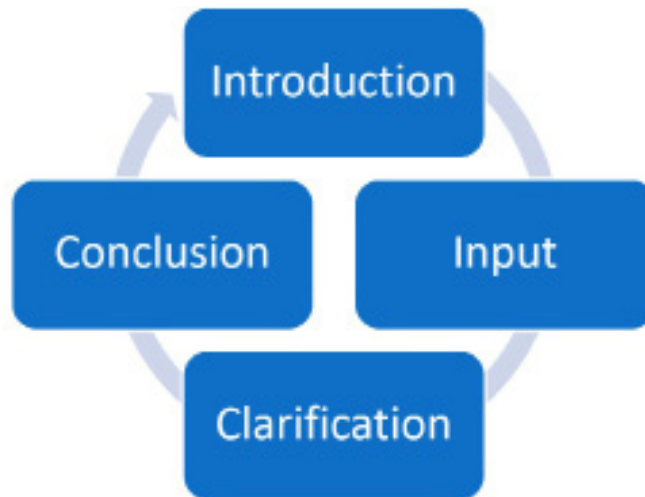
High Cohesive Group	Low Cohesive Group
Strong team work	Internal conflicts
Mutual support	Less productivity
High morale	No accountability
Frequent interactions	Poor communication
Unified goal alignment	Lacks team spirit

Advantages of Group Cohesion

- Sparks creativity and innovation.
- Enhances performance.
- Helps accomplish goals on time.
- Reduces conflicts and misunderstandings.
- Creates opportunities of recognition.
- Improves communication and collaboration.
- Speeds up the decision-making process.
- Provides a higher level of job satisfaction and commitment among members.
- Increases effort and productivity.
- Promotes flexibility and adaptability.

Lesson 4.6 – Group Presentation

Group Presentation has four phases:



Introduction

- Leader plays an active role in the introduction phase of the group presentation.
- Introduce the members of the team.
- State the objectives of the discussion.
- Provide a framework by outlining the roadmap for the presentation.

Input

- Each member will examine the topic and share their observations, opinions, and ideas.
- Members will listen to one another without interruption and note down the key points.

Clarification

- Members will discuss the pros and cons of the arguments.
- Members will identify areas of disagreement, and express their differing views, if any.
- Members will raise questions and seek clarification on any doubts.
- Members will answer the questions and substantiate their views by providing relevant examples and referring to valid data.

Conclusion

- Members will summarize the key points of the discussion.
- The leader will facilitate the group consensus, present their views, and conclude the discussion.

Step by Step Process for a Group Presentation



1. Select the topic and understand its objectives.
2. Form a group and assign responsibilities to each members.
3. Research on the topic and gather relevant ideas and information.
4. Identify the key points and relevant examples.
5. Structure the content with introduction, body, and conclusion.
6. Divide the presentation by assigning a section to each member while maintaining a logical sequence.
7. Create engaging slides to present the ideas effectively.
8. Rehearse as a group and check the pronunciation, timing and the flow of the arguments.
9. Present the topic before the audience.
10. Listen to the audiences' questions and answer them appropriately.
11. Conclude the presentation by thanking the audience.

Lesson 4.7 – Use of Power Point Presentation

PowerPoint is a presentation software designed with multiple features, such as text, graphics, animations, and multimedia integration, to create impressive presentations that goes beyond conventional standards. It helps deliver messages clearly by capturing the audience's attention. It has versatile applications in various fields, including business, academics, healthcare, banking, government, non-governmental organizations, religious organizations, media, and marketing.

The Uses of Power Point Presentation

1. Teaching and Education

- It is used by teachers to help students understand complex topics in a simple way by breaking them down into smaller parts and illustrating them with charts, graphs, diagrams, and images.
- It is used to design postures, flyers, and brochures for events.
- It is used to prepare quizzes and interactive learning activities for students.
- It is used to create invitations, banners, and certificates for events.
- It is used by students for project presentations, seminars, and conferences.

2. Business

- It is used to schedule business agendas and meetings.
- It is used to display and promote a product by highlighting its features and benefits to customers.
- It is used to discuss, analyze, and present budgets, sales growth, and profit and loss using graphs.
- It is used to explain promotional plans, marketing strategies, and target audience to team members.
- It is used to provide training to employees by explaining the organizational goals, procedures, and guidelines.
- It is used to create resumes and portfolios.

3. Media

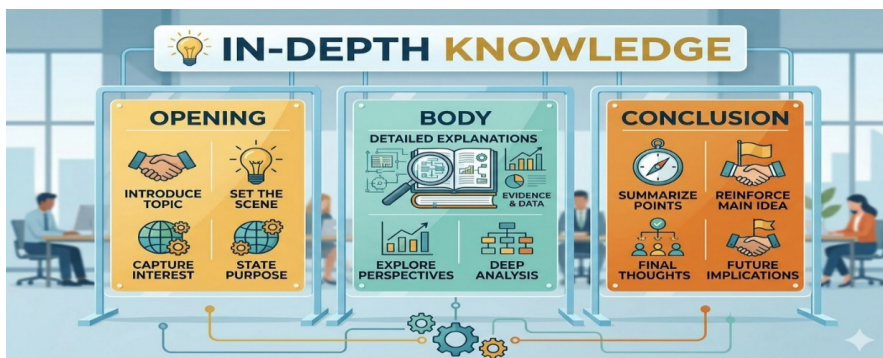
- It is used to analyze the audience in terms of demographics, viewing patterns, ratings, and engagement data.
- It is used to design creative advertisements and headlines.
- It is used to create storyboards by planning the scenes and shots.

The Steps to Follow for Impressive PowerPoint Presentation

- Identify the purpose of the presentation and the target audience.



- Have a sound knowledge of the topic and structure your presentation with a strong opening, an informative body, and a memorable conclusion.



- Use minimum text to ensure that the audience is not misled or distracted.



- Include visuals to make the presentation lively and engaging.



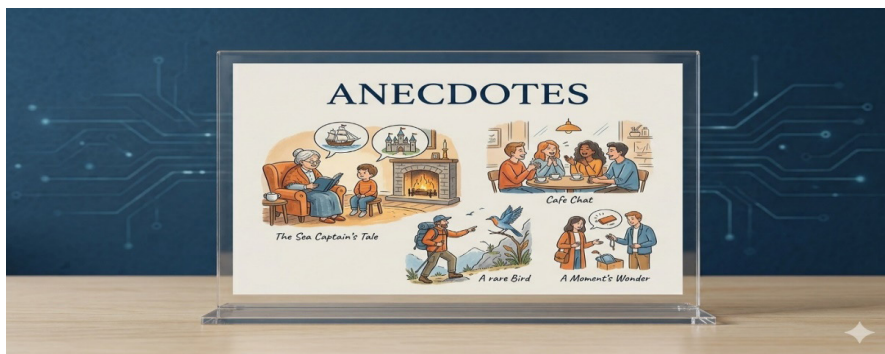
- Present complex data in clear and comprehensible points. Use no more than five points on a slide.



- Employ a narrative approach, as it helps you establish rapport with the audience.



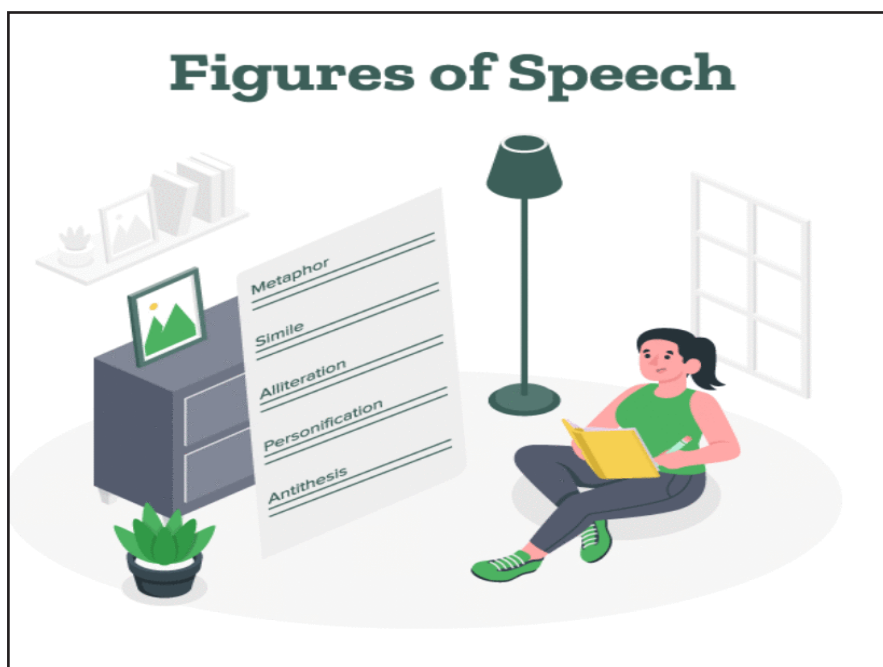
- Reduce tension in the environment by using humorous anecdotes that are relevant to the context, thereby making the audience feel at ease and more responsive to your presentation.



- Say less and show more, as it creates a better and lasting impact on the audience.



- Use figures of speech that enable the audience to relate the topic to the scenario and understand it more effectively.



- Use legible fonts and high quality templates.



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UNIT – V

Listening Skills and Non-verbal Communication

Objectives

By the end of this unit, students will be able to:

- Understand the psychological mechanisms of processing spoken input to accurately retain, evaluate, and respond to information.
- Identify environmental, physiological, and psychological barriers that distort incoming messages and implement proactive strategies to overcome them.
- Read between the lines during spoken discourse to accurately extract the core message, identify linguistic styles, and register shifting emotional tones.
- Intentionally align body language—including gestures, posture, eye contact, and facial expressions—to reinforce spoken authority and establish trust.
- Internalize situational etiquette and body language adjustments to navigate diverse personal, academic, and business environments gracefully.

Structure

- **Importance of Listening:** The critical role of receptive processing in personal relationships, workplace productivity, conflict resolution, and overall communication efficacy.
- **Basics of Listening:** Explores the step-by-step auditory stage model (receiving, understanding, evaluating, remembering, and responding) and distinguishes between active, passive, critical, and empathetic listening styles.
- **Barriers to Listening:** Provides a comprehensive overview of physical distractions (noise), physiological issues (hearing fatigue), and psychological filters (prejudice, emotional triggers, and selective attention) that disrupt the listening process.
- **Listening for Gist, Style, and Tone:** Practical strategies for synthesizing lengthy audio or spoken presentations into high-level

summaries while identifying linguistic register, sarcasm, empathy, and underlying attitudes.

- **Body Language:** An introduction to non-verbal cues as a secondary, highly influential communication channel that runs parallel to verbal speech.
- **Importance of Body Language:** Highlights the importance of body language in communication and emphasizes the use of appropriate gestures, posture, eye contact, and facial expressions to convey confidence, build trust, and reinforce verbal messages.
- **Gestures, Posture, Eye Contact, and Facial Expressions:** Illustrates the different forms of non-verbal communication and their meanings.
- **Etiquette:** Explores the intersection of non-verbal communication and social protocol, covering appropriate communication practices in different contexts.

Lesson 5.1 – Basics of Listening

In human communication, listening plays a significant role, but it is often an overlooked skill compared to speaking or writing. In academic settings, workplace environments, and interpersonal interactions, listening functions as an active cognitive process involving receiving, decoding, and responding to messages. It enables learners to develop critical thinking, shape knowledge, and engage in meaningful conversations. Listening is different from hearing. The table below highlights the key differences between the two:

Listening	Hearing
It is voluntary	It is involuntary
It is a skill.	It is not a skill.
It is a meaning-making process.	It simply involves perceiving sound.
It is a conscious psychological process that involves coordination between the ears and the brain.	It is a physiological process in which sound waves reach the eardrum and produce auditory sensations.

The Stages of Listening Process



- **Hearing** is the first stage in the listening process. It involves passively receiving sounds through the ears. It is a physiological process in which sound waves reach the eardrum and are processed by the auditory system, enabling us to perceive acoustic signals. However, this stage presents several challenges, as listeners are bombarded

with a variety of auditory signals simultaneously. Therefore, it is important to differentiate speech sounds from noise in order to proceed to the next stage.

- **Understanding:** Focuses on comprehending the context and decoding the literal meaning of spoken words.
- **Remembering:** Stores the received information in memory for future access and recall.
- **Interpreting:** Examines the speaker's tone, facial expressions, and body language to understand their intentions.
- **Evaluating:** Focuses on critically analyzing the speaker's message.
- **Responding:** Provides feedback to show that the speaker's message has been processed and understood.

The Strategies for Effective Listening

- **Focus** – Give your complete attention to the speaker.
- **Avoid Prejudice and Judgment** – Remain open-minded about the topic and avoid making preconceptions. Do not interrupt the speaker while they are speaking.
- **Look for Verbal and Non-verbal Cues** – Verbal cues refer to spoken words, while non-verbal cues include gestures, posture, and facial expressions. These cues help you understand the speaker's true intentions and feelings.
- **Sort the Information** – Categorize important information and comprehend it within a broader context.
- **Mindful Response** – Provide an appropriate reply or feedback based on the speaker's message.

The Difference between Effective and Ineffective Listeners

Effective Listeners	Ineffective Listeners
Give full attention	Get easily distracted
Avoid judgments until the speaker has finished speaking	Quick to contradict ideas that challenges their perceptions.
Do not interrupt	Often interrupt and try to change the subject
Try to understand the concept profoundly	Deliberately ignore the concept

Clarify doubts	Remain quiet and disengaged
Make eye contact and nod to show attentiveness	Look around or check their electronic gadgets

Listening involves twelve key skills:

100% Attention
Neutral Technique
Self-awareness
Focus on the Content
Listen for feelings
Observe body language
Clarifying Technique
Questioning with curiosity
Paraphrasing
Summarizing
Awareness of content
Empathetic Presence

- **100% attention** – Eliminate distractions and be fully present.
- **Neutral Techniques** – Set aside prejudices and judgments.
- **Self-awareness** – Analyze internal thoughts, personal biases, and affective triggers.
- **Focus on the Content** – Understand the concept being shared by the speaker.
- **Listen for feelings** - Interpret the speaker's underlying emotions and feelings.
- **Observe Body Language** – Pay attention to the speaker's non-verbal cues.
- **Clarifying Technique** – Ask relevant and insightful questions to deepen your understanding.
- **Questioning with Curiosity** – It is an expansion of clarifying technique which enables listeners to grasp the message in a holistic way.

- **Paraphrasing** – Rephrase what the speaker has said to confirm your understanding.
- **Summarizing** – Present the main arguments and key points in a concise form.
- **Awareness of Content** – Identify gaps, literal meanings and conflicting ideas in the message.
- **Empathetic Presence** – Represents the transition from processing information to being emotionally present for the speaker by providing support, space and emotional validation.

Types of Listening

Discriminative	Informational	Appreciative
Rapport	Empathetic	Sympathetic
Critical	Reflective	Selective

1. Discriminative Listening

- It is the primary form of listening developed during infancy.
- It plays a crucial role in developing and sharpening higher-level listening skills.
- It focuses on the nuances of sound, such as tone, pitch, volume and tempo, as well as body language, rather than words.
- It involves observing the environment and identifying and differentiating between sounds.
- Infants use this type of listening to recognize their parents' voice, interpret the speaker's emotional tone, and learn language.

2. Informational Listening

- It focuses on learning, understanding and retaining information.
- It requires complete concentration and the suspension of judgments and prejudices.
- Students employ this type of listening in a classroom, when a teacher delivers a lecture or provides instructions.

3. Appreciative Listening

- It focuses on pleasure and entertainment.

- It is influenced by an individual's thoughts and emotions.
- It can be therapeutic as it supports mental health and well-being.
- Listening to songs while travelling to the office is an example of this type of listening.

4. **Rapport Listening**

- It focuses on building relationships.
- It involves paying attention, prioritizing, respecting and caring for the speaker.
- It creates a safe space for open communication and strengthens the relationships.
- Example: This type of listening can be observed in interactions between friends and coworkers.

5. **Empathetic Listening**

- It focuses on being sensitive to and understanding someone's feelings, thoughts, and perspectives.
- It is therapeutic as it helps ease emotional pain, stress and feelings of isolation.
- It involves patience, care, and emotional awareness.
- Telling a friend who is facing several challenges in life "you don't have to bear it alone" is an example of this type of listening.

6. **Sympathetic Listening**

- It is driven by emotions such as pity and sorrow.
- It is self-oriented and distinct from empathetic listening, which involves a deeper connection and emotional safety.
- It involves making quick judgements and offering advice.
- Example: when a friend says that his five years old cat passed away, responding with, "I feel sorry for your loss. Soon get a new kitten to distract yourself" is an example of sympathetic listening.

7. **Critical Listening**

- It focuses on getting a broader or holistic perspective rather than merely decoding the content.
- It involves four key components: analyzing, interpreting, evaluating, and processing.

- It sharpens problem-solving and decision-making skills.
- Example: Listening to a political leader speech during an election campaign.

8. Reflective Listening

- It focuses on reflecting the speaker's emotions and validating them as accurately as possible.
- It involves five stages: listening, understanding, clarifying, confirming through paraphrasing and validating.

9. Selective Listening

- It is driven by preconceptions.
- It involves focusing only on specific content of a topic that align with the listener's interests, beliefs and attitudes.
- It can result in misunderstandings, conflicts and miscommunication.

Answer the following questions:

1. What is the difference between listening and hearing?
2. How important is listening as a skill?
3. What are the strategies for effective listening?
4. What are the techniques for sharpening listening skills?
5. Write a note on the significance of listening in our day-to-day lives?

Lesson 5.2 – Importance of Listening

1. **Builds Trust** – Valuing the speaker's presence and perspectives fosters deeper understanding. Moreover, listening without judgment or interruption makes the speaker feel comfortable enough to disclose their vulnerabilities and creates space for mutual trust.
2. **Enhances Empathy** – Suspending one's belief and observing the speaker's non-verbal cues facilitate the reflection and validation of emotions.
3. **Stimulates Learning** – With focused attention, listening enables individuals to learn subjects and develop skills more efficiently. It also paves the way for effective global communication and life-long learning.
4. **Fosters Workplace Connections** – Listening without bias promotes collaboration and innovation thereby, reducing conflicts. It also strengthens workplace cohesion and contributes to business growth.
5. **Prevents Misunderstanding** – The cause of misunderstanding is not always disagreement; rather, it could be the result of gaps in listening. Effective listening reduces confusion, promotes clarity, and speeds up the work process.
6. **Boosts Productivity** – Listening enables individuals to understand information clearly, thereby avoiding rework, delays and disruptions to the workflow.
7. **Improves Memory Retention** – Processing information engages the neural circuit associated with the auditory cortex. This in turn, activates mental visualization and supports the storage of information in long-term memory.
8. **Develops Problem-solving Abilities** – Listening sharpens critical thinking and helps individuals identify the root cause of an issue and develop effective solutions.
9. **Enriches Leadership Qualities** – Listening fosters insights, thereby enabling leaders to make appropriate strategic decisions.
10. **Strengthens Social Connection** – As social beings, humans cannot live in isolation. Listening promotes and sustains social cohesion by fostering emotional reciprocity.

Answer the following questions

1. What are your perceptions of the significance of listening?
2. Analyze how poor listening can lead to conflicts with your friends?
3. While listening to a lecture, were you listening to understand the speaker, or merely planning your own reply?
4. What distractions do you encounter in the classroom?
5. Examine the situations in which your attention starts to shift away from the speaker?

Lesson 5.3 – Barriers to Listening

Environmental Barriers refer to the physical or structural factors in the surrounding environment that hinder effective listening. Some common environmental barriers include noise, visual distractions, the physical setting and objects.



1. **Noise** – Sounds from machines running in the background, ringing or vibrating of phones, message notifications, traffic, and ambient noise.
2. **Visual Distraction** – Looking at people walking past the window or other movements in the surroundings
3. **Physical Setting** – Uncomfortable seating, unsuitable temperature or weather conditions, dull room lighting, bad odors, poor ventilation, and excessive distance between the speaker and the listener.
4. **Objects** – Fidgeting with objects such as pens, pencils, or jewelry.

Linguistic Barriers are caused by differences in language, pronunciation, tone, sentence structure, and word choice.

1. **Language** – Differences in the dialects of the same language, influenced by geographical regions and culture, can lead to miscommunication.

Example: The word *footwear* is referred to as **sneakers** in American English, **trainers** in British English, and **runners** in Australian English.

2. **Pronunciation** – Differences in regional backgrounds can lead to variations in the way words are pronounced, which may sometimes cause misunderstandings.
3. **Complex Sentence Structure** – Using convoluted grammar and lengthy sentences can overload the listener's attention and make the message difficult to understand.
4. **Inappropriate Tone** – Using a tone that does not match the context or violates professional boundaries can lead to misunderstandings or discomfort.
5. **Choice of Words** – The use of technical jargon or slang that is outside the listener's everyday vocabulary can lead to misunderstandings.

Example: A doctor may use the term *pyrexia* to refer to a fever.

Psychological Barriers refer to the mental or emotional conditions that prevent an individual from effectively listening to, decoding, and responding to a message.

1. **Prejudice** – Preconceived assumptions based on stereotypes about the speaker or the topic can hinder effective listening.
2. **Emotional Turbulence** – Experiencing strong emotions can affect the brain's cognitive ability, thereby making it difficult to concentrate and process the message effectively.
3. **Defensiveness** – Misinterpreting the speaker's neutral statements and observations as personal criticism can trigger a defensive response and hinder effective communication.
4. **Selective Listening** – Listening only to information that aligns with one's existing beliefs and interests, while ignoring the rest of the message can lead to misunderstandings.
5. **Information Overload** – The brain's ability to process information can slow down when it is exposed to excessive amounts of data, resulting in reduced attention and passive listening.

Physiological Barriers refer to bodily impairments or physical limitations in a speaker or listener that can hinder the reception and processing of a message.

1. **Speech Impairments** – Vocal strain, stammer, dysarthria etc. on the part of the speaker may require the listener to make additional cognitive effort to understand and decode the message.
2. **Hearing Impairments** – Damage to the auditory system, including partial hearing loss, or deafness can make it difficult for an individual to receive and process the message.
3. **Fatigue and Sleep Deprivation** – These can reduce concentration levels and shorten the listener's attention span, making it difficult to process the message effectively.
4. **Physical Illness** – It can divert the brain's attention toward managing bodily discomfort or distress, thereby reducing its ability to process auditory input effectively.

Perceptual Barriers refer to deeply ingrained personal assumptions, attitudes, and worldviews that shape an individual's perception of reality. These are influenced by an individual's upbringing, culture, and past experiences.

1. **Perceptual Defense** – A coping mechanism in which an individual deliberately blocks the reception and processing of information that contradicts their perceptions, values, and beliefs.
2. **Stereotyping** – Judging or evaluating a speaker based on one's own conventional assumptions, traits, and biases related to factors such as gender, race, creed, religion, profession, etc.

Socio-Cultural Barriers: These refer to differences that arise from the norms and values shaped by society and culture. They include customs, taboos, sensitivities, power dynamics, beliefs, educational backgrounds etc.

Example 1: In some traditional societies, menstruation is associated with social restrictions and taboos. Therefore, if a speaker addresses issues related to menstruation, a woman from such a background may feel uncomfortable and reluctant to listen to the speaker attentively.

Example 2: In some Western societies, remaining silent following a discussion may be interpreted as a sign of confusion, lack of interest, or agreement. In contrast, in East Asian cultures, silence may indicate respect and careful introspection.

To check your understanding of the topic, answer the following questions.

1. What barriers influenced your listening and how did you overcome them?
2. What socio-cultural barriers have you experienced in relation to your own culture?
3. While sitting in a seminar hall, a student realizes that the speaker is going to discuss a topic that he already knows. He assumes that he already knows everything about the topic and, therefore, feels there is no need to listen to the lecture. Identify the type of barrier illustrated in this context and write a brief note about it.
4. A young lady in casual clothing is about to give a presentation. However, upon seeing her outfit, the audience assumes that she must be inexperienced and decides not to pay much attention to her presentation. Identify the type of barrier illustrated in this context and write a brief note about it.
5. During a lecture, a student refuses to listen to a topic because it contradicts his family's religious and cultural values. Identify the type of barrier illustrated in this context and write a brief note about it.

Lesson 5.4 – Listening for Gist, Style and Tone

Listening for gist, style, and tone is a skill that involves focusing on the key idea or overall meaning of a topic rather than specific details. It is a subskill within the broader area of listening and is often contrasted with listening for details. It is also known as listening for global or general listening, as it enables listeners to process information and grasp the core message, theme, or purpose of a conversation at a holistic level. It lays the foundation for effective communication, as it reflects the natural way in which we process language.

Feature	Listening for Gist	Listening for Detail
Primary Focus	To get the overall idea or purpose.	To extract specific information such as names, statistical data, words, and facts.
Cognitive Focus	It involves top-down processing.	It involves bottom-up processing.
Word Comprehension	It does not require focusing on every individual word	It requires focusing on every individual word and grammatical detail.

The Significance of this Skill as follows,

- Enhances language proficiency
- Increases real-time response
- Decodes speaker's emotional state
- Improves professional efficiency
- Reduces cognitive fatigue
- Strengthens top-down processing
- Develops contextual guess work

The Techniques to Master this Skill as follows,

- Pay attention to the title
- Comprehend the context – including the speaker, location, and mood
- Identify key words

- Make quick connections based on the context
- Establish logical connections between concepts
- Recognize the sociocultural significance of the context
- Synthesize the main arguments
- Identify the overall message.

Activity 1

1. **Pre-Listening Briefing** – Before introducing the topic, activate the students' prior knowledge, thereby providing context cues.
2. **Boost Students' Confidence** – Encourage students not to worry about unfamiliar words.
3. **Play the Audio Clip** -- Following this warm-up, play the audio clip and pose the question: *what does the speaker wants to convey?*
4. **Articulate the Global Idea** -- Allow students to articulate the overall idea. If necessary, play the audio a second time, to help students identify more specific details.

Activity 2

Read the following passage and identify the main idea of the text as follows,

While 19th century historiography often sought a singular, teleological narrative of national progress, recent scholarship emphasizes fractured, polyphonic experiences of modernization. Historians now interrogate archival absences—voices marginalized by institutional power structures—not merely as missing data, but as structural critiques of the master narrative itself. Consequently, historical truth is no longer conceived as a monolithic edifice to be uncovered, but as a contested site of diverse, often discordant interpretations.

- A. Nineteenth-century historians were more accurate in their assessments of national progress than modern scholars give them credit for.
- B. Archival absences are unimportant details that do not affect the validity of a unified national history.
- C. Modern historical practice has shifted from seeking a single master narrative to embracing fractured and multiple interpretations of the past.

- D. The primary goal of contemporary historians is to reconstruct the monolithic narratives favored by nineteenth-century scholars.

Activity 3

Read the following passage and identify the main idea of the text as follows,

Organisms do not merely adapt passively to pre-existing environmental constraint; rather, through niche construction, they actively modify selection pressures for themselves and subsequent generations. Beavers altering hydrological regimes or earthworms restructuring soil profiles demonstrate that evolutionary trajectories are co-determined by the organismal manipulation of habitats. This bidirectional feedback of loop between organism and environmental challenges the orthodox view of natural selection as a purely external orchestrator.

- A. Organisms passively inherit pre-existing traits without altering the selective landscapes of future generations.
- B. Natural selection is exclusively driven by external environmental pressures rather than internal organismal traits.
- C. The physical modifications made by earthworms and beavers have negligible impact on long-term ecological evolution.
- D. Niche construction illustrates that organisms actively reshape their environments, redefining natural selection as a bidirectional process.

Lesson 5.5 – Body Language

Body Language is a non-verbal form of communication. It is involuntary and subconsciously used in our day-to-day lives. Though verbal communication is widely used to express our thoughts, opinions, and feelings, body language is a powerful medium that enhances and amplifies them. The definitions of body language are as follows,

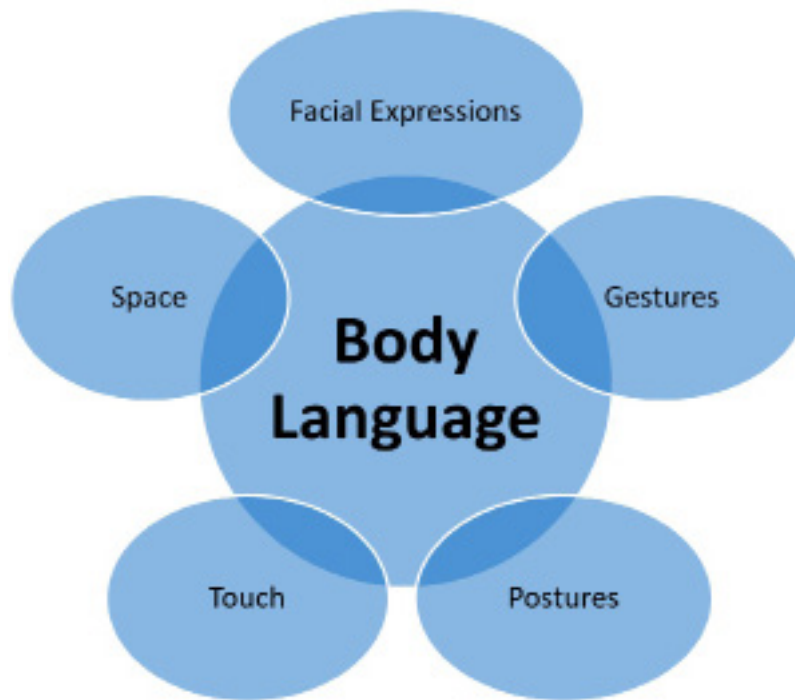
1. “The nonverbal imparting of information by means of conscious or subconscious bodily gestures, postures, etc.” (Collins English Dictionary, Twelfth Edition, 2012).
2. “Gestures, unconscious bodily movements, facial expressions, etc. which serve as nonverbal communication or as accompaniments to speech” (Webster’s New World College Dictionary, Fifth Edition, 2014)
3. “Communication of personal feelings, emotions, attitudes, and thoughts through body movements – gestures, postures, positions, and distance, either consciously or involuntarily, more often subconsciously, and accompanied or unaccompanied by the spoken language.” (Hedwig Lewis, “The Characteristic of Body Language.” *Body Language: A Guide for Professionals*. SAGE 2012).

A human body is capable of conveying messages through different forms such as conscious and unconscious body movements, postures, facial expressions, hand gestures, eye movements, and touch. Each form can be interpreted as a separate word, rendering different meanings based on the context of communication. Body Language can be perceived in two ways, namely, Positive and Negative.

Positive Body Language - It builds trust, draws people towards you, and paves the way for collaboration

Negative Body Language - It creates mistrust, barriers, and confusion.

Types of Body Language



- **Facial Expressions** refer to the movements of facial muscles used to convey a message. They include movements of the head, eyes, eyebrows, nose, lips, tongue, and jaw.
- **Gestures** refer to hand and finger movements used to convey a message.
- **Postures** denote the way an individual positions or moves their body.
- **Touch** refers to how physical contact is used to communicate a message.
- **Space** refers to the physical distance maintained between individuals during a conversation.

Lesson 5.6 – Importance of Body Language

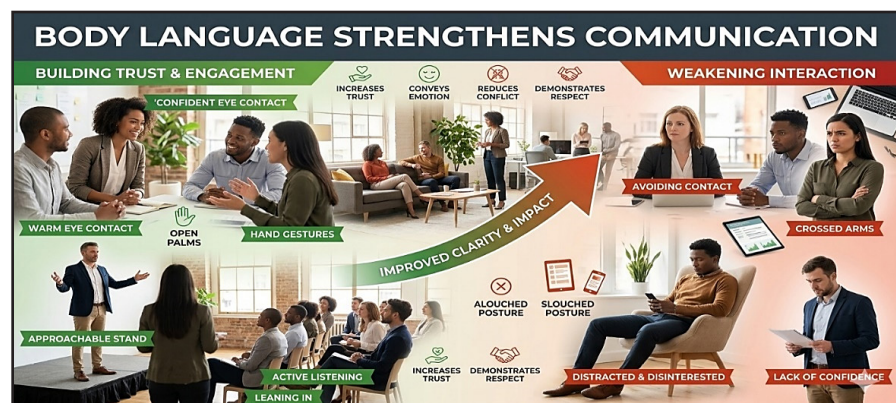
It notes that body language alone accounts for 55% of total communication compared to spoken words, which accounts for only 7% thereby highlighting the significance of non-verbal communication. It varies from one culture to another. For example, tapping one's head in Brazil indicates thinking, whereas it stands for craziness in some other places.

The importance of body language in communication are as follows,

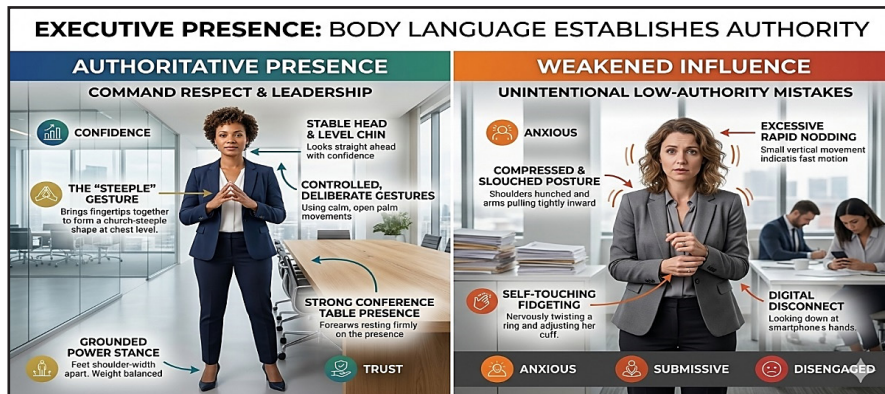
1. **Builds Credibility** – Aligning physical movements and facial expressions consistently with your presentation makes the speaker seem honest, reliable and genuine.



2. **Strengthens Communication** – By adding clarity, depth and emotion to spoken words.



3. **Establishes Authority** – Appropriate eye contact, posture and gestures project the speaker as confident and gives a sense of control over the audience.



4. **Expresses Emotions** – It both involuntarily and voluntarily exhibits a person's internal state and emotions such as happiness, sadness, anger, frustration, hopelessness etc.



5. **Regulates the Conversation Flow** – It provides signals indicating when to start, pause, continue, and conclude the conversation.



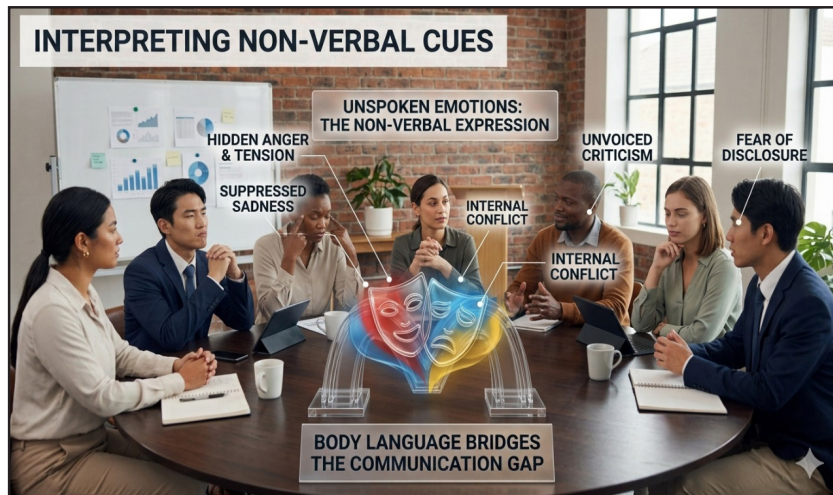
6. **Bridges the Communication Gap** – It functions as a universal translator when verbal cues fail.



7. **Demonstrates Active Engagement** – Maintaining eye contact and nodding to acknowledge the speaker's words show that you are truly listening and actively processing the information.



8. **Exposes Unspoken Reactions** – Not all emotions can be expressed verbally in a given context. For example, while sitting in a meeting, an employee may not be able to openly express disagreement with his boss. However, lowering his eyes can reveal his unspoken reaction.



9. **Reinforces the Verbal Message** – Aligning body language with spoken words provides clarity and ensures that the meaning is fully comprehended.



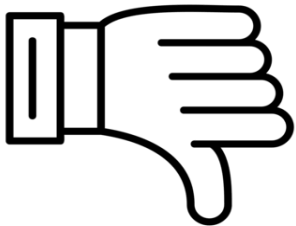
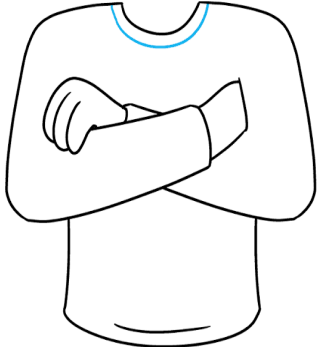
10. **Defines Relational Boundaries** – The physical space that the individuals maintain while having a conversation reflects the level of intimacy, hierarchy, and comfort between the speakers.



Lesson 5.7 – Gestures, Postures, Eye Contact & Facial Expressions

Gestures refer to body movements involving the head, shoulders, hands, and arms to communicate a thought or feeling.

Picture	Meaning
	Handshake ➤ Equality ➤ Trust, ➤ Agreement ➤ Friendship
	Thumbs Up ➤ Approval ➤ Agreement ➤ Good Luck
	Crossed Fingers ➤ Hope ➤ Good Luck ➤ Godspeed
	V Hand ➤ Peace ➤ Victory ➤ Number Two

	Thumbs Down ➤ Disapproval ➤ Rejection ➤ No
	Hand Wave ➤ Greetings ➤ Good Bye ➤ Attract Attention
	Clenched Fist ➤ Solidarity ➤ Resistance ➤ Strength ➤ Unity ➤ Anger
	Crossed Arms ➤ Defensiveness ➤ Comfort ➤ Arrogance ➤ Disagreement
	Biting of Nails ➤ Stress ➤ Insecurity ➤ Nervousness



Touching the Nose

- Disbelief
- Rejection
- Anxiety
- Deception



Head in Hands

- Exhaustion
- Distress
- Deep thought
- Boredom

Posture refers to the way individuals position their body when sitting, standing, or walking. In other words, it is the overall physical position of an individual.



Slouching Posture

- Disinterestedness

	Sitting Upright Posture ➤ Confidence ➤ Respect ➤ Openness
	Leaning Posture ➤ Disengagement ➤ Insecurity ➤ Nervousness
	Upright spine and open chest posture ➤ Self-assurance ➤ Readiness ➤ Authority ➤ Confidence
	Arms Swinging Posture ➤ Relaxed ➤ Cool
	Slouched Shoulders and Hunched Back Posture ➤ Tiredness ➤ Sadness

Eye Contact signifies interest, trust, confidence in an individual and helps build a strong connection with others.	
	Downcast eyes ➤ Disinterestedness ➤ Shyness
	Averting Eyes ➤ Disengagement ➤ Discomfort ➤ Thinking
	Maintaining Eye Contact ➤ Trust ➤ Honesty ➤ Interest ➤ Confidence ➤ Respect ➤ Assertiveness
Facial Expressions are a form of non-verbal communication in which the movement of face muscles expresses a person's feelings, attitudes, and intentions.	
	Anger

	Surprise
	Confusion
	Happy
	Sad

	Fear
	Disgust

Lesson 5.8 – Etiquette

Etiquette refers to the use of socially acceptable behavior when interacting with others. Good etiquette in verbal and non-verbal communication helps receivers understand the message without any confusions. It is essential in both personal and professional settings, as it strengthens relationships, builds trust, improves clarity, makes conversation smooth, reduces conflicts, and creates a positive impression.

The Principles of Etiquette in Communication

- Show respect to others when delivering information, as it is the foundation of effective communication.
- Do not interrupt a speaker; instead, listen attentively.
- Avoid unnecessary talk and speak only when required.
- Be honest and clear when conveying a message.
- Avoid distractions when someone is speaking to you.
- Remain unbiased and avoid making assumptions.
- Be open-minded when receiving information.
- Maintain professionalism at all times.
- Exercise patience and allow the speaker to finish before offering comments or suggestions.

Etiquette and its Types in Communication

Verbal Communication	➤ Use polite language ➤ Choose word choice ➤ Speak clearly ➤ Maintain a polite tone ➤ Avoid interruptions
Non-verbal Communication	➤ Sit upright ➤ Maintain eye contact ➤ Smile politely ➤ Nod to acknowledge the speaker's point.

Written Communication	➤ Use a respectful tone ➤ Avoid abbreviations and slang ➤ Use language appropriately
Digital Communication	➤ Do not spam ➤ Respect others' privacy ➤ Respond in a timely manner ➤ Avoid typing in all capital letters
Group Communication	➤ Wait for your turn to speak ➤ Respect the time limit ➤ Keep the discussion relevant ➤ Avoid dominating the discussion ➤ Value diverse perspectives
Workplace Communication	➤ Use professional language ➤ Address coworkers respectfully and use appropriate titles ➤ Be punctual
Online Meetings	➤ Be punctual ➤ Keep your camera on ➤ Mute yourself when you are not speaking ➤ Avoid background noise ➤ Join the meeting on time

Activity 1

Read the following conversation between Tarun and Kate and answer the following questions,

Kate: *(Smiling, leaning in)* Hey, Tarun! How was your weekend? Did you end up going on the trip to Kodaikanal?

Tarun: *(Looking down at his phone, thumb scrolling)* Yeah. It was alright.

Kate: Just alright? Did it rain? We were actually thinking about heading up there next weekend because—

Tarun: *(Interrupting, suddenly looking up with high energy)* Oh, if you go, you *have* to check out the peak trail. I hiked the whole mountain in record

time on Sunday. Usually, it takes people several hours, but I completed it in two. I'm basically built for high altitudes.

Kate: (*Blinking, slightly taken aback*) Oh, wow, two hours is fast and impressive. We aren't really looking to race though. My sister has a bad knee, so we were looking for flat—

Tarun: (*Interrupting again, checking his watch*) Yeah, well, if you don't do the ridge, it's not even worth going. Honestly, the flat trails are just for tourists.

Kate: (*Crossing her arms, stepping back slightly*) Well... anyway, we also found a local restaurant at the corner of this road, that we wanted to try for lunch—

Tarun: (*Phone buzzes; he looks down and starts typing a text*) Cool. Hey, did you see the email about the budget meeting scheduled on Friday?

Kate: (*Sighing softly*) No, not yet. I was just telling you about the restaurant...

Tarun: (*Not looking up from his phone*) Anyway, I got to run, need to grab some coffee on the way. See you! (*Walks away*)

1. Who exhibited the bad etiquette?
2. How Kate changed her body language following Tarun's indifference?

Activity 2

Rewrite a good etiquette version of the above conversation.

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