

Communication Skills Development

Student Work Book

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Foreword

Education department

Preface

Today, Communication is a very important skill for the success of every millennial student. Millennial affinity to use digital media for communication, changing career and working landscapes, and greater competition in colleges and workplaces makes enhancing student communication skills beyond language a must. Rote learning a few tips or tricks the night before an interview or performance review won't do the job if students are trying to make an impression in highly collaborative workplaces of the future. Expectations from students aspiring to be part of such future workplaces are that they have not just good verbal and non-verbal communication skills but also a good understanding of how to use modern tools for effective communication.

English - Introduction

Learning Outcome:

Learn English pronunciation and language rules through Synthetic Phonics methodologies and Functional Grammar concepts.

People with good communication skills are likely to be understood even though they make errors in other areas, whereas people with bad pronunciation will not be understood, even if their grammar is perfect.

Pronunciation

Pronunciation is the way words are spoken. It is very important and critical for proper communication because the incorrect use of pronunciation inevitably leads to the message being misunderstood by the recipient. It is an integral part of spoken language and plays an important role in the sound system of any language. Major components of pronunciation include:

- Segment -- collection of sounds of a language for example, intonation, syllable, phrasing
- Rhythm -- voice quality to indicate how the voice is projected
- Gestures and Expressions: closely related to the way we speak language

Phonemic Awareness

Correct pronunciation of words in English requires an understanding of the different sounds of spoken English.

A phoneme is a speech sound. It's the smallest unit of sound that distinguishes one word from another. Since sounds cannot be written, we use letters to represent sounds. There are approximately 44 sounds in English, with some variation dependent on accent and articulation. These 44 sounds are represented by the 26 letters of the alphabet individually and in combination.

Further, these sounds are broadly divided into 2 groups based on the functionality and they are called **Vowels & Consonants**. There are 20 vowels and 21 consonants in English language. Every word in English language is a combination of vowels and consonants. Hence it is very important to understand the sound and usage of these vowels and consonants for right pronunciation. However in this section, we are only working on the basic understanding of Vowels and Consonants to increase the efficiency in Pronunciation and Communication.

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The following table lists 44 sounds with the clue words to understand the usage of the phoneme. Please note the following table is split to explain the different types of Vowels (short and long) and Consonants.

Understanding the table:

Sounds underlined represent SHORT Vowels. In a Short Vowel word, you hear the sound of the letter. Usually a word with Short vowel is made up of ONLY ONE VOWEL Sound. This follows CVC (Consonant Vowel Consonant) Format.

For example, Cat, Pet, Sit, Pot, Cut.

In the above examples, /a/ /e/ /i/ /o/ /u/ you hear the SOUND of these letters.

Sounds in the boxes represent LONG Vowels. In a Long Vowel word, you hear the name of the letter. Usually a word with Long vowel is made up of 2 vowels. This follows CVVC, CVCV formats.

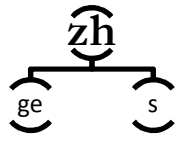
For example: Rain, Teeth, Pie, Toast, Cue, Kite

In the above examples, /ai/ /ee/ /ie/ /oa/ /ue/ - You hear the NAME of the respective first letters

In the following table, all the underlined letters represent SHORT Vowel sound and all the letters in the box represent LONG Vowel sound. Rest of the letters represent CONSONANTS sounds.

s Sun	<u>a</u> Ant	t Top	<u>i</u> Ink	p Party	n Net
c/k Cake, King	<u>e</u> End	h Horse	r Rain	m Monkey	d Drum
g Gurgle	<u>o</u> Pond	<u>u</u> Umbrella	l Land	f Fish	b Bat
ai rain	j jam	oa goat	ie pie	ee teeth	or fort
z zig- zag	w winter	ng ring	v van	oo book	oo moon
y yellow	x xerox	ch catch	sh shark	th feather	th moth

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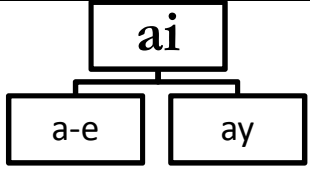
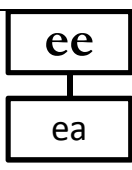
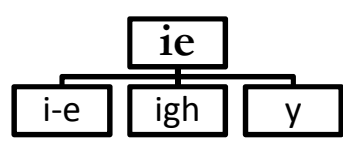
qu quack	ou pouch	oi coil	ue cue	er mixer	ar car
 <p>garage, marriage, carriage</p> <p>Measure, treasure, leisure, division</p>			<p>wh</p> <p>what, when, where, why</p>		

Additional resources:

<https://www.youtube.com/watch?v=xTKPXa9y9TM>

Alternate Sounds

Following table lists the alternate spelling for some of the sounds listed in the above table. For greater understanding, examples have been provided for each of these alternate sounds. Pay close attention to the sound and the formation of the word.

	<p><u>R</u>ain, waist, drain</p> <p><u>D</u>ate, plate, flame</p> <p><u>D</u>ay, stay, play</p>
	<p><u>F</u>eed, keep, street</p> <p>Reach, breach, teach</p>
	<p><u>P</u>ie, Die, tie</p> <p><u>P</u>ipe, kite, line</p> <p><u>f</u>ight, might, plight</p> <p><u>m</u>y, fry, cry</p>

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<p style="text-align: center;">oa</p> <pre> graph TD oa[oa] --- oe[o-e] oa --- ow[ow] </pre>	<p><u>C</u>oach, toast, ro<u>as</u>t</p> <p>P<u>o</u>pe, rope, slo<u>pe</u></p> <p>R<u>o</u>w, snow, sl<u>o</u>w</p>
<p style="text-align: center;">ue</p> <pre> graph TD ue[ue] --- ue1[u-e] ue --- ew[ew] </pre>	<p>Val<u>u</u>e, arg<u>ue</u>, barb<u>ec</u>ue</p> <p>C<u>u</u>te, fl<u>u</u>te, m<u>u</u>le</p> <p>F<u>e</u>w, fl<u>e</u>w, vi<u>ew</u></p>
<p style="text-align: center;">oo</p> <pre> graph TD oo[oo] --- u[u] </pre>	<p>Bo<u>o</u>k, fo<u>o</u>t, sho<u>o</u>k</p> <p>Put, pu<u>sh</u>, bu<u>d</u></p>
<p style="text-align: center;">oo</p> <pre> graph TD oo[oo] --- ue1[ue] oo --- ew[ew] oo --- ue2[u-e] </pre>	<p>Mo<u>o</u>n, fo<u>o</u>l, sho<u>o</u>t</p> <p>Gl<u>u</u>e, bl<u>u</u>e, tru<u>e</u></p> <p>Bl<u>e</u>w, fl<u>e</u>w, br<u>ew</u></p> <p>J<u>u</u>ne, ru<u>d</u>e</p>
<p style="text-align: center;">er</p> <pre> graph TD er[er] --- ir[ir] er --- ur[ur] </pre>	<p>Sup<u>er</u>, s<u>is</u>ter, bl<u>is</u>ter</p> <p>B<u>ir</u>d, sh<u>ir</u>t, th<u>ir</u>d</p> <p>Turn, bur<u>n</u>, pur<u>s</u>e</p>
<p style="text-align: center;">ar</p> <pre> graph TD ar[ar] --- au[au] ar --- aw[aw] ar --- al[al] </pre>	<p>Car, arm, star</p> <p>Aug<u>u</u>st, pa<u>u</u>se, fra<u>u</u>d</p> <p>Cl<u>a</u>w, sa<u>w</u>, sha<u>w</u>l</p>
<p style="text-align: center;">oi</p> <pre> graph TD oi[oi] --- oy[oy] </pre>	<p>Oil, co<u>in</u>, spo<u>il</u></p> <p>Toy, bo<u>y</u>, en<u>jo</u>y</p>

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<table border="1"><tr><td>ou</td></tr><tr><td>↓</td></tr><tr><td>ow</td></tr></table>	ou	↓	ow	Loud, mouse, cloud Cow, clown, brown
ou				
↓				
ow				

ACTIVITIES

Practice Short Vowel words. Read these words:

drip	duck	stamp	mist
hat	neck	sack	stuck
nut	tug	slug	lock
pest	mop	fluff	swim
camp	born	frog	lamp

Fill in the blanks with the short vowel sounds given in the box:

a, e, i, o, u

C__t P__n P__nd L__nd
P__n Sh__p C__t P__t
N__t Th__mb S__nk F__rest

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Write the proper short vowel words in the space given below.

Clue: The first letter of each word is underlined.

h a t
a

hat

e t
p s

l s
m a

l h l
i

t ck
u s

o t
l s

l f
u ff

i r
g ll

d ck
u

p o
s t

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Practice Long Vowel words. Read these words:

pain	keep	soap	aim
weed	barbecue	pie	sheep
lie	main	coast	snail
reef	soak	cue	toast
hue	deep	chair	grain

Fill in the blanks with the long vowel sounds given in the box:

ai, ee, ie, oa, ue

tr___n sl___p p___ t___st
c___ Sh___p c___t d___
r___f p___d w___p br___n

Write the proper long vowel words in the space given below.

Clue: The first letter of each word is underlined.

p n
 ai

pain

ue
c

n ai
m

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ee s
 n

b ar b
e ue c

ie
 p

oa t
 t s

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ai r
 b
 n

ee th
 t

l t
f oa

r f
 ee

l ue
 c

Reading "ch" words:

Note: "tch" makes the same sound as "ch"

Chap	inch	chick	chop	chug
Crunch	stench	chunk	bunch	winch
Such	clench	munch	chest	champ
Chill	sketch	switch	snitch	hatch
Bench	batch	ranch	drench	chess

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Reading "sh" words:

Mesh	crash	shot	mash	hash
Ash	fish	brush	flash	dish
Ship	hush	swish	shell	dash
Cash	shop	flush	shed	flesh
Lush	fresh	sham	plush	shack

Thank	width	think	tenth	than
Them	fifth	this	thing	thrill
With	moth	filth	cloth	thong
Thump	thick	theft	thin	thrash
Thumb	other	bath	thrush	brother

Reading "qu" words:

Quest	quilt	quack	quiz	quip
Squint	quill	quick	quell	quit
Quench	squid			

Reading "ng" words:

Bring	sling	gang	string	swing
Flung	hung	bang	slang	cling
Hang	sting	spring	rang	king
Fang	long	ring	thong	lung
Bring	strong	prong	long	bang

Word bank for practice:

Read the following words by applying the knowledge of phonemes (speech sounds) that has been explained in the above tables:

Note: Some of the words require knowledge of spelling rules along with phonics. Hence it is advised to understand the structure of the sound and infer the pronunciation in those places. This helps in building your vocabulary.

Clog	Tractor	Clock	Ship	
	Baseball			
Rooster		Found	Shout	Charm
Litter				
Quick	Foam	Spend	Grain	Quilt
Caterpillar	Sparrow	Wealth		Diploma
	Extensive			
Alternative	Specifically	Outstanding	Technical	Structure
Credit	Graphics	Electrical	Electronic	Mechanics
Tradition	Constitution	Knowledge	Environment	Production
Information	Chemical	Industry	Humanities	
Applied				
Trigonometry	Angle	Degree	Function	Logarithm
Differential	Calculus	Exponent	Quotient	
	Complex			
Proper	Partial	Computing	Analysis	
	Problem			
Technology	Dimension	Measurement	Scalar	Vector

Commonly Used Word List

Practice and use these words in the following table in day to day communication.

When	Today	For	Off	Give	Stop
Often	Again	Little	Than	Myself	Do
Large	Are	Over	From	Both	On
Like	Along	Him	Name	Said	Am
Why	Can	Few	They	Has	Go
Home	Look	Bring	But	Big	By
Know	Part	Old	Should	Done	A
Not	Once	High	Walk	Her	Of
Thought	Far	Into	Time	Better	Be
Them	Away	Long	Many	Does	No
Had	Get	Always	Other	Word	In
Please	These	With	Very	Ask	An
Last	Your	Say	Got	What	I
Make	Ten	Next	Come	Day	To
Would	Each	Show	Play	Who	It
Yes	Those	Girl	This	Now	My

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Could	Been	Where	You	Way	He
Fun	Which	Were	Only	Write	Or
Much	More	Goes	One	Tell	Me
Great	All	Out	Any	Number	We
That	Fast	Their	First	Cat	Is
Find	His	Small	She	Have	At
Dog	Did	How	See	Went	As
Before	Water	Here	Full	Saw	Up
And	People	Some	Never	Use	So
School	Then	Boy	Take	Two	If
Right	The	Call	Night	After	Will
There	Might	Made	About	Was	May

Grammar

Grammar lays the groundwork for the effective communication. Just like spoken language, written language is used to convey meaning from the speaker (or writer) to the recipient. Meaning is conveyed best when the speaker uses correct grammar, syntax, spelling and punctuation. Improper usage of grammar can affect the meaning and clarity of an intended message.

In this section, we are going to learn about the Functional Grammar concepts that are crucial for effective communication.

Learning Outcome:

Introduction: Parts of speech

There are many, many words in the English language, but our language is built on only eight parts of speech. This means that all of the words function as only one of these eight. Some words can function as more than one part of speech, so it's important that you understand the eight parts of speech and their functions so that you can recognize them in sentences.

Parts of Speech with Examples

Nouns

Nouns are words that name people, places, things, and ideas.

They can be **commonnoun** (generic) or **proper noun** (referring to a specific person, place, or thing).

Nouns function as subjects and objects in sentences. You will learn more about this in **Sentence** section of this book.

Examples: car, Wal-Mart, father, Mr. Harris, freedom

Exercise 1

Write two proper nouns you know of for each common noun.

Common Nouns	Proper Nouns
Chocolate	<ul style="list-style-type: none"> • Amul • Kit Kat
Tooth Paste	

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College	
City	
Month	
Days	

Exercise 2

Underline the common nouns and circle the proper nouns in these paragraphs as shown below.

I live in Delhi. It is the capital of India. The river Yamuna flows through Delhi. There are many Important buildings in the city.

Some of these are the Red Fort, the QutubMinar, Humayun's Tomb and the Lotus Temple.

Exercise 3

Fill in the form with proper nouns.

Name: _____

Father's Name: _____

Mother's Name: _____

College: _____

Address: _____

City: _____

Singular and Plural Nouns

Rani is going to the market with her mother. Look at her shopping list.

Shopping list

- | | |
|-----------|----------------|
| 8 Oranges | 6 toothbrushes |
| 5 Knives | 12 onions |
| 9 Pencils | 15 spoons |

Singular means only one. **Plural** means more than one. In order to make a **noun plural**, it is usually only necessary to add **-s** or **-es**

<i>Rules (Singular to Plural conversion)</i>	<i>Examples</i>
<p><u>Most Nouns:</u> Add -s to the end to make it plural</p>	<p>Rat → Rats Truck → trucks Pen → pens</p>
<p><u>Nouns that end in s, sh, x, ch:</u> Add -es to form the plural.</p> <p><u>Nouns that end in z:</u> Add an extra z at the end before adding es</p>	<p>Bus → <u>Buses</u> Brush → brushes fox → foxes beach ⇒ beaches</p> <p>quiz ⇒ quizzes</p>
<p><u>Nouns ending in f or fe</u> Some nouns ending in f or fe just add s. Sometimes it is necessary to change the f to a v. In that case, always end the word with es.</p> <p><u>Nouns ending in y</u> Drop the y and add -ies</p>	<p>Roof → roofs Safe → safes Knife → knives Shelf → Shelves</p> <p>Cherry → Cherries City → cities</p>

Exercise 1:

Underline the nouns in the poem and say whether they are singular (S) or plural (P)

P

Two little sisters went walking one day,
Partly for exercise, partly for play.
They took with them kites which they
Wanted to fly,
One a big centipede, one a great butterfly.
Then up in a moment the kites floated high,
Like dragons that seemed to be touching the sky

Exercise 2:

Complete these sentences with the plural forms of the nouns in the brackets.

1. She plucked some apples from the tree. (apple)
2. Prem bought four _____. (toothbrush)
3. There are two _____ in the basket. (tomato)
4. She carried boxes of _____ to the market. (cherry)
5. I filled water in all the _____. (glass)
6. I gave some milk to the three _____. (puppy)
7. The _____ look beautiful. (butterfly)
8. He fixed two _____ on the wall. (shelf)

Articles

A, An and The are used before singular nouns. A and An are indefinite articles. The is a definite article.

- **An** is used before nouns beginning with vowel sounds such as a, e, l, o, u.

An elephant, **an** ostrich, **an** eagle, **an** antelope

- **A** is used before nouns beginning with consonant sounds such as b, d, t, k, g, s, and so on.

A tiger, **a** wolf, **a** lion, **a** camel

- **The** is a definite article. Use it for specific representation of noun.

- After **the** long day, **the** cup of tea tasted particularly good.

By using the article **the**, we've shown that it was one specific day that was long and one specific cup of tea that tasted good.

- I have **a** car. **The** car is green.

A car means any car. We use **the** car when it is clear which car we are talking about.

Exercise 1

Complete the paragraph with **a** or **an**.

I'm Rakesh Kumar. I'm in Diploma first year. I live in a flat with my parents. My father is _____ engineer. He works in _____ factory. My mother is _____ architect. She works in _____ office. I have _____ younger brother and _____ elder sister.

Exercise 2

Complete the following sentences with **a**, **an** or **the**.

1. Maya saw an eagle in a cage. An eagle escaped from a cage.
2. I gave _____ banana to _____ monkey that belonged to my neighbour.
3. _____ boy who ate _____ strange fruit complained that it was bitter.
4. I have _____ apple and _____ orange in my bag.

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5. Satish is _____ obedient boy.
6. Rama wrote _____ letter to his friend.
7. I have _____ teddy bear. _____ teddy bear is very soft.
8. _____ rose smells sweet.

Exercise 3

Write a, an or the to complete the following story.

One day _____ old fox was very hungry. He entered _____ fruit garden and saw _____ bunch of grapes. He wanted to eat them. He jumped to reach _____ grapes but he failed. He tried many times. In the end, he got tired. He said to himself, “_____ the grapes are sour.” Then he left _____ garden.

Pronouns

Read this conversation.

Venu: Where is Father?

Asha: He has gone to the bank

Venu: Where is Rani?

Asha: She is sitting in the balcony.

Venu: Where is my drawing book?

Asha: It is on the shelf.

Venu: Where are my sketch pens?

Asha: They are in the drawer.

Venu: Will you play with me?

Asha: Not now. I will play with you later.

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Pronouns are words that take the place of a noun in a sentence. Pronouns are used to add variety and to simplify speaking or writing so that the writer or speaker doesn't have to repeat thenouns in the sentence.

Examples: I, me, he, she, it, we, us, them, ours

Exercise 1:

Tick (✓) the correct pronouns to complete these sentences.

1. Venu is my best friend. He/She/It is very clever.
2. Mr Ramesh is the principal of our school. He/he/It is in his office.
3. Don't dink after from this well. He/She/It is dirty.
4. The boy in the photograph is my brother. He/She/It is very tall.
5. Sunil and I are neighbours. They/You/We often play together.
6. Guru and Sunil are waiting at the bus-stop. We/They/You are waiting for the bus. We/I/It is late again.
7. Mother: what are we/they/you doing?
Chitra and Rani: They/You/We are watching cartoons on TV.
8. My dog is happy. They/It/You is playing with a ball.

Exercise 2

Rewrite these sentences with he, she, it, we, or they in place of the words underlined.

1. Kate is not well. Kate went to the doctor.
She went to the doctor.
2. The man is walking fast. The man is in a hurry.

3. Where are the birds? The birds have flown away.

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4. Miss Gita is our teacher. Miss Gita teaches us English.

5. Linda and I went to the library. Linda and I saw many books.

6. Where is Ginger, the dog? Ginger is in the garden.

7. Suma and I read a book. Suma and I liked the book.

8. Where is the cat? The cat is in the box.

Adjectives

Read this conversation.

Rama: Do you know Pavan?

Kumar: Yes, I do. He is a clever boy. He has a sweet voice. He wears neat and clean clothes. He is an honest boy. He is always cheerful.

Adjectives are words that describe **nouns** or **pronouns**. They give more information about the noun or pronoun, and are often called "**descriptive words**."

Examples: Clever, sweet, neat, clean, honest, cheerful, loud, pretty, red, new, expensive

Exercise 1

Pick out the adjectives in these sentences and write them in the blanks.

1. Mother bought me a beautiful ribbon. Beautiful _____
2. Kumar is a tall boy. _____
3. Ankur is a good singer. _____
4. She has a sweet voice. _____
5. The cake was tasty. _____
6. The coffee was bitter. _____
7. Raja’s shoes were muddy. _____
8. The chocolates were delicious. _____

Exercise 2

Match the adjectives in column A with the nouns in column B. Write them in column C

A	B	C
Bitter	day	Bitter medicine
Pretty	knife	
Sunny	Medicine	
Delicious	Sum	
Sharp	Mangoes	
Difficult	Dress	

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Cold	Elephant	
Small eyes	Ice cream	

Verbs

Read the following sentences:

1. Sana smiled at her friend and waved at her.
2. Vikramsails a boat.
3. Rama swims and dives in the sea.
4. The boys make a sand castle and then play cricket.
5. The baby has been crying since morning!

Verbs indicate action. These verbs are words that tell us what the subject of a sentence or clause is doing.

Examples: smile, wave, sail, swim, run, dive, play, walk, cry, yawn

Exercise 1

Circle the verb in each sentence.

1. Disha walks to school every day and then plays on the playground.
2. Rama practices the trumpet and washes the dishes every day.
3. Shekhar saw the first star of the night and wished on it.

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4. Vikram practices the trumpet every day.
5. Rani grinned when he saw the new football under the Christmas tree.
6. Keerthana wanted two new dolls for Christmas, but she only got one.
7. Help Disha with those groceries please.
8. Mary danced well in her recital.
9. The goalie caught the soccer ball and threw it up the field.
10. Isha caught three fish before they left the river.

Exercise 2

Fill in the blanks with the verbs given in the box:

believe , call, ride, help , strutted, reads, wants, think

1. Manish and Sujal _____ the bus to school each morning.
2. Pranav _____ a horse for her birthday.
3. Shiva _____ a chapter in his book each night.
4. Do you _____ it will rain today?
5. I _____ in fairies and unicorns.
6. Will you _____ me with my homework?
7. Please _____ your mom.
8. The chicken _____ across the road.

Adverbs

Read how Sneha did each action in the following table. What did you observe?

How did Sneha talk?	She talked <u>softly</u> .
How did Sneha walk?	She talked <u>slowly</u> .
How did Sneha paint?	She talked <u>carefully</u> .
How did Sneha sing?	She talked <u>loudly</u> .
How did Sneha write?	She talked <u>neatly</u> .

Adverbs are words that give more information about the **verb**. Adverbs answer questions like when, where, why, how, to what extent, and under what condition. Sometimes, adverbs end in "ly" but not all adverbs end in "ly."

Examples: very, when, why, quite, carefully, loudly, softly, neatly, slowly

Exercise 1

Underline the correct adverbs to complete these sentences.

1. How did the lion roar?
The lion roared loudly/gently.
2. How did the puppy drink the milk?
The puppy drank the milk quickly/sadly
3. How did the tortoise crawl?
The tortoise crawled loudly/slowly
4. How did Reena push the pram?
Reena pushed the pram brightly/gently

Exercise 2

Look at the underlined adjectives and complete these sentences with the correct adverbs.

1. Meena is happy. She is smiling happily
2. The boy is loud. He shouts
3. Meena is an exceptionally talented writer.
4. Gopi plays piano well.
5. The kitten was very hungry.
6. Jasmine seemed unusually happy.

Prepositions

Read this passage. Discuss.

Rahim and his parents were going on a journey. Their bags were on top of the car. Their car broke down on the way. They called a mechanic.

Look, the mechanic is under the car. He is trying to repair the car. Rahim is standing behind the car. His mother is standing near him. His father is waiting in front of the car. The driver is sitting in the car. A crow is flying over the car. There is a cat between the car and the tree.

Prepositions are words that describe the relationship between a noun and another noun/pronoun/phrase.

These are words that tell us about the position of someone or something. These words tell us where someone or something is.

Examples: in, out, beside, above, below, on, under, between, near

Exercise 1

Complete the sentences using **on, at, by, with, about:**

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1. In tennis, you hit the ball a racket.
2. She cuts vegetables a sharp knife.
3. Do you know anything computers?
4. My grandmother died the age of 94.
5. I did not go to the football match, but I watched it television.
6. My house is the one the red door on the right.
7. These trains are very fast. They can travel very high speed.
8. I don't use my car very often. I prefer to go bike.
9. Can you give me some information hotels in this town.
10. He was arrested two policemen and taken to the police station.
11. The buses here are very good. They are nearly always time.
12. What would you like to drink your meal?

Exercise 2

Complete the sentences using opposite, beside, by, under, above, below, on, in front of and behind:

1. The cat is the table.
2. There is a big tree the house.
3. The plane is flying the clouds.
4. She is standing the piano.
5. The cinema is the right.
6. She is sitting the phone.
7. The switch is the window. .
8. The cupboard is the sink.
9. There are some shoes the bed.
10. The plant is the piano.
11. Pal is sitting Urvashi.

12. In Britain they drive the left.

Exercise 3

Complete the following with in / at/ on:

1. Don't sit the grass. It's wet.
2. What have you got your bag?
3. Look! There's a man the roof. What's he doing?
4. There are a lot of fish this river.
5. Our house is number 205—the number is the door.
6. Is the cinema near here? 'Yes, turn left the traffic lights'.
7. I usually do my shopping the Shastri Market.
8. My aunt lives Mumbai.
9. There's a small park the top of the hill.
10. I think I heard the doorbell. There's somebody the door.

Conjunctions

Read these sentences.

1. Rohit likes popcorn. Shanthi also likes popcorn.
Rohit and Shanthi like popcorn.
2. Rita plays badminton. She also plays tennis.
Rita plays badminton and tennis.
3. My father likes coffee. My mother likes tea.
My father likes coffee but my mother likes tea.
4. Sameera: Can I have some ice-cream?
Mother: Will you have chocolate ice-cream or
vanilla ice-cream?

Conjunctions are words that link words, phrases, and clauses in a sentence.

Examples: and, but, or, nor, so, however, therefore

Exercise 1

Tick (✓) the correct joining words to complete these sentences.

1. The boy saw a squirrel and/but ✓ /or it ran away.
2. Do you walk and/but/or take a bus to school?
3. "You must keep quiet and/but/or I will punish you," said the teacher.
4. My grandmother is old and/but/or weak.
5. Sumit fell down and/but/or broke his leg.
6. India played well and/but/or lost the match
7. You can have noodles and/but/or sandwiches. You cannot have both.
8. I will sing and/but/or she will play the piano.

Exercise 2

Join these two sentences using or, and, but.

1. The elephant has large ears. It has small eyes.

The elephant has large ears and small eyes.

2. Wear your sweater. Wear your cap.

3. Jamil is in class. His friends are outside.

4. Keep the keys in your bag now. You will forget them.

5. Keep quiet. Leave the room

6. It was cloudy. It did not rain.

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7. The TV is on. We are not watching it.

8. Anita likes to dance. Pooja likes to dance, too.

Interjections

Read the following sentences.

1. Goodness! He listened to the man's story and reported it to the police immediately.
2. I haven't seen my brother since he left for college!
3. Oops! I dropped the jelly
4. No! Don't touch that!
5. Help! I'm about to fall!
6. Wait! Don't leave me behind the cave!

Interjections are words that are exclamations or abrupt remarks that are somewhat of an interruption or an aside.

Examples: Ah! Yes! Wow! Cool! Woah!

Exercises 1

Choose the right words:

1. _____! I have lost my purse (Alas/Ha/Ha!)
2. _____! I have defeated all my rivals (Hurrah/Ha)
3. _____! Are you in your senses? (Hey/Ha)
4. _____! The victory is yours. (Hurrah/Bravo)
5. _____! You need to watch where you are walking! (hey/alas)
6. _____! You did a fantastic job in your test! (Great/Hurrah)

Summary: Parts of Speech

Following table provides the summary of all the parts of speech. Use it as a quick reference:

Part of speech	Definition	Example Words	Example Sentences
Noun	Thing or person	pen, dog, work, music, town, London, teacher, John	This is my dog . He lives in my house . We live in London .
Pronoun	Replaces a noun	I, you, he, she, some	Tara is Indian. She is beautiful.
Verb	Action or state	(to) be, have, do, like, work, sing, can, must	EnglishClub is a web site. I like EnglishClub.
Adverb	Describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats quickly . When he is very hungry, he eats really quickly.
Adjective	Describes a noun	good, big, red, well, interesting	My dogs are big . I like big dogs.
Preposition	Links a noun to another word	to, at, after, on, but	We went to school on Monday.
Conjunction	Joins clauses or sentences or words	and, but, when	I like dogs and I like cats. I like cats and dogs. I like dogs but I don't like cats.
Interjection	Short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts! Hi! How are you? Well, I don't know!

Sentences

A sentence is a group of words that expresses a complete thought, and includes a subject and a predicate.

The **subject** of the **sentence** is what (or whom) the **sentence** is about. In the **sentence**. A **predicate** is the part of a **sentence**, or a clause, that tells what the **subject** is doing or what the **subject** is.

Example: "The cat is sleeping in the sun."

The word cat is the **subject**, sleeping in the sun is the **predicate**.

Rules for Writing Sentences

Following are the basic rules to remember:

- | |
|--|
| 1. A sentence starts with a capital letter and ends with a period/full |
|--|

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stop, a question mark or an exclamation mark.

2. Capitalize all nouns.
3. "To" should not be capitalized unless at the beginning and end of the title.
4. All articles (a, an, the) should be lower case.
5. All prepositions should be lower case.

Types of Sentences

Types	Examples
<p>Declarative</p> <p>Makes statement or expresses an opinion.</p> <p>Sentence ends with a period.</p>	<p>I want to be a good writer. (makes a statement)</p> <p>My friend is a really good singer. (expresses an opinion)</p>
<p>Imperative</p> <p>Gives a command or makes a request.</p> <p>Usually ends with a period but can, under certain circumstances, end with an exclamation point.</p>	<p>Please sit down.</p> <p>I need you to sit down now!</p>
<p>Interrogative</p> <p>Often begins with who, what, where, when, why, how or do question words.</p> <p>Ends with a question mark.</p>	<p>When are you going to turn in your writing assignment?</p> <p>Do you know what the weather will be tomorrow?</p>
<p>Exclamatory</p> <p>Expresses great emotion such as excitement, surprise, happiness and anger</p> <p>Ends with an exclamation point</p>	<p>It is too dangerous to climb that mountain!</p> <p>I got the concert tickets !</p>

Exercise 1

Complete the sentences in your own words.

1. If you do not exercise regularly, you will become unfit.
2. If you walk at this speed,
3. If she eats too many snacks,
4. If we are not careful, we
5. If my mother does not go to work tomorrow,

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6. If the teacher does not come, we
7. If she goes to bed early, she
8. If I do not have anything to eat,
9. If I speak English at home,
10. If she doesn't stop working late hours,

Exercise 2

Tick (✓) the correct underlined words to complete these statements.

✓ ✓

1. What did/would you say if I asked /would ask you to lend me five hundred rupees?
2. If I ever become/ would become rich, I will try/would try to help the needy.
3. If you changed/would change your college, where did/would you like to study?
4. If she had/would have time, she learnt/would learn swimming.
5. If she were/would be you, she ate/would eat everything on the plate.
6. Do you think it were/would be a good idea if all of us went/would go to see a film this evening?

Active and passive Voice

Read these sentences; observe the Verb words in these sentences carefully:

- a. Millions of people watch the IPL cricket series on TV.
- b. The IPL cricket matches **are watched** by millions of people on TV.

- a. The post man has delivered the letter.
- b. The letter has been delivered by the postman.

- a. My father built this house.
- b. This house was built by my father.

The **verbs** underlined in sentences “a” are in the active voice. The verbs underlined in sentences “b” are in passive voice.

In active voice sentences the subject does the action expressed in the verb. This sentence that uses the active voice is stronger, uses fewer words, and clearly shows who performs the action.

Example: The tourists **are feeding** the duck.

In passive voice sentences the subject receives the action expressed in the verb. This sentence that uses the passive voice is weaker and less direct.

Example: The ducks **are being fed** by the tourists.

Exercise 1

Underline the main verb in each sentence. Identify each sentence as active (A) or passive (P) and write it in the brackets.

1. The Taj Mahal was built by Shah Jahan. (P)
2. His brother has sent him a camera this week. (____)
3. She should be told not to come late to class. (____)
4. The price of petrol has been rising for the last two years. (____)
5. The winner of the debate will be announced today. (____)

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6. This window may have been broken by the children. (____)
7. Everyone enjoyed the picnic. (____)
8. My brother makes breakfast every day. (____)

Exercise 2

Change these sentences from active to passive voice or vice versa.

1. Malik watered the plants.

The plants were watered by Malik.

2. This fan was donated by my grandfather.

My grandfather donated this fan.

3. The gardener has planted the tree.

4. Someone has changed the design.

5. Cleaning is generally done by my mother and brother in our house.

6. I was given a lift at five in the morning.

7. They have cancelled the meeting.

8. Students should be taught the value of education.

9. The loan will be released in a month.

10. The doctor has sent the results of the test.

Comprehension

Conversation with the Doctor

Patient: Good morning Doctor!

Doctor: Good morning Mr.Sharma, what is the problem?

Patient: I have been having fever for the last two days. I took aspirin tablets but the fever persists.

Doctor: Well, anything else? I mean loss of appetite or pain somewhere?

Patient: Yes, Doctor, I don't feel hungry at all and get tired soon, even if I walk around a little bit. But no pain at all anywhere.

Doctor: Please lie down on the couch. I shall examine you.

Patient: Yes, of course.

Doctor: You have only viral fever and there is nothing to worry. I'm prescribing some medicines. Please take these medicines for five days.

Patient: Thank you Doctor. Should I take leave from the office?

Doctor: Yes, it will be better if you take rest for a week. Do take plenty of water and avoid fried and spicy food.

Patient: Very well, doctor

Doctor: Do come over for a checkup after five days. I'm sure you will be all right. Here is your prescription.

Patient: Thank you very much. Good bye.

Doctor: Bye. Mr.Sharma.

Exercise and Grammar work:

Read the conversation passages two or three times and then answer the following questions:

1. What has brought patient to the doctor's clinic?
2. Is the patient known to the doctor?
3. Is the doctor polite with the patient?
4. What does the patient suffer from?

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5. Does the doctor advise him to take rest?
6. What kind of food Mr. Sharma is asked to take?
7. What is the disease that Mr. Sharma suffers from?
8. What medicine Mr.Sharma took himself before coming to the doctor?

Vocabulary

Write down the meaning of the following words from the dictionary.

1. Viral
2. Infection
3. Blood pressure
4. Prescription
5. Allergy
6. Spicy

Grammar

Fill in the blanks with suitable prepositions:

A teacher was angry _____ me _____ my negligence.

The meeting will be held _____ Sunday _____ 6 p.m

I'm very grateful _____ you _____ your kind help.

I differ _____ you _____ this point.

He has been suffering _____ fever _____ last night.

Our examination commences _____ Monday _____ 9 a.m

Unit 2: Communication

Introduction

Communication is an important facet of life as the skills to communicate are essential in all spheres of life. This is one of the most valuable life skills to be learned to be able to communicate effectively.

Learning Outcome:

At the end of the session, students should be able to

- Understand the communication process, influence of voice/tone, logical organization of thought, comprehension, listening skills.
- Understand the basic building blocks of communication and strategies for working with each of these blocks.
- Learn about carrying self, etiquettes of communication.
- Build positive attitude about self and towards handling communication.
- Learn the process of effective communication, problem solving techniques.
- Understand the difference between traditional and modern communication tools
- Use Email technology efficiently for communication
- Understand different platforms available for video conferencing and efficiently work with them.

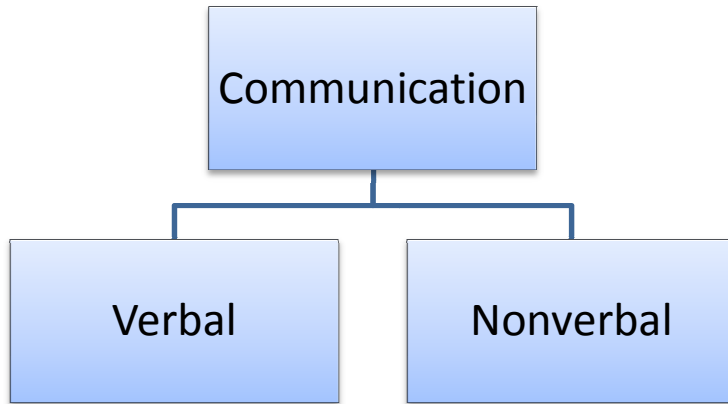
Main idea:

To make students think and bring in the awareness that knowingly or unknowingly “Communication” is happening in every day life.

To show how the lack of communication can mislead and bring in the difference in understanding and affect relationship personally and professionally.

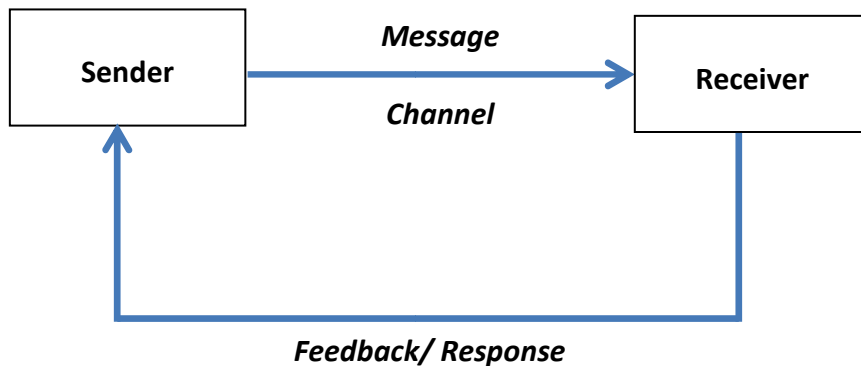
What is Communication?

Communication is a process of sending and receiving messages through verbal and non- verbal means as shown in the following picture.



Communication Process

People have thoughts, ideas, and emotions that they need or want to express. Communication happens through information exchange. For a communication process, there should be a sender, a message, a channel and a receiver.



Activity:

Introduce yourself to others. *(Ensure that there is no language barrier)*

1. Divide the class into group of TEN students each.
2. Ask them to introduce themselves among themselves.
3. Direct them about the set of questions that they can use like:
 - a. Hi, my name is _____
 - b. May I know your name?
 - c. Where did you study?
 - d. Why did you choose diploma course?

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- e.
 - f. What do you want to pursue after the course?
 - g. What kind of movie do you like?
 - h. Who is your favorite hero/politician/movie?
 - i. Where do you come from?
 - j. How many movies did you watch in the recent past?
4. Now ask student to make note of all the answers. While this activity is happening, please make an observation about the following:
- a. Openness to talk
 - b. Body language
 - c. Proactive questioning
 - d. Confidence
 - e. Barrier (anything that is stopping student from performing the activity)
5. Use this activity as demonstration for explaining about the “communication process”

Activity 2:

<https://www.youtube.com/watch?v=Oq6Y1S7N8tl>

<https://www.youtube.com/watch?v=VntlYxv3BvE>

Elements of Communication

Have you ever wondered why some people can communicate so well while others fail to get their message across? Well, communication has been defined as the act of giving, receiving or exchanging information, ideas and opinions so that the message is completely understood by both parties. Look at Figure below. The illustration shows clearly that in a communication process, there must be a sender, who speaks or sends a message, a receiver who listens or receives the message, message with the content (information/feedback), and channel through which the message is sent.

For example, in a one on one communication as shown below, sender is the one who is conveying the message, receiver is the one who is listening to/accepting the message and providing feedback to the sender and they are using “air” as the channel to transmit the messages.

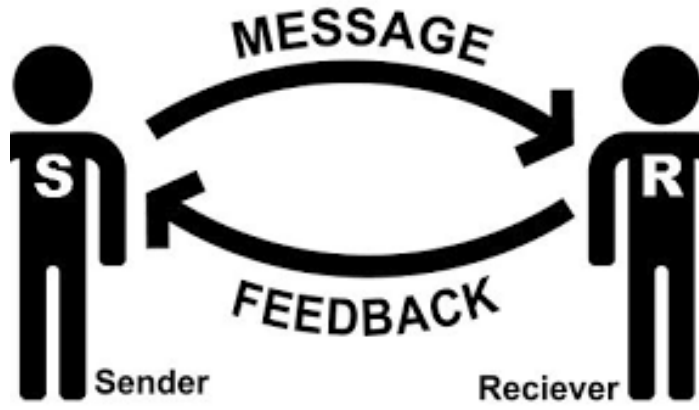


Image Courtesy:

<http://studylecturenotes.com/5-elements-of-communication-process/>

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Activity 3

Making a group of students and getting to know each other with a predefined expectation. For example, in a group of 5 people, each one should take turn, one should take lead, ask questions and talk to each other and fill up the answer for the questions given below.

To assess current communication skill: Activity based.

(Teacher has to use the discussion points done in the first two activities, assess and gauge the current communication skills of the student.)

Name:

I have performed on stage:

I'm good at sports:

I can speak more than 3 languages:

I'm always cheerful:

I like my mother tongue:

I like these 3 things about communication class

-
-
-

Four elements of communication

The following four elements are the basic building blocks that create the foundation for successful communication:

- The People
- The Message
- The Context
- Listening

In the following section, let us learn and understand how and why the above elements are significant in communication.

The People

Whether you're the sender or the receiver of a message, it's important to think about the other person's perspective.

Sender is a person who conveys his message, idea and emotions to other people while using different sources to communicate like gesturing, verbal or writing etc. Without sources there is no concept of process of communication.

Receiver means the person for whom the sender conveys the message through several medium. The receiver of the message may be readers, receivers, listeners or viewers. For example if person A is talking to person B. A is sender and B is receiver.

Communication gets tricky, because people have mental filters, certain levels of knowledge, personal concerns or preconceived notions that affect the way we interpret messages. Hence when you convey message (as a sender/receiver) it is important to use the right set of words and provide clarity.

For example watch this video:

<https://www.youtube.com/watch?v=Y3cdsrJStLA>

The Message

Message is information we want to communicate with others. Message may be in the form of verbal or nonverbal.

The message in a conversation is more than the words that we speak or write. It's the non-verbal signals we deliver, and the tone of voice we use. As the sender, when you contemplate your message, keep in mind not only how you word or you write something, but also the channel that you use to send it. A channel may be a text, an email, a phone call, a face-to-face conversation, a gesture, a memo, chat or a voice message.

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A message should:

- Be well organized
- Have a clarity
- Consider perceptions
- Consider cultural values

The product of your communication loop is your message. Be thoughtful with how you strategize, deliver, and evaluate it, and you will be an effective communicator with every interaction.

Activity:

<https://www.youtube.com/watch?v=iQI9Dnfm0-E>

Activity

<https://www.youtube.com/watch?v=UVCjGo8lVeI>

https://www.youtube.com/watch?v=mK_QPSQmg2U

The Context

Communication never happens in a vacuum. Location, timing, and relationships that constitute the third communication element, the **context**.

Context refers to the setting in which **communication** takes place. The **context** helps establish meaning and can influence what is said and how it is said. **Context** is critical, because it tells you, the receiver, what **importance** to place on something, what assumptions to draw (or not) about what is being communicated, and most importantly, it puts meaning into the message.

Activity

<https://www.youtube.com/watch?v=e6glMcMa6SY>

<https://www.youtube.com/watch?v=5F5L-tNi334>

Play this video to get the visual content for defining “Context”.

https://www.youtube.com/watch?v=Qabj3_HzewI

Listening

Activity

Listen and Draw

This is a good activity to start this section with. Ask learners to take out a blank piece of paper. Give the following instructions. Learners are not allowed to ask questions. Compare bugs when everyone finishes.

- The bug is round.
- The bug has eight legs, grouped in pairs, with four legs on the left and four legs on the right. In the pairs, one leg is longer than the other.
- The bug has two eyes on top of the body.
- The bug has two squiggly antennae.
- The bug has two pea-pod shaped wings.
- The bug has a spot next to each wing.
- The bug has a triangular stinger on the bottom of its body.
- The bug has two feelers on each foot – one longer than the other, both coming from the same side of the leg.
- The bug has a round mouth, placed between the two eyes.
- The bug laid five square eggs to the left of the stinger.

Introduction



Listening is the skill that separates good communicators from amazing ones. Listening is an activity that takes up to 55% of our working time according to the *US Department of Labor*. Between

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interacting at college, talking to our families, taking in information through radio, TV, video clips, we listen more than we speak daily.

To be able to listen effectively,

- Listen with eyes for connecting to non-verbal cues
- Pay attention
- Maintain relaxed body posture
- Lean slightly forward if sitting
- Facing person squarely at eye level
- Maintain an open posture
- Maintain appropriate distance
- Offer simple acknowledgements
- Summarize
- Reflect emotions

Activity

Talk and express

Students pair up. Each person takes a turn talking for five minutes about a subject.

They can talk about anything they want – such as their day, or their siblings, or how are they coping up with Diploma subjects, or even any problem they are having with respect to subject/college. While they are talking, the other person practices their skills in just listening. They can use their body language to let the talker know that they are listening, but no words.

Activity

Whisper game

In a group of students, one participant whispers in another participant's ear and this message has to be passed on in a circle until it reaches back the sender. Making a note of process of message conveyed and how it was perceived.

Activity

1. **Role play** to assess the understanding of building blocks of communication: (can be tapered to the core skills of diploma courses, following are just few of the examples)
 - a. Announce the result of students in the class.
or
 - b. Announce the job placement of students (people, context, message, form of message).
 - c. Discuss the guidelines for examination (listening skills).

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- d. Play the video of weather forecast. Assess based on how much the student is able to recall.
2. Run “How it is made Video clip/subject” related to respective technical subject on YouTube (For example: <https://www.youtube.com/watch?v=ukzFI9rgwfU>)

Check:

- If the student could understand the speaker’s intention.
- About work or safety related issues.
- If the student is able to ask clarifying questions.

Barriers to communication

Language

Language is the heart of communication. Message cannot be understood if the language used is unfamiliar to the other person.

For example jargon, acronyms and abbreviations.

Culture

Communication and Culture have great influence on each other. Cultural differences account for major breakdown in communications. Culture can impact the interpretation of non-verbal signals.

Environment

The major environmental / physical barriers:

- Are related to Time, Place, Space, Climate and Noise that creates distractions, noise, problem with technology etc.,
- Involves lack of communication channel
- May have lack of understanding of the roles and responsibilities

Attitude

Attitude and perception can affect communication in both positive and negative ways. Attitude can be positive, negative or neutral. Two people communicating with each other carry a certain attitude which affects the outcome and their long term relationship.

Differing perceptions can form major barriers in communication. Our perceptions are governed by the following: Jumping to conclusions, Stereotyping, Unstated assumptions about others, values and beliefs.

Communication tools

Knowledge sharing **can** be done via a wide variety of **communication tools**, including email, instant messaging and video conferencing. A wide variety of communication tools are used for external and internal communication. These communication tools are apps that act as a message carriers, virtual meeting rooms enabling work collaboration through conversations, exchange of vital information, update others with progress, share files, and so on. In this section, we examine how to work with email and video conference technologies.

Traditional Vs. Modern communication methods:

Traditional Communication methods tend to mean paper based messages such as formal letters, brochures, reports, proposals, and notes. This kind of communication is still relevant in the digital age because of the following factors:

- **Reader preference:** Some people prefer to read information from a sheet of paper than a device screen. Human senses come into play in communication, and touch is a very strong human trait. Hence paper documents, brochures, booklets are relevant even in digital days.
- **Perception:** Traditional communication can make a good impression and improve the receiver's perception of the message sender. How many of us find it a little overwhelming to wade through a mountain of email, texts and social media posts every day? A simple thing like a business letter on upgraded stationary has been shown to differentiate a sender from others. A formal written proposal sent to a customer usually gets opened, in contrast to an email that is flagged for later or marked as unread. A hand-written note is almost always opened right away because of its novelty.

Modern communication methods are very interactive, inclusive, decentralized, instant/quick, less time consuming and less hierarchical. Technology dominates modern communication. These methods include, email communication, digital brochures, voice calling, video conference, social media like Facebook, Instagram and so on.

In this unit we will explore following Modern communication methodologies:

- Email
- Video conference

Emails:

Short for electronic mail, e-mail or e-mail is a message that may contain text, files, images, or other attachments sent through a network to a specified individual or group of individuals.

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E-mail is a great way to send and receive information over the Internet. However, as there are many different e-mail and webmail clients, the steps used to start an account differ. To create an email account:

1. Visit a website that offers an email service. Notable ones are yahoo.com and google.com, they are free forever.
2. Click on the **Mail/Gmail** option on the respective home page.
3. Click on **Create Account** link.

The image shows two side-by-side screenshots of email sign-up forms. The left screenshot is for Google, titled 'Create your Google Account to continue to Gmail'. It includes fields for 'First name', 'Last name', 'Username' (with a dropdown for '@gmail.com'), 'Password', and 'Confirm' (with a strength indicator). A 'Next' button is at the bottom right. The right screenshot is for Yahoo Mail, titled 'Sign up for Yahoo Mail Create a Yahoo email address'. It includes fields for 'First name', 'Surname', 'Email address' (with a dropdown for '@yahoo.com'), 'Password', 'Mobile phone number' (with a dropdown for '+91'), 'Birth month', 'Day', 'Year', and 'Gender (optional)'. A 'Continue' button is at the bottom. Both forms have a 'Sign in instead' link on the left.

4. Follow all the instructions on the page, fill out all the required details. In some cases, you may feel uncomfortable letting out certain information. Don't worry, most of the time email accounts do not need information such as telephone and street address, and you can skip these completely.
5. Read the service agreement and click on **I agree** button indicating that you agree to abide by the email system's rules. Once completed, click on the Submit or Enter button at the bottom of the screen.
6. You have now created the email account.

Composing and Sending an e-mail with file attachment

When writing an e-mail message, it should look something like the example window below. As you can see, several fields are required when sending an e-mail:

New Message

To

Cc

Bcc |

Subject

Message text

Send

Sans Serif

Font size

B

I

U

A

Bulleted list

Numbered list

Text color

Attachments

Links

Emojis

Images

Video

More options

Trash


- The **To** field is where the e-mail address of the person receiving the e-mail is placed.
- The **From** field should contain your e-mail address.
- If you are replying to a message, the To: and From: fields are automatically filled out.
- If it's a new message, you'll need to specify the recipients in the To: field by selecting them from your contact list or by typing the e-mail addresses. If you enter more than one recipient (e.g., group e-mail), the addresses should be separated by a comma and a space, or by pressing the Tab key.
- The **Subject** should consist of a few words describing the e-mail's content. The subject lets the recipient see what the e-mail is about, without opening and reading the full e-mail. This field is optional.
- The **CC** ("Carbon Copy") field allows you to specify recipients who are not direct addressees (listed in the "To" field). For instance, you can address an e-mail to Jeff and CC Linda and Steven. Although the e-mail is addressed to Jeff, Linda and Steven also receive a copy and everyone can see who received the e-mail. This field is optional.
- The **BCC** ("blind carbon copy") field is similar to CC, except the recipients are secret. Each BCC recipient will receive the e-mail, but will not see who else received a copy. The

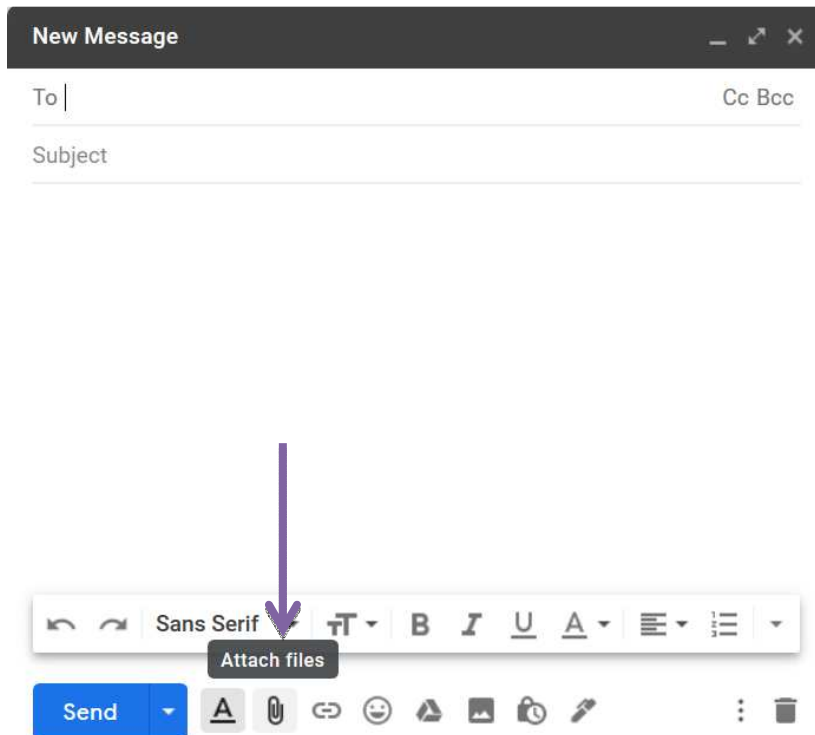
COMMUNICATION DEVELOPMENT

addressees (anyone listed in the "To" field) remain visible to all recipients. This field is optional.

- The Message Body is the location you type your main message. It often contains your signature at the bottom; similar to a handwritten letter. Refer to **Verbal Communication > Email writing** section for more information on writing email.

- After writing the message, if you have a file attachment like Resume, Cover letter,

Presentation, Report or any other file attachment, click on  at the bottom of the **New Message** window.



- Choose the **files** you want to upload.
- Click **Open**.
- Proof read the email. Ensure that your email is complete with required information.
- Click **Send** to send the file to recipients in the To and CC/BCC fields.

Video conferencing tools for online communication

Video conferencing meetings can change the way people work when they're remote or working from home. Face-to-face communication is important, even if you can't meet in-person. With a video conferencing solution, your teams can work together or with customers and clients effectively, no matter where they're located.

Following are some of the best video conferencing tools available in the market:

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1. Zoom

Who should use it?

Zoom is ideal for anyone who works remotely or has remote team members. Zoom allows for simple, easy setup meetings or regular meetings in your personal meeting room. Quickly create and share a private meeting link with an individual or team and connect remote team members through video.

Top Free Features:

- Host up to 100 participants and group meetings
- Unlimited meetings
- HD video and audio
- Screen sharing
- Scheduled meetings
- Private and group chat
- Host controls
- Time controlled

2. Google Hangouts

Who should use it?

Google Hangouts is a simple way to connect with Google contacts (or those outside of your network) and can be used for personal or business reasons. Use this tool for individual conversations, team meetings, recorded demos, and more.

Top Free Features:

- Up to 25 video participants
- Video, audio, and messenger conversations
- Video meeting recordings
- Join calls using Google Calendar
- Screen sharing

3. Skype

Who should use it?

The free version of Skype works well for small teams with less than 10 total members. It is a good tool if you need a simple way to video chat from your computer, phone, or tablet

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and tend to have smaller group meetings or 1-1 conversation. Skype also offers a tool called Skype in the Classroom specifically designed for online education.

Top Free Features:

- Up to 10 people on video calls
- HD video calling
- Screen sharing
- Video call recording
- Interactive video chats
- Location sharing

4. FreeConference

Who should use it?

FreeConference ideal for smaller teams or meetings with five or fewer participants. One major perk of this video conferencing tool is its ease of use -- no downloads are required to start using it. Plus, moderator controls allow the individual who's running the video conference to keep the meeting on track.

Top Free Features:

- Up to 5 online meeting participants
- Screen sharing
- Document sharing
- Moderator controls
- Text chat

UNIT 3: Verbal Communication

Lesson outcome:

At the end of this session, Students should be able to:

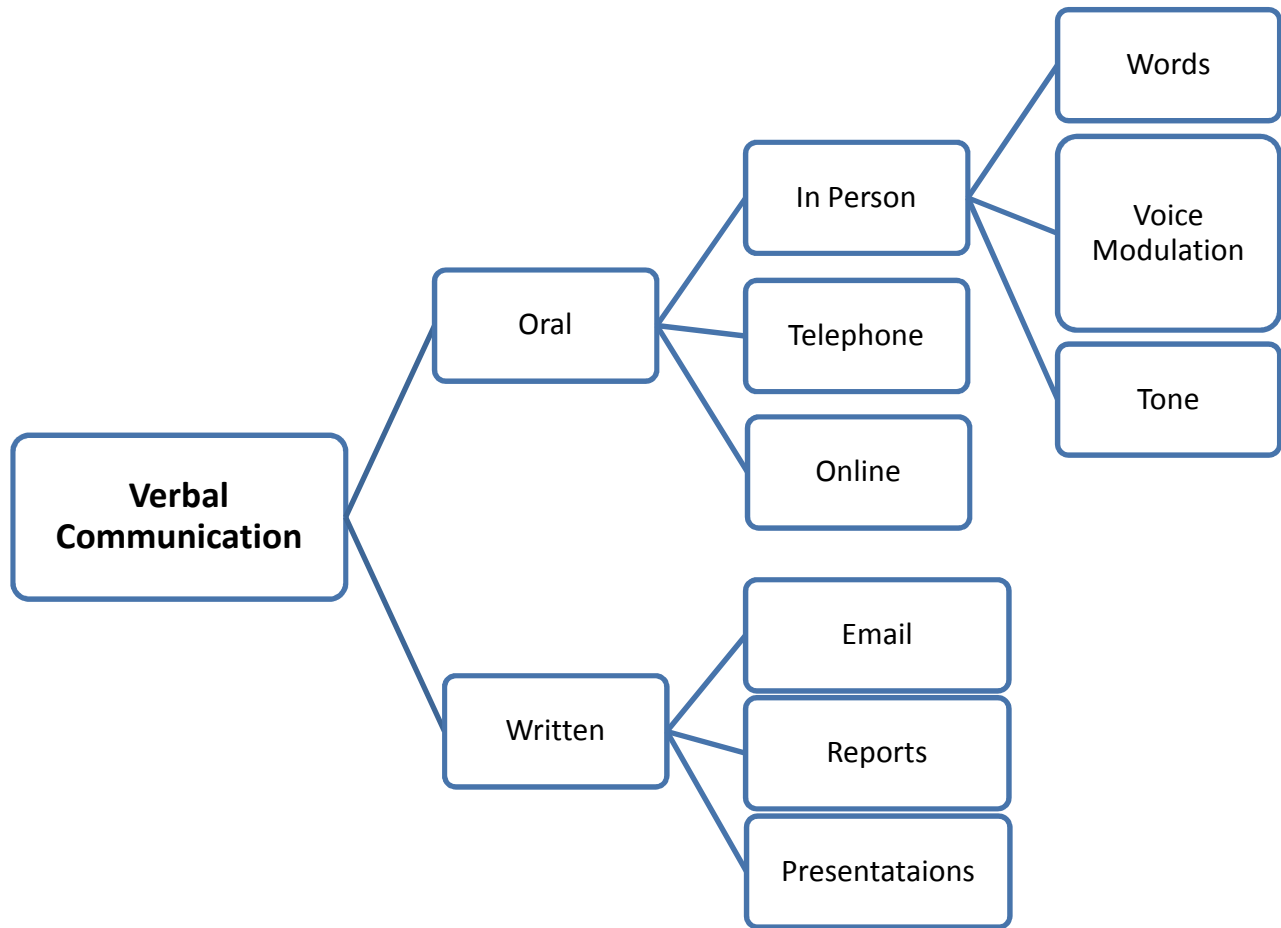
- Understand and define the communication framework structure for each of the verbal communication (in person/telephonic/video conference).
- Understand and apply the verbal communication techniques.
- Use technical jargons in communication.
- Use right body language during verbal communication
- Understand and practice the Active Listening techniques
- Confidently articulate or present the content

Introduction

Communication is a two way process as it involves passing information from one person to another. This implies that sending and the receiving of the messages are equally important. Hence for Verbal communication there should be a speaker as a source of the message and a channel to transmit the message and a listener to make sense of the message. Channel could be air, a presentation, written letter and so on.

The verbal element of communication is about the words that you choose, and how they are heard and interpreted hence clarity of speech, remaining calm and focused, being polite and following basic rules of etiquette will all aid the process of verbal communication.

At the end of this unit, take the free online interpersonal skill assessment test on <https://www.skillsyouneed.com/quiz/343479>



Verbal communication is the most basic kind of communication among people. It can be either in the form of one to one, telephonic or video conference (online). According to Albert Mehrabian’s communication model, in any verbal communication, 7 percent of content is communicated through spoken word, 38 percent through tone of voice, and 55 percent through body language. Hence it is very important to understand the traits of communication to be a great communicator.

Communication is successful only when the sender and receiver understand each other. Effective communicators organize their messages so they are clear, logical, and easy for the receiver to understand.

Strategies for being a good communicator:

1. Use ABC’s effectively: Accuracy, Brevity, and Clarity while communicating. To achieve this,
 - a. Provide brief introduction to set the context of communication.
 - b. Emphasize on the main body of the content with accuracy.

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- c. Summarize to provide more clarity.
2. Use the right set of words and the tone. Communicating ideas effectively depends on the words you choose, how you say them, and how you reinforce them with other non-verbal communication.

For example:

- Use clear statements to reduce confusion:

Unclear: Let's go to a place where they sell those things we need for the college.

Clear: Let's go to the bookstore that sells books and school supplies to get the required stationary items.

- Use simple words:

Instead of	Use
accelerate	speed up
admissible	allowed, acceptable
remuneration	pay, wages, salary
diminish	lessen, reduce

3. Be an active and empathetic listener.
 - a. Listen with open mind, do not judge another person.
 - b. Focus on the intent of the message.
 - c. Offer simple acknowledgements.
 - d. Listen with eyes for connecting to non-verbal cues

Refer to the Communication chapter for fundamentals of listening. For more information on listening strategies, refer to the following section in this chapter.

4. Use appropriate Body language.
 - a. Eye contact
 - b. Body posture
 - c. Gesture
 - d. Facial expression
 - e. Space

For more information on body language, refer to Non-Verbal Communication chapter.

Listening skills: Do's and Don'ts

The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.

Dr. Rachel Naomi Remen

Listening is the ability to accurately receive and interpret messages in the communication process.

Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

In previous UNIT: Communication, we learnt about the Listening skills and understood the effective ways to listening. In this section we discuss about barriers to listening and tips to avoid them.

Behaviours that hinders effective listening:

- Acting distracted
- Autobiographical (Telling your own story without acknowledging theirs first)
- No response
- Invalidating response, put downs
- Interrupting
- Criticizing
- Judging
- Giving advice/solutions
- Changing the subject
- Reassuring without acknowledgment

Tips to improve listening skills

- Stay focused. Focus on the intent of the message. Practice this by consciously paying attention to news or teachers lecture, to instructions and play memory game
- Recalling details: Recalling the details is our ability to listen for and retain specific points made by a speaker. Recalling the details can save you time, effort, and possible embarrassment.

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- Listen with eyes open. Try to understand the subtle non-verbal cues of another person during communication process.
- Listen with open mind. Do not judge another person.
- Summarize your understanding, ask clarifying questions if required.

Listening skills checklist

Purpose	Yes/No	Comments
Listens and responds to information from a variety of sources including classroom lectures		
Listens to, follows and carries out a brief set of instruction involving one or more steps		
Listens for and responds to information in class including news.		
Listens to simple explanations and makes appropriate responses		
Listens attentively to and converses with others to share ideas and reports on peer opinions		
Listens to and shows respect for the contribution of another in group and class discussions		
Demonstrates attentive listening		
Uses and is aware of how gesture and facial expression may show interest or lack of interest on the part of the listener e.g eye contact		
Recognizes and says words that rhyme.		
Asks clarifying questioning		
Responds to simple questions.		

Activities

- Voice/tone modulation:
<https://www.youtube.com/watch?v=3ZrUJ0BkBy0>

<https://www.youtube.com/watch?v=PI4T5EcJ1U4>

Discuss:

Check if the student can identify the pitch of the tone?

What was right?

What was wrong?

How it should have been better?

- Picture description activity (memory test):





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- Telephonic conversation:

Each group will be given a different telephone conversation assignment.

Two people in the group pretend to converse over the phone, and the third person makes a note of right and wrong approaches during the communication.

- a) Call a distant relative and wish him for his birthday.
- b) Call a travel agent to book a travel.

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- c) You are calling your class mate whose pet cat has died.
- d) You are a mother calling your son in hostel to ask after his health. He was ill for the past few days.
- e) You are calling a book shop to ask about a book.
- f) You are calling plumber to fix the tap and the leakage in the kitchen sink.
- g) Call your grandparent to let them know why you could not attend their anniversary function.

Written Communication

Written communication is like a bridge between writer and reader. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. In this section, students will learn basic principles of written communication and basic writing strategies for writing emails, report, and resume. Keep the following points in mind before crafting the written content.

1. Have the clear purpose.
2. Identify the audience and stay audience focused.
3. Identify the channel of written content delivery.
4. State your key messages clearly.
5. Do not deviate from the key message.
6. Use simple words.
7. Use simple sentences.

Elements of good writing

Accuracy

- Factually correct
- Not vague

Brevity

- Direct and to the point
- Sentences to be short and simple
- No long words and phrases

Clarity

- Language that's comprehensible
- Avoid jargon and abbreviations
- Identify the channel of written content delivery

Punctuation and Writing

Punctuation marks are signs, when it is used according to the rules, provides greater clarity to the written content. Based on the placement of punctuation marks, they are broadly divided into the following groups.

Terminal punctuation marks

Punctuation marks used at the end of the sentence before beginning another sentence.

These are:

- Full stop .
- Exclamation mark !
- Questions mark ?

FULL STOP .

Usually the full stop is used to mark the end for Declarative and Imperative sentences. For more information, refer to the different types of sentences section.

Examples:

I ate pizza.

You bring 5 pencils to class and I'll bring 5 erasers to the lab class tomorrow.

Clean your room.

Be there at five in the evening.

EXCLAMATION MARK !

The exclamation mark (!) is used to convey strong emotion (excitement, happy, surprise, angry, sad):

I'm excited about my new job. (no emotion)

I'm excited about my new job!

I got the concert tickets!"

"Ugh! Why are you yelling at me?"

QUESTION MARK ?

The question mark (?) is used to mark the end of a question:

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What do you do?

Are you excited about your diploma course?

Did you make any friends in your college?

Pauses

Pauses tell the reader to stop briefly and then continue reading. If you use pauses effectively, you can comprehend the content better. These are:

- Comma (,)
- Semicolon (;)
- Colon (:)

COMMA (,)

Comma (,) is used to tell the reader that there more than one item/thing/name in a sentence. It is used to separate items in a list.

Rules:

- Use a comma after every item in the list except the last.

Example: we need sugar, milk, tea powder, coffee powder, water to make tea or coffee.

- Use a comma with FANBOYS (for, and, nor, but, or, yet, so)

I like tea, but he likes coffee.

- Use it to set off all the geographical areas

Example: Delhi, India

Moscow, Russia

- Use it in dates except the month

Example: October 8th, 2020

- Use it titles in names.

Example: Rahul Deshpande, MD

- Use it in the salutation (greeting) and closing of the email

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Example:

Dear Sir,

Dear Madam,

Respected sir or madam,

Dear Rahul,

Yours faithfully,

Yours sincerely,

SEMICOLON (;)

The semicolon (;) is used to combine closely related ideas in one sentence. It creates a stronger pause than a comma, but doesn't demand a complete stop like a period!

Example:

Dessert is the best meal of the day; it's definitely my favorite!

I like cake; however, rasagulla is my favorite dessert.

QUOTATION MARKS “ ”

Quotation marks are used to enclose material that is brought into a text from outside it, such as quotations from books, or words used by other people.

EXAMPLES:

He said “give me liberty or give me death”

“I know,” my father said, “that he is famous”

E-mail Writing

Electronic mail or email communication is important type of written communication in the modern world. It is fast, cheap and serves as a channel for one to one as well as one to many communications. Email communication requires both sender and receiver to have email account and access to the internet.

Advantages of email communication:

- Fast
- Free

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- Reliable
- Time saving
- Gives option to write and proof read before sending the content
- Global: you can send and receive email from anyone across the globe in minutes

Structure of Professional email

Prerequisite:

If you are writing professional emails like job applications, request emails to the college/office management or for any other professional need, it is very important for you to have a Professional Email id. Your professional email id should have your name that is easily identifiable and relatable by the receiver. This makes it easier for the receiver to know the source of the message.

For example:

If your email id is abc78@gmail.com instead your name, then the receiver may not even open your email. Instead, if you have the email id in the format that is shown below, then it is easy for receiver to identify the source of the message:

your name(first and last name)[@emailprovider.com](mailto:yourname@emailprovider.com)

bhavanashastry@gmail.com

Subject Line:
Greetings
Email text
Closing

Subject line

Subject line provides the first impression to the reader, hence it should be clear, crisp and specific as possible to convey the purpose of the email.

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For example:

Subject line: Hello



Subject line: Leave application



Greetings

This is opening of the email. While using the words here, consider CULTURE. Be formal in addressing the reader.

Examples:

Dear/Respected Sir,

Dear/Respected Madam,

Dear/ RespectedMembers of the Committee (if you are addressing a group)

Email text

This is the important part of the email as it includes:

- Main message
- All necessary supporting details

Note: Do not write long emails. Include only the essential details and remain brief.

Break email text into multiple paragraphs with not more than three or four lines each. Never blame or complain on your reader.

End the email text with “Thank You” or appreciative words.

Closing

End email with Regards or Best regards

Add your signature -Enter your name and designation

Add contact number

Proofread email

Proofreading is a process of reading and correcting the mistakes in the content of the email before it is sent.

This is very crucial in written communication as the misspelt or grammatically incorrect sentences may create confusion and convey the different meaning to the receiver. Hence check the email for:

- Spelling
- Grammar
- Intent of the message
- Structure of the email (refer to the “Structure of the Email” section)

Strategies to write Email text

Email text is the main part of the email written communication. Like we discussed in the earlier section, the content has to be **crisp, clear** and **specific to the point**. In this section, we will discuss about the strategies for writing the content, you can use this as template to build your email content.

1. Email content should contain the following three essential parts:

- Introduction
 - Very important part of the email text that gives first impression to the reader.
 - Should include information about
 - **who** is writing – provides information about the **author** of the email
 - Use name + position/organization name - Required if you are writing email for the first time to the reader.
 - Use pronoun (I, we, he, she...) if you have already established connection with the reader.
 - **what** is the email about – states the purpose of the email
 - **Purpose** of the email shows the **Controlling idea**

Example:

My name is Adithya, pursuing 3rd year Diploma in Mechanical Engineering at <College name>.

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- Development

Develop the purpose of the email text in details by asking **Wh** questions (Why, what, who, how, when, where) about the purpose.

Example:

Our company is glad to hear about your interest in our catalog. We will send updated versions of our catalogs each month. The First section should be especially interesting to you since it has parts you were looking for. This is our most complete and updated version, so do not hesitate to contact us if you need new merchandise.

- Conclusion

Conclusion is the end of the email that shows appreciation or positivity. Use these verbs:

Appreciation words examples:

- Thank
- Be glad about
- Appreciate

Examples:

Appreciate your help to close this deal.

Thanking you in anticipation.

Positive words examples:

- Hope
- Wish
- Look forward to

Examples:

I hope to hear back from you soon.

I look forward to meeting you.

Punctuation: Points to remember

- Do not use apostrophe as contraction like can't and wouldn't as this punctuation mark is used to show the possession like Rahul's laptop, Nidhi's scooter.
- As much as possible, avoid using exclamation mark in the formal email.
- Use semicolon to join the part of series where some of the elements in series already use comma. For example: Recent Olympic sites are Athens, Greece; Beijing, China; and London, UK.
- Do not use quotation marks for emphasis. For example: I would "really" like to meet you. Instead use quotation marks only for direct speech as shown in the following example.

He said, "I would really like to meet you."

- Do not use emoticons in emails.

Capitalization Rules

1. Use a capital letter at the beginning of every sentence.

Example: A cover letter should contain a self-introduction. The second paragraph should respond directly to the job description.

2. Always capitalize proper nouns.

Rahul, Tokyo, Japan

3. Capitalize proper noun adjectives.

Example: Columbian coffee, Sushi is an Asian player.

4. Capitalize People and titles.

Example: President Obama, Prime Minister Narendra Modi

5. Do not capitalize prepositions except at the beginning of the title.

Lord of the Rings, The Titanic

Sample Email format:

Formal Email: Leave letter

Subject: Leave Letter

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Respected Principal,

My sister Namita is studying in Grade 9th in your school and I am writing this letter to inform you that my sister will not be able to attend classes for 10 days from tomorrow as our grandmother has been hospitalized and we have to be with her to take care of her.

So, I kindly request you to grant her leave for 10 days from 1st October to 10th October. I assure you that she will attend classes regularly from this date onward.

Thanking You,

Adithya

Formal email: Request email

Subject: Request for Java & C++ course refund

Dear Sir/Madam,

I am writing to request your help following a change in my circumstances.

As you know, I am enrolled on the Java and C++ courses in your institute, which starts in September. However, due to unforeseen family events, I have had to leave Bangalore for a while to assist my parents in Kerala.

At present it is not clear when I will be able to return and unfortunately I will not be able to start the course as planned.

I would like to request a refund for the course fees already paid. I apologize for the short notice and for any inconvenience caused.

Thank you in advance for your help.

Suprit Singh

Request email - Points to remember:

- Write more politely
- Use words like:
 - a. Please

Example:

Please send me your resume.

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Please give me directions to your office.

- b. Could/Would?

Could you send me your resume?/ Could you please send me your resume?

Would you give me directions to your office?/ Would you please give me directions to your office?

- c. Would you mind?

Would you mind sending your resume.

Would you mind giving me directions to your office.

- d. Would like

I would like to meet you at 5 pm.

I would like the directions to your office.

Resume writing tips

<https://www.indeed.com/career-advice/>

How to write Resume for a Fresher

1. Read the job description carefully.
2. Include your contact information.
3. Write a powerful summary statement highlighting your knowledge and passion for the role you are applying to and how you will be of value to the employer.
4. Choose the skills you want to highlight. It is always better to choose technical hard skills and soft skills you have which are most relevant to being successful in the position you are applying for.
5. Example:

Computer skills: Advanced

Communication skills: Expert

Problem solving skills: Advanced

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6. Highlight education, training, certifications and your willingness to learn.
7. Including relevant experience by mentioning your experiences such as internships, volunteer work, educational projects or relevant coursework that provide evidence for your skills and knowledge. This section should include the name of the experience or project and a brief description of what you did in these experiences relevant to the position you are applying for.
8. Include interest and hobbies.
9. Proofread the resume to correct any spelling mistakes, grammatical errors, and inconsistencies in the content.

Sample: Fresher Resume

Title of the Resume (e.g. C++ Developer, Microsoft IT Professional, Java Developer, Sales Professional)

Name:

Address:

E-Mail Id:

Contact No.:

Career Statement: Your objective should fit into the purpose of the opening notified. It should not be too broad and vague.

Example:

1. *Recent college graduate with Civil Engineering certificate seeking entry-level position as an assistant Civil Engineer, in your esteemed organization.*
2. *To obtain challenging and responsible position in an organization where in I contribute to the successful growth of an organization using my abilities and knowledge. "There is always a better way of doing things" is the common belief.*

Career Summary:

- If you are a fresher, focus on your qualification, grades and achievements during your student life.
- If you have any other skills which you think would impress your prospective employer, it's a good place to mention them. They will catch the employer's attention fast.
-

Project Experience:

- Road & Building Research Institute P.W.(Roads) Directorate, Govt. of West Bengal.
Vocational training at this institution from 19/10/2012 to 16/11/2012.

Computer skills:

Example:

Auto CAD 2D & 3D (Moulali Youth Computer Training Centre, Govt. of West Bengal).

Basic knowledge in computer (MS word & excel).

Extracurricular activities:

- Lead the college tech-fest – “name”
- Active Member of “NGO” named “XYZ”
- Member of the organizing committee of “group name”

Personal Details:

Date of Birth:

Languages known:

Hobbies:

Report writing tips

A Report can be anything from a two-line handwritten memo to a bound volume with hundreds of closely typed pages. The principle of report writing is identifying the key facts of a particular matter/subject and then presenting them in the right order as simply and directly as possible. Writing a report may involve laborious research and then juggling with words to present facts, key findings, references, outcomes and conclusions. A well-researched and written report is always worth the effort as it is detailed with extensive supporting information, provides logical conclusion, justifies recommendation and helps making the decision.

WHAT TO INCLUDE?

Title	Choose title carefully, precisely. The shorter the better.
Acknowledgement	This section gives you the chance to note or thank people or institutions that have helped you in your research.
Abstract	Provide the summary the aim, results, and recommendations of the report. It should contain: <ul style="list-style-type: none"> • Project background(1-2 sentences) • Whatyou did? (1-2 sentences) • Whyit is important? (1-2 sentences)

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	<ul style="list-style-type: none"> • How did you do it? (1-2 sentences) • What you got? (1-2 sentences) • What that means? (1 sentence)
Table of Content	This gives a complete list of the section and subsection headings with the page number.
Introduction	<ul style="list-style-type: none"> • Background of study • Brief intro • Problem statement: What are the problems? • Project objectives: Steps to reach goal • Project scopes: Put some limits • Significance of project: The benefits of the project
Investigation and Outcome	<ul style="list-style-type: none"> • Knowledge, Theories, Models • Related works useful to build the methodology • Expected outcome
Research Methodology	<ul style="list-style-type: none"> • Plan your research. • Gathering information: Identify information sources: library, interviewing people, conducting experiments, discussion groups. • Recording information: Noting down and organizing content. • Use index cards for quick notes. • Use notepads to jot down all your research points. • Use audio recording device to quickly make a note of information while doing

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	<p>research. You can use this information later while you are organizing the accumulated information.</p> <ul style="list-style-type: none">• You can either use bound book or the Word processor for creating Report.
Results and Discussion	<ul style="list-style-type: none">• Results: Present the results that fulfill the project objectives.• Discussion:–Explainthe results.
Conclusion and Recommendation	<ul style="list-style-type: none">• Summarize general findings.• Indicate what one can deduce from these findings.• List your recommendations.
Reference	Provide reference materials list like books, journals, websites and so on.
Appendix	Some information may be relevant to the report but not fit easily into the main body: a set of graphs or some background articles. So use this section to provide all additional information that provides extensive supporting information of the subject of your report.

Using technical jargons

As a general rule, in normal communication, we suggest of not using technical jargons (terminologies) as the recipient may not be aware of these terminologies.

But during your academic year, or in a professional email or day today communication with your coworker you have to use the technical terminologies to simplify the process of communication.

For example:

In this example, observe the technical terminologies underlined.

What is a switch?

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A switch is a component which controls the open-ness or closed-ness of an electric circuit. They allow control over current flow in a circuit (without having to actually get in there and manually cut or splice the wires). Switches are critical components in any circuit which requires user interaction or control.

A switch can only exist in one of two states: open or closed. In the **off** state, a switch looks like an open gap in the circuit. This, in effect, looks like an open circuit, preventing current from flowing.

In the **on** state, a switch acts just like a piece of perfectly-conducting wire. A short. This **closes the circuit**, turning the system "on" and allowing current to flow unimpeded through the rest of the system.

When you are discussing about a topic/a concept with your peer/teacher or using these terminologies in any form of communication with the target audience who is also in the same field as you, please feel free to use these terminologies. This helps in understanding the **context** of the communication better.

Activity:

Present about the concept learnt from the core subject to the entire class. (Using the concept of flip classroom). Explain the concept using technical terminologies.

For example:

Presenting about Orthographic Projections Vs Isometric Projections.

Presenting about designing a layout of the visited site.

Presenting about designing a combination logic circuit.

Writing letter

1. Write a letter to your friend who is an athlete, and is unable to take part in the school sports owing to an injury. Cheer him up and wish him a speedy recovery.
2. Write a letter to the Commissioner, Municipal Corporation, Delhi requesting him to open a dispensary in your area for the benefit of the people.
3. Write a letter to your friend regretting your inability to attend his birthday party as you are down with viral fever.

Resume writing

Write your resume.

UNIT4: Non-Verbal Communication:

Lesson outcome:

At the end of this unit, students should be able to:

- Understand the importance of Body language and its impact.
- Use the strategies for effective body language.

Activity:

<https://www.youtube.com/watch?v=D-YHC8b6Hjk>

Riding bicycle and falling down

Or

Climbing tree and slipping down

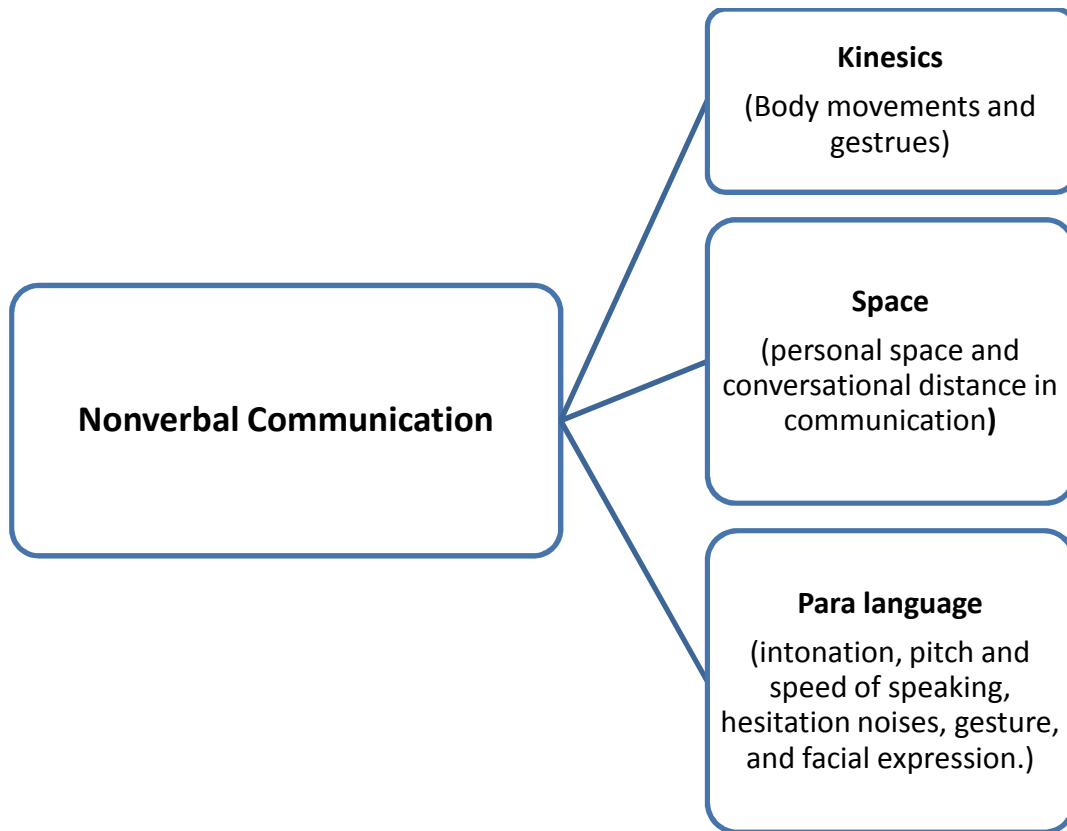
Or

Running near the pool and sliding

Introduction



Merriam Webster's Dictionary defines communication as a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior. While the key to success in both personal and professional life lies in your ability to communicate well, it's not the words that you use but your **nonverbal** cues or "**body language**" that speak the loudest.



Nonverbal communication is the transfer of information through the use of body language including eye contact, facial expressions, gestures and more. When you interact with others, you're continuously giving and receiving wordless signals like the gestures you make, your posture, your tone of voice, how much eye contact you make—sends strong messages to the recipient. They can put people at ease, build trust, and draw others towards you, or they can offend, confuse, and undermine what you're trying to convey. These messages don't stop when you stop speaking either. Even when you're silent, you're still communicating nonverbally.

Nonverbal communication is important because it gives us valuable information about a situation including how a person might be feeling, how someone receives information and how to approach a person or group of people. Paying attention to and developing the ability to read nonverbal communications is an invaluable skill you can leverage at every stage of your career.

If you want to become a better communicator, it's important to become more sensitive not only to the body language and nonverbal cues of others, but also to your own.

Body language



HOW A PERSON DISPLAYS SHYNESS!



The many different types of nonverbal communication or body language include:

Kinesics:

Body movement and posture:

Consider how your perceptions of people are affected by the way they sit, walk, stand, or hold their head. The way you move and carry yourself communicates a wealth of information to the world. This type of nonverbal communication includes your posture, bearing, stance, and the subtle movements you make.

Gestures:

You may wave, point, beckon, or use your hands when arguing or speaking animatedly, often expressing yourself with gestures without thinking. However, the meaning of some gestures can be very different across cultures. While the OK sign made with the hand, for example, conveys a positive message in English-speaking countries, it's consider offensive in countries such as Germany, Russia, and Brazil. So, it's important to be careful of how you use gestures to avoid misinterpretation.

Eye contact:

Since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's interest and response.

Touch:

We communicate a great deal through touch. Think about the very different messages given by a weak handshake, a warm bear hug, a patronizing pat on the head, or a controlling grip on the arm, for example.

Space:

Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can use physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.

Para language:

Voice. It's not just what you say, it's how you say it. When you speak, other people "read" your voice in addition to listening to your words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as "ahh" and "uh-huh." Think about how your tone of voice can indicate sarcasm, anger, affection, or confidence.

Facial expressions. The human face is extremely expressive, able to convey countless emotions without saying a word. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

How to improve nonverbal communication?

- Keep appropriate distance when you interact with another person
- Take care of your appearance
- Stand up Straight with confidence
- Maintain Eye Contact
- Smile Genuinely

Using nonverbal communication in an interview

Nonverbal communication is an essential part of the interview. It is important both to read and interpret the nonverbal cues of your interviewers and to respond with appropriate body language throughout. Here are a few tips for using nonverbal communication in your next interview:

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- Stand up when your interviewer enters the room and greet them with a reasonably confident handshake.
- Smile when greeting your interviewer and naturally throughout your interview.
- Sit with your shoulders back and chin up to convey confidence
- Place both feet on the ground or crossed at the ankles and lay your hands on top of one another on the table to express openness and friendliness
- Use gestures naturally without being distracting
- Speak with a reasonable, confident tone so your interviewers can easily and clearly understand you without being too loud
- Use natural, conversational intonation without going up or down too unnaturally

Examples of nonverbal communication:

<https://www.youtube.com/watch?v=IFuaggafANM>

<https://www.youtube.com/watch?v=r0tWomRZMuA>

<https://www.youtube.com/watch?v=1sfM-xx7tHI>

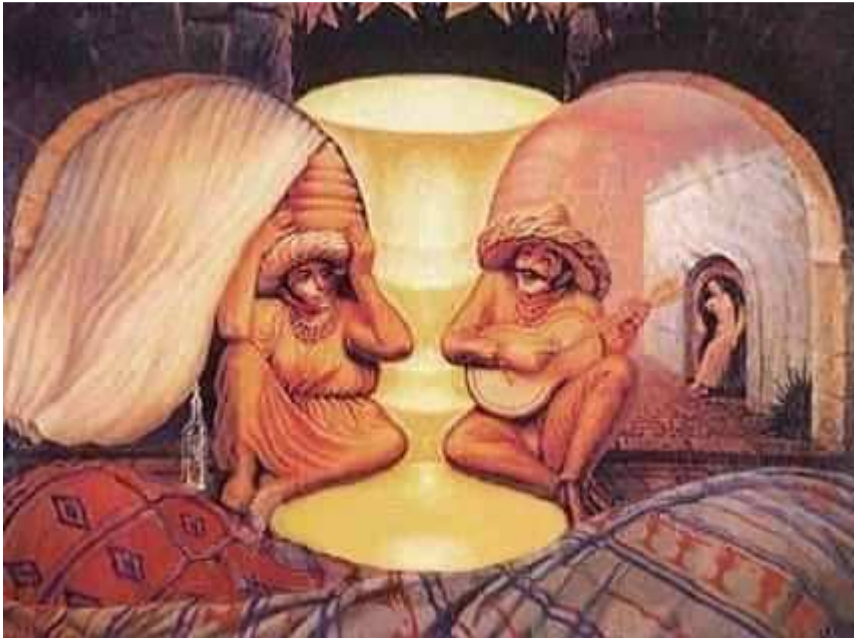
Activity:

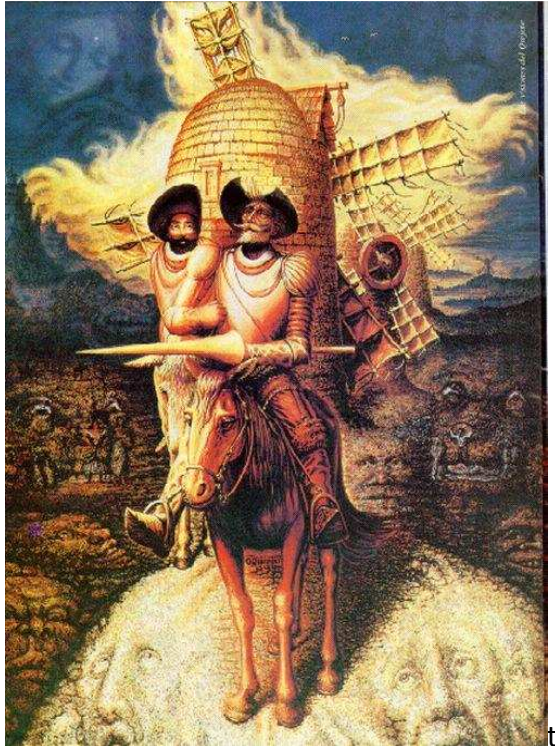
Optical Illusion:

Courtesy: <http://brainden.com/optical-illusions.htm>



A landscape and the face of a bearded man by Sandro Del Prete. Nose in the center is also a man sitting and looking at the houses/eyes in the back.





How many faces can you count on this Don Quijote painting by Octavio Ocampo?

You may want to refer to many more optical illusions on this website and check students observation.

Evaluation Process:

Evaluation is based on the concept understanding, activity execution and how well the student is able to reproduce the concepts while executing the task.

Activities:

- 1 Conversation between a teacher and a student about the lab record writing. Let one student be the teacher and demonstrate about the lab record writing procedure. Students to ask questions.

Outcome:

Discuss about the body language of both the parties. Make a note of the behavior of students and help them understand the right body language, expression to be used during conversation.

- 2 Group of 8 students where 6 of them are vegetable and fruit vendors, and two of them have gone to shop vegetables and fruits. This is a small act. Randomly select students and ask them to prepare script and enact this situation.

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Observe the team working methodology, implementation of communication techniques. Discuss about the pitfalls in their communication and provide suggestions if any in their nonverbal communication.

Communication is more of on job learning or situation based observations. Hence it is highly recommended that teachers pay close attention to the behavior and response mechanism of the student to help them be better at communication- both verbal and nonverbal.

UNIT5: English - Reading Skills, Grammar & Vocabulary

Lesson Outcome:

At the end of the session, student should be able to:

- Read sentences with punctuation.
- Understand the techniques of reading complex words.
- Understand and apply the reading techniques for efficient reading.
- Understand the usage of communication tools like Thesaurus and Dictionary that aids in improving vocabulary and reading.
- Understand and apply the functional grammar aspects in day today communication.

Using commas in addresses

Rules for using commas in addresses:

- If an address is on an envelope, only one comma is required, between the city and state.
- If an address is embedded within a sentence, add a comma after the street address, and between the city and state. You may also use a preposition between the name and street address, or, optionally, a comma.

In sentence	Envelope
Please send your letters to President Barack Obama, 1600 Pennsylvania Avenue in Washington, DC 20500	President Barack Obama 1600 Pennsylvania Avenue Washington, DC 20500

Exercise 1

Rewrite the following addresses as they should appear on an envelope

In sentence	Envelope
Kavitha lives in Jayaprakashnagar in the state of Karnataka. Her zip code is 560078 and she lives at 78th main.	
Santosh lives in Grand Southern Trunk Rd, Chennai in the state of Tamil Nadu. His zip code is 600044 and he lives at 67th main.	

Meera lives in KadriKambla Rd, Mangalore in the state of Karnataka. Her zip code is 575005 and she lives at 55th cross.	
---	--

Exercise 2

Test yourself/Punctuate the Sentences

Q1. Punctuate the following sentences.

- a. i like playing with my friends sandy sunny sameer
- b. we went through the smoky mountains, near shimla on our way to leh
- c. my favourite soap is pears and my favourite toothpaste is pepsodent
- d. i'm a catholic and that's why i go to st.joseph's school
- e. my friend priya speaks german and she is teaching me some words
- f. he was honest sincere hard working
- g. hindusmuslimssikhschristians live together in India
- h. long ago in a town in Switzerland there lived a famous man called william
- i. akbar the greatest of the mughal emperors ruled wisely
- j. tanya said to ilarahul is a nice guy

Exercise 3

Punctuate the paragraph

winston is one of the most laid-back people i know he is tall and slim with black hair and he always wears a t-shirt and black jeans his jeans have holes in them and his baseball boots are scruffy too he usually sits at the back of the class and he often seems to be asleep however when the exam results are given out he always gets an "A" i don't think hes as lazy as he appears to be

Strategies for reading complex (long) words

1. Chunk words: Break down long words into smaller words and read.

Example:

snowflake – snow / flake

careless – care / less

2. Syllabification: Divide the word into SYLLABLES. Syllable is the smallest part of a word that has at least one vowel (a,e, i, o, u) in it.

For example:

tiger – tiger

Wednesday – wed nes day

Happen – hap pen

Engage – en gage

Exercise 4:

Divide these compound words and then read them.

Surfboard		Nightmare	
Grindstone		Snapshot	
Hunchback		Standstill	
Foothold		Mouthpiece	
Wallflower		Afterthought	
Meanwhile		Gentleman	
Foreman		Beforehand	
Skateboard		Greenhouse	

Exercise 5:

Write the word with correct spelling

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Cairless	Careless	Carless	
Downpore	Downpour	Downpour	
Meanwhile	Meanwhile	Meahwile	
Troublesome	Troublesome	Troublesome	
Searchlite	Searchlight	Searchlight	
Skatebored	Scatboard	Skateboard	
Toofold	Towfold	Twofold	
Handsum	Hansome	Handsome	

Exercise 6:

Underline the correct word to complete the sentence:

1. Theseaman fell overboard/overcoat somewhere off Queensland’s coast.
2. The weatherman said that the rainfall would come sometime that afternoon/aftermath.
3. Mr. Ram sat in the bookcase/armchair next to the fireplace.
4. All weekend the kids rode their skateboards on the footstep/footpath.
5. When we went to the racetrack we took a stopwatch/pitchfork with us.
6. Without his rainfall/raincoat the fisherman got soaked in the steady downpour.
7. The landslide crushed the headlands/headbands along the seashore.
8. The teacher left the textbooks in the bookcase outside her classroom/boardroom.

Exercise 7:

Join the words from Colum B to the words in Column A to make compound words

A		B
Fore	Man	Board
Surf	_____	Less

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Further	_____	Quake
Price	_____	Man
Tea	_____	Side
Earth	_____	More
Body	_____	Spoon
Along	_____	Guard

Strategies to improve reading and comprehension skills

Activating and Using Background Knowledge

Watch this video:

https://www.youtube.com/results?search_query=word+study+in+action+activating+prior+knowledge

This is the process of making connections to the new information/topic by tapping into what students already know about the topic. This can be done by using pictures, recalling topic, writing mind map for the topic and so on.

Example:

For example, a very young child's concept for dog might contain only her or his understanding of the family pet — something white, furry, and fun to play with. As the child gains more experiences with a variety of dogs in a variety of settings, the dog concept will expand and be refined. It may connect to other related concepts like types of dogs; colors of dogs; foods dogs eat; places where dogs stay when the family is on vacation; dangerous dogs; who veterinarians are; and locations of important dog shows etc.,

So it is very important for a teacher to ask through provoking questions to enable students identify and connect to the concept by activating the previous knowledge related to that particular concept.

Generating and Asking Questions

Watch this video:

Example: <https://www.youtube.com/watch?v=Sd1FlXxpVIw>

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This strategy involves students asking themselves questions throughout the reading of a text. The ability of students to ask themselves relevant questions as they read is especially valuable in helping them to integrate information, identify main ideas, and summarize information. Asking the right questions helps student focus on the most important information in a text.

Making Inferences

Watch this video:

<https://www.youtube.com/watch?v=g2G-MaIxBI>

<https://www.youtube.com/watch?v=JdaD2FZQFEY>

An inference is a conclusion reached on the basis of evidence and reasoning. This strategy requires readers to evaluate or draw conclusions from information in a text. They can do this by evaluation what they already know about the topic, clues in the text Authors do not always provide complete descriptions of, or explicit information about a topic, setting, character, or event. However, they often provide clues that readers can use to "read between the lines"-by making inferences that combine information in the text with their background knowledge.

It has been shown that when readers are taught how to make inferences, they improve their abilities to construct meaning. Indeed, research indicates that the ability to make inferences is crucial to successful reading and comprehension

Predicting

Watch these videos:

<https://www.youtube.com/watch?v=aCTywwz-Bv-A>

<https://www.youtube.com/watch?v=lqUOP5R-YGc>

This strategy involves the ability of readers to get meaning from a text by making informed predictions. Good readers use predicting as a way to connect their existing knowledge to new information from a text to get meaning from what they read. Before reading, they may use what they know about an author to predict what a text will be about. During reading, good readers may make predictions about what is going to happen next, or what ideas or evidence the author will present to support an argument. They tend to evaluate these predictions continuously, and revise any prediction that is not confirmed by the reading.

Summarizing

Watch this video:

<https://www.youtube.com/watch?v=LbO3lRXT0ww>

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This strategy involves the ability of readers to pull together, or synthesize information in a text so as to explain in their own words what the text is about. Summarizing is an important strategy because it can enable readers to recall text quickly. It also can make readers more aware of text organization, of what is important in a text and of how ideas are related.

Visualizing

Watch this video:

<https://www.youtube.com/watch?v=W8qmj4oY9mY>

This involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading. This ability can be an indication that a reader understands a text. Some research suggests that readers who visualize as they read are better able to recall what they have read than are those who do not visualize.

Visualizing is especially valuable when it is applied to narrative texts. In reading narratives, readers often can develop a clear understanding of what is happening by visualizing the setting, characters, or actions in the plot. However, visualizing can also be applied to the reading of text books, with readers visualizing steps in a process or stages in an event or creating an image to help them remember some abstract concept or important name.

Comprehension Monitoring

Watch this video:

https://www.youtube.com/watch?v=ZenWNji_M80

This involves the ability of readers to know when they understand what they read, when they do not understand, and to use appropriate strategies to improve their understanding when it is blocked. Comprehension monitoring is a form of metacognition.

The strategies employed by good readers to improve understanding are called "repair" or "fix-up" strategies. Specific repair strategies include rereading, reading ahead, clarifying words by looking them up in a dictionary or glossary, or asking someone for help.

Comprehension activities

Exercise 1:

Once there was an unusual king. He wasn't like other rulers. He cared only for clothes. He loved clothes. He was never happier than when he was getting new clothes! They were all that he thought about and cared about. He wore a new suit at each meal.

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If people wanted to find him, they just checked his dressing room. While he was busy with his wardrobe, he let other people run his land. One day, a pair of tricksters came to the palace. They told the people of the court that they were fine tailors and wanted to make the king some new clothes. No one expected them to be jokers.

Questions:

1. What did the unusual king care for most?
2. When was the king happiest?
3. If people wanted to find the king, where did they look?
4. While the king was busy changing clothes, who ran the land?
5. Who wanted to make the king some new clothes?

Exercise 2:

Read the passage and answer the questions below using words from the passage.

Josh couldn't sit still in the car. He was going to the zoo with his family! Josh thought the best animal was the tiger. It was scary, but it was also very pretty with all its stripes. Josh daydreamed about a tiger having breakfast with him in the morning. They were eating pancakes and the tiger was very hungry.

"Now, Josh, make sure you don't get lost today," said his mother, interrupting his dream.

"Okay, Mom," said Josh, but he really was thinking about putting strawberries on the tiger's pancakes.

"Mom, can we see the tiger first?" asked Josh hopefully.

"Don't you want to see the birds?" asked his mother. She liked the birds best of all. "No, birds are boring!" responded Josh.

1. What animal did Josh think was the best?
2. Why was the tiger Josh's favorite animal?
3. What did Josh have for breakfast in his daydream?
4. Was Josh listening to his mom?
5. How did Josh ask about seeing the tiger first?

Exercise 3:

Read the passage and answer the questions below using words from the passage.

A letter to all the children in India

Dear Children,

I like being with children and talking to them and, even more, playing with them. For the moment, I forget that I am terribly old and it is very long ago since I was a child.

But when I sit down to write, I cannot forget my age and the distance that separates you from me. Old people have a habit of delivering sermons and good advice to the young. I remember that I disliked this very much long ago, when I was a boy. So I suppose you do not like it very much either.

What then shall I write about? If you were with me, I would love to talk to you about this beautiful world of ours, about flowers, trees, birds, animals, stars, mountains, glaciers and all the other beautiful things that surround us in the world. We have all this beauty around us and yet we, who are grown-ups, often forget about it and lose ourselves in our arguments or in our quarrels. We sit in our offices and imagine that we are doing very important work.

I hope you will be more sensible and open your eyes and ears to this beauty and life that surrounds you. Can you recognize the flowers by their names and the birds by their singing?

How easy it is to make friends with them and with everything in nature, if you go to them affectionately and with friendship. You must have read many fairy tales and stories of long ago. But the world itself is the greatest fairy tale and story of adventure that was ever written. Only, we must have eyes to see and ears to hear and a mind that opens out to the life and beauty of the world.

Answer these questions:

1. What habit do old people have that the young ones dislike?
2. What, according to Pandit Nehru, are the grown-ups missing while sitting in their offices?
3. What, according to him, should the children do? Write in your own words.
4. Why does he say that the world is the greatest fairy tale ever written?

Exercise 4:

To be on a wrong train Conversation

Mr. X: Will this train go to Ghaziabad?

T.T.E: Ghaziabad! Don't you know it's a Superfast train?

Mr. X: But that man at the ticket window told me to board this train!

T.T.E: Never mind! Now take it easy! It happens!

Mr.X: I'll complain against that man!

T.T.E: Please don't get agitated! You seem to be an educated person!

Mr. X: I can't even get down as the train has already started!

T.T.E: I told you, take it easy! You can get down at Aligarh, the next halt of the train! From there, you may catch the other train back to Ghaziabad!

Mr. X: Oh! I shall be wasting my time and money both!

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T.T.E: There you can see, Ghaziabad has come and it will not stop at all!

Mr. X: I wish it stops for a second!

T.T.E: Even if it stops you can't get down! It's illegal?

Mr. X: But what is this?

T.T.E: Perhaps it is a crossing of the trains!

Mr. X: There it has stopped! I must be going!

T.T.E: I warn you! You can't get down!

Mr. X: Sorry! I have to go, bye bye!

T.T.E: I warn you once again! What you are doing is not permitted under the rules!

A. Answer the following questions:

1. Is the passenger educated?
2. What is the reason for the passenger to be unhappy?
3. Does the train halt at Ghaziabad?
4. Where does the passenger intend to get down?
5. Does he finally manage to get down where he wishes to?
6. What is T.T.E's suggestion to the passenger?
7. Why is T.T.E requesting the passenger not to get agitated?
8. Why does the train halt?
9. Which is the next halt of the train?
10. How can the passenger lose his money and time both?

B. Find out the opposites of the following words:

- Common
- Difficult
- Equal
- Exterior
- Adversity
- Conquer
- Glad
- Conceal
- Smile
- Virtue

C. Use the following words in sentences of your own, in order to bring out their meanings:

- Authorise
- Simplify
- Envious
- Reception
- Concentrate

D. Grammar

Fill in the correct prepositions in the following:

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1. Do not meddle _____ the affairs _____ others.
2. You should be honest _____ you dealings _____ others.
3. I took exception _____ the remarks made the speaker.
4. He complained _____ the Principal _____ the peon.
5. The book differs _____ that _____ size.

Tools to Building vocabulary

Words are the vehicles of ideas and thoughts. Words are very important means to express our thoughts and feeling, either in spoken or written form. The more words, one have at one's disposal, the better quicker and more accurate one will become in one's ideas and expression.

English language has its own set of principles. If a student has a large vocabulary only then he can read with speed and comprehension and prepare notes on the material studied by him. Thoughts are impossible without words. In fact words are the essential tools in our daily conversation.

To build a good vocabulary, the students should note the meaning of new words immediately and understand the context. Tools like Dictionary and Thesaurus come in hand in building good vocabulary.

Dictionary:

A dictionary is a list of words arranged alphabetically. When you want to know what a word means, you look in a dictionary. For each word you can see:

- **Definition:** the meaning or meanings of the word, often with example sentences.
- **Part of speech:** whether the word is a noun, verb, adjective etc.
- **Correct spelling:** the exact spelling and any possible alternatives.
- **Pronunciation:** how to say the word.
- **Etymology:** the origin of the word.
- **Vocabulary:** list of related words and phrases.

Example:

resistance

noun

uk

/rɪ'zɪs.təns/us

/rɪ'zɪs.təns/

C2 [U]

the act of fighting against something that is attacking you, or refusing to accept something:

resistance to disease

Government troops offered no resistance (to the rebels).

There's a lot of resistance (= opposition) to the idea of a united Europe.

Detailed information on this website:

<https://dictionary.cambridge.org/dictionary/english/resistance>

Thesaurus

A **thesaurus** is a list of words arranged in conceptual groups or alphabetically, and for each word you can see:

- **similar words:** a number of words that have nearly the same meaning or the same meaning (synonym)
- **opposite words:** one or two words that have the opposite meaning (antonym) or nearly opposite meaning

Example:

resistance

[ri-zis-tuhns]

SEE DEFINITION OF resistance

Nounfighting, opposition

Synonyms for resistance

Battle defiance fight intransigence protection refusal struggle

Support blocking check combat contention counteraction

Cover detention friction hindrance holding impedance impediment

Obstruction rebuff retardation safeguard screen shield stand

Watch halting

Strategies to improve vocabulary

Read regularly: Read! Read! Read!

Read books, news papers, magazines, labels on the products, e-news. Different context will help you understand the usage of words and broaden your vocabulary.

Keep Dictionary handy:

Dictionary is an important tool to improve your vocabulary. Ensure you have access to suitable dictionary (offline/online) anytime you want to find meaning of a word.

Following are some of the recommendations for good dictionary:

- Oxford Advanced Learner’s Dictionary
- The New Oxford American Dictionary

For online dictionaries, there are many free options with great extra features. Even if you have a good dictionary in print already, you can’t miss having a good online dictionary at your disposal:

- OneLook: has a reverse lookup function (get the word from its definition) and works as a “meta-dictionary,” showing you definitions from other major online dictionaries
- Merriam-Webster’s Online Dictionary: a well-established and well-regarded name in the realm of dictionaries
- Ninjawords: searches the free dictionary Wiktionary. What makes this site interesting is that you can look up multiple words simultaneously. Moreover, the results pages can be bookmarked – making them good personal reference pages
- Thinkmap Visual Thesaurus: if you’re a fan of mind mapping, you will certainly enjoy viewing related words represented in a visual map format
- Dictionary.com

Use word in your daily conversation:

It is not enough to learn the new word from dictionary; you need to practice it regularly by using in your day today possible written and oral communication. Do this until this word becomes part of your word database in your brain.

Make it a practice to learn a new word everyday

By adding new word everyday to your brain word database, you will grow rich in vocabulary every day. So make it a practice to learn a new word every day and use in daily communication.

COMMUNICATION DEVELOPMENT

Many websites provide free word-of-the-day services. Here are some to try:

- Merriam-Webster's Online Word of the Day: this is the website that delivers the most useful words of all. It's also the most feature-rich: it provides audio explanation, pronunciation, and word history.
- WordSmart Wordcast: provides difficulty level, comprehensive details, and audio pronunciation for the word.

Learn complex words/technical jargons

List all the complex words; understand the meaning of one word at a time. Spend time in understanding the usage of this word in the sentence, this will be provided in the Dictionary. Once you understand the meaning of the word and how to use it, use it in the communication with peers and teachers until it gets into your brain data base.

Activity:

- 1 Read at least two paragraphs loud from one of the core subject chapters.
- 2 Make a list of complex words, write down the meaning, practice with spelling. Wherever applicable, use these words in the communication. If these are jargon words, practice them by writing it at least 5 times and use them in your conversation with your peers and teachers.
- 3 Establish a buddy concept (identifying a friend to learn complex words), discuss with your buddy the top 8 new words that you learn in a week. You both can exchange 8 words each that you have newly learnt in a week. This helps increase your vocabulary.

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