**Communication Skills**

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**TOPIC NO 1**

**Basics of Grammar**

Combination of words in a sequence is called SENTENCE.

1. **Kinds of Sentences**

Sentences are of four kinds:

1. Those which make statements or assertions; as, Humpty Dumpty sat on a wall.
2. Those which ask questions; as Where do you live?
3. Those which express commands, requests, or entreaties; as, Be quiet. Have mercy upon us.

Those which express strong feelings; as, How cold the night is! What a shame!

A sentence that makes a statement or assertion is called a Declarative or Assertive sentence.

A sentence that asks a question is called an Interrogative sentence.

A sentence that expresses a command or an entreaty is called an Imperative sentence.

A sentence that expresses strong feeling is called an Exclamatory sentence.

1. **SUBJECT AND PREDICATE**

Every sentence has two parts:

(1) The part which names the person or thing we are speaking about. This is called the Subject of the sentence.

(2) The part which tells something about the Subject. This is called the Predicate of the sentence.

When we make a sentence:

(1) We name some person or thing; and

(2) Say something about that person or thing.

In other words, we must have a subject to speak about and we must say or predicate something about that subject.

The Subject of a sentence usually comes first, but occasionally it is put after the Predicate; as,

Here comes the bus.

Sweet are the uses of adversity.

In Imperative sentences the Subject is left out; as,

Sit down. [Here the Subject You is understood].

Thank him. [Here too the Subject You is understood.]

**Exercise**

In the following sentences separate the Subject and the Predicate:

1. The cackling of geese saved Rome.

2. The boy stood on the burning deck.

3. Tubal Cain was a man of might.

4. Stone walls do not make a prison.

5. The singing of the birds delights us.

6. Miss Kitty was rude at the table one day

7. He has a good memory.

8. Bad habits grow unconsciously.

9. The earth revolves round the sun.

10. Nature is the best physician.

11. Edison invented the phonograph.

12. The sea hath many thousand sands.

13. We cannot pump the ocean dry.

14. Borrowed garments never fit well.

15. The early bird catches the worm.

16. All matter is indestructible.

17. Islamabad is the capital of Pakistan.

18. We should profit by experience.

19. All roads lead to Rome.

20. A guilty conscience needs no excuse.

**TOPIC NO 2**

**PARTS OF SPEECH**

Words are divided into different kinds or classes, called Parts of Speech, according to their use; that is, according to the work they do in a sentence. The parts of speech are eight in number:

1. Noun.

2. Adjective.

3. Pronoun.

4. Verb.

5. Adverb.

6. Preposition.

7. Conjunction.

8. Interjection.

A **Noun** is a word used as the name of a person, place, or thing; as,

Akbar was a great King.

Kolkata is on the Hooghly.

The rose smells sweet.

The sun shines bright.

His courage won him honor.

An **Adjective** is a word used to add something to the meaning of a noun; as,

He is a brave boy.

There are twenty boys in this class.

A **Pronoun** is a word used instead of a noun; as,

John is absent, because he is ill.

The book are where you left them.

A **Verb** is a word used to express an action or state; as

The girl wrote a letter to her cousin.

Kolkata is a big city.

Iron and copper are useful metals.

An **Adverb** is a word used to add something to the meaning of a verb, an adjective, or another adverb; as,

He worked the sum quickly.

This flower is very beautiful.

She pronounced the word quite correctly.

A **Preposition** is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else; as,

There is a cow in the garden.

The girl is fond of music.

A **Conjunction** is a word used to join words or sentences; as,

Rama and Hari are cousins.

Two and two make four.

I ran fast, but missed the train.

An **Interjection** is a word which expresses some sudden feeling; as,

Hurrah! We have won the game.

Alas! She is dead.

**Exercise**

1. Still waters run deep.

2. He still lives in that house

3. After the storm comes the calm

4. The after effects of the drug are bad.

5. The up train is late.

6. It weights about a pound.

7. He told us all about the battle.

8. He was only a yard off me.

9. Suddenly one of the wheels came off.

10. Mohammedans fast in the month of Ramzan.

11. He kept the fast for a week.

12. He is on the committee.

13. Let us move on.

14. Sit down and rest a while.

15. I will watch while you sleep.

16. They while away their evenings with books and games.

**TOPIC NO 3**

**Transitive an Intransitive Verbs**

A verb can be described as transitive or intransitive based on whether it requires an object to express a complete thought or not. A transitive verb is one that only makes sense if it exerts its action on an object. An intransitive verb will make sense without one. Some verbs may be used both ways.

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The word transitive often makes people think of transit, which leads to the mistaken assumption that the terms transitive and intransitive are just fancy ways of describing action and nonaction. But these terms have nothing to do with whether a verb is active or not. A better word to associate when you see transitive is transfer. A transitive verb needs to transfer its action to something or someone—an object. In essence, transitive means “to affect something else.”

Once you have this concept committed to memory, spotting the difference between transitive and intransitive verbs is quite easy.

**How to Identify a Transitive Verb**

Transitive verbs are not just verbs that can take an object; they demand objects. Without an object to affect, the sentence that a transitive verb inhabits will not seem complete.

**Please bring coffee.**

In this sentence, the verb bring is transitive; its object is coffee, the thing that is being brought. Without an object of some kind, this verb cannot function.

**Please bring.**

Bring what, or who? The question begs itself because the meaning of bring demands it.

Here are some more examples of transitive verbs and their objects.

The girls carry water to their village.

Juan threw the ball.

Could you phone the neighbors?

I caught a cold.

She loves rainbows.

Lila conveyed the message.

Each of the verbs in these sentences have objects that complete the verbs’ actions. If the objects were taken out, the results would be illogical and questions would be raised in the mind of the reader; for example, Lila conveyed. Conveyed what?

**How to Identify an Intransitive Verb**

An intransitive verb is the opposite of a transitive verb: it does not require an object to act upon.

They jumped.

The dog ran.

She sang.

A light was shining.

None of these verbs require an object for the sentence to make sense, and all of them can end a sentence. Some imperative forms of verbs can even make comprehensible one-word sentences.

Run!

Sing!

A number of English verbs can only be intransitive; that is, they will never make sense paired with an object. Two examples of intransitive-only verbs are arrive and die. You can’t arrive something, and you certainly can’t die something; it is impossible for an object to follow these verbs.

**Transitive or Intransitive? Some Verbs Can Be Both**

Many verbs can be classified as both transitive and intransitive depending on how they are used in a sentence.

Urged by the others, she sang.

She sang the national anthem at the hockey game.

After he cleaned up, he left.

He left the gift on the table.

To decide whether the verb is being used transitively or intransitively, all you need to do is determine whether the verb has an object. Does she sing something? Does he leave something? The verb is only transitive when the answer is yes.

When in doubt, look it up. In the dictionary, verbs will be listed as transitive, intransitive, or both right under the pronunciation key, and any possible differences in meaning between the two uses will be given as well.

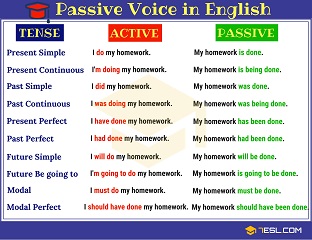
**Topic no 4**

**Active Voice and Passive Voice**

In **Active Voice**, the subject acts upon the object. In **Passive Voice**, the object is acted upon by the subject. The meaning remains the same in both **Voices** but the sequence of the words (subject & object) changes. The sequence, of subject and object as in **Active Voice**, is reversed when it is expressed in **Passive Voice**.

Active Voice - subject + verb + object

Passive Voice - object + verb + object

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Active. -- My captors were taking me to prison.

Passive. -- I was being taken to prison by my captors.

Active. -- His behaviour vexes me sometimes.

Passive. -- I am sometimes vexed at his behaviour.

Active. -- It is time to shut up the shop.

Passive. -- It is time for the shop to be shut up.

Active. -- The audience loudly cheered the Mayor's speech.

Passive. -- The Mayor's speech was loudly cheered.

Note:- Whenever it is evident who the agent (i.e., doer of the action) is, it is unnecessary to mention him in the passive form, and this omission gives a neater turn to the sentence. Thus in the last example the agent is not mentioned in the passive form because only those who heard the speech could have cheered it.

Passive. -- My pocket has been picked.

Active. -- Someone has picked my pocket.

Passive. -- Our army has been defeated.

Active. -- The enemy has defeated our army.

Passive. -- I shall be obliged to go.

Active. -- Circumstances will oblige me to go.

Note:- The Active Voice is used when the agent, or actor, is to be made prominent; the Passive, when the thing acted upon is to be made prominent. Hence the Passive Voice may be used when the agent is unknown, or when we do not care to name the agent ; as, "The ship was wrecked."

**Exercise**

Rewrite the following sentences in the Passive form. (Omit the agent where possible.)

1. Macbeth hoped to succeed Duncan.

2. Who taught you Urdu?

3. They found him guilty of murder.

4. The King immediately gave orders that he should be imprisoned.

5. Somebody has put out the light.

6. They laughed at his warnings and objected to all his proposals.

7. The Swiss regarded him as an impostor and called him a villain.

8. I have kept the money in the safe.

9. He pretended to be a baron.

10. His subordinates accused him of various offences.

11. I saw him opening the box.

12. He ordered the police to pursue the thief.

13. One cannot gather grapes from thistles.

14. You never hear of a happy millionaire.

15. The public will learn with astonishment that war is imminent.

16. Did you never hear that name?

17. The legend tells us how the castle received its name.

18. Do not insult the weak.

19. Why did he defraud you of your earnings?

**Exercise**

Change the following sentences into the Active form:-

1. The letter was written by the clerk.

2. Without effort nothing can be gamed.

3. “Shakuntala” was written by Kalidas.

4. I was struck by his singular appearance.

5. He was seen by my brother.

6. He was chosen leader.

7. Honey is made by bees.

8. The bird was killed by a cruel boy.

9. The steam-engine was invented by Watt.

10. The mouse was kilted by the cat.

11. The boy was praised by the teacher.

12. The Exhibition was opened by the Prime Minister.

13. By whom was this jug broken?

14. 1 was offered a chair.

15. We shall be blamed by everyone.

16. He will be gladdened by the sight.

17. The telephone was invented by Alexander Graham Bell.

18. My watch has been stolen.

19. A king may be looked at by a cat.

20. The telegraph wires have been cut.

21. Harsh sentences were pronounced on the offenders.

22. This question will be discussed at the meeting tomorrow.

23. Why should I be suspected by you?

24. Stones should not be thrown by those who live in glass houses.

25. He will be greatly surprised if he is chosen.

26. The ship was set on fire and abandoned by the crew.

27. He was arrested on a charge of theft, but for lack of evidence he was released

**Topic no 5**

**Presentation Skills**

**INTRODUCTION**

Well-developed presentation skills enable you to communicate clearly, precisely and effectively in a variety of modes or registers and settings. It should be pointed out that they are rated as one of the most important soft skills. The ability of communicating with the audience and giving presentations should be seen as a mandatory prerequisite for both the effective learning process and the successful working life.

**OBJECTIVES:**

• to develop your skills to communicate clearly, effectively and confidently with a range of audiences in a range of different contexts;

• to improve your research and design skills, and strengthen your delivery techniques;

• to enhance your use of different support electronic and other visual tools;

• to reinforce your performance skills (verbal and non-verbal);

• to increase your confidence level in interacting with audience and control your nervousness;

• to promote critical and reflective thinking by dealing with feedback on your presentation skills.

**DEFINITIONS**

Three types of presentation might be identified:

**1. Information-giving**. This is predominantly descriptive, giving or summarizing information. You may be asked to do this as part of a mini-teaching session, sharing theoretical or factual information. Here the point is to see what you have understood and how you have extracted the main facts from your reading and to relay these to the group. You will need to make decisions about what information to include.

**2. Discursive**. Here you will need to debate the strengths and limitations of an approach or develop an argument, exploring and weighing up different perspectives, challenging your audience to accept a different viewpoint. For this, you will need to decide your ‘angle’ – are you for or against it, weight pro and cons? Pull your audience in, challenge and confidently debate.

**3. Demonstrative**. This type of presentation tends to be used in the context of training: for example, when demonstrating your ability to illustrate your understanding of a technique or teaching a practical skill to others.

Presentations are key activities and might include:

• Group and individual presentations for a given topic as part of a module assessment.

• Seminar presentations giving a paper to an academic or your peers for the purpose of teaching or showing evidence of your understanding of the topic.

• Providing an overview of some research carried out by you or your group.

• Demonstrating the use of a piece of equipment or software such as PowerPoint to show that you have developed the essential skills to use it appropriately.

• Dissertation-related presentations and Vivas to demonstrate your ability to manage a research project.

• A job interview where you have been asked to present for several minutes on a given topic.

**STRUCTURE**

You might plan the body of the presentation;

• prepare the first draft of the presentation;

• prepare the first set of prompts;

• put the presentation aside for a while

• review, revise and edit first draft – decide on a ‘good enough’ draft of the presentation;

• decide on the audio-visual aids that will be useful;

• prepare the ‘good enough’ set of prompts.

Whether the audience can understand what you are trying to communicate will be determined by how you structure your presentation. You should focus on the development of a clear structure that will help to map out and guide you in your preparations and in your final delivery.

As a very general principle, the rule of three is offered.

1. Tell them what you are going to tell them.

2. Tell them.

3. Tell them what you have told them.

**CONCLUSION**

Because of the relief of having made it through, otherwise excellent presentations often suffer from an

uninspiring, hurried ending. Do not let the pace and energy of your presentation drop at the end. This is

the ‘tell them what you have said’ section. You need to summarise your points, again using visual aids to

reinforce them if possible. Always leave your audience with something memorable, say a powerful visual or a convincing conclusion, with a key idea, a central theme to take away and want to reflect on later. It is also good practice to thank the audience for their patience and to invite questions or discussion.

**Tips & Suggestions:**

**TIMING**

In most presentations, it is usually better to deliver less content at a reasonable pace, than too much content at a faster pace that may leave the audience feeling overwhelmed and confused. You should fit the topic into the allotted time and plan time for breaks, asides, questions. This means you should think clearly about what to include and exclude from the final version of your presentation. Inexperienced presenters will find difficult to fit into time allocated. On the one hand they have prepared too much material and then have to jump to their conclusion, rushing over key points and running the risk of leaving their audience confused. On the other hand they have under-prepared and have to face one of the most embarrassing of all public speaking experiences – running out after ten minutes with your audience expecting the full half hour.

**FORM OF LANGUAGE**

It is important to recognise and respond to the difference between formal written language and spoken language. When giving a presentation it is not obligatory to use complicated language constructions, to use long words, or to speak in nested and convoluted sentences. If you choose to speak in a way that does not necessarily come naturally to you, or is in some way made more complicated than it needs to be, you will in all probability not communicate effectively. This does not mean that you should not use correct vocabulary, especially when dealing with technical terms, which clearly form an important element of the content. There is a case for giving an explanation, or simple definition, of technical terms as they arise for the first time, particularly if you are dealing with an area of your subject which is new to the audience. Use correct language and proofread (words used appropriately; correct spelling and punctuation). It is essential to check your work for errors. Also follow general principles: avoid gender stereotyping; avoid racist and racism stereotyping; avoid being aggressive, swearing or obscenities; use the language that can include everybody.

**Topics no 6**

**Intensive & Extensive Reading**

**What Intensive Reading Is?**

Intensive reading is just what the name implies!

It’s reading where **testing**, **evaluating** and **increasing knowledge** is the primary focus. Understanding the literal meaning of what’s being read is vital. Reading intensively often includes [note-taking](https://www.fluentu.com/blog/language-learning-notes/) and attention to details.

In intensive reading, there’s an emphasis on deconstructing sentences to understand grammar and syntax rules as well as to extricate the details of the topic. It can also involve reading comprehension testing, such as finding answers to specific questions.

## What Extensive Reading Is?

[Extensive reading](https://www.fluentu.com/blog/extensive-reading-activities-for-teaching-language/) is a completely different sort of approach.

Know how it feels when you’re doing something simply for the joy of doing it? Like riding a bicycle or dancing, when you know it won’t matter if you don’t get the gears shifted perfectly or your dance steps don’t hit every downbeat?

Extensive reading is like that. It’s reading for fun. And it’s doing it as often as possible.

Fluency and total comprehension aren’t necessary for extensive reading. It’s great to read at or, even better, below a comfortable level of understanding. Most of the time, an unfamiliar word can be deciphered by the surrounding text and if not, that’s fine, too. It’s not vital to understand every single word in order to get the general idea of a particular passage.

It’s generally accepted that 90-95% of the words should be familiar in order to read comfortably in a foreign language. And most of us can get along pretty well even without having all that vocabulary in our toolboxes. Guessing, especially when reading extensively, does work.

The idea behind extensive reading is that increased exposure leads to stronger language skills. Think of the vocabulary you’re being exposed to when you read a lot. And seeing the structure, idioms and cadence of a language leads to familiarity, which leads to reading competence.

### SMART Goals for Intensive Reading

Setting SMART goals for intensive reading isn’t difficult. An example of an intensive reading program using the SMART method might be:

**Specific:** “I want to read five blog posts each week.”

**Measurable:** “I’ll read one blog post a day.”

**Attainable:** “I’ll only read blog posts in the language I’m studying.”

**Relevant:** “I’m trying to learn how sentences are structured and pick up every detail of what’s written.”

**Timely:** “Every morning from 8-9, I’ll read intensively.”

### SMART Goals for Extensive Reading

It’s far easier to set SMART goals for extensive reading because so many of the stressful challenges (vocabulary lists, searching for answers, etc.) are no longer factors. This is the type of reading for enjoyment, remember? But SMART goals can still ramp up this part of your language program.

A SMART goal strategy for extensive reading could read as follows:

**Specific:** “I want to read one book a week.”

**Measurable:** “I’ll read 30 pages each day.”

**Attainable:** “I won’t read any books that aren’t written in my target language.”

**Relevant:** “I’m doing this so I’ll be able to read well in this foreign language.”

**Timely:** “I’ll read every day from 4-6 before I eat dinner.”

**Topic no 7**

**Skimming & Scanning**

**Skimming** is reading rapidly in order to get a general overview of the material. **Scanning** is reading rapidly in order to find specific facts. While **skimming** tells you what general information is within a section, **scanning** helps you locate a particular fact.

**Three Types of Skimming:**

1. Pre-­‐read skimming refers to preparing  to  read.

2. Skim  reading refers  to  situations  in  which  skimming  is  the  only  coverage  you  plan  to  give  the  material.

3.Review  skimming  assumes  you  have  already  read  the  material  and  are  going  back  over  it  as  a  means  of  study   and  review.

**How Do I Use Skimming?**

1. Read the title.  If  it  is  an  article,  check  the  author,  publication  date,  and  source.

2.Read  the  introduction.  If  it  is  very  long,  read  only  the  first  paragraph  completely.  Then,  read  only  the  first   sentence  of  every  paragraph.  That  sentence  will  usually  be  the  main  idea  of  that  paragraph.

3. Read  any  headings  and  sub-­‐headings.  The  headings,  when  taken  together,  form  an  outline  of  the  main  topics   covered  in  the  material.

4.Notice  any  pictures,  charts,  or  graphs;  they  are  usually  included  to  emphasize  important  dates  or  concepts. 5.If  you  do  not  get  enough  information  from  the  headings,  or  if  you  are  working  with  material  that  does  not  have   headings,  read  the  first  sentence  of  each  paragraph.

6. Glance  at  the  remainder  of  the  paragraph.

a. Notice  any  italicized  or  boldface  words  or  phrases.  These  are  key  terms.

b. Look  for  lists  of  ideas  within   the  text  of  the  material.  The  author  may  use numerals,  such  as  (1),  (2),  (3)  in  the  list,  or  signal  words   such  as  first,  second,  one  major  cause,  another  cause,  etc.

7. Read  the  summary  or  last  paragraph.

**Scanning**

**What is Scanning?** Scanning  is  a  method  of  selective  reading,  when  searching  for  a  particular  fact  or  answer  to  a  question.  Scanning  can   best  be  described  as  a  looking  rather  than  a  reading  process.

**How Do  I  Use  Scanning?**

1.State  in  your  mind  specifically  the  information  for  which  you  are  looking.  Phrase  it  in  question  form,  if  possible.

2.Try  to  anticipate  how  the  answer  will  appear  and  what  clues  you  might  use  to  help  you  locate  the  answer.

3. Determine  the  organization  of  the  material;  it  is  your  most  important  clue  to where  to  begin  looking  for   information.  Especially  when  looking  up  information  contained  in  charts  and  tables,  the  organization  of  the   information  is  crucial  to  rapid  scanning. 4.Use  headings  and  any  other  aids  that  will  help  you  identify  which  sections  might  contain  the  information  for   which  you  are  looking. 5.Selectively  read  and  skip  through  likely  sections  of  the  passage,  keeping  in  mind  the  specific  question  you   formed  and  your  expectations  of  how  the  answer  might  appear.  Move  your  eyes  down  the  page  in  a  systematic   way. 6.When  you  have  found  the  needed  information,  carefully  read  the  sentences  in  which  it  appears  in  order  to   confirm  that  you  have  located  the  correct  information.

**Topic no 8**

**Letter Writing**

Different types of letter writing follow certain formats which have been established over the years. **Letter formats are applicable by and large to formal type of letters**. Informal letters do not require a certain pattern of writing and can be written in number of ways. But for guidance purposes we have included few varieties of informal ways of writing which can be termed as sorts of informal formats. These formats makes the letter writing process a convenient one.

**Formal letters**

**Informal letters**.

Types of formal letter.

1. Block letter

2. Semi Block letter

3. Modified Block letter

**Block format** is typically used for business letters. In block format, the entire text is left aligned and single spaced.

Sender name,

Full Address,

Date.

Receiver name,

Full Address.

Dear Mr.Haward, (this portion I called salutation)

Start writing from here without giving any space or tab.------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Will be waiting for your kind response. Thank you.

Sincerely yours,

Sender’s name,

Date.

Signature

(This last complete portion is called enclosure notation)

**Semi**-**block** is similar to **block** but has a more informal appearance. All elements are left-aligned, except for the beginning of each paragraph, which is indented five spaces or a tab.

Sender’s name,

Full address,

Date.

Receiver name,

Full address,

Salutation,

Will start writing from here….------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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Enclosure notation.

A **modified block style letter** is a common **format** used when writing a business **letter**. It varies slightly from a **block style letter** with the major difference being the placement of the return address, date, and complimentary closing.

Sender’s name,

Full address,

Date.

Receiver’s name,

Full address.

Salutation,

Will start writing from here ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Enclosure notation.