

LECTURE NOTES IN COMMUNICATION SKILLS IN ENGLISH

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LECTURER STAGE-II (ENGLISH)

GOVT. POLYTECHNIC, BALASORE

This LECTURE NOTES comprise of

- 1. BUSINESS LETTER**
- 2. READING COMPREHENSION**
- 3. APPLICATION OF COMMUNICATIVE ENGLISH GRAMMAR**
- 4. VOCABULARY BUILDING**

BUSINESS LETTERS:

- 1. LETTER OF ENQUIRY**
- 2. LETTER OF ORDER**
- 3. LETTER OF COMPLAINT**

**ABC ELECTRONICS
GRAND ROAD, PURI-2**

**EMAIL ID: abc.etc@gmail.com
Mobile No: 7459571230**

website: www.abcetc.in

TO

**M/S XYZ PVT.LTD.
FERIDABAD, NEW DELHI-4**

SUB: Letter of Enquiry about XYZ GRINDER

Sir/Madam,

**We are dealing in retail trade of electrical appliances. We are interested to sell your products.
Could you please send us a copy of your quotation and the terms and conditions of payment?**

Thanking you

Yours sincerely,

X

**Managing Director
ABC ELECTRONICS**

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TO

**M/S XYZ PVT.LTD.
FERIDABAD, NEW DELHI-4**

SUB: Letter of trial order

Madam,

Thank you for your quick response. As we find the price of your products and the terms and conditions of your company quite reasonable, we are glad to lodge a trial order for XYZ grinder as per the list enclosed.

Should the quality of your product reach our expectations then substantial order will follow.

Thanking you

Yours sincerely,

X

**Managing Director
ABC ELECTRONICS**

ENCL: LIST OF ORDER

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TO

**M/S XYZ PVT.LTD.
FERIDABAD, NEW DELHI-4**

SUB: Letter of complaint

Madam,

Thank you for sending us the parcel as per our order. But, it is a matter of great regret that five grinders are found broken and a few blades are missing in the packet (the list enclosed). Would you please take necessary action to replace the broken items and supply the missing ones as soon as possible?

Thanking you

Yours sincerely,

X

**Managing Director
ABC ELECTRONICS**

ENCL: list of broken and missing items

READING COMPREHENSION

In our everyday life, if we talk of life in its most standardized form, we have a lot of reading to do. This includes reading from newspaper, text books, books, articles, journals, notes and so many. Reading does not mean reading words and sentences simply for the purpose of identifying them. Understanding comprehending and remembering are some of the features without which reading keeps no meaning. In this reading section we will, therefore go through a couple of passages which have been carefully framed to make a student well acquainted with the skills of reading.

Skimming and Scanning:

Skimming is a task of finding out the important details of a written text without giving a close reading to it. The word 'skimming' is derived from 'skum' implying the thick layer floating on liquid. Similarly by skimming a text we take out all the key points out of it in one look. But **scanning** is not overlooking - it searches for those details which are not apparent on the surface. Scanning skill operates in the manner a scanner takes the photos of what is not seen on the ground.

Inference and Evaluation:

Inferential and evaluative analysis of the text relates more to close reading. A reader, here, examines the text to find out what the written text conveys and how it can be accessed. This is some kind of an analytical task done by the reader.

Note-making:

Note-making means converting an extensive text into a brief form that can be easily digested, remembered and reproduced. **Brevity** and **clarity** are two important features of a note.

When we read or listen to something, we may not remember each and every bit of it. Many relevant details may slip away from our memory. Such a slip of memory facilitates the need to make of what we read or listen. Making a note of a speech is something like jotting down important points quickly while listening and later on making a fair copy of it. But making a note of a reading comprehension observes a more detail and systematic procedure.

Making a Note:

Always a close reading is demanded before making a note. By skimming and scanning we get all the important points of it. In a simpler way if one desire to attempt on note- making, the steps below would be of much help.

- ☐ Read the passage closely without missing a single detail.
- ☐ Make a list of important words with their meanings.
- ☐ Make a list of relevant details that you have picked up by skimming and scanning briefly.
- ☐ Trace out them or the key point. This would provide you with the main idea of the text. The point that you have picked up by the task of skimming and scanning would serve as supporting points to this main idea better known as **topic statement**.

APPLICATION OF COMMUNICATIVE ENGLISH GRAMMAR

ARTICLES AND DETERMINERS (DEFINITE AND INDEFINITE)

Determiners are words that determine the **number**, **quantity** and definiteness of the noun phrase. There are five different kinds of determiners.

1. Articles : a, an, the
2. Demonstrative : this, that, these, those
3. Possessive : my, your, his, her, their, Ram's etc.
4. Numerals : one, two, first, second, etc.
5. Quantifiers : many, much, less, few, both, either etc.

ARTICLES:

Articles **a/an** and **the** are the commonest determiners.

I. The Indefinite Article a and an

1. We use **a** before a consonant sound and **an** before a vowel sound.

Example: **a** pen **an** inkpot

a dog **an** elephant

2. We use **a/an** before a verb when that is used as a noun.

Example : Have **a** look at the book.

3. We use **a/an** to describe and classify.

Example: It is **an** excellent morning

My husband is **a** seller.

4. We use **a/an** for generalization.

Example: **a** parrot will speak only what it is trained.

5. We use **an** before silent 'h'.

Example: **An** heir (a holiday)

An hour (a hint)

II. The definite article the

1. We use **the** before a consonant sound.

Example: **The** chair

The board

2. We use **the** with singular and plural countable nouns.

Example: **The** letter

The letters

3. We use **the** with uncountable nouns.

Example: **The** water
The fun

4. We use **the** before common places.

Example: She is at **the** bus stop.
My friend is going to **the** library.

5. We use **the** before nouns of directions.

Example: **The** East **The** North
The West **The** South

6. We use **the** before objects of nature.

Example: **The** Himalayas **The** Deccan Plateau

The Ganges **The** Alps

7. We use **the** before sacred books, famous newspapers and magazines.

Examples: **The** Gita **The** Hindustan Times
The Bible **The** Weekly
The Koran

8. We use **the** before superlative degree.

Example: He is **the** richest man in the town.
Which is **the** longest river in Odisha?

9. We use **the** before adjective used as noun.

Example: **The** rich are not always happy.

III. Omission of the

1. We do not use **the** before phrases and idioms.

Example: Christians go to Church on Sundays.
People love to travel by air.

2. We do not use **the** before names of games and languages.

Example: My brother plays cricket.
I am learning French.

3. We do not use **the** before plural nouns with general meaning.

Example: Cows eat grass.

4. We do not use **the** before uncountable nouns.

Example: I drink milk.

Practice:

Correction of Errors:

Incorrect Correct

1. Don't tell lie. Don't tell **a** lie.
2. I have got headache. I have got **a** headache.
3. He knows much about politics. He knows **a** lot about politics.
4. I have mind to do it. I have **a** mind to do it.
5. I wish you **a** success. I wish you success.
6. Kabi is a M.A. Kabi is **an** M.A.
7. This is a X-ray machine. This is **an** X-ray machine.
8. H.B. pencil is used for drawing. **An** H.B. pencil is used for drawing.
9. He is sitting in dark. He is sitting in **the** dark.

Demonstratives:

Demonstratives are used before nouns and point to the objects / places/ persons denoted by the nouns.

Singular Plural

This These (point to the nearer one/ones)

That Those (point to the distant one/ones)

Example: **This** house is very big.

These flowers are not fresh.

I study in **that** college.

Those are my books.

Quantifiers:

Quantifiers are those determiners which indicate to **some number** or quantity. Following are the examples of some such quantifiers whose meaning are stated within the brackets as per necessity.

Example: *Some* (Positive meaning) : They want **some** paper.

Put **some** salt in my curry, please.

(Negative meaning) : I don't like **some** music.

Some mangoes are not ripe.

Any (Negative meaning) : They haven't received **any** letter.

There is hardly **any** water in the jug.

Many (Plural countable noun) : How **many** colour pencils you want?

I haven't seen **many** places outside the state.

Much (Uncountable noun) : We have **much** milk in our refrigerator.

He has not **much** interest in study.

A few (Small number) : Only **a few** candidates got first class.

I have **a few** friends.

Few (Not many, almost none) : **Few** people live to be hundred.

He is a man of **few** words.

A little (Some quantity) : We have still **a little** time left. There is no need to hurry.

I have **a little** money in my bank.

Little (Almost nothing) : I have **little** time to talk to you now.

There is **little** water in the bottle.

COUNTABLE AND UNCOUNTABLE NOUNS

Noun is a naming word. It is the head word in a noun phrase. The position and function of noun in a sentence is pre-decided. It works either as a subject or an object in a sentence. Noun is of three types.

1. Proper Nouns.
2. Countable Nouns.
3. Uncountable Nouns.

Proper Nouns refer to names of persons, places and things and they do not have a plural form. The nouns that can be counted by numbers are called **Countable Nouns** whereas the nouns that cannot be counted are called **Uncountable Nouns**.

COUNTABLE NOUNS

Countable noun has two forms.

Singular Plural

Book Books

Mountain Mountains

Box Boxes

Child Children

Table Tables

Use:

1. In a sentence singular subject takes a singular verb and plural subject agrees with plural verb.

This **orange** is sweet.

These **oranges** are sweet.

2. Singular countable nouns are always used with a, an, another, the, this, that, each, every etc.

Give me a **pen**.

That **boy** is the head-boy of the team.

3. Plural countable nouns may take a number or determiners like many, a few before them.

Three thousand **rupees**.

Many colour **pencils**.

A few **boys**.

4. Ordinarily plural countable nouns do not take any determiner before them.

I love **sweets**.

Cows eat grass.

UNCOUNTABLE NOUNS

Uncountable nouns are always singular and they take singular verbs with them.

Use:

1. Uncountable noun agrees with singular verbs.

Silver is white.

2. Ordinarily uncountable nouns do not take any determiner before them.

Furniture looks bright.

3. Determiners like ***much, a little*** can be used before uncountable nouns to indicate quantity.

There is **little** water in the jug.

I have not got **much** money with me.

SECONDARY AUXILIARIES / MODALS

Secondary auxiliaries are also called ***modals***. They cannot be used independently like primary auxiliaries. They are 13(thirteen) in numbers: will, would, shall, should, may, might, can, could, must, need, used to, ought to, dare. In this chapter we will discuss them under different points with reference to their logical meaning.

i. ***Will, Would, Shall***

(Expressing requests, offers, willingness and suggestions)

Use:

(a) **Expressing Requests.**

Will/ Would you please open the door?

Would you mind lending me your book, please?

(b) **Expressing attitude, willingness/ unwillingness.**

She ***will*** pay back you soon.

He ***won't*** listen to anyone.

They ***wouldn't*** stop making noise.

(c) **Giving Consent.**

I ***will*** do shopping for you.

She ***won't*** do the mistake again.

(d) Offering Service.

Shall I get you a pen?

Shall I arrange a taxi for you?

(e) Asking for suggestions.

What *shall* we do about this barren land?

Where *shall* I spend my night?

ii. *Should, Ought to.*

(Expressing advice and probability)

Use:

(a) Advice

We *should / ought to* help the one in need.

We *should not* tell unpleasant truth.

We *ought to* serve our motherland.

(b) Necessary to observe, perform and obey.

I *should* do as my mother says.

I think, you *should* meet the doctor.

She *should* inform the police about the theft.

(c) Probability

They *ought to* have arrived by lunch time, but the train was late.

Prashanti Express *should* reach at 5 pm.

iii. *May, Might, Can, Could*

(Expressing ability, possibility, probability)

(a) Ability

Birds *can* fly, but animals *can't*.

My grandfather *can't* walk firmly.

I *could* swim fast while I was in school.

(b) Possibility

I *could* come back this evening.

He *may not* agree to my proposal.

It *may* rain tonight.

She *might* accept the offer.

(c) Probability

The keys *may* be in the drawer.

The pain *might* belong to Goldie.

The bridge could be blocked.

(d) Asking and Giving permission

Can/could/may/might I ask you a question?
Can/may I go out, sir?
Could I talk to you over the issue?
iv. **Must, Mustn't, Need, Needn't**

(Expressing necessity, obligation)
(a) **Necessity**

We **must** obey the traffic rules.
We **mustn't** play with fire.
You **mustn't** work hard.
I **need** wearing glasses.
I can see better now. I **needn't** wear glasses.
(b) **Obligations**

I **must** leave for the station at once.
One **mustn't** misbehave others.
We **need** to be honest.

v. **Used to:**

Used to is used to denote simple past only.
We **used to** live in Cuttack during my father's service period.
There **used to** be a house near the temple a couple of years back.

vi. **Dare:**

Auxiliary dare is used in sense of making a challenging effort. It does not take an *_s* in third person singular number.

How **dare** you talk to me in my face?
He **daren't** go outside in the dark.

CONCORD (Subject-Verb agreement)

When the verb agrees with the subject in number and person, it is known as subject-verb agreement or concord. In different situation subject is considered as singular or plural. In this chapter we will discuss different conditions responsible for designating the subject either to be singular or plural and the verb following it.

1. When two singular subjects are joined by '**and**' and denote a single unit of meaning, together they are considered to be singular and the verb that follows becomes singular.

Time **and** tide *waits* for none.
Rice **and** dal *is* my daily food.

2. When two singular subjects are joined by '**and**' and express plurality, verb that follows becomes plural.

Fish **and** meat *are* available here.

Pens **and** pencils **are** essentials for writing.

3. When two subjects irrespective of their person and number are joined by with/together with, the verb follows the former subject.

The letter **with/together with** the photographs **is** sent back by post.

4. When two subjects irrespective of their person and number are joined by or/either...or/neither...nor/nor, the verb agrees with the nearer subject.

Either the students **or** the teacher **is** invited to the party.

Neither the cock **nor** the hens **are** in the yard.

He **or** his sisters **are** to manage the show.

5. A sentence beginning with each of / none of / the number of has a singular verb.

Each of/none of the students **is** to get a prize.

The **number of** afflicted people **is** increasing in the camp.

6. Some nouns which are singular in meaning but plural in form, take singular verbs with them.

Physics **is** my favorite subject.

The news **is** not correct.

7. Pair nouns take plural verbs with them.

The scissors **are** blunt.

Your trousers **do** not fit me.

8. A collective noun considered as a single whole, takes a singular verb.

The Jury **is** not in favour of the public opinion.

The Government **is** ready to pass the new education bill.

9. Uncountable nouns are singular and therefore, take singular verbs with them.

The furniture **looks** bright.

Honesty **is** the best policy.

25 kg of rice **is** heavy to carry.

75 km **is** not a long distance.

VOCABULARY BUILDING

In this chapter we will be discussing English vocabulary with respect to some specialized section on it. They are the studies of

- ☐ Synonyms or the study of words having same meaning
- ☐ Antonyms or the study of words with an opposite meaning
- ☐ Homophones or the same sounding words
- ☐ Single word substitution
- ☐ Formation of words from one root or mother word; and
- ☐ Word derivatives from one root/mother word.

Synonyms

Synonyms are different words having identical meaning.

Synonym List

Abandon : leave, forsake, relinquish, surrender

Abhor : hate, despise abominate, scorn

Brilliant : luminous, glowing effulgent

Callous : unfeeling, indiggent, insensible

Delusion : illusion, fallacy, error, specter

Ebb : recede, wane, lessen, sink

Erotic : amorous, amatory, lustful

Eternal : everlasting, endless, perpetual

Indolent : idle, sluggish, slothful

Noisy : booming, chaotic, loud

Officious : meddling, obtrusive

Antonyms

An antonym is just the opposite of synonym. It conveys a word that has a meaning contrary to the given word.

Antonym List

Amplify : attenuate

Base : noble

Benevolent : malevolent

Deductive : inductive

Ebb : tide

Epilogue : prologue

Hyperbole : understatement

Homophones/Homonyms/Confounding Words

Homophones are same sounding words but different in spelling and meaning. They are otherwise known as homonyms or confounding or confusing words.

Homophone List

Adopt (v) : to fit by alternation

Adept (adj.) : highly skilled

Adopt (v) : take to oneself

Calendar (n) : roller machine for ironing cloth

Calendar (n) : washerman

Cite (v) : to quote an example

Site (n) : location

Sight (n) : aim

Sight (n) : view

Sight (v) : see

Divers (adj.) : several meaning

Diverse (adj.): unlike, varied

Hypercritical (adj.):excessively critical

Hypocritical (adj.): not genuine

Single word substitute

Abnormal fear of being at high place : Acrophobia

Morbid desire for some particular food : Opsomania

Practice of marrying one person : Monogamy

Excessive acidity in stomach : Hyperacidity

Preliminary statement or event : Preamble

Beyond the jurisdiction of law : Extralegal

Between regions : Interregional

Elevation to Godhood : Apotheosis

Pertaining to marriage : Conjugal

Extremely small : Minuscule