

Unit I

Role and Importance of Communications, Attributes of Communications, Verbal and Non-Verbal Communications, Verbal Communications Skills, Non-verbal Communication Methods, Body Language, Barriers to Communications, Socio-psychological barriers, Inter-Cultural barriers, Overcoming barriers, Communication Mediums: Characterization and Choice of medium, Effective Communication: Correctness, Clarity, Conciseness, Courtesy, Group Communication: Meetings (types, purpose), Group Discussions, Conduct of Meeting, Participant Role, Making Presentations.

Unit II

Spoken and Written English: Attributes of spoken and written communication, Formal & Informal Communication, Variation in between Indian, British and American English. Etiquette and Manners: Personal Behavior, Greetings, Introductions, Telephone Etiquette. Vocabulary Development: Dictionaries and Thesaurus, Words often confused, generally used one word substations, Comprehension.

Unit III

Letter writing: Planning the message, Planning Content, Structure, Language use, Layout, enquires and replies, asking for or giving quotations, Bargaining letters, Seller's reply, etc.; Complaints and Replies; Memos, Circulars and notices; Paragraph Writing, Writing Scientific and Technical Reports: Types, Structure, Drafting and Delivering a Speech: Understanding the Environment, Understanding the Audience, Text preparing, Composition, Practicing, Commemorative Speeches, Welcome and Introduction, Farewell and Send-offs, Condolence

Unit IV

Articles: Indefinite, Definite; Tenses: Present, Past, Future, Perfect (Present, Past and Future), Tenses in conditional sentences; Active and Passive Voice: Forma on, conversion; Direct and Indirect Speech, Degrees of Comparison, Common errors, Concepts of Learning and Listening

UNIT-I

1. Role and Importance of Communication

Role of Communication

- **Information Sharing:** Helps in transferring knowledge, instructions, ideas, and feedback.
- **Building Relationships:** Establishes connections between individuals and groups.
- **Decision Making:** Effective communication ensures accurate information for good decisions.
- **Coordination:** Facilitates team collaboration and organizational alignment.
- **Problem Solving:** Allows individuals to express issues and work together to resolve them.
- **Persuasion & Influence:** Essential in leadership, marketing, negotiations, etc.

Importance of Communication

- **Improves Efficiency:** Clear communication reduces misunderstandings and errors.
- **Enhances Teamwork:** Promotes trust and cooperation.
- **Boosts Morale:** Open communication contributes to a positive work culture.
- **Supports Innovation:** Encourages the free flow of ideas and creative solutions.
- **Essential for Leadership:** Leaders must communicate vision, expectations, and feedback effectively.

2. Attributes of Communication

1. **Clarity:** Message should be clear and easy to understand.
2. **Conciseness:** Keep the message brief without sacrificing meaning.
3. **Correctness:** Use accurate language, grammar, and facts.
4. **Completeness:** Include all necessary information.
5. **Courtesy:** Be respectful and considerate.
6. **Feedback:** Allow and encourage responses for understanding.
7. **Context:** Understand the environment and situation in which communication occurs.
8. **Channel:** Choosing the right medium (email, verbal, text, etc.).

3. Verbal and Non-Verbal Communication

Verbal Communication

- **Definition:** The use of spoken or written words to convey a message.
- **Examples:** Conversations, presentations, phone calls, written reports, emails.

Verbal Communication Skills

1. **Listening Actively:** Paying attention and showing understanding.
 2. **Speaking Clearly:** Using appropriate tone, volume, and pace.
 3. **Questioning:** Asking relevant questions to clarify or explore ideas.
 4. **Persuasion:** Convincing others through logical arguments or emotion.
 5. **Feedback Giving/Receiving:** Offering and accepting constructive responses.
 6. **Grammar and Vocabulary:** Using proper language for your audience.
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FIMT Institutional Campus,
Bijwasan Road , New Delhi-110097
Office No. : 011 - 46109358 | 011 - 43045218



FIMT NCC UNIT
E-Mail - fimtnd@gmail.com
Web. - www.fimt-ggsipu.org



24x7 Helpline
9312352942 | 9811568155
8080804002 | 8080807002

Non-Verbal Communication

- **Definition:** Transmission of messages without spoken or written words.
- **Accounts for over 70% of total communication (in face-to-face settings).**

Non-Verbal Communication Methods

1. **Body Language:** Gestures, posture, movement.
2. **Facial Expressions:** Smiles, frowns, raised eyebrows.
3. **Eye Contact:** Shows interest, honesty, and attention.
4. **Tone of Voice:** Emotion and intent conveyed through vocal tone.
5. **Proxemics (Personal Space):** Distance between communicators.
6. **Appearance:** Clothing, grooming, and accessories.
7. **Paralinguistic:** Vocal elements like pitch, loudness, and tempo.
8. **Touch (Haptics):** Handshakes, pats, or physical contact (culturally sensitive).
9. **Silence:** Can indicate thoughtfulness, discomfort, or disapproval.

1. Body Language

- **Definition:** Non-verbal communication using physical movements, facial expressions, posture, gestures, and eye contact.
- **Importance:**
 - Expresses feelings and emotions.
 - Supports or contradicts spoken words.
 - Helps in building trust and rapport.
- **Examples:**
 - Smiling = friendliness.
 - Crossed arms = defensiveness or disinterest.
 - Eye contact = confidence (or respect depending on culture).

2. Barriers to Communication

- **Definition:** Obstacles that interrupt or block the flow of communication.
- **Types:**
 - **Physical Barriers:** Noise, distance, poor lighting, faulty equipment.
 - **Language Barriers:** Use of jargon, technical terms, or unfamiliar accents.
 - **Psychological Barriers:** Stress, anger, low confidence, mental health issues.
 - **Perceptual Barriers:** Misunderstandings due to personal experiences or assumptions.
 - **Cultural Barriers:** Differences in beliefs, norms, and values.

3. Socio-Psychological Barriers

- **Definition:** Barriers caused by individual emotions, social background, attitudes, and perceptions.
- **Examples:**
 - **Stereotyping:** Making assumptions about someone based on their group.
 - **Prejudice:** Having a biased view without knowing the facts.
 - **Status difference:** A junior might feel nervous to speak openly with a senior.
 - **Emotional state:** Anxiety or anger can block effective communication.

4. Inter-Cultural Barriers

- **Definition:** Communication problems due to differences in cultures.
- **Examples:**
 - **Language differences:** Misunderstandings of words or phrases.
 - **Non-verbal differences:** A hand gesture might be polite in one culture but rude in another.
 - **Different communication styles:** Some cultures speak directly, others indirectly.
 - **Ethnocentrism:** Thinking one's own culture is better than others.

5. Overcoming Communication Barriers

- **General Tips:**
 - Listen actively and carefully.
 - Use simple, clear language.
 - Give and ask for feedback.
 - Avoid assumptions; ask questions.
- **For Socio-Psychological Barriers:**
 - Be empathetic.
 - Keep a calm and open mindset.
 - Treat everyone with respect.
- **For Inter-Cultural Barriers:**
 - Learn about other cultures and respect differences.
 - Use neutral and inclusive language.
 - Be patient and clarify when needed.

Communication Mediums

Characterization

Communication mediums refer to the channels or tools used to convey messages between sender and receiver. These can be classified into:

1. **Verbal (Spoken)**
 - Face-to-Face
 - Telephone / Voice calls
 - Video conferencing (e.g., Zoom, MS Teams)
2. **Non-verbal**
 - Body language
 - Gestures
 - Facial expressions
 - Posture
3. **Written**
 - Emails
 - Letters
 - Reports
 - Text messages / Chat apps
 - Social media posts
4. **Visual**
 - Graphs
 - Charts
 - Diagrams
 - Infographics

Choice of Medium

The choice of communication medium depends on several factors:

- **Nature of the message:** Formal/informal, urgent/non-urgent, complex/simple.
- **Audience:** Internal/external, individual/group, hierarchical level.
- **Need for record-keeping:** Written forms are better for documentation.
- **Feedback speed:** Verbal mediums allow faster feedback.
- **Cost and accessibility:** Consider if all parties can access the medium easily.
- **Confidentiality/Security:** Sensitive information may require secure channels.

Effective Communication

For communication to be effective, it should have the **4 Cs**:

1. Correctness

- Free from grammatical and factual errors.
- Use appropriate language and terminology for the audience.
- Accurate message that avoids misleading information.

2. Clarity

- Clear and straightforward language.
- Avoid jargon unless the audience understands it.
- One idea per sentence helps in reducing confusion.

3. Conciseness

- Keep the message brief without sacrificing clarity.
- Avoid unnecessary words or repetition.
- Directly reach the point while maintaining politeness.

4. Courtesy

- Be respectful, polite, and considerate.
- Use positive and professional language.
- Tailor tone and style to the audience's expectations.

Group Communication

1. Meetings

◆ Types of Meetings

Type	Purpose
Formal Meetings	Planned with agenda, minutes recorded (e.g., board meeting)
Informal Meetings	Casual, flexible (e.g., team huddle, brainstorming)
Virtual Meetings	Conducted via video/audio platforms (Zoom, MS Teams)
Staff/Team Meetings	Internal updates, progress tracking
Client Meetings	To discuss requirements, progress, or issues
Project Meetings	To monitor project timelines, deliverables

◆ Purpose of Meetings

- Information sharing
- Problem-solving
- Decision-making
- Planning and strategizing
- Performance review
- Building team cohesion

2. Group Discussions (GD)

◆ Definition

A structured form of communication where participants express views on a topic to reach a conclusion or assess viewpoints.

◆ Objectives

- Evaluate communication and thinking skills

- Encourage teamwork and idea sharing
- Understand different perspectives
- Prepare for decision-making

◆ Effective GD Tips

- Stay relevant to the topic
- Listen actively
- Respect others' opinions
- Avoid interrupting
- Support points with examples

3. Conduct of Meeting

◆ Pre-Meeting Preparation

- Define objective and agenda
- Invite relevant participants
- Set date, time, venue (or virtual link)
- Share documents in advance

◆ During the Meeting

- Start on time
- Follow the agenda
- Encourage participation
- Manage time effectively
- Record minutes

◆ Post-Meeting

- Distribute minutes
- Assign action items
- Follow up on progress

4. Participant Roles in Group Communication

Role	Responsibility
Chairperson	Leads the meeting, sets agenda, controls flow
Facilitator	Ensures smooth communication, encourages involvement
Note-taker/Secretary	Records minutes, decisions, and action items
Timekeeper	Keeps the meeting on schedule
Participant	Shares views, listens, contributes to discussion
Observer	May not speak, but observes and gives feedback later

5. Making Presentations

◆ Purpose

- To inform, persuade, or educate an audience.

◆ Preparation Steps

1. Know your audience
2. Define the purpose (inform, persuade, etc.)
3. Structure content: Introduction – Body – Conclusion
4. Use visuals (slides, charts, images)
5. Practice delivery (timing, tone, confidence)

◆ Effective Delivery Tips

- Speak clearly and confidently
- Maintain eye contact
- Use gestures and expressions
- Handle questions politely
- Avoid reading directly from slides

UNIT-II

1. Spoken and Written English

A. Attributes of Spoken Communication

- **Spontaneous:** Often unplanned and informal.
- **Tone & Pitch:** Plays a key role in expressing emotions.
- **Instant Feedback:** Listeners can respond immediately.
- **Body Language:** Gestures, facial expressions enhance communication.
- **Use of Fillers:** e.g., "um," "you know," "like."
- **Incomplete Sentences:** Often grammatically loose.
- **Context-Dependent:** Relies heavily on shared context.
- **Contractions & Slang:** Commonly used in speech.

B. Attributes of Written Communication

- **Structured & Organized:** Planned and revised.
- **Formal Tone:** Usually more formal than speech.
- **Grammar & Punctuation:** Adheres to rules strictly.
- **Permanent Record:** Can be stored and referenced.
- **No Immediate Feedback:** Communication is one-way until response.
- **Use of Full Sentences:** Proper syntax is expected.
- **Clarity & Precision:** More careful word choice.

C. Formal vs Informal Communication

Feature	Formal Communication	Informal Communication
Tone	Polite, professional	Casual, conversational
Structure	Well-structured	Loose or spontaneous
Vocabulary	Standard, academic, or technical	Colloquial, slang
Examples	Reports, Emails, Presentations	Chats, Personal emails, Text messages
Audience	Superiors, strangers	Friends, family
Grammar	Strict	Flexible

2. Variations in English (Indian, British, and American English)

A. Spelling Differences

Word (British)	Indian English	Word (American)
Colour	Colour	Color
Centre	Centre	Center
Organise	Organise	Organize
Travelling	Travelling	Traveling

B. Vocabulary Differences

British English	Indian English Usage	American English
Lorry	Lorry/Truck	Truck
Flat	Flat	Apartment
Rubbish	Dustbin	Trash/Garbage
Petrol Station	Petrol Pump	Gas Station
Holiday	Leave	Vacation

C. Pronunciation

- Indian English tends to be syllable-timed; British and American English are stress-timed.
- Sounds like /t/ and /d/ are often clearer in Indian English.
- American English uses rhotic pronunciation (pronounces 'r' at end), while British is often non-rhotic.

D. Grammar Differences

- Indian English: "I am having a doubt" (non-native usage)
- American/British English: "I have a question."

3. Etiquette and Manners

A. Personal Behaviour

- Maintain eye contact, posture, and hygiene.
- Show respect and empathy in communication.
- Avoid interrupting others.
- Be punctual.

B. Greetings

- **Formal:** "Good morning," "How do you do?"
- **Informal:** "Hey," "Hi," "What's up?"
- Handshakes or respectful nods in formal contexts.
- In India, **Namaste** is also commonly used.

C. Introductions

- Introduce the **junior to the senior, guest to the host, younger to elder.**
- Use full names initially.
- Examples:
 - "May I introduce Mr. Sharma?"
 - "This is my friend, Priya."

D. Telephone Etiquette

- **Answer Promptly:** Within 3 rings.
- **Greet and Identify:** "Good morning, this is Rahul speaking."
- **Be Clear and Polite:** Avoid shouting or eating while talking.
- **End Properly:** "Thank you, have a good day. Goodbye."

4. Vocabulary Development

A. Use of Dictionaries & Thesaurus

- **Dictionary:** Provides meanings, pronunciation, part of speech, usage.
 - Examples: Oxford, Cambridge, Merriam-Webster.
- **Thesaurus:** Provides synonyms and antonyms.
 - Helps in avoiding repetition.

B. Words Often Confused

Word 1	Word 2	Meaning
Affect	Effect	Affect (verb), Effect (noun)
Accept	Except	Accept (receive), Except (exclude)
Principal	Principle	Principal (person), Principle (rule)
Stationary	Stationery	Stationary (not moving), Stationery (paper goods)

C. One-word Substitutions

Phrase	One Word
One who loves books	Bibliophile
One who speaks many languages	Polyglot
One who does not believe in God	Atheist
A person who walks on foot	Pedestrian
A handwriting that cannot be read	Illegible

D. Comprehension Tips

- **Skim** the passage first to understand general idea.
- **Scan** for specific answers.
- Focus on **keywords** in both questions and text.
- Re-read tricky sentences.
- Avoid assumptions not in the text.

UNIT-III

Letter writing: Planning the message, Planning Content, Structure, Language use, Layout, enquires and replies, asking for or giving quotations, Bargaining letters, Seller's reply, etc.; Complaints and Replies; Memos, Circulars and notices;

A good letter is clear, concise, and effectively organized, following a standard format depending on its purpose. Memos, circulars, and notices are distinct forms of communication, each with specific uses and structures, typically for internal organizational matters.

Letter writing essentials

Planning the message and content

Before you begin writing, determine your purpose and audience. This clarity will guide your tone and content.

- **Research:** Gather all the necessary facts and details so your message is accurate and complete.
- **Analyze your audience:** Consider their perspective and what they need to know to achieve your desired outcome.
- **Define your objective:** Know what you want to accomplish with your letter and plan how to persuade the reader to take action.

Structure and layout

Formal letters follow a standard full block format, which is left-aligned with a line space between paragraphs.

1. **Sender's address:** Your full address at the top left.
2. **Date:** The date the letter is written, just below your address.
3. **Recipient's address:** The full name, title, and address of the person or company you are writing to.
4. **Subject line:** A single, concise sentence that summarizes the letter's purpose.

5. **Salutation:** A formal greeting, such as "Dear Mr. Sharma," or "Dear Sir/Madam,".
6. **Body:** Typically three paragraphs:
 1. **Introduction:** State the main purpose of your letter directly.
 2. **Details:** Elaborate on your point with necessary information.
 1. **Conclusion:** Restate your purpose and mention any expected action.
 2. **Complimentary close:** A professional sign-off, such as "Yours faithfully," or "Yours sincerely,".
 3. **Signature and name:** Your signature followed by your typed name and title.
 4. **Enclosures:** If you have included additional documents, mention them at the end.

Language and tone

- Use simple, clear, and professional language.
- Avoid jargon, slang, or abbreviations.
- Maintain a polite, respectful, and sincere tone.
- Proofread carefully to eliminate any spelling or grammar errors.

Types of business letters

Enquiries and replies

- **Enquiry letter:** A formal request for information about products, services, or other business details.
- **Reply:** A response that provides the requested information clearly and completely.

Asking for/giving quotations

- **Quotation request:** Sent by a potential buyer to a seller, requesting a quotation for goods or services.
- **Seller's reply:** A response that provides the requested pricing and terms, often offering more favorable terms for bulk purchases.

Bargaining letters

These are negotiation letters used to propose different terms or prices than those originally quoted. They should maintain a polite and professional tone while clearly stating your position.

Complaints and replies

- **Complaint letter:** Addresses an issue with a product, service, or a person in a formal, factual manner.
- **Reply:** A prompt, polite response from the business. If accepting the fault, offer a solution. If rejecting the complaint, politely explain why based on the facts.

Memos, circulars, and notices

Memos (Memoranda)

- **Purpose:** Used for internal communication within an organization for reminders, instructions, or updates.
- **Format:** Includes a standard heading: **TO:**, **FROM:**, **DATE:**, and **SUBJECT:**.
- **Content:** Brief, concise, and focused on the message.

Circulars

- **Purpose:** To convey information or instructions to a large group, either internal (all employees) or external (e.g., dealers or customers).
- **Format:** Includes a heading, date, subject, body, and the issuer's name and designation.

- **Content:** Generally less exclusive than a memo, it shares broader announcements.

Notices

- **Purpose:** To announce events, policies, or other important information, often posted on notice boards for public viewing.
- **Format:** Clearly displays the name of the organization, the word "NOTICE," the date, a heading, the body, and the signature of the issuing authority.
- **Content:** Must be strictly factual, formal, and simple, clearly stating what, when, where, and for whom.

Paragraph Writing, Writing Scientific and Technical Reports: Types, Structure, Drafting and Delivering a Speech: Understanding the Environment, Understanding the Audience, Text preparing, Composition, Practicing, Commemorative Speeches, Welcome and Introduction, Farewell and Send-offs, Condolence.

It seems like the answer options are missing from your query. In case it's helpful, here are some common possibilities related to the types, structure, and writing processes you've mentioned:

- **Paragraph Writing:**
 - **Structure:** A paragraph typically includes a topic sentence, supporting details, and a concluding sentence.
 - **Types:** Common types are descriptive, narrative, expository, and persuasive.
 - **Tips:** Focus on a single idea, provide evidence or explanations, and ensure clarity and coherence.
- **Scientific and Technical Reports:**
 - **Types:** Can include formal, informal, informational, analytical, proposal reports, among others.

- **Structure:** Often includes a title page, table of contents, summary, introduction, methodology, results, discussion, conclusion, recommendations, appendices, and bibliography.
 - **Drafting and Delivering a Speech:**
 - **Preparation:** Involves understanding the environment and audience, text preparation (including brainstorming and outlining), and practicing delivery.
 - **Structure:** Speeches generally consist of an introduction, body, and conclusion.
 - **Types:** Examples include commemorative speeches, welcome and introduction speeches, farewell and send-off speeches, and condolences.

For the most accurate answers to multiple choice questions, try including the answer options in your search.

Understanding the Environment

“Environment” refers to **the context or conditions in which communication or actions take place**. Understanding the environment means being aware of external factors that can influence outcomes.

Key Elements

1. **Physical Environment**
 - Location, setting, layout, noise level, time of day.
2. **Social & Cultural Environment**
 - Norms, values, traditions, group dynamics, power structures.
3. **Technological Environment**
 - Available tools (e.g., digital platforms), communication channels.
4. **Economic & Political Environment**
 - Policies, financial conditions, stakeholders, regulations.
5. **Organizational Environment**
 - Company culture, hierarchy, mission, constraints.

Why It Matters

Understanding the environment helps you:

- Choose appropriate messages or strategies.
- Avoid misunderstandings or resistance.
- Adapt to constraints and leverage opportunities.

- Increase the likelihood of success.

Understanding the Audience

The audience is the **group of people you intend to reach, influence, teach, or engage.**

Understanding the audience means knowing:

- Who they are
- What they need
- How they think
- How they prefer to receive information

Key Elements

1. **Demographics**
 - Age, gender, education level, location.
2. **Psychographics**
 - Interests, values, beliefs, attitudes.
3. **Prior Knowledge**
 - What do they already know?
 - Are they experts, beginners, or mixed?
4. **Needs & Expectations**
 - What do they want or need from your message?
 - What problems are they trying to solve?
5. **Communication Preferences**
 - Formal vs. informal, visual vs. verbal, fast-paced vs. detailed.
6. **Motivations & Barriers**
 - What will inspire them?
 - What could cause confusion, resistance, or disinterest?

Why It Matters

Understanding your audience helps you:

- Tailor your content to be relevant and meaningful.
- Choose the right tone, style, and delivery method.
- Increase engagement, clarity, and impact.
- Reduce misunderstandings and improve persuasion.

The Connection Between the Two

You can communicate most effectively when you understand **both**:

- The **environment** (the context)
- The **audience** (the people within that context)

Together, they guide:

- Message design
- Medium selection
- Timing
- Tone
- Strategy

Example:

A message delivered to high school students in a noisy auditorium requires different language, timing, and presentation tools than a message to corporate professionals in a quiet boardroom.

Text Preparing

Text preparing refers to the **initial planning and organizing stage** before writing the actual text. It ensures that the message is clear, logical, and suited to the purpose.

Key Activities in Text Preparing

1. **Identify the Purpose**
 - Why are you writing?
 - Informing, persuading, explaining, entertaining?
2. **Know the Audience**
 - Who will read it?
 - What do they expect or need?
3. **Decide on the Topic and Message**
 - What is the main idea?
 - What key points must be included?
4. **Gather Information**
 - Research facts, examples, evidence.
 - Organize ideas logically.
5. **Create an Outline**
 - Introduction
 - Body (main ideas + supporting details)
 - Conclusion

Why Text Preparation Matters

- Saves time when writing
- Produces a clearer, more structured text
- Ensures relevance for the audience
- Avoids confusion and unnecessary details

Composition

Composition is the **actual writing process**—turning ideas and plans into complete sentences, paragraphs, and a finished text.

Elements of Good Composition

1. **Clear Introduction**

- Introduces the topic
- Gives background
- States the main thesis or purpose
- 2. **Well-Organized Body**
 - Each paragraph covers one main idea
 - Smooth transitions between paragraphs
 - Supporting details, examples, arguments
- 3. **Strong Conclusion**
 - Summarizes key points
 - Restates purpose or gives final insight
 - Leaves the reader with something meaningful
- 4. **Style & Tone**
 - Appropriate for the audience
 - Consistent and engaging
- 5. **Language Use**
 - Correct grammar and punctuation
 - Varied sentence structures
 - Clear vocabulary
- 6. **Revision & Editing**
 - Check clarity, coherence, and correctness
 - Improve flow and remove errors

Why Composition Matters

- Communicates ideas effectively
- Makes writing engaging and understandable
- Helps readers follow and appreciate the message

In Simple Terms

- **Text Preparing** = Planning before writing
- **Composition** = Writing the actual text based on the plan

Practicing (in Public Speaking)

Practicing is the process of **preparing and rehearsing** your speech before delivering it to an audience. It helps improve confidence, clarity, timing, and overall delivery.

Why Practicing Is Important

- Builds confidence
- Reduces anxiety
- Helps you remember key points
- Improves flow and transitions
- Strengthens voice, pace, and body language
- Helps identify parts that need editing

Effective Ways to Practice

1. **Practice Out Loud**
Helps you hear the rhythm, tone, and clarity of your speech.
2. **Use a Mirror or Record Yourself**
Lets you see gestures and facial expressions.
3. **Practice With a Timer**
Ensures your speech fits the required time.
4. **Practice in Front of Others**
Gets feedback and builds audience comfort.
5. **Practice in the Actual Environment (if possible)**
Helps you get used to the space, acoustics, and layout.
6. **Refine Weak Areas**
Improve pacing, emphasis, and transitions.

Commemorative Speeches

A commemorative speech is a **ceremonial speech** that **honors, celebrates, or remembers** a person, group, event, or idea.
It focuses on **inspiration, emotion, and shared values**.

Purpose of Commemorative Speeches

- Celebrate achievements
- Honor a person or group
- Remember significant events
- Express appreciation or admiration
- Inspire the audience
- Strengthen community or shared identity

Common Occasions

- Graduation ceremonies
- Memorial services
- Anniversaries
- Award presentations
- Retirement celebrations
- Historic commemorations
- Toasts at weddings or special events

Characteristics of Good Commemorative Speeches

1. **Emotional Appeal**
Uses heartfelt language and sincere tone.
2. **Positive & Inspirational**
Highlights meaningful qualities or values.
3. **Stories & Examples**
Personal anecdotes or moments that capture the essence of what's being honored.
4. **Vivid Language**
Descriptive, expressive wording that brings the message to life.

5. **Shared Values**

Connects the message to what the audience appreciates or believes.

6. **Respectful Tone**

Especially in memorial or solemn events.

✧ In Simple Terms

- **Practicing** = Rehearsing your speech so you can deliver it confidently and clearly.
- **Commemorative Speeches** = Ceremonial speeches that honor or celebrate people, events, or ideas.

1. General Formal Welcome Speech

Good morning/afternoon/evening everyone,

It is my great pleasure to welcome you all today. We are honored to have such a distinguished group gathered here for this special occasion. Your presence means a great deal to us, and we appreciate the time you've taken to be here.

Today marks an opportunity to connect, share ideas, and grow together. We hope this event inspires you, challenges you, and leaves you with valuable insights.

Thank you once again for joining us—let's make this a memorable and meaningful experience for everyone.

2. Corporate/Business Event Introduction

Ladies and gentlemen,

Welcome, and thank you for being with us today. My name is [Your Name], and I'm delighted to serve as your host for this event.

We're excited to bring together leaders, innovators, and professionals who share a commitment to excellence and progress. Over the course of today's program, you will hear from inspiring speakers, engage in thought-provoking discussions, and explore new opportunities for collaboration.

We hope you find today both informative and energizing. Let's begin.

3. School/Academic Event Welcome

Good morning everyone,

On behalf of the administration, faculty, and staff, I'd like to welcome you all to today's program. It's wonderful to see students, parents, teachers, and guests gathered to celebrate learning, achievements, and the spirit of our school community.

We look forward to an exciting program filled with inspiration, creativity, and new discoveries. Thank you for being part of this special day.

4. Conference or Seminar Opening Speech

Distinguished guests, speakers, and participants,

Welcome to the [Name of Conference/Seminar]. We are delighted to have each of you here with us.

This event brings together brilliant minds, diverse perspectives, and a shared passion for knowledge. Over the next sessions, we will explore emerging trends, exchange ideas, and foster meaningful connections.

Thank you for joining us—let's embark on an enriching and impactful journey together.

5. Informal / Friendly Gathering Welcome

Hello everyone,

Thank you all so much for being here! It's wonderful to see so many familiar faces gathered together. Today is all about enjoying each other's company, making memories, and celebrating what brings us together.

Relax, have fun, and let's make today unforgettable.

1. Farewell Speech (for a colleague, teacher, leader, or student)

Ladies and gentlemen,

Today, we gather to say farewell to someone whose presence has made a meaningful impact on all of us. Although goodbyes are never easy, they remind us how much a person has contributed to our lives.

To [Name], we want to express our heartfelt appreciation. Your dedication, hard work, and positive spirit have left a lasting impression on everyone here. You have not only fulfilled your responsibilities but have also inspired many of us along the way.

As you move on to the next chapter of your journey, we wish you success, growth, and happiness. May the road ahead be filled with new opportunities and wonderful experiences.

Thank you for everything you have done. You will truly be missed, but you will always remain part of our story.

Farewell, and best wishes.

2. Send-off Speech (for someone embarking on a journey, new job, school, or life chapter)

Dear friends,

Today, we are here to send off someone who is stepping into an exciting new stage of life. [Name], we are proud of the courage and determination you have shown in choosing this path.

New beginnings bring hope, possibilities, and challenges—but we know you are more than capable of facing them with confidence. As you start this new journey, remember that you carry with you our support, our faith, and our warmest wishes.

May your experiences broaden your horizons, may your efforts bring you success, and may the memories you create inspire you throughout your life.

Go forward with strength and joy.

We wish you a safe journey and a bright future ahead.

3. Condolence / Sympathy Speech (funeral or memorial)

Dear family, friends, and loved ones,

We gather today with heavy hearts to honor and remember the life of [Name]. Losing someone we love is never easy, and today we share in the grief of this profound loss.

[Name] touched the lives of many through kindness, compassion, and the simple but powerful way they made others feel valued. Though their time with us feels far too short, the memories they leave behind will forever remain in our hearts.

In moments like this, we find strength in one another—through shared stories, shared tears, and shared love. Let us hold onto the comfort that [Name]’s life made a difference and that their spirit lives on in the lives they touched.

To the family, please accept our deepest condolences. We stand with you, praying for peace, healing, and comfort in the days ahead.

May [Name] rest in eternal peace.

1. Farewell Speech (for a colleague, teacher, leader, or student)

Ladies and gentlemen,

Today, we gather to say farewell to someone whose presence has made a meaningful impact on all of us. Although goodbyes are never easy, they remind us how much a person has contributed to our lives.

To [Name], we want to express our heartfelt appreciation. Your dedication, hard work, and positive spirit have left a lasting impression on everyone here. You have not only fulfilled your responsibilities but have also inspired many of us along the way.

As you move on to the next chapter of your journey, we wish you success, growth, and happiness. May the road ahead be filled with new opportunities and wonderful experiences.

Thank you for everything you have done. You will truly be missed, but you will always remain part of our story.

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Unit IV

Articles in English

Articles are words placed before nouns to show whether the noun is specific or general.

There are **three articles** in English: **a**, **an**, **the**.

1. Indefinite Articles: *a*, *an*

Used when:

- You talk about something **not specific**
- You mention something for the **first time**
- The listener/reader does **not know exactly which one** you are referring to

a

Used before words that begin with a **consonant sound**.

Examples:

- a boy
- a car
- a university (*because it starts with a “yu” sound*)

an

Used before words that begin with a **vowel sound** (a, e, i, o, u).

Examples:

- an apple
- an elephant
- an hour (*because the “h” is silent*)

Examples in sentences

- I saw **a** dog in the park. (Not a specific dog)
- She wants to eat **an** orange. (Any orange)

2. Definite Article: *the*

Used when:

- You talk about **something specific**
- The noun is already known to the listener/reader
- There is **only one** of something

Examples

- The sun is very bright today. (Only one sun)
- Please close **the** door. (A specific door, known to both people)
- I bought a book. **The** book is interesting. (Second mention → specific)

Quick Comparison

Article	Type	When Used	Example
a	Indefinite	before consonant sound	a teacher
an	Indefinite	before vowel sound	an umbrella
the	Definite	specific or known noun	the teacher, the book we discussed

★ 1. PRESENT TENSES

A. Simple Present

Use: Daily habits, general truths, repeated actions

Structure:

- (Subject + base verb / s/es)

Examples:

- She *reads* every day.
- The sun *rises* in the east.

B. Present Continuous (Progressive)

Use: Actions happening now or currently

Structure:

- **Subject + am/is/are + verb-ing**

Examples:

- They *are studying* now.
- I *am eating* lunch.

C. Present Perfect

Use: Actions that happened in the past but affect the present; life experiences

Structure:

- **Subject + has/have + past participle (V3)**

Examples:

- She *has finished* her homework.
- I *have visited* Paris.

D. Present Perfect Continuous

Use: Actions that started in the past and continue now

Structure:

- **Subject + has/have been + verb-ing**

Examples:

- They *have been working* since morning.
- He *has been living* here for 5 years.

★ 2. PAST TENSES

A. Simple Past

Use: Completed actions in the past

Structure:

- **Subject + past form (V2)**

Examples:

- She *studied* last night.
- They *visited* the museum.

B. Past Continuous

Use: Action happening at a specific time in the past

Structure:

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

Examples:

- I *was reading* at 8 pm.
- They *were playing* football.

C. Past Perfect

Use: Action that happened **before another past action**

Structure:

- **Subject + had + past participle (V3)**

Examples:

- She *had left* before he arrived.
- They *had eaten* by the time I came.

D. Past Perfect Continuous

Use: Action that was ongoing before another past action

Structure:

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

Examples:

- He *had been working* for 3 hours when she called.
- They *had been traveling* before the rain started.

★ 3. FUTURE TENSES

A. Simple Future

Use: Predictions, spontaneous decisions, future plans

Structure:

- **Subject + will/shall + base verb**

Examples:

- I *will call* you later.
- It *will rain* tomorrow.

B. Future Continuous

Use: Action that will be happening at a future time

Structure:

- **Subject + will be + verb-ing**

Examples:

- She *will be studying* at 9 pm.
- They *will be traveling* next week.

C. Future Perfect

Use: Action that will be completed before a future deadline

Structure:

- **Subject + will have + past participle (V3)**

Examples:

- She *will have finished* the project by tomorrow.
- They *will have left* by noon.

D. Future Perfect Continuous

Use: Action that will be ongoing until a future point

Structure:

- **Subject + will have been + verb-ing**

Examples:

- By next year, I *will have been working* here for 5 years.
- They *will have been studying* for 3 hours by then.

★ Summary Table

Tense Type	Simple	Continuous	Perfect	Perfect Continuous
Present	I work	I am working	I have worked	I have been working
Past	I worked	I was working	I had worked	I had been working
Future	I will work	I will be working	I will have worked	I will have been working

★ 1. ZERO CONDITIONAL (Type 0)

Use: Facts, general truths, things that are always true

Structure:

If + Present Simple, Present Simple

Examples:

- If you **heat** water, it **boils**.
- If people **don't eat**, they **get** sick.

★ 2. FIRST CONDITIONAL (Type 1)

Use: Real and possible situations in the future

Structure:

If + Present Simple, will + base verb

Examples:

- If it **rains**, we **will stay** home.
- If you **study**, you **will pass** the exam.

★ 3. SECOND CONDITIONAL (Type 2)

Use: Unreal, imaginary, or unlikely situations in the present or future

Structure:

If + Past Simple, would + base verb

Examples:

- If I **had** wings, I **would fly**.
- If she **won** the lottery, she **would buy** a car.

(Note: “Were” is often used for all subjects: If I were...)

- If I **were** you, I **would apologize**.

★ 4. THIRD CONDITIONAL (Type 3)

Use: Unreal situations in the past (things that didn't happen)

Structure:

If + Past Perfect, would have + past participle (V3)

Examples:

- If he **had studied**, he **would have passed**.
- If they **had left** earlier, they **would have arrived** on time.

★ 5. MIXED CONDITIONALS

Used when the **time in the “if clause”** and the **result clause** are different.

A. Past condition → Present result

Something in the past affects the present.

Structure:

If + Past Perfect, would + base verb

Example:

- If I **had taken** that job, I **would be** rich now.

B. Present condition → Past result

An unreal present affects an unreal past.

Structure:

If + Past Simple, would have + past participle

Example:

- If she **were** more careful, she **would not have made** that mistake.

★ Summary Table

Conditional Type	If-Clause Tense	Main Clause Tense	Meaning
Zero	Present Simple	Present Simple	Facts, habits
First	Present Simple	Will + verb	Real future
Second	Past Simple	Would + verb	Unreal present/future
Third	Past Perfect	Would have + V3	Unreal past
Mixed	Past Perfect / Past Simple	Would / Would have	Time difference

1. ACTIVE AND PASSIVE VOICE

- **Active Voice:** The **subject performs the action**.
 - **Structure:** Subject + Verb + Object
 - **Example:** She (subject) **writes** (verb) a letter (object).
- **Passive Voice:** The **subject receives the action**.
 - **Structure:** Object of active sentence becomes subject + “be” + past participle (+ by agent)
 - **Example:** A letter (new subject) **is written** by her.

2. FORMATION OF PASSIVE VOICE

A. Tense-wise Conversion

Tense	Active Voice	Passive Voice
Present Simple	She writes a letter.	A letter is written by her.
Present Continuous	She is writing a letter.	A letter is being written by her.
Present Perfect	She has written a letter.	A letter has been written by her.
Past Simple	She wrote a letter.	A letter was written by her.
Past Continuous	She was writing a letter.	A letter was being written by her.
Past Perfect	She had written a letter.	A letter had been written by her.

Tense	Active Voice	Passive Voice
Future Simple	She will write a letter.	A letter will be written by her.
Future Perfect	She will have written a letter. A letter will have been written by her.	

B. General Rules for Conversion

- Object of active → Subject of passive**
 - She loves cats → Cats are loved by her
- Verb change: Use “be” + past participle (V3)**, tense must match the original
 - Present Simple: is/are + V3
 - Past Simple: was/were + V3
- Subject of active → Optional in passive using “by”**
 - Active: The teacher teaches English.
 - Passive: English is taught (by the teacher).
- For sentences without a clear object:**
 - Some verbs cannot be passivized (e.g., “sleep,” “go”)

3. CONVERSION EXAMPLES

A. Present Simple

- Active: He plays football.
- Passive: Football is played by him.

B. Past Simple

- Active: She painted the wall.
- Passive: The wall was painted by her.

C. Present Continuous

- Active: They are cleaning the room.
- Passive: The room is being cleaned by them.

D. Present Perfect

- Active: She has completed the project.
- Passive: The project has been completed by her.

E. Future Simple

- Active: He will finish the work.
- Passive: The work will be finished by him.

4. Quick Tips

- If the **object is a pronoun**, change accordingly:
 - Active: I love him → Passive: He is loved by me

2. Imperatives in passive:

- Active: Close the door → Passive: Let the door be closed

3. Questions in passive:

- Active: Did he write the letter? → Passive: Was the letter written by him?

1. DIRECT SPEECH

- In **direct speech**, the speaker's exact words are quoted.
- They are placed inside **quotation marks** (" ").
- **Example:**
 - She said, "I am going to the market."
 - He asked, "Are you coming with me?"

2. INDIRECT SPEECH (Reported Speech)

- In **indirect speech**, we **report what someone said** without quoting their exact words.
- Quotation marks are **not used**.
- Pronouns, tenses, and time expressions may need to be changed.
- **Example:**
 - Direct: She said, "I am going to the market."
 - Indirect: She said that she was going to the market.
 - Direct: He asked, "Are you coming with me?"
 - Indirect: He asked if I was coming with him.

3. RULES FOR CONVERSION

A. Pronouns

- Change according to the subject of the reporting clause.
- **Example:**
 - Direct: I like chocolate.
 - Indirect: He said that he liked chocolate.

B. Tense Changes (Backshifting)

Direct Tense	Indirect Tense
Present Simple →	Past Simple
Present Continuous →	Past Continuous
Present Perfect →	Past Perfect
Past Simple →	Past Perfect
Past Continuous →	Past Perfect Continuous
Will →	Would
Can →	Could
May →	Might

Note: If the reporting verb is in the **present**, tense usually **does not change**.

Examples

- Direct: “I am happy.” → Indirect: She said that she **was** happy.
- Direct: “I have finished my homework.” → Indirect: He said that he **had finished** his homework.
- Direct: “I will call you tomorrow.” → Indirect: She said that she **would call** me the next day.

C. Time & Place Changes

Direct Speech	Indirect Speech
today	that day
tomorrow	the next day / the following day
yesterday	the day before / the previous day
now	then
here	there
ago	before / earlier

D. Questions

1. **Yes/No Questions** → use *if/whether*
 - Direct: “Are you coming?” → Indirect: He asked if I was coming.
2. **WH- Questions** → keep the question word
 - Direct: “Where do you live?” → Indirect: She asked where I lived.

E. Commands and Requests

- Use “**told/asked + object + to + verb**”
- Examples:
 - Direct: “Close the door.” → Indirect: He told me to close the door.
 - Direct: “Please help me.” → Indirect: She asked me to help her.

4. Quick Tips

1. Remove quotation marks.
2. Change pronouns according to the subject.
3. Shift tenses (backshift) if reporting verb is past.
4. Adjust time and place words.
5. Use “that” for statements, “if/whether” for yes/no questions.

1. DEGREES OF COMPARISON

Adjectives and adverbs can change form to **compare one thing with another**. There are **three degrees**:

A. Positive Degree

- **Use:** Simply describes a noun or pronoun without comparison.
- **Form:** Base adjective/adverb

- **Example:**
 - She is **tall**.
 - This book is **interesting**.

B. Comparative Degree

- **Use:** Compares **two things**
- **Form:**
 1. **One-syllable adjectives:** add **-er + than**
 - Example: tall → taller than
 - She is **taller than** her sister.
 2. **Two-syllable adjectives ending in -y:** change y → i + **-er**
 - happy → happier than
 - He is **happier than** me.
 3. **Other adjectives with 2+ syllables:** use **more + adjective + than**
 - beautiful → more beautiful than
 - This place is **more beautiful than** the park.

C. Superlative Degree

- **Use:** Compares **three or more things**, to show the extreme quality
- **Form:**
 1. **One-syllable adjectives:** add **-est + the**
 - tall → the tallest
 - She is **the tallest** in the class.
 2. **Two-syllable adjectives ending in -y:** change y → i + **-est**
 - happy → the happiest
 - He is **the happiest** person here.
 3. **Other adjectives with 2+ syllables:** use **the most + adjective**
 - beautiful → the most beautiful
 - This is **the most beautiful** painting.

2. COMMON ERRORS AND TIPS

1. **Double comparison** (incorrect)
 - ✗ He is more taller than me.
 - ✓ He is taller than me.
2. **Wrong use of superlative with “than”**
 - ✗ She is the smartest than her friend.
 - ✓ She is smarter than her friend.
3. **Incorrect spelling when changing -y to -i**
 - ✗ happyer / happiest
 - ✓ happier / happiest
4. **Using comparative without comparison**
 - ✗ She is taller. (okay, but often incomplete)
 - ✓ She is taller than her brother.
5. **Confusing adverbs and adjectives**
 - Adjective: She is **quick**.

- Adverb: She runs **quickly**.
 - Comparative: She runs **more quickly** than him.
6. **Some adjectives have irregular forms:**

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
far	farther/further	farthest/furthest
little	less	least
much/many	more	most

3. Quick Reference Table

Degree	Form	Example
Positive	tall / beautiful	She is tall.
Comparative	taller / more beautiful	She is taller than her friend.
Superlative	the tallest / the most beautiful	She is the tallest in her class.

1. CONCEPT OF LEARNING

Definition:

Learning is a **process of acquiring knowledge, skills, attitudes, or values** through study, experience, or instruction. It results in a **relatively permanent change in behavior or understanding**.

Key Characteristics of Learning:

1. **Active Process:** Learners actively engage with material or experiences.
2. **Change in Behavior or Knowledge:** Learning is evident through improved skills or understanding.
3. **Continuous:** Learning is lifelong, not limited to school or formal settings.
4. **Experience-Based:** Learning can occur through observation, practice, experimentation, or reflection.

Types of Learning:

1. **Formal Learning:** Structured, classroom-based learning (schools, courses).
2. **Informal Learning:** Learning through life experiences, self-study, observation.
3. **Non-formal Learning:** Workshops, training programs, or seminars outside formal schooling.

Theories of Learning (Basic Overview):

1. **Behaviorism:** Learning as a change in behavior through reinforcement.
2. **Cognitivism:** Learning involves mental processes, thinking, and understanding.
3. **Constructivism:** Learners construct knowledge actively through experiences.
4. **Social Learning:** Learning occurs by observing others (modeling).

2. CONCEPT OF LISTENING

Definition:

Listening is the **active process of receiving, interpreting, and understanding spoken messages**. It is a critical part of communication.

Key Characteristics of Listening:

1. **Active Process:** Requires focus and attention.
2. **Interpretation:** Understanding the meaning, not just hearing words.
3. **Feedback-Oriented:** Effective listening often involves responding appropriately.
4. **Critical Skill:** Essential for learning, communication, and problem-solving.

Types of Listening:

1. **Active Listening:** Fully concentrating, understanding, responding, and remembering.
2. **Passive Listening:** Hearing without active engagement.
3. **Critical Listening:** Evaluating and analyzing the information received.
4. **Empathic Listening:** Understanding the speaker's emotions and perspective.
5. **Selective Listening:** Focusing on specific information and ignoring the rest.

Barriers to Effective Listening:

- Distractions or noise
- Prejudices or biases
- Emotional state or stress
- Lack of interest
- Poor language comprehension

Strategies for Effective Listening:

1. Pay full attention to the speaker.
2. Avoid interrupting or making premature judgments.
3. Take notes for clarity and retention.
4. Ask clarifying questions if needed.
5. Observe non-verbal cues (tone, body language).

Relationship Between Learning and Listening:

- Listening is a **key tool in learning**—especially in formal education, training, and communication.
- Effective listening enhances **comprehension, retention, and application of knowledge**.
- Poor listening can hinder learning and lead to misunderstandings.



FIMT Institutional Campus,
Bijwasan Road , New Delhi-110097
Office No. : 011 - 46109358 | 011 - 43045218



वन्दे-बाकि
FIMT NCC UNIT
E-Mail - fimtnd@gmail.com
Web. - www.fimt-ggsipu.org



24x7 Helpline
9312352942 | 9811568155
8080804002 | 8080807002