

COMMUNICATION SKILLS HANDBOOK

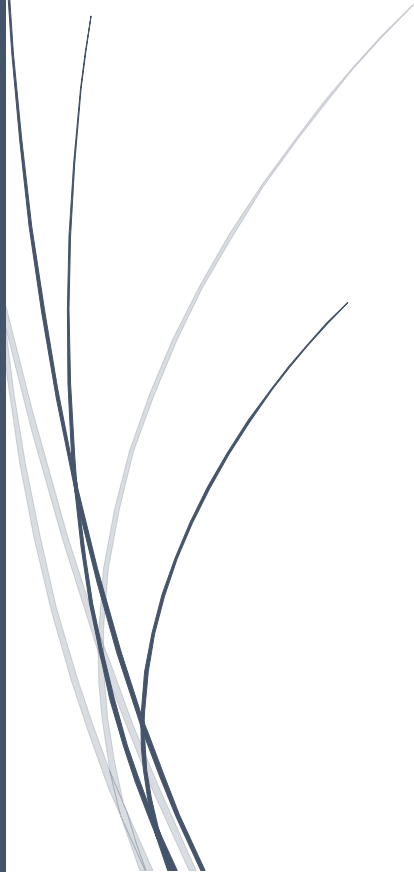


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TOPIC 1

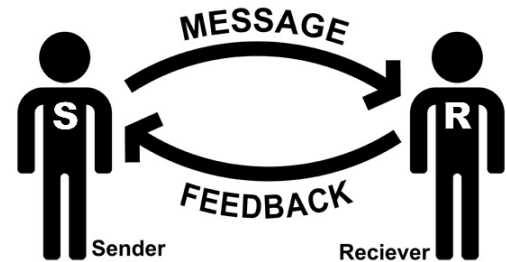
1.0. INTRODUCTION TO COMMUNICATION SKILLS

- 1.1. Defining the Term Communication
- 1.2. Types of Communication - Verbal Communication and Non-verbal Communication
- 1.3. Key to Communicate Effectively
- 1.4. 7 C's of Effective Communication

1.0 INTRODUCTION TO COMMUNICATION SKILLS

1.1 Defining the Term Communication

Communication is a process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior.



Since communication happens around us all the time, the process is often taken for granted. A large amount of time is spent communicating hence there is need to make sure that ideas and information are put in a way that everyone involved can understand. Thinking about what to say, working out the best way of saying it, finding the right words, making sure the other person understands are all vital stages in communication.

1.1. Types of communication

There are two types of communication: Verbal communication and Nonverbal communication.

Verbal Communication - Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and writing. Objective of every communication is to have people understand what we are trying to convey. In verbal communication always remember the acronym KISS - keep it short and simple.

When we talk to others, we assume that others understand what we are saying because we know what we are saying. To deliver the right message, you must put yourself on the other side of the table and think from your receivers' point of view.

Verbal Communication is further divided into, two oral /spoken and written communication

- a. **Oral/Spoken Communication** - In oral communication, spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. Examples of spoken communication that is used in the workplace include conversations, interviews, counseling/helping colleagues, meetings, conferences and so on.

In oral communication, communication is influenced by pitch, volume, rate of speech, and clarity of speaking.

The following are the advantages of communication: -

Advantages of Oral/spoken communication:

- Oral communication allows for immediate feedback such as the opportunity to ask questions when the meaning is not entirely clear.
- The sender is able to check and see whether if the instruction is clear or has created confusion.
- There is high level of understanding and transparency in oral communication as it is interpersonal.
- There is no element of rigidity in oral communication. There is flexibility for allowing changes in the decisions previously taken.

- Spoken instructions are flexible and easily adaptable to many diverse situations.
- Oral communication is an essential for teamwork and group energy.
- In a face-to-face conversation, by reading facial expression and body language one can guess whether he/she should trust what's being said or not.

Disadvantages of Oral/spoken communication:

- Poor presentation of the message or the instruction can result in misunderstanding and wrong responses.
- Relying only on oral communication may not be sufficient as business communication is formal and very organized.
- Oral communication is less authentic than written communication as they are informal and not as organized as written communication.
- There may be misunderstandings as the information is not complete and may lack essentials.
- It requires attentiveness and great receptivity on part of the receivers/audience.
- Spoken communication is influenced by both verbal and non-verbal communication such as tone or body language which may twist the meaning of your message in the mind of the receiver.

- b. **Written Communication:** In written communication, written signs or symbols are used to communicate. A written message may be printed or handwritten. In written communication message can be transmitted via, letter, report, memo, reports, bulletins, job descriptions, employee manuals, and electronic mail are the types of written communication used for internal communication. For communicating with external environment in writing, electronic mail, Internet Web sites, letters, proposals, telegrams, faxes, postcards, contracts, advertisements, brochures, and news releases are used. Message, in written communication, is influenced by the vocabulary and grammar used, writing style, precision and clarity of the language used.

Below are the advantages and disadvantages of Written Communication:

Advantages of written communication

- Written communication is good for complicated and vital instructions, which can be given in a precise and uniform manner.
- Written communication is more precise and explicit

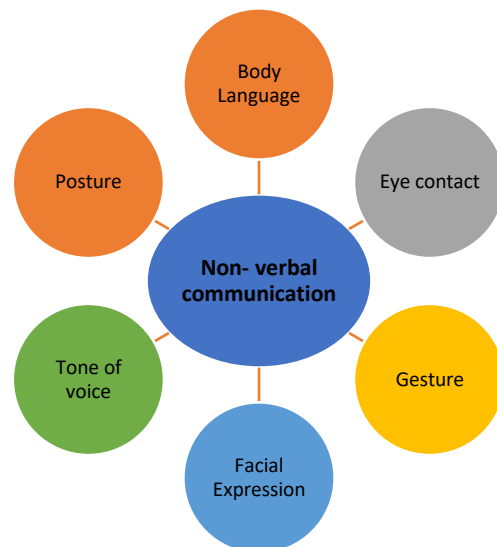
- There is a lesser chance for the message to be misunderstood.
- Authority is transmitted more effectively with a written order than with an oral one.
- Written communication provides record for every message sent and can be saved for later study.
- A written message enables receiver to fully understand it and send appropriate feedback.

Disadvantages of written communication:

- People may not always read them.
- Written communication takes time.
- Written communication is time-consuming as the feedback is not immediate. The encoding and sending of message take time
- Effective written communication requires great skills and competencies in language and vocabulary use.

NON-VERBAL COMMUNICATION:

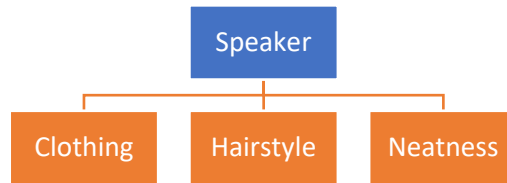
Non-verbal communication is behavior, other than spoken or written communication, that creates or represents meaning. In other words, it includes facial expressions, body movements, and gestures. Non-verbal communication is talking without speaking a word. It is very effective, maybe even more so than speech. As the saying goes, “Action speaks louder than words”.



Speech contains non-verbal elements known as paralanguage, including voice quality, rate, pitch, volume, and speaking style, as well prosodic features such as rhythm, intonation, and stress. Non-verbal communication is all about the body language of speaker.

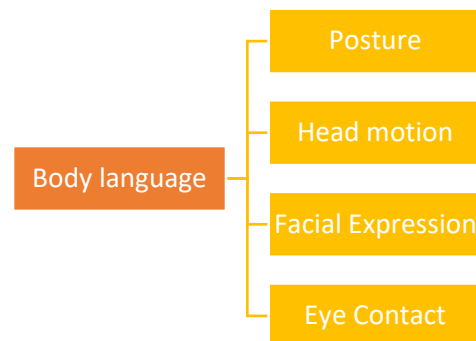
Non-verbal communication has the following three elements: -

- **Appearance**

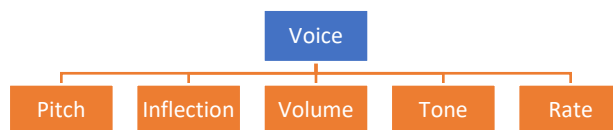


- **Features of Body language**

Facial expressions, gestures, postures and how one stands is an important element of non-verbal communication. For example, leaning towards a speaker indicates intense interest. Frequently looking away from the speaker indicates disinterest or impatience



- **Voice**



○ Pitch – The highness and lowness in the sound of a voice.

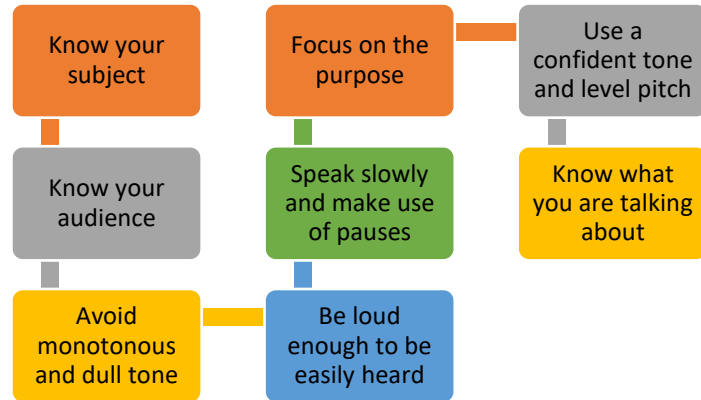
○ Inflection – Stressing or placing emphasis on certain words or phrases.

○ Volume – Level of loudness or softness in a person's voice.

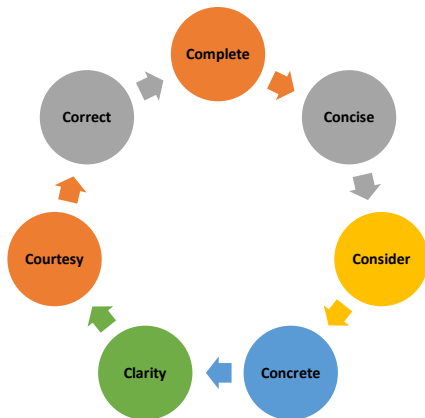
○ Tone – A specific vocal quality

○ Rate – How fast or slow a person speaks

Key to Communicate Effectively



7 C'S OF EFFECTIVE COMMUNICATION



The principles of communication are those aspects that have to be considered when relaying any communication. These principles provide guidelines for the content and style of presentation adapted to the purpose and receiver of the message. They are called 7 C's, they are complete, concise, consideration, concrete, clarity, courtesy, and correct.

- **CLARITY/CLEAR:**

It refers to clarity of thoughts and expressions. The writing should be correctly planned and expressed in a logical way; the writer should make sure that the ideas flow smoothly from the beginning to the end. The communicator must be very clear about all the aspects of the idea in his mind and about the purpose for which it is to be communicated. The speaker should use simple language, use concrete expressions, avoid excessive use of the infinitives, avoid jargon, avoid ambiguity, and use short sentences.

Bad Example	Good Example
<p>Hi,</p> <p>I would like to schedule a meeting with you regarding yesterday's conversation. The topics you covered were great, and I'd like to speak about them in detail. Please let me know when you would like to have this meet.</p> <p>Regards,</p> <p>Team Lead</p>	<p>Hi,</p> <p>I would like to schedule a meeting with you about your presentation on email marketing. The topics you covered were great, and I would like to discuss implementation on our current clients. Please let me know when you have the time so that we can discuss it in detail.</p> <p>Regards</p> <p>Team Lead</p>
<p>In the above example, we do not know which conversation Chris is referring to. If Team lead had met team member on multiple occasions that day, then he wouldn't know what team lead is actually talking about.</p>	<p>In this example, the reader knows exactly what is expected of him because the message is clear.</p>

• COMPLETENESS

A complete message gives the user all the information and is clear and detailed. When your message is complete, your audience knows exactly what needs to be done. Make sure all the facts you want to convey in your message are accurate and there is a clear call to action present in your message.

Bad Example	Good Example
<p>Hi Guys,</p> <p>Please make sure to carry all the items tomorrow for the meeting.</p> <p>Regards</p> <p>Amar</p> <p>The message is clearly incomplete. There are no details as to what items, which meeting, and at what time.</p>	<p>Hi Guys,</p> <p>Just a reminder that we have a meeting scheduled at 10.00 am tomorrow to discuss the Britannia event. Please make sure you get all the event props that need to be presented to the client.</p> <p>Regards</p> <p>Amar</p>

- **CONCISE:**

Concise means to be to the point without using a lot of words. Avoid using filler words like “you see”, “at this point of time”, “a lot of sense”, “kind of”, “what I mean”, “sort of”. You need to ask yourself if there are any unnecessary sentences and if you have written the same points multiple times. Being concise saves the time of both you and your reader and adds value to your message.

Bad Example	Good Example
<p>Hi,</p> <p>I wanted to talk about the video editing ideas we sort of planned out the other day. Don't you think it would make a lot of sense to also add additional elements to the videos? I mean, I think that would sort of improve the quality of the videos as well as have a stronger impact on the client's message.</p> <p>For instance, we could add a dissolve transition to each movie, which would then give it a seamless flow. This would then make the video cleaner and be more appealing in the minds of the people. The impact would just be a lot greater. This makes a lot more sense according to me.</p> <p>What do you think?</p> <p>Regards</p> <p>Manager</p> <p>There is a lot of repetition in this email, and it is quite long. The email can be made shorter and to the point.</p>	<p>Hi,</p> <p>I wanted to discuss the video editing ideas we planned out yesterday. It would be better to add additional elements to the video in order to have a stronger impact on the client's message.</p> <p>A dissolve transition would give a seamless flow to each movie and make the videos cleaner and appealing in the minds of the target audience.</p> <p>What do you think?</p> <p>Regards</p> <p>Manager</p>

- **CONSIDERATION**

Consideration is simply keeping in mind the audiences' requirements and views while formulating your message. Follow the 'You' approach when dealing with your audience. Consider their level of education, interests, mindsets, etc. Emphasize what is possible rather than what's not when dealing with them. This will result in positive outcomes during your interactions

- **CONCRETE**

Concrete messages are clear and usually supported with facts. It gives a laser focus touch to your messages without being vague. There are details in the message without it being too long. A concrete message is solid and specific.

Bad Example	Good Example
<p>Save time with the Indicator Master Every Day</p> <p>This kind of tagline does not give the user any details. There are no facts and it's vague. People might not download this application since it's not concrete enough to entice the user.</p>	<p>Have you ever been late for a meeting just because you didn't know the train schedule? Hate waiting for a bus because you don't know its timings. Then download the Indicator Master app. It will give you all the train and bus schedules so that you can avoid delays and save time.</p>

- **CORRECTNESS:**

Communication must be correct in tone and style of expression, spelling, grammar, format, contents, statistical information; stress-unstressed, etc. there should not be any inaccurate statements in the message. Efforts must be made to avoid errors in the incorrect written documents. At the core of correctness is proper grammar, punctuation, and spelling.

<p>Bad Example</p> <p>Hi,</p> <p>It was wonderful meeting you last weak. I had a good time. I'm sure we will be able to do some great work on this project. Let me know weather you need any supplies from the company, and I'll get it delivered as soon as possible.</p> <p>Thanks again, speak to you soon!</p> <p>Regards</p> <p>Manager</p> <p>If you noticed in the above email, there are two errors. The first one is the writer has spelled week incorrectly and the second is the use of the word weather instead of whether. Spell checkers don't always work so make sure you proofread everything.</p>
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- **COURTEOUS**

Being courteous is the most important attribute of communication. Always be friendly and honest. Respect the speaker while you communicate. Even if you have some feedback that needs to be pointed out, it can be conveyed in a constructive manner. A courteous message will leave the speaker in a positive mindset rather than negative one.

Bad Example	Good Example
<p>Hi,</p> <p>I have noticed that there are always delays in the orders. You need to focus on the orders department as a priority. Please get all the orders cleared ASAP!</p> <p>Regards</p> <p>Manager</p> <p>There is a very good chance that the reader will get angry if they receive a message like this. It might result in creating a toxic environment rather than solving any issues. Here is another way you can convey the same message:</p>	<p>Hi,</p> <p>Thank you for your work at the book fair. I have noticed that there are orders pending which need to be cleared on priority. I would appreciate it if you could focus on getting these cleared so that we can avoid any delays to the customer.</p> <p>Thanks a lot, and please let me know if you have any questions regarding the same.</p> <p>Best,</p> <p>Manager</p> <p>Now you can see that the same message has been conveyed in a constructive and positive manner. The reader would be more likely to respond positively in this case rather than react.</p>

Knowledge Check:

- How many types of communication are there?
- What are the 7C's for Effective Communication?

TOPIC 2

2.0. MOTHER TONGUE INFLUENCE (MTI)

- 2.1. What is MTI?
- 2.2. Why does MTI happen?
- 2.3. How to get rid of MTI?

2.0 Mother Tongue Influence (MTI)

2.1. What is MTI?

- Mother Tongue Influence (MTI) is an impact of the way your first language is spoken on the second language.
- When you speak the second language, you can see how effective the mother tongue can be. Therefore, when you speak to any native north Indian or South Indian, you will see how heavily their mother language influences them.

2.2. Why does MTI happen?

- Right from the birth to growing up, we speak our mother tongue, which ends up being the part of regular communication. The effect of MTI is when we belong to native area. **When we keep speaking our mother tongue daily, the pattern and tone set hard in our brain.**
- Each language has its own peculiar sounds, which retains in us for long. If we keep speaking second language right from the young age, we will witness the flexibility of speaking both languages fluently.

2.3. How to get rid of MTI?

- **Correcting your Pronunciation** - Pronunciation is the most important part of making your English fluent. You need to consciously learn how to articulate English sounds to improve their pronunciation in English.

- Common mistakes in MTI:

tion as san
and as yand
M as yumm
S as yuss
N as yunn
L as yull
Z as jee
Sh as s

- Commonly mispronounced words due to MTI:

<i>Exactly as ekjactly</i>
<i>worst as worest</i>
<i>Against as againist</i>
<i>Charger as sarger</i>
<i>Station as tation</i>
<i>shoulder as soulder</i>
<i>Zebra becomes jeebra</i>
<i>Apple as yapil</i>

- **Regular Speaking of English words**

- One of the best ways to work on your MTI issues is to keep using English words in the actual tone.
- When you listen to any word, carefully listen to it on how the word is pronounced and in the tone. In the initial stage, this could be difficult, but as you keep talking, you will certainly keep improving on your word usage.

- **Keep Reading-**

- Be it the novel, newspaper, or journal, to make your MTI issue solved, the best is to keep reading, that too in high volume. This will help you to find new words and using it right way.
- The best is to record what you read and listen to it.

- **Daily English Communication-**

- One of the best ways to make your English sound fluent and MTI issue solved is to communicate in English daily. Speak to your colleagues, friends and even to your English learning partner.
- Daily communication will help to bring down the MTI effect. Moreover, it will help you to speak confidently in English.

- **Record your own voice for Pronunciation**

- As you keep practicing, do keep recording to listen to your pronunciation. This will help you to correct and know how well you are improving.
- Make it listen to your trainer and friends who will review and give feedback. Take this feedback sportingly and improve on your mistakes.

TOPIC 3

3.0. INDIANISMS

3.1. What is Indianism

3.1.1. Few Indianisms

3.0. INDIANISMS

3.1. What is Indianism?

Indianisms are certain grammatical errors in English that are very common in India. Indianism may also refer to the way a sentence has been structured as if it was literally translated from an Indian language to English. These are commonly used words, phrases or expressions used in spoken English of Indians. Often, these may be misinterpreted or misunderstood by native English speakers, so it is important to avoid these.

Let us look at some of the Indianisms

- i. Incorrect: Where do you put up?
Correct: Where do you stay?
- ii. Incorrect: What is your good name?
Correct: What is your name? or May I know your name please.
- iii. Incorrect: I will wake up at 6 am in the morning every day.
Correct: I wake up at 6 am every day.
- iv. Incorrect: Me and my friend went out for a movie.
Correct: My friend and I went out for a movie.
- v. Incorrect: Please revert back to my email.
Correct: Please reply to my email.

Knowledge Check:

Correct the below sentences:

a. We're having a problem.

Ans: _____

b. I did not took it.

Ans: _____

c. Are you having a pen?

Ans: _____

d. I will return it back to you.

Ans: _____

e. Sleep is coming.

Ans: _____

f. Do one thing?

Ans: _____

g. I have passed out it in 2020.

Ans: _____

h. She just cut the call.

Ans: _____

i. I'll try my level best.

Ans: _____

TOPIC 4

4.0. PARTS OF SPEECH

- 4.1. Noun
- 4.2. Pronoun
- 4.3. Verb
- 4.4. Adverb
- 4.5. Adjective
- 4.6. Preposition
- 4.7. Conjunction
- 4.8. Interjection

4.0. Parts of Speech

i. Nouns

A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (*the, a, an*), but not always. Proper nouns always start with a capital letter; common nouns do not. Nouns can be singular or plural, concrete or abstract. Nouns show possession by adding's.

There are four kinds of noun.

- Common nouns – dog, computer, river, biscuit
- Collective nouns (names of a group of something) – a herd of cows, a flock of sheep
- Proper nouns (the names of people, places and so on) – London, Anne, Plain English Campaign
- Abstract nouns (names of things we can't see or touch) – love, hope, fear, decision, poverty

ii. Pronouns

Pronouns are usually small words which stand in place of a noun, often to avoid repeating the noun. They include words such as I, you, he, we, hers, they, it.

- Personal: I, me, mine, my / you, your / he, him, his / she, her / we, our, us / they, them, their / it...
- Indefinite (not specific): all, any, anyone, both, each, either, everyone, few, many...
- Interrogative (ask questions): what, which, who, whom, whose...

- Demonstrative (point out): this, that, these, those...
- Reflexive (reflect back): myself, yourself, himself, herself, themselves...
- Relative (link dependent clauses): that, which, who, whoever, whom, whose...

iii. Verbs

The verb in a sentence expresses action or being. There is a main verb and sometimes one or more helping verbs. ("She can sing." *Sing* is the main verb; *can* is the helping verb.) A verb must agree with its subject in number (both are singular, or both are plural). Verbs also take different forms to express tense.

For example:

- The horse jumped the fence.
- The rider had a fall.
- The rider is not hurt.

iv. Adjectives

An adjective is a word used to modify or describe a noun or a pronoun. It usually answers the question of which one, what kind, or how many. (Articles [a, an, the] are usually classified as adjectives.)

For example:

- She wore a blue dress.
- The small dog barked at me.
- A cool breeze made her shiver.

v. Adverbs

An adverb describes or modifies a verb, an adjective, or another adverb, but never a noun. It usually answers the questions of when, where, how, why, under what conditions, or to what degree. Adverbs often end in -ly.

For example:

- He drove slowly.
- She spoke loudly.
- The article is well written.

vi. Prepositions

A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence.

- Time: before/after, during, past, until
- Location: above/below, across, along, around, behind, beside, between, in/out, into, near/far, on/off, over/under, through, up/down, within
- Multipurpose: about, against, as, at, by, of, for, from, to, with, without

For example:

- Your pen is on the desk.
- The children went to the park.
- We rested under the tree. • Jim hid behind the door.

vii. Conjunctions

Conjunctions link words, sentences, or parts of a sentence together.

- Coordinating (equal rank items): for, and, nor, but, or, yet, so
- Subordinating (dependent clauses): after, although, as, as if, because, before, if, once, since, so that, then, that, unless, until, when, where, while
- Correlative (item pairs): both-and, either-or, neither-nor

For example:

- The rug is blue and cream.
- The road was busy, and it was loud.
- I closed the door, but I didn't lock it because I thought she was still inside.

viii. Interjection - (Expressive word)

An **interjection** is a word or phrase that expresses a strong feeling or emotion. It is a short exclamation.

Examples: Ouch! Wow! Great! Help! Oh! Hey! Hi!

Example:

- Wow! I passed my English test.
- Great!
- Ouch! That hurt.

Knowledge Check:

For each of the following questions, write the name of the part of speech (noun, verb, pronoun, adjective, adverb, preposition, conjunction) of the CAPITALIZED word:

1. That is the biggest HOUSE I've ever seen.

Ans: _____

2. He finished the course EASILY.

Ans: _____

3. They wanted to hire him, BUT he didn't want to work with them.

Ans: _____

4. WHO asked you to give this to me?

Ans: _____

5. Wow! I passed my English test.

Ans: _____

6. The horse JUMPED the fence.

Ans: _____

7. She wore a BLUE dress.

Ans: _____

8. Your pen is ON the desk.

Ans: _____

TOPIC 5

8.0. ARTICLES

8.1. TYPES OF ARTICLES

5.1.1. Indefinite Article

5.2.2. Definite Article

5.0. Articles

There are two kinds of article: definite and indefinite.

The definite article is 'the'. It is used to identify a specific thing.

The indefinite article is 'a' and 'an'. It is used to refer to something in general.

For example:

- The cat sat on the mat. (We know which cat and which mat.)
- I need a ruler. (We do not need a specific ruler, any will do.)
- The car would struggle to get up a hill. (We can identify which car but are referring to any hill.)

5.1. Indefinite articles: 'a' and 'an' refers to a non-specific noun.

- We use '**a**' before words which begin with consonants (b, c, d, f...)
Example: a doctor, a big car, a girl
- We also use '**a**' before u when it sounds like the word 'you' and before eu
sounds like 'you' starts with u = university
a university
sounds like 'you' starts with = eu
a European
- We use '**an**' before words which begin with vowels (a, e, i, o, u)
Example: an apple, an interesting book
- We also use '**an**' before words that begin with a silent '**h**'
silent 'h' = hour
an hour
hard 'h' = house
a house

5.2 Definite article: 'the' refers to specific or particular nouns

For example:

- I enjoyed participating in the volleyball competition.
The above sentence refers to a particular or specific competition.
- I enjoyed watching the show.
The sentence refers to a particular or specific show.

'The' is used

- Before unique objects
Example: the sun, the sky, the moon
- Before the names of mountains, rivers, oceans, deserts etc.
Example: the Sahara, the Pacific
- Before the names of books
Example: The Bible, the Ramayana, the Quran
- Before the superlative degree
Example: the best, the tallest
- Before musical instrument
Example: the flute, the violin
- Before an adjective to denote a whole class
Example: the old, the rich, the poor

We use **'the'** when we know that there is only one particular thing.

Few more rules...

- DO NOT use an article when you are speaking about things in general

Examples:

- I like Russian tea.
- She likes reading books.

- DO NOT use an article when you are speaking about meals or places

Examples:

- He has breakfast at home.
- I go to university.

Knowledge Check:

Fill in the blanks with appropriate articles. Choose your answers from the options given in the brackets.

1. Gold is precious metal. (a / an / the)
2. reindeer is a native of Norway. (a / an / the)
3. An honest man always speaks truth. (a / an / the)
4. London is on river Thames. (a / an / the)
5. Look at sky. It is going to rain. (a / an / the)
6. Aladdin had magic lantern. (a / an / the)
7. rich are not always happy. (a / an / the)
8. Ganges is sacred river. (a / an / the)
9. lion is king of beasts. (a / an / the)
10. Which is longest river in India? (a / an / the)

TOPIC 6

6.0. TENSES

6.1. PRESENT TENSE

6.2. PAST TENSE

6.3. FUTURE TENSE

6.0. TENSES

What is Tense?

- Tense is the form of word we use to indicate any action that takes at a particular time.
- And the word we use to indicate our actions or about our status is called a Verb.
- Suppose we wish to indicate the action; we use an action indicating word -

E.g. I work for IdeyaLabs.

Our employees work hard.

- We can also state the condition or status of anybody or anything. But this is not an action indicator.

E.g. I am an employee of ideyaLabs.

He is my colleague.

- How do we indicate an action?
 - **We use the action indicating word - Main Verb (MV)**

E.g. I **stand**.

You sit.

We eat.

They run. etc.

- When actions are to be indicated with the 3rd person any name (Ravi, Megha), he, she & it - we use the **MV-s form**

E.g.

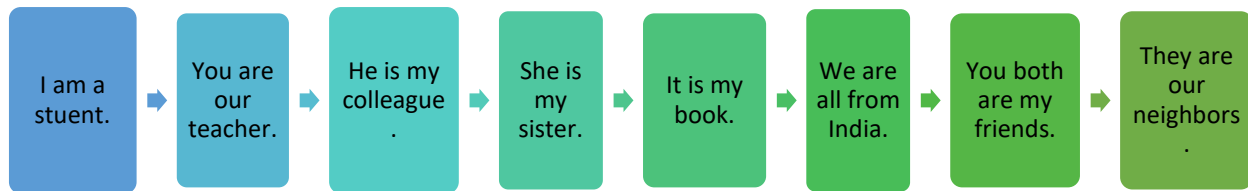
- John walks
- He studies
- She cooks
- It barks etc.

- MV & MV-s are different forms of Verbs (or Tenses) performing the same functions.**

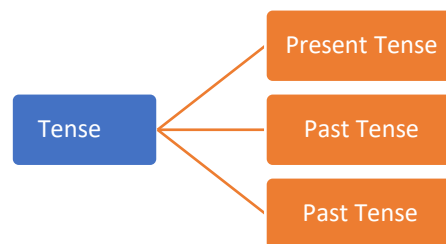
➤ How do we indicate State of Being or Status?

- We use a form of the Verb – ‘Be’ (am, are & is = different forms of ‘be’ used in the simple present)

Example:



- Tenses help one understand how to correctly use the different tenses in a sentence, without making a grammatical mistake and by easily indicating when an event or action has occurred.
- Tenses can be divided into three parts:



- Each of the three above mentioned tenses can further be divided into subparts. These subparts include:

6.1. PRESENT TENSE

6.1.1. SIMPLE PRESENT TENSE:

Indicates an action that is generally true or habitual. That is, it took place in the past, continue to take place in the present, and will take place in the future. This tense is used to denote

- A habitual action- for instance: "He walks to school."
- General truths- for instance: "The sun rises in the east", "Honesty is the best policy."
- Event that is part of a fixed timetable- for instance: "The match starts at 9 o' clock."
- Adding the letter 's' or 'es' makes a simple present tense.

Like- Likes

- I, You, We, they: Like to play outside.
- He, She, It: likes to play outside

For example:

- She writes a book.
- Moon comes out at night.

6.1.2. PRESENT PERFECT TENSE:

- Indicates an action that has been completed sometime before the present moment, with a result that affects the present situation.

For example:

- "He has finished the work. "
- "He has slept."

6.1.3. PRESENT CONTINUOUS TENSE

- Indicates an action that is taking place at the moment of speaking.

For example:

- "She is walking. "
- "I am studying."

6.1.4. PRESENT PERFECT CONTINUOUS TENSE-

- Indicates an action that started in the past and is continuing at the present time.

For example:

- "He has been sleeping for an hour."

6.2. FUTURE TENSE

6.2.1. SIMPLE FUTURE TENSE

Indicates an action that will take place after the present time and that has no real connection with the present time.

For example:

- "She will visit her ailing grandmother soon. "
- "He will walk home."

6.2.2. FUTURE PERFECT TENSE

Indicates an action in the future that will have been completed before another time or event in the future.

For example:

- "By the time we arrive, he will have studied."

6.2.3. FUTURE CONTINUOUS TENSE

- Indicates an action in the future that is longer in duration than another action in the future.

For example: "He will be walking when it starts to rain."

6.2.4. FUTURE PERFECT CONTINUOUS TENSE

- Indicates an action in the future that will have been continuing until another time or event in the future.

For example:

- "He will have been exercising an hour at 2:00."

6.3. PAST TENSE

6.3.1. PAST TENSE

- Indicates an action took place before the present moment and that has no real connection with the present time.

For example:

- "He danced in the function." (The action took place in the past, is finished and is completely unrelated to the present)
- "He flew to London yesterday."

6.3.2. PAST PERFECT TENSE

- Indicates an action in the past that had been completed before another time or event in the past.

For example:

- "He had exercised before it started to rain. "
- "He had slept before I came back from the market."

6.3.3. PAST CONTINUOUS TENSE

- Indicates an action going on at some time in the past or an action in the past that is longer in duration than another action in the past.

For example:

- "It was getting darker. "
- "The light went out while they were reading."

6.3.4. PAST PERFECT CONTINUOUS TENSE:

- Indicates an action in the past that took place before another time or event in the past and continued during the second event/time point in the past.

For example:

- "At that time, he had been writing a novel for two months. "
- "He had been exercising when I called."

ALL TENSE RULES CHART

Form Time	<u>Continuous</u>	<u>Indefinite (Simple)</u>	<u>Perfect</u>	<u>Perfect Continuous</u>
Present	I am He is We are You are They are to be + doing working	I work He works We work You work They work do, don't + do; doesn't + do I don't He doesn't We don't You don't They don't work	I have He has We have You have They have have worked shown I haven't worked	I have He has We have You have They have (for, since) have been working (doing)
Past	I was He was We were You were They were working were	I work + ed ⇒ worked He worked We did + not ⇒ didn't work You didn't work They didn't work Did you work yesterday?	I We He You They had worked	I He We You They had been working (doing)
Future	I We He You They shall (will) will be working	I We He You They shall work (will) will work	I We He You They shall (will) will by the time have worked (done)	I We He You They shall (will) will have been working by + for
Future in the past	I We He You They should would be working	I We He You They should would work	I We He You They should would have worked (done)	I We He You They should (would) would have been working

Knowledge check:

Part A: Fill up the blanks by using the correct tense form of the verbs given in brackets: -

1. I predict that by 2020, man _____ on Mars (land)
2. He _____ his job a couple of years ago. (quit)
3. Our daughter _____ from the university yet (graduate).
4. They _____ any Christmas cards last year (not send)
5. She _____ to a doctor once a year for an examination (go)
6. They _____ about me when I interrupted their conversation. (talk)
7. Nothing much _____ when I got to the meeting (happen).
8. My parents _____ in New York two weeks from today (be).
9. I _____ two mistakes in the last quiz. (make)
10. Unfortunately, our team _____ any games last year. (Not win)

Part B: Fill in the correct verb forms:

I love travelling in the country, but I _____ (NOT LIKE) losing my way. I _____ (GO) on a trip the other day, but my trip took me longer than I _____ (EXPECT). 'I'm going to Woodford Green', I _____ (SAY) to the conductor as I _____ (GET) on the bus, 'but I _____ (NOT KNOW) where it is.' - 'I _____ (TELL) you where to get off,' _____ (ANSWER) the conductor. I _____ (SIT) in front of the bus to get a good view of the countryside. After some time, the bus _____ (STOP). I realized with a shock that I _____ (BE) the only passenger left on the bus. 'You _____ (MUST, GET) off here', the conductor said, 'This is as far as we go.' We _____ (GO) back now,' _____ (SAY) the conductor.

TOPIC 7

7.0. ACTIVE VOICE AND PASSIVE VOICE

- 7.1. What is Active Voice and Passive Voice
- 7.2. Rules for changing Active Voice sentences into Passive Voice
- 7.3. Tense table with Active Voice and Passive Voice

7.0. What is Active Voice and Passive Voice?

An action of a subject, in relation to an object, is expressed in two ways. These ways of expressing an action of a subject are as follows:

- Active Voice
- Passive Voice

Example:

Active voice: I write a letter.

Passive Voice: A letter is written by me.

- Difference between Active Voice and Passive Voice:

ACTIVE VOICE:

In active voice sentences, the subject performs the actions.

For example:

- The cow (**Subject**) is eating (**Verb**) grass (**Object**).

In the above example COW is subject because it does some work (i.e., eating) in the same sentence grass is an object because some work is being done it (i.e., it is being eaten). The way the sentence is written (i.e., it is started with the 'subject' and ended with 'object') is common style of speaking which is frequently used in routine. This common style of expression is ACTIVE VOICE

The structure of a sentence in Active Voice can be expressed as follows:

- **Active Voice: Subject + Verb +Object**

PASSIVE VOICE:

- In passive sentences, the subject is no longer active, or the subject is acted upon by the verb.
- There is another way of expressing the action of a subject relation to an object, in which the sentence starts with the 'object' and ends with the 'subject'. The style of expression is called PASSIVE VOICE.

For example:

- Grass (**Subject**) is being eaten (**Verb**) by the cow (**Object**).

The structure of a sentence in Passive Voice can be expressed as follows:

Passive Voice: Object + Verb +Subject

Basic Rules for changing Active Voice into Passive Voice

Rule 1:

The structure of sentence is reversed in Passive voice. The places of the subject and object are interchanged. The subject shifts to the place of the object and the object comes to the place of the subject in passive voice.

Example:

Active Voice: He bought books.

Passive Voice: Books were bought by him.

Rule 2: Change in Verb

The 3rd form of verb (i.e., eaten, written) is always used as main verb in the passive voice. Whichever verb is used in active voice, the verb is changed to 3rd form while converting active voice to passive voice.

Example:

Active Voice: He writes a story

Passive voice: A story is written by him.

Rule 3: Use of word 'by'

The word 'by' is always used before the subject in sentences in passive voice.

Example:

Active voice: He bought a camera.

Passive Voice: A camera was bought by him.

Rule 4: Change in helping verb or tense

As mentioned earlier, only 3rd form of the main verb is used in passive voice. However, the helping verbs (e.g., is, are, was, were, has, will, had) are changed while converting active voice into passive voice. Since different tenses use different helping verbs it can be said that tense of the sentence can be changed to the passive voice according to the certain rules.

Example:

- Active Voice: He has finished the work.

Passive Voice: The task has been finished by him.

- Active Voice: She was cleaning the room.

Passive voice: The room was being cleaned by her.

Rule 5: Expressing subject (pronoun) as object (pronoun):

As the subject shifts to the place of the object in passive, the object pronoun (e.g., he, she, I, they, we) is expressed as object pronoun (e.g., him, her, me, them, us). For instance, we could convert 'he' into 'him', 'she' into 'her', 'I' into 'me', 'they' into 'them' and 'we' into 'us'. The pronoun 'you' remains the same.

Example:

1. Active Voice: He won the competition.

Passive voice: The competition was won by him

2. Active voice: They attended the meeting.

Passive voice: The meeting was attended by them.

3. Active voice: You helped the kid.

Passive voice: The kid was helped by you.

Rule 6: In a very few cases, the subject of the sentence may not be mentioned in the passive voice when it is too obvious or needs not to be mentioned.

Example:

- Passive voice: Women are not treated as equal in some societies.
- Passive voice: Sugar is sold in kilograms.

TENSE TABLE WITH ACTIVE VOICE AND PASSIVE VOICE

PRESENT

Person	Simple	Progressive	Perfect	Perfect progressive
1st person				
Active Voice –	I speak English every day.	I am speaking English now.	I have spoken English just now.	I have been speaking English since last evening.
Passive Voice -	English is spoken by me every day.	English is being spoken by me now.	English has been spoken by me just now.	English has been being spoken by me since last evening.
2nd person				
Active Voice –	You speak English always.	You are speaking English now.	You have spoken English just now.	You have been speaking English for two days.
Passive Voice -	English is spoken by you always	English is being spoken by you now.	English has been spoken by you just now.	English has been being spoken by you for two days.
3rd person				
Active Voice –	He speaks English <u>occasionally</u>	He is speaking English now	He has had spoken English just now	He has been speaking English <u>since last year</u>
Passive Voice -	English is spoken by him <u>occasionally</u>	English is being spoken by him <u>now</u> .	English has been spoken by me <u>just now</u>	English has been being spoken by him <u>since last year</u>

PAST

Person	Simple	Progressive	Perfect	Perfect progressive
1st person				
Active Voice –	I spoke English <u>yesterday.</u>	I was speaking English when you returned from college.	I had spoken English by the time you came home.	I had been speaking English for ten minutes by the time she called me.
Passive Voice -	English was spoken by me yesterday.	English was being spoken by me when you returned from college.	English had been spoken by me by the time you came home.	English had been being spoken by me for ten minutes by the time she called me.
2nd person				
Active Voice –	You spoke English an hour ago.	You were speaking English when I rang the doorbell.	You had spoken English by the time I reached your place.	You had been speaking English for ten minutes by the time the teacher left the classroom.
Passive Voice -	English was spoken by you an hour ago.	English was being spoken by you when I rang the doorbell.	English has been spoken by you just now.	English had been being spoken by you for ten minutes by the time the teacher left the class.
3rd person				
Active Voice –	She spoke English <u>last week.</u>	She was speaking English when the teacher called.	She had spoken English by the time you spoke to her.	She had been speaking English for ten minutes by the time her friend reached the place.
Passive Voice -	English was spoken by her last week.	English was being spoken by her when the teacher called.	English had been spoken by her by the time you spoke to her.	English had been being spoken by her for ten minutes by the time her friend reached her place.

FUTURE

Person	Simple	Progressive	Perfect	Perfect progressive
1st person				
Active Voice –	I shall speak English <u>tomorrow</u> .	I shall be speaking English when you meet me.	I shall have spoken English by the time you meet me.	I shall have been speaking English for half an hour by the time you meet me.
Passive Voice -	English will be spoken by me tomorrow.	English will be spoken by me when you meet me.	English will have been spoken by me by the time you meet me.	English will have been being spoken by me for half an hour by the time you meet me.
2nd person				
Active Voice –	You will speak English next week.	You will be speaking English when he calls.	You will have spoken English by the time I reach home.	You have been speaking English for half an hour by the time he leaves the room.
Passive Voice -	English will be spoken by you next week.	English will be being spoken by you when he calls.	English will have been spoken by you by the time I reach home.	English will have been being spoken by you for half an hour by the time he leaves the room.
3rd person				
Active Voice –	It will speak English in an hour.	It will be speaking English when the light goes off.	It will have spoken English by this time next month.	It will have been speaking English for half an hour by the time the train halts
Passive Voice -	English will be spoken by it in an hour.	English will be being spoken by it when light goes off.	English will have been spoken by it by this time next month.	English will have been being spoken by it for half an hour by the time the train halts

Knowledge Check:

Part A: Change the Active voice sentences into Passive voice

1. Tom painted the entire house.

Ans: _____

2. Mom read the novel in one day.

Ans: _____

3. The director will give you instructions.

Ans: _____

4. We are going to watch a movie tonight.

Ans: _____

5. I will clean the house every Saturday.

Ans: _____

Part B: Change the Passive Voice sentences into Active Voice

1. He was praised by the teacher.

Ans: _____

2. The town was destroyed by an earthquake.

Ans: _____

2. The building was damaged by the fire.

Ans: _____

3. You will be given a ticket by the manager.

Ans: _____

4. The thieves were caught by the police.

Ans: _____

TOPIC 8

8.0 EMAIL ETIQUETTE

- 8.1. What is Email Etiquette and why is it important?
- 8.2. Benefits of good Email Etiquette?
- 8.3. What is good Email Etiquette?

WHAT IS EMAIL ETIQUETTE AND WHY IS IT IMPORTANT?

Over the years, we've become almost completely reliant on internet-based communication—electronic mails or emails are among the most popular. Many of us send and receive a lot of emails every day. Many of us may have, at some point or another, made embarrassing mistakes that have damaging consequences. Unprofessional email behavior has the potential to sabotage your reputation.

Email etiquette refers to the code of conduct that guides one's behavior while writing and/or answering emails. These principles are intended to demonstrate professionalism and mutual respect between those exchanging emails. The principles can be modified to suit the audience and purpose. For example, the emails you send your friends are probably quite different from the ones you send your coworkers.

BENEFITS OF GOOD EMAIL ETIQUETTE

There is a lot of emphasis on email behavior in business settings. Good email etiquette can improve professional relationships and personal reputation. Here is a list of advantages of using proper email etiquette.

- **PROFESSIONALISM:** Conveys a professional image of you, your employees, and the organization as a whole
- **EFFICIENCY:** Clearly worded emails make the communication process more efficient
- **ACCOUNTABILITY:** Respectful emails avoid misunderstandings, and you take ownership of what you're committing to

WHAT IS GOOD EMAIL ETIQUETTE?

Here are some best practices to follow when writing professional emails. These tips will help leave a lasting impression on your readers.

- **HAVE A CLEAR SUBJECT LINE**

The first thing anybody notices is the subject line. If your subject line is too long or unclear, your readers may lose interest or get confused. Use short and clear subject lines.

- **USE APPROPRIATE GREETINGS**

Change your salutations depending on your relationship with the recipient. For example, if you're emailing your coworker, a simple 'hello' should suffice. If you're emailing someone for the first time, use a formal greeting: 'Dear Mr. Joseph, hope this email finds you well'.

- **AVOID ABBREVIATIONS, EMOJIS & JARGON**

Using abbreviations like 'GR8' for 'great' in business emails isn't appropriate. Avoid using emoticons or emojis as they can be easily misinterpreted. Try not to complicate your emails with jargon and technical words. Keep them short and simple.

- **RESPOND WITHIN 24 HOURS**

Replying to people within 24 – 48 hours is a common courtesy. When you make your clients or customers wait, it reflects unprofessionalism. If you've missed the time frame, express your apology, and explain the delay.

- **BEWARE OF 'REPLY ALL**

Unless every member on the email thread needs to be informed, don't hit the 'reply all' button. In case you need to send copies of an email to multiple people without letting anybody see the entire list of recipients, use the Blind Carbon Copy (BCC) button.

- **ALWAYS PROOFREAD**

Proper grammar and spellings are important when sending business emails. Proofread your emails to ensure that there aren't any errors. Poorly written emails reflect carelessness and may harm your reputation.

- **PERFECT YOUR EMAIL SIGNATURE**

An email signature gives your recipients the information they need to contact you. It's an effective way to convey who you are, what you do, the organization you're associated with and your contact details.

- **ATTACHMENT**

Keep attachments to a minimum and mention your attachment in the content.

Sample Email Writing Scenario:

1. REMINDER EMAIL

Hi John,

I'm sure your schedule is very busy, so this email is simply to remind you of our upcoming meeting with the Client.

The meeting will be at 11a.m. on August 21st in Teams.

Please let me know if there's anything I can help you with regarding the meeting.

Best,

Carl

2. APPRECIATION EMAIL

Hi Team,

Kudos to you all on completing the project and reaching another milestone. I would also like to appreciate your dedication and contribution to the project. Apparently, you have set a benchmark and I really appreciate it.

Regards,

John

Knowledge Check:

You are John, working in an organization as Project Head. There is a meeting scheduled for August 03 with the client leader. Suddenly you realize that your team is totally packed on 3rd Aug and none of your team members would be able to attend the meeting that day. You need to reschedule the meeting being little busy. Write an email to the client explaining the situation and apologizing for the late update.

[illegible]

TOPIC 9

9.0. TELEPHONE ETIQUETTE

9.1. Dos and Don'ts of a telephone

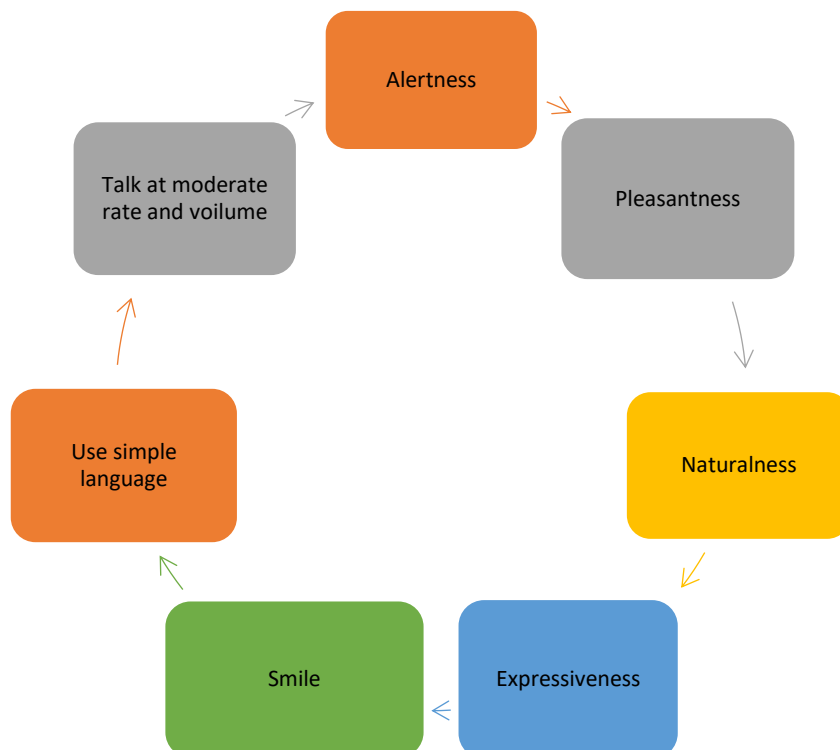
9.2. Telephone vocabulary phrases

TELEPHONE ETIQUETTE

Etiquette is a system of rules and regulations defining good form or "good manner" in social, public, or official behavior.

Telephone Etiquette therefore is a set of rules of behavior while on the phone.

Ways to sound good as you really are:



DO'S ON A TELEPHONE:

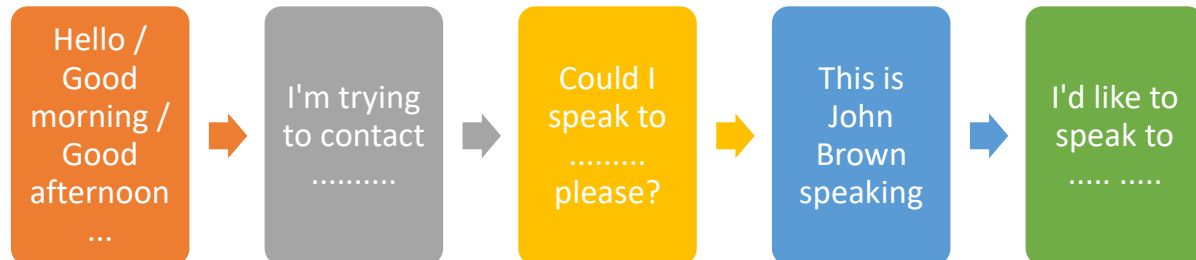


DON'TS ON A TELEPHONE:

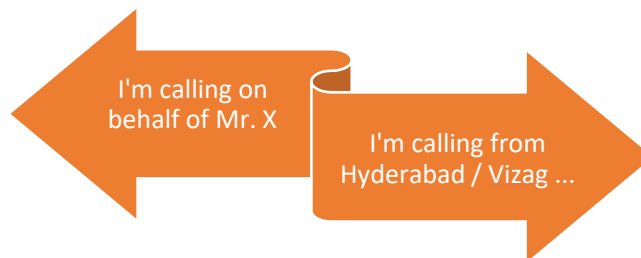


TELEPHONE VOCABULARY:

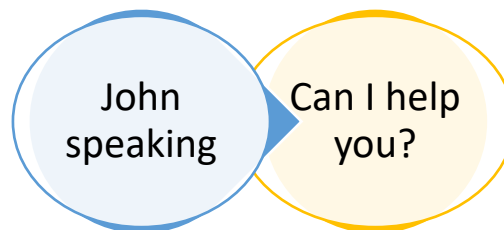
Making Contact:



Giving more information:



Taking a call:



Asking for a name / information:



Asking the caller to wait:

- Hold the line please.
- Could you hold on please?
- Just a moment please.

Connecting:

- Thank you for holding.
- The line's free now ... I'll put you through.
- I'll connect you now / I'm connecting you now.

Giving negative information:

- I'm afraid the line's engaged. Could you call back later?
- I'm afraid he's in a meeting at the moment.
- I'm sorry. He's out of the office today.
- I'm afraid we don't have a Mr./Mrs./Ms./Miss. ... here
- I'm sorry. There's nobody here by that name.
- Sorry. I think you've dialed the wrong number. / I'm afraid you've got the wrong number.

TOPIC 10

11.0. TYPES OF SENTENCES

11.1. What is sentence?

11.2. Difference between sentence, clause, and phrase

11.3. Types of Sentences

10.3.1 Declarative Sentences

10.3.2. Imperative Sentences

10.3.3. Interrogative Sentences

10.3.4. Exclamatory Sentences

What is a Sentence?

A sentence is a set of words that is complete, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses. The subject is who or what is doing the action and the predicate is the verb or action which is done. Sentences can be categorized into four types, **declarative**, **imperative**, **interrogative**, and **exclamatory**.

Examples of Sentences:

- The train was late.
- Meet me at 5'o clock.
- How are you?
- Wow, the rainbow is beautiful!

Difference between Sentence, Clause, and Phrase

A **clause** is a group of words that have both subjects and predicates. There are two types of clauses, independent clauses, and subordinate clauses. An **independent clause** can act as a complete sentence whereas **subordinate clauses**, on their own, cannot act as a complete sentence and need to be used with an independent clause to complete their meaning.

Examples:

- The dog barked. (Independent clause, complete sentence)
- When the man broke into the house. (Subordinate clause, incomplete sentence)
- When the man broke into the house, the dog barked. (Complete sentence)

A **phrase** is a short or long group of words, without a subject or a verb, that does not convey a complete thought. On the other hand, a sentence conveys a complete thought. Also, a phrase is not punctuated.

Examples:

- When the rain stopped
- After dinner
- Beside the lake
- Very pretty

TYPES OF SENTENCES:

- **DECLARATIVE SENTENCE**

A declarative sentence is a sentence that makes a statement, which can be a fact or an opinion, convey ideas, observation, explanations. This is the commonly used type of sentence and is the simplest way to communicate information. A declarative sentence is followed by a full stop/period.

Examples:

- This building was constructed in 1970.
- I saw a rainbow over the lake.
- I was late as there was traffic.
- We can make a presentation for our upcoming event.

- **IMPERATIVE SENTENCES**

Imperative sentences are sentences that are used to make a request, offer advice, issue a command, or give an instruction. Imperative sentences can be **positive** or **negative**. They typically end up in a full stop/period. Sometimes, however, they can end in an exclamation mark when the command/order is given with a lot of feeling.

Examples:

- Please maintain silence in the library.
- Don't go outside without an umbrella.
- Complete the task by noon.
- Shut the door!

- **INTERROGATIVE SENTENCES**

Interrogative sentences are used to ask questions or interrogate. They always end in a question mark. These sentences often begin with who, when, what, where, why and how. Interrogative sentences can be either yes/no questions or open-ended questions which require an explanation.

Examples:

- What are you doing here?
- Do you want something to eat?
- Where is John?
- Is there any other way?

- **EXCLAMATORY SENTENCES**

Exclamatory sentences are used to express strong feelings and emotions like happiness, excitement, anger, disbelief, etc. These sentences are followed by an exclamation point and are an effective way to show/evoke strong emotion in your writing.

Examples:

- Wow-what a day!
- Just shut up!
- That man just robbed a bank!

Knowledge check:

Read the following sentences and mark whether Declarative, Interrogative, Imperative or Exclamatory.

1. Do you drink milk daily?
2. Stars are twinkling in the sky.
3. Ah, what a lovely rose!
4. Let us go for a river bath.
5. Keep quiet!
6. The train is not running on time.
7. Where has Rohan gone?
8. Call in the doctor, please.
9. Kindly lend me your book.
10. I like this book.

REFERENCES:

Books: Your doorway to the wonderland

Have you ever thought of reading something, let it be a magazine or a small novel or even a small article in your morning newspaper? You never actually started it or may be left it in between. Well, now it is time for you to get going to improve your vocabulary.

Below are the books recommended for beginners to improve vocabulary:

- Shoedog by Phil Knight
- Rich Dad, Poor Dad by Robert Kiyosaki
- Midnights Children - Salman Rushdie
- The Guide - R K Narayan
- The Room on the Roof - Ruskin Bond
- The Monk who sold his Ferrari - Robin Sharma
- The Habit of Winning - Prakash Iyer
- The Secret by Rhonda
- How to embrace failure by APJ Abdul Kalam
- A man called Ove by Fredrik Backman

Ways to improve your English vocabulary through LSRW (Listening, Speaking, Reading, and Writing) skills:

The English language often lacks both rhyme and reason. It's full of synonyms, homophones, homonyms, and other confusing words that seem to make it especially difficult to learn. Luckily, you can use the same five skills to improve your English vocabulary as you did when learning your first language: reading, listening, writing, watching, and conversing.

• READING

Reading is a wonderful way to learn new words. Because reading is a one-person activity, you can really take your time with a new word and work out its meaning and usage.

- Popular literature

Reading illustrated books, such as comics and children's books, will offer you graphical clues to help you learn new words. Plus, if you're reading popular books, there's a good chance that you can find a translation to your own language as well.

- Relevant blog posts

Reading blog posts about subjects and hobbies you enjoy in English is a great way to familiarize yourself with new English words and will keep your interest.

• LISTENING

Listening is how we first learn words as a child and can profoundly impact how we learn to pronounce and use new words. There are lots of ways to learn by listening.

- Music

Music is a fun way to learn new words while immersing yourself in the popular culture of English-speaking countries. Find music in genres you like and listen along for words you know.

- (Virtual) Events

Attend events in English, like plays, sports matches, and exhibitions, to listen for new words.

- **WRITING**

In the age of the internet, writing has become essential to learning and using a new language because of the one-sided nature of writing.

- Journaling

Keep a journal of your day in English. This is an easy way to incorporate new vocabulary into sentences and to check your understanding of any new words.

- Vocabulary building

Learn to look for synonyms. If you want to expand your vocabulary, you'll have to push yourself to use new words.

- **WATCHING**

Learn how a new word is used by watching someone use it in context. You'll learn about the different contexts that may surround a new word as well as the gestures and mannerisms that often accompany it.

- Movies and TV

Watching movies is a casual way to learn words. Similar to reading illustrated books, you get the perk of visual cues, while also benefiting from hearing how the word is usually pronounced.

Tip: *Combine your listening and reading skills by turning on the closed captioning in English, which can be a helpful way to visualize the words being spoken aloud.*

- People-watching

Watch people conversing around you in the world. How are they using their words? What can you learn about the words they're using by observing the relationships of the people and their mannerisms?

- **CONVERSING**

Now it's time to take your new words for a test drive. Conversing allows you to gain valuable input on your word usage and pronunciation while expanding your vocabulary.

- Fluent speakers

Ask your fluent-English-speaking friends and colleagues to share feedback on your pronunciation and language use.

- Fellow English learners

Learn from other learners. Join a study group or meet with other local people learning English. Make a commitment to only speak English when this group meets.

Best YouTubers or YouTube channels to follow to improve your Communication:

1. Sumita Roy
2. Learn English with Let's talk
3. Easy English
4. The Urban Fight
5. English Lessons 4U
6. Anglo link
7. Learn English Lab

Websites to read good content:

- Bored Panda
- Brain Pickings
- Ted
- Laughing Squid
- Vsauce
- Mental Floss