

**TA SERIES**

# **ENGLISH**

**SLIDES BOOK**

# **BSN ,DPT, AHS**

**1<sup>ST</sup> SEMESTER**

*According to KMU syllabus*

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**BY LECTURER**

**KARISHMA**

**M. Phil ENGLISH**

**GINAHS D.I.KHAN**

**COMPILED BY**

**TUFAIL**

**BSN 2022-2026**

**GINAHS D.I.KHAN**

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*For feetbeck : [sta1372002@gmail.com](mailto:sta1372002@gmail.com)*

## PART OF SPEECH:

### What is speech?

The ability to express thoughts and feelings by articulate sounds.

Speaking, talking, articulation.

### Sentence Structure:

Subject +verb + object Subject: tells whom or what the sentence is about.

Divided into two

1:Simple Subject

2:Complete Subject

#### **1.Simple subject:**

it is the main word or words that tell what or whom a sentence discusses.

#### **Example:**

**A.Birds** can fly.

**B.They** performed the action in a better way.

**2.Complete Subject:** it includes all the words that tell who or what the subject is. In other words simple subject and any word or words used to modify the simple subject.

#### **Example:**

**A.Most birds** can fly.

**B.Three wooden boxes** in my house.

### Object:

A noun or pronoun that comes after verb.

Example:

1.They speak **English**.

2. Aslam killed **him**.

▲ There two kinds of objects.

1: Direct object

2: Indirect object

#### **1.Direct Object:**

refers to a person or thing the action of verb affected by the action of verb

#### **2.Indirect Object:**

usually refers to a person who receives the direct object.

#### **Example:**

**A.He** brought **him** a pen.

**B.She** gave **me** a watch.

### Parts of Speech:

#### **Definition:**

▲ A part of speech is a term used in traditional grammar for one of the nine main categories into which words are classified according to their functions in sentences. Parts of speech are also called word classes, these are the building blocks in grammar.

#### **Parts of speech are following**

1.Noun

2.Pronoun

3.Verb

4.Adverb

5.Adjective

6.Conjunctions

7.Interjection

8.Preposition

9.Articles

#### **1:Noun:**

▲ A **noun** is a word that names a person, place or thing.

**Persons:** Dr Ahmed, boy, girls, student, Saad, man.

**Places:** Gomal University, city, school, park,D.I.Khan.

**Things:** Table, chair, pencil, car, book, fan.

**Idea:** Love, democracy, truth, honesty.

#### **Kinds of Nouns :**

There are 5 kinds of nouns.

1.Common noun

2.Proper noun

3.Collective noun

4.Abstract noun

5.Concrete noun

**1.Common nouns:** names any person, place or thing.

**Example:** student, man, city

**2.Proper nouns:** names a particular person,place or thing.

**Example:** Allama Iqbal, Islamabad, Pakistan.

**3. Collective nouns:** names a group of people, animals, things.

**Example:** Family, Government, Staff, Committee.

4. **Abstract nouns:** names an idea, quality or feeling that can not be seen.

**Example:** Education, honesty, history, bravery.

5. **Concrete nouns:** names something you can see or touch.

**Example:** snow, table, chair, ship.

## 2:Pronoun

▲ A **pronoun** is a word that takes the place of one or more nouns.

**Example:**

he, she, it, they, you, I, someone, somebody.

▲ A pronoun is called **subject pronoun** when it is used as the 'subject of a sentence'.

Examples:

**He** plays football.

**She** cooks well.

**Someone** hits me.

▲ A pronoun is called **object pronoun** when it is used as the 'object of a sentence'.

**Examples:**

The teacher punished **me**.

We told **them**.

**Singular pronouns:** I/me, he/him, she/her, it.

**Plural pronouns:** we/us, they/them

**Note:** 'You' is used as both singular and plural.

## Kinds of Pronouns

We have **8** kinds of pronouns.

1. Personal pronouns

2. Possessive pronouns

3. Indefinite pronouns

4. Interrogative pronouns

5. Demonstrative pronouns

6. Relative pronouns

7. Reflexive pronouns

8. Emphatic/Intensive pronouns

## 1.Personal pronoun

▲ Pronouns that refers to three persons;

1st person: I, we

2nd person : you

3rd person: he, she, it, they.

They can be used as subject pronouns and objects.

**Examples:**

I told **you**.

**He** complaints about them.

**They** are non-serious during class.

## 2.Possessive pronouns

▲ It shows the **possession** or **ownership** of something.

**Possessive pronouns(singular):** mine, hers, his, its.

**Possessive pronouns(plural):** ours, yours, theirs.

**Example:**

Here is a book. It is **mine**.

**Note:** Do not put **noun** after possessive pronoun.

\*It is mine book.(wrong).

## 3.Indefinite Pronouns

▲ It is a pronoun that does not refer a particular person, place or thing.

▲ Indefinite pronouns(singular): one, someone, anyone, somebody, nobody, another, something, nothing, every thing, either, neither.

**Example:**

**Someone** bring the marker.

▲ Indefinite pronouns(plural): many, few, both, others, several.

**Example:**

▲ A **few** number of students are present.

▲ Pronouns used as both: all, any, most, none, some.

Example: **Most** of the story happens in Lahore.(singular) **Most** of the stories happen in Lahore.(plural)

**4. Interrogative pronouns**

▲ It is used to introduce an interrogative sentence. Interrogative pronouns **who** and **whom** refers to people and used for subject and object respectively.

**Example:**

**Who** took my pen?

**Whom** did the teacher call?

▲ Interrogative pronouns **which** and **what** refers to things and ideas.

▲ Which is used when you have limited choice. ▲ What is used when you have wide range.

**Example:**

**Which** color do you want, red or yellow?

**what** is your favorite color?

Interrogative pronoun **whose** shows the possession.

**Example:**

**Whose** book is this?

I found a card , **whose** is it?

**5. Demonstrative Pronoun**

▲ A pronoun that points out something. Demonstrative pronouns: this, that, these, those.

**Example: These** are my belongings.

**That** is my house.

**Those** are my books.

**Note;** we cannot use noun after demonstrative pronoun , if we use we cannot call it 'demonstrative pronoun'.

**Example:**

**This book** is mine.(wrong)

**This** is my book.(right)

**6. Relative Pronouns**

▲ It is used to repeat the meaning of a previous noun, it also connects a 'relative clause' to the rest of the sentence at the same time.

▲ It means that a relative pronoun acts as a conjunction and a pronoun at the same time.

▲ Relative pronouns: who, when, which, that.

**Example:**

I saw a man **who** had stolen my bag.

I bought a book **which** interests all type of people.

The bag **that** is under the table.

**7. Reflexive pronouns**

▲ It ends with –self or –selves and refers to the subject of the sentence.

▲ Reflexive pronouns(singular): myself, himself, herself, itself, yourself.

▲ Reflexive pronouns(plural): yourselves , ourselves, themselves.

**Example:**

I speak to **myself** in front of mirror. The students congratulated **themselves** after the pass out.

**8. Emphatic/Intensive pronouns**

▲ It is used to emphasis a noun or a pronoun.

**Example:**

I **myself** baked the cake.

They **themselves** do it.

**3: Verb**

▲ That express **an action** or **state of being**.

▲ It means some verbs express actions and others express state of being.

**Action verb** is a word that express an action.

**Examples:**

He **cuts** a tree.(act of cutting)

We **play** well.(act of playing)

▲ Action verbs express physical actions such as cut, write, play, talk, walk, run etc

▲ They can also express mental activities like memorize, forget, read, think etc.

**Kinds of verbs****1. Transitive verb**

▲ Mono-transitive verb

▲ Di-transitive verb

▲ Complex transitive verb

2. Intransitive verb

### 3. Auxiliary verb

#### Transitive Verb

▲ A transitive verb is an action verb where 'an action' passes from a subject to an object.

▲ The object is affected by the subject.

#### Example:

We **cut** a tree.

I **pull** the chair.

She **knocks** at the door.

▲ Mono-Transitive: takes a 'single object'.

#### Examples:

I **wrote** a letter.

Ahmad **sings** a song.

We **informed** them.

▲ Di-transitive: takes two objects.

#### Examples:

He **brought** me a book.

They **bought** a gift for me.

She **told** me a story.

**Note;** the two objects are direct object and indirect object.

▲ Complex transitive: both transitive or intransitive, depends on its use in a sentence.

#### Example:

We **fly** the birds.

Birds **fly**.

#### Intransitive Verb

▲ An intransitive verb is a verb where an action does not pass from subject to an object.

▲ The object is not necessary to be present.

#### Example:

He **walks** on the road.

He **speaks** slowly.

Her eyes **sparkled** with joy.

#### Auxiliary Verbs

▲ It helps the main verb to express **an action** or to express **the state of being**.

▲ Part 1 'an action'; used with main verb, in different tenses.

#### Examples:

The **are** playing football.

He **is** dancing in the class.

I **was** writing letter.

I **have** been telling a story.

▲ Part 2 'state of being'; used without a main verb(no action is expressed) but have their own meanings.

#### Examples:

I **am** a lecturer.

I **have** three pens.

I **do** exercise every morning.

#### 4:Adjectives

▲ An adjectives is a word that **modifies** a noun or pronoun.

▲ Part 1;modify noun.

Examples: Irfan is a **sincere** man.

▲ Part 2; modify pronoun.

#### Examples:

He is **brave** soldier.

Quality of something.

They are **brilliant** students.

I bought an **old** car.

#### 5:Adverb

▲ It is a word that **modifies** a verb, an adjective or another adverb.

▲ It has three functions.

#### 1. Modify verb.

#### Examples:

She speaks **carefully**.

Aslam advises **tactfully**.

#### 1. Modify adjective.

#### Examples:

Frahan is **very** competent student.

They are **extremely** happy together.

She is **too** old to walk.

#### 1. Modify another adverb.

#### Examples:

He talks **very slowly**.

Fatima speaks **very well**.

## Kinds of Adverbs

- ▲ **Adverb of manner:** slowly, carefully, neatly, sadly, easily, carelessly, well.
- ▲ **Adverb of time:** yesterday, now, soon, tomorrow, immediately, last week, last night.
- ▲ **Adverb of place:** there, here, upstairs, inside, above, anywhere.
- ▲ **Adverb of frequency:** always, often, sometimes, hardly, never, ever, rarely.

## 6:Preposition

- ▲ A word that **relates a noun** or a **pronoun** to another word in a sentence.

### **Examples:**

The book is **on** the table.

It is **under** the table.

At, about, across, after, among, as, before, behind, below, by, between, out, upon, until, since, towards, under, on, onto, near, of, off, into, from, for, inside, during, instead of, in spite of, in place of, top of, along with, because of according to.

## 7:Conjunctions

- ▲ A conjunction is a word that **joins clauses** into sentence.
- ▲ I also signals how the meanings of the two clauses are related.

### **Examples:**

- 1.He went to bed in time **because** he was extremely tired.
- 2.We brought the milk **and** they supplied the drink.
- 3.He was poor **but** he was honest.

## 8:Interjection

- ▲ A word or a group of words that **express emotions**.
- ▲ Emotions of grief, surprise, happiness, disbelief.
- ▲ Interjections are used to attract attention.

Example:

**Hurrah!** We won the match.

**Alas!** He left me.

**Oh!** He died

### EXTRA POINT:

## 9.Articles

What are articles?

- ▲ It is a part of speech.
- ▲ It indicates the 'specificity or definiteness' .
- ▲ Articles are classified into two categories:
  1. Definite Articles(the)
  2. Indefinite Articles( a, an)

### Indefinite Articles

▲ 'A' and 'An' are indefinite articles because they refer to one of a general group of people, place, things or ideas.

#### **▲Uses:**

1. '**A**' is used before words beginning with a **consonant sound**.(a hat, a dog, a pen, a union)
2. '**An**' is used before words beginning with a **vowel sound**.( an orange, an uncle, an hour, an MP)
3. **A/an** is not used with **uncountable nouns**; a rice, a hair, a rain(wrong)

4. Do not use **a/an** with **possessives**; a my pen, a your book.(wrong)

5. **A/an** usually comes after **such , quite and rather**.

6. **A/an** has **no plural**.

Example:

▲ He works as **a director**.

▲ He is **a doctor**.

▲ They went **an hour ago**.

▲ Do not use the plate as **an ash-try**.

### Definite Article

▲ '**The**' is called definite article . It refers to something you know.

Example: Please close **the door**.

**Uses:**

1. **The** is not used for general activities.

2. **The** can be used in generalization with singular countable nouns, it talk about a whole class of things .

Mostly used in scientific and technical languages.

3. **The** is used before a common noun when that noun is used to indicate a class.

4. **The** is used before the names of the rivers.

5. **The** is used before the names of group of islands but not individual island.

6. **The** is used before the names of ranges of mountains.

7. **The** is placed before the proper names of books.

8. **The** is used before certain things which are unique in nature.

9. Used before the superlative degree of an adjective.

10. Used before the names of certain newspaper and magazines.

11. Used before the adjectives which are used as nouns in the plural sense.

12. **The** is not used before material nouns.

13. **The** is not used before abstracts.

14. **The** is not used before the disease.

15. **The** is not used before the language and colors.

**EXTRA POINT:**

## Sentence and its Types

### Sentence

▲ **Definition:**

The sentence is generally defined as a word or a group of words that expresses a thorough idea by giving a statement/order or asking a question or exclaiming.

▲ Ideally, a sentence requires at least one subject and one verb.

▲ Sometimes the subject is hidden but the verb is visible and present is the sentence.

▲ Verb is the heart of a sentence.

**For example:**

1. Do it.

2. Leave it.

3. Sit down.

### Characteristics

▲ In complete English, sentence must have three characteristics.



1. In written form, a sentence begins with a capital letter and ends with a periods(a full stop), a note of interrogation(question mark) or a note of exclamation(exclamation mark).
2. It must express a complete thought, not fragmented.
3. It must contain at least one subject(hidden/visible) and one verb comprising an independent clause.( An independent clause contains an independent subject and verb and express a complete thought).

### Structurally Types

1. Simple sentence
2. Compound sentence
3. Complex sentence
4. Compound complex

#### 1.Simple sentence

▲ A simple sentence is an independent clause with no conjunction or dependent clause.

#### **For example:**

- 1.I like coffee.
- 2.Umar likes tea.
- 3.The earth goes round the sun.
- 4.Mary did not go to the party.

#### 2.Compound Sentences

▲ A compound sentence must have more than one independent clause with no dependent clauses. Some specific conjunctions, punctuation, or both are used to join together these clauses.

#### **For example:**

- ▲ I like coffee and Mary likes tea.      ▲ Our car punctured; we came late.

#### 3.Complex Sentence

▲ A complex sentence also has more than one clause but one of them must be an independent clause and the other must be a dependent clause.

▲ There are also some particular connectors for the clauses of a complex sentence to be connected. after, although, as, because, before, how, if , once, since, than, that, though, till, until, when, where, whether, while.

▲ Relative pronouns: that, which, who, whom, whose.

#### **For example:**

1. He left in a hurry after he got a phone call.
2. Do you know the man who is talking to marry.

#### 4.Compound-Complex Sentence

▲ A compound-complex sentence consists of at least two independent clauses and one or more dependent clauses.

#### **For Example:**

- 1.Ayesha did not come because she was ill so lqra was not happy.
- 2.He left in a hurry after he got a phone call but he came back five minutes later.

### Functionally Types

1. Declarative sentence
2. Imperative sentence
3. Interrogative sentence
4. Exclamatory sentence

#### **Declarative Sentence**

▲ It is also known as assertive sentence, it express an opinion/feeling, or it describes the things.

▲ In other words it declares something.

#### **For example:**

- 1.I want to be a good artist.
- 2.I am very happy today.

#### **Imperative sentence**

▲ We use an imperative sentence to make a request or to give a command.

▲ It usually ends with a period but under certain circumstances, it can end with a note of exclamation.

#### **For example:**

- 1.Please sit down.
- 2.I need you to sit down now!

#### **Interrogative sentence**

▲ An interrogative sentence ask a question, and it ends with question mark.

#### **For example:**

- 1.Do you know him?
- 2.Are you ok?

**Exclamatory Sentence**

▲ An exclamatory sentence expresses overflow of emotions. These emotions can be happiness, wonder, sorrow, anger etc

**For example:** 1.What a day it was!

2.I cannot believe he would do that!

**Unified Sentence****Definition****Unified:**

▲ Something which is united/ uniform or taken as a whole.

▲ In other words combine, blend, mix , link-up.

**Unified Sentences.**

▲ Unified sentences are used in paragraphs(any paragraphs).

▲ Each sentence develops the thought of the main idea or topic.

▲ Each sentence contains the correct information or facts.

▲ It should be single focused with no irrelevant facts.

▲ There should be coherence between the ideas with in the sentences.

▲ Sentences must explain and expand the topic.

**EXTRA POINT:****Active Voice/Passive Voice****Voice**

▲ It is the quality of a verb that tell us whether the direction of the action is from the subject towards the object or from the object towards the subject.

**Active Voice:**

When the direction of an action is from the subject towards object, the verb is said to be in active voice.

**Example:**

1.He writes the letter.

2.They broke a bed.

**Passive Voice:**

When the direction of an action is from the object towards subject, the verb is said to be in passive voice.

**Example:**

1.The letter has been written by him.

2.A bed had been broken by them.

**Reasons**

▲ The active voice is usually a stronger, more direct way to express ideas.

▲ Active voice are more informal.

▲ Use passive voices are more formal.

▲ Use passive voice if you do not know who performed the action or if you do not want to tell who ]performed.

**Example:**

The chair was broken.

### How to change active into passive

1. Subject goes to the place of object.
2. Object goes to the place of subject.
3. Use auxiliary verb according to the rule.
4. Always use 3rd form of verb after main verb.
5. Use *by phrase* if necessary.

### Tenses that can be changed into passive

- ▲ Present/past/future indefinite.
- ▲ Present/past/future perfect.
- ▲ Present/past continuous.

### Tenses can not be changed

- ▲ Present/past/future perfect continuous.
- ▲ Future continuous.

### Present Indefinite Tense

▲ **Structure:** Subject+ V (1st form)+ object.

▲ **Auxiliary/helping verbs:** is, am, are.

**Note:** always 3rd form of main verb in passive sentence.

**Examples:**

- 1.They speak English.      English is spoken by them.
- 2.They open the doors.      The doors are opened by them.

### Present Continuous Tense

▲ **Structure:** Subject+V(1st form)+ing+object.

▲ **Auxiliary/helping verb:** being

**Note:**always 3rd form of main verb in passive sentence

**Example:**

- 1.He is killing me.      I am being killed by him.
2. Ahmad and Usman are eating pizza.      Pizza is being eaten by Ahmad and Usman.

### Present Perfect Tense

▲ **Structure:** Subject+has/have+ v(3rd form)+ object.

▲ **Auxiliary/helping verb:** been

**Note:** always 3rd form of main verb in passive sentence.

**Example:**

- 1.I have bought a book.      A book has been bought by me.
- 2.She has completed the degree.      The degree has been completed by her.

### Past Indefinite Tense

▲ **Structure:** Subject+V(2nd form)+object.

▲ **Auxiliary/helping verb:** was/were.

**Note:**always 3rd form of main verb in passive sentence.

**Example:**

- 1.He kicked the chair.      The chair was kicked by him.
- 2.They destroyed the buildings.      The buildings were destroyed by them.

### Past Continuous Tense

▲ **Structure:** Subject+was/were V(1st form)+ing+object.

▲ **Auxiliary/helping verb:** being.

**Note:**always 3rd form of main verb in passive sentence

**Example:**

- 1.We were arranging a party.      A party was being arranged by us.
- 2.He was asking for a pen.      A pen was asked by him.

### Past Perfect Tense

▲ **Structure:**Subject+had+V(3rd form)+object.

▲ **Auxiliary/helping verb:** been.

**Note:**always 3rd form of main verb in passive sentence

**Example:**

- 1.He had closed the store.                    The store had been closed by him.  
 2.They had completed the test.            The test had been completed by them.

**Future Indefinite Tense**

▲ **Structure:** Subject+will/shall/+V(1st form)+object.

▲ **Auxiliary/helping verb:** be.

**Note:** always 3rd form of main verb in passive sentence

**Example:**

- 1.I will deliver the lecture.      The lecture will be delivered by me.  
 2.He will continue the job.      The job will be continued by him.

**Future Perfect Tense**

▲ **Structure:** Subject+will/shall+have+V(3rd form)+object.

▲ **Auxiliary/helping verb:** been.

**Note:** always 3rd form of main verb in passive sentence

**Example:**

- 1.We shall have finished the class.      The class shall have been finished by us.  
 2.She will have given the opportunity.    The opportunity will have been given by her.

**Imperative Sentences**

▲ **Note:** the subject is absent because it is understood and is called understood subject(you).

▲ **Structure:** 1st form of verb+object.(active)

▲ **Structure:** let+object+be+3rd form of verb.

**Example:**

- 1.Open the door.                            Let the door be opened.  
 2.Write the letter.                        Let the letter be written.

**EXTRA POINT:****Direct and Indirect Narrations**

▲ These are called reported speech in which someone repeats the words of others, also called direct/indirect narations.

▲ In direct speech a person repeats the exact words, while indirect speech convey the message in their own words.

**Rules**

▲ The changes of Direct and Indirect speech depend on some factors like modals, reporting verb, place, time, tense, pronoun etc.

▲ **Modals:**

**Direct Speech**

Can  
 May  
 Must

**Indirect Speech**

Could  
 Might  
 Had to/ Would have to

Should  
Might  
Could  
Would  
Ought to

Should  
Might  
Could  
Would  
Ought to

### Examples of Modals

- |  |   |
|--|---|
| 1. He said, "I can cook food."                 | ▲ He said that he could cook food.                  |
| 2. They said, "We may go to Canada."           | ▲ They said that they might go to Canada.           |
| 3. She said, "I must finish the work on time." | ▲ She said that she had to finish the work on time. |
| 4. Kanika said, "I ought to avoid junk food."  | ▲ Kanika said that she ought to avoid junk food.    |

### Reporting Verb

- ▲ If the reporting verb is in the past tense, then the direct sentence is changed in its past tense.
- ▲ The tense of direct speech remains unchanged when the reporting verb is in the present or future tense.
- ▲ If the direct sentence contains the universal truth, then it remains unchanged in the Indirect Speech.

- |  |   |
|--|---|
| 1. Navin said, "He is young."              | ▲ Navin said that he was young.             |
| 2. Isha says, "I am pretty."               | ▲ Isha says that she is pretty.             |
| 3. Rohan will say, "I am tall."            | ▲ Rohan will say that he is tall.           |
| 4. They said, "The sun rises in the east." | ▲ They said that the sun rises in the east. |

### Changes per Tense

#### **Direct Speech**

##### **Present simple**

(Subject +V1st + Object)

##### **Present continuous**

(Subject +is/am/are+V1 +ing+ Object)

##### **Present perfect**

(Subject + has/have+V3+Object)

##### **Past simple**

(Subject+V2+Object)

##### **Past Continuous**

(Subject +was/were+V1 +ing+ Object)

##### **Future simple**

(Subject+ will/shall+V1+object)

##### **Future Continuous**

(Subject +will/shall+be+V1 +ing+ Object)

1. Heena said, "I walk."
2. Deepak said, "I am having tea."
3. Ayesha said, "Honey has left for school."

#### **Indirect Speech**

##### **Past simple**

(Subject +V2 + Object)

##### **Past Continuous**

(Subject +was/were+V1 +ing+ Object)

##### **Past perfect**

(Subject+had+V3+Object)

##### **Past perfect**

(Subject+had+V3+Object)

##### **Past perfect continuous**

(Subject +had been+V1 +ing+ Object)

##### **Present Conditional**

(Subject+ would+V1+object)

##### **Conditional Continuous**

(Subject +would+be+V1 +ing+ Object)

- ▲ Heena said that she walked.
- ▲ Deepak said that he was having tea.
- ▲ Ayesha said that Honey had left for school.

### Place and Time

#### **Direct Speech**

Now  
Today  
Last week  
Ago  
Thus  
Come  
Next

#### **Indirect Speech**

Then  
That day  
The previous week  
Before  
So  
Go  
Following

#### **Direct Speech**

Here  
Tomorrow  
This  
Tonight  
Hither  
Hence

#### **Indirect Speech**

There  
The next day  
That  
That night  
Thither  
Thence

### Interrogative Sentences

- ▲ The reporting verb said/said to is changed in asked, demanded, ordered, enquired as per the nature of the sentence.
- ▲ While a sentence starts with reporting verb then at the conversion time if /whether is used as the joining

clause.

▲ In case the sentence starts from “Wh” question word, then no extra conjunction is used.

### Examples

- |  |   |
|--|---|
| 1. Ravi said, “What is Heena doing?”     | ▲ Ravi asked me what Heena was doing.     |
| 2. Esha said, “Will she come for lunch?” | ▲ Esha asked if she would come for lunch. |
| 3. The boy asked, “Where do you stay?”   | ▲ The boy inquired where I stayed         |

### Pronouns

▲ The first person in reported speech changes according to the subject of reporting speech.

▲ In Reported Speech change of the second person depends on the object of reporting speech.

▲ The third person remains unchanged.

#### **Direct Speech**

I  
We  
He  
It  
Our  
Her

#### **Indirect Speech**

He/she  
They  
He  
It  
Their  
Her

#### **Direct Speech**

You  
They  
She  
Us  
His  
Its

#### **Indirect Speech**

He/she/they  
They  
She  
Them  
His  
Its

### Examples

- |  |  |
|--|--|
| 1. Vidya said, “I am a good girl.”             | ▲ Vidya said that she was a good girl.           |
| 2. I told them, “You have finished your work.” | ▲ I told them that they had finished their work. |
| 3. He said, “She is in Delhi.”                 | ▲ He said that she was in Delhi.                 |

### EXTRA POINT:

## Punctuations

### Definition

▲ “The act of inserting standardized marks or signs in written matter to clarify the meaning and separate structural units.”

▲ Correct punctuation is essential for clear and effective writing. The following list contains some of the most critical punctuations.

- |                   |                            |                 |
|-------------------|----------------------------|-----------------|
| 1. Full stop(.)   | 2. Comma(,)                | 3. Semi-colon(; |
| 4. Colon(:)       | 5. Exclamation mark(!)     | 6. Hyphen(-)    |
| 7. Dash (--)      | 8. Parentheses()           | 9. Brackets []  |
| 10. Apostrophe(‘) | 11. Quotation marks. (“ ”) |                 |

### Full Stop

▲ In British (Full stop).

▲ In American (period).

▲ It is used after a statement or declarative sentences.

### Examples:

- |   |                           |
|---|---------------------------|
| 1. We had completed our courses.  | 2. She had a funny laugh. |
| ▲ In modern British, we usually write abbreviation without full stops. (Mr, Dr, Ltd).   |                           |
| ▲ In American English, full stops (periods) are common. (Mr. , Dr. , Ltd. , M.A , Ph.D) |                           |

**Comma**

▲ Comma separate parts of a sentence. They also tell us to pause between words, and they can clarify the meaning of sentences.

▲ The co-ordinate clauses joined by a co-ordinating conjunction (and, nor, but, or, yet, so) are usually separated by commas unless they are very short.

**Compare:**

1. They had very little to live on, but they would never have dreamed of talking what were not theirs.
2. He was poor but he was honest.

▲ Comma separate items/words in a list of three or more.

1. The recipe includes flour, milk, eggs, oil and baking powder.

▲ Commas are used after most introductory words, phrases or subordinate clauses before the subject of a sentence that do not form complete sentences; these commas are called introducer commas.

**Example:**

▲ Incidentally, I was late this morning.

▲ If you study hard, you will pass the exam.

▲ Commas are used to separate contrasting elements in a sentence.

**Example:**

▲ It is spicy, not hot.

▲ Comma separate direct speech or quotations from the rest of the sentence.

**Example:**

▲ He said, "I will come in time".

**Exclamation Mark**

▲ An exclamatory word or sentence is followed by an exclamatory mark.

**Example:**

1. Hurrah! We had won the match.
2. What an exciting movie!

**Semi-colon**

▲ These are sometimes used instead of full stop, in cases where sentences are grammatically independent, but the meaning is closely connected; and you want readers to accept more.

**Example:**

1. It is a fine idea; let us hope that it is going to work.

▲ It is used to connect two independent clauses to avoid a comma.

**Example:**

1. We went to the party; we did not enjoy the party.

▲ It also separates a complex list of items, especially containing commas in order to avoid confusion within the listed items.

**Example:**

1. We travelled to London, England; Paris, France; Berlin, Germany; Sofia and Bulgaria.

**Colon**

▲ It introduces a list. Be careful to use it only after a word that typically introduces a list, for example **the following**. Also use it after a noun.

**Example:** I was given the following suggestions: to call the teacher, to visit the office or to inform the clerk.

▲ A colon also introduces an idea.

**Example:** We were left only one option: to abandon the ship. To emphasis.

**Example:** There is one thing he cannot go without: coffee.

**Hyphen**

▲ It is used to form compound words and to join prefixes, suffixes and letters to words.

**Example:** *Self-confidence, ex-mayor, pro-player, beautiful, increasingly, well-managed.*

▲ Use hyphen with compound numbers from twenty-one to ninety-nine. And with fractions two-third, three-fourth.

▲ Used in nouns that consist of a verb and a preposition; washing-up, hold-on.

**Dash**

- ▲ It suggests a change of pace.
- ▲ It alerts the reader to something unexpected ,an interruption or an abrupt change of thought.
- ▲ It is formed by typing two hyphens, putting no extra space before, between or after them.

**Example:** If my husband were alive—but why lament the past?

**Parentheses**

- ▲ It is used to clarify, to add a personal comment or an afterthought.

**Example:** We visited several European countries(England, France and Spain) on our last trip.

- ▲ Parentheses enclose figures within a sentence.

**Example:** Grades will be based on (1) participation, (2)class writing and (3) exams.

**Brackets**

- ▲ It can be used to add a comment or clarify to a quote. Try to limit adding comments in quotes unless really necessary, since this is considered bad practice.

**Apostrophe**

- ▲ It is used to show possession and form contraction. It indicates that a letter or letters have been omitted.

**Examples:** it's, they've, we've, won't, my brother's book.

- ▲ Do not use it with possessive personal pronouns including yours, his, hers, its, ours, theirs and whose.

- ▲ Use it with 'time when' and in 'measurement of time'.

**For example,** yesterday's, today's, tomorrow's, a month's, three hours'.

**Quotation Marks**

- ▲ There are both single(British) and double(American) quotation marks being used in a quote.

- ▲ It is used to indicate titles of books, songs, poems etc

- ▲ Place full stop and comma inside the quotation mark.

**Example:** Saad said, 'Farhad has a blue shirt,' but I think it might be green.

- ▲ Semi-colon and colon outside the quotation marks.

**Example:** He calls me his 'teddy bear'; I am not a bear.

- ▲ Place question marks and exclamation marks outside the quotation marks if they punctuate the entire sentence.

**Example:** Why did she say, 'we are too late'

**EXTRA POINT:****Vocabulary****Define**

A set of familiar words in one's language.

**Main Objectives**

- ▲ Use of Dictionary
- ▲ Root words
- ▲ Idiomatic phrases used to describe physical ailments
- ▲ Idioms and phrasal verbs
- ▲ Parts of Speech
- ▲ Suffixes and Prefixes in medical terms

**Use of dictionary**

- ▲ Look for meaning.
- ▲ Increase reading and writing.



▲ Check spellings

▲ Type of word

▲ Origin of word

1. **Manual:** check the in alphabetical order.

2. **Digital :** insert word.

### Parts of speech

▲ See Topic no 1

### Root words

▲ Base or basic word to form a new words when join with affixes.

▲ It is a complete word with complete sense and meaning.

▲ It can stand on it's own.

Example : Love-Lovely, beauty-beautiful.

### Affixes

▲ An addition to the base or root word to modify the meaning of the word.

▲ It include prefixes and suffixes.

**Prefixes:** Placed before or in beginning.

**Suffixes:** added in the end of a word.

### Prefixes in medical terms:

A,-an-	No, not, without, negates the meaning
Ab-	away from; from
Ad-	toward, at, increase, on, toward
Anti-	against, opposing
brady-	slow
dia-	through, complete
endo-	within, in
eu-	normal, goodhemi- half
hypo-	below, incomplete, deficient
intra-	within, in
meta-	after, beyond, change
multi-	many
nulli-	none
pan-	all, total
per-	through
poly-	many, much
pre-	before
sub-	below, under
sym-, syn-	together, joined
trans-	through, across, beyond
uni-	One

Ante-	before
bi-,bin-	two, twice, double
de-	from, down, away from
dys-	painful, abnormal, difficult,laboured
epi-	on, upon, over
hyper-	above, excessive
inter-	between
macro-	large, long
micro-	small
neo-	new
pachy-	thick, thickening, thickened
para-	beside, beyond, around, abnormal
peri-	surrounding (outer)
post-	after
pro-	before
supra-	above
tachy-	fast, rapid
tri-	three

### Suffixes in medical terms

-a	noun ending, no meaning	-ac	pertaining to
-ad	toward	-algia	pain
-amnios	amnion, amniotic fluid	-apheresis	removal
-ar	pertaining to	-ary	pertaining to
-asthenia	weakness	-carcinoma	cancerous tumour
-cele	hernia, protrusion, swelling	-centesis	surgical puncture to aspirate fluid
-crine	to secrete	-cyesis	pregnancy
-cyte	cell-desis surgical fixation, fusion	-drome	run, running
-e	noun ending, no meaning	-eal	pertaining to
-ectasis	stretching out, dilation, expansion	-ectomy	excision, surgical removal, cut out
-emesis	vomiting	-emia	in the blood
-esis	condition	-gen	substance or agent that produces or causes
-genic	producing, originating, causing	-gram	the record, radiographic image

-graph	instrument used to record; the record	-graphy (process of recording, radiographic imaging	
-ia	condition of, diseased state, abnormal state	-iasis	condition
-iatrist	specialist	-iatry	specialty, treatment
-ic	pertaining to	-ictal	seizure, attack
-ior	pertaining to	-ism	state of
-itis	inflammation	-logist	specialist who studies and treats
-logy	study of	-lysis	separating, loosening, dissolution
-malacia	softening	-megaly	enlarged, enlargement
-meter	instrument used to measure	-metry	measuring, process of measuring
-oid	resembling	-oma	tumour, swelling
-opia	vision	-opsy	viewing, process of viewing
-osis	abnormal condition, increased number (blood)	-ous	pertaining to-paresis slight paralysis
-pathy	disease	-penia	abnormal reduction in number
-pepsia	digestion	-pexy	surgical fixation, suspension
-phagia	swallowing, eating	-phobia	aversion, abnormal fear
-physis	growth	-plasia	formation, development, growth
-plasm	growth, substance, formation	-plasty	surgical repair
-plegia	paralysis	-pnea	breathing
-ptosis	prolapse, drooping-rrhage excessive bleeding	-poiesis	formation
-rrhagia	excessive bleeding,	-rrhaphy	repairing, suturing
-rrhea	discharge, flow	-rrhexis	rupture
-salpinx	fallopian tube, uterine tube	-sarcoma	malignant tumour
-schisis	split, fissure	-sclerosis	hardening
-scope	instrument used for visual examination	-scopic	pertaining to visual examination
-scopy	process of visually examining	-spasm (sudden, involuntary contraction of muscle	
-stasis	stop, control, standing	-stenosis	constriction, narrowing
-stomy	creation of artificial opening-thorax chest cavity,chest	-tome	instrument used to cut
-tocia	labour, birth	-tripsy	surgical crushing
-tomy	incision, cut into	-um	no meaning
-trophy	nourishment, development	-us	no meaning
-uria	urine, urination		

**Idiomatic phrases used to describe physical ailments**

- |                                     |                                  |                              |
|-------------------------------------|----------------------------------|------------------------------|
| 1. As fit as a fiddle.              | 2. Alive and kicking.            | 3. Under the knife.          |
| 4. Under the weather.               | 5. To be back on one's feet.     | 6. A bitter pill to swallow. |
| 7. A clean bill of health.          | 8. A picture of health.          | 9. Out of shape.             |
| 10. To have a spring in one's step. | 11. To have a new lease on life. | 12. As pale as a ghost.      |
| 13. To have a frog in one's throat. | 14. To turn one's stomach.       | 15. As sick as a dog.        |

**General idioms and phrasal verbs.**

- |                           |                            |
|---------------------------|----------------------------|
| ▲ Over the moon.          | ▲ Break a leg.             |
| ▲ Better late than never. | ▲ Miss the boat            |
| ▲ No pain, no gain.       | ▲ The best of both worlds. |
| <b>Phrasal verbs:</b>     |                            |
| ▲ Breakdown               | ▲ Turn it off.             |
| ▲ Turn around.            | ▲ Pick it up.              |

**EXTRA POINT:**

## Analysis of Phrase and Clause

▲ Every sentence is constructed of clauses and/or phrases, but sometimes it can be tricky to tell the difference between a phrase and a clause.

▲ Both phrases and clauses contain groups of two or more words and help us to make sentences, but they both have different roles.

### Define

▲ A clause is a group of words that contains a subject and a verb.

▲ A phrase is a group of words, but it doesn't contain a subject and a verb.

▲ A sentence can exist as a single clause, but a single phrase can't make up a sentence. Phrases add meaning to sentences but they can't create a sentence on their own.

▲ Clauses, on the other hand, are necessary. Removing a clause from a sentence may affect the understanding.

▲ Example: Wherever you go, I will follow.

▲ 'Wherever you go' is the phrase, and 'I will follow' is the clause.

▲ 'Wherever you go' doesn't make sense on its own - it's not a completed thought. But, 'I will follow' contains both a subject and a verb - 'I' and 'follow', respectively. It's a complete thought and we don't need any more words to understand the meaning of the sentence.

### How to Identify a Phrase or a Clause

▲ The quickest way to identify whether a group of words is a phrase or a clause is to look for both a subject and a verb. If you can find both, then it's a clause. If you can only find one or the other, then it's a phrase. Here's a simple example to analyze:

▲ White and raspberry chocolate is delicious.

▲ The whole sentence itself is a clause (a main clause to be exact), but a part of the clause is a phrase.

▲ 'White and raspberry chocolate' doesn't contain a verb - it's just the subject. That means it's a phrase.

However, there are many types of phrases and clauses, which is what makes telling the difference difficult.

### How do you turn phrases into clauses?

▲ Turning phrases into clauses is the first step for making a full sentence.

▲ To turn phrases into clauses, you need to add a subject and a verb to the phrase to give it meaning.

▲ Let's start with a phrase - a group of words that lacks a subject and a verb.

▲ The **phrase** 'in the forest' doesn't contain a subject or a verb. This means it's a phrase.

▲ Now, we need a **subject** to be the main focus of the clause. Subjects of a sentence will be something such as a person, place, animal or thing. Let's say the subject of this clause will be 'a group of deer'.

▲ Finally, we need to add a **verb** - an action that the 'group of deer' will carry out. The verb we'll use for this clause is 'live'.

▲ Let's put them all together:

▲ **'A group of deer live in the forest.'**

### 'Types of Phrases

▲ Generally, phrases include details that make a sentence more interesting. They can describe locations, actions, nouns and more to give us a clearer idea of what the sentence is trying to tell us.

▲ There are seven main types of phrase:

#### **Noun Phrase**

▲ A noun phrase functions just like a noun in a sentence, hence its name. It includes the noun and adjectives to describe the noun:

▲ The **pretty, little flowers** are blossoming in my garden.

#### **Verb Phrase**

▲ A verb phrase contains a verb and its modifiers, just like a noun phrase.

▲ **I have been working** non-stop today.

#### **Gerund Phrase**

▲ A gerund phrase uses an -ing verb as a noun. To put it most simply, a gerund phrase is the same as a noun phrase, except you use the gerund instead of the noun.

▲ I love **swimming in the ocean**.

### Participial Phrase

▲ A participial phrase works in a similar way to a gerund phrase. It uses a verb in a different way, just as a gerund uses a noun. It begins with a participle (a verb used as an adjective) and its modifiers.

▲ **Bracing herself for the jump**, she took a deep breath.

### Infinitive Phrase

▲ As you might've guessed, an infinitive phrase starts with the infinitive - the linking verb 'to'.

▲ I want **to go to the cinema later**.

▲ **To understand phrases vs clauses**, you should read this Teaching Wiki.

### Appositive Phrase

▲ Appositives help you to clarify which noun you're talking about. An appositive phrase is basically an appositive, but with more than one word. They help to add more detail to the noun.

▲ My dinner tonight, **a spicy vegetable curry**, is going to be delicious.

### Prepositional Phrase

▲ Prepositions help us to describe the position of a noun or pronoun. A prepositional phrase includes the preposition, as well as all the words that follow.

▲ The new bookshop is going to be opening **near my house**.

### Types of Clauses

▲ Clauses are the main part of a sentence. Without a clause, a sentence is just a group of words which don't have any meaning on their own. In other words, it would just be a phrase.

▲ There are, however, some clauses that can't stand on their own as sentences. This is why it can sometimes be difficult to understand phrases vs clauses.

▲ Here are the main types of clauses:

### Independent Clause / Main Clause

▲ An independent clause is a complete sentence - it's a complete thought that makes sense on its own. It can also be called a main clause because it makes up the main part of a sentence.

▲ I love chocolate chip cookies.

### Dependent Clause

▲ Dependent clauses are often the reason why phrases and clauses get confused.

▲ Dependent clauses, also known as subordinate clauses, depend on the independent clause to make sense. While they have a subject and a verb, they don't express a complete thought. They need to be connected to the independent clause with a subordinating or coordinating conjunction.

### Relative

▲ A **relative clause** begins with a relative pronoun (who, whom, whose, which, that).

▲ He knew instantly **whose voice had called out to him**.

### Noun

▲ A noun clause acts like a noun within a sentence. Unlike a noun phrase, it includes a subject and a verb.

▲ She was deeply moved by **what she had watched**.

### Adjective

▲ An adjective clause acts like an adjective - it describes a noun by using a subject and a verb.

▲ The dress **that you bought for me** fits perfectly.

### Adverbial

▲ An adverbial clause modifies the verb in a sentence and acts like an adverb. They always start with a subordinating conjunction.

▲ I walk my dog **until she gets tired**.

### EXTRA POINT:

## Paragraph writing

### Define paragraph

- ▲ It is a unit of a larger body of writing.
- ▲ A section dealing with a single theme by using new line, indentation or numbering.
- ▲ A group of sentences that speaks out a single idea.

### Principles

- ▲ Unity
- ▲ Order
- ▲ Variety of paragraph.

### Unity

▲ The first and the most important principle to be observed in constructing a paragraph is that of unity. Just as a sentence deals with one thought, so a paragraph must deal with one topic or idea and not more than one. Again, every sentence in the paragraph must be closely connected with the topic dealt with.

▲ [Note: The topic or idea of a paragraph is often indicated in one sentence of the paragraph, often the first. The sentence which thus expresses the topic is generally called the topical sentence (because it indicates the topic) or the key-sentence (because it opens the theme of the paragraph)]

### Order

▲ The second principle that governs the structure of a paragraph is the principle of order. This principle requires that the sentences in a paragraph should be arranged logically. The logical arrangement of the sentences varies with the theme or topic treated. The sentences describing events must be arranged in the order of their occurrence. The sentences following the key-sentence by way of proofs or illustrations should be arranged in the order of their importance.

### Variety

▲ Another principle of paragraph writing is variety. By this principle is meant that to avoid monotony, the paragraphs of a composition should be of different lengths, but not always of the same sentence structure.

### Structure of paragraph

- ▲ Identification of the topic sentence. Usually known as the topical sentence, begins
- ▲ Supporting sentences.
- ▲ Concluding sentences.

### Loose and Periodic sentences

▲ **Loose sentences:** In which main clause comes at the beginning of the sentences. Loose sentence moves quickly

Example: **Hassan is not going to party** because he is ill.

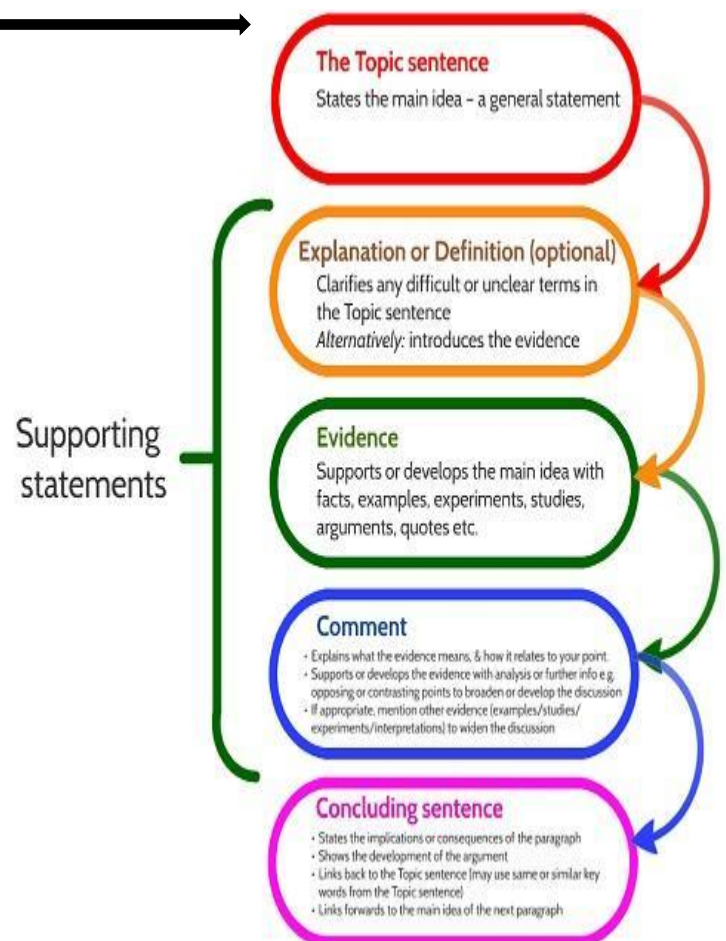
▲ **Periodic sentences:** In which main clause comes at the end of a sentence. Periodic sentence works with delay.

Example: because he is ill, **Hassan is not going to the party.**

### Types of Paragraph

▲ There are **four** types of paragraphs.

1. Narrative: It tell the details of one main event.
2. Descriptive: It describes something. It paints a picture by using words about what a person, place or thing is like.
3. Expository: It exposes something. It presents certain information ,opinion , ideas, thoughts.
4. Persuasive: It tells about the opinions developed by reasons based on facts.



## **Comprehension and its procedure**

### **Comprehension**

- ▲ It means understanding.
- ▲ Understanding of what you are reading, listening or speaking.
- ▲ There are five most important skills of comprehension.

#### **1-Ability to identify main idea or key details.**

- ▲ Target this by simple questions.                      ▲ Why did the author write this?
- ▲ Why we are studying?                                      ▲ Why should we care?
- ▲ Did the author give us any details to explain further?

#### **2-Ability to sequence a passage into an ordinal series.**

- ▲ Identify these things:
- 1. Beginning                                      2. Middle                                      3. Conclusion/ending.

#### **3-Ability to answer direct recall.**

- ▲ You have to think over “W-questions”                      ▲ What, when, which, where, who.
- ▲ By this you will gather a lot of information.

#### **4- Ability to make predictions.**

- ▲ Background knowledge                                      ▲ Life experiences
- ▲ Difficulty or struggle in abstract reasoning.

#### **5-Identify unfamiliar words**

- ▲ Recognize vocabulary
- ▲ If not then you can lose much of the meaning and idea.

#### **EXTRA POINT:**

## **Critical Thinking**

### **What is critical thinking?**

#### **Critical:**

- ▲ Paying attention towards the Merits, errors and flaws.

#### **Critical Thinking:**

- ▲ It is the analysis(detailed examination) of available facts , evidence, observation and arguments to form a judgment.

## **Conversational Skills**

### **Conversational skill:**

- ▲ It is the skill of being able to understand what other person is saying, as well as what one wants to convey.

#### **Ways to Improve**

- ▲ Listen actively and observe
- ▲ Hold eye contact
- ▲ Use easy and correct vocabulary
- ▲ Do not get too personal
- ▲ Have a sense of humor
- ▲ Note nonverbal clues
- ▲ Talk slowly
- ▲ Pay respect to other’s view
- ▲ Bring others into it
- ▲ Stay positive

## **Communication skills**

### **What is communication?**

▲ Exchanging of information through speaking, writing or any other medium.

### **Importance of communication**

▲ Being frontline workers one's communication skill should be strong and effective.

▲ Deals with co-workers, patients, families etc.

▲ 10 important communication skills in nursing.

### **Verbal communication**

▲ Aim to always speak with clarity, accuracy, and honesty.

▲ Encourage patients to communicate by asking open questions like, "Can you tell me a bit more about that?"

▲ Avoid using pet names like "honey" or "sweetie" and instead use the patient's first name or name of choice.

▲ Speak in clear, complete sentences and avoid technical jargon.

### **Nonverbal communication**

▲ Using elements of nonverbal communication—such as facial expressions, eye contact, body language, gestures, posture, and tone of voice.

▲ Show interest in what the patient is saying by maintaining eye contact and nodding your head.

▲ Smile, but don't stare.

▲ Sit down when you can, and lean forward to show you're engaged.

▲ Use nonthreatening body language that conveys openness.

### **Active Listening**

▲ "Active listening" means listening in order to understand the other person's experience.

▲ Nod your head, but never interrupt.

▲ Lean forward and maintain eye contact to let the person know you're engaged.

▲ Include minimal verbal encouragement, such as "I understand," and "go on."

### **Written communication**

▲ Written communication skills are also essential for effective nurse-to-nurse communication. As a nurse, you will be responsible for creating and updating the patient's medical record.

▲ Make notes immediately following patient care so you do not forget anything.

▲ Write legibly and clearly, using simple language.

▲ Be sure to note accurate dates and times.

### **Presentation skills**

▲ Plan out your presentation and practice.

▲ Pay attention to both your verbal communication and body language.

▲ Add visuals to your presentation for a better explanation.

▲ Understand your audience and know what they want and need from the presentation.

### **Patient Education**

▲ Nurses are in charge of most of the communication between the healthcare team and patients. This includes informing patients and family members of health conditions, diagnoses, treatment plans, and medication protocols.

▲ "We've gone over a lot of information. Now I'd like you to repeat it back to me to make sure you remember everything."

▲ "Can you repeat the instructions for taking this medicine back to me?"

▲ "Let's review what we just discussed. Can you explain it to me in your own words?"

### **Making Personal Connections**

▲ It's important to get to know the person behind the patient. Patient-centered relationships are critical in helping patients feel safe and comfortable.

▲ Spend a couple of extra minutes every day with each patient getting to know them.

- ▲ Find out a fun fact about each patient.
- ▲ Show interest in their lives and share stories of your own.

### **Trust**

▲ It's important for healthcare professionals to inspire trust in patients by listening actively and taking every complaint and concern seriously.

- ▲ Always tell the truth.
- ▲ Share information openly.
- ▲ Be willing to admit mistakes.

### **Cultural Awareness**

▲ You will likely work with people every day who come from a wide range of social, cultural, and educational backgrounds. Every patient and coworker is unique, and it's important to be aware and sensitive.

### **Compassion**

▲ Conveying compassion is an essential communication skill in healthcare. Compassion can assist in prompting fast recovery from acute illness, enhancing the management of chronic illness, and relieving anxiety. You can deliver compassionate nursing care by putting yourself in the patient's shoes and understanding their needs and expectations.

### **EXTRA POINT:**

## **Translation Skills**

### **Definition**

▲ An act or a process of translating a language or a text from one language to another.

### **▲ Effects:**

Change in form.

Change in appearance.

Change in style.

### **Educational translation**

▲ Educational translation converts written language from a source language to a target language to aid educational institutions in providing students and families with meaningful written communication to further academic progress.

### **▲ Who use/need this educational translation?**

Educational institutes, international companies, embassies, foreign ministries etc.

### **Strength**

#### **▲ How to strengthen language skills through translation?**

1. Read as much as you can, possibly the foreign Language. Read local news papers, journals and publications so that you may get familiarize with new words.
2. Converse with the native or people born with it.
3. Translate vice-versa it will improve your knowledge and built a strong bond between two languages.
4. Use CAT(Computer Assisted Translator) to improve your speed and quality.

### **EXTRA POINT:**



## **Presentation skills**

### **What is presentation?**

▲ A thing or an idea about which you talk and explain in front of audience.

### ***Difference between presentation and representation?***

▲ Presentation is about conveying something entirely new, while representation is explaining something with the reference or depicting something else. Though it is practice of verbal and non-verbal communication.

### **What are presentation skills?**

▲ Presentation skills are those skills through which you make your presentation more effective, attractive and engaging with the audience.

- |  |                                       |
|--|---------------------------------------|
| 1. Neat and greet.                         | 2. Adjust in your surroundings.       |
| 3. Smile (but do not laugh).               | 4. Confident, bold, and self control. |
| 5. Work on tonal sounds, pitch and pauses. | 6. Create and design.                 |
| 7. Simple yet attractive vocabulary.       | 8. Engage audience.                   |
| 9. Practice.                               | 10. Present.                          |

### **Types of presentations..**

- |                  |                                       |
|------------------|---------------------------------------|
| ▲ Informative.   | ▲ Persuasive( convincing, inspiring). |
| ▲ Instructional. | ▲ Decision making.                    |
| ▲ Progressive.   |                                       |

### **Structure of presentation**

- ▲ Introduction of presenter and presentation topic.
- ▲ Background of the topic.
- ▲ Narrow down to main idea you want to convey.
- ▲ Use of Power point, add images, graphs and other attractive supporting material.
- ▲ Briefing.
  - ▲ Make an over view.
- ▲ Conclude impressively.
  - ▲ Q/A section.

### **Essentials**

- ▲ Deep connection with audience.
- |                 |              |
|-----------------|--------------|
| 1. Eye contact. | 2. Smile.    |
| 3. Nodding.     | 4. Engaging. |
- ▲ Get rid of butterflies (stage fright). Nervousness or confuse in front of audience.

To over come stage fright:

- |  |  |
|--|--|
| 1. Meditate.                                       | 2. Work on your body language your postures. |
| 3. Be optimistic.                                  | 4. Dispel your excess adrenaline.            |
| 5. Try to communicate more or sing on daily basis. |  |

### **What causes stage fright?**

- |                       |                         |
|-----------------------|-------------------------|
| ▲ Lack of confidence. | ▲ Lack of preparation.  |
| ▲ Lack of experience. | ▲ Pre-existing anxiety. |
| ▲ Shyness.            |                         |

### **Do's and don'ts**

#### **▲Do's**

- |                          |                              |
|--------------------------|------------------------------|
| 1. Come well prepared    | 2. Speak slowly do not rush. |
| 3. Make plan to follow . | 4. Time your speech.         |
| 5. Do practice.          | 6. Work on body language.    |

#### **▲Don'ts**

- |                                      |                              |
|--------------------------------------|------------------------------|
| 1. Do not over load your slide.      | 2. Do not use bullet points. |
| 3. Do not use low resolution images. | 4. Do not rely on templates. |
| 5. Do not relay only on slides.      | 6. Do not read slides.       |
| 7. Do not use fancy slides           |                              |

