

English Communication Skills

(Notes for First Semester Exam, December 2016)

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PART – A

I. Fill in the blanks with the right words:

1. The process of recovering meaning from a message with the help of a code is known as
2. Spoken and written communications involve the use of different
3. The process of communication is incomplete, if the Sender does not receive any from the Receiver.
4. Selective perception and Halo effect are examples of barriers.
5. The ‘Skull-and-crossbones’ sign carries the meaning ‘.....’
6. The term ‘.....’ refers to the medium which carries information from the Sender to the Receiver.
7. When a filter is very powerful, it becomes a and blocks communication.
8. An listener tries to evaluate the message from the point of view of the speaker.
9. All languages have a feature called which allows them to carry more information than necessary, in order to compensate for information loss during communication.
10. The similarity of background between the Sender and the Receiver such as language, nationality and religion is known as the.....context.
11. describes a situation where so many different messages are received that the Receiver is unable to cope with the information.
12. Reading is a process.
13. is a conscious intellectual activity involving hearing with attention and understanding the message.

14. Words having similar pronunciation but different meanings are called
15. barriers in communication refer to barriers that are related to the meaning of words in the message.
16. Distraction is classified as a barrier to communication.
17. refers to the psychological barrier caused by the negative impression of a previous interaction.
18. is the study of space as a message system.
19. The study of the importance of time and its application is known as
20. The four important aspects of Kinesics as non-verbal communication are facial expression,....., gesture, and posture.
21. The IPA symbol/...../..... represents the first sound in the word 'there'.
22. The phonetic symbol for the sound represented by the capitalized letters in 'SHop' is/...../.....
23. The process of Active Listening includes decoding, understanding,....., and responding to the message.
24. 'Clearing the throat off and on' while speaking indicates the speaker's.....
25. refers to communication through voice, tone, pitch and tempo of the speaker.
26. In a sentence, the verb agrees in number and person with the
27. The phonetic symbol for the sound represented by the capitalized letters in the word 'beaCH' is/...../.....
28. If someone's eyebrows are raised and eyes are wide open, it indicates that the person is.....
29. The IPA symbol for the vowel contained in the word 'bird' is/...../.....
30. Crossed arms indicate that the person.....

31. The correct phonetic transcription of the word 'table' is
32. A language in which each letter of the alphabet is always associated with a particular sound is said to have a writing system.
33. In European languages, there is no one-to-one correlation between the sounds and the letters of the alphabet; therefore, they are said to have a writing system.
34. The word..... is phonetically transcribed as /SalkɔlədʒI/.
35. Empathic listening takes into account the speaker's thoughts and
36. The multiple meaning of a word can create a barrier in communication.
37. A video without sound track is an example of communication.
38. For most Americans, the intimate space is under inches.
39. are typed symbols that communicate emotional nuances.
40. You are talking with someone, and he starts scratching his chin. This means that hewhat you are saying.
41. _____ refers to the process of converting an idea into a message.
42. _____, one of the 7 c's of communication, signifies the communication of the message with the fewest possible words.
43. _____ one of the 7c's of communication, refers to the communication of accurate facts in grammatical sentences.
44. _____ requires that the sender should add some new information to what the receiver already knows.
45. _____ is the study of use of colours as a message system.
46. The study of importance of time and its application is known as _____.
47. English used to reflect a _____ bias in many of its expressions such as "forefather".

48. _____ is the bias-free equivalent of the English word, “foreman”.
49. The bias-free expression for “Red Indian” is _____.
50. Style- formal or informal – refers to a variety of language according to the _____.
51. Contractions and slangs are not used in _____ English.
52. The main advantage of _____ communication is that it helps resolve conflicts among different departments in a company.
53. The communication between the Marketing Manager and the Production Manager of a company is an example of _____ communication.
54. The flow of information between persons at different levels in a company, such as the Training supervisor and the Marketing Manager is known as _____ communication.
55. In the word ‘information’, the stress is on the _____ syllable.
56. The rising or falling tone is marked on the _____ syllable in the utterance.
57. The process of Active Listening includes decoding, _____ and responding to the message.
58. In order to have an over-view of a long text, you need to apply the reading skill of _____.
59. In conversation, a _____ is a word or phrase used by a speaker to indicate that something is important for him/her.
60. A _____ in a debate speaks for the topic.
61. A _____ in a debate speaks against the topic.
62. The objective definition of a word is its _____ meaning.
63. The subjective meaning of a word is its _____ meaning.
64. _____ are typed symbols that communicate emotional nuances.
65. When one makes the OK sign with their fingers, one is using a /an _____.

66. When one raises their eye brows during conversation, one is using a /an_____.
67. The four-stage model of conversation is Welcome, _____ , Supply, Part.
68. Conversations become _____ when people hold their own corner, and treat the other person's move as an attack.
69. A group of related words that contain both a subject and a predicate, and that form a part of a sentence is called a _____.
70. When we read short texts for detailed information, we practise _____ reading.
71. _____ is a technique that involves changing the language of a text matter without changing its meaning.
72. _____ refers to the quality of a text that relates clauses and sentences in a paragraph so that the whole text is clear and readable.
73. Multiple meaning of words can create _____ barriers in communication.
74. A _____ message is preferable when you want to present extensive and complex data.
75. Talking on a cellphone to a vendor is an example of _____ communication.
76. Giving _____ information is one of the demerits of the grapevine.
77. If the eye contact is brief or we take our eyes off the person quickly, it indicates _____.
78. The _____ chain is often used in the grapevine when an interesting but non-job related message is being conveyed.
79. _____ communication uses words to express and share togetherness, and not to express facts accurately.
80. A conversation is successful when its direction is _____.
81. A good debate has four characteristics of argument such as Development, _____ Extension, and Perspective.

82. A way of bringing situations from real life into the classroom which include simulations, plays, and socio-drama is known as _____.
83. _____ in a dialogue means the way dialogue participants make sense of fragmentary responses.
84. The regional varieties of a language are called _____.
85. The variety of language used by the members of a particular profession is called a _____.
86. Speaking and writing are known as _____ skills. On the other hand, listening and reading are known as _____ skills.
87. General communication is usually _____ (irregular), while professional communication is a sustained activity.
88. Communication which takes place between peers at the same level in an organization is described as _____ or lateral communication.
89. The term _____ is used to describe how a dialect of a language sounds when it is spoken.
90. Any sound that is produced by blocking the air stream from flowing out freely through the mouth is called a _____.
91. A _____ is a group of consonants that appear together in a syllable without a vowel between them.
92. The movement of stress from one syllable to another in related words is known as _____.
93. The term _____ refers to the extended use of important words over a number of successive utterances which is normal in communication.
94. 'Global comprehension', or the ability to get the 'overall' meaning of a text, requires the subskill of _____.
95. _____ a text means going through it quickly to get an overall idea of the content.
96. _____ involves searching the text for a specific piece of information.

97. The manner in which different ideas are related to each other in a text is referred to as the _____ of the text.
98. The different sentences in a paragraph should be logically connected by a common thread of meaning. This feature is called _____.
99. When a verbal message and a non-verbal message clash, the receiver tends to believe the _____ message.
100. _____ are argumentative speeches in which the speaker presents his/her views in favour of or against an issue.

ANSWER KEY FOR BLANKS

1. decoding	2. channels	3. feedback	4. psychological	5. danger
6. channel	7. barrier	8. empathic	9. redundancy	10. cultural
11. information overload	12. decoding	13. listening	14. homophones	15. semantic
16. physical	17. halo effect	18. proxemics	19. chronemics	20. eye contact
21. /ð /	22. /s/	23. evaluating	24. nervousness	25. paralanguage
26. subject	27. /tʃ/	28. surprised	29. /ɜ:/	30. has a closed mind
31. /tɛlɪ /	32. phonetic	33. nonphonetic	34. psychology	35. feelings
36. semantic	37. non-verbal	38. 18	39. emoticons	40. does not believe
41. encoding	42. conciseness	43. correctness	44. Information gap principle	45. Chromatics
46. chronemics	47. gender	48. supervisor	49. native American	50. situation
51. formal	52. horizontal	53. horizontal	54. diagonal	55. third
56. last stressed	57. evaluating	58. skimming	59. cue	60. proposer
61. opponent	62. denotative	63. connotative	64. emoticons	65. emblem
66. adaptor	67. acquire	68. adversarial	69. clause	70. intensive
71. paraphrasing	72. cohesiveness	73. semantic	74. written	75. external
76. unreliable	77. lack of confidence	78. gossip	79. phatic	80. sequential
81. clash	82. role play	83. ellipsis	84. dialects	85. register
86. productive- receptive	87. sporadic	88. horizontal	89. accent	90. consonant
91. consonant cluster	92. stress shift	93. coherence	94. skimming	95. skimming
96. scanning	97. organization	98. cohesiveness	99. non-verbal	100. debates

SHORT - ANSWER QUESTIONS

UNIT - I

Q1. What are the differences between general communication and business communication ?

Ans. The first difference between General Communication (GC) and Business Communication (BC) is that BC is restricted in scope and is a subset of GC. Secondly, BC is more purposeful and persuasive than GC. Thirdly, formal language is generally used in BC, whereas in GC, the situation determines whether formal or informal language is to be used. Finally, a piece of business communication is logically organized and strictly follows the appropriate format such as a memo, a letter, or a report. In general communication, there is less need for structuring.

Q2. “The grapevine cannot be completely eliminated from organizations.” Explain.

Ans. The grapevine refers to the informal communication channels in an organization. It exists in all workplaces, and it is an informal extension of the formal system of organizational communication. In a way, it is a corrective to the management’s information system. The gap in formal communication is filled by informal gossip circulated among employees who form relationships.

Since the grapevine

- (i) Satisfies a deep-seated human need to share information,
- (ii) Gives psychological satisfaction to the participants, and
- (iii) Fills a gap in formal communication,

it cannot be completely eliminated from organizations.

Q3. What are the characteristics of horizontal communication? Mention its advantages.

Answer : Horizontal communication refers to the flow of information and ideas between persons of equal rank either of the same or different departments in a company. Horizontal communication can also take place between professional peer groups working at the same level in the company hierarchy.

The following are the advantages of horizontal communication:

- a. It is less formal and structured than downward or upward (vertical) communication.
- b. It creates mutual trust and understanding among different departments and solves interdepartmental problems.
- c. It facilitates co-operation and co-ordination among different individuals and departments in an organization.

Q4. What are the characteristics of diagonal communication? What are its merits?

Answer :Diagonal communication takes place when persons in an organization interact with each other irrespective of their hierarchical status and established reporting relationships. For example, the Production Manager talking with a salesperson to get his opinion on customer preferences is an example of diagonal communication. The merits of diagonal communication are:

- a. It facilitates quick decisions.
- b. It builds an atmosphere of trust and co-operation.
- c. It boosts the morale of the bottom-level employees.

Q5. What do you mean by the ‘grapevine’? How is it useful in internal business communication?

Answer :Informal channels of communication existing within an organization are called the ‘grapevine’. Informal channels develop by themselves without planning, in situations where the employees meet and talk.

An informal communication network is useful in the following ways:

- a. It is speedy and spontaneous in comparison with formal communication.
- b. It is multidirectional; it can flow in any direction.
- c. It strengthens the social relations in an organization.
- d. It supplements formal communication in an organization.

Certain matters which are difficult to communicate through formal channels can be easily and effectively communicated through the grapevine. For example, feedback on the feelings of employees towards executives regarding a particular decision can easily be obtained through informal channels.

Q6. What purposes are served by external channels of communication?

Answer : Business organizations use external channels of communication

- a. to present their products and services to customers;
- b. to inform the present or potential customers;
- c. to attract quality employees and executives;

- d. to obtain customer feedback on their products and services; and
- e. to project a positive image among the public.

Q7. How would you interpret the following non-verbal cues sent by others?

(i)Yawning:(ii)Keeping silent after a question or remark(iii)Drooping shoulders(iv)Raised eyebrows(v)Standing off(vi)Clearing the throat off and on

Answer :

- i. *Yawning*: Disinterest, boredom
- ii. *Keeping silent after a question or remark*: Uncertain, Reserving one's response, Lack of confidence.
- iii. *Drooping Shoulders*: Lack of confidence, Timidity.
- iv. *Raised eyebrows*: Surprise, sudden understanding.
- v. *Standing off*: Absence of the desire to interact; feeling alienated.
- vi. *Clearing the throat off and on*: Nervousness.

Q8. How does the sender encode the message?

Answer:First the sender selects the idea to be communicated. Then he/she puts the idea into a code. This means that he/she converts the idea into the words of a language. This is how the sender encodes the message.

Q9. Why is feedback important in the process of communication?

Answer:Feedback refers to the reverse flow of information from the Receiver to the Sender. Through feedback, the Receiver indicates to the Sender whether and how far the sender's message has been received and understood. Without feedback, communication becomes one-sided and thus loses the qualities of 'sharing' and completeness.

Q10. Say whether the following statement is true or false. Justify your answer:

"A badly encoded message leaves its receiver confused."

Ans.: "A badly encoded message leaves its receiver confused". This statement is indeed true. In the process of communication, first the sender selects the idea to be communicated. Then he/she puts the idea into a code, *i.e.* converts the idea into the words of a language. This encoded message is then transmitted to the intended Receiver through a channel. If an idea is expressed with the use of wrong or inappropriate words, then the Receiver will naturally fail to get the Sender's idea and will thus be confused.

Q11. Do you think business decisions are to be taken only on the basis of Verbal Communication? Justify your answer with a suitable example.

Ans.: I think, business decisions are not to be taken only on the basis of Verbal Communication. Suppose that a manager is having a negotiation with a supplier who hesitates to have eye-contact with him while assuring him that the supplies will be made in time. The manager should cross-check the supplier's past record before deciding to place an order because in all probability, the supplier is giving a false assurance regarding making timely supplies.

Q12. "Listen not only with your ears, but also with your eyes." Explain.

Ans.: 'Listen not only with your ears, but also with your eyes'. This means that while listening to a person, one should have eye contact with the speaker. The advantage is that the listener can know the real feelings and intentions of the speaker who is delivering a particular verbal message.

Q13. A smile is usually, but not always, a sign of pleasure. What are some of the other meanings that a smile can convey?

Ans.: Apart from expressing pleasure, a smile can convey interest and excitement about what the speaker is saying. It can also convey the mild disapproval of listener. A third possibility is that the listener thinks, what the speaker says is stupid or silly.

Q14. Mention two ways in which non-verbal communication helps managers to interact with their subordinates effectively.

Ans.: Firstly, non-verbal communication as a general rule takes place unconsciously. While interacting with subordinates, a manager can know from their non-verbal cues their true attitudes and feelings. For example, an employee's yawn can show that he is bored by what the manager is speaking, even though he may say that the manager's talk is interesting.

Secondly, non-verbal communication is more suitable than words in some situations. For example it is often easier to point to an object than to describe it. Body movement is a silent means of communication and can be used in interactions when the manager is multi-tasking, *e.g.* when the manager is taking a phone call as well as looking for the soft copy of a document on his laptop.

Q15. How would you describe the purpose of communication in the following examples?

- a. I read in an article in the 'London Times' that the national dish of people in Britain is 'chicken butter masala'. Can you imagine that? All of us thought the British ate nothing but fish and chips! **(to inform; To entertain)**
- b. When you're in Kolkata, don't forget to visit the Birla Planetarium. **(To instruct)**

- c. Our state, Jharakhand, is the most rapidly developing region in the country. During the last year, its per capita income has risen by 31 percent. The future is bright. **(To motivate)**
- d. The Reserve Bank of India has announced an increase in the 'repo' rate. **(To inform)**

Q16. Write short notes on the following

- a) **Information Gap Principle**
- b) **Information Overload**

Answer :

a) Information Gap Principle :

During communication, information is transmitted from a sender to a receiver. If the receiver already has the information which the sender conveys, then (s)he is unlikely to be interested in the communication. Therefore, the sender must guess the receiver's state of knowledge and must communicate some new information. Thus, communication works on the information gap principle. There is a gap in the information level of the receiver and the sender fills this gap by way of providing new information.

However, if a message is full of totally new information, the receiver may fail to understand the message. The receiver, in order to understand the new information, must have some background information which helps him or her to decode the message. So, messages should be a mixture of 'old' and 'new' information from the receiver's point of view.

b) Information Overload :

In some instances of communication, the sender loads a message with too much of information. This reduces the receiver's ability to concentrate on the important parts of the message. In certain situations, the receiver receives so many different messages that (s)he is unable to cope with the information. These are cases of information overload.

The receiver facing information overload develops a tendency to ignore some of the messages, delay responses to messages which (s)he considers unimportant, or reacts only superficially to all messages. All these result in miscommunication.

To overcome information overload, the sender should realize that some of the information is not necessary and should therefore include only relevant information. The receiver, on his/her part, should set priorities for leading with the information flow and focus only on the necessary pieces of information.

Q17. What is the significance of Eye Contact as non-verbal communication?

Ans.: Eye contact is an effective tool for indicating attention and interest, for influencing others, for or regulating interaction, and establishing dominance. Through eye contact, a speaker captures the audience's attention and convinces the listeners of his sincerity and confidence. This is the significance of Eye Contact as non-verbal communication.

Q18. What non-verbal message does 'Proxemics' convey about a person?

Ans.: Proxemics is the study of use of personal space. Personal space is the space you place between yourself and others during communication. One's physical distance communicates mental attitudes. As the distance decreases, the degree of intimacy increases. A distance of 1 – 4 feet is considered ideal for most social interactions. However, most business transactions require a standard distance of 4 feet between two persons.

Q19. Identify the type of barrier in the following situation:

'The Conference Hall is not at all suitable for delivering a talk. There's a lot of distraction and discomfort.'

Ans.: The barrier in the given situation, namely distraction and discomfort, relates to the physical environment. It is an example of Physical Barrier.

Q20. How would you distinguish between Oral Communication and face-to-face Communication?

Ans.: Face-to-face communication is one type of Oral Communication. Oral Communication can be effected through telephonic conversation or audio-visual mode, apart from face-to-face communication.

UNIT – II

1. Rewrite the following news report so as to make it bias free:

A teacher who wants to teach in a school meant for blind or deaf-and-dumb students should make sure that his students are treated with kindness and sympathy. Sometimes, the teacher may be asked to handle a batch of students who are mentally retarded.

Answer: Teachers who want to teach in schools meant for visually impaired or hearing- and -speech impaired students should make sure their students are treated with kindness and sympathy. Sometimes, the teachers may be asked to handle a batch of students who are intellectually challenged.

2. Would you describe the style in the following examples as formal or informal? What are your reasons?

a. It is indeed a privilege for me to welcome the distinguished guests who have graciously accepted our invitation and consented to witness the theatrical performance which we have organised on the occasion of the thirtieth anniversary of this institution.

b. Hi, fellows! I must say it's jolly decent of you guys to turn up at such short notice for my birthday bash. We've got plenty of grub and soft drinks, and there's some real groovy music in case you're musically inclined. So enjoy yourselves!

Answer: The first passage is in the formal style, whereas the second passage is an example of informal style. Unlike the first, the second passage is conversational in tone and it uses informal and colloquial words such as *jolly decent* (=very decent), *guys* (=young men), *grub* (=food), and *groovy* (=fashionable). The first passage, being very formal, uses long and uncommon words such as *privilege*, *distinguished*, *graciously*, and *theatrical performance*. *It is noteworthy that the first passage consists of one long sentence.*

3. Give bias-free forms for the following.

	Biased Form	Bias-free form
(i)	Mankind	<i>The human race</i>
(ii)	Manpower	<i>Workers, employees</i>
(iii)	Chairman	<i>Chair person</i>
(iv)	Lady doctor	<i>Doctor</i>
(v)	Housewife	<i>Home maker</i>
(vi)	His	<i>Their</i>
(vii)	Negro	<i>African-American</i>
(viii)	Red Indian	<i>Native American</i>
(ix)	Blind	<i>Visually impaired</i>
(x)	Deaf	<i>Hearing impaired</i>
(xi)	Dumb	<i>Speech impaired</i>
(xii)	Physically handicapped	<i>Differently abled</i>
(xiii)	Mentally retarded	<i>Intellectually challenged</i>
(xiv)	Actress	<i>Actor</i>
(xv)	Chinaman	<i>Chinese</i>
(xvi)	Clerk	<i>Assistant</i>

4. Which IPA symbols would be used to represent the sounds that are heard at the beginning of the following words:

- (i) chin : / tʃ / (ii) ring : / r / (iii) dear : / d / (iv) thought: / θ /
 (v) critical : / k / (vi) jargon: / dʒ / (vii) understanding: / ʌ / (viii) tough : / t /
 (ix) share : / ʃ / (x) rather: / r / (xi) first: / f / (xii) yesterday: / j /

5. Transcribe the following words and mark stress on each transcription.

- (i) table : /^lteɪbl / (ii) share : /^lʃeə / (iii) first : /^lfɜːst /
 (iv) rather: /^lræðə / (v) conduct : /^lkənd^kt /
 (vi) blacksmith: /^lblæksmɪθ/ (vii) yesterday : /^ljestədeɪ/
 (viii) communicate: /^lkəmjuː nɪkeɪt/ (ix) information: /^lɪnfə'meɪʃn/
 (x) understand: /^lʌndə'stænd/

6. Make a list of consonants which Indian learners of English find difficult. Why are they difficult?

Answer: Indian learners find / f, v, ʃ, z, ʒ/ difficult because these sounds do not exist in their mother-tongue, and they experience mother-tongue interference in producing these sounds.

7. What is stress shift? Give an example.

Answer: Stress shift means change of stress from one syllable to another in related words.

Examples: 'pho.to.graph pho.to.gra.phy pho.to.gra.phic

Con.duct(n) con.duct(v)

8. Show syllable division in the following words and mark the stressed syllables:

- | | | | |
|-------|----------------|---|--------------------|
| i. | academic | : | a.ca.'de.mic |
| ii. | communication: | : | com.mu.ni.'ca.tion |
| iii. | photography | : | pho.'to.gra.phy |
| iv. | however | : | how.'ever |
| v. | presentation | : | pre.sen.'ta.tion |
| vi. | engineer | : | en.gi.'neer |
| vii. | agreement | : | a'gree.ment |
| viii. | psychology | : | psy.'cho.lo.gy |
| ix. | pleasure | : | 'plea.sure |
| x. | understand | : | under.'stand |

9. What do you mean by “Intonation”?

Answer: Intonation refers to the change of tone (or modulation of voice) on the last stressed word of an utterance. The tone may be rising or falling.

In an utterance, 'The boys have 'left', the last stressed word is 'left'. Therefore, the tone changes on 'left', and since the utterance is a statement, there is the falling tone: The 'boys have ↘left.

10. Explain the idea of ‘Plain English’?

Ans.: Plain English is considered necessary for effective communication. The idea of plain English consists in the use of commonly used words and short expressive sentences while communicating. One must avoid expressing one’s idea through long, complicated sentences and uncommon words.

UNIT – III

1. Differentiate between hearing and listening.

Answer. Listening involves hearing with total attention. Hearing is an involuntary physical act of receiving sound waves on the ear-drum and transferring them to the brain. On the other hand, listening is a conscious intellectual act involving conscious efforts to hear with attention and understand the message.

2. What is ‘Active Listening’?

Answer : Active listening refers to listening with a purpose, while passive listening is purposeless listening which leads to poor understanding the message.

Active listening demands that the listener should enter every interaction with a strong desire to understand the other person’s point of view. He or she should not allow personal feelings, likes and dislikes to influence the listening activity. He or she should suspend judgment until the listening process is complete. Active listening is a 4 step process that includes sensing, decoding, evaluating, and responding.

Thus, active listening is purposeful, attentive, bias-free, and therefore, effective.

3. What do you mean by ‘Clear Articulation’ ?

Answer: ‘Clear articulation’ refers to the correct pronunciation of the sounds and words of a language. Clear articulation of English sounds and words primarily requires a non-native speaker to correctly pronounce its 24 consonants and 20 vowels. An effective speaker should also master the patterns of speech rhythm that comes from correct stress and intonation. The basic requirement for clear articulation is a neutral accent free from Mother Tongue Interference.

4. What does ‘Voice Quality’ refer to ?

Answer: ‘Voice Quality’ refers to the set of features that distinguishes one voice from another. One’s voice cannot be totally changed, but there is a need to refine the quality of one’s voice after identifying its weak points (such as too low, or too harsh). One’s voice can be trained for impact by cultivating sensitivity to sounds through ear-training and by practicing voice modulation according to the meaning and intent of the message. The ideal voice is a deep and resonant voice.

5. What are the differences between an efficient reader and an inefficient reader ?

Ans.: The following are the differences between an efficient reader and an inefficient reader.

An efficient reader	An inefficient reader
1. Always reads for ideas	1. Tries to read words
2. Reads by word-groups	2. Reads word by word
3. Adjusts reading speed to the reading purpose.	3. Reads every text at a slow speed.
4. Sets the purpose of reading right in the beginning.	4. Reads every text casually without a purpose.
5. Uses different subskills of reading according to need.	5. Reads every text in the same way.

6. How is ‘Skimming’ different from ‘Scanning’ ?

Answer: Both ‘Skimming’ and ‘Scanning’ are subskills of Reading. Skimming is a more sophisticated skill than scanning. It refers to the process of reading a text in order to get its main idea. It is a rapid reading technique that prepares the reader for detailed reading. As the main objective of skimming is to understand the central idea and the main points of a text, the reader needs to use a reading strategy that involves fast reading and quick analysis.

On the other hand, scanning refers to the subskill of locating specific information in a text as quickly as possible. While trying to look for a word in a dictionary or looking for a telephone number in the directory, we scan and look for specific information. Scanning is an important rapid glancing technique for searching a specific piece of information.

7. How does ‘clear organization of ideas’ make a piece of writing effective ?

Answer : When the ideas presented in a piece of writing are clearly organized, the reader can understand easily because of the clearly understood relationship among the ideas. This makes a piece of writing effective.

8. Rearrange the jumbled sentences to make a coherent and coherent and cohesive paragraph.

- (a) Fresh graduates will be in great demand as they will form about 60 percent of the new recruitment.
- (b) Cognizant Technology Solutions (CTS), for example, has decided to recruit more than 10,000 new IT professionals by December 2006.
- (c) Following the boom in the services sector, a large number of IT companies have drawn up plans to raise the number of their employees during the current financial year.
- (d) Confirming this estimate, IT companies are all set to hire professionals by the truckload.
- (e) This trend confirms the estimate by the National Association of Software Companies (NASCOM) that the number of professionals required for the industry will rise from the present figure of 297,000 to 398,000 during this year.

Answer : The right order is: (c),(e),(d),(b), (a). Look at the underlined words. They will make you understand why this is the right order of sentences in the paragraph. The linking words and the repetition of certain words will tell you the right order.

UNIT – IV

Q1. Fill in each blank with the right form of the verb given in brackets:

- (a) Ramesh first visited (visit) Meghalaya in 1985, when he was (be) 15 years old. Since then, he has been (be) to Meghalaya many times and has become (become) an expert on the music of Meghalaya.
- (b) My brother is a famous singer. He has sung (sing) four songs for a Tamil film which Rajnikant directed (direct) in 1998. In all, my brother has sung (sing) for more than 20 films.
- (c) When I was a child, I lived (live) in Chennai. My father took (take) me to school in his car every morning. I played (play) football in those days.
- (d) My uncle, who lives in Kolkata, visited (visit) Varanasi for a month. He enjoyed (enjoy) himself thoroughly. He met (meet) his old friends, and they chatted (chat) happily about their childhood days.
- (e) The President of France is coming (come) to Delhi next week. He will fly (fly) to Mumbai from Delhi.

Q2. Correct the errors in these sentences:

a) Are you seeing the birds on the branches of those trees ?

Ans.: Do you see the birds on the branches of those trees ?

b) Why are you not believing what I say ?

Ans.: Why do you not believe what I say ?

c) This child is resembling his mother.

Ans. : The child resembles his mother.

Q3. Fill in the blanks in the appropriate forms.

a) Ravi Verma is painter. He paints pictures. He has been painting pictures since 1995 and has painted more than 200 pictures so far. (paint)

b) Irfan loves cricket. He has been playing cricket since he was in school and has played for his college as well as his university. This year, he has played for the state. (play)

c) Last night, when I was taking (take) a walk in the park, I saw (see) a snake. It was gliding (glide) through the grass.

d) The telephone rang (ring) while I was taking (take) a bath. I asked (ask) my wife, who was cooking (cook) our lunch, to receive the call.

PART-B
LONG ANSWERS

UNIT - I

Q1. Why is effective communication vital in today's world ? Briefly explain the 7C's of effective communication.

Or

“There are certain characteristics of managerial communication, an understanding of which will provide the managers with the proper perspective on effectiveness of communication. “Elucidate.

Ans.: Communication is effective only when the Receiver receives the meaning of the message as intended by the Sender. There is no mistake in interpretation of the message by the Receiver, and the sender gets the right feedback.

Effective communication has become very important in today's world, firstly because of knowledge explosion and the need for information sharing on a large scale. Secondly, for the success and enhanced productivity of a business organization, the essential requirements are : (i) Clear instructions, (ii) Proper feedback from employees and customers, (iii) Synergistic team-work, and (iv) Prompt and sound decision-making. For fulfilling these requirements, effective communication is of vital importance in today's world.

We need to keep in mind certain principles of effective communication while composing effective oral or written messages. These principles provide guidelines for choice of content and style of the message adapted to the purpose and receiver(s) of the message. Proposed by *Herta A. Murphy*, these 7C's of effective communication are:

1. Courtesy 2. Clarity 3. Credibility 4. Correctness
5. Completeness 6. Concreteness 7. Conciseness

1. Courtesy: Courtesy involves mutual respect and consideration. It comes from a sincere you-attitude and a positive attitude.

Instead of saying, “You must send the refund to me soon”, we can say – “Please send the refund to me soon”.

Courteous communication demands that we:

- (a) Become sincerely appreciative,
- (b) Use expressions that show respect, and
- (c) Choose bias-free expressions.

2. Clarity: Clarity refers to the quality of being immediately understood. Getting the meaning from the Sender to the Receiver accurately is the purpose of

clarity.

Clarity is achieved by choosing precise, concrete and familiar words.

Example:-

- ❖ After our perusal of pertinent data, the conclusion is that a lucrative market exists for the subject property.
- ✓ The data we studied show that your property is profitable and is in high demand.

Constructing effective sentences of average length of 17-20 words, having one main idea in a sentence(*unity*), and arranging words so that the main idea occurs early in the sentence contribute to the *coherence* and clarity of a message.

3. Credibility: Credibility is the quality of being trusted and accepted. If the sender can establish his credibility, the receiver trusts and accepts the message. It is a process in which the receiver through constant interaction with the sender establishes his credibility on the basis of his expert knowledge and truthful conduct.

4. Correctness: Correctness requires that we communicate accurate facts in appropriate language. We can achieve correctness in our communication by

- (a) using the right level of language in the message for the receiver,
- (b) checking accuracy of figures, facts and words and
- (c) maintaining correctness in grammar, punctuation and spelling.

5. Completeness: A message is complete when it contains all facts the reader or listener needs for the reaction, you desire. Completeness requires us to communicate all relevant details with comprehensive coverage of the subject matter.

Completeness offers many benefits. First, complete messages are more likely to bring the desired results without the expense of additional messages. Second, they can do a better job of building goodwill. Thirdly, communications that seem unimportant can become surprising important if the information they contain is complete and effective.

A communicator can strive for completeness by:

- (a) Proving all necessary information,
- (b) Answering all questions asked, and
- (c) Giving information beyond specific questions, when desirable.

6. Concreteness: Communicating concretely means being specific, definite and vivid rather than vague and general. Often it requires the use of denotative (direct and explicit) words rather than connotative words (general ideas suggested by particular words). Thus, one should use wife / mother instead of female.

Instead of saying, "There has been a considerable rise in the sales as compared to last year", we should say –

"The sales have risen by 50% in one year".

The following guidelines should be followed to compose concrete and convincing messages:

- (a) Use specific facts and figures.
- (b) Put action in your verbs and use sentences in the active voice.

(c) Choose vivid, image-building words.

7. Conciseness: Conciseness means saying what we have to say in the fewest possible words without sacrificing the other six Cs. A concise message is complete without being wordy.

Example:

- ❖ It should be clear to everyone, and there should be no doubt in anyone's mind, that our company would never be the one that encourage, incompetence and lethargy.
- ✓ Our company does not encourage incompetence and lethargy.

A concise message saves time and expense for both sender and receiver. Secondly, conciseness contributes to emphasis; by eliminating unnecessary words, we let important ideas stand out. Finally, concise messages show respect for recipients by not cluttering their professional life with unnecessary information.

To achieve conciseness, we should:

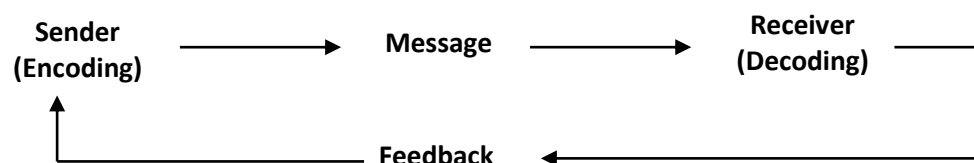
- (a) Eliminate wordy expressions.
- (b) Include only relevant material.
- (c) Avoid unnecessary information.

The seven Cs discussed above point to the fact that effective communication is a consciously planned and developed skill, and that one has to be an intelligent and sensitive person with language competence in order to be a successful communicator.

Q2. Define 'communication'. Explain the process of communication through a diagram depicting the essential components of the process.

Ans.: The word 'communication' is derived from the Latin word 'communicare' which means 'to share'. Thus, Communication can be defined as "the sharing or exchange of information, ideas and feelings between two persons or groups through a common language or code of symbol."

Process of Communication



The process of communication involves decisions and activities by the two persons involved, the sender and the receiver.

The **sender** begins the process of communication. The sender has to be clear about the **purpose** (or goal or object) of the communication and about the target audience (or receiver) of the communication; that is, the sender decides why and to whom to send a message. Conscious or intended communication has a purpose. We communicate because we want to make someone do something or think or feel in a certain way, that is, influence the person.

The source has to decide what information to convey, and create the **message** (or content) to be conveyed by using words or other symbols which can be understood by the intended receiver. The process of putting the idea into symbols is called encoding; in order to **encode**, the sender has to select suitable symbols which can represent the ideas, and can be understood by the receiver.

The sender also chooses a suitable **channel or medium** (mail, telephone, face-to-face talk) by which to send the message. The choice of the medium depends on several factors such as urgency of the message, availability and effectiveness of a medium, and the relation between the two communications. The choice of the medium/channel also influences the shape of the message.

Finally, the sender tries to note the effect of the message on the receiver; he checks whether the receiver has got the message, how the receiver has responded to the message and whether he has taken the required action; this information about the receiver's response is called **feedback**.

Sender's functions make up half the process of communication. The functions of the sender are:

1. Being clear about the purpose and goal of the communication
2. Finding out about the understanding and needs of the target audience.
3. Encoding the required information and ideas with symbols to create the message to suit the receiver/audience
4. Selecting the medium to send the message
5. Making efforts to get feedback

The **receiver** becomes aware that a message has arrived when he perceives it with his senses (he may see, hear, feel, etc.). The receiver attends to the message and interprets it. The process of translating the symbols into ideas and interpreting the message is called **decoding**. Interpreting is a complex activity; it involves using

knowledge of the symbols and drawing upon previous knowledge of the subject matter. The receiver's ability to understand, level of intelligence, values and attitude, and relation with the sender will influence his creation of meaning.

If the sender and the receiver have a common field of experience, the receiver's understanding of the message will be closer to what the sender intended.

The receiver also feels a reaction to the message; this reaction may be conscious or unconscious. It may cause some change in the receiver's facial expression. The message definitely leads the receiver to think. The receiver may take some action, if required. He may also reply to the message. The reaction, the response and the reply together form the **feedback**.

The receiver's functions complete one cycle of the process of communication. The functions of the receiver are:

1. Attending to the received message, that is, listening, reading or observing
2. Decoding the received message
3. Interpreting and understanding the meaning of the message
4. Responding to the message
5. Giving feedback to the sender of the message

Thus, communication is a 5-step process in which (i) the sender has an idea and encodes this idea into a message, and (ii) the message is transmitted through speech, writing or body language. As the next step (iii) this message is received, decoded and understood by the receiver. (iv) After understanding the message, (v) the receiver encodes a response, and Finally sends appropriate feedback to the sender. This completes one cycle of the process of communication. Usually communication continues between the original sender and the original receiver who take turns and co-operate with each other throughout the process of communication.

Q3. Discuss the barriers to communication, and suggest ways to overcome them.

Ans.: Communication is the process of transfer of ideas and expressions from one person or group to another. However, from the time the sender encodes the idea into a message until the receiver receives the message and returns the feedback, communication may be blocked at any stage and may result in the miscommunication of the message. These obstacles to effective communication are known as barriers to communication.

The important barriers commonly found in the communication process are :

- (i) Semantic Barriers
- (ii) Psychological Barriers
- (iii) Organizational Barriers
- (iv) Cultural Barriers
- (v) Physical Barriers
- (vi) Non-verbal Barriers

(i) Semantic Barriers : Semantic barriers refer to the fact that different people assign different meanings to one particular message. These barriers arise from :

(a) Words having similar pronunciation but different meanings: Take for example, the three homonyms, *sight, site, cite*. While the sender says 'sight'(meaning scene), the receiver may understand it as "site" (meaning location).

(b) Improper encoding: Lack of clarity and precision in the message at the encoding stage leads to confusion and misunderstanding.

(c) Faulty decoding: The receiver's assumptions about a concept may be different from those of the sender, and result in the faulty decoding of the message. For instance, an Indian asked his Arab colleague why he was still a bachelor at the age of forty. The Arab's reply was – "because of dowry". The Indian responded by saying – "You should not have been so greedy". The Arab was confused because he could not understand why his Indian friend considered him greedy. This misunderstanding occurred because of unclear assumptions regarding the word 'dowry'. 'Dowry' for an Indian is the money that the groom takes from the bride's family, whereas 'dowry' for an Arab is the 'mehar' that the groom has to pay to the bride's family.

(d) Specialist language: The use of technical jargon or specialist language by the speaker leads to incomprehension by the listener who is not familiar with their meanings.

(ii) Psychological Barriers :

(a) Filters: When we communicate, our personal experience and view of the world serve as the background of the message. Each of us sees the world through some mental or psychological filters. The sender of a message sees the world through one set of filters and the receiver has a different set of filters. Thus, each message in communication passes through two sets of filters. Ordinarily, we manage to communicate in spite of these varying sets of filters. However, if the filters are very powerful and opposed to each other, they can totally block the communication and become barriers.

(b) Halo Effect: Sometimes, two persons in a communication situation do not listen

carefully to each other because of fixed impressions based on their earlier interactions. This is known as the halo effect which may disrupt communication.

(c) Emotional Interference : Communication is a purposeful activity based on reasonable and calm interaction. For effective communication, the people involved should be in a composed emotional state; they should not be emotionally charged (for example, very excited/nervous/angry). Over-arousal of emotions may adversely affect both encoding and decoding of messages.

(iii) Organizational Barriers

(a) Organizational Culture : The culture and climate of an organization has a great influence on the freedom, trust and interaction pattern among its employees. The rigid rules and regulations of an organization may channelize the flow of information in the wrong direction.

(b) Bypassing : 'Bypassing' refers to miscommunication resulting from missed meanings. Bypassing prompts the employees to hide their inner feelings. This leads to the absence of free and transparent exchange of feelings and facts which is an essential aspect of effective communication.

(c) Information Overload : Information overload describes a situation where too much of information is communicated to an employee. As a result, (s)he is unable to cope with the large quantum of information and misses the important pieces of information. Thus, information overload acts as a barrier in communication.

(iv) Cultural Barriers :

People of different socio-economic and cultural backgrounds often form different perceptions because of differing cultures. Thus, differing cultural values may become barriers in inter-cultural communication. For example, when a Japanese says "Yes,(s)he means – "Yes, I am listening", whereas an American would take it as meaning "Yes, I agree".

(v) Physical Barriers :

Physical distractions can easily disrupt communication. Any element in the environment that restricts one's ability to concentrate on the communication at hand hinders effective communication. Such distractions are called noise. Examples of environmental noise are: music played in high volume, poor sound system (acoustics), extreme temperature, uncomfortable seating, poor telephone connections and unclear photocopies of handouts.

(vi) Non-verbal Barriers : Non-verbal signals, often referred to as body language, can provide valuable feedback on verbal communication. Such signals include facial expressions, gestures, body movements, eye contact and head movement. Non-verbal barriers to communication include (a) inappropriate signals and (b) conflicting signals.

(a) Inappropriate Signals

Many non-verbal signals vary from culture to culture. People belonging to different cultures are likely to use and interpret non-verbal signals in quite different ways. Thus, what is an appropriate non-verbal signal in one context may be inappropriate in another. This may result in miscommunication.

(b) Conflicting Signals

It may so happen in a communication situation that the body language of the speaker conveys a feeling or a message opposite to what his/her words convey. When verbal and non-verbal signals conflict, the receiver tends to put more faith in the non-verbal signals than the words spoken, because non-verbal signals are more difficult to manipulate than verbal messages.

To conclude, communication may not always be smooth and total as there are various barriers which hinder the smooth flow of communication and result in miscommunication. However, most of these barriers can be overcome, as discussed below:

Overcoming the Barriers in Communication

The best way of reducing the effects of these barriers is to check continuously during the communication process. The ways of overcoming these barriers can be discussed with respect to the efforts by the sender of a message, the receiver, and by both together.

(i) The Sender's part

When the sender has something to say, (s)he must consider who the receiver is and decide what to communicate. The next step is to put the information into an appropriate form suitable to the receiver and his/ her specific needs.

The sender must decide the best time and the best medium for conveying the message and use clear and unambiguous language which will help the receiver to receive the message rightly.

(ii) The Receiver's Part

The receiver can get the message accurately only if (s)he is fully attentive to the message and listens actively. (S)he needs to ask for clarification and repetition wherever necessary and aim at a total understanding of the message conveyed by the sender.

(iii) The Sender and the Receiver Together

Both the sender and the receiver must realize that misunderstandings are bound to occur, and be alert to all indications of misunderstanding. There must be turn-taking and co-operation in the process of communication.

Thus, both parties to communication separately as well as together have to work towards removing the barriers and achieve the communicative effectiveness.

The following additional measures may be helpful in overcoming the barriers to communication in an organizational context.

(iv) Flat Organizational Structure

For communicative effectiveness in an organization, the organization should remove tall hierarchical structure and change to a flat structure with a minimum number of levels. This will reduce the status gap among the employees and lead to more effective communication.

(v) Avoidance of specialist language

The sender and the receiver must use the words understood by them in the same way. The specialist jargon may not be understood at all, or may be misunderstood. Hence, both the sender and the receiver should avoid specialist jargon as far as practicable.

These are some of the important ways in which some of the strong barriers to communication can be overcome, and communication can be made effective.

Q4. What do you mean by the grapevine in an organization ? Discuss its usefulness.

Ans. : Informal communication networks are known as the grapevine of an organization. They are vital in any hierarchical structure. Obviously, a formal structure is quite rigid and indicates who is responsible for what and who communicates formally to whom. The informal structure is not exactly structured or documented in any organization, but it grows from the self-groupings and interactions that people naturally form.

Within such informal structure, however, a lot of communication occurs but it is mostly unplanned, oral interactions in organisations. Many such communications, operational or non-operational, are of personal nature. All human beings are social animals. Whenever they come in contact with each other there will be incidental exchange of feelings and information. Such personal communication is a part of the work situation and is integral with the working lives of men and women. Now, the problem comes as to what extent such personal communication should be permissible at workstations. People want to have their basic rights to communicate. It is also true that their mutual interactions can have a direct bearing on their relationships with their organisations. This may have an immediate influence on their own productivity. While this is so, there is the other side where, too much of personal communication comes out of paid working hours. Ideally, a middle ground position is far more advisable in matters of personal communication at the workplace.

Significantly the informal system of communication can be as important as the formal process in fulfilling the goals of the organisation. In fact, informal channels, spring up by virtue of communication interests between people in organisations, caused by work, social or outside relationships. Not surprisingly, the late Mr. Dhirubhai Ambani (founder of one of India's largest business and industrial conglomerate, Reliance Industries Ltd.) had made a startling comment about the usefulness of the informal channel. He said, "If I plant a rumour I'll get a reaction within a day. If I send a formal memo, it takes three weeks to get a response, that too after a few reminders."

Here, too, we may list out some of the advantages and disadvantages.

Advantages

- Speed of communication is faster than formal means.
- It is multi-dimensional.
- Recipients of the message react more quickly.
- It can supplement the existing formal channels of communication.

Disadvantages

- There can be half-truths and misinformation.
- Moves in an erratic manner without firm direction.
- No responsibility is fixed for anyone either as senders or receivers.
- Message changes according to motive of persons involved in the process.
- Difficult to exercise any check in the free flow of messages.

When information is introduced into the grapevine, it tends to travel quickly because it is not restricted by any structural constraint. Managers who stay in touch with the informal networks can use them strategically to expedite decision making in the right perspective. Prof. Keith Davis who made extensive research on organisational grapevine pointed out, "if properly guided, it (the grapevine) can build teamwork, company loyalty, and the kind of motivation that makes people want to do their best."

Many grapevine situations spring out of organisational secrets of confidential information. There are some people who derive great pleasure from gathering secret information and transmitting it to others. While some or much of the grapevine information may be amazingly accurate; a lot of unsubstantiated and potentially damaging information are passed through the grapevine channels.

How far is it desirable or possible to put a break or control rumours within an organisation? No organisation can ever stop the grapevine fully, and so managers should concentrate on stopping only those rumours which become malicious or destructive. To cut rumours short, disseminate the information that people need or want without delay. Provide full facts clearly and accurately. Additionally, official communication channels must be kept open. Encourage more direct interaction.

Managers must attempt to identify actions or situations which might lead to grapevine. Then, management should hold organised group activities at which key opinion moulders, influential employees and management officials meet to discuss and combat the identified causes and disseminators of the rumours. For counter measures, feed the grapevine with actual information and seek to get the facts through the informal channels of communication.

In the larger perspective, grapevine is often described as the barometer of public opinion. Therefore, in the organisational framework howsoever well structured or disciplined it is—the importance of grapevine is a well recognised truth. Its advantages are:

- Grapevine acts as a safety valve in time of stress and threat, and provides emotional relief to all those who are a part of the grapevine.
- It can raise the morale in times of difficulties at the personal or group levels.
- Functions in addition to official channels of communication with the distinct advantage of greater speed of transmission.
- Provides much needed feedback to the management when many other channels have dried up.
- If properly used and efficiently handled, the management of an organisation can turn it into a constructive tool.

Effective Use of the Grapevine

Management can use it as a constructive tool.

1. Keep the employees well-informed about policy matters and future plans and prospects to check speculation.
2. Organize group activities to enhance knowledge, skills and self-worth.

3. Follow open-door policy without an eye on popularity.
4. Identify leaders and win their confidence.
5. Associate them with the decision-making process.
6. Plant desirable stories in the interest of the organization

Q5. Define non-verbal communication. Briefly describe the different forms of non-verbal communication.

Ans. Verbal communication refers to the communication which occurs with the help of words. On the other hand, non-verbal communication is communication without the use of words. Sometimes non-verbal communication accompanying verbal communication may contradict it. Often, non-verbal messages express feelings and attitudes more accurately than the spoken or written language. Thus, non-verbal cues speak louder than words. They refer to the transfer of meaning by body language, space, time and paralanguage.

Aspects of Non-Verbal Communication

I. KINESICS: Body language or Kinesics refers to the movement of a part of the body, or movement of the whole body. Our body movement includes our head, eyes, shoulders, lips, eyebrows, neck, legs, arms, fingers, hands, posture, and gestures. Together these pieces can convey if we are comfortable, unhappy, friendly, anxious or nervous.

(i) **Facial Expression:** Face is the primary site for expressing emotions. It reveals both the type and the intensity of feelings. Facial expressions are usually a reliable indicator of the speaker's inner feelings. A wide range of meanings can be communicated by facial expressions. These are happiness, sorrow, fear, anger, surprise disgust, interest, confusion and determination.

(ii) **Eye-contact:** Eyes are especially effective for indicating attention and interest, influencing others, regulating interaction, and establishing dominance. Eye contact has a cultural dimension. For example, in the USA, lack of direct eye contact connotes distrust or dishonesty and that the speaker is hiding information, whereas in many Asian countries eye contact is a sign of disrespect.

(iii) **Posture:** The body position of a person conveys a variety of messages. The posture of straight back expresses confidence and readiness to face challenges. Closed Postures, with features such as folded arms and crossed legs, indicate a closed personality and lack of confidence. A leaning posture towards the speaker conveys the listener's interest and attention, while leaning back away from the speaker means that the listener is disinterested and bored. Legs also communicate non-verbal messages. A person shifting from one leg to another while standing expresses nervousness. One needs to keep the legs still in interviews and meetings. One should never cross legs in formal settings.

(iv) **Gesture:** Gestures refer to movement of arms, hands and fingers. Many gestures have a specific and intentional meaning, for example, a wave of the hand means hello or good-bye. Most of us, when talking with our friends, use our hands to describe an event or an object. Ideally, a person's gestures should flow with the vocal channel so as to enhance the effect of verbal communication.

Arms give away clues as to how open and receptive a person is in an interaction. Keeping arms out on the side of the body or behind the back shows that the person is not scared to take on whatever comes his way and that he meets things "full frontal". In general

terms, the more outgoing you are, the more you use your arms with big movements. When you want to be seen in the best possible light, you should avoid crossing the arms. Palms slightly up and outward are seen as a mark of an open and friendly person. On the other hand, palm down gestures are generally interpreted as indicative of a dominant and aggressive person.

Conscious gestures made with fingers are known as emblems. Examples of emblems are the thumb-and-index-finger gesture that signals 'Okay', or the thumbs-up gesture expressing 'You win'.

II. HAPTICS:

Haptics or communication by touch is an important form of non-verbal communication. Although used most frequently during greetings and departures, touching may occur in a variety of circumstances, including a conversation. Touching comes in the form of pats, hugs and handshakes.

Touch is an important way to convey warmth, comfort and reassurance.

It is now well accepted that people greet each other and introduce themselves to one another with a handshake. A firm handshake with upright and vertical hands is the desirable kind, as it shows confidence and keenness. On the other hand, a limp handshake suggests inferiority feelings, and a 'bone-crusher' handshake suggests aggressiveness and a desire to dominate.

III. PROXEMICS: A fascinating area in non-verbal communication is that of proxemics or space relationship. Indians, Russians, Italians and Middle East people maintain smaller distances while making interpersonal communication. In contrast, Americans, Englishmen and Germans tend to maintain bigger interpersonal distances.

Edward Hall defines four primary distance zones by American standards:

- (i) Intimate zone (up to 18 inches)
- (ii) Personal zone (18 inches to 4 feet)
- (iii) Social zone (4 feet to 12 feet)
- (iv) Public zone (more than 12 feet)

Intimate distance is considered appropriate for familiar relationships, and it indicates closeness and trust. Personal distance of 4 feet is the most comfortable distance during business interactions and social functions. The Social zone is used during interactions with strangers and occasional visitors. Public zone is used in situations such as a public speech where two-way communication is not desirable or possible.

IV. CHRONEMICS: Chronemics refers to the use of time as a message system, including punctuality, amount of time spent on a job, and waiting time. Coming in time to office reveals your interest, sincerity and serious attitude towards work. Similarly, being scrupulous about our use of time on the job creates a positive impression about us with our superiors and colleagues.

V. PARALANGUAGE: Language deals with what is said; paralanguage deals with how it is said. Just as we can communicate various attitudes through our gestures and postures, we can

express emotions and feelings with the help of different aspects of speech such as voice, tone, inflection, pitch, volume and tempo.

When we receive a call and hear 'Hello', we are able to make out the gender as well as the socio-linguistic and educational background of the caller. We can also identify whether it is a known voice or an unfamiliar voice. None of these meanings are contained in the word 'Hello'. These are all derived from paralinguistic features of the voice.

Tone: Tone is used to convey an attitude. It can be direct, commanding, harsh, soft, gentle, comforting, etc.

Inflection: Voice inflection is the way we change the tone of our voice to emphasize key words. The variation is caused by stressing or stretching a word or phrase and by pausing before a word or phrase.

Stressing: I've got a BIG project.

Stretching: I've got a b – i – g project.

Pausing: I've got a big project.

Pitch: Pitch refers to the rise and fall in tone. Pitch variation allows an oral message to acquire dynamism. It helps to remove the monotony of speech and also make the articulation persuasive. People in higher positions in an organization use high-pitched voice as compared to their subordinates. A high pitch characterizes a person who is emotionally charged, for example, when he is angry.

Volume: Maintaining an adequate volume of the voice is crucial for creating the right kind of impact on an audience. The speaker who speaks at a low volume is likely to be seen as someone lacking confidence and conviction. On the other hand, a speaker whose volume is too high may be seen as arrogant or boorish.

Tempo: Tempo refers to the rate of speaking – the number of words we utter per minute. Speaking too fast shows the speaker's lack of confidence. If the pace of speaking is too slow, the audience loses interest and feels bored. A speaker should, therefore, use a pace that is fast enough to keep the audience interested and to show the speaker's confident knowledge of the subject.

VI. PERSONAL APPEARANCE:

Although an individual's body type and facial features impose limitations, most people are able to control their attractiveness to some degree. Grooming, clothing, accessories, 'style'-all modify a person's appearance. If our goal is to make a good impression, we should adopt the style of the people we want to impress.

It may be noted in conclusion here that some non-verbal cues or expressions are culture-specific, whereas there are a few universal non-verbal cues. For example, direct eye contact in Asian cultures is regarded as disrespectful, whereas it is taken as a sign of confidence in western cultures. However, pointing a finger at someone is taken as an insulting gesture in almost all cultures.

UNIT – II

Q1. Write a note on stress and intonation in English.

Ans. : WORD STRESS:

The word as a unit consists of one or more separately pronounced parts which are called syllables. For example, the word 'teach' consists of only one syllable, whereas the word 'teacher' consists of two syllables. In each word, one of the syllables must be stressed or said more prominently than the other syllable or syllables. Word stress, thus refers to the *emphasis given to a syllable in a word through greater breath force*. Take as examples the following words : 'fi . fty ; a!bout ; in . for !ma . tion.

The syllable which receives stress in a word is called the stressed syllable. All other syllables in the word are unstressed. The listener hears the stressed syllable as being louder than the other syllable(s) in the word. The stressed syllable is marked with a vertical bar (|) above and before it.

Stress is variable in English words. Some words are stressed on the first syllable, and others on the second or third or fourth syllable. For example, 'busi . ness, be!fore, in . for!ma . tion, and con . gra . tu!la . tion take stress on the first, second, third and fourth syllables respectively.

Although stress is variable and therefore, unpredictable in English words, there are certain stress patterns such as the following:

1. Words with weak prefixes are accented on the root.
a'bove; be'come; re'cite.
2. Words ending in -ee are accented on the last syllable.
de'gree; tru'stee; refe'ree.
3. Words ending in -tion have stress on the previous syllable.
a'ttention; exami'nation; appli'cation.

INTONATION

Intonation refers to the changes in tone or pitch of the voice as we say a sentence in connected speech.

Pitch means the level of our voice, high or low. When we speak, we don't always speak on the same pitch; our voice rises or falls in pitch over a part of an utterance. High pitch or low pitch depends on the frequency of vibration of the vocal cords. The changes in the pitch of our voice or 'tone' when we speak a language constitute the intonation of that language.

If our pitch comes down to a lower level, we are using a falling tone. If our pitch goes up to a higher level, we are using a rising tone.

My 'brother 'lives in this ¹ town.

'Is she the 'daughter of your ¹ friend ?

Notice that the tone (pitch) changes in the last stressed syllable. And the falling or rising tone is shown by an arrow on the last stressed syllable. As the tone mark is put on the last stressed syllable, there is no need of showing the stress mark there.

The tones - falling or rising - are associated with particular sentence structures. It is essential for us to remember which tone is associated with what structures so that we can use English intonation rightly.

❖ **The falling tone is used in:**

(i) Ordinary Statements

My name is Ramu.

I can speak Spanish.

(ii) Commands

Shut the door.

Do this at once.

(iii) Exclamations

What a beautiful building !

How pathetic !

(iv) Wh-questions

Where do you live ?

When is your birthday ?

(v) Question Tags (seeking confirmation)

She's a clever girl, isn't she ?

The rising tone is used in :

(i) Yes/ No Questions :

Are you coming to the party tonight ?

Can you drive ?

(ii) Requests :

Please get me a glass of water.

Could you get me a glass of water ?

(iii) Incomplete utterances :

If You go to Delhi, / please meet my father.

After he had eaten, / he went to bed.

2. (a) Mark stress and tone in the following sentences.

- i. 'Pick up that 'piece of 'paper at once.
- ii. 'What is the 'meaning of this word?
- iii. 'What a 'pleasant surprise!
- iv. 'Is she the 'daughter of your friend?
- v. Could you 'get me a 'glass of water?
- vi. Shall we 'take a 'bus to the station?
- vii. After he had eaten, / he 'went to bed.
- viii. When the 'bus finally arrived, / we 'found there were no seats.
- ix. You 'look unhappy. 'What's the problem?
- x. 'When the po'lice searched the 'thief's bag, / they 'found a 'knife, / a 'gun / and a 'five 'hundred 'rupee note.

(b) For Practice:

- (i) The Sahara is the largest desert in the world.
- (ii) Is it a common disease?
- (iii) The increase in population must be controlled.
- (iv) How did you spend the weekend?
- (v) Ask him to hang on a minute.
- (vi) What do you want to do this evening?
- (vii) Please calm down.
- (viii) Come and wash your face.
- (ix) Radha comes here every day.
- (x) Suresh bought new shoes today.

Q3. "The use of language often reflects different kinds of bias existing in the minds of people, which are not acceptable in a modern society where most people have become aware of their rights." Substantiate the idea with appropriate examples.

Ans.: Bias refers to a person's view-point which expresses his or her attitude towards people of different racial, religious, cultural and professional backgrounds. Very often these biases do not allow a person to be neutral and objective while communicating with others. These biases or prejudices are the result of the psychological and cultural conditioning. One's attitude towards different persons is formed and biases are built up as a part of one's attitude. When biases form a part of one's attitude, they are often reflected in the language.

To overcome the problems of bias in communication, one should first develop a universal and objective outlook on people who are different in race, culture, religion, profession, gender, and physical and mental abilities. With the development of a universal and objective outlook, one's biased attitude towards other human beings will change and one would develop more sensitivity towards others. This sensitivity will lead the person to use bias-free language. Bias-free communication at the workplace brings about a supportive and harmonious environment in the organization. This has become a situational necessity as more women and people from different cultures as well as people with physical disabilities have changed the demographic profile of business organizations. Users of English need to avoid all forms of the language which reflect (i) Gender Bias, (ii) Racial Bias, and (iii) Disability Bias.

The following are some important biases which can be overcome through the use of bias-free expressions.

- I. Overcome GENDER BIAS :** Gender bias refers to the preference of the masculine or the feminine. In the past, societies have been male-dominated in varying degrees. English reflects male dominance in words such as '*chairman*' and '*forefather*'.

- a) Include all people in general reference by substituting gender bias words/phrases with gender – neutral words.

Bias	Bias-Free
1. Mankind	<i>People, humanity, human beings</i>
2. Manpower	<i>Human resources, staff</i>
3. Layman	<i>Layperson</i>
4. Layman's terms	<i>Ordinary terms</i>
5. Man hours	<i>Staff hours</i>
6. Man –made	<i>Artificial, manufactured</i>

- b) Use neutral words for man and woman in job titles or descriptions :

Chairman	-	<i>Chairperson</i>
Policeman	-	<i>Police officer</i>
Fireman	-	<i>Fire fighter</i>
Spokesman	-	<i>Spokesperson</i>
Salesman	-	<i>Sales person</i>

Watchman	-	<i>Guard, Security officer</i>
Foreman	-	<i>Supervisor</i>
Forefathers	-	<i>Ancestors</i>
Housewife	-	<i>Home maker</i>

c) Change to plural construction in order to avoid gender–biased pronouns:

* Each student should hand in his term paper on Monday.

All students should hand in their term papers on Monday.

d) When it is awkward to use non-gender terms, alternate the pronouns he and she.

When meeting someone for the first time, shake her hand. If you have known him for a long time, it isn't necessary to shake hands.

e) Avoid unnecessary feminine forms :

Poetess	-	Poet
Waitress	-	waiter
Stewardess	-	Flight attendant

II. Avoid RACIAL BIAS :

Avoid reference to skin-colour and race :

Biased	Bias Free
Negro, nigger	<i>African – American</i>
Oriental	<i>Asian – American</i>
Red Indian	<i>Native American</i>
Untouchable, tribal, Harijan	<i>Dalit</i>

III. Avoid DISABILITY BIAS :

<u>Biased</u>	<u>Bias –Free</u>
Blind	<i>Visually challenged</i> <i>Visually impaired</i>
Deaf	<i>Hearing impaired</i>
Crippled, handicapped	<i>Physically challenged</i>
Mentally retarded	<i>Mentally challenged ; Person with learning difficulties</i>
Short	<i>Vertically challenged</i>

Thus the use of bias-free language means using terms that treat people with respect and without discrimination. The use of bias-free English depends on our using alternative words that can replace biased words.

Q4. Write short notes on :

- a) **Formal and Informal English**
- b) **Plain English**

Ans. :

(a) **FORMAL AND INFORMAL ENGLISH:**

Formal English is used in 'serious' texts such as official documents, books, news reports, articles, business letters or official speeches. Informal English is used in everyday conversations and personal letters. Example : "*As the price of five dollars was reasonable, I decided to make the purchase without further thought*".

(Formal)

"It was just five bucks, so I said 'Okay'". (Informal)

The following are the major differences between Formal English and Informal English:

Formal English	Informal English
1. Used in official, literary or academic writings	1. Used in everyday personal conversations
2. Sentences are longer and more complicated : "Toyotas' sales bounced back in March as substantial discounts helped to win back customers who had been shaken by the firm's mass safety recalls".	2. Sentences are simpler and shorter : "Did you see Toyota's sales figures ? Looks like discounts have really worked".
3. The standard of correction is higher. * She's liking it. → (She likes it.) * I feel real good. → (I feel really good).	3. The sentences below are considered correct in informal English : She's liking it. I feel real good.
4. No contractions and few phrasal verbs are used in Formal English.	4. Informal English a) Uses contracted forms : I've seen him. I haven't been there. b) Uses <i>who</i> for formal <i>whom</i> : Whom do you want to meet? (Formal) Who do you want to see ? (Informal) c) Uses a lot of phrasal verbs <u>Looked into</u> for <u>investigated</u> .

<p>5. <i>Precise vocabulary is used in formal English:</i> Fewer mistakes no significant differences Sufficient Demonstrates Dull, depressing Excellent Surely, certainly</p>	<p>5. Precision is not demanded in informal language. I have made less mistakes No big differences Enough It shows that Lousy Cool Sure, I want to leave the house</p>
<p>6. No slang expressions are allowed in formal English. : Chuck : Throw Hang on : Wait A drag : Bore</p>	<p>6. The frequent use of slangs makes informal English vivid and colourful.</p>

(b). PLAIN ENGLISH:

The idea of PLAIN ENGLISH is associated with the distinction between Formal English and Informal English. Plain English is contrasted with difficult or high-flown English, and is thus closer to informal English.

The following suggestions are helpful in acquiring Plain English.

(a) Use short and commonly used words in place of long and uncommon words :

- 'Show' for 'demonstrate'
- 'keep' for 'retain'
- 'result' for 'consequence'

b) Use single words for long phrases :

Long Phrases	Single words
At all times	Always
At the present time	Now
Despite the fact that	Although
To the fullest possible extent	Fully

c) Use verbs for nouns :

Nouns	Verbs
Come to a <u>conclusion</u>	Conclude
Take into <u>consideration</u>	Consider

d) Avoid redundant or unnecessary words :

actual fact	fact
-------------	------

end result	result
period of one week	one week
during the year 2011	during 2011

e) Use concrete expressions in place of vague and general expressions:

Goods are being dispatched soon.	Goods will be dispatched on 2 nd January.
This piece of jewellery is expensive.	These ear-rings cost Rs.40,000.

UNIT – III

Q1. Briefly discuss the barriers to listening and the strategies for improving the listening skill.

Ans. :

Barriers to Listening

If we want to improve our listening skill and achieve effective listening, we need to be aware of the major barriers to effective listening. They are :

1. Physical barriers
2. Perceptual Barriers
3. Speaker-related Barriers
4. Listener-related Barriers
5. Linguistic Barriers
6. Cultural Barriers

1. Physical barriers : Environmental distractions and disturbances can easily disturb the process of listening. Noise, physical discomfort or odd time for interaction can become barriers to listening. For example, when a person tries to listen to someone on a running train or in a crowded market, several distractions disturb the listening process. If we want to avoid physical noise during the process of listening, we need to ensure that all channels remain free from noise for the duration of interaction.

their frame of reference. Although the speaker may want to convey a particular meaning which seems clear from his point of view, it is the listener's individual frame of reference which determines the actual meaning assigned to the message by the listener. Thus, different frames of reference can lead to miscommunication.

(b) Experiences and expectations : Expectations are based on an individual's personality and her experiences in similar situations. Thus, the listener's background can lead her to indulge in 'selective' listening - taking the 'desired' parts and ignoring the 'undesired' parts of the message. She may try to add, subtract, or colour the message according to her experiences and expectations.

(c) Relationship with speaker: The relationship between speaker and listener can become a barrier to listening. Subordinate employees will pay close attention to a powerful and trustworthy superior while they would attach little importance to listening attentively to a superior with low credibility or little authority. Similar is the case of teacher-student and parent-child interactions.

Another common barrier to listening is 'egotism' or self-centred attitude of the participants. If the speaker / listener thinks that his ideas are more important and that he is always right and the other person is wrong, then his mind is closed for the other person's message. As a result, there will be no listening.

3. Speaker-related Barriers: The following are the main listening barriers related to the speaker.

- (i) The speaker may speak **too fast** for the listener to understand or **too slow** for the listener to lose interest. Research in speech perception has arrived at one consistent finding: the best aid to understanding is to use normal speaking speed with a few extra pauses.
- (ii) The loudness of the voice of the speaker may be a cause of the listener's annoyance and a barrier to effective listening.
- (iii) The speaker's mannerisms (habitual peculiarities) and body language may make the listener apathetic and distracted.
- (iv) If there is information overload in what the speaker is saying, the listener has difficulty in processing the information and in retaining attention. As a result listening can become ineffective.

4. Listener-related Barriers

(i) Disinterest: The listener considers the subject of discussion or conversation to be uninteresting and has developed unwillingness to listen right from the beginning.

(ii) Internal rehearsing: The listener in this case is pretending as if (s) he is listening attentively. But in actuality(s) he is waiting to jump in and make his own point without listening to the speaker.

(iii) Interrupting: The listener's impatience and frequent interruptions of the speaker is a big barrier to effective listening.

(iv) Premature judgement: Before the speaker has completed what (s)he wants to say, some listeners jump to conclusions, and thus fail to get the speaker's point.

(v) Listening for a point of disagreement: A listener who loves argumentation very often listens to what the speaker is saying only to find out a point of disagreement and to start an argument. This is an example of 'selective' listening which is a strong barrier to effective listening.

(vi) Multi-tasking : Doing more than one thing while listening is a big distraction. Thus, multi-tasking when one is supposed to be listening is a barrier to listening and can discourage the speaker to continue speaking.

5. Linguistic Barriers : Incorrect message decoding by the listener is a frequent barrier in oral communication. If the listener hears something in a language which (s)he does not understand, e.g. difficult words, jargon, technical terms or ambiguous expression, then a communication breakdown will take place.

Differences between the listener's mother-tongue and English in respect of individual sounds and use of stress and intonation can cause difficulties in spoken-word recognition. Of these 3 components in word recognition, stress is often reported to be the most problematic in listening.

6. Cultural Barriers : Globalization has forced business organizations, with their operations extending beyond local or regional boundaries, to employ people from different countries and cultural backgrounds.

The cultural differences among the employees of trans-national corporations come down to different values and different approaches to listening. For an example, a European or American values time very highly and therefore likes to be quick in talking as well as listening - to business matters. While interacting with Asians, (s) he finds it difficult to listen effectively as Asians spend a lot of time in small talk or tea while talking business matters. Similarly, cultural differences influence the communicator's attitude about silence which is taken as a major part of listening. Europeans or Americans often feel uncomfortable with long silence, whereas the Japanese, the Chinese and the Koreans regard silence as an important part of communication.

Thus, inter-cultural differences can be a potent barrier to listening.

Apart from these six kinds of barriers to listening, certain wrong assumptions regarding communication can lead to poor listening :

(a) that it is the speaker's responsibility to make the listener listen effectively;

(b) that listening is a passive activity in which the listener absorbs information and ideas like a sponge;

(c) that talking people are dominant and powerful, while listening people are weak and powerless.

STRATEGIES FOR IMPROVING THE LISTENING SKILL

Most of us are poor listeners and active listening requires efforts. But the good news is that we can improve our listening skill. Research at the university of Minnesota shows that individuals who receive training in listening improve their listening skill by 25% to 40%. We can achieve similar results if we think strategically about listening and make a few simple deliberate choices as follows :

(a) Decide what your goals are for the interaction :

Skilled listeners think about the purpose of their interaction and act accordingly. The purpose of oral communication in a business organization include :

- (i) To exchange information
- (ii) To build working relationships
- (iii) To arrive at a decision
- (iv) To feel good
- (v) To make someone feel good

(b) Be aware of your options during the interaction :

If you have the purpose of the interaction in mind, you can then choose when to talk and when to listen during the conversation, when to clarify and when to listen attentively. Good listeners always consciously make a decision when to talk and when to listen. This awareness helps one to keep control over one's listening and speaking.

There are a few effective suggestions on when to speak and when to listen :

(i) Don't assume that you have to talk more : Very often, one who listens more influences the interaction more. So one must stop talking more and then try to listen more.

(ii) Show your interest in the interaction : If the listener gives the impression that (s)he is listening to understand rather than to oppose, this will create a friendly climate for information exchange and co-operation.

(iii) Remove distractions : Certain activities such as playing with a pencil or pen, shuffling papers, looking at the watch and multi-tasking by the listener distract the speaker. In order to get better input from the speaker, the listener should stop doing such things and focus fully on the speaker's words.

(iv) Empathize with the speaker : If the listener places him or her in the speaker's position and looks at things from his or her point of view, (s)he has a better chance to improve his listening ability.

(v) Ask questions : While interruptions by the listener should be avoided, positive interventions by the listener are desirable. The listener should ask appropriate questions at the right opportunity to elicit more information and clarify doubts. In fact, most speakers would welcome this as it not only provides feedback but also provides an opportunity to clarify the message and correct misunderstandings. Asking questions also tells

the speaker that the listener has interest and involvement in the communication process.

(vi) Refocus, when the conversation lags : When the conversation seems to become uninteresting for some reason, it is for the listener to ask the other person questions that will again make the conversation warm, or to talk more about a relevant topic and invite the other person to talk about it.

(vii) Concentrate on contents and listen for signposts : Bring your total focus on the contents of the speaker's input and be aware of the signposts for his / her organization of ideas such as "To begin with ...", "Secondly ...", "On the other hand...", "In conclusion...", etc.

(c) Avoid negative feelings and attitude

(i) Guard against your personal biases interfering with your understanding.

(ii) Refrain from argumentation and criticism.

(iii) Avoid impatience : Patience is an important attribute of good listening. The listener should wait for the speaker to complete his or her part of the talk and avoid derogatory or cynical comments. Every speaker has a train of thought, and gestures of impatience on the part of the listener may disturb the speaker's train of thought.

(iv) Don't lose your temper : Good listening calls for the right temperament. Even if the listener thinks that the speaker is not right, this does not give him or her a right to instant reaction and bad tempers.

The above three strategies with their sub-points, if adopted, has every chance of improving one's listening skill.

Q2. Discuss the important characteristics of effective speaking.

Ans. Speaking, like listening, is an important skill necessary for effective communication. Speaking may be described as *a purposeful process in which people using sounds communicate meaning to a listener or a group of listeners*. In professional life, one is required to take part in discussions, meetings conferences, seminars, telephonic and face-to-face conversations, business presentations, teleconferences and video-conferences. Therefore, one's success in professional life would depend on one's mastery of oral communication skills.

CHARACTERISTICS OF EFFECTIVE SPEAKING

1. Clear and Relevant Message

While communicating a message orally, the speaker is concerned with four major processes : (i) Conceptualisation, (ii) Formulation, (iii) Articulation, and (iv) Self-monitoring.

Conceptualisation is about planning the message content. It draws on the speaker's background knowledge of the world, knowledge about the topic, about the audience and about the kind of language to be used. In the formulation stage, the speaker unconsciously finds words and phrases to

express the meanings, sequences them and then looks at the pronunciation of the words to be used.

Thus, at the stages of conceptualisation and formulation of the message, the speaker is fully seized with the appropriateness of the message. The speaker should be clear about what message (s)he wants to get across. In order to speak effectively or make the message have 'an impact, the speaker should ensure that the content of the message is clear and relevant to the listener.

2. Audience - Oriented Speech

Familiarity with one's audience is necessary in order to be an effective speaker. Professional situations such as seminars, conferences, meeting, discussions, etc. demand a careful audience analysis so that the speaker can cater to their expectations and needs.

3. Voice Quality : It is the speaker's voice that leaves a strong impression on the listener(s). The quality of one's voice and the manner of speaking reflect the whole personality of the speaker. A nervous, halting style of speech reflects the speaker's lack of confidence and annoys the listeners. On the other hand, a confident and friendly style impresses and wins over the listeners.

The first thing to remember is that one's voice should sound natural. Everybody's voice is unique. Nobody should distort it while trying to learn to speak well and should never try to copy the impressive style of speaking of some other person.

Breath control : Breathing is the energy source of voice and speech. while speaking English or an Indian language, we use the outgoing air to speak words. If breathing is controlled well, the chest muscles, and the diaphragm are used to their full capacity. Drawing in too little breath or too much breath does not help to develop the voice. The voice becomes excessively quiet if one draws in too little breath. If one takes in large gulps of breath, the voice will be excessively breathy.

In order to develop the power of voice, one should habitually breathe in a natural way. If one avoids too deep or too shallow breathing, the outgoing breath is modulated and this gives the voice a consistent tenor.

Pitch control : In order to speak effectively, one should not pitch one's voice too high when one starts speaking. Secondly, sometimes in

order to sound confident, one pitches the voice too low. As a result, the voice sounds forced and unnatural. The right thing to adopt is a middle note which is the natural, habitual pitch one uses when one is relaxed. A moderate lilt (= a pleasant pattern of rise and fall) makes an interesting voice.

4. Rate of Speaking : Deciding how fast to talk is a major difficulty in effective speaking. As a general rule, the speaker should present the easy parts of the message fairly, quickly and hard-to-understand parts at a slower pace. Thus, the rate of speaking needs to vary according to the content of the message. The reason for varying the speed of speaking is rather obvious : easy information presented slowly is irritating and hard information presented rapidly may be difficult to understand.

Another problem related to the pace of speaking is the incorrect use of pauses. Of course, pauses used at the appropriate time during speaking emphasize the upcoming subject-matter and are effective in gaining the listener's attention. Further, pausing at commas and full stops provides the speaker a moment to think and plan what to speak next.

Therefore, an effective speaker should not speak quickly and continuously without pausing. Quickness of speaking shows nervousness, restlessness, over-enthusiasm or onrush of overflowing ideas and annoys the listeners. Slow and ponderous speaking makes the speech uninteresting.

So a speaker should follow the middle path of speaking neither too quickly nor too slowly. In order to be an effective speaker, (s)he should pause to breathe and also to observe the listener's reaction. If (s)he finds that the listeners' attention is wavering, (s)he should try to speed up the pace of speaking to hold their interest.

5. Clear Articulation :

Speaking will be effective only when the listeners hear the words of the speaker clearly. The listeners can hear clearly when the speaker articulates the words clearly. For clear articulation of English speech, the speaker has to produce appropriate sounds, use stress on the right syllables and say the sentences with proper intonation.

In order to improve the articulation, the speaker should know the right pronunciation of words with stress and practise the rhythm of connected speech in English. Clear articulation of words and utterances improves when the speaker is confident of the content and style of speech.

6. Non-verbal signals

Next, non-verbal communication as a contributory factor of effective speaking will be discussed under the following headings :

1. Eye Contact, 2. Facial Expressions, 3. Gestures and Postures

A. Eye Contact : Eye-contact is very important, particularly in face-to-face communication. Raised eyes show dominance and downcast eyes suggest weakness and submission. Direct eye contact between the speaker and the listener(s) at formal meetings communicates honesty, transparency and neutral attitudes.

Eye contact focusing on a few in the audience does not create a good impact, whereas moderate eye contact with different sections of the audience shows that the speaker has confidence and a genuine interest in the audience.

B. Facial Expressions :

Facial expressions form an important part of body language during a speech. As the proverb goes, face is the index of the mind. The mobile features of the face, the lips and the facial muscles express several different feelings. They are used for transparent expressions of thought and genuine feelings. In certain situations, they are also used for deliberate suppression of natural feelings so that others may not know the speaker's real feelings. For example, a frightened speaker may tighten the jaw unconsciously and begin to grin. The effect on the listener(s) may be an ambiguous image that is contrary to the purpose of the communication. A smile or a grim face accompanying the words conveys a clear message. Appropriate use of facial expressions helps one in effective speaking.

C. Gestures and Postures :

Postures or body positions are obvious things that the audience sees in the speaker. Even if listeners are not close enough to see facial expressions and eye movements, they can see the structure and the state of the speaker's body.

For effective presentation, a speaker's posture has a key role. In efforts to improve his / her posture, a speaker should distribute his / her body weight in a comfortable and poised way consistent with the impression (s)he wants to make. (s)he should keep the body erect without appearing stiff and uncomfortable. His/her bearing should be natural, poised, alert and communicative.

Like postures, gestures add to the message which the speaker communicates. The speaker has to ensure that his/her gestures or movements of limbs do not distract the listener. A clenched fist, for example, adds emphasis to a strong point. But it can also show defiance or deal out a threat. And so it is with other gestures as well. They register vague meanings.

Although gestures very often have vague meanings, they are natural aids to speaking. For example, it appears natural to emphasize a point with a finger. It is clear that the speaker's gestures help to make speaking effective.

Which movements of limbs a speaker should use vary from person to person. These movements are related to personality, physical make-up and the size and nature of the audience. A speaker speaking to a formal group should use relatively fewer gestures. A speaker appearing before an informal audience should use more action. On any given occasion, the speaker should use his/her own judgement regarding postures and gestures that should accompany the oral communication.

Thus, the characteristics of effective speaking include planning the speech at the conceptualisation and formulation stage, and clear articulation through improvement of voice quality and variations in the pace of speaking and finally, through the use of appropriate non-verbal cues consistent with different ideas of the oral communication.

Q3. The Reading Skill – A Summary

DEVELOPING READING SKILLS

(for comprehension with speed)

Reading is visual decoding and processing of information. The purpose of Reading is to extract meaning from a text.

READING STRATEGIES :

1. Previewing :

Previewing refers to reviewing titles, section heading and photo captions to get a sense of the structure and content of a reading text.

2. Predicting :

Predicting as a reading strategy means using knowledge of the subject matter to make predictions about the content.

3. Skimming :

While skimming, a reader makes a quick survey of the text to get its main idea or its gist.

4. Scanning :

Scanning refers to the activity of glancing rapidly through a text to search for a specific piece of information.

5. Guessing from context :

- (a) Word attack skill : Using prior knowledge of the subject and the ideas in the text as clues to the meaning of unknown words.
- (b) Text-attack skills : Getting the overall meaning and the ideas presented in the text through
 - (i) Structural clues (e.g., the position of the word in the sentence and its relationship with the other words in the sentence)
 - (ii) Morphological information (e.g., the prefix *un-* is the clue that it is opposite in meaning to the word 'happy')
 - (iii) Contextual leads (e.g. Discourse markers such as but, because although etc. tell us how words, sentences or ideas are related to each other in a reading text.)

6. Extensive Reading :

Extensive reading is done when we read longer texts, usually for our own pleasure. This is a fluency activity, mainly involving global understanding.

7. Intensive Reading :

Intensive reading refers to reading shorter texts to extract specific information. This is an accuracy activity involving reading for detail.

8. Inferring :

We infer when we come to a conclusion about a question by relating ideas from different parts of a text. Inferring is a sub-skill used to reason out something new,

based on what is already given in a text.

9. Paraphrasing :

It means stopping at the end of a paragraph/section of a text to check comprehension by restating the information and ideas in one's own language.

10. Avoidance of Faulty Reading Habits :

- (a) Sub-vocalising : Forming the sounds of words on the lips and even murmuring them aloud.
- (b) Finger pointing : Finger moves from word to word while one reads a text.
- (c) Regressive Eye-movement : Eyes move back to check previous words instead of steadily moving forward.

Basic Steps to Efficient Reading :

- 1. Before reading, be clear about the purpose of reading a particular text.
- 2. Then decide how deeply to study the material.
- 3. Read actively : Highlight or underline key information and take notes as you progress.
- 4. Know how to adjust your reading speed to the reading purpose.
- 5. Go for concept mapping when you have finished reading.

CRITICAL READING :

Critical reading is the key to success in higher academic courses as well as in life. It refers to reading with the goal of gaining deep understanding of a text and involves the act of analyzing and evaluating the material. When we read critically, we separate the logical from the illogical conclusions and the good evidence from misleading evidence.

STRATEGIES FOR CRITICAL READING :

1. Guard against the writer's assumption.

Watch for broad, unsupported statements. Every time you see a statement ask yourself if the writer provides any evidence to back up his point.

2. Try to understand the implications.

Distinguish facts from opinions and think over what the writer's ideas lead to.

3. Stop at the end of each part/section of the text and allow yourself time to think about the content of the text as well as the opinions of the writer.

4. Ask questions as you read :

- a) What does the title mean ?
- b) Why does the writer begin the text this way ?
- c) Why does he make this argument or use that example ?

Don't stop with what the writer is saying. Ask 'How?', 'why', and 'So What?'.

5. Apply the elements of reasoning to your reading.

Think about :

- a) The writer's purpose/motive
- b) The issue under discussion
- c) The writer's point of view
- d) Concepts presented
- e) Assumptions and implications
- f) The writer's conclusions
- g) The context, and
- h) The alternatives

You may get a passage for reading comprehension OR a question asking you to write a paragraph on a given topic in your ECS paper.

4. WRITING A PARAGRAPH:

- Description of Topic- (2 or 3 sentences)
- Analysis of Causes (6 – 8 sentences)
- Action to be taken (3 – 5 sentences)

Example Paragraph

Global warming refers to a gradual warming of the earth. Though many scientists believe that global warming is a natural phenomenon, most of us are aware of the fact that many human actions such as emitting carbon dioxide and other gases into the atmosphere, cutting down trees, excessive consumption of water, petrol and other natural resources, besides unplanned, unnatural, and mechanical development have contributed heavily to the triggering or escalation of the process. The results are for all of us to both witness and withstand. August 2008 was the hottest month since weather records have been kept. The ten hottest years in recorded history have occurred since 1970. There is an increased number of instances of natural fury in the form of floods, droughts, tsunamis, and cyclonic storms. The number of patients suffering from skin cancer is increasing by the day. All this and a lot more establish the pattern of global warming for sure. Now the question arises, can we do something to stop this? The answer is YES, we can; and therefore, we should.

For practice:

Write a paragraph on **Terrorism** with the help of the outline provided below:
[Terrorism – an expression of violent dissent – dissatisfied minority group – seeks its course through coercion and physical force – creating a sense of fear – reckless killings – hijacking and blowing of aircraft – Government’s helplessness and indulgence – cross-border terrorism – weakens the country.]

UNIT – IV

Q1. Hari is on a visit to America. He writes the following letter from New York to his friend Roshan. There are several mistakes in the letter. Rewrite the letter, correcting the mistakes.

Dear Roshan,

I have arrived in New York last Sunday. I've been here about four days now. I saw a lot of things already, but unfortunately, I didn't meet any Indians yet. Last night, I've seen a very interesting film. It was about wild life in India. I have enjoyed it very much. As you can imagine, my English has improved a lot. I learnt quite a lot in a short time. I'm waiting for a guest who didn't come yet. It seems a long time since I have last seen you. I hope you haven't missed me too much.

With best wishes,

Hari

Q2. Fill up the blank spaces in the sentences below, using appropriate forms of verbs.

- a) Our plane was supposed to take off at 7.00 but the flight had to be cancelled as it _____ raining since 3.00 a.m.
- b) The runner dropped out of the race as he _____ for more than three hours.
- c) The patient died this morning. The doctor was surprised, because his condition _____.
- d) When I watched Dhoni playing last week, I _____ that his batting _____ a lot. It was clear to me that _____ seriously.
- e) Mr. Rao was a writer. He _____ several novels between 1970 and 1982. He _____ his career as a poet, but after he

_____ five volumes of poetry, he _____ to become a novelist. He _____ the Sahitya Akademi prize in 1988. He died in 1990, leaving his last novel unfinished. He _____ on this novel since 1987, and _____ more than three fourths of it when he _____ after a heart attack.

Q3. Fill in the blanks with verb forms suggesting future activity:

- i. We hear the price of onions will go up (go up) by three rupees per kilo next week.
- ii. There is a low pressure and we are going to have (have) heavy rain in the next few days.
- iii. The Olympic Games starts (start) in Beijing next month.
- iv. My daughter wants to become a singer. She is joining (join) the SangeetMahavidyalaya next month.
- v. If you neglect your studies, you will fail (fail) in the exam.
- vi. The Prime Minister is to leave (leave) for New York in an hour. He will address (address) the United Nations General Assembly tomorrow.
- vii. The company's directors have taken a decision. The new factory is going into (go into) production next month.
- viii. The train is running late. I don't know when it will leave (leave) for Howrah.

Q4. How would the following questions be reported ?

- a) Vivek: "Arvind, are you playing cricket this weekend ?"
- b) Raj: "Julu, do you speak French ?"
- c) Vijay : "Ravi, whom have you invited to the party ?"
- d) Mukul: "Have you finished your homework, Ashok?"
- e) Veena : "Where does your sister live, Shakuntala?"
- f) Meera : "Which comes first, Rama – your birthday or your sister's ?"
- g) Om: "What should we do next, Yusuf?"
- h) Anil: "Do you have any brothers or sisters, David ?"
- i) Umesh: "Who did you meet at the party, Badal?"

- Q5.** Complete the conversation between two friends below, using appropriate tags.
- Pinki : You don't really want to come with me any more, _____ ?
- Nira : Of course I do. But I need a bit of time for myself sometimes.
- Pinki : You get plenty of time for yourself, _____ ?
- Nira : Pinki, you know how fond I am of you, I've told you that many times, _____ ?
- Pinki : Yes, you have. And you're quite happy, _____ ?
- Nira : why are we arguing ? There's nothing to argue about, _____ ?
- Pinki : You can't ever look at things from my point of view, _____ ?

Q6. Tick the correct verb form in each of the following sentences.

- a) The shorts is / are cheap.
- b) Your new glasses is / are very nice.
- c) The news have / has upset him.
- d) Mathematics is / are not taught in this school.
- e) A number of books has / have been stolen.
- f) The number of girls is / are more than the boys in this school.
- g) Either Sunday or Friday is / are OK for me.
- h) Twenty miles is / are too far to walk.
- i) Not only the girls but also the boy are / is buying the book.
- j) The dogs each have / has to take a bath.

Q7. Correct the errors.

- a) One of the pupils in our class own a laptop. (owns)
- b) Ten grams are the smallest quantity they sell. (is)
- c) Some people dislike traveling by sea, as it make them sea-sick. (makes)
- d) Ill news travel fast. (travels)
- e) A lot of time have been wasted. (has)

Q8. Rewrite the sentences after correcting the errors.

1. Renu is running for the last two hours.
2. Why he wrote that letter to the Principal ?
3. Not even one of the women were able to help her.
4. The son is resembling his father.
5. He is living in Bhubaneswar since five years.
6. I told you the truth, but it seems you are not believing me.
7. The train already arrived before we entered the platform.
8. People have seen her at the market last week only.
9. I have read five of your books last year.
10. Some of the students residing in the hostel has come late to class.

Q9. Fill in the blanks with verb forms suggesting future activity:

- i. We hear the price of onions will go up (go up) by three rupees per kilo next week.
- ii. There is a low pressure and we are going to have (have) heavy rain in the next few days.
- iii. The Olympic Games starts (start) in Beijing next month.
- iv. My daughter wants to become a singer. She is joining (join) the SangeetMahavidyalaya next month.
- v. If you neglect your studies, you will fail (fail) in the exam.
- vi. The Prime Minister is to leave (leave) for New York in an hour. He will address (address) the United Nations General Assembly tomorrow.
- vii. The company's directors have taken a decision. The new factory is going into (go into) production next month.
- viii. The train is running late. I don't know when it will leave (leave) for Howrah.

**Q10. Edit the following sentences to achieve clarity :
(Parallel Structures)**

1. We want to talk to our System Administrator and then taking the petition to the CEO.
Ans.: We want to talk to our System Administrator and then take the petition to the CEO.
2. Their intention was to get good jobs and then deceiving customers.
Ans.: Their intention was to get good jobs and then deceive customers.
3. The natural forces are neither malicious nor helping people.
Ans.: The natural forces are neither malicious nor helpful to people.
4. We don't know whether the guest has arrived and his liking for long speeches.
Ans. : We don't know whether the guest has arrived and whether he likes long speeches.
5. The new manager is tall and well-built but coward.
Ans.: The new manager is tall and well-built, but cowardly

Q11. Edit the following sentences for parallel structure.

- (i) The Baker Project would have gone smoothly if reports were prepared on time, we returned their calls, and would have include some sort of follow up.
Ans.: The Baker Project would have gone smoothly if we prepared the reports on time, returned their calls, and included some sort of follow-up.
- (ii) The team envisioned a successful future through strong leadership, making decisions effectively and new approaches being tried.
Ans.: The team envisioned a successful future through strong leadership, effective decision making, and new approaches.
- (iii) Complete the inventory, calls should be made to distributors, and the accounts tabulated.
Ans.: Complete the inventory, make calls to distributors, and tabulate the accounts.

(iv) Your new investment should perform well in these markets and a high dividend produced.

Ans.: Your new investment should perform well in these markets and produce a high dividend.

(v) The issues we need to discuss are accounts that are delinquent and the revised budget.

Ans.: The issues we need to discuss are delinquent accounts and the revised budget.

Q12. Correct the error of modifiers in the following sentences:

(i) The client will meet you in the reception area for the new account.

Ans.: The client for the new account will meet you in the reception area.

(ii) He referred to the economics book located on the top of the shelf with the missing cover.

Ans.: He referred to the economics book with the missing cover located on the top of the shelf.

(iii) A green truck pulled into the lot with red fenders.

Ans.: A green truck with red fenders pulled into the lot.

(iv) Items returned by the customers that are broken should go directly to customer service.

Ans.: Items that are broken and returned by the customers should go directly to customer service.

(v) The package arrived safely at the front desk filled with new application forms.

Ans.: The package filled with new application forms arrived safely at the front desk.

Q13. Edit the following sentences for better clarity : (Modifiers)

1. Rajesh Mohanty became a hero yesterday when he plunged in an attempt to rescue a drowning boy into the raging flood waters of the Mahanadi.

Ans: Rajesh Mohanty became a hero yesterday, when he plunged into the raging floodwaters of the Mahanadi in an attempt to rescue a drowning boy.

2. Arthritis, irrespective of age and gender, which is one of the most debilitating diseases of our time has affected millions of people worldwide.

Ans.: Arthritis, which is one of the most debilitating diseases of our time, has affected millions of people world-wide, irrespective of age and gender.

3. We are happy to announce that the Cooperative Bank is starting its operations in Orissa very soon which has its head office in Nagpur.

Ans. : We are happy to announce that the cooperative Bank which has its head office in Nagpur is starting its operations in Orissa very soon.

4. Looking for him in the market, the boy was not found.

Ans.: Looking for him in the market, we did not find the boy.

5. Employees are often unable to come to the office in time, living in outlying areas.

Ans.: Employees living in outlying areas are often unable to come to the office in time.

Q14. Edit the following sentences for parallel structure:

- (i) Our client wishes to return the item and getting a full refund.
- (ii) After completing the document, it should be filed with the clerk by you or your staff.
- (iii) It was urgent that I return the phone call immediately, so it was returned.
- (iv) If you work on the new software and are finding it easy, you can have more projects.
- (v) When you find out the correct address, the records should be updated.

Q15. Correct the error of modifiers in the following sentences:

- (i) George will give a presentation at this week's meeting on how to select the best cell phone package.
- (ii) Our merger created a chaos with the other company for us.
- (iii) The truck was pulled into the dock area with huge dents.
- (iv) The applicant was the best candidate arriving late for the interview.
- (v) The report is due in September on policy change.

Q16. Edit the following sentences for structure and style:

- (i) Working right up to the deadline, Marie's presentation was finally completed.
- (ii) Improving writing skills promotes critical thinking, will enhance career opportunities and develop confidence.
- (iii) Concerned managers asked for changes in company policy, are appealing recent decisions, and will plan to schedule a meeting to discuss their recommendations.
- (iv) Jamie's duties include answering phones, to file dockets, and greet clients.
- (v) Walking into the conference room, the team leader's cell phone began to ring.

Answer key to Questions in unit – IV

- Q1. I arrived in New York last Sunday. I've.... now. I have seen a lot of things already, but unfortunately, I haven't met any Indians yet. Last night I saw a very interesting film. It was India. I enjoyed it very much. As you a lot. I have learnt quite a lot in a short time. I'm waiting for a guest who hasn't come yet. It seems a long time since I saw you last . I hope your don't miss me too much.
- Q2. (a) had been (b) had been (c) had been improving (d) found; had improved; he had taken his batting. (e) wrote; had built up; had written; wanted ; won; had been working; had written; died.
- Q4. (a) Vivek asked Arvind whether he was playing cricket that weekend.
(b) Raj enquired of Julu whether he spoke French.
(c) Vijay wanted to know from Ravi whom he had invited to the party.
(d) Mukul asked Ashok whether he had finished his homework.
(e) Veena asked Shakuntala where her sister lived.
(f) Meera asked Rama which came first – his birthday or his sister's.
(g) Om asked Yusuf what they should do next.
(h) Anil inquired of David whether he had any brothers or sisters.
(i) Umesh asked Badal who he had met at the party.
- Q5. Pinki : do you ?
Pinki : don't you ?
Nira : haven't I ?
Pinki : aren't you ?
Nira : is there ?

Pinki : can you ?

Q6. (a) are (b) are (c) has (d) is (e) have (f) is (g) is (h) is (i) is (j) have.

Q7. (a) owns (b) is (c) makes (d) travels (e) has

Q8. Replace the underlined parts in the question with the following:

- | | | | |
|---------------------|-------------------|------------------------|--------------|
| 1. has been running | 2. did he write | 3. was | 4. Resembles |
| 5. has been living | 6. do not believe | 7. had already arrived | |
| 8. saw | 9. read | 10. Have | |

Q14. (i) Our client wishes to return the item and get a full refund.
(ii) After completing the document, you or your staff should file it with the Clerk.
(iii) It was urgent that I return the phone call immediately, so I returned it.
(iv) If you work on the project and find it easy, you can have more projects.
(v) When you find out the correct address, you should update the records.

Q15. (i) George will give a presentation on how to select the best cellphone package at this week's meeting.
(ii) Our merger with the other company created a chaos for us.
(iii) The truck with a huge dents was pulled into the dock area.
(iv) The applicant arriving late for the interview was the best candidate.
(iv) The report on policy change is due in September.

Q16. (i) Working right up to the deadline, Marie finally completed her presentation.
(ii) Improving writing skills promotes critical thinking, enhances career opportunities and develops confidence.
(iii) Concerned managers are asking for changes in company policy, are appealing recent decisions, and are planning to schedule a meeting to discuss their recommendations.
(iv) Jamie's duties include answering phones, filing dockets, and greeting clients.
(v) When the team leader walked into the conference room, his / her cell phone began to ring.

Unit – V

Q1. What are the features of good conversations ?

Briefly suggest ways to improve your conversational skill.

Ans. A conversation is an informal oral exchange of feelings, opinions and ideas between two or more persons. Conversing is an essential interpersonal skill that helps to build a pleasing personality and receive friendly co-operation in social and professional situations.

Characteristics of Good Conversations

- *Conversations are better structured*—Conversations are better structured than a casual talk, especially if there is an agenda in place. However, a conversation may drift away from the agenda and tends to go beyond what you wish to discuss. If conversations are meant to discuss important topics—for example, whether the services of an employee should be terminated, and you as the employee's manager are in conversation with the HR team—it is better to arrange for a moderator who can control the flow of the conversation.
- *All the key people must be involved*—There is no point in having a conversation without involving the key people—the decision-makers and the key input givers. The conversation will be meaningless if they are not involved.
- *Conversations must be risk-free*—People will express themselves only when they feel that they are risk-free. So, if you want a conversation in which the participants do not feel inhibited, you should provide them with a risk-free environment. Often, people feel that a frank and fair conversation could pose a threat to their job or position and that is probably the reason why they fear to freely express their views.

How to Converse Well

Conversation is an art that tests your innate ability to engage people in front of you in a meaningful dialogue. You will need to practise this skill over years. If you are in a business, profession, or role where your job is dependent on conversations, you will have to sharpen your conversational skills to impress the diverse and interesting people you deal with.

Here are a few guidelines that will help you with your conversations:

Learn more about the other person—In a formal conversation, it is good to know the person to whom you are speaking—that is, being aware of this person's likes, dislikes, and aspects that are related to work and those that are not.

For example, imagine that your client has told you in your first meeting that his or her daughter is studying law. You may probably ask about the client's daughter casually in the next conversation. Knowing an individual beyond the immediate business concerns helps build a rapport. A word of caution: when you are trying to know people, make sure you do not get too personal or offensive. For example, people of some nationalities are very reserved on family-related issues and would not want to discuss them with someone relatively unknown to them.

Include all key people—Another key point that you should keep in mind while you are conversing is to ensure that all the people necessary for the discussion are included in the conversation. A conversation in which the key people are missing is a waste of time.

During conversations you will be making requests. Ensure that you are clear about what you want. Similarly, when another person is making a request, say ‘yes’ or ‘no’. Many people have the habit of being non-committal as they find it extremely difficult to say ‘no’ upfront. Do not be vague by using words such as ‘Let us see’.

Conversations form the grounds for good negotiations, and you will be a good negotiator only if your ability to converse is well-developed.

ARGUMENTS

We all have our individual views and opinions. When people have differences of opinion, minor conflicts occur. When these conflicts escalate, their conversations turn into arguments.

Arguments stem not only from smaller conflicts but also occur for many other reasons—clash of egos, fight for visibility in the organization, differences of opinion, personal conflicts, forced changes, and invasion of personal space. Arguments are often an extension of conversations, and when ideas clash, a war of words results.

It is important to channelize arguments in the right directions, and in some cases, we need to gracefully exit arguments as they may turn bitter.

Here are a few tips to help you during arguments:

- Try to understand the other person’s opinion or point of view. Accept the fact that all of us are different.
- Do not argue to counter each other’s point. Arguments for the sake of arguing are dangerous and do not lead us anywhere.
- Try and build your case, backed by suitable data points. Ensure that you argue with the hard facts with you rather than with emotions.
- Never lose your calm. At least one of the persons engaged in an argument has to remain silent and calm. Understand when to exit an argument.

- Never try to use an undue advantage that you have over the other person in an argument—for example, in an argument between you, as the manager, and your subordinate, you should not take advantage of your position as this may make the other person retreat.
- Never push your opinions on the other person. If you do, it will leave a scar on the relationship. People will not like to be associated with you.
- Accept that you may also make a mistake. Do this gracefully and correct your mistake rather than arguing just for the sake of doing so.

In situations at our workplace, we argue when things go beyond our control. It is often our ego that forces us to argue. Sometimes, arguments in organizations take the form of power play and people try to demonstrate their superiority. Arguing only with emotions will not lead you anywhere and will make it tough for you to take the right decision and also leave a bitter feeling amongst people. Remember that you may win an argument, but you may lose the relationship forever. Understand this fact, and plan your exit, when you find that the argument is not taking you anywhere.

Apply the Three Cs

The final key to becoming a great conversationalist is to practise the friendship factor. The friendship factor is based on the three Cs—*care*, *courtesy*, and *consideration*.

You must have heard what is generally quoted to emphasize empathy in human behaviour—‘People don’t care how much you know until they know how much you care.’ It is rightly said that whenever you show another person that you genuinely care about him/her, you come across better as a conversationalist and as a friend. Moreover, courtesy is a magic quality that makes people want to be around you. All good conversationalists make others feel calm and comfortable in their presence. They never do or say anything that could hurt or offend the other person in any way. Moreover, if we respect others and are considerate towards them, we are respected and considered highly by other people. Whenever you treat another person as an important and worthwhile human being, you give them a feeling that you value them. This attitude helps you become not just a better human being, but also a better conversationalist.

Be Fluent while Speaking

Fluency is a much desired attribute of a good conversationalist. Therefore, be fluent while talking to others. Apart from good listening and regular practice at conversations, having a good vocabulary also helps you attain fluency in your expression. So, be a good reader and try to learn more and more words in order to express yourself effectively and successfully.

Q2. Briefly discuss the features of a good debate and mention how you would prepare for a debate.

Ans.: Debate is a form of an argumentative speech that is more of expressing an opinion on a topic related to life, society, politics, and so on. In debates, the contestant knows that there can be opposition from the other side. It is about taking sides on a particular situation and remaining strong about your views. Notwithstanding the issue you intend to support or oppose, the debater has to be smart enough to win over the opposition with proper logical arguments, force of his/her expression, conviction in his/her argument. As a debater has to live up to these challenges, taking part in debates can work miracles for his/her confidence levels.

Purpose

Debates are meant for the following purposes:

1. Debates are a means of sharpening critical thinking and improving personal expression.
2. A debate helps in putting across views in a rational manner.
3. It enhances tolerance of others' opinions.
4. It helps in inculcating the art of persuasion in speech.

Features of a Good Debate

Before we go ahead with how to prepare a winning debate, let us see what characterizes a good debate:

1. A good debate is truly convincing and well researched.
2. You must consider the pros and cons of your debate before you plunge into it.
3. A debater should try to get newer ideas.
4. Since the opposition also has their arguments ready, a debater must play this game with conviction.

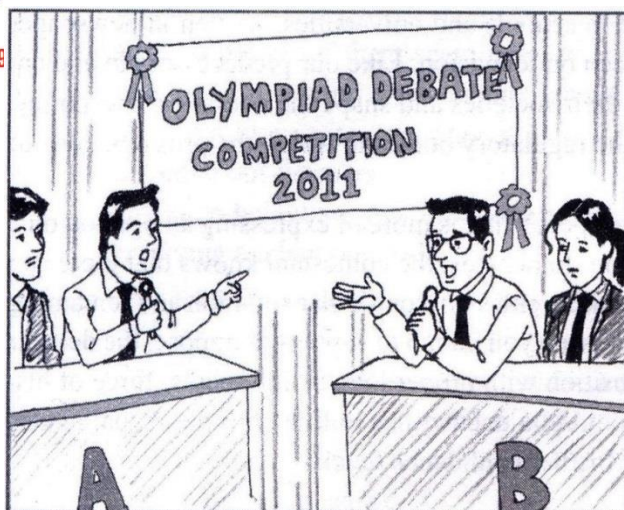
Preparing for a Debate

Here are some steps that might help you prepare for a debate:

1. Usually, if you are participating in a debate competition, you may get a specific topic to speak on. The topic mostly demands serious thinking and high argumentative skills. These topics may range from political or humanitarian issues to international affairs.
2. Think carefully whether you want to speak for the motion or against it.

Therefore, it is advisable that first of all you get convinced about the argument yourself before you move on to convince others. An argument without conviction can lead to chaos.

3. You can stick to the original arguments on a serious mode, or add humour to make it more interesting.
4. Do some research on the topic you are supposed to speak on. Try to collect ample information available and do not leave loose ends, as these can be turned against you by your opponents. Use your resources well, keeping in mind the various advantages and disadvantages your debate topic might have. Study well and prepare an introduction that



A Debate is Generally Aggressive.

and pay equal attention to all the segments. Write your points clearly; you can also number your arguments for better referencing.

In brief, observe the following points which you should take into account while preparing a debate and also while delivering it.

A Few Dos and Don'ts

Dos

- Arrive ten minutes prior to the commencement of the debate.
- Ensure that your first and last name is written on the official score sheet and chairperson's sheet.
- Dressing style should be formal as it can add to your confidence.
- Say 'Good morning/evening Mr/Madam Chairperson' at the beginning of your speech.
- Show alertness and exhibit proper focus, intelligence, interest, and awareness.
- Wait for the chairperson/anchor to introduce you before getting up to present your ideas.
- Show your appreciation for other speakers.
- Use notes/cue cards and handle them with confidence. Make sure they are organized, easy to read, and are numbered.
- Shake hands with your opponents after the debate.
- Remain quiet while other debaters are presenting their speeches.
- Be humble in victory and gracious in defeat.

Don'ts

- Be fearful about standing in front of people and delivering your views.
- Depend solely on stock arguments.
- Wear casual dress.
- If you are sitting, avoiding slouching and if you are standing, avoid a sluggish posture.
- Fidget or fumble while speaking.
- Use mannerisms that distract the audience.
- Interrupt other speakers while they speak.
- Converse with the audience or ask the audience's opinions during your speech.
- Shout or use personal attacks towards the opposition in your speech.
- Include false evidence or facts in your speech.
- Use inappropriate or offensive language.

5. While preparing your argument, you should also prepare answers to scuttle your opponent's arguments. At times you will find the argument given by your opponent not falling in line with your expectations; even then, the answers or counter-arguments prepared would stand you in good stead to steer through the discussion convincingly. For all this, you need to know your subject quite well; knowing the matter in depth would help you prepare and perform better.
6. While preparing the text of your debate, divide the topic into main and sub-points,

Normally, in debates you are required to speak for three minutes or so, though at times they can run into five minutes. For a three-minute debate you can follow the planner suggested below:

The Three-minute Debate Planner

In this section, we will discuss in detail how to work out a three-minute debate planner.

Topic The topic given in debates is quite explicitly stated. Just write it down as it is stated, and note which side you are on by writing 'For' or 'Against' at the end of the line.

Issue and justification The issue is what the topic is really about. This question is very important if the topic is about a metaphor, like 'Grass is always greener on the other side'. In this example, the issue is not about growing grass, or living on the other side. You must *always* take time to identify the issue.

In the same section, write down your justification for interpreting the issue, whichever way you happen to perceive it. This shows briefly why you have chosen what you have chosen as the issue. At this stage, you can come up with both the 'stock' arguments and the ingenious ones. 'Stock' arguments are those which everyone at the debate is generally aware of. At times they sound repetitive, clichéd, and trite. Therefore, what gives credence and vitality to your stated position are the imaginative ideas and a vibrant, forceful articulation of these ideas.

Definitions and justifications Having decided your line of thought, you need to understand how to use definitions. Mostly, these will come from your interpretation of the issue, but you must also touch upon the other dimensions of the issue. Sometimes, the definitions will come from what the 'person in the street' would believe, or from the context of the topic.

Case line Next comes your case line. You need a quick statement of how the debate will proceed from your side. While working on your case line, imagine a structure for your debate and ensure that a structure emerges from your discussion.

Arguments Then comes a brief points-form listing of your material, the arguments that you wish to put forward. You give arguments for choosing one or not choosing the other. Fill out your arguments by providing facts or evidence so that when articulated, they must ring true to your audience.

Rebuttal arguments As a separate section, note down rebuttal arguments. When you listen to other debaters' viewpoints, note them down and remember to bring them to the fore when rebutting the other side's arguments. It is repeatedly seen that the winners often clinch the issue in the rebuttal round. The debaters who perform better in this round capture the attention of the audience and influence them immediately. It is so because one cannot prepare a rebuttal beforehand. Therefore, those who perform well in the rebuttal, effortlessly underscore their superior imagination, ideas, expression, and delivery.

Anticipated opposition arguments Finally, note down what you expect the other side to argue about. There may be more than one way of arguing either side of a case.

Though all the above stated strategies may work for you, in nutshell, it boils down to one single thing: *Practise, Practise, Practise*

Read your case so that it flows flawlessly and consistently. Give yourself enough practice and rehearsals to be able to make hand gestures and eye contact when you read, without thinking about it. Make sure that your emphasis is correctly placed.

Best of Luck