BIJU PATNAIK INSTITUTE OF IT & MANAGEMENT STUDIES, BHUBANESWAR

English Communication Skills (Notes for First Semester Exam, December 2017)

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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. A _____ is a system of symbols used for the purpose of communicating messages.

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 term 'signal' is used to refer to _____ messages.

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 he _____ what 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. Fill in the blank with the right question tag : I am a student, _____ ?

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 term _____ refers to the total setting in which communication takes place, including the time, the place, the sender, the receiver, the channel, and the code.

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 _____ is defined as the ability to perform a task.

61. _____ skill is context dependent whereas _____ skill is context independent.

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 reverse flow of information from the receiver to the sender is known as _____.

68. The _____ requires that every message should communicate some new information.

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. In a word, the member of vowel sounds is equal to the number of _____.

81. Emoticons are best examples of the _____.

82. Actions that are in present progressive are expressed through the use of _____ verbs.

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. The logical or meaningful connection (grammatical and syntactic linkage) between sentences of a paragraph is known as _____ .

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. Body language can be _____ or _____.

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. "Fat chance he has of getting the prize". Here the style used by the speaker is _____.

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. Fill in the blanks with the appropriate prepositions:

The process begins _____ the morning. Cooked food is picked up _____ houses and caterers by Dabbawallahs.

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. Complete the following sentences, using connectives :

We should not buy that new building set for our kid _____ he has not learned to take care of the toys he already has. _____ yesterday he shoved all his toys into the closet or kicked them under his bed.

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. /ʃ/	23. evaluating	24. nervousness	25. paralanguage
26. subject	27. /tʃ /	28. surprised	29. /ʒ:/	30. has a closed mind
31. code	32. phonetic	33. nonphonetic	34. non-verbal	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. aren't I ?	47. gender	48. supervisor	49. context	50. situation
51. formal	52. horizontal	53. horizontal	54. diagonal	55. third
56. last stressed	57. evaluating	58. skimming	59. cue	60. skill
61. cognitive; motor	62. denotative	63. connotative	64. emoticons	65. emblem
66. regulator	67. feedback	68. information gap principle	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. syllables
81. sign language	82. dynamic	83. Intonation	84. dialects	85. register
86. productive; receptive	87. cohesiveness	88. horizontal	89. accent	90. voluntary; involuntary
91. Ethnocentrism	92. stress shift	93. informal	94. skimming	95. skimming
96. scanning	97. in; from	98. cohesiveness	99. non-verbal	100. as/because; Only/ Moreover

SHORT - ANSWER QUESTIONS

UNIT - I

Q1. **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)**

Q2. **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.

Q3. **What qualities of speech do you miss in written communication ?**

Ans. : In written communication, we miss the following qualities of speech:

i) Immediate feedback
ii) Speed of transmission
iii) Body language
iv) Time-saving method of group communication

Q4. **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.

Q5. **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 it strictly follows the appropriate format such as a memo, a letter, or a report. In general communication, there is less need for structuring.

Q6. **"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.

Q7. **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.

Q8. **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.

Q9. **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.

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 ideaand will thus be confused.

Q11. **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.

Q12. **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 thatthe listener thinks, what the speaker says is stupid or silly.

Q13. **"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 verbalmessage.

Q14. **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.

Q15. **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.

Q16. **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 – 4feet is considered ideal for most social interactions. However, most business transactions require a standard distance of 4 feet between two persons.

Q17. **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.

Q18. **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.

Q19. **How are skills classified on the basis of the need for background knowledge ?**

Ans. : Different skills require different levels of background knowledge. At one end of the scale, there are simple <u>motor skills</u> such as swimming and walking which require control of motor (muscular) activity, but hardly any background knowledge. At the other end are the <u>cognitive skills</u> involving complex application of knowledge but little motor activity, such as the kills of solving mathematical problems. In between, there are the psycho-motor skills which require application of knowledge as well as control of motor activity. Communication skills are <u>psycho-motor skills</u>.

<u>UNIT – II</u>

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

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

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

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. **Which IPA symbol would be used to represent the sound that is heard at the end of each of the following words :**

(i) table : /l /   (ii) hope:/p/   (iii) first : / t /

(iv) garage : /ʒ/   (v) conduct : / t /

(vi) blacksmith: /θ/   (vii) swing : /ŋ/

(viii) communicate: / t/   (ix) information: /n/

(x) understand: /d/

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

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

7. **Write the IPA symbol for the vowel in each of the following words :**

Ans. : i) sun: / ∧ /   ii) right : /aI /   iii) how: /aU/   iv) peer : /I∂/

v) poor : /U∂/   vi) here : /I∂/   vii) make : /eI/   viii) boat: /∂U/

ix) can : /æ/   x) note : /∂U /   xi) no : /∂U /   xii) now: /aU/

8. **What is stress shift? Give an example.**

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

Examples: ˈpho.to.graph   pho.ˈto.gra.phy   pho.to. ˈgra.phic

ˈcon.duct(n)   con. ˈduct(v)

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

i.	academic	:	a.ca. ˈde.mic
ii.	communication:		com.mu.ni. ˈca.tion
iii.	photography	:	pho. ˈto.gra.phy
iv.	however	:	how. ˈever
v.	presentation	:	pre.sen. ˈta.tion
vi.	engineer	:	en.gi. ˈneer
vii.	agreement	:	a ˈgree.ment
viii.	psychology	:	psy. ˈcho.lo.gy
ix.	pleasure	:	ˈplea.sure
x.	understand	:	under. ˈstand

10. **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 ˈboys have left.

Intonation produces rhythm in connected speech. It also expresses the speaker's attitude. For example, statements and wh-questions are normally made with a falling tone. The falling tone shows a matter-of-fact attitude on the part of the speaker. But when a statement or wh-question is said with a rising tone, it suggests friendliness or excitement of the speaker.

11.   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 whilecommunicating. One must avoid expressing one's idea through long, complicated sentences and   uncommon words.

12.   What are 'minimal pairs' ?

Ans. : Two words with a difference of only one sound form a minimal pair. For example, 'bit' /bIt/ and 'beat'/bi:t/ form a minimal pair, the difference in pronunciation being created by a difference in only one sound – /I/ and /i:/. In ear training, learners are given practice with minimal pairs.

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.   What is a 'speech act' ?

Ans. : When we communicate, we perform 'actions' through words. For example, when someone asks the question, "When will the train arrive?" he is performing an action. He is trying to get some information which he does not have. As this action is performed by speaking, this is called a speech act.

UNIT – IV

Q1.   How do verbs of state differ from event verbs ?

Ans. : In terms of meaning, verbs are classified as verbs of state (= stative verbs) and event verbs (=dynamic verbs).   The verbs which describe actions are called event verbs or dynamic verbs. For example, <u>run, throw, fight, write</u>, etc. express actions and are therefore, dynamic verbs. There are certain other verbs, such as <u>be, become, seem, like, love, see, hear,</u> etc. which describe a state, and are called stative verbs. It is noteworthy that stative verbs cannot normally be used in the continuous form, whereas there is no such restriction in the case of dynamic verbs :

- ✓ *He is writing a letter now*
- *   *She is loving him.*
- ✓ *She loves me.*

Q2. Fill in each blank with the right form of the verb given in brackets:

(a)   Ramesh first <u>visited</u> (visit) Meghalaya in 1985, when he <u>was</u> (be) 15 years old. Since then, he <u>has been</u> (be) to Meghalaya many times and <u>has become</u> (become) an expert on the music of Meghalaya.

(b)   My brother is a famous singer. He <u>has sung</u> (sing) four songs for a Tamil film which Rajnikant <u>directed</u> (direct) in 1998. In all, my brother <u>has sung</u> (sing) for more than 20 films.

(c)   When I was a child, I <u>lived</u> (live) in Chennai. My father <u>took</u> (take) me to school in his car every morning. I <u>played</u> (play) football in those days.

(d)   My uncle, who lives in Kolkata, <u>visited</u> (visit) Varanasi for a month. He <u>enjoyed</u> (enjoy) himself thoroughly. He <u>met</u> (meet) his old friends, and they <u>chatted</u> (chat) happily about their childhood days.

(e)   The President of France <u>is coming</u> (come) to Delhi next week. He <u>will fly</u> (fly)   to Mumbai from Delhi.

(f)   The Independence Day parade has begun. The soldiers <u>are marching</u> (march) across the parade ground. The chief minister <u>is taking</u> (take) the salute and all the guests <u>are standing</u> (stand) up to honour the national flag. The military band <u>is playing</u> (play) the national anthem.

Q3.   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.

Q4.   Fill in the blanks in the appropriate forms.

a) Ravi Verma is painter. He <u>paints</u> pictures. He <u>has been painting</u> pictures since 1995 and <u>has painted</u> more than 200 pictures so far. (paint)
b) Irfan loves cricket. He <u>has been playing</u> cricket since he was in school and <u>has played</u> for his college as well as his university. This year, <u>he has played</u> for the state. (play)
c) Last night, when I <u>was taking</u> (take) a walk in the park, I <u>saw</u> (see) a snake. It was <u>gliding</u> (glide) through the grass.
d) The telephone <u>rang</u> (ring) while I <u>was taking</u> (take) a bath. I <u>asked</u> (ask) my wife, who <u>was cooking</u> (cook) our lunch, to receive the call.

Q5.   Do as directed :

a) Don't wake me up if it isn't necessary.
    [Rewrite the sentence, using <u>unless</u>.]

Ans. : Don't wake me up unless it is necessary.

b) James Watt invented the steam engine.

[Change into the passive.]

Ans. : The steam engine was invented by James Watt.

c) He will buy the laptop <u>unless/as long as</u> it's not too expensive.

[Choose the correct alternative.]

Ans. : He will buy the laptop <u>as long as</u> it's not too expensive.

d) Our teacher won't forgive you <u>unless/ as long as</u> you say sorry.
[Choose the right alternative.]

Ans. : Our teacher won't forgive you <u>unless</u> you say sorry.

e) My bike was stolen. [Change the voice.]

Ans. : Someone stole my bike.

f) Vacation is <u>what I need most</u>. The underlined part is a <u>Noun Clause</u>.

[Fill in the blank.]

g) _____ tiger is an endangered animal. [Add the missing article.]

Ans. : <u>The</u> tiger is an endangered animal.

h) A major new deposit of oil _____ (discover) in the Godavari basin. [Put the verb in brackets in the passive form in an appropriate tense.]

Ans. : A major new deposit of oil <u>has been discovered</u> in the Godavari basin.

i) All the work in this hotel is done by robots. [Change the voice.]

Ans. : Robots do all the work in this hotel.

j) Use 'take after' and 'look after' in meaningful sentences.

Ans. : Seema <u>takes after</u> her mother. (resembles)

After her mother's death, her aunt <u>looked after</u> her. (took care of)

Q6.   Do as directed.

i)   They love travelling _____ air. (Fill in the blank with the correct preposition.)

ii)   Last Sunday, we went _____ a picnic. (Insert the right preposition.)

iii)   The Gujrat earthquake registered 8.1 _____ the Richter scale. (Put the right preposition in the blank.)

iv)   Ice cream is made _____ milk. (Supply the correct preposition.)

v) The chair is made _____ wood. (Insert the right preposition.)

vi) They lost their way in _____ Sahara desert. (Supply the missing article.)

vii) _____ (Will/ Would) you mind opening the door for me ? (Choose the correct alternative.)

viii) I _____ leave; I am getting late. (Fill in the blank with an appropriate modal.)

ix) Twenty thousand rupees is/are a meagre salary these days. (Choose the correct alternative.)

x) _____ is a pizza. (Fill in the blank with a noun clause.)

xi) A vacation is _____ (Fill in the blank with a noun clause.)

xii) in macbeth Shakespeare starts the action on an ironical note (Put punctuation marks and capital letters where necessary.)

xiii) shakespeare says foul is fair fair is foul (Punctuate.)

xiv) oh its time we left (Punctuate.)

xv) The boy was killed by a tiger. (Change the voice.)

Answer key to Question 6

(i) by (ii) on (iii) on (iv) from (v) of (vi) the (vii) Would (viii) must (ix) is (x) What I like (xi) What I want for dinner (xii) In 'Macbeth', Shakespeare starts the action on an ironical note. (xiii) Shakespeare says, "Foul is fair, fair is foul". (xiv) Oh, it's time we left. (xv) A tiger killed the boy.

BACK-UP READINGS

(For answering unexpected blank filling and short answer questions)

*   To be read quickly twice before the exam.

1.   The process of communication :

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

Sender (Encoding) → Message → Receiver (Decoding)

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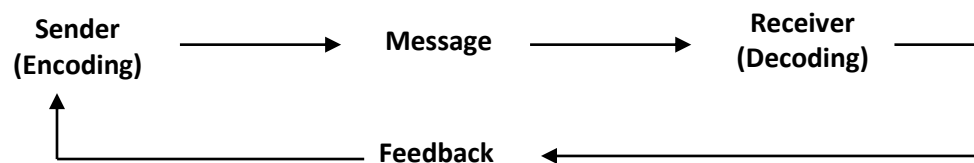
The process of communication involves decisions and activities by the two persons involved, the sender and the receiver.

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 sender 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 has 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 hasan 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.

2. 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 byway 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.

3.   Barriers to communication :

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.

4. Short notes on :

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

(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 *who* for formal *whom*:
	Whom do you want to meet?
	        (Formal)
	Who do you want to see ?*(Informal)*
	  c) Uses a lot of phrasal verbs
	Lookedinto for investigated.

5. *Precise vocabulary is used in formal English:* Fewer mistakes ………………… no significant differences Sufficient Demonstrates Dull, depressing Excellent Surely, certainly	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
6. No slang expressions are allowed in formal English. : Chuck : Throw Hang on : Wait A drag : Bore	6. The frequent use of slangs makes informal English vivid and colourful.

(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 conclusion	Conclude
Takeintoconsideration	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 2nd January.
This piece of jewellery is expensive.	These ear-rings cost Rs.40,000.

5. Consonant and vowel sounds in English:

English has 24 consonant sounds. Here is a complete list of symbols for all the 24 consonant sounds of English.

Phonetic symbols	Examples in Words
	(The symbol represents the sound for the underlined letters.)
1. /p/ (ପ ; ୱ)	pen, speak, keep.
2. /b/ (ବ ; ୭)	bat, above, tab.
3. /t/ (ଟ ; ଟ)	time, matter, light.

4. / d / (ड ; ଡ)   dim, middle, bread.

5. / k / (क ; କ)   call, echo, mask.

6. / g / (ग ; ଗ)   gate, against, bag.

7. / ts / (च ; ଚ)   chance, nature, batch.

8. / dʒ / (ज ; ଜ)   judge, magic, cage.

9. / f / _____   fan, effect, graph.

10. / v / _____   very, five, avail.

11. / θ / (थ ; ଥ)   thin, method, faith.

12. / χ / (द ; ଦ)   then, other, bathe.

13. / ʃ / (स ; ସ)   ship, machine, ash.

14. / z / _____   zero, physical, birds.

15. / s / (श ; ଶ)   simple, biscuit, gas.

16. / ʒ / _____   vision, pleasure, measure.

17. / m / (म ; ମ)   mother, compare, column.

18. / n / (न ; ନ)   number, sound, drain.

19. / ŋ / _____   sing, building, distinguish.

20. / h / (ह ; ହ)   handle, behave, ah.

21. / l / (ल ; ଳ)   lottery, allot, bottle.

22. / r / (र ; ର)   rest, screen, ever.

23. / w / (व ; ୱ)   water, question, equal.

24. / j / (य ; ୟ)   yes, student, young.

Vowels in English

	Vowel	as in the words
1.	/ɪ/ (ଇ ; इ)	'b<u>i</u>t', 'g<u>i</u>ve', 'm<u>i</u>x'
2.	/i:/ (ଈ ; ई)	'b<u>ea</u>t', 'm<u>ee</u>t', 'n<u>ea</u>t'
3.	/e/ (ଏ ; ए)	'b<u>e</u>d', 'm<u>e</u>t', 'l<u>e</u>d'
4.	/æ/ (ଆ ; या)	'c<u>a</u>t', 'm<u>a</u>n', 'b<u>a</u>d'
5.	/ɔ/ (ଓ ; ओ)	's<u>o</u>n', 'h<u>o</u>t', 'sh<u>o</u>t'
6.	/ʌ/ (ଏ ; अ)	's<u>u</u>n', 'h<u>u</u>t', 'sh<u>u</u>t'
7.	/aː/ (ଥା ; आ)	'p<u>a</u>rt', 'f<u>a</u>rm', 'f<u>a</u>ther'
8.	/ɔː/ (ଓ ; ओ)	'p<u>o</u>rt', 'f<u>ou</u>r', 'f<u>o</u>rm'
9.	/ʊ/ (ଉ ; उ)	'f<u>oo</u>d', 'b<u>oo</u>k', 'w<u>oo</u>d'
10.	/uː/ (ଊ ; ऊ)	'f<u>oo</u>l', 'sh<u>oe</u>', 'tr<u>ue</u>'
11.	/ə/ (ଥୁ ; अ)	'<u>a</u>bout', '<u>a</u>go', '<u>a</u>nnounce'
12.	/ɜː/ (ଥ ; अ)	'b<u>ir</u>th', 'b<u>ir</u>d', 'f<u>ir</u>m'

The 12 vowels shown above consist of one sound each and are called pure vowels or *monopthongs* (mono = one, thong = sound).

Each of the 8 other vowel sounds of English consist of more than one sound and are called *dipthongs*. (di = two ; thong = sound). They are as follows :

	Dipthong	as in the words
13.	/eɪ/ (ଏଇ ; एइ)	t<u>a</u>ke, l<u>a</u>te, tr<u>ai</u>n
14.	/aɪ/ (ଥାଇ ; आई)	tr<u>y</u>, k<u>i</u>te, s<u>igh</u>t
15.	/ɔɪ/ (ଥଇ ; अ ई)	b<u>oy</u>, <u>oi</u>l, sp<u>oi</u>l
16.	/əʊ/ (ଥଉ ; औ)	g<u>o</u>, g<u>o</u>ld, b<u>oa</u>t
17.	/aʊ/ (ଥାଉ ; आऊ)	h<u>ow</u>, n<u>ow</u>, b<u>ow</u>
18.	/ɪə/ (ଇଥ ; इ अ)	h<u>ere</u>, f<u>ear</u>, n<u>ear</u>
19.	/eə/ (ଏଥ ; ए अ)	h<u>air</u>, f<u>air</u>, <u>air</u>
20.	/ʊə/ (ଉଥ ; ऊ अ)	p<u>oor</u>, s<u>ure</u>, tr<u>uer</u>

6. PHRASAL VERBS

1) BREAK

1. **Break down** (fail to work). : Our car <u>broke down</u> on the way.

2. **Break out** (start suddenly) : Dengue has <u>broken out</u> in our locality.

3. **Break into** (enter forcibly) : The thief <u>broke into</u> the house at midnight.

2. BRING

4. **Bring about** (cause) : The new Principal has <u>brought about</u> many changes.

5. **Bring up** (nurture). : After her mother's death, her aunt <u>brought</u> her <u>up</u>.

3. CALL

6. **Call on** (visit) : I am going to <u>call on</u> my grandfather on Sunday.

7. **Call off** (cancel) : The match was <u>called off </u>due to heavy rain.

8. **Call for** (demand) : His misbehavior <u>calls for</u> punishment.

4. KEEP

9. **Keep on** (continue) : We must <u>keep on</u> doing our duty in spite of obstacles.

10. **Look after** (take care of) : All students should <u>look after</u> their health by exercising daily.

11. **Look into** (investigate) : The police is <u>looking into</u> the case.

12. **Look forward to** (eagerly wait for) : I <u>look forward to</u> my friend's visit next week.

13. **Look on (**stand and watch) : People were <u>looking on</u> without helping the injured at the accident site.

14. **Look up to (**admire) : We <u>look up to</u> our seniors for their kind useful advice.

15. **Make up for** (compensate for) : The company will <u>make up for</u> the customers' lose by replacing the machines.

16. **Make out** (understand) : I cannot <u>make out</u> what you mean.

17. **Let down** (disappoint) : We must live up to our parents' expectations. We should not <u>let</u> them <u>down</u>.

18. **Put off** (postpone) : The exams have been <u>put off</u> for a week.

19. **Put out** (extinguish a fire or light) : The fire was <u>put out</u> after two hours.

20. **Put up with** (tolerate) : We cannot <u>put up with</u> your insulting behaviour any mare.

21. **Take after** (resemble; look like) : The younger one <u>takes after</u> her mother.

22. **Take off** (not wear) : You are sweating; you should <u>take off</u> your coat.

23. **Turn up** (appear) : She <u>turned up</u> for her presentation at the last minute.

24. **Turn down** (reject) : The manager has <u>turned down</u> our proposal.

25. **Turn out** (prove to be something unexpected) : We thought him to be an expert, but he <u>turned out</u> to be a fool.

26. **Turn off** (switch off) : Please <u>turn off</u> the lights so that we can play the video.

27. **Carry out** (implement) : We <u>carried out</u> our boss's orders immediately.

28. **Give up** (stop) : Rakesh has <u>given up</u> smoking.

29. **Give away** (distribute) : The Minister <u>gave away</u> the prizes to students.

30. **Give off** (emit) : The rotten fruit is <u>giving off</u> a bad smell.

31. **Run into** (have difficulties suddenly) : On the second day of our journey, we <u>ran into</u> trouble.

32. **Send for** (summon) : You look ill; you must <u>send for</u> a doctor.

33. **Set in** (start) : Winter has <u>set in.</u>

34. **Set out** (begin a journey) : We <u>set out</u> for Rourkela in the morning.

35. **Stand out** (be prominent) : The leader <u>stands out</u> from the others.

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BIJU PATNAIK INSTITUTE OF IT & MANAGEMENT STUDIES, BHUBANESWAR

PART-B
LONG ANSWERS

UNIT - I

Q1. NON-VERBAL COMMUNICATION :

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.

It is the transmission of messages by some medium other than speech or writing. Thus,

Non-verbal communication refers to the transfer of meaning by body language, sign language, space, time, and paralinguistic features of speech.

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-buy. 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.

Q2. COMMUNICATION NETWORK IN AN ORGANIZATION:

"Whether an organization is small or large, it is communication that binds the organization together." Discuss in detail the flow of communication in an organization in the light of the above statement.

OR

"A free flow of information ensures the success of an organization." Elaborate this statement in the light of the flow of communication in an organization.

Ans.: Communication is the life-blood of an organization. As life will come to an end without blood circulation in the human body, similarly an organization will become defunct without circulation of information and ideas among its managers and employees. thus, an efficient communication network is vital for successful functioning of an organization. Such a communication network consists of various channels of communication in the organization.

Channel refers to the direction of transmission of messages within an organization. First of all, there are formal and informal channels of communication. **Formal Communication Channels** are those channels which are designed by the management to channelize the flow of communication along the formal structure of the organization. Such communication flow is created along official positions to' ensure regular, smooth, orderly, accurate and timely flow of information.

Informal Communication in an organization takes place outside the official channels. It is spontaneous and unofficial. It has no set directions. The informal communication channels in an organization is also called the grapevine, as they extend in various directions like a grapevine.

The communication channels in an organization can be classified as follows:
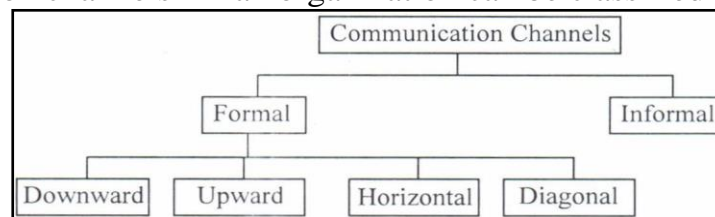
Formal Communication

Formal channels are structured and predictable. In the rational organisation formal channels are orderly and there are chains of command. Policy information flows downward to inform and transactional information flows upward to inform management of progress. The advantages and disadvantages of formal communication are broadly as under:

Advantages

- Seeks to achieve goals using the most efficient means of communication.
- Responsibility at each level of hierarchy is fixed.
- Ensures direct contact between the sender and the receiver of the message.
- Better relations are established.
- Solutions to problems are easily found.
- System is more effective as a rational mechanism for improving organisational performance.

Disadvantages

- Managers are more concerned with rules, directives, jurisdiction and the like which tend to increase the workload.
- As in bureaucracy, long line of superiors causes delay and consequent frustration.
- No premium is placed on simplifying decisions and ensuring human relationship factors.
- Cares only for limited, organizationally relevant behaviour rather than on the larger social, cultural and technological context of the surrounding environment.

Formal channels consist of the following four categories according to the direction of the flow of communication.

(i) **Downward Communication:** Downward communication refers to the flow of information from the superiors to subordinates in an organization. A communication from the general manager of a company to the branch managers is an example of downward communication. Downward communication is essential for the efficient functioning of an organization.

The first problem associated with downward communication is that information is quite often lost or distorted in its journey down the chain of command. It is time consuming; the more the levels, the more chances of delay or dilution of information.

(ii) **Upward Communication:** Upward communication is the flow of information in an organization from lower levels to higher levels. As an example, when a Marketing Manager submits a report of a market survey to the Vice President (Marketing), (s)he is using the upward channel to communicate. The main purpose of upward communication is to provide feedback and suggestions on different areas of organizational functioning.

The upward flow of communication often creates a psychological problem. Generally the higher-ups do not like to be 'told' by their subordinates or to take their suggestions. As a result, the employees may feel let down and reluctant to participate in upward communication.

(iii) **Horizontal Communication:** In horizontal communication, messages flow among members of the same work group or among managers at the same level belonging to different departments or divisions. The communication between the Marketing Manager and the Production Manager is an example of horizontal communication. The purpose of horizontal communication is to facilitate co-ordination and harmony among work groups or departments in an organization.

Horizontal communication takes place mostly during committee meetings or conferences where peers interact with one another and take decisions or prepare inter-departmental reports. This channel of communication is necessary for inter-departmental conflict resolution and co-

ordination.

(iv) **Diagonal Communication:** Diagonal communication takes place when employees in an organization communicate with one another beyond hierarchical status and established reporting relationships. The Production Manager (higher level) communicating with salesmen(bottom-level employees) of the marketing department to get their suggestions is an example of diagonal communication. Diagonal communication is the result of the growing realization of fraternity and common concerns in the corporate sector. It promotes trust and co- operation among managers and employees and expedites work.

On the downside, however, diagonal communication can encourage indiscipline and power-play among employees. It can also create coteries or favoured groups around a power – loving manager to the detriment of the organization.

Informal Communication:

Informal communication networks 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 that people naturally form. 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 environment and is integral to the working lives of men and women. Such informal communication channels in an organization are called 'the grapevine' because they extend in all directions like a grapevine.

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.

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."

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."

3.   The Grapevine :

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.   For example, information communication happens around water coolers, in lunch rooms or company canteens, and wherever employees get together.

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.

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."

The advantages of 'the grapevine' are :
   i)   Speedy transmission of information
   ii)   Quick and genuine feedback value
   iii)   Employees' psychological satisfaction
   iv)   Generation of new ideas.

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.

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According to Keith Davis, the grapevine transmits information through four kinds of chains:

i) Single strand

ii) Gossip

iii) Probability

iv) Cluster (most popular).

1. *Single strand (one-to-one):* It is essentially a single strand network. The individual communicates with other individual, that is, one tells another on a selective basis.

$$A \longrightarrow B \longrightarrow C \longrightarrow D \longrightarrow E$$

In the process, A tells B, who tells C, who tells D and so on. Many times, it is like one tells one and one tells everyone.

2. *Gossip (one to many):* A actively seeks and tells everyone
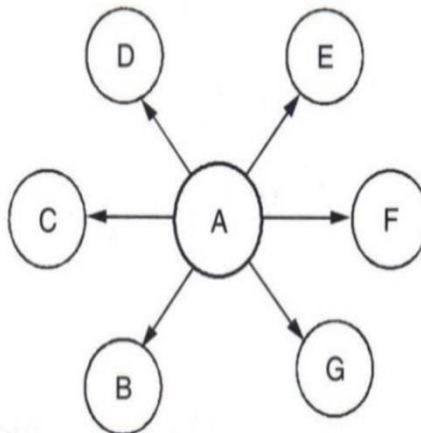
This is like a wheel in which A is at the centre. A passes the information along the spokes of the wheel to others stationed on the rim. Finally, it is a group of people sharing the same information with possibilities of distortion according to motive.

3. *Probability (one to many):* Also known as a **random chain**, here A tells others according to laws of probability. These others tell still others in a similar manner.
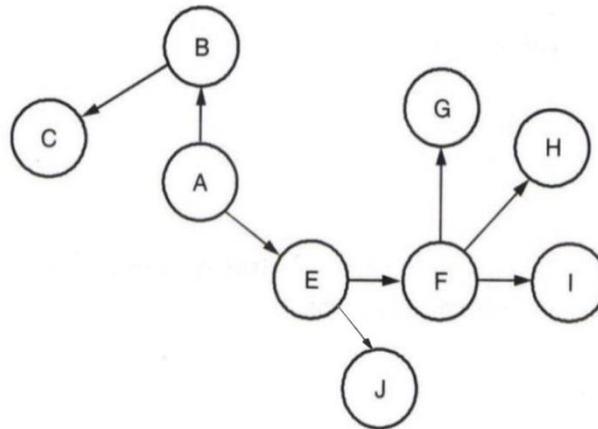
4. *Cluster (one to few, few to few):* This is the most popular form of grapevine communication. A tells selected persons who may in turn relay the information to other selected individuals. But group entity is highly noticeable in the cluster process .
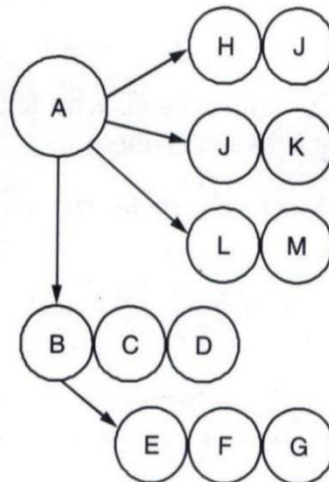
In the larger perspective , grapevine is often described as the barometer of public opinion. Therefore, in the organisational framework howsoever well structured or disciplined it is—the importance of grapevine is a well recognised truth. Its advantages outweighs its demerits :

- 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 in the following ways :
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

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. As counter measures, managers should feed the grapevine with actual information and seek to get the facts through the informal channels of communication.

Q4. PRINCIPLES OF EFFECTIVE COMMUNICATION :

 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 sincerelyappreciative,

       (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, completemessages 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.

UNIT – II

Q1. BIAS – FREE ENGLISH

"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	*People, humanity, human beings*
2. Manpower	*Human resources, staff*
3. Layman	*Layperson*
4. Layman's terms	*Ordinary terms*
5. Man hours	*Staff hours*
6. Man –made	*Artificial, manufactured*

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

Chairman	-	*Chairperson*
Policeman	-	*Police officer*
Fireman	-	*Fire fighter*
Spokesman	-	*Spokesperson*
Salesman	-	*Sales person*
Watchman	-	*Guard, Security officer*
Foreman	-	*Supervisor*
Forefathers	-	*Ancestors*
Housewife	-	*Home maker*

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

* Each student should hand in <u>his</u> term paper on Monday.

All students should hand in <u>their</u> term papers on Monday.

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

When meeting someone for the first time, shake <u>her</u> hand. If you have known <u>him</u>   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	*African – American*
Oriental	*Asian – American*
Red Indian	*Native American*
Untouchable, tribal, Harijan	*Dalit*

III.   Avoid DISABILITY BIAS :

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

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.

Q2. 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 (I) 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 ꞏtown.

'Is she the 'daughter of your ꞏfriend ?

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.

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After he had eaten, / he went to bed.

Q3. (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.

Q4.(a) Contrastive stress has been shown in bold in the following utterances. Mention the intended meaning of the speaker in each utterance.

i) **Can** you lend me some money ? (This sounds like a desperate plea.)
ii) Can **you** lend me some money ? (I have already asked all the others and failed.)
iii) Can you **lend** me some money ? (I am not asking you to make a gift of it.)
iv) Can you lend **me** some money ? (It is I who need the money, not the others.)
v) Can you lend me **some** money ? (Not a lot of money.)

(b) **Contrastive stress has been shown in bold in the following utterances. Mention the intended meaning of the speaker in each utterance.**

i) **Put** the blue vase on the table in the corner.

ii) Put the blue **vase** on the table in the corner.

iii) Put the blue vase on the **table** in the corner.

iv) Put the blue vase on the table in the **corner**.

(c) **Contrastive stress has been shown in bold in the following utterances. Mention the intended meaning of the speaker in each utterance.**

i) John is leaving for Paris to attend a conference **next week**.

ii) John is leaving for **Paris** to attend a conference next week.

iii) John is leaving for Paris to attend a **conference** next week.

iv) John **is** leaving for Paris to attend a conference next week.

v) **John** is leaving for Paris to attend a conference next week.

UNIT – III

Q1. **How is listening important for a professional ? Briefly discuss the barriers to listening and the strategies for improving the listening skill.**

Ans. : Listening is the communication skill we use most frequently. Recent surveys have established its importance. 45% of the time of a business professional is spent in listening. Employees come to a manager with inquiries, suggestions, proposals, comments and complaints. This requires effective listening on the part of the manager. The higher a manager is in the corporate ladder, the more time he/she spends in listening to others. The managers who are rated most highly by their subordinates are good listeners. However, most professionals are poor listners. This is why effective listening is very important for business professionals.

Listening is the process of receiving and interpreting the spoken word. Listening begins with physical hearing or sensing of the oral message. Once the listener is able to recognize the sound patterns, he or she has to decode and interpret the message. After

the message has been decoded and interpreted, its truth value and significance are evaluated, and an appropriate response is given by the listener. Thus, the process of listening consists of sensing, decoding, evaluating, and responding.

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.

2. Perceptual Barriers : These barriers result from the differing perceptions of the speaker and the listener. The perceptual barriers are of the following kinds.

(a) Frames of reference : People perceive the words according to 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 : Globalisalization 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 out-going 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.

3.   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. **"Time and tense are not the same". Explain.**

Answer :

Time is an essential element in states, actions and events expressed by the verb. The finite verb in a sentence tells us when an action or event takes place with reference to the time of speaking or writing. The time of speaking is Now or the present. We look backwards from the point NOW into the past or look forwards   from that point into the future.

Examples :

Sunita has a headache (now).

Sunita had a headache (yesterday).

Sunita will have a headache (tomorrow).

Thus, time which is an element of our experience has three divisions : present, past and future.

The term 'tense' refers to the different forms which a verb takes to indicate 'time reference'. Tense is not time, although it refers to time. Time is something that exists outside language. Even if human beings did not have language, time would still exist, although we would have no means of talking about it. Different languages found different ways of talking about time. In languages such as English, Hindi, Oriya etc., verbs are mainly used (along with adverbs) to talk about time. Verbs take different forms when they are used to refer to actions or events taking place in different 'periods' of time, and it is these forms of verbs that we call tense.

Tense is a grammatical marker on the verb. In English, there are only two such markers – Present and past. In English, there are only two tenses through which we can express actions and events happening in all these three divisions of time.

Examples :

We like ice-cream very much.

We liked ice-cream very much.

English does not have a future tense. The speakers of English use the present tense forms to express future actions and events.

Examples :

It is going to rain tomorrow.

We will visit you next Sunday.

Q2.   Write a short note on "Subject Verb Concord".

Ans. : Concord refers to the agreement of the verb with the subject in a sentence. The finite verb must agree with the person and number of the subject of the sentence.

For example :

> I *am* a student.
>
> He *is* a student
>
> He *comes* to college every day.
>
> They *are* angry

Below are some important exceptions to this general principle of subject verb concord :

➢ **A group noun is treated as plural when it refers to its members.**

1. *The committee are divided in their opinions.*

2. *The audience were very noisy.*

➢ **Two nouns joined by and are treated as singular when they refer to a single thing:**

• *Bread and butter is my favourite breakfast.*

• *Law and order is very important for a fair election.*

• *Slow and steady wins the race.*

➢ **When two nouns are joined by or/ either….. or, the number of the verb is determined by the number of the last noun:**

• *Either the workers or the director is to blame for the strike.*

• *Either the director or the workers are to blame for the strike.*

➢ **'They' is used as the pronoun for everyone/ everybody:**

> *Everyone thinks they know everything.*

➢ **If two nouns are joined by <u>along with/together with,</u> the number of the first noun determines the number of the verbs:**

The <u>man</u> along with his wife <u>is coming</u> here.

The <u>boys</u> together with their teacher <u>are coming</u> here tonight.

Q3. 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

Q4. 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 Ramesh 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 SahityaAkademi 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.

Q5. Fill in the blanks with verb forms suggesting future activity:

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

Q6. 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, _____ ?

Q7.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.

Q8.Correct the errors.
   a) One of the pupils in our class <u>own</u> a laptop.
   b) Ten grams <u>are</u> the smallest quantity they sell.
   c) Some people dislike traveling by sea, as it <u>make</u> them sea-sick.
   d) Ill news <u>travel</u> fast.
   e) A lot of time <u>have</u> been wasted.

Q9.Rewrite the sentences after correcting the errors.
   1. Renu <u>is running</u> for the last two hours.
   2. Why <u>he wrote</u> that letter to the Principal ?
   3. Not even one of the women <u>were</u> able to help her.
   4. The son <u>is resembling</u> his father.
   5. He <u>is living</u> in Bhubaneswar since 2012.
   6. I told you the truth, but it seems you <u>are not believing</u> me.
   7. The train <u>already arrived</u> before we entered the platform.
   8. People <u>have seen</u> her at the market last week only.
   9. I <u>have read</u> five of your books last year.
   10. Some of the students residing in the hostel <u>has</u> come late to class.

Q10. Fill in the blanks with verb forms suggesting future activity:

   i.   We hear the price of onions <u>will go up</u> (go up) by three rupees per kilo next week.
   ii. There is a low pressure and <u>we are going to have</u>(have) heavy rain in the next few days.
   iii. The Olympic Games <u>starts</u> (start) in Beijing next month.

   iv. My daughter wants to become a singer. She <u>is joining</u> (join) the SangeetMahavidyalaya next month.
   v.   If you neglect your studies, you <u>will fail</u> (fail) in the exam.

vi.   The Prime Minister <u>is to leave</u> (leave) for New York in an hour. He <u>will address</u> (address) the United Nations General Assembly tomorrow.

vii.   The company's directors have taken a decision. The new factory <u>is going into</u> (go into) production next month.

viii.   The train is running late. I don't know when it <u>will leave</u> (leave) for Howrah.

Q11. Edit the following sentences to achieve clarity :
(Parallel Structures)

1.   We want to talk to our System Administrator and then <u>taking</u> 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 <u>deceiving</u> customers.
     Ans.: Their intention was to get good jobs and then deceive customers.

3.   The natural forces are neither malicious nor <u>helping</u> people.
     Ans.: The natural forces are neither malicious nor helpful to people.

4.   We don't know whether the guest has arrived and <u>his liking for</u> 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 <u>coward</u>.
     Ans.: The new manager is tall and well-built, but cowardly
     .

Q12. Edit the following sentences for parallel structure:

(i)   Our client wishes to return the item and <u>getting</u> a full refund.

(ii)   After completing the document, <u>it should be filed with the clerk by you or your staff</u>.

(iii)   It was urgent that I return the phone call immediately, so <u>it was returned</u>.

(iv)   If you work on the new software and <u>are finding</u> it easy, you can have more projects.

(v)   When you find out the correct address, <u>the records should be updated</u>.

Q13. Edit the following sentences for parallel structure.

(i)   The Baker Project would have gone smoothly if <u>reports were prepared on time</u>, we returned their calls, and <u>would have include some sort of follow up</u>.

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, <u>making decisions effectively and new approaches being tried</u>.

Ans.: The team envisioned a successful future through strong leadership, effective decision making, and new approaches.

(iii) Complete the inventory, <u>calls should be made to distributors, and the accounts tabulated</u>.

Ans.: Complete the inventory, make calls to distributors, and tabulate the accounts.

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

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

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

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

Q14. Correct the error of modifiers in the following sentences:

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

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 <u>with the missing cover</u>.

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 <u>with red fenders</u>.

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

(iv) Items returned by the customers <u>that are broken</u> 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 <u>filled with new application forms</u>.

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

Q15. 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 <u>into the raging flood waters of the Mahanadi</u>.

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

2. Arthritis, <u>irrespective of age and gender</u>, 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 <u>which has its head office in Nagpur</u>.

   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, <u>the boy was not found</u>.
   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, <u>living in outlying areas</u>.

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

Q16. Correct the error of modifiers in the following sentences:

(i) George will give a presentation at this week's meeting <u>on how to select the best cellphone package.</u>

(ii) Our merger created a chaos <u>with the other company</u> for us.

(iii) The truck was pulled into the dock area <u>with huge dents</u>.

(iv) The applicant was the best candidate <u>arriving late for the interview</u>.

(v) The report is due in September <u>on policy change</u>.

Q17. Edit the following sentences for structure and style:

(i) Working right up to the deadline, <u>Marie's presentation was finally completed.</u>

(ii) Improving writing skills promotes critical thinking, <u>will enhance career opportunities and develop confidence.</u>

(iii) Concerned managers <u>asked for changes in company policy, are appealingrecent decisions, and will plan to schedule a meeting to discuss theirrecommendations.</u>

(iv) Jamie's duties include answering phones, <u>to file dockets, and greet clients.</u>

(v) Walking into the conference room, <u>the team leader's cell phone began to ring.</u>

ANSWER KEY TO QUESTIONS IN UNIT – IV

Q3. I <u>arrived</u> in New York last Sunday. I've…. now. I <u>have seen</u> a lot of things already, but unfortunately, I <u>haven't met</u> any Indians yet. Last night I saw a very interesting film. It was ….. India. I <u>enjoyed</u> it very much. As you …….. a lot. I <u>have learnt</u> quite a lot in a short time. I'm waiting for a guest who <u>hasn't come</u> yet. It seems a long time since I <u>saw</u> you last . I hope you <u>don't miss</u> me too much.

Q4. (a) had been (b) had been running (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.

Q6. Pinki : do you ?

Pinki : don't you ?

Nira : haven't I ?

Pinki : aren't you ?

Nira : is there ?

Pinki : can you ?

Q7. (a) are (b) are (c) has (d) is (e) have (f) is (g) is (h) is (i) is (j) have.

Q8. (a) owns (b) is (c) makes (d) travels (e) has

Q9. 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

Q12. (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 new software and find it easy, you can have more projects.

(v)   When you find out the correct address, you should update the records.

Q16. (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 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.

Q17. (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.

Best of Luck