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II B.A. ENGLISH
SEMESTER - III
SOFT SKILLS FOR CAREER COMMUNICATION
UNIT - I

Communication:

Communicate comes from the Latin word *communicare* which means 'to share'. When we communicate we share ideas, emotions etc. When we communicate we are not ~~at~~ merely transmitting information, we also acquire, exchange, store, retrieve and process information. So communication consists of a network of interactions.

Elements of Communication:

People, Channels, Message, Noise and Feedback.

People:

Senders and receivers give out and take in message. The sender becomes a receiver, the receiver becomes a sender.

Channels:

The message can be sent through several channels - through sound, smell, taste, touch or sight.

Message:

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This is the purpose of communication. The message could be verbal or non-verbal; deliberate or accidental; private or public.

Noise;

when anything interferes with or distorts our communication it is called noise.

Feed back;

Feedback can be positive or negative; feedback tells us whether our communication is effective.

Types of Communication:

Interpersonal, Small group and public.

Characteristic of good Communication:

Accuracy, Brevity, Credibility, Dynamism, Empathy and Flair.

Barriers to Communication:

Communication could become ineffective because of several barriers. They are: verbal barriers, Lack of proper planning, Selection of a wrong variety of language, Badly Encoded or wrongly decoded messages, Semantic gap, Non-verbal barriers, Information over load, Distrust, Threat and Fear, premature Evaluation of Message. These

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are the barriers of Communication.

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LISTEN

Objectives :

- * To Learn the importance of listening skill.
- * ~~TO~~ Listen with a purpose
- * To Practice various listening related tasks.

The relevance of our speech is greatly dependent on our listening capacity. In other words, unless we listen properly, we will not be able to continue our conversation.

The Consequences of not listening :

- * Parents don't listen to teenagers; So the generation gap widens.
- * Husbands don't listen to wives; So divorces increase.
- * Politicians don't listen to the public; So they become unpopular.

Listening broadens us, lays the groundwork for peace, elevates the quality of our relationships and opens the way to success.

SPEAKING

Objectives:

- * Enable to use English effectively while speaking.
- * Motivate to frame sentences.
- * Use the language in real life situations while speaking.
- * Prepare for facing interviews without any inhibition.

Every student at some point of time has to face the situation of entering the interview. The following points are focused on related interview skills.

- * To knock the door before entering.
- * To shake hands with the interviewer or say Namaste.
- * Thank the interviewer when he offers a seat.
- * Look at all the panel members while talking.
- * Listen to the questions with attention and then answer.
- * Answer the questions with clarity, using proper language.
- * Ask questions relating to the nature of the job.
- * Thank all the panel members before leaving.

Giving directions:

- * the direction in which the required destination is situated.
- * the distance to be covered.
- * the time it takes to cover the distance.
- * the landmark on the way.
- * the mode of travel, e.g. walking, bus, taxi etc.
- * the expense involved.

Inviting a person to a party

Telephonic conversation are different from face to face talks as in the former the speaker has to maintain a balance in the tone in which he talks throughout the conversation. He has to take care of his voice and tone to show his interest in holding the conversation.

- * Greet her e.g. Good morning.
- * General enquiry e.g. How are you?
- * Inform the purpose of call.
- * To give the venue, time the party is likely to begin, the duration of the programme and the agenda for the function.

Speak Effectively:

- * Be fluent, not to be hesitated or

pause for long.

- * To Choose right words.
- * Be grammatical. Use different types of sentences.
- * To use linkers where necessary. Be coherent.
- * To make sure pronunciation is intelligible

Group Discussion:

objectives:

- * To prepare team building activities.
- * To develop interpersonal skills.
- * To enhance speaking skills.
- * To involve in discussions and participation.

* To develop the managerial skill.

Group discussion is a critical interchange of facts and opinions concerning a common problem area with a shared goal or purpose.

The maximum number in a group should be five or six, Each member should play a different role, Each speaker relating to the topic of discussion has to provide at least one relevant detail, Each speaker must be allowed a turn to contribute to the discussion. He should

not be interrupted while talking. Each member has to use proper vocabulary even while refuting another's opinion. 7

How to behave in group:

- * Be polite.
- * Be loud and clear, never swallow words.
- * Keep eye contact.
- * Speak confidently.
- * Never interrupt a speaker in the middle.
- * Not to be interrupted around the bush.
- * Always address the group, not individuals.
- * Participate actively.
- * Use body language.

Body Language:

objectives:

- * To understand the importance of body language in communication.
- * To learn to use body language effectively in interviews and while making presentation.

Body language, as the term indicates, refers to the language that could be

Communicated through body movements or gestures. Body language can also incorporate the use of facial expressions. Body language leaves varied impressions on the onlookers as it determines the efficiency of candidates.

* The movements exhibited by different parts of the body such as face, hands and gestures help a listener to understand what the speaker tries to convey.

* They help us to convey our ideas clearly.

* Sixty-five percent of our communication is non-verbal; only thirty-five percent is verbal.

Non-verbal Behaviour; and their interpretation.

* Brisk, erect walk - Confidence.

* Standing with hands on hips } - Readiness, aggression

* Sitting with legs crossed } - Boredom
Foot kicking slightly }

* Sitting, legs apart - open, relaxed.

- * Arms crossed on chest - Defensiveness
- * Hand to cheek - Evaluation, thinking.
- * Touching, slightly rubbing } - Rejection, doubt,
nose } lying
- * Rubbing eyes - doubt, disbelief
- * Tilted head - interest.
- * Biting nails - Insecurity, nervousness.
- * Open palm - Sincerity, openness, innocence.
- * Parting, fondling hair - Lack of Self-Confidence,
insecurity.
- * Looking down, face turned } - Disbelief
away }

Presentation Skills

objectives:

- * To promote the skill of articulating the points before the presentation.
- * To focus on important points at the time of planning a talk.
- * To make a presentation clear, logical and interesting.

Presentation skills refers to the skill of presenting contents to the audience with clarity and involvement. This requires planning the talk. Organizing mind in

proper manner, planning the sequence of the presentation, the visual effect or supporting tools and the method of presenting and coordinating the points with the visual effect while giving the talk. An effective presenter would be critical about his own presentation skill and try to be innovative in presentation. The function of an introduction is to gain the attention of the audience and draw their attention to the theme. The introduction can:

- * Relate an unusual fact.
- * Make a surprising statement
- * Cite shocking statistics.
- * Compliment the audience.
- * Refer to the occasion.
- * Tell a joke.
- * Relate a story.

The purpose of the conclusion is:

- * Summarizing.
- * Leaving the audience thinking about what they listened to.
- * Heightening the impact of presentation.

Public Speaking

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Objectives:

- * To improve speaking skills in public
- * Instill confidence to face the audience.
- * To Develop the skill to plan talk, anticipate audience reaction and sustain audience interest.
- * To make aware of language skills such as voice modulation, pronunciation, and intonation.

Delivering a public speech is a challenging experience. It is the art of preparing, staging and delivering a speech to an audience. The good speaker remembered the following points while speaking.

- * Know their strength and weakness.
- * Understand their audience.
- * Believe that what they say is important.
- * Practice / rehearse their speech.
- * Prepare well for questions.
- * Perform, that is make things easy and interesting for the audience.
- * Monitor themselves, do a post-presentation analysis and learn from experience.

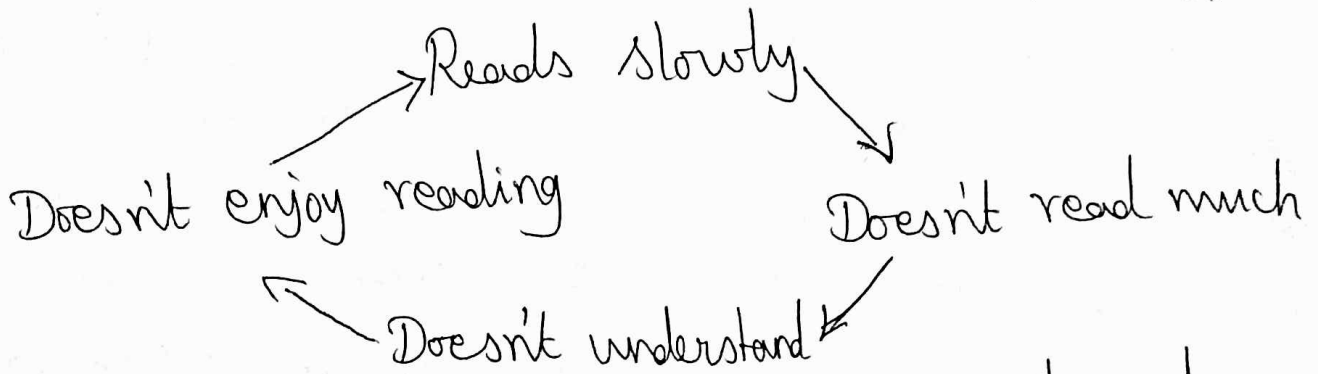
Reading Skills

objectives :

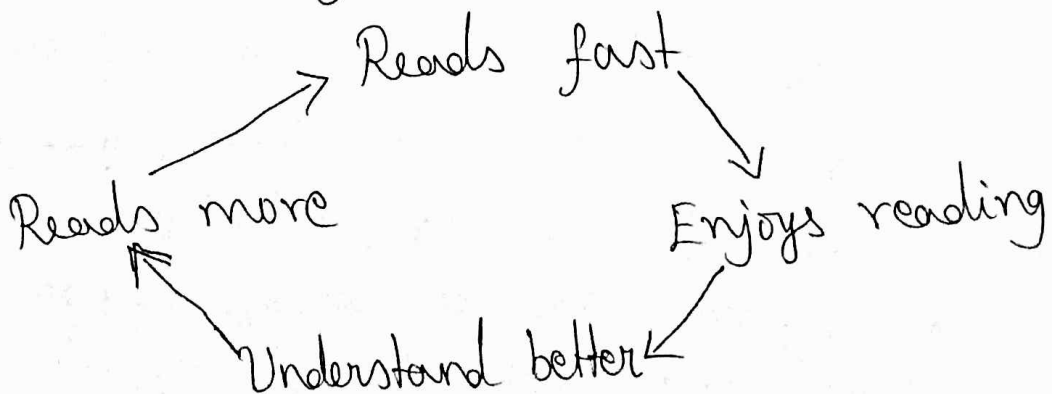
- * The difference between a good reader and a slow reader.
- * Our reasons for reading.
- * The techniques of reading.
- * Sub-skills of reading.
- * Strategies of rapid reading.

Christine Nuttall (1982) tells how a good reader differs from a slow reader.

The cycle of frustration - A slow reader.



The cycle of growth - A good reader



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Bill Scott offers a simple method of 'reading' each book in one hour

Phase 1 (15 minutes)

Quickly establish the scope of the book by doing the following.

- * To open the book at random on any page.
- * To study the contents.
- * Go to the index, note items with a lot of entries.
- * To look at the blurb on the cover.
- * To read the foreword, author's preface or introduction and make jottings.

Phase 2 (5 minutes)

Formulate a few questions which the book should be able to answer the

- * what is this book about?
- * what is interesting in it for me?
- * what are the four important questions it would be answered.

Phase 3 (40 minutes)

- * Random clipping into the book (10 min)
- Look for material relevant to the key questions

* Exhaust the answers which the book¹⁴ holds for the questions which are most important (30 min)

A ten hour book in one hour, if we follow this method.

Françoise Avellat's "Developing Reading Skills" explains the various sub-skills of reading. There are four key steps for rapid reading: Concentrate, Avoid regression, Avoid sub-vocalising, maximising of eye-span.

Unit - II

Exit Errors :

Objectives :

- * To become aware of errors we make
- * To understand why they are errors - to remind ourselves of the grammar rules we have violated.
- * To correct the errors.

A lot of research has been done on the errors second language learners make. They have been categorised into types.

1. Overgeneralisation:

Eg: Have you cutted the mango (wrong)
: Have you cut the mango (correct)

2. Incomplete application of rules:

Eg: why you are laughing (x)
: why are you laughing (✓)

3. Ignorance of rules restrictions:

Eg: Are you understanding me? (x)
Do you understand me? (✓)

4. False Concepts hypothesized:

Eg: He was went (x)
He went (v)

5. Fossilization:

Eg: You like me, isn't it? (x)
You like me, don't you? (v)

These categories are not rigid, they often overlap. It is possible to assign the same error two categories.

Errors in Plural Formation:

* Some words in English which have no plural form.

Eg: Sheep - Sheep, deer - deer, Scissors, trousers

* Some nouns change a vowel to form the plural.

Eg: man - men, tooth - teeth.

* Some nouns retain their old English plural form.

Eg: ox - oxen, child - children.

* Some words borrowed from foreign languages, retain their original plural form.

Eg: formula - formulae, radius - radii

* Compound nouns form their plural by adding -s to the main word.

Eg: fathers-in-law, Commanders
- in- chief

Agreement of Subject and Verb;

Singular subjects take singular verbs and plural subjects take plural verbs. But in English this is made very simple. This rule applies only to present Tense and Third person singular he, she, it

* When one or more singular subjects connected by and they take a plural verb.
Mamsha and Monsha are twins.

* If two subjects together express one idea, the verb is singular.
Boarding and lodging is free for members of the club.

* If two singular nouns, connected by and refers to the same person, they take a singular verb.
My father and boss has taught me a lot about business.

* If there are two singular subjects, preceded by each ~~and~~ every, they take a singular verb.
Each boy and each girl in the class has to contribute rupees 100

* When two nouns are connected by either... or or neither... nor, they take a singular verb.

Either Shreya or Ananya has taken my moped.

* However in the above case, if one noun is singular and the other plural the verb must be plural; and the plural noun should be placed immediately before the verb.

Either Manoj or his friends have broken this mirror.

* A collective noun takes a singular verb, if we think of it as one unit; it takes a plural verb, when we think of it as composed of several entities.

The jury is unanimous in declaring him guilty.

The jury are divided in their view about his guilt.

* Words joined to a singular subject by with together with in addition to, or as well as do not affect the number of the verb as they are parenthetical.

Pratap, as well as his father, performs complicated heart surgery.

Articles

1. Indefinite articles:

a and an; these do not specifically define the person or thing they are attached to. 'a' is used before words beginning with consonant sounds.

Eg: a book, a University, a European
'an' is used before words beginning with vowel sounds.

Eg: an umbrella, an M.A, an honest man

2. Definite article :

'the' is used as shown below

where 'the' should be used

1. Superlative degree, e.g - the tallest
2. Unique things, e.g. the sun, the moon.
3. Titles e.g, Alexander the great.
4. Names of Rivers - the Ganges
5. Names of Scriptures - the Bible
6. Names of Oceans - the Pacific
7. Names of Buildings - the Taj
8. Names of nationalities - the Indian.

where 'the' should not be used.

1. Languages
2. Abstract Nouns

3. Metals

4. Games

5. Meals

6. Food grains.

Tenses :

English has three tenses; past, present and Future; each of these has three forms; Simple, perfective and progressive. All of us know the basic tenses, we make mistakes because often we are not sure which tense should follow which.

1. The tense of the subordinate clause is determined by the tense of the main clause.
e.g - She said that she was tired.

2. When two actions occur in the past the action which occurred first is in the past perfect, the action which occurred later is in the simple past.
e.g - when I reached the station the train had gone.

3. When two actions occur in the past simultaneously, the action which had been going on is in the past progressive whereas the action of shorter duration

is in the simple past.

eg: when I was watching the TV serial, the door bell rang.

4. If Conditional clauses three types of sequences are possible.

e.g. a. If she practises hard, she will win the gold medal.

b. If she had practiced hard, she would have won the match.

c. If I were a man, I would treat all women with respect.

word Power

Objectives:

* To learn about different types of words in English.

* To learn Spelling rules.

* To enrich the vocabulary

There are atleast 500,000 words in English. There are many words we understand but never use. Even a native speaker manages with about 5000 words in his everyday speech. Learn vocabulary by listening to English speakers and trying to use new words.

Spelling:

Here are some spelling rules.

* Use i before e except after c

Eg: believe, field, seize, receive.

* words ending in a consonant followed by
-y take -ies for plural.

Eg: baby - babies, story - stories.

* words ending in a vowel followed by
-y take -s for plural.

Eg: monkey - monkeys, day - days.

* words ending in a silent -e, drop it,
if the suffix begins with a vowel.

Eg: take - taking, captive - captivity.

* words ending in a silent -e keep it, if
the suffix begins with a consonant.

Eg: same - sameness, live - lively.

* Monosyllabic words with a short vowel
and a simple final consonant double it,
if the suffix starts with a vowel.

Eg: fit - fitting, fitted, fitter.

* words with more than one syllable with
short vowels and a final consonant also
double it before a suffix that starts with
a vowel, if the stress is on the final syllable.

Eg: infer - inferred, begin - beginning.

* One syllable words with a long vowel or a double vowel do not double the final consonant.

Eg: beat - beating, beaten

feel - feeling, feeling

* words with more than one syllable do not double their final consonants if the stress is not on the final syllable.

Eg: offer - offered, offering

benefit - benefited, benefiting.

Synonyms and Antonyms:

There are many words in English which are very similar in meaning but differ in subtle ways. These are called synonyms. The use of the word is exacted, the language becomes (or) the sentence becomes richer.

Eg: we acknowledge your letter dated 20 may 2010.

a. agree b. accept c. refuse d. allow

what business is your father in?

- a. Company b. affair c. Occupation
d. partnership.

Antonyms

1. whole x part
2. permanent x temporary
3. public x private
4. majority x minority
5. extend x shorten.

Idioms

1. My doctor treats poor patients without charging any fee. She has a heart of gold.
- very kind.
2. Dina is a pain in the neck. No one likes her - nuisance.
3. To put it in a nutshell, we are all wasting time - to say in a few words.

Words often Confused:

There are pairs of words which look very similar but have different meanings.

Eg: 1. All parent ——— their children to get the first rank.

[expect / except]

2. He follows strict ——— Everyone respects him.

[principals / principles]

Word Formation:

Here are some ways of making new words.

* Prefixes which give a negative

un - unhappy

im - impossible

dis - disobey

Compound words

Eg: bank manager, baby-sitter,
tea-cups.

Fun with words:

Here are some Siamese twins, that is, words which always go together.

Eg: bits and pieces.

life and span.

kith and kin.

Some words are repeated for effect. They are called reduplicated words.

Eg: teeny - weeny

zig - zag.