

Series Editor

Sharda Kaushik

COMMUNICATING EFFECTIVELY IN ENGLISH

BOOK I

Revathi Srinivas

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**This book is dedicated to you
my dearest**

MOTHER

"M" is for the million things she gave me,
"O" means only that she's growing old,
"T" is for the tears she shed to save me,
"H" is for her heart of purest gold;
"E" is for her eyes, with love-light shining,
"R" means right, and right she'll always be,
Put them all together, they spell "MOTHER,"
A word that means the world to me.

--Howard Johnson (c. 1915)

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Articles for the Reading Section have been borrowed from www.wide-aware.com, www.Free-Artcles-Zone.com. They have been slightly modified to suit the context. My acknowledgements are due to the authors of various articles on these websites.

Few brief excerpts from the National Geographic, Simplify (Air Deccan Magazine) and daily newspapers have been borrowed. Source for visuals in the Picture Composition Section is from *The Blackboard Book* by Eleanor Watts. My thanks are due to them.

Revathi Srinivas

FOREWORD

Communicating Effectively in English (Part 1)

Current times are a witness to an unprecedented rise in the number of people aspiring to learn English all over the world. So varied are the backgrounds of learners and their competence levels that the market has registered an acute shortage of suitable teaching and learning materials to meet their specific needs. The present series is a package of **carry to classroom** resources meant for quick adoption in language learning programmes.

Prepared in response to the requirement stated by the Haryana Technical Board of Education, this text is a part of the series of books to be brought out to help students of science and technology acquire a command over the English language

Communicating Effectively in English (Book I) focuses on the more elementary needs of learners and covers communication for everyday use. Taking up Functional English in select situations of verbal communication and written communication, the text concentrates on vocabulary development through passages meant for reading comprehension. Additionally, it concentrates on the fundamental features of spoken English by providing orientation in basic pronunciation. It addresses areas of grammar where beginner level learners tend to commit errors frequently.

While the text has been essentially designed for entrants to degree/ diploma programmes, it should prove useful as a bridge course to members of the general public.

Sharda Kaushik

Series Editor

PREFACE

English has gained great importance for global communication. Proficiency in English and commendable communication skills enhance the learner's employability. With this in mind, many universities are offering courses in communication skills. This text book is designed to develop learners' ability to use contemporary English accurately, fluently and appropriately, both for face-to-face and written mode of communication in academic and social situations. The materials have been chosen keeping in view the needs of learners. But teachers can adapt them to their own classroom needs or devise their own material to suit the requirements of their students.

The book consists of five sections:

Section I : Theoretical Concepts of Communication Skills

Section II : Oral Communication Skills

Section III : Reading Skills

Section IV : Writing Skills

Section V : Grammar and Usage

Section I is devoted to understanding what effective communication is, recognizing barriers to communication and adapting strategies to overcome them, Listening and Speaking Skills and sub-skills, and features of connected speech.

Section II deals with functional use of language in spoken form. The emphasis in this book is on fluency rather than accuracy. Students are encouraged to speak in English, no matter how broken, to boost their confidence. At the beginning of each social function samples are listed which provide practice in using language for certain social situations to perform certain definite functions. Students should be made aware of the lexical choices that suit a given social situation. The tasks that follow the samples should be done orally and in pairs/groups.

Section III trains the students in honing their Reading Skills so that they read efficiently and effectively different kinds of text. The teachers should train them in using different kinds of reading speeds according to the purpose of reading. The teachers should also sensitize learners to understanding contextual structures and vocabulary in the text.

Section IV on Writing Skills focuses on enabling the students to write effectively through logical development of ideas, use of varied sentence structures and appropriate vocabulary by adapting different strategies of developing a paragraph. In addition to this,

a separate unit on developing paragraphs based on visual input is also incorporated. This gives the learner freedom to express himself in grammatically accurate English.

Section V, the last section teaches grammar contextually through tasks and activities. The materials used in this section are authentic. They have been borrowed largely from newspapers and magazines. This section provides practice in usage where students need remedial help.

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INSTRUCTIONS TO THE TEACHER

1. *Communicating Effectively in English-I* attempts to

- familiarize students to the need for inculcating socially appropriate and acceptable conversational skills by introducing them to process of communication, barriers of communication and overcoming strategies, phonetic symbols of English, word and sentence stress, contracted forms, weak forms, rhythm and intonation.
- teach learners how to use English for performing some of the basic social communicative functions such as greeting, asking after, introducing self and others, leave taking, thanking, wishing well, etc.
- inculcate good reading habits by exposing them to a variety of texts and activities.
- make them write effectively and efficiently by using varied sentence structures and strategies.
- teach grammar in context through tasks and activities.

2. Using the text

2.1 Communication Skills

All the exercises in the book have many activities in which each learner is expected to speak. The units in pronunciation require students to listen to words and repeat them. In such exercises, first allow the students to listen to the words twice (when you read out) and then ask them to repeat them.

Note: A standard dictionary like the *Oxford Advanced Learner's Dictionary* should be used to refer to the phonetic transcription of texts. Some of the symbols used in the text here are just approximations of the correct symbols as it was difficult to use the exact ones.

2.2 Using Role-play Activities

There are a number of role-play activities in the units under Developing Oral Communication Skills, Reading Skills, and Grammar and Usage. Here, students have to pair up with a partner and play the parts of two persons in a dialogue. Divide the entire

class into pairs and make sure that everybody has a partner. You can divide them into pairs randomly, according to their roll numbers or any other method which you feel is convenient and effective. First, allow them to study the dialogue carefully. Set a time limit. When the pairs are ready, ask them to start the dialogue. While learners are engaged in the role-play activity, monitor their activity by walking around the class. Observe common errors and deal with them in the general session later. Do not stop them while they are practicing the dialogue.

2.3 Group Work

Reading texts are followed by speaking skills. Encourage the learners to use vocabulary and expressions they have come across in the text. Many activities require the learner to express himself, share his experience, suggest something on a given topic. Some of the activities involve group work. Divide the class into groups of five or six depending upon the strength of the class and the activity. Explain the task to them. Select a group leader. Set the time limit. Encourage all the group members to contribute to the discussion. Monitor each group by moving around the class. Do not correct their mistakes. Make a note of the common errors and deal with them later. After the groups are ready with their versions, instruct the group leader to present the arguments, opinion, suggestion of his group. Teach the other group members to listen attentively. Follow this by encouraging the other students to question the group leader. Set time for questioning. Then, invite the next group leader to present the version of his group.

After all the group leaders have made their presentations, give summing up comment/s on the performance of the learners, common errors and the way the activity was conducted.

2.4 Giving Feedback

At the end of each activity- individual, role-play, group work- remember to give feedback on the strengths and weaknesses that you notice among students and suggest ways to improve their communication. Deal with common errors in general discussions. Talk to students individually and give feedback on specific problems.

2.5 Reading and Writing Skills

Set a time limit and encourage students to read passages silently. Pre-teach a few lexical items before hand if you think it is necessary. Exercises and activities at the end of each reading text require a thorough understanding of the text. Hence, do not paraphrase the

text for them. Instead, inculcate reading habits in students so that they experiment and struggle with the text to comprehend it. Use all the activities listed after a reading passage for developing Speaking Skills.

Developing paragraphs based on guidelines and without guidelines is an activity that runs through the section. Do not circle the errors with a red pen. This act will discourage the learner. Instead adapt a strategy where you point out the error categorically. For example, devise a chart where you indicate that **Sp**-stands for an error in spelling, **Voc**- vocabulary, **Gr**- grammar, **Id**- idea etc. You can create your own list and discuss it with your students. Teach the students the process of writing rather than judging the end product. Discuss orally the way you want them to develop an answer to a particular question. Then ask them to write.

2.6 Grammar and Usage

Activities and exercises in this section focus on usage of grammar rather than prescribing rules. You are free to add more exercises on similar lines. A few exercises in this section require students to role-play. Follow the same instructions that are applicable for conducting activities under speaking skills.

2.7 Assessment

Two sample papers are provided at the end of the book to evaluate the learner's performance in the area of effective communication: Oral Communication Skills-Theory, Reading and Vocabulary, Writing Skills and Grammar and Usage.

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<p style="text-align: center;">I SEMESTER SYLLABUS <i>COMMUNICATING EFFECTIVELY IN ENGLISH</i></p>
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Rationale

Interpersonal communication is a natural and necessary part of organizational life. Yet, communicating effectively can be challenging because of our inherent nature to assume, overreact to and misperceive what actually is happening. Poor communication or lack of communication is often cited as the cause of conflict and poor teamwork. In today's team-oriented workplace, managing communication and developing strategies for creating shared meaning are crucial to achieving results and creating successful organizations. The goal of the *Communicating Effectively in English* course is to produce civic-minded, competent communicators. To that end, students must demonstrate oral as well as written communication proficiency. These include organizational and interpersonal communication, public address and performance.

Objectives of Course in Communicating Effectively in English for the First Year (I & II Semesters) are:

- * *Understanding how communication works*
- * *Gaining active listening and responding skills*
- * *Understanding the importance of body language*
- * *Acquiring different strategies of reading texts*
- * *Increasing confidence by providing opportunities for oral and written expressions*

DETAILED CONTENTS FOR FIRST SEMESTER

I SEMESTER	48 HRS
1. COMMUNICATION SKILLS	6 hrs
1.1 Verbal and Non-verbal Communication	
1.2 Process of Communication	
1.3 Barriers to Communication; Overcoming Strategies	
1.4 Listening and Speaking Skills and Sub-Skills	
2. Spoken English-Introduction, Features of Spoken English	

(Note: This module is only for practice. This should not be included in the final examination)

2. DEVELOPING ORAL COMMUNICATION SKILLS **8 hrs**

- 2.1 Greeting, Starting a Conversation
- 2.3 Introducing Oneself
- 2.4 Introducing Others
- 2.5 Leave Taking
- 2.6 Thanking, Wishing Well
- 2.7 Talking about Oneself
- 2.8 Talking about Likes and Dislikes

3. GRAMMAR AND USAGE **12 hrs**

- 3.1 Punctuation
- 3.2 Articles-a, an, the
- 3.3 Framing Questions
- 3.4 Verbs-Classification: Main Verb, Auxiliary Verb, Transitive & Intransitive Verbs, Phrasal Verbs
- 3.5 Word Formation

4. WRITING SKILLS **10 hrs**

- 4.1 Writing Paragraphs
- 4.2 Picture Composition

5. READING SKILLS **12 hrs**

- 5.1 Vocabulary Enhancement
- 5.2 Techniques of Reading: Skimming, Scanning, Intensive and Extensive Reading

NOTE: The Reading Skills of the learners (along with vocabulary enhancement) will be through reading thematic articles/essays and/or stories.

Dr. Sharda Kaushik, Series Editor

Dr. Sharda Kaushik is the Director of the Regional Institute of English, Chandigarh. She is a Fulbright Fellow and British Council Scholar. With twenty years of experience in the field of ELT, Dr. Kaushik has contributed in a large way to the development of the Institute. She has authored two books, *Script to Screen* which is a recognized textbook in Universities. Another feather in her cap is *Declaring Love in Four Languages*, co-authored with Mr. Khushwant Singh, the renowned scholar and novelist. She is the Series Editor of *Communicating Effectively in English*, a book targeted to hone the interpersonal skills of the learners besides enhancing their language competency.

Revathi Srinivas

Revathi Srinivas is a Sr. Lecturer at the Regional Institute of English, Chandigarh. With 14 years of teaching experience at various levels, she has contributed in a large way to the teaching field. She is credited with designing Communication Skills syllabus for the Engineering Graduates of PEC, Chandigarh. She has published a book titled *Teaching Young Learners: A Handbook for English Language Teachers* She is also working on projects on teaching children with different abilities and preparing resource books for teachers at primary and secondary school levels.

About the Regional Institute of English

Established in 1963, the Regional Institute of English was set up under the GOI scheme with an objective of imparting training in English language teaching skills to the teachers of the four northern states- Jammu and Kashmir, Himachal Pradesh, Haryana, Punjab and UT Chandigarh. Since then, the Institute has expanded its activities in various dimensions chief of which are training government in-service English language teachers in Methods of Teaching English, English Linguistics, Communication Skills, Contemporary Grammar and Usage and Communication Technology. Its main functions include framing curriculum, writing textbooks, conducting workshops, seminars and conferences in issues related to ELT. The faculty also provide consultancy and guidance in setting up multimedia language lab. With an infrastructure to suit the needs of the trainees and highly trained teaching faculty, the Institute is one of its kind in the northern India.