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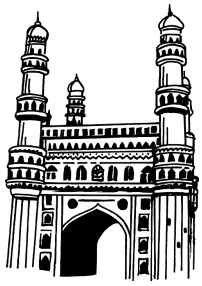

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II Year III Semester

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MODULE 1

LISTENING

I. Short Question & Answers

Q1. Write a brief note on the techniques of effective listening.

Ans :

Listening is an active skills and one of the four basic language skills. Listening comprehension is the process of understanding what is being listened / spoken. Effective listening is an essential skill in personal and professional life. It is not an exaggeration to say that listening makes or breaks a personal life and professional career. The following techniques may be useful for improving our listening skills:

i) We should consider listening as 'Active Skill'.

ii) We need to listen to the speaker with empathy.

iii) We must be open while we are listening to any speaker. Any preoccupation regarding either the speaker or what the speaker is going to say will hamper listening comprehension.

iv) The process of listening requires the listener to have some sort of awareness about the topic/theme of the conversation or presentation. The listener with awareness can understand better what is in there in the discussion.

v) Eye contact is considered to be the basic component of effective communication. It is always desirable to look into the eyes of the speaker while we are involved in a conversation. It shows that we are interested in what the speaker is saying.

vi) We need to practice the art of mirroring in order to reflect some sort of positive non-verbal feedback to the speaker while engaged in the communication process.

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Q2. Write briefly about 'Listening' and 'Comprehension'.

Ans :

Listening is an active skills and one of the four basic language skill. Listening comprehension is the process of understanding what is being listened / spoken. It is well-established fact that constant listening activity can help us improving better comprehension and communication and vice versa. There is a close relationship between listening and comprehension processes. The constant listening or continuous listening practice can enhance one's listening comprehension. The following measures may be helpful in improving one's listening comprehension:

(i) Employing listening strategies : The recent studies in the field of listening strategies and listening comprehension revealed that the successful listeners employ different learning strategies with higher frequency. In the contrast, the less successful listeners do not use such listening strategies with much frequency.

(ii) More listening practice : Listening comprehension can be improved through a constant practice in listening to diversified speech contexts. The continuous exposure to listening acts will enhance the listener's ability to understand different speech acts. The more you listen, the better listener you will be.

(iii) Employing Techniques and Strategies for effective listening : In order to comprehend what is being spoken, we need to employ certain techniques or strategies in the listening process such as consider listening as 'Active Skill'; listen with empathy; open while we are listening to the speaker; enter the listening process with some awareness about the topic in discussion and paraphrasing what the speaker says; maintain proper body language including eye contact with the speaker.

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Q3. Write briefly about the importance of Probing questions in listening comprehension.

Ans :

Probing questions are the questions that are designed and used for encouraging deep thought about a specific topic in discussion. The probing questions are usually open-ended ones, i.e., the answers to these questions are primarily subjective in nature. Probing questions are intended to promote critical thinking as well as to get the speaker explore his or her personal thoughts and feelings about the particular subject in conversation. The probing questions also indicate that the listener is actively involved in the speech act. Therefore, probing questions play an important role in the process of listening activity.

Generally, probing questions are used for asking for more detail on a particular

subject. They are more or less follow up questions such as "Please explain what you mean.", "Could you tell me more about that?", or "What did you mean to say when you said that…?" We can use probing questions in different situations, including: after a presentation; when learning something new; to promote critical thinking for students in a classroom setting; to ensure that you have an understanding of the entire story; to facilitate brainstorming possible solutions;

Q4. Write a note on the barriers/factors that affect effective listening.

Ans :

Listening is an active skills and one of the four basic language skills. Listening comprehension is the process of understanding what is being listened / spoken. It is well-established fact that constant listening activity can help us improving better comprehension and communication and vice versa. A good listener is a universal learner. However there are several barriers or factors that affect listening comprehension. They include: linguistic, physical, and psychological barriers.

(i) Linguistic barriers

Linguistic barriers are related to vocabulary, idioms, phrasal verbs (lexical component of the language), sound system of the language (phonological factors), grammar and structure (syntaxical aspects). If a listener's linguistic proficiency is low, he/she will have problems in listening.

(ii) Physical barriers

The environment in which the communication is taking place also affects the listening activity. Public places such as cinema halls, shopping malls, public parks, noisy streets, factories, especially, manufacturing units are usually noisy that leads to communication breakdown.

(iii) Psychological barriers

Listening comprehension can also be affected due to some psychological barriers-lack of interest, impatience, over-enthusiasm, Negative attitudes and feeling towards the speaker, the gap between thinking speed and listening speed, strong beliefs, preoccupation of mind with other issues, etc.

However a good listener tries to overcome all the barriers or factors which hinder effective listening comprehension by employing different listening techniques and strategies.

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II. Essay type Questions & Answers

Q1. Explain in detail the techniques of effective listening.

Ans :

Listening is the ability to identify and understand what others say or speak. This process involves understanding a speaker's accent or pronunciation, his/her grammar, vocabulary, and gauging his/her meaning. It is a language experience that operates in a context ranging from a simple conversation to an academic discourse. James Brown, an eminent linguist explains, "Listening ability lies at the very heart of all growth, from birth through the years of formal education. The better those learning skills are developed, the more productive our learning efforts." Listening serves as a primary channel for learning and therefore we can say that a good listener is a universal learner. Depending on the purpose of the listening, Wohin and Coakley (1982) classified listening into five types: discriminative, appreciative, comprehensive, critical, therapeutic/empathic, and appreciative listening.

Techniques of effective listening: Effective listening is an essential skill in personal and professional life. It is not an exaggeration to say that listening makes or breaks a personal life and professional career. The following techniques may be useful for improving our listening skills:

(i) Considering listening as 'Active Skill' : Traditionally, listening is considered as 'passive skill/activity and hence neglected from the school age. This passive attitude towards listening leads to breakdown in the communication context. Therefore, we should consider listening as an active skills and feel that every listening context has a purpose. We should try to get involved in the process along with the speaker by showing that you are listening what he speaker is saying. Paraphrasing is an effective technique of listening that defines common ground. It lets the speaker know the listener understand what it is they are communicating, and it helps them feel understood, appreciated, and stay connected.

(ii) Listening with Empathy : Listening sometimes has soothing effect on the speaker. When someone is disparate to speak his/her mind, it requires the listener to show empathy for him/her. For that the listener need to have the qualities of recognizing, accepting and understanding what the others are saying.

(iii) Be open while listening : Another technique for effective listening is not to jump to quick conclusion. It is better to listen without being critical of the other person. Judging the matter before we hear it all out can prompt us respond inappropriately. We should avoid the need to justify our own thoughts or beliefs on a matter before listening to a person entirely. If we don't allow a person to finish what they're trying to say, we'll never really get to know how they feel or think

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about the situation. Effective listening is usually free of interruptions and presupposed solutions. The best way to know exactly what the speaker is saying is by remaining quiet, listening closely with concentration on what the speaker is saying.

(iv) Listening with awareness : The process of listening requires the listener to have some sort of awareness about the topic/theme of the conversation or presentation. The listener with awareness can understand better what is in there in the discussion. During the listening process, we restructure our previous knowledge and there will be addition, deletion, or modification of the knowledge of the particular topic in the listener's mind.

(v) Maintaining eye contact with the speaker : Eye contact is considered to be the basic component of effective communication. It is always desirable to look into the eyes of the speaker while we are involved in a conversation. It shows that we are interested in what the speaker is saying. Looking into the eyes does not mean to stare at the speaker.

(vi) Preparing to listen and stay focused : Irrespective of the barriers such as noise, limitations of the speaker, the listener has to prepare himself or herself for the proposed listening activity. The preparing to listen may include maintaining proper body postures, be relaxed mentally sans all the distractions of day-to-day life. Goleman and Senge (2014) explains that our brains are set up for face-to-face contact, and one thing texting and tweeting lack is the presence of body language that contributes to continuing understanding, the clearing up of possible misconceptions, and the smooth running of conversations. This minimum preparation keeps the listener stay focussed on what transpires in the speaker's talk.

(vii) Practice the art of mirroring-reflecting positive non-verbal feedback : When the speaker is in the act of communication, it is better on the part of the listener to paraphrase the speakers' words by saying, "Really!", "That's a great idea!", "You mean to say…" etc. While paraphrasing, the listener can reinforce and give feedback at the right time. This process of reflecting or mirroring on what is being spoken makes the speaking-listening process an engaging and enthralling experience for both the participants.

In addition to the techniques mentioned above, some other strategies can also be applied for the effective listening such as paying attention to the facial expressions and other non-verbal communication; making sure that you are fully paying attention, not just hearing the words, but understanding the speaker and his/her context of the talk; and using your effective listening skills to get a deeper understanding of the situation and build a human relationship with your colleagues.

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Q2. What is the relationship between listening and comprehension? How can we enhance our comprehension through the process of listening?

Ans :

Listening is an active skills and one of the four basic language skills. Listening comprehension is the process of understanding what is being listened / spoken. It is well-established fact that constant listening activity can help us improving better comprehension and communication and vice versa. There is a close relationship between listening and comprehension processes. The constant listening or continuous listening practice can enhance one's listening comprehension. The following measures may be helpful in improving one's listening comprehension:

(i) Employing listening strategies : The recent studies in the field of listening strategies and listening comprehension revealed that the successful listeners employ different learning strategies with higher frequency. In the contrast, the less successful listeners do not use such listening strategies with much frequency. On the basis of empirical evidence that metacognitive strategies, such as "listening-for-gist", "listening with awareness", "inferring meaning" are more effective than cognitive ones such as "word-for-word translation".

(ii) More listening practice : Listening comprehension can be improved through a constant practice in listening to diversified speech contexts. The continuous exposure to listening acts will enhance the listener's ability to understand different speech acts. The more you listen, the better listener you will be. The only way to enhance our listening comprehension is to practice in listening in a continuous manner.

(iii) Employing Techniques and Strategies for effective listening : In order to comprehend what is being spoken, we need to employ certain techniques or strategies in the listening process. Firstly, we should consider listening as 'Active Skill'. Secondly, we have to listen with empathy. Thirdly, we need to be open while we are listening to the speaker. Fourthly, it is better for us to enter the listening process with some awareness about the topic in discussion and paraphrasing what the speaker says. Fifthly, we should maintain proper body language including eye contact with the speaker. Finally, we may practice the art of mirroring by reflecting positive non-verbal feedback to the speaker.

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Q3. Explain the importance of Probing questions in the listening process.

Ans :

Probing questions are the questions that are designed and used for encouraging deep thought about a specific topic in discussion. The probing questions are usually open-ended ones, i.e., the answers to these questions are primarily subjective in nature. Probing questions are intended to promote critical thinking as well as to get the speaker explore his or her personal thoughts and feelings about the particular subject in conversation. The probing questions also indicate that the listener is actively involved in the speech act. Therefore, probing questions play an important role in the process of listening activity.

Generally, probing questions are used for asking for more detail on a particular subject. They are more or less follow up questions such as "Please explain what you mean." ,"Could you tell me more about that?", or "What did you mean to say when you said that…?" Some other examples for probing questions for effective listening are mentioned below:

- Do you feel that is right?
- What does this remind you of?
- How did you come to this conclusion?
- What do you think is at the root of the problem?
- What are the long-term effects?

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Probing questions are different from clarification questions. The intent and nature of the two types of questions is fundamentally different. The clarifying question which are generally brief and are basically asked for facts or the subject matter in discussion. For examples, "What criteria did you use?", "Is this what you said?, or "What resources were used?"

We can use probing questions in different situations, including: after a presentation; when learning something new; to promote critical thinking for students in a classroom setting; to ensure that you have an understanding of the entire story; to facilitate brainstorming possible solutions; if you feel that someone is avoiding divulging something; to gain insight into a person's thought process; when assessing the needs of a new client, etc.

Q4. Explain about the factors/barriers that affect Listening Comprehension.

Ans :

Listening is an active skills and one of the four basic language skills. Listening comprehension is the process of understanding what is being listened / spoken. It is well-established fact that constant listening activity can help us improving better comprehension and communication and vice versa. A good listener is a universal learner. However there are several barriers or factors that affect listening comprehension. They include: linguistic, physical, and psychological barriers.

(i) Linguistic barriers

Linguistic barriers are related to vocabulary, idioms, phrasal verbs (lexical component of the language), sound system of the language (phonological factors), grammar and structure (syntaxical aspects). If a listener's linguistic proficiency is low, he/she will have problems in listening.

(ii) Physical barriers

The environment in which the communication is taking place also affects the listening activity. Public places such as cinema halls, shopping malls, public parks, noisy streets, factories, especially, manufacturing units are usually noisy. However hard the listener strains his/her ears, the listening comprehension may not be successful leading to communication breakdown.

(iii) Psychological barriers

Listening comprehension can also be affected due to some psychological barriers- lack of interest, impatience, over-enthusiasm, etc. The psychological barriers for effective listening comprehension are explained as follows:

(a) Lack of interest : Lack of interest can affect our listening comprehension. For example in classroom context, some students do not pay attention to the teacher's lecture. The reasons may include: students' lack of concentration, teacher's strict demeanour, and indifferent attitude towards the students, etc.

(b) Negative attitudes and feeling : Negative attitude towards the speaker will severely affect listening comprehension. For example, if students develop negative attitude towards their teachers, they cannot listen to their classes.

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(c) Impatience : A listener needs to have a lot of patience. The people who think too much of themselves and overconfident usually do not have patience. Such people interfere in the speaker's talk, instead of listening patiently.

(d) Thinking speed : When we compare our speed of thinking with that of speaking, we think three times faster than we speak. It means that a speaker cannot speak as fast as we understand. Therefore we may employ all our comprehension processing abilities while we are listening to a speaker.

(e) Strong beliefs : Some people have strong beliefs which are extreme in nature. These beliefs are so rigid that they will not change their beliefs. Such strong beliefs are also a hindrance for effective listening comprehension.

(f) Preoccupation : If the mind is pre-occupied with some other things, there will not be a possibility for any listening act. For example, imagine a parent scolding a student just before going to school, as he/ she got up late. The student will not be able to listen to the class in the classroom.

However a good listener tries to overcome all the barriers or factors which hinder effective listening comprehension by employing different listening techniques and strategies.

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MODULE 2

SPEAKING

I. Short Question & Answers

Q1. Write a note on how to develop Speaking Skill.

Ans :

Language is primarily speech. That is the reason why there are a large number of language in the world are only spoken and do not have script to communicate through writing. We usually speak to express our feelings or to obtain some information. We speak to establish friendship and social relationships.In order to be successful in both personal and professional life, we need to improve our speaking skills. The following techniques and strategies may of useful in developing our oral skills in English:

i) Continuous practice in Listening and Speaking

ii) Build Vocabulary and learn them in Phrases and Chunks

iii) Do not be afraid of mistakes

iv) Thinking in English

v) Talking to ourselves in English

vi) Practicing Tongue Twisters

vii) Developing Passion for Speaking

viii) Reading loudly

ix) Making use of technology

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Q2. Write a brief note on Pronunciation.

Ans :

Pronunciation can be defined as the way in which a particular word should sound when uttered aloud. Pronunciation focuses on the sounds a speaker should use for each part of a word and how they should be put together. Proper pronunciation in English can be challenging there is no one-to-one correspondence between spelling and pronunciation of words. Clarity and fluency are the two basic elements of spoken English and achievement of these two depends on the mastery of English pronunciation, including phonemes (basic speech sounds), syllables, stress and intonation.

Q3. Define 'Enunciation' and differentiate it with pronunciation.

Ans :

Enunciation is the act of pronouncing words. It refers to the way of speaking clearly, stating each word fully and distinctly. Enunciation is the act of saying a word clearly or concisely. The word, enunciate is derived from the Latin *'enuntiat'* meaning 'announced clearly' Enunciation is a very important element in communication. It includes properly saying words and syllables, opening one's mouth appropriately (as opposed to mumbling) when speaking and monitoring the speed of speaking.

The main difference between enunciation and pronunciation is that enunciation is the act of saying a word clearly and concisely while pronunciation is the act of saying a word correctly. Enunciation is about saying a word clearly and concisely while pronunciation is about saying a word correctly. While enunciation involves paying attention to the projection of syllables, movement of your mouth and the speed of speaking, pronunciation involves making the correct sound and paying attention to word stress and pitch.Enunciation of words does not change as enunciation only involves speaking clearly whereas pronunciation of words might differ due to dialects and varieties of the language.

Q4. Write briefly about 'Fluency'.

Ans :

Fluency in speaking refers to "the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation". Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. As we progress in career, we need higher proficient level of fluency which

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is essential to understand a wide range of more demanding, longer speech acts as well as virtually everything you hear in English. Besides, we are expected to express our ideas fluently and spontaneously without having to stop to think of the correct words or phrases to use.Becoming fluent in a language can take many years, but here some tips to help you speak more fluently.

i) Learn the natural flow of the English language while listening to the videos or English movies. Notice how native speakers link words together: joining two sounds, making a sound to disappear or changing a sound for a better flow. Use contractions are shortened forms of two words.

For example: I + am = I'm; and he + will = he'll. Focus should be on stress, rhythm and intonation while listening to any speech act.

ii) Use every opportunity in class to speak English. Speak to your classmates and your teacher in English. The more English you speak, the easier you will find speaking.

iii) Be confident about speaking in English. You do know a lot of English – use your English and show the examiner what you know!

iv) Be very clear about the message you want to communicate. That is your goal.

v) Don't worry about making mistakes. The important thing is to communicate what you want to say.Good speakers communicate and get their message across smoothly, even though they may make mistakes.

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Q5. Mention any five common errors in spoken English.

Ans :

For the speakers of English, especially for those who learn it as second language have to face a wide range of problems. The problems are closely related to certain errors in the use of the language for communication purposes. For instance, grammatical errors come in many forms and can easily confuse and obscure meaning. The most common errors are with prepositions, subject verb agreement, tenses, punctuation, spelling and other parts of speech. Here are some common errors that sometimes occur when the second language learners speak in English:

i) Old friend/long time

Incorrect: She was my old friend. (You may have known her for a long time, but she might be offended if you use the word "old" as it implies age.)

Correct: She was a friend who I have known for a long time.

ii) Alternative/alternate

Incorrect: We will alternative playing the video games. The salad is a healthier alternate.

Correct: We will alternate playing the video games. The salad is a healthier alternative.

iii) "Played" as in having fun

Incorrect: (If in reference to adults, and if not in a sport or a game)

I played with my friends Friday night.

Correct: I hung out/went out/had fun with my friends Friday night.

iv) By my own - on my own/by myself

Incorrect: I got the new job by my own.

Correct: I got the new job on my own/by myself.

v) In my point of view – From .../In my view ...

Incorrect: In my point of view, the language learning program really helps.

Correct: From my point of view, the language learning program really helps or In my view, the language program really helps.

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II. Essay type Questions & Answers

Q1. Write a note on how to develop Speaking Skill.

Ans :

Language is primarily speech. That is the reason why there are a large number of language in the world are only spoken and do not have script to communicate through writing. We usually speak to express our feelings or to obtain some information. We speak to establish friendship and social relationships. It is also clear that we have learnt our language by speaking it first, of course after having heard/listened from

others. Clarity and fluency are two elements of spoken language. The experts in the ELT (English Language Teaching) believe that speech is important for all the practical use of English; learning through speech is the natural way of learning a language; Speech is a good introduction to learn the more difficult language skills.

In order to be successful in both personal and professional life, we need to improve our speaking skills. The following techniques and strategies may of useful in developing our oral skills in English:

i) **Continuous practice in Listening and Speaking:** The best way to develop our speaking skills is to listen and speak in continuous manner. The empirical evidence from the research in psycholinguistics proves that the persons who are more exposed to listening of a particular language are able to speak more fluently and accurately. Therefore simultaneous practice in exposure to listening and speaking will enhance one's speaking proficiency. The more you listen, the easier it will be for you to speak better English. With regular practice, you will start speaking more fluently and confidently in conversations.

ii) **Build Vocabulary and learn them in Phrases and Chunks:** Strong vocabulary works as building blocks of our speaking communication. It is the word power that makes our communication fluent and proficient. With strong vocabulary base, we never fumble for words during speech. Another important aspect of improving our speaking skills is to learn the meaning of words not in isolation but in phrases and chunks which makes the contextualization of words.

iii) **Do not be afraid of mistakes:** It is very important to realise that mistake are natural consequences of any learning context. The fear of mistakes sometime drives the learners from developing their speaking skills. The learners should be aware of the fact that our goal is to communicate or to deliver a message, not speak perfect English, with the right grammar and vocabulary. It is well known fact that even native English speakers make mistakes! We can analyse our errors and mistakes and develop our speaking skills further.

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iv) **Thinking in English:** Another way to improve our speaking skills in English is to start thinking in Englishconstantly. Initially we will find it difficult but in the course time we grow in confidence in speaking English more fluently and proficiently. By doing so, we will learn how to switch between speaking English and our mother tongue.

v) **Talking to ourselves in English:** It may sound odd initially. However, talking to ourselves in English in front of the mirror for a few minutes each day, we will learn when and how to use different expressions. We will also learn where we usually make most of the mistakes in our speech. This leads to self-correction and self-improvement.

vi) **Practicing Tongue Twisters:** There is substantial difference in the sounds and sound systems of the English and our mother tongue. Tongue twisters help improve our diction and teach us how to speak quickly. Practise with tricky sayings such as "The thirty-three thieves thought that they thrilled the throne throughout Thursday".In order to overcome the gap in the pronunciation of the sounds, tongue twisters are useful.

vii) **Developing Passion for Speaking:** When we have passion for speaking in English, there is always possibility to explore different avenues to develop our speaking skills. With passion and love the speaking, we develop intrinsic motivation to speak which leads to further improvement in our speaking skills.

viii) **Reading loudly:** Reading English loudly is one of the means of improving our speaking skills. Loud reading for at least half an hour daily will result in the substantial improvement in the way we utter the sentences in the English language. With loud reading our articulatory system which has hitherto accustomed to our mother tongue start getting tuned to the nuances of English pronunciation.

ix) **Making use of technology:** Now-a-days, mart phones are ubiquitous. If we can make use of them properly, we can improve our speaking skills in English. With the help of the smart phones, we can not only practice listening to native English but also record our speech and make necessary corrections and improvement. Other apps and tools such as YouTube, TED Talk, Hello Talk, Tandem, etc., and gadgets such as computers, tablets, radios, etc. can be used for developing our speaking skills in English.

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Constant practice with passion for improving our speaking skills will help us in furtherance our oral skills. In this way we can develop our speaking skills in English.

Q2. Write a meaningful dialogue between two friends regarding the importance of higher education.

Ans :

Anuradha: Hi James!

James: Hi, Anuradha. How are you?

Anuradha: I'm fine but I'm in dilemma whether or not to go for doing a job or pursuing higher studies.

James: It's better to go for higher studies.

Anuradha: James, could you please tell me about the importance of higher education?

James: If you join M.Com.with Finance as specialization, especially in the Hyderabad Central University, there will always be a chance for better employment opportunities in MNCs.

Anuradha: Thank you, James for your valuable input which will be of immense help to me in taking decision.

James: All the best, Anu!

Anuradha: Thank you very much.

Anuradha: Okay, then. Goodbye.

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Q3. Write a note on the English Pronunciation and its components.

Ans :

Pronunciation can be defined as the way in which a particular word should sound when uttered aloud. Pronunciation focuses on the sounds a speaker should use for each part of a word and how they should be put together. Proper pronunciation in English can be challenging there is no one-to-one correspondence between spelling and pronunciation of words. Clarity and fluency are the two basic elements of spoken English and achievement of these two depends on the mastery of English pronunciation, including phonemes (basic speech sounds), syllables, stress and intonation.

i) **Phonemes:** Phonemes are the basic speech sounds of a language and are the building blocks of its pronunciation. In the English language, there are 44 phonemes, including 20 vowel sounds and 24 consonant sounds.

ii) **Syllables:** A syllable can be said to be convenient 'breath group' within a word, i.e., we break the word into units of convenient utterances. Syllable is the next higher unit in pronunciation after 'phoneme'. In each syllable, one vowel sound should be present and breaking a word into syllables is called 'syllabification' which is indicated by a (-) in the dictionaries. For example, take the syllabification of the word 'institution' which has four syllables 'in-sti-tu-tion'. We have words with one or more syllables in English such as 'go' (one syllable), 'examination' (five syllables).

iii) **Word Stress/Access:** Stress is the extra breath force we put on a particular syllable in a polysyllabic word in order to make it more prominent than the other syllables. It indicates the degree of force with which a syllable is uttered. There are simple rules of word stress in English and the mastery of which will help us in improving our pronunciation.

iv) **Intonation:** In spoken English, there are variations in the levels at which voice pitch. Intonation refers to the way the pitch of the voice falls or rises. According to Brown (1977), intonation refers to "the variation in the direction of the pitch of the voice of the speaker." Like stress, intonation helps us understand the meaning; the attitude of the speaker; the relationship between the speaker and the listener (s); and the situation. There are four types of intonation in English: Falling, Rising, Falling-Rising, and Rising-Falling intonation.

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Q4. Define 'Enunciation' and differentiate 'Enunciation' with 'Pronunciation'.

Ans :

Enunciation is the act of pronouncing words. It refers to the way of speaking clearly, stating each word fully and distinctly. Enunciation is the act of saying a word clearly or concisely. The word, enunciate is derived from the Latin '*enuntiat*' meaning 'announced clearly' Enunciation is a very important element in communication. It includes properly saying words and syllables, opening one's mouth appropriately (as opposed to mumbling) when speaking and monitoring the speed of speaking.

Enunciation explains how an individual person speaks a language rather than how a word should be pronounced. It is the articulation of speech regarded from the point of view of its intelligibility to the audience. Hence it varies from person to person. If you don't enunciate the words properly, it confuses your listeners. If you don't speak words clearly, and concisely, if the words are muffled and indistinct others will face difficulties in understanding what you are saying. It is important to remember that clear enunciation helps your audience to understand your speech and your thoughts better.

Difference between Enunciation and Pronunciation: The main difference between enunciation and pronunciation is that enunciation is the act of saying a word clearly and concisely while pronunciation is the act of saying a word correctly. Enunciation is about saying a word clearly and concisely while pronunciation is about saying a word correctly. While enunciation involves paying attention to the projection of syllables, movement of your mouth and the speed of speaking, pronunciation involves making the correct sound and paying attention to word stress and pitch. Enunciation of words does not change as enunciation only involves speaking clearly whereas pronunciation of words might differ due to dialects and varieties of the language.

Enunciation and Pronunciation are two very important components in any language. These two elements deal with clarity and accuracy in the spoken language. It is not possible to master a language without proper enunciation and pronunciation, however excellent our grammatical or vocabulary skills may be. Paying attention to enunciation and pronunciation also helps us communicate in a better manner.

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Q5. How can we build strong Vocabulary in English?

OR

Explain different methods of improving one's vocabulary.

Ans :

Vocabulary refers to the body of words used in a particular language. The English language possesses a rich vocabulary and it is impossible to learn all the vocabulary of the language. However a good command over vocabulary is essential to a successful communication. In other words, mastery of English depends on the mastery of its vocabulary. Some of the learning strategies for building vocabulary in English are explained as follows:

(i) **Guessing words from context:** Words do exist in contexts. It is the context in which a particular word is used that assigns meaning to the particular word. In fact words do not exist in isolation and assume diverse meanings in different situations.

(ii) Use the grammatical and meaning clues in the sentence and in adjoining sentences to guess the meaning. We can decipher the meaning of new words from the understanding of these clues.

(iii) **Using word parts:** Learn useful word roots, suffixes and prefixes so as to master a wide range of vocabulary. The knowledge of these vocabulary building blocks help us improve our vocabulary.

(iv) **Using a dictionary:** It is very important to use a monolingual dictionary, i.e., English-English Dictionary. Look up for all the definitions of the word, and take note of information on word frequency, grammatical features, collocations, etc. Oxford Advanced Leaner's Dictionary is one of the most useful dictionaries in this regard.

(v) **Learn more than just meanings.** "Knowing" a word involves more than simply knowing its dictionary meaning; make sure you learn all the different aspects of a word. Learn how to use words.

(vi) **We have two "kinds" of vocabulary:** Receptive vocabulary, i.e., the words we recognise and understand when we read or hear them, and productive vocabulary, i.e., the words we can use in writing and speaking. We need to pay attention to both of these ways of knowing a word, if we want to enrich your vocabulary.

(vii) **"Use it or lose it".** The more often you encounter a word, the better you will learn it – read as widely as possible and look for opportunities to use your vocabulary in speaking and writing.

(viii) **Constant reading enhances our range of vocabulary.** Therefore we need to spend at least a couple of hours for reading English in order to enrich our vocabulary.

We need to be able to understand and use a wide range of general vocabulary, the common academic vocabulary, and the specialised vocabulary of our discipline. In order to deal with academic reading and writing, we will need to expand and enrich

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our vocabulary. For the purpose, we need some strategies to: understand new words when we meet them in readings, lectures, etc., choose which words to learn; and learn new words.

Q6. Write a note on the importance of 'Fluency' in speaking of English and how can we improve our fluency?

Ans :

Fluency in speaking refers to "the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation". Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. As we progress in career, we need higher proficient level of fluency which is essential to understand a wide range of more demanding, longer speech acts as well as virtually everything you hear in English. Besides, we are expected to express our ideas fluently and spontaneously without having to stop to think of the correct words or phrases to use.Becoming fluent in a language can take many years, but here some tips to help you speak more fluently.

(vi) Learn the natural flow of the English language while listening to the videos or English movies.Notice how native speakers link words together: joining two sounds, making a sound to disappear or changing a sound for a better flow. Use contractions are shortened forms of two words.

For example: I + am = I'm; and he + will = he'll. Focus should be on stress, rhythm and intonation while listening to any speech act.

(vii) Use every opportunity in class to speak English. Speak to your classmates and your teacher in English. The more English you speak, the easier you will find speaking.

(viii) Be confident about speaking in English. You do know a lot of English – use your English and show the examiner what you know!

(ix) Be very clear about the message you want to communicate. That is your goal.

(x) Don't worry about making mistakes. The important thing is to communicate what you want to say.Good speakers communicate and get their message across smoothly, even though they may make mistakes.

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(xi) Practise at home with a speaking game. 'Speak for one minute without stopping about ...' Choose a topic, e.g. video games, and talk in English for one minute about video games without stopping.

(xii) Use little expressions like 'Er' or 'Erm' to fill the gaps while you are thinking about what to say.

(xiii) Use communication strategies to make your English sound more natural.

Communication is the most important part of speaking and it is important to communicate your ideas as naturally as possible. In order to be fluency in English, we need to practice speaking easily, reasonably quickly and without having to stop and pause a lot in between the sentences.

Q7. Explain about some 'Common Errors' in spoken English.

Ans :

For the speakers of English, especially for those who learn it as second language have to face a wide range of problems. The problems are closely related to certain errors in the use of the language for communication purposes. For instance, grammatical errors come in many forms and can easily confuse and obscure meaning. The most common errors are with prepositions, subject verb agreement, tenses, punctuation, spelling and other parts of speech.

There is some difference between mistakes and errors. Mistakes are an accident that we know that it's wrong, but the wrong word slips out. However, errors are something we don't know. It's a particular grammatical item that we haven't learned yet or vocabulary that we haven't yet learnt. Here are some common errors that sometimes occur when the second language learners speak in English:

vi) Old friend/long time

Incorrect: She was my old friend. (You may have known her for a long time, but she might be offended if you use the word "old" as it implies age.)

Correct: She was a friend who I have known for a long time.

vii) Alternative/alternate

Incorrect: We will alternative playing the video games. The salad is a healthier alternate.

Correct: We will alternate playing the video games. The salad is a healthier alternative.

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viii) "Played" as in having fun

Incorrect: (If in reference to adults, and if not in a sport or a game)

I played with my friends Friday night.

Correct: I hung out/went out/had fun with my friends Friday night.

ix) By my own - on my own/by myself

Incorrect: I got the new job by my own.

Correct: I got the new job on my own/by myself.

x) In my point of view – From .../In my view ...

Incorrect: In my point of view, the language learning program really helps.

Correct: From my point of view, the language learning program really helps or In my view, the language program really helps.

With constant practice and concentration, one can overcome these errors. One should be aware of one's weak areas in the language and focus should be shifted towards such areas and use the correct ones again and again will help us in speaking flawless and fluent English.

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MODULE
3

READING

I. Short Question & Answers

Q1. Write a briefly about reading techniques.

Ans :

Reading is one of the four basic language skills, others being listening, speaking, and writing. Reading is a receptive skills and reading comprehension involves understanding the meaning of the content, vocabulary, structures, concepts, and relationships of ideas. Reading also means understanding the content of what writer has said, and the context in which the content is said. Every text is read in the same manner. The speed required, the amount of comprehension needed, and the strategies applied depend upon the purpose of the reader in reading a text. The following techniques of strategies are usually adopted by readers depending on the purpose of the reading of the text:

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(a) Skimming: Skimming is a reading technique in which the reader's eyes run over a text quickly to get a general idea or gist of it. Looking at the title, the illustrations, pictures, newspaper headings, labels, graphs, charts, etc. are examples for skimming

(b) Scanning: scanning is a reading technique for finding numbers, names, dates, and answers to the specific questions. We employ scanning as a reading technique for railway timetable, telephone directory, names of characters in a story, dictionaries for meaning, pronunciation of words, etc.

(c) Intensive Reading: The primary objective of a reader is to extract information from the text. Intensive reading is done for getting every detail of the text. This type of reading technique is used mostly in reading textbooks, research articles, reports, court orders, commission reports, etc.

(d) Extensive Reading: Extensive reading refers to reading longer texts like novels, and short stories which generally take longer periods. This is usually done for pleasure. She or he may skip certain pages and complete the reading because the reader is interested in having a global idea.

Q2. How do we gather ideas and information from a given text?

Ans :

Reading process involves a group of skills including: recognising the letters of the language; identifying the meaning of the words; deducing the meaning of the unfamiliar words; understanding the relationships among the constituents of each sentence, and among different sentences; comprehending the overtly stated information; inferring the information nor overtly stated; getting a general idea of the text; locating specific information. There are certain techniques which can be useful in gatheringideas and information from a given text.

(i) Identify the main claim of the text: What claims are contained in the text? What is the author arguing *in favour of*? It is easy to identify a main idea that is directly expressed in the text. Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage. Main ideas are also found in the concluding sentences of a paragraph.

(ii) Identify the purpose the text: Writers usually write their texts for a reason. They have something to say and have a motive for saying it. In other words, every piece of writing has its purpose. Many texts have more than one purpose, but usually one will stand out as primary. Readers have the job of determining the purpose or purposes of a text and understanding why the writer is writing and what the writer wants the reader to do with the text.

(iii) Identify the context of the text: Context helps readers understand what they otherwise wouldn't be able to comprehend. It is a much-needed assistant, helping readers define unknown words and make sense of outside information.That is why context, when broken down, literally means 'with text.' It helps readers understand that which otherwise, they wouldn't be able to comprehend.

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Q3. How can we evaluate the ideas and information gathered from a given text?

Ans :

Reading is a complex and challenging process. It is complex because it requires the reader to evaluate the text in terms of its ideas and information provided in the text by the writer. Evaluation of the ideas and information from given in a text requires on the part of the reader to identify the arguments employed in the text, and identify the theories employed or assumed in the text.

(i) To identify the arguments employed in the text: Usually all texts are not argumentative. The primary purpose of majority of texts is to inform. They provide information about something rather than arguing in favour of a particular point of view. However, there are many texts that we come across will be argumentative texts. The writer of such text argues in favour of something. Often author will state clearly what it is that he or she is arguing.

(ii) To identify the theories employed or assumed in the text: In order to identify the theories employed or assumed by the writer in the text, the readers need to keep these questions in mind while they are involved in the reading process: How does the author substantiate her/his claims? What evidence is the writer using to *substantiate* the arguments? Why do these arguments appear to be relevant in this context? The link between an argument and a claim of the writer is as a warrant.

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Q4. What are the ways of interpreting the text?

Ans :

The process of reading a text, reflecting on it, and interpreting it refers to critical reading. Critical reading is a more active way of reading and a deeper and more complex engagement with a text. It is a process of analysing, interpreting and, sometimes, evaluating a text. When we read critically, we use our critical thinking skills to question both the text and our own reading of it. In order to interpret a text, readers need to adopt certain strategies which require the readers

(a) To understand what a text says: The first thing a reader can do while reading a text is to understand what the text explicitly says. Reading what

a text says is concerned with basic comprehension, with simply following the thought of a discussion. Usually we restate or summarize what the writer presents in the text.

(b) To understand what a text does: The reader need to examine the credibility of the "facts" as well as the line of reasoning that ties the facts to the main assertion of the writer. It is important for the readers to ask themselves what the writer wants them to believe and whether the reasons and supporting evidence convince them of this viewpoint. What the text does is closely related to the questions: How does the text work? How is it argued? What are the choices made? What kinds of reasoning and evidence are used? What are the underlying assumptions?

(c) To understand what a text means: It is the final stage in critical reading. The reader tries to answer the question: What does the text mean? The direction of reading is not with the text, taking for granted it is right but against the text, questioning its assumptions and arguments, interpreting meaning in context.

II. Essay type Questions & Answers

Q1. Explain different techniques employed for effective reading.

Ans :

Reading is one of the four basic language skills, others being listening, speaking, and writing. Reading is a receptive skills and reading comprehension involves understanding the meaning of the content, vocabulary, structures, concepts, and relationships of ideas. Reading also means understanding the content of what writer has said, and the context in which the content is said. Reading a text in meaningful chunks, anticipating the meaning, and reading silently helps readers read it more effectively and efficiently. Reading is of two types:silent reading and loud reading

Reading process involves a group of skills including: recognising the letters of the language; identifying the meaning of the words; deducing the meaning of the unfamiliar words; understanding the relationships among the constituents of each sentence, and among different sentences; comprehending the overtly stated information; inferring the information nor overtly stated; getting a general idea of the text; locating specific information; and interpreting the text from outside critically.

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Techniques of reading: Every text is read in the same manner. The speed required, the amount of comprehension needed, and the strategies applied depend upon the purpose of the reader in reading a text. The following techniques of strategies are usually adopted by readers depending on the purpose of the reading of the text:

(i) Skimming: Skimming is a reading technique in which the reader's eyes run over a text quickly to get a general idea or gist of it. Skimming is a procedure for overviewing or previewing the material of the text to determine the content of the material already read, or to determine whenever the information is pertinent to the need. By skimming, a student can choose information he/she wants or discards that is irrelevant. It allows the reader to cover rapidly a large amount of text material to obtain some idea of its content. Here are some of the skimming techniques usually adopted in reading:

(a) Reading the title of the article, chapter or book to know about the content of the selection.

(b) Reading the major headings and sub-heading to determine what the author considers the main ideas of the text.

(c) Reading the first sentence of the paragraph which usually provides the main idea of the paragraph.

(d) Reading the first and the last paragraphs of the text. The first paragraph of the paragraph generally indicates the direction of the idea that the text is to take, while the last paragraph is often a summary of it.

(e) Looking closely at the illustrations and reading the captions accompanying them to know what they indicate about the text.

(f) Looking at the title, the illustrations, pictures, newspaper headings, labels, graphs, charts, etc. are examples for skimming.

(ii) Scanning: Scanning is a reading technique for finding numbers, names, dates, and answers to the specific questions. We usually apply the technique of scanning when we look up a word in the dictionary or a telephone number in a directory. When a reader scans a text he or she has to keep certain things in mind while doing so. They are: be sure of the question(s)she wishes to answer; know the kind of answer(s) he or she is looking for, for example data, word, name, or number; and decide what clues will help her recognise the correct answer. We

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employ scanning as a reading technique for railway timetable, telephone directory, names of characters in a story, dictionaries for meaning, pronunciation of words, etc.

(iii) Intensive Reading: The primary objective of a reader is to extract information from the text. Intensive reading is done for getting every detail of the text. Each sentence is read carefully to extractand retain complete meaning. This type of reading technique is used mostly in reading textbooks, research articles, reports, court orders, commission reports, etc.

(iv) Extensive Reading: Extensive reading refers to reading longer texts like novels, and short stories which generally take longer periods. This is usually done for pleasure. In extensive reading normally a reader does not read everything. She or he may skip certain pages and complete the reading because the reader is interested in having a global idea.

Reading is an active process that involves a group of sub-skills. Every reading act has a purpose behind it. Depending on the purpose of the reading act, different techniques are applied.

Q2. What are techniques used for gathering ideas and information from a given text?

Ans :

Reading is one of the four basic language skills, others being listening, speaking, and writing. Reading is a receptive skills and reading comprehension involves understanding the meaning of the content, vocabulary, structures, concepts, and relationships of ideas. Reading also means understanding the content of what writer has said, and the context in which the content is said.

Reading process involves a group of skills including: recognising the letters of the language; identifying the meaning of the words; deducing the meaning of the unfamiliar words; understanding the relationships among the constituents of each sentence, and among different sentences; comprehending the overtly stated information; inferring the information nor overtly stated; getting a general idea of the text; locating specific information; and interpreting the text from outside critically. There are certain techniques which can be useful in gatheringideas and information from a given text.

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(a) Identify the main claim of the text: What claims are contained in the text? What is the author arguing *in favour of*? It is easy to identify a main idea that is directly expressed in the text. Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage. Main ideas are also found in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in the paragraph as well as a link to the information in the next paragraph.The main idea is not always clearly stated. It is more difficult to identify a main idea when it is inferred or implied. It can be implied through other words in the paragraph. These hints will be clues leading you to discover the main idea in the selected text.

(**b) Identify the purpose the text:** Writers usually write their texts for a reason. They have something to say and have a motive for saying it. In other words, every piece of writing has its purpose. The purpose of a text is simply the writer's reason for writing. Many texts have more than one purpose, but usually one will stand out as primary. Readers have the job of determining the purpose or purposes of a text and understanding why the writer is writing and what the writer wants the reader to do with the text.

(c) Identify the context of the text: Context helps readers understand what they otherwise wouldn't be able to comprehend. It is a much-needed assistant, helping readers define unknown words and make sense of outside information. In writing, it is often necessary to provide new words, concepts and information to help develop a thought. Whenever you use a fact or quote from another source, it is important that you tell the reader a bit about that information first. This is what we mean by context. That is why context, when broken down, literally means 'with text.' It helps readers understand that which otherwise, they wouldn't be able to comprehend.

(d) Identify the concept mentioned: Concepts are mental constructs about certain ideas, issues, observations, etc. What concepts do the writer intends to convey through his or her text? The reader tries to understand the writer's concepts through reading between the lines. It requires more than reading about facts.

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Q3. How can the reader evaluate the ideas and information from given in a text?

Ans :

Reading is a complex and challenging process. It is complex because it requires the reader to evaluate the text in terms of its ideas and information provided in the text by the writer. Evaluation of the ideas and information from given in a text requires on the part of the reader to identify the arguments employed in the text, and identify the theories employed or assumed in the text.

(i) To identify the arguments employed in the text: Usually all texts are not argumentative. The primary purpose of majority of texts is to inform. They provide information about something rather than arguing in favour of a particular point of view. However, there are many texts that we come across will be argumentative texts. The writer of such text argues in favour of something. Often author will state clearly what it is that he or she is arguing. While reading such argumentative texts, we the readers will try to answer the questions: What arguments are contained in the text?

(ii) To identify the theories employed or assumed in the text: In order to identify the theories employed or assumed by the writer in the text, the readers need to keep these questions in mind while they are involved in the reading process: How does the author substantiate her/his claims? What evidence is the writer using to *substantiate* the arguments? Why do these arguments appear to be relevant in this context? The link between an argument and a claim of the writer is as a warrant.

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Q4. Write a note on how to read, reflect and interpret the text.

Ans :

The process of reading a text, reflecting on it, and interpreting it refers to critical reading. Critical reading is a more active way of reading and a deeper and more complex engagement with a text. It is a process of analysing, interpreting and, sometimes, evaluating a text. When we read critically, we use our critical thinking skills to question both the text and our own reading of it. In order to interpret a text, readers need to adopt certain strategies which require the readers.

(a) To understand what a text says: The first thing a reader can do while reading a text is to understand what the text explicitly says. Reading what a text says is concerned with basic comprehension, with simply following the thought of a discussion. We focus on understanding each sentence, sentence by sentence, and on following the thought from sentence to sentence and paragraph to paragraph. Usually we restate or summarize what the writer presents in the text.

(b) To understand what a text does: The reader need to examine the credibility of the "facts" as well as the line of reasoning that ties the facts to the main assertion of the writer. It is important for the readers to ask themselves what the writer wants them to believe and whether the reasons and supporting evidence convince them of this viewpoint. What the text does is closely related to the questions: How does the text work? How is it argued? What are the choices made? What kinds of reasoning and evidence are used? What are the underlying assumptions?

(c) To understand what a text means: It is the final stage in critical reading. The reader tries to answer the question: What does the text mean? The direction of reading is not with the text, taking for granted it is right but against the text, questioning its assumptions and arguments, interpreting meaning in context.

Hence critical reading is not just reading for what the writer says in the text but also reading for what the text does and what it actually means, requiring the reader to question the writer's assumptions and arguments of the text, and to interpret the meaning of the text in its context.

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MODULE 4

WRITING & DIFFERENT MODES OF WRITING

I. Short Question & Answers

Q1. Write a short note on the writing techniques.

Ans :

In order to develop writing skills, we need to learn some basic writing techniques which are fundamental for writing any piece of writing. The basic writing techniques include letters of the alphabet of that particular language, word, sentence formation, punctuation, paragraph breaks, sentence breaks, proper writing structure or format of a particular.

Q2. Explain the different modes of writing.

Ans :

In its most advanced form, written expression can be as vivid as a work of art. Writing evolves from the first simple sentences to elaborate essays and stories. Spelling, vocabulary and Sentences and organisation of a composition into a coherent and cohesive entity come together and improve upon to help us demonstrate more advanced writing skills along with practice.Here are the modes of different writing that a graduate is expected to write as a student as well as an aspiring job seeker. Employers always look for and prefer the candidates who perform the following writing skills in English effectively and efficiently:

(i) Paragraph

(ii) Summary

(iii) Note Making

(iv) Editing

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(v) Proposal writing (Research Proposal) for Higher Studies

(vi) E-mail writing

(vii) Proceedings (Minutes) of meetings

(viii) Business Letters

Q3. Write the factors that affect Writing Skills.

Ans :

Writing is one of the most common ways of communicating with others. It is a complex activity that involves many sub-skills like writing legibly, spelling correctly, using good expression, constructing grammatical sentences, developing ideas into paragraphs, and using different modes / formats of writing such as letters, reports, resumes, minutes of meeting, message, paragraphs, essays, and so on.Writing as a process may be divided into three stages: pre-writing, writing and re-writing stages. We should keep in mind the following techniques during the writing process.

(i) Clearly state the claims

(ii) Avoid ambiguity, vagueness, unwanted generalisations and over simplification of issues

(iii) Provide background information

(iv) Effectively argue the claim

(v) Provide evidence for the claims

(vi) Use examples to explain concepts

(vii) Follow convention

(viii) Be properly sequenced

(ix) Use proper signposting techniques

(x) Be well structured

(a) Well-knit logical sequence

(b) Narrative sequence

(c) Category sequence

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Q4. Mention different types of e-mail writing.

Ans :

Depending on the purpose and the relationship between the sender and receiver of the e-mails, they may be categorised into three types. They are: semi-formal e-mails; formal e-mails; and informal e-mails. The email written for a colleague or a team-mate within a project comes under the category of 'semi-formal e-mails'. In these e-mails, the language used is simple, friendly, and casual. 'Formal e-mail' writing will be an email written to companies, government departments, school authorities or any other officers. It is used for business communication.An 'informal e-mail' is written to any relatives, family or friends. There are no particular rules for informal email writing. A person can use any language of his or her choice.

II. Essay type Questions & Answers

Q1. What are the writing skills? Explain the importance of writing skills in a professional life.

(OR)

Write a paragraph on the importance of writing skills.

Ans :

Writing is a form of communication that we human beings use as a means to express our feelings and ideas by putting them on a piece of paper in the form of a standard set of letters - basic written symbols or graphemes - that represent the phonemes (basic significant sounds) of any spoken language it is used to write. We organize their knowledge and beliefs into convincing arguments and convey meaning through writing a well-constructed text.

In its most advanced form, written expression can be as vivid as a work of art. Writing evolves from the first simple sentences to elaborate essays and stories. Spelling, vocabulary and Sentences and organisation of a composition into a coherent and cohesive entity come together and improve upon to help us demonstrate more advanced writing skills along with practice.Correct grammar, punctuation and spelling are key in written communications. The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

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Writing skills means the ability to convert thoughts into words, with proper standards and punctuation, grammar and other important aspects of writing.The *writing skills* that a graduate is expected to develop mainly include writing an effective academic assignment such as the ability to spell, to construct a sentence, to punctuate rationally and to divide *writing* into logical paragraphs.

Writing Techniques: In order to develop writing skills, we need to learn some basic writing techniques which are fundamental for writing any piece of writing. The basic writing techniques include letters of the alphabet of that particular language, word, sentence formation, punctuation, paragraph breaks, sentence breaks, proper writing structure or format of a particular

Writing Skills: Here is a list of writing skills which a graduate is expected to write as a student as well as an aspiring job seeker. Employers always look for and prefer the candidates who perform the following writing skills in English effectively and efficiently:

(ix) Paragraph

(x) Summary

(xi) Note Making

(xii) Editing

(xiii) Proposal writing (Research Proposal) for Higher Studies

(xiv) E-mail writing

(xv) Proceedings (Minutes) of meetings

(xvi) Business Letters

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Q2. How can we improve our writing skills in English?

(OR)

Explain the way/methods to develop your writing skills.

Ans :

Writing is a form of communication that we human beings use as a means to express our feelings and ideas by putting them on a piece of paper in the form of a standard set of letters - basic written symbols or graphemes - that represent the

phonemes (basic significant sounds) of any spoken language it is used to write. We organize their knowledge and beliefs into convincing arguments and convey meaning through writing a well-constructed text.

Mastery over writing skills will add weightage to our resume/CV. However, it requires a constant and conscious effort from the learner to have such mastery in writing skills. Here is a list, though not a comprehensive one, which will help one develop writing skills:

1. First step in developing our writing skills is to brush up on the basic principles of writing, grammar and spelling. These mechanics of writing are fundamental to any piece of writing and having had command over these will enhance one's writing skills. Grammar is very important because it improves the quality of your writing. Always use the appropriate tense and remember to use punctuation. Punctuation is a great way to make your writing clear and fluent.
2. In order to express ourselves clearly, we need a good active vocabulary and hence we should expand our vocabulary. We must know how to spell those words correctly. Incorrect spelling changes the meaning of our sentence. For example: 'bare' and 'bear' sound the same but 'bare' means naked and 'bear' is a large animal. Additionally, incorrect spelling makes it difficult for the reader to understand what you've written.
3. Writing is an essential skill for personal and professional life. Hence we should develop a love or liking for writing. Once you consider that it's your job and practice regularly.
4. Psycholinguists proved that reading and writing have cascading effect on each other. The more you read in English the better you write in English. Constant and continuous reading in English enriches your writing skills in English. Reading in English is useful in many ways. It is a great way to get an idea of the different styles of writing and see how to use words appropriately. Choose books or articles with topics that interest you. Learning shouldn't be boring. Read each text several times to make sure you understand how to use new words and expressions in the text.
5. It is better to start with a mind-map about the topic. The mind map will help us in developing the composition into an organic whole.

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6. Use an outline or blue print or formats of a variety of writing, like paragraph, letters, reports, etc.

7. Writing is not a product per se. In fact it is a process and a journey. Hence we should finalise our first draft of any piece of writing. It is always advisable to edit, revise, redraft and reword before finalising our writing piece.

8. Proofreading is must before the final draft. Here we have a relook at each and every word and sentence in view of their correctness with regards to spelling, grammar and appropriacy.

Q3. Write a paragraph on the importance of writing skills.

Ans :

Writing skills are crucial in every professional situation. In the medical field, for instance, doctors are required to take detailed notes on patients, while software developers need to write concise instructional manuals for users. Nearly everybody is required to write emails and other communications, such as notes, summary, reports, letters etc., to fellow workers and managers, while in roles that carry accountability, you need to be able to document clearly the tasks that you are doing or have already done. Here are some of the reasons why writing skills are important to our careers. The following points will explain the importance of writing skills in a work place.

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(i) Employability: In the modern era, the chances of securing a job are more when we have some writing skills. From the aspiring job seekers, the employers look for writing skills such as writing paragraphs, essays, business letters, e-mails, memos, reports, summaries, etc. Based on the performance of the candidate in writing skills, one will be hired or rejected.

(ii) Professionalism: When the job at hand involves writing, such as in the case of professional writers, journalists and other communications professionals, then our literacy skills are clearly going to be important. In the modern workplace, professionals in every field need to demonstrate good writing skills. While we're unlikely to be writing the next great Indian novel, we will be sending emails, compiling reports and typing memos, meaning that in order to be understood, we need to be able to write in a manner that is easily comprehensible and well organised.

(iii) Communication: As mentioned, workers are constantly writing notes, emails, memos, letters, and reports. All of these require good writing skills so that people are able to communicate their ideas effectively. Poor writing skills, on the other hand - especially where communication with management is concerned - can be a red flag that an employee is not suited to more senior positions and, as such, can be a hindrance to promotion.

(iv) Credibility: Employees with excellent writing skills are generally viewed as being an asset. Companies around the world are spending hefty amounts of money to train their employees and improve their writing skills. Imagine a situation where you, as an employee, download a report or try to interpret a message from a colleague, but the email or report is full of typos and grammatical errors. It would be a waste of time, would fail to effectively communicate the message.

(v) Considerations: Good writing skills can open doors for many junior employees to be considered for senior positions. However, it is also important to know when to correct and when not to correct another person. Correcting the wrong person can get you in trouble at work or even fired. Not everybody likes to be corrected, and not all mistakes are significant enough to warrant correction.

In short, good writing skills are highly important in the workplace. If we are sending emails full of typos, poorly constructed sentences and grammatical errors, it can imply that we take a similar attitude towards our work. Therefore, good writing skills not only improve communication in the workplace, but can also have an effect on how we are perceived by our colleagues.

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Q4. What are the techniques involved in developing writing skills?

(OR)

Write the factors that affect Writing Skills.

Ans :

Writing is one of the most common ways of communicating with others. It is a complex activity that involves many sub-skills like writing legibly, spelling correctly, using good expression, constructing grammatical sentences, developing ideas into paragraphs, and using different modes / formats of writing such as letters, reports, resumes, minutes of meeting, message, paragraphs, essays, and so on. We need to

write in order to communicate in English in our social, educational and professional contexts. Therefore writing occupies an important position in the curriculum of all stages. Writing is highly personal process that reveals the writer's ability to express the meaning and mood, finally her or his total personality with coherence, cohesion, and scholarship. Writing as a process may be divided into three stages: pre-writing, writing and re-writing stages. We should keep in mind the following techniques during the writing process.

(i) Clearly state the claims: When we start writing an argumentative essay or ant text in that nature, we as writers should clearly and explicitly mention our claim. A claim must be arguable but stated as a fact. It must be debatable with inquiry and evidence; it is not a personal opinion or feeling. A claim defines your writing's goals, direction, and scope. A good claim is specific and asserts a focused argument.If a writer gives an argument to support his or her position, the writer is said to make a 'claim'. The authors usually present various reasons to prove why a claim or certain point mentioned in his or her text should be accepted as logical in a context.When supported by premises, a claim becomes a conclusion. For example, "This subject is easy.", "The Mumbai Indians have the potential to make the IPL playoffs." "This chemical structure is unstable." and "Democratic socialism is superior to a pure democracy."

(ii) Avoid ambiguity, vagueness, unwanted generalisations and oversimplification of issues: The very purpose of writing is to communicate with others, especially readers. In order to be clear in transmitting our message, we need to avoid ambiguity,vagueness, unwanted generalisations and oversimplification of issues that hinder written communication. Ambiguity results when a write up or sentence has more than one meaning. Ambiguous writing happens when what's written is clear but can have several meanings. Vague writing occurs when it's unclear what the author means. In writing, vagueness results due to the imprecise or unclear use of language. Unwanted generalisationsrefer to conclusions drawn from insufficient information, and afallaciousand reversed logical pathway. The fallacy will diminish our argument and weaken the overall strength of our writing. Similarly,oversimplification in writing, also known as the fallacy of reduction occurs when the series of actual causes/reasons

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for an event or issue in question is reduced to the point where there is no longer a genuine, causal connection between the alleged causes and the actual effect. This leads to distortion of the issue in writing.

(**iii) Provide background information:** Background information is information given in an essay/text that the readers need in order to understand the overall theme of the text or point the writer is attempting to make. The background details provide the much needed significance and historical value to the selected text. Background details also provide the references to the literature related to the topic in writing. Writers can tag the readers to the topic by giving the background information.

(iv) Effectively argue the claim: While writing, we should make sure that our evidence is appropriate to the topic we are writing about and that the evidence does support our argument or our claims. We need to tell our readers why this evidence supports our argument/claims. We also need to appropriately cite our evidence.

(v) Provide evidence for the claims: In order to use evidence effectively, we need to integrate it smoothly into our essay by following this order: State our claim clearly; provide our evidence and relate it to the claim; and comment on the evidence to show how it supports our claim.

(vi) Use examples to explain concepts: As writer, we need to present our concepts or mental constructs related to an issue or topic. Since concepts demand much complex cognitive processes to understand, it is always preferable to cite appropriate examples to make the concepts understandable.Many concepts, such as emotions like love or hate, make for broad topics that will prove difficult to work with, so we should narrow our writing with examples or anecdotes or illustrations.

(vii) Follow convention: We need to follow certain writing conventions to make our writing more readable and understandable. In other words, we need to write in a certain manner in order to make our readers understand what we're trying to explain in our writing. The writing conventions are generally certain rules related to spelling, punctuation, capitalization, grammar, and sentence structure. For instance, using correct punctuation can smoothly guide our readers through our text.

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(viii) Be properly sequenced: While writing we need to sequence our text properly. In a sequencing paragraph in a text, we write to describe a series of events or a process in some sort of order. Usually, this order is based on chronology of the event focussed in the writing. Sequencing provides coherence and cohesion tour writing. Using connectives such as Firstly, Secondly, Finally, Subsequently, As a result, etc. will help us in sequencing our text.

(ix) Use proper signposting techniques: The application of certain writing signposts helps us in guiding the readers through the text. The signposts indicate what is going to happen, remind them of where they are at key points along the way, and indicate the direction our text is going to head. Signposting should happen not only in our introduction but also throughout our whole text. For example, first, next, then, finally; or first, second, third, etc. are examples for signposts in writing.

(x) Be well structured: A written text is an organic entity. There should be coherence and cohesion among all the components of the organic text. The much needed unity of ideas in the entire text is possible through different types of sequencing and signposting.

(a) Well-knit logical sequence: Organising the sentences in each paragraph according to a logical order helps the reader follow the development of the ideas presented by the writer. There are some commonly used logical orders in writing, including: chronological order; comparison/contrast; logical division of ideas; order of importance; and cause and effect. Each kind of order uses particular words and phrases (transition words) to show the relationships between ideas.

In a paragraph using chronological order, you would use expressions of *time*: *first, next, after that, finally, before the last war, after 2010, since then,* etc.

In a paragraph describing differences (contrast), you would use expressions like these: *the most significant difference, larger than, unlike, on the other hand, in contrast,* etc. In a paragraph showing similarities (comparison), we need to use expressions such as: *similarity, similarly, as expensive as, just as, just like, compare with*, etc.

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Logical division of ideas simply means that ideas are grouped together, and each group is discussed accordingly. They may be introduced in order of importance, or in some other order that makes sense to the reader. You would use transition words such as *firstly, secondly, thirdly to* introduce each group.

In a cause and effect paragraph we usually apply transition words that express reasons and results, such as: *the first cause, the next reason, because of ... the first effect, as a result,* etc.

(b) Narrative sequence: Narrative sequencing refers to the identification of the components of a story, i.e., the beginning, middle, and end and also to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. In a typical narrative sequence, the introductory part of the story is known as 'exposition' that introduces setting, characters, other background information of the story which are essential for the reader to understand as the story unfolds. The middle portion of the story is called a period of 'rising action' where some dramatic issues are solved. In the end, the 'climax' is intended to give the readers a sense of 'catharsis', a purgation of emotions/ release of tension with the resolution (denouement) of the problem.

(c) Category sequence: We can also sequence the paragraphs in our text in a category sequence. The purpose of categorisation or classification of our text is to break down broad subjects into smaller, more manageable, more specific parts. We categorisebigger things or broader issues, often without even thinking about it. For example, mobile phones have now become part of a broad category. While about 'mobile phones' we can be categorise them as feature phones, media phones, and smartphones. This helps us in sequencing out text so as ti make readable and understandable.

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Q5. Explain different modes of Writing with examples.

Ans :

Writing is a form of communication that we human beings use as a means to express our feelings and ideas by putting them on a piece of paper in the form of a

standard set of letters - basic written symbols or graphemes - that represent the phonemes (basic significant sounds) of any spoken language it is used to write. We organize their knowledge and beliefs into convincing arguments and convey meaning through writing a well-constructed text. Here is a list of modes or methods of writing which a graduate is expected use as a student as well as an aspiring job seeker. Employers always look for and prefer the candidates who perform the following writing modes or methods in English effectively and efficiently: paragraph writing; summary writing; note making; editing; proposal writing (research proposal) for higher studies; e-mail writing; writing proceedings (minutes) of meetings; writing resumes or curriculum vitae, business or officialletters, writing speeches, etc.Let us explain in detail about some of the modes of writing.

Q6. Explain the 'e-mail' as a mode of written communication.

Ans :

In today's modern world, e-mail is the most widely used mode of communication. Email writing helps us to get the solution instantaneously. The term 'e-mail' stands for an 'electronic mail'. E-mail writing involves composing, sending, storing and receiving messages over an electronic communication system. These days it is preferred over other forms of communication as it is cheaper and faster.

Types of e-mail writing: Depending on the purpose and the relationship between the sender and receiver of the e-mails, they may be categorised into three types. They are: semi-formal e-mails; formal e-mails; and informal e-mails. The email written for a colleague or a team-mate within a project comes under the category of 'semi-formal e-mails'. In these e-mails, the language used is simple, friendly, and casual. 'Formal e-mail' writing will be an email written to companies, government departments, school authorities or any other officers. It is used for business communication.An 'informal e-mail' is written to any relatives, family or friends. There are no particular rules for informal email writing. A person can use any language of his or her choice.

Salient features of e-mail: There are certain features of e-mail that the e-mail writer need to be familiar with. Some of the salient features of the e-mail writing are as follows:

(a) Automatic reply to messages

(b) Automatic filing and retrieval of messages

(c) The address can be stored in an address book

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(d) The address can be used in the near future

(e) Facility to send copies of a message to many people

(f) Auto forward of messages

(g) Notification of delivering or not of a message

(h) Signatures can be attached

(i) Automatic using the date and time

(j) Attachments in the form of files, graphics or sound can be sent

(k) Mobile friendly emails facility, and so on

Techniques for effective e-mail writing: E-mail writing is a form of expressing ideas or queries. It is helpful only if we write an email in clear and unambiguous terms. Effective e-mail writing has the property of clarity of statement, the needed solution with clear, logical, and simple language. E-mail writing can be successful if we follow some rules such as greeting, introduction, giving context or information, call for action, etc. There are some techniques for improving the way of e-mail writing.

(a) Write a meaningful subject line

(b) Keep the message focused and understanding

(c) Identify yourself clearly

(d) Use official id for business-related or professional emails

(e) Use short sentences for clear convey of the message

(f) Organize the content of the mail in a logical and systematic manner

(g) Be kind

(h) Don't lose your focus

(i) Use separate paragraphs for stating different points

(j) Use proper, simple, polite, and clear language

(k) Show respect and restraint

(l) Make sure the message is complete

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(m) Proofread

(n) Find the difference between formal and informal situations

(o) Respond promptly

Advantages and disadvantages of writing e-mail as mode of communication: Writing e-mail, like other modes of written communication, has both advantages and disadvantages.

(i) Advantages of e-mail writing:

(a) It is a cheaper form of communication.

(b) Email helps to contact or send information to a large group of people.

(c) It provides a written record of the communication.

(d) Email writing is an instantaneous form of communication.

(e) It can be used anytime and anywhere.

(ii) Disadvantages of e-mail writing:

(a) We need to have the internet to receive or send emails

(b) Viruses are easily spread via email attachments

(c) One can get many junk emails

(d) There is no guarantee if the reader reads the email or not

(e) The details can be used for identity theft

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Q7. Explain the format of the proposal writing for higher studies.

Ans :

As we progress in our studies from school to higher educational institutions such as colleges and universities, we require writing different proposals for the purpose higher studies. Especially a student needs to write 'research proposals' for gaining admission in premier higher educational institutions. Therefore every graduate who wants to pursue higher studies need to be familiar with the format of such research proposals. Here is a typical research proposal needed in higher studies, such as at graduation, post-graduation, M. Phil., and Ph.D. level

Introduction: Background or introduction section provides a description of the basic facts and importance of the research area. The questions 'what is your research area, the motivation of research, and how important is it for the industry practice/ knowledge advancement?' are answered in this part.

Problem Statement or Hypotheses: Problem statement provides a clear and concise description of the issues that need to be addressed. They assist us answer the questions: What is the specific problem in that research area that you will address? Hypotheses are assumptions about the phenomenon in question which need to be tested in the proposed study.

Objectives: Objectives provide a list of goals that will be achieved through the proposed research study. They direct us to answer the question: "What are the benefits/ impact that will be generated if the research problem is answered or hypotheses are tested?"

Review of Literature related to the proposed study: The literature review provides a summary of previous related research on the research problem and their strength and weakness and a justification of your research. This helps to answer the questions: "What is known/what have been done by others? And, why your research is still necessary?"

Research Methodology: Research methodology defines the research methods and procedures adopted for doing the research study such as survey method, modelling method, case study method. This helps the students in answering the questions: "What to do and how to solve the problem and achieve proposed objectives? Which research methods will be used?"

References: All factual material available for us is not original. Therefore the material must be accompanied by a reference to its source. We can use Modern Language Association (MLA) or American Psychological Association (APA) guideline on reference and citation style.

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Q8. How do we record the proceedings of meetings or minutes of a meeting in a professional context?

Ans :

Proceedings of meeting, also known as minutes of meeting refer to the notes that are recorded during a meeting in professional context. The minutes of the meeting present the key issues that are discussed, motions/resolutions that are adopted / voted,

and the activities that need to be undertaken. Usually the minutes of the meeting are noted down by a designated member of the organisation. Writing the minutes of meeting requires a lot of skills, since the writer need to provide an accurate record of what transpired during the particular meeting.Process of Recording the Minutes/Proceedings of a meeting: Writing Minutes of a meeting is a process which involves five main steps:

(a) Pre-planning: Taking downthe minutes of the meeting is easier, if the meeting is planned in advance.The chairperson and the person in charge of taking minutes should work together beforehand. They can draft the agenda and provide the format for the meeting. The agenda should include names of the members present and list of documents as proposals.

(b) Record-taking: The person in charge of the taking minutes should have the knowledge of the format of the minutes of a meeting. He or she needs to note down simultaneously while the meeting is going on.

(c) Writing/transcribing the minutes: When the meeting ends, the person tasked with taking the minutes should all the resources to write up the minutes in a clear presentable way. Review the outlines if possible. Revise the minutes to ensure they are brief and clear.

(d) Format of the Minutes of meeting: A typical minutes of meeting may include: date and time of the meeting; names of the attendees/absentees; Acceptance or amendments of the previous meeting's minutes; Decisions made on each item of the agenda-activities undertaken or agreed upon, next steps, outcomes, motions accepted or rejected, new works to be taken up, Date and time of the next meeting.

(e) Distributing the minutes: After the writing process is completed, the person in charge of taking the minutes is supposed to distribute the minutes to the members of the meeting or the organisation.

(f) Filing of minutes for future reference: In the end the minutes of the meeting should be filed and stored safely for referencing in the future.

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Q9. What is the format of a business letter?

Ans :

A business letter is a formal document often sent from one company to another or from a company to its clients, employees, and stakeholders. Business letters are

also used for professional correspondence between individuals. A business letter is a formal business document with a set structure or a well-defined format. Usually a business letter includes contact information, a salutation, the body of the letter, a complimentary close, and a signature. This business document is usually a letter from one company to another, or between such organizations and their customers, clients and other external parties. The formats of a business letter are structured in a formal, professional and well-organized manner. The overall style of letter depends on the relationship between the parties concerned.

There are many standard types of business letters, and each of them has a specific focus. Sales Letters, Order Letters, Complaint Letters, Adjustment Letters, Inquiry Letters, Follow-Up Letters, Letters of Recommendation, Acknowledgment Letters, etc., are examples of business letters.

The Format of a Business Letter

There are several formats for writing business letters. There are two basic styles of letters: block form and indented form. The samples below will help you determine which style you prefer.

Full Block Format

Your
Name
Address
Phone Number
E-mail (optional)

Date

Name of Receiver
Designation
Company Name
Address

Dear _____:

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When writing a letter using **block form**, no lines are indented. Include your name, address, and phone number where you can be contacted, as well as the date. You then include the name and address of the person you are sending the letter to.

With new paragraphs, just skip a line instead of indenting.

Add your phone number where you can be contacted in the last paragraph. If the receiver needs to use a relay service to call you, briefly explain that you are deaf/hard-of-hearing and that s/he can call you through relay. Give the receiver his/her state relay number and explain that s/he will need to give the operator your number. Then give him/her your number.

Yours sincerely,

Your Signature

Your Name
Designation

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Indented Format

Your Name
Address
Phone Number
E-mail (optional)

Date

Name of Receiver
Designation
Company Name
Address

Dear _____:

When writing a letter using **indented form**, indent each paragraph. First include your name, address, phone number, and the date. This information should be located at the top of the page, either in the centre, or indented on the right side of the paper. You then include the name and address of the person to whom you are sending the letter.

At the end of the letter, place your signature on the right side of the page. Don't forget to provide any relay information if necessary.

Yours sincerely,

Your Signature
Your Name
Your Designation

Enclosure:
Cc:

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This business letter format illustrates the specific parts of a business letter:

Avanthika Aggarwal ---------- **Sender's Address**
GP & Associates
Anna Nagar Avenue
600040

September 20, 2019 ---------- **Date**

Ms R. Ramani ---------- **Inside Address**
Action Items
Rastrapathi Road
Hyderabad 500001

Dear Ms Ramani: ---------- **Salutation**

I understand from our mutual acquaintance, Ms D. Sumalatha that you are looking to retain an accountant to assist you in the sale of your business. I would welcome the opportunity to show you how GP & Associates was able to help Ms.Sumalatha successfully sell her business earlier this year.As you'll see on our website, my associates and I have extensive experience in financial accounting, internal audits, and tax compliance. For the past several years, we have specialized in business evaluation and transition services for sellers. We enjoy working closely with clients throughout the sale process to ensure a smooth transition. As our clients can attest, our various pre-sale price improvement strategies can significantly optimize a business's sale price.

Should you be thinking of purchasing another business, please note that we also offer business acquisition services. For your convenience, I have enclosed additional information describing GP & Associates full range of services.

To set up an appointment to discuss your specific needs, please contact me at 040-2200220. I know how busy you are, so I will give you a call on Tuesday to follow up if I haven't heard from you.

With best Regards,
Yours sincerely ---------- *Complimentary Close*
Avanthika Aggarwal
(MS AVANTHIKA AGGARWAL)
Chairman & Managing Director
Enclosures
CC:

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Q10. How can we write an effective Business Letter?

Ans :

An E-mail may be the quick and convenient way to relay daily business messages, but the printed business letter is still the preferred way to convey important information. A carefully crafted letter presented on attractive letterhead can be a powerful communication tool. A business letter is a formal way of communicating between two

or more parties. There are many different uses and business letters. Business letters can be informational, persuasive, motivational, or promotional. Business letters should be typed and printed out on standard 8.5" x 11" white paper. To make sure you are writing the most professional and effective letter possible, use the business letter format and template below and follow these basic business letter-writing.

(i) **Select a professional letterhead design for your small business:** Your business letter is a representation of your company, so you want it to look distinctive and immediately communicate "high quality." For a convenient and economical alternative to using traditional pre-printed letterhead, try using our letterhead and envelope design templates. Simply create a letter within a predesigned colour letterhead template and then print your entire piece quickly and beautifully on your colour printer.

(ii) **Use a standard business letter format and template:** The most widely used format for business letters is "block style," where the text of the entire letter is justified left. The text is single spaced, except for double spaces between paragraphs. Typically margins are about 1 inch (25.4 mm) on all sides of the document, which the default is setting for most word-processing programmes. If you are using Microsoft Word, you can turn to its built-in Letter Wizard for additional formatting assistance (look on the Tools menu).

(iii) **Use a professional tone:** Save casual, chatty language for email - your printed business letter should be friendly but more professional. As Scott Ober suggests in his book *Contemporary Business Communication,* "The business writer should strive for an overall tone that is confident, courteous, and sincere; that uses emphasis and subordination appropriately; that contains non-discriminatory language; that stresses the "you" attitude; and that is written at an appropriate level of difficulty." That said, be sure to sound like yourself - you don't want your letter to read as if a machine wrote it.

(iv) **Write clearly:** State your point early in your letter. To avoid any miscommunications, use straightforward, concise language. Skip the industry jargon and instead choose lively, active words to hold your reader's attention.

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(v) Organize the information logically: Group related information into separate paragraphs. In a long, information-packed letter, consider organizing information into sections with subheads. You may want to highlight key words to make them "pop" - this technique is possible with most word-processing programs and your colour multifunction printer.

(vi) Be persuasive: Establish a positive relationship with your reader right away. If you have a connection to the reader - you've met before or have a mutual colleague, for example - mention it in your introductory paragraph. Whether you think your reader will agree with the point of your letter or not, it is important to find common ground and build your case from there.

(vii) Understand your reader well enough to anticipate how he or she will react when reading your letter. Address his or her needs or wishes, or a specific problem, and then outline your solution. Provide proof in the way of examples and/or expert opinions to back up your point. Make sure to maintain a friendly tone.

(viii) Conclude your letter with a "call to action." State clearly what your reader needs to do or believe to achieve the desired solution and then state what you, the writer, intend to do next to follow up.

(ix) Proofread your letter: All your careful crafting and printing can't cover up spelling or punctuation errors, which leave a lasting negative impression.

(x) Business Letter Template Fields:

(a) Sender's Address: It is a good idea to include sender's email and URL, if available. Don't include this information if it's already incorporated into the letterhead design. This will allow customers to find your small business more quickly.

(b) Date: Use month, day, year format, e.g., December 3, 2019 or 3 December 2019

(c) Inside Address: Use full name. Mr. /Ms.is optional.

(d) Subject Line: Type the gist of your letter in all uppercase characters, either flush left or cantered. Be concise on one line.

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(e) Reference Line: If you type a Reference Line, consider if you really need this line. While it's not really necessary for most employment-related letters, examples arebelow.

(f) Salutation: Salutation: Type the recipient's name here. Type Mr. or Ms. [Last Name] to show respect, but don't guess spelling or gender. Use colons after the salutation, not comma. Some comma salutationsare:

- Ladies:
- Gentlemen:
- DearSir:
- Dear Sir orMadam:
- Dear [FullName]:
- To Whom it MayConcern:

(g) Body Text: State why you are writing. Establish any connection/ mutual relationship up front. Outline the solution, providing proof in the way of examples and expert opinions. Group related information into paragraphs.

(h) Closing "Call to Action": State what the reader needs to do and what you will do to follow up.

(i) Complimentary Close: Complimentary Close: What you type here depends on the tone and degree of formality. Forexample,

Yours sincerely (When the Salutation is …. **Dear Mr. Rahgu),**

Yours faithfully (When the Salutation is …. **Dear Sir,)**

(j) Signature Block: Sign your letter in blue or black ink.

(k) Enclosure Notation: This line tells the reader to look in the envelope for more. Type the singular for only one enclosure, plural for more. If you don't enclose anything, skip it. Common style is: **Enclosure(s)**

(*l*) cc: Use if you are sending a copy to additional person(s). cc: Stands for courtesy copies (formerly carbon copies). It is list the names of people to whom you distribute copies, in alphabetical order. If addresses would be useful to the recipient of the letter, include them. If you don't copy your letter to anyone, skip it.

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Sample Business Letter (Blocked Format)

Mrs. Clara Winters
12187 S. Polo Dr.
Fairfax, VA 22030

September 26, 2019

The Tiny Tots Toy Company
15456
Pyramid Way
College Park,
FL 33133

Dear Customer Service Representative,

I recently purchased one of your Tiny Tents (Model # 47485) for my three-year old. Unfortunately, after viewing the components that came with the product, I discovered that four of the parts were missing. Also, the instructions that came with the tent are incomplete. Both of these situations have resulted in the tent remaining unassembled and unacceptable as a toy for my daughter.

I am writing to request replacements for the missing parts, and a copy of the full set of assembly directions for the model I purchased. If reasonable arrangements are not made within ten business days, I will return the tent to the store I purchased it from and expect a full refund. To assist you in processing my request, I am including a copy of my sales receipt and a list of the missing parts.

I have purchased other toys manufactured by your company in the past, and have always been impressed with the quality and selection Tiny Tots has made available to its customers. I sincerely hope this is a one-time incident, and that any future purchases I make will live up to the standard my family has come to expect from your company.

Yours sincerely,
ClaraWinters
(CLARAWINTERS)
Director
Enclosures: 2 --------- ***Abbreviations***

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Q11. Write a letter to the Municipal Commissioner complaining about the bad condition of the street lights in your locality that caused chain snatching and insecurity.

Ans :

D. Kumar
Secunderabad
Hyderabad,
500001

March 5, 2021

The Municipal Commissioner
GHMC,
Hyderabad
500001

Dear Sir,

Sub: complaining about the bad condition of the street lights in Secunderabad that caused chain snatching and insecurity-Regarding.

With reference to the subject cited above, it is being brought to your kind notice and consideration that there have been continuous incidents of chain snatching incidents in my locality. The sense of insecurity is prevailing in the area. When analysed the situation, it has been found that the street lights in the locality are not in working condition. After six in the evening, the streets are looking dark and dim due to the non-functioning of street lights. The situation warrants your immediate attention.I request you sir to take the necessary measures in this regard so as to get the lights on in my locality and avert such chain snatching incidents in future..

Best regards

Yours sincerely
D Kumar
(D. KUMAR)

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Q12. How will we prepare a brief speech?

Ans :

The most important part of giving a speech is getting your audience to listen to what you're saying. You want to be interesting enough that they're actually going to want to hear what you have to say. Just as importantly, you want to make sure that they remember the key parts of your speech. The most effective way to achieve this is through an engaging speech. Writing the text for any brief speech involves a blue print. There are three main components of speech structure: Introduction, Body, Conclusion and Questions and answers session at the end of your speech but this is optional.

(i) Introduction

(a) Grab attention. Do or say something shocking, intriguing, or dramatic to get attention of the audience from the very first minutes.

(b) State your topic. Announce what your speech is about, and your position.

(c) Preview statement. Introduce main points of your speech.

(ii) Body

(a) Introduce your topic. You need to explain your topic to those people who do not know about it.

(b) Do not go into the details, simple definition is enough. This speech element is required.

(c) Explain your point. This is where you explain your view in detail.

- State your point
- State a Reason
- Give an Example
- Restate the Point

(iii) Conclusion: The conclusion should be a sort of gist of the entire speech. Not to confuse the audience, you want to keep the number of points low. Best is to limit your speech to three main points.

(iv) Questions and answers session at the end of your speech but this is optional.

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Q13. How can we improve writing an effective speech on various occasions?

OR

Explain some of the tips for writing an engaging speech in English.

Ans :

Preparing a speech is more than just getting the words down on paper and then reading them to an audience. The most important part of a speech is how it affects the audience and the only way it can affect the audience is if they're actually listening. Engaging your audience is the key to having a successful speech. Here are some tips for writing a brief speech:

(a) Make the speech about the audience : Depending on what kind of speech you're giving, you want the audience to gain a thorough understanding of what you're speaking about or you're trying to persuade them to take action. You might even just be trying to make them laugh. All your efforts should be aimed at making sure they understand what you're saying. Some wise person said, "There is only one purpose in giving a speech, and that is to get the audience to think differently, feel differently or act differently." Know how you want the audience to change as a result of your time on the platform, and you will very likely hit the mark with them.

(b) Write for your ear : Remember, what you're writing is going to be said out loud. Sometimes, the way things look best on paper is not the way they're going to sound best. Practice reading your speech out loud so you can make sure it sounds right. You can even record yourself and make necessary changes after you hear it out loud.

(c) Work through a rough draft : Of the whole thing and make edits and polish it later. Your speech will not be perfect at first. Writing the whole thing out first will often help you work out any writer's block or could even make you see something a little clearer and find a better way to say it.

(d) Put a little bit of yourself into your speech : Don't worry about being ground breaking or unique, but make sure you feel a bit of yourself in your writing.

(e) Start preparing early : Sometimes, you might have no idea what you're going to talk about. The more research you do, the more likely it is that you'll find something really interesting about your topic that can grab your audience's

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attention. You'll also find it's easier to structure and organize your speech the more you know about your topic.

(f) **Limit the information :** You can't cover everything about a topic in a speech and, if you could, you'd lose the audience's attention before too long. Try to stick to three main points so your speech is a little easier to follow.

(g) **Write your speech as if it's meant for one person to hear :** This will make it sound more conversational and your audience will feel like you're really trying to make a connection.

(h) **Try to get the audience involved :** There are a lot of ways to do this. You can ask simple questions, ask for volunteers for role playing exercises, or have someone help you demonstrate a concept presented in your speech.

(i) **Pace your speech :** Vary sentence and word length so it doesn't become boring.

(j) **Repeat key words and points effectively :** This helps the audience understand what the main take away from your speech should be.

(k) **Ask rhetorical questions :** As a way of attracting the listener's attention.

(l) **Tell personal stories and anecdotes :** That fit into the topic of your speech when applicable. This will make your speech a little more personal and can help you make a better connection with the audience.

(m) **Use quotes :** When you can. It breaks up your speech and makes it more interesting. Bonus points if the quote is from a famous person that your audience will recognize.

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Q14. Write a brief speech on the occasion of farewell to your seniors.

Ans : **(November / December 2018)**

A very good morning/ afternoon to one and all present here,

Today, as I stand before you all, I feel honoured and sad at the same time, honoured because I have the opportunity to deliver this valedictory speech, sad because it's me who has to do the tough job of wishing goodbye to all of you.

I will not go into vivid details to describe how amazing seniors you have been. Class 9 and 10 have shared an inexplicable bond. We couldn't have been more comfortable with our seniors, and you couldn't have had better juniors, obviously.

Being a member of the cabinet, I have been privileged enough, to interact quite frequently with our seniors. We all have learnt a lot from you, and many of you

have inspired us in different ways. Never did we ever feel bullied in your presence, rather, we felt like one integrated family together.

Well, if I come down to the memories I cherish, we share loads of them. Right from all the activities that both the classes have been a part of ever since we were in school, all the festivals that have been celebrated in school, the investitures ceremonies, last years and this, the thanksgiving days and the house meetings.

However, it is the universal truth we all have to face, whether we want to or not, everything eventually ends. As much as I've looked forward to this day, I've always disliked endings. But endings are inevitable. Leaves fall. You close a book. You say goodbye. Today is one of those days for you all. You all are so much a part of us that you'll be with us no matter what, our North Star. And the small clear voices in our hearts that will be with us, always.

Don't be afraid to make mistakes, to stumble, and to fall, because most of the times the greatest reward comes from doing the things that scare you the most. Maybe you'll get more than you've ever imagined. Who knows where life will take you. The road is long and in the end, every step of the journey is a destination, in itself.

At this watershed moment of your lives, my friends of class 10, I am reminded of the great words by Rabindranath Tagore, 'where the mind is without fear, and the head is held high'. I wish for you a mental cosmos where you are confident individuals, not scared to do the most uphill tasks. Where you are not confined to the four walls of fear, but break the shackles and become real performers, real doers. The attitude with which you leave will be the cornerstone of what you become tomorrow. As we stand here on this beautiful day, my friends we wish for you all, attitudes of real performers who dive into turbulent waters with a crazy stubbornness to swim through and survive the fiercest of storms.

May your journey be that of valour. Tomorrow when we stand there to become a part of your world, we would look for those familiar faces, who would draw their hands out and share their experiences with us.

May you find the mountain that is right for you. Give and receive support along the way, be patient and persevere through the ups and downs that you will face. And importantly learn to enjoy the journey you are about to embark upon.

Always remember where you're going, but never forget where you came from.

We will miss you.

All the very best! Goodbye.

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Q15. Use the following hints and write a speech on a 'road accident' and how to rescue the injured.

Ans :

An accident took place-an old woman crossing a road-a bike hit-the woman fell down-people gazed at-not responding-lack of social responsibility-response to the injured.

Good morning dear students,

I would like to share my experience of one accident where social responsibility was missing. Yesterday, while I was crossing the road at the Bus station, an accident took place. Unfortunately, a bike hit a woman while she was waiting at the station. Due to the hit, she fell down and got injured. More unfortunate thing is that the people present there were simply gazing at the scene, instead of responding to the situation. What I have understood from this indifference on the part of the people is that people lack social responsibility. Therefore I urge you all to respond to the injured when you see any unfortunate accident.

Q16. Prepare a Resume furnishing the details which are essential for the post of an English teacher.

Ans :

R. Ramini

House No. 1-402, Street No. 1, Ram Koti, Hyderabad-500 001

Mobile : 9959001122, E-mail: ramani123@gmail.com

Educational Qualifications

2014-2016	**Osmania University, Hydearabd**
	MA with Distinction
2011-2014	**Nizam's College Hydearabd**
	B.A (Hons). with 85% Marks
	Specialization: English Literature & ELT

Employment

2016-Present	Hyderabad Public School, Hyderabad
	English Teacher

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- Responsible for teaching English for class X
- Leading the advisory team in special training for the slow learners

Skills

Computer Skills

- Microsoft Office –Word, Excel and Power Point
- Page Maker, Libre Office from IIT Mumbai

Language Skills

- Fluent in English, Hindi , Telugu
- Currently learning to speak Mandarin Chinese and Esperanto

Interests and Achievements

- Teacher of the Year (2017) for contribution to teaching English
- Captain of the Community Cricket Team of our colony which enhances Team work
- Best NSS Volunteer at Osmania University 2014: for overall performance in NSS Activities

References

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MODULE
5

DIGITAL LITERACY

I. Short Question & Answers

Q1. Define "Digital Literacy".

Ans :

Digital literacy involves identifying digital resources and content, reaching, managing, combining, evaluating and making analysis/synthesis, forming new data, creating new ways of media expressions and making it possible to communicate with others (Martin, 2008). Digital literacy skills relating to the use of digital technology tools in activities that locate, create, communicate, and evaluate information within a networked environment, mediated by digital computing technologies (Boileau, 2014).

Q2. What are the advantages of 'Digital Learning"?

Ans :

Digital Technology and learning based on it has aided the human society with various advancements and conveniences. It made our life easy and smooth. It brings the revolution in the classrooms and in the growing educational society. But technology can have a large impact on users' mental and physical health.

(a) Suitable Learning style

Digital learning helps a student to learn in a style that best suits him. For example, if he is unable to understand through theory, he can use interactive programs to get a better understanding of the concept.

(b) Freedom to learn anytime

With the help of the internet and the modern technology, students can now access study material on their laptops at any time and from anywhere. As a result, now students are free to learn in the school and outside the school.

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(c) Boosting achievement

Researches has shown that students who have access to digital learning and who make good use of it, tend to perform well in their exams.

(d) Helpful for slow learners

Students who are slow learner can learn at their own pace. They can repeat the study material again and again till required.

(e) Improving concepts

Blended learning tools are very helpful in making the concept understandable. Students are better able to comprehend problems.

(f) Enhancing creativity

Not all students are able to perform well by solely relying on course books. For them, it is important to utilize their creative side. For this matter, digital learning is the best option.

(g) Increased engagement

It is true that interactive programs and strategies are engaging for students. They are able to develop an interest in them, helping them to learn voluntarily and more selectively.

Q3. Write a note on the Internet Basics.

Ans :

The Internet is a worldwide telecommunications system that provides connectivity for millions of other, smaller networks; therefore, the Internet is often referred to as a network of networks. It allows computer users to communicate with each other across distance and computer platforms. At the heart of most networks is a server, a fast computer with large amounts of memory and storage space. The server controls the communication of information between the devices attached to a network, such as computers, printers, or other servers. Here are some of the basic concepts related to the use of the Internet.

(a) ISP

An Internet Service Provider (ISP) allows the user access to the Internet through their server. Many teachers use a connection through a local university as their ISP because it is free.

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(b) TCP/IP protocols

Computer can be used to communicate on the Internet. For that, computers must follow a set of rules or protocols to exchange messages. The two most important protocols allowing computers to transmit data on the Internet are Transmission Control Protocol (TCP) and Internet Protocol (IP).

(c) DNS

DNS stands for Domain Name System. An Internet address has four fields with numbers that are separated by periods or dots. This type of address is known as an IP address. Rather than have the user remember long strings of numbers, the Domain Name System (DNS) was developed to translate the numerical addresses into words.

(d) URLs

Addresses for web sites are called URLs (Uniform Resource Locators). Most of them begin with http (Hyper Text Transfer Protocol), followed by a colon and two slashes. For example, the URL for Osmania University is https:// www.osmania.ac.in/Some of the URL addresses include a directory path and a file name.

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(e) Top-level domain

Each part of a domain name contains certain information. The first field is the host name, identifying a single computer or organization. The last field is the top-level domain, describing the type of organization and occasionally country of origin associated with the address. For examples, the last field in the domain name ".com" indicates 'commercial', ".edu" indicates 'educational', ".gov", 'government', "org", 'organization', ".uk", 'United Kingdom', etc.

(f) WWW

The Internet is often confused with the World Wide Web. The misperception is that these two terms are synonymous. The Internet is the collection of the many different systems and protocols. The World Wide Web, developed in 1989, is actually one of those different protocols. As the name implies, it allows resources to be linked with great ease in an almost seamless fashion.

You can connect to the Internet through telephone lines, cable modems, cell phones and other mobile devices. The knowledge of the Internet basics is very important for its effective use in our personal and professional life.

Q4. What are the main MS Office tools?

Ans :

Microsoft Office is, also simply known as 'Office', client and server software developed by Microsoft. It was first announced by Bill Gates on 1.8.1988 at Los Vegas, USA. Initially, the MS Office had only Microsoft Word (MS Word), Microsoft Excel (MS Excel), Microsoft PowerPoint (MS PowerPoint), Microsoft Paint (MS Paint), etc. Given the popularity and importance of Microsoft Office tools, it is essential that you undergo a training course in it and know more about its top ten tools. All the tools are extremely user-friendly and versatile for application in different types of jobs.

II. Essay type Questions & Answers

Q1. What is the role of digital literacy for higher studies and professional life?

Ans :

Digital literacy involves identifying digital resources and content, reaching, managing, combining, evaluating and making analysis/synthesis, forming new data, creating new ways of media expressions and making it possible to communicate with others (Martin, 2008). Digital literacy skills relating to the use of digital technology tools in activities that locate, create, communicate, and evaluate information within a networked environment, mediated by digital computing technologies (Boileau, 2014).

In the 2st century, educators must also be cognizant of promoting digital literacy, putting the proper utilization of digital tools and technology right on par with reading and writing. In digital literacy, students need to be talented and familiar with the system they might use. Students can develop their skill by going to the class of ICT of perhaps learning by themselves. By having those skills, students can improve their self and can easily bring forward their self to the organization (Baharuddin, 2016)

(a) Higher-order thinking skills

Digital literacy skills are transmutable from the tech world to the real world and meet many of the basic needs required by today's learning standards. Instilling strong levels of digital literacy creates great avenues to learn and practice these higher-order skills, ranging from students working collectively via a Google Doc to developing the ability to analyze web sources credibility (and everything in between).

(b) Breaks down the walls of learning and information

The traditional pen-and-pencil system presents tons of barriers to student access and connection, whether it is the plight of a master narrative, language discon-

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nect, etc. By instilling adept digital skills, students can break through these walls and become producers of knowledge. Allowing students to find their own learning resources (via the web, cloud-based learning tools, etc.) and analyze the sources benefit creates a truly personalized learning environment. Developed digital literacy skills afford students the ability to seek out and utilize knowledge resources that help them create a personal learning connection.

(c) Prepares students for a digital world

Much of our goals as educators are geared around ensuring students have the tools they need to become successful digital citizens. That now includes having familiarity with technology. Whether it be working with Microsoft Office, understanding the nuances of a Windows/Mac operating system, or even the simple use of a mouse and keyboard, it's vital for students to be ready to roll when sat down in front of a digital device. In today's climate, gaining familiarity with digital device functions and features is now just as important as learning to read and write.

(d) More employable

New technologies and trends are emerging at an incredible pace and the way they're transforming the way we work is something we've never seen before. Therefore the graduates need to update themselves with the latest trends in the use of digital technologies in the workplaces so as to make themselves more employable in the digitalized work contexts.

Q2. What are the basic principles of Digital Literacy?

Ans :

Digital Literacy is about being able to make sense of digital media. This occurs through meaningful and sustainable consumption. Digital literacy is a skill which is the playing a vital role in the life of every person. This includes the ability to analyze, prioritize, and act upon the countless digital media on a daily basis.

(a) Comprehension

Comprehension is the ability to understand the things as a whole. The first principle of digital literacy is to extract, implicit and explicit ideas from a media.

(b) Interdependence

The second principle of digital literacy is interdependence–how one media form connects with another, whether potentially, metaphorically, ideally, or literally. Little media is created with the purpose of isolation, and publishing is easier than ever before. Media forms co-exist and supplement to each other, due to the surpassing profusion of media.

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(c) Social Factors

Sharing is no longer just a method of personal identity or distribution, but rather can create messages of its own. Who shares what to who through what channels can not only determine the long-term success of the media, but can create organic ecosystems of sourcing, sharing, storing, and ultimately repackaging media.

(d) Curation

A popular type of digital communication is the act of curating. The capacity to curate at a sophisticated level, both in terms of content and visual appeal, is quickly becoming a necessity for educators who engage in online teaching and learning (Thompson, 2015). Curation in a digital sense is a bunch of activities and processes done to create, manage, maintain, and validate a digital content. Speaking of storing, overt storage of favoured content through platforms such as Pinterest, Pearltrees, Pocket and others is one method of "save to read later." But more subtly, when a video is collected in a YouTube channel, a poem ends up in a blog post, or an infographic is pinned to Pinterest or stored on a learning board, that is also a kind of literacy as well–the ability to understand the value of information, and keep it in a way that makes it accessible and useful long-term.

Q3. Digital learning has both sides of the coin. Explain the advantages and disadvantages of Digital Learning?

Ans :

Technology has aided the human society with various advancements and conveniences. It made our life easy and smooth. It brings the revolution in the classrooms and in the growing educational society. But technology can have a large impact on users' mental and physical health. Being addicted to technology can cause psychological issues such as distraction, narcissism, the expectation of instant gratification, and even depression. Besides affecting users' mental health, the use of technology can also have negative repercussions on physical health causing vision problems, hearing loss, and neck strain. Even long sitting causes various physical diseases etc. In this way, digital learning has its own pros and cons.

(i) Advantages of Digital Learning

(a) Suitable Learning style

Digital learning helps a student to learn in a style that best suits him. For example, if he is unable to understand through theory, he can use interactive programs to get a better understanding of the concept.

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(b) Freedom to learn anytime

With the help of the internet and the modern technology, students can now access study material on their laptops at any time and from anywhere. As a result, now students are free to learn in the school and outside the school.

(c) Boosting achievement

Researches has shown that students who have access to digital learning and who make good use of it, tend to perform well in their exams.

(d) Helpful for slow learners

Students who are slow learner can learn at their own pace. They can repeat the study material again and again till required.

(e) Improving concepts

Blended learning tools are very helpful in making the concept understandable. Students are better able to comprehend problems.

(f) Enhancing creativity

Not all students are able to perform well by solely relying on course books. For them, it is important to utilize their creative side. For this matter, digital learning is the best option.

(g) Increased engagement

It is true that interactive programs and strategies are engaging for students. They are able to develop an interest in them, helping them to learn voluntarily and more selectively.

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(ii) Disadvantages of Digital Learning

(a) A distraction

Digital learning can become a bit of a distraction at times. Sometimes, the student begins to spend more time on it than he should. At times, he completely loses interest in his course books and classroom lecture. This way, he is bound to miss out on the important stuff.

(b) An expensive idea

Not everyone can afford to buy electronics for studying. Laptops, smartphones, etc. are quite expensive and therefore cannot be afforded by everyone.

(c) Missing out on the real stuff

Lack of face-to-face interactions with the teachers and classmates is not a healthy move. It is important to remember that not all education can be received through

digital learning. Class lectures and discussions are important learning processes. The bond of a teacher and pupil is very important for a positive learning experience. As seen above, digital learning has two sides to it: pros and cons. It can be concluded that it is essential that traditional teaching methods are carried out hand in hand with digital learning. Furthermore, it is of utmost importance that during digital learning, the student does not get distracted to other sites like game sites or social media sites; otherwise, the student will be unable to focus on his studies.

Digital Literacy has become an essential life skill in the present digital global world. It is playing a vital role in our life. It is a need of the time for every graduate to become a digital literate. Prospective employer looks for digital literate for any position.In the digital world, we need necessary skills for working within social networks, for pooling knowledge within a collective intelligence, for negotiating across cultural differences to form a coherent and complete picture of the world around us.

Q4. What are the trends and opportunities in using digital technology in workplace?

Ans :

With the rapid advancements in the technology, everyday sees an innovation that results in the transformation of human lives. The technological developments also change how we approach workplace and set many trends which offer opportunities in using digital technology in workplace. Some of the most transformative digital technologies that have revolutionized the way we work. The outreach that technology today has and its capabilities in the workplace are so vast that artificial intelligence and other smart technologies can soon become our co-workers.

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(a) AI-powered security

As technologies evolve to provide revolutionary opportunities, they also open the floodgates for vulnerabilities in securities and potential for attacks. Security teams are thus challenged to mitigate these risks and understand the role of emerging technology, more specifically AI, in the security domain.According to Gartner, AI-powered security deals with three elements that involve:Protecting AI-powered systems: keep AI training data, training pipelines and ML models secure; Leveraging AI to improve security defence: using machine learning to understand patterns, identify attacks and automate cybersecurity processes.Predict unlawful use of AI by attackers and defend against them.

(b) Augmented Analytics

Augmented Analytics is the use of advanced machine learning and artificial intelligence algorithms to automate insight generation process without depending on data scientists or other manual processes. With augmented analytics, citizen data scientists can clean, analyze and convert data into actionable insights for decision-makers with minimal to no supervision from a technical expert.

(c) AI for Change Management and Adoption

AI is transforming the concept of change management within an organization. Users who are slogging with legacy systems will find AI-driven systems more intuitive and easy-to-use. For instance, many companies today are integrating AI-powered chatbots with their enterprise software like intranets, business intelligence systems, CRMs, etc. to drive user adoption.

(d) Distributed Cloud

Distributed cloud refers to the decentralization and distribution of public cloud services to locations outside the physical data centres of the cloud provider, ushers a new era in cloud computing. The cloud provider whilst controlling the distributed cloud is also responsible for its service architecture, delivery, operations, governance and updates. It provides the freedom to set up data centres in any part of the globe and helps to resolve technical and regulatory challenges like latency and data sovereignty.

New technologies and trends are emerging at an incredible pace and the way they're transforming the way we work is something we've never seen before. Therefore the graduates need to update themselves with the latest trends in the use of digital technologies in the workplaces so as to make themselves more employable.

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Q5. Write a note on the Internet Basics.

Ans :

The Internet is a worldwide telecommunications system that provides connectivity for millions of other, smaller networks; therefore, the Internet is often referred to as a network of networks. It allows computer users to communicate with each other across distance and computer platforms. The Internet acts as a pipeline to transport electronic messages from one network to another network. At the heart of most networks is a server, a fast computer with large amounts of memory and storage space. The server controls the communication of information between the devices attached to a network, such as computers, printers, or other servers. Here are some of the basic concepts related to the use of the Internet.

(a) ISP

An Internet Service Provider (ISP) allows the user access to the Internet through their server. Many teachers use a connection through a local university as their ISP because it is free. Other ISPs, such as America Online, telephone companies, or cable companies provide Internet access for their members.

(b) TCP/IP protocols

Computer can be used to communicate on the Internet. For that, computers must follow a set of rules or protocols to exchange messages. The two most important protocols allowing computers to transmit data on the Internet are Transmission Control Protocol (TCP) and Internet Protocol (IP). With these protocols, virtually all computers can communicate with each other. For instance, if a user is running Windows on a PC, he or she can communicate with iPhones.

(c) DNS

DNS stands for Domain Name System. An Internet address has four fields with numbers that are separated by periods or dots. This type of address is known as an IP address. Rather than have the user remember long strings of numbers, the Domain Name System (DNS) was developed to translate the numerical addresses into words.

(d) URLs

Addresses for web sites are called URLs (Uniform Resource Locators). Most of them begin with http (Hyper Text Transfer Protocol), followed by a colon and two slashes. For example, the URL for Osmania University is https://www.osmania.ac.in/Some of the URL addresses include a directory path and a file name.

(e) Top-level domain

Each part of a domain name contains certain information. The first field is the host name, identifying a single computer or organization. The last field is the top-level domain, describing the type of organization and occasionally country of origin associated with the address. For examples, the last field in the domain name ".com" indicates 'commercial', ".edu" indicates 'educational', ".gov", 'government', "org", 'organization', ".uk", 'United Kingdom', etc.

(f) WWW

The Internet is often confused with the World Wide Web. The misperception is that these two terms are synonymous. The Internet is the collection of the many different systems and protocols. The World Wide Web, developed in 1989, is actually one of those different protocols. As the name implies, it allows resources to be linked with great ease in an almost seamless fashion.

You can connect to the Internet through telephone lines, cable modems, cell phones and other mobile devices. The knowledge of the Internet basics is very important for its effective use in our personal and professional life.

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Q6. What are the main MS Office tools?

Ans :

Microsoft Office is, also simply known as 'Office', client and server software developed by Microsoft. It was first announced by Bill Gates on 1.8.1988 at Los Vegas, USA.Initially, the MS Office had only Microsoft Word (MS Word), Microsoft Excel (MS Excel), and Microsoft PowerPoint (MS PowerPoint). Given the popularity and importance of Microsoft Office tools, it is essential that you undergo a training course in it and know more about its top ten tools. All the tools are extremely user-friendly and versatile for application in different types of jobs.

(a) MS Paint

Microsoft Paint or MS Paint is a tool and a basic graphic drawing programme. MS Paint gives us an array of easy ways for creating different types of graphics with different tools in the form of "Tool Box"such as brushes, forehand drawing, shape generators, pens, erasers, etc. The simplicity of the MS Paint is the primary reason for its popularity among the users. The tool "Fill with Color" helps us in colouring a particular portion of the graphic in a particular colour. Users could also find tools for 'zooming in and out' of a particular image alongside tools for modifying the whole image. For example, you have the "Flip and Rotate" option for turning the image in the desired direction. Most important of all, MS Paint provides the flexibility of sharing an open file through email

(b) MS Office

Microsoft Office is, also simply known as 'Office', client and server software developed by Microsoft. It was first announced by Bill Gates on 1.8.1988 at Los Vegas, USA. Initially, the MS Office had only Microsoft Word (MS Word), Microsoft Excel (MS Excel), and Microsoft PowerPoint (MS PowerPoint). Given the popularity and importance of Microsoft Office tools, it is essential that you undergo a training course in it and know more about its top ten tools. All the tools are extremely user-friendly and versatile for application in different types of jobs.

(c) MS Word

Microsoft Word or MS Word is probably the most widely used text application in the world today. Everywhere you see, people are using the Word to create, format, illustrate or edit text for various purpose. This extremely user friendly tool has multiple applications that you can use to create text any way you want. MS Word is one of the very basic tools to use when connecting with people through computers. Whether you are writing a personal letter, creating content, connecting with your associates; Word is the application to use. Advanced users of Word also know how to create and edit tables, insert pictures and edit them, review

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and share documents, insert comments, insert page numbers and header and footer and so on. In short, Word allows you to create and edit any document just the way you want to.

(d) MS Excel

Microsoft Excel or MS Excel is one of the most useful tools from the MS Office suite of tools. It may not be an exaggeration to say that every commercial establishment uses Microsoft Office Excel in some way or the other. It is the layman's best friend to compute data and use formula for basic calculations. Even without specific accounting software, you can input data and create sheets for basic accounting purpose with the help of Excel. The Excel has some really effective options to edit data the way you want. No matter how simple or complex your data is, you can create a comprehensive report using various formula provided in Excel. With MS Excel, you can not only enter data and calculate them; you can edit; filter or format them the way you want. The tool has infinite spread sheets to accommodate extensive data base so that you arrange all your data in specific individual files. MS Excel files can be as large or small as per your need and you can insert additional sheets if required.

(e) Power Point

Microsoft PowerPoint or MS PowerPoint is the most widely used presentation tool in the world. Form the student studying in primary school to the Chief Executive Officers of any MNC, MS PowerPoint is used for academic and professional purposes. You can create just the perfect presentation to impress your audience without any fancy applications just by using Microsoft PowerPoint. The MS PowerPoint is indeed a powerful application that allows you to add drama and highlights to your presentation. You can use the application to enhance your presentations by adding picture, text and even videos. Your presentations thus become more engaging and interactive and audience can relate to it better. Advanced uses of PowerPoint allows you to create master slides as templates, inserting other Office documents, inserting and editing text boxes, cross-linking and much more.

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MODULE
6

EFFECTIVE USE OF SOCIAL MEDIA

I. Short Question & Answers

Q1. What are the social media websites ?

Ans :

Social media is an internet-based form of communication. Social media platforms allow users to have conversations, share information and create web content. There are many forms of social media, including blogs, micro-blogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, and more. Facebook, WhatsApp, Twitter, Intagram, etc. are some of the social media platforms. We can use many of these sites, which creates great opportunities for our business to reach leads. We have numerous opportunities to reach leads and can engage them on these different platforms.

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Q2. Write briefly about the advantages of social media.

Ans :

Social media is an internet-based form of communication. Social media platforms allow users to have conversations, share information and create web content. There are many forms of social media, including blogs, micro-blogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, and more. Facebook, WhatsApp, Twitter, Intagram, etc. are some of the social media platforms. Social media have the following advantages: reaching larger audience, direct contact with our audience, create organic content, access to paid advertising services, build our brand, etc.

Q3. Write a note on the Ethics and etiquettes to be followed in using social media.

Ans :

Social media has a much wider reach beyond marketing and technology. Other implications are rarely discussed. There are rules of ethics and etiquette for social media that must be followed. It is very important to remember that whenever we connect with a social media network, we are joining a community. In any community, there is an appropriate time to discuss business. We need to be sure to treat the people in our community with respect and kindness. The three main principles of social media ethics and etiquette are:

a) Authenticity-people will respond positively if you are sincere;

b) Transparency-having hidden agendas will only count against you;

c) Communication-getting to know people as people and letting them get to know you.

Q4. What are the effective ways of using social media ?

Ans :

We have numerous opportunities to reach leads and can engage them on these different platforms. It is easy to set up a Facebook page and begin posting, but that doesn't mean it is easy to effectively use social media. In order to take advantage of the power of social media to reach and motivate large audiences, be strategic and follow these tips: planning, considering our audience, remembering that social media is 'social', dedicating time to social media, experimenting.

We should constantly evaluate and adjust our social media strategy until we find what works for our organization. There are applications that allow us to track clicks, shares, and likes so we can understand how people interact with our organization online. Social media is powerful and if our organization takes advantage of the digital community, we will see results.

Q5. What is Digital Marketing? How is it different from the traditional marketing ?

Ans :

Digital Marketing is the term used for the targeted, measurable, and interactive marketing of products or services using digital technologies to reach the viewers, turn them into customers, and retain them. Digital marketing achieves targets of marketing

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a business through different online channels. Flipcart, Amazon, Swiggy, Jiomart, RelianceDigtal, etc. are some of the digital marketing platforms.

However, the traditional manner of marketing involved businesses to advertise their products or services on print media, radio and television commercials, business cards, bill boards, and in many other similar ways where Internet or social media websites were not employed for advertising. Traditional marketing policies had limited customer reachability and scope of driving customers' buying behaviour.

II. Essay type Questions & Answers

Q1. What are the advantages of Social media ?

Ans :

Social media is an internet-based form of communication. Social media platforms allow users to have conversations, share information and create web content. There are many forms of social media, including blogs, micro-blogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, and more. Facebook, WhatsApp, Twitter, Intagram, etc. are some of the social media platforms. Social media have the following advantages:

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(a) Reaching larger audience

There are millions of people using social media platforms. It's a great opportunity for your business to reach a large pool of people that are interested in your products or services. According to Pew Research Center of the US, these are the percentages of adult Americans that use social media sites online or on mobile: YouTube-73%, Facebook-68%,. Instagram-35%, Pinterest-29%, Snapchat-27%, LinkedIn-25%, and Twitter-24%. We can expand our business by using these social media platforms.

(b) Direct contact with our audience

Social media is one of the few marketing strategies that allow us to connect directly with our audience. We know who is interested in our business because they choose to follow our social media account.

(c) Create organic content

An incredible benefit of social media for business is its ability to post organic content for free. This opens upmany opportunities for your company to connect with valuable leads at no cost. It's one of the reasons why companies love using these platforms. We can post as much content as we want to engage our audi-

ence too. These platforms enable us to post photos, videos, and more, depending upon the social media network. It's a great way to put our brand out in front of people interested in our business and help them get more familiar with it.

(d) Access to paid advertising services

If we want to go beyond organic posting, there is an option to run paid advertisements. Each social platform offers its own form of paid advertising. Our social media advertising capabilities will vary depending upon our platform. Paid advertisements offer our business the opportunity to connect with interested leads that haven't found our business yet. Social media platforms allow us to tailor our ads to appear in the feeds of people who are looking for our products and services. This creates a great opportunity for our business to expand our reach and obtain new leads.

(e) Build our brand

One advantage of social media marketing is the ability to build our brand. When we connect with interested leads, we expose them to our brand. The ability to post organic content for free allows us to build brand recognition repeatedly with our audience. This builds brand loyalty. The more people get exposed to our brand, the more they become familiar with it. Brand familiarity leads to more conversions down the line because people tend to buy from brands they know well. Social media also helps us build our brand because it enables sharing. We can share, re-tweet, and re-pin content on these platforms. This means that followers can share our content with their friends and family, which helps expose our brand to more people.

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(f) Evaluate our performance

Another important advantage of social media marketing is the ability to assess our performance. Whenever we run a marketing campaign, we want to know how it's performing. Social media platforms make it easy for us to track our campaign to see if we are driving valuable results.

Billions of people around the world use social media to share information and make connections. On a personal level, social media allows us to communicate with friends and family, learn new things, develop our interests, and be entertained. On a professional level, we can use social media to broaden our knowledge in a particular field and build our professional network by connecting with other professionals in our industry. At the company level, social media allows us to have a conversation with our audience, gain customer feedback, and elevate our brand.

Q2. Write a note on the Ethics and etiquettes to be followed in using social media.

Ans :

Social media has a much wider reach beyond marketing and technology. Other implications are rarely discussed. There are rules of ethics and etiquette for social media that must be followed. Ethics is the concept of what is good, bad, right and wrong. In social media, the right ethic equals the right perspective and the right thinking on how to leverage social media appropriately and how to engage people in the right manner. Etiquette is a code of behaviour within the context of our society. In social media, the right etiquette equals acting the right way. There definitely is a right way and a wrong way to use social media. Anyone who has ever been spammed (and that basically means everyone) understands this concept.

It is very important to remember that whenever we connect with a social media network, we are joining a community. In any community, there is an appropriate time to discuss business. We need to be sure to treat the people in our community with respect and kindness. The three main principles of social media ethics and etiquette are:

a) Authenticity-people will respond positively if you are sincere;

b) Transparency-having hidden agendas will only count against you;

c) Communication-getting to know people as people and letting them get to know you.

We need to follow certain ethics and etiquette in using social media platforms. It is of utmost importance to respect the boundaries of others. Aggressive targeted marketing has no place in social media. Our motivation for being a part of the community is to give others the benefit of our experience and to build relationships with other members of our community.

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Q3. How should we use Google search better?

OR

Explain some techniques for using Google search better.

Ans :

It may not sound exaggeration, if we say that a single day passes with searching on the Google for various purposes. Google has become second nature for billions of people. In fact, Googling is so entrenched in our culture that it has become the generic

word for looking things up online. Even though wehavemastered the essentials of Google search, there is still a lot we can learn about how to search Google faster and more effectively.

(a) Be specific of our search

While search for some information in the Google, we need to be specific to what we want to find out on the platform. If we do not be particular, we may end up with unnecessary information and waste our time.

(b) Avoid the answer in a search

People sometimes bake the expected answer in their search query. So it's better to ask, "What is the length of cricket pitch?" rather than "Is the length of cricket pitch 20 yards?" In just the same way, we wouldn't ask, "Were Cuban spies on the grassy knoll during JFK's assassination." We will find many web pages where that very notion was brought up. But unless we are doing research on conspiracy theories around the assassination, we are likely again getting results that are biased or false.

(c) Word order also matters

Leave common terms in the correct order. Typing "blue sky" yields very different results from "sky blue."

(d) Use "context" search terms

There are numerous "context" terms that will help us better pinpoint a search, including words such as "lesson," "background," "summary," "define," or "history." In general, Google's advice is to add or remove words in our query to see different results, starting out with a broad search and narrowing it down as we go.

(e) Search by voice for a spelling

Suppose we do not know how to spell "pneumonia". We can say them out loud using voice search on thedevices, including our desktop or laptop computer, by clicking or tapping the microphone icon in the search field. The search results Google spits out will almost certainly reveal the correct spelling. We can also type in something close to how we think a word is spelled. If we type –"nimonia," for instance–Google will surface the correct spelling.

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Q4. What are the effective ways of using Social media ?

Ans :

Social media is an internet-based form of communication. Social media platforms allow users to have conversations, share information and create web content. There are many forms of social media, including blogs, micro-blogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, and more. Facebook, WhatsApp, Twitter, Intagram, etc. are some of the social media platforms. We can use many of these sites, which creates great opportunities for our business to reach leads. We have numerous opportunities to reach leads and can engage them on these different platforms. It is easy to set up a Facebook page and begin posting, but that doesn't mean it is easy to effectively use social media. In order to take advantage of the power of social media to reach and motivate large audiences, be strategic and follow these tips:

(a) Planning

In order to use the social media platforms in an effective manner, we need create clear goals and objectives with measures to track progress. We mush connect our social media goals to our organizational goals. In order to increase attendance at events, we should use Facebook, Twitter, and other platforms to build excitement before events and sustain community engagement between events. If we want to increase fundraising, we need to share stories through videos on Youtube to connect with potential donors. We should also need to track responses, re-tweets, shares? For this, we should have clear goals.

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(b) Considering our audience

Platform preferences are relatively consistent across generations. Facebook is the most popular platform for sharing content across generations and YouTube is the second most popular. What time do we post? Most people consume content between 8pm-12am, but Baby Boomers are more likely to be online in the morning and Millennials stay up late. It is always better to look up information for how to reach our target audience before posting.

(c) Remembering that social media is 'social'

We should create an interactive online presence. People don't join networks to be talked at; platforms are supposed to foster conversation. For that we need to engage our volunteers, staff, and board of directors. It is likely they would love to

share photos and videos about the organization with friends, colleagues, and family. After that, our network will grow if we are engaging, asking questions, sharing news stories, and collaborating with other organizations or thought leaders. More importantly, we should listen to others and be social in the process.

(d) Dedicating time to social media

Staff time is the biggest cost of social media, but it is critical to success. Hence we should remember that social media can include many people in your organization. We can draw on young volunteers who are confident online and involve senior staff who understand our organization's voice. Having more than one person blogging or tweeting will make our organization more dynamic.

(e) Experimenting

We should constantly evaluate and adjust our social media strategy until we find what works for our organization. There are applications that allow us to track clicks, shares, and likes so we can understand how people interact with our organization online. Use tools like Facebook Insights to help with these metrics. Social media is powerful and if our organization takes advantage of the digital community, we will see results.

Q5. What is Digital Marketing ? How is it different from the traditional marketing ?

Ans :

Digital Marketing is the term used for the targeted, measurable, and interactive marketing of products or services using digital technologies to reach the viewers, turn them into customers, and retain them. Digital marketing achieves targets of marketing a business through different online channels. Flipcart, Amazon, Swiggy, Jiomart, RelianceDigtal, etc. are some of the digital marketing platforms.

The traditional manner of marketing involved businesses to advertise their products or services on print media, radio and television commercials, business cards, bill boards, and in many other similar ways where Internet or social media websites were not employed for advertising. Traditional marketing policies had limited customer reachability and scope of driving customers' buying behaviour.

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Traditional Marketing	Digital Marketing
Communication is unidirectional. Means, a business communicates about its products or services with a group of people.	Communication is bidirectional. The customer also can ask queries or make suggestions about the business products and services.
Medium of communication is generally phone calls, letters, and Emails.	Medium of communication is mostly through social media websites, chat, and Email.
It is carried out for a specific audience throughout from generating campaign ideas up to selling a product or a service.	The content is available for general public. It is then made to reach the specific audience by employing search engine techniques.
Campaigning takes more time for designing, preparing, and launching.	There is always a fast way to develop an online campaign and carry out changes along its development. With digital tools, campaigning is easier.
It is difficult to measure the effectiveness of a campaign.	It is easier to measure the effectiveness of a campaign through analytics.
It is conventional way of marketing; best for reaching local audience.	It is best for reaching global audience.

With the changing priorities of the customers and trends in the field of digital marketing, it is certain that this online marketing and shopping will increase exponentially. Similarly, there will be a scope for huge employment opportunities for the graduates in this field of digital marketing.

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MODULE 7

NON-VERBAL COMMUNICATION

I. Short Question & Answers

Q1. Define and explain 'Non-verbal communication'.

Ans :

Nonverbal communication (NVC) is the transmission of messages or signals through a nonverbal platform such as facial expressions, eye contact, posture, gestures, and the distance between two individuals. It includes the use of visual cues such as body language, distance and physical environments/appearance, of voice, and of touch. It can also include the use of time, and eye contact and the actions of looking while talking and listening, frequency of glances, patterns of fixation, pupil dilation, and blink rate.

Q2. How can we break the misbeliefs about non-verbal communication?

Ans :

Non-verbal communication is a form of communication in which physical behaviour, as opposed to verbal (words), are used to express or convey information. There are certain misbeliefs associated with the non-verbal communication. Some of them are mentioned herewith.

(a) People misunderstood that over 90% of our communication is expressed through body language or non-verbal means. This is purely wrong and without any empirical base. The non-verbal aspect of communication *won't* deliver 93% of our entire message, but it will reveal underlying emotions, motives, and feelings. In fact, people will evaluate most of the emotional content of our message, not by what we say but by our nonverbal signals.

(b) There is a misconception that liars don't make eye contact. The biggest body language myth about liars is that they avoid eye contact. While some liars (especially children) find it difficult to lie while looking you in the eyes, most liars,

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especial the most brazen, actually overcompensate to "prove" that they are not lying by making too much eye contact and holding it too long.

(c) People are often in misbelief that body language can be used to make a positive impression on others.This is the myth and it often comes from the vary participants (managers, leaders, executives) who understand the value of spending hours creating, reviewing and rehearsing what they are going to *say* to make a positive impression in an important meeting or negotiation.

Q3. Explain the importance of 'eye contact' in non-verbal communication.

Ans :

In non-verbal communication, eye contact is the most direct way to express range of emotions. Through eye contact, you can convey trust, happiness, anxiety, fear, even disappointment through eye contact. Without eye contact, the person you are talking to feels uncomfortable or insulted. Keep your head up and look the person who you are having a conversation with in the eyes both when they are talking to you and when you are talking to them. There is no need to stare them down and remember to blink and look away occasionally. Good eye contact lets others know that you are interested in the conversation.

Q4. Write briefly about the importance of proper 'facial expressions' in non-verbal communication.

Ans :

The face has many muscles (anywhere between 54 and 98, depending on who you ask) that move several areas of the face. Each combination of movements of the following face elements communicates a state of mind:

(a) Eyebrows : Up, down, frowning.

(b) Eyes (oculesics): Left, right, up, down, blinking, eye dilatation.

(c) Nose : Wrinkle (at the top), flaring of the nostrils.

(d) Lips : Smiling, snarling, puckered, kissing, opened, closed, and tight.

(e) Tongue : In, out, rolled, tip up or down, licking of lips.

(f) Jaw : Open, closed, clinched, lower jaw left or right.

Personalities are often described in terms of their tendency to be open or closed. It means that while some people appear to be interactive even from a distance, the same cannot be said of a few whose body language appears to be secretive, close, and silent. Broadly, body language is of two types: Open Body Language and Closed Body Language.

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Q5. What do you mean by 'Open Body Language'?

Ans :

People with open personalities are expressive, interactive, and hands-on. They also are, at times, aggressive and argumentative. They tend to make extensive use of hands while speaking.

(a) Uncrossed Legs

This is a relaxed person who wants to have a conversation. However, a person with uncrossed legs and leaning forward to put his elbows on this thighs could be worried about something.

(b) Uncrossed Arms

Open arms may point at a frankness of opinion and presents an open and honest image. Politicians normally use their arms to wave at people and raise them with open palms to sign trust and faith.

Q6. What do you understand from 'Closed Body Language' of the people?

Ans :

People with closed personalities are the ones with hidden motives. They tend to cross their arms, cross their legs, keep hands close to their body while speaking, and a one-tone voice.

(a) Crossing of Arms

This stance gives the impression that you have already taken your decision and you are going to defend it no matter what. It's hostile and discourages discussion.

(b) Crossing of Legs When Seated

Putting one leg over the other leg's knee is both a defensive and an aggressive message. It tells the person talking to you to not waste time explaining his points.

(c) Arms in Front of Body

It is normally a sign of nervousness and can be seen in people who are either aspirants in an interview or the first-time employees on their first day.

(d) Crossing of Legs in Standing

It could either mean a relaxed frame of mind or an interest to have a conversation on a topic. People who are crossing legs while standing like to share their knowledge on a particular subject.

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II. Essay type Questions & Answers

Q1. What do you mean by non-verbal communication?

(OR)

How can body language affect communication?

Ans :

Non-verbal communication is a form of communication in which physical behaviour, as opposed to verbal (words), are used to express or convey information. Such behaviour includes facial expressions, body posture, gestures, eye contact, touch and the use of space, etc. It is also known as kinesics which is the study of the way in which certain body movements and gestures serve as a form of non-verbal communication.In non-verbal communication, we can communicate on a conscious and/or subconscious level. It most definitely sends signals when communicating with others. Body language can affect communication between people even if they are not aware of it.

The communication without spoken words can be called non-verbal communication. We use it all the time in our social life and business life so it is all about gestures movements and expressions made by people to deliver a specific message to other people. Professor Mehrabiancombined the statistical results of the two studies and came up with the now famous and famously misused rule that communication is only 7 per cent verbal and 93 per cent non-verbal. The non-verbal component was made up of body language (55 per cent) and tone of voice (38 per cent).

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Q2. What are main components in the Non-verbal Communication?

Ans :

Non-verbal communication is a means by which you are able to communicate without speaking. This is possible by using clues-such as facial expressions, eye contact, posture, gestures- or by touch, or even by the use of silence. The way we walk, talk, sit and stand all say something about us. Research has revealed that non-verbal communication can be far more impactful than verbal or speaking.Important elements of non-verbal communication include, but are not restricted to:

(i) Eye contact

In non-verbal communication, eye contact is the most direct way to express range of emotions. Through eye contact, you can convey trust, happiness, anxiety, fear, even disappointment through eye contact. Without eye contact, the person you are talking to feels uncomfortable or insulted.

(ii) Clothing

If you are dressed well, in clean, formal clothes, then you project an attitude of maturity and professionalism.

(iii) Gesture

Use of hands or arms to support what you are saying can aid others in understanding your point. Nodding or smiling are two positive means by which you can non-verbally indicate you are listening to someone.

(iv) Posture

The way you sit and stand tells a powerful story. If you wish to convey confidence, do not slouch. Stand up straight, as that gives an impression of strength, authority, and energy. Sit up straight, especially at formal meetings. Leaning back shows a relaxed, informal attitude. Slouching in your chair conveys a lack of energy.

(v) Distance (Proxemics)

Stand too close to someone likely makes them uncomfortable. Stand too far away may give the impression that you are not interested in them. Hence make sure that you are at an appropriate distance when communicating with someone.

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Q3. What are the types of body language?

Ans :

Body language is non-verbal communication that involves body movement. "Gesturing" can also be termed as body language which is absolutely non-verbal means of communication. People in the workplace can convey a great deal of information without even speaking; through nonverbal communication. Not all of our values, beliefs, thoughts and intentions are communicated verbally. In an on-going communication, most of those are communicated non-verbally.

In Non-verbal communication, our human body expresses our feelings and intentions through conscious and unconscious movements and postures, accompanied by gestures, facial expressions, eye contacts and touch. This collectively forms a separate language of the body within the on-going communication. This is called Body Language. Body language alone comprises of 55% of total communication whereas spoken words comprise of 7% and tone of voice comprise 38%. Body language is usually grouped along three types:

(i) Parts of the body

(ii) Intent

(iii) Tone of Voice

Let us have a look at each group in a detailed manner.

(i) Parts of the body

From head to toe, here are the groups when grouped for body parts

(a) The Head: Movement and placement of the head, back to front, left to right, side to side, including the shaking of hair.

(b) Facial Expressions : The face has many muscles (anywhere between 54 and 98, depending on who you ask) that move several areas of the face. Each combination of movements of the following face elements communicates a state of mind

(i) Eyebrows : Up, down, frowning.

(ii) Eyes (oculesics): Left, right, up, down, blinking, eye dilatation.

(iii) Nose : Wrinkle (at the top), flaring of the nostrils.

(iv) Lips: Smiling, snarling, puckered, kissing, opened, closed, and tight.

(v) Tongue: In, out, rolled, tip up or down, licking of lips.

(vi) Jaw: Open, closed, clinched, lower jaw left or right.

(c) Body Posture : The way you place your body and arms and legs, in relation to each other, and in relation to other people:

(i) Body proximity : How far or close to other people.

(ii) Shoulder movements : Up, down, hanging, hunched.

(iii) Arm placement : Up, down, crossed, straight.

(iv) Leg and feet placement : Straight, crossed, weight placement, feet towards speaking partner or pointing elsewhere, dangling of shoes.

(v) Hand and finger gestures : How you hold and move your hands and fingers are particularly insightful in reading people.

(vi) Handling and placement of objects (e.g. pens, papers, etc.): It is technically not a body part, but objects do play a big role in reading body language.

(ii) Intent

Another way to group types of body language is along Intent:

(a) Voluntary/Intentional movements : Usually called “Gestures”. These are movements you intended to make, like shaking a hand, giving the finger, blinking with one eye.

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b) Involuntary movements: Usually called "tells", but "ticks" also fall into this category. Any body movement you have no control over falls in this category. While technically not a body movement, sweating also applies.

iii) Tone of Voice

While usually seen as body language, tone of voice and intonation are a separate group from body language. For completeness sake, these are the groups that are found in tone of voice:

(a) Pitch of voice: High voice, low voice, intonation.

(b) Loudness: Everything from shouting to whispering.

(c) Breathing: Slow, fast breathing, shaky voice.

Q4. What are the effective ways for improving our body language and non-verbal communication skills?

Ans :

Body language is the process of communicating non-verbally through body movements and gestures. Positive body language can be defined as these non-verbal movements and gestures that are communicating interest, enthusiasm, and positive reactions to what some else is saying. Here are 10 tips to help us keep our body language positive:

(i) Posture

Keep a relaxed posture whether you are sitting or standing. Keep your back straight but not stiff and let those shoulders relax. This will reinforce the idea that you feel comfortable with your surroundings.

(ii) Take up space

You do not have to sprawl out but try sitting or standing with your legs apart a bit. This will signify to others that you are at ease with yourself.

(iii) Lean

Leaning in slightly when someone is speaking demonstrates that you are actively listening while leaning away signals that you are disinterested or hostile to the situation.

(iv) Arms

Crossing your arms is the visual clue that you are turned-off by what is going on around you. Practice hanging your arms comfortably at your side or bringing your hands together in your lap to show others that you are open to what they are communicating.

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(v) Hands

Talking with your hands is an easy way to incorporate gestures into your conversation but be careful not to make it a dance party. Emphasizing words with your hands can lead you to appear more credible and assured.

(vi) Handshake

The handshake is one of the most important nonverbal communication cues because it can set the mood for the entire conversation. A firm handshake will give you instant credibility while a weak handshake will make you appear fragile. Take care not to crush the other person's hand though. Giving someone a death grip will signal to them that you are a bully or overcompensating for something.

(vii) Eye contact

Keep your head up and look the person who you are having a conversation with in the eyes both when they are talking to you and when you are talking to them. There is no need to stare them down and remember to blink and look away occasionally. Good eye contact lets others know that you are interested in the conversation.

(viii) Affirmative movements

You can show empathy with simple actions of agreement like nodding your head or smiling. These actions let people know that you are on their side and that you can identify with their plight. You can even use laughter when appropriate.

(ix) Taking notes

Taking notes lets others know that you value what they are saying and that you are engaged in the conversation. Taking notes is not appropriate though in every situation.

(x) Slower

Take a deep breath, hold it for a second or two, and let it out. Focus on slowing down your speech and body movements a bit. This will make you appear more confident and contemplative. It will also help calm you down if you are nervous.

Q5. How can we break the misbeliefs about non-verbal communication?

Ans :

Non-verbal communication is a form of communication in which physical behaviour, as opposed to verbal (words), are used to express or convey information. Such behaviour includes facial expressions, body posture, gestures, eye contact, touch

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and the use of space, etc. It is also known as kinesics which is the study of the way in which certain body movements and gestures serve as a form of non-verbal communication.There are certain misbeliefs associated with the non-verbal communication. Some of them are mentioned herewith.

(a) People misunderstood that over 90% of our communication is expressed through body language or non-verbal means. This is purely wrong and without any empirical base. The non-verbal aspect of communication *won't* deliver 93% of our entire message, but it will reveal underlying emotions, motives, and feelings. In fact, people will evaluate most of the emotional content of our message, not by what we say but by our nonverbal signals.

(b) There is a misconception that liars don't make eye contact. The biggest body language myth about liars is that they avoid eye contact. While some liars (especially children) find it difficult to lie while looking you in the eyes, most liars, especial the most brazen, actually overcompensate to "prove" that they are not lying by making too much eye contact and holding it too long. There is, however, one nonverbal signal that I've noticed often follows a less-than-truthful response, and it does require breaking eye contact: After speaking, some liars immediately look down and away, then back at you again in a brief glimpse to see if you bought the falsehood.

(c) People are often in misbelief that body language can be used to make a positive impression on others. This is the myth I hear almost every time I give a speech or seminar. And it often comes from the vary participants (managers, leaders, executives) who understand the value of spending hours creating, reviewing and rehearsing what they are going to *say* to make a positive impression in an important meeting or negotiation.

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Q6. What do open body language and closed body language indicate in non-verbal communication?

Ans :

Personalities are often described in terms of their tendency to be open or closed. It means that while some people appear to be interactive even from a distance, the same cannot be said of a few whose body language appears to be secretive, close, and silent. Broadly, body language is of two types: Open Body Language and Closed Body Language.

(a) Open Body Language

People with open personalities are expressive, interactive, and hands-on. They also are, at times, aggressive and argumentative. They tend to make extensive use of hands while speaking.

(b) Uncrossed Legs

This is a relaxed person who wants to have a conversation. However, a person with uncrossed legs and leaning forward to put his elbows on this thighs could be worried about something.

(c) Uncrossed Arms

Open arms may point at a frankness of opinion and presents an open and honest image. Politicians normally use their arms to wave at people and raise them with open palms to sign trust and faith.

(d) Closed Body Language

People with closed personalities are the ones with hidden motives. They tend to cross their arms, cross their legs, keep hands close to their body while speaking, and a one-tone voice.

(e) Crossing of Arms

This stance gives the impression that you have already taken your decision and you are going to defend it no matter what. It's hostile and discourages discussion.

(f) Crossing of Legs When Seated

Putting one leg over the other leg's knee is both a defensive and an aggressive message. It tells the person talking to you to not waste time explaining his points.

(g) Arms in Front of Body

It is normally a sign of nervousness and can be seen in people who are either aspirants in an interview or the first-time employees on their first day.

(h) Crossing of Legs in Standing

It could either mean a relaxed frame of mind or an interest to have a conversation on a topic. People who are crossing legs while standing like to share their knowledge on a particular subject.

Q7. Explain the importance of the eye contact and facial expression in non-verbal communication.

Ans :

Non-verbal communication is a means by which you are able to communicate without speaking. This is possible by using clues-such as facial expressions, eye contact, posture, gestures- or by touch, or even by the use of silence. The way we walk,

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talk, sit and stand all say something about us. Research has revealed that non-verbal communication can be far more impactful than verbal or speaking. Eye contact and facial expressions are two important elements of non-verbal communication.

(i) Eye contact

In non-verbal communication, eye contact is the most direct way to express range of emotions. Through eye contact, you can convey trust, happiness, anxiety, fear, even disappointment through eye contact. Without eye contact, the person you are talking to feels uncomfortable or insulted. Keep your head up and look the person who you are having a conversation with in the eyes both when they are talking to you and when you are talking to them. There is no need to stare them down and remember to blink and look away occasionally. Good eye contact lets others know that you are interested in the conversation.

(ii) Facial Expressions

The face has many muscles (anywhere between 54 and 98, depending on who you ask) that move several areas of the face. Each combination of movements of the following face elements communicates a state of mind:

(a) Eyebrows : Up, down, frowning.

(b) Eyes (oculesics): Left, right, up, down, blinking, eye dilatation.

(c) Nose : Wrinkle (at the top), flaring of the nostrils.

(d) Lips : Smiling, snarling, puckered, kissing, opened, closed, and tight.

(e) Tongue : In, out, rolled, tip up or down, licking of lips.

(f) Jaw : Open, closed, clinched, lower jaw left or right.

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Q8. What role do our Hand Gestures play in our non-verbal communication?

Ans :

Non-verbal communication is a means by which you are able to communicate without speaking. This is possible by using clues-such as facial expressions, eye contact, posture, gestures- or by touch, or even by the use of silence. The way we walk, talk, sit and stand all say something about us. Research has revealed that non-verbal communication can be far more impactful than verbal or speaking. It is noted that handgestures carry the value of our spoken message by 60%. The charismatic speakers and influencers know the importance of using hand gestures.

Hand gestures make people listen to you. Spencer Kelly, Associate Professor of Psychology and Co-Director of the Center for Language and Brain at Colgate University found that gestures make people pay attention to the acoustics of speech.Different

hand gestures convey different meaning or message. When we analyze the hand gestures of some great speakers we think of certain questions: Why are hand gestures so important? What are the most popular hand gestures? How can everyone use their hand gestures to go viral?

Hand gesturing helps you access memories. Using hand gestures while you speak not only helps others remember what you say, it also helps you speak more quickly and effectively! Nonverbal explanations help you understand more. One study found that forcing children to gesture while they explained how to solve math problems actually helped them learn new problem-solving strategies. Therefore we should make that our gestures are purposeful. Just like you bullet point out a pitch or presentation, do the same with gestures. For instance, the best TED Talkers used their hands purposefully to explain important points. Hand-related non-verbal communication include:

(i) Arms

Crossing your arms is the visual clue that you are turned-off by what is going on around you. Practice hanging your arms comfortably at your side or bringing your hands together in your lap to show others that you are open to what they are communicating.

(ii) Hands

Talking with your hands is an easy way to incorporate gestures into your conversation but be careful not to make it a dance party. Emphasizing words with your hands can lead you to appear more credible and assured.

(iii) Handshake

The handshake is one of the most important nonverbal communication cues because it can set the mood for the entire conversation. A firm handshake will give you instant credibility while a weak handshake will make you appear fragile. Take care not to crush the other person's hand though. Giving someone a death grip will signal to them that you are a bully or overcompensating for something.

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Q9. What are the signs of Negative Body language? Or what are the Do's and Don'ts in body language?

Ans :

Non-verbal communication is a form of communication in which physical behaviour, as opposed to verbal (words), are used to express or convey information. Such behaviour includes facial expressions, body posture, gestures, eye contact, touch and the use of space, etc. It is also known as kinesics which is the study of the way in which certain body movements and gestures serve as a form of non-verbal communication.

(i) Checking the time

Looking at a timepiece signals that you do not want to be there and that you have more important things to be doing. If you are on a schedule or in a time crunch, politely let the other person know that you have an engagement and excuse yourself.

(ii) Looking at the ground

This tells people that you are shy or disinterested.

(iii) Touching your face

Everyone has a little itch they need to scratch now and again but repeatedly touching your face while speaking with someone is an indication that you are lying.

(iv) Picking at something

Whether it is your clothes, your notebook, or your fingernails, just leave it alone. Picking at something demonstrates boredom and disapproval. At the very least, it communicates that you are rude.

(v) On the edge

Sitting on the edge of your chair will communicate that you are literally on the edge both mentally and physically. You can make others feel more comfortable around you by sitting back in your chair and looking relaxed. When you lean into a conversation to appear engaged, you want to lean with your back and leave you bottom firmly planted toward the back of the chair.

(vi) Tapping

Do not tap; it is simple. Tapping your fingers, feet, or even a pen indicates stress or impatience.

(vii) Objects

Did you know that placing an object in front of your body shows resistance and shyness? Place items that you need at your side to show people that you are not hiding behind them.

(viii) Too close

You want to be close to someone when you are having a conversation with them but being in their personal bubble will make them feel uncomfortable and make you look like you do not know basic social cues. Four feet is the appropriate amount of space to give someone who is not a close intimate friend.

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(ix) Fake smile

People know when you are faking a smile so do not even bother trying. A true smile comes from more than just your mouth. It can be seen in your entire face including your eyes. If you need to smile, try thinking of a happy thought or memory.

(x) Over-blinking

Blinking is normal but over-blinking is usually a sign of anxiety and nervousness. Practice your blinking habits while looking at yourself in the mirror.

Positive body language is an important factor in nonverbal communication techniques. If you are looking for ways to improve your body language to make you more successful in business, consider taking this course on body language for entrepreneurs.Body language speaks volumes.

Q10. Write briefly about the activity-based learning in non-verbal communication.

Ans :

We make all kinds of inferences and decisions through nonverbal communication, often without realizing it. It's important to be aware of nonverbal communication, so we can avoid sending and receiving unintentional messages through our expressions and body movements. Here is the activity or exercise which is designed to help us understand how much information we can transmit through nonverbal communication: Non-verbal Activity: Wordless Acting.

(i) Separate students into groups of two.

(ii) One student in each group will perform the role of Student A, and one will perform as Student B.

(iii) Give each student a copy of the script below.

(iv) Student A will read his/her lines out loud, but student B will communicate his/her lines in a nonverbal manner.

(v) Provide student B with a secret emotional distraction that is written on a piece of paper. For example, student B may be in a rush, may be really bored, or may be feeling guilty.

(vi) After the dialogue, ask each student A to guess what emotion was affecting their partner, student B.

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FACULTIES OF ARTS, COMMERCE, SCIENCE & SOCIAL SCIENCES

B.A. /B.Com./B.Sc./B.S.W./ II Year I Semester (CBCS) Examination

Model Paper - I

COMMUNICATION SKILLS

Time : 2 Hours] [Max. Marks : 40

SECTION - A (2 × 5 = 10 Marks)

[Short Answer type]

ANSWERS

Attempt any two of the following questions. Each question carries 5 marks.

1. Write the factors that affect Listening Comprehension. **(Module-1, SQA.4)**

2. Write a note on how to develop Speaking Skill. **(Module-2, SQA.1)**

3. Write the factors that affect Writing Skills. **(Module-4, SQA.3)**

4. Write a note on how to read, reflect and interpret the text. **(Module-3, SQA.4)**

SECTION - B (2 × 15 = 30 Marks)

[Essay Answer type]

5. (a) Use the following hints and write a speech on a 'road accident' and how to rescue the injured.

An accident took place-an old woman crossing a road-a bike hit-the woman fell down-people gazed at-not responding-lack of social responsibility-response to the injured. **(Module-4, Q.No.15)**

OR

(b) Write a meaningful dialogue between two friends regarding the importance of higher education. **(Module-2, Q.No.2)**

6. (a) Write a letter to the Municipal Commissioner complaining about the bad condition of the street lights in your locality that caused chain snatching and insecurity. **(Module-4, Q.No.11)**

OR

(b) Prepare a Resume furnishing the details which are essential for the post of an English teacher. **(Module-4, Q.No.16)**

FACULTIES OF ARTS, COMMERCE, SCIENCE & SOCIAL SCIENCES

B.A. /B.Com./B.Sc./B.S.W./ II Year I Semester (CBCS) Examination

Model Paper - II

COMMUNICATION SKILLS

Time : 2 Hours] [Max. Marks : 40

SECTION - A (2 × 5 = 10 Marks)
[Short Answer type]

ANSWERS

Attempt any two of the following questions. Each question carries 5 marks.

1. Write a brief note on the techniques of effective listening. **(Module-1, SQA-1)**

2. Write a brief note on Pronunciation. **(Module-2, SQA-2)**

3. What are the ways of interpreting the text? **(Module-3, SQA-4)**

4. Explain the different modes of writing. **(Module-4, SQA-2)**

SECTION - B (2 × 15 = 30 Marks)
[Essay Answer type]

5. (a) Explain in detail the techniques of effective listening. **(Module-1, Q.No. 1)**

(OR)

(b) Write briefly about the activity-based learning in non-verbal communication. **(Module-7, Q.No. 10)**

6. (a) What are techniques used for gathering ideas and information from a given text? **(Module-3, Q.No. 2)**

(OR)

(b) What is Digital Marketing ? How is it different from the traditional marketing ? **(Module-6, Q.No. 5)**

FACULTIES OF ARTS, COMMERCE, SCIENCE & SOCIAL SCIENCES

B.A. /B.Com./B.Sc./B.S.W./ II Year I Semester (CBCS) Examination

Model Paper - III

COMMUNICATION SKILLS

Time : 2 Hours] [Max. Marks : 40

SECTION - A (2 × 5 = 10 Marks)
[Short Answer type]

ANSWERS

Attempt any two of the following questions. Each question carries 5 marks.

1. Write a note on the barriers/factors that affect effective listening. **(Module-1, SQA-4)**

2. Mention any five common errors in spoken English. **(Module-2, SQA-5)**

3. What are the ways of interpreting the text? **(Module-3, SQA-4)**

4. What are the social media websites ? **(Module-6, SQA-1)**

SECTION - B (2 × 15 = 30 Marks)
[Essay Answer type]

5. (a) Explain about the factors/barriers that affect Listening Comprehension. **(Module-1, Q.No. 4)**

(OR)

(b) What role do our Hand Gestures play in our non-verbal communication? **(Module-7, Q.No. 8)**

6. (a) Write a paragraph on the importance of writing skills. **(Module-4, Q.No. 3)**

(OR)

(b) How can the reader evaluate the ideas and information from given in a text? **(Module-3, Q.No. 3)**