

Series Editor

Sharda Kaushik

COMMUNICATING EFFECTIVELY IN ENGLISH

BOOK II

Revathi Srinivas

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**ABHISHEK PUBLICATIONS
CHANDIGARH (INDIA)**

*This book is dedicated to
my dearest father who I miss always.*

Revathi Srinivas

FOREWORD

Communicating Effectively in English- Book II

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

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

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

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

Sharda Kaushik

Series Editor
&
Director
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This book would not have taken its shape without the valuable comments of Dr. Sharda Kaushik, Director, Regional Institute of English, Chandigarh.

I'm indebted to my mother for her relentless support in meeting the deadlines. I'm equally thankful to my husband and my sons for their patience and moral support.

I would fail in my duties if I did not thank a few of my friends who have given me their suggestions regarding the activities and exercises.

I thank the administrative staff of the Institute for their contribution in completing the project.

The four reports titled The Ganga, Community Policing, Patiala Heritage and Rock Garden used for the section Listening Skills are borrowed from CNN World Report Programme, CNN, USA. We are grateful for the contributions.

Revathi Srinivas

PREFACE

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

The book consists of five sections:

- Section I : Listening Skills
- Section II : Speaking Skills
- Section III : Reading Skills
- Section IV : Writing Skills
- Section V : Grammar and Usage

Section I aims at enhancing the Listening Skills of the learner. Authentic material is selected for achieving the aim. Learners will be honed to practise the skill of note-taking.

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

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

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

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

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

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INSTRUCTIONS TO THE TEACHER

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

- familiarize students to the need for inculcating socially appropriate and acceptable conversational skills by introducing listening excerpts for a specific purpose
- teach learners how to use English for performing some of the basic social communicative functions such as greeting, asking after, introducing self and others, leave taking, thanking, wishing well, etc.
- inculcate good reading habits by exposing them to a variety of texts and activities
- make them write effectively and efficiently different types of writing texts suitable for their needs
- teach grammar in context through tasks and activities

2. Using the text

2.1 Listening Skills

Give the learners clear instructions before you play the CD. Distribute the worksheets and ask the learners to listen to the excerpt before attempting to answer any of the tasks in the worksheet. Play the CD again and encourage them to listen for specific details. If required, play it for a third time and discuss their responses. Every worksheet has a reference to pronunciation of lexical items that the learners will come across in the listening excerpt. In this exercise, first allow the students to listen to the words twice (when you read out) and then ask them to repeat them.

Note: A standard dictionary like the *Oxford Advanced Learner's Dictionary* should be used to refer to the phonetic transcription of texts. Ideally, load the digital dictionary on the computers and encourage the learners to listen to the pronunciation of a word and practise.

2.2 Using Role-play Activities

There are a number of role-play activities in the units under Developing Oral Communication Skills, Reading Skills, and Grammar and Usage. Here, students have to pair up with a partner and play the parts of two persons in a dialogue. Divide the entire class into pairs and make sure that everybody has a partner. You can divide them into pairs randomly, according to their role numbers or any other method which you feel is convenient and effective. First, allow them to study the dialogue carefully. Set a time limit. When the pairs are ready, ask them to start the dialogue. While learners are engaged in the role-play activity, monitor their activity by walking around the class. Observe common errors and deal with them in the general session later. Do not stop them while they are practicing the dialogue.

2.3 Group Work

Many activities require the learner to express himself, share his experience, suggest something on a given topic. Some of the activities involve group work. Divide the class into groups of five or six depending upon the strength of the class and the activity. Explain them the task. Select a group leader and set the time limit. Encourage all the group members to contribute to the discussion. Monitor each group by moving around the class. Do not correct their mistakes. Make a note of the common errors and deal with them later. After the groups are ready with their versions, instruct the group leader to present the arguments, opinion, suggestion of his group. Teach the other group members to listen attentively. Follow this by encouraging the other students to question the group leader. Set time for questioning. Then, invite the next group leader to present the version of his group. After all the group leaders have made their presentations, give summing up comments on the performance of the learners, common errors and the way the activity was conducted.

2.4 Giving Feedback

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

2.5 Reading and Writing Skills

Set a time limit and encourage students to read passages silently. Pre-teach a few lexical items before hand if you think it is necessary. Exercises and activities at the end of each reading text require a thorough understanding of the text. Hence, do not paraphrase the text for them. Instead, inculcate reading habits in students so that they experiment and struggle with the text to comprehend it.

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

2.6 Grammar and Usage

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

Revathi Srinivas

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

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

II SEMESTER

48 hrs

1. LISTENING COMPREHENSION

4hrs

- 1.1 Locating Main Ideas in a Listening Excerpt
- 1.2 Note-taking

2. ORAL COMMUNICATION SKILLS

14 hrs

- 2.1 Offering-Responding to Offers
- 2.2 Requesting-Responding to Requests
- 2.3 Congratulating
- 2.4 Expressing Sympathy and Condolences
- 2.5 Expressing Disappointments
- 2.6 Asking Questions-Polite Responses
- 2.7 Apologizing, Forgiving
- 2.8 Complaining
- 2.9 Persuading
- 2.10 Warning
- 2.11 Asking for and Giving Information
- 2.12 Giving Instructions
- 2.13 Getting and Giving Permission
- 2.14 Asking For and Giving Opinions

3. GRAMMAR AND USAGE

10hrs

- 3.1 Prepositions
- 3.2 Pronouns
- 3.3 Determiners
- 3.4 Conjunctions
- 3.5 Question and Question Tag
- 3.6 Tenses (Simple Present, Simple Past)

*One chapter revising the topics discussed during the first semester.
(Punctuation, Articles, Framing questions, Verbs, Word formation)

4. WRITING SKILLS

10hrs

- 4.1 Writing Notice
- 4.2 Writing Circular
- 4.3 Writing a Memo
- 4.4 Agenda for a Meeting
- 4.5 Minutes of the Meeting
- 4.6 Telephonic Messages

* Writing a paragraph will be a continuous exercise through out the session.
(Writing will be based on verbal stimuli, tables and graphs.)

5. READING SKILLS

10hrs

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

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

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