

Jan - May 2020

Group II

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SECTION - 'H'

Active and Passive Voice Rules for All Tenses

| Active Voice | Passive Voice (Auxiliary Verb – is/am/are) |
|--------------------------------------|---|
| Subject + V1+s/es+ object | Object+ is/am/are+ V3+ by + subject |
| Subject + Do/does+ not + V1 + Object | Object + is/am/are+ not + V3+ by Subject |
| Does+ Subject+ V1+Object+? | Is/am/are + Object+ V3+ by subject +? |

Here, we are listing out the Active and Passive Voice Rules for all tenses. You will come to know how an auxiliary verb is used to change a sentence from Active to Passive voice.

Active and Passive Voice Rules for Present Simple Tense

Here in this table, we are elaborating Rules of Active and Passive Voice with examples for Present Simple.

Active and Passive Voice Example with Answers of Present Simple Tense

Active: He reads a novel.

Passive: A novel is read.

Active: He does not cook food.

Passive: Food is not cooked by him.

Active: Does he purchase books?

Passive: Are books purchased by him?

Active: They grow plants.

Passive: Plants are grown by them.

Active: She teaches me.

Passive: I am taught by her.

Active and Passive Voice Rules for Present Continuous Tense

Below we will explain the Rules of Active and Passive Voice with examples for Present Continuous tense.

| Active Voice | Passive Voice (Auxiliary Verb- is/am/are + being) |
|---|--|
| Subject + is/am/are+ v1+ ing + object | Object+ is/am/are+ being+ V3+ by + subject |
| Subject + is/am/are+ not+ v1+ ing+ object | Object + is/am/are+ not + being+V3+ by Subject |
| Is/am/are+ subject+v1+ing + object+? | Is/am/are + Object+ V3+ by subject +? |

Active and Passive Voice Exercises of Present Continuous Tense

Active: Esha is singing a song.

Passive: A song is being sung by Esha.

Active: Kritika is not chopping vegetables.

Passive: Vegetables are not being chopped by Kritika.

Active: Is Ritika buying a table?

Passive: Is a table being bought by Ritika?

Active: They are serving poor people.

Passive: Poor people are being served by them.

Active: She is disturbing Dinesh.

Passive: Dinesh is being disturbed by her.

Active and Passive Voice Rules for Present Perfect Tense

You can understand passive voice for present perfect tense from the list which are given below.

| Active Voice | Passive Voice (Auxiliary Verb- has/have +been) |
|-------------------------------------|---|
| Subject + has/have+ v3+ object | Object+ has/have+ been+ V3+ by + subject |
| Subject + has/have+ not+ v3+ object | Object + has/have+ not + been+V3+ by Subject |
| Has/have+ subject+ v3 + object+? | Has/Have + Object+ been+V3+ by subject +? |

Active and Passive Voice Example with Answers of Present Perfect Tense

Active: Nitesh has challenged her.

Passive: She has been challenged by Nitesh.

Active: Radhika has not written an article.

Passive: An article has not been written by Radhika.

Active: Have they left the apartment?

Passive: Has apartment been left by them?

Active: She has created this masterpiece.

Passive: This masterpiece has been created by her.

Active: I have read the newspaper.

Passive: The newspaper has been read by me.

Active and Passive Voice Rules for Past Simple Tense

Here in the below table, you can check Active and Passive Voice Rules for past simple tense.

| Active Voice | Passive Voice (Auxiliary Verb- was/were) |
|------------------------------|---|
| Subject + V2+ object | Object+ was/were V3+ by + subject |
| Subject +did+ not+v1+ object | Object + was/were+ not +V3+ by Subject |
| Did+ subject+V1+ object+? | Was/were + Object+ V3+ by subject +? |

Active and Passive Voice Exercises of Past Simple Tense

Active: Reema cleaned the floor.

Passive: The floor was cleaned by Reema.

Active: Aisha bought a bicycle.

Passive: A bicycle was bought by Aisha.

Active: Naman called my friends.

Passive: My friends were called by Naman.

Active: I saved him.

Passive: He was saved by me.

Active: Miraya paid the bills.

Passive: The bills were paid by Miraya.

Active and Passive Voice Rules for Past Continuous Tense

We can easily convert sentences from Active to Passive Voice according to given rules below.

| Active Voice | Passive Voice (Auxiliary Verb- was/were + being) |
|--|---|
| Subject + was/were + v1+ing+ object. | Object+ was/were +being+V3+ by + subject |
| Subject +was/were+ not+v1+ing + object | Object + was/were+ not +being+V3+ by Subject |
| Was/were+ Subject + V1+ing + object+? | Was/were + Object+ being+v3+ by+ subject+? |

Active and Passive Voice Examples with Answers of Past Continuous Tense

Active: Nitika was painting the wall.

Passive: The wall was being painted by Nitika.

Active: Manish was repairing the car.

Passive: The car was being repaired by Manish.

Active: Were you reciting the poem?

Passive: Was the poem being recited?

Active: She was baking the cake.

Passive: The cake was being baked by her.

Active: She was watching me.

Passive: I was being watched by her.

Active and Passive Voice Rules for Past Perfect Tense

There are certain Active and Passive Voice Rules for Past perfect tense, with these only you can convert any sentence in Passive Voice.

Active Voice

Subject + had + v3+ object.

Passive Voice (Auxiliary Verb- had +been)

Object+ had+been +V3+ by + subject

Subject + had + not + v3 + object

Object + had + not + been + V3 + by Subject

Had + Subject + V3 + object + ?

Had + Object + been + v3 + by + subject + ?

Active and Passive Voice Exercises of Past Perfect Tense

Active: Misha had cleaned the floor.

Passive: The floor had been cleaned by Misha.

Active: Vidhi had not received the parcel.

Passive: The parcel had not been received by Vidhi.

Active: Vishal had solved the doubt.

Passive: The doubt had been solved.

Active: Had they caught the thief?

Passive: Had the thief been caught by them?

Active: I had paid fifty thousand.

Passive: Fifty thousand had been paid by me.

Active and Passive Voice Rules for Future Simple Tense

You can check Active Voice and Passive Voice Rules chart for future simple tense.

Active Voice

Subject + will + v1 + object.

Subject + will + not + V1 + object

Will + Subject + V1 + object + ?

Passive Voice (Auxiliary Verb - will + be)

Object + will + be + V3 + by + subject

Object + will + not + be + V3 + by Subject

Will + Object + be + v3 + by + subject + ?

We can better understand Rules of Active and Passive Voice with examples for future simple tense.

Active and Passive Voice Examples with Answers of Future Simple Tense

Active: Kriya will sew the bag.

Passive: The bag will be sewed by Kriya.

Active: Disha will not arrange the things.

Passive: The things will not be arranged by Disha.

Active: Will you mop the floor?

Passive: Will the floor be mopped by you?

Active: They will post the letter.

Passive: The letter will be posted.

Active: Reena will save money.

Passive: Money will be saved by Reena.

Active and Passive Voice Rules for Future Perfect Tense

Here, we are sharing the Active Voice and Passive Voice Rules chart for future perfect tense.

| Active Voice | Passive Voice |
|---------------------------------------|--|
| Subject + will+ have +v3+ object. | Object+ will+ have+ been +V3+ by + subject |
| Subject + will+ have +not+v3+ object. | Object + will+ have +not+been+v3+ subject |
| Will+ Subject+have+v3+ object+? | Will + object+have+been+v3+by +subject+? |

Active and Passive Voice Exercises of Future Perfect Tense

Active: They will have brought the toy.

Passive: The toy will have been brought by them.

Active: Nimesh will not have changed the table cover.

Passive: The table cover will not have been changed by Nimesh.

Active: Will she have written the notes.

Passive: Will the notes have been written by her?

Active: They will have won the match.

Passive: The match will have been won by them.

Active: Vijay will have washed a shirt.

Passive: A shirt will have been washed by Vijay.

There is no Passive Voice formation for these tenses-

- 1.) Present Perfect Continuous Tense
- 2.) Past Perfect Continuous Tense
- 3.) Future Perfect Continuous Tense
- 4.) Future Continuous Tense

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CHAPTER 4

Speaking and Negotiation Skills

Three things matter in a speech: who says it, how he says it, and what he says- and, of the three, the last matters the least.

—John Morley

Chapter Objectives

This chapter aims to present a general overview of the speaking skill. Briefly, it dwells on the general factors involved in speaking, and intends to familiarize the reader with the crucial elements that need to be given attention. The chapter discusses the important speech styles, presentation skills, group discussions, role-plays and negotiation. Signposting, attention curve, audiovisual aids, power point presentations and important facts and styles used in communication situations that require negotiation are some of the micro areas that are dealt in this chapter.

THE ART OF SPEAKING

Today's world is one where speech abounds. The electronic media has brought in speech in every form into our houses and our daily lives. In spite of this abundance of talk, however, speaking skill is still a difficult skill for many Indian students. This is because in India, opportunities for practicing speaking in English in an authentic, communicative setting are not sufficient. This is true in spite of the fact that English is widely used in education, career making, business contexts and is also the associate official language of the country.

Opportunities for speaking practice should be provided. Teachers and trainers need to design activities involving pair work, group work, and role-plays and stimulate the students' intrinsic problem-solving abilities. Speaking is an active process and students learning it need to take an active role in developing themselves. Practice will become more meaningful if topics and events from real world are used as starting points for establishing genuine communication among the learners.

SPEECH STYLES

Speaking manifests in society in various styles. Some of these are the formal, informal, polite, normal, strong, blunt, tentative and direct styles.

These styles are context based and it is important for speakers to strike the right attitude and choose the right language. As with many other languages, in English also you have different ways of expressing the same content and message. The style you choose will depend upon some or all of the following:

- The relationship you have with the people you are talking to; (e.g. whether they are close friends, strangers, people in authority, etc.)
- The situation you are in; (at a friend's party, an official reception, etc.)
- The mood you are in; (angry, happy, nervous, etc.)
- The mood of the people you are talking to; (you will probably be careful when talking to a friend who is in a bad mood.)
- What you are talking about; (you will be more careful in your choice of words if you want to complain to a friend about his behaviour than you would if you were inviting him for dinner.)

It is important to choose appropriate ways of saying things according to the situation you are in. In many situations it will be appropriate to use normal or neutral language. In other situations, it is necessary to use language items that are appropriate to special situations.

- We use *tentative* language when we are sincerely unsure of our facts or of how we feel.
E.g. It's very kind of you to invite me, but I'm not sure if I can come.

We also use *tentative* language when we want to give the impression of being unsure in order to be tactful and diplomatic. For example, if we want to disagree with a superior, it would probably be too strong to say "*I can't agree with you*" and it would be more appropriate to be *tentative* and say *I'm not sure if I'd agree with you*".

- *Direct language* is the opposite of *tentative* language; it gives the impression that the speaker is very sure. This impression is appropriate if, for example, we want to agree with someone. But it can sound rude and inappropriate in many situations like inviting a superior to a party.

E.g. i. *No. You are mistaken the statistics just cannot be this high.*
ii. *I see your point. But we'll have to go ahead with our previous plan.*

- We use *polite language* when we want to sound particularly polite without being *tentative*.

E.g. i. *I'm sorry. But I feel there is a mistake somewhere. According to my calculations, the statistics should not be so high.*
ii. *You definitely have a point. But I'm afraid this time we'll have to go ahead. Next time onwards, we'll definitely consider these points.*

- **Formal language** creates the impression of social distance between people. It occurs mostly in official situations e.g. business meetings, official receptions.
 E.g. i. *I'd be delighted if you could make it to the party. We'll all look forward to it.*
 ii. *Forgive me if I sound curious. But isn't this the same girl we saw him with yesterday?*
- **Informal language** is used basically between friends. It is generally inappropriate to use it with anyone else.
 E.g. i. *Cut it out will you? I've had enough of this.*
 ii. *You're coming to the party tonight, aren't you? I just won't take 'no' for an answer.*
- **Strong language** carries with it a strong sense of conviction. It usually sounds very direct.
 E.g. i. *This is impossible! How could you ever promise without consulting me?*
 ii. *I'm gone without this project. I must get it come what may.*
- **Blunt language** is extremely frank. It should be used with extreme care, as in most cases it will simply sound rude.
 E.g. i. *I know you're lying. You can't fool me!*
 ii. *I must tell you. Your work was not up to the mark and we'll have to review your extension.*

In most cases we use normal-and neutral language but sometimes, depending on the situations we are in and also on the basis of our co-speakers, we use special language. The type of language we use shows our attitude.

Silence, along with modesty, is a great aid to conversation.

—Montaigne

ACTIVITIES

1. Carefully look at the box given below. It is an illustration of how different language patterns can be used to express the same content.

Purpose: Asking Someone To Do Something.
 Could/would you ... please? (Polite)
 Do you think you could...? (Polite)
 I wonder if you could possibly... (Tentative)
 Would you mind...? (Formal)
 Can/will you...please? (Direct)
 Do me a favor and..., will you? (Direct/informal)

en PRESENTATION SKILLS

A speech is poetry: cadence, rhythm, imagery, sweep!
A speech reminds us that words, like children have
power to make dance the dullest beanbag of a heart.

—Peggy Noonan

Effective presentation skills form a very important aspect of our communication skills. It can make or mar a communication situation. For an effective presentation, one has to choose a style that suits one's personality and fits the situation; carefully select and prepare the presentation material; speak effectively and convey the right message.

Making an Effective Presentation

For making an effective presentation, one has to bear the following points in mind:

1. Break down the material into main points. Do not have more than five or six main ideas, as it is generally difficult to remember more at a stretch.
2. Prepare notes or outlines.
3. Arrange them in a logical, coherent manner.
4. Make your information or facts effective. You may include statistics, illustrations, and graphs etc if required.
5. Deduce recommendations based on your main points.
6. Use appropriate visual aids.
7. Deal with possible questions from the audience.

A presentation style can either be formal or informal. During a formal presentation, one has to take care of the following:

Dressing appropriately: The first impression one makes on one's audience is always very vital. The things that you should keep in mind are i) research your audience ii)dress appropriately. Organizations have their own dress code and people generally like people who look like them. So adapt your outfit and be in tune with your audience; iv) Never let your appearance overpower your message. Remember that the audience has come to hear what you have to say, not see you.

Judging the audience: During a presentation, one has to carefully judge the audience- their level of knowledge; the general aptitude etc. Finding out as much as possible about the persons you are going to address will help you to pitch your talk at the right level. This information can be about the audience's age, profession, specialization etc. These have to be the determining factors in designing the talk and deciding the style. Here, one has to also consider whether it is a large or a small audience. A presentation that is suitable for a group of five or six, for example, has to be different from one meant for a group of 20 or 30.

Using the right style and language: A presentation definitely cannot be informal and casual. But at the same time, it cannot be put in extremely formal, stiff or frozen language. Stumbling for words and speaking haltingly will bore an audience. You need to develop fluency and a good command over language and also learn to use it for your maximum advantage. The audience would like to listen to a speaker who has a confident delivery and is in control of the situation. Developing a positive attitude to speaking will go a long way in increasing the confidence levels. The "you approach" too can be helpful. The audience feels a sense of involvement if directly referred to.

Word order: Choose your word order in a way that you present the relevant information clearly and distinctly. Instead of saying, "Britishers, Moghuls, Afghans and Aryans were all invaders in India" it is better to say, "Britishers were invaders, so were the Moghuls, the Afghans and the Aryans."

Keep in mind the fact that the most important information comes in the front or near the front.

Signposting: Sometimes, you know where you are proceeding and how. But your audience is ignorant of it. It is important, thus, to have the important signposts, suggest the direction in which you are moving. This will also help you plant the facts, clearly signify and categorize the message that is to come. The following would be some of the signposts the audience find useful. They are suggested to give the required flow to your presentation:

Expressions often used:

Openings:

I'm here today to report ... and to present ...

My purpose today is...

My main aim this morning is ...

The title of my presentation is ...

My topic today is...

Organization:

I have divided my presentation into _____ sections.

The first point I wish to make is ...

The first part of my presentation will deal with ...

Firstly ...

Secondly, I want to ...

Finally I'd like to talk about ...

In conclusion ...

To conclude ...

Drawing attention:

As you will notice, ...

As you can see, ...

I'd like to draw your attention to....

You will note that....

Linking:
 As I said e:
 As I menti
 We shall n
 Later I'll b
 In addition
 For this re
 On the oth
 To look at
 Some adv:
 If this is o
 If we look

Changing si
 Moving o
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 If you loc
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Summing i
 Let me n
 To sumn
 To recap

Points

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4. Moc
5. Use
6. Be i

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direction in
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dience find

Linking:

- As I said earlier, ...
- As I mentioned earlier, ...
- We shall move on to....
- Later I'll be talking about ...
- In addition to ...
- For this reason ...
- On the other hand ...
- To look at some of the other options ...
- Some advantages and disadvantages in the proposition are ...
- If this is one side of the picture, the other side is ...
- If we look at the picture holistically we find ...

Changing subject:

- Moving on to the question of ...
- Let me now turn to ...

Emphasizing:

- What we have to realize is
- What I find most interesting is
- What I'm getting at is ...

Introducing evidence:

- If you look at ...
- Let me show you that ...
- Let me explain ...

Making recommendations:

- I strongly urge that ...
- You ought to ...
- I recommend that ...
- I think you should ...

Summing up:

- Let me now sum up.
- To summarize my main points...
- To recapitulate

Points to Remember

1. Communicate at the right level with people
2. Select the right style for the occasion. Decide whether the situation warrants a formal or informal style.
3. Moderate your speed.
4. Use your body language to make people feel at ease
5. Be in control of the situation

The Content of Presentations

During a presentation it is also important to prepare the presentation material with care. The important points here are:

1. **Researching the subject:** It is important here to be clear about the objectives of the presentation, about the audience you are presenting to.
2. **Selecting the content:** Once the information has been gathered, it is necessary to filter out the essential points. One has to group the ideas under separate headings; classify the information depending on the available time; keep the matter strictly to the point.
3. **Planning for the talk:** To get the message effectively across, one has to carefully draw out a presentation layout. A well-planned presentation is always a well-received one. The important factors to be considered at this stage are the following:
 - a. **The Beginning:** - During a presentation one is always sure of the first few minutes of the audience's attention. One therefore has to be very careful about the beginning, make an impression that will hold the attention of people. One can always start with a quotation, a question, a dialogue or even an anecdote, a fable or a parable. A joke, an unusual definition or a startling statement or statistics too can be effective at the beginning.
 - b. **The Middle:** After making an impressive beginning one has to be able to deliver the contents effectively. The contents should be well structured, they should be logically connected and effectively lead towards a specific goal. To sustain the interest of the audience, it is important here to include examples and personal experiences, which will make the material authentic and interesting.
 - c. **The End:** The way a presentation ends is again very important. Primarily, this is what the audience will remember the presentation as. It is important therefore to give a presentation the right emphatic conclusion that will make a lasting impact on the listeners.

Attention Curve

The attention of the audience during a presentation generally goes through an attention curve. It starts on a high, drops a little first and more steeply later. It rises again towards the end and further up for the last few minutes. Some of the ways the audience can be kept interested are the following:

1. Look into points where the attention curve drops and consider ways of varying the texture. (If your presentation has been largely speech, bring in an audio-visual slide, or have an interactive session that will ensure participation).
2. Keep the sections short, and ensure that every section ends on a high.
3. Get the audience involved decide what you want them to remember and stress on it.

1. Use tent inte
2. Eye port
3. Intc stre
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 - b.
 - c.
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 - e.
 - f.
 - g.

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anc

4. Pic tha tha
5. Ev sul

Factors Aiding Effective Presentation

1. **Use of audio-visual aids:** During a presentation, audio-visual aids help ensure the attention of the listeners. It creates the necessary shift of attention and even increases interaction between the presenter and the audience.
2. **Eye Contact:** Eye contact forms one of the most essential means of maintaining a rapport with the audience, receiving feedback and holding attention.
3. **Intonation:** The presenter has to use the right intonation with proper emphasis and stress at the right points to convey the spirit of the message to be delivered.
4. **Body Movements:** During a presentation, the body movements too have to be carefully monitored. They should neither show lack of confidence nor be aggressive. Assertive attitude with the right facial expression and posture is ideal.
5. **The Space:** Depending on the situation and context of presentation the presenter has to constantly negotiate the space between her/him and the audience. Preferably, he/she should avoid the "public space", and use more of the "social space". Rather than being static at one spot the presenter should be able to move and negotiate the points as well as the space with ease.
6. **Words/Phrasing:** The choice of words and phrasing can be very important in a presentation. Some of the general principles are:
 - a. Don't use abstract or vague words.
 - b. Use active rather than passive sentences.
 - c. Cut out jargons or cliched phrases.
 - d. Adopt the "you" approach. Wherever possible, replace the third person with the second person.
 - e. Bring in personal examples and experiences wherever you can.
 - f. Keep the main points as near the beginning of the sentence as possible.
 - g. Talk of the way you position yourself and indicate with linkers the way you are moving.

How is it that our memory is good enough to retain the least triviality that happens to us, and not good enough to recollect how often we've told it to the same person.

— La Rochefoucauld

ACTIVITIES

4. Pick out five public speakers whom you often view on the TV. Can you isolate features that distinguish them from one another? Try to find points of commonality and features that make them endearing.
5. Every movement or gesture of ours is a presentation of ourselves, either consciously or sub-consciously — Discuss.

| | |
|----------------------|--|
| take up the cudgels | support or fight strongly for something |
| throw up one's hands | give up hope |
| time of one's life | very enjoyable time |
| touch and go | a very risky situation |
| turn over a new leaf | make anew and better start |
| turn the tables | change a situation to one's advantage over one's enemy |
| up to one's ears | have too much work to do |
| wet blanket | one who by criticism discourages a person |
| wet behind the ears | lacking experience |
| weather the storm | survive a crisis |
| white elephant | an expensive and useless possession |
| with flying colours | very successfully |
| writing on the wall | warning of future. |
| wool gathering | day dreaming |
| worlds apart | very different, complete opposites |

SINGLE WORD SUBSTITUTES

TERM

| | |
|--|--------------|
| a place where animals are killed for food | abattoir |
| the repetition of the same sound at the beginning of two or more words | alliteration |
| a person who does something as a hobby and not for money | amateur |
| at home equally on land or in water | amphibious |
| the study of human society, customs, etc. | anthropology |
| a person who travels in space | astronaut |
| a person who does not believe in god | atheist |
| medical examination of a dead body | autopsy |
| a person with two wives | bigamist |
| a person with stubborn opinions | bigot |
| a person who leads an unconventional life | bohemian |
| a fussy government official | bureaucrat |
| a doctor who treats heart diseases | cardiologist |
| unthinking enthusiasm for one's country or cause | chauvinism |
| a person who sells sweets and pastimes | confectioner |
| a person with excellent taste and judgement | connoisseur |
| unlawful goods | contraband |

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person

battoir

literation

nateur

nphibious

thropology

tronaut

neist

topsy

;amist

;ot

;emian

;eaucrat

diologist

uvanism

fectioner

noisseur

traband

- a person who is recovering from illness
- a person who rouses people with emotional speeches
- a doctor who treats skin diseases
- a person who has only slight interest in any subject
- a person who always thinks about himself
- a doctor who treats diseases of glands
- a person who starts a commercial venture
- a person who enjoys eating
- a person who is more outward than inward looking
- painless killing of people suffering from incurable and painful diseases
- exact reproduction
- a person who sells flowers
- a list of words with meanings
- a person who enjoys good food and drink
- a doctor who treats diseases of women
- ranks of persona in order of importance
- killing of one person by another
- a person who constantly worries about his health
- a person who attacks popular beliefs
- a person who comes into a foreign country to settle
- killing of children
- unable to pay debts
- dying without a will
- a person who steals without intending to do so
- a person who edits a dictionary
- a person who gives his life for a cause
- a person who hates women
- a fertile spot in a desert
- a doctor who deliver babies
- a doctor who treats eye diseases
- a person who makes and sells spectacles
- a person who looks at the bright side of things
- a doctor who treats diseases, and injuries of bones
- a doctor who treats diseases of children
- a doctor who studies diseases
- a person who always looks at the dark side of things

- convalescent
- demagogue
- dermatologist
- dilettante
- egoist
- endocrinologist
- entrepreneur
- epicure
- extrovert
- euthanasia
- facsimile
- florist
- glossary
- gourmet
- gynecologist
- hierarchy
- homicide
- hypochondriac
- iconoclast
- immigrant
- infanticide
- insolvent
- intestate
- kleptomaniac
- lexicographer
- martyr
- misogynist
- oasis
- obstetrician
- ophthalmologist
- optician
- optimist
- orthopedist
- pediatrician
- pathologist
- pessimist

mid/

✓

| | | |
|--|--------------|---------------------------------|
| a person who sells medicines | pharmacist | 4. |
| a person who collects postal stamps | philatelist | 5. |
| a person who poses to impress others | poseur | The conne cepts differ |
| a doctor who treats mental diseases | psychiatrist | |
| a story spread over a number of weeks | serial | |
| not planned beforehand | spontaneous | |
| a person who does not drink | teetotaler | 1. |
| act of quiet walking | stroll | 2. |
| any construction to commemorate great events or persons | monument | 3. |
| amount deducted from the declared price | discount | 4. |
| a man who accompanies another in a crime | accomplice | 5. |
| a building where dead bodies are kept before burial | mortuary | |
| custom of having more than one wife at the same time | polygamy | |
| collection and discussion of essays by several persons on a topic | symposium | |
| cruel killing of a large number of people | massacre | |
| custom of marrying only within the clan | endogamy | |
| disease accompanied by pain, stiffness and inflammation of muscles and joints | rheumatism | |
| easy solution for all problems | panacea | |
| excessive formalities in official or public business causing unnecessary delay | red-tapism | |
| expressing sympathy with people in their loss of their dear ones | condolence | |
| group of small islands in a sea | archipelago | |
| imitate others to cause amusement | mimicry | |
| information of death given in newspapers with a brief history | obituary | |
| institution where persons suffering from tuberculosis are given treatment | sanitarium | |
| knowledge of everything | omniscience | |
| of the same kind or nature | homogeneous. | |

Linkers or Thought Connectives

Read the following sentences and note the underlined phrase in them:

1. He engages himself in social work *in addition* to being the secretary of a flat owners' association.
2. She worked very hard to get that job, *however*, she was not lucky enough to get it.
3. The temperature appears to be stable, *although* it has been raining for the last two days.

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INTRODUCTION

Information Technology and Communication

Objectives

This introductory section takes an overview of the role of Information Technology in communication and also on the subject of communication. It discusses the different aspects and issues relating to communication. It underpins the value of creativity in communication in addition to delving on interpersonal communication, body language, persuasive communication and negotiation.

INFORMATION TECHNOLOGY IN INDIA AND THE PROCESS OF COMMUNICATION

Many outstanding technologies have come into the lives of people towards the end of the 20th century. This is especially true in the field of electronics. Many electronic types of equipment like mainframe computers, mini computers, personal computers, e-mail, cell phones, i-pods, and other gadgets have become part of our lives. In this information age, we come across a lot of personal or office data that needs to be processed by computers and this is called information technology or IT.

Information technology (IT) accounts for a significant part of India's GDP and export earnings, while providing employment to a large number of its tertiary sector workforce. Technically equipped immigrants from India have been seeking jobs in the western world since the 1950s as India's education system produced more engineers than its industry could absorb. Thus, India's growing stature in the information age enabled it to form close relations with both the United States of America and the European Union.

Out of around 400,000 engineers produced per year in the country, approximately, about 100,000 are well equipped in both technical competency and the English language skills. India has developed a number of outsourcing companies specializing in customer support through the Internet or telephone. For instance, by 2008, India had a total of 49,750,000 telephone lines in use, a total of 233,620,000 mobile phone connections, a total of 60,000,000 Internet users—comprising 6.0% of the country's population, and 4,010,000 people in the country had access to broadband Internet—making it the 18th largest country in the world in terms of broadband Internet users. Total fixed-line and wireless subscribers reached 325.78 million in June, 2008.

On the other hand, from the dynamics point of view, it needs to be mentioned that Management Information Systems (MIS) has assumed vital importance. MIS is the application of IT to the communication process in organizations. Generally, in MIS most of the information processing is done by the computers. The span of activities undertaken by MIS includes among others generating, processing and transmitting information. MIS is used for interpersonal and organizational communication in addition to strategy planning and improving customer care. Thus, managers can seek vital clarifications, information from and give instructions and directions to fellow-personnel of the organization through the systems.

An important effect of IT on organizations is one of leveling. Personnel in organizations, whether they are superiors or subordinates, work in an information-sharing ambience where everybody is involved non-hierarchically in the developmental work of the organization. Interestingly, the IT age continues to demand proficiency in English communication skills from most of its initiators, mid-level force and end-users. It is in this context that one needs to look at the nitty-gritty of communication.

COMMUNICATION: ASPECTS AND ISSUES

When American playwright and diplomat Clare Boothe Luce visited George Bernard Shaw in his London flat years ago, she found him writing at his desk. To express her admiration, she began, "Mr Shaw, you are the only reason I'm standing here."

Shaw looked up and replied, "Who did you say your mother was, my child?"
(Reader's Digest)

Communication, as we see it here, can be a complicated process of give-and-take with innumerable intricacies and dimensions. Often, however, it is seen as a set of competencies, primarily including the written and the spoken mode. It is taught as a package involving training in skills pertaining to writing, speaking, reading and listening (L. S. R. W). But general observation shows that effective communication involves a lot more than proficiency in the L. S. R. W skills. More than language, it needs an attitude, a willingness to give and take; to open up to others and accept others; to have empathy and capacity to look at situations from varied perspectives. Given these attitudinal factors, language becomes just an aid to promote communication. This chapter aims to give an overall view of most of these important factors and show how they enable communication.

A complicated process in itself, communication takes place all around us all the time. In fact, we all spend around 70% of our time receiving or sending messages. Essentially, it involves the sender or the communicator, and the receiver. It is sent in a certain medium through encoded messages. The receiver, in turn, decodes the message and sends back the reactions to the sender in the form of feedback. The beauty of the whole process, however, lies in the nature of communication itself. Language, be it in any form, has the potential to mean many things at the same time. Thus, the sender sends a message, which the receiver is free to make meaning of depending on the mode of transmission, the kind of encoding and of course, more importantly, the receiver's own state of mind while receiving the message.

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VITALS OF COMMUNICATION

The features that have been looked into in this section are, function of language and elements of human communication.

The Function of Language

Language embodies and conveys thought. It is an important means that we rely on to convey our thoughts and feelings. In its spoken and written forms, language is the commonest and most important means of communication in all social activities among human beings. Along with language there are other elements, which contribute to communication. In the following section, some of these elements are briefly examined.

Elements of Human Communication

Human communication, as a process, is not a dull and passive process. It is a dynamic and active process comprising several important elements. These elements may be enumerated as follows:

1. *Initiation*: Communication begins when a source initiates a statement. A statement is initiated in order to transmit some thought, need, idea or information. The receiver attends to the statement transmitted by the source, interprets the statement and decides how to respond.
2. *Feedback*: The response of the receiver that is sent back to the source forms the feedback. The source modifies further statements based on the feedback. Feedback helps the source to know if the message was received correctly or not.
3. *Channel*: Channel connects the source (e.g. a speaker) and the receiver (e.g. listener). A speaker and a listener are connected to each other by sound waves and (or) the light waves. That is, language carried by sound waves; and facial expressions and body gestures carried by light waves.
4. *Situation*: Situation is the place or setting in which a communicative event occurs.
5. *Purpose*: Purpose consists of the intention of the source, or speaker. It is the communicative aim of the speaker.
6. *Attitudes*: The speaker and the listener, carry with them certain ideologies, world-views, beliefs, likes, dislikes and aptitudes. They are also under the influence of varying emotional and mental states. These factors affect the attitudes of the speaker and the listener at the time of communication.
7. *Knowledge*: The speaker has to possess adequate knowledge of the message that is to be transmitted. Knowledge that is based on observation, study and personal experience helps the speaker to communicate effectively.
8. *Expression*: Expression consists of the ability to transmit or communicate. Fluency, clarity and intelligibility of expression pave the way to effective communication. The flow of information, as embodied in the message that is transmitted, is smooth when expression

is clear. This helps the speaker and the listener to avoid communication gaps and also arrive at consensus and decisions. Improper or faulty expression leads to breakdown of communication.

9. **Language:** Language is one of the most important elements of the communication process. The effective use of language consists in selecting appropriate words and patterns of sentences while communicating. These linguistic patterns, suitably supported by facial and body gestures, enable effective communication.
10. **Intellectualism:** Communication is sustained and it becomes effective only in an intellectual ambience. That is, the speaker and the listener have to express and understand views calmly, rationally, reflectively, precisely and efficiently. When intellectualism is absent, thoughts and ideas are likely to be ineffectual.

See What This Communicates!

Once upon a time, there were four people. Their names were Everybody, Somebody, Nobody and Anybody. Whenever there was an important job to be done, Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Everybody got angry because it was Everybody's job. Everybody thought that Somebody would do it, but Nobody realized that nobody would do it. So consequently, Everybody blamed Somebody when nobody did what Anybody could have done in the first place.

ACTIVITIES

1. Read the sentences below (A) and see in how many different contexts you can use them. Create small contexts around them and use them to illustrate the given modes of expression(B). Add more to the list if you can.

| A | B |
|--|--|
| a. The door is open. | Giving information Making an offer Rejection Acceptance |
| b. You are joking! This can't be true. | Extreme happiness Shock Anger |
| c. The possibilities are endless. | Appreciation /Frustration Amazement /Confusion |

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2. Try to read the following groups of sentences separately stressing the underlined word. Make a note of the different meanings that emerge.

(A)

Even he does not write regularly.
Even he does not write regularly.
Even he does not write regularly.

(B)

You don't know me?
You don't know me?
You don't know me?

(C)

Yes. I don't remember.
Yes. I don't remember
Yes. I don't remember

(D)

Is this possible?
Is this possible?

(E)

I can't write the examination.
I can't write the examination
I can't write the examination

CREATIVITY IN COMMUNICATION

While doing the above exercises, you must have realized that responding to a communication situation needs creativity. The meaning has to be always put together like the pieces of a jigsaw puzzle. One always has to "make" the final picture for oneself. When we talk of creativity in communication, we mean the capacity to read hidden messages, to see a link not seen before, to infer the unsaid, unspelt consequences or even to tailor a response that can alter a communication situation to one's advantage! A witty creative receiver can create meanings in the encoded message the sender had never imagined. Creativity in day-to-day interactions is also one's ability to break out of stereotyped reactions, to see beyond the set, accepted patterns and give a novel twist to existing "reality" or better still, create a "reality"!

Albert Einstein was travelling to universities in a chauffeur driven car, delivering lectures on his theory of relativity. One day while in transit, the chauffeur remarked:

"Dr. Einstein, I have heard you deliver that lecture thirty times. I know it by heart and bet I could give it myself". "Well, I will give you the chance," said Einstein. "They don't know me at the next college, so when we get there I'll put

2. Will you ever learn to see straight?
 3. I think we have reached the end of the road.
 4. How do you do?
 5. It's rather late, isn't it?
 6. I agree that capitalism has its merits but we can't overlook its demerits.
 7. We all agree. We can achieve this together.
 8. Have you received any answer to the letter?
 9. It is a pleasure working together. How else do you think we have survived our boss?
 10. I strongly believe that the developed countries are causing more harm to humanity than the underdeveloped ones.
10. Complete the following incomplete dialogue using three different situations illustrating the 2nd and 3rd levels of communication:

A. _____

B. Oh yes! I know.

A. _____

B. _____

A. Sure. I'll remember.

People who feel good about themselves produce good results.

—Henneth Blanchard and Spencer Johnson.

BODY LANGUAGE

Body language is an important factor that one has to keep in mind while communicating. Most of our communication in every day matters takes place through body language. Most important are the gestures, the tone and the facial expression. If the spoken words do not match the body language, it is the message covered by the body language that creates the final and lasting impression.

The body language of the person who is being spoken to is of immense importance for a good communicator. It is an important feedback not only to decide how one's message has been accepted but also to determine whether it is the right time to convey the message at all!

Arms folded around one's chest, for example, can signify a defensive attitude. It could mean "I don't want to know" or "I feel vulnerable as you talk to me". If the fists are clenched, in addition, it suggests holding back of emotion or information; finger on the lips while speaking can show incongruence of thought or speech. Looking away while someone is speaking or rubbing the eye definitely suggests avoidance. The sitting posture also can signify the attitude

of the speaker. Reversing the chair and sitting, or leaning over the back can indicate power and control. Slumping with arms folded or clasped on the lap can convey dejection or submissiveness, while leaning back on the chair with legs crossed and hands behind the back signify authority, the "I don't need to fear you at all!" attitude.

While it is necessary to consider body language as an important clue in the communicative process, one should also remember that it is largely situational. They do not mean anything by themselves, but acquire their precise meaning only in association with other symbols.

ACTIVITY

11. Given below is a list of ten activities. Form groups of two and enact the situations without talking. Ask the class to guess the situation. Discuss the responses and clues on the basis of which they formed their opinion:
 - a. A father is indignant because he feels his son is going astray and not concentrating on his studies. The son feels his father is unnecessarily pressurizing him.
 - b. Two friends have met after a long time at a party. They are overjoyed to find one another and are engrossed in their talk.
 - c. You are trying your best to convince your client that the software you have newly developed will work. He, however, is sceptical about the whole product.
 - d. Your teacher is trying hard to explain a concept to you. In between, he forgets a name and is trying hard to recollect it.
 - e. Your subordinate is trying hard to flatter and praise you. You, however, are very suspicious of his motive. You want to tell him so, but you are holding back out of courtesy.
 - f. Your friend has come to you with a grave professional problem. You are thinking hard of the possible solutions. Your friend, too, is troubled.
 - g. You are a junior employee in a company. The company is facing a financial crisis and laying off people. You have been called into the boss's room and asked to sit. The boss looks grave and you are nervous.
 - h. A colleague is very enthusiastically trying to explain a plan to you. You are alert, eager and taking in every word.
 - i. You are wild with your employee but trying to control your anger. Your employee is conscious of his guilt and is apprehensive.
 - j. You are worried, tensed and very confused. Your friend is trying to cool you down and comfort you. She is strong, cool and confident, but very concerned.

PERSUASIVE COMMUNICATION AND NEGOTIATION

In the film titled "The Shop Around the Corner", a character says, "when my boss calls me an idiot, I agree. After all, I'm no fool."

—Readers Digest.

1

2

Often we judge situations, decide our role in the context and react in the way we consider appropriate. A very important skill that is used subtly in all communication situations is "negotiation". To be able to negotiate during communications, one has to be first conscious of one's role and also see how others perceive it. This is followed by each participant demarcating his area of operation and negotiating space, and deciding whether and how much to empower the other participant. The next stage is one where the exchange is decided. The terms and conditions here are largely a fallout of the first two factors.

The nature of exchange one proposes or accepts depends on the role one has fixed for oneself and also the degree of empowerment that has been negotiated and agreed upon. The next and final stage can be called the disclosure stage that comes by if the first three stages have been positively set. At this stage, participants let down their barriers and are willing to disclose information about themselves. This stage is risky, but it also paves way for successful "peak" communication. Participants moving through exchange and disclosure stage communicate with a high sense of interpersonal rapport.

ROLES WE TAKE ON DURING NEGOTIATION ✓

Psychologists believe that the roles we take up during interaction are either that of the parent, the adult or the child. The *parent* role largely constitutes the "that is how it is" attitude. It also includes admonitions, giving rules, laws and value judgments. The *child* is the impulsive and emotional aspect of a person that can throw tantrums and get depressed. Simultaneously, it also includes creativity and curiosity of a person. The third side to an individual is his *adult* – the aspect that weighs, decides and displays appropriate emotions and expressions. During interpersonal communication, transaction can take place between similar roles in individuals or between different roles. The negotiation could be between the parents in two individuals, between the parent in one and child in another or between the adult in one and parent in the other. What is important here is that, during negotiations one should be conscious of the role he himself is playing, recognize the role the other is adopting and react accordingly. Some of the factors that play an important role while negotiating successfully are given below:

- Be conscious of the way you and your participants have positioned yourselves and the factors that each is looking for in the communication situation.
- It helps often if the participants are fair and willing to commit themselves. A communication situation built on a sense of fairness and trust can result in strong, satisfying, lasting relationships.
- We often conclude that our win depends on somebody's loss and we work towards a win-lose situation. Effective communication situations however are often built around win-win situations. The situation allows both parties to benefit or empower themselves, either materially or emotionally.

Two Most Common Traits of Managers Who Failed

1. Rigidity: they were unable to adapt their style to changes. They were unable to respond to feedback. They couldn't listen or learn.
2. Poor relationships: they were harshly critical, insensitive or demanding. They alienated those when they worked with.

ACTIVITY

12. Given below are two situations. Analyze them, discuss what kind of negotiation situation they project and think of solutions.
- An old piano is for sale. The prospective buyer and the seller agree on the cost. The buyer first wants the chair and then the musical pages to be given free. The seller agrees. Encouraged, the buyer next wants the delivery also to be done free.
 - Ravi is the head of a designing team in a company producing electrical equipments. He has a good team, he gives innovative ideas and leads them from the center. Of late, however, he has been experiencing burn out, and exhaustion. He has spoken to the boss and arranged for a two-week vacation with his family. A week before leaving, the company gets the news that top executives from an internationally reputed company will be coming for a visit to see the prototypes developed. Ravi's boss feels that he should stay back and take care of the presentation since he himself has designed most of the products and is the backbone of the team. He even thinks that with his impressive persuasion he might be able to increase the budgetary allocations for the department. Ravi, however, feels that he must go because the team can take care of the presentation. His wife too has arranged for leave in her office and it will not be possible to postpone it for a later time.

SUMMARY

- The IT age reinforces the continuing demand for proficiency in English communication skills from most of its initiators, mid-level force and end-users.
- Communication is a complicated process of give-and-take with innumerable intricacies and dimensions.
- For communication, more than language, what is needed is an attitude, a willingness to give and take; to open up to others and accept others; to have empathy and a capacity to look at situations from varied perspectives.
- Creativity in day-to-day communication is one's ability to break out of stereotyped reactions, to see beyond the set and accepted patterns.
- Empathy is a quality that will allow one to understand the mental and psychological state of the person we are communicating with.
- The two dimensions of communication, according to the Johari window are, exposure and feedback. These can be looked at through four windows—open, blind, hidden and unknown.
- It is always desirable to expand the size of the 'open window', increase self-disclosure and be more willing to listen to feedback from others about oneself.
- Passing communication, factual communication, thoughts and ideas, feelings and peak communication are the five levels of communications based on the nature, scope and depth of interaction.