

## **ENGLISH LANGUAGE COMMUNICATION SKILLS**

- 1. a)** What are the major objectives of communication? Discuss about the various channels of communication.
- b)** What kind of communication networks would you recommend for an organization suffering from poor communication?
  
- 2. a)** What are the main barriers to organizational communication?
- b)** What are the semantic barriers to effective communication that are normally accosted by non native speakers of the English language?
  
- 3. a)** What is meant by kinesics?
- b)** Write about the importance of body language through gestures in non-verbal communication?
  
- 4. a)** What, according to you, are the Dos and Don'ts in facing an interview panel?
- b)** When are telephone interviews relevant? How to ensure their effectiveness?
  
- 5.** A knowledge of Computer Science and Information Technology has become imperative for effective communication in all organizations in the public and private sectors. Write short notes on how each of the following systems functions as a means of communication.
  - a)** Internet
  - b)** E-mail
  - c)** FAX
  - d)** Telex.
  
- 6. a)** Name the parts of a good business letter and draw a diagram indicating the position of each part in the letter.
- b)** Write a letter, on behalf of Rajendra Agencies to Tip Top Furnishers, Patna, asking for quotation of prices for their steel furniture for offices and homes. Enquire also about the concession and commission given and about the mode of payment and credit facilities.
  
- 7. a)** What factors are responsible for the low morale of the workers in an organization? How can their morale be kept high?
- b)** Discuss the importance of motivation the workers in a factory. How can they be motivated effectively?
  
- 8. a)** Rewrite the sentence using the correct Homophone from the given options:
  - (i)** The police arrived to find a (scene/seen) of horrifying destruction.
  - (ii)** All of our customers will be contacted by (mail/male).
  - (iii)** Chess is played on a similar (board/bored) to draughts.
  - (iv)** She gave him a long (stair/stare) but didn't answer his question.
  - (v)** The barbecue was ruined by a downpour of (rain/reign/rein).
  - (vi)** He's a plumber (buy/by/bye) trade.
  - (vii)** The latest opinion (pole/poll) gives the Democrats a clear lead.
  - (viii)** He had an accident while he was driving a (higher/hier) car
  - (ix)** It'll be (some/sum) time before we go back to that awful place
  - (x)** The dog trotted off to (berry/burry) its bone

- b)** Identify and change the voice of these sentences
- (i) People are destroying the rain-forests very rapidly.
  - (ii) The plant was studied by the scientist.
  - (iii) We will send this report to the Ministry of Transport.
  - (iv) We expect good English.
  - (v) I chased the cat out of the garden.
  - (vi) The Christmas lights were switched on by the pop star.
  - (vii) The patient was examined by the doctor.
  - (viii) The peon is closing the door.
- c)** Fill in the blanks with appropriate prepositions
- (i) Is there a meeting this week? B: Yes, it's \_\_\_\_\_ Thursday.
  - (ii) She phoned me at five o'clock \_\_\_\_\_ the morning.
  - (iii) I never drive \_\_\_\_\_ night these days. The lights dazzle me.
  - (iv) Your birthday is \_\_\_\_\_ May, isn't it?
  - (v) Winston Churchill died \_\_\_\_\_ 1965.
  - (vi) The next meeting is \_\_\_\_\_ the 14<sup>th</sup>, isn't it?
  - (vii) Are you free \_\_\_\_\_ New Year's Eve? I'm having a party.
  - (viii) I always visit my mum for a few days \_\_\_\_\_ the summer.
  - (ix) Where were you last night? I phoned \_\_\_\_\_ ten o'clock.
  - (x) Do you want to play tennis tomorrow? I'm free \_\_\_\_\_ the afternoon
- d)** The following sentences are arranged in four groups of A, B, C, and D. Rewrite the sentences by rearranging the groups in a logical sequences:
- (i) Be trained to | of these | they can | make use  

A	B	C	D
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  - (ii) Facilitate their use | various systems and | introduced to | devices have been  

A	B	C	D
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  - (iii) Of words with | learn the | the teacher's help | correct pronunciation  

A	B	C	D
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  - (iv) Developing countries | the developed | help the | countries should  

A	B	C	D
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  - (v) Offer examples | one's opinion | to support | one should  

A	B	C	D
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  - (vi) Say what you | think when your | teachers ask you | be ready to  

A	B	C	D
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  - (vii) Make as many | different endings | words as you | can by adding  

A	B	C	D
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  - (viii) Renewable sources | are only three | of energy | there  

A	B	C	D
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  - (ix) Explain which of | in rural India | be more suitable for use  

A	B	C	D
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| these devices would  
**D**
  - (x) Wind power | will dictate | your teacher | a passage to you about  

A	B	C	D
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