

1

Communication Skills - IV

Learning Objectives

After studying this chapter, students will be able to:

- Learn about the elements of a communication cycle.
- Know more about active listening.
- Know more about interview skills.
- Learn more about the various parts of speech.
- Know more about the various types of sentences.

COMMUNICATION

Communication is the process of transferring information from one place to another. It may be vocal (using voice), written (using printed or digital media such as books/ magazines, websites or emails), visual (using logos, maps, charts or graphs) or non-verbal (using body language, gestures and tone and pitch of voice). In practice, it is often a combination of several of these. Speaking, listening, reading, and writing are the parts of communication, which help us understand others. Speaking more than one language can help a person communicate well with people around the world.

The various elements of a communication cycle are:

- **Sender:** the person beginning the communication
- **Message:** the information that the sender wants to convey
- **Channel:** the means by which the information is sent
- **Receiver:** the person to whom the message is sent
- **Feedback:** the receiver's acknowledgement and response to the message

Feedback is important in communication as it helps in knowing whether the receiver has understood the message or not.



ACTIVE LISTENING

'Active listening' means fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker. Active listening involves listening with all senses. Active listening is an art that comprises both a desire to comprehend and offer support and empathy to the speaker. Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening. It helps us build connections, trust and help to identify problems and solve them.

Effective communication involves skills that can be utilised to send messages that are clear, concise and accurate.

- A clear statement conveys the exact message that you are trying to convey to the other person.
- A concise statement is appropriately brief or to the point.
- An accurate statement is factual, i.e. its correctness can be verified.

Effective communication skills help us to communicate the message correctly, precisely and completely. Lack of communication skills can result in confusion, frustration, wasted effort and missed opportunities.

Every effective conversation starts with listening. It is important to learn to give undivided attention to a person with whom a conversation is taking place.

The various factors that affect active listening are as follows:

- **Eye contact:** Maintaining eye contact with the person you are talking to sends a signal to the speaker that "Yes, I am talking to you or listening to you". Avoiding eye contact could mean that you do not want to listen to the person talking to you.
- **Gestures:** These indicate to the speaker if you are listening or not. Keep your hands and feet still while talking to someone.
- **Avoiding distractions:** You must physically remove the distractions in order to listen attentively. For example, reducing the volume of the ringtone of your mobile phone or switching it off while attending a meeting or listening to someone will avoid distraction.
- **Giving feedback:** Feedback can be positive or negative, but in both cases, one needs to be polite so that the person to whom the feedback is being given is not hurt or offended.

STAGES OF ACTIVE LISTENING

The five stages of active listening are as follows:

1. **Receiving:** It involves listening attentively.
2. **Understanding:** It is an informed agreement about something or someone.
3. **Remembering:** It refers to the retrieval or recall of some information from the past.
4. **Evaluating:** It is about judging the value, quantity, importance and amount of something or someone.
5. **Responding:** It is about saying or doing something as a response to something that has been said or done.

How to Ensure Active Listening?

You can remember the acronym 'RESPECT' to ensure active listening.

R—Remove distractions that may hamper listening. For example, reducing the volume of television, radio or mobile phone while talking to a person.

E—Eye contact refers to looking at the speaker while listening.

S—Show that you are listening attentively to the speaker through gestures.

P—Pay attention and focus on what the speaker is saying.

E—Empathise and feel the emotions of the speaker. Empathy is the ability to share someone's feelings or experiences by imagining what it would be like to be in that person's situation.

C—Clarify doubts. Ask questions to clarify doubts.

T—Tune yourself to the timing of the speaker, i.e. wait for the speaker to finish and then respond.

Overcoming Barriers to Active Listening

- Do not let emotions take over your mind. Keep away phones and digital devices.
- Create a conducive environment to avoid misinterpretations and distractions.

- Avoid developing biases and be objective in your approach when interacting with others.
- Allow the other person to finish speaking and then respond.

INTERVIEW SKILLS

The interview is a conversation that has a purpose and is directed towards its object by the interviewer. The interview is a face-to-face meeting and discussion between two or more people for a specific purpose. According to Gary Dessler, "Interview is a selection procedure designed to predict future job performance based on applicants' oral responses to oral inquiries."

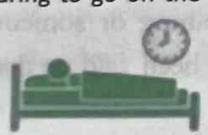
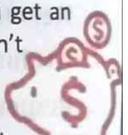
The interview is a conversation in which you and an employer exchange information. Your goal is to present yourself as the best candidate for the position and also to learn more about the position and the interviewer's organization to determine whether both are well suited for you and your career goals.

An important interview skill is the ability to connect the role requirements with your experience—professional or personal. Not only does this give the hiring manager a chance to get to know you but also allows you to become more comfortable with the idea of an interview.

PARTS OF SPEECH

There are eight **parts of speech** in the traditional **English** language: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Now, 'determiner' is also considered a part of speech. Articles **a**, **an** and **the** and every, this, those, many, etc. are considered as determiners. The **part of speech** indicates how the word functions in meaning as well as grammatically within the sentence. Parts of speech are categories of words that perform similar grammatical roles in phrase and sentence structures.

INTERVIEW DOs & DON'Ts

<p>Do have a good sleep. So you're alert and raring to go on the day.</p> 	<p>Don't cross your arms. This may make you seem guarded.</p> 	<p>Do sit up straight. Sit confidently; no one likes bad posture!</p> 	<p>Don't play with your hair. This suggests nervousness and maybe even immaturity.</p> 	<p>Don't ask about money. Until you get an offer, don't even mention the word salary.</p> 
<p>Do make eye contact. This will suggest openness and trustworthiness.</p> 	<p>Don't be too intense. Eye contact is good, but not when it's held for too long!</p> 	<p>Do ask questions. Being inquisitive shows you're interested in the role.</p> 	<p>Don't be unprepared. A lack of research will suggest you're not really interested.</p> 	<p>Do sell yourself. This is your chance to shine; make it count!</p> 
<p>Do follow up. Send a short thank you email reiterating your interest in the role.</p> 	<p>Don't tell lies. You want to be hired for your real skills, not made-up ones!</p> 	<p>Do relax. Easier said than done, but will help you talk coherently!</p> 	<p>Don't underdress. There's a time and a place for casual!</p> 	

9 PARTS OF SPEECH

NOUN

It refers to the word or that represents a person, a place, a thing or activity, or a quality or idea.

E.g. boy, elephant, school, work, town, Manila, beauty, etc.

PRONOUN

It refers to the word that is used instead of a noun in a sentence.

E.g. he, I, its, me, she, that, this, those, etc.

VERB

It refers to the word or group word that describes an action, experience or expresses a state of being.

E.g. run, sit, stand, go, have, get, promise, invite, etc.

ADJECTIVE

It refers to the word that describes a noun or pronoun.

E.g. angry, brave, careful, healthy, little, old, generous, tall, some, good, big, etc.

ADVERB

It refers to the word that describe a verb, an adjective, another adverb, or a whole sentence.

E.g. badly, fully, carefully, hardly, nearly, hungrily, never, etc.

ARTICLE

It refers to the word that is used before a noun to show which particular noun you are referring to.

E.g. the, a, an, every, many, this, those, etc.

PREPOSITION

It refers to the word that is used before a noun, pronoun, or gerund to show place, time, and direction.

E.g. above, except, from, in, near, of, before, since, etc.

CONJUNCTION

It refers to the word that connects words, phrases or clauses in a sentence.

E.g. and, or, so, after, since, before, either, neither, etc.

INTERJECTION

It refers to the word or phrase that is used to express a strong feeling or emotion.

E.g. ahem!, aha!, gosh!, aw!, great!, hey!, hi!, hooray!, etc.

USING CAPITALS

Capitalize your M.I.N.T.S.

M - Months

My birthday is in November.

I - The letter I

I can't wait to open the presents I receive!

N - Names

Proper nouns - specific people, places, and things.

T - Titles

I really enjoyed reading Firegirl.

S - Start of Sentences

The first letter is always capitalized in every sentence.



PUNCTUATION MARKS

Full Stop (.)

It is used:

- at the end of the sentence.
- after abbreviations.
- after short forms.
- after initials.

Examples

This is not water.

B.A., M.A.

Prof.

R.K. Sharma

Question Mark (?)

It is used:

- after a direct question.
- after an interrogative sentence.

Examples

What is your name?

She said, "Where are you going?"

Exclamation Mark (!)

It is used:

- to express anger, sorrow, joy or surprise.

Example

What a pleasure!

Comma (,)

It is used:

- for short breaks and pauses.
- between clauses or phrases.
- for a break between parts of a sentence.
- for avoiding repetition of words.
- to separate adjectives when both the adjectives modify the same noun in an equal manner.
- to separate related ideas.
- for separating date and month from the year.
- to separate a direct quote.
- to separate words of address in a sentence.

Examples

Ram has dogs, cats, cows and horses in his farm.

Elections will be held in Bihar, Maharashtra and Odisha.

You must not be late, or you will miss the train.

"Come here I'm waiting," said Lata.

Because I like you, I will help you.

My son is a doctor and my daughter, an artist.

10 June, 2014

20-B, Jain Nagar,

This is a heavy, bulky box.

Semicolon (;)

It is used to separate clauses in a sentence.

Example

He is a man of repute; he is respected by everyone.

Apostrophe (')

It is used:

- to indicate possession.
- in case of singular nouns ending with -s.
- when plural nouns end in -s.
- to indicate omission of a letter in a word.

Examples

Rajiv's book, Rama's purse
a girls' hostel, students' common room
Dinesh's book, Charles's pen
Do not — don't
is not — isn't

Inverted Commas (“ ”)

They are used:

- to enclose the exact words of a speaker, or a writer.

Example

She said, “I am going to the mall to make some purchases.”

WRITING SKILLS

Sentences

A sentence is a group of words, which together expresses a complete thought. A sentence is formed by putting together a group of words in sequence. A sentence, typically, contains a subject and a verb, conveying a statement, question, exclamation, or command.

There are three kinds of sentences according to structure: simple, compound, and complex.

Simple Sentence

A simple sentence contains only one independent clause and has no dependent clauses. It has a subject and a finite verb. An independent clause is also a simple sentence that can remain a complete thought by itself and typically use only coordinating conjunctions to connect the subject to the direct object.

Read the following sentences:

- I love my country.
- Steve goes to school and studies every day.
- John and Mark play cricket.

These all are simple sentences. Note that sentence (b) contains compound verbs and sentence (c) contains compound subjects. So, simple sentences may contain compound verbs and subjects.

Compound Sentence

A compound sentence has two independent clauses that are connected with a coordinating conjunction. In these sentences, we have two complete thoughts that are joined with the conjunctions for, and, nor, but, or, yet, and so.

Read the following sentences:

- I found a dollar on the street, so I went to the candy store.
- She loves to eat chocolate ice cream, but it makes her tummy hurt.
- The teacher had a conversation with the student's parents, yet he didn't improve his behaviour in class.

Complex Sentence

A complex sentence is made up of one independent and one or more dependent clauses. These clauses are joined by either a relative pronoun such as who, whom and that or a subordinating conjunction such as although, after, when, since and because.

Read the following sentences:

- (a) I returned my courier after I noticed the fault.
- (b) John is studying hard because he has an exam tomorrow.
- (c) He is the owner of the mall who wants that shop.

Phrases

Take from Active Grammar-6, P-57, 58

Kinds of Sentences based on Meaning

There are four kinds of sentences according to structure: declarative, interrogative, imperative, and exclamatory.

Declarative Sentences

Declarative sentences are used to convey information or to make statements and end in a period. They are also called assertive sentences.

Read the following sentences:

- (a) They like playing soccer.
- (b) He did not apologize for his conduct.

Interrogative Sentences

Interrogative sentences are used to ask questions and end with a question mark.

Read the following sentences:

- (a) Is it raining?
- (b) Do you want salsa dip or cheese dip?
- (c) Why are you bored?

Imperative Sentences

Imperative sentences also end with a period but give a command, request or advice instead of conveying information. Even though the word 'you' may not appear in the sentence, it is always the understood subject.

Read the following sentences:

- (a) Wash the puppy's food and water bowls. (command)
- (b) Please, give me a glass of water. (request)
- (c) Brush your teeth twice a day. (advice)

Exclamatory Sentences

Exclamatory sentences end with an exclamation mark and show strong feelings (usually excitement, anger, or surprise). Some exclamatory sentences begin with an interjection.

Read the following sentences:

- (a) I can't wait to get my new puppy on Saturday!
- (b) Hurrah! I have got my puppy.

Parts of a sentence

Every sentence can be broken into two parts. The subject and the predicate make up the two basic structural parts of any complete sentence.

Subject

The subject of a sentence is the person, place, animal or thing that performs the actions in the sentence. The subject represents what or whom the sentence is about. The simple subject usually contains a noun, pronoun and can include modifying words, phrases, or clauses.

Predicate

The predicate in a sentence tells about the subject (what action is being performed by the subject). The simple predicate contains a verb and other elements.

The subject of a complete sentence is who or what the sentence is about, and the predicate tells about that subject.

Example: The pretty girl (**subject**)/was wearing a blue frock (**predicate**).

RECAP

Speaking, listening, reading and writing are the parts of communication, which help us to understand others. Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening. It helps us build connections, trust, and help to identify problems and solve them. The interview is a conversation which has a purpose and is directed towards its object by the interviewer. The interview is a face-to-face meeting and discussion between two or more people for a specific purpose.

The part of speech indicates how the word functions in meaning as well as grammatically within the sentence. A sentence is a group of words, which together expresses a complete thought. There are three kinds of sentences according to structure: simple, compound, and complex.

A phrase is a group of two or more words that does not have the subject and verb combination and does not form a predicate.

There are four kinds of sentences according to structure: declarative, interrogative, imperative, and exclamatory.

The subject and the predicate make up the two basic structural parts of any complete sentence.

KEY TERMS

1. 'Active listening' means fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker.
2. The interview is a face-to-face meeting and discussion between two or more people for a specific purpose.
3. Parts of speech are categories of words that perform similar grammatical roles in phrase and sentence structures.
4. A sentence is a group of words, which together expresses a complete thought.

TEST YOURSELF

A. Multiple Choice Questions

1. How many stages of active listening exist?
(a) One (b) Five (c) Two (d) Six
2. The _____ is a face-to-face meeting and discussion between two or more people for a specific purpose
(a) interview (b) message (c) object (d) None of these
3. Which of the following behaviours are part of active listening?
(a) maintain eye contact (b) nodding and making eye contact
(c) asking for clarification (d) all of these
4. When you're actively listening, you should look _____.
(a) at the ground (b) at the speaker (c) out the window (d) at a page of notes

5. Speaking, listening, reading, and writing are the parts of _____, which help us to understand others.
 (a) Communication (b) Active listening (c) Interview (d) None of these
6. What is a sentence?
 (a) A group of ideas that form a complete paragraph
 (b) A group of words that communicates a complete thought
 (c) A set of rules that we must follow to write correctly
 (d) A set of words that contains basic punctuation marks
7. What are the characteristics of an ideal message?
 (a) Clear (b) Concise (c) Accurate (d) All of these
8. Which of the following is not a stage of active listening?
 (a) Receiving (b) Understanding (c) Non-responding (d) Evaluating
9. Exclamatory sentences end with a/an _____ mark.
 (a) exclamation (b) full stop (c) question mark (d) comma
10. Which of the following can be a barrier to active listening?
 (a) Noisy environment (b) Not maintaining eye contact with the speaker
 (c) Not being attentive (d) All of these

Answers

1. (b) 2. (a) 3. (d) 4. (b) 5. (a) 6. (b) 7. (d) 8. (c)
 9. (a) 10. (d)

B. Answer the Following

- Define
 (a) Active Listening (b) Interview (c) Sentence (d) Phrase
- Write a few dos and don'ts of appearing in interviews.
- Describe the different types of sentences based on the structure.
- How can we ensure active listening?

C. Activity Zone

- Let's do an activity where the teacher starts a story with a beginning phrase, and then each child in the classroom adds one word to the story in turn. Students must be active participants and follow the story closely so that when their time comes to add a sentence, the story will make sense.
- Let's play a **traditional game of telephone** where a message is passed around the room to see if it stays the same. Have everyone sit in a circle, close enough to whisper easily. Start with one child, who will whisper a message into the ear of the player sitting to the right, who then whispers it into his neighbour's ears, and so on until everyone in the circle has taken a turn. The player at the end relays the message out loud. Once this is done, the last person to receive the message can reveal it. It's very likely that the original message and the final received message will differ! You can start with a simple message and slowly progress to something more complex.
- Emotional Charades:** This fun activity is great for helping kids understand different facial expressions, signals, and body postures when communicating. These are the non-verbal communication cues that complement verbal communication. Hand out a few cards to your kid, each card depicting a particular emotion or feeling, like anger, sadness, boredom, fatigue, or happiness, and have him act them out. Your kids can also draw the different emotions he is likely to experience in ordinary situations.

D. Group Discussion

- Divide the class into two groups and conduct debates on the following topics:
- Should social media comments be protected by free speech?
 - Is it ever appropriate for the government to restrict freedom of speech?