

**Q.2a. What is grapevine communication? What are the Advantages and Disadvantages of Grapevine Communication?****ANSWER**

A grapevine communication is a form of informal communication by which people communicates each other without any formal line of communication. It is called Grapevine because like that of a grape vine it is impossible to find the origin of information which results in spread of rumours.

**Advantages of Grapevine Communication**

- Grapevine channels carry information rapidly. As soon as an employee gets to know some confidential information, he becomes inquisitive and passes the details then to his closest friend who in turn passes it to other. Thus, it spreads hastily.
- The managers get to know the reactions of their subordinates on their policies. Thus, the feedback obtained is quick compared to formal channel of communication.
- The grapevine creates a sense of unity among the employees who share and discuss their views with each other. Thus, grapevine helps in developing group cohesiveness.
- The grapevine serves as an emotional supportive value.
- The grapevine is a supplement in those cases where formal communication does not work.

**Disadvantages of Grapevine Communication**

- The grapevine carries partial information at times as it is more based on rumours. Thus, it does not clearly depicts the complete state of affairs.
- The grapevine is not trustworthy always as it does not follows official path of communication and is spread more by gossips and unconfirmed report.
- The productivity of employees may be hampered as they spend more time talking rather than working.
- The grapevine leads to making hostility against the executives.
- The grapevine may hamper the goodwill of the organization as it may carry false negative information about the high level people of the organization.

**b. Most people would agree that communication between two individuals should be simple. It's important to remember that there are differences between talking and communicating. When you communicate, you are successful in getting your point across to the person you're talking to. When we talk, we tend to erect barriers that hinder our ability to communicate. There are some barriers to effective communication. Describe any six of those.**

**ANSWER**

1. **Physical barriers** are easy to spot – doors that are closed, walls that are erected, and distance between people all work against the goal of effective communication. While most agree that people need their own personal areas in the workplace, setting up an office to remove physical barriers is the first step towards opening communication.
2. **Perceptual barriers**, in contrast, are internal. If you go into a situation thinking that the person you are talking to isn't going to understand or be interested in what you have to say, you may end up subconsciously sabotaging your effort to make your

point.

3. **Emotional barriers** can be tough to overcome, but are important to put aside to engage in conversations. We are often taught to fear the words coming out of our own mouths, as in the phrase “anything you say can and will be used against you.”

Overcoming this fear is difficult, but necessary.

4. **Cultural barriers** are a result of living in an ever shrinking world. Different cultures, whether they be a societal culture of a race or simply the work culture of a company, can hinder developed communication if two different cultures clash. In these cases, it is important to find a common ground to work from.

5. **Language barriers** seem pretty self-inherent, but there are often hidden language barriers that we aren’t always aware of. If you work in an industry that is heavy in jargon or technical language, care should be taken to avoid these words when speaking with someone from outside the industry.

6. **Interpersonal barriers** are what ultimately keep us from reaching out to each other and opening ourselves up, not just to be heard, but to hear others. Oddly enough, this can be the most difficult area to change.

**Q.3a. In the following TWO sentences something is wrong with the verbs according to the rules of Standard English. First identify what is wrong with the verb according to the rules of Standard English then try to identify the rule that the speaker was following.**

**1. Me come yesterday.**

**2. Mary doth like that.**

**ANSWER**

**1. Me come yesterday.**

The correct version would be “I came yesterday.” This is an example of an error in learner English. Notice that for this speaker the rule for expressing past time is to use the regular form of the verb with a time word, in this case “yesterday.” For verbs such as “put” and “cut” this works, but they are the exception rather than the rule. Notice that for the future this pattern is often a possibility, as in “I drive tomorrow” or “We start at 9.” However, for the past the rule does not apply. You may have heard small children forming past tenses this way. Even older children and adults learning English as a new language make this kind of error in the beginning stages. When these learner-English type errors occur in the language of older learners, they are called interlanguage since they mark a transitional stage between the grammar of their native language and the grammar of English. This type of error usually takes care of itself as the learner is exposed to more English and identifies the correct form, in this case the –ed ending for the past tense.

**2. Mary doth like that.**

The Standard English version would be “Mary likes that.” This is an example of archaic or poetic English grammar. An English language learner who likes to read texts from in the 17th Century, such as Shakespeare or the King James version of the Bible, might be tempted to use this form since English verb agreement at the time

used –th rather than –s in the present tense. Adding a “doth” rather than using “liketh” simply added another syllable to the sentence and followed the pattern of putting the tense marking on a helping verb rather than the verb itself. However, this pattern of using –th died out as Standard English was being established in the 19th Century. Today it is found mostly in love poetry and in quotations from Shakespeare or the Bible.

**b. Synonyms are words that share meanings with other words. Write few specialities of Synonymous. Write the correct synonym of :**

**(i) frankly    (ii) accurate    (iii) sincerely    (iv) search**

Ans: Page 71 (4.1) of text book

**Q.4a. While attempting “Combination of Sentences”, there are six basic qualities to consider when you evaluate your new sentences. What are these?**

**ANSWER**

1. Meaning. As far as you can determine, have you conveyed the idea intended by the original author?
2. Clarity. Is the sentence clear? Can it be understood on the first reading?
3. Coherence. Do the various parts of the sentence fit together logically and smoothly?
4. Emphasis. Are key words and phrases put in emphatic positions (usually at the very end or at the very beginning of the sentence)?
5. Conciseness. Does the sentence clearly express an idea without wasting words?
6. Rhythm. Does the sentence flow, or is it marked by awkward interruptions? Do the interruptions help to emphasize key points (an effective technique), or do they merely distract (an ineffective technique)?

**b.Transform the following as directed**

**(6)**

- 1. He goes home. (Change into Negative)**
- 2. The news is too good to be true. (Remove too)**
- 3. I am as strong as he. (Change into Comparative)**
- 4. He can do this work. (Change into Interrogative)**
- 5. How beautiful is the night ! (Change into Assertive)**
- 6. He knows the bad man. (Change into Complex)**

**ANSWER**

1. He does not go home.
2. The news is so good that it cannot be true.
3. He is not stronger than I.
4. Can he do this work ?
5. The night is very beautiful.
6. He knows the man who is bad.

**Q.5a. Write a short note on the 5 types of reading styles.**

Ans : Page 23 ( subtopic 2.3.2) of text book

**b.Describe any six Vocabulary Building Strategies.**

Ans : Page 26-27( subtopic 2.5B) of text book

**Q.6a. What is the purpose of technical writing? Before composing the text, what are the five steps which must be followed for effective writing?**

**ANSWER**

The purpose of technical writing is to inform the reader of something; the style should further that purpose, not detract from it by trying to entertain, cajole, or confuse the reader. Considering the number of people whose writing only impedes the reader, a few remarks on the elementary techniques of writing clear prose might be worthwhile.

Page 41 of textbook for five steps

**b. Write a short essay on India's contribution to the world in the realm of science and technology.**

Ans : Page 55 -56 of textbook

**Q.7 a. Explain the meaning of "Go hard on the soft skills for better customer service experiences."**

**ANSWER**

Soft skills are less tangible but more powerful so they should have constant, consistent and persistent emphasis and understanding. Hospitality leaders need to understand HOW to showcase those behaviors and hold both managers and employees accountable for integrating them into all their daily actions and responsibilities. Priorities and budgets need to be dedicated to professional "soft skill" training and applications so that they become fully part of and integral to any service culture.

Employees need to understand what those skills are and why they will lead to great emotional benefits for both them and their guests. Science supports these outcomes with more and more evidence of how our brains are triggered to direct or respond to the multiple points of contact in our lives. When we understand what those triggers are and how we are impacted ourselves or how we impact others, we can then be proactive about how we handle those points of contact. This is what training in soft skills is all about and what will lead to exceptional service delivery and the most

memorable guest experiences.

For example, according to new research, empathy, a powerful soft skill, is a habit we can cultivate, especially once we understand what it is all about. Empathy is a critical soft skill for service excellence. Empathy is about being able to relate to someone else, to step into their shoes, to understand why they might be feeling the way they do or to anticipate why they might feel a certain way.

**b. Write at least 6 points to make your speech effective.**

Ans Page 201 & 202 of text book

**Q.8 a. What general consideration should be kept in mind for writing a good business report?**

Ans Page 291-293 of text book

**b. What is a report? Write some common sections that appear in reports.**

Ans Introduction on Page 272 of textbook

Here are some common sections that appear in reports:

- An abstract (also called executive summary) that very briefly summarises the whole report (and which should therefore be written last).
- An introduction that describes the purpose of the report, explains why it is necessary and/or useful, and sets out its precise aims and objectives.
- A literature review that describes current research and thinking on the problem or issue. (This section is often incorporated into the introduction.)
- A methods (or methodology) section that describes and justifies the methods used to collect data.
- A results (also called findings) section that simply presents the results of the research (so it may consist mainly of tables, charts, diagrams etc.)
- A discussion (sometimes called analysis or interpretation) that analyses the results. This is often the most important section of a report.
- A conclusion that summarises the report, often revisiting the aims and objectives
- Recommendations, where the writer uses the results and conclusions of the report to make practical suggestions about the problem or issue being discussed.
- A bibliography (or reference list).
- Appendices (Appendix 1, Appendix 2, etc.) where data (e.g. in tables) to which the report refers is 'stored'.

**Q.9 a. When it comes to the interview there are some important things to put into practice to keep yourself in control. Please list six of these tips.**

**ANSWER**

**Page 213-214 (page10.3)**

- The eye movements: For the duration of the interview look at the person you're talking to. No one else. Try watching an interview where the subject is looking all over the place. You will probably miss his or her message, let alone believe it.
- The hand movements: Your hands will want to do distracting things during an interview. So let them. But little things—not big things. Keep them low, no higher than your chest, and move them naturally to express yourself. It can be a useful release of nervous energy.
- Clothing: Ever been distracted by someone wearing really bad clothes? Seriously out of style? Colours and patterns that have an epileptic flaring effect on the TV screen? When dressing for an interview keep the flares, big shoulder pads, and prized mustard safari suit on hold for your next big social occasion.
- Punctuality: You can be the greatest expert around, but if you're running late your interview could be a calamity. Don't risk becoming a bundle of nerves. Give yourself plenty of time to get to the interview—getting out of the office, through the traffic, and settled in well before it starts.
- Anxiety: This is the opposite of being late. It's about feeling good. For you, that might be going to the gym ahead of the interview, getting a haircut, or having your favorite breakfast. It may simply be doing your normal routine, but ensuring you arrive for the interview at least 10 minutes early, having done your practice.
- Practice: The three best ways to get better at interviews are to practice, practice, and, yep, practice. The best way to practice is in front of a mirror. It doesn't matter whether it's a TV, radio, newspaper, or website interview. Whatever. Close the door, leave your ego outside, and talk about your key points and anecdotes while looking yourself in the eye.

**b. What are the techniques for conducting meetings?**

Ans Page 217-218 of text book

**Textbook**

- I. The Functional Aspects of Communication Skills, Prajapati Prasad, S. K. Kataria & Sons, New Delhi, Fifth Edition, July 2011-12**