

# Unit 1

## Communication Skills



171074CH01

### INTRODUCTION

In the present time, a thorough knowledge of language with communication skills is very important in any occupation or business. As a student, you may study any language, but it is important that you are able to read, write, speak and listen well in order to communicate properly. Speaking more than one language can help you to communicate well with people around the world. Learning English can help you to communicate with people who understand English besides the mother tongue i.e., the language one has been exposed to since birth.



### SESSION 1: METHODS OF COMMUNICATION

The word 'communication' comes from the Latin word *commūnicāre*, meaning 'to share'.

Being able to communicate effectively is one of the most important life skills. Communication skills are

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needed to communicate effectively with people and customers. This module aims to help you improve your communication skills.

Clear and concise communication is of immense importance in work and business environment as there are several parties involved. Various stakeholders, like, customers, employees, vendors, media, etc., are always sending important information to each other.

Communication has three important parts:

1. **Transmitting**—The sender transmits the message through one medium or another.
2. **Listening**— The receiver listens or understands the message.
3. **Feedback**—The receiver conveys their understanding of the message to the sender in the form of feedback to complete the communication cycle.

Let us look at an example below in an outlet of a bookstore:

**Customer (to a retail associate):** Do you have the textbook of *Beauty Therapist*, published by National Council of Educational Research and Training?

**Salesperson :** Let me check.

In the above conversation, the *information* is being *transmitted orally* by the *customer*. The *salesperson* is the *listener* in this case. The discussion about book is the *message*.

**Salesperson:** Yes, we have the textbook of *Beauty Therapist*.

**Customer:** Please give me one copy of the textbook. I want to purchase it.

In the above conversation, the *receiver's response* (i.e., the salesperson) is the *feedback*. This is an example of a communication between the customer and the salesperson.

The process of conveying a message is complete only when the person receiving it has understood the message in its entirety. In this case, the customer understood that the book store has the textbook and they can get a copy of the same.

## Communication Process and Elements

Let us see the process of communication in detail.

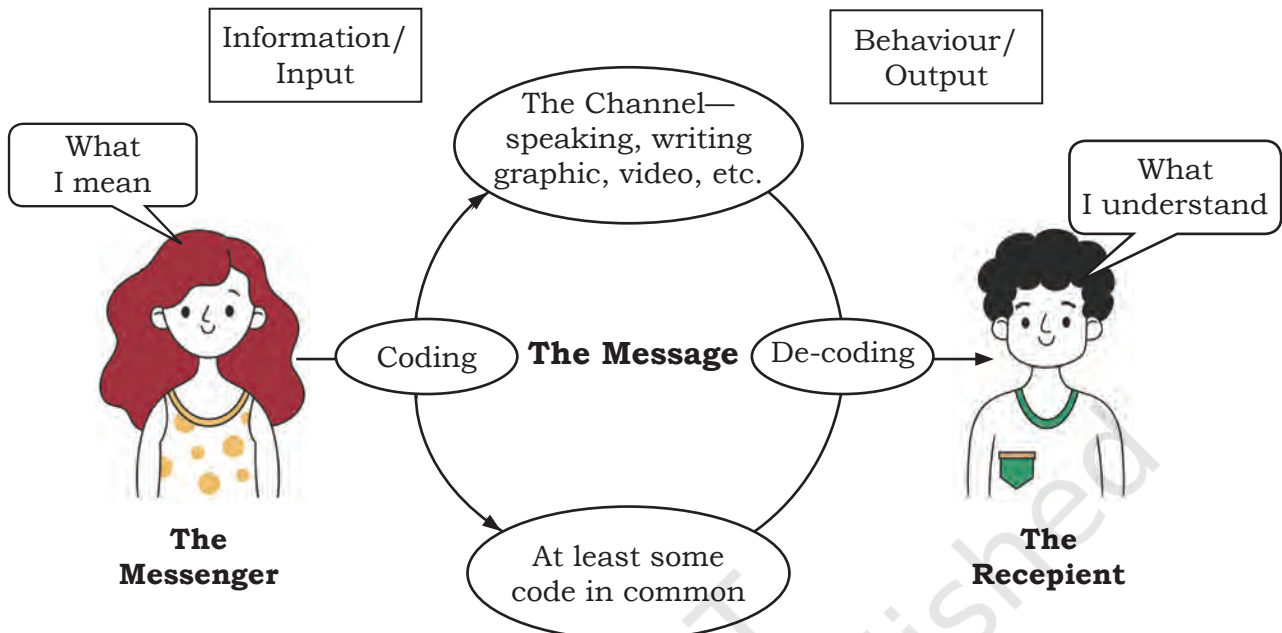


Fig. 1.1: Communication Process

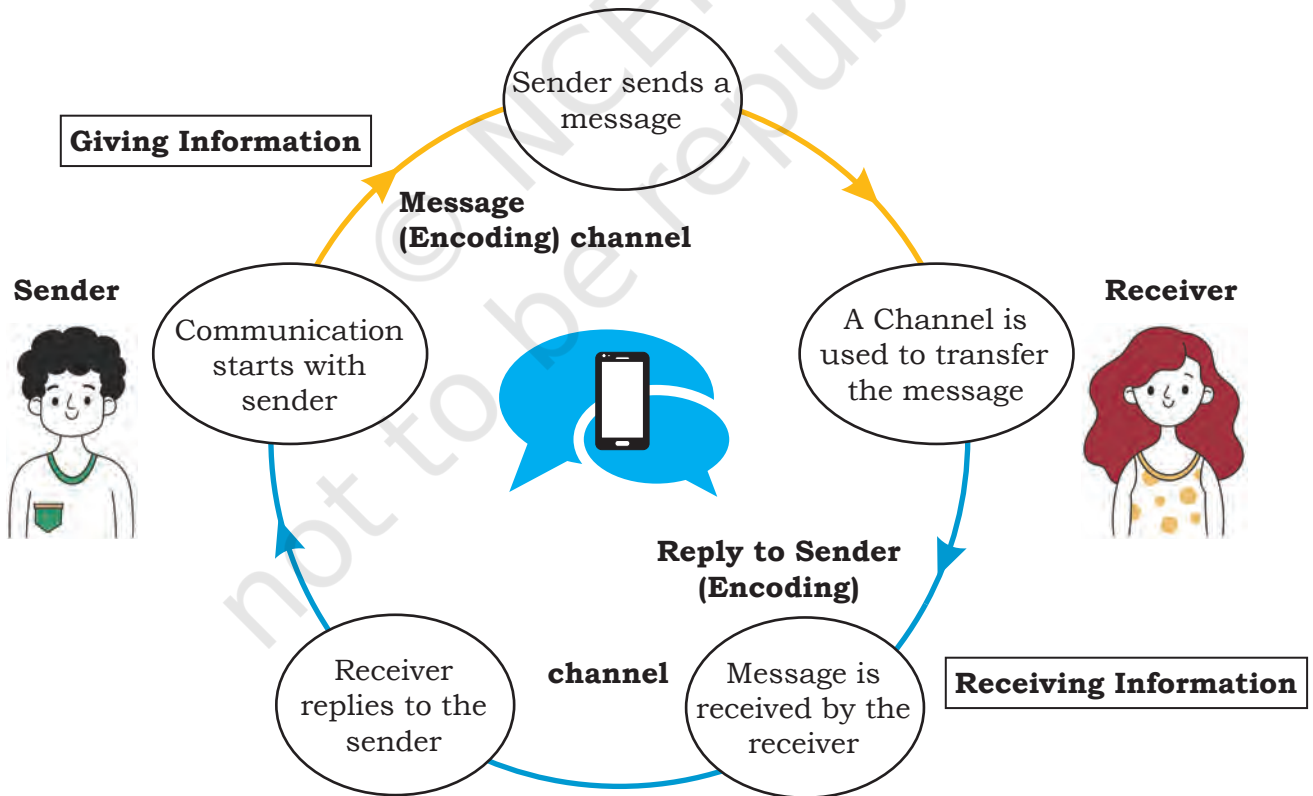


Figure 1.2: Elements of Communication

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.

We are constantly use some form of communication or another to send a message across. Without the different methods of communication available today, it would be challenging to carry out business as proficiently as it is done today and with the same swiftness. Some common methods of communication are given in Table 1.1.

**Table 1.1: Methods of Communication**

Method	Description	Pictorial Description
Face-to-face informal communication	There is nothing better than face-to-face communication. It helps the message to be understood clearly and quickly. Also, since body language can be seen in this case; it adds to the effectiveness of the communication.	
e-mail	e-mail can be used to communicate quickly with one or many individuals in various locations. It offers flexibility, convenience and low-cost.	
Notices/Posters	It is effective when the same message has to go out to a large group of people. Generally used for where email communication may not be effective. For example, 'Change in the lunch time for factory worker,' or 'XYZ Clothing will remain closed for customers on Sunday.'	
Business Meetings	Communication during business meetings at an organisation are generally addressed to a group of people. It can be related to business, management and organisational decisions.	

Other Methods	There can be various other methods like social networks, message, phone call for communication, newsletter, blog, etc.	
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Choosing the right method of communication depends on

- target audience
- costs
- kind/type of information
- urgency/priority

The methods of communication you choose could affect your relationship with peers, supervisors and customers.

It is, therefore, vital that you spend considerable time and consider all factors choosing the right methods to aid you in your tasks.

## Practical Exercises

The teacher will facilitate these activities by showing you the e-learning lesson at [http://www.psscive.ac.in/stud\\_text\\_book.html](http://www.psscive.ac.in/stud_text_book.html). This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

### Initial Thinking Activity

After watching the initial video in the e-learning lesson for this topic, write the answer of the following question: Why is it important to communicate effectively?

### Activity 1

Role Play on Communication

#### Procedure

- Form groups with four students in each group.
- The situation is that a student is Sales Executive at a toy store and he or she is supposed to communicate to customers about the various types of toys available with the store for different age group.
- The other students will reach the Sales Executive one by one and ask different types of questions related to toys.
- Develop a script for the role play and act on the same.
- Discuss what you all learned from this activity.

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### Activity 2

Identifying Elements of the Communication Cycle in Activity 1

#### Material required

Paper and pencil

#### Procedure

- Each student will draw a communication cycle.
- The entire class will then discuss how each element affected communication during Activity 1.

## Check Your Progress

### A. Multiple choice questions

**Read the questions carefully and circle the letter(s) (a), (b), (c) or (d) that best answer(s) the question. (Note: There can be more than one correct choice)**

1. Which of the following is NOT an element of communication within the communication process cycle?  
(a) Channel  
(b) Receiver  
(c) Sender  
(d) Time
2. You need to apply leave at work? Which method of communication will you use?  
(a) e-mail  
(b) Poster  
(c) Newsletter  
(d) Blog
3. By which action can senders send their messages?  
(a) Gestures  
(b) Speaking  
(c) Reading  
(d) Writing

### B. Subjective question

1. Make a chart highlighting all the methods of communication. Use markers and colours to highlight differences amongst all.

## What Have You Learnt?

### After this session, you will be able to





- identify the different communication elements.
- explain the communication process along with all the communication elements.
- list the various methods of communication.




## SESSION 2: VERBAL COMMUNICATION

Verbal communication includes sounds, words, language, and speech. Speaking is one of the most effective and commonly used way of communicating. It helps in expressing our emotions in words. By improving your verbal communication skills you will build rapport, and have a better connect. Table 1.2 lists the important forms of verbal communication.

**Table 1.2: Verbal Communication**

Type of Verbal Communication	Examples
Interpersonal Communication	<p>This form of communication takes place between two individuals and is thus a one-on-one conversation. It can be formal or informal.</p> <p><i>Examples</i></p> <ol style="list-style-type: none"> <li>1. A manager discussing the performance with an employee.</li> <li>2. Two friends discussing homework.</li> <li>3. Two people talking to each other over phone or video call.</li> </ol> 
Written Communication	<p>This form of communication involves writing words. It can be letters, circulars, reports, manuals, SMS, social media chats, etc. It can be between two or more people.</p> <p><i>Examples</i></p> <ol style="list-style-type: none"> <li>1. A manager writing an appreciation e-mail to an employee.</li> <li>2. Writing a letter to grandmother enquiring about health.</li> </ol>  
Small Group Communication	<p>This type of communication takes place when there are more than two people involved. Each participant can interact and converse with the rest.</p> <p><i>Examples</i></p> <ol style="list-style-type: none"> <li>1. Press conferences</li> <li>2. Board meetings</li> <li>3. Team meetings</li> </ol> 

Public Communication	<p>This type of communication takes place when one individual addresses a large gathering.</p> <p><i>Examples</i></p> <ol style="list-style-type: none"> <li>1. Election campaigns</li> <li>2. Public speeches by dignitaries</li> </ol>	
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## Advantages of Verbal Communication

It is an easy mode of communication in which you can exchange ideas by saying what you want and get a quick response. Verbal communication also enables you to keep changing your interaction as per the other person's response.

## Disadvantages of Verbal Communication

Since verbal communication depends on written or spoken words, sometimes the meanings can be confusing and difficult to understand if the right words are not used.

## Mastering Verbal Communication

Most people tend to get nervous while speaking in front of a large group, or even while speaking to their teachers, managers or supervisors. However, if you focus on the points given in Table 1.3, you can enhance and master your verbal communication skills.

**Table 1.3: Mastering Verbal Communication**

Think Before You Speak	<ul style="list-style-type: none"> <li>• Think about your topic.</li> <li>• Think about the most effective ways to make your listeners understand the topic.</li> <li>• Write or note down whatever you plan to say.</li> </ul>
Concise and Clear	<ul style="list-style-type: none"> <li>• Speak clearly, loudly and at moderate speed.</li> <li>• Be sure the information you want to share is to the point.</li> <li>• Do not repeat the same sentences.</li> </ul>
Confidence and Body Language	<ul style="list-style-type: none"> <li>• Be confident.</li> <li>• Maintain eye contact, stand straight and be attentive.</li> <li>• Be friendly.</li> </ul>

## Practical Exercise

The teacher will facilitate these activities by showing you the e-Learning lesson at [http://www.psscive.ac.in/stud\\_text\\_book.html](http://www.psscive.ac.in/stud_text_book.html). This will include videos and e-content for the above topics as well as detailed instructions for some activities below.



**Initial Thinking Activity**

After watching the video in the e-Learning lesson for this topic write down why do you think Tina's directions were misunderstood? How would you have given directions on the phone?

**Activity 1**

Group-Practice: Role Play of a Telephonic Conversation

**Material required**

Notebook, pen

**Procedure**

- Form groups with three students in each group.
- Write a phone conversation based on a given scenario of a student calling a university academic coordinator to know about study courses and admission procedure.
- One student acts as caller and the other as receiver.
- Read out the conversation by enacting the roles.
- The third student gives feedback based on the 7Cs of communication (clear, concise, concrete, correct, coherent, complete and courteous).

**Activity 2**

Group-Practice on Public Speaking

**Material required**

Notebook, pen

**Procedure**

- Form groups with three students in each group.
- Within the group, choose a topic for a short speech. For example, Importance of Punctuality, Healthy Food Habits, etc.
- Each person should make a speech to the others in the group; who then give feedback based on whether the person was able to communicate properly.
- One student from the group volunteers to give the same speech in front of the class.

**Check Your Progress****A. Multiple choice questions**

**Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the questions.**

1. Which of the following is an example of oral communication?
  - (a) Newspapers
  - (b) Letters
  - (c) Phone call
  - (d) e-mail

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2. What are the types of words we should use for verbal communication?
  - (a) Acronyms
  - (b) Simple
  - (c) Technical
  - (d) Jargons
3. Why do we use e-mails?
  - (a) To communicate with many people at the same time.
  - (b) To share documents and files.
  - (c) To talk to each other in real-time.
  - (d) To keep a record of communication.

### B. Subjective question

1. List the different types of verbal communication. Include examples for each verbal communication type.

### What Have You Learnt?

#### After completing this session, you will able to

- describe different types of verbal communication.
- list the advantages and disadvantages of verbal communication.

## SESSION 3: NON-VERBAL COMMUNICATION

Non-verbal communication is the expression or exchange of information or messages without using any spoken or written word.

In other words, we send signals and messages to others, through expressions, gestures, postures, touch, space, eye contact and para language. In this session,



Figure1.3: Non-verbal Communication

you will learn about the importance of different types of non-verbal communication skills and also know the correct body language to be used for communication.

**Importance of Non-verbal Communication**

In our day-to-day communication

- 55% communication is done using body movements, face, arms, etc.
- 38% communication is done using voice, tone, pauses, etc.
- only 7% communication is done using words.

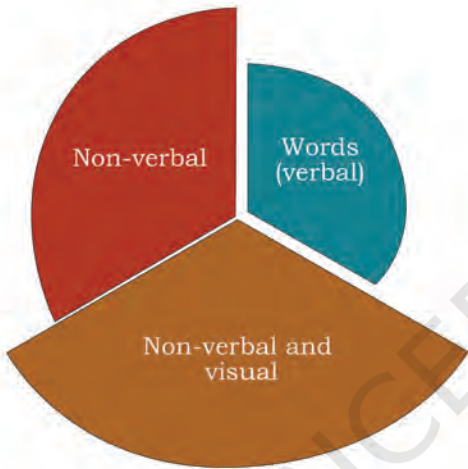



Figure 1.4: Methods of Communication

As we can see in Figure 1.4, around 93% of our communication is non-verbal. Certain examples of communicating with tone of voice and body language are shown in Table 1.4.

**Table 1.4: Non-verbal Communication**

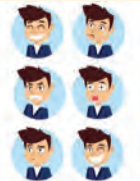


Non-Verbal Communication		
Gestures	<ul style="list-style-type: none"><li>• Raising a hand to greet or say goodbye</li><li>• Pointing your finger at someone</li></ul>	
Expressions	<ul style="list-style-type: none"><li>• Smiling when you are happy</li><li>• Making a sad face when you are sad</li></ul>	





Body Language	Postures by which attitudes and feelings are communicated. Standing straight, showing interest.	
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- Our message becomes more effective if we use the right gestures while communicating.
- If we know about non-verbal communication, we can understand our audience's reaction and adjust our interaction accordingly.
- Using the right gestures and postures is a sign of professionalism and etiquette.
- If verbal messages are obstructed by noise or distance, etc., we can use our hand movements to exchange messages. For example, placing a finger on the lips indicates the need for silence while nodding the head is the same as saying 'yes'.

As mentioned in Table 1.5, let us learn about some of the ways in which we communicate non-verbally.

**Table 1.5: Types of Non-verbal Communication**



Type	What it means	How to use effectively?
Facial Expressions 	Our expressions can show different feelings, such as Happiness, Sadness, Anger, Surprise, Fear, etc.	<ul style="list-style-type: none"> <li>• Smile when you meet someone.</li> <li>• Keep your face relaxed.</li> <li>• Match your expressions with your words.</li> <li>• Nod while listening.</li> </ul>
Posture 	Postures show our confidence and feelings. For example, a straight body posture shows confidence while a slumped posture is a sign of weakness.	<ul style="list-style-type: none"> <li>• Keep your shoulders straight and body relaxed.</li> <li>• Sit straight while resting your hands and feet in relaxed position.</li> <li>• While standing, keep your hands by your sides.</li> </ul>
Gestures or Body Language 	Gestures include body movements that express an idea or meaning. For example, raising a hand in class to ask a question and biting nails when nervous.	<ul style="list-style-type: none"> <li>• Keep your hands open.</li> <li>• Avoid pointing your finger at people.</li> <li>• Tilt your head a bit to show that you are attentive.</li> </ul>

<p>Touch</p> 	<p>We communicate a great deal through touch. For example, a firm handshake to display confidence and pat on the back to encourage someone.</p>	<ul style="list-style-type: none"> <li>• Shake hands firmly while meeting someone.</li> <li>• Avoid other touch gestures during formal communication.</li> </ul>
<p>Space</p> 	<p>Space is the physical distance between two people. The space between two persons while communicating, generally depends on the intimacy or closeness between them.</p>	<ul style="list-style-type: none"> <li>• Maintain proper space depending on the relationship, which could be formal or informal or the closeness with the person with whom you are talking.</li> </ul>
<p>Eye Contact</p> 	<p>The way we look at someone can communicate a lot. Eye contact shows that we are paying attention to the person as opposed to looking away, which can make the other person feel ignored.</p>	<ul style="list-style-type: none"> <li>• Look directly at the person who is speaking.</li> <li>• Avoid staring; keep a relaxed look.</li> <li>• Maintain eye contact with intermittent breaks.</li> </ul>
<p>Paralanguage</p> 	<p>How we speak affects our communication and includes the tone, speed and volume of our voice. For example, talking fast may show happiness, excitement or nervousness while speaking slow may show seriousness or sadness.</p>	<ul style="list-style-type: none"> <li>• Use a suitable tone and volume</li> <li>• Maintain a moderate speed while talking</li> </ul>

## Visual Communication

Visual communication proves to be effective since it involves interchanging messages only through images or pictures and therefore, you do not need to know any particular language for understanding it. It is simple and remains consistent across different places. Some common types of visual communication are shown in Table 1.6.

**Table 1.6: Examples of Visual Communication**

Visual Communication: Exchanging Information through Images			
Under construction		No pets allowed	

No parking zone		No entry	
Danger warning		Radiation/biohazard warning	
Under CCTV surveillance		No mobile phone	

## Practical Exercises

The teacher will facilitate these activities by showing you the e-learning lesson at [http://www.psscive.ac.in/stud\\_text\\_book.html](http://www.psscive.ac.in/stud_text_book.html). This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

### Initial Thinking Activity

After watching the initial video in the e-learning lesson for this topic write down how could Rohit understand something was wrong with Amar? Can you understand how your friends are feeling even when they do not tell you anything?

### Activity 1

Group-Practice: Role-play on Non-verbal Communication

#### Material required

Notebook, pen

#### Procedure

- Form groups with three students in each group.
- Prepare the script for the role play, based on the given scenario. For example, a hearing impaired salesperson is attending a female customer at an apparel store.
- Act it out in front of your group.
- One group volunteers to act before your whole class. Discuss how students used non-verbal communication. Was this communication effective?



**Activity 2**

Group-Practice: How to Avoid Body Language Mistakes

**Material required**

Notebook, pen

**Procedure**

- In the same group of three students as above, discuss what are the Dos and Don'ts of avoiding miscommunication because of body language.
- Each student should write down a list of these Dos and Don'ts. (Prepare the lists as homework, if there is less time left to complete the task in class).

**Activity 3**

Individual-Practice: Comparing Methods of Communication

**Material required**

Notebook, pen

**Procedure**

- Discuss the three methods of communication (Verbal, Non-verbal and Visual).
- Ask each student to write a list of the advantages and disadvantages of each method.
- Practice: In all your conversations at home and school, pay attention to the non-verbal signs others are using. Practice using the non-verbal methods you learnt here in the right manner.

## Check Your Progress

**A. Multiple choice questions**

**Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.**

1. Which of these is a positive (good) facial expression?
  - (a) Frowning while concentrating
  - (b) Maintaining eye contact
  - (c) Smiling continuously
  - (d) Rolling up your eyes
2. What does an upright (straight) body posture convey or show?
  - (a) Pride
  - (b) Professionalism
  - (c) Confidence
  - (d) Humility
3. Which of these is NOT an appropriate non-verbal communication at work?
  - (a) Keeping hands in pockets while talking
  - (b) Talking at moderate speed

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- (c) Sitting straight
  - (d) Tilting head a bit to listen
4. Which of the following statement is true about communication?
- (a) 50% of our communication is non-verbal
  - (b) 20% communication is done using body movements, face, arms, etc.
  - (c) 5% communication is done using voice, tone, pauses, etc.
  - (d) 7% communication is done using words
5. Put a X mark against the actions below which are examples of bad non-verbal communication.
- Laughing during formal communication
  - Scratching head
  - Smiling when speaking to a friend
  - Nodding when you agree with something
  - Standing straight
  - Yawning while listening
  - Sitting straight
  - Maintaining eye contact while speaking
  - Biting nails
  - Firm Handshake
  - Clenching jaws
  - Looking away when someone is speaking to you
  - Intense stare

### B. Subjective question

1. Draw any five common signs used for Visual Communication. Explain what each conveys and where did you see it?

## What Have You Learnt?

### After completing this session, you will be able to

- explain non-verbal and visual communication and their importance.
- identify different types of non-verbal communication.
- use non-verbal communication in the right manner at work.
- avoid common mistakes in non-verbal communication.

## SESSION 4: COMMUNICATION CYCLE AND IMPORTANCE OF FEEDBACK

Feedback is an important part of the communication cycle. For effective communication, it is important that the sender receives an acknowledgement from

the receiver about getting the message across. While a sender sends information, the receiver provides feedback on the received message. Translated to the work environment, when you observe someone perform their work and then, communicate with them to help improve their performances, you are giving feedback. Feedback can be positive or negative. A good feedback is always

- specific
- helpful
- kind

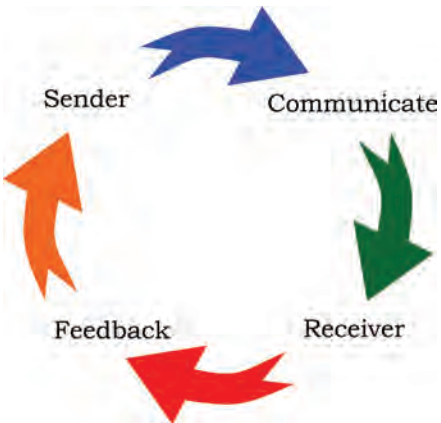





Figure 1.5: Communication Cycle

Table 1.5: Types of Feedback

Type of Feedback	Examples	
Positive Feedback	<ul style="list-style-type: none"> <li>• I noticed you finished the work perfectly. Great job!</li> <li>• I really appreciate you taking that call. Can you please also share the details?</li> </ul>	 <p>POSITIVE FEEDBACK</p>
Negative Feedback	<ul style="list-style-type: none"> <li>• You keep forgetting to smile at the hotel guests when you talk to them.</li> <li>• You take really long to reply to e-mails! Are you always so busy?</li> </ul>	 <p>NEGATIVE FEEDBACK</p>
No Feedback	<ul style="list-style-type: none"> <li>• It is also a feedback in itself which indicates disagreement of ideas.</li> </ul>	

### Feedback

Feedback, if shared properly, can help reinforce existing strengths and can increase the recipient’s abilities to

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rectify errors. It can have a long-term effect in managing and achieving goals.

A good feedback is one that is:

- **Specific:** Avoid general comments. Try to include examples to clarify your statement. Offering alternatives rather than just giving advice allows the receiver to decide what to do with your feedback.
- **Timely:** Being prompt is the key, since feedback loses its impact if delayed for too long.
- **Polite:** While it is important to share feedback, the recipient should not feel offended by the language of the feedback.
- **Offering continuing support:** Feedback sharing should be a continuous process. After offering feedback, let recipients know you are available for support.

### Importance of Feedback

Feedback is the final component and one of the most important factors in the process of communication since it is defined as the response given by the receiver to the sender. Let us look at certain reasons why feedback is important.

- **It validates effective listening:** The person providing the feedback knows they have been understood (or received) and that their feedback provides some value.
- **It motivates:** Feedback can motivate people to build better work relationships and continue the good work that is being appreciated.
- **It is always there:** Every time you speak to a person, we communicate feedback so it is impossible not to provide one.
- **It boosts learning:** Feedback is important to remain focussed on goals, plan better and develop improved products and services.
- **It improves performance:** Feedback can help to form better decisions to improve and increase performance.

## Practical Exercise

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The teacher will facilitate these activities by showing you the e-learning lesson at [http://www.psscive.ac.in/stud\\_text\\_book.html](http://www.psscive.ac.in/stud_text_book.html). This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

### Activity 1

Role Play on Providing Feedback

#### Material required

Notebook, pen

#### Procedure

- Form groups with five students in each group.
- Two volunteers in the group should act out a role play of a hotel staff. For example, Volunteer A can act as a front desk executive and Volunteer B as a guest enquiring availability of rooms.
- After the role play, remaining members of group will give constructive feedback to both the volunteers.

### Activity 2

Group-Practice on Constructive Feedback

#### Material required

Notebook, pen

#### Procedure

- Form groups with five students in each group.
- Each member in the group should write down three sentences showing how feedback should NOT be given.
- Then, each group forms a circle. One person in the circle starts by saying a sentence or feedback. The next person in the circle tries to make the feedback more constructive.
- Keep repeating until all written feedback have constructive alternatives.

## Check Your Progress

### A. Multiple choice questions

**Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.**

1. Which of these are examples of positive feedback?
  - (a) Excellent, your work has improved.
  - (b) I noticed your dedication towards the project.
  - (c) You are always doing it the wrong way.
  - (d) All of the above

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2. Which of these are examples of negative feedback?
  - (a) I hate to tell you this but your drawing skills are poor.
  - (b) You can surely improve your drawing.
  - (c) This is a good drawing but you can do better.
  - (d) None of the above
3. Which of the following are effective components of a good feedback?
  - (a) Detailed and time consuming
  - (b) Direct and honest
  - (c) Specific
  - (d) Opinion-based

### B. Subjective question

1. What do you mean by feedback? Let's take a scenario. Radha is your co-worker. Together you are making a report on how to manage the waste in your store. Since she has not finished her part of the report on time, the whole report has got delayed and the manager has given you both a warning. Write down the feedback you would like to give your co-worker on managing time. Try to keep the feedback specific and polite.

### What Have You Learnt?

#### After completing this session, you will be able to

- identify how and when to give feedback.
- explain the importance of feedback.
- use suitable words and phrases when giving or receiving feedback.

## SESSION 5: BARRIERS TO EFFECTIVE COMMUNICATION

### What is Effective Communication?

We now know that there are different methods of communication: non-verbal, verbal and visual. However, all these methods can only be effective if we follow the basic principles of professional communication skills. These can be abbreviated as 7 Cs i.e., Clear, Concise, Concrete, Correct, Coherent, Complete and Courteous. These are further explained in Figure 1.6.

Absence of any of these 7Cs can lead to miscommunication. Let us take a closer look at certain barriers to effective communication.



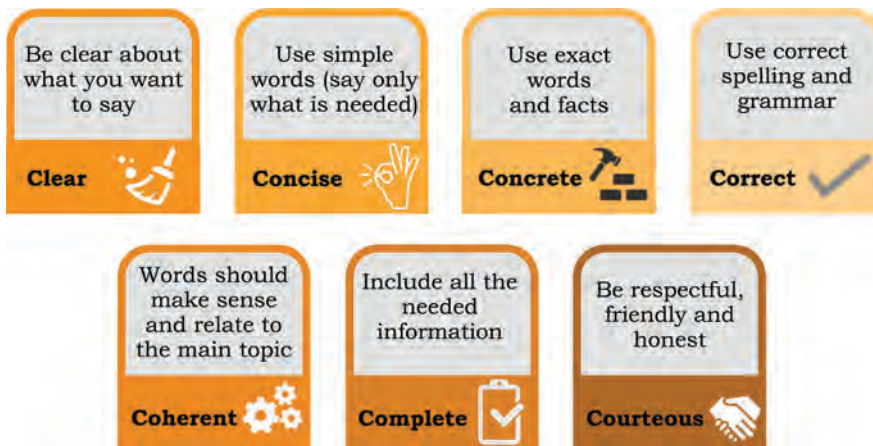


Figure 1.6: 7Cs of Effective Communication

## Barriers to Effective Communication

### Physical Barriers

Physical barrier is the environmental and natural condition that act as a barrier in communication in sending message from sender to receiver (Figure 1.7). Not being able to see gestures, posture and general body language can make communication less effective. For example, text messages are often less effective than face-to-face communication.



Figure 1.7: Barriers to Effective Communication

### Linguistic Barriers

The inability to communicate using a language is known as language barrier to communication. Language barriers are the most common communication barriers, which cause misunderstandings and

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misinterpretations between people. For example, slang, professional jargon and regional colloquialisms can make communication difficult.

### Interpersonal Barriers

Barriers to interpersonal communication occur when the sender's message is received differently from how it was intended. It is also very difficult to communicate with someone who is not willing to talk or express their feelings and views. Stage fear, lack of will to communicate, personal differences can create interpersonal barriers to communication.

### Organisational Barriers

Organisations are designed on the basis of formal hierarchical structures that follow performance standards, rules and regulations, procedures, policies, behavioural norms, etc. All these affect the free flow of communication in organisations and therefore, need to be suitably managed. Superior-subordinate relationships in a formal organisational structure can be a barrier to free flow of communication. Also, sometimes due to the stringent rules, the employees find it difficult to communicate with their peers too.

### Cultural Barriers

Cultural barriers is when people of different cultures are unable to understand each other's customs, resulting in inconveniences and difficulties. People sometimes make stereotypical assumptions about others based on their cultural background, this leads to difference in opinions and can be a major barrier to effective communication.

Although there are certain barriers to effective communication, you can always overcome these barriers by following some best practices of effective communication that are listed here.

### **Ways to Overcome Barriers to Effective Communication**

- Use simple language
- Do not form assumptions on culture, religion or geography

- Try to communicate in person as much as possible
- Use visuals
- Take help of a translator to overcome differences in language
- Be respectful of other's opinions

## NOTES

### Practical Exercise

#### Activity 1

Role Play on Barriers to Effective Communication.

##### Material required

Notebook, pen

##### Procedure

- Form groups with five students in each group.
- Two volunteers from the group should act out a role play of a salesperson in a shopping mall. For example, Volunteer A can act as a sales executive, and Volunteer B as a customer enquiring about a television set. The customer is from a foreign country.
- Enact the communication barriers or challenges the customer or salesperson may face while interacting with each other.

#### Activity 2

Group practice: Overcoming Barriers

##### Material required

Notebook, pen

##### Procedure

- Form groups with five students in each group.
- Each member in a group should write down three ways to overcome barriers to effective communication. The group members will then stand in a circle. Each student should say aloud one point each; till all the ways have been discussed.

### Check Your Progress

#### A. Multiple choice questions

**Read the questions carefully and circle the letter(s) (a), (b), (c) or (d) that best answers the question.**

1. Which of these is NOT a common communication barrier?
  - (a) Linguistic barrier
  - (b) Interpersonal barrier

## NOTES

- (c) Financial barrier
- (d) Organisational barrier
- 2. Which of these are ways to overcome communication barriers?
  - (a) Respecting each other's differences
  - (b) Using a translator
  - (c) Not communicating at all
  - (d) Using your own language for comfort

### B. Subjective question

1. Write down the common communication barriers you may come across when you move to a new city or country.

## What Have You Learnt?

### After completing this session, you will be able to

- identify the common barriers to effective communication.
- list ways to overcome barriers to effective communication.

## SESSION 6: WRITING SKILLS — PARTS OF SPEECH

Writing skills are part of verbal communication and include e-mails, letters, notes, articles, SMS/chat, blogs, etc. In all these forms of written communication, we use sentences to express ourselves. Sentences are important because they help to clearly present the message. We all know that a sentence is a group of words that communicates a complete thought. For example, Pooja goes to school. On the other hand, a group of words, which does not make complete sense, is known as a phrase. For example, Pooja goes. A sentence always begins with a capital letter, and it always ends with a question mark, full stop or exclamation mark. In this session, we will cover all these topics in detail. But first, read aloud the examples given below:

- When will you complete your homework?
- I completed it yesterday.
- That is good!

### Capitalisation

We know that all sentences begin with capital letters. However, there are certain other points in a sentence where we should use capital letters. 'TINS' is a set of

simple rules that help you capitalise words correctly. Each letter in the word TINS refers to one capitalisation rule as shown in Table 1.7.

**Table 1.7: Capitalisation Rules**

Alphabet	T	I	N	S
What it shows:	Titles	word 'I'	Names	Starting letter of sentences
Rule	Capitalise the first letter in the titles used before people's names.	Capitalise the letter 'I' when it is used as a word (Pronoun).	Capitalise the first letter in the names of people, places, days and months.	Capitalise the first letter in every sentence.
Example	Dr Malik and Mr Pandey were invited to the party.	He said that I should accompany him to the mall.	The summer break is starting this Friday and will continue till the end of June. Suresh is planning to visit London next year.	The little girl lost her book.

## Punctuation

Certain set of marks, such as full stop, comma, question mark, exclamation mark and apostrophe are used in communication to separate parts of a sentence for better clarity of message. Some common punctuation marks and their rules are shown here in Table 1.8.

**Table 1.8: Punctuation Marks**

Punctuation name	Sign	Use	Example
Full stop	.	<ul style="list-style-type: none"> <li>Used at the end of a sentence.</li> <li>Used with short form of long words.</li> </ul>	Omar is a professor. His students call him Prof. Omar.
Comma	,	<ul style="list-style-type: none"> <li>Used to indicate a pause in the sentence.</li> <li>Used to separate two or more items in a row.</li> </ul>	After getting down from the bus, I walked towards my school. The grocery store had fresh kiwis, strawberries and mangoes.
Question mark	?	<ul style="list-style-type: none"> <li>Used at the end of a question.</li> </ul>	Where is your book?
Exclamation mark	!	<ul style="list-style-type: none"> <li>Used at the end of a word or a sentence to indicate a strong feeling.</li> </ul>	What a beautiful dress! Hooray! We won the match.

Apostrophe	(')	<ul style="list-style-type: none"> <li>Used followed by an 's' to show possession or belonging.</li> <li>Used with shortened form of words in informal speech.</li> </ul>	<p>That is Shobha's cat.</p> <p>Are these Rahim's colour pencils?</p> <p>Let's go for the movies today.</p> <p>She isn't coming to school today.</p>
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## Basic Parts of Speech

The part of speech indicates how a particular word functions in meaning as well as grammatically within the sentence. Some examples are nouns, pronouns, adjectives, verbs and adverbs as shown in Figure 1.8.

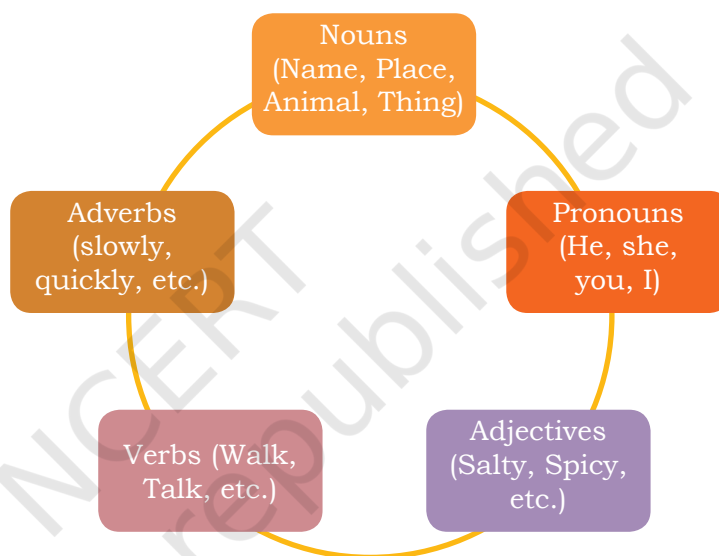


Figure 1.8: Parts of Speech

Table 1.8: Parts of Speech

Parts of speech	What they do	Example sentence	Example words
Noun	Words (naming words) that refer to a person, place, thing or idea.	Kavita bought a book. 'Kavita' and 'book' are nouns.	Tiger Truth India Raj January
Pronoun	Words used in place of a noun	Kavita bought a book. She has a great book collection. 'She' is used in place of the noun Kavita.	I You They Us She He



Adjectives	Words that describe other words.	Kavita bought a best-selling book. best-selling is an adjective that describes the noun book.	Large Red Naughty Weak One-foot
Verbs	Words that show action	Kavita buys a new book every month. Buys is the verb that tells about Kavita's actions.	Run Eat Think Sit
Adverbs	Words that add meaning to verbs by answering How? How often? When? and Where?	Kavita quickly read her book. 'Quickly' tells us how Kavita did the action.	Easily Always Before Fast Carefully

Let us now see how these words are used. Read aloud the sentence given below.

***Hooray! Shyam and his team won the exciting match yesterday.***

We already know that Shyam, team and match are nouns. 'Exciting' is an adjective here because it describes the noun match, the word won is a verb because it shows an action and the word 'yesterday' is an adverb because it describes when they won the match.

But what about the remaining words in this sentence: Hooray, the, and? Such supporting words are used to join the main parts of speech together and also to add information to the sentences. Let us now look at some types of these supporting words.

### Supporting Parts of Speech Types

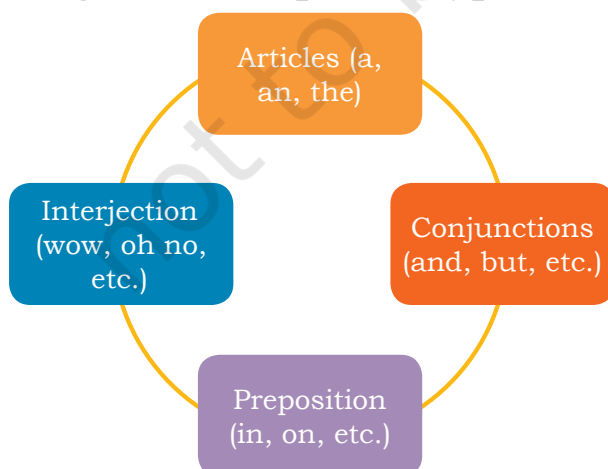


Figure 1.9: Supporting Parts of Speech

Some supporting words are shown in Figure 1.9. Let us learn more about them using Table 1.10.

**Table 1.10: Supporting Parts of Speech**

Supporting Parts of Speech	Use	Example
Articles (a, an, the)	Generally used before nouns. An—used before words with a vowel sound A—used before nouns with a consonant sound The—Refers to specific or particular words	Wow! The boy was taken by surprise because he saw a bird flying over his head.
Conjunctions (and, but, because)	Joins two nouns, phrases or sentences	Wow! The boy was taken by surprise because he saw a bird flying over his head.
Prepositions (on, over, in, under)	Connects one word with another to usually answer the questions ‘where’, ‘when’ and ‘how’.	Wow! The boy was taken by surprise because he saw a bird flying over his head.
Interjections (Wow!, Help!)	Expresses strong emotions, such as happiness, surprise, anger or pain.	Wow! The boy was taken by surprise because he saw a bird flying over his head.

### Practical Exercise

The teacher will facilitate these activities – by showing you the e-learning lesson at [http://www.psscive.ac.in/stud\\_text\\_book.html](http://www.psscive.ac.in/stud_text_book.html). This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

#### Initial Thinking Activity

After watching the initial video in the e-learning lesson for this topic, write down what do you think was wrong with Seema’s letter?

#### Activity 1

Identifying Parts of Speech

#### Material required

Notebook, pen

#### Procedure

- Form groups with five students in each group.
- In the paragraph given below (taken from from ‘La Bamba’—a short story; Gary Soto pp. 115), identify the different parts of speech and write them down accordingly.  
“manuel walked on stage and the song started immediately glassy-eyed from the shock of being in front of so many

people manuel moved his lips and swayed in a made-up dance step he couldn't see his parents but he could see his brother mario who was a year younger thumb-wrestling with a friend mario was wearing manuel's favourite shirt he would deal with Mario later. He saw some other kids get up and head for the drinking fountain and a baby sitting in the middle of an aisle sucking her thumb and watching him intently."

- This paragraph contains examples of the parts of speech you learnt about in this lesson.
- Identify as many of these parts of speech as you can and mark them. Discuss what was difficult in this activity.
- Write the paragraph with correct capitalisation and punctuation. One of the groups will volunteer and present to the class what they have marked. They write out the paragraph on the board with proper punctuation. The other students will share if it is correct.

### Activity 2

Pair Activity: Sentence Construction

#### Material required

Notebook, pen

#### Procedure

- Form pairs of students.
- List out nine parts of speech that you learnt in the lesson. Select any three of them and create five simple sentences which use these parts of speech.
- For each part of speech, a volunteer reads out their sentences. The other students share if it is correct.

### Activity 3

Group Practice: Identify Name, Place, Animal, Thing

#### Material required

Notepad and pens

#### Procedure

- Number yourselves from 1 to 5.
- One set of 1-5 is in one group and so on.
- Each member of a group has to say a word that is either a name, place, animal, thing or feeling; the fifth member has to perform any kind of action.
- Each group gets 30 seconds to think what they are going to say and do.

#### Discussion

The class discussion will highlight different words that are used to name a person, place, animal, thing, or feeling and their role in a sentence as parts of speech. The discussion will also highlight the role of action words as parts of speech

## Check Your Progress





### A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

- In which of the following, the underlined word is an adjective?
  - Radha has a red dress.
  - I can speak French.
  - The Girl on the Train* is a best-seller.
  - Abdul can swim fast.
- Which of these sentences is capitalised correctly?
  - Ravi and i are going to the movies.
  - Salim is visiting India in july.
  - The Tiger is a strong animal.
  - She is arriving on Monday.
- Which of these sentences are punctuated correctly?
  - When is the party.
  - I had bread omelette and a Banana for breakfast.
  - I am so excited about my first foreign trip!
  - This is Abdul's notebook.
- In which of these sentences can you find an adverb?
  - Divya drinks milk every day.
  - Sanjay gifted me a new pen.
  - I opened the door lock.
  - Sita is 5-feet tall.

### B. Fill in the blanks

- Fill correct nouns and verbs from the given options to complete the sentence in table given below.

Nouns	Verbs
Boy, Ms Sen, Rahim, Children, Cat, Students	Swimming, Driving, Writing, Teaching, Eating, Playing
	
a. The _____ is _____.	b. The _____ are _____.
	
c. The _____ are _____.	d. _____ is _____ the car.



e. \_\_\_\_\_ is  
\_\_\_\_\_.



f. The \_\_\_\_\_ is  
\_\_\_\_\_.

### C. Subjective question

1. Identify the conjunctions and prepositions from the list below and write these in the correct box.

Over, Because, Under, And, Since, In, At, Although, Or, Up, On, Beside

Conjunction	Preposition

### What Have You Learnt?

#### After completing this session, you will be able to

- use capitalisation and punctuation rules for sentences.
- identify the basic parts of speech.
- explain the usage of the different parts of speech.
- identify the supporting parts of speech.

## SESSION 7: WRITING SKILLS—SENTENCES

### Parts of a Sentence

We all know that almost all English sentences have a subject and a verb while some also have an object.

**Subject:** Person or thing that performs an action.

**Verb:** Describes the action.

**Object:** Person or thing that receives the action.

Let us see the different parts of the sentence in Figure 1.10.

Read aloud the example sentences shown in Table 1.11 and understand which is the subject, verb and object.

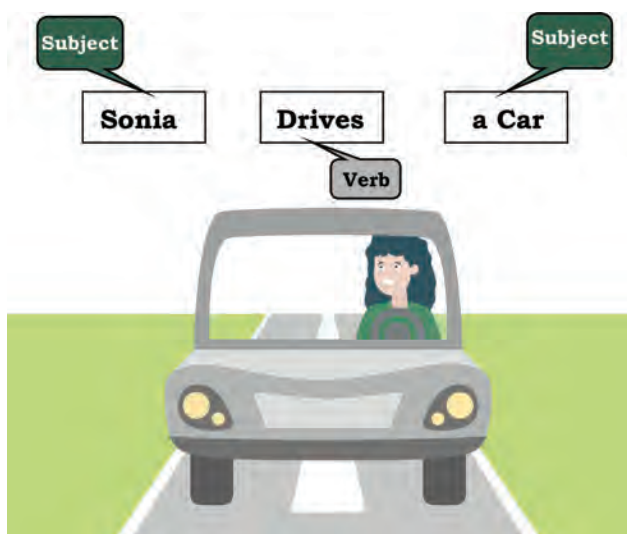


Figure 1.10: Parts of a Sentence

**Table 1.11: Parts of a Sentence**

Sentence	Subject	Verb	Object
He swam in the lake.	He	swam	the lake
She rode the bicycle.	She	rode	the bicycle
He threw the ball.	He	threw	the ball
The dog chased the cat.	Dog	chased	the cat

## Types of Objects

In a sentence, there can be two types of objects — Direct and Indirect. The objects provided in the above examples are called direct objects since they are directly ‘acted on’ by the verb. On the other hand, an indirect object answers questions, such as ‘to/ for who.’

For example, in the sentence “She bought a bicycle for her son.” The verb is ‘bought’.

What did she buy? A bicycle. For who? For her son. Here, ‘bicycle’ is the direct object and ‘her son’ is the indirect object. Some sentences only have direct objects while some have both direct and indirect objects.

Read aloud the examples given in Table 1.12 and practice finding the direct and indirect objects.

**Table 1.12: Direct and Indirect Objects**

Sentence	Verb	Verb+What?	Verb+by whom/to whom?	Direct Object	Indirect Object
Ravi repaired his car.	repaired	car		Car	
The children played football.	played	football		Football	
The parents sent him a postcard.	sent	postcard	him	Postcard	him
He bought his daughter a computer.	bought	computer	his daughter	Computer	His daughter



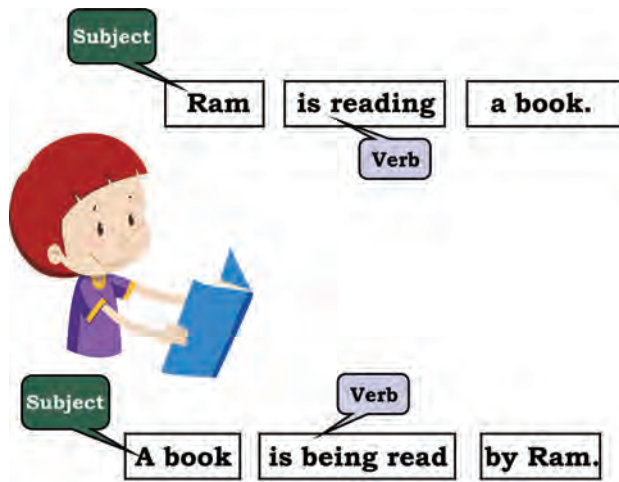


Figure 1.11: Types of sentences

### Active and Passive Sentences

Read aloud the sentence shown in Figure 1.11. What is the difference between the two sentences?

1. Radha is reading a book.
2. A book is being read by Radha.

The action (verb) in both sentences is reading a book. But the 'subject' of both sentences is different. In the first sentence, the subject (Radha) does the action. In the second sentence, the subject (a book) receives the action. Read the sentences in Figure 1.12 again.

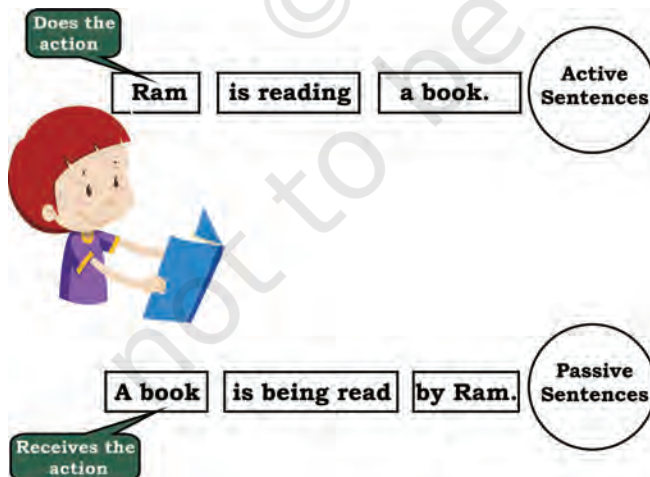


Figure 1.12: Active and Passive Sentences

Sentences where the subject does an action are known to be in the **Active** voice, whereas sentences in which the subject receives an action are known to be in the **Passive** voice.

Read aloud some more active and passive voice examples given in Table 1.12.

**Table 1.12: Active and Passive Sentences**

Active Voice	Passive Voice
Ali changed the flat tire.	The flat tire was changed by Ali.
I will clean the house every Saturday.	The house will be cleaned by me every Saturday.
Ravi painted the entire house.	The entire house was painted by Ravi.

So, now we know that there are active voice and passive voice sentences. Besides these, we also have other types of sentences which are based on the purpose that the sentences serve while communicating.

Read aloud the sentences in Figure 1.13. How do you think they differ from each other?



*Figure 1.13: Examples of types of sentences*

Each of these sentences has a different purpose. Also, notice how each sentence in Figure 1.13 ends.

Read the examples in Figure 1.14 to understand the different types of sentences.



Figure 1.14: Types of sentences—Description

**Table 1.13: Types of Sentences**

Types of Sentences			
Statement or Declarative Sentence	Question or Interrogative Sentence	Emotion/Reaction or Exclamatory Sentence	Order or Imperative Sentence
<ul style="list-style-type: none"> <li>Provides information or states a fact.</li> <li>Always ends with a 'full-stop' ('.').</li> </ul>	<ul style="list-style-type: none"> <li>Asks a question.</li> <li>Always ends with a question mark ('?').</li> </ul>	<ul style="list-style-type: none"> <li>Expresses a strong emotion.</li> <li>Always ends with an exclamation mark ('!').</li> </ul>	<ul style="list-style-type: none"> <li>Shows an order, command, request or advice.</li> <li>Can end with a full stop or an exclamation mark ('.' or '!').</li> </ul>
Read aloud the related examples			
Blue is my favourite colour	Do you want tea or coffee?	This is the best day of my life!	Please lower your voice.
The farewell party begins in two hours.	Is it raining?	Oh, my goodness, we won!	Respond immediately.
You're a good man, Raj.	Have you had lunch?	I can't wait for the party!	Meet me at the office at 10am.

## Paragraph

By now, you have understood how to form correct sentences by identifying the various components that

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make up a sentence. Just as a group of words form a sentence, a group of sentences forms a paragraph. However, to qualify as a paragraph, all the sentences within it must have a common idea or theme.

For example, if you are writing about your best friend, the first paragraph can be of sentences about the name, age, personality, friendship duration and other such details. In the next paragraph you can use sentences to describe what qualities you like about your best friend and how valuable your friendship is.

My mother is my best friend. She loves me a lot and cares for me. When I am in any kind of trouble, I seek her help and support. She gives me sound advice, and does all she can to comfort me and make me happy.

My mother always wishes me well, and prays for my good health, happiness and success. I cannot thank my mother enough for all that she does for me. I am grateful to God for giving me such a wonderful mother. I love my mother, and hope I can make her proud.

### Practical Exercise

The teacher will facilitate these activities by showing you the e-learning lesson at [http://www.psscive.ac.in/stud\\_text\\_book.html](http://www.psscive.ac.in/stud_text_book.html). This will include videos and e-content for the above topics as well as detailed instructions for some activities below.

#### Initial Thinking Activity

After watching the initial video in the e-learning lesson for this topic write down if you think that Sanjay and Dia were able to make correct sentences?

#### Activity 1

Pair-work: Making Sentences

##### Material required

Notebook, pen

##### Procedure

- Form pairs of students.
- First, write down five sentences that contain direct objects.
- Then, write down five other sentences that contain both direct and indirect objects.
- Use different colours to mark the different parts of each sentence. (Subject, Verb, Object). One volunteer shows their list to class, who correct them, if needed.

**Activity 2**

Pair-work: Active and Passive Voice

**Material required**

Notebook, pen

**Procedure**

- With same pairs as above, write a paragraph on the topic 'My Favourite Movie.'
- The paragraph should have at least two sentences in active voice and two sentences in passive voice.
- One volunteer reads out their paragraph to the class. The class gives feedback on it.

**Activity 3**

Individual Work: Types of Sentences

**Material required**

Notebook, pen

**Procedure**

- Each student will make a list of minimum 12 sentences.
- These should have at least three sentences of each type—declarative, interrogative, exclamatory and imperative.
- For each type of sentence, different volunteers read out their sentences to the class.
- The class gives feedback on the correctness of the sentences.

## Check Your Progress

**A. Multiple choice questions**

1. Identify the object, verb and subject in the sentence, 'The car crashed into a tree.'  
 (a) Object: a tree; Verb: crashed; Subject: the car  
 (b) Object: The car; Verb: crashed; Subject: a tree  
 (c) Object: crashed; Verb: the tree; Subject: the car  
 (d) Object: crashed; Verb: the car; Subject: the tree
2. Identify the indirect object in the sentence, 'The band played music for the audience.'  
 (a) The band  
 (b) played  
 (c) music  
 (d) audience
3. Which of these is an imperative sentence?  
 (a) Switch off the fan.  
 (b) Sheila has gone to the market.  
 (c) Where are my pen colours?  
 (d) Oh no! I missed my flight.

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4. Which of these sentences is in active voice?
  - (a) A movie is being watched by them.
  - (b) The car was repaired by Raju.
  - (c) He is reading a book.
  - (d) The thief was being chased by a policeman.

### B. Subjective questions

1. Write two sentences of each type of sentence—statement, question, exclamatory and order.
2. Which is your favourite food, dish or cuisine? Write two paragraphs about your favourite food, dish or cuisine. Each paragraph should have a minimum of five sentences. Make sure you follow all the rules about sentences and paragraphs you have learnt.
3. Practice speaking in active and passive voice with your classmates. Also, try to identify the different parts of sentences while you speak.

### What Have You Learnt?

#### After completing this session, you will be able to

- identify the different parts of a sentence.
- list the differences between active and passive voice.
- identify and use different types of sentences.
- describe the important elements of a paragraph.