

Unit 1



Communication Skills

SESSION 1: INTRODUCTION TO COMMUNICATION

You probably hear people talking about communication all the time. Everyone needs it and wants it, but what exactly is communication? Let us try to understand it.



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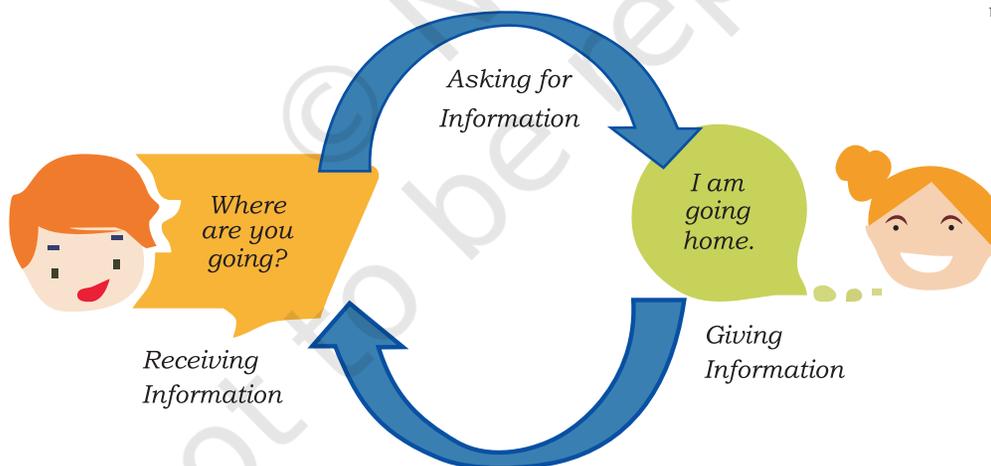


Figure 1.1 Communication Process

In Figure 1.1, you can see that communication is the 'sharing' of information between two or more individuals or within the group to reach a common understanding. The word 'communication' comes from the Latin word *communicāre*, meaning 'to share'.

Importance of Communication

Your ability to communicate clearly and share thoughts, feelings and ideas will help you in all your relations with other people. 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 language you have been exposed to in your family, for example, your mother tongue.

Communication skills are needed to

- **Inform** – for example, communicating the time of a meeting.
- **Influence** – for example, negotiating with a shopkeeper to reduce the price.
- **Express feelings** – for example, to say or show that you are excited about your success or about a given task.

Elements of Communication

Communication is a two-way process of sharing information as shown in Figure 1.2.

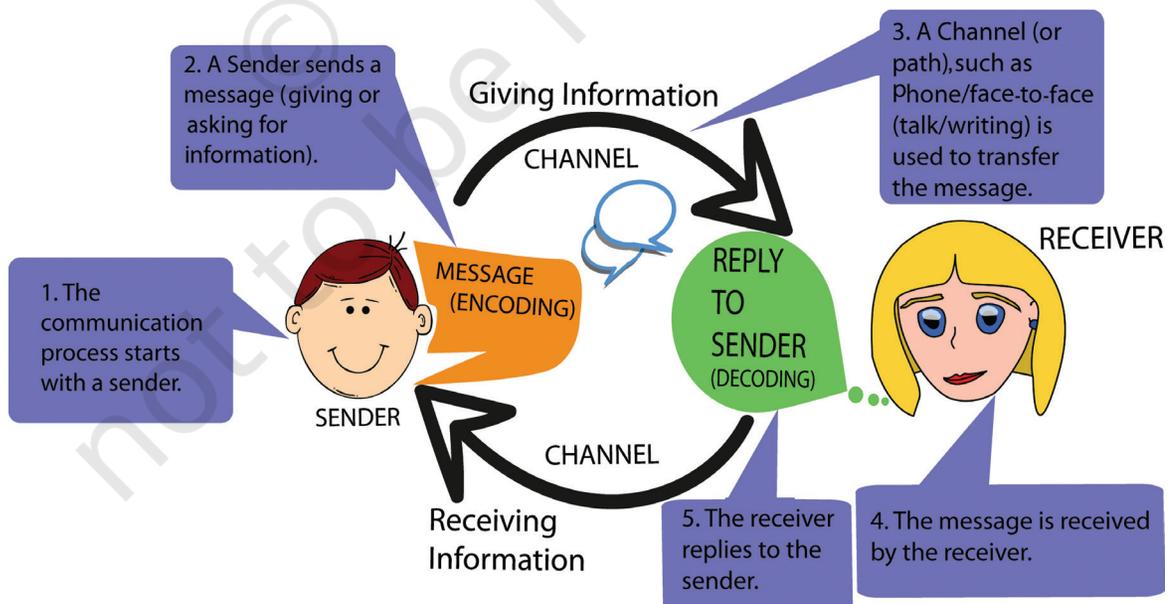


Figure 1.2 Elements of Communication

As you can see, communication is a two-way exchange of information, i.e., giving and receiving. **Speaking and writing** to someone are examples of **giving** information. **Reading and listening** to someone are examples of **receiving** information.

Perspectives in Communication

Perspectives are ideas, views, or fixed ways of thinking. These sometimes affect our communication. For example, if you have a fixed idea that your teacher or father is strict, even when they are being friendly, you may think they are scolding you. In the same way, others may also have fixed ideas about you, which affects whatever you say to them.

Factors Affecting Perspectives in Communication

Sometimes, we are not able to communicate clearly because of barriers that stop us from sharing and understanding messages. Some of these are summarised in Table 1.1.

Table 1.1 Factors Affecting Perspectives in Communication

Factor	How the factor can become a barrier
Language	In case of use of incorrect words, unfamiliar language and lack of detail, language can act as a barrier to communicate what one wishes to convey. For example, language can act as a barrier when an Indian who only knows Hindi and a Chinese who only knows Mandarin want to interact with each other.
Visual Perception	Judging people or situations by how they look. For example, a man wearing torn clothes is poor.
Past Experience	Letting our earlier experience stop us from understanding or communicating clearly. For example, “This shopkeeper cheated me last time. Let me be careful.”
Prejudice	Fixed ideas, such as thinking “No one in my class listens to me” may stop a student from communicating openly in the class.
Feelings	Our feelings and emotions, such as lack of interest or not trusting the other person affect communication. For example, “I am sad. Let me not talk.”
Environment	Noise or disturbance in the surroundings may make communication difficult. For example, speaking while walking on road.
Personal factors	Your own feelings, habits and ways of thinking (for example, fear, low confidence) may make communication difficult.
Culture	Signs which have a different meaning in different cultures, such as showing a thumb may mean ‘good job’ for some people but may be insulting to others

Effective Communication

Effective communication can happen 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 1.3.

Clear	Concise	Concrete	Correct	Coherent	Complete	Courteous
Be clear about what you want to say and write	Use simple words and say only what is needed	Use exact words, phrases, Use facts and figures	Use correct spellings, language and grammar	Your words should make sense and should be related to the main topic	Your message should have all the needed information	Be respectful, friendly and honest

Figure 1.3 7Cs of Effective Communication

There are different methods of communication — **non-verbal**, **verbal** and **visual**. We will learn more about them in the next sessions.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module 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 clearly?

Activity 1

Group Exercise – Role-play on Communication Process

Material Required

None

Procedure

1. Form groups of three students each.
2. The situation is that you need to sell some items to an old couple who has come to your shop.
3. One person can act as the salesperson and the other two as an old man and his wife.
4. Act out a conversation between the three people.
5. Discuss what you learned from this.

Activity 2

Group Exercise — Factors Affecting Perspectives in Communication

Material Required

None

Procedure

1. Form groups of three students each.
2. Each group selects any one of the eight factors (from Table 1.1) which act as barriers to communication.
3. Discuss how it can affect or become a barrier to good communication with family, friends, in school or at a retail store.
4. Each group shares their experiences related to one of the eight factors which can act as a communication barrier.

Activity 3

Classroom Discussion — on 7Cs of Effective Communication

Material Required

Paper and Pencil

Procedure

Each student writes down examples of the 7Cs of communication in his or her notebook. For each of the 7 Cs, a student volunteers to give his or her example of how to communicate well. The other students (with teacher guidance) say whether it is correct or wrong.

Activity 4

Assignment — Chart Making on Elements of Communication

Material Required

Chart Paper, Colours and Pencil

Procedure

Make a chart showing the elements of communication in the communication cycle or communication process (can be done as homework, if there is less time during the class).

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

Read carefully all the options given below the question and choose the correct option(s).

1. What is the purpose of communication?
 - (a) Inform (tell someone about something)
 - (b) Influence (get someone to do something you want)
 - (c) Share thoughts, ideas, feelings
 - (d) All of the above

NOTES

2. Which of the following method is used to receive information from the sender?
 - (a) Listening
 - (b) Speaking
 - (c) Telling
 - (d) Writing
3. By which action can a sender send his or her messages?
 - (a) Listening
 - (b) Speaking
 - (c) Sleeping
 - (d) None of the above

B. Match the Following

Column A	Column B
Communication Barriers	Examples
1. Language	A. Taking an official call on your mobile where the mobile phone reception is poor
2. Emotional	B. Hugging a person in a foreign country where such an act is rude and disrespectful
3. Environmental	C. Talking in Hindi when others know only German
4. Cultural	D. Teacher is too angry and is not willing to accept any reason from a student who is late for an examination

C. Subjective question

1. Write down the seven factors affecting perspectives in communication. Provide examples, explaining how each factor affects communication.

What Have You Learnt?

After completing this session, you will be able to

- identify the elements of communication.
- draw a communication cycle showing all the elements of communication.
- identify the factors affecting our perspectives in communication.

SESSION 2: VERBAL COMMUNICATION

Verbal communication is the sharing of information using words. It is what most people use as a method of communication. We will learn about non-verbal and visual communication in the next session. Verbal communication is important because if you do not

use the right words, you will cause confusion and you will not be able to communicate what you want. The important forms of verbal communication are given in Table 1.2.

Table 1.2 Verbal Communication

Type of Verbal Communication	Examples	
<p>Oral or Spoken Communication: Communication which involves talking</p>	<p>Face-to-face conversation: When you can see the listener. For example, group discussion, talking to family members at home, public speeches, etc.</p>	
	<p>Talking on a phone: This is for personal and official communication. Phone conversations should begin with a greeting (Hello), talking and listening to each other. The conversation can end with a 'Thank you' and 'Bye'.</p>	
	<p>Classroom teaching, business meeting and public speeches are other examples of oral communication, where one person talks to many others at once.</p>	
<p>Written Communication: Communication which involves written or typed words</p>	<p>Writing on paper: letters, notes, etc.</p>	
	<p>SMS (Short Message Service): These can be sent through a phone to a person or a group.</p>	
	<p>Using email to share news, thoughts, documents and files (including photos, videos, music, etc.). e-mail can be used to send messages to a person or to a group.</p>	
	<p>Printed books and newspapers</p>	

Advantages of Verbal Communication

It is easy and quick. You can say what you want and get a quick response. It is an easier form of communication when you have to exchange ideas. You keep changing your communication as per the other person's reply.

Disadvantages of Verbal Communication

Since verbal communication depends on words, sometimes the meanings become confusing and difficult to understand if the right words are not used.

Public Speaking

Speaking in front of a large group makes most people nervous. You can use the 3Ps (Prepare, Practice, Perform) method to get over your fears, and become a confident and effective speaker. These points are shown in Table 1.3.

Table 1.3 3Ps of Public Speaking

3Ps of Public Speaking	
Prepare	Think about your topic Think about what your listeners need to know about the topic Think about the best way to make your listeners understand your topic Write what you plan to say
Practice	Practice by yourself first. Talk in front of a mirror Talk in front of your family and friends and ask them what they think Speak clearly, loudly and at the right speed (not very fast nor very slow)
Perform	Take a few deep breaths if you are feeling nervous Think about what you have prepared and start speaking confidently

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module 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 not understood? How would you give directions on the phone?

Activity 1

Group Exercise — Role-play of a Phone Conversation

Material Required

Notebook, pen

Procedure

1. Form groups with three students in each group. Write a phone conversation based on a scene given by your teacher. Use proper sentences.
2. One student acts as caller and the other as receiver. Speak out the conversation aloud. The third student gives feedback. The students give feedback based on the 7 Cs of communication.

Activity 2

Group Exercise — Public Speaking

Material Required

Notebook, pen

Procedure

1. Choose a topic for a very short speech.
2. Write your thoughts on the topic in paragraphs.
3. Students to volunteer and give speech in front of the class.
4. Students listening to the speech will have to give suggestions to improve the delivery of speech.

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

Read carefully all the options given below the question and choose the correct option(s).

1. Choose the correct example of oral communication.
 - (a) Reports
 - (b) Newspapers
 - (c) Face-to-face interaction
 - (d) Notes
2. What are the words we should use when we communicate verbally?
 - (a) Use straight words
 - (b) Use simple words
 - (c) Use precise words
 - (d) Use fixed words
3. Why do we send emails?
 - (a) To communicate information
 - (b) To share documents and files
 - (c) To talk to each other
 - (d) Both (a) and (b)

B. Subjective question

1. Write down the different types of verbal communication with examples of each.

What Have You Learnt?

After completing this session, you will be able to

- explain what the verbal method of communication is.
- list the different types of verbal communication.
- list the 7Cs of communication.
- speak confidently in public using the 7Cs of communication.

SESSION 3: NON-VERBAL COMMUNICATION

Non-verbal communication is the message we send to others without using any words as shown in Figure 1.4. We send signals and messages to others through expressions, gestures and body postures. In this lesson, you will learn about non-verbal method of communication skills, its types and importance.

You will learn to use correct body language, like gestures, eye contact, handshake, etc.

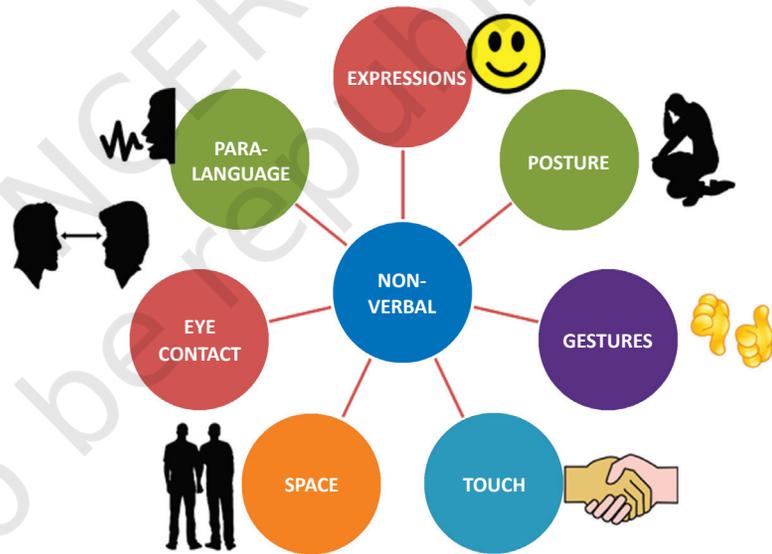


Figure 1.4 Non-verbal Communication

Importance of Non-verbal Communication

In our day-to-day communication, it is observed that most of the communication is done using body movements (face or arms movements, etc.) and voice control (voice, tone, pauses, etc.) and less than 10% is done using words.

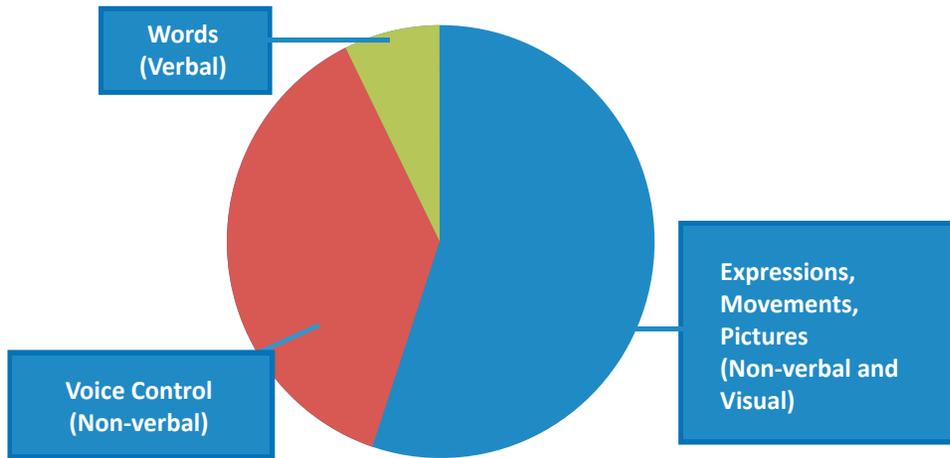


Figure 1.5 Methods of Communication

As we can see in Figure 1.5, maximum communication is non-verbal. We communicate using words, tone of voice and body language as given in Table 1.4.

Table 1.4 Non-verbal Communication

Non-Verbal Communication: Exchanging Information without Words		
Hand movements (gestures) and body language	<ul style="list-style-type: none"> Raising a hand to greet Pointing your finger in anger 	
Expressions	<ul style="list-style-type: none"> Smiling to show happiness Making a sad face when you are upset 	

Non-verbal communication makes our message stronger.

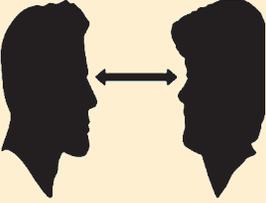
- Using the right gestures and postures helps us to be professional at work.
- Using the right gestures while speaking makes our message more effective.
- Knowing non-verbal communication helps us understand our audience's reaction and adjust our behaviour or communication accordingly.
- If verbal messages are blocked by noise or distance, etc., we can use hand movements to exchange our message. Placing a finger on the

lips to indicate need for silence and nodding the head up and saying 'yes'.

We communicate non-verbally in many ways. Let us learn about some of these as mentioned in Table 1.5.

Table 1.5 Types of Non-verbal Communication

Type	What it implies	How to use effectively?
<p>Facial Expression</p> 	<p>Our expressions show our feelings: Happiness, sadness, anger, surprise, fear, etc.</p>	<ul style="list-style-type: none"> • Smile when you meet someone • Keep your face relaxed • Match your expressions with what you are saying
<p>Posture</p> 	<p>Postures are positions of the body. They show our confidence and feelings.</p>	<ul style="list-style-type: none"> • Keep upper body relaxed and, shoulders straight • Sit straight, rest hands and feet in relaxed position • Keep hands by your sides while standing
<p>Gestures or Body Language</p> 	<p>Gestures describe movements of parts of the body, especially hands or head, to express an idea or meaning. This includes waving, pointing and using our hands when speaking. For example, raising a hand may mean asking a question. Biting nails show nervousness.</p>	<ul style="list-style-type: none"> • Avoid pointing at people with your finger • Bend your head a little while talking or listening to show that you are paying attention
<p>Touch</p> 	<p>We communicate a great deal through our touch, such as shaking hands and patting on the back. For example, a firm handshake shows confidence. Sports coaches give a pat on the back of players to encourage them.</p>	<ul style="list-style-type: none"> • Shake hands firmly • Avoid other touch gestures during formal communication

<p>Space</p> 	<p>Space is the physical distance maintained between two people. It is important to maintain a proper distance when speaking with someone.</p>	<ul style="list-style-type: none"> • Maintain proper space depending on the relationship, which could be formal or informal as the closeness with the person with whom you are talking.
<p>Eye Contact</p> 	<p>The way we look at someone can communicate things, such as interest or anger. Eye contact is when two people are looking directly into one another's eyes. It shows that we are paying attention to the person. Looking away can make the other person feel ignored.</p>	<ul style="list-style-type: none"> • Look at the person who is speaking • Keep a relaxed, pleasant look. • Break the look every few seconds
<p>Paralanguage</p> 	<p>Paralanguage means how we speak. The tone of our voice, speed and volume can make a difference in the meaning we want to show. Speaking too fast may show happiness, excitement or nervousness. Speaking too slow may show seriousness or sadness.</p>	<ul style="list-style-type: none"> • Use a proper tone and volume while speaking • Maintain a moderate rate(speed) of talking

Visual Communication

Another important method of communication is visual communication, which involves sending and understanding messages only through images or pictures. The main advantage of this type of communication is that you do not need to know any particular language for understanding it. It is simple, easy to understand and remains same across different places. Table 1.6 shows some common types of visual communication.

Table 1.6 Examples of Visual Communication

Visual Communication: Exchanging Information through Images			
Traffic symbol which communicates us not to blow horn		Traffic Lights — Red for Stop; Yellow for Wait and Green for Go	
Sign for ladies and gents toilet		Sign showing railway crossing	
Sign for flammable substances		Sign for slippery surface	
Sign used to pause a video or audio file in smartphone or computer		Sign which communicates that an area is a no smoking zone	

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module 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

Role-play — Non-verbal Communication

Materials Required

Notebook, pen

Procedure

1. Form groups of three students each.
2. Prepare the script for the role-play, based on the scenario given by your teacher.
3. Act it out in front of your group.
4. One of the groups volunteers to act before the whole class.
5. Discuss how students used non-verbal communication.

Activity 2

Group Exercise — Dos and Don'ts to Avoid Body Language Mistakes

Material Required

Notebook, pen

Procedure

1. With the same group of three students as in Activity 1, discuss what things you should do and what you should not do to avoid mistakes in communication.
2. Every student should write down a list of these Dos and Don'ts.

Activity 3

Group Exercise — Comparing Methods of Communication

Materials Required

Notebook, pen

Procedure

1. In the same group of three students as in Activity 2, discuss the three methods of communication (Verbal, Non-verbal and Visual).
2. Identify the different types of non-verbal gestures used in communication by the teacher and students (e.g. looking away while talking to others, tying shoe laces while talking to a friend, etc.)

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

Read carefully all the options given below the question and choose the correct option(s).

1. Which of these is a positive (good) facial expression?
 - (a) Staring hard
 - (b) Nodding while listening
 - (c) Wrinkled forehead
 - (d) Looking away from the speaker

NOTES

2. What does an upright (straight) body posture convey or show?
 - (a) Shyness
 - (b) Fear
 - (c) Confidence
 - (d) Intelligence
3. Which of these is not an appropriate non-verbal communication at work?
 - (a) Putting arm around a coworker's shoulder
 - (b) Shaking hands firmly
 - (c) Looking at the speaker with a smile
 - (d) Standing with an upright posture
4. When you are preparing for a presentation, you should
 - (a) focus on the message
 - (b) practice hand gestures
 - (c) try different speaking techniques
 - (d) All of the above

B. Now let's have a recap of what you have understood by non-verbal communication. Put a X mark against the actions below which are bad for non-verbal communication

- Laughing during formal communication
- Scratching head
- Smiling while 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

C. Subjective question

1. Draw any two common signs used for visual communication.

What Have You Learnt?

After completing this session, you will be able to

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

SESSION 4: PRONUNCIATION BASICS

Pronunciation is the way you say a word or a language is spoken. If we do not say (or pronounce) words correctly, others cannot understand what we are saying (Figure 1.6). In this lesson you will learn about the common 'sounds' used while speaking in English. You will learn and practice how to say common words correctly.

To communicate well when you speak, you need to know how to pronounce words correctly. Correct pronunciation will help you express yourself in a clear and confident manner. It will also help others to understand your words easily.



Figure 1.6 Importance of Pronunciation

Speaking Properly

A common mistake that people make is when they are not able to pronounce words. Therefore, it is important to clearly and correctly pronounce the words. Say the following words aloud.

Your	World	Chair	Wear
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Also try saying these words aloud.

Fall	Fail	Sail	Sale	Tail	Tale
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What did you notice? Sometimes words, which have similar spellings are pronounced differently. Sometimes words, which have different spellings may be pronounced in the same way. The best way to learn correct pronunciation of words is to listen carefully.

Phonetics

How do we pronounce words? We use sounds to speak. Every word is made up of one or more sounds. We put these sounds together to pronounce words. Phonetics is the study of the sounds that we make when we speak.

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For example, the word **dog** is made of three sounds put together: d-o-g. Speak the word aloud as shown in Hindi to help you pronounce it correctly:

ड + ौ + ग = डौग

The word **cat** is made of three other sounds: c-a-t. Speak the word aloud as shown in Hindi to help you pronounce it correctly:

क + ै + ट = कैट

The English alphabet has 26 letters, from A to Z. But each of these letters can be pronounced in different ways in different words. We use 26 letters to write in English. But, we use more than 26 sounds when we speak English. This is why a word's spelling does not always match its pronunciation.

Let us take the letter 'a' for example. Read out the words below aloud. 'a' is pronounced differently in different words as shown in Table 1.7.

Table 1.7 Different Sounds of Letter 'a'

Words	Pronunciation of the letter 'a'	Pronunciation in Hindi
cat, apple and back	ऐ	कैट, ऐपल, बैक
car, fast and park	आ	कार, फास्ट, पार्क
call, ball and saw	ऑ	कॉल, बॉल, सॉव

Pay attention to the sound of each word while listening, you will be able to pronounce it clearly.

Types of Sounds

We have now seen how the letters of the alphabet are not enough to exactly match the many different sounds we make when we speak. Let us take a closer look at the sounds we use. All English words are made of three basic types of sounds as shown in Table 1.8.

Table 1.8 Different Sounds in English

Vowels	Diphthongs (combination sound of two vowels)	Consonants
The English alphabet has 5 vowels (a, e, i, o and u) but 12 vowel sounds. This means most vowels can be pronounced in different ways. We make a vowel sound when we read a vowel in a word.	We make a diphthong sound when we combine two vowels. Diphthongs start as one vowel sound and go to another.	A consonant sound is any sound that is neither a vowel nor a diphthong sound.
Example: We pronounce the letter 'i' in the word ' bit ' by using a vowel sound. In Hindi it is: बिट	Example: The sound ou in the word ' house ' is a diphthong or a combination. In Hindi, it is: हाउस	Example: We use consonant sounds to say the letters ' p ' and ' t '. Pot. In Hindi is: पौट
Say the word ' bit ' aloud and listen to how you are saying the vowel sound.	Say the word ' house ' aloud and listen to how you are saying the diphthong.	Say the word ' pot ' aloud and listen to how you are saying the consonant sounds.

Some more examples are given in Table 1.9. Say these words aloud (also given in Hindi to assist pronunciation), listen carefully when others say these words and repeat what you hear.

Table 1.9 Examples of Different Sounds

Vowel sounds			
long 'ee' (ी) sound	short 'i' (ि) sound	short 'u' (ु) sound	long 'oo' (ू) sound
Sleep स्लीप	Slip स्लिप	Book बुक	Boot बूट
Keep कीप	Dip डिप	Put पुट	Group ग्रुप
Feel फील	Fill फिल	Foot फुट	Two टू
Combination vowel (diphthong) sounds			
'ea' sound (ी + ि)	'ae' sound (ै)	'oa' sound (ो)	'ou' sound (ू + उ)
Near नियर	Late लेट	Boat बोट	Mouth माउथ
Dear डियर	Cake केक	Loan लोन	Cow काउ
Hear हियर	Game गेम	Most मोस्ट	Cloud क्लाउड

Consonant sounds			
'p प' sound	't ट' sound	'k क' sound	'l ल' sound
Pen पेन	Train ट्रेन	Book बुक	Look लुक
Report रिपोर्ट	Story स्टोरी	Cold कोल्ड	Place प्लेस
Stop स्टाप	Put पुट	Music म्यूजिक	School स्कूल

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Group Exercise — Pronouncing Words

Material Required

Notebook, pen

Procedure

1. Form groups of four students each.
2. Make a list of five things in the classroom (for example, desk, table, pen, garden, ground, water, floor, duster, etc.)
3. Each student speaks each word aloud and the teacher says if it is the right pronunciation.
4. One group volunteers to speak their list. The other students will give feedback on the pronunciation of the words.

Activity 2

Pair work — Pronouncing Words

Materials Required

Notebook, pen

Procedure

1. Form pairs of students.
2. Your teacher will now give you a list of words.
3. Practice saying these words aloud with your partner, who says if correct or not.
4. A volunteer reads out two words for the whole class which will give feedback on the correctness of the pronunciation.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. What is phonetics?
 - (a) It is the study of how we write words in English.
 - (b) It is the study of how people understand sentences.
 - (c) It is the study of how many words the English language has.
 - (d) It is the study of the sounds we make when we speak.
2. What are the different types of sounds we use in English pronunciation?
 - (a) Vowel sounds
 - (b) Diphthong sounds
 - (c) Consonant sounds
 - (d) All of the above

What Have You Learnt?

After completing this session, you will be able to

- explain the meaning of Phonetics.
- differentiate between Vowel, Diphthong and Consonant.
- pronounce simple words properly.

SESSION 5: COMMUNICATION STYLES — ASSERTIVENESS

You have learnt about the different types of communication. In this lesson we will learn about a new concept 'communication styles'. A 'style' of communication includes verbal and non-verbal skills. Using the correct style of communication makes your communication more effective as others will be able to clearly understand what you say and respond to you in a better way.

Important Communication Styles

Have you ever wondered why you feel good after some conversations but some conversations make you feel angry? This may be due to the different communication styles used. Table 1.10 shows some of the most commonly used communication styles.

Table 1.10 Communication Styles

Aggressive	Passive/ Submissive	Passive-Aggressive	Assertive
			
What does it mean?			
<ul style="list-style-type: none"> • Winning at any cost • Not respecting others 	<ul style="list-style-type: none"> • Avoiding conflict • Giving others control • Losing self-respect 	<ul style="list-style-type: none"> • Trying to get your own way without taking responsibility • Hurting yourself and others 	<ul style="list-style-type: none"> • Respecting others and maintaining self-respect
Examples			
<ul style="list-style-type: none"> • Not caring about other's views or needs • Dismissing, ignoring or insulting others • Shouting, using strong language, and not listening to others 	<ul style="list-style-type: none"> • Keeping quiet and not expressing yourself • Accepting even wrong remarks from others • Saying sorry even when it is not your mistake 	<ul style="list-style-type: none"> • Indirect ways of showing anger, such as not doing a task and lying about it • Resentment • Talking ill about others in their absence 	<ul style="list-style-type: none"> • Expressing yourself while listening to others point • Understanding other's views and problems • Disagreeing or saying 'no' without hurting others
Results in			
<ul style="list-style-type: none"> • Ill-feeling, anger, breakdown of communication 	<ul style="list-style-type: none"> • Hurt-feelings, loss of confidence, misunderstandings 	<ul style="list-style-type: none"> • Not getting the results you want from the communication, bad feelings for everybody 	<ul style="list-style-type: none"> • Effective communication • You are able to understand others much better and they too can understand you

As you can see, assertive communication is most effective. Let's learn more about using this style.

Assertive Communication

Being assertive is a healthier communication style. It involves

- expressing your views without disrespecting others or yourself,
- respecting others,

- communicating your opinion and wishes clearly,
- being open to other's points of view, and
- finding a balance between your needs and other's needs.

Advantages of Assertive Communication

Being assertive

- builds self-confidence,
- builds self-respect,
- prevents you from saying words or doing actions that you may regret later,
- makes you and others feel positive,
- makes sure that everyone expresses their ideas and meets the needs of all, and
- helps you to become a more confident worker and a better communicator.

Practicing Assertive Communication

Practice using the seven actions shown in Table 1.11 to become more assertive in your communication.

Table 1.11 Practicing Assertive Communication

7 Actions for Assertive Communication
<p>Be confident When someone walks into a room smartly and with confidence, he or she gets the attention of others easily.</p> <p>Tips</p> <ul style="list-style-type: none"> • Show confidence in the way you sit, stand or walk • Keep your shoulders straight and your chin up • Practise maintaining eye contact • Control signs of physical nervousness, such as biting nails
<p>Speak slowly and clearly Talking too fast will not give people the time to listen and understand you. If someone is accusing you wrongly or shouting and behaving aggressively, stay calm and reply slowly and firmly.</p> <p>Tips</p> <ul style="list-style-type: none"> • Use a clear, calm voice • Be loud enough to be heard but don't shout • If people aren't noticing you, say 'Excuse me' • Don't be apologetic when you haven't done anything wrong • Make short and correct speeches

Dress correctly

People make judgments based on how we look. Dress neatly, smartly and correctly according to the place and occasion

Tips

- Looking confident and attractive can change others' minds
- People may not listen to you seriously if you are not dressed properly
- People respect you when you are dressed properly

Be honest

Being honest builds trust and results in open communication

Tips

- Express your thoughts clearly and honestly
- Ask yourself what you actually want or what will work best for you before agreeing to something that is not convenient

Don't be aggressive

Getting angry, shouting, using bad language and pushing is not assertive communication

Tips

- Don't confuse assertiveness with aggression
- When faced with an unfair situation, stay calm and try to understand the real problem
- Insist on your rights by using logic and politeness

Speak up

Express your thoughts, ideas and opinions without worrying about other people's reactions

Tips

- Don't be silent if you have something to say
- Share your feelings
- Practise expressing your opinion

Learn to say 'NO'

If you do not feel right doing something, then do not do it. It is okay to refuse.

Tips

- Respect yourself
- Don't let others take advantage of you
- Agreeing with things you know are not correct may harm everybody

We will learn more about how to say 'no' while still maintaining good communication in the next lesson.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module 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 on communication styles, write answer for the following question — Why is assertive communication important?

Activity 1

Group Discussion — Communication Styles

Material Required

None

Procedure

1. The teacher will ask some students to discuss their observations for the videos seen by them on communication styles.
2. The students will identify the type of communication style(s).
3. Students will explain why they liked or did not like a particular communication style.

Activity 2

Group Exercise — Communication Styles

Material Required

None

Procedure

1. Form groups with three students in each.
2. Select any example of assertive behaviour from the seven practice behaviours we discussed in this lesson.
3. Perform a role-play, to show assertive behaviour in front of the whole class.
4. Discuss, what you learned and explain why it is important to be assertive.

Activity 3

Group Exercise — Observing and Sharing Communication Styles

Material Required

None

Procedure

1. Use the same groups formed for Activity 2.
2. Each group will discuss and select some friends, teachers and family members who use different types of communication styles, as discussed in this lesson.
3. The group will discuss, amongst themselves, the most effective examples of the following:
 - (i) *Passive communication* – Those who fail to speak for themselves and their rights.
 - (ii) *Aggressive communication* – Those who express their feelings and opinions without respecting other's rights and self-respect.
 - (iii) *Assertive communication* – Those who advocate their feelings, opinions and rights without violating the rights of others.
4. The teacher will ask some groups to volunteer and discuss their observations.

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

Read carefully all the options given below the question and choose the correct option(s).

1. You have been standing in a queue for a long time to buy tickets for a movie. A man suddenly comes and stands in front of you, out of turn. What should you do?
 - (a) Scream at the person so that he never repeats the mistake
 - (b) Inform him politely that there is a queue and everyone is waiting for their turn
 - (c) Stay quiet and let the person go ahead
 - (d) Not say anything directly but complain about him to other people
2. A good friend of yours is very upset as her best friend has had a terrible accident. You are tired from the day's work. The phone rings and the caller I.D. shows that it's her. What should you do?
 - (a) Ignore the call because you are tired
 - (b) Answer the call and talk to her for as long as she wants to
 - (c) Tell her that you are too tired and she should call someone else
 - (d) Listen to her for some time and then tell her that you will talk again tomorrow
3. Your friend wants you to come play basketball with him but you haven't finished your homework that is due tomorrow. He insists that if you don't come they will not win and it will be your fault. He keeps insisting and even asks other people to convince you to play the match. What should you do?
 - (a) Play the match because otherwise your friend will be upset
 - (b) Play the match and make some excuse to your teacher about the homework
 - (c) Make an excuse that you are sick and avoid playing the match
 - (d) Explain clearly that you need to complete your homework so you cannot play

B. Subjective question

1. List 3–4 examples of effective communication styles that you have seen your family, friends and teachers generally use.

What Have You Learnt?

After completing this session, you will be able to

- differentiate between assertive, aggressive, passive-aggressive and submissive styles of communication.
- give examples of assertive communication.

SESSION 6: SAYING NO — REFUSAL SKILLS

You have learnt about assertive communication styles in the previous lesson. One of the important ways of being assertive is learning to say 'no' without upsetting others. Have you faced situations where you wanted to say 'no', but found it difficult to say so as you did not want to be rude or upset the other person. An example is shown in Figure 1.7.

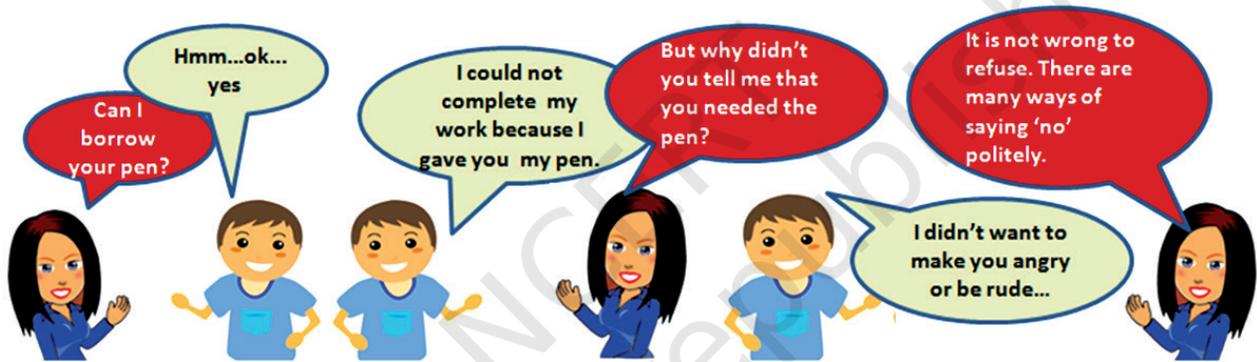


Figure 1.7 Saying No

It is often difficult to say 'no' to your family, friends, colleagues and seniors. You may find it difficult to say 'no' for various reasons —

- You may not want to make the other person upset or angry
- You may not want to start an argument or seem unhelpful
- You may not want to be left out of a group or a team

But it is important to say no in many situations. For example, when you cannot do what is being asked, or you do not want to do what is being asked, or it is against the rules or your own values. Let us learn how to say 'no' politely.

How to Say ‘No’?

Remember the vowels AEIOU? You can follow the steps for saying ‘No’ politely by using the AEIOU model. Table 1.12 explains these steps using two situations where you need to say ‘no’, with examples of possible responses.

Table 1.12 Steps for Saying No — The AEIOU Model

	Situation 1 Someone asks you to leave school (or work) early so that you can go to a friend’s house together. You think it is wrong.	Situation 2 A friend asks you to do his or her school assignment (or work) for him or her.
A - Ask questions Ask questions to find how important a task is before saying no	Why do we need to leave school or work early? Why can’t we go after school or work?	Why aren’t you going to do it? Is it correct for me to do it?
E- Engage by using polite statements If you are sure that you need to say ‘no’ to the request, you must refuse politely	I would like to go with you to his or her house but... (give your reason)	I would be glad to help you but ... (give your reason)
I- Include a reason for saying no Two points to remember when you are refusing someone’s request: Give an explanation of your feelings Give an explanation of your reasons	I don’t like to ... I can’t come because I would like to go to your house but I feel it is not the right thing to do	It doesn’t feel right to ... I can’t do it because I will not have the time....
O- Offer other options You may — • Suggest a different time • Suggest a different place • Direct them to someone else who can help immediately	I would like to go to your house but I feel it is not the right thing to do. Can we go after school or work?	I would be glad to help you with the assignment, but, I am still not done with mine. But, if you want, we can work on it together
U- Thank the person Thank the people for understanding your situation	Thank you for agreeing to my suggestion	Thank you for understanding

Some more examples of different ways of saying ‘no’ politely are listed here:

- I’m sorry I cannot come as I have other plans.
- I’m sorry but I have a meeting to attend.
- I have made other plans so I won’t be able to join you.
- I have an important meeting to attend so I won’t be able to join you.
- Thanks for asking, but I have to attend an important meeting.
- I would love to come, but I cannot miss the meeting with my manager.

Connecting Words (Conjunctions)

Did you notice a few words, such as — ‘and’, ‘but’, ‘or’, ‘because’ and ‘so’ which have been used in the examples? Such words are called ‘conjunctions’ and are used to *connect* two sentences. Conjunctions are often used in sentences where you say no. Table 1.13 shows some examples.

Table 1.13 Connecting Words (Conjunctions)

AND	‘And’ is used to connect two words or sentences of equal importance	‘No, my brother won’t be able to come. No, I won’t be able to come’ can be written as ‘No, my brother and I won’t be able to come.’
BUT	‘But’ is used to join two sentences that suggest different ideas	‘I would love to come to your party. I can’t come because of other plans’ can be written as ‘I would love to come to your party, but I can’t come because of other plans.’
OR	‘Or’ is used when we need to show a choice between two words or sentences	‘No, you can go with Dia. No, you can go with Ali.’ can be written as ‘No, you can go with Dia or Ali.’
SO/ AS/ BECAUSE	‘So’, ‘As’, and ‘Because’ are used to join two sentences, when one sentence acts as a reason for the second sentence	‘I have a meeting. I can’t come.’ can be written as ‘I have a meeting, so I can’t come.’

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module 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 on 'saying no' think on the following and write your answer

- (i) Have you ever had to say no to your parents?
- (ii) If the answer to point no. 1 is yes, then what was the reason.

Activity 1

Group Discussion — Communication Styles

Material Required

None

Procedure

1. Form groups and based on the initial video of the lesson, discuss with each other —
 - Is it rude to say 'no'?
 - How would you respond in a similar situation?
2. The teacher will ask some groups to volunteer and discuss their observations (for example, what did you learn from the lesson?).

Activity 2

Group Exercise — Effective Communication — Saying No

Material Required

None

Procedure

1. Form even number (2/4/6) of groups with five students in each group.
2. Two groups will perform the activity together. One person each from Group 1 and Group 2 should come forward one by one.
3. The members of Group 1 have to ask questions to Group 2 members. The person from the second group has to say 'no' to each question, politely. Use all the sentences and connectors you have learnt about.
4. After everyone has asked and answered a question, switch roles so that Group 2 asks questions and Group 1 gives answers.
5. At end of the activity, the teacher should share the best answers with the whole class.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

- One of your friends is taking a leave and wants you to tell the teacher that he is sick. What should you tell your friend?
 - Yes, I can do that.
 - No, I cannot do that because I don't want to lie to the teacher.
 - I understand that you want to take leave but why don't you tell the correct reason?
 - No. I cannot help you.
- Select the option which completes the sentence correctly — I have to go to the doctor ____ I will not be coming to school on Monday.
 - and
 - but
 - so
 - because

B. Match the requests with the correct responses

Request	Response
1. Can I borrow your notebook?	A. No, I feel that is wrong. You should do it yourself but I can help if you have doubts.
2. Please come with us for the movie.	B. I'm sorry but I didn't get my Notebook today
3. Can I copy your homework?	C. I can't come because I need to complete my homework.
4. Come to my party on Tuesday.	D. I would love to, but I will be going to Delhi.

What Have You Learnt?

After completing this session, you will be able to

- demonstrate the knowledge of using refusal skills.
- make use of appropriate sentences for saying no to requests that are not acceptable to you.

SESSION 7: WRITING SKILLS — PARTS OF SPEECH

When we talk or write in English, we use sentences to express ourselves. Sentences are important because if you do not clearly write sentences then, the meaning of the same cannot be understood clearly. A sentence is a

group of words that communicate a complete thought (for example, Raju goes to school). A group of words, which does not make complete sense, is known as a phrase (for example, Raju goes). A sentence always begins with a capital letter, and it always ends with a question mark, full stop or exclamation mark. Read aloud the examples given below.

- Did you work on your project?
- I completed it yesterday.
- That is good!

Using Capitals

We know that all sentences begin with capital letters. Do you know at what other points in a sentence we should use capital letters?

It is easy to know what to capitalise if you remember the word ‘MINTS’. MINTS is a set of simple rules that help you capitalise words correctly. Each letter in the word MINTS refers to one capitalisation rule as shown in Table 1.14.

Table 1.14 Capitalisation Rules

Alphabet	M	I	N	T	S
What it shows:	Months	word ‘I’	Names	Titles	Starting letter of sentences
Rule	Capitalise the first letter in all the names of months	Capitalise the letter ‘I’ when it is used as a word	Capitalise the first letter in the names of people, places and days	Capitalise the first letter in the titles used before people’s names	Capitalise the first letter in every sentence
Example	I will go to college in June.	Every day, I play tennis with him.	This Tuesday, Vidya will be in Rajasthan.	Dr Shah and Mr Patel work together.	The cat ran out of the house.

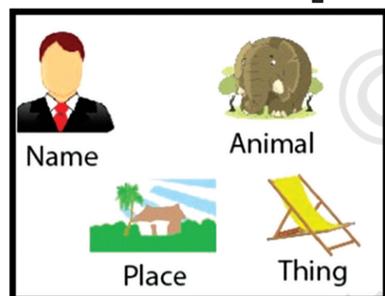
Punctuation

Punctuation is a set of marks, such as the full stop and the comma, which help us separate parts of a sentence and explain its meaning. Like capitalisation, punctuation is also a very important part of sentences and has some rules. Some common punctuation marks are shown here in Table 1.15.

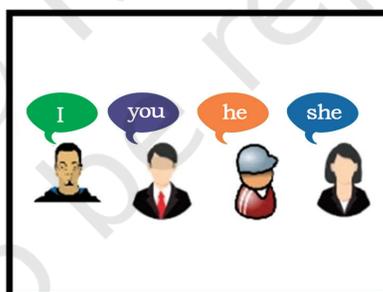
Table 1.15 Punctuation

Punctuation name	Sign	Use	Example
Full stop	.	Shows the end of a sentence. Also used to show short form of long words, for example, 'doctor' can be shortened when we use it as a title before a name.	This is a sentence. This is another sentence. Sanjay is a doctor. His patients call him Dr Sanjay.
Comma	,	• Sometimes, we use a comma to indicate a pause in the sentence.	After the waiter gave me a menu card, I ordered food.
		• We can also use a comma to separate items when we are listing out more than two items in a row.	I bought apples, oranges and grapes.
Question mark	?	We use a question mark at the end of a question.	What is your name? How old are you?
Exclamation mark	!	We use an exclamation mark at the end of a word or a sentence to indicate a strong feeling, such as surprise, shock or anger.	What a pleasant surprise! You are late!
Apostrophe	(')	We use an apostrophe followed by an 's' to show that something belongs to someone.	That is Divya's pen. Are these Abdul's books?
		We also use an apostrophe to indicate the shortened form of some words in informal speech.	Let's go. (Instead of Let us go.) He isn't here. (Instead of He is not here.)

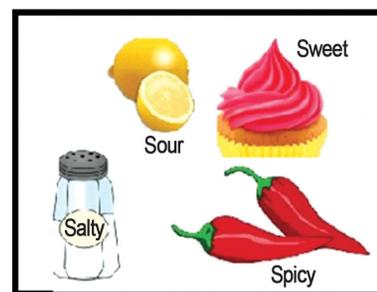
Basic Parts of Speech



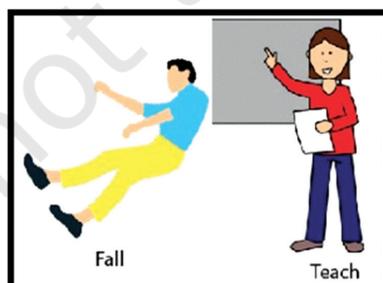
Nouns



Pronouns



Adjectives



Verbs



Adverbs

Figure 1.8 Parts of Speech

The different types of words we use in sentences are called parts of speech. Some examples are nouns, pronouns, adjectives, verbs and adverbs as shown in Figure 1.8. Let us read more about them in Table 1.16.

Table 1.16 Parts of Speech

Parts of Speech	What they do	Example sentences	Example words
Noun	Nouns are words that refer to a person, place, thing or idea. These are 'naming words'	In the sentence, "Reema wrote a letter." both Reema and letter are nouns.	Dog Kindness India Sanjay
Pronoun	A pronoun is a word used in place of a noun	In the second sentence, "Reema wrote a letter. She is tired." 'She' is used in place of the noun Reema, and it is a pronoun	I They He You
Adjectives	Adjectives are words that describe other words	In the sentence: "Reema wrote a long letter." 'Long' is an adjective that describes the noun 'letter'.	Small Blue Sharp Loud
Verbs	Verbs are words that show action	In the sentence: "Reema wrote a letter." 'Wrote' is the verb. It tells what action Reema did.	Run Eat Think Sit
Adverbs	Adverbs are words that add meaning to verbs, adjectives, or other adverbs. They answer the questions — How? How often? When? and Where?	In the sentence: "Reema quickly wrote a letter." 'Quickly' is an adverb. It tells us how Reema did the action (writing)	Easily Always Inside Before

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

Wow! Reema went to the studio and met a famous actor.

We already know that Reema, studio and actor are nouns. Famous is an adjective here because it describes the noun 'actor' and the words 'went' and 'met' are verbs because they describe an action.

What about the remaining words in this sentence: wow, to, the, and? What are these words called? We use such supporting words to join the main parts of speech together and to add information to the sentences we make. Let us now look at some types of these supporting words.

Supporting Parts of Speech Types

Along with the main ‘Parts of Speech’, there are some more words we need for making a sentence. These are shown in Figure 1.9. Let us learn more about them using Table 1.17.

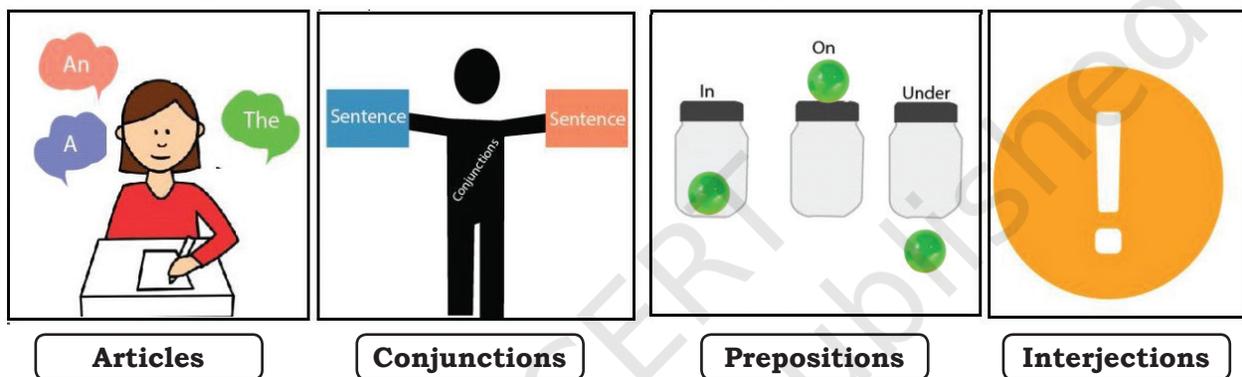


Figure 1.9 Supporting Parts of Speech

Table 1.17 Supporting Parts of Speech

Supporting Parts of Speech	Use	Example
Articles	The words ‘a’, ‘an’ and ‘the’ are known as articles. Articles are generally used before nouns. An is used before words beginning with a vowel (a.e.i.o.u) sound A is used before nouns with a consonant (all other alphabets) sound The is used to refer to specific or particular words	The car stopped suddenly because a cat ran in front of it. <u>A</u> book <u>An</u> apple <u>An</u> umbrella <u>The</u> sun
Conjunctions	Conjunctions are words that join two nouns, phrases or sentences. Some common conjunctions are ‘and’, ‘or’ and ‘but’.	Instead of: Sheela went to the market. I went to the market. Sheela and I went to the market. Instead of: Do you want oranges? Do you want apples? Do you want oranges or apples?

Prepositions	Prepositions connect one word with another to show the relation between them. They usually answer the questions 'where', 'when' and 'how'.	Some common prepositions are 'on', 'at', 'under' and 'in'. The cat is on the roof. The shop is at the end of the road. Rahul is standing under the tree. I live in Delhi.
Interjections	These words express strong emotions, such as happiness, surprise, anger or pain. They have an exclamation mark at the end.	Wow! Oh! Oh no! Thanks! Help!

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module 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 can you identify the parts of speech.

Activity 1

Group Exercise — Identifying Parts of Speech

Material Required

Notebook, pen

Procedure

- Form groups of four students each. One by one, the students read aloud the paragraph given below.
*“on sunday, i have an appointment to meet dr.patel in delhi.
my house is near mr patels shop i went to his shop on friday to buy vegetables I bought potatoes onions carrots and a cabbage mr patel is a friendly man have you met him”*
- This paragraph contains examples of the parts of speech you learnt about in this lesson.
- Each group discusses and identifies as many of these parts of speech as they can and mark them.
- They re-write the paragraph with proper punctuation.

Activity 2

Group Exercise — Constructing Sentences

Material Required

Notebook, pen

Procedure

1. Form pairs of students.
2. List out five parts of speech that you learnt in the lesson. Select one of them and create two simple sentences which use these parts of speech. For example, if you have chosen adjectives, create two sentences that have adjectives.
3. For each part of speech, a volunteer reads out their sentences. The other students say if it is correct.

Activity 3

Group Exercise — Identify Name, Place, Animal, Thing

Material Required

Notepad and pens

Procedure

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

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

Read carefully all the options given below the question and choose the correct option(s).

1. What is a sentence?
 - (a) A group of ideas that forms 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 all the basic punctuation marks.
2. Which of these sentences is capitalised correctly?
 - (a) I am Hungry.
 - (b) Divya and sunil are reading.
 - (c) The bucket is Full of water.
 - (d) She lives in Delhi.

NOTES

3. Which of these sentences are punctuated correctly?

- Where are you going.
- I have a pen a notebook and a pencil.
- I am so happy to see you!
- This is Abdul's house?

B. Write the following sentences in your notebook and mark the nouns, pronouns, adjectives, verbs and adverbs in these sentences.

- Sanjay plays football everyday.
- Divya gave him new books.
- I opened the red box carefully.

C. Fill in the blanks

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

Nouns		Verbs	
girl, girls, boy, milk, dog		skipping, cycling, running, studying, drinking, barking	
	a. The _____ is _____.		b. The _____ are _____.
	c. The _____ is _____.		d. Raju is _____.
	e. The _____ is _____.		f. The _____ is _____.

C. Subjective question

1. Identify the conjunctions and prepositions (Remember, conjunctions join two sentences while prepositions help answer the words 'where', 'when' and 'how').

Write the conjunctions and prepositions from the list given below in the correct box.

- Under, And, In, At, Or, Up

Conjunction	Preposition

After completing this session, you will be able to

- use capitalisation and punctuation rules in writing sentences.
- identify the basic parts of speech, such as nouns, pronouns, adjectives, verbs and adverbs.
- explain the usage of the parts of speech.
- identify the supporting parts of speech, such as articles, conjunctions, prepositions and interjections.

SESSION 8: WRITING SKILLS — SENTENCES

Parts of a Sentence

As you have learnt in English classes, almost all English sentences have a subject and a verb. Some also have an object. A subject is the person or thing that does an action. A verb describes an action. Object is the person or thing that receives the action. For example, read aloud a simple sentence “Divya reads a book”. Let us see the different parts of the sentence in Figure 1.10.

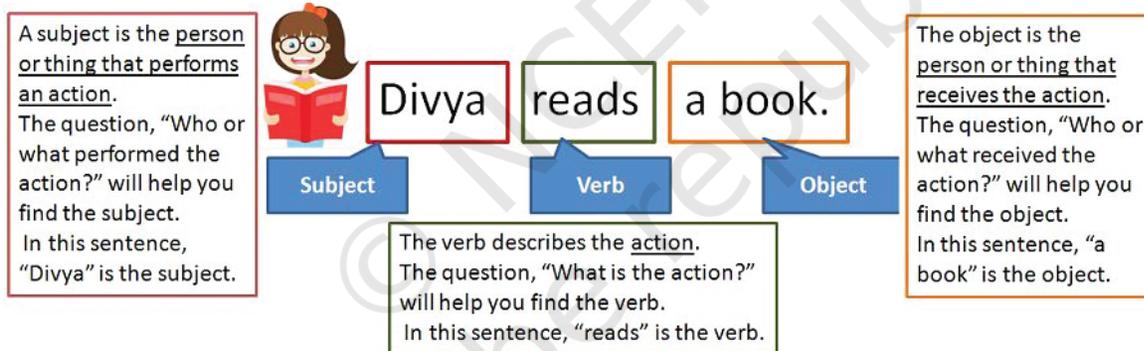


Figure 1.10: Parts of a Sentence

Read aloud the example sentences shown in Table 1.18 and understand which is the subject, verb and object.

Table 1.18 Parts of a Sentence

Sentence	Subject	Verb	Object
I ate an apple.	I	ate	an apple.
He cooked dinner.	He	cooked	dinner.
She kicked the football.	She	kicked	the football.
Dia and Sanjay broke the bottle.	Dia and Sanjay	broke	the bottle.

Types of Objects

The object in a sentence can be either direct or indirect. Direct objects are the ones directly ‘acted on’ by the action word (verb). If the verb is ‘reads’ and we ask “What does Divya read?” The answer is ‘book’ which is the direct object. A **direct object** answers the question ‘what?’

An **indirect object** answers questions, such as ‘to whom’ and ‘for whom’.

For example, in the sentence “**Abdul gave a gift to his mother.**” **The verb is ‘gave’.** As you can see in Figure 1.11, there are two objects here — ‘gift’ and ‘mother’

What did Abdul give? A gift. To whom did Abdul give a gift? To his mother. Here, ‘gift’ is the direct object and ‘his mother’ 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 1.19 and practice finding the direct and indirect objects.

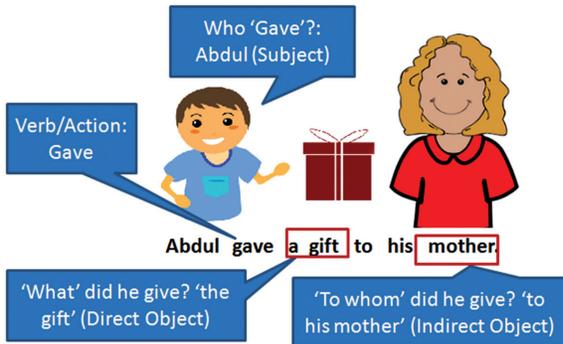


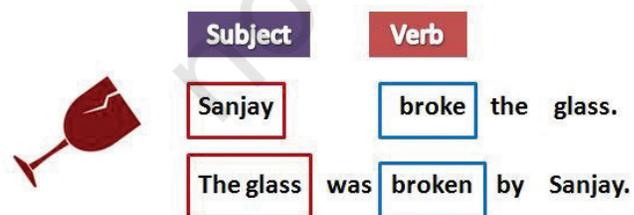
Figure 1.11 Indirect Objects

Table 1.19 Direct and Indirect Objects

Sentence	Verb	Verb + What?	Verb + By whom/to whom?	Direct Object	Indirect Object
Reema bought vegetables.	bought	vegetables		vegetables	
Fatima and Sonia played tennis.	played	tennis		tennis	
He offered me a chocolate.	offered	chocolate	me	chocolate	me
The teacher gave us homework.	gave	homework	us	homework	us

Types of Sentences

Active and Passive Sentences



Read aloud the sentence shown in Figure 1.12. What is the difference between the two sentences?

1. Sanjay broke the glass.
2. The glass was broken by Sanjay.

Figure 1.12 Types of Sentences

The action (verb) in both sentences is breaking of the glass. But the 'subject' of both sentences is different. In the first sentence, the subject (Sanjay) does the action. In the second sentence, the subject (the glass) receives the action.

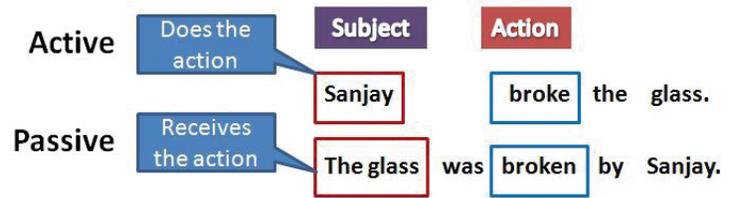


Figure 1.13 Active and Passive Sentences

Read the sentences in Figure 1.13 again.

Sentences where the subject does an action are known to be in the **Active** voice.

Sentences in which the subject receives an action are known to be in the **Passive** voice.

Read aloud some more examples given in Table 1.20.

Table 1.20 Example of Active and Passive sentences

Active Voice	Passive Voice
She wrote a letter.	A letter was written by her.
He opened the door.	The door was opened by him.
Mohan played the flute.	The flute was played by Mohan.

Types of Sentences (according to their purpose)

Read aloud the sentences in Figure 1.14. How do you think they differ from each other?



Figure 1.14 Examples of Types of Sentences

Each of these sentences has a different purpose. Also, notice how each sentence in Figure 1.15 ends.



Figure 1.15 Description of Types of Sentences

Read the examples in Table 1.21 to practise the different types of sentences.

Table 1.21 Types of Sentences

Statement or Declarative Sentence	Question or Interrogative Sentence	Emotion/Reaction or Exclamatory Sentence	Order or Imperative Sentence
This is the most common type of sentence. It provides information or states a fact. It always ends with a 'full-stop' ('.').	This type of sentence asks a question. It always ends with a question mark ('?').	An exclamatory sentence expresses a strong emotion, such as joy, sadness, fear or wonder. It always ends with an exclamation mark ('!').	These sentences show an order, command, request, or advice. It can end with a full stop or an exclamation mark ('.' or '!').
Read aloud the examples given below			
I go to school.	Did you go to school?	I came first in class!	Go to college today.
It is very cold.	How is the weather?	Oh, it's so cold!	Wear your sweater.
I completed my project.	Did you complete your project?	I completed my project!	Complete your project.

Paragraph

You have learnt about sentences. A group of sentences forms a paragraph. While writing a paragraph, make sure the sentences have a common idea. When you want to write about a different idea, make a new paragraph. For example, if you are writing about your school, the first paragraph can be of sentences about the name, location, size and other such details. In the next paragraph you can use sentences to describe what you like about your school.

I go to Government Higher Secondary School, Balachadi. It is not a very big school, but it has many good teachers. There are about 100 students in my school. My school is on the main road, very close to the city Railway Station.

I love going to school and learning about new things. My school has a small playground where I play cricket with my friends after the classes are over. It has a library also. I love my school.

Practical Exercises

NOTES

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module 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, think of the different types of sentences which were used in the story presented through the video. Classify the sentences as declarative, interrogative, exclamatory or imperative.

Activity 1

Pair-work — Making Sentences

Material Required

Notebook, pen

Procedure

1. Form pairs. First, write down three sentences that contain direct objects.
2. Now, write down three other sentences that contain both direct and indirect objects.
3. Use different colours to mark the different parts of each sentence. (Subject, Verb, Object).

Activity 2

Pair-work — Active and Passive Voice

Material Required

Notebook, pen

Procedure

1. With the same pairs as Activity 1, write a paragraph on any topic. The paragraph should have at least two sentences in active voice and two sentences in passive voice.
2. One volunteer from each group reads out their paragraph to the class.

Activity 3

Assignment work — Types of sentences

Material Required

Notebook, pen

Procedure

1. Write eight sentences. These should have two sentences each of the following type: declarative, interrogative, exclamatory and imperative.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

- Identify the subject in the sentence, "The children played football."
 - The children
 - Children played
 - Played
 - Football
- Identify the object in the sentence, "The children played football."
 - The children
 - Children played
 - Played
 - Football
- Which of these sentences has both indirect and direct objects?
 - I am watching TV.
 - She bought a blue pen.
 - The girls played cricket.
 - He wrote his sister a letter.
- Which of these sentences is in passive voice?
 - They are watching a movie.
 - The clock was repaired by Raju.
 - He is sleeping in the room.
 - My pet dog bit the postman.

B. Subjective question

- Write one sentence of each type — statement, question, exclamatory and order.
- Which is your favourite festival? Write two paragraphs about your favourite festival.
- Each paragraph should have a minimum of four sentences. Make sure you follow all the rules about sentences and paragraphs you have learnt.
- Practice work: Practice speaking correct sentences with your classmates. Try and find the parts of sentences which you use commonly.

What Have You Learnt?

After completing this session, you will be able to

- identify the different parts of a sentence.
- differentiate between active and passive voice.
- identify and compose different type of sentences.

SESSION 9: GREETINGS AND INTRODUCTION

We use certain words called 'greetings' before we start talking to friends, people familiar to us, or even people whom we are meeting for the first time. Also we use certain sentences to describe ourselves or others to people who do not know about us. This forms an introduction.

Greetings

There are many ways to greet when you meet a person. The greeting and reply to a greeting at work is different from the greeting and reply given to a friend. Similarly, there are many ways to say goodbye when you depart.

The greetings change depending upon who we are talking to and even according to the time of the day. Greetings help us start a conversation nicely as shown in Figure 1.16.



Figure 1.16 Greetings and Introductions

Types of Greetings

There are two methods of greetings as shown in Figure 1.17. Say the greetings given below aloud.



Figure 1.17 Formal and Informal Greetings

Formal greetings are used if you do not know the person. It is used to greet a senior, elderly people or people with whom we have formal relations like teachers or customers. This is used more often in schools, colleges, offices, in meetings and at work.

Say aloud the formal greetings and replies given in Table 1.22.

Table 1.22 Formal Greetings

Greeting	Reply
Good morning everybody!	Good Morning, Madam!
Good morning, Sir!	Good Morning, everyone!
Hello Sir. How are you?	Very well. Thank you? How are you?
How are you Tina?	I'm doing well. How are you, Sir?

Informal greetings are used when you talk to friends, family or know the person very well.

Say aloud the informal greetings or replies given in Table 1.23.

Table 1.23 Informal Greetings

Greeting	Reply
Hey!	Hello or Hi!
Hey! How are you doing?	Hi! I am doing great!
Hi!	Good to meet you.

We can also greet people according to the time of the day when we meet them — say aloud the greetings given in Table 1.24.

Table 1.24 Greetings According to Time

Time	Greeting
From early morning to 11.59 am	Good morning
12 pm to about 5 pm (afternoon hours)	Good afternoon
5 pm to midnight	Good evening (We usually do not greet people by saying Good night even if it is night. We say Good night at the end of conversation)

Introducing Yourself and Others

When you are meeting someone for the first time, or if others want to know about you, you need to 'introduce' yourself. You can do this by telling your name and some general information like your hometown, your job or subjects as a student, your interests, etc. When introducing yourself, remember to look at the other person and smile. Some examples are shown here in Figure 1.18.



Figure 1.18 Introducing Yourself

We can introduce someone to others by telling their name, what they do, how we know them, or even by describing something interesting about them. One example is shown in Figure 1.19.



Figure 1.19 Introducing Others

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

Have you come across such a situation? Based on the initial videos in the e-learning lesson for this topic, write down what do you think about introducing yourself to neighbours? How will you start a conversation politely?

Activity 1

Role-play — Formal and Informal Greetings

Material Required

Notebook, pen

Procedure

1. Form pairs of students.
2. Each pair should write about two conversations; one with formal greetings and one with informal greetings.
3. One volunteer from each pair acts this out in front of the class.
4. The class observes whether it is formal or informal greetings.

Activity 2

Role-play — Introducing Someone

Material Required

Notebook, pen

NOTES

Procedure

1. Use same pairs of students as in Activity 1.
2. Write conversations that generally happen to introduce someone to friends and family.
3. One volunteer from each pair demonstrates it for the class. The class observes whether the introduction has been made correctly or not.

Activity 3

Practice and Discussion — Greetings

Material Required

Notebook, pen

Procedure

1. Imagine that you are at home. The doorbell rings and you open the door.
Write down
 - What would you say when you see your uncle standing at the door?
 - What would you say when you see your friend standing at the door?
2. One volunteer acts it out in front of the class. The class in the presence of the teacher discusses:
 - What is the difference in the way you greet your friends and teachers?
 - What are the different phrases used when greeting friends?
 - What are the phrases used when greeting elders?
 - What are the phrases used when greeting your superiors in the office?

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. Which of these are formal greetings?
 - (a) Good morning
 - (b) Good evening
 - (c) Good afternoon
 - (d) All of the above
2. In which of these situations can you say 'Hi'?
 - (a) When you meet your teacher in class.
 - (b) When you meet a senior.
 - (c) When you meet your sister at home.
 - (d) When you meet your friends at a shop.

3. At which of these times can you say 'Good evening'?
 - (a) 11am
 - (b) 9am
 - (c) 2pm
 - (d) 7pm
4. Which of these details can you say while introducing a person?
 - (a) The person's name
 - (b) How you know the person
 - (c) Something interesting about the person
 - (d) All of the above

B. Subjective question

1. Write two to three lines you would use to introduce yourself.

What Have You Learnt?

After completing this session, you will be able to

- greet people formally and informally.
- introduce yourself to other people.
- introduce the other person to your friends.

SESSION 10: TALKING ABOUT SELF

You may need to talk about yourself on many occasions especially when you meet new people. You may also need to fill forms with information about yourself. In this lesson, you will learn how to describe (or 'introduce') yourself and write about yourself.

Talking About Yourself

When you meet someone for the first time, they may want to know more about you. You will need to 'introduce' yourself by telling them about yourself as shown in Figure 1.20.

You usually start by telling your name. Then you can talk about other things, such as what you do, your age, where do you live, or even about the things or activities that you like or dislike. For all these sentences, you will use nouns and verbs.



Figure 1.20: Talking about Self

A **noun** is a ‘naming’ word that is used for a person, place, thing, or idea. Some **examples of nouns** are **Ali, Delhi, football** and **music**.

A **verb** is a ‘doing’ word that tells us what the noun does. Some examples of verbs are **play, like, eat** and **write**. Note that some verbs with an ‘ing’ ending can also act as nouns. Swimming is an example. We can talk about likes and dislikes using nouns as well as verbs that end with ‘ing’. For example, cycling, swimming.

Table 1.25 shows how people talk about themselves. Read aloud.

Table 1.25 Talking About Yourself

				
Name	I am Harish Sethi.	My name is Anu.	I am Lucy Peter.	My name is Ali.
What they do	I am in high school.	I am a student.	I play cricket.	I practice karate.
Age	I am 15 years old.	I am sixteen years old.	I am nine.	I will be 17 soon.
Hometown	I stay in Agra.	I live in Mumbai.	I am from Goa.	I am from Patna.
Likes	I like playing chess.	I like swimming.	I like carpentry.	I like music.
Dislikes	I dislike summers.	I do not like dolls.	I dislike loud noise.	I do not like playing football.
Strengths	I can write stories very well.	I am a good public speaker.	I can solve crossword puzzles quickly.	I am a good team player.
Weaknesses	I leave tasks incomplete .	I get angry easily.	I cannot manage my time properly.	I am nervous to speak in front of a large group.

Filling a Form

Sometimes, instead of talking, you will have to write about yourself in a form. A form is a typed or printed page with blank spaces for information.

Each form is different, so you should read it properly before filling. Write neatly, while taking care to use the correct spellings. A form usually has the following fields for personal information as shown in Table 1.26.

Table 1.26 Filling a Form

Name	Here you enter your name. Sometimes you may need to write the first, middle (if any) and surname.
Date of birth	This is the date on which you were born. It is usually written as the day, followed by the month, followed by the year in numerals.
Address	This is the postal address which includes your house number and the details of the street, area and the city.
PIN code	This is a group of numbers used by the post office to identify a region. It is an important part of an address.
Signature (or Sign)	This is your name or initials written by hand, in a specific way (which is difficult for anyone else to copy).
Other information is to be filled according to the requirements of the form.	

Example

Harish Sethi was born on 5 December 1999. He lives in Agra, in a house named Sukh Nivas. His house number is 13 in Raja Nagar. His postal code is 282001. Harish filled a form asking for personal information like this.

First Name	Harish
Last Name	Sethi
Date of Birth	5 December 1999 (or 05-12-1999)
Address	Sukh Nivas, No. 13, Raja Nagar, Agra
Pin Code	282001

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module 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 think about yourself and write at least three sentences about yourself?

Activity 1

Pair-work — Introducing Yourself and Filling Forms

Material Required

Notebook, pen

Procedure

1. Form pairs of students.
2. Introduce yourself to your partner, giving the details necessary to fill a form. Your partner should fill in the form with your details in his or her notebook. When all the students have finished filling the form, read the information given carefully and check whether the details are correct.
3. Now, your partner should talk about him or her while you fill the form in your notebook with his or her details.
4. After you finish, your partner should check information given in the form.

Activity 2

Group Exercise — Talk About Yourself

Material Required

Notebook, pen

Procedure

1. Form groups of four students each.
2. Take turns and one by one, introduce yourself to the others in the group.
3. Use the steps and expressions that you learnt in the lesson. Remember to present your likes and dislikes as well! Each person has one minute to talk about himself or herself.
4. When one person talks, the others should correct and guide him or her.

Practice work

Maintain a diary to show the assignments to your teacher. The assignments may include the following:

- Introducing yourself to the new people you meet
- Telling your friends about your likes and dislikes
- Asking your family members to show you some forms they have filled in.
- Creating a signature for yourself.
- Creating a simple form. Give copies to your friends and ask them to fill in the form. Guide them if they do not know how to fill it in.

Check Your Progress

A. Fill in the blanks

- Use the following words to complete the form given below:
football and swimming, seven years old, Hassan, Yasmin, in Bangalore.
 - My first name is _____.
 - My surname is _____.
 - I am _____.
 - I live _____.
 - I do not like _____.

B. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

- Select the correct answer for the following question:
A postal code is _____
 - a group of numbers or letters used to identify a government building.
 - a code used to indicate the door number of a house.
 - a group of numbers or letters used by the post office to identify a region.
 - A code used to identify different post offices.

What Have You Learnt?

After completing this session, you will be able to

- answer questions that others ask about you.
- talk about your likes and dislikes with your friends.
- fill out a form with some basic personal details.

SESSION 11: ASKING QUESTIONS

A question is a sentence, phrase, or word that either asks for information or is used to test someone's knowledge. We always use a question mark (?) at the end of a question. In our day-to-day interactions with others, we often have to ask and answer questions to get information. Asking the correct questions can help us get the information we want as shown in Figure 1.21.

What are the Two Main Types of Questions?

There are two basic types of questions: close-ended questions and open-ended questions.

NOTES



Figure 1.21 Questions and Information

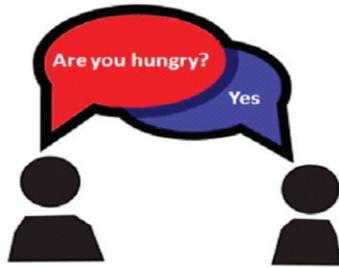


Figure 1.22 Open-ended Question

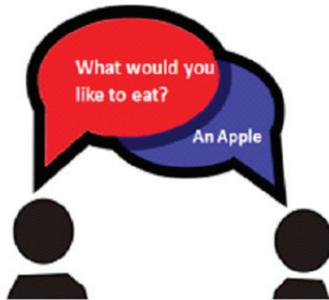


Figure 1.23 Close-ended Question

Questions that can be answered with a 'yes' or a 'no' are called **close-ended questions**. That is because the answer options are limited or closed. For example, when we ask: 'Are you hungry?', the answer could be either 'Yes' or 'No'. (see Figure 1.22)

Sometimes, when we ask a question, we expect an answer with more details. For example in Figure 1.22 when we ask: "What would you like to eat?", the answer could be: "I would like to eat an apple." These are called **open-ended questions** because their answer options are not limited or closed. In this case, the person could have said mango, orange or any other fruit.

How to Frame (or Form) Questions?

Forming Close-ended Questions

We can form close-ended questions by adding helping verbs (called auxiliary verbs) like **Be, Do** and **Have**. These convey additional information, such as time and mood. Besides these, there are other auxiliary verbs (called modal verbs), such as **Can, May, Should** which show possibility or necessity. One method of forming close-ended questions is to take a sentence without the above words and place such words before the subject.

For example, the sentence "I like it" can be changed into a close-ended question by adding the word 'do' before the subject 'I'. This creates the close-ended question: "**Do** I like it?"

Read aloud the other examples shown in Table 1.27.

Table 1.27 Close-ended Questions

Sentence	Close-ended questions after adding helping verbs
They talk on the phone every day.	Do they talk on the phone every day?
You share your lunch with your friends.	Could you share your lunch with your friends?

Please Note: *This helping verb changes based on the subject, but the main verb remains unchanged. For example, in the sentences and the questions below, the main verb (cook) remains unchanged, but the auxiliary verb (do) changes based on the subject.*

Read aloud the other examples given in Table 1.28.

Table 1.28: Close-ended Questions with Helping Verbs

Sentence	Close-ended questions after adding helping verbs
I cook dinner.	Do I cook dinner?
She can cook dinner.	Can she cook dinner?
They cook dinner.	Do they cook dinner?

In some cases, **we exchange the positions of the subject and the verb** to create a close-ended question. We can follow a similar method for sentences that already have auxiliary verbs. Read aloud the other examples shown here in Table 1.29.

Table 1.29 Close-ended Questions (Subject/Verb exchanged)

Sentence	Close-ended questions after exchanging positions of the subject and the verb
He is there.	Is he there?
They were cleaning their room.	Were they cleaning their room?
You can help me.	Can you help me?

Forming Open-ended Questions — Using Question Words

Some questions are called open-ended because their answer options are not limited or closed. They have to be answered with more information than just a ‘yes’ or a ‘no’. We can form open-ended questions by using question words, such as **What, Why, Who, How, When** and **Where**. Read aloud the other examples shown here in **Table 1.30**. Notice how these questions CANNOT be answered with a ‘yes’ or a ‘no’.

Table 1.30 Open-ended Questions with Question Words

Open-ended questions	Answer sentence
What did you do?	I went to the park.
Why did you go there?	I went to meet my friend.
How did you go?	I cycled.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Pair-work — Open-ended and Closed-ended Questions

Material Required

Notebook, pen

Procedure

1. Form pairs of students.
2. Each pair writes 5 open-ended and 5 close-ended questions along with the answers for all 10 questions.
3. When all pairs have completed the activity, one volunteer pair reads out their questions and answers to the whole class.
4. The class gives its feedback on whether the questions are framed correctly or not.

Activity 2

Group Exercise — Forming Questions

Material Required

Notebook, pen

Procedure

1. Form groups of four students each.
2. Write a conversation between four people, with at least 6 questions (including close and open-ended questions).
3. One group volunteers to act it out in front of the class.
4. The other students give their observations on whether the questions were framed correctly or not.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. What are close-ended questions?
 - (a) Questions that can have any answer
 - (b) Questions that do not have answers
 - (c) Questions with yes or no answers
 - (d) Questions that have many answers

2. Which of these are open-ended questions?
 - (a) Where do you live?
 - (b) Are you hungry?
 - (c) How do you feel?
 - (d) Did you meet him?
3. Which is not a question word?
 - (a) What
 - (b) Want
 - (c) Which
 - (d) How
4. Which of these is the correct way to convert the sentence “You are studying” into a question?
 - (a) You are studying?
 - (b) Studying you are?
 - (c) Are you studying?
 - (d) Studying are you?

B. Subjective question

1. Make a note of 10 questions your friends asked you. How many were open-ended questions? Make a list of 10 close-ended questions you have asked.

What Have You Learnt?

After completing this session, you will be able to

- ask simple questions to solve your doubts.
- identify close-ended and open-ended questions.
- use the correct question words to ask open-ended and close-ended questions.

SESSION 12: TALKING ABOUT FAMILY

Introduction

How big or small is your family? What happens when someone asks you about your family? What do you say? Can you introduce all your family members in English?

Let's learn some words which will help you introduce your family members and describe how you are related to them.



Figure 1.24 Family

New Words — Names for Relatives

Do you know the English names for different members of the family? Your mother and father are your *parents*. You may have one or more *brothers* or *sisters* as in Figure 1.24.

- In English, parents of both mother and father are called Grandparents (Grandfather and Grandmother).
- Sisters of both father and mother are called Aunts.
- Brothers of both father and mother are called Uncles.
- Children of all aunts and uncles are called Cousins.
- Family members of the husband or wife are known as 'in-laws'.
 - For example, brothers and sisters of the husband will be brothers-in-law and sisters-in-law for the wife.
 - Brothers and sisters of the wife will be brothers-in-law and sisters-in-law for the husband.
 - Parents of the wife will be father-in-law and mother-in-law for the husband.
 - Parents of the husband will be father-in-law and mother-in-law for the wife.

Read and practice saying the words as shown in Figure 1.25

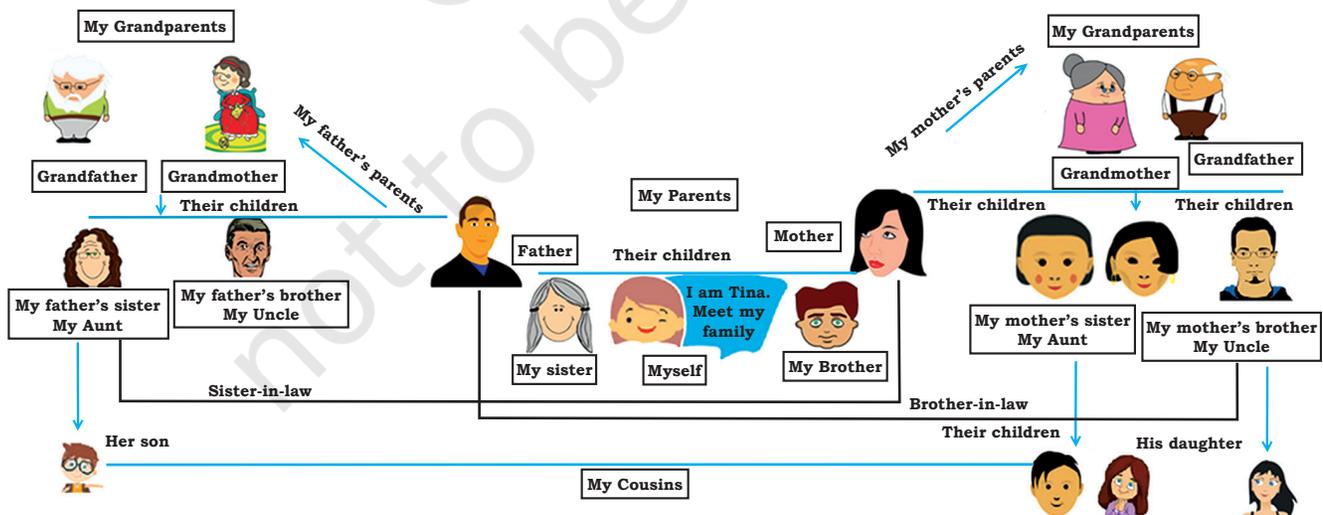


Figure 1.25 Relatives

New Words — Words that Show Relations

Did you notice the words? (my, father's, mother's, their)

In 'father's sister' the word 'father's' describes the relation with the noun 'sister'. If you remember, words which describe a noun or a pronoun are called *adjectives*. The type of adjectives which describe relations or ownership (possession) are known as *Possessive Adjectives*.

Possessive adjectives can be used to show a relation between people and owner of things.

The common relation words are given in Table 1.31. Read and practice saying the words aloud.

Table 1.31 Words Showing Relations — Possessive Adjectives

Word	Meaning	Example	Example
my	Belongs to/related to me	My mother is a teacher.	This is my book.
your	Belongs to/related to you	Where is your sister?	Is this your book?
his	Belongs to/related to him	His cousin plays cricket.	That is his house.
her	Belongs to/related to her	She loves her father.	I like her dress.
its	Belongs to/related to it	The baby is looking for its mother.	Keep the ball in its place.
our	Belongs to/related to us	Our grandparents live in Simla.	We love our school.
their	Belongs to/related to them	Parents take care of their children.	We visited their house.

We also use the sign (') with and 's' to show the owner or related person, as shown in Table 1.32.

Table 1.32 Words Showing Ownership or Relations

Word	Meaning	Example 1	Example 2
father's	Belongs to/related to father	My father's sister loves us.	My father's car is red in colour.
mother's	Belongs to/related to mother	My mother's mother is my grandmother.	My mother's work never ends.
Ravi's	Belongs to/related to Ravi	Ravi's sister is my friend.	Ravi's house is far away.
Mr Sharma's	Belongs to/related to Mr Sharma	Mr Sharma's uncle is very old.	Mr Sharma's office is well lit.

NOTES

Read out these lines as Tina talks about her family. Notice the relation words that have been underlined and the relations which have been shaded.

- My name is Tina.
- My mother is a teacher.
- My father works in a hotel.
- My brother's name is Raj and my sister's name is Anju.
- I have three aunts and two uncles.
- Our grandparents stay in Simla. I love going to their house but it is far from our school.

How would you describe your family?

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Pair-work — Talking about Family

Material Required

None

Procedure

1. Form pairs of students.
2. Ask your partner any five questions about his or her family. The partner has to answer your questions by talking about his or her family members.
3. Then the partner will ask you any five questions about your family and you will need to talk about your family.

Activity 2

Role-play — Family Relations

Material Required

Pen and paper

Procedure

1. Form groups of five to eight students in each group.
2. Make chits with names of family members, such as father, mother, uncle, brother, cousin, etc., on them. Leave one chit blank.

3. Everyone should pick a chit and act according to that role. The person who gets the blank chit will ask questions to everyone else about their role in the family.
4. Everyone else will talk about their relations to each other. For example, I am your father. This is your uncle.
5. Then the person with the blank chit will introduce the 'family' to the class.

Check Your Progress

A. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. Your mother's or father's sister is your _____ .
 - (a) parent
 - (b) sister
 - (c) uncle
 - (d) aunt
2. Your uncle's children are your _____ .
 - (a) parents
 - (b) cousins
 - (c) brother
 - (d) sister
3. A father-in-law is my _____ .
 - (a) mother's father
 - (b) cousin's father
 - (c) uncle's father
 - (d) husband or wife's father
4. Your father's or mother's brother is your _____ .
 - (a) cousin
 - (b) uncle
 - (c) parent
 - (d) brother

B. Subjective question

1. Describe your family in 5–8 sentences.

What Have You Learnt?

After completing this session, you will be able to

- talk about your family and describe relationships.
- use 'possessive adjectives' to talk about things that belong to you or others.

SESSION 13: DESCRIBING HABITS AND ROUTINES



Figure 1.26 Habits

A **habit** (Figure 1.26) is a practice that we follow, especially one that is very hard to stop or give up. For example, getting up at a particular time is a habit.

A **routine** is a regular, ordered way of doing activities at a fixed time. There are some phrases that can be used to describe your routine. Some words like every day, usually (or generally), always, sometimes, never, etc., can be used to describe our habits and routines.

Concept of Habits and Routine — Priya's Day

How would Priya describe her daily routine to a friend? Read aloud the sentences given in Table 1.33.

Table 1.33 Priya's Routine

My daily ROUTINE is this				
Every day, I get up at 7 am.				
I take a bath at 7.30 am.	get up	have a shower	have breakfast	go to school
I have my breakfast at 8.00 am.				
I go to school at 8.30 am.				
I come back home at 2.00 pm. Then I iron and fold my clothes.				
I have dinner with my family at 7.00 pm. Then I help wash the utensils.	go home	have dinner	watch television	go to bed
I watch TV at 8.00 pm.				
I go to sleep at 9.00 pm.				

All the above steps, done one after the other, form Priya's routine. She does them daily, in the same order! Some are habits (like taking a bath, watching TV) and some are work or **chores** (like washing utensils).

Let us see how Priya describes her habits (things she usually does) to her friend Reena. Read aloud the sentences given in Table 1.34 (first read Priya's dialogue and then read Reena's dialogue).

Table 1.34 Priya's Habits

 Priya	 Reena
Hi Reena!	Hi Priya, your hair looks so good.
Thank you Reena. I always oil and comb my hair.	That's a good habit. I never oil my hair.
You must do that Reena. Have you completed the science homework?	Yes I have. I always finish my homework on time.
That's a great habit. I have not completed the homework. I sometimes forget to finish my homework.	Don't worry, come I'll help you with the homework.

The words that are in bold — **always**, **never**, **sometimes** — are used to describe when you do an activity. They are called **Adverbs of Frequency**. They describe how often something happens. They are useful in describing habits. Other examples of such adverbs are shown in Table 1.35.

Table 1.35 Adverbs of Frequency

For regular activities	weekly, daily, yearly, always	I go to the temple weekly .
For irregular activities	sometimes, often, rarely	I sometimes go to the temple.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Pair-work — Discussing habits and routines

Material Required

Notebook, pen

Procedure

1. Form pairs of students.
2. Both partners make a table in this format (You can change the details).

Time	What do I do at this time?
6 am – 6.30 am	I get up and get ready for the day.
6.30 am – 7.00 am	I take a bath.
	... and so on ...

NOTES

3. Take 5 minutes to fill in such a table about your daily activities in your notebook. Ask your partner about their routine. Listen carefully. Now your partner will ask you about your routine. Read aloud your routine to them.
4. Make a table in your notebook and fill it with your partner's routine details.
5. Exchange your notebooks and each will check if the partner has filled all details correctly.

Activity 2

Group-practice — Describing routines

Materials Required

Notebook, pen

Procedure

1. Form groups with five people in each group.
2. Choose a leader. The group leader will assign a role to each student: movie star, sports player, politician, teacher, doctor, etc. Then, think about the daily routine of your character.
3. The leader will interview student 1. Student 1 will interview student 2 and so on.
4. Finally, take some time to discuss about the routines of the characters.

Check Your Progress

A. Fill in the blanks Using the Correct Option

1. Write the correct adverbs of frequency that can be used in the following sentences against each sentence (Options — Seldom, Sometimes, Usually, Always, Never)
 - (a) I eat breakfast every day. _____
 - (b) I don't drink coffee at all. _____
 - (c) Once in a while I walk to the beach. _____
 - (d) I generally play cricket after school. _____
 - (e) I rarely sleep in the afternoon. _____
2. Which of the following are chores (or work) and which are habits? Mark the chores as 'C' and habits as 'H'.
 - (a) I wash my clothes every day. _____
 - (b) After dinner, I wash the dishes. _____
 - (c) On Sunday, I clean my house. _____
 - (d) I go to sleep at 10 pm. _____
 - (e) I brush my teeth every morning. _____

B. Arrange in Correct Sequence

1. Arrange the following adverbs of frequency in order of 'all the time' to 'not at all'.

- Rarely (or seldom); Never; Often; Sometimes; Generally; Always

C. Subjective questions

- Write down the habits you want to create or the one's you want to drop.
- Write down the routine you will follow over a month before your final exams.

What Have You Learnt?

After completing this session, you will be able to

- describe your regular activities and tasks.
- describe, in the correct order, the activities that you and other people do every day.

SESSION 14: ASKING FOR DIRECTIONS

Introduction

Have you ever been lost and asked others for directions as in Figure 1.27? Have you sometimes given directions to others? In this lesson, you will learn to ask for and give clear directions to a place.

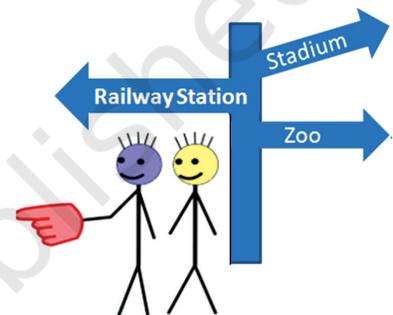


Figure 1.27 Directions

How to Ask for or Give Directions

When you need to go to a new place what do you do? You ask somebody or use a map. When you ask someone, you ask politely. Start by saying 'Excuse me' or by greeting them.

Ask clearly for the place where you want to reach (for example, Central School, Raja Nagar, Railway Station, Kavi Nagar Post Office, Admission office inside a building) as shown in Table 1.36.

Table 1.36 Asking for Directions

Excuse me, can you please tell me the way to the National Bank?

Excuse me, which way is the railway station?

Excuse me, do you know the way to the Gandhi National Museum?

Can you tell me the directions for reaching your home from the Town Hall?

The other person will usually tell you in which direction you should go, how far, and where you need

to take turns. Some terms for giving directions are shown in Figure 1.28.

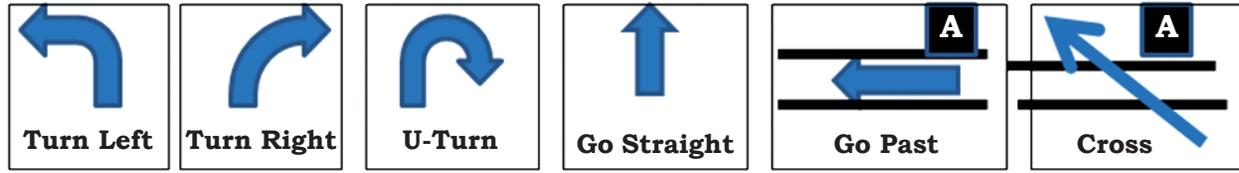


Figure 1.28 Terms for Giving Directions

If someone asks you for directions, you should use the same method. Repeat the directions to make sure that you have understood correctly.

You must thank the person who helped you, before leaving. Some words or phrases used for thanking others are given in Table 1.37.

Table 1.37 Thanking Others

Phrase	When to use
Thank You	This is the polite way to answer when anyone helps you.
Thanks	It means the same thing, but is more casual (should be used only with friends or family).
I appreciate that	This is one more polite way to answer when someone does something for you.
I really appreciate that	You can use this for someone who goes out of their way to help you.

When others thank you, you should accept by saying 'welcome', or 'you're welcome'.

More About Directions Using Landmarks

It is very helpful if you mention **landmarks** (places which are well known or easy to locate) like a bus stand, a lake, a bridge, big offices and schools, etc. while giving directions.

To give directions using the location of well-known places, we use location or position words called '**prepositions**'. (Tip: prepositions show position). There are some other prepositions which are used to show time, but in this lesson we will practice using the position words.

Some of these words are — **on, near to, opposite, in front of.**

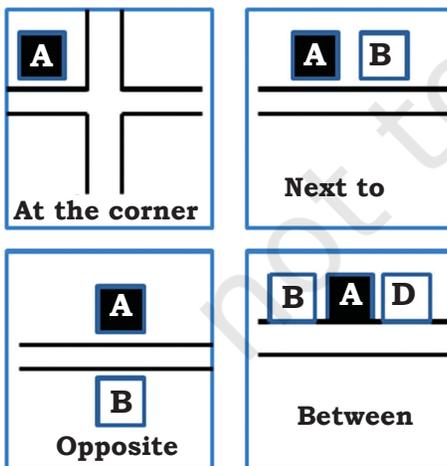


Figure 1.29 Describing Position

Figure 1.30 shows examples of giving directions to a place (Cosmos Mall). Different prepositions have been used to give directions based on nearby landmarks.

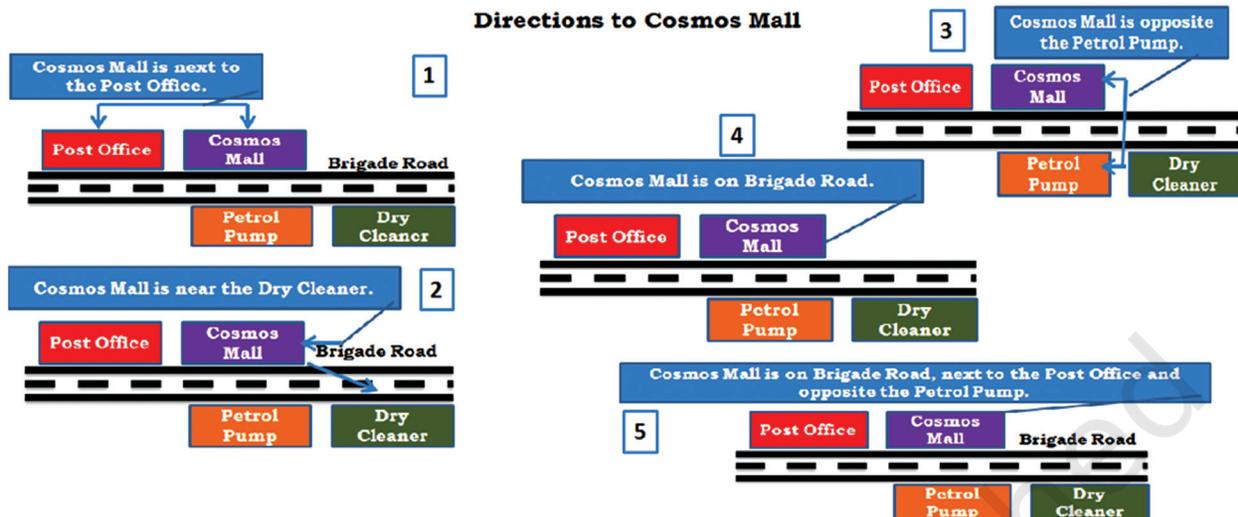


Figure 1.30 Describe Locations Based on Landmarks

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Group-exercise — Role-play

Materials Required

Notebook, pen

Procedure

1. Form groups with three students in each group.
2. Practise asking for and giving directions to different places. Your teacher may suggest some places or you can use places in your town as examples.
3. Discuss whether each person was able to give correct directions.
4. Discuss what you learned from this activity.

Activity 1

Assignment — Write the direction shown by the symbols given below.



Check Your Progress

A. Fill in the blanks using the given prepositions (across, of, into, to) to complete the sentences.

1. Go _____ the bridge and on the other side you will see a park.
2. Turn left _____ Acacia lane.
3. Go past the newspaper shop and carry on until you come _____ a bridge.
4. Go out _____ the building and turn left.

B. Multiple choice questions

Read carefully all the options given below the question and choose the correct option(s).

1. Which of the following is the correct way of thanking someone?
 - (a) Thank you
 - (b) Thanks
 - (c) I really appreciate that
 - (d) All of the above

C. Subjective question

1. Your classmates are coming to your house. Write the directions so that they can reach your home from your school.

What Have You Learnt?

After completing this session, you will be able to

- ask for directions, politely.
- thank a person in different ways using the correct phrases.
- give directions using the correct prepositions.