

Comprehensive Notes On Communication Skills (Unit 1)

Class XI - Employability Skills

Contents

1	Session 1: Introduction to Communication	2
1.1	Definition and Concept of Communication	2
1.2	Importance of Communication	2
1.3	Elements of Communication Cycle	2
1.4	Perspectives and Factors Affecting Communication	3
1.5	The 7 Cs of Effective Communication	3
2	Session 2: Verbal Communication	3
2.1	Definition and Significance	4
2.2	Types of Verbal Communication	4
2.3	Advantages and Disadvantages of Verbal Communication	4
2.4	Public Speaking: The 3Ps Strategy	4
3	Session 3: Non-verbal and Visual Communication	4
3.1	Non-verbal Communication	5
3.2	Visual Communication	5
4	Session 4: Pronunciation Basics	5
4.1	Phonetics and Spoken English	5
4.2	Classification of Speech Sounds	6
5	Session 5: Communication Styles – Assertiveness	6
5.1	Overview of Communication Styles	6
5.2	7 Actions for Assertive Communication	6
6	Session 6: Saying No – Refusal Skills	7
6.1	Importance of Refusal Skills	7
6.2	The AEIOU Refusal Model	7
6.3	Connecting Words (Conjunctions) in Refusals	7
7	Session 7: Writing Skills – Parts of Speech	7
7.1	Sentence Basics and MINTS Capitalization	7
7.2	Punctuation Rules	8
7.3	Basic Parts of Speech	8
7.4	Supporting Parts of Speech	8
8	Session 8: Writing Skills – Sentences	9
8.1	Core Components of a Sentence	9
8.2	Direct and Indirect Objects	9
8.3	Active and Passive Voice	9
8.4	Sentence Classification by Purpose	9
9	Session 9: Greetings and Introduction	9
9.1	Greetings Framework	9
9.2	Introducing Self and Others	10
10	Session 10: Talking About Self	10
10.1	Key Information Areas	10

10.2 Form Filling Essentials	10
11 Session 11: Asking Questions	10
11.1 Types of Questions	11
11.2 Framing Rules	11
12 Session 12: Talking About Family	11
12.1 Family Terminology	11
12.2 Possessive Adjectives and Apostrophe 's'	11
13 Session 13: Describing Habits and Routines	11
13.1 Distinction Between Habits and Routines	12
13.2 Adverbs of Frequency	12
14 Session 14: Asking for Directions	12
14.1 Asking and Giving Directions Politely	12
14.2 Prepositions of Position and Landmarks	12
15 Comprehensive Question Bank	13
15.1 Multiple Choice Questions (MCQs)	13
15.2 Assertion-Reasoning Questions	15
15.3 One-Word / Brief Answer Questions	15
15.4 Differentiate Between Questions	16
15.5 Short Answer Questions	17
15.6 Long Answer Questions	18
15.7 Case-Study / Competency-Based Questions	19

1 Session 1: Introduction to Communication

1.1 Definition and Concept of Communication

Communication is the sharing of information between two or more individuals or within a group to reach a common understanding. The word **communication** originates from the Latin word *communicare*, which means “to share”.

i Pedagogical Overview: Communication

Definition: The act of giving, receiving, and sharing information through speech, writing, or visual signs.

Relevance: Effective communication forms the backbone of personal relationships, academic success, and professional productivity.

Example: A teacher explaining a concept to students or two friends planning a weekend project.

1.2 Importance of Communication

Clear communication helps individuals express thoughts, feelings, and ideas accurately. As a student, reading, writing, speaking, and listening well are essential competencies. Learning English, alongside one's mother tongue, enables global connectivity.

Communication skills are primarily needed to:

- **Inform:** Share factual information (e.g., communicating the time of an exam or meeting).
- **Influence:** Persuade or negotiate with others (e.g., negotiating prices with a vendor).
- **Express Feelings:** Convey emotional states (e.g., sharing excitement over personal achievement).

1.3 Elements of Communication Cycle

Communication is a continuous two-way process consisting of specific key elements:

1. **Sender:** The person who initiates and conveys the message.
2. **Message:** The information, thought, or idea being communicated.
3. **Channel:** The medium used to transmit the message (e.g., spoken word, letter, email).
4. **Receiver:** The individual or group for whom the message is intended.
5. **Feedback:** The response provided by the receiver confirming understanding.

1.4 Perspectives and Factors Affecting Communication

Perspectives refer to fixed ideas, mindsets, or preconceptions that alter how we receive and interpret messages.

Factor	How It Acts as a Barrier
Language	Incorrect word usage, unknown languages, or technical jargon block understanding.
Visual Perception	Judging people or situations strictly by appearance (e.g., assuming a poorly dressed person is untrustworthy).
Past Experience	Allowing prior negative outcomes to distort present communication (e.g., previous bad transaction causing distrust).
Prejudice	Biased fixed ideas (e.g., "No one in class listens to me") stopping open interaction.
Feelings	Emotional states like anger, grief, or extreme fatigue impeding clear expression.
Environment	Physical noise, poor acoustics, distance, or atmospheric disturbances interfering with message transfer.
Personal Factors	Low self-confidence, anxiety, fear, or personal habits preventing active participation.
Culture	Gestures or symbols having different, non-aligned meanings across cultural backgrounds (e.g., thumb sign variations).

1.5 The 7 Cs of Effective Communication

To make professional and everyday communication impactful, one should adhere to the **7 Cs**:

✓ The 7 Cs Principles

- **Clear:** State the exact message using simple words and clean structure.
- **Concise:** Use minimal, precise words without unnecessary repetition.
- **Concrete:** Present concrete facts and figures rather than vague statements.
- **Correct:** Maintain proper grammar, accurate facts, and correct spellings.
- **Coherent:** Ensure logic flows smoothly and all sentences connect to the main topic.
- **Complete:** Include all necessary background information required for decision-making.
- **Courteous:** Maintain respect, warmth, politeness, and honesty throughout.

2 Session 2: Verbal Communication

2.1 Definition and Significance

Verbal communication is the exchange of information using spoken or written words. Selecting appropriate, simple, and unambiguous words is essential to avoid misunderstandings.

2.2 Types of Verbal Communication

Verbal communication is broadly categorized into **Oral** and **Written** modes:

Type	Key Features	Examples
Oral / Spoken	Direct interaction involving listening and speaking in real time.	Face-to-face chats, phone calls, classroom lectures, public speeches, group discussions.
Written	Communication through printed, handwritten, or digital symbols/text.	Letters, emails, text messages (SMS), circulars, newspapers, printed books.

2.3 Advantages and Disadvantages of Verbal Communication

- **Advantages:** Quick transmission, instant feedback, easy modification of content based on recipient reaction.
- **Disadvantages:** High dependency on shared linguistic background; poor word choice leads to ambiguity and misinterpretation.

2.4 Public Speaking: The 3Ps Strategy

Public speaking involves addressing a group of listeners clearly and confidently. Overcoming stage fear is achieved through the 3Ps framework:

The 3Ps of Public Speaking

1. **Prepare:** Research the topic thoroughly, identify the target audience's background, organize key thoughts logically, and draft structured points.
2. **Practice:** Rehearse speech delivery aloud in front of family, friends, or a mirror to refine flow and timing.
3. **Perform:** Take deep breaths before starting, maintain upright posture, speak at an even pace, and engage listeners confidently.

3 Session 3: Non-verbal and Visual Communication

3.1 Non-verbal Communication

Non-verbal communication refers to sending messages without spoken or written words, utilizing body language, facial expressions, gestures, and vocal inflections. Research indicates that non-verbal elements account for up to 93% of interpersonal communication (55% body language, 38% voice tone/control, 7% words).

Type	Description	Effective Practice
Facial Expression	Movements showing internal emotions (smile, frown).	Keep face relaxed, smile warmly, match expression to spoken message.
Posture	Body alignment displaying confidence or fatigue.	Sit straight, keep shoulders back and relaxed, avoid slouching.
Gestures	Hand and head movements clarifying ideas.	Avoid pointing fingers at people; nod to acknowledge understanding.
Touch	Physical contact conveying empathy or professional greetings.	Offer a firm handshake; avoid casual touch in formal settings.
Space	Physical distance maintained during interaction.	Maintain comfortable personal space appropriate for formal/informal context.
Eye Contact	Looking into recipient's eyes to build trust.	Maintain steady, relaxed eye contact; break periodically to prevent staring.
Paralanguage	Vocal aspects like pitch, tone, speed, and volume.	Use moderate speed and balanced volume matching the message intent.

3.2 Visual Communication

Visual communication involves conveying information exclusively through images, signs, traffic indicators, charts, or graphical symbols.

Visual Communication Strengths

Universal Appeal: Visual signs transcend language barriers, making them universally accessible.

Key Examples: Red traffic light (Stop), No Smoking logo, Slippery Surface caution sign, Railway Crossing warning, Toilet indicator signs.

4 Session 4: Pronunciation Basics

4.1 Phonetics and Spoken English

Pronunciation is the way a word or language is spoken. **Phonetics** is the systematic study of human speech sounds.

English contains 26 alphabetic letters (A–Z), but these letters produce 44 distinct sounds. Consequently, word spellings do not always correlate directly with their phonetic output.

4.2 Classification of Speech Sounds

English sounds are categorized into three primary types:

Sound Category	Definition	Examples
Vowels (12)	Single vocal sounds produced without obstruction in the vocal tract.	Short 'i' (<i>bit</i>), Long 'ee' (<i>sleep</i>), Short 'u' (<i>put</i>), Long 'oo' (<i>boot</i>).
Diphthongs (8)	Combination sounds gliding smoothly from one vowel to another.	'ea' sound (<i>near, dear</i>), 'ou' sound (<i>house, cow</i>), 'oa' sound (<i>boat, loan</i>).
Consonants (24)	Speech sounds produced by obstructing airflow with lips, tongue, or teeth.	'p' sound (<i>pen, stop</i>), 't' sound (<i>train, put</i>), 'k' sound (<i>book, cold</i>).

5 Session 5: Communication Styles – Assertiveness

5.1 Overview of Communication Styles

Communication style encompasses the verbal and non-verbal patterns used when interacting with others. The four standard styles are:

Style	Characteristics	Impact
Aggressive	Dominating, shouting, forcing views without respecting others' rights.	Destroys relationships, induces fear, causes hostility.
Passive / Submissive	Avoiding self-expression, keeping silent, yielding to unfair demands.	Leads to self-resentment, stress, and loss of self-respect.
Passive-Aggressive	Indirect expression of anger, sarcasm, intentional unhelpful behavior.	Causes mistrust, confusion, and unresolved tension.
Assertive	Honest, calm expression of views while respecting others' rights.	Fosters mutual respect, clear understanding, and healthy solutions.

5.2 7 Actions for Assertive Communication

Core Practices for Assertiveness

1. **Be Confident:** Maintain straight posture, relaxed shoulders, and steady eye contact.
2. **Speak Slowly and Clearly:** Avoid rushing words so listeners process message content.
3. **Use a Clear, Calm Voice:** Keep volume audible without raising voice or shouting.
4. **Dress Correctly:** Wear neat, clean, situational clothes to establish respect.
5. **Be Honest:** Express genuine opinions truthfully without deceit.
6. **Don't Be Aggressive:** Avoid shouting, insults, or demanding behavior.

7. **Speak Up and Say NO:** Advocate personal boundaries politely without guilt.

6 Session 6: Saying No – Refusal Skills

6.1 Importance of Refusal Skills

Refusing requests politely is a necessary aspect of personal integrity and time management. People often struggle to say “No” due to fear of causing offense, starting arguments, or experiencing social isolation. However, refusing is mandatory when requests violate rules, ethics, personal boundaries, or capability limits.

6.2 The AEIOU Refusal Model

The **AEIOU Model** structures polite refusal into five logical steps:

Step	Action	Example Statement
A – Ask questions	Inquire about details to evaluate urgency.	“Why do we need to leave early?”
E – Engage politely	State positive intent or appreciation first.	“I would love to help you with the project, but...”
I – Include reason	State clear, honest explanation for refusal.	“...I cannot join because I have an exam tomorrow.”
O – Offer options	Suggest viable alternative times or methods.	“Can we complete this assignment together after school?”
U – Thank person	Express appreciation for understanding.	“Thank you for understanding my situation.”

6.3 Connecting Words (Conjunctions) in Refusals

- **And:** Joins related statements (“My brother and I cannot attend”).
- **But:** Connects contrasting thoughts (“I want to come, **but** I have prior commitments”).
- **Or:** Presents choices (“You can proceed with Rahul **or** Amit”).
- **So / Because:** Shows cause and effect (“I have a doctor’s appointment, **so** I cannot stay late”).

7 Session 7: Writing Skills – Parts of Speech

7.1 Sentence Basics and MINTS Capitalization

A sentence is a group of words conveying a complete thought. All sentences start with a capital letter and end with a full stop (.), question mark (?), or exclamation mark (!).

A The MINTS Capitalization Rule

- **Months:** Capitalize names of months and days (*January, Monday*).
- **I pronoun:** Capitalize the standalone letter 'I' (*I am studying*).
- **Names:** Capitalize names of people and specific places (*Rohan, Delhi*).
- **Titles:** Capitalize titles before names (*Dr. Sharma, Mr. Patel*).
- **Starting letter:** Capitalize the first letter of every sentence (*The sun rises*).

7.2 Punctuation Rules

Punctuation marks structure sentences to prevent misreading:

- **Full Stop (.):** Denotes sentence completion or abbreviations (*Dr.*).
- **Comma (,):** Indicates short pause or separates items in lists (*apples, oranges, and grapes*).
- **Question Mark (?):** Placed at the end of direct inquiries (*Where are you going?*).
- **Exclamation Mark (!):** Expresses sudden, strong emotions (*What a pleasant surprise!*).
- **Apostrophe ('):** Indicates possession (*Rohan's book*) or contractions (*don't*).

7.3 Basic Parts of Speech

Part of Speech	Function	Example
Noun	Naming word for person, place, thing, or idea.	<i>Reema, Delhi, chair, truth.</i>
Pronoun	Replaces a noun to avoid repetition.	<i>He, she, it, they, we.</i>
Adjective	Qualifies or describes a noun or pronoun.	<i>Blue sky, three apples, honest man.</i>
Verb	Expresses action, state, or occurrence.	<i>Run, write, think, is.</i>
Adverb	Modifies a verb, adjective, or another adverb.	<i>Walked slowly, extremely high, spoke well.</i>

7.4 Supporting Parts of Speech

- **Articles:** 'A' and 'An' (indefinite, used before singular countables; 'an' before vowel sounds); 'The' (definite, used for specific nouns).
- **Conjunctions:** Words joining words or clauses (*and, but, because, or*).
- **Prepositions:** Words defining spatial or temporal relationships (*in, on, at, under, between*).
- **Interjections:** Exclamatory words expressing abrupt feeling (*Wow!, Alas!, Oh!*).

8 Session 8: Writing Skills – Sentences

8.1 Core Components of a Sentence

A standard English sentence contains three core elements:

1. **Subject:** The entity performing the action.
2. **Verb:** The action being performed.
3. **Object:** The entity receiving the action.

8.2 Direct and Indirect Objects

- **Direct Object:** Directly receives the action of the verb; answers “What?” (e.g., “Divya bought a **book**”).
- **Indirect Object:** Receives the direct object; answers “To whom?” or “For whom?” (e.g., “Abdul gave **his mother** a gift”).

8.3 Active and Passive Voice

Voice	Structure	Example
Active Voice	Subject performs the action directly.	“Sanjay broke the glass.”
Passive Voice	Subject receives the action.	“The glass was broken by Sanjay.”

8.4 Sentence Classification by Purpose

- **Declarative (Statement):** States a fact or opinion; ends with a full stop (e.g., “I go to school”).
- **Interrogative (Question):** Asks an inquiry; ends with a question mark (e.g., “Did you study?”).
- **Exclamatory (Reaction):** Expresses sudden emotion; ends with an exclamation mark (e.g., “What a great goal!”).
- **Imperative (Command/Request):** Gives orders or requests; ends with full stop or exclamation mark (e.g., “Close the door”).

9 Session 9: Greetings and Introduction

9.1 Greetings Framework

Greetings open interactions politely. They vary based on context (formal vs. informal) and time of day.

Type	Context	Standard Examples
Formal	Seniors, teachers, customers, unknown individuals.	"Good morning Sir", "Hello Madam, how are you?"
Informal	Friends, family, peers, close associates.	"Hey!", "Hi there!", "What's up?"
Time-Bound	Greeting based on clock time.	Morning (5 AM–12 PM), Afternoon (12 PM–5 PM), Evening (5 PM onwards).

9.2 Introducing Self and Others

When introducing oneself, state your name clearly, followed by role, background, or interests while maintaining a warm smile and eye contact. When introducing others, state their name, connection to you, and an interesting detail.

10 Session 10: Talking About Self

10.1 Key Information Areas

Self-introduction requires sharing relevant background concisely:

- **Personal Details:** Name, age, hometown.
- **Educational/Professional Role:** Student grade, subject focus, or job designation.
- **Preferences:** Likes and dislikes (expressed using nouns or '-ing' verb forms like *swimming*).
- **Attributes:** Strengths (e.g., *good team player*) and areas for improvement/weaknesses.

10.2 Form Filling Essentials

Forms capture standardized information. Standard entries include:

- **First Name / Last Name:** Given name and family surname.
- **Date of Birth (DOB):** Written in standard numeric layout (DD/MM/YYYY).
- **Address & PIN Code:** Postal details including house number, street, city, and 6-digit PIN code identifying the postal region.
- **Signature:** Handwritten name or unique initials authorizing the document.

11 Session 11: Asking Questions

11.1 Types of Questions

Questions gather information or test knowledge. They are categorized into two types:

Question Type	Nature of Response	Framing Method
Close-ended	Restricted response: "Yes" or "No".	Start sentence with auxiliary verbs (<i>Is, Are, Do, Does, Can, Could, Have</i>).
Open-ended	Descriptive response requiring detailed facts.	Start sentence with question words (<i>What, Why, Who, Where, When, How</i>).

11.2 Framing Rules

- **Close-ended transformation:** Place helping verb before subject (e.g., "They play" → "**Do** they play?").
- **Open-ended transformation:** Combine question word with helping verb and subject (e.g., "**Where** do you live?").

12 Session 12: Talking About Family

12.1 Family Terminology

Relationships are expressed using specific terms:

- **Immediate Family:** Parents (Father, Mother), Siblings (Brother, Sister).
- **Extended Relatives:** Grandparents, Aunts (father/mother's sister), Uncles (father/mother's brother), Cousins (aunts/uncles' children).
- **In-laws:** Relations by marriage (Father-in-law, Mother-in-law, Brother-in-law, Sister-in-law).

12.2 Possessive Adjectives and Apostrophe 's'

Grammar Element	Usage	Example
Possessive Adjectives	Shows ownership or relation (<i>my, your, his, her, its, our, their</i>).	" Our house is nearby."
Possessive Apostrophe	Appends 's' to nouns to show relationship.	"This is Rohan's car."

13 Session 13: Describing Habits and Routines

13.1 Distinction Between Habits and Routines

- **Habit:** An automatic behavior or practice followed regularly, often hard to give up (e.g., brushing teeth twice daily).
- **Routine:** A fixed sequence of daily activities and chores performed in an ordered manner (e.g., morning routine: wake up → exercise → bath → breakfast → commute).

13.2 Adverbs of Frequency

Adverbs of frequency denote how often an action occurs:

- **Regular Patterns:** *Always* (100%), *Daily*, *Weekly*, *Yearly*.
- **Irregular Patterns:** *Often*, *Sometimes*, *Rarely*, *Never* (0%).

14 Session 14: Asking for Directions

14.1 Asking and Giving Directions Politely

When requesting directions, initiate politely using “Excuse me” or a brief greeting, followed by a specific inquiry.

Phase	Standard Phrases
Asking	“Excuse me, could you please guide me to the nearest railway station?”
Giving	“Go straight, take a left turn at the traffic light, walk past the library.”
Acknowledging	“Thank you very much”, “I really appreciate your assistance.”
Responding	“You’re welcome!”

14.2 Prepositions of Position and Landmarks

Landmarks provide reference points. Key prepositions include: *opposite*, *next to*, *in front of*, *behind*, *near*, *across from*.

15 Comprehensive Question Bank

15.1 Multiple Choice Questions (MCQs)

1. What is the etymological origin and primary meaning of the word “Communication”?

- | | |
|--|--|
| (A) Greek: <i>Communicus</i> (to speak) | (C) French: <i>Commun</i> (to write) |
| (B) Latin: <i>Communicare</i> (to share) | (D) Spanish: <i>Comunica</i> (to listen) |

Answer: (B)

Explanation: Communication originates from the Latin word *communicare*, which literally means “to share”.

2. Which percentage of human communication is conveyed through non-verbal body language according to research?

- | | |
|---------|---------|
| (A) 7% | (C) 55% |
| (B) 38% | (D) 93% |

Answer: (C)

Explanation: Body language accounts for 55% of communication, voice tone for 38%, and spoken words for only 7%.

3. Which of the 7 Cs of communication requires including all necessary information so the reader can take decision?

- | | |
|--------------|---------------|
| (A) Concrete | (C) Coherent |
| (B) Complete | (D) Courteous |

Answer: (B)

Explanation: Complete communication provides all facts and background context needed for the receiver to act.

4. What does the letter ‘N’ stand for in the MINTS capitalization rule?

- | | |
|-------------|-----------|
| (A) Nouns | (C) Names |
| (B) Numbers | (D) Notes |

Answer: (C)

Explanation: In MINTS, M = Months, I = Letter ‘I’, N = Names of people/places, T = Titles, S = Starting letter of sentences.

5. Which sound type is formed by gliding smoothly from one vowel sound into another?

- | | |
|------------------|----------------|
| (A) Consonants | (C) Diphthongs |
| (B) Monophthongs | (D) Syllables |

Answer: (C)

Explanation: A diphthong is a combination sound formed by moving from one vowel sound to another within the same syllable (e.g., ‘ou’ in house).

6. In the sentence "She gave me a pen", what type of object is "me"?

- (A) Direct Object
- (B) Indirect Object
- (C) Prepositional Object
- (D) Subjective Complement

Answer: (B)

Explanation: "Pen" is the direct object (what was given), and "me" is the indirect object (who received it).

7. Which communication style expresses thoughts calmly while strictly maintaining mutual respect?

- (A) Aggressive
- (B) Passive
- (C) Passive-Aggressive
- (D) Assertive

Answer: (D)

Explanation: Assertive communication strikes a healthy balance by respecting both one's own rights and the recipient's rights.

8. In the AEIOU model for refusing requests, what does the step 'O' stand for?

- (A) Open up
- (B) Offer options
- (C) Overcome obstacles
- (D) Obtain order

Answer: (B)

Explanation: 'O' stands for Offering options or alternative solutions while declining an initial request.

9. Which question type can only be answered with a "Yes" or a "No"?

- (A) Open-ended
- (B) Close-ended
- (C) Descriptive
- (D) Subjective

Answer: (B)

Explanation: Close-ended questions restrict the listener's choice of responses strictly to predefined choices such as Yes or No.

10. Which word represents an adverb of frequency denoting an activity that occurs 0% of the time?

- (A) Always
- (B) Sometimes
- (C) Rarely
- (D) Never

Answer: (D)

Explanation: "Never" represents complete non-occurrence (0% frequency).

15.2 Assertion-Reasoning Questions

- Assertion (A):** Visual communication is effective across diverse linguistic backgrounds.
Reason (R): Visual communication relies on images, symbols, and signs rather than written or spoken language.
Answer: Both A and R are true, and R is the correct explanation of A.
Explanation: Because visual communication uses non-linguistic signs like traffic symbols, observers do not need knowledge of a specific language to understand the message.
- Assertion (A):** Assertive communication is often perceived as hostile and rude.
Reason (R): Assertive individuals state their needs clearly without caring about others' feelings.
Answer: Both A and R are false.
Explanation: Assertive communication is healthy and polite. Hostile, uncaring communication describes the aggressive style, not the assertive style.
- Assertion (A):** Sentence capitalization must apply to the standalone pronoun 'I'.
Reason (R): The MINTS rule specifies capitalization for Months, 'I', Names, Titles, and Start of sentences.
Answer: Both A and R are true, and R is the correct explanation of A.
Explanation: The MINTS framework mandates that the letter 'I' when used as a personal pronoun must always be capitalized regardless of position in a sentence.
- Assertion (A):** Passive voice sentences emphasize the doer of the action.
Reason (R): In passive voice, the object of the active sentence becomes the subject.
Answer: A is false but R is true.
Explanation: Active voice emphasizes the doer (subject). Passive voice shifts emphasis to the action or the entity receiving the action.
- Assertion (A):** Asking "What is your favorite subject?" produces a close-ended response.
Reason (R): Open-ended questions begin with question words like What, Why, and How to elicit detailed information.
Answer: A is false but R is true.
Explanation: "What is your favorite subject?" is an open-ended question because it allows descriptive answers beyond a simple Yes/No.

15.3 One-Word / Brief Answer Questions

- What is the study of human speech sounds called?
Answer: Phonetics.
- Which specific postal code format in India uses a 6-digit numeric code to identify geographic regions?
Answer: PIN (Postal Index Number) Code.
- Name the 3Ps framework component that involves rehearsing a speech before actual delivery.
Answer: Practice.
- Which type of verb helps main verbs form close-ended questions (e.g., Do, Is, Can)?
Answer: Auxiliary / Helping Verb.

5. What term describes words that modify verbs, adjectives, or other adverbs?
Answer: Adverb.
6. Give the term for the receiver's response that completes the two-way communication loop.
Answer: Feedback.
7. Which punctuation mark is used to indicate ownership or possession?
Answer: Apostrophe (').
8. Which model outlines the 5 steps for saying "No" politely?
Answer: The AEIOU Model.
9. What type of words are 'and', 'but', 'or', and 'because'?
Answer: Conjunctions (Connecting words).
10. What prepositions are used to give location context using well-known landmarks?
Answer: Prepositions of Position (e.g., opposite, near, in front of).

15.4 Differentiate Between Questions

1. Differentiate between Verbal and Non-verbal Communication.

Feature	Verbal Communication	Non-verbal Communication
Medium	Uses spoken or written words.	Uses body language, facial expressions, gestures, and pitch.
Language Requirement	Requires shared language knowledge.	Transcends specific languages through physical expressions.
Feedback Speed	Fast in oral; slow in written.	Immediate visual feedback.

2. Differentiate between Assertive and Aggressive Communication Styles.

Feature	Assertive Style	Aggressive Style
Respect for Others	High; respects others' rights and boundaries.	Low; disregards others' feelings and opinions.
Tone	Calm, firm, clear, and audible.	Shouting, abusive, or dominating tone.
Outcome	Mutual understanding and constructive solutions.	Hostility, fear, and breakdown of relationships.

3. Differentiate between Open-ended and Close-ended Questions.

Feature	Open-ended Questions	Close-ended Questions
Response Nature	Detailed, explanatory, unlimited options.	Restricted strictly to "Yes", "No", or fixed choices.
Starting Words	Question words: <i>What, Why, How, Where</i> .	Auxiliary verbs: <i>Is, Are, Do, Can, Have</i> .
Purpose	To gather deep facts, feelings, or insights.	To confirm quick facts or obtain binary agreement.

4. Differentiate between Direct and Indirect Objects.

Feature	Direct Object	Indirect Object
Action Relation	Receives the action of the verb directly.	Receives the direct object or benefit of action.
Core Question	Answers "What?" or "Whom?".	Answers "To whom?" or "For whom?".
Example	In "He sent a letter ", <i>letter</i> is direct.	In "He sent me a letter", <i>me</i> is indirect.

5. Differentiate between Habits and Routines.

Feature	Habit	Routine
Definition	An automatic practice hard to give up.	A planned, ordered sequence of daily tasks.
Conscious Effort	Low; performed almost unconsciously.	High; requires intentional execution and ordering.
Example	Brushing teeth every morning.	Morning sequence: wake up → bath → study.

15.5 Short Answer Questions

1. Explain how past experience acts as a barrier to communication with an example.

Answer: Past experiences shape our expectations. If a previous interaction resulted in conflict or dishonesty (e.g., a vendor overcharging a customer), the individual becomes defensive in subsequent interactions. This distrust prevents open, clear understanding of current messages.

2. Briefly describe the 3Ps of public speaking.

Answer: The 3Ps framework ensures effective speech delivery: (1) **Prepare** by outlining content and understanding audience needs; (2) **Practice** by rehearsing speech aloud; and (3) **Perform** by breathing deeply, maintaining posture, and speaking confidently.

3. What is the distinction between Vowels, Diphthongs, and Consonants in English phonetics?

Answer: Vowels are single un-obstructed vocal sounds (12 in English). Diphthongs are glide sounds combining two vowel sounds in a single syllable (8 in English). Consonants are speech sounds produced by obstructing airflow using lips, tongue, or teeth (24 in English).

4. **How does active voice differ from passive voice in sentence construction?**

Answer: In active voice, the subject directly performs the action (e.g., “Rohan wrote the report”). In passive voice, the subject receives the action, shifting emphasis to the receiver or action itself (e.g., “The report was written by Rohan”).

5. **List four basic guidelines for filling out official forms accurately.**

Answer: (1) Write clearly in uppercase block letters if specified; (2) Provide complete, accurate personal information matching official identity documents; (3) Verify PIN codes and date format (DD/MM/YYYY); and (4) Append genuine signatures in designated blocks.

15.6 Long Answer Questions

1. **Elaborate on the 7 Cs of effective communication with practical real-world examples for each.**

Answer: Effective professional interaction depends on adhering strictly to the 7 Cs:

- (a) **Clear:** State purpose directly. *Example:* “The staff meeting will start at 10 AM in Room 4” rather than vague statements.
- (b) **Concise:** Avoid filler words. *Example:* “Please send the file” instead of “I am writing this email to request you to kindly send me the file”.
- (c) **Concrete:** Supply exact data. *Example:* “Sales increased by 15% in June” instead of “Sales went up significantly”.
- (d) **Correct:** Use flawless grammar and accurate figures. *Example:* Verifying meeting dates before circulating notices.
- (e) **Coherent:** Ensure logical progression of thoughts. *Example:* Structuring an email with an introduction, key issue, and actionable conclusion.
- (f) **Complete:** Give all required context. *Example:* Including venue, agenda, time, and speaker details in an event invitation.
- (g) **Courteous:** Show warmth and respect. *Example:* Starting messages with professional greetings and concluding with polite sign-offs.

2. **Detail the AEIOU model for refusal skills and illustrate its application in a workplace scenario.**

Answer: The AEIOU model enables polite, assertive refusal without destroying professional relationships:

- (a) **A – Ask questions:** Seek clarification to assess capability. *Scenario:* A coworker asks you to take over their project report. You ask: “When is the final submission deadline?”
- (b) **E – Engage politely:** Express goodwill. *Statement:* “I would be glad to support your team with the submission, but...”
- (c) **I – Include reason:** Provide a clear, honest explanation for declining. *Statement:* “...I have my own quarterly reports due by 5 PM today and cannot dedicate time.”
- (d) **O – Offer options:** Propose constructive alternatives. *Statement:* “I can review your final draft for 15 minutes tomorrow morning if that helps.”
- (e) **U – Thank person:** Conclude with appreciation. *Statement:* “Thank you for understanding my workload constraints.”

3. **Explain the eight major factors affecting perspectives in communication and suggest strategies to overcome them.**

Answer: Communication barriers distort intent. The primary factors and remedies include:

- (a) **Language:** Overcome by using simple words, avoiding jargon, or employing translators.
- (b) **Visual Perception:** Overcome by withholding premature judgment and verifying facts.
- (c) **Past Experience:** Overcome by evaluating current interactions objectively without historical bias.
- (d) **Prejudice:** Overcome by practicing active listening and encouraging open dialogue.
- (e) **Feelings:** Overcome by pausing until emotional composure is restored.
- (f) **Environment:** Overcome by selecting quiet venues or improving audio setup.
- (g) **Personal Factors:** Overcome by building self-confidence and practicing speech skills.
- (h) **Culture:** Overcome by learning cross-cultural norms and maintaining inclusive body language.

15.7 Case-Study / Competency-Based Questions

1. **Case Study 1: Resolving Communication Barriers at Work**

Scenario: Ramesh, a newly appointed project manager, notices that during team briefings, some members glance away, others remain completely silent, and one senior engineer frequently crosses his arms and frowns. When Ramesh sends detailed project guidelines via email, several team members misinterpret the deadline requirements, leading to delayed task submission.

- (a) Identify the non-verbal cues displayed by the team members and explain what they signify.
- (b) Which 7 Cs of communication were violated in Ramesh's email guidelines?
- (c) What concrete steps should Ramesh take to ensure effective oral and written communication in future briefings?

Answers:

- (a) Glancing away indicates lack of engagement or disinterest; silence signifies passivity or hesitation to speak up; crossed arms and frowning signify defensiveness, disagreement, or closed mindset.
- (b) Ramesh's email likely violated **Clarity** and **Completeness**, as team members misinterpreted the deadline requirements due to vague or ambiguous phrasing.
- (c) Ramesh should: (1) Conduct interactive briefings with active Q&A; (2) Request feedback to verify comprehension; (3) Format emails using clear bullet points with explicit deadlines; and (4) Adopt an assertive, approachable communication style.

2. **Case Study 2: Assertive Refusal under Peer Pressure**

Scenario: Priya is a diligent Class XI student preparing for her midterm examinations. Her close friend, Ananya, pressures her to leave school early to watch a movie premiere. Ananya argues that if Priya declines, it proves she does not value their friendship. Priya feels conflicted but knows leaving early violates school discipline and harms her exam preparation.

- (a) Identify the communication style used by Ananya.

- (b) Apply the AEIOU model to draft an exact response for Priya to decline Ananya's demand assertively and politely.
- (c) Why is passive compliance harmful to Priya in this situation?

Answers:

- (a) Ananya is using an **Aggressive / Manipulative** communication style by guilt-tripping Priya.
- (b) **Priya's AEIOU Response:**

- *Ask:* "Which movie show timing are you planning for?"
- *Engage:* "I really enjoy hanging out with you, Ananya, but..."
- *Include Reason:* "...I cannot leave school early because it violates rules and I need to revise for our midterms."
- *Offer Options:* "Can we go watch the movie on Saturday after our exams finish?"
- *Thank:* "Thanks for understanding how important these exams are to me."

- (c) Passive compliance would cause Priya to violate school rules, miss essential revision, experience intense guilt, and compromise her self-respect.

3. Case Study 3: Overcoming Public Speaking Anxiety

Scenario: Rahul has been selected to deliver the welcome address at the annual school exhibition. He experiences severe nervousness, trembling hands, and fears he will forget his lines in front of the large audience of parents and teachers.

- (a) How can Rahul utilize the 3Ps strategy to systematically overcome his stage anxiety?
- (b) Mention three specific non-verbal techniques Rahul should use on stage to convey confidence.
- (c) How does proper vocal paralanguage assist in maintaining audience engagement?

Answers:

- (a) Rahul should apply:
 - **Prepare:** Write a clear, structured speech draft and break it into key bullet points.
 - **Practice:** Rehearse the speech aloud multiple times before family or friends to build vocal fluency.
 - **Perform:** Take deep breaths before taking the stage, focus on key listeners, and deliver steadily.
- (b) Rahul should: (1) Maintain upright, relaxed posture; (2) Keep steady, pleasant eye contact across the audience; and (3) Use controlled, open hand gestures while avoiding biting nails or fidgeting.
- (c) Proper paralanguage (balanced volume, moderate speed, and appropriate pitch inflections) keeps the speech interesting, prevents monotony, and ensures clear auditory comprehension for all listeners.