



CBSE
Study Material
Of
EMPLOYBALITY

CLASS X

Study Material Of CBSE

Acknowledgements

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Part A

S.No	Units	Duration in Periods	Marks
1.	Unit 1: Communication Skills – II	13	10
2.	Unit 2: Self-management Skills – II	07	
3.	Unit 3: Basic ICT Skills- II	13	
4.	Unit 4: Entrepreneurial Skills – II	10	
5.	Unit 5: Green Skills – II	07	
Total		50	

Unit 1: Communication Skills – II

Learning Outcome	Theory (7 Periods)	Practical (5 Periods)	Total Duration (12 Periods)
1. Demonstrate knowledge of various methods of communication	1. Methods of communication A. Verbal B. Non-verbal C. Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	2
2. Provide descriptive and specific feedback	1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback	1. Constructing sentences for providing descriptive and specific feedback	2
3. Apply measures to overcome barriers in communication	1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	1. Enlisting barriers to effective communication 2. Applying measures to overcome barriers in communication	2
4. Apply principles of communication	1. Principles of effective communication 2. Cs of effective communication	1. Constructing sentences that convey all facts required by the receiver 2. Expressing in a manner that shows respect to the receiver of the	2

		<p>message</p> <p>3. Exercises and games on applying 7Cs of effective communication</p>	
5. Demonstrate basic writing skills	<p>1. Writing skills to the following:</p> <ul style="list-style-type: none"> ➤ Sentence ➤ Phrase ➤ Kinds of Sentences ➤ Parts of Sentence ➤ Parts of Speech ➤ Articles ➤ Construction of a Paragraph 	<p>1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject</p>	5
Total			13

Unit 2: Self-management Skills – II

Learning Outcome	Theory	Practical	Total Duration Periods
1. Apply stress management techniques	1. Meaning and importance of stress management 2. Stress management techniques – physical exercise, yoga, meditation 3. Enjoying, going to vacations and holidays with family and friends 4. Taking nature walks	1. Exercises on stress management techniques – yoga, meditation, physical exercises 2. Preparing a write-up on an essay on experiences during a holiday trip	4
2. Demonstrate the ability to work independently	1. Importance of the ability to work independently 2. Describe the types of self-awareness 3. Describe the meaning of self-motivation and self-regulation	1. Demonstration on working independently goals 2. Planning of an activity 3. Executing tasks in a specific period, with no help or directives 4. Demonstration on the qualities required for Working independently	3
Total			7

Unit 3: Information and Communication Technology Skills– II

Learning Outcome	Theory (Period)	Practical (Period)	Total Duration (13 Periods)
1. Distinguish between different operating systems	1. Classes of operating systems 2. Menu, icons and task bar on the desktop 3. File concept, file operations, file organization, directory structures, and file- system structures 4. Creating and managing files and folders	1. Identification of task bar, icons, menu, etc. 2. Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub- folders, restoring files and folders from recycle bin	6
2. Apply basic skills for care and maintenance of computer	1. Importance and need of care and maintenance of computer <ul style="list-style-type: none"> ➤ Cleaning computer components ➤ Preparing maintenance schedule ➤ Protecting computer against viruses ➤ Scanning and cleaning viruses and removing SPAM files, temporary files and folders 	1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software	7
Total			13

Unit 4: Entrepreneurial Skills – II

Learning Outcome	Theory (Periods)	Practical (Periods)	Total Duration (10 Periods)
1. List the characteristics of successful entrepreneur	1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option	1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs 3. Listing the entrepreneurial qualities analysis of strength and weaknesses 4. Group discussion of self- qualities that students feel are needed to become successful entrepreneur 5. Collect information and related data for a business 6. Make a plan in team for setting up a business	10
Total			10

Unit 5: Green Skills – II

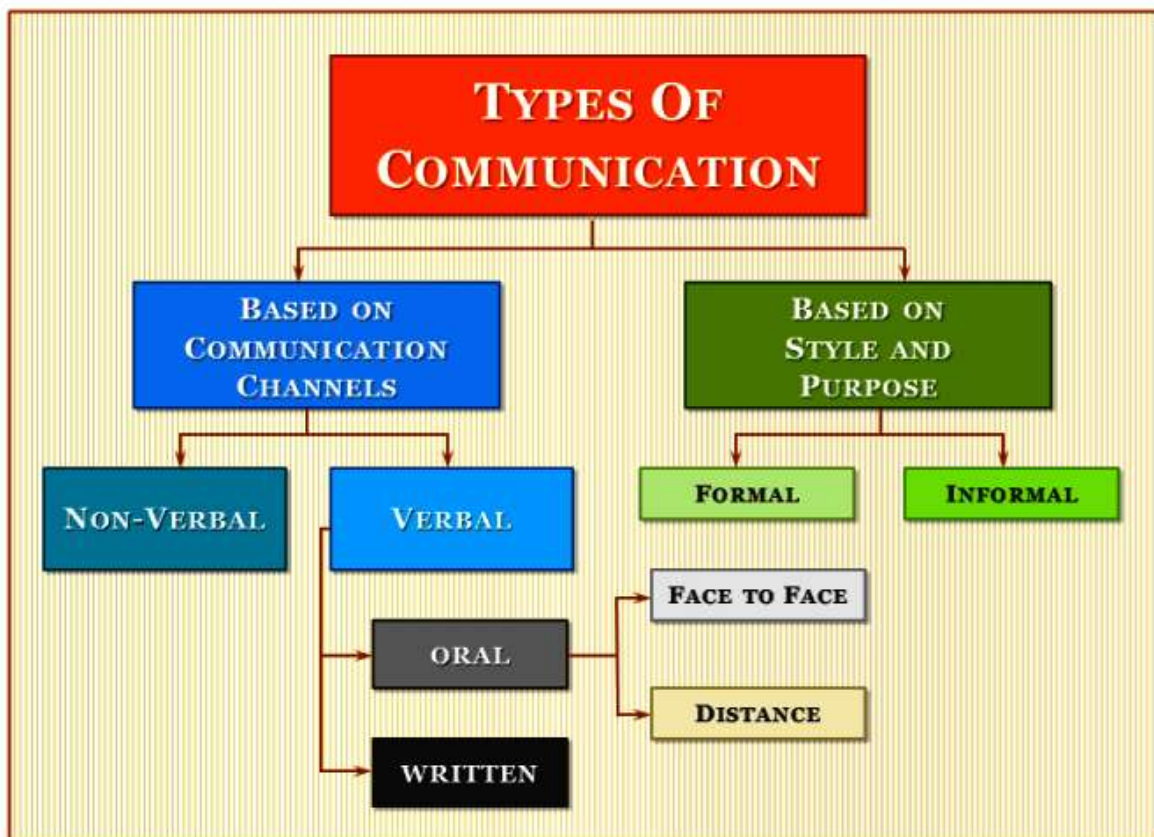
Learning Outcome	Theory (Periods)	Practical (Periods)	Total Duration (08 Periods)
1. Demonstrate the knowledge of importance, problems and solutions related to sustainable development	1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development	1. Identify the problem related to sustainable development in the community 2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values 4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermin compost, solar energy, solar cooker etc.	7
Total			7

Communication skills

What is communication?

The imparting or exchanging of information by speaking, writing or using some other medium and means of sending or receiving information.

*The following figure represents types of communication
(Fig 1)



Learning objectives of Effective communication

1. Development of Interpersonal Skills
2. To express effectively & with maximum efficiency

What is Writing?

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into

convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art.

Grade 10

1. Phrases- Phrases are a group of words that work together to communicate an element of speech.

The following figure represents the different types of phrases

Fig 2



The following link further explains use of phrases in communicating better and with much ease.

https://youtu.be/YbLUN_1YX2k

Activity 1 (Writing skills)

The following activity may help the students to strengthen the concept further:

Description

Write phrases on both sides of the card or the paper. Show them only one side and ask them to guess the back side.

*To further build up the concept, few worksheets will be given to check how much they have learnt . One of the example is listed below

Identify the phrase type:

1..Houses are [unbelievably expensive] just now.	Adjective Phrase Adverb Phrase Noun Phrase Prepositional Phrase Verb Phrase
2. We [met Paul] last week	Adjective Phrase Adverb Phrase Noun Phrase Prepositional Phrase Verb Phrase
3. 3. [A car that won't go] is not particularly useful	Adjective Phrase Adverb Phrase Noun Phrase Prepositional Phrase Verb Phrase
4.. I enjoy eating [in Indian restaurants]	Adjective Phrase Adverb Phrase Noun Phrase Prepositional Phrase Verb Phrase
5. . Don't you have to leave [early]?	Adjective Phrase Adverb Phrase Noun Phrase Prepositional Phrase Verb Phrase
6. Tell [him] not to worry.	Adjective Phrase Adverb Phrase Noun Phrase Prepositional Phrase Verb Phrase

2.Kinds of sentences

What is a sentence?

A set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

4 Types of Sentences

Declarative Sentence

- Tells something.
- Ends with a period. (.)

Interrogative Sentence

- Asks a question.
- Ends with a question mark. (?)

Exclamatory Sentence

- Shows strong feeling.
- Ends with an exclamation mark. (!)

Imperative Sentence

- Gives a command.
- Ends with a period or an exclamation mark. (. or !)

The above figure represents 4 types of sentences

The following link will further help to build up the concept)

(https://www.youtube.com/watch?v=luDSRs_IzBk)

Activity 2

Whole-Group Game: Four Corners

Instructions

1. Hang the sentence banners in each corner of the classroom.
2. Students choose a corner in which to stand.
3. Teacher reads a sentence.
4. If students think it is the sentence type designated by their corner, they sit down.
5. If students are wrong (they stand up in the wrong corner/don't stand up in the correct corner), they are out of the game!
6. Students who are correct get a punctuation badge (sticker).
7. Teacher reads 10 sentences. The student with the most stickers is the Sentence Champ!

Name: _____ Date: _____

Identifying Four Kinds of Sentences Worksheet

There are four kinds of sentences in the English language.

1. Imperative- gives a command (.)
2. Declarative- makes a statement (.)
3. Interrogative- asks a question (?)
4. Exclamatory- expresses strong feeling (!)

Directions: Read each sentence and add the correct punctuation mark. Then, label it; imperative, declarative, interrogative or exclamatory.

How well she sings!

2. What is your name?

3. Did I say anything to make you angry?

4. What is your name?

5. Who told you this?

6. She is a successful writer.

7. It is raining cats and dogs.

8. I want to become a writer.

9. She does not eat meat or fish.

10. Go at once.

11. Bring me that file.

12. My mother makes delicious cookies. 3. Get lost.

14. Fetch me a glass of water.

15. Please be seated.

16. Sit down.

17. She writes with her left hand.

18. What a tragedy!

19. How beautiful she is!

20. I have two sisters.

21. How ridiculous this is!

22. I have lost my way.

3. **Parts of speech**- A category to which a word is assigned in accordance with its syntactic functions. In English the main parts of speech are noun, pronoun, adjective, determiner, verb, adverb, preposition, conjunction, and interjection.

The following figure represents **eight** parts of speech

The 8 Parts of Speech

Verb	An action; like run, jump, or read; or a state of being; like is or was.
Noun	A thing, or idea; rock, dog, John, democracy, birthday, gravity
Adverb	Tells how an action occurred; quickly, slowly, carefully
Adjective	Tells about a noun; big, red, Fred's
Pronoun	Used to replace a noun; it, I, them
Preposition	Describes relationship; on, over, for, beside
Conjunction	Joins words or phrases; and, or, because
Interjection	A word of surprise; Wow! Oh my!

www.HGPublishing.com/Grammar

The following link will help to reinforce the concept

(<https://www.youtube.com/watch?v=v9fCKTwytJA>)

Activity 4

Class projects can be an excellent way to focus the whole class and get them working together towards a common goal. Taking some 'time out' from regular

classes and doing something completely different can really help group dynamics and you may also give quieter or less able students a chance to shine. Making a class magazine is a project that will appeal to most groups as it allows individuals to work on what interests them. Starting a project from scratch can seem a little daunting to begin with so here's a simple step-by-step guide on how to make a class magazine.

Planning

*Bring in some magazines. Let the students have a look through them. The teacher will a class survey on magazines at this stage or simply converse with the class about the type of magazines they like.

*On the board. brainstorm the different sections that magazines have. Try to include as much variety as possible so there's something for everyone. (Horoscopes, sports pages, film reviews, cinema news, fashion, photo stories, comic strips, puzzles, technology pages, music, interviews with famous people, recipes, jokes, problem pages etc. etc.)

Making a class magazine should be an enjoyable experience for the students .This will improve their writing skills and simultaneously help them to express and know each other better.

Article writing

Article writing is the process of creating a non-fiction text about current or recent news, items of general interest or specific topics.

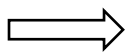
The following figure represents the format of Article writing

* Figure 5

Format of Article Writing

<p style="text-align: center;"><u>Topic of Article</u> (By: XYZ)</p> <p>(1.) Introduction of the topic (Meaning + Present Status)</p> <p>(2.) Causes of the topic (If it is a problem)</p> <p>(3.) Statistics of the topic (Problem) (If Known)</p> <p>(4.) Advantages/Disadvantages of the topic (Problem)</p> <p>(5.) Conclusion with warning/message/advice/Steps Required</p>

The following link will help to build up the concept



<https://youtu.be/q2197KT1iNE?list=RDQMaJwsUDCsYv4>

Activity 5

Doing surveys can be a useful way of getting your students to interact, produce question forms and collect and analyse real information.

This survey has been designed for younger learners and is based on the theme of school subjects.

Preparation

One class is going to survey a different class that they don't know. It's a good idea to choose a group who have a higher level than your own group as this avoids misunderstandings in the survey. Examples of few questions which can be asked are listed below

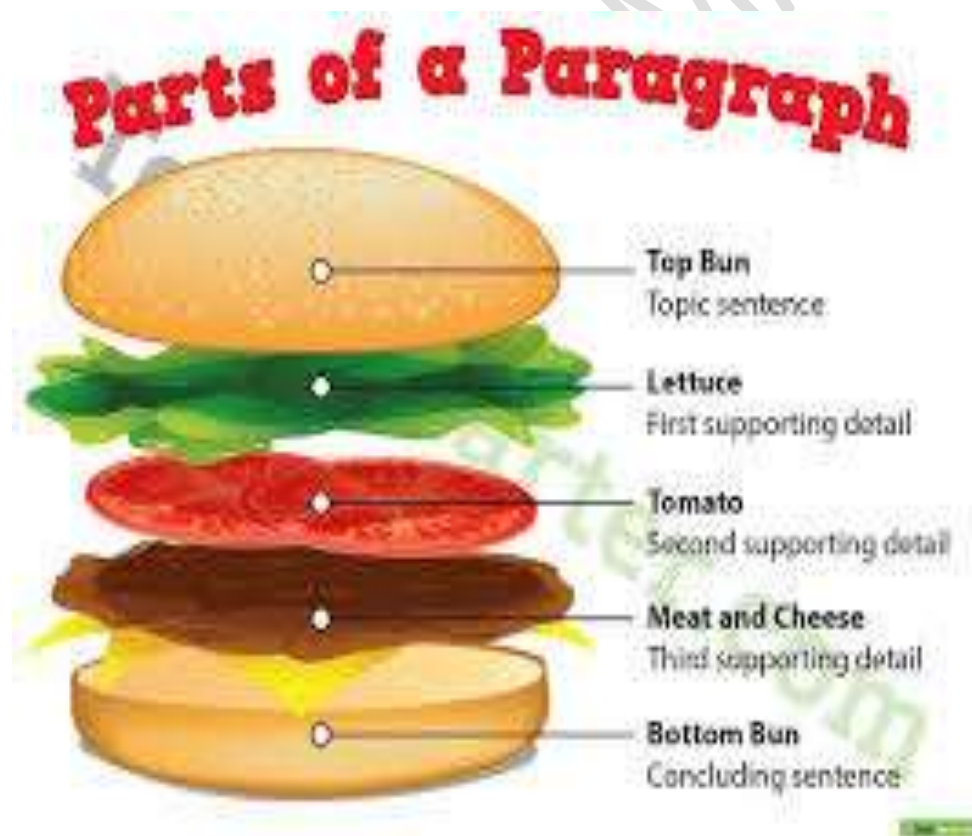
- 1) What's your favourite subject?
- 2) What's your worst subject?
- 3) What's the most important school subject?

After a brief discussion, students will write an article highlighting the problems students are facing in different subjects and remedial measures on the same. This activity gives them the chance to practise target language in context and it also prepares them for the survey with students they may not know.

5. Construction of the Paragraph

What is a paragraph?

A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic.



Activity – A perfect story

This activity leads students into writing a short story using the past simple, present perfect simple and continuous, but in a more creative way. This activity aims to help students to recognise their own problems with paragraph construction and to identify errors, which improves their own re-drafting skills.

1. The students they are going to write a short story.

2. The students will read the following questions and decide, with a partner, what the missing words are, but not answer the questions. What is his / her name?

a) What is _____ about them? (e.g. strange / unusual / nice...)

b) What was their --problem last year?

c) What happened?

d) Why have they become so _____ ?

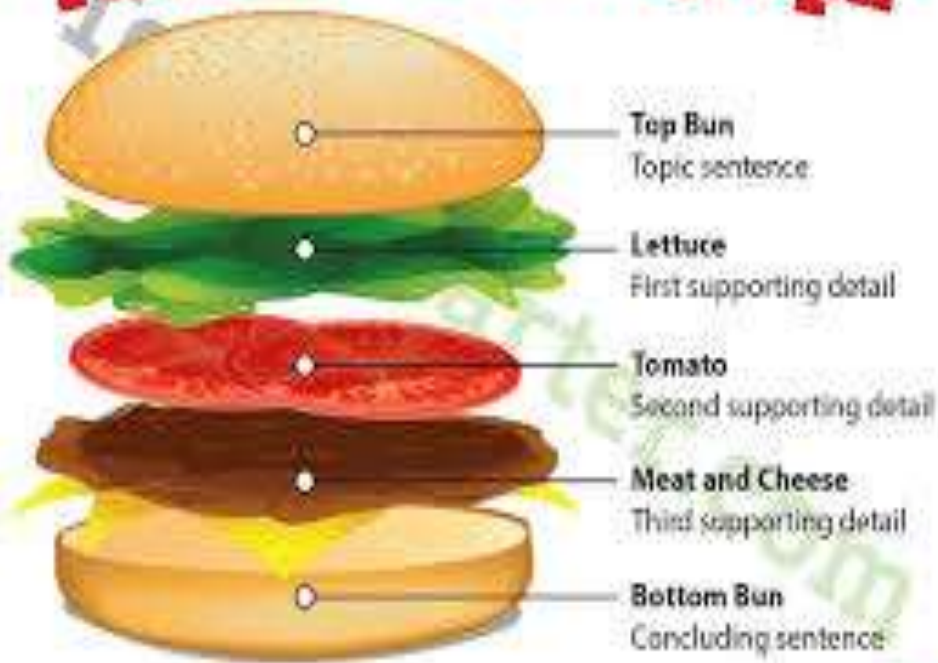
e) How many _____ have they - _____ ?

f) Who have they been _____ recently?

g) What have they been _____ for the last five years?

The students, working in pairs still, have to answer the questions. The answers should link the questions together to form the basis of a story. Students can draw their characters. This is fun and brings the character to life. Students can laugh at each other's drawings. Using the notes above, students put the story together. This activity aims to help students to recognise their own problems with paragraph(story) construction and to identify errors, which improves their own re-drafting skills

Parts of a Paragraph



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Summary:

A classroom environment relies heavily on the quality of communication taking place within it. As an instructor, taking steps towards improving the communication skills of your students will contribute positively towards your classroom climate. Students with effective communication skills will be more likely to contribute to class discussions, will be more productive members in group projects, and will ultimately gain more from their experience in the class. Learning and practicing writing skills help students to handle professional and social tensions.

References

: Google

: You tube

: British council Library

CBSE STUDY MATERIAL

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

CS 10 Worksheet 1 : Actions Speak larger than words!

Role Plays :

A

Note to teacher.**Before Class:**

Allot the 4 role plays to students in advance to prepare i.e before the class period.

Ask them to exaggerate the body language. Guide and help the pairs.

In class:

Ask pairs to role play the situations .

In plenary or after each role play elicit what is being expressed so eloquently by the body language.

Post Each Role Play

Ask class to describe what Student B was thinking and feeling; what message was he/she sending. Ask for specific “clues” based on what Student B did with body ,face, hands etc.

Role Play 1 [AI]:

Student A: Tell your partner *aaallll* about your family.

Student B You are getting bored. Tap your foot. Look around, fidget, look from side to side, avoid eye contact.

Role Play 2

Student A: Tell your partner what happens in your favorite movie

Student B Lean forward, keep still ,be comfortable ,have eye contact, and nod.

Role Play 3

Student A: Make a long list of excuses as to why you didn't do your homework.

Student B You are the teacher. Put your hands on your hips, roll your eyes, shake your head, keep muscles tense, look angry.

Role Play 4

Student A: Ask student if he knows who has physically assaulted a class mate/or damaged the class furniture during interval.

Student B Sit hunched over, look down, avoid eye contact, and fiddle with something-belt etc

Positive Body Language	Negative Body Language
------------------------	------------------------

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

<ul style="list-style-type: none">• smiling• eye contact, wide open• forward lean• nodding• positive facial expression	<ul style="list-style-type: none">• fake yawn• stare• moves away from speaker• shakes head negatively• negative facial expression
--	---

Examine the table given below.
Add to the list of body language behaviors!

Communication Skills - Activity

Unit 1 A Take the Quiz

1



This face is expressing...

1. ☐ Embarrassment
2. ☐ Fear
3. ☐ Sadness
4. ☐ Surprise

2



2. This face is expressing...

1. ☐ Shame
2. ☐ Anger
3. ☐ Sadness
4. ☐ Pain

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



3 This face is expressing...

1. ☐ Pride
2. ☐ Contempt
3. ☐ Excitement
4. ☐ Anger

4



4 This face is expressing...

1. ☐ Guilt
2. ☐ Sadness

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

3. ☐ Pain
4. ☐ Disgust



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5 This face is expressing...

- 1. ☐ Fear
- 2. ☐ Interest
- 3. ☒ Surprise
- 4. ☐ Compassion



6 This face is expressing...

- 1. ☐ Sadness
- 2. ☐ Shame
- 3. ☐ Disgust
- 4. ☐ Contempt



7 This face is expressing...

- 1. ☐ Embarrassment
- 2. ☐ Sadness
- 3. ☐ Amusement
- 4. ☐ Shame



Communication Skills - Activity

8 This face is expressing...

Unit -1

Demonstrative knowledge of Various methods of Communication

1. Happiness
2. ☐ Desire
3. ☐ Politeness
4. ☐ Compassion



9 This face is expressing...

1. ☐ Anger
2. ☐ Pain
3. ☐ Disgust
4. ☐ Sadness

10



10 This face is expressing...

1. ☐ Compassion
2. ☐ Sadness
3. ☐ Anger
4. ☐ Interest

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



11 This face is expressing...

1. ☐ Amusement
2. ☐ Desire
3. ☐ Surprise
4. ☐ Excitement



12 This face is expressing...

1. ☐ Surprise
2. ☐ Interest
3. ☐ Desire
4. ☐ Happiness

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



13 This face is expressing...

- 1. ☐ Sadness
- 2. ☐ Shame
- 3. ☐ Disgust
- 4. ☐ Compassion



14 This face is expressing...

- 1. ☐ Sadness
- 2. ☐ Pride
- 3. ☐ Embarrassment
- 4. ☐ Shame

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



15 This face is expressing...

1. ☐ Flirtatiousness
2. ☐ Interest
3. ☐ Happiness
4. ☐ Politeness



16 This face is expressing...

1. ☐ Sadness
2. ☐ Pain
3. ☐ Anger
4. ☐ Disgust

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



17 This face is expressing...

1. ☐ Satisfaction
2. ☐ Flirtatiousness
3. ☐ Love
4. ☐ Compassion

B Check your answers at the end of the unit.

- Discuss your rating with your group.
- Who has got the highest score?
- Do you think one can become better at reading faces and expressions? How?
- Choose a facial expression from the ones you examined in the quiz.
- Mime it .
- Ask your group to guess what you are feeling.

Answers Quiz :Emotional Intelligence

- 1 fear
- 2 pain
- 3 pride
- 4 pain
- 5 surprise
- 6 contempt ?
- 7 embarrassment
- 8 politeness

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

9 disgust

10 compassion

11 amusement

12 interest

13 sadness

14 shame

15 happiness

16 anger

17 love

C Look at the visuals of facial expressions below.

- Learn more about how we form these expressions!
- Discuss which expressions are desirable when you are with people.
- Which expressions are undesirable when you are with people?
- Choose a facial expression from the ones you examined in the quiz.
- Mime it .
- Ask your group to guess what you are feeling.

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

1 Fear



Answer: Fear

We express fear when we feel threatened.

- our eyes open wide open
- our jaw drops
- and the mouth hangs open.

2 Happiness



Submit Answer

Submit Answer

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

3 Embarrassment



- gaze is averted
- head moved down to the side,
- neck exposed.

4 Pride



5 surprise

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



6 Contempt



7 Disgust

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



8 Pain



Submit Answer

9 Compassion

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



10 Amusement



11 Interest

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



12 Sadness



Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

13 Shame



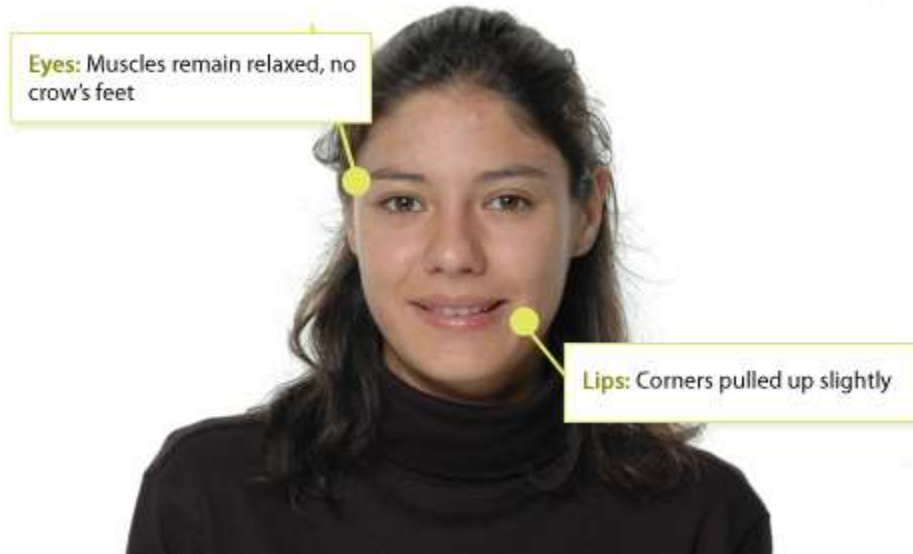
14 Politeness

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Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



15 Pain

Submit Answer

[A2]

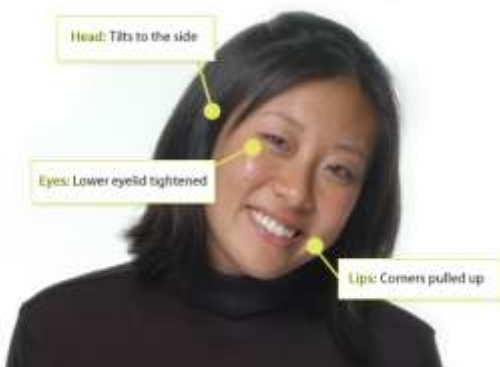
Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



16 Love



Love

When we feel love, our facial expression often resembles happiness:.

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

CS 10 Worksheet 3

1.Examine the information given in Figure 1.

It shows the percentages allotted for the 3 elements of personal communication.

The 3 elements are :

- a)spoken words
- b)body language
- c)voice and tone

2Try and guess what percentages each would have in order of importance?

Give reasons for your answers.

- a)spoken words -----%--
- b)body language -----%--
- c)voice and tone -----%--

3 Check the answer from the answers to Figure 1a and Figure 1b given at the end of the unit.

4

Figure 1a



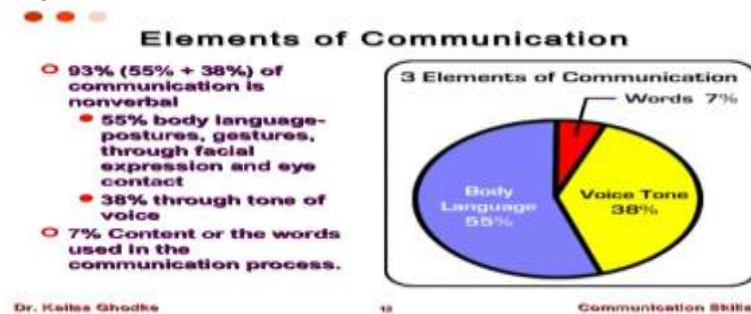
Next check whether you were correct in your estimate of allotting percentages!

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Figure 1b



3 Notice how important voice and tone are in personal communication.

- Let us find out how to use our voice modulation ,tone and word stress by doing the following activity.
- In pairs take turns and speak aloud the following sentences.
- The word that is in **bold** must be spoken with emphasis.
- After each sentence discuss what you are trying to communicate by using that particular tone and word stress.The first one has been done for you.
- Attempt all the sentence sin turns and write down what each one means.
- Finally check your answers given at the end of the unit.

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Placement of the emphasis	What it means
I did not tell John you were late.	Someone else told John you were late.
I did not tell John you were late.	This did not happen.
I did not tell John you were late.	I may have implied it.
I did not tell John you were late.	But maybe I told Sharon and José.
I did not tell	I was talking about someone

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Placement of the emphasis	What it means
John you were late.	else.
I did not tell John you were late.	I told him you still are late.
I did not tell John you were late .	I told him you were attending another meeting.

Changing your tone can dramatically change your meaning.

Source: Based on ideas in Kiely, M. (1993, October). When “no” means “yes.”

Do you agree with the statement given in 3a and 3b. Discuss with your partner.

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Figure 3a

90% of the problems,
are due to
the tone of voice.
It is not what you say,
but how you say,
that creates
the problem

Figure 3b



Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

4 Your friend has been selected for an interview.

- Examine the visuals given below.
- What does each visual tell you about the person? Write a few words and phrases below each visual.
- Your friend is not very good with his body language. He is soon going for an interview.
- Think of suitable advice to give to your friend.
- Based on the visuals below write a set of 6 sentences advising your friend what not to do.

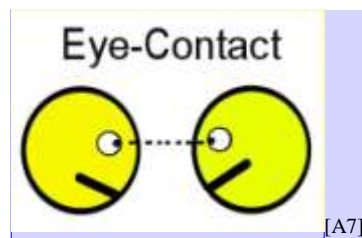
Figure 4



Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



Communication Skills - Activity

Unit -1

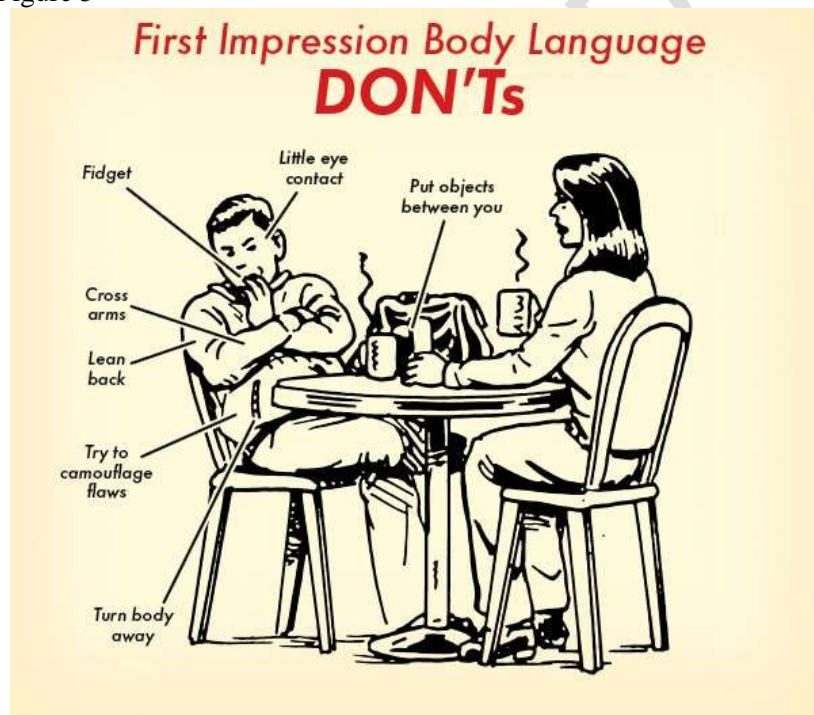
Demonstrative knowledge of Various methods of Communication

CS10Worksheet 4

1 Examine the following visual. What are the Do's and Don'ts of body language when you are appearing for an interview?

Complete the sentences given below the visual.

Figure 5



[A8]

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Body Language :Don't do the following:

- (i) You mustn't _____
- (ii) You shouldn't _____
- (iii) Don't _____
- (iv) Be careful about _____
- (v) Don't _____
- (vi) _____

2 Look at Figure 6a

- a) Read the cues of the Do's and Don'ts of body Language given in Figure 6a .
- b) Discuss what are the five main elements of Body Language.
- c) Using the clues given in Figure 6b and the Do's and Don'ts column, fill in the blanks using appropriate words.
- d) Check your answers given at the end of the unit.

Figure 6 a

s.n	Element/Features of Body L	Do's	Don'ts
1	a) _____ contact	make appropriate eye contact -	j) _____ away-shifty prolonged eye contact
2	_b) _____ Expression	f) _____ facial expression _	poker/k) _____ face
3	c) _____	keep g) _____ uncrossed, using meaningful and appropriate gesture	cross arms, l) _____ or exaggerate
4	_d) _____	head up and alert, h) _____ leaning forward	turn your m) _____ on someone, arm crossing, leg crossing
5	e) _____ distance	not too i) _____ and not too close	make listener uncomfortable with your n) _____

Figure 6b

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

CBSE STUDY MATERIAL

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Worksheet 5

CS 10 Worksheet 5

1 In Column A, fill in the 3 blanks by listing the 3 main kinds of communication.

2 In column B list examples of each of the 3 kinds of communication.

3 In pairs discuss

- How and when you use a particular kind of communication.
- Whether these different kinds of communication occur separately or whether you use more than one type of communication simultaneously!

4 In column C list the advantages of each of the 3 types of communication.


5 In Column D list the disadvantages of each of the 3 kinds of communication..

s . n	A	B	C	D
	types of communication definition	examples	Advantages	Disadvantages
1	_____	<ul style="list-style-type: none"> • conversations one on one • _____ • _____ • _____ 		
2	_____	<ul style="list-style-type: none"> • letter to principal • _____ • _____ • _____ • _____ 		
3	_____	<ul style="list-style-type: none"> • Shaking hands, smiling • Road signs • _____ • _____ 		

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

			
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ANSWERS

CS10 Worksheet 3 Figure 1a

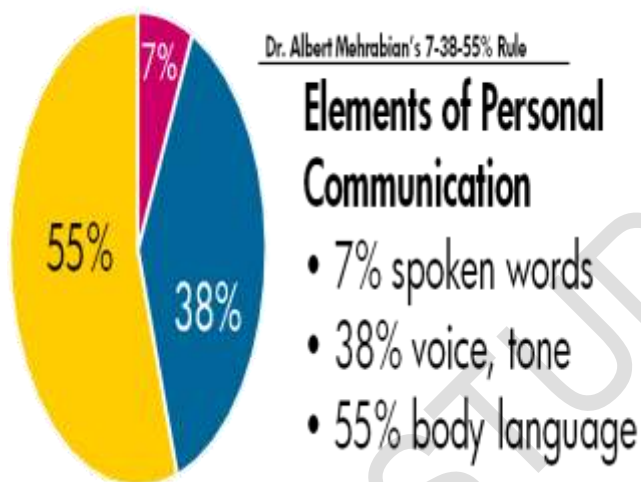


Figure 1b

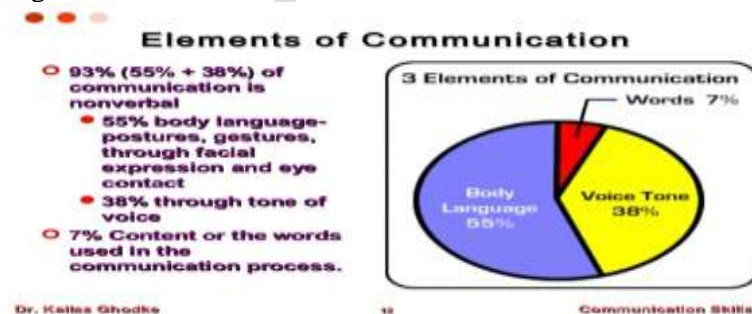


Figure 2

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Placement of the emphasis	What it means
I did not tell John you were late.	Someone else told John you were late.
I did not tell John you were late.	This did not happen.
I did not tell John you were late.	I may have implied it.
I did not tell John you were late.	But maybe I told Sharon and José.
I did not tell	I was talking about someone

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

Placement of the emphasis	What it means
John you were late.	else.
I did not tell John you were late.	I told him you still are late.
I did not tell John you were late .	I told him you were attending another meeting.

Worksheet 4 Figure 6

Figure 6 a

s.n	Element/Features of Body L	Do's	Don'ts
1	a) _____ contact	make appropriate eye contact -	j) _____ away-shifty prolonged eye contact
2	_b) _____ Expression	f) _____ facial expression _	poker/k) _____ face
3	c) _____	keep g) _____ uncrossed, using meaningful and appropriate	cross arms, l) _____ or exaggerate

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

		gesture	
4	_d)_____	head up and alert,h)___ leaning forward	turn your m)___ on someone,arm crossing,leg crossing
5	e)_____ distance	not too i)___ and not too close	make listener uncomfortable with your n)_____

Figure 6b

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication

CBSE STUDY MATERIAL

Communication Skills - Activity

Unit -1

Demonstrative knowledge of Various methods of Communication



Barriers to Effective Communication

Apply Measures to Overcome Barriers to Communication Skills

Objectives:

Learn about

- 1 Various barriers to effective communication: their types and factors
- 2 Different measures that need to be adopted to overcome barriers in effective communication
- 3 Gain practical experience of--

1. Role playing barriers to effective communication and identifying them
2. Practicing ways to overcome barriers in communication in a) social situations and b) at the workplace
3. Counselling someone whose communication skills are hampered due to barriers (enacting some situations)

Lesson 3.1 Types of Barriers to Effective Communication

Communication means sharing meaning. With no sharing, there is no communication.

Effective communication requires an understanding that -

- A message is conveyed clearly between communicators in order that it is effective and serves the desired purpose.
- Whether in a team or with others, at work or in the community, the communication environment is conducive and there are no barriers which prevent messages being sent and received successfully.
- Communication barriers create misunderstandings and misinterpretations of messages.
- To communicate successfully you must know what barriers to communication exist and ensure that they do not obstruct

communication.

- You must make efforts to navigate around these roadblocks.

A communication barrier is thus anything that prevents us from receiving and understanding the messages others use to convey their information, ideas and thoughts.

communication between two individuals should be simple. Remember that there are **differences between talking and communicating. When we communicate, we are successful in getting our point across to the person we're talking to.** When we talk, we tend to erect barriers that hinder our ability to communicate.

Some barriers to effective communication you should be aware of are:

Physical Barriers – Physical barriers separate people from each other and mark territories. These barriers can often be seen in the workplace where offices and closed doors stop communication.

Physical barriers can stop you from being comfortable communicating with a person whom you do not come face to face with often.

As long as people still have a personal space that they can call their own, **nearness to others aids communication because it helps us get to know one another.**

Language Barriers – Not using words another can understand will certainly stop your message from being conveyed. This not only applies to actual languages but also expressions, format used, buzz words and other jargon.

If one is not familiar with your language, misinterpretation will occur. The accents and dialect (use of words) of people belonging to different places differ even if their language is same and may become barriers to communication.

For example, the abbreviation “LOL” used in chat language used to mean Lots of Love before, which changed to Laugh Out Loud. If a person says LOL, the second person can interpret the meaning in any way they want or from their understanding. People use both the abbreviations according to the context and need.

Gender Barriers – Variation exists among masculine and feminine styles of communication. There are distinct differences between the speech patterns in a man and those in a woman. A woman speaks between 22,000 and 25,000 words a day whereas a man speaks between 7,000 and 10,000.

While women often emphasize politeness, empathy, and rapport building, male communication is often more direct. This means that a man talks in a linear, logical and compartmentalised way, features of left-brain thinking; whereas a woman talks more freely mixing logic and emotion, features of both sides of the brain. Meshing these two styles without awareness could become a barrier.

Attitudinal Barriers - as those behaviors or perceptions that are divisive in nature – the ones that can lead to nagging doubt, sullen disagreement or even overt conflict. They all interfere with and undermine communication. These are barriers that distance one from others. These are visible through withdrawal, meaningless rituals which keep one devoid of real contact, superficial activities and more.

Perceptual Barriers – Different world views can create misunderstanding. People tend to interpret messages from their own point of view or ideologies. Without thinking, one might only view a message from his or her own mindset rather than looking at it from another viewpoint.

The problem with communicating with others is that we all see the world differently.

You might ask someone an innocent question based on a previous experience but it is quite likely for them to perceive it with suspicion.

Cultural Barriers – Ethnic, religious, and social differences can often create misunderstandings when trying to communicate. These differences can also affect one's perception and create confusion in getting a message.

Emotional Barriers – If one is consumed with emotion he will have difficulty in understanding what is communicated. Hostility, anger, fear, and other emotions make it hard to hear outside one's own self.

The roots of our emotional mistrust of others lie in our childhood and infancy when we were taught to be careful about what we said to others. We must have been often warned- "Mind your P's and Q's". "Don't speak until you're spoken to".

As a result, many people hold back from communicating their thoughts and feelings to others. While some caution may be wise in certain relationships, excessive fear of what others might think of us can stunt our development as effective communicators.

Overcoming these barriers to communication is no easy task. You need

awareness and a willingness to adapt and try to form meaningful relationships.

But, if you begin to focus on how these communication barriers are affecting your everyday conversation, you will be well on your way to becoming an effective communicator.

Further reading : Read Dr K Usha Rani's research paper on communication barriers at

https://www.researchgate.net/publication/304038097_COMMUNICATION_BARRIERS

Class X : Lesson 3- Communication Skills
Worksheet 3.1 : Barriers to Communication

Blindfold Game

- In this game break off everyone into teams of two.
- One member is blindfolded and navigates an obstacle course.
- The other member shouts directions to the other member.

Blindfold Game works because it builds trust, listening, and instructional skills. Trust among team-members is crucial for effective communication. **It encourages cooperation and successful teamwork.** Lack of trust, though, builds suspicion and prevents buy-in.

After playing the game discuss what went well and what did not. Identify the barriers that came in the way of effective communication.

List what could have been done to improve communication. (E.g. - did you feel that personal or attitudinal barriers affected communication? Think of other barriers... gender/cultural)

Class X : Lesson 3- Communication Skills
Worksheet 3.2 : Barriers to Communication

Answer the following quiz questions-

1. Not stating instructions clearly is an example of..... (language barrier)
2. Not understanding the customs or traditions of a speaker could mean

there is a (cultural barrier)

3. When you are overcome by your own feelings and unable to communicate well it means there is an(emotional barrier)
4. Using slang or words that are used within your own social group is an example of a (cultural barrier)
5. You may like to have your own private cabin to work in but if you are not willing to meet your team face to face it is an indication of a..... (physical barrier)
6. You have an..... (attitudinal barrier) if you think you are more qualified than others and are superior in knowledge.
7. If you have a totally different viewpoint from your team mates on the way a training programme is to be planned you have a(conceptual barrier)

Handling Barriers to Communication

Following are some practical ideas for dealing with attitudinal barriers to communication so that all of your exchanges as a small business owner or part of a team in an office are as productive as they can be:

Engage in face-to-face interactions whenever possible. As you've probably learned from experience, text messages and even emails can be misinterpreted without the nonverbal "assist" of facial expressions, tone and inflection. When timely communication is of great importance, you may have no choice but to send a quick text or email. In this case, be sure to follow up later to seek questions and to ensure that your message was understood as you had intended it to be.

Reduce or eliminate distractions around you. Noise from other people and office machines can sink even the most pleasant interactions, dooming them to a rough start. They interfere with the focus you need to have so that you can counteract any attitudinal barriers. Then again, sometimes a lack of noise from other people, such as if the environment is too quiet, can be distracting; this could mean that people are eavesdropping on your conversation – something you want to avoid. If "the walls have ears," then move your conversation to another part of the building or go outdoors.

Try to assess the needs of the receiver. This is not an easy objective. But as an employer, look at the bright side: you're privy to some attitudinal variables:

age, culture, education, experience, gender and race. Others, such as lifestyle and upbringing, may elude you. Use what you know to develop an empathetic stance and, if possible, tailor your message accordingly. This is another way of saying “know thy audience.” No doubt, you will get better with experience and practice.

Hone your active listening skills. The University of Maine suggests a five-step approach to this alert and engaged listening style:

- a) Acknowledge the other person's ideas, thoughts or feelings. Paraphrase the other person's words to ensure understanding.
- b) Ask questions without judging. Summarize and clarify what you hear. Offer your opinion if it's requested.
- c) Organize your thoughts. You don't have to write notes, but if doing so helps you organize what you want to say and how you want to say it, then by all means, start writing. Many communications go haywire because the purpose is hazy in the mind of the sender. And if it's hazy in the mind of the sender, it might be a complete blur to the recipient.

Soften your tone and language. As the boss, you know people watch your every move, so you also know that being courteous and professional is a must in every interaction. To defeat any attitudinal barriers, it can help immensely to maintain a gentle, reassuring tone and use simple, non-confrontational language. **Keeping sentences short and direct** can also help to prevent any misunderstandings.

Encourage feedback. Even this seemingly benign step can be fraught with peril, if “the other guy” clams up and disses you behind your back. Now might be a good time to remember the advice about how the receiver also bears responsibility for whether a two-way exchange is a success or a failure. All you can do is ask that he understood what you had to say and if he has any questions you can clarify. At least, you will be doing your part as a conscientious communicator.

Described below are some common barriers to effective communication which we must avoid:

1 Second guessing the sender: We do this when we are impatient with the speaker and are in a hurry to finish the sentence for the speaker. It takes away from the speaker the opportunity to complete what was being said. At times, we could be completely off the mark while finishing off the unspoken part and create antagonism in the speaker. We have thus defeated our first principle of

seeking first to understand.

2 Stereotyping: We often form stereotypes about those whom we know the least! Once our mental sets are created, all our transactions are affected by these sets, preventing us from effective listening.

3 Halo effect: This is another form of stereotyping. Based on a single characteristic we make up our mind usually positively about the other person. We may like someone's mannerisms or passion while speaking and get so impressed that are unable to see any negatives in this person.

4 Not listening as a status or gender issue: Studies have shown that men listen much less than women do. Similarly those in positions listen less to those who are lower in hierarchy. How well do we listen to our children, or our subordinates? If a woman employee is speaking, are men colleagues as attentive as they would be when a male colleague speaks up?

In addition there are others which we are familiar with such as-daydreaming, private planning or detouring, fatigue and exhaustion. Typical mannerisms like saying 'you know', 'well', or making gesticulations while talking also act as barriers. These can be observed in both the sender and the receiver. One can overcome these through seeking feedback on one's style of communication.

Worksheet 3 : Barriers to Communication

Read the following situations and discuss in your groups what steps can be taken to overcome the barriers you notice. Enact the same in front of the class.

1 You are a manager in a bank. Lately, you have observed that the employees are not comfortable talking to you. It seems that they do not understand instructions given via email.

An email sent to all the employees regarding customer dealing was misunderstood and they were offended. What will you do?

Step taken as a positive measure:

You (as manager) decide to step out of your cabin and have a quick discussion with your colleagues to give them some important instructions instead of depending upon emails. Clarify what you wanted to convey through the email.

2 Female employees of an insurance company are feeling quite frustrated.

Their boss who is a male does not listen to them and does not give importance to their suggestions. Without meaning to hurt them he is quite pompous and wants to do things his way.

What would you like to suggest to him?

3 You work in a multinational company. Some of your colleagues from Sweden and China are coming for a conference to Delhi. You are in charge of receiving them.

What steps would you take to -

- receive them
- make their stay in India comfortable
- ensure they do not have problems with food
- ensure they have no language problems

Worksheet 4 :Handling Misunderstanding

Play this game in pairs:

This game entails two persons who must sit back to back. The first person has an object and must describe it (without explicitly saying what the object is) to person B. Person B must then draw it based on the person A's descriptions.

Causes of Miscommunication and Misunderstanding

After you play the game try to fix things.

The first step in fixing miscommunication is understanding where things go wrong.

Understand misunderstanding

The game Misunderstanding helps drive creative communication. Finding creative ways to communicate despite barriers builds problem-solving skills.

No communication works exactly the same and creativity is required to make sure effective communication happens each time.

This game can be adapted for larger groups by working in teams of two. It can then become a competition based on who has the most accurate drawing.

CBSE STUDY MATERIAL

Apply principles of communication

Objectives

In this lesson you will -----

1. Know about the principles of effective communication
2. Identify the 7 Cs of effective communication
3. Apply knowledge of effective communication skills in real life situations

Lesson 4.1: Principles of Communication

We all wish to communicate our ideas and thoughts effectively. There are some principles that must be followed for communication to be successful.

A Seek first to understand, then diagnose and prescribe:

The most important principle of communication is that we should understand the other person with our mind, heart and soul, deeply, without judging, without censoring.

Stephen Covey in his book titled '7 Habits of Highly Effective People' gives an example of a father who complains that he is unable to understand his son as the son doesn't listen to him. After repeating, "I don't understand my son, he just doesn't listen to me", several times, the man realizes that in order to understand another person, one must deeply listen and only with the intention of truly wanting to understand.

Very often we struggle to make ourselves understood. But if the person does not open up to the experience of wanting to understand the struggle continues and communication fails.

Covey says seeking first to understand is like opening an emotional bank account. If you invest yourself emotionally and fully, you will get high returns in the form of a rewarding communication experience. When you truly understand the other person you can begin to explore for causes of problems and solutions.

B Face to Face Communication is most effective:

One of the requirements within any organization is to put everything down on paper, in writing. While all of us follow this dictum, how many of us have chosen to precede or follow up our written communication with a personal discussion or meeting? A face to face discussion can give us much better results. **In a face to face interaction, we are able to observe and respond to verbal and non-verbal cues, the inconsistency between the two, offer feedback and seek clarifications.** Some of this is not possible for example, when we are engaged in a telephonic conversation.

C Communication becomes complex as the number of people we are communicating with increases: In an interaction involving only two people, the number of communicative stimuli, both verbal and non-verbal, is limited. One is left to deal with and manage the partner's interactions and structure one's response based on the cues received from the partner.

But as the number of people increases, stimuli, feedback, channels also increase and communication becomes complex. Suppose you are talking to a group of 5 persons. Four of them are listening intently to you while the fifth one seems bored and uninterested. If you continue, you have lost the opportunity to understand the reason for his or her disinterest and modify your delivery. However, if you single this person out, she might feel cornered while others may become impatient.

Thus in a group context, one has to manage several different aspects of communication in order to be effective.

D Communication across cultures differs: Culture can be defined as shared knowledge, symbols, conventions, folklore, language, habits, rituals, rules and lifestyles that link and give a common identity to a particular group of people at a given point in time. Cultural differences must be respected and kept in mind while communicating. It is a good idea to find out about the culture, traditions and customs of another country or state you are visiting for the first time. Also remember, in a large country like India people belonging to different states, tribes or communities have certain mannerisms and behavioural characteristics that need to be understood. Not giving eye-contact to a member of the opposite sex or a person who belongs to a higher caste class is common among Indians. To a Westerner, the same gesture may mean lack of earnestness of the people we are interacting with.

E Feedback is the key to effective communication: Communication transactions continue to evolve effectively in the presence of feedback. Try

talking to a person with a deadpan face. Chances are, very soon the enthusiasm with which you started will wane. Conversely if the audience responds with nods, smiles, anything that conveys attention and interest, the speaker is encouraged to continue. Feedback also gives you an indication if there is any change needed in the communication stimuli. Adapted from IGNOU

Worksheet 1: Principles of effective communication

1. Name the 5 principles of effective communication. Which do you find most important? Number them in order of importance you would like to give them. Say why.
2. Do role plays in groups of 4 to show the importance of each principle. Enact each in 2 ways- one showing effective communication because the principle is followed and the other showing poor communication. Let other judge and say how you could have done better.
3. You are Nazia, Group Leader, Marketing, ABC Consultants. You are very upset. Shaheen, your junior has made a mess of the assigned task of inviting the chief guest for the inaugural ceremony of the new office block.
Analyze where you may have gone wrong in communicating the assigned task. Find out from your junior, Shaheen what went wrong and why it went wrong. Sit together and seek to clarify expectations. Remember that you should have followed the principles of - understanding, then prescribing; face to face contact, and understanding cultural differences.

Lesson 4.2: The 7 Cs of Communication

Warm up-

Try to guess what the 7 Cs of communication must be. C for clarity... C for courtesy... As you may have guessed, to be effective communication must be clear and courteous. It must also have other qualities. Can you name some other qualities?

Watch this video (in the link given below) before you read about the 7 Cs.

<https://youtu.be/sYBw9-8eCuMCs>

The 7 Cs of Communication

In your daily life and at work you write emails, facilitate meetings, participate in conference calls, create reports, devise presentations, debate with your colleagues... the list goes on.

We all spend almost our entire day communicating. So, it stands to reason that communicating clearly and effectively is very important and can boost our productivity.

This is why the 7 Cs of Communication are stressed in our discussions on good communication. The 7 Cs provide a checklist for making sure that your meetings, emails, conference calls, reports, and presentations are well constructed and clear – so your audience gets your message.

Following are the 7 Cs of effective communication:

Watch this video that makes it easy to understand the 7 Cs:

<https://youtu.be/sYBw9-8eCuMs>://youtu.be/sYBw9-8eCuM

1. Be Clear

Begin every message by asking the question, “What is the purpose of this communication?” This will enable you to make the objective of your communication clear to the recipient.

Clarity is also about avoiding the use of complex words, sentences, and fuzzy language.

It is important that you clearly communicate the intended information to the recipient. You must be able to explain a concept several ways and answer clarifying questions about the topic.

If you are not clear about the purpose of your communication, then your

objectives will not be met.

Writing points on note cards or a notepad can help you methodically work through what you want to communicate. Most people will tend to drift or forget items if they don't have a clear framework to operate within. Presentation slides can be helpful though very often a simple outline will be enough.

1. Be concise

Make your message brief and to the point. Why use 10 sentences to explain something when a single sentence will suffice? Being concise will save time for both you and the receiver of your message.

To help make your communications more concise, avoid going over the same point several times, and avoid the use of filler words, sentences, and over wordy expressions. Although we are trying to be concise, it is important to remember that we are not trying to lose completeness.

3. Be Concrete

Concrete communication is about being specific and clear rather than vague, obscure, and general. To be more concrete use sentences that cannot be misinterpreted. Include supporting facts and figures to underscore your message, but don't allow anything that detracts from the focus of your message.

4. Be Correct

Incorrect information doesn't help anyone and it does your credibility no good. Ensure that: Your message is typo-free; your facts and figures are correct and you are using the right level of language. Being correct first time will both save you time and boost your credibility. A correct message will also have a greater impact on the recipient than an incorrect one.

5. Be Coherent

Does your message make sense? Does it flow logically from one sentence to the next? To ensure that your communication is coherent: Check that each sentence flows logically from one to the next and check that you haven't tried to cover too many points or been distracted by side issues.

6. Be Complete

Your message must contain all the necessary information to achieve the desired response. To ensure that your message is complete think about questions the receiver might think of as they receive your message. Address these questions. Ensure you have included a call to action so that your audience knows exactly what you expect them to do next.

7. Be Courteous

Be polite. You're more likely to get what you want from your communication if you are courteous, as courtesy builds goodwill. Check that your message is polite, shows respect for the feelings of the receiver, and is tactful. Make your message brief and to the point.

The following table makes the 7Cs clear to you-

7 Cs of Communication Checklist

Clear	Make objective clear. Avoid complex words & phrases.
Concise	Keep it clear and to the point. Avoid filler words & sentences.
Concrete	Be specific not vague. Use facts and figures to support your message.
Correct	Try to avoid typos. Use correct facts and figures. Use the right level of language.
Coherent	Does your message make sense? Ensure it flows logically. Avoid covering too much.
Complete	Does the message contain everything it needs to? Include a call-to-action.
Courteous	Being polite builds goodwill. Ensure message is tactful.

Sources: https://www.mindtools.com/pages/article/newCS_85.htm;
<https://expertprogrammanagement.com/2018/04/7-cs-communication/>

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Class X - Communication Skills

Lesson 4 : Worksheet 1-Principles of Communication

Complete the following table with the appropriate adjectives to be kept in mind while communicating with people.

	Clear • message easily understood
	concise
	correct
	courteous
	considerate
	Complete
	coherent

Answers

- Clear- no confusion, statement of requirement is direct, not ambiguous or vague
- Concise- brief, to the point, gives only relevant information, no extra info
- Correct- facts only are stated , no confusion or incorrect statement, very precise
- Courteous-
- Considerate-
- Complete-
- Coherent-

Lesson 4- Worksheet 2 : Practice the 7 Cs

Watch the following video and then do the activity in pairs. This activity will help you to practice the 7 Cs. You will also understand the need for applying the 7 Cs to your communication in daily life.

Pr[ahttps://www.youtube.com/watch?v=8yGhNwDMT-gct](https://www.youtube.com/watch?v=8yGhNwDMT-gct)tising the 7 Cs

Practice communicating the following instructions or requests by writing sentences keeping in mind the 7 Cs.

1. You have to give instructions to your assistant about the task of completing a project report by tomorrow. Write the instructions in language that is clear, courteous and complete.
2. Make a written request to your colleagues who are not reaching office in time to sign in by 9.30 am daily. You are Kritika, Head, Department of IT, NIOS. (clarity, conciseness, courtesy, correctness coherence and completeness)
3. Share a plan for an important office meeting with heads of different departments and your colleagues. Remember to share details of the meeting such as: purpose, people who have been invited, venue and timings, agenda, sequence in which they will be discussed and other arrangements such as seating, tea and refreshments. You are Rashi Singh, Head, Human Resource, Alexis Ltd. (clarity, conciseness, concreteness, courtesy, correctness coherence and completeness)
4. Have a telephone conversation with a client. The topic is a business visit the client wishes to make to your company to know about the goods you manufacture for gifting during Diwali. (correct, clear. coherent, concise,

courteous and complete)

5. Imagine you are the receiver for each of the above messages. Do you think the messages were complete? What changes could be made in them?
6. Share the above tasks and observations orally with the whole class and critique for improvement where required.

Lesson 4 : Worksheet 3 Principles of Communication

Do the following role plays in pairs. (The first is done for you as a sample)-

Anita: Ma'am, could you please tell me what is to be written in the emails to be sent for the meeting?

Suvarna: Yes. Please note all that I am saying. Remember to -

- a) Address each participant by name ... write 'Dear Lalita'
- b) Your invitation should be courteous and formal... write ... 'It would give me great pleasure.....' etc.
- c) Do not forget to write the date, timings and venue of the meeting (mention the conference room and floor too)
- d) State the agenda
- e) Inform participants about arrangements for parking, who will receive them at the reception counter and details of the contact person for any queries.
- f) Lastly, do share the draft with me.

Anita: Thanks a lot ma'am.

Suvarna: You're welcome, Anita. I'm sure you'll do a great job.

1 As product manager you have you the job of explaining to your team how to

pack the mobile phones that are to be sent via Amazon to customers. Give clear, concise and complete instructions. Do not forget to be courteous.

2 You are a receptionist in a reputed school of Kanpur. You receive a phone call. The caller is making a query about admission dates, sale of forms, fee structure, seats for economically weak students etc.

Write the dialogue between the caller and yourself.

Write the dialogue. Remember to express yourself in a manner that shows respect to the person who you are talking to.

After writing the dialogue check it for 7 Cs. Have you taken care of them?

Now enact the telephone conversation.

<https://mail.google.com/mail/u/0/?tab=rm#search/HEEMAL+HANDOO?projector=1>

<https://mail.google.com/mail/u/0/?tab=rm#search/HEEMAL+HANDOO?projector=1>

Introduction to word processor

A **word processor** is a software that helps you type and work with text on a computer. You can create a document like, letter, memo, newsletter and save it in word processor. The main advantage of creating a document is word processor is that a document can always be opened and edited. You can also format it, check and correct spellings and grammatical errors in it, insert drawings, images, and pictures, apply page borders, and also print it.

A variety of word processors such as Microsoft Word, Open Office Writer, and Star Office have been developed to make text input and editing on the computer easy. An online word-processing applications such as Google Docs (part of Google Drive), is also becoming popular.

In this chapter, you will learn about Apache Open Office Writer, a popular Open source word processor.

Apache OpenOffice

Apache OpenOffice is a free and open-source software that has been developed by the Apache Software Foundation. Apache OpenOffice can be downloaded for free from:

<http://www.openoffice.org/>

It is available in a number of languages. It can also read/write files created in other Office software packages.

The Apache OpenOffice package contains the following:

- OpenOffice Writer (Word processor)
- OpenOffice Calc (Spreadsheet)
- OpenOffice Impress (Presentation)
- OpenOffice Base (Database Management System)
- OpenOffice Draw (Graphics)
- OpenOffice Math (Equation Editor)

The latest version of Apache OpenOffice is 4.1.5 The new version of Apache OpenOffice shows a **sidebar** on the interface of **Writer**, **Impress**, and **Calc**. It is similar to the ribbon in Microsoft Office .

APACHE OPENOFFICE WRITER

Apache OpenOffice Writer is a word processor program, which is equivalent to MS Word. It is used for creating, editing, formatting, and printing text documents. You can include pictures, charts, tables, and can save the document in various formats.

To start OpenOffice Writer, click **Start ➤ All Programs ➤ OpenOffice 4.1.5 ➤ OpenOffice Writer**.

The Apache OpenOffice Writer window, along with its sidebar and other components, is shown in **Figure 1**.

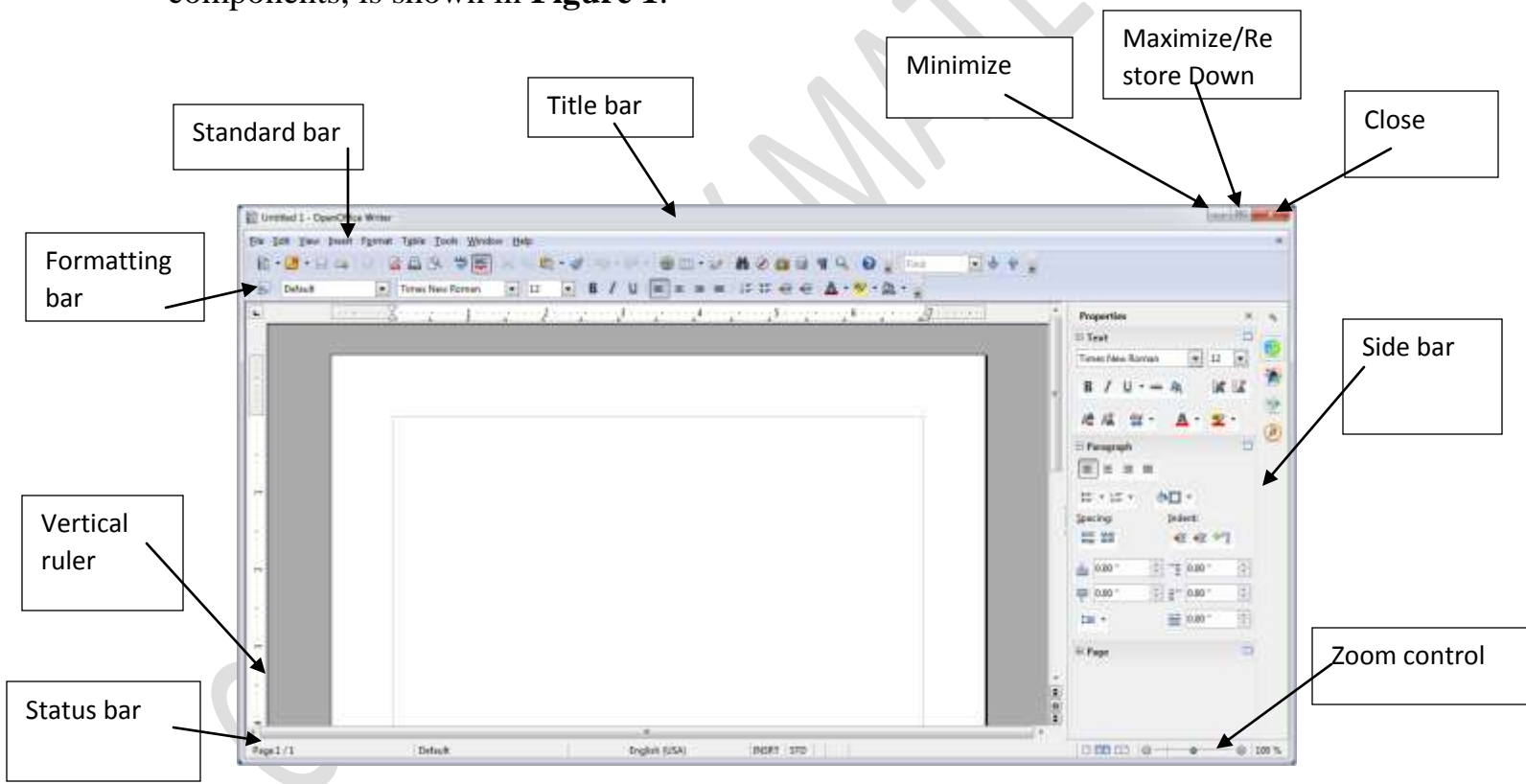


Fig. 1 Apache OpenOffice Writer window

Title Bar The title bar is placed at the top of the Word 2013 window. It displays the document name followed by the program name. To the right of the title bar, you can see three buttons: **Minimize**, **Restore Down/Maximize** and **Close**.

The **Minimize** button is used to reduce the window to a small icon on the taskbar. The **Restore Down** button is used to make the window smaller than full size. The same button is used to bring it back to full size. The **Close** button is used to close the window.

Menu bar The Menu bar has different options like, File, Edit, View, etc. clicking on a menu option displays options of this menu.

Standard Toolbar It is displayed below the Menu bar and contains buttons for the most commonly used commands, like, New, Open, Save, etc.

Formatting toolbar This toolbar has buttons for the most commonly used formatting commands.

Document Window The document window is used to create a document. This is the area where you can type text, insert pictures, etc.

Scroll bars The horizontal scroll bar is present at the bottom of the document window and is used to move the document left or right. The vertical scroll bar is present to the right of the document window and is used to move the document up and down.

Rulers The horizontal ruler is present at the top of the document window and is used to set left and right margins. The vertical ruler is present to the right of the document window and is used to set top and bottom margins.

Status bar The Status bar is present at the bottom of the Writer window. It displays information about the current document, such as number of pages, current page number, etc.

Zoom control The zoom level of the document can be set by clicking, holding, and dragging the slider.

Let's Try it

1. Start OpenOffice Writer.
2. Identify the following components of the OpenOffice Writer window:
 - i. Title bar
 - ii. Standard bar
 - iii. Formatting bar
 - iv. Horizontal and vertical scroll bar
 - v. Horizontal and vertical ruler
 - vi. Minimize, maximize and Close buttons
 - vii. Status bar

Creating a New Document

To create a new text document in OpenOffice Writer:

1. Select **File** ➤ **New** ➤ **Text Document**. (Fig 2)

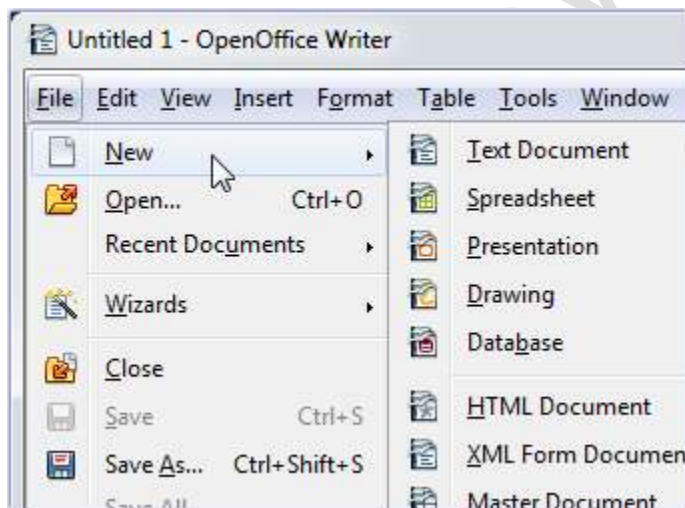


Fig 2 New option of File menu

Or

Click **New** button on the **Standard** toolbar (**Fig 3**) and select the desired option the menu to create a new text document.

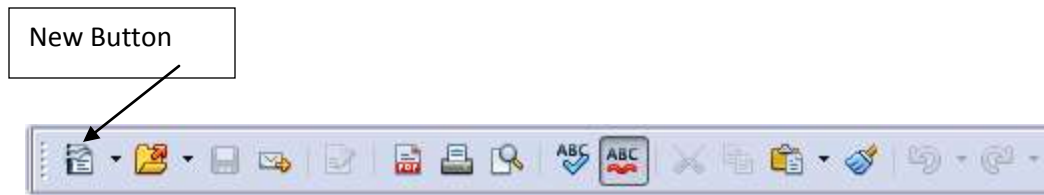


Fig 3 New button on the Standard toolbar

Or

You can also press **Ctrl + N** on the keyboard to create a new document.

Saving a Document

To save a document,

1. Click the **File menu**
2. **Select Save As option . (Fig 4)**



Fig 4 Save AS option of File menu

Or

Click the **Save** button on the **Standard** bar as shown in **Figure 5**.



Fig 5 Save button on the Standard toolbar

3. The **Save As** dialog box appears. (**Fig 6**)
4. Select the location where you want to save the document.
5. Type the file name, and click on the **Save** button. Documents created and saved in Writer have the extension .odt by default.

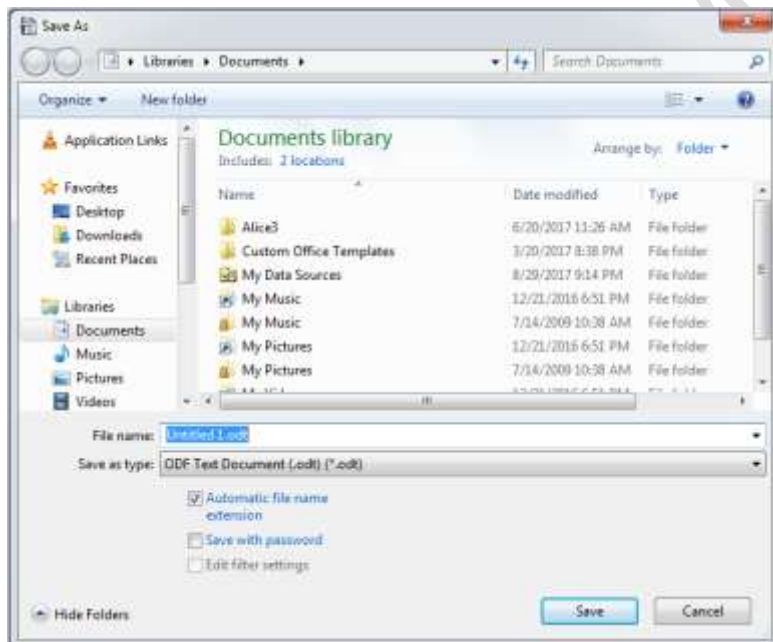


Fig 6 Save As dialog box

Keyboard Shortcut

Save	Ctrl +S
Save As	Shift + Ctrl + S

Saving a file in different format

If you want to save a file in a different format other than the default format .odt of OpenOffice Writer. The Steps are:

1. Select **Save As** option of **File** menu.
2. The **Save As** dialog box appears.(Fig 6a)
 - a. Select the **File** type from the **Save as type** drop-down list.
 - b. Type the filename.
 - c. Click **Save** button.

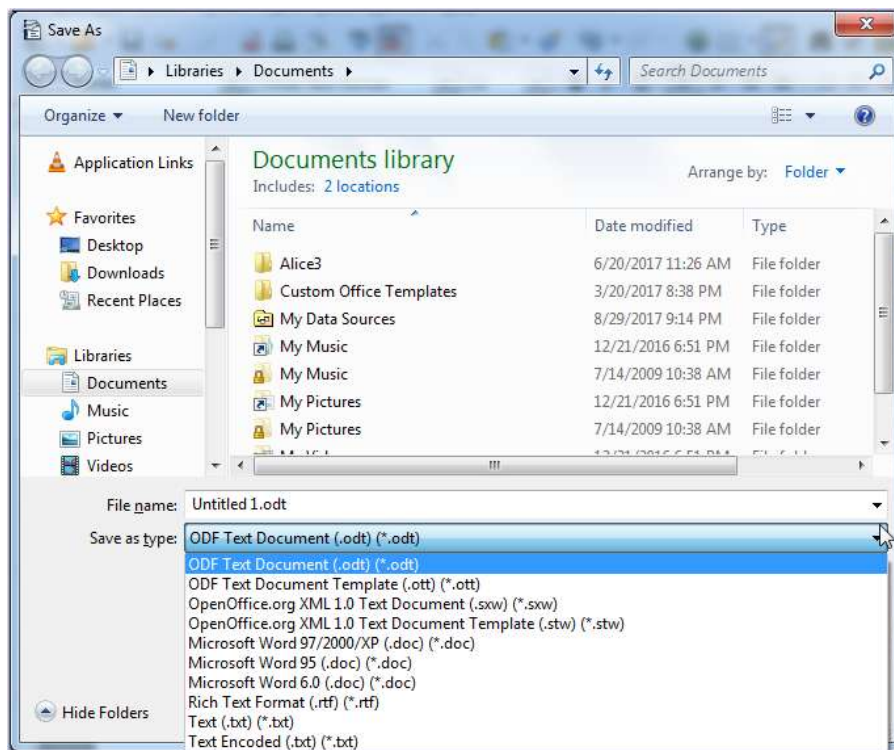


Fig 6a Save As dialog box

Opening a Document

To open an already saved document in OpenOffice Writer:

1. Click the **Open** option from the **File** menu.
- Or*

Click the **Open (Fig 7)** button on the **Standard** bar.



Fig 7 Open button on the Standard bar

Or

Press Ctrl + O.

2. The **Open dialog** box appears (**Fig 8**).
3. Select the Drive and the folder.
4. Select the file and click **Open** button.

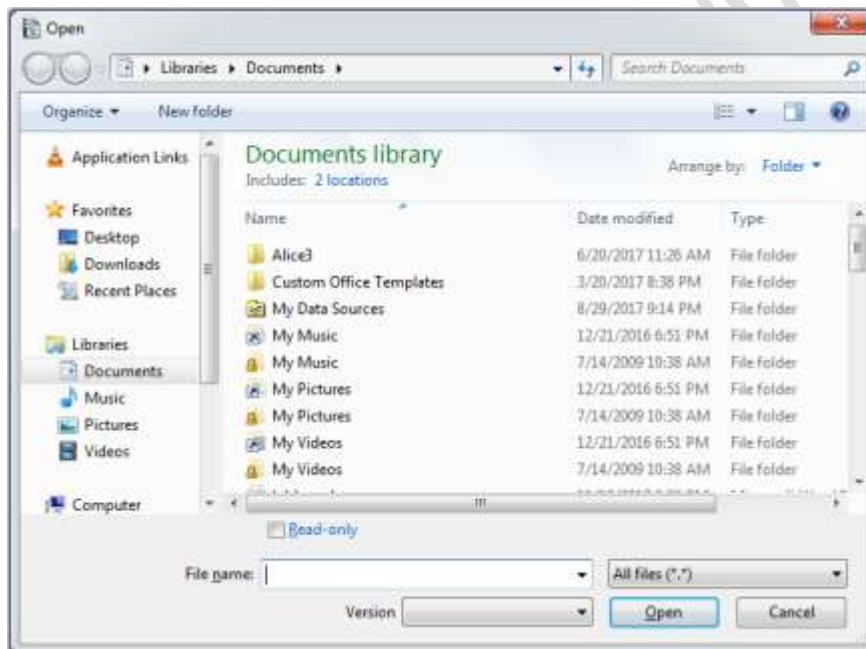


Fig 8 Open dialog box

Closing a Document

To close an open document, click the **Close** option from the **File** menu.

Exit Writer

To exit Writer, click the **Exit** option from the **File** menu.

Let's Try it 1

1. Start OpenOffice Write.
2. Create a new document.
3. Type a paragraph about some of the activities organized in your school.
4. Save the document with name 'activities'.
5. Close OpenOffice Writer.

Let's Try it 2

1. Start OpenOffice Writer.
2. Open the already saved document 'activities'.
3. Now add another paragraph about various competitions that your school is planning to organize on 'Independence Day'.
4. Save the document. Which option will you select to save the file with the same name –Save or Save As?
5. Close the document.
6. Exit from Writer.

Worksheet 1

1. Name the two toolbars. _____
2. Name the toolbar used to scroll the document up and down _____
3. Name the bar present at the bottom of the Writer window that gives information about the number of pages in the document. _____
4. Name the two rulers _____
5. Name the ruler that is used to set the left and right margins _____
6. Name the bar that has buttons for the most commonly used commands

7. Name the three buttons present to the right of the Title bar. _____
8. Name the button used to reduce the window to a small icon on the taskbar.

9. Which button is used to make the window smaller than full size?

10. Mention any two features of word processors.

Worksheet 2

1. Write Keyboard shortcuts for the following commands:
 - i. New
 - ii. Save
2. Name the menu that has option to create a new document.
3. What is the difference between Save and Save As options of File menu?

EDITING A DOCUMENT

Editing means making changes into existing text.

Before editing, you may need to select the text. Selection of text can be done with the keyboard or the mouse.

The selected text gets highlighted with blue color.

OpenOffice Writer features various tools to edit text in a document.

Selecting Text Using a Mouse

To select text using a mouse, follow the steps:

1. Place the cursor to the left of the first character of the text to be selected.
2. Press the left mouse button and drag the mouse to the position where you want to end selection.
3. Release the mouse button. The selected text gets highlighted in grey (**Fig. 9**).



Fig 9 Selecting text

Selecting Text Using Keyboard

You can select text using even the keys on your keyboard. First, place the cursor to the left of the first character you wish to select. Then use the following key combinations:

To select

One character to the left
One character to the right
One line up
One line down
To the end of the current line
To the beginning of the current line
To the end of the current document
To the beginning of the document
Entire document

Key combinations

Shift + ←
Shift + →
Shift + ↑
Shift + ↓
Shift + End
Shift + Home
Shift + Ctrl + End
Shift + Ctrl + Home
Ctrl + A

Inserting and Overtyping Text

You can insert (add) text into the existing text or overwrite (replace old text with the new one) text in OpenOffice Writer.

To insert text, press the **Insert** key, to turn ON the **Insert** mode, which is indicated by **INSRT** appearing on the status bar (**Fig. 10**).

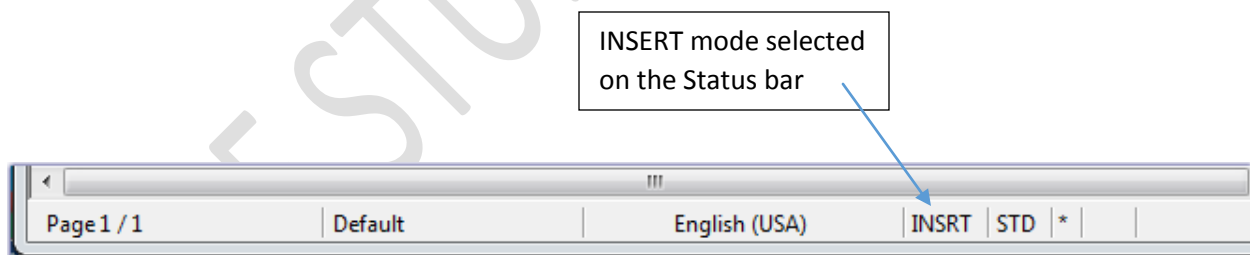


Fig. 10 INSRT on the status bar

Sometimes, you may need to type and replace the current text. This can be done using the Overtype mode. To overwrite text, press the **Insert** key or click on **INSRT** on the status bar to turn ON the **Overtype** mode, which is indicated by **OVER** appearing on the status bar (**Fig. 11**)

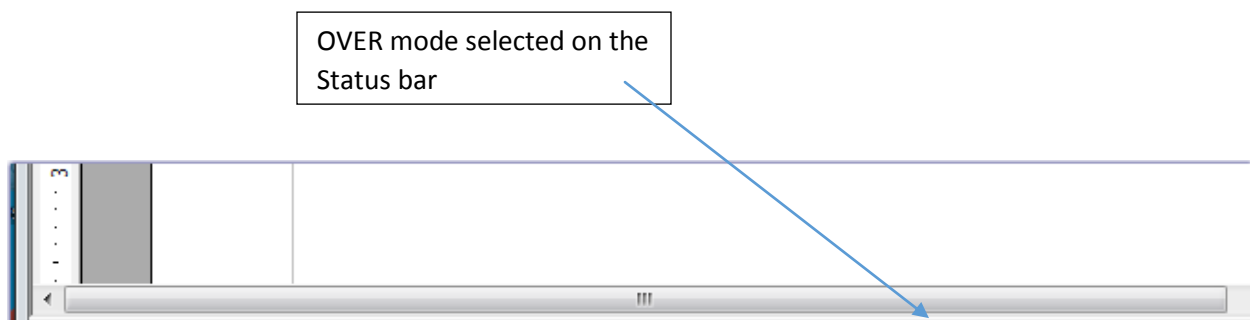


Fig. 11 OVER on the status bar

Inserting a Blank Line

You can also insert a blank line between two existing lines. The steps are:

1. Place the cursor at the end of the line after which you want to insert a blank line.
2. Press **Enter**. You will notice that the next line gets shifted down and a blank line is inserted.

Deleting Text

You can easily delete a character, a word, or a block of text in OpenOffice Writer. Let us learn how to delete a character, a block of text or a word.

To delete a character, the steps are:

1. Position the cursor to the left of the character to be deleted.
2. Press **DELETE**.

Or

1. Position the cursor to the right of the character to be deleted.
2. Press **BACKSPACE**.

To delete a block of text, the steps are:

1. Select the text to be deleted.
2. Press **DELETE** or **BACKSPACE**.

To delete a word, the steps are:

1. Place the cursor to the left of the word to be deleted.
2. Press **Ctrl + Delete**.

Or

1. Place the cursor to the right of the word to be deleted.
2. Press **Ctrl + Backspace**.

Undo and Redo Commands

The Undo command is used to reverse the last command/action.

To reverse the last action, click the **Edit** button and then click **Undo** in the drop-down menu.(Fig 12)

Or

Click the **Undo** button on the Standard bar. (Fig 13)

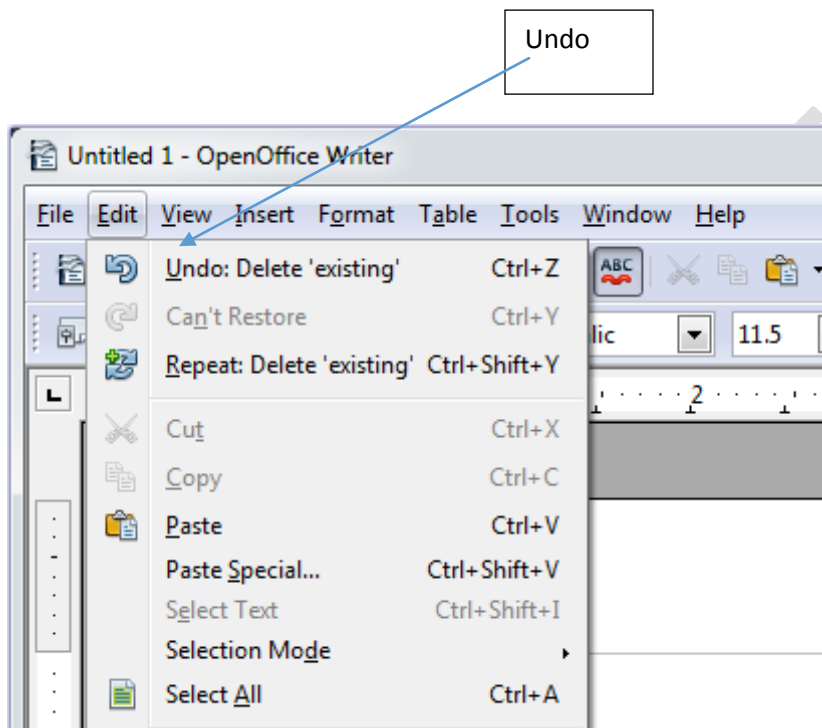


Fig 12 Undo option of Edit menu.

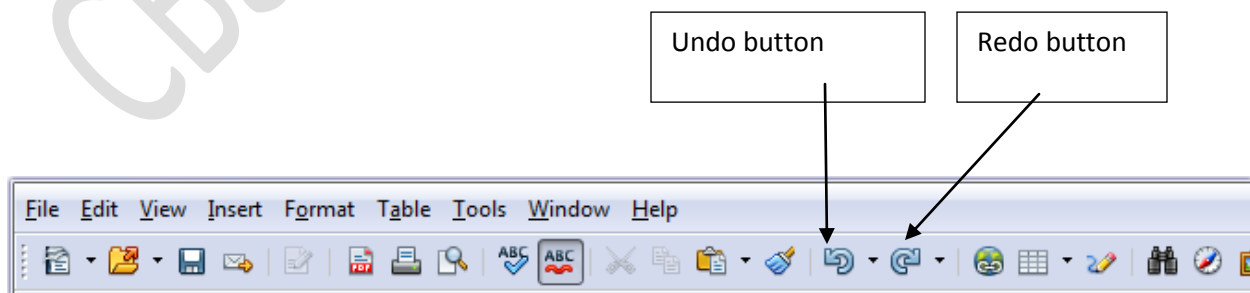


Fig 13 Undo button on the Standard toolbar

The **Redo** command is used to reverse the last **Undo** action. To apply this command, click the Redo option from the **Edit menu**.

Or

Click the **Redo** button on the Standard bar.(**Fig 13**)

Note: As long as there is nothing to redo, the Redo command will show up as **Repeat** command. The function of the Repeat command is to repeat the last thing you did in OpenOffice Writer. When you undo an action, the Repeat command changes to Redo.

Keyboard Shortcut	
Undo	Ctrl + Z
Redo	Ctrl + Y

Copying Text

You can easily copy text from one place to another in a document. For this purpose, you will have to use Copy and Paste commands. The Copy command creates a duplicate of the selected text and the Paste command pastes the copied text at the position where the cursor is placed.

To copy text from one location and paste it at another location, the steps are:

1. Select the text to be copied.
2. Click the **Copy** option from the **Edit menu**. (**Fig 12**)

Or

Click the **Copy** button on the **Standard bar**. (**Fig 14**)

3. Position the cursor at the location where you want to paste the text.
4. Click **Paste** option from the **Edit menu**.

Or

Click the **Paste** button on the Standard bar. (**Fig 14**)

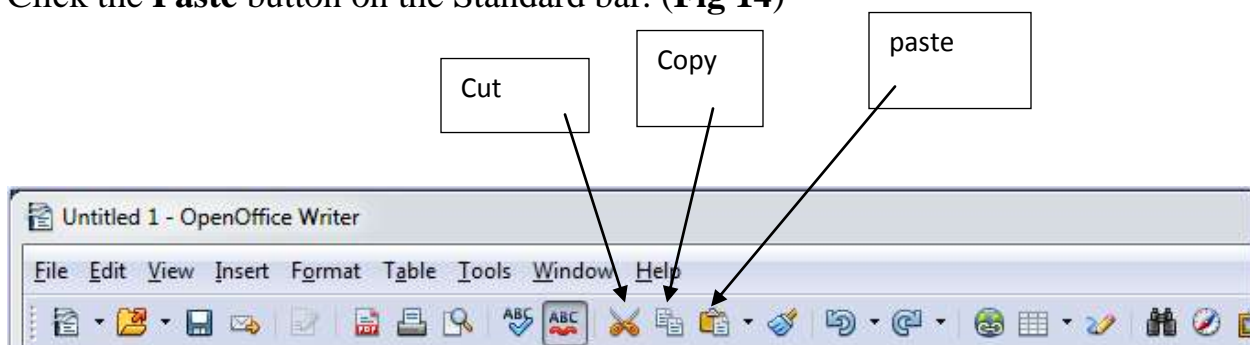


Fig 14 Standard bar

Moving text

You can easily move text from one position to another using Cut and Paste commands. The steps to move text from one location to another are:

1. Select the text to be moved.
2. Click the **Cut** option from the **Edit** menu. (**Fig 15**)

Or

Click the **Cut** button on the Standard bar. (**Fig 14**)

3. Position the cursor at the location where you want to paste the text.
4. Click **Paste option** in the **Edit** menu or Paste button on the Standard bar.



Keyboard Shortcut

Copy	Ctrl + C
Cut	Ctrl + X
Paste	Ctrl + V

Fig 15 Edit menu

FORMATTING A DOCUMENT

Formatting is the process of changing the appearance of the text in a document through the use of various fonts, font colors, font sizes, etc.

Settings that are standard or pre-defined in a software are called **default settings**. Formatting helps the user to make changes in the default settings.

Character Formatting

Character formatting can be done either by using the **Format** menu or by using the Formatting toolbar.

Character Formatting Using the Format Menu

1. Select the text.
2. Click the **Format** menu bar and then select **Character** option (**Fig. 15**). The **Character** dialog box appears. (**Fig. 16**)
 - You can change the font, font size, and typeface using the **Font** tab in the dialog box (**Fig. 16**).
 - Click on the **Font Effects** tab to change the font color, font effect, and apply other styles such as underlining (**Fig. 17**).

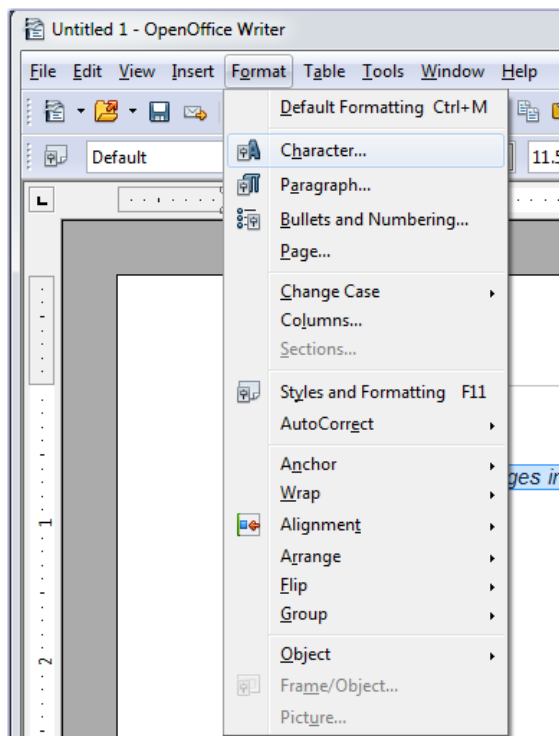


Fig. 15 Character option of the **Format** menu

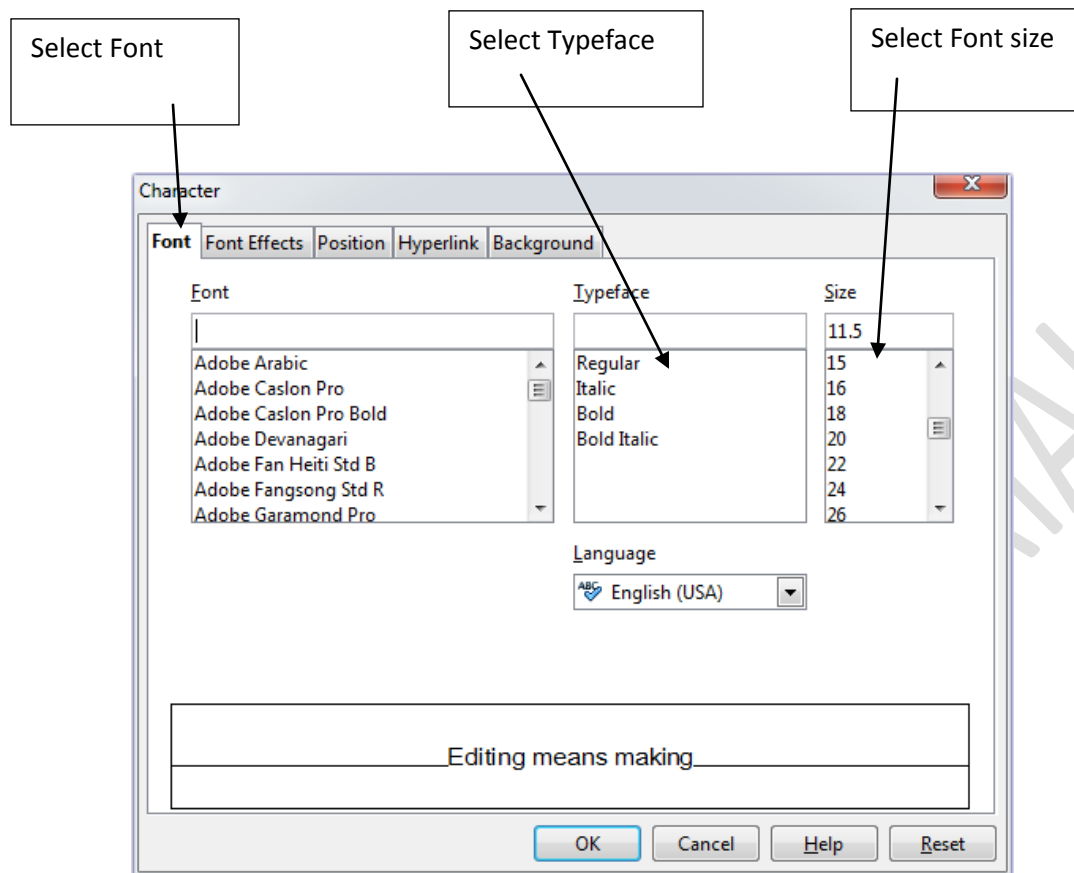


Fig. 16 Font tab of the **Character** dialog box

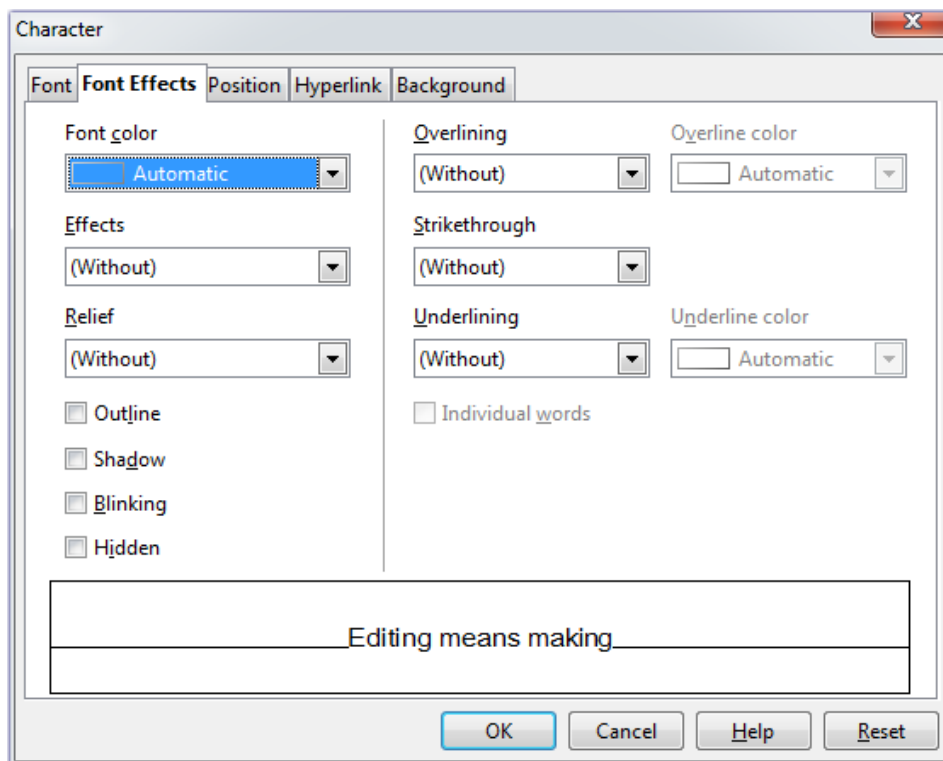


Fig. 17 Font Effects tab of the **Character** dialog box

- You can change the position of the text (e.g., superscript, subscript, etc.) using the **Position** tab (**Fig. 18**).

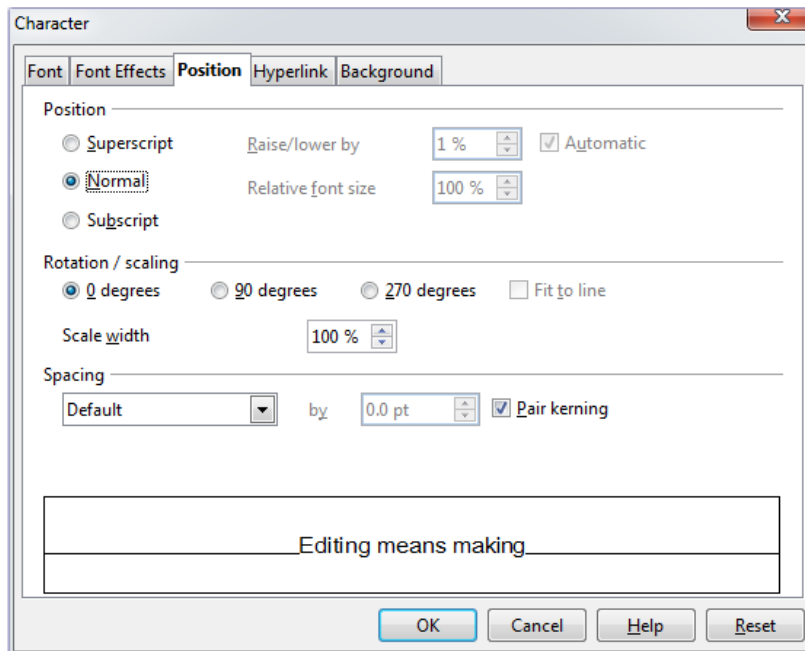


Fig. 18 Position tab of the Character dialog box

3. Click **OK** after choosing the desired options.

Character Formatting Using the Formatting Bar

The **Formatting** bar has various buttons on it, as shown in **Figure 19**. These buttons can be used for character formatting.

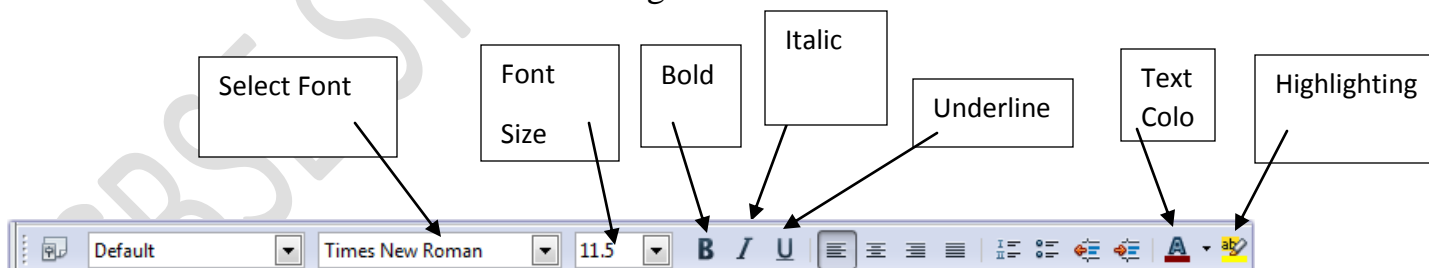


Fig. 19 Formatting bar

Keyboard Shortcuts

Bold	Ctrl + B
Italic	Ctrl + I
Underline	Ctrl + U

You can also use the **Properties side bar** to format the text (**Fig 21**)

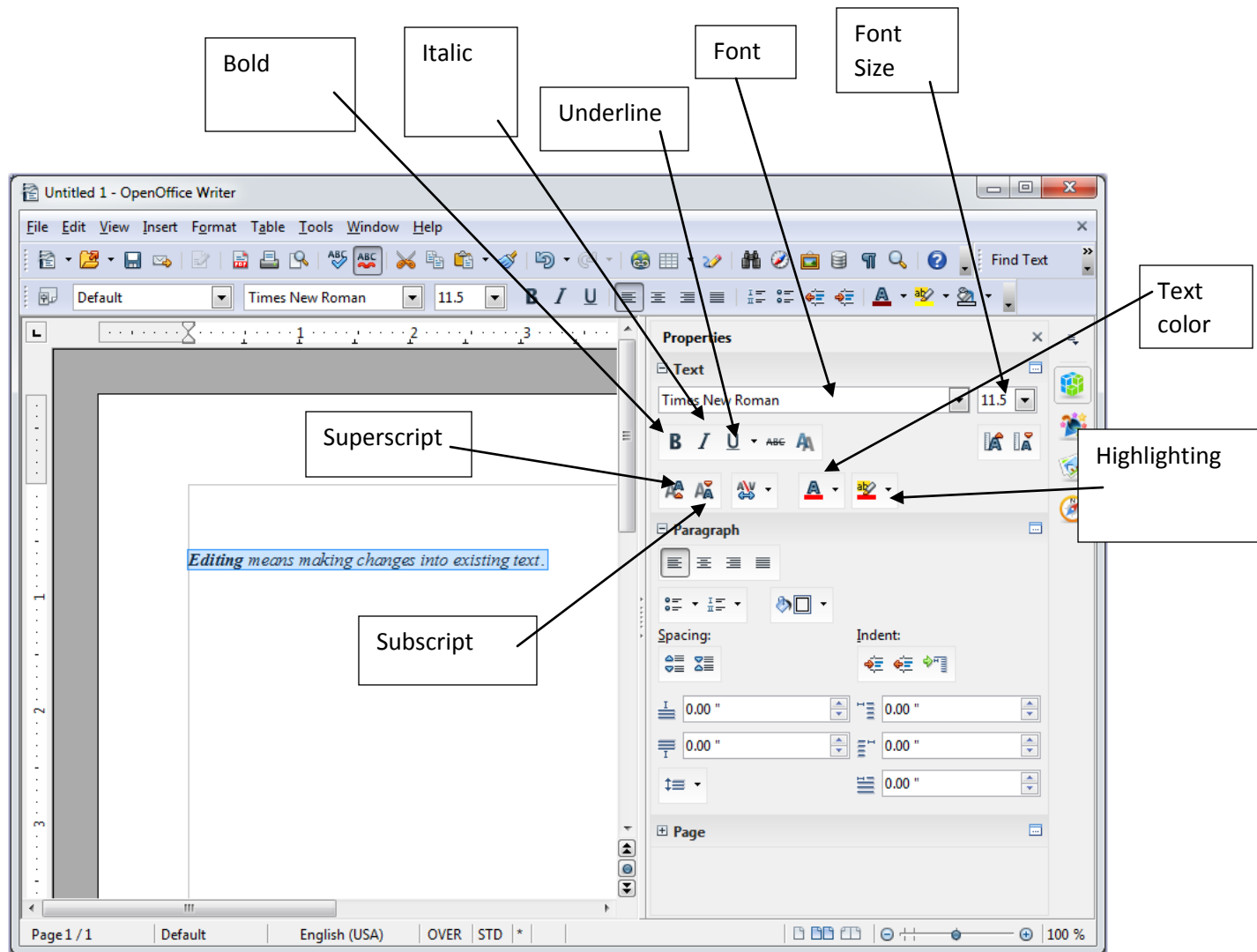


Fig 21 Properties bar

Highlighting Text

Highlighting means *making the text look different to draw the reader's attention towards it*. Highlighted text has a colored background.

The steps to highlight text are:

1. Select the text.
2. Click the drop-down arrow of the **Highlighting** button on the **Formatting bar**. (**Fig 22**)

OR

You can click the drop-down arrow of **Highlighting** button on the **Properties** side bar (**Fig 23**).

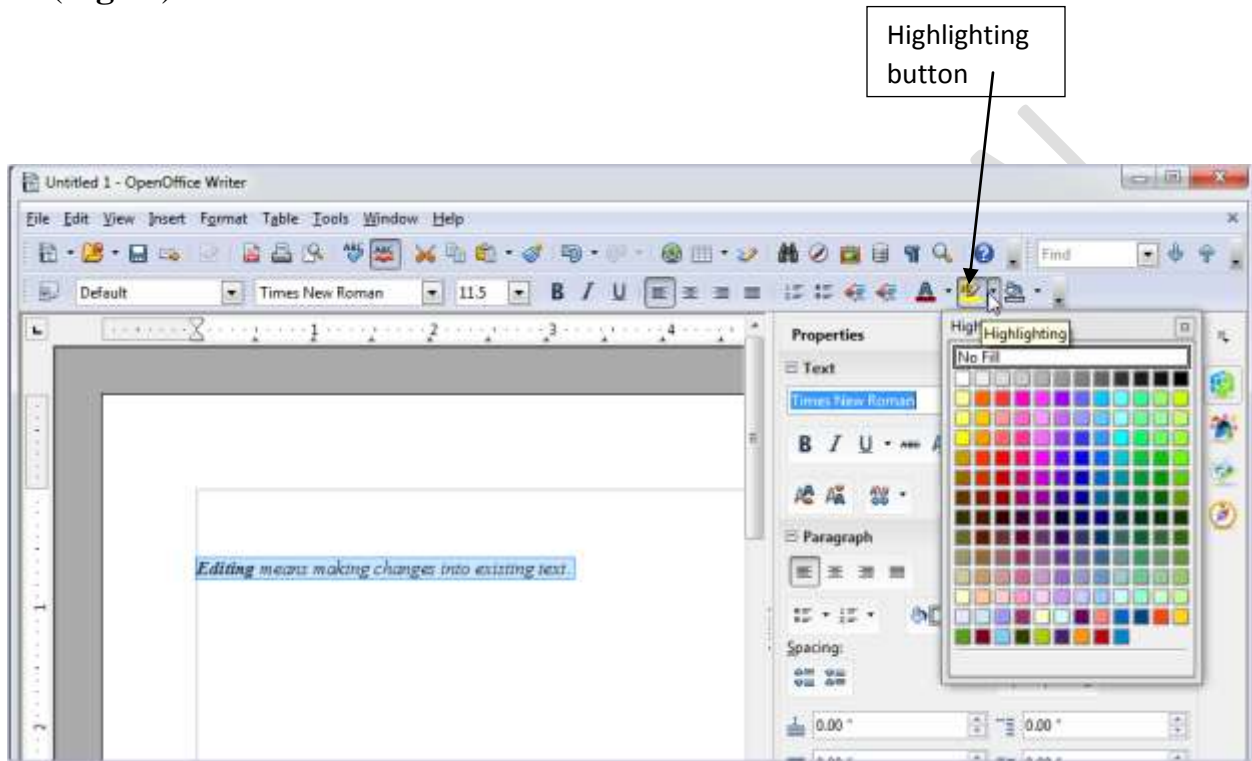


Fig 22 Highlighting button on Formatting bar