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CLASS X · EMPLOYABILITY SKILLS · PART A OF EVERY SKILL SUBJECT (405 · 413 · 417 · 418) · CBSE BOARD EXAMINATION 2027

PART A · UNIT 1

Communication Skills – II

Unit Booklet · Short Notes · Board-Pattern Questions · Model Answers

Part A · 2 of 10 theory marks | 26 questions with model answers | For 405 · 413 · 417 · 418 | Taught: Mon 30 Nov

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STUDENT DETAILS

NAME _____

CLASS & SECTION _____

ROLL NO. _____

UNIT FINISHED ON _____

OBJECTIVE SELF-CHECK ____ / 15

1

READ THIS FIRST · SHORT NOTES

Unit Notes

The three methods of communication, the communication cycle and feedback (descriptive, specific and non-specific), barriers and how to overcome them, the 7 Cs, and basic writing skills: sentences, phrases, parts of speech, articles and paragraphs.

THIS UNIT IN THE BOARD PAPER

2 / 10

Each Part A unit carries about **2 marks**: usually one **1-mark** item in Q1 and one **2-mark** question in Q6–Q10. From this unit, the communication cycle, feedback, barriers and the 7 Cs are asked most often.

SYLLABUS 2026–27 · WHAT CBSE LISTS FOR THIS UNIT

- Methods of communication: verbal, non-verbal, visual
- Communication cycle and importance of feedback; descriptive and specific feedback
- Barriers to effective communication and measures to overcome them
- Principles of effective communication: the 7 Cs
- Writing skills: sentences, phrases, kinds and parts of a sentence, parts of speech, articles, constructing a paragraph

HOW PART A (EMPLOYABILITY SKILLS) IS SET IN THE BOARD PAPER

1 mark
Q1: six objective items from all five units – answer any **4 of 6**.

2 marks
Q6–Q10: one short question from each unit – answer any **3 of 5** in **20–30 words**.

4 marks
Not asked from Part A. The long and case questions here are for school tests and deeper understanding.

Part A = 10
Objective 4 + short 6. It is the same for every skill subject (405, 413, 417, 418).

Part A marks are easy to score: learn the key words, lists and definitions exactly.

PRACTICAL WORK FOR THIS UNIT

List the pros and cons of written, oral and non-verbal communication · make a do's and don'ts chart for body language · write specific feedback on a friend's work · rewrite a poor notice using the 7 Cs · write a paragraph on a subject topic.

1 Methods of communication

Communication: sharing ideas, information or feelings between two or more people so that they understand each other.

Method	How	Examples
Verbal	Using **words** – spoken (oral) or written	Talk, phone call, meeting; letter, e-mail, notice, SMS
Non-verbal	**Without words** – body and voice	Facial expression, gestures, posture, eye contact, tone
Visual	Using **pictures and signs**	Road signs, charts, graphs, maps, posters, emojis

	Good points	Weak points
Oral	Quick; instant reply; personal	No record; may be misheard or forgotten
Written	Permanent record; can be checked and shared	Slower; no instant reply
Non-verbal	Shows true feelings; supports words	Can be misread; differs between cultures

2 Body language: do's and don'ts

Do	Don't
Keep friendly eye contact	Stare or keep looking away
Sit and stand straight	Slouch or lean on the desk
Smile and nod while listening	Cross your arms or frown
Keep hands open and relaxed	Fidget, play with a pen or check the phone
Keep a polite distance	Stand too close to the other person

3 The communication cycle

1. **Sender** – the person who starts the message and has an **idea** to share.
2. **Encoding** – the sender puts the idea into words, signs or pictures.
3. **Channel (medium)** – the way the message travels: speech, letter, e-mail, phone, notice.
4. **Receiver** – the person who gets the message.
5. **Decoding** – the receiver understands the message.
6. **Feedback** – the receiver's reply, which goes back to the sender and completes the cycle.

EXAMPLE

The class teacher (sender) wants to announce a test (idea). She writes 'Science test on Friday' (encoding) on the notice board (channel). Students (receivers) read it (decoding). One student asks, 'Which chapters?' (feedback).

4 Feedback

Feedback: the receiver's response that tells the sender how the message was understood or how a piece of work was done.

- **Why it matters:** confirms that the message was understood, corrects mistakes, helps people improve, motivates and builds trust.
- **Positive feedback** praises what was done well. **Negative (constructive) feedback** politely says what needs to improve. **No feedback** (silence) leaves the sender unsure – avoid it.
- **Descriptive feedback** gives details of what was good and what to change, either as **written comments** or in **conversation**.

Specific feedback	Non-specific feedback
Names exactly what was good or wrong and what to do next	General and vague; gives no direction
'Your heart diagram is neat and well labelled, but the arrows for blood flow are missing.'	'Good work.' / 'Not good, do it again.'

Good feedback is **specific**, given **on time**, **polite**, about the **work, not the person**, and ends with a next step.

5 Barriers to effective communication

Barrier	Examples	How to overcome
Physical	Noise, distance, poor network, bad light	Choose a quiet place and a clear channel
Linguistic (language)	Different language, hard words, jargon, accent	Use simple words; explain terms
Interpersonal	Lack of trust, dislike, not listening	Listen actively; be open and respectful
Organisational	Too many levels, strict rules, poor systems	Keep clear, direct channels
Cultural	Different customs, values, meaning of gestures	Learn about and respect other cultures
Emotional	Anger, fear, stress, shyness, ego	Stay calm; speak when composed

In every case, **ask questions and check understanding** through feedback.

6 Principles of effective communication: the 7 Cs

C	Meaning
Clear	One clear idea and purpose; easy to understand
Concise	Short and to the point; no repetition
Concrete	Exact facts, figures and details; not vague
Correct	Right facts, grammar and spelling
Coherent	Ideas follow a logical order and stay on topic
Complete	All the information the receiver needs
Courteous	Polite, respectful and friendly

USING THE 7 CS

Poor: 'Meeting tomorrow, come.' Better: 'Dear parents, the Class X parent–teacher meeting is on Saturday, 5 December, from 9 a.m. to 12 noon in Room 12. Please bring the report card. Thank you.'

7 Writing skills: sentences and phrases

- **Sentence:** a group of words that makes **complete sense**. It begins with a capital letter and ends with a full stop, question mark or exclamation mark.
- **Phrase:** a group of words **without** a subject and verb; it does not make complete sense: 'in the morning', 'a red bicycle'.
- **Parts of a sentence: subject** – who or what the sentence is about; **predicate** – what the subject does or is. In 'Riya | plays the guitar', Riya is the subject and 'plays the guitar' the predicate (verb 'plays', object 'guitar').

Kind of sentence	Use	Example
Declarative (statement)	Gives information; ends with .	The library opens at 9 a.m.
Interrogative (question)	Asks; ends with ?	Have you finished the project?
Imperative (command/request)	Orders or requests	Please close the window.
Exclamatory	Strong feeling; ends with !	What a beautiful painting!

8 Parts of speech and articles

Part of speech	Job	Examples
Noun	Names a person, place, thing or idea	Bina, school, honesty
Pronoun	Takes the place of a noun	he, she, it, they
Adjective	Describes a noun	tall, red, five
Verb	Shows action or state	run, write, is
Adverb	Describes a verb, adjective or adverb	slowly, very, today
Preposition	Shows position or relation	in, on, under, between
Conjunction	Joins words or sentences	and, but, or, because
Interjection	Shows sudden feeling	Wow! Oh! Alas!

- **Articles: a** before a consonant **sound** (a book, a university); **an** before a vowel **sound** (an apple, an hour); **the** for a particular or known thing (the Sun, the book I lent you).

9 Constructing a paragraph

- A **paragraph** is a group of sentences about **one** idea.
- **Topic sentence** (main idea) → **supporting sentences** (facts, examples) → **concluding sentence**.
- Use linking words (first, also, however, finally) and check spelling and grammar.

SAMPLE PARAGRAPH

Water is precious and we must save it. Bina gets little rain in summer, and many wells go dry. Turning off taps and reusing RO waste water for plants can save many litres a day. Small habits at home can protect water for everyone.

Key terms

17 terms

Communication: sharing ideas so that others understand

Verbal: using spoken or written words

Non-verbal: without words: gestures, expressions

Visual: pictures, signs, charts

Sender: starts the message

Encoding: putting an idea into words or signs

Channel: medium the message travels through

Decoding: receiver understanding the message

Feedback: receiver's response

Descriptive feedback: detailed comments on what is good and what to change

Barrier: anything that blocks understanding

Jargon: technical words of a field

7 Cs: clear, concise, concrete, correct, coherent, complete, courteous

Phrase: words without complete sense

Subject: who or what the sentence is about

Predicate: what the subject does or is

Article: a, an, the

Common mistakes and exam tips

AVOID THESE

- Communication cycle order: sender → encoding → channel → receiver → decoding → feedback.
- Learn all **7 Cs** with a one-word meaning each.
- **a / an** depends on the first **sound**, not the letter: an hour, a university.
- Specific feedback names **exactly** what was good or wrong and what to do next.
- Noise is a **physical** barrier; hard words or jargon are a **linguistic** barrier.

A

PART A · 1 MARK EACH

Objective Questions

15 questions: MCQs, assertion–reason, fill in the blanks and true/false, like Q1 of the board paper. Answers in Part E.

ASSERTION–REASON: HOW TO ANSWER

(a) Both A and R are true, and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is true, but R is false.
(d) A is false, but R is true.

A1. Nodding your head to show agreement is an example of: [1]

(a) Verbal communication
(b) Non-verbal communication
(c) Visual communication
(d) Written communication

A2. A road sign showing a zebra crossing uses: [1]

(a) Verbal communication
(b) Written communication
(c) Visual communication
(d) Oral communication

A3. In the communication cycle, the receiver understanding the message is called: [1]

(a) Encoding
(b) Decoding
(c) Feedback
(d) Channel

A4. Which of these is specific feedback? [1]

(a) Nice work.
(b) Not good.
(c) Your graph is neat, but the y-axis has no label.
(d) Try harder.

A5. Noise from a loudspeaker during a phone call is a ___ barrier. [1]

(a) Cultural
(b) Physical
(c) Linguistic
(d) Emotional

A6. Which of the 7 Cs means 'short and to the point'? [1]

(a) Clear
(b) Concise
(c) Concrete
(d) Complete

A7. Choose the correct article: 'She left ___ hour ago.' [1]

(a) a
(b) an
(c) the
(d) no article

A8. 'What a lovely garden!' is ___ sentence. [1]

(a) a declarative
(b) an interrogative
(c) an imperative
(d) an exclamatory

A9. In 'She quickly finished her homework', the word 'quickly' is: [1]

(a) an adjective
(b) an adverb
(c) a pronoun
(d) a preposition

A10. ASSERTION–REASON [1]

Assertion (A): Feedback completes the communication cycle.

Reason (R): Feedback tells the sender whether the message was understood.

(a) Both A and R are true, and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is true, but R is false.
(d) A is false, but R is true.

A11. ASSERTION–REASON [1]

Assertion (A): Using technical words with a beginner removes a communication barrier.

Reason (R): Jargon is a linguistic barrier.

(a) Both A and R are true, and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is true, but R is false.
(d) A is false, but R is true.

A12. FILL IN THE BLANK [1]

A group of words without a subject and verb, which does not make complete sense, is a _____.

A13. FILL IN THE BLANK [1]

Putting an idea into words, signs or pictures is called _____.

A14. TRUE OR FALSE [1]

'Please close the door.' is an imperative sentence.

A15. TRUE OR FALSE [1]

Written communication gives the sender an instant reply.

B — Short Answer Questions

PART B · 2 MARKS EACH

Answer in 20–30 words: two clear points, like Q6–Q10 of the board paper. Model answers in Part E.

B1. Differentiate between verbal and non-verbal communication. MUST DO [2]

B2. What is feedback? Why is it important? MUST DO [2]

B3. Differentiate between specific and non-specific feedback with an example. [2]

B4. Name any two barriers to effective communication and one way to overcome each. [2]

B5. Explain any two of the 7 Cs of effective communication. [2]

B6. What is the difference between a phrase and a sentence? Give an example of each. [2]

C — Long Answer Questions

PART C · 4 MARKS EACH

Part A has no 4-mark questions in the board paper. These are for school tests and to learn the unit fully. Model answers in Part E.

C1. Explain the communication cycle with an example. MUST DO [4]

C2. Explain any four barriers to effective communication. MUST DO [4]

C3. Explain these parts of speech with an example each: noun, pronoun, verb, adjective. [4]

PART D · CASE AND COMPETENCY BASED

D Case-Based Questions

Read the situation, then answer from it and from the unit. For school tests and to practise applying the unit.

D1. Case-Based · The confusing notice [4]

A notice on the Class X board said: 'Students should bring the thing for the activity sometime next week. Teachers will check.' Students came on different days with different things, and the activity had to be postponed.

(i) Which two of the 7 Cs are missing in the notice? [1]

(ii) Rewrite the notice using the 7 Cs. [2]

(iii) What could the students have done to avoid confusion? [1]

D2. Competency-Based · Feedback on a poster [4]

Aarav made a poster on saving water. His friend said, 'It's okay.' His teacher wrote: 'Your slogan is catchy and the colours are bright. The facts in the middle box have no source; add one figure about water use in our town.'

(i) Whose feedback is specific? [1]

(ii) In what form is the teacher's descriptive feedback given? [1]

(iii) Give two reasons why the teacher's feedback is more useful. [2]

E

PART E · ANSWERS IN CBSE MARKING-SCHEME STYLE

Answers

Objective key with a reason, then model answers: numbered value points, key word first, the mark for each point in orange, and the word count under each answer. Any other correct, relevant point also earns the mark.

Objective questions – answer key

Part A

Write the option letter **and** the answer, as the marking scheme does.

Q	Answer	Why (one line)
A1	**(b) Non-verbal communication**	A gesture, without words.
A2	**(c) Visual communication**	A picture or sign.
A3	**(b) Decoding**	The receiver decodes.
A4	**(c) Your graph is neat, but the y-axis has no label.**	It names exactly what is good and what is missing.
A5	**(b) Physical**	It comes from the surroundings.
A6	**(b) Concise**	No extra words or repetition.
A7	**(b) an**	'hour' begins with a vowel sound (the h is silent).
A8	**(d) an exclamatory**	It shows strong feeling and ends with !
A9	**(b) an adverb**	It tells how she finished – it describes the verb.
A10	**(a) Both true; R explains A**	R explains A.
A11	**(d) A false, R true**	A is false – jargon creates a barrier; R is true.
A12	**phrase**	e.g. 'in the morning'.
A13	**encoding**	Done by the sender.
A14	**True**	It makes a request.
A15	**False**	Correct: oral (face-to-face) communication gives an instant reply; written messages are read later.

Short answers

Part B · 2 marks

B1. Differentiate between verbal and non-verbal communication. **[2]**

1. **Verbal:** uses spoken or written words, e.g. a phone call or an e-mail. 1
2. **Non-verbal:** uses no words: gestures, facial expressions, eye contact, tone. 1

23 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | 1 + 1 | MUST DO

B2. What is feedback? Why is it important? **[2]**

1. **Feedback:** the receiver's response showing how the message was understood. 1
2. **Importance:** confirms understanding, corrects mistakes and helps improve work. 1

19 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | 1 + 1 | MUST DO

B3. Differentiate between specific and non-specific feedback with an example. [2]

1. **Specific:** names exactly what is good or wrong: 'Your map labels are clear but the scale is missing.' 1
2. **Non-specific:** general and vague: 'Good job' or 'Do better'. 1

27 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | 1 + 1

B4. Name any two barriers to effective communication and one way to overcome each. [2]

1. **Physical (noise):** move to a quiet place or use a clearer channel. 1
2. **Linguistic (hard words):** use simple language and explain terms. 1

21 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | 1 + 1

B5. Explain any two of the 7 Cs of effective communication. [2]

1. **Concise:** short and to the point, without repetition. 1
2. **Courteous:** polite and respectful to the receiver. 1

15 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | 1 + 1

B6. What is the difference between a phrase and a sentence? Give an example of each. [2]

1. **Phrase:** words without complete sense: 'in the morning'. 1
2. **Sentence:** complete sense with subject and verb: 'I study in the morning.' 1

20 words · CBSE asks 20–30 words | Marking: 1 + 1 = 2 | 1 + 1

Long answers

Part C · 4 marks

C1. Explain the communication cycle with an example. [4]

1. **Sender and idea:** the teacher wants to tell students about a test. 1
2. **Encoding and channel:** she writes 'Test on Friday' on the notice board. 1
3. **Receiver and decoding:** students read and understand the notice. 1
4. **Feedback:** a student asks which chapters are included, completing the cycle. 1

44 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | 1 mark each | MUST DO

C2. Explain any four barriers to effective communication. [4]

1. **Physical:** noise, distance or a poor network. 1
2. **Linguistic:** different language, difficult words or jargon. 1
3. **Cultural:** different customs and meanings of gestures. 1
4. **Emotional:** anger, fear or stress block clear thinking and listening. 1

31 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | 1 mark each | MUST DO

C3. Explain these parts of speech with an example each: noun, pronoun, verb, adjective. **[4]**

1. **Noun:** names a person, place or thing: Bina. 1
2. **Pronoun:** replaces a noun: she. 1
3. **Verb:** shows action or state: write. 1
4. **Adjective:** describes a noun: tall. 1

24 words · CBSE asks 50–80 words | Marking: 1 + 1 + 1 + 1 = 4 | 1 mark each

Case-based answers

Part D

D1. Case-Based · The confusing notice (passage printed in Part D) **[4]**

(i) Which two of the 7 Cs are missing in the notice? **[1]**

Complete and **concrete** – no item, date or subject is given.

(ii) Rewrite the notice using the 7 Cs. **[2]**

'Dear students, please bring one chart paper and colour pens for the Science activity on Wednesday, 2 December, in Period 3. Thank you.' (clear, complete, concrete, courteous)

(iii) What could the students have done to avoid confusion? **[1]**

Asked the teacher which item and which day – that is, given **feedback**.

Marking: 1 + 2 + 1 = 4 | 1 + 2 + 1

D2. Competency-Based · Feedback on a poster (passage printed in Part D) **[4]**

(i) Whose feedback is specific? **[1]**

The **teacher's** – it names exactly what is good and what to add.

(ii) In what form is the teacher's descriptive feedback given? **[1]**

As **written comments**.

(iii) Give two reasons why the teacher's feedback is more useful. **[2]**

(1) It tells Aarav what to **keep** (slogan, colours). (2) It tells him exactly what to **change** next, politely, which motivates him.

Marking: 1 + 1 + 2 = 4 | 1 + 1 + 2