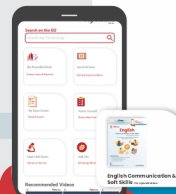


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# English

## Communication & Soft Skills

for Physiotherapy Students

*As per Physiotherapy Curriculum of All Universities of India and  
Ministry of Health & Family Welfare*



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**Liza Sharma**

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**Dr Liza Sharma** MA (Eng), BEd, PhD, MBA  
Former Associate Professor  
Gian Sagar Group of Institutions  
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# English

## Communication & Soft Skills

for Physiotherapy Students

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I dedicate this book to  
My sons **Parth** and **Avish**.  
This one is for you, from me,  
your loving mother.  
You both are my strength, resilience and support.

# About the Author

**Liza Sharma** MA (Eng), BEd, PhD, MBA, is a former Associate Professor in English, has worked with Gian Sagar Group of Institutions, Banur, Rajpura (Punjab) for about 12 years. She has been in the teaching profession for last 35 years. She possesses a postgraduate degree in English and Business Management with BEd. She has obtained her doctorate degree from Punjabi University, Patiala. The author has contributed to several Sample Papers for CBSE and has written English course books for GNM, BSc Nursing, Post Basic BSc Nursing and Paramedical students. She has been training students for IELTS exam for last 15 years and is also taking personality development classes along with the classes on soft skills.



She has been honored with Best Teacher Award by the Management of JB Charitable Trust, Chandigarh. Besides, she has been also honored by Gian Sagar Group of Institutions for her excellent and illustrious services in teaching of English.

# Preface

*“The most important word in the English language is hope.”*

—**Eleanor Roosevelt**

The aim of writing the book, *English Communication and Soft Skills for Physiotherapy Students*, is to make it accessible to all of you who are pursuing their degree course in Physiotherapy, i.e., BPT. By purchasing this book, you have already taken the first important step towards improving your spoken and written English. As the title of the book indicates, this book is a comprehensive study of oral and written English, covering all the topics of new curriculum for BPT students. Above all, this book is suitable for the students who want to improve their English language whether they are preparing for exams or need a quick look up guide to English grammar, and also the professionals who wish to enhance their pronunciation and communication skills.

All the tenses of English grammar are explained and exemplified with emphasis on their functions in everyday English usage. The first unit forms the basis of important grammar topics, helping you in making confident and accurate decisions about how English grammar works in today's world. Explanations are fully illustrated with examples.

People want to present themselves in the best possible way, avoiding common errors in spoken and written English, and for them, this book is a step towards achieving their goal. This book teaches what you have already learned and helps you in applying that knowledge in recognizing and avoiding common errors. Grammar is not a mere collection of rules, rather it is presented as a framework for organizing English language. Students have a natural, and logical way to make sense of the language they see and hear.

Above all, ample guidance and practice exercises on sentence formation, correct usage, written composition and other allied areas have been provided to strengthen your grammatical skills. Apparently, initiation and repetition of correct expressions are far more efficacious in forming correct habits than grammatical knowledge. Finally, I have used my extensive experience in language learning to identify typical problems that students experience with English grammar. Communication skills are important for every health professional so I have tried to show its importance, especially for Physiotherapists, while they are studying or treating their patients in the hospital.

No work is entirely free from errors and flaws, and this book is not an exception, so valuable suggestions from our patrons for improvement of this book are invited. I assure you that my efforts to improve the quality of this book will be continued in the next edition as well.

**Dr Liza Sharma**

# Acknowledgments

My heartfelt thanks and appreciations are due to all the members of publishing industry and academic institutions for sharing their skills, knowledge and experiences with me. Since I am a teacher, I want to repay it by writing this book and this is because I love this profession as it has given me an opportunity to learn so much.

I would like to extend my sincere gratitude to my father late Dr SS Sethi and my mother late Dr Manohar Sethi, who although are not present with me physically, continuously inspired and motivated me. My mother always showed her confidence in me and was a pillar of strength till her last breath.

Besides, I owe a great deal to my family. I am thankful to my husband, Mr SP Sharma, and sons Parth and Avish for their literary criticism, encouragement, support and constantly putting up with me in this great endeavor.

I extend my special thanks to **Mr Satish Kumar Jain** (Chairman) and **Mr Varun Jain** (Managing Director), M/s CBS Publishers and Distributors Pvt Ltd for their wholehearted support in the publication of this book. I have no words to describe the role, efforts, inputs and initiatives undertaken by **Mr Bhupesh Aarora** [Sr Vice President – Publishing & Marketing (Health Sciences Division)] for helping and motivating me.

My special thanks are due to the scientific editorial board of the CBS Physiobrid series, especially Dr Harshita Sharma and Dr Divya Gupta (Senior Content Strategists cum Quality Check), and some senior faculties for their tireless efforts to provide valuable inputs throughout the project. I will also like to thank my former colleagues from Gian Sagar College of Physiotherapy Dr Navkiran, Dr Stuuti Mittal, Dr Amit Gupta and Dr Raja for their physiotherapy segment valuable inputs throughout the project. This book could be customized for Physiotherapy students due to their background in physiotherapy.

Last but not least, I sincerely thank the entire CBS team for bringing out the book with utmost care and attractive presentation. I would like to thank Ms Nitasha Arora (Publishing Head and Content Strategist – Medical and Nursing), Ms Annu Raina (Senior Manager – Publishing & Marketing), Dr Anju Dhir (Product Manager cum Commissioning Editor – Medical) for their support. I would also extend my thanks to Mr Shivendu Bhushan Pandey (Sr Manager and Team Lead), Mr Ashutosh Pathak (Sr Proofreader cum Team Coordinator) and all the production team members for devoting laborious hours in designing and typesetting the book.

# Special Features of the Book

## LEARNING OBJECTIVES

After going through this unit, you will be able to:

- Understand the grammar facts.
- Understand the Tenses, Modals, Voices, etc.
- Understand the Determiners and connectors.

**Learning Objectives** given in all the chapters focus on the areas that a student will become aware of after completing the chapter.

Every chapter starts with a **Chapter Outline** that gives a glimpse of the content covered in the chapter.

## Chapter Outline

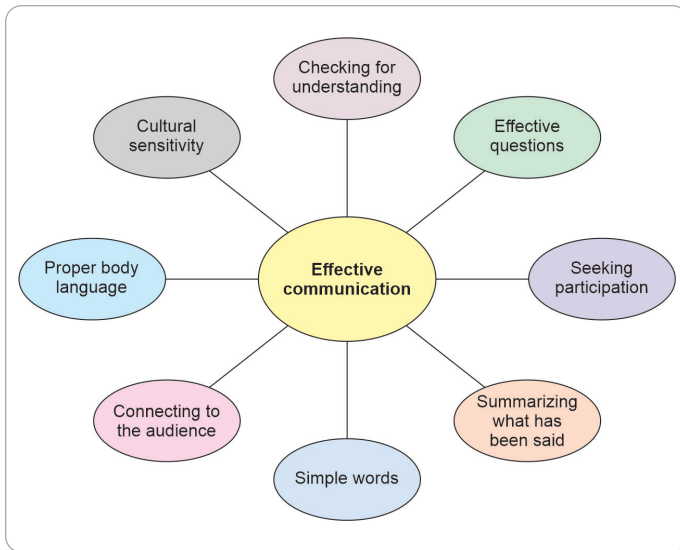
- Tense
- Present Tense
- Past Tense
- Future Tense
- Simple Present/Present Indefinite Tense
- Present Continuous Tense
- Present Perfect Tense
- Present Perfect Continuous Tense Simple Past/Past Indefinite Tense
- Past Continuous Tense
- Past Perfect Tense
- Past Perfect Continuous Tense

## Key Terms

- **Regular and irregular verbs:** There are two different types of past tense forms. The regular verbs form their past tense by adding-ed to the base form. The past tense is used to refer to events that were completed in the past. There are many different ways of talking about the future, depending on how we see a future event.
- **The simple tenses:** They use the auxiliary verbs 'to be' or 'to have' with the main verb. For example: I drink tea, I drank tea, I will drink tea.
- **The continuous tenses:** They always include "-ing" in one form or another (is, are, was, were and so on).
- **The perfect tenses:** They always include "to have" in some way (has, have, had).

Important terms used in the chapter are enlisted under **Key Terms**.





Several **Images and Diagrams** have been used at relevant places to simplify the concepts for the students.

**Fig. 11.1:** Effective communication

Important facts and information is present in the **Must Know** boxes throughout the book.

**MUST KNOW**

*There are four forms of past tense:*

1. Simple Past Indefinite Tense
2. Past Continuous Tense
3. Past Perfect Tense
4. Past Perfect Continuous Tense

**Tips**

- Always consider your audience either patient or other health care staff.
- Speak in clear, complete sentences and consider your tone when speaking.

At places Communication **Tips** have been added for special emphasis and implementation.

At the end of every chapter, **Assess Yourself** section has been included to help the students in assessing their learning.

**Assess Yourself**



1. What is the difference between verbal and nonverbal communication?
2. What is the role of communication in society?

**Solved Exercises** help in better understanding of the Grammar concepts.

## Solved Exercises



### I. Complete each sentence with a suitable tense of the verb in brackets:

1. Peter \_\_\_\_\_ (not go) to the cinema last night.
2. Sorry, I \_\_\_\_\_ (forget) to do my homework yesterday.
3. What \_\_\_\_\_ (you see) on TV last night?
4. Sonia \_\_\_\_\_ (leave) Italy and travelled to France last month.
5. \_\_\_\_\_ (they enjoy) their holiday in Greece last year?
6. While I \_\_\_\_\_ (eat) my dinner, the phone \_\_\_\_\_ (ring).
7. Richard \_\_\_\_\_ (always, get up) before 7.00.
8. Hurry up; the bus \_\_\_\_\_ (wait) for us.
9. Where \_\_\_\_\_ (we, go) \_\_\_\_\_? This is the wrong road.
10. My friends \_\_\_\_\_ (not believe) my story.
11. Please be quiet; I \_\_\_\_\_ (read) a very interesting book.
12. Marie \_\_\_\_\_ (usually, sit) at the front of the class.
13. Carol cannot talk to you at the moment. He \_\_\_\_\_ (have) a shower.
14. Please wait for a moment, Alka. I \_\_\_\_\_ (talk) to Swati.
15. This car \_\_\_\_\_ (cost) a lot of money.

## Practice Exercises



### I. Fill in the blanks with a, an or the:

1. \_\_\_\_\_ gold is \_\_\_\_\_ precious metal.
2. Bicycle is made of \_\_\_\_\_ steel and \_\_\_\_\_ Rubber.
3. \_\_\_\_\_ umbrella protects us from \_\_\_\_\_ rain.
4. \_\_\_\_\_ wheat and \_\_\_\_\_ cotton are grown in Punjab.
5. I like jam on \_\_\_\_\_ piece of \_\_\_\_\_ bread.
6. I met \_\_\_\_\_ European on my way to \_\_\_\_\_ college.
7. This is \_\_\_\_\_ house made of \_\_\_\_\_ stone.

**Practice Exercises** allow students to build on the recently learnt concepts.

# Syllabus

## ENGLISH COMMUNICATION AND SOFT SKILLS

**Time:** 45 Hours

1. **Basic language skills:** Grammar and usage.
2. **Business communication skills:** With focus on speaking—conversations, discussions, dialogues, short presentations, pronunciation.
3. **Different methods of writing:** Like letters, E-mails, report, case study, collecting the patient data, etc. Basic compositions, journals, with a focus on paragraph form and organization.
4. Basic concepts and principles of good communication.
5. Special characteristics of health communication.
6. **Types and process of communication:** Verbal, nonverbal and written communication. Upward, downward and lateral communication.
7. **Therapeutic communication:** Empathy versus sympathy.
8. Communication methods for teaching and learning.
9. Communication methods for patient education.
10. Barriers of communication and how to overcome.

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SAMPLE PAGES

# UNIT III



## SPEAKING SKILLS

### LEARNING OBJECTIVES

After going through this unit, you will be able to:

- Communicate efficiently
- Practice good pronunciation skills
- Gain confidence in spoken language

### UNIT OUTLINE

**Chapter 20.** Conversations

**Chapter 21.** Short Presentation

**Chapter 22.** Different Speaking Activities

**Chapter 23.** Pronunciation

# Conversations

## Chapter Outline

- Greetings
- How to Begin the Sentence in Different Situations
- Conversation
- Improving Your Conversation
- Modal Auxiliaries

## Key Terms

- **Conversation:** A talk between people (more than one).
- **Greet:** Welcoming somebody when you meet him/her.

## GREETINGS

We greet people when we see or meet them. We always greet people we know. We sometimes greet people we don't know. To greet someone is to say hello in a friendly way. There are many ways to greet someone.

Hello	Hi there	How are you doing?	Long time no see!
Hello there	Hey	How are you?	Good morning
Howdy	Hey there	What's up?	Good afternoon
Hi	Hey, how are you doing?	What's happening?	Good evening

### MUST KNOW

For greetings at different times of day, these time tips are used:

- **Good morning:** Before noon (12:00 p.m.)
- **Good afternoon:** From 12:01 p.m. until approx. 5:00 pm.
- **Good evening:** From approximately 5:00 p.m. until midnight (12:00 am)

## Formal and Informal Greetings

Some greetings are formal, and some are informal. **Formal greetings** are more polite and used with people to whom we want to show respect, such as a boss or a teacher. **Informal greetings** are casual and used with friends and other people with whom we feel comfortable.



## Conversation: Greeting People

Here are some responses to common questions in greeting.

Question	Optional beginning	Responses (use adjective)	Examples
How are you?	I'm...	great/excellent/very	I'm great!
How are you doing?	I'm doing...	good/food/fine	I'm doing okay.
How are things?	Things are...	pretty good*/okay/all Right/not bad* Well**/very well**	Things are pretty good.
How's it going?	It's going...	And you? What about you?	It's going well.
What's happening?*		Not much*/Nothing*/	Nothing much*
What's been happening?*		Nothing much.	
What's new?*		And you?/What about you?	
What's going on?*			
What's been going on?*			

## Conversation: Meeting People

Let's look at a sample conversation between two people at a party. They don't know each other and are meeting for the first time. The conversation includes all six steps. Read the conversation aloud.

Conversation	Conversation guide
Diksha (making eye contact with Dishant): The food is good.	<ol style="list-style-type: none"> <li><b>Step 1: Make eye contact.</b> Smile and look at the other person.</li> <li><b>Step 2: Begin the conversation with small talk and be positive.</b> Other opening expressions include <i>Great party/food, isn't it/what a nice party/Enjoying the party?</i> Or you can talk about the weather.</li> </ol>
Dishant: Yeah, it is.	<ol style="list-style-type: none"> <li>Yeah is an informal expression that means "yes." To agree with someone is polite. You may also use expressions such as <i>It is!/Isn't it?/you're right/Yum! Yum</i> and <b>yummy</b> are informal expressions meaning that something tastes good.</li> </ol> <p><b>Tips</b></p> <p>If someone is uninterested in speaking, he or she may ignore you or smile briefly but say nothing. When this happens, you can decide whether to continue speaking or stop. To ignore someone is not to look at nor talk to that person.</p>
Diksha: Have you tried the delicious item?	<ol style="list-style-type: none"> <li>To continue the conversation about food, you can say 'chocolate or cake'? Ask a question using the expression <i>Have you tried the [food/drink name]?</i> with rising pitch. <b>Pitch</b> measures how high or low a sound is. The sound of a person's voice gets higher with rising pitch and lower with falling pitch. See the pitch chart in the Appendix for more information. See the following pronunciation tips to learn how to use pitch appropriately.</li> </ol> <p><b>Tips</b></p> <p><b>Pronunciation tip:</b> Rising pitch shows that you are waiting for a response.</p> <ol style="list-style-type: none"> <li>Next, comment on the taste. Talk about what tastes good.</li> </ol>

Contd...



Conversation	Conversation guide
Dishant: No. What kind is it?	<p>6. Respond to the question affirmatively or negatively. If the answer is affirmative, agree with the speaker. <i>Yes, I have. It is delicious.</i></p> <p><b>Tips</b></p> <p><b>Pronunciation tip:</b> Stress is to show agreement. To stress a word means you say the word more loudly.</p> <p>7. If the answer is negative, ask more questions about the food: <i>it is homemade?/Is it vegetarian/vegan?/Have you tried the apple pie?</i></p>
Diksha: Chocolate.	<p>8. Answer in a friendly way. If you don't know the answer, you can use the following: <i>I'm not really sure./I don't know what it's called./I don't know. I've never had it before.</i></p>
Dishant: It looks delicious.	<p>9. Respond to continue the conversation. Maybe <i>I'll try it./I should try it./I love cake./Cake is my favorite!/I'm allergic to chocolate, so maybe I'll pass on the cake.</i></p>
Diksha (Smiling): I'm Diksha.	<p>10. <b>Step 3: Introduce yourself—smile and shake hands.</b> Introduce yourself by saying your first name and putting your hand out to shake.</p> <p><b>Tips</b></p> <p>It is less common to say, "My name is..."</p>
Dishant (smiling): Nice to meet You, Diksha.	<p>If you have a long name or a name that is uncommon, say it slowly. You may need to repeat it or even spell it—for example, "I'm Rasheed. R-a-s-h-e-e-d."</p>
Diksha: Very nice to meet you Dishant.	<p>11. Other expressions you can use when meeting someone for the first time include <i>It's very nice to meet you, (name)./Nice to meet you, (name)./So nice to meet you, (name)./It's good to meet you./Good to meet you./It's a pleasure to meet you, (name)./it's a pleasure meeting you, (name).</i></p> <p><b>Tips</b></p> <p>Repeat a person's name during the introduction to be polite and to help you remember the name.</p>
Dishant: Who do you know here?	<p>12. <b>Step 4: look for a connection or common interest—ask information question.</b> Brad is looking for a connection with Donna. Other expressions he might use include: <i>So, what's your connection to this event?/Do you know (person's/host's name)?</i></p>
Diksha: Oh, I know Susan. She's sitting over there. We're neighbors. How about you?	<p>13. Explain your connection briefly. Be friendly. In North America, use first name only. In the United Kingdom, use first and last names.</p> <p>14. Point politely.</p> <p>15. Continue the conversation with a question, such as <i>What about you?/And you?/And what's your connection to this party?</i></p>

## HOW TO BEGIN THE SENTENCE IN DIFFERENT SITUATIONS

### Agreeing and Disagreeing

- That's true
- Exactly
- Definitely right
- Absolutely correct



**Unit III** Speaking Skills

- I think you are correct in saying that
- Yes, I tend to agree with you
- That's what I feel too
- Absolutely not
- I don't think so
- No way
- Surely
- I don't see it like that
- Of course
- Oh really
- Never
- I'm afraid, I have to disagree with you

**To Compare**

- Likewise
- Similarly
- Correspondingly
- To conclude something
- To sum up
- Eventually
- At last
- In short
- Finally
- Conclusively

**To Contrast**

- Otherwise
- However
- On the other hand
- Nevertheless
- In contrast to
- Unlike
- Although

**Asking for Opinion**

- Tell me something ...?
- What do you think/feel about that?
- Are you sure about that?
- Do you think that ...?

**To Show Results**

- Hence
- Because
- Due to
- As a result
- Consequently
- For this reason



## CONVERSATION

Simply using I'm and then saying your name is one way to introduce yourself. You could also say, for example, My name's Tarlochan. To introduce one or more people other than yourself say: This is (my wife) Paramjit, and this is Bunny, Sunny and Honey, my kids.

### Glad/Happy to Meet You

When you have been introduced to someone, it is customary to say (I'm) glad/happy to meet you or it's nice to meet you.

### Right

Right? Is an informal way to ask for confirmation on that what you have just said is true? The answer can be That's right!

**Example:** This train goes to Amritsar, right? That's right.

### What do you do?

The question 'what do you do?' asks what one's job or occupation is. When you answer with a form of to be, you give a general job title. Note that the article 'a' is always used when referring to only one person but is never used when referring to more than one person.

**Example:** What do you do? I'm a physiotherapist.

### Tell Me about Yourself

Tell me about yourself is a polite way to let someone know that you are interested in learning more about him or her. It is better than asking direct questions, as the person being asked can decide what to tell and what not to tell. For example:

**Example:** Well, I'm twenty-six, I have a degree in engineering, and I've been working at ABC company for three years. My parents are doctors, and I have a sister who's a teacher. They all live in Chandigarh where I was born.

## IMPROVING YOUR CONVERSATION

In/On/At to indicate events.

**In:** Indicates the month or year of an event.

- His birthday dinner is in September.

**On:** Indicates the day or date of an event.

- The appointment with the doctor is on Wednesday.

**At:** Indicates the time of an event.

- The party is at 5 o'clock today.

Periods of the day are indicated as follows:

- In the morning
- In the evening
- At night

**At:** Indicates the location of an event or number of the residence.

- The movie is at the Elante mall.
- The Elante mall is at the main road.

**On:** Indicates the name of the street in the address of the location.





- The movie is at the Nirman theater on street road.
- In:** Indicates a location of an event where the address is already understood.
- The movie is in theater 2 of Piccadilly.
  - The meeting is going to take place in the manager's office.

## MODAL AUXILIARIES

The following are explanations of the different uses of modal:

### Auxiliaries

Verbs that modify other verbs in certain ways. They have the same conjugation in all forms.  
I/you/he/she/it/we/they  
Will/can/may/might/could/would/should/must.

#### Will:

- Can indicate a prediction for the future. The negative form of will is won't.  
We will get fat if we eat too much candy.  
He won't be here long—he's leaving in a few minutes.
- Probably indicates what is likely to happen.  
I will probably be home after midnight.
- Is used to ask and accept forms.  
Will you lend me your bike? Yes, I will.

#### Won't:

- Is used to refuse to do something.  
Will you lend me your car? No, I won't.

#### Can:

- Indicates ability. The negative form of can is can't.

**Present tense:** She can cook food.

**Past tense:** She could cook good food when she was young.  
She couldn't dance then, either.

#### Can

- Also indicates permission.

**Present tense:** He can't go to the market with us.

**Past tense:** He couldn't go to the market with us.

**Future:** He won't be able to go to the market with us.

#### May:

- It is another way to ask for and give permission.  
May we come in? Yes, you may./No, you may not.
- Also indicates possibility. Alternative ways to indicate this are might and maybe + will.  
He may come tomorrow.  
He might come tomorrow.

#### Could:

- In addition to being the past tense of can, it also indicates a suggestion.  
How can I impress my boss?  
You could wear a suit and tie to work.
- Could is also a polite way to ask permission.  
Could I borrow a cup of sugar?  
Of course, you can/may.

**Should:**

- Indicates direct or indirect advice.  
What should I wear to the party?  
You should go back now.  
He shouldn't be at home.  
**Past tense:** You should have gone to school.

**Ought to:**

- Can be used to give direct or indirect advice. It is not used in a question or in a negative form.  
What should I wear to school? Yes, you ought to wear a uniform.  
He ought to come to school on time.

**Would:**

- To indicate how things could be different under different circumstances., Would is used with if.  
If I were the boss, I would make sure the workers had fun while working.
- Used in a polite way to say what you want.  
We would like three icecream bricks.

**Must:**

- Indicates probability. The negative form is not contracted for the meaning.  
He left at 4 o'clock, so he must be in Vancouver by now.  
She doesn't answer her phone. She must be at work.

**Must not:**

- Indicates prohibition or strong advice. It is often connected to mustn't.  
You must not put your feet on the seat of the car.

**Have to:**

- Indicates obligation or necessity.  
Do you have to leave early from the party?  
No, I don't have to leave early.

**Wish:**

- To wish means to be sorry that something is not true. It is followed by a verb in the subjunctive mood.  
I wish! Indicates that it would please you if something said were really true, even though you believe that it isn't true.  
You're the best employee in the team. I wish!

**Though:**

- Though can be used to mean, however, indicating that there is an alternative answer.  
Are you a good basketball player?  
No, I'm good at baseball though.

**Of course:**

- Of course indicates that what was said is agreed to or obvious.  
Will you go over my assignment with me? Of course.

**No Problem:**

- No problem can mean that a request is accepted.  
Is it Ok if I come after half day tomorrow? No problem.
- No problem can also be used as a reply to an expression of thanks. An alternative expression with the same meaning is you're welcome.  
Thank you so much for solving my questions. No problem.

**Need:**

- There are several words that indicate that something is required. To need is used to require urgent attention or action to prevent damage.  
I need a doctor. I'm really feeling very weak.



- Need can also indicate a requirement dictated by someone else.  
I **need** ten marks more to fulfill the requirement for admission in this course.

**Has/have:**

- I have to get my car repaired.  
She has to work every day from morning till evening.

**Making request:**

- A direct command is the strongest way to request urgent attention.  
Take her to the hospital!  
Let us rest!  
Call the police!  
Help me!

**Can:**

- Can is also used to request attention to a need.  
Can you call the police?  
Can you help me?
- A direct command for assistance in attaining something you want is considered rude. Can you is also a little abrupt.

**Will you:**

- 'Will you' is the most direct way to request what you want and should always be preceded or followed by please.  
Will you please take me to the airport?  
Please, will you bring me a glass of water?

**Could you:**

- Could you (please) is an even more polite way to request what you want.  
Could you babysit for my daughter this weekend?

**Would you:**

- Would you (please) is an even more polite way to request what you want.  
Would you take me to the market this evening?
- Would you mind + -ing is most formal way to ask someone to do something for you.  
Would you mind helping me with these packages?

**Work out:**

- To work out a problem is to solve it.  
We're not going to get married until we can work out our problems.
- To work out can also mean to be satisfactory.
- To work out can also mean to exercise.

**Cheer someone up:**

- To cheer someone up means to make someone feel happier.  
She was feeling lonely, so we went over and cheered her up.

**Do you mind\_\_?**

- Do you mind\_\_? Is a way of asking someone permission to do something.  
Do you mind if I sit here?  
No, of course not.

**From time to time:**

- From time to time means sometimes. Other expressions with the same meaning are (every) once in a while/(every) now and then/every so often/occasionally. These expressions can go before the subject or at the end of the phrase.  
I'm not still in love with him, but I think of him from time to time.  
She's not a big cricket fan, but every once in a while, she goes to a game with me.



Now and then he sends me an e-mail.  
Occasionally I get together with my college friends.

### MUST KNOW

No one can say for sure what will happen in the future, yet we often talk about it. Future events can be described in several different ways, depending on how probable it is that they will happen.

#### Scheduled events:

- The present tense is used to talk about the future. It is used to give the time of scheduled events.  
The flight leaves at 4 o'clock this evening.  
The train stops near our building every hour.

#### Going to:

- To be 'going to' is used to indicate events planned for the near future.  
We're going to move to our new house next month.

#### Will probably:

- Will probably + basic verb is used to indicate about a 75% probability of happening.  
She 'll probably be late.
- Probably won't + basic verb is used to indicate about a 25% probability of happening.  
He probably won't come with you.  
You probably won't like this movie.

#### May/might:

- May or might + basic verb can be used to express about a 50% possibility of something happening.  
He may be late, because he has to work until 6.  
She might be late too.

#### Maybe:

- Maybe also expresses about 50% possibility something happening. Unlike may and might, it is placed before the subject.  
Maybe they'll be late.

#### Will:

- Will + basic verb is tricky as it can indicate both very high and very low probability. It is used to make a promise.  
I'll be here at six tomorrow evening.  
We'll call you as soon as we arrive.
- It is also used to predict the more distant future.  
My baby will be a doctor when he grows up.

#### Take care of:

- To take care of can mean to perform a task.  
I was going to call a plumber, but my husband said he would take care of it.
- Take care of can also mean to attend to a child or other person needing supervision.

#### On the other hand:

- On the other hand is an expression that introduces an argument that is contrary to – or opposite to – a previously mentioned argument.  
On the other hand, we could use the money to visit on your family in Ethiopia.

#### Since:

- Since can mean because, usually indicating that something is convenient.  
I was going to go home early today, but since you're here, I'll do your help here.
- Since can also indicate the beginning of a time period.  
She's been studying English since last September.



It's time to do self-assessment. Are you ready for the competition!

Unit III Speaking Skills

**Not exactly:**

- Not exactly, when used before an adjective, means hardly.  
Well, this is not exactly the best pizza I ever ate.

**Keep on:**

- To keep on means to continue or not stop. It is followed by a verb in – ing form.  
We can't take a break. We have to keep on studying.

**Go along with:**

- To go along with means to accept an idea or decision.  
I really don't agree with some of these rules, but I will go along with whatever the majority decides.

**Handle:**

- I know you are smart enough to handle the situation.

**Pumped up:**

- To be pumped up means to be excited. An alternative expression is to be all excited.  
We are both pumped up for the concert this weekend.

**Chill out:**

- To chill out means to relax or down.  
Come on over! We're just 'chill in' out on the back patio.  
Chill out, babe. It's not worth getting upset over.

**Already:**

- Already means at some time in the past and can indicate that the action does not need to be repeated.  
I'm not hungry. I've already eaten.
- Already can be used in a question, indicating surprise that something has been done.  
Have you finished high school already?

**At the last minute:**

- At the last minute indicates that something happened immediately before it was too late.  
The man picked up his tickets at the last minute just before the show started.

**At a loose end:**

- To be at a loose end means to temporarily not have anything to do or not know what to do.  
Would you like me to paint your room? I'm at a bit of a loose end.

Assess Yourself



1. Make sentences using modals—Can, Must, Ought to, May, Will.
2. Write an interactive session with your leader. (Not more than five dialogues)



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# Short Presentation

## Chapter Outline

- Body Language
- Personal Appearance
- Effective Presentation

## Key Term

**Effective presentation:** A presentation conveys information from a speaker to an audience. Voice should be used effectively. Giving an effective presentation means working with audience as well as the topic.

When a speaker presents himself, we see him before we start hearing him. Immediately, we begin developing impressions of his abilities and attitudes based on the nonverbal signals he sends. This is why body language is so critical in oral communication.

## Tips

**Some of main presentation tips are:**

- Be enthusiastic
- Face your audience
- Make eye contact
- Gesture for emphasis
- Get out from behind the computer
- Position yourself at different levels
- Speak in low pitches
- Vary your volume, pace and tone
- Utilize silent pauses
- Relax

Short presentations are often used to capture the audience's interest and make them want to learn more. They are an effective way to engage audience with ideas, offers or brands. Presentations can be used to trigger an action or to draw attention to a specific aspect. Only in a few minutes, facts, ideas or concepts can be presented clearly through short presentations. To make a presentation effective, some strategies need to be considered.

- Keep the presentation short.
- Talk about simple points.
- Include some audience participation.
- Tell a story.
- Practice, practice, practice.



## BODY LANGUAGE

Body language includes every aspect of one's appearance, from what one wears, how one stands, looks and moves, to facial expressions and physical habits such as nodding of the head, jingling in pocket or pulling necktie.

## PERSONAL APPEARANCE

Personal appearance plays an important role, people see before they hear. As one presents before an audience, one should also dress appositely. Appearance includes clothes, hair, jewelery, cosmetics and so on. In today's society, the purpose of clothing has altered from fulfilling a basic need to expressing oneself.

## EFFECTIVE PRESENTATION

The audiences are likely to remember only three things from your presentation, so plan in advance what these will be. Structure the main part of your presentation with main messages. Presentation is to be divided into three parts: The beginning, the middle and the end. The beginning is ideal to grab the attention and end is great to wrap up things.

In presentations, "Less is More". Nobody ever has complained of a presentation being too short. Once the presentation is prepared well, there are some simple suggestions to consider in delivering the presentation effectively. For effective communication, both verbal and nonverbal mediums play a vital role. Verbal language with words, sentences or spoken expressions, has been termed 'kinesics' which literally means 'body movements'. It is based on scientific analysis that verbal communication is 7%, body movements/gestures 55% and voice tone, inflection, etc. form 38% of our total communication measure. Nancy Austin while talking about importance of body language says.

"When people don't know whether to believe what they are hearing or what they are seeing, they go with the body language, it tells the truth. You can play with words, but it is much more difficult to do that with gestures."

According to the Psychologist, Paul Ekman, "We talk with our vocal cords, but we communicate with our facial expressions, our tone of voice, our whole body."

There are some important suggestions to be considered for effective presentation. Dress appropriately for the presentation and make sure to arrive little early than the scheduled time. You need to decide how you will handle the questions during the presentation. If you have some free time before the presentation starts, walk up to the audience with a pleasant and smiling face and make sure not to chew gum or eat anything during your presentation. Some people get nervous and start rushing through the sentences. Never do that, speak slowly and clearly with your pace of delivery neither too fast nor to slow.

## Use Appropriate Gestures

- Gestures are the movements made by hands, arms, shoulders, head and torso.
- Adroit gestures can add to the impact of a speech. A well-timed gesture enhances the impact and adds greater value to what is being said. Your gesture should be quite natural and spontaneous. Avoid irritating gestures like playing with a ring, clasping the hands tightly, cracking your knuckles.

## Make Proper Eye Contact

Eye contact is a direct and powerful form of nonverbal communication. Your eyes are a rich source of your feedback. Make proper eye contact, look at the audience from one side of the room to the other side and from the front row to the last row. Do not look down and speak or avoid looking at the front row of the audience only.

## Facial Expressions

Along with posture and gesture, facial expressions also play an important part. The face is the most expressive part of your body. A smile stands for friendliness, a frown for discontent, raised eyebrows for disbelief. Facial expressions are subtle.

## Posture

Posture generally refers to the way we hold ourselves when we speak, sit or walk. Move occasionally to hold attention, suggest transitions and increase emphasis. The way you sit, stand or walk reveals a lot about you.

### MUST KNOW

- Slumped posture—low spirits.
- Erect posture—high spirits.
- Lean forward—open honest and interested.
- Lean backward—defensive or disinterested.

## Reading

Do not read line by line. Presentation material should not be read line by line unless it is a quote that is to be read exactly the same or the presenter is stuck somewhere and need a clue.

## Concluding

Do not conclude abruptly. Presentation should not be concluded abruptly by saying “I’m done. Thanks.” Summarizing the topic when concluding is very important. Thank the audience for their patience with which they have been listening. Also remember to thank the moderator and the panel members.

### Assess Yourself



1. What is body language?
2. Give some suggestions for effective presentation.

#### Questions which we need to ask ourselves when preparing a presentation.

1. Reason for making presentation.
2. What is presentation all about?
3. What information needs to be included?
4. Do you have access to a lot of information?
5. Where are you giving this presentation?
6. How to phrase key points to communicate clearly and effectively?
7. Choose effective graphs, charts to emphasize verbal information.



# English

## Communication & Soft Skills for Physiotherapy Students

**Learning Objectives** given in all the chapters focus on the areas that a student will become aware of after completing the chapter.

### LEARNING OBJECTIVES

After going through this unit, you will be able to:

- Understand the grammar facts.
- Understand the Tenses, Modals, Voices, etc.
- Understand the Determiners and connectors.

Important terms used in the chapter are enlisted under **Key Terms**.

### Key Terms

- **Regular and irregular:** There are two different types of past tense forms. The regular verbs form their past tense by adding -ed to the base form. The past tense is used to refer to events that were completed in the past. There are many different ways of talking about the future, depending on how we see a future event.
- **The simple tenses:** They use the auxiliary verbs 'to be' or 'to have' with the main verb. For example, I drink tea, I drank tea, I will drink tea.
- **The continuous tenses:** They always include "to be" in one form or another. (is, are, was, were and so on).
- **The perfect tenses:** They always include "to have" in some way (has, have, had).

**Solved Exercises** help in better understanding of the Grammar concepts.

### Solved Exercises

1. Complete each sentence with a suitable tense of the verb in brackets:

1. Peter \_\_\_\_\_ (not go) to the cinema last night.
2. Sorry, I \_\_\_\_\_ (forget) to do my homework yesterday.
3. What \_\_\_\_\_ (you see) on TV last night?
4. Sonia \_\_\_\_\_ (leave) Italy and travelled to France last month.

Every chapter starts with a **Chapter Outline** that gives a glimpse of the content covered in the chapter.

### Chapter Outline

- Tense
- Present Tense
- Past Tense
- Future Tense
- Simple Present/Present Indefinite Tense
- Present Continuous Tense
- Present Perfect Tense
- Present Perfect Continuous Tense Simple Past/Past Indefinite Tense

Important facts and information is present in the **Must Know** boxes throughout the book.

### MUST KNOW

There are four forms of past tense:

1. Simple Past Indefinite Tense
2. Past Continuous Tense
3. Past Perfect Tense
4. Past Perfect Continuous Tense

**Practice Exercises** allow students to build on the recently learnt concepts.

### Practice Exercises

1. Fill in the blanks with a, an or the:

1. \_\_\_\_\_ gold is \_\_\_\_\_ precious metal.
2. Bicycle is made of \_\_\_\_\_ steel and \_\_\_\_\_ Rubber.
3. \_\_\_\_\_ umbrella protects us from \_\_\_\_\_ rain.
4. \_\_\_\_\_ wheat and \_\_\_\_\_ cotton are grown in Punjab.
5. I like jam on \_\_\_\_\_ piece of \_\_\_\_\_ bread.
6. I met \_\_\_\_\_ European on my way to \_\_\_\_\_ college.
7. This is \_\_\_\_\_ house made of \_\_\_\_\_ stone.

At places Communication **Tips** have been added for special emphasis and implementation.

### Tips

- Always consider your audience either patient or other health care staff.
- Speak in clear, complete sentences and consider your tone when speaking.

Several **Images and Diagrams** have been used at relevant places to simplify the concepts for the students.



At the end of every chapter **Assess Yourself** section has been included to help the students in assessing their learning.

### Assess Yourself

1. What is the difference between verbal and nonverbal communication?
2. What is the role of communication in society?

## About the Author



**Liza Sharma** MA (Eng), BEd, PhD, MBA, is a former Associate Professor in English, has worked with Gian Sagar Group of Institutions, Banur, Rajpura (Punjab) for about 12 years. She has been in the teaching profession for last 35 years. She possesses a postgraduate degree in English and Business Management with BEd. She has obtained her doctorate degree from Punjabi University, Patiala. The author has contributed to several Sample Papers for CBSE and has written English course books for GNM, BSc Nursing, Post Basic BSc Nursing and Paramedical students. She has been training students for IELTS exam for last 15 years and is also taking personality development classes along with the classes on soft skills.

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