

## ENGLISH LANGUAGE AND COMMUNICATION SKILLS LABORATORY

**Subject Name: Communication Skills (Practical)**

**Subject Code: BP111P**

**B.Sc Pharmacy, 1<sup>st</sup> Year, 1<sup>st</sup> Semester**

Practical syllabus as approved by Pharmacy Council of India

### **LAB MANUAL AND OBSERVATION BOOK**

STUDENT'S NAME \_\_\_\_\_

UID No. \_\_\_\_\_

SCHOOL / DEPARTMENT \_\_\_\_\_

YEAR \_\_\_\_\_ SEMESTER \_\_\_\_\_

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## ENGLISH PROFICIENCY LEVEL OF STUDENTS PRIOR TO JOINING THE CLASS

Fill up the form with your correct proficiency (Excellent/ Good/Poor) level in the languages mentioned here:

| LANGUAGES KNOWN | READING<br>(Excellent/Good/Poor) | WRITING<br>(Excellent/Good/Poor) | SPEAKING<br>(Excellent/Good/Poor) |
|-----------------|----------------------------------|----------------------------------|-----------------------------------|
| 1. ENGLISH      |                                  |                                  |                                   |
| 2. BENGALI      |                                  |                                  |                                   |
| 3. HINDI        |                                  |                                  |                                   |
| 4. NEPALI       |                                  |                                  |                                   |
| 5. ANY OTHER    |                                  |                                  |                                   |



School of Pharmacy  
Course: B. Pharm; Semester: I  
Subject Name: Communication Skills (Practical); Subject code: BP111P

### Practical Syllabus (as per Pharmacy Council of India)

#### BP111P – COMMUNICATION SKILLS (Practical)

#### 2 Hours / Week

The following learning modules are to be conducted using wordsworth® English language lab software

#### Basic communication covering the following topics

Meeting People  
Asking Questions  
Making Friends  
What did you do?  
Do's and Dont's

#### Pronunciations covering the following topics

Pronunciation (Consonant Sounds)  
Pronunciation and Nouns  
Pronunciation (Vowel Sounds)

### Advanced Learning

Listening Comprehension / Direct and Indirect Speech

Figures of Speech

Effective Communication

Writing Skills

Effective Writing

Interview Handling Skills

E-Mail etiquette

Presentation Skills



## OBJECTIVES OF THE COURSE

1. To teach and facilitate students to speak fluent, intelligible and functionally correct English at a basic level.
2. To bring about a consistent accent and intelligibility in their pronunciation of English by providing an opportunity for practice in speaking.
3. To train students and develop their soft and employability skills.

## GENERAL INSTRUCTIONS

1. Students are instructed not to use pen drives during laboratory sessions.
2. Students must bring their Lab Manuals to the Practical class without fail and get them signed after each class.
3. Students should come to class/laboratory in time.
4. Use of mobile phones is prohibited inside the laboratory, unless permitted by the teacher.
5. It is mandatory for students to enter their names in the log-in register.
6. Students must bring their university ID Card to the Laboratory classes.
7. All students should actively participate in the laboratory activities.
8. Students are evaluated based on their active participation and proper behavior.



## EVALUATION & ASSESSMENT PATTERN

**Internal Assessment: 40 Marks**

**(To be computed to 5)**

1. Lab assessment is continuous and will be made on a regular basis.
2. Students are advised to maintain this Record Book to make a note of the activities done in the practical class. Marks will be awarded for the same.
3. Attendance will be taken regularly for the lab sessions and marks will be awarded for the same. **Marks allotted in this segment will be: 5**

**Total number of marks for Internal Assessment: 10.**

**End Semester Examination: 25 Marks**

**Total Marks in this Subject: 35 Marks**

## MODULES FOR THE PRACTICAL CLASS

1. Meeting People/ Making Friends/Small Talks
2. What do you do?
3. Do's and Don't's
4. Pronunciation (Consonant Sounds)
5. Pronunciation and Nouns
6. Pronunciation (Vowel Sounds)
7. Listening Comprehension / Direct and Indirect Speech
8. Figures of Speech
9. Writing Skills
10. Effective Writing
11. Interview Handling Skills
12. E-Mail Etiquette
13. Presentation Skills
14. General Revision - I
15. General Revision - II

## PRACTICAL CLASS ASSESSMENT SHEET

| SL. No. | Date | Module Name  | Grade/<br>Marks | Signature of Teacher |
|---------|------|--|-----------------|----------------------|
| 1.      |      | Meeting People/ Making Friends/Small Talks           |                 |                      |
| 2.      |      | What do you do?                                      |                 |                      |
| 3.      |      | Do's and Dont's                                      |                 |                      |
| 4.      |      | Pronunciation (Consonant Sounds)                     |                 |                      |
| 5.      |      | Pronunciation and Nouns                              |                 |                      |
| 6.      |      | Pronunciation (Vowel Sounds)                         |                 |                      |
| 7.      |      | Listening Comprehension / Direct and Indirect Speech |                 |                      |
| 8.      |      | Figures of Speech                                    |                 |                      |
| 9.      |      | Writing Skills                                       |                 |                      |
| 10.     |      | Effective Writing                                    |                 |                      |
| 11.     |      | Interview Handling Skills                            |                 |                      |
| 12.     |      | E-Mail Etiquette                                     |                 |                      |
| 13.     |      | Presentation Skills                                  |                 |                      |
| 14.     |      | General Revision – I                                 |                 |                      |
| 15.     |      | General Revision – II                                |                 |                      |

## MODULE 1: Meeting People/ Making Friends/Small Talks

### Meeting People/ Making Friends/Small Talks:

**Small Talk** is the polite kind of chat that strangers, colleagues and friends use in native English conversations to **meet and greet each other**, get conversations started, **make friends** and to get to know more about each other.

Most conversations in English, and in many languages around the world, begin with a greeting. In English, you'll find formal and informal greetings that can be used in various situations.

#### Formal ways to greet someone include:

- Hello
- It's a pleasure to meet you
- Good morning/afternoon/evening
- Some informal greetings:

#### Informal ways to greet someone include:

- Hi
- Hello
- Hey
- Yo!
- What's up? – This is an informal way to say: **how are you?**

At the end of the module, students will learn:

- ✓ To meet new people confidently
- ✓ To greet people in a formal set up
- ✓ To greet people in an informal set up
- ✓ To initiate small talks with strangers at a very basic level

## MODULE 1: Activity Sheet





## MODULE 2: What do you do?

### What do you do?

When you're networking or in a job interview, how you answer this particular question can help you sell your candidacy to an employer, or it can show them that you're extremely boring and you don't even really know what you do. In short, this one question, can make or break a candidate in a formal conversation.

How you describe what you do for a living, or for a hobby or an interest, is a great way to show off your value, your communication skills, and your ability to relate to others.

The trick is to show that you are excited and passionate about what you do, without sounding fake, pretentious, needy or uncourteous.

**Here are a few ways to answer the question "What do you do?"**

- Tell a story to paint a picture of what you do
- Talk about what you do to help people
- Make it relatable
- Skip the mind-numbing details
- Focus on the aspects you're passionate about

At the end of the module, students will learn:

- ✓ To understand the implication of the question in different situations.
- ✓ To answer the question effectively in formal situations
- ✓ To answer the question effectively in informal situations

## MODULE 2: Activity Sheet



## MODULE 3: Do's and Don't's

### Do's and Don't's:

An effective communication is the cornerstone of every interaction in today's world. To help you keep your communication skills in top shape, it is important to keep in mind, a quick list of "Do's and Don't's".

#### An Important Example of a Do:

**Do Be Clear & Direct.** Say what you need to say. Whether it is spoken or written, ensure your language is clear and unambiguous and your message is directly communicated.

#### An Important Example of a Don't:

**Don't Monopolize the Conversation.** For communication to be effective, it must flow both ways. If you focus on solely getting your point across, you could miss some very important information from others involved in the conversation.

At the end of the module, students will learn:

- ✓ To recognize the different types of Do's and Don't's of Effective Communication
- ✓ To practice a list of Do's in everyday communication
- ✓ To avoid a list of Don't's in everyday communication

### MODULE 3: Activity Sheet





## MODULE 4: Pronunciation (Consonant Sounds)

### Pronunciation (Consonant Sounds)

Consonants are letters of the alphabet, which are not vowels (a, e, i, o and u).

In India, difficult consonant sounds are the sounds we mostly use to produce /p/, /v/, /f/, /s/ or /k/. The problem sounds listed here are particularly relevant for speakers of specific Indian languages but they might be problematic for speakers of other languages too.

You need to:

- Understand which consonant sounds are most difficult for you and other speakers of your language.
- Think of (at least) five sentences each, that include as many of those example sounds as possible.
- Speak out loud these sentences in front of the class repeatedly.
- Hear relevant audio/video focussing on the production of such sounds by speakers of other languages.

At the end of the module, students will learn:

- ✓ To identify their specific problem consonants
- ✓ Rectify any problem consonant through extensive and repeated practice



## MODULE 4: Activity Sheet



## MODULE 5: Pronunciation and Nouns

### Pronunciation and Nouns

Nouns can have different pronunciation patterns, depending on whether their form is:

- Singular or Plural
- Common or Proper
- British or American (or any other)
- Abstract or Collective
- Dependent on a Specific and Culturally Different

Consonant Sound

In addition to that, you will learn to pronounce nouns when they are used as verbs in different contexts.

At the end of the module, students will learn:

- ✓ To recognize different forms of nouns
- ✓ To correctly pronounce singular and plural nouns
- ✓ To correctly pronounce common and proper nouns
- ✓ To differentiate British and American pronunciation of nouns
- ✓ Different Consonant sounds of nouns

## MODULE 5: Activity Sheet



## MODULE 6: Pronunciation (Vowel Sounds)

### Pronunciation (Vowel Sounds)

A vowel's position in a word can affect the way you pronounce it. You can memorize some pronunciation rules or learn by finding patterns in words.

All vowels have at least two pronunciations: a long sound and a short sound. A long vowel is the name of the vowel (for example, long "a" is "ay" like in the word "say"). A short vowel is a shorter sound (for example, short "a" sounds like "æ" from the word "cat").

Words are split up into syllables, which are uninterrupted bits of sound that form the word. Each syllable has one vowel sound. You can find the syllables in a word by placing your hand below your chin and saying it out loud. Every time your chin touches your hand, that's a syllable. You can double check with sites like "How Many Syllables."

To understand pronunciation of vowel sounds, you need to practice a pronunciation maze. A pronunciation maze is a worksheet filled with words. To complete the sheet, you have to get from a word on top to a word on the bottom, by finding words with the same vowel sounds.

At the end of the module, students will learn:

- ✓ To pronounce different short vowel sounds
- ✓ To pronounce different long vowel sounds
- ✓ To pronounce vowel sounds, when the syllables change places
- ✓ To successfully pronounce a complete pronunciation maze.

## MODULE 6: Activity Sheet





## MODULE 7: Listening Comprehension / Direct and Indirect Speech

### Listening Comprehension / Direct and Indirect Speech

There are many occasions in which we need to describe an event or action that happened, and very often that includes repeating what someone said. Such occasions can include a social situation as well as in a work email or presentation. **In order to describe what people said there are two different types of speech – direct speech and indirect speech (or reported speech).**

Sometimes it's necessary to change the time expressions when you report speech, especially when you are speaking about the past and the time reference no longer applies. In such times, you need to shift between direct and indirect speech.

You will have to understand the time in which the event has occurred and identify whether the speech is direct or indirect, by listening and comprehending to audio pieces, played in the laboratory.

**Direct speech:** "I'm seeing my brother tomorrow."

**Indirect speech:** She said she was seeing her brother the following day.

**Direct speech:** "I had a headache yesterday."

**Indirect speech:** You said you'd had a headache the day before yesterday.

**Direct speech:** "It's been raining since this afternoon."

**Indirect speech:** He said it'd been raining since that afternoon.

At the end of the module, students will learn:

- ✓ To listen and comprehend direct and indirect speech
- ✓ To mutually convert direct to indirect speech and vice versa
- ✓ To understand when to use direct and when to use indirect speech

## MODULE 7: Activity Sheet



## MODULE 8: Figures of Speech

### Figures of Speech

**Figure of speech** is any intentional deviation from literal statement or common usage that emphasizes, clarifies, or embellishes both written and spoken language. Forming an integral part of language, figures of speech are found in oral literatures as well as in polished poetry and prose and in everyday speech.

Figures of speech are generally classified in five major categories:

- (1) **Figures of resemblance or relationship** (e.g., simile, metaphor, personification, synecdoche, and euphemism);
- (2) **Figures of emphasis or understatement** (e.g., hyperbole, oxymoron, and irony);
- (3) **Figures of sound** (e.g., alliteration, repetition, anaphora, and onomatopoeia);
- (4) **Verbal games and gymnastics** (e.g., pun and anagram); and
- (5) **Errors** (e.g., malapropism, periphrasis, and spoonerism).

At the end of the module, students will learn:

- ✓ To comprehend a figure of speech from an audio clip
- ✓ To enlist at least two figures of speech each, from the five different classifications mentioned in this module
- ✓ To effectively use the enlisted figures of speech in speech and writing

## MODULE 8: Activity Sheet





## MODULE 9: Writing Skills

### Writing Skills

Many people struggle with writing in English and it can seem like a real challenge to improve. Here are some simple steps that you can take to improve your written English and impress people with your writing skills.

1. **Expand your vocabulary:** When you learn a new word, try learn all the forms of that word and the prepositions that are usually used with it.
2. **Master English spelling:** Practice your spelling using flash cards and test yourself whenever you have some spare time.
3. **Read regularly:** Choose books or articles with topics that interest you. Learning shouldn't be boring. Read each text several times to make sure you understand how to use new words and expressions in the text.
4. **Improve your grammar:** Always proof-read your writing twice. The first time, look for general mistakes and the second time look for mistakes with the particular grammar point you are studying at the moment.

#### 5. Just do it!

At the end of the module, students will learn:

- ✓ To write short, crisp and correct sentences in English
- ✓ Minimise errors in spelling
- ✓ To read passages aloud and write briefly on it, in correct English
- ✓ Use knowledge of direct and indirect speech in writing correct English
- ✓ Use knowledge of figure of speech, in writing correct English



## MODULE 9: Activity Sheet



## MODULE 10: Effective Writing

### Effective Writing

Writing is intimidating to a lot of people, particularly those who don't write for a living or on a regular basis. The good news is that writing does not have to be agonizing, and almost anybody can improve their writing skills with a little discipline and a willingness to learn. After completing Module 9, you will have to undergo a rigorous practice session of **Writing as a Skill**.

In this segment, you will work towards minimizing errors from your written piece of Module 9. For that, you will have to proof read your document, find out errors, rectify errors and finalize your own error-free piece of Effective Writing!

At the end of the module, students will learn:

- ✓ To proof read their own writing at a basic level
- ✓ To find out possible errors and rectify the same from their own writing
- ✓ To construct an error-free piece of Effective Writing

## MODULE 10: Activity Sheet



## MODULE 11: Interview Handling Skills

### Interview Handling Skills

Even the smartest and most qualified job seekers need to prepare for job interviews. Interviewing is a learned skill, and there are no second chances to make a great first impression. So study a few strategies to enhance your interview skills.

**1. Practice Good Nonverbal Communication:** It is about demonstrating confidence. Standing straight, making eye contact and connecting with a good, firm handshake are the beginner's scores for a successful interview. That first nonverbal impression can be a great beginning, or quick ending, to your interview.

**2. Listen carefully:** From the very beginning of the interview, your interviewer is giving you information, either directly or indirectly. If you are not hearing it, you are missing a major opportunity. Good communication skills include listening and letting the person know you heard what was said.

**3. Use Appropriate Language:** It's a given that you should use professional language during the interview. Be aware of any inappropriate slang words or references to age, race, religion, politics or sexual orientation -- these topics could send you out the door very quickly.

**4. Take Care to Answer the Questions:** When an interviewer asks for an example of a time when you did something, he is seeking a sample of your past behavior. If you fail to relate a specific example, you not only don't answer the question, but you also miss an opportunity to prove your ability and talk about your skills.

At the end of the module, students will learn:

- ✓ To simulate an interview situation
- ✓ To simulate effective nonverbal communication in the practice interview
- ✓ To listen and respond appropriately in a simulated interview
- ✓ To answer questions effectively, bringing out the full potential of the interviewee

## MODULE 11: Activity Sheet





## MODULE 12: E-Mail Etiquette

### E-Mail Etiquette

Making errors in emails seriously impacts how people see you. People who read an email with grammatical errors think that the sender was less conscientious, intelligent, and trustworthy than those who can write and send the same email without errors. Email etiquette rules dictate what's appropriate and what's not when you're sending a message to a prospect, business partner, coworker, manager, or acquaintance. They help you avoid miscommunications and mistakes.

#### For an effective E-Mail:

- Keep your tone professional
- Avoid vague subject lines
- Use proper email punctuation
- Practice good grammar
- Resist emojis in email
- Keep subject lines descriptive and short
- Choose your email salutation carefully
- Leave the right impression with your email sign-off
- Triple-check your recipient's name
- Use sentence case
- Consider your email's tone
- Always use standard fonts and formatting
- Shorten your URLs
- Call out attachments
- Perfect your email signature
- Fill out your email fields properly
- Use Bcc appropriately
- Think before forwarding
- Respond in a timely manner
- Do not add that 'Sent from my phone' caveat

At the end of the module, students will learn:

- ✓ To understand the importance of E-Mail Etiquette
- ✓ To write crisp and clear E-Mails in correct English
- ✓ To follow standard protocols in writing effective E-Mails
- ✓ To avoid and/or minimize common errors in E-Mails

## MODULE 12: Activity Sheet



## MODULE 13: Presentation Skills

### Presentation Skills

Presentation skills are the skills you need in delivering effective and engaging presentations to a variety of audiences. These skills cover a variety of areas such as the structure of your presentation, the design of your slides, the tone of your voice and the body language you convey.

#### Structuring your Presentation:

Structure is important because a well organized presentation creates an impression that you know what you are talking about. Through this, you will gain the audience's trust and they will be more likely to listen to you. A structure provides a logical flow so that you can provide the information that the audience needs to follow your presentation. The structure will help you become more comfortable following this flow. There is a natural structure to presenting and the following structure formalizes this process.

- Purpose
- Audience pre-assessment
- Opening your Presentation/Bridge
- Body of Presentation
- Closing your Presentation
- Correct Body Language

At the end of the module, students will learn:

- ✓ To make effective prepared presentations on short and easy topics
- ✓ To learn to make effective impromptu presentations on short and easy topics
- ✓ To use proper body language while making effective presentations

## MODULE 13: Activity Sheet





## MODULE 14: General Revision – I

### General Revision – I

In this Module, you will revise any/all doubts, queries, confusions related to Modules 1-7.

In this module, students  
will revise:

- ✓ Module 1
- ✓ Module 2
- ✓ Module 3
- ✓ Module 4
- ✓ Module 5
- ✓ Module 6
- ✓ Module 7

## MODULE 14: Activity Sheet



## MODULE 15: General Revision – II

### General Revision – II

In this Module, you will revise any/all doubts, queries, confusions related to Modules 8-13.

In this module, students will revise:

- ✓ Module 8
- ✓ Module 9
- ✓ Module 10
- ✓ Module 11
- ✓ Module 12
- ✓ Module 13
- ✓ Any other matter

## MODULE 15: Activity Sheet





### **Recommended Books: (Latest Edition)**

1. *Basic Communication Skills for Technology*, Andreja. J. Ruther Ford, 2<sup>nd</sup> Edition, Pearson Education, 2011
2. *Communication Skills*, Sanjay Kumar, Pushpalata, 1<sup>st</sup> Edition, Oxford Press, 2011
3. *Organizational Behaviour*, Stephen .P. Robbins, 1<sup>st</sup> Edition, Pearson, 2013
4. *Brilliant- Communication Skills*, Gill Hasson, 1<sup>st</sup> Edition, Pearson Life, 2011
5. *The Ace of Soft Skills: Attitude, Communication and Etiquette for Success*, Gopala Swamy Ramesh, 5<sup>th</sup> Edition, Pearson, 2013
6. *Developing Your Influencing Skills*, Deborah Dalley, Lois Burton, Margaret, Green Hall, 1<sup>st</sup> Edition Universe of Learning LTD, 2010
7. *Communication Skills for Professionals*, Konar Nira, 2<sup>nd</sup> Edition, New Arrivals – PHI, 2011
8. *Personality Development and Soft Skills*, Barun K. Mitra, 1<sup>st</sup> Edition, Oxford Press, 2011
9. *Soft Skills for Everyone*, Butter Field, 1<sup>st</sup> Edition, Cengage Learning India Pvt. Ltd, 2011
10. *Soft Skills and Professional Communication*, Francis Peters SJ, 1<sup>st</sup> Edition, McGraw Hill Education, 2011
11. *Effective Communication*, John Adair, 4<sup>th</sup> Edition, Pan MacMillan, 2009
12. *Bringing Out the Best in People*, Aubrey Daniels, 2<sup>nd</sup> Edition, McGraw Hill, 1999