

S.A.RAJA PHARMACY COLLEGE

VADAKANGULAM- 627 116

TIRUNELVELI DISTRICT

SUBJECT: COMPUTER APPLICATIONS



PRACTICAL MANUAL BOOK

Unit 1

Basic communication covering the following topics

1. Meeting People

Aim:

To study and learn basics of communication skills in the meeting with peoples ?

Theory:

Meetings are tools for accomplishing work. The work to be done can include decision making, information gathering or problem solving. Meetings are also excellent venues for recognition or celebrations. A poor use of meetings is dissemination of information or regular reports that are better suited to other means of communication. A successful meeting begins with good preparation. This increases the likelihood that team members will attend and actively participate, and leave feelings that something valuable was accomplished. Timely follow-up after a meeting ensures the work accomplished in the meeting is not lost.

[A] *Types of Meetings*

1. Formal
2. Semi-formal
3. Informal

Purpose

- Information-giving
- Decision-making
- Problem solving

[B] *Planning for meetings*

- Purpose of meeting
- Notice of meeting Agenda

- Venue\setting
- Seating arrangement
- Audio-visual equipment

[C] *Meeting Participants*

- Chairperson
- Secretary
- Meeting members

Roles and duties of participants before, during and after the meeting

[D] *Good meeting manners*

- Professional appearance
- Positive body language Contribute effectively
- actively Handle conflict or disagreement professionally
- Give constructive criticism and avoid destructive criticism
- Take turns when speaking in a meeting
- Arrive prepared and on time for meeting

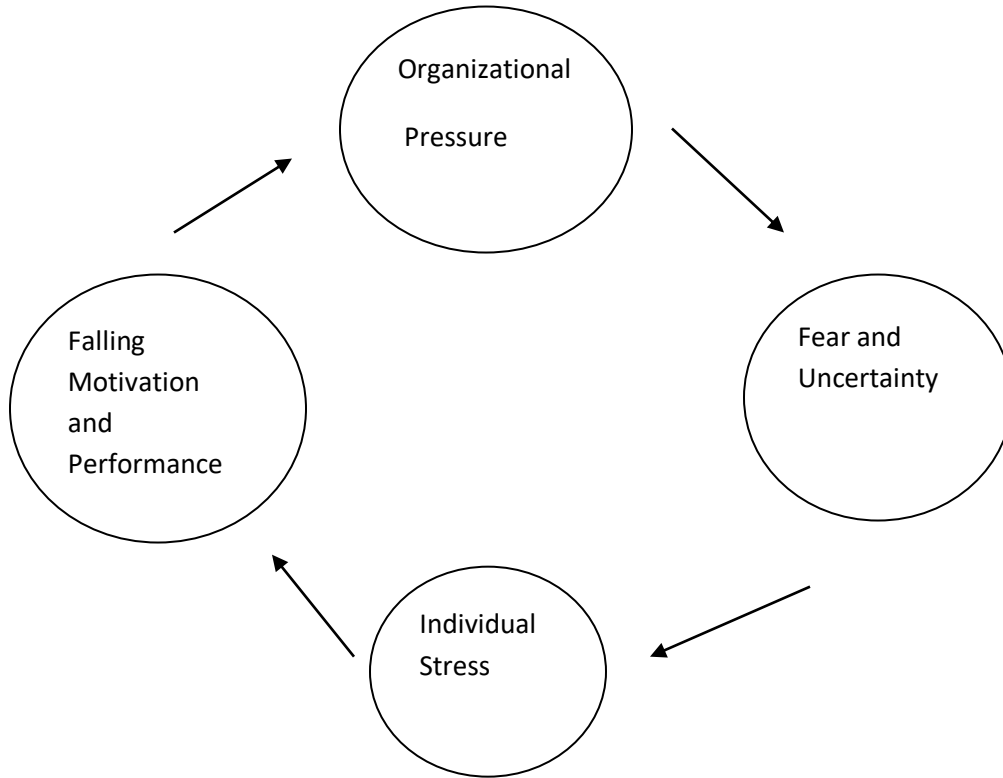
[E] *Barriers to effective meetings*

- Poor verbal skills
- Inappropriate nonverbal skills(e.g. body language)
- Poor listening skills
- Unwillingness to participate

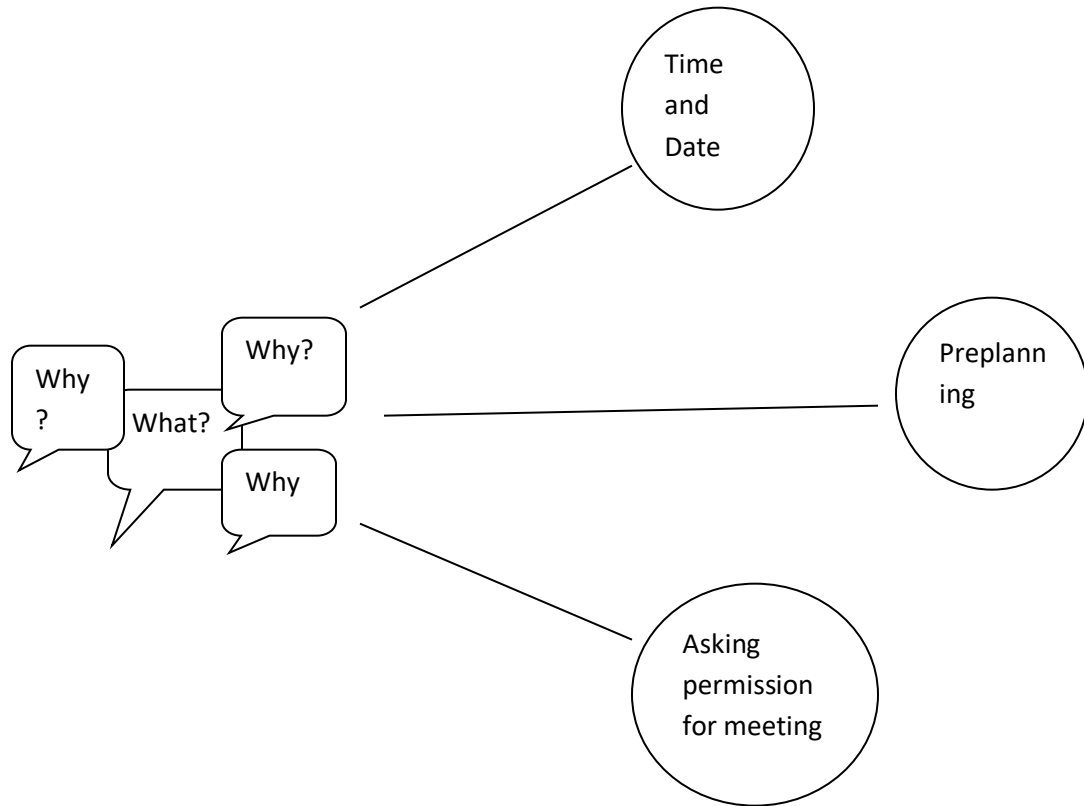
[F] *Follow-Up of Meeting*

- Minutes of meeting
- Purpose of minutes of meeting
- Format Writing style & language

Exercise 1:- Draw neat and clean flow diagramme which show Barriers to effective meetings



Exercise 2:- Explain graphical representation of planning for meetings?



Report:

Basic of Communication skills in the meeting was studied and learned.

2. ASKING QUESTIONS

Aim:

To study and develop questioning skills.

Introduction:

The use of questioning skills is essential to systematic investigation in any subject area.

In such an investigation

- 1) One asks questions to identify the reason or reasons for the investigation:
- 2) Questions are asked to direct the search for information and to synthesize what has been discovered
- 3) The conclusions resulting from investigations are evaluated via questions.

However, using questions to assist students' investigations is a relatively new technique in the schools. In the past, teachers primarily questioned students to ascertain whether or not they were learning the book content and to see if students were paying attention in class

Questions must be guided by definite aims.

They should be asked:-

- **To test a student's preparation** (Find out if students did their homework)-
- **Arouse interest** (Bring them into the lesson by motivating them.)-
- **To develop insights** (Cause them to see new relationships.)-
- **To develop ideals, attitudes and appreciations** (Ask questions that cause students to get more than knowledge in the classroom.)-
- **To strengthen learning** (Review and summarize what is taught.)-

- **To stimulate critical thinking** (Develop a questioning attitude.)-
- **To test achievement of objectives** (Check to see if what has been taught “sank in.”)

Good questions are:-

- Purposeful (asked to achieve a specific purpose)
- Clear (students understand what they mean)
- Brief (stated in as few words as possible)
- Natural (stated simply, in conversational English)
- Thought-provoking (they stimulate thought and response)
- Limited in scope (only one or two points in chain of reasoning called for)
- Adapted to the level of the class(tailored to the kinds of students in the class)

In training students for classroom discussion, students should be trained to:-

- Speak up – give complete answers that include facts and reasoning-
- Agree and disagree politely
- Wait to be recognized before speaking

Role play the dialogue:

Pharmacist: Good morning, may I help you?

Customer: Yes, I need this prescription filled.

Pharmacist: Ok, it'll be ready in a few minutes.

Customer: I've also had a terrible headache and cough for a couple of days, can you recommend something?

Pharmacist: Have you got a temperature?

Customer: Fortunately, I haven't got.

Pharmacist: Well, this analgesic medication is very effective, but be careful using it. You shouldn't drink alcohol when taking it. To release your cough, I can recommend you these cough drop lozenges and a bottle of cough syrup.

Customer: Thanks, I'll try it.

Pharmacist: will that be all?

Customer: That should help perfectly

Pharmacist: That comes to Rs 35.

Customer: That expensive! Why so much?

Pharmacist: The prescription medication is expensive. It cost Rs 25. You should follow your doctor's prescription first.

Customer: That's OK. Don't bother.

Pharmacist: Here's your change. Have a good day.

WORKSHEET

Pharmacist: Good Morning. How can I help you?

Customer: Hello! I think I pulled a muscle. Can you recommend anything?

Pharmacist: We have this gel called Voltaren.

Customer: Okay. How much does it cost?

Pharmacist: One moment please. Okay, it's Rs 6.30.

Customer: Thank you. I'll try it. Here's Rs 7.

Pharmacist: Okay. Thank you, and here's your change. Have a nice day!

WORKSHEET

Customer: Hi. I have some bug bites. What can you recommend?

Pharmacist: We have Afterbite. It's good to use immediately after you're bitten. We also have this Foille cream that is also good for sunburns.

Customer: How much is each one?

Pharmacist: This is Rs 4.45 and the cream is Rs 8.30.

Customer: Okay I'll take both, please.

Pharmacist: Okay. That will be Rs 12.75. Is there anything do you need today?

Customer: No thank you. Here's Rs 15.00

Pharmacist: Okay. Thank you, and here's two Euros and twenty five cents change. Have a nice day!

Report:

Questioning skill was studied and developed.

3. MAKING FRIENDS

AIM:

To study and learn basics of communication skills “How to Start a Conversation or making friends”?.

Introduction:

The term “functional” means providing learners with the skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. Functional English requires learners to communicate in ways that make them effective and involved as citizens, to operate confidently and to convey their ideas and opinions clearly.

The aim of functional English is to encourage learners to demonstrate their speaking, listening, reading and writing skills in a range of contexts for various purposes. These skills are of vital importance in building careers and to increase an individual’s general quality of life.

How to Start a Conversation

Starting a conversation can be one of the most stressful things in life, but also one of the most rewarding. Being good at starting conversation is essential in our career, romance and many other aspects of life, so start mingling

Conversation Starting Tips

- Research interesting things to talk about.
- Before you approach somebody to talk, relax.
- Ask interesting questions.
- Don’t focus on seeming clever.
- Be prepared to listen.
- Avoid controversial subjects, complaining or gossip.
- Be yourself!

Starting a Conversation

1. You've done your prep work.
2. Now you're out and about, and ready to mingle!
3. Before you approach anybody, relax.
4. If you're tense, you'll make other people tense.
5. Calm down, try to think of this as an enjoyable experience, and let your body language become very casual and welcoming.
6. Remember, there's really nothing to be so afraid of.
7. Even if the conversation is a little dull or awkward, it's hardly the end of the world.
8. If you spot a stranger you want to talk to, give them a quick but thorough look to see if you can get any ideas about their possible interests.
9. A band t-shirt is an obvious sign about the kind of music that person likes.
10. Look for other clues in the person's clothing.
11. You can also check out your surroundings for possible things to talk about.
12. Is there anything interesting in the area? Is there some sort of unusual art or Architecture nearby?
13. Do you have any mutual friends there?
14. Say hello and shake their hand, if the circumstances seem appropriate.
15. In certain situations, shaking hands could seem too formal.
16. In other situations, it could seem too personal.
17. If you know you have some common ground with the person, you can start by Focusing on that.
18. Talk about your neighborhood, a teacher you share, something at work, etc
19. If the person has nice clothing, you can start a conversation with a compliment and a question. When you have nothing to Talk About "I like your coat! Where did you get that?"

20. Complimenting their clothing is one thing, but you should avoid commenting on the person's physical appearance too soon. Telling somebody they have nice eyes when you just met could seem creepy.
21. Don't compliment the person for something unless you really mean it. If you give them a false compliment and they see through it, you'll look like you're trying to scam them for some reason.
22. Don't go into the conversation trying to sound clever. Be ready to listen.
23. Focus on questions to get things going. Ask about the person, and if a certain subject seems to bring them to life, follow up on it.
24. If you want to have an interesting conversation, ask interesting questions.
25. If the other person is just answering "yes" or "no" a lot, your questions probably aren't open-ended enough.
26. If you're paying attention to the other person, you won't be focused on yourself, so you're less likely to be nervous.

Responding to a conversation

Effective Responses:

1. *Understanding*: It is a feelings-oriented which conveys sensitivity and understanding. Understanding is empathy or accurately tuning into what the other person is feeling at the time.
2. *Clarification*: It indicates your intent to comprehend what the other is saying, and checking it out to ensure your perceptions. Clarification responses reinforce your desire to see from the others point of view.
3. *Self-disclosure*: It is sharing something about yourself that relates directly to the conversation your personal beliefs, attitudes values or an even an event from your past.
4. *Questions*: Question response seeks to elicit information and allows them to develop a point.

5. *Information Giving*: It involves relating facts in an objective manner without judgment or evaluation. This response is useful in giving both positive and negative feedback.
6. *Reassurance*: These responses reduce anxiety, diffuse intense feeling and express confidence.
7. *Analytical*: The intent of this response is to analyze, explain or interpret the other person's behavior and feelings.
8. *Advice giving*: It implies that you are in a position to know the reasons for the other person's problems, and what she ought, must or should do about them.

Using the Right Body Language

Body language is a form of non-verbal communication involving the use of stylized gestures, postures, and physiologic signs which act as cues to other people. Humans, unconsciously, send and receive non-verbal signals all the time Understanding body language Ways to Improve Body Language

1. Don't cross your arms or legs- Keep your arms and legs open.
2. Have eye contact, but don't stare – If there are several people you are talking to, give them all some eye contact to create a better connection and see if they are listening.
3. Don't be afraid to take up some space -.
4. Relax your shoulders
5. Nod when they are talking – nod once in a while to signal that you are listening.
6. Don't slouch; sit up straight – but in a relaxed way, not in a too tense manner.
7. Lean, but not too much – If you want to show that you are interested in what
8. Someone is saying, lean toward the person talking.

9. Smile and laugh – lighten up, don't take yourself too seriously. Relax a bit, smile and laugh when someone says something funny.
10. Don't touch your face – it might make you seem nervous and can be distracting for the listeners or the people in the conversation.
11. Keep your head up – Don't keep your eyes on the ground, it might make you seem insecure and a bit lost. Keep your head up straight and your eyes towards the horizon.
12. Slow down a bit – this goes for many things
13. Don't fidget – try to avoid, phase out or transform fidgety movement and nervous tricks such as shaking your leg or tapping your fingers against the table rapidly.
14. Use your hands more confidently - instead of fidgeting with your hands and scratching your face use them to communicate what you are trying to say.
15. Use your hands to describe something or to add weight to a point you are trying to make.
16. Keep a good attitude – last but not least, keep a positive, open and relaxed attitude
17. Don't stand too close – one of the things we learned from Seinfeld is that everybody gets weirder out by a close-talker. Let people have their personal space, don't invade it.

Report:

Thus we studied and learn basics of communication skills “How to start a conversation or making friends”.

4. What Did You Do?

What did you do in your Christmas Vacation?

Christmas vacations are those memorable days in my life. On the month of December we started to celebrate the birth of Jesus Christ. In my neighborhood there were Christmas lights decorating every house, Christmas carolers singing every weekend and fires burning in every chimney. This was the sign of Christmas.

Homemade gifts are my specialty. I love to make them; my parents love to get them; my parents love to get them. Drive through the lighting displays around town. There are countless special events at the time of year.

All of my family members join together for buying cloths and other accessories. We went to a big mall for shopping and I really enjoy that moment. Next with my family members I went to theatre to watch new movie then we return in late night.

Next day we went to my grandma's house, which is far away from town, a small village with lots of happiness my grandma and my grandpa welcome us. Then I presented a gift to them. For many people, Christmas is about gathering with friends and family to enjoy each other's company and celebrate holiday. Then we have our dinner in my grandma's house and then we leave from that village.

On the Christmas night I went for the Christmas special mass at midnight in our family church and a special service is given by the father. The whole church and a special service is given by the father. The whole church was decorated by the starts, lights, flowers and Christmas trees.

At the end of the mass Santa gave gifts to the kids and I can see happy and cheerful face everywhere. I met all my friends and gave gift to them. Then we cut cake and gave to all the persons who were around as. We specially invited father for cake cutting ceremony.

During the cake cutting we can hear the sounds of music, drums and crackers. Then we suddenly reach the front part of the church and we saw the persons all were dancing in that place and there was full of crowd. Then we return home at very late night. We share our greetings to my family members. With full of joy, happiness and special things my Christmas vacation ends with happy.

5. DO'S AND DON'TS

AIM

To study do's and don'ts of basic communication skills.

DO'S

1. Do plan ahead to determine the messages you want to communicate.
2. Do make sure the timing is right if you need to speak to an employee or a manager.
3. Do communicate from a position of strength. Get your facts straight before you speak.
4. Do make sure your statements are clear and free of unnecessary jargon.
5. Do take responsibility for ensuring that what you say is understood by the audience or listener. Ask for feedback from listeners and provide clarification before completing the discussion.

DONT'S:

1. Don't assume that an audience shares your interest in the subject. Think about how you can make the listener care about what you have to say.
2. Don't let personal feelings interfere in business or professional matters. Watch your body language for any signs that can be translated as hostile or that may cause discomfort for your listeners.
3. Don't assume that an audience will understand your main thoughts on a subject spell out your thinking clearly but without being condescending.
4. Don't be afraid to make changes if you are presented with new information or a different point of view. Remember that communication is a two way street

with strong leadership. Communication skills you can gain the buy in others, build trust and inspire loyalty. Learn practical techniques for shaping your leadership messages.

REPORT:

Do's and Don'ts of basic communication skill was studied.

UNIT 2

PRONUNCIATIONS COVERING THE FOLLOWING TOPICS

6. CONSONANT SOUNDS

AIM:

To learn and study consonant sound.

A consonant sound is made by blocking the flow of air as it leaves the body. There are three key factors that define a consonant where you block the air (is it on the lips, the teeth etc), how you block the air (is it a full or partial blockage) and if you are the voice (compare /s/without voice and /z/ with voice)

English has 26 consonant sounds (if we include 2 versions of /t/ and /l/), with a strong focus on positions at the front of the mouth. Depending on your first language, some consonants will be harder than others, so then learn the position, place and noising for each sound, plenty of repetition practice helps the new sounds become natural.

RULES FOR ENGLISH CONSONANT ALLOPHONES AND EXAMPLES

1) Voiceless stops /p, t, k/ are aspirated when they are syllable initial.

Examples:

Pip, test, kick.

2) Voiceless stops /p, t, k/ are unaspirated if immediately preceded by an /s/

Examples:

Spew, stew, skew

3) Stops are unexploded when they occur before another stop in words such as.

Examples:

Apt, rubbed

4) In many accents of English, syllable final /p, t, k/ are accompanied by a glottal Stop.

Example:

Tip, nit, kick

5) In many accents of English, /t/ is replaced by a glottal stop /ʔ / When it occurs before an alveolar nasal [n] in the same word.

Examples:

Beaten

6) Nasals are syllabic at the end of a word when immediately after an obstruent.

(/p, t, k, tʃ, f, o, s, ʃ/ and /b, d, g, dʒ, v, ʒ, z, ʒ/)

Examples:

Leaden, chasm

7) The lateral /l, r/ are syllabic at the end of a word when immediately after a consonant.

Examples:

Paddle, whistle, sabre, razor, hammer, tailor.

8) Alveolar stops (/t, d, n/) become voiced taps [ɾ] when they occur between two vowels with the second of which unstressed.

Examples:

Winter, winner, panting, panning.

9) Alveolar stops are reduced or omitted when between two consonants.

Examples:

Most peoples, best game

10) A consonant is shortened when it is before an identical consonant.

Examples:

Big game, top post.

11) Velar stops become more front as the following vowel in the same syllable becomes more front.

Examples:

/k/ in cap, kept, kit, key

/g/ in gap, get, give, geese

12) The lateral is velarized when after a vowel or before consonant at the end of a word.

Examples:

Life, file, clap, talc, feeling, feel

How to read English alphabet letters

/i/ B, C, D, E, G, P, T, V, Z

/ɛ/ F, L, M, N, S, X (Z)

/e/ A, H, J, K

/ju/ Q, U, W

/o/ O

/d/ R

READ THE FOLLOWING PAIRS:

a) Sheet

seat

b) Shoe

chew

c) See

She

d) Sheet

Cheat

e) Chop

Shop

f) Shift

Sift

g) Shore

Chore

h) Watching

Washing

i) Sour

Shower

j) Catch

Cash

REPORT:

Consonant sounds was learnt and studied.

7. NOUN

AIM:

To study and learn nouns.

NOUN:

A noun is the name of a person, place or thing. A thing includes a quality (fear), a material (gold), a collection (herd, army), a state (adherence) and an action (cheat, mock, movement)

A noun is often called a noun phrase. A noun phrase can be single –word noun for eg: Teachers love their students. (Noun phrase: teacher). But a noun phrase is usually longer than a single word because it consists of an adjective or a determine plus a noun for e.g.: A good teacher loves his student. (Noun phrase: a good teacher)

Nouns can be classified into five kinds:

1. Proper nouns
2. Common nouns
3. Collective nouns
4. Material nouns
5. Abstract nouns

1) PROPER NOUN:

A proper noun is the name of a particles or person or thing i.e., name used for an individual person or place, river or mountain etc., for e.g. Ram, Rahul, India, Everest

2) COMMON NOUN:

A common noun refers to any and every person or thing of the same kind or class not to a particular person or thing for e.g.: cow, dog, girl

3) COLLECTIVE NOUN:

A collective noun is the name of a collective group of people or things of the same kind for e.g.: iron, copper, milk, sugar.

4) ABSTRACT NOUN:

An abstract noun is the name of a quality, state or concept. For e.g.: beauty, sweetness, love, childhood

NOUNS: COUNTABILITY

From the viewpoint of countability nouns are of two types:

- 1) Countable noun
- 2) Uncountable noun

1. COUNTABLE NOUN:

Nouns that can be counted are called countable nouns. For e.g.: a book, an egg, generally a noun used in answer to the question how many? Is a counted noun.

- a) How many movies did you watch?

I watched two movies

2. UNCOUNTABLE NOUN:

Nouns that cannot be counted are called uncountable nouns. For e.g.: milk, water, ink. A noun used in answer to the question, how much? Is an uncountable noun.

When we want to refer to the quantity of these items we use values of measurement which are countable.

Q: How much sugar do you need?

We need a kg of sugar.

Noun gender:

Most of the nouns denoting professional/occupation are in the common gender

Baby

Look

Artiste

Novelist

Minister

Typist

EXERCISE FOR STUDENTS

1. Name any ten nouns around you and classify them accordingly
Boy, Girl, Cow, Dog, Remi, Nanthini, Sonia, Rani, Rahul, Ravi etc.

2. Identify the common and proper noun from the following

- a) Ashoka was a great king.
- b) New Delhi is the capital of India.
- c) Sita is my sister.
- d) Kolkata is a big city.
- e) Hari is a good boy.

Common noun

Boy, king, sister, city

Proper noun

Ashoka, New Delhi, Sita, Kolkata, Hari, India

3. Which of the following is a collective noun?

Crowd, Mob, India, Sheep, Herd, Fleet, Parliament

Collective nouns:

Crowd, Parliament, Herd

4. Identify and circle the each noun below

Happy, **Pillow**, **Goat**, Make, **Boy**, **Desk**, **Box**, Up, Fast, **Lamp**, **Kite**, Song, Fast, Song, Dance, **Ring** etc

5. Identify the nouns in the following sentences:

The plane landed safely at the airport.

The girl dropped the glass on the table.

My cat likes to play with string and yarn.

I saw my teacher at the store.

NOUNS: plane, airport, girl, glass, table, cat, yarn, teacher, store.

6. Collective noun:

Circle the collective nouns in the following sentences

1) Army of shouldets walked across the land.

2) A hive of bees attack a boy.

3) A sloth of beers locked in the river for fish.

4) A flock of birds flow over my house.

5) I brought a leaf of the bread at the market.

REPORT:

Thus we can study and learn nouns.

8. PRONUNCIATION (VOWEL SOUNDS)

AIM:

To study and learn pronunciation (vowel sounds).

PRONUNCIATION:

In the English language there are five sounds i.e. a, e, i, o, u these vowels sounds are made with an open mouth unlocked by teeth, tongue or lips. The most common sounds of vowels are

Short vowel sounds

Long vowel sounds

Other vowel sounds

Short vowel sounds

Short sounds of a vowel is recognized by cup shaped curve over the vowel.

a - sounds like the a in bat

e- Sounds like the e in set

i - Sounds like the i in hit

o- Sounds like the o in dot

u- Sounds like the u in cut

Now the students have to do practice with these short vowel sounds as below:

Put an x hesider words that do not have the short vowel sounds.

Crack - a

Pain – a

Stay – x

Tap – a

Face – a

Here – e

Rule:

When a word has only one vowel and that vowel is followed by one or more consonants, the vowel is usually short.

Example: cat, rat, get, set.

New, complete the sentence below by filling the word that contains a short vowel sound.

1. Even a person with a great personality can make up in a **bad** mood.
2. When you are driving, the last thing you want is for the engine to **stop**
3. It is not healthy to eat too much **meat**
4. Margarine and **oil** contain the same amount of fat
5. Gambling has been legal for a long time in the state of **Maine**

Long vowels sounds

The symbol for long vowel sound is a straight line over the letter. When long vowels pronounced each vowel sound like the letters name

a- Sound like the a in say

e- Sound like the e in see

i- Sound like the i in nil

o- Sound like the o toe

u- Sound like the u in fuse

The long vowels sound as below

Put an x besides word do not have long vowel sound

Rake -a, Stock-x, Sad-a, Free-e. Die-i, Lock-o

RULE:

When a word ends in a vowel consonants of the vowel before the consonant is long and the final e is silent.

Example: hate, cute, robe etc

Now complete the sentence below the word which follow silent e rule

1. The forest fire burned many **oak** and maple tree.
2. When we first meet someone, we decide whether he or she is a person we can **enjoy**.
3. Is climbing a tall mountain a **brave** adventure or foolish one.
4. Is **dangerous** to fall asleep on top of an electric blanket.

Other vowel sounds

The vowel x

When a word starts with y it is considered as a consonant otherwise y is a vowel and has one of the following three vowel sounds.

1. In the middle of a word, y usually sounds like short e.g myth, gum
2. If y is at the end of a one – syllable word
3. At the end of a word with more than syllable word y sounds like long i as in july, reply, deny.

Marry – i

By – i

Sadly – i

Sounds of vowels followed by r:

When r follows a vowel it changes the sound of the vowel. A vowel that comes just before r is usually neither long or short but in between for eg notice how the sound of the vowel and shape of your mouth change a bit when the vowel is followed by r.

Long vowels

Short vowels

Vowels followed by r

Cane

can

car

Code

cod

cord

site

sit

sir

Activity:

Identify the following boldfaced vowel with one of the following:

1. Symbol for long vowel sound (-)
2. Symbol for short vowel sound (v)
3. An r if the vowel sound is changed by an r gas v, run v, saim v, term v

Long and short oo

When two oo appears together they are pronounced in one of two ways, one is called as long double o sound, as in Boot, Room, and Food. Other is called short double o sound, as in stood, good, look.

Activity:

Fill the spall provided with long double oo sound and short double oo sound

Choose – long

Brook– long

Proof – short

Gook – short

Report:

Thus we can study and learn pronunciation (vowel sounds).

UNIT - 3

9. Listening Comprehension

Aim:

To read the passage carefully and answer the following questions.

Life in the desert:

1. There are different kinds of desert. There are hot desert and cold desert. The Sahara Desert is the largest hot desert in the world. The Gobi Desert is always very cold. Some deserts are sandy. Some desert are rocky, other desert have mountains. Antarctica is the coldest place in the world but it is a desert and it is covered in snow and ice.
2. It can be very windy in desert, too. There can be sandstorms or snowstorms. In sandy desert the wind blows the sand and forms sand dunes. A sand dune is mountain of sand. Some sand dune can be as high as 182 metres.
3. A desert is very dry place. It has very little rain. It snows in Antarctica, but it does not often rain. In hot desert, it is very hot during the day and very cold at night. When it rains suddenly. However, there is very little water in the desert. Sometime you can find, water in rock underground. These places are called oases.
4. The rain in the sahara desert is less than 25 centimetres a year. People cannot survive without water. There are few lakes. Most of these are saltwater lakes people cannot drink from them. Lake Chad is the only freshwater lake in the desert.
5. Plants and animal need water to survive in hot desert. Although these desert are very dry. It is amazing now many plants live there. There are also many animals, inserts and birds. In some dunes of the sahara Desert there are mostly birds, snake, lizards, gerbilis and small fox.
6. Some plants like cacti, Reep rain water in their leaves for a long time. Other plant have long root. The root takes water from deep under the ground.

7. Some animals in the desert never drink. They get water from the seeds and plant. Many animals are nocturnal. This means they sleeping during the hot day and come out at night. Some animals live underground for most of the time because it is colder.
8. People often travel to the desert on camels. Camels have humps on their backs in which they carry food. They can drink a lot of water at once and then, they do not need to drink for a very long time. They have thick fur to keep them warm at night when it cold. They are perfect for desert life.

Tick (✓) the correct word, Phrase or sentence to answer the questions

1. What is the bigger hot desert in the world?
 - a) Antarctica
 - b) Gobi
 - c) Chad
 - d) ✓sahara
2. What is a mountain of sand called?
 - a) ✓A sand dune
 - b) A snow mountain
 - c) An oasis
 - d) A lake
3. Why are deserts very dry place?
 - a) It rains heavily
 - b) It often rains
 - c) ✓It scarcely rains
 - d) It never rains
4. What happen in hot deserts after sunset?
 - a) Temperature soans to above 38⁰c.
 - b) The temperature drops to freezing.
 - c) The temperature remains the same.
 - d) ✓The temperature is very hot.

5. What do people need to survive in a hot desert?
 - a) Rocks
 - b) Sand
 - c) Cacti
 - d) ✓ water
6. Why are most of the sahara lakes not safe for people to drink from?
 - a) Because they are almost dry.
 - b) ✓ Because they have salt water
 - c) Because they are few
 - d) Because they have fresh water
7. What is surprising about the hot and very dry deserts?
 - a) Many plants live there.
 - b) ✓ Very few plants live there
 - c) No plants live there
 - d) Few plants live there
8. Where do some plants keep rain water?
 - a) In their roots
 - b) ✓ In their leaves
 - c) In their flowers
 - d) In their seeds
9. How do animals that never drink survive?
 - a) They sleep at night
 - b) They live on the ground
 - c) ✓ They get water from seeds and plants
 - d) They get water from an oasis.
10. Why don't camels drink water often?
 - a) They have people on their backs.
 - b) They have thick fur on their backs.
 - c) ✓ They can store foods in their humps.
 - d) They can drink a lot of water at once.

Report:

Thus the passage was read and answered the following questions.

10. Figures of speech

Aim:

To study and learn figures of speech.

A figure of speech may be defined as “a departure or deviation or shift from the plain and ordinary mode of speaking for the sake of greater effect”.

Classification of figure of speech:

1. Similarity or Resemblance – simile, metaphor
2. Contrast difference or surprise – antithesis, epigram
3. Association or contiguity – metonymy, synecdoche
4. Imagination – hyperbole, apostrophe
5. Indirectness of speech – irony, innuendo

1. Figures based on resemblance

A) SIMILE

A simile is likeness between two things or events stated full. A word of comparison as like, as, so etc.

B) METAPHOR

A metaphor is implied comparison. In simile the comparison is expressed, but in a metaphor such words as like, as, are not used. Example
The road was a ribbon of moonlight.

2. Figures based on contrast or difference

A) ANTITHESIS

It is the figure in which one word or idea is set against another. For example – Many are called but few are chosen.

B) EPIGRAM

Epigram is an apparent contraindication in language, which by causing a temporary shock, catches our attention to some important meaning hidden in it. For example – The child is father of the man.

3. Figures based on association

A) METONYMY

It is also referred to as the figure which changes the name. For example – The house, for the members of parliament.

B) SYNECDOCHE

In this one name is substituted for another, whose meaning is more or less similar to its own.

4. Figures based on the imagination

A) PERSONIFICATION

It is a figure by which non – living objects and abstract notions are spoken as living human beings having special characteristics of man. For example – Truth has a gentle breast.

B) APOSTROPHE

It is a direct address to dead, to the absent or to a personified object or idea. The use of this figure gives animation and increased importance to expression. The absent are here addressed as if present. For example – O liberty, what crimes have been committed in your name?

C) HYPERBOLE

It is a figure by which things are represented as greater or less than they really occur. I beg a million pardons.

5. Figures based on indirections of speech

A) INNUENDO

It is an art which enable us to make damaging remarks without any direct accusations.

We must be well off by now, because although he received only a small salary he had charge of the cash.

This author's book will live at least a year.

B) IRONY

This figure of speech consists in saying the opposite of what is meant, though the words are not to be taken literally. It is the figure of praise intending censure. It lends both interest and surprise to the expression.

- I shall lose no time in reading your book.
- I don't believe it ever entered his wise heads

EXERCISE FOR STUDENT

Identify the figure of speech used in following sentence

1. He has a heart of gold – **Metaphor**
2. Dale's smile was as bright as the sun shine – **simile**
3. Life is a journey; travel it well – **Metaphor**
4. A wicked whisper came and changed my life – **Personification**
5. Men's words are bullets that their enemies take up and make use of against them – **Metaphor**
6. He roared with the force of a thousand lions – **Hyperbole**
7. The theater is his home – **Metaphor**
8. There had been no rain for months and all the crops were death. Some parts of the farm were beginning to look like a desert – **simile**
9. After a good height sleep, I felt like a million dollars – **simile & hyperbole**
10. Everyone wanted ken on the swim team because he could swim like a fish – **simile & hyperbole**

Report:

Thus figures of speech was studied and learned.

11.Effective Communication

Aim:

To study and learn effective communication.

Effective communication may be defined as:

- Developing relationships with others
- Providing feedback

7 C's and 4S's of Communication:

Credibility:

The receiver has no problem in accepting the statement if the sender can establish his credulity. Establishing credibility is not the outcome of a one – short statement.

Completeness:

The communication must be complete. It should convey all facts required by the audience. The sender of the message must take into consideration the receiver's mind set and convey the message accordingly.

Clarity:

Absolute clarity of ideas adds much to the meanings of the message. As far as possible, simple language and easy sentence constructions, which are not difficult for the receiver to grasp, should be used.

Correctness:

The sender decides to back up his communication with facts and figures there should be accuracy in stating the same.

Consistency:

The approach to communication should, as far as possible, be consistent. There should be too many ups and downs that might lead to confusion in the mind of the receiver.

Concreteness:

Concrete and specific expressions are to be preferred in favour of vague and abstract expressions. Abstractions statements can cloud the mind of the sender

Conciseness:

The message to be communicated should be as brief and concise as possible. As far as possible, only simple and brief statements should be made. Excessive information can also say the receiver into a wrong direction.

4S's

Shortness:

If the message can be made brief, then transmission and comprehension of message is going to be faster and more effective.

Simplicity:

Simplicity both in the usage of words of ideas reveals clarity in the thinking process. Using simple terminology and equally simple concepts would help.

Strength:

The strength of a message emanates from the credibility of the sender. If the sender himself believes in a message that he is about to transmit, there is bound to be strength and conviction in whatever he tries to state.

Sincerity:

A sincere approach to an issue is clearly evident to the receiver. If the sender is genuine, it will be reflected in the manner in which the communications.

Exercise for students

1. The four elements of effective communication are:

- ✓ Accurate, Clear, Concise, Simple
- ✓ Factual, Practical, Concise & clear and persuasive
- ✓ Factual, Accurate, Clear and Argumentative
- ✓ Direct, Authoritative, Persuasive and clear
- ✓ Accurate, Practical, Deliverable and persuasive

2. Which element of effective communication provides useful information to help the receiver of the message understand?

- ✓ Direct
- ✓ Clear & concise
- ✓ Practical

Report:

The effective communication was studied and learned.

12. Writing Skills

Aim:

To learn and Study writing skills.

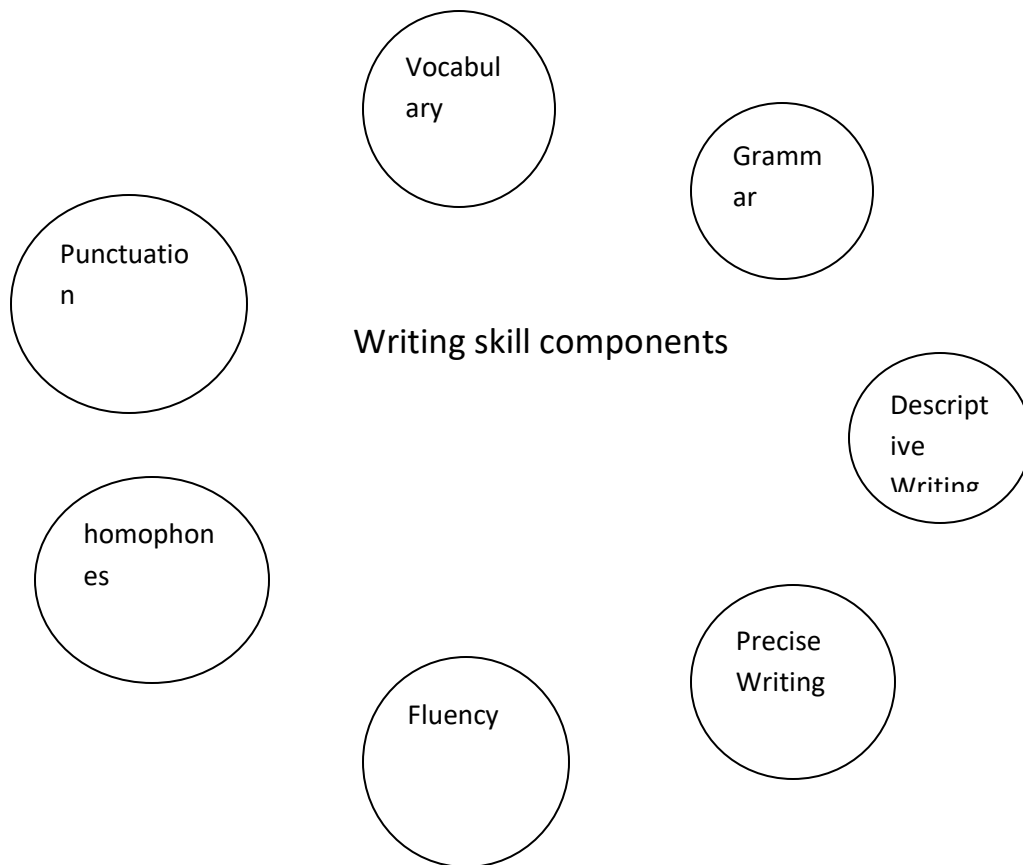
Writing is a skill which is important in college and after college in a complex and changing society. Good writing means using several key elements to get your point across. These elements include using grammar correctly, recognizing and correctly using the parts of speech, spelling and punctuating properly and using clear, concise word. When speaking or writing, using correct grammar helps you send a clear message that is easily understood. Grammar makes how words and their components combine to form sentences. Writing skills that contains grammatical errors makes the writer appear uneducated. Poor grammar can cause setbacks in certain situations, including your education and career. You will present an unprofessional image to potential employers, Patients and coworkers if your writing has grammatical errors, misused words, and spelling mistakes. It is important that you proofread, or review, your writing for grammatical errors. Instead of relying on a friend to review your work, use an online grammar check program, read a grammar reference book and edit your editing once more. The investigator identified that the following components were essential for developing writing skill. So that we adopted following components for effective writing skill treatment.

Following guidelines are useful for communicate to others and keeping records:

1. Use black ink
2. Write clearly and legibly
3. Label notes with specific descriptive headings.
4. Provide the date and time on the patients card/notes.
5. Avoid making unsubstantiated using the SOPs or particulate organizational format.

6. Organize the information using the SOPs or particulate organizational format.
7. Sign the name and designation.

Every note in the patient's medical record contains a descriptive heading [e.g. Clinical pharmacy, pharmacokinetics, nutrition support, attending, cardiology consult], the date and time the notes was written, patient – specific data and other information, and the signature and title of the health care professional. These written information's/records enhance organizational image in the society and acknowledge health professionals.



Report:

Thus writing skills was learned and studied.

13. Effective Writing Skills

Aim:

To learn and study effective writing skills.

1. Unified Writing

For effective writing there should be proper prediction and appropriate conclusion and not be any hasty generalization.

- a) *Uniqueness of the topic* - for unified writing there should be one and only one topic.
- b) *Clarity of thought* – The topic generates numerous thoughts in the mind of the writer.
- c) *Proper transition* – An efficient writer groups paragraph in such a fashion that the paragraphs gets linked.
- d) *Right sense movement* – The number of paragraph in which the whole text is divided should depict a sense of movement from the first paragraph to the last paragraph.
- e) *A feel of novelty* – A unified piece of writing generates novelty by making innovation at the levels of ideas and presentation.
- f) *Generating interest* – An efficient writer keeps in mind the fact that his or her text must generate interest in the mind of the reader.
- g) *Informative content* – It collects information and facts keeping in mind the kind of information that reader would be benefited.

2. Coherence

It is another prominent skill of writing. In Writing the text should cohere.

- a) *Precision* – It depends upon the clarity of thinking.
- b) *Reasoning* – It helps in tightening the text.

- c) *Logic* – If the writer sticks to the logic in his or her writing the text remain tightened.
- d) *Conciseness* – It is the matter of expressing something in minimum possible words.
- e) *Proper generalization* – Any Vague generalization impairs the connection and linkage between ideas and statements.
- f) *Avoiding Repetition* – For coherence in the text the writer should note why, when and where she/he is repeating the same idea , though not by the same expression but by expressing it through different expressions
- g) *Abbreviations and one word substitution* – Linguistically the accepted abbreviated forms pertaining to a register and the substitution of a phrase or a word reduce the length of expressions
- h) *Punctuation* – Proper punctuation tightens the text. Sometimes appropriate punctuations marks substitute for the words and expressions.

Report:

Thus effective writing skill was learned and studied.

14. Interview Handling Skill

Aim:

To learn and study interview handling skill.

Introduction:

Interview is a face to face encounter with a purpose. The purpose is to assess the qualities of a candidate. It is the oldest and widely accepted single method of despite the subjectivity of the interviewing process. In this way, it is a two way communication where the interview is also free to task any questions about the job and the organization. Interview is a systematized method of contact with a person to know this view. It is also regard as the most important method of collection of data.

Traits assessed during interview

1) General personality traits

- Appearance
- Speech, Mannerisms and gesticulation
- Mental alertness
- Consistency of thoughts and ideas
- Positive and negative approach
- Leadership qualities

2) Knowledge and intelligence

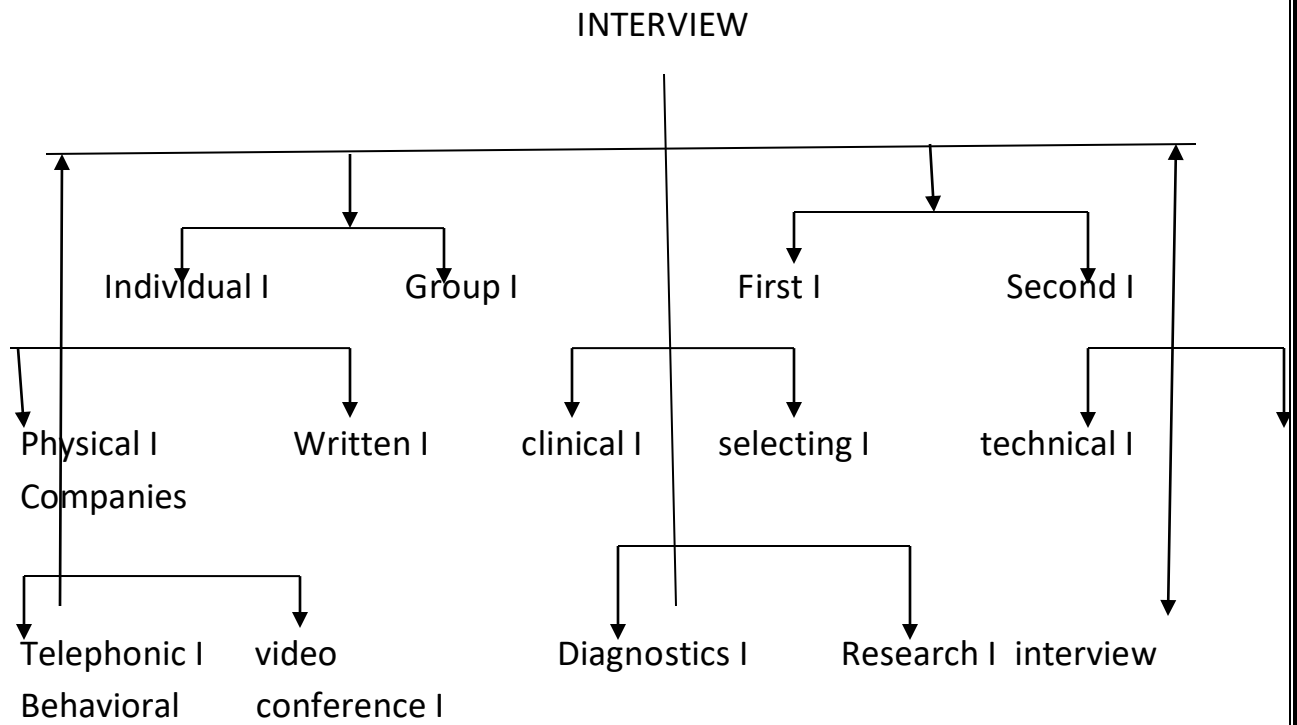
These include the knowledge of candidates subject of specialization, applicability of the subject in day to day life, Knowledge about other general subject IQ and common sense.

Types of interview

On the basis of model

On the basis of no

On the basis other of communication of participants of subjective of stage aspects.



Report:

Thus interview handling skill was learned and studied

15. E. Mail Etiquette

Aim:

To learn and study e-mail

E-mail components

An e-mail page contains three parts; instruction tools, message header and the message body.

1. The instruction tools include folder like :

- Check mail
- Inbox
- Sent mails
- Trash
- Bulk mails/ spam
- Replay
- Previous page, next-page and last page.

The message header includes:

- From
- To
- Subject
- Cc
- Bcc

Date:

The date line indicates the day, month, year, and the exact time. It appears automatically.

Date: sat, 6 month 2006 12:58:20:+0100 (BST)

From:

The from line contains the senders name and e-mail address. The name does not include any personal tittle such as Mr, Mrs, and Ms and Dr. While sending an e. mail message, the return address usually appears automatically.

Example:

From: "Ram singh" ramsingh@mbu.edu.com

Subject:

The subject line summarizes the topic of the e-mail in a few words. It includes clear and complete information about the theme of the e-mail in pharse form.

Cc:

The cc line may include the e-mail address of anyone who is to receive copy of the e-mail message. It is an optional line.

BCC:

The BCC line may include the e-mail address of anyone who is to receive a blind copy of the e-mail message.

Guidelines for writing and sending e-mails

E-mail: inbox

Date: Sun 4, February 2018 16: 24: 20: +0.100

From: xxxx828@gmail.com

To: yyyy234@gmail.com

Subject: E – mail writing Guidelines

Please note and follow the guidelines below concerning the writing of company e –mail messages.

1. Addresses

Address of the recipients written very carefully as even a minute variation result in failure of sending the message.

2. Subject

Give the message a subject/title. E-mail message without a subject may not be opened because of a fear of viruses. Also write a subject line that accurately describes the content.

Keep the subject short and clear but avoid such heading as: 'Employment Application', 'Emergency Meeting'.

3. Greetings

Start with clear indication with a greeting. It is becoming quite common to write the greeting without a comma, e.g. Dear Miss Lawson.

4. Purpose

Start with a clear indication of what the message is about in the first paragraph. Give details in the following paragraph(s) make sure that the final paragraph indicates what should happen next. For example, I will send a message to your office on Tuesday morning to collect the faulty goods.

5. Action

Any action that you want the reader to do should be clearly describe using polite phrases. Subordinates should use expressions such as 'could you....' or 'I would be grateful if... .' Superior staff should also use polite phrases, for example, please.....'

6. Attachments

As attachments can transmit viruses, try not to use them, unless you are sending complicated documents.

7. Ending

End the message in a polite way. Common ending are; Yours sincerely, best wishes, Regards, etc

8. Names

Include your name at the end of the message. It is most common to receive an e-mail which does not include the name of the sender. The problem is that often the e-mail address of the sender does not indicate exactly who it is from, e.g. 039176r@mbu.edu.in

Example mail:

From: varun@mbu.edu.in

To: pragi@yahoo.co.in

Subject: IPC Conference

Dear Sir,

We are please to inform you that your presentation for the 8th Annual IPC annual conference to be held at Chandigarh, Dec 21-23, 2017, has been accepted. Further details about the schedule for you presentation will follow. Please note that all presenters must pay for membership of IPC conference. Depending on your place of employment- and pre- register for the conference.

The last day for the early registration is the 18th of December, 2017, and the last date for pre- registration is the 27th of sept, 2017. See the IPC website for accommodation information and the downloadable copy of the conference Registration form. You can register for the conference and membership fees on this form.

Regards,

xxxxxx

Report:

Thus E-mail etiquette was learned and studied.

16.Presentation Skills

Aim:

To study and learn presentation skills.

Presentation is a speech that is usually given in a formal setup – business, technical, Professional or scientific environment. An effective presentation creates a change in the audience; they become more informed or gain a better understanding of a particular subject. A good presentation is a kind of communication between the audience and the speaker.

Why Presentation?

- To teach/ train
- To gather opinions
- To publicize an idea
- To share findings of research
- To highlight a problem(and to seek a solution)
- To pass on information
- To entertain
- To motivate

Presentation formats:

- Providing Information
- Teaching a skill
- Reporting progress
- Selling a product, service or strategy
- Obtaining a decision
- Solving a problem

An outline for presentations:

Introduction:

- What? Overview of the presentation.
- Why? Purpose of the presentation(why the subject is important)
- How? How will you deliver your presentation, what are the expectations of the audience from it?
- Who ?If more than one person is presenting, provide introductions and indicate roles (don't expect audience to memorize it).

Packaging

It must be well prepared. Writing can be re-read and portions skipped over, but with a presentation, the audience is at the mercy of the presenter.

- Tell the audience. What you are going to tell them
- Tell them ;and
- Tell them what you have told them.

Some topics for presentation:

Global Warming

Science is a boon or bane

Social Media

Report:

Thus presentation skill was learned and studied.