



Criteria 1:	Curricular Aspects
Key Indicator 1.2:	Academic Flexibility
Metric No. 1.2.1:	Number of Certificate/Value-Added Courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)
Content:	Institutional programme brochure/notice for Certificate /Value added programs with course modules and outcomes



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**List of Certificate/Value-Added Courses offered and online courses of MOOCs, SWAYAM, NPTEL etc.**

Sr. No.	Academic Year	Name of the Subject-related Certificate/Diploma/Add-on programs	Number of Students enrolled in Subject-related Certificate/Diploma/Add-on programs
1.	2021-2022	SWAYAM Online Certificate Course on "Industrial Pharmacy-I	66
2.	2021-2022	Soft Skill Training & Development Program on "The Basic Grammar & English Fluency Module"	68
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4.	2021-2022	Soft Skill Training & Development Program on "The Basic Communication Skills"	67
5.	2021-2022	Soft Skill Training & Development Program on "Interview Skill"	66
6.	2020-2021	SWAYAM Online Certificate Course on "Industrial Pharmacy-I	40
Total Number of programs during last five years			06
Total Number of students enrolled across all the programs during last five years			371

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Name of Program: SWAYAM Online Certificate Course on “Industrial Pharmacy-I”
Academic Year: 2021-2022

Institutional Programme brochure/notices for certificate/value added programs with course modules and outcomes

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Industrial Pharmacy-I - Course



(<https://swayam.gov.in/>)



(https://swayam.gov.in/nc_details/CEC)

X

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Courses (<https://swayam.gov.in/explorer>) >

Industrial Pharmacy-I

By Dr Ajay Semalty | HNB Garhwal University (A Central University) Srinagar Garhwal (Uttarakhand)

Learners enrolled: 3772

Industrial Pharmacy-I: Dr Ajay Semalty, HNB Garhwal University Srinagar ...




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Industrial Pharmacy-I - Course



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Course Credit- 04

After the huge success of last three cycles (in 2019, 2020 and 2021 with a total of 11500 plus learners), we are back with the first Pharmacy SWAYAM MOOC of country. Myself, Dr Ajay Semalty, along with my team members welcome you to the course. We are proud to share that the course has been listed in Class Central's Best Online Courses of All Time ([https://l.facebook.com/l.php?u=https%3A%2F%2Fwww.classcentral.com%2Freport%2Ftop-moocs-2021-edition%2F%3Ffbclid%3DIwAR1wIWRIE-tMn_QmUhD2J10VeyPiFuIvB6uDe3IXmLx1Fz5s-SmdlxwncFc&h=AT3_0BXE_aCeWmkBGdbg7_LjP57WQx_OpzXNwKN2y2f6S1thpy8ZeBOQx5-2PrVEjrFPdyOTIZV_I7UiPb1u97pQ65rmH1pRHwxjV9OWK2vZP-DxdLwypcdH_wjchfkyhhT6&__tn__=-UK-R&c\[0\]=AT3Eib5sCfTzEwZlkpH0WTC0LS2755Js9QQpPq4tApZHz9unm2f0AAxzoUCpZMWp3nImrBtAIDHd6eGXw-H-q-KOGcE4ZMYu34frz9Z_acSW_U6oBDz08nJGF92vjz_00P8XcJ-qPiCTZBL0IIXnbyJLb0chkoRh_DBJcnZJgTPqHw](https://l.facebook.com/l.php?u=https%3A%2F%2Fwww.classcentral.com%2Freport%2Ftop-moocs-2021-edition%2F%3Ffbclid%3DIwAR1wIWRIE-tMn_QmUhD2J10VeyPiFuIvB6uDe3IXmLx1Fz5s-SmdlxwncFc&h=AT3_0BXE_aCeWmkBGdbg7_LjP57WQx_OpzXNwKN2y2f6S1thpy8ZeBOQx5-2PrVEjrFPdyOTIZV_I7UiPb1u97pQ65rmH1pRHwxjV9OWK2vZP-DxdLwypcdH_wjchfkyhhT6&__tn__=-UK-R&c[0]=AT3Eib5sCfTzEwZlkpH0WTC0LS2755Js9QQpPq4tApZHz9unm2f0AAxzoUCpZMWp3nImrBtAIDHd6eGXw-H-q-KOGcE4ZMYu34frz9Z_acSW_U6oBDz08nJGF92vjz_00P8XcJ-qPiCTZBL0IIXnbyJLb0chkoRh_DBJcnZJgTPqHw)) (2021 Edn.).

Do you want to learn the basics of Industrial Pharmacy with practical approach and vibrant environment? Come join our course.

The course is one of the papers of Fifth (or Fourth) semester of B. Pharmacy syllabi approved by Pharmacy Council of India (PCI) and is adopted uniformly by all the pharmacy institutions and Universities throughout the country. All other learners who want to learn the basics of industrial pharmacy can get the vital benefit out of this course.

Objectives

The course has been designed with the aim that after completing this course, you should be able

- To identify and practice Dosage forms; and their manufacturing techniques
- To practice all the related and practical aspect of dosage form development
- To formulate and evaluate solid, liquid and semisolid dosage forms
- To correlate the theoretical knowledge with professional and practical need of pharmaceutical industry

Target Learners:

B. Pharm/ M Pharm/ Ph D Pharmacy students; researchers, Pharmacy faculty members/ Pharma Industry Personnel students of B Sc/ M Sc Chemistry/ Pharm. Chemistry/ biotechnology and other allied disciplines who aspire for the jobs in

https://onlinecourses.swayam2.ac.in/cec22_ib02/preview

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Industrial Pharmacy-I - Course

Production:  (<https://swayam.gov.in/>)  (https://swayam.gov.in/nc_details/CEC)
EMRC Roorkee
About Swayam (<https://swayam.gov.in/about>) | All Courses | ()

Testimonials from Learners:

"This was a wonderful course with respect to the study materials provided and the video lectures too. As I'm preparing for GPAT examination, going through this course has helped me a lot to brush up the various dosage forms. I feel that the course contents were very much useful and helpful as it contained fine diagrams accompanied with the lectures." - Tanmoy Das (B. Pharm graduate); Department of Pharmaceutical Sciences; Assam University Silchar

"The course provides the sound learning environment for the learner in the Industrial Pharmacy field..all the course coordinators for this course are very cooperative and helpful.. this is my 2nd enrollment and excited to learned again..hope to get best out of it.."- Sonam Bhutia, Assistant Professor, Government Pharmacy College, Sajong, Sikkim

Summary

Course Status :	Ongoing
Course Type :	Core
Duration :	12 weeks
Category :	◦ Multidisciplinary
Credit Points :	4
Level :	Undergraduate
Start Date :	31 Jan 2022
End Date :	01 May 2022
Enrollment Ends :	28 Feb 2022
Exam Date :	

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Page Visits

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Industrial Pharmacy-I - Course



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Course layout

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WEEK: 12

MODULES 40

Week 1 Preformulation I

Preformulation I: Physical form (crystal & amorphous),

Preformulation I: Polymorphism, particle size, shape

Preformulation I: Solubility profile (pKa, pH)

Preformulation I: Partition coefficient, flow properties

Week 2 Preformulation II

Preformulation II: Hydrolysis, oxidation, reduction

Preformulation II: Racemisation,

Preformulation II: Dissolution, permeability & BCS classification

Preformulation II: Polymerization

Week 3 Tablets

Tablets: Introduction, classification of tablets. Formulation/preparing of tablets, granulation methods.

Tablets: Compression and processing problems. Equipment and tablet tooling, Tablet defects.

Tablets: Tablet coating: Types, coating materials, formulation of coating composition, methods of coating, equipments employed and defects in coating

Tablets: QC of tablets: apparatus, methods, graphical presentations, official and unofficial tests.

Week 4 Liquid Orals

Liquid orals: Formulation and manufacturing of solution, syrups and elixirs, Filling and packaging

Liquid orals: Emulsions: I

Liquid orals: Emulsion II

Liquid orals: Suspensions: Formulation, evaluation

Week 5 Parenterals I

Parenterals I: Introduction, Preformulation of parenterals

Parenterals I: Formulation of Parenterals

Week 6 Parenterals I

Parenterals I: Types of Parenteral preparation

Parenterals I: Lay out and Production facilities

Week 7 Parenterals II

Parenterals II: Pyrogens and pyrogenicity

Parenterals II: Quality control of parenterals



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Industrial Pharmacy-I - Course

Week 8 Capsul

Capsules: Intro  (<https://swayam.gov.in/>)  (https://swayam.gov.in/nc_details/CEC)
Capsules: Methods of forming capsules, Soft Gelatin Capsules
Capsules: Formulation, Consideration, Production of soft gelatin capsules, Non-gelatin soft capsules
Capsules: Evaluation of commercial capsules

Week 9 Pellets and Ophthalmic Preparations

Pellets: Introduction, formulation, pelletization process, equipment needed
Ophthalmic Preparations: Introduction, absorption through eye, formulation considerations
Ophthalmic Preparations: formulation of eye drops, lotion, ointments
Ophthalmic Preparations: Methods of preparation; labeling, containers Evaluation

Week 10 Pharmaceutical Aerosols

Pharmaceutical Aerosols: Definitions, Advantages, Limitation, Uses
Pharmaceutical Aerosols: Components of aerosols
Pharmaceutical Aerosols: Components and systems of aerosols
Pharmaceutical Aerosols: inhalers and Evaluation of Aerosols

Week 11 Cosmetics

Cosmetics: Introduction, absorption through skin, types of cosmetic preparations, Formulation of tooth pastes
Cosmetics: Formulation of lipsticks, shampoos, hair dyes
Cosmetics: Formulation of cold cream and vanishing cream, sunscreens

Week 12 Packaging Materials Science

Packaging Materials Science: Materials used for packaging of pharmaceutical products,
Packaging Materials Science: Factors influencing choice of containers Legal and official requirements, Stability aspects,
Packaging Materials Science: Quality control tests of packaging materials

Books and references

- IP/USP/BP
- Semalty A, Industrial Pharmacy-I (https://bspublications.net/book_detail.php?bid=1580), (https://bspublications.net/book_detail.php?bid=1580)2021, Pharma Med Press, Hyderabad, India
- Semalty A, इंडस्ट्रियल फार्मसी -I (हिंदी) (https://bspublications.net/book_detail.php?bid=1582), 2021, Pharma Med Press, Hyderabad, India
- Semalty A, Quick Review on Industrial Pharmacy (https://bspublications.net/book_detail.php?bid=1581), 2021, Pharma Med Press, Hyderabad, India
- Semalty et al. Essentials of Pharmaceutical Technology, II Edn 2018, reprint 2019, Pharma Med Press, Hyderabad (https://bspublications.net/book_detail.php?bid=1368)
- Niazi SK, Handbook of Preformulation, II Edn.; CRC Press, 2019; <http://tiny.cc/preformulation>;
(<http://tiny.cc/preformulation>)
- Aulton ME, Taylor K. (ED), Aulton's Pharmaceutics: The Design and Manufacture of Medicines, 4th edn, Churchill Livingstone, London, 2013; <http://tiny.cc/Aulton>. (<http://tiny.cc/Aulton>)

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Name of Program: Soft Skill Training & Development Program

Academic Year: 2021-2022

Institutional Programme brochure/notices for certificate/value added programs with course modules and outcomes

 		
		Module - English Grammar and Fluency (ILT) Duration 40 Hrs.
Topic No.	Topic Name	Key Takeaways
Chapter 1	Communication Skills	<ul style="list-style-type: none"> ● Learning to describe communication and its types ● Understanding the right way to pronounce words to be able to communicate effectively ● Identifying grammatical errors in a sentence ● Learning to listen attentively and comprehend a message
Chapter 2	Nouns	<ul style="list-style-type: none"> ● Learning to define nouns ● Identifying the use of nouns ● Differentiating between countable and uncountable nouns ● Identifying countable and uncountable nouns in a sentence
Chapter 3	indefinite Articles	<ul style="list-style-type: none"> ● Learning to use indefinite articles ● Understanding how to find suitable indefinite articles ● Knowing how to identify the correct indefinite articles ● Learning to distinguish between indefinite and definite articles
Chapter 4	The Definite Articles	<ul style="list-style-type: none"> ● Understanding the meaning and types of articles ● Identifying where to use the definite article ● Spotting the mistakes in the use of articles ● Learning to use articles in real-life scenarios
Chapter 5	Adjectives	<ul style="list-style-type: none"> ● Understanding the meaning and categories of adjectives ● Identifying the types of adjectives ● Learning the usage of adjectives ● Familiarising with some examples of adjectives
Chapter 6	The Present Tense	<ul style="list-style-type: none"> ● Talking in present tense ● Changing to present tense ● Identifying the sentences in present tense
Chapter 7	The Past Tense	<ul style="list-style-type: none"> ● Talking about a weekend getaway using past tense ● Changing verbs from present tense to past continuous tense ● Identifying the sentences in simple past tense and past continuous tense

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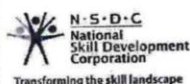
Chapter 8	The Future Tense	<ul style="list-style-type: none"> Understanding the meaning and forms of future tense Knowing the rules for changing present tense to future continuous tense Learning the use of question tags in future tense Testing your knowledge of different forms of future tense
Chapter 9	Prepositions	<ul style="list-style-type: none"> Understanding prepositions Using the correct prepositions for space/place and time Identifying the correct prepositions
Chapter 10	Subject-Verb Agreement	<ul style="list-style-type: none"> Describing the meaning and the different types of verbs Identifying the difference between regular and irregular verbs Listing the rules of subject-verb agreement Finding the errors based on subject-verb agreement
Chapter 11	Consonant Sound	<ul style="list-style-type: none"> Learning to describe consonant sounds and identifying their uses Understanding the use of words starting with a consonant Identifying consonants in different words Learning to pronounce words starting with a consonant
Chapter 12	Vowel Sounds	<ul style="list-style-type: none"> Identifying a vowel sound Differentiating between short and long vowel sounds Learning to articulate the correct vowel sounds
Chapter 13	Indianisms	<ul style="list-style-type: none"> Identifying and correcting common Indianisms Learning to rectify the errors caused by direct translation of regional language Recognising and eliminating the regional language fillers while speaking in English Finding out the errors related to Indianisms
Chapter 14	Syllables	<ul style="list-style-type: none"> Learning to describe syllables Knowing how to differentiate between open and closed syllables Understanding the syllable breakup
Chapter 15	Syllable Stress	<ul style="list-style-type: none"> Describing syllable stress Identifying the difference between stressed and unstressed syllables Explaining the concept of noun-verb stress Assessing how suffixes change syllable stress
Chapter 16	Fluency	<ul style="list-style-type: none"> Understanding the meaning and importance of fluency Knowing the essential components of fluency Analysing the factors for improving fluency Learning to speak fluently

Chapter 17	Voice	<ul style="list-style-type: none"> Describing the meaning and different types of voice Identifying sentences in active voice Converting sentences from active to passive voice Constructing sentences from jumbled words into active or passive voice
Chapter 18	Reported Speech	<ul style="list-style-type: none"> Explaining reported speech Listing the rules for changing direct speech to reported speech Describing how to use reported speech
Chapter 19	Learning to Listen	<ul style="list-style-type: none"> Understanding the purpose of listening and its different forms Listing the steps for better listening Knowing the degrees of active listening
Chapter 20	Modulating Speech	<ul style="list-style-type: none"> Understanding the meaning of rate of speech Describing pause and its types Improving the rate of speech Finding errors based on punctuation marks

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Module - Basic Communication Skills (ILT) Duration 44 Hrs.



Topic No.	Topic Name	Key Takeaways
Chapter 1	Questions and Answers	<ul style="list-style-type: none"> How to ask questions using why, when, what, where, who and how How to frame questions for a particular situation How to answer questions in complete sentences
Chapter 2	Object Description	<ul style="list-style-type: none"> Understanding how to describe an object by its characteristics Knowing how to identify an object by its colour Learning the names of the objects used in the day-to-day life
Chapter 3	Describing Places	<ul style="list-style-type: none"> Describing places using 'there is/there are' Learning to talk about holiday destinations Framing questions about the hotel facilities
Chapter 4	Home Sweet Home	<ul style="list-style-type: none"> Learning how to talk about your new home Identifying the different rooms in a house Describing your dream house Becoming familiar with the names of common household items
Chapter 5	My Life, My Choices	<ul style="list-style-type: none"> Understanding how people stay fit and healthy Ascertaining people's actions Learning how to make sentences using adverbs of frequency Knowing what people do and don't do
Chapter 6	Food and Beverages	<ul style="list-style-type: none"> Learning how to write instructions for a recipe Identifying the things used in the kitchen Becoming familiar with the names of food and beverages Understanding the words related to cooking
Chapter 7	Making Friends	<ul style="list-style-type: none"> Learning to describe your daily routine Understanding how to frame questions using 'do you' and 'don't you' Knowing the importance of using 'what' and 'where' in our conversation
Chapter 8	Going Shopping	<ul style="list-style-type: none"> Learning how to ask about products and buy them from a shop Understanding how to compare different products Learning the words that are commonly used when buying vegetables Learning the words that are used to describe the position and location of a person or a place

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Chapter 9	Doing Activities	<ul style="list-style-type: none"> Understanding the present continuous tense and its uses Learning to identify the doing words Knowing how to describe the activities that are happening at the present time
Chapter 10	Describing People	<ul style="list-style-type: none"> Identifying the characteristics for describing people Describing the physical appearance of people Identifying famous personalities in India
Chapter 11	Renovating Home	<ul style="list-style-type: none"> Learning how to list the things required for a new house Understanding the difference between countable and uncountable nouns Learning how to ask questions about quantity Becoming familiar with words related to home improvement
Chapter 12	The Calendar	<ul style="list-style-type: none"> Understanding the meaning and uses of the calendar Identifying different seasons Learning the days, months and festivals in a year Becoming familiar with words related to the calendar
Chapter 13	Things of the Past	<ul style="list-style-type: none"> Talking about a trip using past tense Understanding the rules for changing present tense to past tense Identifying the sentences in past tense
Chapter 14	Mapping Places	<ul style="list-style-type: none"> Understanding how to locate places on a map Identifying and describing directions on a map Learning how to talk about a country Becoming familiar with the different modes of transportation
Chapter 15	Weekend Activities	<ul style="list-style-type: none"> Knowing how to describe your weekend Understanding the use of past tense verbs Using 'wh' words for asking questions
Chapter 16	Travelling Around	<ul style="list-style-type: none"> Learning to discuss the travel options to a place Understanding how to give directions on the road Becoming familiar with the words associated with travelling
Chapter 17	Dos and Don'ts	<ul style="list-style-type: none"> Learning the use of 'can' and 'can't' to ask and answer a question Knowing when and how to use 'have to', 'don't have to' and 'mustn't' Learning the rules to be followed in a museum

Chapter 18	Know Your Body	<ul style="list-style-type: none"> Understanding the parts of human body and their importance Listing down the functions of body parts Using the correct forms of verbs for describing the activities people do Becoming familiar with words related to the parts of the body
Chapter 19	Better Than the Best	<ul style="list-style-type: none"> Knowing how to compare two people Understanding the rules for comparative and superlative adjectives Identifying superlative adjectives in a paragraph
Chapter 20	Taking Up Hobbies	<ul style="list-style-type: none"> Understanding the meaning and importance of leisure time Identifying different types of leisure activities Learning how to describe your leisure time Becoming familiar with the words associated with leisure activities
Chapter 21	Planning Ahead	<ul style="list-style-type: none"> How to ask questions on what people think about their future How to talk about immediate future How to identify future tenses in the sentences
Chapter 22	Feelings and Emotions	<ul style="list-style-type: none"> Understanding how to describe your feelings Listing down the differences between feelings and emotions Learning to identify reactions according to different situations Becoming familiar with words related to feelings and emotions


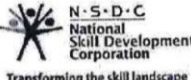



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 		Module - Interview Preparation Skills (ILT) Duration 60 Hrs.	
Topic No.	Topic Name	Key Takeaways	
Chapter 1	Writing a Résumé - Basic	<ul style="list-style-type: none"> • Describing résumé and its types • Understanding the dos and don'ts of résumé writing • Writing a good résumé 	
Chapter 2	Writing a Résumé - Advanced	<ul style="list-style-type: none"> • Describing the difference between a résumé and a CV • Format for writing a résumé • Testing your general knowledge on résumé 	
Chapter 3	Cover Letter	<ul style="list-style-type: none"> • Listing the content for writing a cover letter • Understanding the importance of a cover letter • Describing the differences between a cover letter and a résumé • Testing your knowledge on cover letter 	
Chapter 4	Exploring Employment Opportunitie	<ul style="list-style-type: none"> • Describing the methods of finding a new job • Identifying the resources available for job search • Assessing your progress in exploring job opportunities 	
Chapter 5	Researching the Company and Job	<ul style="list-style-type: none"> • Describing the importance of researching a company and a job • Explaining the methods of researching companies before an interview • Listing the advantages of researching a company and a job 	
Chapter 6	Telephone Etiquette	<ul style="list-style-type: none"> • Describing the dos and don'ts of telephone etiquette • Learning how to have a telephonic conversation • Learning the mistakes that should be avoided during a telephonic conversation 	
Chapter 7	Professional Etiquette	<ul style="list-style-type: none"> • Describing the meaning and importance of professional etiquette • Listing some of the important rules on professional etiquette • Identifying the mistakes in professional etiquette • Summarising the dos and don'ts of professional etiquette 	
Chapter 8	Grooming	<ul style="list-style-type: none"> • Understanding the personal grooming habits • Describing the importance of grooming • Knowing how to groom for an interview 	

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Chapter 9	Dressing for an Interview	<ul style="list-style-type: none"> Understanding the rules for dressing while appearing for an interview Learning how to appear professional for an interview Knowing the appropriate dress code for an interview
Chapter 10	Before the Interview	<ul style="list-style-type: none"> Understanding the different types of interview Answering the popular questions asked in an interview Knowing the attire for an interview Keeping things to carry for an interview
Chapter 11	Introducing Yourself	<ul style="list-style-type: none"> Describing how to introduce yourself Identifying the mistakes committed while introducing yourself Analysing the things to avoid when introducing yourself
Chapter 12	Why Should We Hire You?	<ul style="list-style-type: none"> How to prepare to answer the question about why you should be hired How to describe your qualifications, experiences and projects handled during an interview How to focus on positive personality traits during an interview How to identify the dos and don'ts of answering the question 'Why should we hire you?'
Chapter 13	Talking About Career Goals	<ul style="list-style-type: none"> Explaining how to answer interview questions about your career goals Identifying what to describe about your long-term goals Summarising the points about what to say and what to avoid saying about your career goals
Chapter 14	Talking about the Company	<ul style="list-style-type: none"> How to research about a company before an interview How to speak about the company How to tell what you like about the company How to identify the mistakes that should be avoided when talking about the company
Chapter 15	Discussing Salary	<ul style="list-style-type: none"> How to prepare for your salary negotiation How to discuss salary with HR How to avoid salary negotiation mistakes
Chapter 16	Strengths and Weaknesses	<ul style="list-style-type: none"> Learning the importance of strengths and weaknesses in an interview Understanding some important rules on strengths and weaknesses Identifying your skills according to your job profile Talking about your strengths and weaknesses
Chapter 17	Asking Questions during an Interview	<ul style="list-style-type: none"> Understanding the importance of asking questions during an interview Summarising the dos and don'ts of asking questions during an interview Learning how to ask questions during an interview Learning the best approach to answer the question "Do you have any questions to ask?"

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Chapter 18	After the Interview	<ul style="list-style-type: none"> • Describing the mistakes that should be avoided after an interview • Understanding what to do after an interview • Finding out the best approach for action after an interview
Chapter 19	Effective Listening	<ul style="list-style-type: none"> • Describing the meaning of effective listening • Listing the steps to effective listening • Identifying the barriers to effective listening
Chapter 20	Creating a Presentation	<ul style="list-style-type: none"> • Describing the importance of creating a presentation • Listing some of features of a good presentation • Summarising the dos and don'ts of formatting a presentation • Familiarising with the words that are associated while creating a presentation
Chapter 21	Presenting to an Audience	<ul style="list-style-type: none"> • How to prepare a presentation for an audience • How to keep your audience engaged • How to identify things that should be avoided when presenting to an audience
Chapter 22	Group Discussion - Basic	<ul style="list-style-type: none"> • Describing the meaning of group discussion • Explaining the types of group discussion • Identifying a group discussion
Chapter 23	Group Discussion - Advanced	<ul style="list-style-type: none"> • How to list the characteristics of group discussion • How to identify the advantages of group discussion • How to prepare for a group discussion
Chapter 24	Negotiating Skills	<ul style="list-style-type: none"> • Describing negotiation and its five stages • Learning the art of negotiation • Learning the mistakes that should be avoided while negotiating
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Syllabus of Soft Skill Program

Career Readiness Program
English
Grammar and
Fluency




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Communication Skills

In this session, you have learnt about communication and its types. You have also learnt to pronounce common English words correctly. You have understood how to identify and correct the common grammar mistakes. Finally, you have learnt to listen and comprehend a message clearly.

 **Activity 1 - Listening**

In this activity, listen to the audio to understand communication and its types.

Communication: Definition and Types

Communication is the process of sending or receiving information between two or more people. A communication will always have a sender and a receiver. The different types of communication are as follows:

- **Verbal communication** is simply sending or receiving a message by speaking a common language that is understood by both the sender and the receiver of the message, for example, an interview or a lecture.
- **Written communication** is sending or receiving a message by using a written language that is understood by both the sender and receiver of the message, for example, a brochure or a newspaper.
- **Nonverbal communication** is the sending or receiving of wordless messages, for example, gesture, body language, posture, tone of voice or facial expressions. It is all about the body language of the speaker.

Now, based on your understanding, write the type of communication used in the given sentences. Present your answers to the class.

- Amit is speaking to the hotel manager about room availability.
- Yugal is reading a brochure on jungle safari.
- Seema and Rajiv are talking about various cuisines in India.
- Shubank gets a pat on his back from his boss for a good presentation.
- Atif is writing a letter to his mother.
- The baby was crying for milk.

Notes:

 **Activity 2 - Speaking**

In this activity, you have to identify the correct pronunciation of the words given below. Read the words carefully and practise saying them aloud in the class. Keep your left hand on your lower jaw to understand the jaw movement. Now, in 1 minute only, make sentences using these words and present them to the class with their correct pronunciation.

Word	Pronunciation	Syllable Breakup
February	feb-roo-a-ree	Feb•ru•ary
Dengue	deng-gee	den•gue
Women	wim-in	wom•en
Pizza	peet-sa	piz•za
Police	puh-lees	po•lice
Umbrella	uhm-brel-uh	um•brel•la



 Activity 3 - Writing

In this activity, read the conversation between Romi and Smita. Then, based on your understanding, fill in the blanks with the correct options.

Effective Communication

Romi: What did you do last Sunday?
Smita: We went to the sports club.
Romi: Do you go there often?
Smita: Yes, we go there once a week.
Romi: What do you like to do in your spare time?
Smita: I like to watch movies, bake cakes and cookies, and play badminton.
Romi: Oh, that's nice. I am not good at baking, but I would definitely like to learn.
Smita: Sure, it's quite easy and fun too.

Fill in the blanks.

- Where did you _____ yesterday? (go/went)
- Rishi is married _____ Neetu. (to/with)
- I love _____ music. (listening/listening to)
- _____ you agree with me? (Are/Do)
- I am afraid _____ the dark. (of/to)
- Rahul and Ali went _____ the parade on 26th January. (to/at)

Notes:

 Activity 4 - Reading

In this activity, Aditi is talking about her favourite movie. Based on your understanding, describe the theme of the movie to the class. Then, teach your peers what you have learnt.

Lagaan: Summary

My favourite movie is Lagaan. It was released in 2001 and has won various national and international awards. Lagaan was shot in Bhuj, Gujarat. In the movie, Champaner, a small district, is facing drought and is imposed with high taxes by the British government. Captain Russell, the British captain, offers to cancel the taxes for 3 years if the villagers beat them in cricket. Bhuvan, a rebellious farmer, accepts the challenge. Captain Russell's sister helps the villagers understand the game. Despite several hurdles, Bhuvan and his team defeat the British team. Russell is forced to pay the taxes for the whole province and is transferred to Central Africa, while his sister returns to London.

Notes:




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Nouns

In this session, you have learnt what a noun is. You have also learnt how to use nouns. You have understood the difference between countable and uncountable nouns. Finally, you have learnt to identify countable and uncountable nouns in a sentence.

Activity 1 - Listening

In this activity, you have learnt what nouns are. Based on your understanding, identify the nouns in the given sentences and write them in the space provided.

What Are Nouns?

A noun is a part of speech that identifies a person, place, thing or idea. Look at the sentences below:

- **Mumbai** is the biggest city in India.
- **David Beckham** is the best football player in the world.
- Where are you going on your **vacation**?

In the above sentences, 'Mumbai', 'David Beckham' and 'vacation' are nouns.

Fill in the blanks.

- We saw a number of ships in the harbour. ____
- I love grapes. ____
- London is situated on the bank of Thames. ____
- Pt. Nehru was the first prime minister of India. ____
- Ayodhya is in Uttar Pradesh. ____

Notes:

Activity 2 - Writing

In this activity, a customer goes to a departmental store and asks the shop assistant to help her buy grocery. Read the conversation between them and identify the nouns. Now, based on your understanding, speak on 3 things you have learnt, 2 things you want to know more about and ask 1 question on nouns.

Conversation between a Customer and a Shop Assistant

Customer: Hi! I want to buy some groceries for a party at home. To start with, can I get some milk?

Shop assistant: Sure! How much do you want?

Customer: I need 2 litres of milk. I also need 2 dozen eggs. **Shop assistant:** Okay. Do you need anything else?

Customer: Yes. I need 1 kilo of flour, 2 kilos of rice, a bottle of ketchup, 2 packets of sugar, a coconut and a bottle of olive oil.

Shop assistant: Here are your items.

Customer: How much do I need to pay?

Shop assistant: The total amount is Rs.

720. **Customer:** Here is the money. Thank you!

S:



 Activity 3 - Speaking

In this activity, you have read about countable and uncountable nouns. Now, based on your understanding, list the difference between countable and uncountable nouns. Then, describe your answers to the class, using relevant examples.

Countable Noun

A noun which has both singular and plural form is a count noun. It refers to people, places or things that can be counted. For example, 'a car' means one car, while 'cars' mean more than one car. Similarly, 'a book' means one book, while 'books' mean more than one book. This can be explained with the following examples:

- I have 'one car' and my boss has 'three cars'.
- I love to read books. Can you lend a book today?

Uncountable Noun

An uncountable noun does not have a plural form. It refers to things that cannot be counted. For example, traffic, information, etc. This can be explained with the following examples:

- He is stuck in 'traffic'.
- All the 'information' needed is in a hard drive.

Notes:

 Activity 4 - Writing

In this activity, read the following sentences and identify if the words in bold font are countable or uncountable nouns. Use the space provided below to write your answers.

- Pavan produced this painting with great **difficulty**. _____
- Who ate all my **rice**? _____
- We're going to watch a **movie** tonight. _____
- The **talks** between India and Pakistan will begin tomorrow. _____
- The vase shattered when I threw a **stone** at it. _____
- Can you add a **spoonful of sugar** in my coffee, please? _____

Notes:




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Indefinite Article

In this session, you have learnt to use indefinite articles in a sentence. You have also learnt how to find suitable indefinite articles and use them appropriately. Further, you have understood the difference between indefinite and definite articles.



Activity 1 - Listening

In this activity, Asha calls up a grocery store to buy some groceries. Sandeep, a grocery salesman, is taking her order.

Listen to the conversation between them and identify the incorrect usage of articles. Then, based on your understanding, write the correct indefinite articles in the sentences. You can refer to hints for help.

Using Indefinite Articles

Asha: Can I please have tin of fruit jam?

Sandeep: Yes, Ma'am! What else do you want? Can I have list?

Asha: Please write it down.

Sandeep: Okay.

Asha: Jar of chilly pickles, kilo of wheat, kilo of rice, an litre of oil, tube of toothpaste, the toothbrush, a kilo of sugar, the loaf of bread and the packet of butter.

Sandeep: That's very confusing, Ma'am. Please specify quantities properly.

Asha: What do you mean? This is way I have always made list and no one has ever complained! I won't buy anything from your shop. Goodbye!

Notes:



Activity 2 - Writing

In this activity, you have to fill in the blanks with the correct indefinite articles. Use the space provided below to write the answers. You can also refer to the hints section in the software for rules on articles.

Fill in the blanks.

- Eating _____ apple every day keeps you healthy.
- _____ orange is kept on the table.
- The child plucked _____ flower from the garden.
- He is standing under _____ tree.

Notes:



Activity 3 - Reading

In this activity, identify whether the following sentences use indefinite articles correctly. Then, present your answers to the class.

Write 'Yes' or 'No'.

I had an bread for breakfast today.

Blue is a colour.

Sachin Tendulkar is an cricketer.

Paris a European city.

Athletics is an Olympic sport.

I want an pen.




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Notes:



Activity 4 - Speaking

In this activity, you have read about the difference between indefinite and definite articles. Now, based on your understanding, frame sentences using definite and indefinite articles. Then, teach your peers in the class what you have learnt.

Indefinite Articles

The two indefinite articles are 'a' and 'an'. 'Indefinite' means not specific. We use these when talking about a thing in general or for the first time. For example, 'I need a phone', 'Mina is having an ice cream', etc. Indefinite articles cannot be used with plural nouns.

The Definite Article

In English, 'the' is a definite article. 'Definite' means 'specific'. We use 'the' when talking about something which has already been introduced/discussed earlier or is known to the listener. For example, 'I have a book. **The** book is very heavy' 'I saw a movie yesterday. **The** movie was on animals', etc. 'The' can be used with both singular nouns and plural nouns.

Notes:




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The Definite Article

In this session, you have learnt about the meaning and types of articles. You have also understood how to use the definite article. You have learnt to spot the errors in the use of articles. Finally, you have become familiar use of articles in our daily life.

Activity 1 - Speaking

In this activity, read the given passage to understand the meaning and types of articles. Now, based on your understanding, identify the differences between definite and indefinite articles. Then, teach your peers in the class what you have learnt.

Articles and Their Types

Articles are words that define a noun as specific or unspecific. There are two types of articles: definite and indefinite.

The **definite article** is the word 'the'. It refers to a particular noun or a group of nouns. For example, 'Have you seen **the** Eiffel Tower?'

The **indefinite article** takes two forms: 'a' and 'an'.

We use 'a' before the words that begin with a consonant or have a consonant sound. For example, 'Should we go to a movie?'; 'Maira is a university student.', etc.

We use 'an' before the words that begin with a vowel or have a vowel sound. For example, 'I need **an** ice cube in my drink.'; 'Sheena is **an** honest lady.', etc.

Notes:

Activity 2 - Listening

In this activity, watch the video in which Nitin is explaining Tina where to use the definite article. Now, based on your understanding, choose the correct sentences.

Using the Definite Article

Nitin: Tina, can you answer this riddle? What rises and sets, but is not the Sun?

Tina: It is Moon!

Nitin: Yes. But you should say 'the' Moon.

Tina: Oh sorry! I forgot. But that is correct answer, isn't it?

Nitin: Yes, that is 'the' correct answer.

Tina: I can't remember where to use 'the'!

Nitin: Simple! Always use 'the' before special names like the Sun, the Moon and the Earth.

Tina: But you also said 'the' before 'correct'!

Nitin: Because there is only one 'correct answer'!

Tina: I am going to read about it right now. Bye!

Multiple choice question

- The mother bird fed the baby, and then flew away.
- A telephone is the modern invention.
- The frightened horse jumped the wire fence.
- The pen was kept in the black box.
- This is a shortest route to the office.
- An Earth travels around the Sun.

Notes:



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 Activity 3 - Reading

In this activity, read the paragraph in which Daniel describes how to bake a cake. He uses the articles incorrectly. Identify his mistakes and correct them in the paragraph.

Mistakes in the Use of Articles

Today, I will tell you how to bake cake. First, take the cup of refined flour and sift. Add tablespoon of butter. Then, add teaspoonful of baking powder. Next, take egg and break it in the separate bowl. Beat an egg for 2 minutes. Now, add the cup of sugar to a whisked egg. Mix well. Add some dry fruits such as raisins and chopped walnuts. Now, add some milk and stir well. Add the teaspoonful of vanilla essence. Mix all ingredients well.

Preheat oven for 5 minutes. Grease the baking dish well. Then, pour a batter into a baking dish. Now, put dish into oven and bake at 200 degrees for 20 minutes. A cake is ready.

Notes:

 Activity 4 - Writing

Based on your knowledge of articles, fill in the blanks with 'a', 'an' or 'the'.

Fill in the blanks.

- Tina has _____ white gown which she will be wearing to the party.
- Rishi will be going to _____ cafeteria to buy some snacks.
- Anand is looking for _____ apartment near his office.
- There are _____ dozen bananas in the fruit basket.
- Smrity invited _____ guests for dinner.
- It was such _____ amazing view from the mountain top.

Notes:

Adjectives

In this session, you have learnt the meaning of adjectives and how they are formed. You have also understood the types of adjectives. You have learnt the use of adjectives. Finally, you have become familiar with the words related to adjectives.



Activity 1 - Speaking

In this activity, read the given passage to understand the meaning of adjectives. Now, based on your understanding, add the suffixes to form words, and then make sentences using these adjectives. Then, teach your peers in the class what you have learnt.

Adjective and Its Categories

Adjectives modify a noun or pronoun by telling about an object's size, shape, age, colour, origin or material. They often end with suffixes such as -y, -able, -ible, -al, -an, -ar, -ly, -ent, -ful, -ic, -ical, -ine, -ile, -ive, -less, -ous, -some, -ed, -ing, etc. For example, sleepy, valuable, invisible, educational, American, spectacular, lovely, intelligent, wonderful, energetic, magical, feminine, fertile, talkative, powerless, dangerous, handsome, bored, confusing, etc.

Adjectives mostly come before the noun they modify. This is a **small** box. Sometimes, more than one adjective may modify a noun. Some adjectives can also come after the thing they modify. For example, Ali is **short**.

Notes:



Activity 2 - Reading

In this activity, you have read about the types of adjectives. Now, based on your understanding, identify the type of adjectives marked in bold in the given sentences and fill in the blanks.

Types of Adjectives

Adjectives are of following types:

Descriptive adjectives: Such adjectives describe the quality of a noun or pronoun, for example, She has a **brown** dog.

Possessive adjectives: Such adjectives modify the noun to show possession, for example, This is **my** cat.

Demonstrative adjectives: Such adjectives indicate the noun, for example, Please put **these** books on the bookshelf.

Interrogative adjectives: Such adjectives ask a question, for example, **Which** movie should we watch?

Indefinite adjectives: These adjectives denote an inexact number of nouns. For example, Do you have **some** time?

Write the type of adjectives in the given sentences.

- Whose book is this? _____
- She has a few pictures of mine. _____
- They are good students. _____
- Your car is outside. _____
- That man is very handsome. _____
- She is a beautiful girl. _____

Notes:





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 Activity 3 - Listening

In this activity, watch the video carefully in which Meena shares her experience of her recent visit to Goa with Shruti. Now, identify the adjectives used by them in the conversation. Then, list them in your workbook.

Meena: Guess what! I had a lovely holiday in Goa!
Shruti: Wow! Goa! I have heard it's a beautiful place.
Meena: You bet it is – the blue waters, the shimmering sands, the clear skies. Oh, it was a wonderful visit.
Shruti: How did you go there? Did you fly? Because going by train can be a tedious journey.
Meena: We had planned to fly, but finally we decided to take a bus from Mumbai. It was a very picturesque drive. There were a lot of green trees on both sides and soothing landscapes.
Shruti: I can imagine. I remember when we had gone to Kovalam, we saw some beautiful sights on the way. There was a very attractive beach there too. Did you do any shopping?
Meena: I wanted to, but I only found expensive things and delicate handicrafts. I felt that they might break if I tried carrying them.
Shruti: I think that was a sensible decision.

Notes: _____

 Activity 4 - Writing

Based on your knowledge, fill in the blanks with appropriate adjectives. Use the words given below.

Fill in the blanks.

honest, tired, shy, intelligent, soft, angry

- Why are you _____ with me? I didn't do anything wrong.
- Don't feel Nobody here, is going to make fun of you.
- He's so He grasps the concepts so quickly!
- To be _____, I did not like your performance.
- You look.....Did you work all night?
- I like _____ music, not loud music.

Notes: _____




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The Present Tense

In this session, you have learnt how to talk about things in present tense. You have also learnt to change verbs to present tense. Finally, you have learnt to identify the sentences in present tense.

	Activity 1 - Speaking
---	------------------------------

In this activity, Ribhav is giving Farha the directions for going to the fort as she has lost her way. Let us see how he guides her using present tense.

Listen to the conversation between Farha and Ribhav on how to talk in present tense. Now, along with your partner, do a role play in the class.

Giving Directions Using Present Tense

Farha: Excuse me, can you please guide me to the fort?
Ribhav: Sure. Keep going straight until you reach the next traffic light.
Farha: The one before the railway station?
Ribhav: Yes, turn right from there and go straight till you reach the highway.
Farha: Okay, and from there?
Ribhav: Turn left and go straight.
Farha: Okay, this is easy. Thank you.
Ribhav: You're most welcome.

Notes:

My Group Number: _____

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10

	Activity 2 - Writing
---	-----------------------------

In this activity, read the given conversation in which a waiter is helping a customer decide the food that he can order. The waiter, however, uses the tenses incorrectly. Now, along with your partner, change it to correct form of present tense. Then, write the conversation in your workbook.

Changing to Present Tense

Waiter: Here were your drinks. A glass of wine, a cola and a bottle of distilled water.
Customer: Thank you!
Waiter: Today, our special items is roast beef with roast vegetables and fried cod with a curry sauce.
Customer: But, are they not on the menu?
Waiter: No they were not. We changed the special dishes that we served every day. That's why they were not on the menu. If you like fish, I will recommend the fried cod. It was very good.
Customer: Thank you!

Notes:


My Group Number: _____

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10




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 Activity 3 - Reading

In this activity, read the given sentences carefully in your group, and then choose the sentences which are correctly written in present tense.

Multiple choice question

- Four people were injured in the car crash.
- I will be going to the mall with my friends on Saturday.
- The Moon goes round the Earth.
- Ram is learning to drive.
- We're eating in a restaurant tonight.
- She sang very well at the function.

Notes: _____

My Group Number: _____

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10

The Past Tense

In this session, you have learnt how to talk about things that happened in the past. You have also learnt to change verbs from present tense to past continuous tense. Finally, you have learnt to identify the sentences in simple past tense and past continuous tense.

Activity 1 - Speaking

In this activity, Riti is describing her weekend trip to Agra to Shikha. Let us see how she describes her trip using past tense verbs.

Listen to the conversation between Shikha and Riti. Now, along with your partner, describe how you usually like to spend your weekends. Then, present a role play in the class.

Conversation between Shikha and Riti

Shikha: How was your weekend?

Riti: A lot of fun.

Shikha: Really? What all did you do?

Riti: I went on a short trip to Agra with my friends.

Shikha: Great! Did you see the Taj Mahal?

Riti: Of course, and then we went ahead to Fatehpur Sikri.

Shikha: Did you get a chance to try some local food?

Riti: Oh yes, we went crazy after *Petha*. We must have tried all the flavours available.

Shikha: Wow! You really had a fun trip.

Riti: You bet.

Notes:

My Group Number: _____

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10

 **Activity 2 - Writing**

In this activity, you learnt about the rule for changing present continuous tense to past continuous tense. Now, along with your partner, find out the errors and rewrite the given paragraph correctly using past continuous tense in the space provided.

Rule for Changing into Past Continuous Tense

Past tense verbs talk about the actions that have already happened. To change the form from present continuous tense to past continuous tense, we change 'is', 'am' or 'are' before the -ing form of the verb to 'was' or 'were'.

For example: The sentence 'I am writing a letter' can be written as 'I was writing a letter' in past continuous tense.

Rewrite the given paragraph correctly using past continuous tense.

In my first job with a restaurant in Mumbai, I am responsible for communicate with the guests and provide them assistance with their queries. I look after the guests and ensure their satisfaction with the food and services. My duties also include ensuring a good dining experience by serving in minimum time, offer desserts and drinks, remove courses, replenish utensils and refill glasses.

Notes:

My Group Number: _____

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10

 **Activity 3 - Reading**

In this activity, read the given sentences carefully. Now, identify the past tense forms in your group, and then write Simple Past Tense or Past Continuous Tense in the space provided.

Fill in the Blanks

- The girls **were learning** the rhymes. _____
- Sheela **studied** very well for her exams. _____
- The teacher **was writing** something on the board. _____
- I **helped** my mother with the housework. _____
- Why **were** you crying? _____

Notes:

My Group Number: _____

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10




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The Future Tense

In this session, you have learnt about the future tense and its different forms. You have also understood the rules for changing present tense to future tense. You have learnt how to use question tags in future tense. Finally, you have tested your knowledge on different forms of future tense.



Activity 1 - Speaking

Read the passage below carefully to understand the future tense and its different forms. Now, based on your understanding, identify each of the forms to make sentences with your partner. Then, teach your peers in the class what you have learnt.

Future Tense and Its Forms

Future tense is used to express something that will take place in the future. It is used to refer to the actions that will take place after the act of speaking. The different forms of future tense are:

- **Simple future tense:** Subject + will/shall + first form of the verb + object.
- **Future continuous tense:** Subject + will + be + first form of the verb + -ing + object.
- **Future perfect tense:** Subject + will/shall + have + third form of the verb + object.
- **Future perfect continuous tense:** Subject + will + have + been + (first form of the verb + -ing + object).

Examples

- I will eat an apple tomorrow.
- I will be eating an apple tomorrow evening.
- I will have eaten an apple by this time tomorrow.
- I will have been bored of eating apples by this time next year.

Notes:



Activity 2 - Reading

In this activity, you have learnt the rules for changing present tense to future continuous tense. Now, rewrite the given sentences using the correct form of future continuous tense.

Rules for Changing Present Tense to Continuous Future Tense

Future tense verbs refer to actions that will take place in the future. To change present tense verb to future continuous tense, add 'will be' or 'shall be' before the verb. Then, follow these rules of changing a verb from present tense to future tense.

- Add '-ing' at the end of the present tense verb, for example, 'walk' becomes 'walking'.
- When a present tense verb ends with one vowel and one consonant, double the final consonant and add '-ing', for example, 'drop' becomes 'dropping'.
- When the present tense verb ends with a silent 'e', drop the final 'e' and add '-ing', for example, 'like' becomes 'liking'.

Rewrite the given sentences using the correct form of future continuous tense.

- I join craft classes during the holidays. _____
- We work in the same office. _____
- I am participating in a writing competition. _____
- The children are playing football in the park. _____

Notes:



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 Activity 3 - Reading

In this activity, read the given paragraph carefully to learn how to use question tags in future tense. Now, based on your understanding, choose the sentences that use the question tags in future tense correctly.

Use of Future Tense in Question Tags

Question tags are short questions at the end of a sentence. They are used to invite others to agree with what one has said or to verify if something is true. They are usually formed by adding a clause in the form of a question, that is, a verb (helping or modal), a pronoun and a question mark at the end of the statement. For example, "You will be going to the mountains this summer, **won't you?**"

Multiple choice question

- You'll be coming to the party tonight, won't you?
- The cricket match wasn't cancelled, was it?
- He is a busy man, isn't he?
- All the girls will not participate in the competition, will they?
- You have finished reading that book, haven't you?
- They enjoyed a lot at the café, didn't they?

Notes:

 Activity 4 - Writing

Go through the given sentences carefully. Then, write the different forms of future tense in the blank space provided.

Fill in the blanks.

- The train will leave the station in an hour. _____
- I will be reading the book. _____
- I will have learnt to drive by the end of the year. _____
- She will have been living in London for five years now. _____
- He will be watching the movie in the theatre. _____
- She will have finished cooking by now. _____

Notes:

Prepositions

In this session, you have learnt about prepositions. You have also learnt the correct usage of prepositions for space/place and time. Finally, you have learnt how to identify prepositions.



Activity 1 - Reading

In this activity, you have read about prepositions and how to use them to form sentences. Now, ask the participants in your group when and where they were born, and note down the exact time, day and date. Then, share the details of their birthdays using prepositions such as 'on', 'in' and 'at' with the class.

Understanding Prepositions

A preposition is a word or phrase that connects a noun or pronoun to a verb or an adjective in a sentence, for example, 'of', 'to', 'in', 'at', 'on', 'by', etc. It is a part of speech that connects a person or thing with another, generally in terms of space/place and time.

Some examples of prepositions are:

- We watched the film at the theatre.
- The book is on the table.
- She went to the cafeteria.
- I watch television in the evening.

Notes:

My Group Number: _____

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10



Activity 2 - Speaking

In this activity, Mira goes to a chemist to get medicine, as she has a headache since morning. She is in a hurry because she has to board the bus to go to her college.

Now, based on your understanding, find out the incorrect prepositions in the conversation. Then, correct the sentences and present the activity as a role play in the class.

Identifying Incorrect Prepositions

Mira: Excuse me! Do you have some Disprin?

Chemist: I think I do. Please give me a few minutes as the shop assistant hasn't come out as yet.

Mira: I am on a hurry as I have to go to college in bus and it will leave.

Chemist: It won't take long. He should be here at a minute.

Mira: Your board says the shop opens in 9 a.m. and it's already 9:30.

Chemist: Ma'am, he lives at Ring Road, which is very far away and he comes here by foot.

Mira: Okay, I will wait since five minutes more, and then I will go towards another shop.

Notes:

My Group Number: _____

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 Activity 3 - Writing

Look at the images given in the software. Then, choose the correct preposition from the options given in the brackets and fill in the blanks. Use the space provided below to write the correct answers.

- The gold fish is _____ the aquarium. (over/under/in)
- The cars are parked _____ the tree. (under/behind/over)
- She is waiting _____ the train. (under/for/in)
- He is allergic _____ dust. (at/with/to)

Notes:

My Group Number: _____

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Subject-Verb Agreement

In this session, you have learnt about verbs and their types. You have also understood the difference between regular and irregular verbs. You have learnt about the rules of subject-verb agreement. Finally, you have understood how to find errors based on subject-verb agreement.



Activity 1 - Reading

In this activity, you have read about verbs and their types. Now, based on your understanding, identify the type of verbs marked in bold in the given sentences and fill in the blanks.

Verbs and Their Types

Verbs are words used to describe an action, state or occurrence. They are the most important part of a sentence. The different types of verbs are as follows:

- **Action verbs:** They describe an activity and tell what the subject is doing. Examples of physical action verbs are eat, walk, sleep, eat, run, read, write, watch, etc.
- **Linking verbs:** They link or connect the subject to the predicate. For example, in the sentence, 'We are hungry', the linking verb used is 'are'.
- **Helping verbs:** They work with the main verb to understand what action is taking place. For example, in the sentence, 'She was using the computer', 'was' is a helping verb', while 'using' is the main verb.

Identify the type of verb in these sentences.

- They **are** watching television. _____
- The teacher **wrote** the answers on the board. _____
- Finding Nemo **is** her favourite movie. _____
- Thomas **raised** his hand. _____
- He **is** studying for his grammar test. _____

Notes:



Activity 2 - Speaking

In this activity, you have read about the difference between regular and irregular verbs. Now, based on your understanding, teach your peers in the class what you have learnt.

Regular verbs

These verbs form their past participle with '-d' or '-ed'. They do not undergo major changes while changing forms between tenses. If the verb ends with a vowel, only '-d' is added. For example, 'share' will become 'shared', 'care' will become 'cared', etc. If the verb ends with a consonant, '-ed' is added. For example, 'want' will become 'wanted', 'visit' will become 'visited', etc.

Irregular verbs

These verbs undergo substantial changes when changing forms between tenses. The changed forms of these verbs are often unrecognisably different from the originals. For example, 'go' will become 'went', 'think' will become 'thought', etc.


Notes:




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 Activity 3 - Listening

In this activity, you have learnt about the rules of subject-verb agreement. Now, based on your understanding, choose the sentences which follow the rules of subject-verb agreement correctly.

Rules of Subject-Verb Agreement

The important rules for subject-verb agreement are as follows:

1. The subject and verb should agree in number and person.
2. Two or more nouns or pronouns joined by 'and' require a plural verb.
3. Two or more singular subjects connected by 'or/nor' require singular verbs.
4. A collective noun, such as team, committee, group and family, takes a singular verb.
5. Some nouns which are plural in form but singular in meaning take a singular verb, for example, hair, news, dollars, etc.

Multiple choice option

- Neeta and I play badminton every day.
- Either Ram or Rajesh are going to Mumbai.
- Gold and silver is precious.
- He speaks English fluently.
- The team has gone out for lunch.

Notes:

.....

 Activity 4 - Writing

In this activity, Sean is advising Donna on how to keep good health. However, their grammar skills need much improvement. Now, based on your understanding of the conversation between them, find out the errors and write the correct conversation in the space provided.

Donna: Hi, Sean. How is you?
Sean: Hi, Donna. I is well.
Donna: How do you keep yourself fit?
Sean: I jogs every day.
Donna: Do you also keeps a close watch on your diet?
Sean: I eat fruits and vegetables.
Donna: What else do you does to keep yourself in shape?
Sean: I goes to the gym.
Donna: What advice would you give me?
Sean: Goes for a brisk walk in the morning
Donna: I cannot resists food. How can I controls my food intake?
Sean: You simply needs to exercise daily.

Notes:

.....




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Consonant Sounds

In this session, you have learnt what a consonant sound is. You have also learnt some words starting with consonants. You have understood how to identify the consonants in different words. Finally, you have learnt to pronounce words with 'zh' sound.



Activity 1 - Reading

In this activity, listen to the audio to learn what a consonant sound is. Then, based on your understanding, identify if the following statements are true or false. Present your answers with logical explanations in the class.

Consonant sounds

A consonant sound is a block of air made as it leaves the body when pronouncing a word. The word 'consonant' is also used to refer to a letter of an alphabet that indicates a consonant sound. The consonant letters in the English alphabet are B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, X, Z, and usually W and Y. For example:

The word 'phrase' has 'ph' sound at the beginning, which has a block of air in the vocal tract. Similarly, the word 'depth' has 'th' sound at the end.

Write 'True' or 'False'.

- A consonant sound is articulated with complete or partial closure of the vocal tract.
- All the letters in the English alphabet are either consonants or vowels.
- A consonant is a speech sound that is not a vowel.
- The words 'exercise', 'exchange' and 'expect' are examples of vowel sounds.
- A vowel sound does not have a free passage of air in the vocal tract.

Notes:



Activity 2 - Writing

In this activity, you have to choose any consonant from the first image given in the software and write down as many words beginning with that consonant as you can. Share your answers with the class and record the number of correct words written in your workbook. You can refer to the images on consonant blends and digraphs for help. Write your answers in the space provided below.

Notes:



Activity 3 - Reading

In this activity, identify the initial consonants in the list of words given below. Then, think of any two words with similar sounds. Present your answers in the class.

Light: _____
Good: _____
Before: _____
Feet: _____
Zero: _____
Cupcake: _____

Notes:



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Activity 4 - Speaking

In this activity, listen to the list of words in the software and practise saying them aloud with your peers in the class.

Many of us find it really difficult to pronounce the 'zh' sound correctly and often confuse it with 'j'. Let us listen to the following words and practise saying them aloud.

- Usual
- Unusual
- Vision
- Division
- Measure
- Pleasure

Notes:




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Vowel Sounds

In this session, you have learnt about vowel sounds. You have also learnt the difference between short and long vowel sounds. Finally, you have learnt the correct articulation of vowel sounds.



Activity 1 - Reading

Read the given passage carefully and listen to the conversation between Tanya and Seema. Then, based on your understanding, identify the vowel sounds, along with your partner. Present the activity as a role play in the class.

Vowel Sounds

In vowel sounds, the breath flows freely from the vocal cords. The English alphabet is made up of 21 consonants and 5 vowels, namely, 'a', 'e', 'i', 'o', 'u'. 'Y' acts as a consonant when used at the beginning of a word, for example, Yorkshire. However, it acts as a vowel when used at the end of a word, such as sunny, rainy, etc. For example: 'We need an umbrella.'
 In this sentence, 'an' and 'umbrella' use vowels. 'Umbrella' produces the sound of 'uh' and 'an' produces 'ae' sound. These sounds are called vowel sounds.

Conversation between Tanya and Seema

Tanya: My name's Tanya. What's your name?
Seema: Seema. **Tanya:** Where are you from Seema?
Seema: I am from Ahmedabad. **Tanya:** Where are you from?
Tanya: I am from Delhi. **Seema:** What do you do, Seema?
Seema: I am an artist. **Tanya:** What do you do?
Tanya: I am a jewellery designer.
Seema: That's interesting.
Tanya: Can you tell me the time please, Seema?
Seema: Yes, of course. It's seven o'clock.
Tanya: Thank you.
Seema: You are welcome.

Notes:

My Group Number: _____

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Activity 2 - Reading

In this activity, Raghav is planning to take Jyoti for a treat to a bakery shop. He is talking to his mother, Sarita, about what he plans to do. Read the conversation between them carefully. Now, along with your partner, identify if the vowel sounds used in the conversation are short or long. Then, together, share your answers with the class.

Short and Long Vowel Sounds

Raghav: Mummy, I am planning to take Jyoti for a treat tomorrow.
Sarita: Oh, wonderful! What are you planning to do?
Raghav: Well, I am planning to take her to a bakery and treat her with a cake.
Sarita: Does she like cake?
Raghav: She loves cake, and I have heard Cakewalkers has the best cake in town.
Sarita: Great! You should treat her with Cakewalkers' special apple cake.
Raghav: Yes! That's what I have in mind.
Sarita: You can take my car tomorrow, Raghav.
Raghav: Thank you, Mummy!



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Notes:

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	Activity 3 - Listening
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In this activity, you have learnt how to articulate the vowel sounds. Look at the image of the vowels. Listen to the audio given in the software. Now, speak the words aloud, focusing on the movement of your jaws. Then along with your partner, make five sentences using the words given in the list below. Present your answers in the class.

List of Words

Aim	Eat	Sea	Win
Fame	Create	Sip	Wine
All	Belt	Crop	Wet
Bat	Desk	Stop	Wheat
Art	Coat	Ugly	Bought
Band	Beat	Refuse	Boat

Notes:

My Group Number: _____

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Indianisms

In this session, you have learnt about some common Indianisms. You have also learnt about the influence of direct translation on language. You have understood the incorrect practise of using regional language fillers. Finally, you have learnt to identify the errors related to Indianism.



Activity 1 - Listening

In this activity, you have read the correct and incorrect pronunciation of the words given in the list. Now, listen to the audio in the software to understand the correct pronunciation of these words and practise saying them aloud. Then, make some sentences using these words and present them in the class.

Incorrect pronunciation

- Ssschool
- Ssssnake
- Intrast
- Understandayble
- Hookayd
- Crookayd
- Ellow
- Ung

Correct pronunciation

- school
- snake
- in-ter-est
- un-der-stand-a-ble
- hooked
- crook-ed
- yel-low
- young

Notes:



Activity 2 - Writing

In this activity, read the following sentences carefully and identify the errors caused by translation. Then, write the correct answers.

- Good morning, Mr. Ram.
- What's your good name?
- There is a 19–20 difference.
- Small, small children are sitting.
- I did it last to last year.
- My cousin brother is getting married.
- I had gone to my native place.

Notes:



Activity 3 - Speaking

In this activity, Mrs. Mehta, a physics teacher, is explaining atoms to her class.

Read the given paragraph carefully and identify the fillers used by Mrs. Mehta. Now, speak to the class on 3 things you have learnt, 2 things you found interesting and want to know more about, and ask 1 question on regional language fillers.

Using Fillers in the Conversation

Accha, students, I will now define an atom. An atom is a unit of matter; so pehle, let me explain matter. Matter is anything that can be touched physically; matlab, anything you can touch is matter, for example, a glass, a car, or a bicycle are all made of matter. An atom is a fundamental piece of matter; yani, it is the smallest unit of an element. Vaise, it also means, it has all the characteristics of that element, kyunki it consists of positively charged nucleus surrounded by a system of electrons. Accha, this unit is regarded as the source of nuclear



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energy.

Notes:

 Activity 4 - Reading

Read the conversation between Ravi and Mohan, and find out the Indianism errors. Then, choose the correct answers from the options given below.

Indianism Errors

Mohan: Good morning, Mr. Ravi! How are you?

Ravi: Good morning, Mr. Rao. I'm fine. Thank you.

Mohan: This morning, my wife told me that you are planning to shift to Chennai. How different is Chennai from Delhi? I mean, socially.

Ravi: There's only a 19–20 difference.

Mohan: Then why don't you want to stay? You like Delhi, don't you?

Ravi: Yes, I do. But the fact is ki the new company is offering me a really good salary.

Mohan: Oh that's good! But you must have a meal with us before you leave.

Ravi: That's very kind of you. I'll look forward to that.

Mohan: Well, see you soon.

Ravi: Yes, goodbye.

Based on your understanding of Indianisms, choose the correct statements.

- Good morning, Mr. Ravi.
- Good morning, Mr. Kumar.
- Good morning, Mr. Ravi K.
- Good morning, Mr. Ravi Kumar.
- Good morning, Mr. Kumar sir.

Notes:

Syllables

In this session, you have learnt about syllables. You have also learnt about the difference between open and closed syllables. Finally, you have understood the concept of syllable breakup.

	Activity 1 - Reading
---	-----------------------------

In this activity, listen to the audio and go through the given passage on syllables. Now, in your groups, discuss 3 things you have learnt, 2 things you found interesting and want to know more about, and ask 1 question on syllables.

Syllables

A syllable is the sound of a vowel (a, e, i, o, u) that is created when pronouncing the letters. Ever sang the birthday song, 'Happy birthday to you'? Let us listen to the birthday song. Did you notice the rhythm? The rhythm is generated by breaking words into smaller parts.

A syllable is the breaking of a word when pronouncing it. For example, 'Happy birthday to you' is divided into: Hap-py Birth-day-to-you.

Each of these parts is a syllable. Some features of syllables are as follows:

- Words can be divided into units of sound called syllables.
- Syllables are based on sound and not how a word is spelt.
- The syllable is the basic unit of rhythm structure in English.

Notes:

My Group Number: _____

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10

	Activity 2 - Speaking
---	------------------------------

In this activity, read the given passage carefully to understand the difference between open and closed syllables. Now, along with your partner, list the difference between the two. Then, share your answers together with the class.

Difference between Closed and Open Syllables

Closed Syllable

A closed syllable has only one vowel, and it ends with a consonant. For example: in, ask, truck, lock, stretch, soft, on, etc.

Open Syllable

An open syllable has only one vowel and that vowel occurs at the end of the syllable. For example: no, she, able, baby, etc.

Notes:

My Group Number: _____

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10

	Activity 3 - Listening
---	-------------------------------

In this activity, listen to the audio in the software carefully. Now, along with your partner, explain the syllable breakup and the syllable count of the words to the class. Then, make one sentence each using the words from the audio.



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Syllable breakup

Breaking words down into syllables is a great spelling strategy to help you spell long words. This means you break the word down into little spoken chunks and each chunk is called a syllable. Each syllable usually has a vowel in it.

For example: advertisement = ad / ver / tise / ment

Breaking words into syllables also helps you remember the silent letter(s) in the word,

for example, 'Wednesday' is Wed / nes / day, but it is pronounced as 'wens day'.

Therefore, when you break a word down into syllables, it helps you see the part of the word you need to work on.

Notes:

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Syllable Stress

In this session, you have learnt what syllable stress is. You have also understood the difference between stressed and unstressed syllables. Further, you have learnt about noun-verb stress. Finally, you have understood how suffixes change syllable stress.



Activity 1 - Reading

In this activity, you have to understand what syllable stress is. Now, based on your understanding, speak to the class on 3 things you have learnt, 2 things you found interesting and want to know more about, and ask 1 question on syllable stress.

Meaning of Syllable Stress

When a word has more than one syllable, we do not pronounce all the syllables with the same emphasis. The syllable which is pronounced with greater force is called the stressed syllable. The vowel sound in this syllable sounds longer and louder, and this is called stress.

When pronouncing a word, it is important to put the stress on the correct syllable. Otherwise, it would sound odd, and, as a result, might be difficult to understand. Some examples of stress on syllables (the stress part is bold) are as follows:

- Before: be-**fore**
- Begin: be-**gin**
- People: **peo**-ple
- Potato: po-**ta**-to
- Television: **tel**-evision
- Together: to-**geth**-er
- Water: **wa**-ter

Notes:



Activity 2 - Writing

In this activity, you have understood the difference between stressed and unstressed syllables. Now, based on your understanding, write down which of the words in the passage have stressed and unstressed syllables. Present your answers in the class in 1 minute only. Use the space provided below to write your answers.

Stressed and Unstressed Syllables

The stressed syllable or syllables in a word are the ones which are pronounced more forcefully. On the other hand, the unstressed syllable or syllables in a word are the ones which are pronounced less forcefully. For example, in the word 'carefully', the first syllable is stressed, while the other two syllables are not stressed. So,

CARE = the stressed syllable

fully = the two unstressed syllables

Now, based on your learning, find out the stressed and unstressed syllables in the following words:

- Silence
- Christmas
- Sunday
- Imagine
- Education
- Lesson

Notes:



 **Activity 3 - Listening**

In this activity, listen to the pronunciations of the words in the audio given in the software. Now, go through the sentences given below, each of which uses a word both as a noun and a verb. Then, identify the noun-verb stress and pronounce them correctly.

- His French accent accented his English.
- She contested the judgment for the contest.
- The new contract contracted the term to 2 years.
- The convict was convicted to 10 years of imprisonment.

Notes:

.....

 **Activity 4 - Speaking**

In this activity, read the passage given below carefully. Then, focus on the pronunciation of the words listed in the passage and practise them aloud in your class.

Suffix and Syllable Stress

A suffix is a letter or group of letters added at the end of a word, which makes a new word. Generally, we make mistakes when we pronounce words with suffixes. To avoid such mistakes, we should stress the syllable just before the suffix. Go through the following words with suffixes. Read them aloud and practise.

Suffix '-tion'	Suffix '-lity'	Suffix '-ical'
Nation	Utility	Physical
Relation	Facility	Critical
Operation	Ability	Practical

Notes:

.....

Fluency

In this session, you have learnt about the meaning and importance of fluency. You have also understood the components of fluency. You have learnt the factors for improving fluency. Finally, you have learnt how to speak fluently.



Activity 1 - Speaking

Read the given passage carefully to understand the meaning and importance of fluency. Now, based on your understanding, identify how to improve your fluency. Then, teach your peers in the class what you have learnt.

Fluency and Its Importance

Fluency is the ability to read accurately at a good pace with proper phrasing and expression. Fluency is important because of the following factors:

- It helps the readers increase the level of their comprehension skills.
- It helps the readers expand their vocabulary.
- It helps readers decode words easily.
- It helps increase the rate of reading.
- It forms a bridge between word recognition and comprehension.
- It helps the readers make connections between the text and their existing knowledge

Notes:



Activity 2 - Reading

In this activity, you have read the essential components of fluency. Now, based on your understanding, choose the incorrect sentences for improving fluency.

Components of Fluency

The three components of fluency are:

Accuracy: It involves reading words correctly.

Automaticity: It involves the automatic and quick recognition of letters and words without decoding or processing them.

Prosody: It involves the use of intonation, phrasing and expression while reading with natural pauses.

Multiple choice question

- Fluency in reading is an important factor in improving comprehension.
- Chunking the text into smaller parts helps improve comprehension.
- Fluency improves when one ignores punctuations.
- Using repeated oral reading techniques helps build fluency.
- Fluency is the ability to speak fast.

Notes:



Activity 3 - Listening

In this activity, Mohit and Rakesh are describing an important moment of their lives. Analyse the speakers in terms of their fluency while speaking.

Now, based on your understanding, explain with logical reasoning which speaker speaks fluently and is easier to understand.



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Who Talks Fluently?

Mohit: I remember the gifts Rohit gave me on my 11th birthday. A cricket bat, a storybook and a tortoise shell photo frame. The frame had broken a few years later, but the bat and the book are my dearest possessions. I have read and reread the book a dozen times or more. I can't imagine what Rohit will look like – tall or short, fat or thin; I'll know soon. I am meeting him after 12 years.

Rakesh: The mall was jam-packed. It was New Year's Eve, and it seemed as if every young person in the neighbourhood was there. People rushed in and out of brightly led, beautifully decorated shops. None of this, interested me. So, I stood in a corner, quietly watching all the fun and festivity. My girlfriend had just ditched me. How could I enjoy any of this?

Notes: _____

 **Activity 4 - Speaking**

Read the given passage aloud. Then, practise speaking fluently.

Speaking Fluently

Last summer, Tony and his wife went for camping. They drove around the park for a long time. Finally, they found the perfect camp site. They decided to set up the camp on a quiet spot surrounded by tall trees. Their tent was shaped like an igloo and made of thin orange nylon cloth. It was big enough for the two of them and had a door that zipped and unzipped as they went in and out. For cooking, they made a little fire using some wood from the forest. They had a tasty meal of barbecued chicken and boiled corn. When it got dark, they sat around the fire, toasted some marshmallows, told stories and sang songs. They spent a nice evening together, under the stars.

Notes: _____




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Voice

In this session, you have learnt about the meaning of voice and its types. You have also learnt how to identify sentences in active voice. Further, you have learnt how to convert sentences from active voice to passive voice. In addition, you have learnt to construct sentences into active or passive voice.



Activity 1 - Speaking

Read the given paragraph and understand the meaning of voice and its types. Then, find out the difference between active and passive voice and teach your peers in the class what you have learnt.

Voice and Its Types

The voice in English grammar is defined as the quality of verb that indicates whether the subject of the verb performs or receives the action.

It has two types, active voice and passive voice.

Active voice is the 'normal' voice that indicates that the subject of the verb is performing an action and the object receives the action of the verb. For example, "Hari blows the candles" (the subject 'Hari' performs an action).

Passive voice is 'less usual' that indicates that the subject is being acted upon by the verb, and the subject and the object can be interchanged. For example, "The candles are blown by Hari" (the subject 'candles' receives an action).

Notes:



Activity 2 - Reading

In this activity, you have read how a sentence is framed in active voice. Based on your understanding, identify the sentences which are in active voice.

Identifying Sentences in Active Voice

In an active voice sentence, the subject (the one who performs the action in the sentence) performs the action of the verb. The thing that the subject does something to (the direct object) comes after the verb. So, generally an active voice sentence can be looked as **Subject-Verb-Object**, where the object receives the action of the verb.

Identify the sentences in active voice.

- Kareena made an apple pie.
- The teacher wrote the answers on the board.
- A song is sung by him.
- All the necessary precautions were taken by them.
- Daksh mailed the letter.
- The boy was jumped on by the dog.

Notes:



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Activity 3 - Listening

Based on your understanding of the steps for converting active voice to passive voice, fill in the blanks.

Converting Sentences from Active to Passive Voice

The steps for converting sentences from active voice to passive voice are as follows:

1. Move the direct object of the active voice sentence into the subject part.
2. Add a form of the auxiliary verb 'be' to the main verb, making sure 'be' takes the same tense and change the form of the main verb.
3. Place the subject of the active voice sentence into a phrase beginning with the preposition 'by' or move it to a position after the verb.

Fill in the blanks.

1. The children ate the cookies. _____
2. Rohan kicked the football. _____
3. Someone has stolen my bicycle. _____
4. He sings a song. _____
5. The group will present the report next week. _____

Notes:



Activity 4 - Writing

Based on your understanding construct sentences using the given jumbled words. Then, identify whether the sentence formed is in active voice or in passive voice and write it in the space provided in your workbook.

Arrange the words in the correct order. Write the correct voice for each.

- Likes/He/play/to/football: _____
- Cars/produced/are/these/Italy/in: _____
- President/elected/the/people/by/the/has been: __
- Listening/they/to/are/music/their: __
- Suman/being/book/the/is/read/by: __

Notes:

Reported Speech

In this session, you have learnt what reported speech is. You have also understood the rules for changing direct speech to reported speech. Further, you have learnt how to use reported speech.



Activity 1 - Reading

In this activity, read the given passage to understand what reported speech is. Along with your partner, list the differences between direct and indirect speech. Then, based on your understanding, choose the correct answer. Present your answers together in the class.

Meaning of Reported Speech

Reported speech means how we represent what we say or what other people speak. The two main types of reported speech are: direct speech and indirect speech.

In **direct speech**, the exact words, as used by a person, are repeated. For example: Neha said, "I am reading".

In **indirect speech**, the original speaker's words are changed. For example: Neha said that she was reading. So, in this example, 'I' becomes 'she'. Therefore, indirect speech focuses more on the content of what someone said, rather than their exact words.

When we use reported speech, we either report statements, questions, requests, commands or other types. We also check pronouns, tenses, and place and time expressions.

Choose the correct indirect speech for the following statement: He said, "I don't know where my books are".

- He said that he did not know where his books were.
- He said he don't know where his books are.
- He said he does not remember where his books were.
- He said he knows not where his books are.

Notes:

My Group Number: _____

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10



Activity 2 - Speaking

In this activity, read the passage given below carefully. Now think how you can change a statement from direct to reported speech. Then, along with your partner, list the general differences between direct speech and reported speech. Share your answers together in the class.

Direct Speech to Reported Speech

While reporting statements, the following should be considered:

- **Pronouns:** Change from first person to third person. For example, 'I' is changed to 'he'.
- **Tense:** Change from the present tense to the past tense. For example, 'I am' is changed to 'he was'.
- **Comma and inverted comma:** These are replaced with 'that'. For example, 'He said, "I am going"' is changed to 'He said **that** he was going'.

When changing questions into reported speech, you have to:

- Change 'Wh' questions (such as what, who, when, where, why and how) to indirect questions using interrogatives.
- Use 'if/whether' for questions beginning with auxiliary verbs (such as could you, do you, will you, etc.)

Notes:

My Group Number: _____

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8	Group 9	Group 10

	Activity 3 - Writing
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In this activity, listen to the audio in the software carefully. Go through the given sentences in direct speech and change them to reported speech. Then, discuss the answers with your partner and write them in your workbook. Present your answers together in the class.

Fill in the blanks.

- She works in a bank. _____.
- We went out for dinner last night. _____.
- Ravi will join later for the party. _____.
- He has not eaten breakfast. _____.

Notes:

My Group Number: _____

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Learning to Listen

In this session, you have learnt about the purpose of listening and its different forms. You have also learnt the five steps for better listening. You have further learnt about the degrees of active listening.


Activity 1 - Speaking

In this activity, you have learnt about the purpose of listening and its different forms.

Now, based on your understanding, identify the types of listening shown in the images provided, along with your partner. Then describe the purpose of listening to the class.

Forms of Listening

Listening is an important part of communication. It is an active process of receiving, constructing meaning and then responding to verbal or non-verbal messages.

The purpose of listening is to obtain information, understand and learn. It is also a source of enjoyment.

The three forms of listening are:

Passive listening: When the listener is not really paying attention.

Active listening: When the listener pays attention and listens actively.

Selective listening: When the listener pays attention to a few ideas or words and ignores the rest.

Notes: _____

My Group Number: _____

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Activity 2 - Reading

In this activity, read about the steps to improve your listening ability. Then, describe each step in detail in your class.

Steps for Better Listening

The process of listening can be divided into five distinct stages.

- 1. Receiving:** It helps to absorb the information being expressed to you, by paying attention to the speaker.
- 2. Understanding:** It occurs when the received information can be understood by the receiver which can be done by asking questions or by rephrasing the message received.
- 3. Remembering:** It is the process where the received information can be retained in the memory for long-term by identifying the fundamental points.
- 4. Evaluating:** The information is then evaluated by sorting it into pieces, for the listener to take response.
- 5. Responding:** The last stage of the active listening process is to respond to the speaker's message by speaking.

Notes: _____



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	Activity 3 - Writing
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Based on your knowledge on the degrees of active listening, choose the incorrect statements along with your partner for active listening from the options given below.
 Use the space provided in your workbook to write the correct answers.

Degrees of Active Listening

Active listening is a type of communication that requires the listener to provide feedback on what he/she hears from the speaker. For example, listening to a lecture, taking notes, considering what's being said, and asking questions.

The three main degrees of active listening are repeating, paraphrasing and reflecting. All three degrees involves perceiving, paying attention to and remembering of words.

Repeating involves the usage of exactly the same words used by the speaker.

Paraphrasing involves thinking, reasoning, and presenting the message using similar words and phrases used by the speaker.

Reflecting involves presenting the message using your own words and the structure of sentences.

Multiple choice question

- Paying attention to what the speaker is saying
- Asserting the opinion of the speaker disrespectfully
- Using facial expressions and eye contact to show that you're listening
- Asking questions and providing feedback
- Interrupting the speaker and countering arguments

Notes:

My Group Number: _____

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Modulating Speech

In this session, you have learnt about the rate of speech. You have also understood what is pause in a speech and its types. Further, you have learnt to improve on your rate of speech. Finally, you have understood how to find errors based on punctuation marks.



Activity 1 - Speaking

In this activity, you have read about the meaning of rate of speech. Now, based on your understanding, teach your peers in the class what you have learnt.

Rate of Speech

The rate of speech is the term given to the speed at which you speak. It is calculated as per the number of words spoken in a minute. The rate of speech depends upon various factors, such as the speaker's culture, geographical location, subject matter, gender, emotional state, fluency, profession or audience. On an average, Indians speak about 140 words per minute as compared to people in UK and US who speak about 100–200 words per minute. One can keep a moderate rate of speech by pausing at punctuation marks or different thought groups.

Notes:



Activity 2 - Reading

In this activity, you have read about what is pause in a speech and its types. Now, based on your understanding, choose the correct sentence for using pause in a speech.

Pause and Its Types

A pause is a break or a moment of silence between words and phrases. The different types of pauses are as follows:

Pause: It is used at the end of a sentence or at the end of a question. For example, 'Are you going to the cafeteria? [pause]', 'I am going to the movie hall. [pause]'

Slight pause: It is used whenever a comma is used to separate two clauses, or to separate items of a list. For example, 'We travelled to Rome, [pause] Italy, [pause] Paris, [pause] and Singapore.'

Very slight pause: It is used whenever there is a transition from one idea to other or when a sentence is broken into different thought groups. For example, 'We were married ten years ago. [pause] Now, we have two kids.'

Multiple choice question

- Pauses help the audience to understand the speaker.
- Pauses help to convey emotion.
- Pauses control the overall pace while delivering a speech.
- Pauses replace filler words such as 'umm', 'er', 'ah'.
- Pauses help to disengage with the audience.

Notes:

 Activity 3 - Listening

In this activity, you have learnt how to improve your rate of speech. Now, based on your understanding, read the given passage with same intonation and pausing at the right time.

Improving the Rate of Speech

In this modern era, money rules over almost every possible aspect of life. We have all the facilities that money can buy but do we realise the price that we pay for it? Are we truly happy and satisfied? How many of us still manage to take time out for our family when required? Not me at least. Life earlier was so much simpler. People did not live a fancy life; neither did they create challenges greater than life for themselves. They were able to enjoy their day-to-day life and its happiness. Today, we try to seek that pleasure through our material achievements. Our goal-driven approach has made us sacrifice the small pleasures of life.

Notes:

 Activity 4 - Writing

In this activity, read the passages given below carefully. Now, based on your understanding of the pauses used in a speech, find out the errors and rewrite the passage with correct punctuation marks in the space provided in your workbook.

Finding Errors Based on Punctuation Marks

1. Do you like to sing My Mom and I sing in a choir that meets every Tuesday Last week we sang Christmas carols at a nursing home The residents of the nursing home enjoyed our visit It was fun Would you like to join us next Tuesday
2. I have a dog he is a Labrador he is black in colour he wags his tail when he is happy he loves going for walks Once I took him to a park he was chasing a blue ball and later he was chasing after a black cat I love my dog a lot because he always obeys me and follows me everywhere

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Academic Year: 2020-2021

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By Dr Ajay Semalty | HNB Garhwal University (A Central University) Srinagar Garhwal (Uttarakhand)

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INDUSTRIAL PHARMACY

Course Credit- 04

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Do you want to learn the basics of Industrial Pharmacy with practical approach and vibrant environment? Come join our course.

The course is one of the papers of Fifth semester of B. Pharmacy syllabi approved by Pharmacy Council of India (PCI) and is adopted uniformly by all the pharmacy institutions and Universities throughout the country. All other learners who want to learn the basics of industrial pharmacy can get the vital benefit out of this course.

Objectives

The course has been designed with the aim that after completing this course, you should be able

- To identify and practice Dosage forms; and their manufacturing techniques
- To practice all the related and practical aspect of dosage form development
- To formulate and evaluate solid, liquid and semisolid dosage forms
- To correlate the theoretical knowledge with professional and practical need of pharmaceutical industry

Target Learners:

B. Pharm/ M Pharm/ Ph D Pharmacy students; researchers, Pharmacy faculty members/ Pharma Industry Personnel; the students of B Sc/ M Sc Chemistry/ Pharm. Chemistry/ biotechnology and other allied disciplines who aspire for the jobs in Pharma Industry or research.

Pharmacy students will get the 4 credits after successful completion of the course (and proctored exam). And the industry personals who are not from pharmacy background may enrich their knowledge with this course. The course is very suitable for all the aspirants of jobs in Pharma Industry even if they are not from Pharmacy background.

Course has been designed with the USPs

Easy language, to-the-point coverage of topics, pictorial/graphical, animated and Audio Video knowledge stored in the standards needed by the Pharma industry. The course is one of the pioneer MOOC in pharmaceutical sciences developed with the expert advice from academic and industry experts.

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The Team IP



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Dr Ajay Semalty

(Course Coordinator & Subject Matter Expert)

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Dr Mona Semalty

(Co-Course Coordinator & Subject Matter Expert)

Mr Lokesh Adhikari

(Subject Matter Expert)

Production:

EMRC Roorkee

Summary

Course Status :	Completed
Course Type :	Core
Duration :	12 weeks
Category :	◦ Multidisciplinary
Credit Points :	4
Level :	Undergraduate/Postgraduate
Start Date :	07 Sep 2020
End Date :	30 Nov 2020
Enrollment Ends :	14 Oct 2020
Exam Date :	

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WEEK: 12
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Week 1 Preformulation I

Preformulation I: Physical form (crystal & amorphous),
Preformulation I: polymorphism, particle size, shape
Preformulation I: solubility profile (pKa, pH)
Preformulation I: Partition coefficient, flow properties

Week 2 Preformulation II

Preformulation II: Hydrolysis, oxidation, reduction
Preformulation II: Racemisation,
Preformulation II: Dissolution, permeability & BCS classification
Preformulation II: Polymerization

Week 3 Tablets

Tablets: Introduction, classification of tablets. Formulation/preparing of tablets, granulation methods.
Tablets: Compression and processing problems. Equipment and tablet tooling, Tablet defects.
Tablets: Tablet coating: Types, coating materials, formulation of coating composition, methods of coating, equipments employed and defects in coating
Tablets: QC of tablets: apparatus, methods, graphical presentations, official and unofficial tests.

Week 4 Liquid Orals

Liquid orals: Formulation and manufacturing of solution, syrups and elixirs, Filling and packaging
Liquid orals: Emulsions: I
Liquid orals: Emulsion II
Liquid orals: Suspensions: Formulation, evaluation

Week 5 Parenterals I

Parenterals I: Introduction, Preformulation of parenterals
Parenterals I: Formulation of Parenterals

Week 6 Parenterals I

Parenterals I: Types of Parenteral preparation
Parenterals I: Lay out and Production facilities

Week 7 Parenterals II

Parenterals II: Pyrogens and pyrogenicity
Parenterals II: Quality control of parenterals

Week 8 Capsules

Capsules: Introduction, Advantages, Disadvantages, Capsule Production, hard Gelatin capsules
Capsules: Methods of filling capsules, Soft Gelatin Capsules

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Capsules: Formulation, Production of soft gelatin capsules, Non-gelatin soft capsules
Capsules: Evaluation (https://swayam.gov.in/) (https://swayam.gov.in/nc_details/CEC)

Week 9 Pellets and Ophthalmic Preparations (https://swayam.gov.in/about) | All Courses | 0
Pellets: Introduction, formulation, pelletization process, equipment needed
Ophthalmic Preparations: Introduction, absorption through eye, formulation considerations
Ophthalmic Preparations: formulation of eye drops, lotion, ointments
Ophthalmic Preparations: Methods of preparation; labeling, containers Evaluation

Week 10 Pharmaceutical Aerosols

Pharmaceutical Aerosols: Definitions, Advantages, Limitation, Uses
Pharmaceutical Aerosols: Components of aerosols
Pharmaceutical Aerosols: Components and systems of aerosols
Pharmaceutical Aerosols: inhalers and Evaluation of Aerosols

Week 11 Cosmetics

Cosmetics: Introduction, absorption through skin, types of cosmetic preparations, Formulation of tooth pastes
Cosmetics: Formulation of lipsticks, shampoos, hair dyes
Cosmetics: Formulation of cold cream and vanishing cream, sunscreens

Week 12 Packaging Materials Science

Packaging Materials Science: Materials used for packaging of pharmaceutical products,
Packaging Materials Science: Factors influencing choice of containers Legal and official requirements, Stability aspects,
Packaging Materials Science: Quality control tests of packaging materials

Books and references

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