

**A Laboratory Manual for**

# **English**

**(3110002)**

**B.E. Semester 2 (All branches)**

Institute logo  
Institute Name



**Directorate of Technical Education, Gandhinagar, Gujarat**

# **English (3110002)**

**Lab Manual is prepared by**

**Dr. Vaseem G Qureshi**

**(Assistant Professor in English, Science & Humanities Dept)  
Vishwakarma Government Engineering College,  
Chandkheda, Ahmedabad**

**&**

**Dr. Tarun J Patel**

**(Assistant Professor in English)  
Government Engineering College, Gandhinagar**

**Branch Coordinator**

**Dr. Himanshu Srivastava**

**Assistant Professor in English,  
Government Engineering College, Bhavnagar**

**Committee Chairman**

**Dr. N M Bhatt**

**Professor of Mechanical Engineering,  
L. E. College, Morbi**

**Name of College:** \_\_\_\_\_

**Certificate**

This is to certify that Mr./Ms. \_\_\_\_\_

Enrollment No. \_\_\_\_\_ of B.E. Semester-2 \_\_\_\_\_

Engineering of this Institute (GTU Code: \_\_\_\_\_ ) has satisfactorily completed the  
Practical/Tutorial work for the subject **English (3110002)** for the academic year  
20\_\_\_\_-\_\_\_\_.

Place: \_\_\_\_\_

Date: \_\_\_\_\_

**Name and Sign of Faculty member**

**Head of the Department**

## **Preface**

The primary objective of any laboratory, practical, or fieldwork is to improve essential skills and instill the ability in students to solve real-time problems by cultivating relevant competencies in the psychomotor domain. With this goal in mind, GTU has formulated a competency-focused, outcome-based curriculum for engineering degree programs, placing significant emphasis on practical work. This underscores the importance of skill enhancement for students and emphasizes the optimal utilization of practical time by students, instructors, and faculty members to achieve meaningful outcomes through hands-on activities rather than mere theoretical study.

Effectively implementing a competency-focused, outcome-based curriculum requires that each practical session be meticulously designed to function as a tool for developing and enhancing the pertinent competencies needed by various industries in every student. These psychomotor skills are challenging to cultivate through traditional classroom methods that rely on chalk and board content delivery. Consequently, this lab manual is tailored to concentrate on industry-defined relevant outcomes, moving away from the outdated practice of conducting practicals solely to prove concepts and theories.

Utilizing this lab manual enables students to review the pertinent theory beforehand, fostering interest and providing them with fundamental ideas prior to the actual performance. Consequently, this approach contributes to the improvement of predetermined outcomes for students. Each activity outlined in the manual commences with both course outcomes and practical objectives, ensuring a comprehensive understanding of the goals associated with the learning process.

This manual additionally offers directives to faculty members for organizing student-centric lab activities in each session by coordinating and overseeing the required resources accordingly. It outlines the assessment criteria, providing insights into how students will be evaluated.

While considerable attention has been devoted to the creation of this lab manual, we acknowledge the potential for enhancements. Consequently, we invite constructive suggestions to refine and rectify any errors that may exist. Your feedback is valuable in our ongoing efforts to improve the manual.

## Practical – Course Outcome matrix

### Course Outcomes (COs):

At the end of the course students will be able to:

1. Use various forms of vocabulary in varied situations in oral and written communication.
2. Understand the phonetics and the transcription pattern to learn correct pronunciation.
3. Comprehend the dynamics of various rules of grammar and check its validation while they speak and write language correctly.
4. Use grammar effectively to make themselves competent Listener, Speaker, Reader and Writer by exposing to various sets of situations.
5. Write various formal and informal documents of day to day life and professional set up.
6. Demonstrate the qualities of writing in diverse situations by using the nuances such as conciseness, clarity, accuracy, organization, and coherence.

| Sr. No. | Objective(s) of Activity   | C<br>O<br>1 | C<br>O<br>2 | C<br>O<br>3 | C<br>O<br>4 | C<br>O<br>5 | C<br>O<br>6 |
|---------|--|-------------|-------------|-------------|-------------|-------------|-------------|
| 1.      | Use various forms of vocabulary in varied situations in oral and written communication.  | √           |             |             |             |             |             |
| 2.      | Understand the phonetics and the transcription pattern to learn correct pronunciation.   |             | √           |             |             |             |             |
| 3.      | Comprehend the dynamics of various rules of grammar and check its validation while they speak and write language correctly.                          |             |             | √           | √           |             |             |
| 4.      | Use grammar effectively to make themselves competent Listener, Speaker, Reader and Writer by exposing to various set of situations.                  |             |             | √           | √           |             |             |
| 5.      | Write various formal and informal documents of day to day life and professional set up.  |             |             |             |             | √           |             |
| 6.      | Demonstrate the qualities of writing in diverse situations by using the nuances such as conciseness, clarity, accuracy, organization, and coherence. |             |             |             |             |             | √           |

## Table of Contents

### (Progressive Assessment Sheet)

| Sr. No. | List of Activities  | Hrs | Page No | Date of submission | Assessment Marks | Sign. of Teacher with date | Note |
|---------|---|-----|---------|--------------------|------------------|----------------------------|------|
| 1.      | Word Formation  | 04  |         |                    |                  |                            |      |
| 2.      | Listening Comprehension   | 02  |         |                    |                  |                            |      |
| 3.      | Transcription and dictionary usage                                | 02  |         |                    |                  |                            |      |
| 4.      | Common Everyday Situations: Conversations and Dialogues           | 04  |         |                    |                  |                            |      |
| 5.      | Communication at Workplace / Describing & Elaborating Information | 04  |         |                    |                  |                            |      |
| 6.      | Common errors in writing  | 04  |         |                    |                  |                            |      |
| 7.      | Reading Comprehension   | 02  |         |                    |                  |                            |      |
| 8.      | Letter Writing, Precis Writing                                    | 04  |         |                    |                  |                            |      |
| 9.      | Email Writing: Formal and Informal                                | 02  |         |                    |                  |                            |      |
| 10      | Practical Assessment  | 04  | Viva    |                    |                  |                            |      |
| Total   |   |     |         |                    |                  |                            |      |

## Activity No: 1

### Word formation

**Date:**

**No. of hours to be dedicated: 04a**

**Relevant CO: CO4**

**Objectives:** To enable students to increase their vocabulary.

**Observe the following word formation processes and complete the task.**

#### Compounding

Example: Fireworks, Grandmother, Elsewhere, Upside

*Prepare a list of 25 such words.*

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#### Clipping

Example: ad (advertisement), cable (cablegram), doc(doctor), phone(telephone), varsity (university), cablegram (cable telegram)

*Prepare a list of 25 clipped words.*

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## Blending

Example: brunch (breakfast and lunch), guesstimate (guess and estimate)

*Prepare a list of 25 blended words.*

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## Derivation

Example: unhappy, unkind, kindness

*Prepare a list of 25 such words.*

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## Creative respelling

Example: Kinda, Gonna, Nope, Yup

*Prepare a list of 25 such words.*



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### **Coining**

Example: Kleenex, Xerox, and Kodak

*Prepare a list of 25 recently coined words.*

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### **Borrowing**

Example: Khakhi, Menu, Haiku

*Prepare a list of 25 English words which have been borrowed from other languages.*

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### Abbreviations/Acronyms

Examples (Abbreviations): BBC, SMS, CNN, lbw

*Prepare a list of 15 abbreviations.*

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Examples (Acronyms): NASA, FIFA, AIDS, RADAR

*Prepare a list of 15 abbreviations.*

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### Antonyms and Synonyms

*Prepare a list of 20 words with their antonyms.*

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*Prepare a list of 20 words with their antonyms.*

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**Criteria for assessment:**

| <b>Criteria</b> | <b>Timely Execution<br/>/2.5</b> | <b>Correctness<br/>/2.5</b> | <b>Task Completion<br/>/2.5</b> | <b>Overall /2.5</b> | <b>Total<br/>/10</b> |
|-----------------|----------------------------------|-----------------------------|---------------------------------|---------------------|----------------------|
| <b>Marks</b>    |                                  |                             |                                 |                     |                      |

## Activity No: 2

### Listening Comprehension

**Date:**

**No. of hours to be dedicated: 02**

**Relevant CO: CO4**

**Objective:** Use grammar effectively to make themselves competent Listener by exposing to various set of situations.

#### Concepts to Discuss:

- Hearing & Listening
- Purposes of Listening
- Process of Listening
- Types of Listening
- Active Listening – Passive Listening
- How to Improve Listening (Tips)

#### Tasks:

1. There are various ways to pronounce "O-U-G-H" in the English language. This was hilariously demonstrated on the "I Love Lucy" television program by Ricky Ricardo (Desi Arnaz) and his wife, Lucy. This funny clip sums up a challenging piece of the English language.

Courtesy : [Jv Myka \(https://www.youtube.com/watch?v=MAL9VD6Lz9Y\)](https://www.youtube.com/watch?v=MAL9VD6Lz9Y)

**Write down all the words mispronounced in the video with their phonetic transcript and meanings.**

| Word | Phonetic Transcript | Meaning |
|------|---------------------|---------|
|      |                     |         |
|      |                     |         |
|      |                     |         |
|      |                     |         |
|      |                     |         |
|      |                     |         |

2. Go to the *learnenglishfeelgood* (<https://www.learnenglishfeelgood.com>) website and follow the instruction. Appear in each test of **SPELLING PRACTICE** and know your score.

| TEST   | Score | TEST  | Score |
|--|-------|---|-------|
| <a href="#">English spelling practice test 1</a> |       | <a href="#">English spelling practice test 9</a>  |       |
| <a href="#">English spelling practice test 2</a> |       | <a href="#">English spelling practice test 10</a> |       |
| <a href="#">English spelling practice test 3</a> |       | <a href="#">English spelling practice test 11</a> |       |
| <a href="#">English spelling practice test 4</a> |       | <a href="#">English spelling practice test 12</a> |       |
| <a href="#">English spelling practice test 5</a> |       | <a href="#">English spelling practice test 13</a> |       |
| <a href="#">English spelling practice test 6</a> |       | <a href="#">English spelling practice test 14</a> |       |
| <a href="#">English spelling practice test 7</a> |       | <a href="#">English spelling practice test 15</a> |       |
| <a href="#">English spelling practice test 8</a> |       |   |       |

Courtesy: <https://www.learnenglishfeelgood.com>

3. Go to the *learnenglishfeelgood* (<https://www.learnenglishfeelgood.com>) website and follow the instruction. Appear in each test of **ENGLISH PRONUNCIATION PRACTICE** and know your score.

| TEST   | Score | TEST   | Score |
|--|-------|--|-------|
| <a href="#">English listening practice test 1</a>  |       | <a href="#">English listening practice test 11</a> |       |
| <a href="#">English listening practice test 2</a>  |       | <a href="#">English listening practice test 12</a> |       |
| <a href="#">English listening practice test 3</a>  |       | <a href="#">English listening practice test 13</a> |       |
| <a href="#">English listening practice test 4</a>  |       | <a href="#">English listening practice test 14</a> |       |
| <a href="#">English listening practice test 5</a>  |       | <a href="#">English listening practice test 15</a> |       |
| <a href="#">English listening practice test 6</a>  |       | <a href="#">English listening practice test 16</a> |       |
| <a href="#">English listening practice test 7</a>  |       | <a href="#">English listening practice test 17</a> |       |
| <a href="#">English listening practice test 8</a>  |       | <a href="#">English listening practice test 18</a> |       |
| <a href="#">English listening practice test 9</a>  |       | <a href="#">English listening practice test 19</a> |       |
| <a href="#">English listening practice test 10</a> |       | <a href="#">English listening practice test 20</a> |       |

Courtesy: <https://www.learnenglishfeelgood.com>

#### 4. BBC Learning English Podcasts

The BBC Learning English Series of topical discussion and new vocabulary is one of the most useful resources for English language learners and teachers.

Listen to the following podcast (make sure you check out the questions beforehand).

<http://www.bbc.co.uk/programmes/p0br79rg/player>

After / while listening to the podcast, answer the following questions:

- What is the podcast about?

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- Write some words which are new for you.

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- There's a scientific field of study into laughter and its effects on the human body. What is this study called?

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- Summarize the podcast information in 100-150 words

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Listen to other such podcast episodes and repeat the same instructions. You can access more podcasts at <https://www.bbc.co.uk/learningenglish/english/features/6-minute-english>.

**Criteria for assessment:**

| <b>Criteria</b> | <b>Timely<br/>Execution<br/>/2.5</b> | <b>Correctness<br/>/2.5</b> | <b>Phonetic<br/>Accuracy<br/>/2.5</b> | <b>Overall /2.5</b> | <b>Total<br/>/10</b> |
|-----------------|--------------------------------------|-----------------------------|---------------------------------------|---------------------|----------------------|
| <b>Marks</b>    |                                      |                             |                                       |                     |                      |

### Activity No: 3

#### Transcription and Dictionary Usage

**Date:**

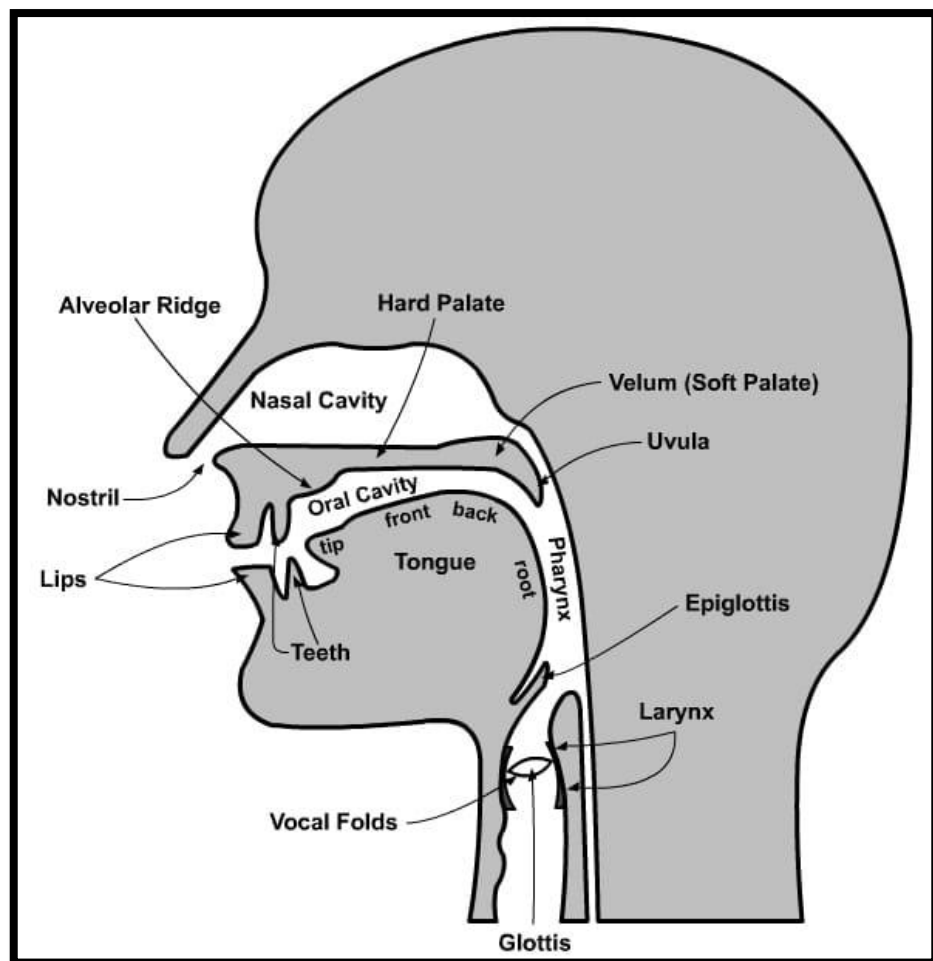
**No. of hours to be dedicated:** 02

**Relevant CO:** CO2

**Objective:** Understand the phonetics and the transcription pattern to learn correct pronunciation.

**Concepts to Discuss:**

- Phonetic Designs of Consonants
- Phonetic Designs of Vowels
- Diphthongs
- Triphthongs
- Phonetic Designs of Words
- Dictionary Usage for Pronunciation
- Organs of Speech



- Phonetic Chart

| Vowels     | i:                   | ɪ                    | ʊ                       | u:                   | ɪə                    | eɪ                   | Phonemic Chart         |            |
|------------|----------------------|----------------------|-------------------------|----------------------|-----------------------|----------------------|------------------------|------------|
|            | sheep<br>eagle field | ship<br>busy started | good<br>put should      | moon<br>grew through | ear<br>here career    | train<br>say plane   |                        |            |
|            | e                    | ə                    | ɜ:                      | ɔ:                   | ʊə                    | ɔɪ                   |                        |            |
|            | bed<br>dead said     | about<br>police the  | bird<br>hurt work       | door<br>walk saw     | your<br>sure tourist  | boy<br>point oil     |                        |            |
| Consonants | æ                    | ʌ                    | ɑ:                      | ɒ                    | eə                    | aɪ                   | au                     | short      |
|            | apple<br>cat mat     | up<br>money cut      | car<br>bath safari      | not<br>what because  | hair<br>careful there | by<br>high fine      | now<br>our house       | long       |
|            | p                    | b                    | t                       | d                    | tʃ                    | dʒ                   | k                      | diphthongs |
|            | pen<br>hopping jump  | ball<br>hobby herb   | table<br>little watched | dog<br>added played  | chips<br>itch picture | jam<br>danger fudge  | key<br>car luck        | voiced     |
| Consonants | f                    | v                    | θ                       | ð                    | s                     | z                    | ʃ                      | unvoiced   |
|            | fire<br>laugh phone  | video<br>move of     | thick<br>healthy teeth  | mother<br>this with  | see<br>city notice    | zebra<br>cosy has    | shop<br>nation special | voiced     |
|            | m                    | n                    | ŋ                       | j                    | l                     | r                    | w                      | unvoiced   |
|            | man<br>tummy lamb    | no<br>funny knife    | sing<br>uncle angry     | yes<br>onion view    | light<br>smelly feel  | right<br>berry wrong | win<br>where one       | unvoiced   |
| Consonants |                      |                      |                         |                      |                       |                      |                        |            |
|            |                      |                      |                         |                      |                       |                      |                        |            |
|            |                      |                      |                         |                      |                       |                      |                        |            |
|            |                      |                      |                         |                      |                       |                      |                        |            |

The 44 phonemes of Standard British English with examples of common spellings.

adapted by [AlbaEnglish.co.uk](http://AlbaEnglish.co.uk)

### Tasks:

- Write the phonetic design for the underlined sound (consonants) only.

|                    |  |                   |  |
|--------------------|--|-------------------|--|
| <u>ch</u> emistry  |  | y <u>e</u> s      |  |
| furnit <u>u</u> re |  | Pleas <u>u</u> re |  |
| <u>s</u> ugar      |  | Fath <u>r</u>     |  |
| the <u>s</u> e     |  | <u>ph</u> ysics   |  |
| <u>th</u> ose      |  | mang <u>o</u>     |  |

- Write the phonetic design for the underlined sound (vowels) only.

|               |  |              |  |
|---------------|--|--------------|--|
| app <u>e</u>  |  | key          |  |
| se <u>e</u> p |  | car <u>t</u> |  |



|                 |  |               |  |
|-----------------|--|---------------|--|
| sh <u>u</u> t   |  | h <u>e</u> ad |  |
| acc <u>u</u> nt |  | h <u>a</u> d  |  |
| g <u>i</u> rl   |  | wh <u>a</u> t |  |

3. Write the phonetic design for the underlined sound (diphthongs) only.

|                |  |                   |  |
|----------------|--|-------------------|--|
| d <u>a</u> re  |  | o <u>o</u> pen    |  |
| to <u>y</u>    |  | tr <u>a</u> in    |  |
| h <u>i</u> gh  |  | te <u>a</u> r (v) |  |
| do <u>u</u> bt |  | te <u>a</u> r (n) |  |
| p <u>a</u> le  |  | po <u>o</u> r     |  |

4. Here are five triphthongs in English. Add at least one more example for each.

/aʊ/ + /ə/ = [aʊə] hour, \_\_\_\_\_

/aɪ/ + /ə/ = [aɪə] fire, \_\_\_\_\_

/eɪ/ + /ə/ = [eɪə] player, \_\_\_\_\_

/əʊ/ + /ə/ = [əʊə] mower, \_\_\_\_\_

/ɔɪ/ + /ə/ = [ɔɪə] employer, \_\_\_\_\_

5. Write the phonetic design for the following words.

|         |         |          |
|---------|---------|----------|
| hope    | Shirt   | Laughter |
| shirt   | Green   | there    |
| shower  | Juice   | clear    |
| English | Brother | juggle   |
| name    | Choose  | free     |

6. Write the spelling of the following phonetic designs.

|           |            |           |
|-----------|------------|-----------|
| / tʃeri / | / faɪv/    | /tɛkst/   |
| / fɑːðə/  | / taɪgə/   | /dɪ'zain/ |
| / feɪs/   | / tʃɜːtʃ/  | /əprə/    |
| / dʒiːnz/ | / fənɛtɪk/ | /briːð/   |
| / jeləv/  | /mjuzɪk/   | /piːs/    |

7. Transcribe the following words.

|    |         |    |  |
|----|---------|----|--|
| 1  | About   | 26 |  |
| 2  | Above   | 27 |  |
| 3  | Across  | 28 |  |
| 4  | Act     | 29 |  |
| 5  | Active  | 30 |  |
| 6  | Again   | 31 |  |
| 7  | Air     | 32 |  |
| 8  | All     | 33 |  |
| 9  | Alone   | 34 |  |
| 10 | Amount  | 35 |  |
| 11 | Anytime | 36 |  |
| 12 | Ask     | 37 |  |
| 13 | Baby    | 38 |  |
| 14 | Bag     | 39 |  |
| 15 | Beer    | 40 |  |
| 16 | Best    | 41 |  |
| 17 | Black   | 42 |  |
| 18 | Bleed   | 43 |  |
| 19 | Blood   | 44 |  |

|    |      |    |  |
|----|------|----|--|
| 20 | Book | 45 |  |
| 21 |      | 46 |  |
| 22 |      | 47 |  |
| 23 |      | 48 |  |
| 24 |      | 49 |  |
| 25 |      | 50 |  |

- Students are requested to download [\*'Sounds Right' app\*](#) from Android App Store.

**Criteria for assessment:**

| <b>Criteria</b> | <b>Timely<br/>Completion<br/>/2.5</b> | <b>Transcript<br/>Correctness<br/>/2.5</b> | <b>Oral<br/>Correctness/<br/>2.5</b> | <b>Overall /2.5</b> | <b>Total<br/>/10</b> |
|-----------------|---------------------------------------|--|--------------------------------------|---------------------|----------------------|
| <b>Marks</b>    |                                       |  |                                      |                     |                      |

## Common Everyday Situations: Conversations and Dialogues

**No. of hours to be dedicated: 04**

**Objectives:** To develop the ability to use grammar effectively to make themselves competent Listener, Speaker, Reader and Writer by exposing to various set of situations via preparing conversations and dialogues.

## Task

Teachers will sort the students into groups and give them situations like...Asking directions, informal communication between friends, conversation on a phone call, at the grocery store, in the play ground etc. And students will write the script (dialogues) and then perform.

**Example:**

Person1: Excuse me sir. Would you please tell me the way to Paldi Metro station?

Person 2: Sure ma'am. Turn around and turn right at the cross roads.

Person 1: Is it nearby, or should I call an auto?

Person 2: Oh, it's just a 5-minute walk from this point.

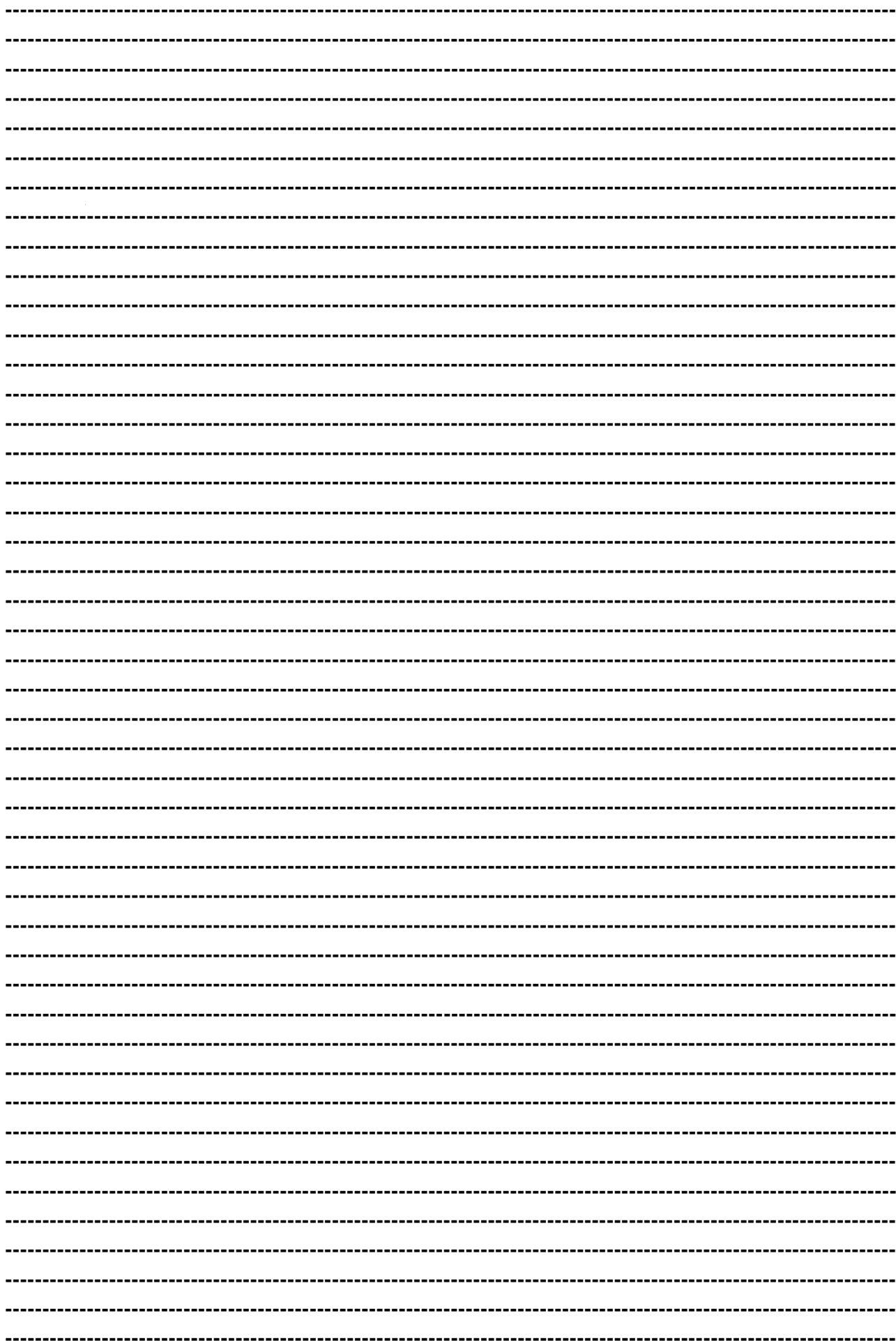
Person 1: Thank you very much.

Person 2: It's my pleasure. Have a good day!

Person 1: Same to you sir.

## Space for the Scripts

[illegible]



Handwriting practice lines consisting of 30 horizontal dashed lines.

Criteria for assessment:

| Criteria | Correct Grammar<br>/ 2 | Language<br>/ 2 | Vocal Expressions<br>/ 2 | Gestures and postures<br>/ 2 | Speech Clarity<br>/ 2 | Total<br>/ 10 |
|----------|------------------------|-----------------|--------------------------|------------------------------|-----------------------|---------------|
| Marks    |                        |                 |                          |                              |                       |               |

## Activity No: 5

### Communication at Workplace

**Date:**

**No. of hours to be dedicated:** 04

**Relevant CO:** CO4

**Objective:** To develop the ability to use grammar effectively to make themselves competent Listener, Speaker, Reader and Writer by exposing to various set of situations where communication is required at workplace

**Theory:** Workplace communication is a sub - type of role play where a simulated environment is created for the participants for experiencing communicative activity of a professional.

#### **Task**

Teachers will sort the students into groups and give them workplace situations like...video conferencing, meeting, presentation, field work etc. And students will write the script (dialogues) and then perform.

#### **Example:**

Chairman: Good morning everyone. Let us start the meeting as per the agendas. Has everyone gone through them?

Board members: Yes sir.

Chairman: Excellent then let us proceed.

Board member 1: Excuse me sir, I have a query regarding agenda no. 5

Chairman: What is the query? It seems to be crystal clear.

Board member 1: Yes, but I do not agree with it on ethical grounds.

Board member 2: Well, this isn't the right time to show your stand. At the end of the meeting we will get an opportunity to cast our vote on the actions to be taken.

Chairman: Exactly. Mr. Sen, please elaborate your observation regarding agenda no. 5.

Board member 3: Sir, Mr. Sen is not present as he met with an accident yesterday.

Chairman: Oh, that's unfortunate as this meeting cannot be continued as he was going to share some important points which will guide us in coming to conclusion regarding all the issues. No problem, let us reschedule this meeting after Mr. Sen's recovery. Good evening everyone.

Board members: Ok sir. Good evening sir.

Space for the Scripts

Handwriting practice lines consisting of 30 sets of three horizontal dashed lines.



Handwriting practice lines consisting of 40 horizontal dashed lines.

[illegible]

**Criteria for assessment:**

|                 |                                      |                               |  |  |                                     |                             |
|-----------------|--------------------------------------|-------------------------------|--|--|-------------------------------------|-----------------------------|
| <b>Criteria</b> | <b>Correct Grammar</b><br><i>/ 2</i> | <b>Language</b><br><i>/ 2</i> | <b>Vocal Expressions</b><br><i>/ 2</i> | <b>Gestures and postures</b><br><i>/ 2</i> | <b>Speech Clarity</b><br><i>/ 2</i> | <b>Total</b><br><i>/ 10</i> |
| <b>Marks</b>    |                                      |                               |  |  |                                     |                             |

## Activity No: 6

### Common Errors in Writing

**Date:**

**No. of hours to be dedicated: 04**

**Relevant CO: CO3**

**Objective:** To comprehend the dynamics of various rules of grammar and check its validation while they speak and write language correctly.

#### Concepts to Discuss:

- Parts of Speech: Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, Interjections
- Verb forms: Tenses, Active/Passive Voice, Participles, Gerund
- Indirect Speech
- Determiners, Modifiers, Quantifiers
- Degrees of Comparison
- Capitalization, Punctuation
- Articles, Subject Verb Agreement
- One-word substitutes
- Subject, Predicate, Phrases, Clauses
- Types of Sentences
- Redundancy, Misplaced Modifiers

#### Tasks:

##### 1. Use appropriate punctuation marks in the following sentences.

1. We had a great time in France the kids really enjoyed it
2. Some people work best in the mornings others do better in the evenings
3. What are you doing next weekend
4. Mother had to go into hospital she had heart problems
5. Did you understand why I was upset

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##### 2. Find out errors (Articles).

1. Will you send me a SMS reminding me of our meeting?
2. Did you send me a SMS which I had eventually sent it to you by mistake?
3. My brother is a eminent advocate.
4. An highest mountain peak in a world is an Everest.

5. The China is one of a most powerful countries.

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**3. Find out errors (Preposition).**

1. Rahul sat between the driver seat at the back. (behind, between, under)
2. Rina fell of the ladder. (of, off, from)
3. The clock in the wall is beautiful. (in, on, off)
4. Two persons are quarreling in the door. (on, at, in)
5. The bank and the library are among the shopping mall. (between, among, near)

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**4. Find out errors (Modal Auxiliaries).**

1. Taha had to keep quiet as the students are studying now. (have to, has to, had to)
2. He needs not go. (needs, need, need to)
3. We ought help the poor woman. (ought, ought to, have)
4. You may carry this heavy bag as you are the strongest boy in the group. (may, dare, must)
5. Instead of zoo, they have visit the museum. (have, would, ought)

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**5. Find out errors from the following sentences.**

1. Gold is costlier then silver.
2. Asmit is one of tallest boys in the class.
3. The objects in the mirror are closest than they appear.
4. Sardar Patel was one of the most honest politician.
5. Anuj is as taller than most other boys in his class.

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**6. Find the correct word from the brackets.**

1. The colour of the walls (is/are) really beautiful.

2. The colours of the wall (is/are) really beautiful.
3. The colours of the walls (is/are) really beautiful.
4. His expertise of using difficult words and idioms (appeal to/appeals to) all.
5. There (was/were) several officers in the meeting.

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**7. Underline the Errors and correct the sentences.**

1. 1. I asked him, "Does you watch TV regularly?"
2. Am I planing for the next session now?
3. Salman has play a role of a mad man in his next movie
4. Where you have kept my files, Bhola?
5. Will Sheetal have win the competition by the time we will go?

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**8. Remove the error of redundancy in the following sentences and rewrite in the place given.**

1. If all of us cooperate together, we will succeed.
2. It was the general consensus of opinion that we must go to the movie.
3. The brothers had nothing in common with each other.
4. Do not return back home without completing the work.
5. The flight will arrive at 7 p.m. in the afternoon.

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**9. Revise the following sentences to correct misplaced modifiers.**

1. The truck on the bridge which is green is mine.
2. My sister only has two children.
3. The little girl screamed at the library at her mother.
4. I held the ticket tightly in my hand that my friend gave me.
5. Kathy donated a television to the Youth Center that she no longer used.

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**10. Correct the following sentences.**

1. Mr Mehta is a businessman whom son is my classmate.
2. Your house is bigger then my.
3. Its a small cat. It's tail is fluffy.
4. '3 Idiots' are a nice movie.
5. The Air India have rechanged their decision.

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**Criteria for assessment:**

| Criteria | Timely<br>Completion<br>/2.5 | Grammatical<br>Correctness<br>/2.5 | Punctuation,<br>Capitalization<br>/2.5 | Overall /2.5 | Total<br>/10 |
|----------|------------------------------|------------------------------------|--|--------------|--------------|
| Marks    |                              |                                    |  |              |              |

## Reading Comprehension

**No. of hours to be dedicated: 02**

**Objective:** To enable students to read and understand. They will be exposed to contemporary content elaborating latest engineering research. Based on their understanding, they would be able to write answers to the given questions.

In November 2023, a survey regarding the most polluted cities of the world was conducted and shockingly, a few major cities of India; especially the capital as well as the financial capital of the country, that is; Delhi and Mumbai respectively, were high up in the list. While exploring the reasons behind the statistics, it was inferred that, forty percent of the air pollution is caused due to smoke from the vehicles. And a constant rise is seen in number of vehicles on the road in the cities. Also, India as well as the world is facing severe water crisis, future of conventional method of energy generation from conventional sources like coal, crude oil, turbines etc. is at stake. Solutions to all these problems lay in generation of solar energy; one of the types of green energy. It is also to be noted that, electric vehicles are preferred more and more these days compared to other sources which will result into decrease in air pollution in the country in the distant future. One of the major reasons behind such a move is; abundant access of electricity is now available across country, as large amount of electricity is generated through solar panels. Citizens prefer to opt for installation of solar panels for the generation of electricity for household usage for them, as well as for the society in general. Government has established solar farms across the country; from Ladakh to Uttarakhand, and from Rajasthan to Kutch etc. As a result, India's dependency on nations having rich source of crude oil is decreasing, as more and more citizens are opting for usage of electric vehicles as well as installing solar panels. Hence, solar energy is not only aiding to purify the air, albeit via a slow process but also, is empowering the nation to be independent in terms of production of energy and power. Thus, solar energy is overtly as well as covertly contributing a great deal in bright future of the nation.

Q.5 Give a suitable title to the paragraph.

[illegible]

## Paragraph 2.

These days, AI or artificial Intelligence is a buzz word. What is AI? According to Wikipedia, it is the intelligence of machines or software, as opposed to the intelligence of humans or animals. We can call it the ability of a computer or computer-controlled device to perform tasks which are usually associated with intelligent beings. The term is frequently applied to the project of developing systems endowed with the intellectual processes characteristic of humans, such as the ability to reason, discover meaning, generalize, or learn from past experience. Artificial intelligence is not magic, but it makes scientific discoveries seem like magic and help us do everyday things. How does it do this? Many intelligent machines and systems use algorithmic techniques loosely. These neural networks can learn to recognize patterns, translate languages, do simple logical reasoning, create images, and even come up with ideas. All of this happens at an amazing speed through a set of coded programs designed to run neural networks with millions of units and billions of connections.

According to Elon Musk, artificial intelligence is a bigger threat to humanity than nuclear weapons. On the other hand, Mark Zuckerberg opines that AI will save lives. However, it is clear is that AI is reshaping the world we live in. It's leading to improvements in medicine and self-driving cars, shaking up businesses from manufacturing to marketing. And although we know or not, we already use it in our Facebook news feeds or when we talk to Siri on our iPhones or ask our Alexa-enabled speakers to play a track.

What about AI's impact on jobs? Despite growing anxiety over automation reducing jobs; Experts believe that AI will create new roles for humans in manufacturing, training, sales, maintenance, and management of intelligent robots.

Questions:

1. What is artificial intelligence?
2. What two examples make artificial intelligence seem like 'magic'?
3. How does AI work?
4. How do we use AI in our day today life?
5. What is the biggest fear about AI? What is your opinion about it?

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## Paragraph 3.

OTT is a renowned media platform that has rapidly become popular among all generations of viewers. OTT is an abbreviation for over-the-top media platforms. OTT brought a paradigm shift to the entertainment industry. In India, there are renowned OTT Platforms like Netflix, Amazon Prime, Disney Hotstar, etc. Just like Video Streaming Platforms, Audio Streaming apps also paved the way toward a new revolution in the music industry. Ganna, Jio Savan, Wynk, and Spotify are popular audio streaming platforms among students. From the 1950s, magnetic tape video recording became a major contributor to the television industry, via the first commercialized video tape recorders. Tape Recorder, Walkman, radio, VCR, Lazer Disk, Cable Disk ruled till the end of 90s. In the 2000s,



Entertainment Media shifted to CD, DVD, and MP3 Players but piracy nailed these formats and harmed the entertainment industry. Pirated CDs, DVDs, and MP3s were quickly sold in the grey market. With the arrival of the Internet and Broadband, this pirated business shifted to downloading and torrenting but piracy remained a major issue for the entertainment industry. Now a days, Saregaman Carvaan is an old dish of retro songs in a new flavor. Bluetooth Speakers, Earbuds, and Smart Speakers like Alexa and Google Mini are dominating the music industry world. With the arrival of OTT Platforms, entertainment became easily available with a click at affordable prices. In 2016, Jio was launched and it brought a paradigm shift in the internet market. The availability of cheap Internet pushed the popularity of the OTT Platform. This resulted in the decline of the pirated market. There is no censorship in the OTT Platform and this liberty is misused in some web series in the name of liberty and realism. During Covid - 19 pandemic, when all the theatres were closed down, OTT was the only available platform for entertainment. Some of the popular web series in India are Special OPS, Gullak, Arya, Panchyat, Money Heist and Kota Factory. However Youtube is one the largest video platform with maximum viewers worldwide.

Q 1. What is OTT?

Q 2. Which audio and video sharing platform are discussed in the paragraph?

Q 3. Who brought paradigm shift in the internet market and how?

Q 4. Which changes did the Internet and broadband brought in the world?

Q 5. Give a suitable title to the paragraph.?

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#### Paragraph 4.

Habits are actions performed on a regular basis or actions performed repeatedly and automatically usually without awareness. They are generally formed unconsciously and executed involuntarily. Though developed unintentionally, habits can also be deliberately cultivated or eliminated to better suit one's personal requirements or will. They greatly affect one's behaviour, personality and character.

As habits are built to make things happen without us having to think much about them, consciously intervening in one's own habitual behaviour is not easy or natural. Therefore, it is easy to cultivate habits but it requires rigorous deliberation, strong determination and conscious and sustained efforts to change them.

The intrinsic motivation helps a person change his bad habits. Moreover, timely reinforcement and punishment also serve the purpose effectively. Reinforcement is any means of increasing the likelihood of the repetition of an event and punishment is any means of decreasing the same.

Positive reinforcement rewards the displayed behaviour and negative reinforcement removes an unpleasant condition after displaying the desired behaviour. Punishment brings an unpleasant consequence after a behaviour is displayed. Using this psychological principle of motivation, one can work efficiently on one's own habits or those of others.

**Questions:**

1. How are the habits formed?
2. Why is it difficult to change habits?
3. How can one change one's habits?
4. Write two sentences on the nature of the habits.
5. Find synonyms of these words from the paragraph: inherent, unwillingly

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**Criteria for assessment:**

| Criteria | Timely<br>Completion<br>/2.5 | Correctness<br>/2.5 | Completeness/<br>2.5 | Overall /2.5 | Total<br>/10 |
|----------|------------------------------|---------------------|----------------------|--------------|--------------|
| Marks    |                              |                     |                      |              |              |

## Activity No: 8

### Letter Writing and Precis Writing

**Date:**

**No. of hours to be dedicated: 04**

**Relevant CO: CO5**

**Objective:** To write various formal and informal documents of day to day life and professional set up.

**Concepts to Discuss:**

- Letter Writing
  - Qualities of a Good Letter
  - Essential Parts of a Letter
  - Occasional Parts of a Letter
  - Tips for Better Letter Writing
- Formats of letters

#### FULL Block (American Letter) Format

Your Name  
Your Street Address  
Anytown, State ZIP  
Phone: +1 (555) 888-7777  
Email: youremail@email.com

June 1, 2020

Recipient Name  
Company Name  
9876 Any Street  
Anytown, State ZIP

Dear Sir,

Introduce your topic here. Lorem ipsum dolor sit amet, consectetur adipiscing elit, set eiusmod tempor incididunt et labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

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Introduce your topic here. Lorem ipsum dolor sit amet, consectetur adipiscing elit, set eiusmod tempor incididunt et labore et dolore magna aliqua. If you insert a Web address at the end of a sentence, you must place punctuation at the end of the sentence. For example, more templates for academic documents are at [www.austineenglish.us/tips.htm](http://www.austineenglish.us/tips.htm). You can see that a period was needed at the end of the sentence.

cc: Name  
enci: Enclosed item

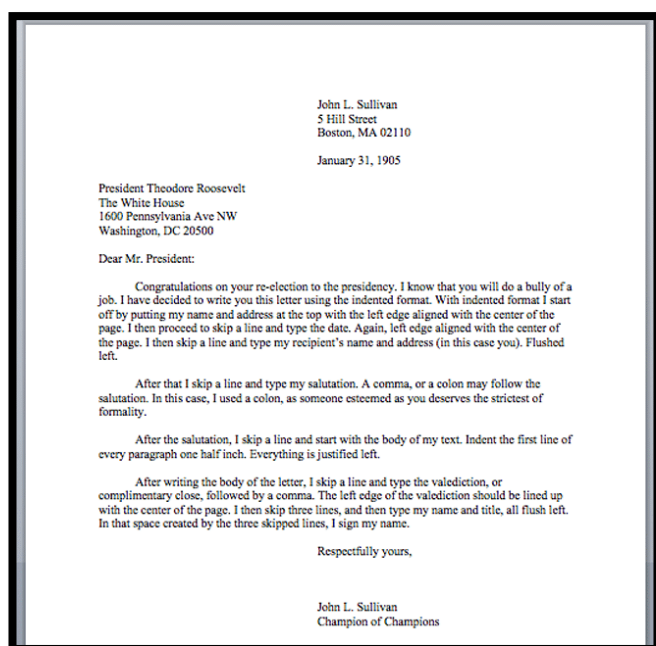
Regards,

Your Name

## SEMI Block (British Letter) Format



## INDENTED Letter Format



## Modified Block Format



- **Precis Writing**
  - Techniques for Precis Writing
  - Tips for Better Precis Writing

### Tasks:

#### (a) **Letter Writing**

1. Dhiraj Makwana, an engineering student makes a request to The Chief Engineer, Aashish Lab Trade, Kalavad Road, Rajkot for granting him internship/training for a month. [IN BLOCK LAYOUT]

[illegible]









(b) **Precis Writing** (With the title of the passage)

1. It is physically impossible for a well-educated, intellectual, or brave man to make money the chief object of his thoughts just as it is for him to make his dinner the principal object of them. All healthy people like their dinners, but their dinner is not the main object of their lives. So all healthy minded people like making money ought to like it and enjoy the sensation of winning it; it is something better than money. A good soldier, for instance, mainly wishes to do his fighting well. He is glad of his pay—very properly so and justly grumbles when you keep him ten years without it—till, his main mission of life is to win battles, not to be paid for winning them. So of clergymen. The clergyman's object is essentially baptize and preach not to be paid for preaching. So of doctors. They like fees no doubt—ought to like them; yet if they are brave and well-educated the entire object to their lives is not fees. They on the whole, desire to cure the sick; and if they are good doctors and the choice were fairly to them, would rather cure their patient and lose their fee than kill him and get it. And so with all the other brave and rightly trained men: their work is first, their fee second—very important always; but still second. (Courtesy: <https://abhikipedia.abhimanu.com/>)

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2. Meditation is a practice that focuses the mind on a specific object, thought or activity to train attention and awareness. It has been shown to have many benefits for physical and mental health, including reducing stress and anxiety, improving sleep, and increasing feelings of calmness and relaxation. Studies have also shown that meditation can have positive effects on the brain, including increasing grey matter density in areas associated with learning and memory and decreasing grey matter density in the amygdala, an area of the brain involved in processing stress, fear. Despite the many benefits of meditation, it can be intimidating for those who have never tried it before. However, there are many easy and accessible ways to get started, such as finding a guided meditation app or joining a meditation group. Focused-attention meditation is like weight lifting for your attention span. It helps increase the strength and endurance of your attention. Thus, it provides many benefits to us. (Courtesy: <https://englishluv.com/>)

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3. Almost every organism has the tendency to react to certain stimuli for survival. This reaction to each and every situation has an evolutionary basis of adaptation. The study of human emotions dates back to the 19th century and psychologists have since then discovered many reasons for every emotion, yet these are just theories. The arousal of emotions and their assumed structures is said to occur due to repeated encounters with a situation followed by the adaptation of the encounter. Human emotions have been linked to adaptively regulate emotion-gathering mechanisms. The emotion of fear which is associated with ancient parts of the brain has presumably evolved among our pre-mammal ancestors while the emotion of a mother's love called the 'filial emotion' has seen to evolve among early mammals. Various emotions work as manipulative strategies that favours survival. Feigning emotions by an accused person may help him be saved from the punishment. An exaggerated display of anger is also associated with manipulating or threatening someone. Despite there being several emotions for various events, ironically the most interesting emotion is the emotion of disgust. Disgust is aroused when the body senses a danger to the immunity or the physiology of the human. The disgusted memory is associated with alerting the brain of a potentially dangerous substance. A few studies have shown that the encoding triggered in adaptive memory for problems is stronger than any other behaviour. This makes us instantly have a disgusted expression at the sight of something that makes us uncomfortable or uneasy. These expressions are also closely linked to self-protective communication. (Courtesy: <https://leverageedu.com/>)

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**Criteria for assessment:**

| <b>Criteria</b> | <b>Format/<br/>components<br/>/2</b> | <b>Linguistic<br/>competency<br/>/2</b> | <b>Content<br/>/2</b> | <b>Grammar<br/>/2</b> | <b>Concept<br/>clarity<br/>/ 2</b> | <b>Total<br/>/10</b> |
|-----------------|--------------------------------------|---|-----------------------|-----------------------|------------------------------------|----------------------|
| <b>Marks</b>    |                                      |   |                       |                       |                                    |                      |

## Activity No: 9

## Email Writing: Formal and Informal

## Email Writing: Formal and Informal

**Date:**

**No. of hours to be dedicated: 02**

**Relevant CO: C03**

**Objective:** To write various formal and informal documents of day to day life and professional set up.

### Concepts to Discuss:

- Email : Electronic mail
- To, CC, BCC, Attachment etc
- Reply, Reply to all
- Components of an email
- Etiquettes for an email
- Tips to keep in mind while writing an email
- Language correctness in an email

### Tasks:

1. Draft an email for your colleague to give him/her your project details.

[illegible]





### **Suggested References:**

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