



## LENDI INSTITUTE OF ENGINEERING AND TECHNOLOGY

An Autonomous Institution

Approved by AICTE & Permanently Affiliated to JNTU GV

Accredited by NAAC with "A" Grade and NBA

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### DEPARTMENT OF ENGLISH

#### *Certificate*

of completion of lab work

**I B Tech SEM-I/II**

This is to certify that Mr/Ms \_\_\_\_\_ bearing Regd.Number \_\_\_\_\_ of I B Tech has completed all the activities as part of Laboratory work for Semester \_\_\_\_\_ of the \_\_\_\_\_ course in the Department of \_\_\_\_\_ during the academic year \_\_\_\_\_.

Remarks:

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Signature of the Course Coordinator

Signature of the Head of the Department

Scan it for Results



## RESULT

### EXAM-1 (at the End of Cycle I )

Content	Marks	Marks Obtained
Day to Day Assessment	30	
Vocabulary	20	
Professional Certificate Plan	10	
Speaking	40	
Total	100	

### EXAM-2 (at the End of Cycle II )

Content	Marks	Marks Obtained
Day to Day Assessment	30	
Vocabulary	20	
Professional Certificate Plan	10	
Speaking	40	
Total	100	

Satisfactory	Dissatisfactory

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**For all Details of the Course Scan the below Code**



## Syllabus

Year: **I B.Tech.**

Semester: **I/II**

Subject Code	Subject Name	L	T	P	C
R23 BSH-VC2201	English Communication Practice (ECP)	0	0	3	0

### Course Objectives

- Encourage students to actively contribute to class discussions by asking questions, sharing opinions, and responding to peers.
- To encourage students to critically analyse and evaluate technical information before communicating it.
- To emphasise the importance of establishing credibility and trustworthiness in persuasive communication.
- To acquire a diverse and extensive vocabulary relevant to academic, professional, and real-time contexts.
- Collaborate with team members to achieve shared goals and foster a positive and cooperative work environment.
- Enhance analytical abilities to evaluate information critically.

### Course Outcomes

- to articulate thoughts and ideas clearly and confidently for academic, professional, and personal success.
- Boost professionalism and confidence in public speaking, delivering technical presentations with poise and credibility through practice and feedback.
- refine spoken language proficiency to articulate persuasively, mastering the art of balanced communication with evidence, ethics, and audience perspective.
- cultivate teamwork and leadership prowess, fostering effective collaboration, communication, task delegation, and conflict resolution.
- gaining the skill to carefully examine information, spot trustworthy sources, recognise biases, find errors in reasoning, and make well-informed decisions.

### Unit 1 Foundations of Communication

**9 Hours (3L)**

**Speaking:** Engage in discussions on specific topics in pairs or small groups and report the discussed ideas.

**Vocabulary:** Expand vocabulary through learning compound words and collocations related to real time examples.

### Learning Outcomes

#### SPEAKING:

- Asking and answering general questions on familiar topics such as directions, Personal Hobbies and Interests, Travel Experiences, interviews and Admission procedure by using proper structure and phrases.
- Develop proficiency in basic verbal and nonverbal communication skills, including active listening, body language interpretation, and clarity in expression.

- Gain insight into the role of culture, context, and interpersonal dynamics in shaping communication interactions.
- Apply foundational communication principles to various contexts, such as personal relationships, professional settings, and public speaking engagements.

## **Unit 2 Technical Communication**

**9 Hours (3L)**

**Speaking:** Get better at talking about technical stuff clearly and confidently in presentations. Learn to explain tech things in ways that everyone can understand, and be open to helpful feedback to improve.

**Vocabulary:** Usage of advanced Vocabulary related to presenting complex technical information. Reviewing and refining vocabulary usage in real-world scenarios.

### **Learning Outcomes**

#### **SPEAKING:**

- Enhance the ability to articulate technical concepts clearly and confidently in spoken communication through oral presentations.
- Improve the ability to explain technical concepts in ways that match different people's understanding.
- Learn to give and receive feedback constructively, fostering growth and improvement through effective communication and mutual respect.
- Strengthen presentation skills to effectively convey complex technical information in a structured and engaging manner by using technical tools.

#### **LISTENING:**

Develop active listening skills to understand and respond to technical discussions and inquiries accurately.

## **Unit 3 Persuasive Communication**

**9 Hours (3L)**

**Speaking:** Incorporating narrative elements into communication .Creating compelling stories to convey ideas. Engaging emotions through storytelling.

**Vocabulary:** Studying emotional vocabulary to evoke empathy and influence audience emotions.Exploring powerful words and phrases for impactful persuasion.

### **Learning Outcomes**

#### **SPEAKING:**

- Learn to make strong arguments using facts and clear thinking to convince others.
- Get better at speaking by learning VOCABULARY and using it to express ideas more clearly and convincingly.
- Develop skills in identifying and addressing potential objections or concerns raised by the audience.
- Master persuasive language and techniques, including storytelling, emotional appeal, and credibility-building, to ethically influence opinions and behaviours, prioritizing audience needs, values, and interests.

## **Unit 4 Collaborative Communication**

**9 Hours (3L)**

**Speaking:** Understanding of collaborative communication principles while developing active

listening, empathy, clear communication, conflict resolution, and negotiation skills for effective teamwork.

**Vocabulary:** Understanding the role of vocabulary in teamwork. Identifying key terms related to collaboration and cooperation. Building a foundation for effective communication within a team.

### Learning Outcomes

- Foster an understanding of the principles and importance of collaborative communication in achieving team objectives.
- Develop active listening and empathy skills to effectively engage with team members, fostering a culture of mutual respect and understanding.
- Learn strategies for clear and transparent communication to ensure alignment on goals, roles, and responsibilities within the team.
- Cultivate proficiency in conflict resolution and negotiation techniques to address differences of opinion constructively and promote harmonious collaboration.

### Unit 5 Critical Thinking in Communication

9 Hours (3L)

**Speaking:** Techniques for evaluating the validity of arguments. Assessing the credibility of claims and evidence. Recognizing and addressing counter arguments.

**Vocabulary:** Mastering idiomatic expressions for enhanced fluency. Applying vocabulary in specific contexts and scenarios. Analyzing contextual appropriateness in word usage.

### Learning Outcomes

- Applying logical reasoning skills to evaluate the validity of arguments, claims, and evidence presented in communication
- Empower decision-making through thoughtful evaluation of diverse perspectives, relevant evidence, and potential consequences.
- Apply critical thinking to handle conflicts by encouraging positive communication, negotiation, and mediation to find solutions that benefit everyone involved.

### Reference Books

Skilful Level 2 Reading & Writing Student's Book Pack (B1) Macmillan Educational.

Hewings, Martin. *Cambridge Academic English (B2)*. CUP, 2012. (Student Book, Teacher Resource Book, CD & DVD)

Norman Lewis *Word Power Made Easy*. Penguin Books 2015

Haribabu Thammineni. *English for Competitive Exams*. Notion Press, 2021

## ASSESSMENT

The learners will demonstrate their knowledge and abilities through the completion of the following required assessments while or at the end of this course.

1. **Day to Day Performance** (Attendance, In Lab Activity Performance, Critical Assessment of the Peers etc.,)
2. **Vocabulary** - (In-Lab Practice & Involvement, Two Quizzes one before Mid-I and the other before Mid-II)
3. **Professional Certificate Registration Plan**,
4. **Speaking-** (Regular Activities on Padlet, 5 In-Lab Activities)

### 1. Day-to-Day Performance: (30M)

Day-to-day assessment involves ongoing evaluation of students' progress, understanding, and performance throughout the course.

- Any five practice activities have grades that can be scaled to 20 marks.
- Regular attendance signifies a commitment to education and maximises learning opportunities and Day to Day Attendance brings in 10 Marks (42/48= 5M, 39/48= 4 M, 36/48= 3 M, 33/48= 2 M, Any number below 33/48= 0 M)

### 2. Vocabulary Quiz: (20M)

The quiz is conducted on vocabulary based on WPME. Each quiz contains 30 to 50 questions and will be scaled down to **10 Marks**. 2 quizzes\* are conducted. One of these quizzes is conducted before Mid-I and the other before Mid-II.

The duration of any quiz is 30 Min only. These Quizzes are either Paper Based or Computer-Based Tests (CBT)

*Note: \* Quiz I is conducted before Mid-I (10M) and Quiz II is before Mid-2 Exam (10M)*

### 3. Professional Certificate Registration: (10M)

This professional certificate course is designed to provide you with a focused and practical learning experience, equipping you with the expertise needed for success in your chosen field. The Certificate accepted as part of this course is mapped to B1 or above level on the most coveted Scale the Common European Framework for Reference (CEFR) which is used across Globe for the International Language Assessment, .

**Students whose plan of enrollment into the professional certificate course is satisfactory, will bring 10 marks.**

### 4. Speaking (40M)

(Everyday Activities on Padlet, 5 In-Lab Activities)

#### **Padlet Tracking:**

Padlet self- tracking on a fortnightly basis, students will receive 5 marks for each of the tracking reports submitted in the Evaluation part of this Manual. The score is based on the performance and accountability for the engagement. The best of 3 Progress Trackings will be considered for evaluation and subsequent score as mentioned in the brackets. (5\*3=15M).

#### **In-Lab Activities: (Speaking activities)**

All In-Lab Activities will be evaluated by Peers & Teachers on spot. Each activity will be assessed and awarded 5 marks each. Any best 5 activities are considered for the score as given in the brackets. (5\*5=25M).

### Course Type and Allocation of the Marks for their Internal & External Exams

Course Type	Value Added Course	Mandatory Course (MC)	Skill Development Course (SDC)
Max. Marks Grade	50 Marks Satisfactory/Dissatisfactory	50 Marks Satisfactory/Dissatisfactory	100 Marks Satisfactory/Dissatisfactory
Internal	<b>50M- Exam-I</b> (at the end of Cycle-I) <i>In lab Activity Participation and day-to-day Assessment performance (15 M ) Padlet Tracking (5M) Professional Certificate registration plan (5M) 3 Speaking activities (15M) Vocabulary through Quiz-1 (10M)</i> <b>Note:</b> Total Score will be scaled down to 25M	<b>20M- Internal Record &amp; Day-to-Day Evaluation</b> <b>40M</b> from Emails E1, E2, E3 & E4 <b>20M</b> from Quizzes Q1, Q2 <b>10M</b> from Paragraph <b>10 M</b> Certificate / CI <b>20M</b> LS Practice Activity <b>Note:</b> Total Score will be scaled down to 20M	<b>25M- Internal Record &amp; Day-to-Day Evaluation\</b> <b>40M</b> from Emails E1, E2, E3 & E4 <b>20M</b> from Quizzes Q1, Q2 <b>10M</b> from Paragraph <b>10 M</b> Certificate / CI <b>20M</b> LS Practice Activity <b>Note:</b> Total Score will be scaled down to 25M
External	<b>50M-Exam-II</b> (at the end of Cycle-II) <i>In lab Activity Participation and day-to-day Assessment performance (15 M ) Padlet Tracking (5M) Professional Certificate registration plan (5M) 3 Speaking activities (15M) Vocabulary through Quiz-2 (10M)</i> <b>Note:</b> Total Score will be scaled down to 25M	<b>30 M External</b> <b>30 M</b> through 3 quizzes- Q3 while Q4 & Q5 end <b>10 M</b> Certificate / CI <b>20M</b> through 2 Emails E5& E6 <b>20 M</b> through Essay, PPDT <b>20 M</b> through Interview by External Examiner <b>Note:</b> Total Score will be scaled down to 30M	<b>75 M External</b> <b>30 M</b> through 3 quizzes- Q3 while Q4 & Q5 end <b>10 M</b> Certificate / CI <b>20M</b> through 2 Emails E5& E6 <b>20 M</b> through Essay, PPDT <b>20 M</b> through Interview by External Examiner <b>Note:</b> Total Score will be scaled down to 75M

#### Grading table for VC, SDC & MC:

Percentage	Grade
≥90	A+
≥80 to ≤90	A
≥70 to ≤80	B
≥60 to ≤70	C
≥50 to ≤60	D
≥40 to ≤50	E
<40	F

#### Pass Criterion:

1. Satisfactory Grade in the previous course.
2. Students should acquire a minimum of 60% in their day-to-day assessments conducted on Ed -Tech tools like G-Classroom, Quizizz, Padlet or any other similar Platform, otherwise they are not eligible for taking any assessments. (Any of these Assignments on Grammar, Vocabulary and Email writing may be considered for evaluation at the discretion of the teacher.)
3. Students have to secure 40% Marks to pass this examination.
4. Students who enrol on a certificate of any International standard of English shall be considered for Passing in unusual circumstances. (This is Under the discretion of the Teacher's observation of the candidate)
5. Clearing all categories is mandatory. Needs to get 40% in each category.



**Rubric for Speaking Activity:**  
(Assessed by Peer, Teacher )

**Activity-I (Summarization/opinion of the Candidate)**

Grade	Assessment Parameters
<b>B2</b>	<p>Expresses points of view without noticeable strain.</p> <ul style="list-style-type: none"> <li>• Can interact on a wide range of topics and produce stretches of language with a fairly even tempo.</li> <li>• Can give clear, detailed descriptions of a wide range of subjects related to his/her field of interest. Do not make errors that cause misunderstanding.</li> </ul>
<b>B1</b>	<p>Relates comprehensively to the main points he/she wants to make.</p> <ul style="list-style-type: none"> <li>• Can keep going comprehensively, even though pausing for grammatical and lexical planning and repair may be very evident.</li> <li>• Can link discrete, simple elements into a connected sequence to give straightforward descriptions of a variety of familiar subjects within his/her field of interest. Reasonably accurate use of the main repertoire associated with more predictable situations</li> </ul>
<b>A2</b>	<p>Relates basic information on, e.g. work, family, free time etc.</p> <ul style="list-style-type: none"> <li>• Can communicate in a simple and direct exchange of information on familiar matters.</li> <li>• Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.</li> <li>• Can describe in simple terms family, living conditions, educational background, present or most recent job. Uses some simple structures correctly, but may systematically make basic mistakes.</li> </ul>
<b>A1</b>	<p>Makes simple statements on personal details and very familiar topics.</p> <ul style="list-style-type: none"> <li>• Can make him/herself understood in a simple way, asking and answering questions about personal details, provided the other person talks slowly and clearly and is prepared to help.</li> <li>• Can manage very short, isolated, mainly pre-packaged</li> </ul>
<b>Below A1</b>	Does not reach the standard for A1.

**Activity-II (Discussion among Peers)**

Initial Impression (1M)	Detailed Analysis					Overall Grade/Marks (10)
	Range (1 M)	Accuracy (2 M)	Fluency (2 M)	Interaction (2 M)	Coherence (2 M)	

**Details of the Professional Certificate :**

(to be filled in by the Candidate)

<b>Name of the Body &amp; Certificate</b>	
<b>Overview of the Opted Certificate</b> <i>(Please write what you understand about the Certification that you are opting after reading the all info document)</i>	
<b>Justification for Your Option</b> <i>(Please write why have you chosen that Certificate Course and What are the learning outcomes set)</i>	
<b>Level of CEFR Scale that this Certification Mapped up with:</b>	
<b>What do you know about CEFR Scale</b>	
<b>Your Working Plan</b> <i>(Please write how you work for this Certification, if needed meet One of Your Senior Friends who succeeded in this Certification and know how to plan it)</i>	
<b>Registration Status</b>	
<b>Whatsapp Group joining Status</b>	
<b>Signature of the Candidate</b>	

# Practice

**Activity 1 (Time-20 min)**

**Vocabulary Practice (WPME Part-2 on Sessions 19-23)**

Activity Name: **Vocabulary Duel**

1. **Team Setup:** Divide participants into two teams, each with 12 members.
2. **Word Selection:** Choose a set of vocabulary words for the duel.
3. **Turns:** Alternate turns between teams.
4. **Word Presentation:** Present a word to the team whose turn it is.
5. **Response:** Team members collaborate to provide a definition or use the word in a sentence.
6. **Challenge:** The opposing team can challenge the accuracy of the response.
7. **Verification:** Check a dictionary or reliable source to confirm accuracy if challenged.
8. **Scoring:** Award points for correct responses and deduct for incorrect ones.
9. **Rotation:** Rotate turns between teams after each round.
10. **Winner Determination:** At the end of the duel, tally the points to determine the winning team based on their cumulative score.

**Activity 2 (Time-20 min)**

**Speaking Practice**

Activity Name: **Thoughtful Dialogue Exploration**

Procedure:

1. Divide participants into small groups.
2. Distribute a set of discussion questions related to a specific topic or theme.
3. Instruct each group to discuss and share their insights on the assigned questions.
4. Rotate the questions or topics among groups after a set time (e.g., 10 minutes).
5. Conclude with a whole-group discussion, encouraging participants to reflect on diverse perspectives and ideas.

Example Discussion Questions (for climate change):

- How can individuals contribute to mitigating climate change in their daily lives?
- Discuss the role of government policies in addressing climate change.
- Explore potential technological innovations to combat environmental challenges.
- Consider the social and economic implications of climate change initiatives.
- Reflect on the importance of global cooperation in tackling climate issues.

**Activity 1 (Time-20 min)**

**Vocabulary Practice (WPME Part-2 on Sessions 24-27)**

Activity Name: **Lexical Jigsaw Challenge**

Procedure:

1. Provide participants with a mix of word cards containing diverse vocabulary.
2. Instruct them to arrange the cards into interconnected sentences or phrases collaboratively.
3. Set a 5-minute time limit to encourage quick thinking and teamwork.
4. Have each group present their assembled jigsaw sentences to the rest of the participants.
5. Conclude with a brief discussion on the significance of varied vocabulary in effective communication and the benefits of teamwork.
- 6.

Word type	Antonym	Usage
Synonym	<b>GARRULOUS</b>	Synonym
Usage	Antonym	Word type

**Activity 2 (Time-20 min)**

**Speaking Practice**

Activity Name: **Language Cafe**

Procedure:

1. Set up different stations or tables, each dedicated to a specific language or language-related activity.
2. Participants rotate through the stations at regular intervals (e.g. 5 minutes per station).
3. Stations can include language games, conversation practice, cultural discussions, or vocabulary challenges.
4. Provide prompts or topics related to each language for discussion and interaction.
5. Encourage participants to switch topics at each station, promoting a diverse knowledge experience and fostering a multifaceted atmosphere.

OR

Activity Name: **Vocal Verse Voyage**

Aim: **Enhance speaking skills through a team-based song lyric activity**

Materials: Song lyrics, music player, timer.

Procedure:

1. Form teams.
2. Display song lyrics.
3. Relay setup.
4. Start the music.
5. Relay race: Teams memorize and sing sections.
6. Complete the song to win.
7. Reflect on teamwork and speaking skills.

## Practice session-3

### Activity 1 (Time-20 min)

### Vocabulary Practice (WPME Part-2 on Sessions 28-31)

Activity Name: **Vocabulary Auction**

Procedure:

1. Assign each student a set amount of imaginary money(Marks).
2. Display a list of vocabulary words with definitions or example sentences.
3. Students bid on words they want to "buy," trying to outbid classmates.
4. The student with the most valuable collection of words at the end wins.

### Activity 2 (Time-20 min)

### Speaking Practice

Activity Name: **News Discussion Groups**

Procedure:

1. Select a current news article or multiple articles covering diverse topics.
2. Divide participants into small discussion groups.
3. Assign each group a specific news article to read and discuss.
4. Set a time limit for the discussion (e.g., 5-10 minutes).
5. Rotate groups or articles to ensure a comprehensive exploration of various news topics.

Discussion Prompts:

- What are the key points of the article?
- How does this news impact individuals or society?
- What are the different perspectives on the issue presented in the article?
- What additional information or context would enhance the understanding of the news?
- Encourage participants to share their opinions and engage in a respectful exchange of ideas.

OR

Activity Name: **Peer Teaching Sessions**

Aim: **Enhance speaking skills and deepen understanding through peer-led instruction**

Procedure:

1. Assignment: Assign topics.
2. Preparation: Research and plan.
3. Presentation: Deliver mini-lessons.
4. Feedback: Receive constructive feedback.
5. Reflection: Reflect on your teaching experience.
6. Rotation: Rotate roles for all students.

**News Presentation Evaluation by peers:**

Criteria	Rating (1-5)	Comments
Clarity of Information Delivery		
Engagement with the Audience		
Professionalism and Presence		
Accuracy of Content		
Use of Visual Aids (if applicable)		
Professionalism and Presence		
Overall Impact and Effectiveness		

**General Feedback Guidelines:**

- Ratings: 1 (Needs Significant Improvement) to 5 (Excellent).
- Comments: Provide specific feedback for each criterion.
- Encourage self-reflection and actionable improvement steps.

## Practice session-4

### Activity 1 (Time-20 min)

### Vocabulary Practice(WPME Part-2 on Sessions 32-37)

Activity Name: **Vocabulary Charades**

Procedure:

Act out the meaning of a word without speaking while others guess the word. This activity reinforces understanding of word meanings and encourages creativity.

1. **Prepare Words:** Write down words or phrases on cards
2. **Select Actor:** One player acts out a word silently.
3. **Guessing:** Others guess the word within a time limit.
4. **Rotate Roles:** Switch actors after each round.
5. **Scoring:** Earn points for correct guesses.
6. **Variations:** Add twists like teams or themes

### Activity 2 (Time-20 min)

### Speaking Practice

Activity Name: **Picture Narrative**

Procedure:

1. Provide participants with a diverse set of images or photographs.
2. Instruct each participant or group to choose one image.
3. Participants then create a narrative or story based on the chosen image.
4. Set a time limit for the narrative creation (e.g., 5-10 minutes).

Afterward, participants can share their narratives with the group, fostering creativity and diverse interpretations.

Additional Tips:

- Encourage participants to incorporate descriptive language, emotions, and details in their narratives.
- Facilitate a discussion on how different interpretations can arise from the same image, promoting critical thinking.
- Consider using images that evoke various emotions or tell open-ended stories to allow for a range of narrative possibilities.



**Picture Narration Evaluation by peers:**

<b>Criteria</b>	<b>Rating (1-5)</b>	<b>Comments</b>
Clarity of Description		
Creativity in Interpretation		
Connection with the Audience		
Use of Descriptive Language		
Overall Storytelling Ability		
Overall Impact and Effectiveness		

## Practice session-5

Activity 1 (Time-20 min)

Vocabulary Practice WPME Part-2 on all Sessions)

Activity name: **End Letter Relay: The Vocabulary Challenge**

Procedure:

1. Divide participants into teams.
2. Start with a randomly chosen word.(preferably from WPME)
3. Each team takes turns saying a word that begins with the last letter of the previous word.
4. Teams earn points for each correct word.
5. The game continues for a set number of rounds(i.e **4 rounds**) or until a team reaches a predetermined score.

Evaluation Sheet:

Team Name:	Criteria Points (0-5)				Comments by peers:
	Round-I	Round-II	Round-III	Round-IV	
Word Relevance					
Spelling and Pronunciation					
Creativity					
Team Collaboration					
Overall Score					
Additional comments by Teacher:					

Activity 2 (Time-20 min)

Speaking Practice

Activity Name: **Story Building**

Procedure:Start a story with a few sentences, then take turns adding to it. Each person contributes a sentence or two to continue the story.

OR

Activity Name:**Role Model Imitation**

Choose a native English speaker you admire and watch videos or listen to audio recordings of them speaking. Practice imitating their pronunciation, intonation, and speech patterns to improve your own communication skills.

**Story Narration Evaluation by peers:**

Criteria	Rating (1-5)	Comments
Story Structure and Flow		
Character Development (if applicable)		
Emotional Connection with the Audience		
Voice and Expression		
Creativity and Originality		
Overall Impact and Effectiveness		

**Role Model Imitation Evaluation by Peers:**

Criteria	Rating (1-5)	Comments
Accuracy in Imitating Role Model		
Expression and Body Language		
Capturing Essence and Style		
Connection with the Audience		
Confidence and Authenticity		
Overall Impact and Effectiveness		

# Evaluation

**Basic Details:**

<b>Name of the Quiz</b>	
<b>Date</b>	
<b>Topics Covered in this Quiz</b>	
<b>Score</b>	____ / ____
<b>No. of Questions attempted Correct</b>	
<b>No. of Questions attempted Incorrect</b>	

**Analysis:**

**Write reasons for any 5 questions that you rightly attempted.**

**Your learning outcomes on the topics covered in the quiz:**

**Write the reasons for a few questions you attempted wrong by discussing with a partner who attempted them right.**

**Basic Details:**

<b>Name of the Quiz</b>	
<b>Date</b>	
<b>Topics Covered in this Quiz</b>	
<b>Score</b>	____/____
<b>No. of Questions attempted Correct</b>	
<b>No. of Questions attempted Incorrect</b>	

**Analysis:**

**Write at least the meanings for any 5 words that you encountered in the Vocabulary part and write 3 sentences with each root word in order to help you use them in your daily communication.**

**Basic Details:**

<b>Name of the Quiz</b>	
<b>Date</b>	
<b>Topics Covered in this Quiz</b>	
<b>Score</b>	____/____
<b>No. of Questions attempted Correct</b>	
<b>No. of Questions attempted Incorrect</b>	

**Analysis:**

Ask any one of your peers to develop 5 questions on any one of the topics covered in this quiz for you to answer them.

1.

2.

3.

4.

5.

**Mark Your Answers below:**

<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>	<b>Marks Secured</b>

## Fortnight Padlet Progress

*Instructions:- Here below you have 6 reports which reflect your work progress on PADLET. Take a screenshot of your padlet work which includes peers comments and teachers' comments, and take a printout of it and paste that here in the given space for every 2 weeks.*

### Report 1

Name : \_\_\_\_\_

Regd.Number: \_\_\_\_\_

Duration: \_\_\_\_\_

#### **Details of the Tasks**

Number of tasks done: \_\_\_\_\_

Number of the Comments received: \_\_\_\_\_

Number of the Comments Given: \_\_\_\_\_

Number of 1-2 Grades received: \_\_\_\_\_

Number of Grade 3s received: \_\_\_\_\_

Number of Grade 4s received: \_\_\_\_\_

Number of Grade 5s received: \_\_\_\_\_

\*\*\*\*\*

Attach the screenshots of at least any **Two Best Comments** by the **PEERS** and by the **TEACHER** in the given below space



Attach the screenshots of at least any **Two Best Comments** by the **PEERS** and by the **TEACHER** in the given below space

## Report 2

Name : \_\_\_\_\_

RegdNumber: \_\_\_\_\_

Duration: \_\_\_\_\_

### **Details of the Tasks**

Number of tasks done: \_\_\_\_\_

Number of the Comments received: \_\_\_\_\_

Number of the Comments Given: \_\_\_\_\_

Number of 1-2 Grades received: \_\_\_\_\_

Number of Grade 3s received: \_\_\_\_\_

Number of Grade 4s received: \_\_\_\_\_

Number of Grade 5s received: \_\_\_\_\_

\*\*\*\*\*

Attach the screenshots of at least any **Two Best Comments** by the **PEERS** and by the **TEACHER** in the given below space

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

### **Report 3**

Name : \_\_\_\_\_

RegdNumber: \_\_\_\_\_

Duration: \_\_\_\_\_

#### **Details of the Tasks**

Number of tasks done: \_\_\_\_\_

Number of the Comments received: \_\_\_\_\_

Number of the Comments Given: \_\_\_\_\_

Number of 1-2 Grades received: \_\_\_\_\_

Number of Grade 3s received: \_\_\_\_\_

Number of Grade 4s received: \_\_\_\_\_

Number of Grade 5s received: \_\_\_\_\_

\*\*\*\*\*

Attach the screenshots of at least any **Two Best Comments** by the **PEERS** and by the **TEACHER** in the given below space

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

## Report 4

Name : \_\_\_\_\_

RegdNumber: \_\_\_\_\_

Duration: \_\_\_\_\_

### **Details of the Tasks**

Number of tasks done: \_\_\_\_\_

Number of the Comments received: \_\_\_\_\_

Number of the Comments Given: \_\_\_\_\_

Number of 1-2 Grades received: \_\_\_\_\_

Number of Grade 3s received: \_\_\_\_\_

Number of Grade 4s received: \_\_\_\_\_

Number of Grade 5s received: \_\_\_\_\_

\*\*\*\*\*

Attach the screenshots of at least any **Two Best Comments** by the **PEERS** and by the **TEACHER** in the given below space

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

## **Report 5**

Name : \_\_\_\_\_

RegdNumber: \_\_\_\_\_

Duration: \_\_\_\_\_

### **Details of the Tasks**

Number of tasks done: \_\_\_\_\_

Number of the Comments received: \_\_\_\_\_

Number of the Comments Given: \_\_\_\_\_

Number of 1-2 Grades received: \_\_\_\_\_

Number of Grade 3s received: \_\_\_\_\_

Number of Grade 4s received: \_\_\_\_\_

Number of Grade 5s received: \_\_\_\_\_

\*\*\*\*\*

Attach the screenshots of at least any **Two Best Comments** by the **PEERS** and by the **TEACHER** in the given below space



Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space

## **Report 6**

Name : \_\_\_\_\_

RegdNumber: \_\_\_\_\_

Duration: \_\_\_\_\_

### **Details of the Tasks**

Number of tasks done: \_\_\_\_\_

Number of the Comments received: \_\_\_\_\_

Number of the Comments Given: \_\_\_\_\_

Number of 1-2 Grades received: \_\_\_\_\_

Number of Grade 3s received: \_\_\_\_\_

Number of Grade 4s received: \_\_\_\_\_

Number of Grade 5s received: \_\_\_\_\_

\*\*\*\*\*

Attach the screenshots of at least any **Two Best Comments** by the **PEERS** and by the **TEACHER** in the given below space

Attach the screenshots of at least any **Two Best Comments** by the **PEERs** and by the **TEACHER** in the given below space