



## 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

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

This is to certify that Mr/Ms \_\_\_\_\_ bearing Regd. Number \_\_\_\_\_ of II 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**



<https://rb.gy/smrrji>

## RESULT

### INTERNAL

<b>Writing</b>	
<b>G &amp; V</b>	
<b>PC with B1 / CI</b>	
<b>LS Practice</b>	
<b>Total</b>	

### EXTERNAL

<b>Writing</b>	
<b>G &amp; V</b>	
<b>LS Evaluation</b>	
<b>Total</b>	

<b>Satisfactory</b>	<b>Dissatisfactory</b>

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## Syllabus

Year: II B.Tech.

Semester: I/II

Subject Code	Subject Name	L	T	P	C
R23 BSH-MC2201/ R23 BSH-SC2201	Employability Skills-I	0	0	3	0

### Course Objectives

- ❖ Aims to help learners develop their English language skills, particularly those planning to appear for Competitive Exams that test their English Language abilities.
- ❖ Gains the power of expression through rich Vocabulary.
- ❖ Imparts critical reading strategies for comprehension of complex texts
- ❖ Provides training and opportunities to develop fluency in English through participation in formal group discussions and Self Introductions.
- ❖ Demonstrates good writing skills for effective Paragraph Writing, Essay Writing and formal correspondence through Emails.
- ❖ Encourages use of a wide range of grammatical structures, Phrases, Clauses and Idioms in speech and writing.

### Course Outcomes

- ❖ Enable students to identify Parts of Speech and use them flawlessly, write Emails in formal correspondence effectively, and participate confidently by introducing themselves in any formal discussion.
- ❖ Attain Language Proficiency & Accuracy through Contextualized Vocabulary, Verb forms, Tense and subject-verb agreement, produce coherent expressions for professional writing, and introduce themselves unhesitatingly with Task-Based Activities.
- ❖ Develop the fluency and accuracy to write Technical Reports and Emails for professional communication by using appropriate vocabulary and participating confidently in any formal discussion.
- ❖ Assimilate a lifelong reading habit to comprehend a passage for its gist. Avoid errors in both Speech & Writing and write Letters and Emails for official communication.
- ❖ Realise the technical communicative competence and attainment of grammatically correct structures for formal communication.

### Unit 1

**10 Hours (4L+6P)**

**Vocabulary:** How to talk about actions. **Grammar:** Using and Identifying Parts of Speech accurately. **Writing:** Paragraph Writing and formal correspondence through Emails. **Speaking:** Background to Group discussions & Self-introductions.

### Learning Outcomes

At the end of the module, the learner will be able to

- Acquire vocabulary and use it contextually(L2)
- identify parts of speech and use them flawlessly in both Speech and Writing (L3)

- write paragraphs and Emails in formal correspondence effectively (L3)
- participate confidently in any formal discussion and introduce themselves unhesitatingly (L3)

## Unit 2

**10 Hours (4L+6P)**

**Vocabulary:** How to talk about various speech habits. **Grammar:** Learning Verb forms, Tenses and Subject-verb agreement and using them accurately in both Speaking and Writing contexts. **Writing:** Essay Writing and formal correspondence through Emails. **Speaking:** Four major areas -Subject Knowledge, Oral Communication Skills, Leadership Skills and Team Management-of GD; Real-time GDs for Evaluation.

### Learning Outcomes

- At the end of the module, the learner will be able to
- Acquire vocabulary and use it contextually (L2)
- use Verb forms, Tense and subject-verb agreement for effective speaking and writing (L3)
- produce coherent expressions for professional writing (L4)

participate confidently in any formal discussion and introduce themselves unhesitatingly (L3)

## Unit 3

**8 Hours (2L+6P)**

**Vocabulary:** How to insult your enemies. **Grammar:** Sentence Analysis & Synthesis - Voice, Degrees of Comparison, Reported Speech and Types & Forms of Sentences. **Writing:** Report writing and Emails for formal correspondence. **Speaking:** Roles in structured GDs; real-time GDs for practising the above roles.

### Learning Outcomes

- At the end of the module, the learner will be able to
- Acquire vocabulary and use it contextually(L2)
- identify the complexity in the structure of a sentence (L2)
- write technical reports and emails for professional communication (L3)
- participate confidently in any formal discussion and introduce themselves unhesitatingly (L3)

## Unit 4

**8 Hours (2L+6P)**

**Vocabulary:** How to flatter your friends. **Grammar:** Common errors and Correction of Sentences **Reading:** Reading Comprehension passages through Skimming and Scanning and understanding the gist or the specific purpose of them. **Writing:** Letter writing and Emails. **Speaking:** Advantages of GDs for hiring process; real-time GDs for evaluating.

### Learning Outcomes

At the end of the module, the learner will be able to

- Acquire vocabulary and use it contextually(L2)
- comprehend a passage and know its gist(L3)
- avoid errors in both Speech and Writing (L2)
- write letters and emails for official communication(L3)
- participate confidently in any formal discussion and introduce themselves unhesitatingly (L3)

## Unit 5

**10 Hours (4L+6P)**

**Vocabulary & Grammar:** High-frequency words for all competitive exams, Clauses, Phrases & Idioms. **Reading:** Reading for Comprehending **Writing:** Business Letters and Emails **Speaking:** Group Discussions for Evaluation

## Learning Outcomes

At the end of the module, the learner will be able to

- Acquire vocabulary and use it contextually(L2)
- use grammatically correct structures for formal communication (L3)
- write Business Letters effectively (L3)
- participate confidently in any formal discussion and introduce themselves unhesitatingly (L3)

## Reference Books

- Bailey, Stephen. *Academic writing: A handbook for international students*. Routledge, 2014.
- Chase, Becky Tarver. *Pathways: Listening, Speaking and Critical Thinking*. Heinley ELT; 2nd Edition, 2018.
- 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. Grammar Vocabulary (**G&V**) Quizzes,
2. Professional Certificate or Oral Assignment (Celebrity Interview),
3. Activities on LSRW skills (EMail Writing, Listen to Speak Activities)

### G&V Quizzes:

The quiz is conducted on Grammar & Vocabulary. Each quiz consists of 30 to 50 questions and will be scaled down to **10 Marks** (for Skill Development Course and Mandatory Course). **5 quizzes\*** are conducted. Each of these quizzes is conducted every alternate week. The duration of any quiz is 30 Min only. These Quizzes are either Paper Based or Computer-Based Tests (CBT)

*Note: \* 2 Quizzes are considered for Internal Exam (20M for both MC & SDC) and 3 Quizzes are for External Exam (30M for SDC & MC)*

### Professional Certificate:

An International Language Assessment Certificate secured on B1 of the Common European Framework for Reference (CEFR) scale.

*Note: 50% of this vertical is considered for Internal Exam and the rest of the 50% is considered for External Exam, Evaluation Parameters are given on pg 11.*

### Activities on LSRW skills:

#### Interviews:

The candidate has to interview one celebrity of his/her own choice.

The recorded 5-7 min video of the candidate should be uploaded on the *elcslablendi* Youtube Channel with the help of the concerned English Teacher

#### The Evaluation Parameters:

- Quality of the Questionnaire(3M)
- Body Language & Confidence of the candidate(5M)
- Youtube likes & Comments(2M)

*Note: 50% of this vertical is considered for the Internal Exam and the rest of the 50% is considered for External Exam*

#### **E-mails:**

Each student is required to submit **6** independently *written/modified/developed* emails during the course. Each Email will carry **10 Marks** and the Marks can be scaled down to the needed level.

*Note: \* 4 Emails are considered for Internal Exam (40M for both MC & SDC) and 2 Emails are for External Exam(20M for both MC & SDC).*

#### **Paragraph, Essay, & PPDT:**

Each student is required to submit a paragraph, an Essay, & a PPDT during the course. Each vertical will carry **10 Marks** and the Marks can be scaled down to the needed level.

*Note: 1 Paragraph for Internal Exam (10M for both MC & SDC) and 1 Essay and 1 PPDT for External Exam (20M for both MC & SDC)*

#### **Listen to Speak:**

Students are expected to watch and listen to any one of the 10 given educational videos or audio clips to express their point of view. After watching, they will have the opportunity to share their points of view about some of the everyday issues that they can relate to. They have to explain and justify their reasoning to a team of three peers to explore their verbal expressions and their points of view before an External Examiner.

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

<b>Course Type</b>	<b>Mandatory Course (MC)</b>	<b>Skill Development Course (SDC)</b>
<b>Max. Marks</b>	<b>50 Marks</b> Satisfactory/Dissatisfactory	<b>100 Marks</b> Satisfactory/Dissatisfactory
<b>Internal Exam</b>	<p><b>20M- Internal Record &amp; Day-to-Day Evaluation</b></p> <p><b>40M from Emails E1, E2, E3 &amp; E4</b>  <b>20M from Quizzes Q1, Q2</b>  <b>10M from Paragraph</b>  <b>10 M Certificate / CI</b>  <b>20M LS Practice Activity</b></p> <p><b>Note: Total Score will be scaled down to 20M</b></p>	<p><b>25M- Internal Record &amp; Day-to-Day Evaluation\</b></p> <p><b>40M from Emails E1, E2, E3 &amp; E4</b>  <b>20M from Quizzes Q1, Q2</b>  <b>10M from Paragraph</b>  <b>10 M Certificate / CI</b>  <b>20M LS Practice Activity</b></p> <p><b>Note: Total Score will be scaled down to 25M</b></p>
<b>External Exam</b>	<p><b>30 M External</b></p> <p><b>30 M through 3 quizzes- Q3 while Q4 &amp; Q5 end</b>  <b>10 M Certificate / CI</b>  <b>20M through 2 Emails E5 &amp; E6</b>  <b>20 M through Essay, PPDT</b>  <b>20 M through Interview by External Examiner</b></p>	<p><b>75 M External</b></p> <p><b>30 M through 3 quizzes- Q3 while Q4 &amp; Q5 end</b>  <b>10 M Certificate / CI</b>  <b>20M through 2 Emails E5 &amp; E6</b>  <b>20 M through Essay, PPDT</b>  <b>20 M through Interview by External Examiner</b></p>

	<b>Note:</b> Total Score will be scaled down to 30M	<b>Note:</b> Total Score will be scaled down to 75M
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**Grading table for SDC & MC:**

Percentage	Grade
$\geq 90$	A+
$\geq 80$ to $\leq 90$	A
$\geq 70$ to $\leq 80$	B
$\geq 60$ to $\leq 70$	C
$\geq 50$ to $\leq 60$	D
$\geq 40$ to $\leq 50$	E
$< 40$	F

**Pass Criterion:**

1. Students should acquire a minimum of 60% in their day-to-day assessments on either *Google Classroom or Quizizz 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.)
2. Students have to secure 40% Marks to pass this examination.
3. Students who have 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)
4. Students who do not have a certificate have to mandatorily clear the exam with 40 % marks.
5. Clearing all categories is mandatory. Need to get 40% in each category.

**NOTE:** *Students who have not met the minimum requirements for their previous laboratory course will be required to fulfil these criteria before being eligible to enrol in the current course. Failure to do so will result in the student being unable to participate in the course. If you've received a dissatisfactory remark(CE/ECP Lab course), review feedback, seek guidance, and utilise available support resources. Let's work together for your academic success.*



## Details of the Professional Certificate or Celebrity Interview

### Details of the Professional Certificate :

(to be filled in by the Candidate)

<b>Name of the Body &amp; Certificate</b>	
<b>Grade obtained</b>	
<b>Marks (if any) Secured</b>	
<b>Signature of the Candidate</b>	

### Details of Celebrity Interview :

(to be filled in by the Candidate)

<b>Name of Celebrity</b>	
<b>His/Her Background</b>	
<b>Date of Interview</b>	
<b>YouTube Link</b>	
<b>No. of Likes on YouTube</b>	
<b>No. of Views on YouTube</b>	
<b>Some notable comments received on YouTube</b>	
<b>Signature of the Candidate</b>	

# Practice

## Grammar (Articles & Prepositions)

Refer to the mentioned pages and questions in the '*English for Competitive Exams*' Book and give the right answers with appropriate reasoning.

**1. Pg 17, Question 13**

**(Spot the error and rewrite the sentence with the right answer)**

**Ans:** 2 (one of the most popular actors)

**Reason:** We use article 'the' before superlatives. Since 'most' is in a superlative degree, it must be preceded with the definite article.

**2. Pg 16, Question 2**

**Reason:**

**3. Pg 17, Question 11**

**Reason:**

**4. Pg 17, Question 15**

**Reason:**

**5. Pg 18, Question 20**

**Reason:**

**6. Pg 18, Question 22**

**Reason:**

**7. Pg 17, Question 9**

**Reason:**

**8. Pg 18, Question 25**

**Reason:**

## Grammar (Verb & Tense)

*TASK: Pen down the answers and the reasoning for the questions given, by referring to the respective pages in 'English for Competitive Exams' book.*

### Example:

- I shall leave for Vijayawada tomorrow.

**Reason:**

Shall is only used for future time reference with I and we ( the first person).

### Exercise:

1. Pg 62, Question 6

**Reason:**

2. Pg 63, Question 13

**Reason:**

3. Pg 64, Question 23

**Reason:**

4. Pg 75, Question 2

**Reason:**

5. Pg 76, Question 10

**Reason:**

## Grammar (Sentence Analysis and Synthesis)

The following exercises are based on **Sentence Analysis and Synthesis**. A sample question is done for you and for further exercises **refer to respective page numbers in the ‘English for Competitive Exams’ book**.

### Example:

- He has failed many times. He still hopes to succeed. ( Join the sentences with a suitable conjunction)

Ans: In Spite of many failures, he hopes to succeed.

### Exercise:

1. Pg 115, Question 2

2. Pg 115, Question 3

3. Pg 115, Question 4

4. Pg 116, Question 6

5. Pg 116, Question 8

6. Pg 116, Question 9

## Grammar (Common Errors)

Spot the error and give the right answer along with appropriate reasoning. Refer to the “**English for Competitive Exams**” book.

1. Pg 85, Question 2

Reason:

2. Pg 86, Question 5

Reason:

3. Pg 89, Question 61

Reason:

4. Pg 90, Question 70

Reason:

5. Pg 90, Question 76

Reason:

6. Pg 91, Question 79

Reason:

### ***Exercise on Antonyms:***

Work on the first 20 antonyms on page.138 (Some expected questions on ANTONYMS) from the 'English for Competitive Exams' book and write at least 10 examples using each antonym in the workspace provided below.

#### **Workspace:**

- 1.
- 2.
- 3.
- 4.
- 5.

### ***Exercise on Synonyms:***

Work on the first 20 synonyms on page.145 from the 'English for Competitive Exams' book and write at least 10 examples using each antonym in the workspace provided below.

#### **Workspace:**

- 1.
- 2.
- 3.
- 4.
- 5.

## Paragraph Writing

### What is Paragraph Writing

Paragraph writing is an important skill that one must learn. It's a way to organise your thoughts to communicate effectively. With a little practice, you can develop paragraphs that are both engaging and effective.

### The Purpose of Paragraphs

The purpose of paragraph writing is to organise thoughts and convey information in an easy-to-read format. Paragraph writing allows readers to follow a thought or main point.

### Points to remember while writing a Paragraph

This main idea is expressed through three sections of a paragraph:

1. **Beginning:** Introduce your idea.
2. **Middle:** Explain your Idea.
3. **End:** Make your point again, the transition to the next paragraph.

### Sample Format :

Here is a paragraph:

#### **Students require more recreational time in order to better focus on lessons in class.**

Students require more recreational time to better focus on class lessons. Studies have shown that students who enjoy a recess of more than 45 minutes consistently score better on tests immediately following the recess period. The clinical analysis further suggests that physical exercise greatly improves the ability to focus on academic materials. Longer periods of recess are required to allow students the best possible chances of success in their studies. Physical exercise is just one of the necessary ingredients for improving student scores on standardised tests.

### From the above paragraph

#### **Topic Sentence:**

Students require more recreational time to better focus on class lessons.

#### **Supporting Sentence:**

Studies have shown that students who enjoy a recess of more than 45 minutes consistently score better on tests immediately following the recess period. The clinical analysis further suggests that physical exercise greatly improves the ability to focus on academic materials.

#### **Concluding Sentence:**

Longer periods of recess are required to allow students the best possible chances of success in their studies.



## Paragraph Writing (Practice)

**Write a paragraph about Describing a significant setback you encountered in your academic or professional life. How did this failure impact your self-esteem, and what specific actions did you take to overcome it and achieve subsequent success?**

*For the above topic construct a paragraph using the main idea which is to be expressed through three sections of a paragraph:*

**Topic Sentence:**

**Supporting Sentence:**

**Concluding Sentence:**

## Paragraph Writing

*Develop a paragraph on the topic 'A helpful person I have met'.*

**Workspace:**

Categories of Performance	4	3	2	1
Main Topic	Strong main idea restated in the closing sentence	Adequate main idea restated in the closing sentence	Weakly stated main idea weakly restated in closing sentence	Unclear main idea not restated in closing sentence
Supporting Sentences	Three or more supporting sentences per paragraph	Two supporting sentences per paragraph	One supporting sentence per paragraph	No supporting sentences
Grammar	Few, if any, errors	Several errors that do not interfere with meaning	Many errors that interfere with meaning	Many errors that make it illegible

Marks: \_\_\_\_\_

## Picture Perception Discussion Test(PPDT)

The Picture Perception Discussion Test is part of the screening test in many competitive exams. In PPDT, the students are shown a blurred picture and they are asked to frame and write a story according to their perspective. Students can come up with different names for the characters along with different emotions that they might think of. After that, the students are asked to sit and discuss their understanding of the picture in a group.

### How to write a good story?

- Create a story around a central character that you want to choose.
- Create a positive storyline along with a positive ending and a good conclusion.
- Divide the plot of the story into parts- explaining the personality, traits of the main character, the story behind the picture and what is the most probable conclusion.
- Don't end the story abruptly.
- Don't create unrealistic stories or negative storylines.
- Don't explain everything in the picture. Put some logic into your explanation.

### To start a discussion:

- Start the story with a brief introduction of the characters and the plot.
- Be confident and fluent while speaking and don't fumble.
- Avoid complicated words and focus on putting the idea in the group rather than impressing them.
- Maintain good posture and maintain a smile on your face along with keeping your tone assertive.

### Let's see an example of a PPDT:

Mridul was a 12th class biology student who lived in Jalandhar with his whole family. When he came back from coaching, he saw that his sister was crying lying on the bed. On inquiring, he found that his sister wants to pursue MBA, but the parents do not allow her to do the same. Instead, parents were planning the marriage of his sister. Mridul felt very sad listening to this. With his sister, he convinced his parents and told them about his sister's dreams and goals. He also told them about the importance of education in the current world and women empowerment. He gave examples of Kalpana Chawla, Saina Nehwal, and many more. Later, his parents were convinced, and his sister was happy.



## Picture Perception Discussion Test(PPDT)

1



2



Workspace for picture 1:

Workspace for picture 2:

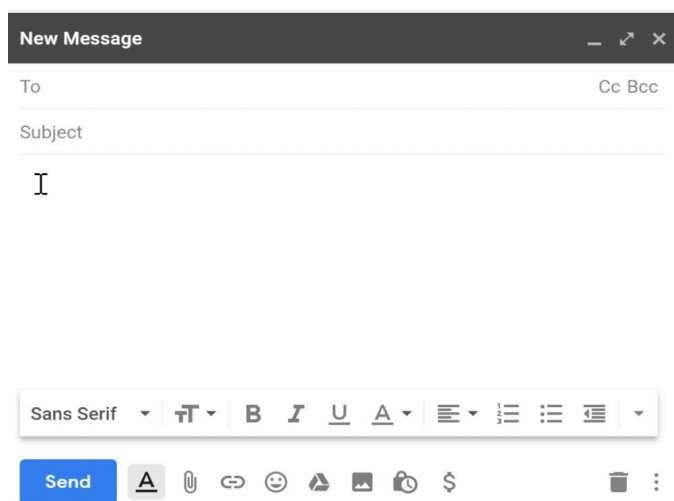
## Email Writing

*Writing successful emails can help you improve your business reputation, communicate your thoughts and ideas effectively and provide meaningful correspondence to those who need your advice or input.*

*Before we get into different email templates, it's important to know how to build an email yourself. For the most part, every email, regardless of its contents, will follow the same structure with the same basic elements. You should get to know these elements in order to ensure proper and effective email writing as a whole.*

### **The structure of an email is as follows:**

- To Address
- Cc, Bcc (If any)
- Subject line
- Salutation
- Body
- Attachments
- Complimentary close
- Contact details (optional)



### **Subject line in an email:**

- It is the subject line that helps the reader decide whether or not to read the whole email.
- The subject should be brief, but it should also give the recipient some idea of what the email is about.
- Keep the subject line to a maximum of 8 words.
- Make sure the subject line is clear, specific, and relevant.

**Eg:** *Regarding checking the payment status, Application for Leave, Regarding Offer letter, Concerning semester fees*

### **Salutation(Greetings):**

A salutation is a word or phrase used for greeting a recipient in business or personal correspondence. There are two types of salutations — formal and informal (casual). The most commonly used salutations in emails are “Dear” and “Hi/Hey,” followed by the recipient’s title or name.

**Formal-** *Dear Raghu, Respected Ma’am, Mr. John, Greetings, Good Morning*

**Informal-** Hey!, Hi Ani, What's up?

**Body:**

You were able to convince your subscribers to open your email. The next challenge is to convince them that you are saying something important, valuable and interesting to prompt an action.

- Your text should be kept short, clear, simple, and direct.
- Make sure that your spelling and grammar are accurate.

**Example:**

**Subject:** Assignment Help

**Greeting:** Hey Karthik,

**Opening/body:** I hope your assignment is coming along well. I am feeling a bit confused concerning Q7. How did you answer that section? Could you please help me?

**Closing:** Thanks in advance. You are an amazing classmate.

**Signature:** Kind regards,  
Varun.

**Complimentary Close:**

- *thanks, best regards, Sincerely, yours lovingly, respectfully, yours faithfully*

**A MODEL EMAIL**

From: [ajaykumar@gmail.com](mailto:ajaykumar@gmail.com)

To: [perfectmusic@gmail.com](mailto:perfectmusic@gmail.com)

Subject: Complaint regarding the quality of the headphones

Hi there,

I purchased the headphones at Perfect Music on Monday, August 11. Later, I discovered that the left headphone wasn't working. Unfortunately, the staff refused to replace the headphones or return my money although I provided the receipt.

I'm deeply disappointed about the quality of the product and the disrespectful treatment I received in your store.

I hope to have this issue resolved and get my money back, otherwise, I will have to take further actions.

Regards,  
Ajay Kumar.  
Ph. 0000000000

## Understanding BCC and CC

**Before we craft the email, let's clarify the purpose of BCC and CC:**

- **BCC (Blind Carbon Copy):** Email addresses are hidden from recipients. Only the sender can see the full list of recipients.
- **CC (Carbon Copy):** Email addresses are visible to all recipients.

**When to Use BCC and CC:**

- **BCC:**
  - Protect recipient privacy (e.g., mass emails).
  - Prevent email reply chains from getting out of hand.
  - Maintain confidentiality of recipient list.
- **CC:**
  - Inform additional parties about an email.
  - Share information with a group.
  - Request input or feedback from multiple people.

### Sample Email Emphasising BCC and CC

**Subject: Important Notice: Please Read Carefully**

Dear Recipients,

This email is being sent to inform you about [briefly explain the topic].

**Please note the following:**

- **BCC:** To protect your privacy and prevent email overload, all recipient email addresses have been BCC'd.
- **CC:** [List of CC'd recipients] has been copied on this email for informational purposes.

[Body of email]

**Important:** Please do not reply to this email. If you have any questions or require further information, please contact [contact person] at [email address].

Thank you for your attention to this matter.

Sincerely, [Your Name] [Your Title/Department]

## Email Writing Practice-I (Subject Lines)

*Write a minimum of two subject lines in the space provided, for the below given contexts.*

Ex. Requesting a two-day leave...

Applying for a leave

Leave Application

Requesting for a Leave

1. Organising a Zoom meeting with colleagues.
2. Sending an Appreciation letter to a guest.
3. Intimating the clients about your progress of the work.
4. Applying for a new job.
5. Cancelling an order request on Amazon.
6. Complaining to the manager about the poor restaurant services.



## Email Writing Practice-II (Introduction)

A good introduction includes a suitable subject line, appropriate greetings and a good opening. Keeping these points in mind, write an email with the right introduction, for the following question.

**Write an email to the supervisor intimating your absence from the office.  
(Write the introduction only) :**

**Write an email to your friend describing a recent trip that you have been to.  
(Write the introduction only)**

### Email Writing Practice-III (Body and Conclusion)

*Body must include important details highlighting the titles, dates and times, events, etc. Make sure you are to the point and do not forget to mention the file uploads (If any). On the other hand, Sign off the email on a humble note, the closing should be good and hopeful so that the receiver wants to respond, including your contact details for future endeavours.*

**Write an email to the supervisor intimating your absence from the office. (Write the body and conclusion only)**

**Write an email to your friend describing a recent trip that you have been to. ( Write the body and conclusion only)**

## Essay Writing

An essay is a short piece of writing which is set around a specific topic or subject. It is a focused piece of writing designed to inform or persuade. There is a basic structure that is generally followed while writing essays.

### Introduction

This is the first paragraph of your essay. This is where the writer introduces his topic for the very first time. You can give a very brief synopsis of your essay in the introductory paragraph.

### Body

This is the main crux of your essay. So, the most vital content of the essay will be here. This need not be confined to one paragraph. It can extend to two or more paragraphs according to the content.

### Conclusion

This is the last paragraph of the essay. Sometimes a conclusion will just mirror the introductory paragraph but make sure the words and syntax are different. A conclusion is also a great place, to sum up, a story or an argument. You can round up your essay by providing some morals or wrapping up a story.

### Tips:

- Give your essays an interesting and appropriate title.
- Keep your language simple and crisp with ideal length.
- Do not make grammar mistakes, use correct punctuation and spelling.
- Before beginning the essay, organise your thoughts and plot a rough draft.
- Understand the topic thoroughly-sometimes we jump to a conclusion just by reading the topic once and later we realise that the topic was different than what we wrote about.
- Read the topic as many times as it takes for you to align your opinion and understanding about the topic.
- Plan your content in such a way that it is accurate, well-described, and meets the objectives of the concept.
- Structure the concept with an appropriate introduction, body and conclusion.

### Topics:

- The importance of Digital India
- Stress and its effects on Youth
- If you were a Millionaire, how would you spend your day?
- Impact of COVID-19 on the Education system
- Role of Women's Education in Nation Development
- English as a Global Language
- Organic Farming in India
- A character from a book or a movie that inspired you

**Task:** Write an essay on *“The role of campus culture in student success.”* as per the directions asked below.

**Introduction:**

**Body:**

**Conclusion:**

## Essay Writing (Practice)

Write an essay on any one of the chosen topics from page no: 29.

### Rubric:

Quality of Writing 2M	Grammar, Usage & Mechanics 2M	Ideas 2M	Word Choice 2M	Voice 2M	Total 10M

# Evaluation

**Evaluation of English Language Proficiency Certificate**

Parameter	Descriptor	Marks
<b>Grammar, Vocabulary &amp; Syntax (1 Marks)</b>	<ul style="list-style-type: none"><li>→ Check for proper usage of grammar and syntax. Evaluate sentence structure and the use of appropriate tenses.</li><li>→ Assess the range and appropriateness of vocabulary used.</li><li>→ Look for the use of technical terms relevant to engineering</li></ul>	
<b>Pronunciation, Accent &amp; Fluency (1 Mark)</b>	<ul style="list-style-type: none"><li>→ Evaluate the clarity of pronunciation and the appropriateness of the accent. Consider whether the speaker's pronunciation is easily understandable.</li><li>→ Assess how smoothly the speaker can express ideas and communicate without hesitations or pauses and Consider the overall flow of speech.</li></ul>	
<b>Selection Style of the Certificate (1 Mark)</b>	<ul style="list-style-type: none"><li>→ Examine the choice of Certificate</li><li>→ Why was it taken and What are the fulfillments</li></ul>	
<b>CEFR Scale (1 Mark)</b>	<ul style="list-style-type: none"><li>→ Check for proper understanding of levels on the Scale</li><li>→ Awareness on the CAN DO Statements</li></ul>	
<b>Time Taken for the Test (1 Marks)</b>	<ul style="list-style-type: none"><li>→ Enquire into the timelines that he/she used as per the schedule fixed while the Certification Test Organized.</li><li>→ Assess the improvement in the Scale in case of Pre &amp; Post Model Testing.</li></ul>	
<b>Presentation Skills (2 Marks)</b>	<ul style="list-style-type: none"><li>→ Assess the ability to organise and present information about the Certificate in a structured and engaging manner.</li><li>→ Evaluate the statement of the certification that is to be exhibited on the Resume</li></ul>	
<b>Grading (3 Marks)</b>	<ul style="list-style-type: none"><li>→ Examine the Grade obtained and how is it mapped with CEFR Level</li><li>→ Pre Grade to Post Grade and its improvement</li></ul>	

NOTE: Consider the use of visuals if applicable. It's important to remember that the weightage assigned to each parameter may vary based on the specific requirements of the Skill Development Course and the emphasis placed on different aspects of language proficiency. Additionally, the assessment should be fair and take into account the diverse linguistic backgrounds of the students.

## Evaluation of Celebrity Interview

	<b>Exceeded Expectations</b>	<b>Met Expectations</b>	<b>Met Expectations with Support</b>	<b>Exposed to Expectations</b>
<b>FORMAT/ PRESENTATION</b>	Very neatly written or word-processed; Q & A clearly separated; correct heading; single-spaced.	Neatly written; Q & A separated; correct heading.	Legibly written; could have shown more care; may be missing part of heading; Q & A could be better separated.	Pencil written; messy presentation; incomplete or missing heading; Q & A have little or no separation.
<b>QUESTION QUALITY</b>	Questions draw out full, interesting, relevant, and moving answers from the subject. Incomplete answers have follow-up questions.	Questions drew out adequate answers with some follow-up and connection between them.	Some questions wander away from objectives; questions are borderline appropriate; answers tend to be brief, not full.	Questions are often yes / no or only draw brief response with little follow-up or prodding for fuller answers. Answers are too brief.
<b>SPELLING / MECHANICS / GRAMMAR</b>	Transcript is carefully proofread with little or no errors in spelling, mechanics, and grammar.	Transcript has some errors in spelling, mechanics, grammar that don't interfere with meaning.	Transcript needs more proofreading and errors may cause some confusion.	Many errors in spelling, grammar, and / or mechanics are present and may cause significant confusion.
<b>LENGTH / EFFORT</b>	Transcription is more than 1 page; size 12 font, more than sufficient number of questions asked; professional quality transcript.	Transcription is 1 page single-spaced; adequate number of questions asked; good appearance.	Close to length requirement; more questions could have been asked; minimal effort.	Transcription demonstrates little effort and is too short; too few questions asked.

<b>No. of Likes on YouTube</b>		<b>Some notable comments received on YouTube</b>	
<b>No. of Views on YouTube</b>			



**Rubric for Listen to Speak Activity:**

(Assessed by External Examiner)

Activity-I (Summarization/opinion of the Candidate)

Grade	Assessment Parameters
B2	Expresses points of view without noticeable strain. <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. Does not make errors that cause misunderstanding.</li> </ul>
B1	Relates comprehensively to the main points he/she wants to make. <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.</li> </ul> Reasonably accurate use of the main repertoire associated with more predictable situations
A2	Relates basic information on, e.g. work, family, free time etc. <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>
A1	Makes simple statements on personal details and very familiar topics. <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>
Below A1	Does not reach the standard for A1.

Activity-I (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)	

Teacher Evaluation:

Marks	/5
Remarks	

Activity-II (Summarization/opinion of the Candidate)

Grade	Assessment Parameters
B2	<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. Does not make errors that cause misunderstanding.</li> </ul>
B1	<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>
A2	<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>
A1	<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>
Below A1	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)	

Teacher Evaluation:

Marks	/5
Remarks	

### Activity-III (Summarization/opinion of the Candidate)

Grade	Assessment Parameters
B2	Expresses points of view without noticeable strain. <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. Does not make errors that cause misunderstanding.</li> </ul>
B1	Relates comprehensively to the main points he/she wants to make. <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>
A2	Relates basic information on, e.g. work, family, free time etc. <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>
A1	Makes simple statements on personal details and very familiar topics. <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>
Below A1	Does not reach the standard for A1.

### Activity-III (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)	

Teacher Evaluation:

Marks	/5
Remarks	

#### Activity-IV (Summarization/opinion of the Candidate)

Grade	Assessment Parameters
B2	Expresses points of view without noticeable strain. <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. Does not make errors that cause misunderstanding.</li> </ul>
B1	Relates comprehensively to the main points he/she wants to make. <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.</li> </ul> Reasonably accurate use of the main repertoire associated with more predictable situations
A2	Relates basic information on, e.g. work, family, free time etc. <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>
A1	Makes simple statements on personal details and very familiar topics. <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>
Below A1	Does not reach the standard for A1.

#### Activity-IV (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)	

Teacher Evaluation:

Marks	/5
Remarks	

## Paragraph Writing

## PPDT

## Email-1

To:
CC:
BCC:
Subject:

## Email-2

To:
CC:
BCC:
Subject:

### Email-3

To:
CC:
BCC:
Subject:

### Email-4

To:
CC:
BCC:
Subject:

### Email-5

To:
CC:
BCC:
Subject:

## Email-6

To:
CC:
BCC:
Subject:





## Quiz - 1

### Basic Details:

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

### 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.

## Quiz - 2

### Basic Details:

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

### 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.

## Quiz - 3

### Basic Details:

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

### 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:

Q1	Q2	Q3	Q4	Q5	Marks Secured