



# **MARRI LAXMAN REDDY** **INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

## **English Language and Communication Skills Laboratory**

**Course Code: 2510073**

**Credits: L T P C 0 0 2 1**

### **Common To All Branches**



"If you just communicate, you can get by; But if you communicate skill fully, you can work miracles."

-Jim Rohn



**INDEX**

<b>S.No</b>	<b>Details</b>	<b>Pg.No</b>
1	Certificate	3
2	Preface	4
3	Acknowledgement	5
4	General Instructions	6
5	Safety Measures	7
6	Vision and Mission of the Institute and the Department along with PEOs of the Program	8-9
7	<b>Course Descriptor</b>	10-26
8	<b>Previous co attainment and target for present semester</b>	-----
9	Academic Calendar	11
10	Lab Time table	27
11	Syllabus copy	28-30
12	Virtual Lab Details (If applicable)	.....
13	Lab Planner	31-33
14	Rubrics used to assess learning's in laboratories	34-36
<b>List of Experiments</b>		
1.	Speech Sounds-Listening Skill - Importance – Purpose - Types- Barriers- Active Listening & Spoken and Written language - Formal and Informal English - Greetings - Introducing Oneself and Others	37-47
2.	Listening vs. Hearing - Barriers to Listening & Situational Dialogues – Expressions used in Various Situations	48- 54
3.	Errors in Pronunciation – Tips for Neutralizing Mother Tongue Influence (MTI) & Describing Objects, Situations, Places, People and Events	55- 64
4.	Techniques for Effective Listening & How to Tell a Good Story - Story Star- Sequencing-Creativity	65- 72
5	Identifying the literal and implied meaning, listening comprehension & Understanding Non-Verbal Communication Practice	73- 74
<b>OPEN ENDED EXPERIMENTS</b>		
1	Poster Making	75
2	Debate	75



**MARRI LAXMAN REDDY**  
**INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

---

**CERTIFICATE**

This is to certify that this manual is a bonafide record of practical work carried out in the ELCS Laboratory for all the B.Tech I-Semester & II Semester during the academic year 2025-2026.

This manual has been prepared by Dr. Rukhiya Begum (Associate Professor), Mr. K. Prakash (Assistant Professor) & Mr. V Ravi Kiran H (Assistant Professor), Mr. Vijaya Simha (Assistant Professor) Department of Freshman Engineering, with my/our own efforts and to the best of our knowledge.

**Head of the Department**



## PREFACE

This book entitled “English Language and Communication Skills Laboratory Manual” is intended for the use of First year B.Tech. Students of Marri Laxman Reddy Institute of Technology and Management, Dundigal, Hyderabad. The English Language and Communication Skills (ELCS) Lab Manual has been meticulously designed as per the syllabus prescribed by the Jawaharlal Nehru Technological University, Hyderabad (JNTUH) to enhance students’ proficiency in English language skills, with a special focus on listening, speaking, reading, and writing (LSRW). This manual aims to bridge the gap between theoretical knowledge and practical application, ensuring that students develop effective communication skills necessary for academic success and professional excellence. The manual incorporates a structured approach to language learning by fit in engaging exercises, interactive activities, and real-life communication scenarios. It converses- sential aspects such as phonetics, pronunciation, gram- mar, and verbal interaction, which are vital for improving students’ confidence and fluency in English. Additionally, it introduces students to various professional communication formats, including group discussions, presentations, and public speaking, which are crucial in their academic and career pursuits.

A key feature of this manual is its emphasis on experiential learning, allowing students to practice and refine their skills through guided activities, role-plays, and self-assessment tasks. The carefully curated content aligns with the latest pedagogical approaches, making language acquisition an engaging and prolific experience.

We believe that this manual will serve as a valuable resource for students, equipping them with the necessary soft skills to excel in today’s competitive world. We hope that this effort will significantly benefit students and help them become confident and articulate communicators. Viva voice questions are also included in the manual.

Hence, we hope this lab manual serves for better understanding by the student community.

**HOD**



## ACKNOWLEDGEMENT

It has been a truly enriching experience working in the ELCS Lab. First and foremost, I would like to express my sincere gratitude to Dr. Rukhiya Begum, Professor, Department of English, Marri Laxman Reddy Institute of Technology & Management, for her invaluable technical support and guidance in preparing this manual.

I extend my heartfelt thanks to Dr. K. Ashok Head of the Department Freshmen Engineering, Marri Laxman Reddy Institute of Technology & Management, for his encouragement and for giving me the opportunity to prepare this Advanced English Communication Skills Laboratory Manual.

I am deeply indebted and gratefully acknowledge the constant support and valuable guidance of Dr. Ravi Prasad, Dean Academics, Marri Laxman Reddy Institute of Technology & Management. I am immensely thankful for his timely feedback and scholarly advice, which greatly contributed to the successful completion of this manual.

I would also like to convey my sincere thanks to Dr. P. Sridhar, Director, and Dr. Murali Prasad, Principal, Marri Laxman Reddy Institute of Technology & Management, for providing me with this wonderful opportunity and the necessary encouragement to prepare this lab manual.

Finally, I express my heartfelt gratitude to all the faculty members of the Department of English for their continuous inspiration, support, and help in achieving this goal.

**By**

**Department of English**



### GENERAL INSTRUCTIONS

1. Students are instructed to come to the English Language and Communication Skills Laboratory on time. Late comers are not entertained in the lab.
2. They should be punctual to the lab. If not, conducted activities will not be repeated.
3. They are instructed to display their identity cards and apron before entering the laboratory.
4. They are instructed not to bring their mobile phones to the lab.
5. The devices used in CALL Lab should be handled with care and responsibility. In case of any mishap, the penalty will be laid on the students.
6. Students should update the records and lab observation books session-wise. Before leaving the lab, the student should get his lab observation book signed by the faculty.
7. They should submit the lab records 2/3 days in advance to the concerned faculty members in the staffroom for correction.
8. They should not move around the lab during the lab session.
9. In case of any kind of emergency, the student should obtain the permission of the concerned faculty member in a written format.
10. Faculty members may suspend any student from the lab session on disciplinary grounds.



---

## SAFETY MEASURES

### ✓ Do's in the Laboratory

1. Wear the prescribed dress code while in the lab.
2. Keep your bags on the rack and sign in the logbook.
3. Follow the lab timetable strictly.
4. Be on time for your lab session.
5. Complete your program/experiment within the given time.
6. Keep your workspace neat and clean.
7. Handle computers and kits carefully.
8. Push chairs back properly after use.
9. Shut down the system after finishing your work.
10. Check the lab notice board regularly for updates.

### ✗ Don'ts in the Laboratory

1. Do not bring food or drinks into the lab.
2. Do not take any items out of the lab.
3. Do not touch, connect, or remove cables without permission.
4. Avoid opening unrelated websites.
5. Do not copy other students' work.
6. Do not use mobile phones in the lab.
7. Do not make unnecessary noise.
8. Do not enter the lab with footwear.
9. Do not change icons or settings on the computer.
10. Do not unplug cables before shutting down the computer properly.



## VISION & MISSION OF THE INSTITUTE

### Institute Vision

- To be a globally recognized institution that fosters innovation, excellence, and leadership in education, research, and technology development, empowering students to create sustainable solutions for the advancement of society.
- Institute Mission
- To foster a transformative learning environment that empowers students to excel in engineering, innovation, and leadership.
- To produce skilled, ethical, and socially responsible engineers who contribute to
- Sustainable technological advancements and address global challenges
- To Shape future leaders through cutting-edge research, industry collaboration and community engagement.

### Quality Policy

- Ensure excellence in education through innovative teaching and continuous
- improvement.
- Promote ethical, skilled, and employable graduates who drive sustainable technologies
- Encourage research, industry collaboration, and community engagement for societal benefit.

### PROGRAM OUTCOMES & PROGRAM SPECIFIC OUTCOMES:

PO 1: Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and engg. Specialization to the solution of complex engineering problems.
PO 2: Problem analysis: Identify, formulate, research literature, and analyze engineering problems to arrive at substantiated conclusions using first principles of mathematics, natural, and engineering sciences.
PO 3: Design/development of solutions: Design solutions for complex engineering problems and design system components, processes to meet the specifications with consideration for the public health and safety, and the cultural, societal, and environmental considerations.
PO 4: Conduct investigations of complex problems: Use research-based knowledge including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.



**MARRI LAXMAN REDDY**  
**INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

PO 5: Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

PO 6: The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

PO 7: Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

PO 8: Individual and team work: Function effectively as an individual, and as a member or leader in teams, and in multidisciplinary settings.

PO 9: Communication: Communicate effectively with the engineering community and with society at large. Be able to comprehend and write effective reports documentation. Make effective presentations, and give and receive clear instructions.

PO 10: Project management and finance: Demonstrate knowledge and understanding of engineering and management principles and apply these to one's own work, as a member and leader in a team. Manage projects in multidisciplinary environments.

PO 11: Lifelong learning: Recognize the need for, and have the preparation and ability to engage in independent and lifelong learning in the broadest context of technological change.

Program Specific Outcomes

PSO 1: Analyze and design analog & digital circuits or systems for a given specification and function.

PSO 2: Implement functional blocks of hardware-software co-designs for signal processing and communication applications.

Program Educational Objectives

PEO 1: Have successful careers in Industry.

PEO 2: Show excellence in higher studies/Research.

PEO 3: Show good competency towards Entrepreneurship



## ENGLISH LANGUAGE COMMUNICATION SKILLS

1	Department	<b>FRESHMAN ENGINEERING</b>							
2	Course Name	<b>ENGLISH LANGUAGE COMMUNICATION SKILLS</b>							
3	Course Code	2510073/2520073							
4	Year/Semester	I/I & I/II							
5	Regulation	MLRS-R25							
6	Structure of the course	Theory				Practical			
		Lecture	Tutorials	Practical	Credit	L	T	P	C
		0	0	✓	0	0	0	2	1
7	Type of course	BS	HS	ES	PC	PE	OE	PS	MC
		×	✓	×	×	×	×	×	×
8	Course Offered	Odd Semester		✓	Even Semester			✓	
9	Total lecture, tutorial and practical hours for this course Offered (16 weeks of teaching per semester)								
	Lectures: 0 Hours		Tutorials: 0 hours		Practical: 32 hours				
10	Course Coordinator	Dr.Rukhiya Begum							
11	Date Approved by BOS	<b>13/10/2025</b>							
12	Course Webpage	<a href="http://www.mlritm.ac.in/">www.mlritm.ac.in/</a>							
13	Prerequisites/	Level	Course Code	Semester	Prerequisites				
	Co-requisites	-	-	-	Nil				

### 14. Course Overview:

The ELCS Lab aims to enhance students' proficiency in English through the practice of language sounds, vocabulary building, and effective communication in both formal and informal contexts. The course is designed to help students master English phonetics, improve their listening and speaking skills, and apply these skills in real-life scenarios.

### 15. Course Objectives:

This Lab focuses on using CALL Lab and ICS Lab instructions for language development to meet the following targets:

- To facilitate computer assisted multimedia instruction enabling individualized and independent language learning

- To sensitize the students to the nuances of English speech sounds, word accent, intonation and rhythm
- To bring about a consistent accent and intelligibility in students' pronunciation of English by providing an opportunity for practice in speaking
- To improve the fluency of students in spoken English and neutralize the impact of dialects
- To train students to use language appropriately for public speaking, group discussions and interviews

### 16. Course Outcomes:








CO1	Recognize features of English language, accents, and dialects through interpretation of audio-visual content.
CO2	Explain pronunciation patterns and features of a neutral accent for accurate speech and articulation
CO3	Apply listening strategies to effectively respond to various English language inputs.
CO4	Use oral communication skills effectively in discussions, role-plays, and presentations, demonstrating fluency and coherence.
CO5	Demonstrate verbal communication skills suited to formal and informal academic and workplace contexts.

After successful completion of the course, students should be able to:

### 17. Employability Skills:

Example: Communication skills / Programming skills / Project based skills/
The English Communication Skills Lab cultivates essential employ-ability skills by enhancing their employ-ability, including effective resume writing, interview techniques, and group discussion strategies, preparing for real-world professional settings by mastering formal and informal communication scenarios.

### 18. Content Delivery / Instructional Methodologies:

	 Day to Day lab evaluation	x	 Demo Video		 Viva Voce questions	x	 Open Ended Experiments
x	 Competitions	x	 Hackathons	x	 Certifications		Probing Further Questions

## 19. Evaluation Methodology:

Each laboratory will be evaluated for a total of 100 marks consisting of 40 marks for Continuous Internal Evaluation (CIE) and 60 marks for semester end lab examination. Out of 40 marks for internal evaluation:

- A write-up on day-to-day experiment (aim, components/procedure, expected outcome) which shall be evaluated for 10 marks
- 10 marks for viva-voce/ tutorial/ case study/ application/ poster presentation.
- Internal practical examination shall be evaluated for 10 marks.
- The remaining 10 marks are for Laboratory Project (Design/ Software / Hardware Model/ App Development/ Prototype).

Table 1: CIE marks distribution

Component					
Type of Assessment	Day to Day performance viva examination	Day and voce	Final internal lab assessment	Laboratory Report / Project and Presentation	Total Marks
CIE marks	20		10	10	40

**Continuous Internal Evaluation (CIE):** Two CIE exams shall be conducted at the 8<sup>th</sup> week and 16<sup>th</sup> week of the semester; the average of the two CIEs will be taken into account. The CIE exam is conducted for 40 marks.

The Semester End Examination shall be conducted with an external examiner and the laboratory teacher. The external examiner shall be appointed from the other colleges which will be decided by the Head of the institution.

In the Semester End Examination held for 3 hours, total 60 marks are divided and allocated as shown below:

- 10 marks for write-up
- 15 for experiment/program
- 15 for evaluation of results
- 10 marks for presentation on another experiment/program in the same laboratory course and
- 10 marks for viva-voce on concerned laboratory course.

**20. Course content:**

CO 1	<b>Listening and Speaking Skills</b>
	<p>a. Understand: Speech Sounds-Listening Skill - Importance – Purpose - Types- Barriers- Active Listening</p> <p>b. Practice: Listening to Distinguish Speech Sounds (Minimal Pairs)- Testing Exercises</p> <p>c. Understand: Spoken and Written language - Formal and Informal English - Greetings - Introducing Oneself and Others</p> <p>d. Practice: Any Ice-Breaking Activity</p>
CO 2	Speaking Skills
	<p>A. Understand: Listening vs. Hearing - Barriers to Listening</p> <p>B. Practice: Listening for General Information - Multiple Choice Questions - Listening Comprehension Exercises (It is essential to identify a suitable passage with exercises for practice.)</p> <p>C. Understand: Features of Good Conversation – Strategies for Effective Communication</p> <p>D. Practice: Role Play Activity - Situational Dialogues – Expressions used in Various Situations – Making Requests and Seeking Permissions – Taking Leave - Telephone Etiquette</p>
CO 3	Speaking Skills
	<p>A. Understand: Errors in Pronunciation – Tips for Neutralizing Mother Tongue Influence (MTI)</p> <p>B. Practice: Differences between British and American Pronunciation – Listening Comprehension Exercises</p> <p>C. Understand: Describing Objects, Situations, Places, People and Events</p> <p>D. Practice: Picture Description Activity – Looking at a Picture and Describing Objects, Situations, Places, People and Events (A wide range of Materials / Handouts are to be made available in the lab.)</p>
CO 4	<b>Speaking Skills and Writing Skills</b>
	<p>A. Understand: Techniques for Effective Listening</p> <p>B. Practice: Listening for Specific Details - Listening - Gap Fill Exercises - Listening Comprehension Exercises</p> <p>C. Understand: How to Tell a Good Story - Story Star-Sequencing-Creativity</p> <p>D. Practice: Activity on Telling and Retelling Stories - Collage</p>
CO 5	<b>Group Discussion and Listening Skills</b>
	A. Identifying the literal and implied meaning



	<p><b>B. Practice:</b> Listening for Evaluation - Write the Summary – Listening Comprehension Exercises</p> <p><b>C. Understand:</b> Understanding Non-Verbal Communication</p> <p><b>D. Practice:</b> Silent Speech - Dumb Charades Activity</p>
--	---

### 21. Course Plan:

S. No	Topics to be covered	CO's	Reference
1	Introduction: OBE Importance of English Language and Communication Skills Lab, Self-Introduction	CO1	T1&T2
2	Techniques of Effective Listening, formal and informal English, speaking practice	CO1	T1&T2
3	Effective Listening- minimal pairs, JAM	CO1	T1&T2
4	Spoken vs. Written Language-Ice-Breaking Activity and JAM Session	CO2	T2&T2
5	Barriers of listening and Situational Dialogues & role play practice.	CO2	T2&T2
6	Strategies for Effective Communication, Telephone Etiquette	CO2	T2&T2
7	Expressions used in Various Situations–Making Requests and Seeking Permissions	CO3	T3&T4
8	MTI , Describing.	CO3	T3&T4
9	Differences between British and American Pronunciation, Activity	CO4	T3&T4
10	Listening for Specific Details-Listening-Gap Fill Exercises-Listening Comprehension Exercises	CO4	T3&T4
11	Listening Comprehension. Speaking practice (story telling)	CO4	T4&T5
12	Non-verbal Communication, Presentation Skills	CO5	T4&T5
13	Listening Comprehension	CO5	T4&T5
14	PPT	CO5	

### Reference Books:

1. English Language Communication Skills – Lab Manual cum Workbook (2022). Cengage Learning India Pvt. Ltd.
2. Shobha, KN & Rayen, J. Lourdes. (2019). Communicative English – A workbook. Cambridge University Press
3. Kumar, Sanjay & Lata, Pushp. (2019). Communication Skills: A Workbook. Oxford University Press
4. Board of Editors. (2016). ELCS Lab Manual: A Workbook for CALL and ICS Lab Activities. Orient Black Swan Pvt. Ltd.



5. Mishra, Veerendra et al. (2020). English Language Skills: A Practical Approach.

Cambridge

University Press.

## 22. Experiments for Enhanced Learning:

S. No	Design Oriented Activities
1	Role plays in Different situations
2	Listening to Speeches of famous personalities

## 23. PROGRAM OUTCOMES & PROGRAM SPECIFIC OUTCOMES:

<b>PO 1:</b> Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and engg. specialization to the solution of complex engineering problems.
<b>PO 2:</b> Problem analysis: Identify, formulate, research literature, and analyze engineering problems to arrive at substantiated conclusions using first principles of mathematics, natural, and engineering sciences.
<b>PO 3:</b> Design/development of solutions: Design solutions for complex engineering problems and design system components, processes to meet the specifications with consideration for the public health and safety, and the cultural, societal, and environmental considerations.
<b>PO 4:</b> Conduct investigations of complex problems: Use research-based knowledge including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
<b>PO 5:</b> Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
<b>PO 6:</b> The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
<b>PO 7:</b> Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
<b>PO 8:</b> Individual and team work: Function effectively as an individual, and as a member or leader in teams, and in multidisciplinary settings.
<b>PO 9:</b> Communication: Communicate effectively with the engineering community

and with society at large. Be able to comprehend and write effective reports documentation. Make effective presentations, and give and receive clear instructions.

**PO 10:** Project management and finance: Demonstrate knowledge and understanding of engineering and management principles and apply these to one's own work, as a member and leader in a team. Manage projects in multidisciplinary environments.

**PO 11:** Lifelong learning: Recognize the need for, and have the preparation and ability to engage in independent and lifelong learning in the broadest context of technological change.

**Program Specific Outcomes**

PSO 1: Analyze and design analog & digital circuits or systems for a given specification and function.

PSO 2: Implement functional blocks of hardware-software co-designs for signal processing and communication applications.

**24. HOW PROGRAM OUTCOMES ARE ASSESSED:**

Program Outcomes		Strength	Proficiency Assessed by
PO2	1. Problem identification 2. Information and data collection 3. Utilization of formulas 4. Model translation 5. Solution development or experimentation. 6. Interpretation of results 7. Validation 8. Implementation and documentation	8	CIE/SEE/ Viva-Voce/ Day to Day Performance / Presentation
PO3	1. Define a problem and identify constraints. 2. Understand customer and user 3. Establish innovative solutions.	7	CIE/SEE/ Viva-Voce/ Day to Day Performance / Presentation



**MARRI LAXMAN REDDY**  
**INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

	<p>4. Manage design process and evaluate outcomes</p> <p>5. Knowledge of management techniques to achieve engineering objectives.</p> <p>6. To promote sustainable development/solutions.</p> <p>7. Awareness on codes/construction acts.</p>		
PO4	<p>1. Knowledge on materials, equipment, processes &amp; products.</p> <p>2. Workshop and laboratory skills.</p> <p>3. Operating the equipment.</p> <p>4. Understanding use of technical literature and other information sources.</p> <p>5. Understanding of appropriate codes of practice and industry standards.</p> <p>6. Awareness of quality issues.</p> <p>7. Ability to work with technical uncertainty.</p> <p>8. Understanding of engineering principles, the ability to identify, classify and narrate the constituents through analytic and modelling techniques.</p> <p>9. Interpretation of results.</p>	9	CIE/SEE/ Viva-Voce/ Day to Day Performance / Presentation
PO6	<p>1. Knowledge and understanding of commercial and economic contexts of engineering processes;</p> <p>2. To promote sustainable development of society;</p> <p>3. Awareness on legal requirements, safety of structure and health.</p>	3	CIE/SEE/ Viva-Voce/ Day to Day Performance / Presentation
PO8	<p>1. Professional and ethical principles in civil engineering</p> <p>2. Evaluate ethical dimensions of professional practice, and demonstrates ethical behaviour.</p>	2	CIE/SEE/ Viva-Voce/ Day to Day Performance / Presentation
PO9	<p>1. Individual skill, self-motivation, and maturity towards the aspiration.</p> <p>2. To enhance team skills and spirit, the socio technical knowledge to be developed through projects, internships, competitions and demonstrations.</p> <p>3. Ability to work with all levels of people in an organization.</p>	3	CIE/SEE/ Viva-Voce/ Day to Day Performance / Presentation



PO10	<ol style="list-style-type: none"> <li>1. Planning skills</li> <li>2. Organizing ability</li> <li>3. Securing</li> <li>4. Managing skills</li> <li>5. Leadership qualities</li> <li>6. Controlling</li> <li>7. Cost analysis and management</li> <li>8. Human resources management.</li> </ol>	8	CIE/SEE/ Viva-Voce/ Day to Day Performance / Presentation
PO12	<ol style="list-style-type: none"> <li>1. Recognize the need for, and have the preparation and ability to engage in independent and lifelong learning in the broadest context of technological change.</li> </ol>	1	CIE/SEE/ Viva-Voce/ Day to Day Performance / Project & Presentation

**25. HOW PROGRAM SPECIFIC OUTCOMES ARE ASSESSED:**

Program Specific Outcomes		Strength	Proficiency Assessed by
PSO1	Analyze and design analog & digital circuits or systems for a given specification and function.	2	CIE/SEE/ Viva-Voce/ Day to Day Performance / Project & Presentation
PSO2	Implement functional blocks of hardware-software co-designs for signal processing and communication applications.	2	CIE/SEE/ Viva-Voce/ Day to Day Performance / Project & Presentation

**3 = High; 2 = Medium; 1 = Low**



**26. MAPPING OF EACH CO WITH PO(s), PSO(s):**

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2
CO1	-	✓	✓	✓	-	✓	-	✓	✓	✓	-	-	-	-
CO2	-	-	-	✓	-	✓	-	-	✓	-	-	-	-	-
CO3	-	-	-	✓	-	-	-	✓	✓	-	-	✓	✓	-
CO4	-	-	-	-	-	-	-	✓	✓	-	-	✓	-	✓
CO5	-	-	-	-	-	✓	-	✓	✓	-	-	✓	-	-

**27. JUSTIFICATIONS FOR CO – PO / PSO MAPPING - DIRECT:**

Course Outcomes	PO'S/ PSO'S	Justification for mapping (Students will be able to)	No. of Key Competencies
CO1	PO2	1.Problem identification 2.Information and data collection 3.Implementation and documentation	3
	PO3	1. Define a problem and identify constraints. 2. Understand customer and user 3. Establish innovative solutions. 4.Manage design process and evaluate outcomes 5. To promote sustainable development/solutions. 6. Awareness on codes/construction acts.	6
	PO4	1. Understanding use of technical literature and other information sources. 2. Understanding of appropriate codes of practice and industry standards. 3. Awareness of quality issues. 4. Understanding of engineering principles, the ability to identify, classify and narrate the constituents through analytic and modeling techniques.	4
	PO6	1. Knowledge and understanding of commercial and	3



**MARRI LAXMAN REDDY**  
**INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

		economic contexts of engineering processes; 2. To promote sustainable development of society; 3. Awareness on legal requirements, safety of structure and health.	
	PO8	1. Evaluate ethical dimensions of professional practice, and demonstrates ethical behavior.	1
	PO9	1. Individual skill, self-motivation, and maturity towards the aspiration. 2. To enhance team skills and spirit, the socio technical knowledge to be developed through projects, internships, competitions and demonstrations. 3. Ability to work with all levels of people in an organization.	3
	PO10	1. Planning skills 2. Organizing ability 3. Securing 4. Managing skills 5. Leadership qualities 6. Controlling 7. Cost analysis and management 8. Human resources management.	8
	PSO3	1. Entrepreneurial Mindset: Develop the entrepreneurial skills and mindset required to identify and pursue innovative business opportunities.	1
CO2	PO4	1. Workshop and laboratory skills. 2. Operating the equipment. 3. Understanding use of technical literature and other information sources. 4. Understanding of appropriate codes of practice and industry standards. 5. Awareness of quality issues	5
	PO6	1. Knowledge and understanding of commercial and economic contexts of engineering processes; 2. To promote sustainable development of society; 3. Awareness on legal requirements, safety of structure and health.	3
	PO9	1. Individual skill, self-motivation, and maturity towards the aspiration. 2. To enhance team skills and spirit, the socio	3



**MARRI LAXMAN REDDY**  
**INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

		<p>technical knowledge to be developed through projects, internships, competitions and demonstrations.</p> <p>3. Ability to work with all levels of people in an organization.</p>	
	PSO3	<p>1. Knowledge base for higher studies.</p> <p>2. Entrepreneurial Mindset: Develop the entrepreneurial skills and mindset required to identify and pursue innovative business opportunities.</p>	2
CO3	PO4	<p>1. Knowledge on materials, equipment, processes &amp; products.</p> <p>2. Workshop and laboratory skills.</p> <p>3. Understanding use of technical literature and other information sources.</p> <p>4. Understanding of appropriate codes of practice and industry standards.</p> <p>5. Ability to work with technical uncertainty.</p> <p>6. Understanding of engineering principles, the ability to identify, classify and narrate the constituents through analytic and modeling techniques.</p> <p>7. Interpretation of results</p>	7
	PO8	<p>1. Professional and ethical principles in civil engineering</p> <p>2. Evaluate ethical dimensions of professional practice, and demonstrates ethical behavior.</p>	2
	PO9	<p>1. Individual skill, self-motivation, and maturity towards the aspiration.</p> <p>2. To enhance team skills and spirit, the socio technical knowledge to be developed through projects, internships, competitions and demonstrations.</p> <p>3. Ability to work with all levels of people in an organization.</p>	3
	PSO1	<p>1. Analyze response of a circuit or system</p>	1
CO4	PO8	<p>1. Professional and ethical principles in civil engineering</p> <p>2. Evaluate ethical dimensions of professional practice, and demonstrates ethical behavior.</p>	2
	PO9	<p>1. Individual skill, self-motivation, and maturity towards the aspiration.</p> <p>2. To enhance team skills and spirit, the socio technical knowledge to be developed through projects, internships, competitions and demonstrations.</p>	3



**MARRI LAXMAN REDDY**  
**INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)  
 (Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

		3. Ability to work with all levels of people in an organization.	
	PSO2	1. Applications of a circuit or system	1
CO5	PO6	1. To promote sustainable development of society; 2. Awareness on legal requirements, safety of structure and health.	2
	PO8	1. Professional and ethical principles in civil engineering 2. Evaluate ethical dimensions of professional practice, and demonstrates ethical behavior.	2
	PO9	1. Individual skill, self-motivation, and maturity towards the aspiration. 2. To enhance team skills and spirit, the socio technical knowledge to be developed through projects, internships, competitions and demonstrations. 3. Ability to work with all levels of people in an organization.	3

**28. TOTAL COUNT OF KEY COMPETENCIES FOR CO – (PO, PSO) MAPPING:**

Course Outcomes	PROGRAM OUTCOMES												PSOs	
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2
CO1	-	3	6	4	-	3	-	1	3	8	-	-	-	-
CO2	-	-	-	5	-	3	-	-	3	-	-	-	-	-
CO3	-	-	-	7	-	-	-	2	3	-	-	-	1	-
CO4	-	-	-	-	-	-	-	2	3	-	-	-	-	1
CO5	-	-	-	-	-	2	-	2	3	-	-	-	-	-

**29. PERCENTAGE OF KEY COMPETENCIES FOR CO – (PO/ PSO):**

Course Outcomes	PROGRAM OUTCOMES												PSOs	
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2
CO1	-	37.5	85	44	-	100	-	50	100	100	-	-	-	-



**MARRI LAXMAN REDDY**  
**INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

CO2	-	-	-	55	-	100	-	-	100	-	-	-	-
CO3	-	-	-	77	-	-	-	100	100	-	-	-	50
CO4	-	-	-	-	-	-	-	100	100	-	-	-	50
CO5	-	-	-	-	-	66	-	100	100	-	-	-	-

**30. COURSE ARTICULATION MATRIX (PO – PSO MAPPING):**

CO'S and PO'S, CO'S and PSO'S on the scale of 0 to 3, 0 being no correlation, 1 being the low correlation, 2 being medium correlation and 3 being high correlation.

0 -  $0 \leq C \leq 5\%$  – No correlation,

2 -  $40\% < C < 60\%$  – Moderate

1-5  $< C \leq 40\%$  – Low/ Slight

3 -  $60\% \leq C < 100\%$  –

Substantial /High

Course Outcomes	PROGRAM OUTCOMES											PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2
CO1	-	1	3	2	-	3	-	2	3	3	-	-	-	-
CO2	-	-	-	2	-	3	-	-	3	-	-	-	-	-
CO3	-	-	-	3	-	-	-	3	3	-	-	-	2	-
CO4	-	-	-	-	-	-	-	3	3	-	-	-	-	2
CO5	-	-	-	-	-	3	-	3	3	-	-	-	-	-
<b>Total</b>		1	3	7		9		11	15	3			2	2
<b>Average</b>		1	3	2.3	-	3	-	2.75	3	3	-	-	2	2

**31. ASSESSMENT METHODOLOGY DIRECT:**








CIE Exams	✓	SEE	✓	Laboratory Practices	✓
Certification	-	Viva-Voce/PPT/Project	✓	Open Ended Experiments	-



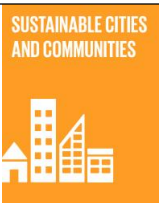
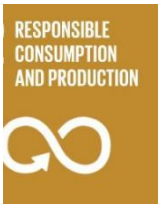




**32. ASSESSMENT METHODOLOGY INDIRECT:**

✓	Course End Survey (CES)
---	-------------------------

**33. RELEVANCE TO SUSTAINABILITY GOALS:**

ELCS, as an essential lab course, can play a significant role in advancing various SDGs.

✓	1		<p><b>No Poverty:</b> It can help the students by fostering critical thinking and effective communication about social issues, enhancing their writing and speaking skills through essays and debates, and deepening their understanding of global challenges through literature and research.</p>
✓	2		<p><b>Zero hunger:</b> It helps students by sparking discussions, essays, and projects on global food security, and encouraging them to explore and explain hunger issues and solutions.</p>
✓	3		<p><b>Good Health and well-being:</b> It helps students by encouraging writing and discussions on health topics and developing persuasive arguments about wellness.</p>
✓	4		<p><b>Quality Education:</b> It plays a significant role by motivating students to discuss, write, and develop projects on the importance of equitable education, enhancing their understanding and communication about learning opportunities.</p>
✓	5		<p><b>Gender Equality:</b> It helps students explore and discuss gender issues through writing and presentations, deepening their understanding of social justice and improving communication skills.</p>
✓	6		<p><b>Clean Water and Sanitation:</b> It plays a significant role in the English language subject by inspiring students to research, discuss, and write about the importance of access to clean water and sanitation, fostering awareness of global health issues and encouraging effective communication about sustainable solutions.</p>
✓	7		<p><b>Affordable and clean Energy:</b> It helps students write, discuss, and present on sustainable energy, enhancing their understanding of environmental issues and communication skills.</p>
✓	8		<p><b>Decent Work and Economic Growth:</b> It plays a significant role in the English language subject by inspiring students to write and discuss topics related to fair labour practices, economic development, and the impact of employment on communities, thereby enhancing their understanding of economic issues and promoting effective communication about sustainable</p>

			growth.
✓	9		<b>Industry Innovation and Infrastructure:</b> It helps students explore and discuss how technology and infrastructure drive progress, enhancing their understanding of economic and societal development.
✓	10		<b>Reduced Inequalities:</b> It helps students examine and discuss social and economic inequality, improving their understanding of justice and promoting effective communication about solutions to reduce disparities.
✓	11		<b>Sustainable Cities and Communities:</b> It inspires students to write and discuss urban development and sustainability, deepening their understanding of creating and maintaining eco-friendly cities.
✓	12		<b>Responsible Consumption and Production:</b> It encourages students to research, write, and discuss sustainable practices, raising awareness of environmental impacts and promoting effective communication about reducing waste and using resources efficiently.
✓	13		<b>Climate Action:</b> It motivates students to write and discuss climate change challenges and solutions, deepening their understanding of environmental issues and improving communication about mitigation strategies.
✓	14		<b>Life Below Water:</b> It plays a key role by inspiring students to write and discuss marine conservation, enhancing their understanding of ocean ecosystems, and encouraging effective communication about protecting aquatic life.
✓	15		<b>Life on Land:</b> It plays a significant role by encouraging students to explore and discuss terrestrial ecosystems and biodiversity, enhancing their understanding of habitat preservation and promoting effective communication about land conservation.
✓	16		<b>Peace, Justice and Strong Institutions:</b> It plays a significant role by encouraging students to write and discuss terrestrial ecosystems and biodiversity, enhancing their understanding of habitat preservation and promoting effective communication about land conservation.



**MARRI LAXMAN REDDY**  
**INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

✓	17		<b>Partnerships For the Goals:</b> It plays a significant role by encouraging students to discuss and write about global collaboration for sustainable development, improving their understanding of teamwork and effective communication to achieve global goals.
---	----	---	---

**Signature of Course Coordinator**  
**Name & Designation**



**HOD**



---

## Syllabus copy.

### Exercise – I

#### CALL Lab:

Instruction: Speech Sounds-Listening Skill - Importance – Purpose - Types- Barriers- Active Listening

Practice: Listening to Distinguish Speech Sounds (Minimal Pairs) - Testing Exercises

#### ICS Lab:

Diagnostic Test – Activity titled ‘Express Your View’

Instruction: Spoken and Written language - Formal and Informal English - Greetings - Introducing Oneself and Others

Practice: Any Ice-Breaking Activity

### Exercise – II

#### CALL Lab:

Instruction: Listening vs. Hearing - Barriers to Listening

Practice: Listening for General Information - Multiple Choice Questions - Listening Comprehension Exercises (It is essential to identify a suitable passage with exercises for practice.)

#### ICS Lab:

Instruction: Features of Good Conversation – Strategies for Effective Communication Practice: Role Play Activity - Situational Dialogues –Expressions used in Various Situations –Making Requests and Seeking Permissions – Taking Leave - Telephone Etiquette

### Exercise - III

#### CALL Lab:

Instruction: Errors in Pronunciation – Tips for Neutralizing Mother Tongue Influence (MTI)

Practice: Differences between British and American Pronunciation –Listening Comprehension Exercises

#### ICS Lab:

Instruction: Describing Objects, Situations, Places, People and Events

Practice: Picture Description Activity – Looking at a Picture and Describing Objects, Situations, Places, People and Events (A wide range of Materials / Handouts are to be made available in the lab.)

### Exercise – IV

#### CALL Lab:

Instruction: Techniques for Effective Listening

Practice: Listening for Specific Details - Listening - Gap Fill Exercises - Listening Comprehension Exercises (It is essential to identify a suitable passage with exercises for practice.)

#### ICS Lab:

Instruction: How to Tell a Good Story - Story Star- Sequencing-Creativity Practice: Activity on Telling and Retelling Stories - Collage



### Exercise – V

#### CALL Lab:

Instruction: Identifying the literal and implied meaning

Practice: Listening for Evaluation - Write the Summary – Listening Comprehension Exercises

(It is essential to identify a suitable passage with exercises for practice.)

#### ICS Lab:

Instruction: Understanding Non-Verbal Communication Practice: Silent Speech - Dumb Charades

Activity

Post-Assessment Test on 'Express Your View'

### Minimum Requirement of infrastructural facilities for ELCS Lab:

#### 1. Computer Assisted Language Learning (CALL) Lab:

The Computer Assisted Language Learning Lab has to accommodate 40 students with 40 systems, with one Master Console, LAN facility and English language learning software for self- study by students.

System Requirement (Hardware component):

Computer network with LAN facility (minimum 40 systems with multimedia) with the following specifications:

- i) Computers with Suitable Configuration
- ii) High Fidelity Headphones

#### 2. Interactive Communication Skills (ICS) Lab:

The Interactive Communication Skills Lab: A Spacious room with movable chairs and audio-visual aids with a Public Address System, TV or LCD, a digital stereo – audio & video system and cam corder etc.

Note: English Language Teachers are requested to prepare Materials / Handouts for each Activity for the Use of those Materials in CALL & ICS Labs.

### Suggested Software:

Cambridge Advanced Learners' English Dictionary with CD.

Grammar Made Easy by Darling Kindersley.

Punctuation Made Easy by Darling Kindersley.

Oxford Advanced Learner's Compass, 10th Edition.

English in Mind (Series 1-4), Herbert Puchta and Jeff Stranks with Meredith Levy, Cambridge.

English Pronunciation in Use (Elementary, Intermediate, Advanced) Cambridge University Press.

English Vocabulary in Use (Elementary, Intermediate, Advanced) Cambridge University Press.

TOEFL & GRE (KAPLAN, AARCO & BARRONS, USA, Cracking GRE by CLIFFS).

### References:

Shobha, KN & Rayen, J. Lourdes. (2019). Communicative English – A workbook. Cambridge Univ. Press



Board of Editors. (2016). ELCS Lab Manual: A Workbook for CALL and ICS Lab Activities. Orient BlackSwan Pvt. Ltd.

Mishra, Veerendra et al. (2020). English Language Skills: A Practical Approach. Cambridge Univ. Press

(2022). English Language Communication Skills – Lab Manual cum Workbook. Cengage Learning India Pvt. Ltd.

### **Experiments for Enhanced Learning:**

<b>S. No</b>	<b>Design Oriented Activities</b>
1	Role plays in Different situations
2	Listening to Speeches of famous Personalities
3	Story telling by using Nonverbal communications

### SESSION PLANNER

S · N O	LN o	Unit	Topic	Session objectives	Lab Manual/ Reference	Teaching Methodology used	DSS Availabi- Lity	Date plann ed	Date conduc ted
1.	LH 1,2	I	Introduction: OBE Importance of English Language and Communicatio n Skills Lab, Self Introduction	To enable students develop their LSRW skills	Lab manual/ software	TBLT	NO		
2.	LH 3,4	I	Techniques of Effective Listening, formal and informal English ,speaki ng practice	Understan d importanc e, purpose , types of Listening.	Lab manual/ software	TBLT	NO		
3.	LH 5,6	I	Effective Listening- minimal pairs, JAM	Understan d importanc e, purpose , types of Listening-	Lab manual/ software	TBLT	NO		
4.	LH 7,8	I	Spoken vs. Written language-Ice- Breaking Activity and JAM Session	Applying technique s on JAM, Role play	Lab manual/ software	TBLT	NO		
5.	LH 9,1 0	II	Barriers of listing and Situational Dialogues& role play practice.	Applying phrases and refining Pronuncia tion	Lab manual/ software	TBLT	NO		
6.	LH 11, 12	II	Strategies for Effective Communicatio n, Telephone Etiquette.	Understan d & apply tips on communic ation	Lab manual/ software	TBLT	NO		
7.	LH 13, 14	II	Expressions used inVarious Situations- Making Requests and Seeking Permissions	Applying the knowled ge	Lab manual/ software	TBLT	NO		
8.	LH 15, 16		<b>Lab internal-I</b>	To assess student	Lab manual/ software	Written Test			



# MARRI LAXMAN REDDY INSTITUTE OF TECHNOLOGY AND MANAGEMENT

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

				s' practica l knowle dge and applicat ion skills gained during the lab sessions .					
9.	LH 17, 18	III	MTI , Describing.	Underst and the Accents  Neutrali zing the MTI	Lab manual/ software	TBLT	NO		
10	LH 19, 20	III	Differences between British and American Pronunciation, Activity	To start general conversati ons	Lab manual/ software	TBLT	NO		
11	LH 21,2 2	IV	Listening for Specific Details- Listening-Gap Fill Exercises- Listening Comprehension Exercises	To develop students' ability to comprehe nd spoken informatio n accurately by identifying and recalling specific details through gap-fill and listening comprehe nsion exercises.	Lab manual/ software	TBLT	NO		
12	LH 23,2 4	IV	Listening Comprehension. Speaking practice (story telling)	Exposure to Structure d Talks	Lab manual/ software	TBLT	NO		
13	LH 25,2 6	V	Non-verbal Communic ation, Presentati on Skills	To make a Short Speech	Lab manual/ software	TBLT	NO		
14	LH 27,2 8	V	Listening Comprehe	To understa	Lab manual/ software	TBLT	NO		



# MARRI LAXMAN REDDY INSTITUTE OF TECHNOLOGY AND MANAGEMENT

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

			nsion, PPT	nd & comprehend the text					
15	LH 29,3 0	V	Listening Comprehe nsion, PPT	To understand & comprehend the text	Lab manual/ software	TBLT	NO		
16			<b>Lab Internal II</b>	To assess students' practical knowledge and application skills gained during the lab sessions.	Lab manual/ software	Written Test			

## RUBRICS FOR ACTIVITIES

### Activity - Express your view.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Clarity of Expression</b>	Ideas are very clear, coherent, and well-structured.	Mostly clear with minor lapses.	Some clarity but frequent pauses or confusion.	Unclear, disorganized, hard to follow.
<b>Language Accuracy</b>	Accurate grammar, vocabulary, and sentence structure.	Minor grammatical errors.	Frequent errors but meaning mostly clear.	Major errors that distort meaning.
<b>Fluency</b>	Smooth flow, natural pacing.	Some hesitation but overall fluent.	Noticeable pauses and hesitations.	Very slow or disjointed.
<b>Confidence and Delivery</b>	Highly confident, appropriate tone.	Moderately confident.	Low confidence, uneven tone.	Very low confidence, unclear delivery.

### ICS Lab – Ice-Breaking, Greetings & Introductions

Criteria	4	3	2	1
<b>Use of Formal/Informal English</b>	Accurate and appropriate.	Mostly appropriate.	Occasional errors.	Incorrect or inappropriate.
<b>Interaction Skills</b>	Engages confidently with peers.	Adequate interaction.	Limited interaction.	Minimal or no interaction.



**MARRI LAXMAN REDDY  
INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

<b>Clarity in Introducing Self/Others</b>	Very clear and complete.	Clear but incomplete.	Basic introduction only.	Poor or unclear.
---	--------------------------	-----------------------	--------------------------	------------------

**ICS Lab – Role Plays & Situational Dialogues**

<b>Use of Expressions</b>	Accurate expressions (requests, permission, etc.).	Mostly accurate.	Some errors.	Frequent errors.
<b>Conversation Flow</b>	Smooth and natural.	Mostly smooth.	Some breakdowns.	Major breakdowns.
<b>Non-Verbal Etiquette</b>	Proper tone, posture, telephone etiquette.	Mostly appropriate.	Partly appropriate.	Inappropriate or missing.

**ICS Lab – Picture Description**

Criteria	4	3	2	1
<b>Observation Skills</b>	Notices details thoroughly.	Good observation.	Some details missed.	Very few details.
<b>Organization</b>	Well-structured description.	Mostly organized.	Partly organized.	No order or structure.
<b>Use of Vocabulary</b>	Rich, precise vocabulary.	Adequate vocabulary.	Limited vocabulary.	Very basic vocabulary.



**ICS Lab – Story Telling & Retelling**

Criteria	4	3	2	1
<b>Creativity</b>	Highly creative and engaging.	Good creativity.	Some creativity.	Little creativity.
<b>Sequence Coherence</b> &	Perfect sequence.	Mostly coherent.	Some disorder.	Very unclear sequence.
<b>Language Use</b>	Accurate and expressive.	Moderate accuracy.	Frequent errors.	Many errors.

**ICS Lab – Silent Speech / Dumb Charades**

Criteria	4	3	2	1
<b>Non-Verbal Communication</b>	Very clear gestures.	Mostly clear.	Some unclear gestures.	Hard to understand.
<b>Creativity</b> & <b>Engagement</b>	Very creative and energetic.	Good involvement.	Limited engagement.	Minimal engagement.
<b>Team Interaction</b>	Excellent teamwork.	Good teamwork.	Some teamwork.	Poor teamwork.

## EXERCISE - I

### PHONETICS - SPEECH SOUNDS

#### INTRODUCTION

A systematic study of language is called Linguistics and Phonetics is a branch of Linguistics. It is a word derived from the Greek word, *phone* which means *sound* or *voice*. It is the study of human speech sounds. The knowledge of phonetics enables one to acquire a correct pronunciation, and gives true description of the sounds of English. English uses pulmonic regressive air-stream mechanism for the production of speech sounds.

In English there is no one-to-one correspondence between spelling and sound. To illustrate elaborately, a letter of the alphabet may stand for different sounds, or combination of sounds, in different words, and conversely, a given sound may be represented by different letters, or combination of letters, in different words. An example of the first type is the letter *u* in the words *cut*, *put*, *rude*, *minute*, *bury*, and *university*. An example of the second type may be the *k* sound represented differently in different words: by the letter *k* in *kit*, *ck* in *rock*, *c* in *cut*, *cc* in *acclaim*, *ch* in *chemistry*, and *qu* in *queen*. Because of such a mismatch between spelling and sound, a learner of a language like English Pronouncing Dictionary. Phonetics is a science of the sounds of a language. The sounds are described according to the method by which they are produced, and are classified accordingly English cannot be sure of how to pronounce a word that he encounters for the first time in the written form.

#### Received Pronunciation (RP)

R.P is the pronunciation (English Accent) of Southern England. It is used by Oxford University, B.B.C. and public schools in England. It is socially adopted by the British people and widely accepted as a standard by rest of the world. As the spelling of a word in English is not the true guide to its pronunciation, we need the help of other symbols to indicate pronunciation and such symbols are called Phonetic Symbols, each symbol stands for one sound only. The phonetic symbols enable us to read accurately the pronunciation of a word in the dictionary such as Oxford Advanced Learner's Dictionary of English and. The study of phonetics is necessary, if we want to acquaint ourselves with a foreign language.

#### Phonetic Transcription

In English there is no one-to-one correspondence between spelling and sound. To illustrate this point from English, a letter of the alphabet may stand for different sounds, or combinations of sounds, in different words, and conversely, a given sound may be represented by different letters, or combinations of letters, in different words. An example of the first type is the letter *u* in the words *cut*, *put*, *rude*, *minute*, *bury*, and *university*. An example of the second type may be the *k*-sound represented differently in different words: by the letter *k* in *kit*, *ck* in *rock*, *c* in *cut*, *cc* in *acclaim*, *ch* in *chemistry*, and *qu* in *queen*.

Because of such a mismatch between spelling and sound, a learner of a language like English cannot be sure of how to pronounce a word that he encounters for the first time in the written form.



## International Phonetic Alphabet

To overcome the problem a need had been felt to evolve an alphabet in which words of any language could be written unambiguously. One such alphabet, which is used very extensively by phoneticians all over the world, is the *International Phonetic Alphabet* (or IPA), devised by the International Phonetic Association. It is claimed to have symbols to represent all the sounds that exist in the languages of the world; it can therefore be used to transcribe words of any language, i.e., to write them down more or less as one pronounces them.

## Phonetic Transcription

This particular characteristic of phonetic transcription, viz 'one sound one symbol', enables us to show the pronunciation of words unambiguously in writing, thereby making it possible to provide pronunciation in dictionaries.

## Classification of Sounds in English:

The English alphabet has 26 letters out of which 5 are vowels and the rest are consonants. These letters and letter combinations give rise to 44 sounds. These 44 sounds are divided into 20 vowel sounds (i.e., 12 pure vowels and 8 diphthongs) and 24 consonants. Vowels are the sounds in the production of which there is no obstruction of air. They are produced with the vibration of vocal cords and the air passes freely through the mouth. All vowels are voiced sounds. There are altogether 20 vowel sounds, out of which 12 are pure vowels and 8 are diphthongs.

**Consonants** are the sounds in the production of which there is obstruction of air. They are not produced with the vibration of vocal cords and the air doesn't move freely through the mouth.

## Vowels:

Vowels are the sounds in the production of which there is no obstruction of air. They are produced with the vibration of vocal cords and the air passes freely through the mouth. All vowels are voiced sounds. There are altogether 20 vowel sounds, out of which 12 are pure vowels and 8 are diphthongs.

Monophthongs are single, pure vowel sounds produced with an unchanging mouth position, while diphthongs are "gliding vowels" that combine two vowel sounds within the same syllable, requiring a shift in mouth position.

## Monophthongs Examples

Monophthongs, also known as pure vowels, maintain a single, constant articulatory position throughout their pronunciation.

/i:/ as in **see, tree, heat**

/ɪ/ as in **sit, bit, hit**

/e/ as in **pen, bed, head**

/æ/ as in **cat, bat, man**

/ʌ/ as in **cup, sun, but**



/ɑ:/ as in **car, father, star**

/ɒ/ as in **pot, dog, watch**

/ʊ/ as in **input foot, good**

/u:/ as in **too, blue, doom**

/ɜ:/ as in **her, bird, nurse**

/ɔ:/ as in **saw, law, door**

/ə/ (schwa) as in **sofa, about, ago**

### **Diphthong Examples**

Diphthongs involve a smooth movement or glide from one vowel sound to another within a single syllable.

- /eɪ/ as in **day, say, rain**
- /aɪ/ as in **eye, buy, fly**
- /ɔɪ/ as in **boy, toy, coin**
- /əʊ/ as in **go, no, boat** (or /oʊ/ in American English)
- /aʊ/ as in **now, cow, loud**
- /ɪə/ as in **here, beer, dear**
- /eə/ as in **care, air, there**
- /ʊə/ as in **pure, tour, cure**

Consonants:

Consonants are the sounds in the production of which there is obstruction of air. They are not produced with the vibration of vocal cords and the air doesn't move freely through the mouth. In other words, a consonant may be defined as a sound in which the movement of air from the lungs is obstructed a result of a narrowing or a complete closure of the air passage. Consonants include all breathed sounds, certain voiced sounds, accompanied by a frictional noise and certain sounds which are gliding.

**There are altogether 24 consonant sounds. They are as follows:**

/p/ – pin, paper

/b/ – bat, baby

/t/ – ten, table



/d/ – dog, door

/k/ – cat, kite

/g/ – go, game

/f/ – fan, fish

/v/ – van, vase

/s/ – sun, sip

/z/ – zoo, zip

/ʃ/ (sh) – ship, shoe

/ʒ/ (zh) – measure, vision

/tʃ/ (ch) – chair, cheese

/dʒ/ (j) – jam, juice

/m/ – man, milk

/n/ – net, nose

/ŋ/ (ng) – sing, long

/r/ – red, rain

/l/ – lamp, lake

/w/ – water, wall

/j/ (y) – yes, yellow

Viva Voce Questions:

1. What is Phonetics?
2. Why is the study of phonetics necessary?
3. What do you mean by IPA?
4. How many phonetic sounds are there in English language? How are they classified?

## 5. What are the phonetic sounds in English language?

### Listening Skill

Listening is one of the most essential communication skills. It is more than just hearing sound; it is the ability to receive, understand, interpret, and respond to spoken messages. Good listening helps build relationships, improve learning, and reduce misunderstandings.

### Importance of Listening

Listening is important because it forms the basis of effective communication.

Purposes depending on the situation

- **To gain information:** For example, listening to a teacher to understand a new topic.
- **To Builds better relationships:** When we listen carefully, people feel respected and valued. For example, a friend sharing a personal problem feels supported when we listen without interrupting.
- **Improves understanding:** Listening helps us understand information accurately. In class, students who listen attentively are able to grasp concepts better and perform well in exams.
- **Reduces conflicts:** Many conflicts arise from poor listening. When employees listen to instructions clearly, workplace mistakes and confusion decrease.

**Enhances learning and creativity:** Listening exposes us to new ideas and different viewpoints, helping us think creatively and critically

### Purpose of Listening

- We listen for different **understand feelings:** In personal conversations, we listen to understand emotions, such as when family member expresses worry or joy.
- **To enjoy:** We listen to music, stories, or jokes for entertainment.
- **To make decisions or solve problems:** In meetings, listening helps gather information needed to make good decisions.
- **To build trust:** When managers listen to employees' suggestions, it creates trust and encourages teamwork.

### Types of Listening

- **Passive Listening:**  
The listener hears the words but does not fully understand or respond. For example, a student sitting in class daydreaming while the teacher speaks.
- **Active Listening:**  
The listener pays full attention, understands the message, and responds thoughtfully. This type involves eye contact, nodding, and asking questions.

- **Critical Listening:**  
The listener evaluates the message before accepting it. For instance, listening to an advertisement and deciding whether the claim is believable.
- **Empathetic Listening:**  
The listener tries to understand the speaker's feelings. For example, listening to a friend who is upset, not to judge but to comfort.
- **Selective Listening:**  
The listener hears only what they want to hear. For example, an employee may only listen to positive feedback and ignore negative comments.

## Barriers to Listening

Listening can be blocked by several barriers:

- **Physical distractions:** Noise, mobile phones, or uncomfortable seating can disturb listening.
- **Emotional barriers:** Anger, stress, or anxiety can prevent someone from listening properly.
- **Prejudices or bias:** If we judge the speaker beforehand, we may ignore their message.
- **Language differences:** Not understanding certain words or accents can make listening difficult.
- **Lack of interest:** When the topic is boring, attention naturally decreases.

## Active Listening

Active listening is the most effective form of listening because it requires full attention and engagement. It includes:

- **Paying full attention:** Maintaining eye contact and avoiding distractions.
- **Providing feedback:** Nodding, summarizing the message, or saying things like "I understand."
- **Asking questions:** This shows interest and helps clarify doubts.
- **Responding thoughtfully:** Giving appropriate responses after fully understanding the message.

## Example:

During a team meeting, if an employee listens actively—taking notes, asking questions, and giving suggestions—it improves teamwork and reduces errors.

**In short**, listening is a vital skill that strengthens communication, deepens relationships, and helps us understand the world better. Improving listening benefits both personal and professional life.

Viva Questions.

1. Define listening and explain why it is considered more than just hearing.
2. What are the main purposes of listening in personal and professional contexts? Give examples.
3. Differentiate between active listening and passive listening with suitable examples.
4. What are some common barriers to effective listening, and how can they be overcome?



5. Why is active listening considered the most effective form of listening? Illustrate with a workplace example.

### ICS LAB (ACTIVITY-1)

#### Express Your View

Expressing our views is important because it allows us to share our thoughts, feelings, and opinions openly. When we speak up, others can understand our perspectives and engage in meaningful discussions. For example, if students in a school feel that the playground needs more safety measures, they can express their concerns to the teachers or school administration. By doing so respectfully, they help bring attention to an important issue and encourage positive changes.

However, expressing our views also comes with responsibility. We must listen to other people's opinions, even if they differ from ours. Using polite and thoughtful language helps avoid misunderstandings and promotes healthy communication. In today's digital age, where messages spread quickly, it is especially important to think before we post or comment online.

Therefore, expressing our views is valuable, but it should always be done with respect, empathy, and a willingness to understand others.

#### Sample Example

During a class meeting, students were asked to share their views about improving the school environment. One student expressed that the classrooms felt too warm during summer and suggested installing additional fans. Another student added that the playground lacked enough dustbins, which caused littering. The teacher listened to their views and appreciated their suggestions. Later, the school management installed more fans and placed extra dustbins on the playground. This example shows how expressing one's views respectfully can lead to real improvement and positive change.

#### FORMAL INTRODUCTIONS AND GREETINGS

Introduce yourself...

- Good morning/hello! /hi! My name is/I 'm .....
- I've just joined.....
- I'm from.....
- I work for.....
- I am the new.....

Introducing others...

- Good morning all. I would like to introduce.....
- Hello everybody, here is Mr./Mrs.....
- It's my pleasure to introduce our today 's guest.....
- I feel delighted to introduce Mr./Mrs.....
- It's a great honor for me to introduce.....
- I'm happy to introduce my friend.....

Some expressions used to greet people and take leave of them:

- Good morning, how are you?
- I'm very well, thank you. What about you?
- I'm fine, thanks.
- We haven't met for quite some time, have we?
- It's a pleasure to see you.
- It was nice meeting you, but I'm afraid I have to go now.
- I must leave. I hope you'll excuse me.

Some expressions used to introduce you to somebody:

- Good morning! / Hello! My name is . . .
- I have just joined . . .
- I'm from...
- I work for. . .
- I'm the new.. .
- I have just moved in

Some expressions used to introduce people to each other and to respond when introductions are made.

- I'd like to introduce you to...
- Please meet...
- This is. . .
- I'm happy to meet you...
- This is indeed a pleasure.
- Nice meeting you.

Some expressions used to make requests:

- Could I ask a favor of you?
- Do you think I could... please?
- Could you... please?
- Excuse me, could you help me, please.
- I'm sorry to trouble you, but I need your help.
- Sure. I'd be glad to help.

Greetings

- Hi, how are you?
- Hello! What a surprise!
- Hello! It's nice meeting you again
- How are things with you
- Wish I could have stayed longer, but I must run
- Goodbye, see you again.

Enquiring/making request for help/seeking directions

- Excuse me, could you help me please?



- Is there a medical store close by?
- Could I ask a favor of you?
- I'm sorry to trouble you, but I need your help
- Certainly, I shall be glad to help.
- You're most welcome

#### Complaining

- I regret to bring to your notice that some of the items supplied by you are of poor quality.
- I'm sorry to say this, but you are playing aloud music.
- I have a complaint to make.
- I regret to bring to your notice that some of the items that you have supplied have been slightly damaged.
- I'm sorry to say this, but your music is too loud....
- I'm sorry to trouble you, but there's a problem I'd like to speak to you about.

#### Viva Questions

1. How do you formally introduce yourself?
2. How do you decline an invitation?
3. How would you give opinion to others?
4. What are the phrases used for apologizing?
5. What are the different phrases for expressing sympathy?

### ICE BREAKING ACTIVITY

#### **OBJECTIVES:**

1. To start a training session or team-building event
2. To make everyone involved
3. To stimulate creative thinking

Ice Breakers can be an effective way of starting a training session or team-building event. As interactive and often fun sessions run before the main proceedings, they help people get to know each other and buy in to the purpose of the event. As a facilitator, the secret of a successful icebreaking session is to keep it simple: Design the session with specific objectives in mind and make sure the session is appropriate and comfortable for everyone involved.

#### **When to Use Icebreakers!**

As the name suggests, an icebreaker session is designed to "break the ice" at an event or meeting. The technique is often used when people who do not usually work together, or may not know each other at all, meet for a specific, common purpose.

#### **Consider using an icebreaker when:**

- Participants come from different backgrounds.
- People need to bond quickly so as to work towards a common goal.
- Your team is newly formed.
- The topics you are discussing are new or unfamiliar to many people involved.
- As facilitator you need to get to know participants and have them know you better



# MARRI LAXMAN REDDY INSTITUTE OF TECHNOLOGY AND MANAGEMENT

(AN AUTONOMOUS INSTITUTION)

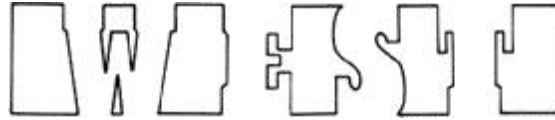
(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

**ACTIVITY:** Introduce to each other in a group of five and know each other in terms of likes, dislikes, hobbies and interests.

## ACTIVITY-1

Find the hidden words from the following figures, and write a short paragraph based on that in the space provided below. (Word limit-100)



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



## Exercise - II

### Exercise-II

#### CALL Lab

Instruction: Listening vs. Hearing- Barriers to Listening

Hearing is a **passive, physiological process** of perceiving sound, while listening is an **active, intentional, and psychological process** that involves conscious effort to understand, interpret, and respond to the message.

#### Hearing vs. Listening

Aspect	Hearing	Listening
<b>Nature</b>	Passive and automatic	Active and intentional
<b>Effort</b>	Requires no conscious effort	Requires focus, concentration, and mental effort
<b>Process</b>	Physiological (uses only ears)	Psychological (uses the brain and often other senses like sight and touch)
<b>Outcome</b>	Sound perception only; no guaranteed understanding	Comprehension, interpretation, and understanding of the message
<b>Control</b>	Involuntary; we cannot block out sounds at will	Voluntary; we choose what to focus on and understand

#### Barriers to Effective Listening

Barriers to listening can be external or internal and prevent the listener from fully engaging with and understanding the speaker's message.

- **Physical and Environmental Distractions:** Background noise (traffic, music, etc.), poor acoustics, uncomfortable room temperature, or an unsuitable seating arrangement can make it difficult to hear or focus.
- **Physiological Barriers:** Physical conditions within the listener, such as hearing impairment, hunger, illness, or fatigue, can hinder concentration.
- **Psychological and Emotional Barriers:**
  - **Preconceived notions/Prejudice:** Judging the speaker or message beforehand can lead to a closed mind and selective listening, where one only hears what confirms their existing beliefs.
  - **Personal concerns:** Being preoccupied with personal worries, stress, or anxiety prevents full attention to the speaker.
  - **Lack of interest:** If the topic seems unimportant or irrelevant, attention easily drifts away.

- **Response preparation:** Focusing on what to say next rather than understanding the current message leads to missing important information.
- **Emotional filtering:** Strong emotions can cloud judgment and influence how a message is interpreted.
- **Information Overload:** Being bombarded with too much information at once (e.g., numerous statistics in a presentation) makes it difficult to process and retain all the details.
- **Speaker-Related Barriers:** A speaker's monotone voice, distracting mannerisms, dishevelled appearance, or a poorly structured/vague message can make listening difficult.
- **Bad Listening Practices:**
  - **Interrupting:** Speaking over someone disrupts their train of thought and prevents the full message from being delivered.
  - **Pseudo-listening:** Faking attention (e.g., nodding without processing the content) is a significant barrier to genuine communication.
  - **Multitasking:** Trying to do multiple things (e.g., checking emails during a phone call) while listening results in missed information and misunderstandings.

## CALL Lab 2: Listening for General Information

### Listening Task

**Instruction:** Listen to the conversation on a TV programme and choose the correct option **A, B, C, or D.**

**Marks:** 10

#### 1. Why didn't the second speaker watch the memory programme on TV?

- A. They were out for dinner
- B. They were asleep
- C. They didn't watch television that evening
- D. They had already seen it

#### 2. What does the first speaker find intriguing about early memories?

- A. That people can remember events from when they were toddlers
- B. That memories fade quickly
- C. That most people don't recall anything before the age of five
- D. That some people invent memories on purpose

#### 3. According to the programme, most people can recall at least one memory from when they were around:

- A. Two years old
- B. Five years old



- C. Three to three and a half years old  
D. Four to five years old
- 4. What memory does the male speaker associate with feeling “on top of the world”?**
- A. His dad taking him on a mountain trip  
B. Sitting on his father’s shoulders  
C. Winning a childhood race  
D. Climbing a tree in the backyard
- 5. Why was the memory of walking through the fields significant for the male speaker?**
- A. It was the last time he spent time with his sister  
B. He got lost in the fields  
C. It marked the end of a special father–child routine  
D. He was allowed to pick flowers for the first time
- 6. What does the male speaker suggest about some early memories?**
- A. They are always accurate  
B. They are formed through stories parents tell  
C. They may be partly imagined  
D. They are mostly unpleasant
- 7. What makes Anne confident that her earliest memory is real?**
- A. She has a photo of the event  
B. Her sister confirmed it  
C. She wrote about it in a diary  
D. Her mother verified the details
- 8. What initially impressed Anne about the Christmas tree?**
- A. It had real candles  
B. It was unusually tall and magical to her  
C. It had singing decorations  
D. It was gifted by her grandparents
- 9. How did Anne’s perception of the tree change over time?**
- A. She disliked it later  
B. She was surprised at how small it really was  
C. She realized it was artificial  
D. She lost the memory entirely
- 10. What idea about childhood is implied at the end of the discussion?**
- A. Children remember everything clearly  
B. Adults often overestimate children’s understanding  
C. Young children live in a world shaped by wonder and scale  
D. Memories only form after the age of five

### ICS Lab:

Instruction: Features of Good Conversation – Strategies for Effective Communication Practice

Practice: Role Play Activity- Situational Dialogues–

Role-playing situational dialogues is an effective practice for building communication skills by simulating real-life interactions in a safe environment. Below are examples of common scenarios and how to structure a practice activity.

### How to Practice Situational Dialogues

1. **Identify the Situation:** Select a realistic scenario to practice, such as ordering in a restaurant, asking for directions, or conducting a job interview.
2. **Assign Roles:** Decide who will play which part (e.g., customer and clerk, patient and doctor, interviewer and interviewee).
3. **Act out the Scenario:** Perform the dialogue, focusing on using appropriate language, tone, and body language for the specific context. Improvisation helps develop spontaneous language use.
4. **Observe and Record (Optional):** Have observers watch for specific communication elements or record the session for later review.
5. **Debrief and Discuss:** After the role-play, discuss what happened, what went well, and what could be improved. This is crucial for learning and gaining insight.

### Example Scenarios and Dialogue Snippets

Here are examples of common situations you can use for practice:

Scenario	Role A (Initiator)	Role B (Responder)	Example Phrases
Ordering food	A customer ready to order.	A waiter/waitress.	"I'll have the grilled chicken, please. "Would you like a drink with that?"
Making a complaint	A customer with a faulty product.	A store manager or customer service agent.	"I'm sorry to trouble you, but there's a problem I'd like to speak to you about."
Job Interview	The job applicant.	The interviewer.	"Could you tell me about your previous experience? "I am very interested in this position because..."
Asking for directions	A traveller who is lost.	A local person.	"Excuse me, could you help me, please? Where is the library?"
Inviting a friend	A host planning a party.	A friend responding to the invitation.	"Hey! I'm throwing a party this Saturday. Would you like to come? "Thank you for the invitation, I'd love to!"

## Expressions used in Various Situations—Making Requests and Seeking Permissions— Taking Leave-Telephone Etiquette

Effective communication requires using the right expressions for the situation, whether you are making a request, seeking permission, taking leave, or handling a phone call. The level of formality often depends on who you are speaking to (e.g., a friend versus a manager).

### **Making Requests**

Requests can range from informal to very formal, primarily using modal verbs and softening phrases.

- **Informal:**

- "Can you help me for a sec?"
- "Will you carry this for me?"

- **Formal/Polite:**

- "Could you please repeat that?"
- "Would you mind spelling that for me?" (Note: the correct response to "Do you mind...?" is "No, not at all" if you are willing to do it).
- "I was wondering if you would mind..."
- "Would it be possible for you to come here at 8 AM?"
- "Would you be so kind as to..."

- **Seeking Permissions**

- Similar to requests, permission-seeking involves varying levels of politeness and formality.

- **Informal:**

- "Can I ask a question?"
- "Is it alright if I park here?"

- **Formal/Polite:**

- "Could I use your phone for a moment?"
- "May I ask a question, please?"
- "Do you mind if I close the door?"
- "Would it be possible to leave a message?"
- "Am I allowed to go out tonight?"

- **Taking Leave (Ending a Conversation/Call)**

- Ending a conversation gracefully requires politeness, especially in professional contexts.
- **Informal:**
  - "Well, I guess I'd better get going. Talk again soon, OK?"
  - "I have to run. Talk later!"
  - "Thanks for calling. Bye for now."
- **Formal/Polite:**
  - "I have another call coming through. I'm afraid I have to let you go now."
  - "It was a pleasure speaking with you."
  - "Thank you for your time today. I'll be in touch soon."
  - "If you have any further questions, please don't hesitate to reach out."
- **Telephone Etiquette**
- Proper phone etiquette helps maintain professionalism since visual cues are absent.
- **Answering and Introducing:**
  - "Hello, this is [Your Name] from [Your Company]. How may I assist you?"
  - "[Your Name] speaking."
- **Connecting and Holding:**
  - "One moment please. I'll see if he's available."
  - "Please hold the line while I put you through."
  - "May I place you on hold for a moment while I retrieve that information?"  
(Always ask for permission before putting someone on hold).
  - "Thank you for waiting/holding."
- **Taking/Leaving a Message:**
  - "I'm afraid he's stepped out. Would you like to leave a message?"
  - "Could you tell her Jonathon called? My number is..."
  - "Please ask him to call me back when he gets a chance."
- **Clarification/Connection Issues:**
  - "I'm sorry, I didn't catch that. Could you please repeat yourself?"



**MARRI LAXMAN REDDY**  
**INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

---

- "I can barely hear you; the line is very bad. Let me call you back."
- **Ending the Call:**
- "Thank you for calling. Have a great day!"

### Exercise - III

#### CALL Lab

#### **Instruction: Errors in Pronunciation –Tips for Neutralizing Mother Tongue Influence (MTI)**

#### **Mother Tongue Influence (MTI) in Telugu Speakers' English Pronunciation**

Telugu speakers often bring certain sound patterns from their native language into English. These patterns can cause pronunciation differences compared to native British or American English speakers. This is natural — Telugu has its own phonetic system, and some English sounds do not exist in Telugu, so substitutions occur.

#### **Vowel Sounds**

Telugu has short and long vowels, but some English vowels do not exist in Telugu.

#### **Common Influences:**

- /ɪ/ vs /i:/: English short “i” (as in bit /bit/) is often pronounced like long “ee” (beet /bi:t/).  
Example: bit → /bi:t/
- /æ/: The vowel in cat /kæt/ does not exist in Telugu; it may be replaced with /a/ (cart /ka:t/).  
Example: cat → /ka:t/
- /ʌ/: The vowel in cup /kʌp/ is replaced with /a/ (cap /kap/).  
Example: luck → /lak/

#### **Consonant Sounds**

Telugu consonant inventory differs from English, leading to substitutions.

#### **Common Influences:**

- /v/ vs /w/ confusion: Telugu has both sounds, but many speakers pronounce west and vest the same.  
Example: vine → /wain/
- /f/ → /p<sup>h</sup>/: The “f” sound may be replaced with an aspirated “p” because /f/ is not native to Telugu.  
Example: fan → phan /p<sup>h</sup>æn/
- /z/ → /s/: The “z” sound is replaced with “s” since /z/ is rare in Telugu.  
Example: zoo → /su:/
- /ʃ/ (sh) → /s/: The “sh” sound in she may be pronounced as plain “s.”  
Example: sheep → /si:p/

#### **Aspiration of Stops**

In English, aspiration (a burst of air) happens only in certain positions, but in Telugu, aspiration is used differently.

This can cause:

- Over-aspiration: pen → /p<sup>h</sup>en/
- No aspiration where needed: pat → /pat/ instead of /p<sup>h</sup>æt/

### Syllable Stress

English uses word stress to distinguish meaning (record as noun vs verb), but Telugu is more syllable-timed. Result:

- All syllables pronounced with almost equal stress.
- Stress patterns in English words may be misplaced: photograph → /,footʊ'græf/ becomes /fo:to:gra:p/

### Final Consonant Cluster

Telugu words rarely end with complex consonant clusters.

- English texts /teksts/ may be reduced: /tekis/ or /tekst/
- English world /wɜ:lɪd/ → /vɜrlɪd/ or /vɔld/

### Examples Table

English Word	Standard Pronunciation	Common Telugu MTI Form
bit	/bɪt/	/bi:t/
cat	/kæt/	/ka:t/
cup	/kʌp/	/kap/
vine	/vaɪn/	/wain/
fan	/fæn/	/p <sup>h</sup> æn/
zoo	/zu:/	/su:/
sheep	/ʃi:p/	/si:p/
texts	/teksts/	/tekis/
world	/wɜ:lɪd/	/vɜrlɪd/

### Practice Task: Listen to the following differences between the American and British Pronunciation.

1. Differences in word stress		2. Words ending in -ile	3. The sound of A (some words)
British	American		
adult	adult	agile	hard
ballet	ballet	fertile	laugh
brochure	brochure	hostile	class
garage	garage	mobile	chance
vaccine	vaccine	versatile	ask



**MARRI LAXMAN REDDY  
INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

advertisement	advertisement		after
hospitable	hospitable		can't
			example

<b>4. The sound of letter R (some words)</b> hard were ear pure more chair bar	<b>5. The -ization words</b> civilization organization authorization globalization	<b>The 'T' sound (in the middle of the word)</b> better water hated writing bottom native artificial notice
---	--	---

Task: Listen to the words and decide whether they belong to American pronunciation or British pronunciation. Write American or British in the blank provided against each word.

1. Garage \_\_\_\_\_
2. Advertisement \_\_\_\_\_
3. Hospitable \_\_\_\_\_
4. Brochure \_\_\_\_\_
5. Fertile \_\_\_\_\_
6. Mobile \_\_\_\_\_
7. Laugh \_\_\_\_\_
8. After \_\_\_\_\_
9. Chair \_\_\_\_\_
10. Water \_\_\_\_\_

**Practice: Differences between British and American Pronunciation—Listening Comprehension Exercises.**

**British vs. American Pronunciation**

English is spoken around the world, but the way it sounds can be very different depending on the country. Two of the most common varieties are British English (especially “Received Pronunciation,” or RP) and American English (General American). The words are often the same, but the sounds can change.

### The “R” Sound

- British English: Often non-rhotic, which means the “r” at the end of a word is not pronounced unless the next word starts with a vowel.

Example: car → /kɑː/ (sounds like “cah”)

- American English: Rhotic, which means “r” is always pronounced.

Example: car → /kɑːr/

### Vowel Differences

- Short “a” (/æ/):

British: bath, dance → /bɑːθ/, /dɑːns/ (longer, more like “ah”)

American: bath, dance → /bæθ/, /dæns/ (short “a” as in “cat”)

- Short “o”:

British: hot, not → /hɒt/, /nɒt/ (rounded vowel)

American: hot, not → /hɑːt/, /nɑːt/ (more open, like “father”)

### The “T” Sound

- British English: Clear “t” in words like water, better.
- American English: “T” between vowels often becomes a soft /d/ sound (called flapping).

Example: water → “wah-der”

### Stress and Intonation

- British English: Intonation often rises and falls more dramatically within a sentence.
- American English: Often has a flatter pitch, with strong stress on content words.

### 5. Spelling vs. Pronunciation

Both varieties share most spelling, but the sound changes:

- schedule → British: /'ʃedju:l/ (“shed-yule”)

American: /'skedʒu:l/ (“sked-jool”)

- advertisement → British: /əd'vɜːtɪsmənt/ (stress on the second syllable)

American: /'ædvər'taɪzmənt/ (stress on the first syllable)

### Quick Practice

Try saying these in British and American ways:

1. Car
2. Water
3. Dance
4. Hot
5. Schedule

### ICS Lab:

#### **Instruction: Describing Objects, Situations, Places, People and Events**

One often needs to describe a particular object or situation in clear, brief and factual manner.

It involves drawing attention to specific features to convey their characteristics and context.

For objects, this includes describing their physical attributes:

Size: Small, large, tiny, huge, medium, etc.

Shape: Round, square, rectangular, oval, triangular, etc.

Color: Red, blue, green, yellow, black, white, etc.

Material: Wooden, metal, plastic, glass, fabric, leather, etc.

Texture: Smooth, rough, soft, hard, etc

The specific task performed by the object, i.e. its function or purpose, and if it has any unique feature - for instance very heavy/remarkably light, very old/brand new etc, can be also included in the description to make it illustrative for the listener.

**Example** – A football is an air-filled spherical ball with a circumference of 68-70 cm., weighing 410 – 450 grams. The outside of the sphere is made by stitching together 32 panels of waterproofed leather or polyurethane - of which 12 panels are pentagons and 20 are hexagons. The two different shapes of panels are painted in contrasting colours which makes it easier for viewers to follow the movement of the ball. Inside the football is a spherical bladder made of rubber which needs to be inflated with air in order to make the ball attain its round shape and match-ready.

For describing situations one can start by describing the setting, the people involved, their actions therein and give a general idea of the overall atmosphere – whether it is tensed, relaxed, hilarious etc. Proper application of certain descriptive words, especially adjectives, adverbs and adding sensory detail will make the description more vivid.

**Adjectives** – Adjectives modifies noun. Use of appropriate adjectives provides extra information regarding nouns and helps to create a realistic portraiture of the ambience. For example – instead of stating – ‘the crowd cheered when the rock star entered the stage’, ‘the noisy crowd cheered when the rock star entered the stage’ goes further in correctly depicting the atmosphere of a rock concert. Here ‘noisy’ is an adjective modifying the noun – ‘crowd’.

**Adverbs** – Adverbs modify verbs, adjectives or other adverbs, adding more detail to the action. For example, instead of telling – ‘Vamshi cooked before going to office’, ‘Vamshi cooked hurriedly before going to office’ gives us a proper sense of a working individuals’ busy morning schedule.

Here ‘hurriedly’ is an adverb which modifies the verb – ‘cooked’.

Adding sensory details which engage the senses, makes the description more palpable. For example, ‘The aromatic coffee filled the morning air with a rich scent and we knew it was



time for breakfast'. Here the sensory description reminds the reader/listener of the experience of a hearty breakfast starting with good coffee.

One can use figurative expressions such as metaphors and similes to describe the intensity and nature of a particular situation. For instance – “the storm raged like a wild beast”. Here the simile ‘like a wild beast’ gives the reader/listener a sense of the intensity of the storm. One should however aim to keep the description brief and precise by avoiding vague or abstract words. In cases where longer descriptions are required, the content should be organized in short, medium length paragraphs which move from general to the particular.

**Example** - At 0527 our first amphib hit the coral shelf which protruded underwater from the shore. It was high tide, and they half rode, half crawled toward land. They had reached a point twenty feet from the beach, when all hell ripped loose. Lt. Col. Hyaichi's fixed guns blasted our amphib right out of the water. Our men died in the air before they fell back into the shallow water on the coral shelf. At low tide their bodies would be found, gently wallowing in still pools of water. A few men reached shore. They walked the last twenty feet through a haze of bullets.

At 0536 our second wave reached the imaginary line twenty feet from shore. The Jap five-inch guns ripped loose. Of nine craft going in, five were sunk. Of the three hundred men in those five amphib, more than one hundred were killed outright. Another hundred died wading to shore. But some reached shore. They formed a company, the first on Kuralei.

At 0602 the third wave of amphib set out for the beach. The vast bombardment rode over their heads until they were onto the coral shelf. Then a shattering silence followed. It was full morning. The sun was rising. Our amphib waddled over the coral. At the fatal twenty-foot line some Japs opened up on the amphib. Three were destroyed. But eight got through and deposited their men ashore. Jap machine gunners and snipers tied into tall trees took a heavy toll. But our men formed and set out for the first line of coconut trees.

### **Describing Place**

Describing a place or a person is a vital skill in communication. It helps the audience form a mental picture and connect with the subject. A good description goes beyond listing features—it captures the essence of the place or person by including sensory details, personality traits, and unique characteristics. This activity will guide students through observing closely, selecting the right words, and structuring their description effectively.

Describing a Place:

How to Perform the Activity:

1. Observe the place carefully (real, imagined, or from a picture/prompt).
2. Start with general details – name, location, and purpose.
3. Add specific details – size, shape, colours, layout, surroundings.

- . Use sensory language – what you see, hear, smell, or feel.
5. Mention unique features or historical/cultural importance.
6. Arrange details in a logical sequence (general → specific).

Example: The Charminar in Hyderabad stands proudly in the centre of the old city. Built in 1591, it has four tall minarets joined by grand arches. The cream-coloured stone glows warmly in the evening light, and the surrounding market is filled with the aroma of spices, the chatter of vendors, and the glitter of colourful bangles.

### Describing People

While describing people we take care of the following points

- **Height** tall, short, medium height
- 
- **Build** thin, underweight, plump, strong, sturdy, fat, overweight
- 
- **Hair** long, short, curly, black, brown, grey
- 
- **Eyes** dark, brown, big, small
- 
- **Complexion** dark, fair, wheatish, pale
- 
- **Other features** beard, moustache, bushy eyebrows, broken teeth, broad chin, thick lips, long face
- 
- **Appearance** good looking, charming, ugly, smart, handsome, beautiful
- 
- **Qualities** sincere, intelligent, diligent, warm, patient, soft spoken, selfish, kind, honest, innovative,
- Include relevant characteristics that may influence the outcome, such as age, gender, height, build, hair, and eye color, as well as habits or skills if applicable.
- Structure descriptions as: "The participants were 20 undergraduate students (10 male, 10 female), aged 18–22 years, with diverse ethnic backgrounds and medium build".
- Details such as educational background, facial features, and other distinguishing traits may be added if relevant.

### Describing Events

- Provide the event name, date, and location, outlining the purpose and key actions or processes sequentially.
- Example: "The experiment was conducted on October 5th, 2025, in Laboratory Room B. The objective was to measure reaction times under varying light conditions".
- Include who was involved and why the event was significant, keeping the narrative factual and in the past tense.

While describing an event, the following points should be taken into consideration

- When did it happen
- What happened (Give details)
- Who were the people involved
- Why was the event important
- Name of the event

**Practice: Picture Description Activity – Looking at a Picture and Describing Objects, Situations, Places, People and Events (A wide range of Materials / Handouts are to be made available in the lab.)**

### Picture Description Activity

Objective

- To observe visual details carefully.
- To develop descriptive language and vocabulary.
- To improve analytical and interpretive skills based on visual information.

Materials Required

- Printed picture/photograph
- Notebook or observation sheet
- Pen/Pencil

---

## Procedure

1. Observe the given picture carefully for 2–3 minutes.
2. Identify key elements such as people, objects, setting, time, and activities.
3. Note important details (colors, expressions, actions, mood).
4. Organize your observations into a clear description:
  - **Introduction** (general idea of the picture)
  - **Body** (details from background, mid-ground, and foreground)
  - **Conclusion** (overall interpretation or message)
5. Write your description in complete sentences.

## Observation Table (Optional)

Aspect to Observe

Setting

People/Characters

Objects

Actions/Activities

Colors/Textures

Mood/Atmosphere

Possible Message/Theme

## Sample Picture Description (Model Answer)

*(Use this only as a reference. Students should write their own description.)*

The picture shows a busy park on a sunny afternoon. Children are playing on swings while families sit on benches enjoying the fresh air. A vendor is selling ice cream near a pathway, and a group of friends is taking photos near a fountain. The bright sky and green trees create a cheerful and lively atmosphere. Overall, the picture represents people spending quality time outdoors.

## Questions for Analysis

1. What is the setting shown in the picture?
2. What activities are taking place?



3. How do the people in the picture appear (happy, busy, relaxed)?
4. What details suggest the time of day or season?
5. What message or theme do you think the picture conveys?

### **Result / Conclusion**

Students were able to observe the picture and describe it using complete sentences and relevant vocabulary. They demonstrated an understanding of visual interpretation and descriptive writing.

### **Teacher's Remarks**

## Exercise -IV

### Exercise–IV

#### CALL Lab:

#### Instruction: Techniques for Effective Listening

Effective listening is an active process that requires concentration and effort, distinguishing it from merely hearing. It is a fundamental communication skill that builds trust, fosters understanding, and improves productivity.

#### Practice: Listening for Specific Details-Listening-Gap Fill Exercises-Listening

#### Comprehension Exercises:

#### How to Use Gap-Fill Exercises

To get the most out of gap-fill exercises, follow these steps:

1. **Read and Predict:** Before the audio begins, read the provided text with the gaps. Look at the surrounding words and sentences to predict what kind of information is missing (e.g., a noun, a verb, a date, a number). Underline keywords around the gaps to focus your listening.
2. **Listen for Gist (First Play):** Listen to the entire audio clip once to get a general understanding of the topic and context. Don't worry about filling in every blank on this first listen.
3. **Listen and Fill (Second/Third Play):** Listen again, focusing on the specific information needed for the gaps. You may need to listen several times, pausing the audio after each relevant sentence or phrase if necessary.
4. **Review and Check:** After filling in the gaps, review your answers for correct spelling and grammar. Ensure the completed sentence makes sense both grammatically and contextually.
5. **Listen with Transcript (Final Check):** Listen one last time while reading the full, correct transcript to confirm your answers and understand anything you missed.

#### Example Exercise

For an example of a gap-fill exercise, you would need an accompanying audio track. Below is a sample transcript adapted for a gap-fill activity. The missing words would be provided in the audio.

**Instructions:** Listen to the audio clip and fill in the blanks with **NO MORE THAN TWO WORDS** from the recording.

#### Audio Script (as the listener would hear it):

"Welcome to the local history segment. The town of Willow Creek, which used to be primarily a **fishing** village, mainly traded goods like fish, salt, and **timber**. Larger container ports located in the next state replaced the docks in Willow Creek. By the **1980s**, Willow Creek was largely deserted, with many people without jobs. A new development corporation, formed in **1991**, aimed to create a competitor to the main city."

#### Gap-Fill Text (what the learner sees):

"Welcome to the local history segment. The town of Willow Creek, which used to be primarily a fishing village, mainly traded goods like fish, salt, and (1) \_\_\_\_\_. Larger container ports located in the next state replaced the docks in Willow Creek. By the (2) \_\_\_\_\_, Willow Creek was largely deserted, with many people without jobs. A new



development corporation, formed in (3) \_\_\_\_\_, aimed to create a competitor to the main city."

### **Listening Comprehension Exercises:**

#### **Paraphrasing and Summarizing**

This exercise ensures you are accurately interpreting the speaker's message, not just hearing the words.

**"So What I Heard Is...":** In pairs, one person speaks about a specific topic (e.g., a challenge at work, a personal story) for a set amount of time (e.g., 2 minutes) without interruption. The listener's task is to summarize the speaker's key points and core emotions. The speaker then confirms the accuracy of the summary. Roles are then swapped.

**The Paraphrase Circle:** In a group setting, participants sit in a circle. The first person makes a statement, and the next person must accurately paraphrase what was said before contributing their own related point. This continues around the circle.

#### **Following Directions**

These activities focus on attention to detail and accurately retaining instructions.

**Draw What You Hear:** Partners sit back-to-back. One person has a complex or abstract drawing and must describe it to their partner, who attempts to recreate it based solely on the verbal description. After a set time, compare the drawings and discuss the importance of precise instructions and clarifying questions.

**The Obstacle Course:** (For a group setting) Set up a simple obstacle course. One person is blindfolded and must be guided through the course by a partner using only verbal instructions. The guide must listen to the blindfolded person's feedback (e.g., "stop," "go left") and provide clear directions.

#### **Using External Media**

For independent practice, use audio or visual materials to build skills in a low-pressure environment.

**Audio Journaling/Summarizing:** Listen to a podcast, audiobook, or TED Talk on a topic of interest. After listening, write down or orally summarize the main ideas and key details. Check for accuracy using a transcript or by listening a second time.

**Dictation:** Choose a short audio clip and write down exactly what you hear, word for word. Play the clip multiple times if necessary. Afterward, compare your transcription with the actual script to identify missed words or sounds, which helps train your ear to catch subtle differences in speech.

**Gap-fill Song Lyrics:** Find the lyrics to a song with some words removed (or create your own). Listen to the song and fill in the blanks as you hear the missing words. This is a fun way to train the ear to focus on vocabulary in context and natural speech patterns.

#### **General Practices**

**Minimize Distractions:** Practice concentrating on the speaker by actively removing distractions, such as putting away your phone or moving to a quiet space.



**Mindful Listening:** Take time to simply focus on sounds around you, without judgment, to build overall attention span.

**Defer Judgment:** Make a conscious effort to allow the speaker to finish their thoughts completely before forming your response or interjecting counterarguments.

Regular practice of these exercises will significantly improve your ability to focus, understand, and respond effectively in various communication scenarios.

## Listening for Evaluation

### 1. Listening for Gist (Overall Understanding)

Exercise:

Play a 2–3 minute audio (technical talk, campus announcement, or workplace situation).

Task:

Answer the following:

1. What is the main topic of the audio?
2. What is the speaker's purpose?
3. Who is the intended audience?

Evaluation Criteria (5 Marks):

- Correct identification of main idea – 2
- Purpose recognition – 2
- Audience identification – 1

### 2. Listening for Specific Information

Exercise:

Play an audio related to:

- Project instructions
- Technical seminar announcement
- Company meeting

Task:

Answer factual questions:

- Date / time / venue
- Key instructions
- Names / figures / deadlines

Evaluation Criteria (5 Marks):

- Accuracy of details – 5

### 3. Listening and Note-Taking

Exercise:

Play a short lecture (3–4 minutes) on:

- Emerging technology



- Safety procedures
- Engineering ethics

Task:

Students take notes and write:

- 3 key points
- 1 example mentioned
- Conclusion of the talk

Evaluation Criteria (10 Marks):

- Key points – 5
- Organization & clarity – 3
- Relevant example – 2

#### 4. Listening and Sequencing

Exercise:

Play an audio explaining a process (e.g., product development, machine operation).

Task:

Rearrange the given steps in the correct order.

Evaluation Criteria (5 Marks):

- Correct sequencing – 5

#### 5. Listening for Inference

Exercise:

Play a conversation between:

- Manager & engineer
- Team leader & intern

Task:

Answer:

1. What problem is being discussed?
2. What solution is suggested indirectly?
3. What is the speaker's attitude?

Evaluation Criteria (5 Marks):

- Logical inference – 5

#### 6. Listening and Error Identification

Exercise:

Play a short speech with intentional factual or grammatical errors.

Task:

Students identify:

- Any three errors they noticed

Evaluation Criteria (5 Marks):

- Correct identification – 5

#### 7. Listening and Paraphrasing

Exercise:

Play a short paragraph (1 minute).

Task:

Students rewrite the content in their own words.

Evaluation Criteria (5 Marks):

- Meaning retained – 3
- Language accuracy – 2

#### 8. Listening-Based MCQs (Lab Exam Pattern)

Exercise:

Play an audio twice.

Task:

Answer 10 MCQs based on:

- Main idea
- Vocabulary in context
- Facts

Evaluation Criteria (10 Marks):

- 1 mark per correct answer

#### 9. Listening and Responding (Practical Communication)

Exercise:

Play a customer query / workplace problem.

Task:

Students write a brief response or solution.

Evaluation Criteria (5 Marks):

- Relevance – 3
- Clarity – 2

#### 10. Listening Self-Assessment (Reflective)

Exercise:

After listening task, students answer:

1. What was easy to understand?
2. What was difficult?
3. How can you improve your listening?

Evaluation Criteria (5 Marks):

- Reflection quality – 5

## ICS Lab:

### Instruction: How to Tell a Good Story

#### Story Star – Sequencing – Creativity Practice

Activity: Telling and Retelling Stories (College Level)

### How to Tell a Good Story

A good story captures attention, connects emotionally, and leaves a lasting impression.

Whether for public speaking, writing, or casual conversation, storytelling is a skill that blends structure with creativity.

### Key Elements of a Good Story

- **Clear Purpose** – Know why you are telling the story (to inform, entertain, inspire, or persuade).
- **Relatable Characters** – Include people or figures the audience can connect with.
- **Conflict or Challenge** – Introduce a problem or obstacle to maintain interest.
- **Resolution** – Show how the challenge is overcome or how the situation changes.
- **Emotional Appeal** – Make the audience feel something—laughter, empathy, suspense, or inspiration.

### The Story Star Technique

The **Story Star** is a visual method used to plan and organize stories. Imagine a star with five points—each point represents one key aspect of the story:

- **Who** – Main character(s) of the story
- **Where** – The setting or place where the story happens
- **When** – The time period or moment in which it occurs
- **What Happened** – Main events in sequence
- **Why It Matters** – The message, lesson, or importance of the story

### Example Story Star: “*The Lost Wallet*”

- **Who** – A college student named Maya
- **Where** – At the university library
- **When** – During final exams week
- **What Happened** – She loses her wallet, panics, searches everywhere, and a kind stranger returns it.
- **Why It Matters** – Teaches the value of honesty and kindness

### Sequencing in Storytelling

Sequencing is arranging events in a logical order so that the story flows naturally.

#### Common Types of Sequencing

- **Chronological Order** – Events are told in the order they happened.
- **Flashback** – The story starts in the present and jumps back in time to explain past events.

- **Circular Structure** – The story begins and ends in the same place, creating a sense of closure.

### Tips for Effective Sequencing

- Start with a **hook** (a surprising fact, question, or action).
- Use linking words such as *first, next, then, finally* (for simple stories) or *meanwhile, later, eventually* (for advanced storytelling).
- Keep the pace steady—do not rush important parts or drag out simple details.

### Creativity in Storytelling

Creativity makes your story memorable and unique. You can add creativity in the following ways:

- **Vivid Description** – Use sensory details (sight, sound, smell, taste, and touch).
- **Dialogue** – Let characters speak; it makes the story come alive.
- **Unexpected Twists** – Surprise the audience with an event or outcome they did not expect.
- **Personal Touch** – Add your own perspective or feelings to make the story authentic.
- **Metaphors and Similes** – Use creative comparisons to create imagery  
(Example: “Her smile was like sunshine.”)

### Putting It All Together

- **Plan with the Story Star** – Identify the who, where, when, what, and why.
- **Sequence Your Events** – Choose the order that best fits your story’s purpose.
- **Add Creative Elements** – Make the story vivid, engaging, and emotionally rich.
- **Deliver with Confidence** – Use a clear voice, appropriate pauses, and positive body language when telling the story aloud.

### Mini Practice Activity:

- Using the Story Star, plan a short story about “An Unexpected Visitor” and tell it to a partner. Focus
- On sequencing and adding at least two creative details.

### Reading for Main ideas

Finding the Main Idea: Why It Matters and How Readers Can Improve

In an age where information is more abundant than ever, the ability to identify the main idea of a text has become an essential skill. Whether a person is reading a news article, a textbook chapter, or a social media post, understanding the author’s central message helps them make sense of what they read and separate important information from distracting details. Yet many readers—both students and adults—find it challenging to determine the main idea because they focus too heavily on interesting facts or unfamiliar vocabulary. Learning how to identify the main idea can make reading more effective and enjoyable.

At its core, the main idea is the most important point that the author wants to communicate. Often, this idea is supported by smaller pieces of information called supporting details. These details may include examples, statistics, explanations, or descriptions that clarify or strengthen the central message. Skilled readers know how to distinguish between information that is essential and information included mainly for interest or background. For example, if a passage describes various types of renewable energy and spends most of the time explaining how solar power works, the author may be emphasizing the importance or benefits of solar energy. The supporting details build toward that message, making it easier to identify.

There are several strategies readers can use to find the main idea. One common approach is to look for repeated ideas or concepts. Authors often mention the main idea more than once, using different words or examples to reinforce it. Another useful method is to pay attention to the beginning and ending of paragraphs. Writers frequently introduce a key idea at the start and summarize it at the end. When the main idea is not stated directly, readers can still infer it by asking themselves questions: “What is the author mostly talking about?” and “What does the author want me to understand?”

Understanding the main idea has practical benefits beyond the classroom. In everyday life, people must interpret product instructions, workplace documents, or health information. Without the ability to identify the main purpose of a message, misunderstandings can occur. In academic settings, students who recognize main ideas can take better notes, study more effectively, and write clearer summaries. The skill also supports critical thinking, allowing readers to evaluate whether the information presented is accurate, persuasive, or biased.

Like any skill, identifying the main idea improves with practice. Readers who regularly search for the central message in articles, books, or even online posts will become faster and more confident. They will learn to scan for clues, recognize patterns in writing, and focus attention on what truly matters. In a world filled with information, being able to identify the main idea is not just a reading skill—it is a tool for understanding.

### **Comprehension Questions**

1. What is the main purpose of the passage?
2. According to the text, what is the “main idea” of a passage?
3. List two types of supporting details mentioned in the passage.
4. Why do some readers struggle to identify the main idea?
5. What are two strategies the passage suggests for finding the main idea?
6. How does identifying the main idea help readers in everyday life?

## Exercise - V

### Introduction

Exercise V in the English Language and Communication Skills (ELCS) Lab focuses on enhancing listening for evaluation and developing non-verbal communication skills. This exercise integrates both CALL (Computer Assisted Language Learning) and ICS (Interactive Communication Skills) lab components. The following manual provides instructions, theory, tasks, activities, and assessment formats required for a full 10-page academic lab manual.

### Objectives:

- Develop the ability to identify literal and implied meaning in spoken texts.
- Strengthen listening for evaluation and critical thinking.
- Improve summarization skills by listening and extracting key ideas.
- Understand the role of non-verbal communication in conveying meaning.
- Engage in practical activities such as Silent Speech and Dumb Charades to enhance non-verbal expressiveness.

### CALL Lab Component

Instruction: Identifying literal and implied meaning is essential for effective comprehension. Literal meaning refers to the explicit content of a message, while implied meaning refers to the underlying ideas, assumptions, tone, or attitude.

### Practice Activities:

1. Listening for Evaluation: Listen to an audio passage and evaluate the speaker's viewpoint.
2. Summary Writing: Write a concise summary of the given audio clip.
3. Listening Comprehension: Answer multiple-choice and short-answer questions based on the passage.
4. Identifying Tone: Determine whether the speaker is persuasive, informative, critical, humorous, etc.

### Sample Listening Passage (Instructor Use)

The instructor may use any standard passage (2–3 minutes). Below is a suggested passage: 'The digital world is evolving rapidly, influencing how people communicate, learn, and work. While technology offers numerous opportunities, such as instant access to information and global connectivity, it also raises concerns. Many individuals struggle with reduced attention spans and overdependence on digital devices. To adapt effectively, one must balance the benefits of technology with mindful usage.'

### Suggested Questions:

1. What is the central idea of the passage?
2. Identify two advantages of technology mentioned.
3. What concern is the speaker highlighting?
4. What is the implied suggestion for the listener?

### Summary Writing Guidelines

A good summary should:

- Capture only the main ideas.
- Maintain objectivity.
- Use clear, concise language.
- Avoid examples unless essential.

Recommended Length: 80–120 words.

---

## ICS Lab Component

Instruction: Understanding Non-Verbal Communication.

Non-verbal communication includes gestures, posture, facial expressions, eye contact, and body movement. Mastering these cues enhances personal and professional communication.

### Types of Non-Verbal Communication:

1. Kinesics – Body movements
2. Proxemics – Use of space
3. Haptics – Touch
4. Paralanguage – Tone, pitch, pace
5. Facial Expressions – Emotions conveyed visually
6. Eye Contact – Attention and confidence

### ICS Practice Activities

1. Silent Speech Activity:
  - Students convey a message without using words.
  - Peers interpret the message based on gestures.
2. Dumb Charades:
  - Students act out words, actions, or phrases silently.
  - Helps improve confidence, expression, and creativity.
3. Emotion Expression Drill:
  - Students portray emotions such as happiness, anger, confusion, and surprise.
4. Conversation through Expressions:
  - Two students communicate only through facial expressions and gestures.

Post-Assessment: Express Your View

At the end of the exercise, students participate in a short assessment titled 'Express Your View'. The task evaluates fluency, clarity, non-verbal cues, and confidence.

Assessment Criteria:

- Content relevance
- Use of non-verbal communication
- Coherence and fluency
- Clarity and pronunciation
- Ability to support viewpoints

Instructor Notes

1. Ensure availability of audio materials.
2. Provide handouts for summary writing.
3. Use a projector or screen for ICS demonstrations.
4. Encourage students to participate actively.
5. Maintain a positive and interactive learning environment.

### Conclusion

Exercise V enhances students' listening, interpreting, and expressive abilities. By integrating CALL and ICS components, learners develop essential communication skills that contribute to overall language proficiency and professional readiness.

## Open Ended Activities

### Poster Presentation

#### *Instructions:*

Each student has to prepare a poster on one of the following topics and present it in class explaining the key points clearly in 3-5 minutes. The poster should include visual aids, key data relating to the main idea and concise text to support the presentation.

#### Themes for the Poster

1. Sustainable Engineering Solutions
2. Artificial Intelligence in Everyday Life
3. Future of Renewable Energy
4. Smart Cities & IoT
5. Role of Engineers in Environmental Conservation

#### *Rubrics:*

Creativity & Innovation (20%)—Unique representation of the theme. Design & Aesthetics (20%)—Visual appeal, color balance, and layout Relevance to the theme (20%) - Clarity of the message.

Verbal Content (20%) – Organization and depth of information. Oral presentation (40%) - Effective presentation

### Debate

**Instructions:** Students will be divided into two teams—For and Against—and will debate a given topic. Each team must present well-structured arguments with supporting evidence, followed by rebuttal and a closing statement.

#### Topics for debate:

1. "Artificial Intelligence: A Boon or a Threat?"
2. "Should Social Media Be Restricted for Students?"
3. "Online Learning vs. Traditional Classroom: Which Is More Effective?"
4. "Can Technology Replace Teachers?"
5. "Electric Vehicles: Are They Truly Sustainable?"

#### *Rubrics*

1. Content & Argument Strength (20%)
2. Clarity & Organization (20%)
3. Delivery & Confidence (20%)
4. Rebuttal & Counter arguments (20%)
5. Language Persuasion (20%)