SRM VALLIAMMAI ENGINEERING COLLEGE

(An Autonomous Institution)

Department of English

LABORATORY MANUAL

EN3119 - ENGLISH LANGUAGE LEARNING LABORATORY

I SEMESTER (2025-2026)

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EN3119 ENGLISH LANGUAGE LEARNING LABORATORY

COURSE OBJECTIVE:

The course aims to

- Enhance the employability and career skills of students.
- Orient the students towards grooming as a professional.
- Make them industry ready.
- Develop their confidence and help them attend interviews successfully.
- Help students to interact confidently in a professional scenario.

UNIT 1: PRONUNCIATION 6

Tone- Pronunciation – Intonation- Reading Aloud and Addressing- Syllable- Rhythm- Accent- Wrongly Pronounced words -Poetry Reading

UNIT 2: NON VERBAL COMMUNICATION 6

Non Verbal Communication - Facial expressions- Eye contact - Subtle (and not so subtle) gestures -Tone of voice – Touch- Posture -Personal space.

UNIT 3: SELF INTRODUCTION AND PRESENTATION 6

Self Introduction- Introducing oneself to the audience- Introducing the Topic – answering questions – Individual Presentation Practice – Presenting Visuals effectively -5 Minute Presentations.

UNIT 4: BASICS OF SOFT SKILLS 6

Recognizing differences between groups and teams – managing time – networking professionally – Respecting social protocols- understanding career management – Developing a long - term career plan- making career changes.

UNIT 5: GROUP DISCUSSION 6

Introduction to Group Discussion – Participating in Group discussions – Understanding group dynamics – Brainstorming the Topic – Questioning and Clarifying – GD Strategies – activities to improve GD Skills.

TOTAL: 30 PERIODS

COURSE OUTCOME:

At the end of the course, the learners will be able to:

CO1: Pronounce the words correctly.
CO2: Understand the nonverbal clues.
CO3: Make an effective presentation.
CO4: Adequate soft skills required for the workplace.
CO5: Participate confidently in Group Discussions.

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REFERENCES:

1. Professional Communication by Meenakshi Raman & Sangeeta Sharma, Oxford Univ.Press, 2014.
2. Soft Skills by S. Hariharan , N. Soundarajaran and S.P. Shanmugapriya MJP Publishers, Edition: 2013
3. Soft Skills for Everyone by Butterfield , Jeff, Cengage Learning India Pvt. Ltd.,2015. New Delhi..

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

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UNIT – I

PRONUNCIATION

Pronunciation is vital to proper communication because the incorrect use of pronunciation inevitably leads to the message being misunderstood by the recipient. Pronunciation of the letter sounds in words as well as syllable emphasis on parts of words will more often than not change the words meaning and context drastically thereby irreversibly altering the meaning of the sentence being communicated. Learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study. We judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge.

A common mistake made by many international students studying English as a second language is not paying adequate attention to English pronunciation. This underestimation of the importance of pronunciation is mainly because students tend to think mistakenly that pronunciation is less important compared to other aspects of the English language such as grammar, lexicology and vocabulary.

Another important aspect is, the proper use of English pronunciation inclines to highlight and add value to an individual speaking English. Consider the following: in a situation where a student‘s grammar and vocabulary is exceptionally good, he or she may be able to write good English. But, if that same student lacks a fundamental knowledge of pronunciation despite having an excellent knowledge of grammar, etc. his or her communication in English will be severely impeded. He or she will be able to write in English, but will not be able to construct a meaningful sentence when speaking and thus fails at communicating a message. Those who wish to excel at the English language will always have to give the knowledge of pronunciation a higher priority. They should also endeavour to learn this aspect of the English language more thoroughly if they wish to be recognised as effective communicators.

Pronunciation is how consonants and vowels are formed and even where syllables are accentuated, like using 'aks' when you really meant to say 'ask. ' Articulation is how well we put the vowels and consonants together and pass them through our lips and mouth, like using 'dint' rather than 'didn't' in a sentence.

Pronunciation" refers to the way in which we make the sound of words.

To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips. (Sometimes air also travels through our nose.)

To change the sound that we are making, we mainly use the muscles of our mouth, tongue and lips to control the shape of our mouth and the flow of air. If we can control the shape of our mouth and the flow of air correctly, then our pronunciation is clearer and other people understand us more easily.

Speakers of different languages tend to develop different muscles of the mouth for pronunciation. When we speak a foreign language, our muscles may not be well developed for that language, and we will find pronunciation more difficult. By practising the foreign language pronunciation, our muscles develop and pronunciation improves.

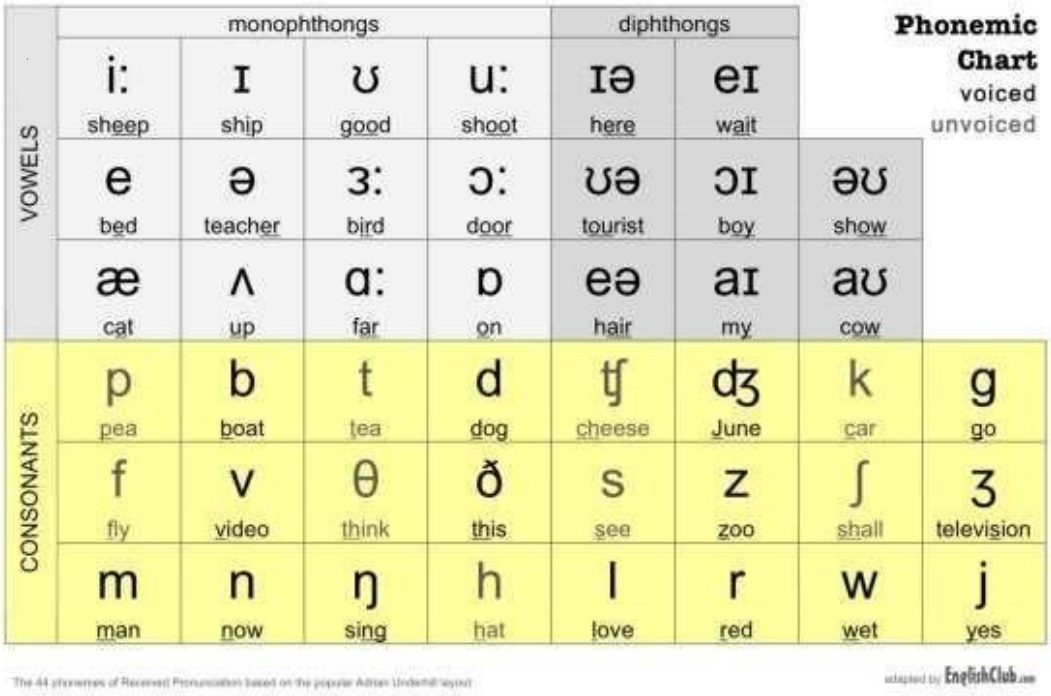
As well as creating correct vowel and consonant sounds using the muscles of our mouth, tongue and lips, there are other important aspects of pronunciation, including:

word stress - emphasis on certain syllables in a word

sentence stress - emphasis on certain words in a sentence

linking - joining certain words together

intonation - the rise and fall of our voice as we speak



Phonetic symbols
used in the dictionary

Consonants

p	pen	/pen/	s	so	/səʊ/
b	bad	/bæd/	z	zoo	/zuː/
t	tea	/tiː/	ʃ	shoe	/ʃuː/
d	did	/dɪd/	ʒ	vision	/ˈvɪʒn/
k	cat	/kæt/	h	hat	/hæt/
g	got	/gɒt/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	no	/nəʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔːl/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

Vowels and diphthongs

iː	see	/siː/	ʌ	cup	/kʌp/
i	happy	/ˈhæpi/	ɜː	bird	/bɜːd/
ɪ	sit	/sɪt/	ə	about	/əˈbaʊt/
e	ten	/ten/	eɪ	say	/seɪ/
æ	cat	/kæt/	əʊ	go	/gəʊ/
ɑː	father	/ˈfɑːðə(r)/	aɪ	five	/faɪv/
ɒ	got	/gɒt/	aʊ	now	/naʊ/
ɔː	saw	/sɔː/	ɔɪ	boy	/bɔɪ/
ʊ	put	/pʊt/	ɪə	near	/nɪə(r)/
u	actual	/ˈæktʃuəl/	eə	hair	/heə(r)/
uː	too	/tuː/	ʊə	pure	/pjʊə(r)/

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.

Syllable- Rhythm-Accent

Students need to be understood when they speak, so clear pronunciation is important. Also, when students take English language exams, to prove their level, there is always a speaking test where pronunciation is always examined. Examiners listen for stress, rhythm and intonation, as these are important markers of fluency and can change the meaning of a word or sentence.

Intonation is considered the 'music' of the language. Questions can be asked with a rising intonation, where the pitch goes up. This might be a genuine question to which you don't know the answer. For example, 'John's still on holiday?' said with a rising pitch means the statement is a question which needs answering. If the phrase is said without a rising intonation, it's information that you already know and may just need confirmation on. Intonation can also show emotions like surprise.

Stress is saying a syllable or part of a word more strongly and can be at word level. For example, RECord is the noun of an athletics world record perhaps, whilst reCORD is what you do to a song when you copy it onto a CD.

Stress is also important at sentence level where the meaning can be changed depending on which whole word you stress.

Commonly Mispronounced English Words

1. Definitely
2. Library
3. Itinerary
4. Pronunciation
5. Pseudonym
6. Subtle
7. Wednesday
8. Stomach
9. Meme
10. Bury
11. Candidate
12. Colonel
13. Mischievous
14. Cache
15. Barometer
16. Flutist
17. Nuclear
18. Epitome
19. Chaos
20. Synonymous
21. Metabolism
22. Panacea
23. Bury
24. Suspicious
25. Hypocrisy
26. Philanthropy
27. Syllable
28. Chalet
29. Cupboard
30. Depot
31. Pneumonia
32. Descent
33. Iron
34. Prestigious
35. Rapport
36. Yacht
37. Vitamin
38. Eccentric
39. Library
40. Dessert
41. Renaissance
42. Jeopardy
43. Anyway
44. Provocative
45. Escape
46. Tear
47. Nauseous
48. Stomach
49. Lieutenant
50. Seismic
51. Yolk
52. Official
53. Euphemism
54. Clothes
55. February
56. Thorough
57. Handkerchief
58. Numb
59. Especially
60. Temperature

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UNIT-2
NON VERBAL COMMUNICATION

Non-verbal communication skills are those related to body languages, such as eye contact, gestures, facial expressions and vocal tone. Conversely, in verbal communication, you use text, signs or conversation to express yourself. This kind of communication reveals a lot about how you transfer information, approach others and empathise.

Types of Non-Verbal Communication

Body language: People understand your message in part by the way you position your body. For example, if you are feeling nervous or angry, you might cross your arms.
Gestures: These can be intentional or unintentional. For example, you might see Americans using a 'thumbs up' sign to express their positive feelings about something.

Facial expressions: This is the most common way of communicating in a non-verbal manner. When using facial expressions, people usually communicate through their eyes, eyebrows, mouth and facial muscles. It is useful in communicating both information and emotion.
Touch: Some people use touch to be expressive, for example, to give support or comfort. Make sure to use it sparingly and only when you know how the receiving party will feel about it.
Tone: Tone emphasises your message. It can express delight, sadness, politeness or anger in a voice. People need to hear the appropriate tone to pay attention to your message, especially when you are addressing a large number of people. A lively and versatile tone sounds more expressive and will grab the interest of your audience to focus on your message. You can only make your point clear when you have your audience's attention.
Appearance: Through appearance, you create a positive or negative first impression on others. The way you present yourself shows your interest, aesthetic taste and self-discipline habits. Therefore, you need to dress appropriately and look appealing when going for an interview. A well-groomed appearance can increase your chances of landing a job.
Space: Maintaining space during conversations is polite, but the distance you stand at can show your level of comfort with someone.

Interpreting Body Language?

Everyone uses different body language for communication. However, there are some common cues to interpreting what someone is saying. Even though it is challenging to read body language, it is an important skill to advance in your career. When communicating, it is useful to listen to what someone says verbally and non-verbally. Some key steps to understanding non-verbal statements include:

Pay attention to the eyes. Eyes give away a lot of information if you watch them closely. For instance, you know a person wants to continue their conversation with you if they are trying to keep eye contact. Conversely, they may move their eyes away if they are not interested or truthful. The direction of someone's glance can also tell what they might be thinking. If they are looking at the door, they might want the conversation to stop.
Observe posture clues. The way a person is standing or sitting while communicating reveals a lot about their interest in a conversation. For example, if they are standing or sitting with their back straight and shoulders facing backwards, they are listening, engaged and open to the information or ideas you are presenting. On the other hand, if they have a poor posture with raised or slouched shoulders and a bent spine, they may be angry, anxious or nervous.
Look at arm position. The position of the arms is another way of finding out if a person is interested. Arms on the table, to the sides or any other open style, showcase a person's positive feelings and readiness to absorb information. If you find closed or crossed arms, the person might be feeling or experiencing some kind of negative emotion.
Read the position of legs and feet. The way a person places their feet on the ground shows their interest to the observer. If their feet are placed evenly on the ground, it means they are open and

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ready to listen to your ideas. If you find their legs crossed or in a closed formation, they might be less interested in communicating with you.

Examine facial expressions. A person with tight lips, a furrowed brow or a frown on their face might be angry, confused or another negative emotion. In such a case, you may want to pause and confirm if it is true. If you are talking to someone with gently raised eyebrows, relaxed facial muscles and a soft smile, this usually means they like the message you are communicating.

The importance of eye contact in communication

Eye contact is an important part of communication. But in order to understand why, we must first answer an important question:

Eye contact is what happens when two people look at each other's eyes at the same time. This is a form of nonverbal communication that humans use to communicate many forms of emotions.

Eye Contact helps to:

- Bond with others
- Display honesty
- Increase your resistance to persuasion
- Improve understanding between people
- Build respect

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UNIT-3
SELF INTRODUCTION AND PRESENTATION

Self-Analysis

The starting point in the career development process is identifying your skills, values, interests, and preferences to determine what types of positions are of interest and would be a good fit.

From each pair, choose the phrase that describes you best.

a. I seek attention from others
b. I avoid attention from others

a. I like ideas that are complex
b. I like ideas that are simple to understand

a. I choose the most rational option
b. I choose the kindest option

a. I like a workplace that's full of surprises
b. I like a workplace where things go according to plan

a. I value my social status
b. I value my privacy

a. I follow established procedures
b. I try new ways of doing things

a. I like to cooperate
b. I like to compete

a. I prefer to work according to a schedule
b. I prefer to work on whatever needs to be done

a. I choose my friends carefully
b. I make new friends quickly

a. I like to use trusted methods
b. I like to try to innovate

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Presentation Skills:

Presentation skills are the abilities and qualities necessary for creating and delivering a compelling presentation that effectively communicates information and ideas. They encompass what you say, how you structure it, and the materials you include to support what you say, such as slides, videos, or images.

Delivering effective presentations is critical in your professional and personal life. You'll need to hone your presentation skills in various areas, such as when giving a speech, convincing your partner to make a substantial purchase, and talking to friends and family about an important situation.

A few of the benefits that often accompany improving your presentation skills include:

- Enriched written and verbal communication skills
- Enhanced confidence and self-image
- Boosted critical thinking and problem-solving capabilities
- Better motivational techniques
- Increased leadership skills
- Expanded time management, negotiation, and creativity

The better the presenting techniques are, the more engaging one's presentations will be. You could also have greater opportunities to make positive impacts in business and other areas of your life.

Verbal communication

How you use language and deliver messages play essential roles in how your audience will receive your presentation. Speak clearly and confidently, projecting your voice enough to ensure everyone can hear. Think before you speak, pausing when necessary and tailoring the way you talk to resonate with your particular audience.

Storytelling

Incorporating storytelling into a presentation is an effective strategy used by many powerful public speakers. It has the power to bring your subject to life and pique the audience's curiosity. Don't be afraid to tell a personal story, slowly building up suspense or adding a dramatic moment. And, of course, be sure to end with a positive takeaway to drive your point home.

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Active listening

Active listening is a valuable skill all on its own. When you understand and thoughtfully respond to what one hears—whether it's in a conversation or during a presentation—one will likely deepen your personal relationships and actively engage audiences during a presentation. It helps catch and maintain the audience's attention, helping them remain focused while minimizing passive response, ensuring the message is delivered correctly, and encouraging a call to action.

Stage presence

During a presentation, projecting confidence can help keep the audience engaged. Stage presence can help you connect with your audience and encourage them to want to watch you. To improve your presence, try

boosting up your normal demeanour by infusing it with a bit of enthusiasm. Project confidence and keep your information interesting.

Watch your audience during the presentation. If you're holding their attention, it likely means you're connecting well with them.

Self-awareness

Monitoring one's own emotions and reactions will allow you to react well in various situations. It helps you remain personable throughout your presentation and handle feedback well. Self-awareness can help soothe nervousness during presentations, allowing you to perform more effectively.

Writing skills

Writing is a form of presentation. Sharp writing skills can help you master your presentation's outline to ensure you stay on message and remain clear about your objectives from the beginning until the end. It's also helpful to have strong writing abilities for creating compelling slides and other visual aids.

Understanding an audience

When you understand your audience's needs and interests, you can design your presentation around them. In turn, you'll deliver maximum value to them and enhance your ability to make your message easy to understand.

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UNIT-4

BASICS OF SOFT SKILLS

In today's fast-paced world, success in the workplace requires more than just technical expertise and knowledge. As the nature of work continues to evolve, it is important for individuals to possess attributes and abilities that allow them to collaborate with teams and colleagues—otherwise known as soft skills. From communication and collaboration to adaptability and problem-solving, soft skills are the foundation of effective teamwork and organizational success.

What Are Soft Skills?

Soft skills—also known as "people skills" or "interpersonal skills"—are a set of personal attributes and abilities that allow individuals to effectively interact with others in a professional setting. At their core, these include the ability to collaborate effectively, manage time and communicate with clarity, among others.

Soft skills are difficult to measure or quantify; however, they are essential for success in a wide range of industries and professions. Whether you are working with colleagues from diverse cultural backgrounds or communicating with customers and clients around the world—the ability to navigate complex interpersonal dynamics and build strong relationships is the key to success.

Here's a list of the top 7 soft skills which are deemed to be beneficial in this competitive market:

Communication skills become a hard-skill when we talk about customer service jobs. For other jobs, this category is a great soft skill and includes:

- Speaking Skills
- Presentation Skills
- Negotiation Skills
- Nonverbal communication skills
- Listening and empathizing
- Persuasion
- Public Speaking
- Storytelling
- Written Communication, etc.

Leadership skill set is among the most sought-after skill set by employers. Hiring managers look for candidates who have good potential to grow. Such candidates are self-reliant, can work with the team seamlessly, and even put efforts to make the team and their efforts better.

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Some examples of soft skills falling under the **teamwork** category are:

- Team Player
- Collaborative
- Empathetic
- Influential
- Networking Skills
- Social Skills
- Interpersonal Skills
- Knowledge of how to deal with difficult personalities, etc.
- Time Management

Key phrases used to convey **time management skills** are:

- Prioritizing
- Goal Setting & Management
- Planning
- Control
- Focus
- Delegation, etc.

Key phrases used to convey **Critical Thinking** are:

- Analytical
- Problem Solving
- Artistic Sense
- Critical Observer
- Desire to Learn
- Innovator
- Logical Thinker
- Creative Thinker, etc

Key phrases used to convey **adaptability** are:

- Calm
- Optimistic
- Open Minded
- Curious, etc.

Soft skills are interpersonal skills which are used to describe your approach to life, work, and relationships with other people. Unlike hard skills, these are not professional job-specific skills like accountancy, graphics designing, etc. Soft skills are your unique selling point which gives you a competitive edge over others in the workplace and in life.

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UNIT-5
GROUP DISCUSSION

Group Discussion(GD) normally comprises 7 to 8 participants at a time. The Group Discussion process commences by the declaration of the topic to the group, which is followed by giving preparation time of 3 to 5 minutes to everyone. Sometimes, more than 5 minutes' preparation time may be given only in the case that the topic is based on a case-study and requires longer statements.
As the preparation time comes to an end, the selection panel indicates the group to start off the discussion, and from then on plays the role of a silent observer, which means that they will not moderate or mediate the discussion. The group members have the liberty to discuss the topic as they view appropriate without any kind of suggestion from the panel. The panel does not specify the number of speakers and anybody can start or end the discussion.

It plays a massive role in the interviewing process. To understand the place of Group Discussion, you need to understand the point of view of an interviewer or a panellist. This round is conducted to test the ability of a candidate's interactive skills. A group discussion is a situation where you interact with people you have ideally never interacted before. You will be judged on how you get along with them and how well you are able to put your point across without being demeaning or mean or rude. It also checks whether you can be a part of a team or not or are you a people's person.

- Step 1:- The very first stage of any GD is the announcement of the topic. The topic will be declared by the panellist.
- Step 2:- It's a preparation time where all the candidates will be given a time of 2 to 5 minutes for getting their content ready
- Step 3:- Now the discussion is started by one candidate and it can be anyone among the all participants. After that, each participant gets a chance to speak and present their views in front of the group.
- Step 4: - Participants kept on speaking until the panellist ask them to summarize the whole discussion. Sometimes panellists are just asked to summarize the topic and anyone among all participants can summarize the discussion. But sometimes they ask the specific candidate to summarize mostly the quiet person in the discussion so everyone can get an equal chance. If they choose you then you make sure that you have heard all the participants properly and deliver all the relevant points that summarize the topic.
- Step 5:- this is the final step in this panellist declare the scores of discussion for each candidates based on their performance.

The Do's and Don'ts while participating in a Group Discussion

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- Dress Formally
- Speak First
- Eye Contact
- Let others speak
- Be Assertive
- Be polite.
- Be Sensible

Roles in a Group Discussion

GD is a collaborative discussion that involves a group of people. Participants play a role in these discussions. The GD role can impact your chances of getting selected.

- Opener - The candidate who initiates the group discussion is an opener or a beginner. As they go first, there is very little time for them to prepare their arguments. Volunteer for this position only if you know the topic well.
- Facilitator / Moderator - A facilitator or moderator ensures that no participant is getting interrupted while making arguments. They also make sure participants are following the rules properly.
- Seeker of Information - These group discussion participants are not aware of the topic and look for arguments in statements made by others.
- Opinion Seeker - This person has no stand, they look for an opportunity to accumulate information and create an opinion.
- Analyst - They analyses and clarifies the arguments and opinions discussed during the group discussion.
- Community Supporter - These individuals in a group discussion do not have any strong opinion. They support everyone in the discussion.
- Reliever - They witness the problem with a broader perspective.
- Energy spreader - These group discussion participants are active and indirectly motivate others to speak up.
- Bridge creator - They concentrate on coming to a common ground and find an optimum solution to the given problem.
- Summary maker - This GD participant is responsible for concluding the discussion.

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What is SWOC analysis?

WORKSHEET 1

SWOC Analysis

SWOC analysis is a tool for identifying your internal Strengths and Weaknesses, and external Opportunities and Challenges. This helps in planning strategies to improve performance and achievegoals.

Strengths: Internal attributes and resources that support a successful outcome.

Weaknesses: Internal factors that could hinder achieving objectives.

Opportunities: External conditions that could be advantageous.

Challenges: External or internal obstacles that might impede progress (or Threats, which focus on external risks).

Strengths	**Weaknesses**
Opportunities	**Challenges**

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WORKSHEET 2

Phonics

What is
Phonics?

A method of learning English that helps you comprehend and differentiate various sounds. By learningphonics, you will recognise the relationship between letters and the sounds they represent. Phonics consists of seven different groups that facilitate an easy understanding for learners.

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Group	Letters	Examples
1	s	**S**nake, **S**wing
	a	**A**nt, Sn**a**p
	p	**P**eacock, Ta**p**
	n	**N**est, Ti**n**
	i	**I**nk, T**i**p
	t	**T**iger, Pi**t**
2	c/k	**C**arrot, **K**ing
	e	**E**gg, **E**dg**e**
	h	**H**en, **H**at
	r	**R**ose, D**r**ip
	m	**M**onkey, Ca**m**p
	d	**D**olphin, **D**i**d**
3	g	**G**oat, Di**g**
	o	**O**live, Sp**o**t
	u	**U**p, S**u**n
	l	**L**ion, G**l**ad
	f	**F**ig, Li**f**t
	b	**B**us, Grab
4	ai	**Ai**d, R**ai**n
	j	**J**am, **J**elly
	oa	**Oa**ts, C**oa**l
	ie	P**ie**, Fr**ie**s
	ee	B**ee**, Kn**ee**
	or	F**or**k, C**or**n
5	z	**Z**oo, Bu**zz**
	ng	E**ng**lish, Stro**ng**
	w	**W**ave, S**w**eet
	v	**V**an, **V**ein
	oo	B**oo**k, W**oo**d
	OO	F**oo**d, Sp**oo**n
6	y	**Y**ellow, **Y**ard
	x	Bo**x**, O**x**
	ch	**Ch**ips, Ri**ch**
	sh	**Sh**ip, Fi**sh**
	th (voiced)	**Th**is, Fa**th**er
	th (voiceless)	**Th**ink, **Th**ree
7	qu	**Qu**iet, Li**qu**id
	ou	**Ou**t, R**ou**nd
	oi	**Oi**l, C**oi**n
	ue	Resc**ue**, Arg**ue**
	er	Feath**er**, H**er**b
	ar	**Ar**t, C**ar**

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Exercise:

Umbrella, Leopard, Seesaw, Guitar, Chocolate, Groom, Worse, Glee, Queue, Iguana, Kiwi,Pliers, Snap, Dad, Magpie, Paint, With, Much, String, Thunder, Jumper, Foot, Storm, Statue, Crab.

Word	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
Umbrella	Um**b**rell**a**	U**m**b**re**lla	**U**mbre**ll**a				

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WORKSHEET 3

Reading Comprehension

Read the short story given below and answer the questions:

Daniel was a sophomore majoring in engineering. He was known for his intelligence and diligence, consistently scoring high marks in his classes. However, one of his courses, Advanced Calculus, was proving to be particularly challenging. Despite studying hard, Daniel struggled to grasp the concepts and feared he might fail the upcoming exam.

As the exam approached, Daniel's friend, Mark, offered him a way out. Mark had managed to obtain a copy of the exam questions and answers. He suggested that Daniel use it to ensure a good grade. Daniel was tempted; the pressure to maintain his GPA was immense, and he didn't want to disappoint his parents or jeopardize his scholarship.

After much contemplation, Daniel decided against cheating. He couldn't compromise his integrity for a grade. Instead, he sought help from his professor, explained his difficulties, and asked for additional resources to study. The professor appreciated Daniel's honesty and provided him with extra tutoring sessions and practice problems.

On the day of the exam, Daniel felt more prepared, though still nervous. He gave his best effort and, to his relief, passed the exam with a satisfactory grade. More importantly, he felt proud of himself for making the right choice.

Later, Daniel's professor commended him for his determination and integrity, and he became known among his peers for his honesty. The experience reinforced Daniel's belief that maintaining integrity is essential, even when faced with difficult choices.

1. What major was Daniel pursuing, and what course was he struggling with?

2. Comment on the solution offered by Mark?

3. Why did Daniel decide against cheating?

4. How did the professor respond to Daniel's request for help?

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5. What was the outcome of Daniel's decision to seek help rather than cheat?
6. What is the moral of Daniel's story?
7. How can college students apply the lesson from Daniel's story to their own lives?
8. Suggest a suitable title for Daniel's story.
9. What solution would you have suggested to Daniel if you were his friend?
10. Use the context and guess the meaning of the following words: • Sophomore - • Integrity - • Jeopardize - • Contemplation - • Commended -

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WORKSHEET 4

Close to your heart

Object Chosen:

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WORKSHEET 5

Song Decode

Decoding songs involves breaking down and analysing their components to understand the language and meaning. Listen to the song actively. Focus on the overall melody and rhythm first, then pay attention to the lyrics.

Name of the Song:

Lyrics:

New words, their meaning and pronunciation:

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WORKSHEET 6

Campus Chronicle Challenge

Activity 1: **Headline Hunt**

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Activity 2: Word Sorting

Sl. No.			
1			
2			
3			
4			
5			
6			
7			
8			

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WORKSHEET
7

Translation

Sl. No.	Original	Translation (Rough Draft)	Translation (Fair Draft)
1	□ட்டாளர் நணர் பைானaட கற்ற□ ந்த ைபகவேன வாமல்		
2	அரசன் ேன்ேpவாயா மக்கள்அேp		
3	காற்□ள்வளபாவாத ாற்□ க்ொகள்		
4	கனஹ, கனஹ, கனஹ. கனஹகளர் எணர் ணஙர் களாக மாம மர், எணர் ணஙர் களர் ொசயல் கசூக்g ேpேgக்gம்		
5	ஈறபர்y எனர் பF ஒ□ ொதாடரசர் ஈ யாான ொசயலர், aபதர்F அலர் ல		

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6	நமF mறபர்y ஒ□ சம்பேமாக இ□க்கலாம்.ஆனால் இறப்y ஒ□ சரா தர்$ரமாாக இ□கர்க வாேணர் {மர்.		
7	ேழ்க்ைாக□ல் ஈறந்தaஷர் யஙர் களர் dgநர்த ொபா□ைாம□ a□ நர்F தாானர் ே□ம்.		
8	ஈண□ உல□ம் ைேர நமகர்g நா ர னர் ம$பர்y ொதரா யா□F.		
9	உணர் ைாமைாய வாபஈபேரகர் ாஃg நனர் பரகர் ளர் இ□கர்க மாடர்டாாரகர் ளர்.		
10	உங்கள் ொேற்□யால்உஙர் களர் எ$ர கைாள வாதா□றா ்கJகர்கஊமர்		
11	நாஙர்களர் உணர் ைாமைாயசர் ொசன்னால், நங் கள்ளைாதyமர் நா ைானaலர் ைாேதர்$□ கர்க வாேணர் Jய$லர்ைால		

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12	ஓFேF ஒpவாயலர்		
13	அறமர் ொசய a□மர் y		
14	வாசாாமர் mதர் $ரா வாயலர்		
15	□ ய$மர் ொேலர் $மர், ைஆாமyமர் ொேலர் $மர், ஆனால் □யல□ைாம எனர் □ வாம ொேலர் லாாF.		
16	aாேொதலர் லாாமர் எாேதறர் gதர்தாாவான தaர அாேதற்g அல் ல.		
17	உங்களால் பறக்க □ Jயாாaடர்டாாலர் ஓ{ஙர் களர்.		
18	நனர் □ மறபர்பF நனர் றனர் □ நனர் றலர் லF அனர் வாற மறபர்பF நனர் □.		
19	யாாகா□ோ ராா□Fமர் நாகாக்க க□ோக்காால் வாசாகாப்பர் ொசாாலர் aாகர்gபர் படா{ं .		
20	வாதாானர் □னர் yகொழாா{ வாதாானர் □க அஃ$லாாரர் வாதாானர் றaனர் வாதாானர் றா□ைாம நன்□.		

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Translation - Hindi

Sl. No.	Original	Translation (Rough Draft)	Translation (Fair Draft)
1	खुद वो बदलाव बबनए जो आप दπु बπनयπा मőदπ`खना चπाहतπ` हœ		
2	अगर तुम सूरज की तरह चमकना चाहत` हो, तो पहल` सूरज की तरह जलो।		
3	अंत भला तो सब भला		
4	जहाँ चाह वहाँ राह		
5	जैसा अʉ वैसा मन		
6	उठो, जागो और तब तक मत ŝको जब तक लk□πा™ न हπो जπाए		
7	खान` और सोन` का नाम जीवन नहीं है। जीवन नाम है सदैव आग` बढ़त` रहन` का		
8	अाँध`र` मő परछाईं भी अपना साथछोड़ द`ती है		

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9	बाज़ंदगी लंबी नहीं बड़ी होनी चाबाहए		
10	ख़ुद को कमज़ोर समझना सबस` बड़ा पाप है		
11	बामाता सबस` शु5 □ा` म है		
12	बाचंता बाचता समान है		
13	ख़ाली बत´न □ादा शाोर करता` हœ		
14	जो जैसा बोता है, वैसा ही काटता है		
15	जाो उबाचत समय पर सही बानण´य ला` सकता है वो ही बुबा5मान कहलाता है।		
16	कोई भाी काय´ तबतक माुबाल हाै, जबतक आप उस काय´ को करना` की कोबाशश नहीं करत`		
17	आपकी कमज़ोरी आपक` शाु की सबस` बड़ी ताकत बन जाती है		

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18	भाz भी उसी का साथ द` ता है जोभाz क` भरोस` नहीं बैठत`।		
19	घड़ी सभी क` पास होती है मगर समय नहीं होता बाकसी क` पास।		
20	अगर आप सफलता की तलाश मŐहœ, तो बावफलताओं सा` डरना बांद करŐ		

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WORKSHEET 8

Creative Rendezvous

Character 1:

Character 2:

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WORKSHEET 9

Letter to Personality

Personality Chosen
:Reason :

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WORKSHEET 10

Self-Reflection: How would you like to describe yourself?

Role	Adjectives
Son/Daughter	Respectful, Caring, Supportive, Responsible, Loving, Devoted, Understanding, Grateful, Generous, Thoughtful.
Friend	Considerate, Honest, Generous, Supportive, Warm-hearted, Loyal, Trustworthy, Empathetic, Fun-loving, Dependable.
Classmate	Collaborative, Patient, Friendly, Observant, Resourceful, Cooperative, Encouraging, Respectful, Helpful, Engaging.
Student	Inquisitive, Organized, Persistent, Focused, Eager, Diligent, Curious, Disciplined, Motivated, Attentive.
Youngster	Energetic, Adventurous, Ambitious, Innovative, Open-minded, Optimistic Creative, Resilient, Passionate, Bold.
Social Being	Sociable, Engaging, Understanding, Open-hearted, Enthusiastic, Outgoing Friendly, Charismatic, Compassionate, Inclusive.

Role	Adjectives	Reason
Son/Daughter		
Friend		
Classmate		
Student		
Youngster		
Social Being		

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