



SRM VALLIAMMAI ENGINEERING COLLEGE
(An Autonomous Institution)
Department of English

LABORATORY MANUAL AND OBSERVATION

EN3649 Professional Communication Laboratory

VI SEMESTER

2025-2026

Version - 1

Prepared by

Dr. M. Chithra, Head Dept of English

Dr. Sheeba Manodh, AP/Sel.G

Dr. M. Arthi, AP/Sr.G

Mr. Abhishek David John, AP/O.G

HoD/English

LABORATORY MANUAL

Professional Communication Laboratory

Table of Contents

1. Syllabus

2. Presentation

3. Group Discussion

4. Soft Skills

5. Interview Skills

6. Resume Writing

7. Worksheet 1 - 4

OBJECTIVES

The course aims to

- enhance the Employability and Career Skills of students.
- orient the students towards grooming as a professional.
- to learn how to speak in Group Discussions
- make them employable Graduates and help them attend interviews successfully.
- develop their confidence and help them express views clearly

UNIT- I**6**

English for competitive exams —general awareness of current affairs – multiple choice – cloze – vocabulary structure.

UNIT- II**6**

Introduction to soft skills - Interpersonal communication - Introducing oneself to the audience — answering questions – writing a message – memo –mail – asking for comments – giving information – agreeing to requests – apologizing – Complaining – Business proposal – short report – summarizing.

UNIT- III**6**

Introduction to Group Discussion— participating in Group Discussions – questioning and clarifying – GD strategies –monologues – dialogues

UNIT- IV**6**

Interview etiquette – Portfolio development - attending job interviews – FAQs related to job interviews - Interview types – expressing opinions – present circumstances - past experiences – future plans

UNIT- V**6**

Recognizing differences between groups and teams - networking professionally- respecting social protocols- understanding career management- developing a long- term career plan- making career changes. – organizing a larger unit of discourse – expressing and justifying opinions – negotiating – collaborating – disagreeing – speculating – decision taking.

Total Periods: 30

The lab course is offered as an **Employability Enhancement Course**

The course is offered as a **one credit** paper with an End Semester Examination.

OUTCOMES:

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

- make effective presentations and participate confidently in Group Discussions
- attend job interviews and interacting in different situations.
- able to write business reports, proposals and related correspondence.
- develop adequate Soft Skills required for the workplace

REFERENCE BOOKS:

1. Butterfield, Jeff Soft Skills for Everyone. Cengage Learning: New Delhi, 2015
2. Interact English Lab Manual for Undergraduate Students, Orient Blackswan: Hyderabad, 2016.
3. E.Suresh Kumar Communication for Professional Success. Orient Blackswan: Hyderabad, 2015
4. Raman, Meenakshi and Sangeeta Sharma. Professional Communication. Oxford University Press: Oxford, 2014
5. S. Hariharan. Soft Skills. MJP Publishers: Chennai, 2010.
6. Successful Presentations: DVD and Student's Book. A video series teaching business communication skills for adult professionals by John Huges and Andrew Mallett- OUP 2012.
7. Goodheart-Willcox, "Professional Communication", First Edition, 2017. Online test book
8. Training in Interpersonal Skills: Tips for Managing People at Work, Pearson Education, India, 6 Edition, 2015
9. English for success in Competitive exams. Philip Sunil Solomon – OUP 2009.

CO	Programme Outcomes												PSO			
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4
1	1	-	-	1	-	1	-	-	-	2	-	1	-	-	-	-
2	-	-	-	-	-	-	-	-	-	2	-	1	-	-	-	--
3	-	-	-	-	1	-	-	-	-	2	-	1	-	-	-	-
4	-	1	-	-	-	-	-	-	-	2	-	1	-	-	-	-
5	-	-	-	-	-	-	-	-	-	2	-	1	-	-	-	-

1 - low, 2 – medium, 3 – high, ‘-’ – no correlation

Justification:

Name of the Course: EN3649 Professional Communication	
Year of Study: 2024-2025	
PO1: Engineering knowledge: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.	CO1: Acquire all the four skills communication (1)
	CO4: Comprehend the theories learnt and use them effectively (1)
PO3:Design/development of solutions: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.	
PO4:Conduct investigations of complex problems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.	CO1: Communication skills to listen and understand presentation and seminar (1)
PO5: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	CO3 : To use grammatical rules in language to create appropriate content in Engineering techniques. (1)
PO6: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.	CO1: To understand Engineering concepts and express the solution in English precisely in grammatically appropriate sentences. (1)
PO7:Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.	

<p>PO8:Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.</p>	
<p>PO9:Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.</p>	
<p>PO10:Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.</p>	<p>CO1: to process ideas and convey the same effectively.(2)</p> <p>CO2: Participate confidently in conversation (2)</p> <p>CO3: To involve confidently in group discussions and express thoughts with clarity.(2)</p> <p>CO4: Speak coherently about current affairs (2)</p> <p>CO5:To be able to use the language in proper grammatical form.(2)</p>
<p>PO11:Project management and finance: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one’s own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.</p>	<p>CO2: To make use of communication skills to express new ideas and convey them clearly (1)</p>
<p>PO12:Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.</p>	<p>CO1: To make use of communication skills to express new ideas and convey them clearly (1)</p> <p>CO 2: To gain confidence to participate in group discussion and attend interviews. (1)</p> <p>CO3: To participate in Group discussion and engage in meaningful conversation. (1)</p> <p>CO4: To face interviews boldly and answer questions effectively.(1)</p> <p>CO5:To build confidence to face the audience and the interview. (1)</p>

Presentation Skills

A presentation is **purposeful, interactive, formal, and audience-oriented**. It is a two-way communication process that delivers a structured message often supported by visual aids.

Basic Elements of an Effective Presentation

1. **Plan**
2. **Prepare**
3. **Practice**
4. **Perform**

1. Planning for the Presentation

- A presentation conveys information within a limited time.
- The purpose must be clearly defined—**to inform, to persuade, or to demonstrate**.
- **Audience analysis** involves identifying audience characteristics, understanding their needs and expectations, and finding ways to gain and maintain their attention.
- The **occasion** and context of the presentation must be studied:
 - Nature of the event
 - Venue
 - Duration
 - Audience size and profileThis ensures the presentation is relevant and effective.

2. Preparing for the Presentation

- Identify the **central idea** or core message.
- Develop the main ideas and divide the content logically.
- Gather **relevant supporting information** and evidence.
- Organize and structure the message into three parts:
 - **Introduction**
 - **Body**
 - **Conclusion**

Introduction

- Gain audience attention using:
 - A striking statement
 - A short anecdote
 - An interesting question
 - A relevant quotation
 - A touch of humour
- Introduce the topic and highlight its importance to motivate the audience.

Body of the Presentation

Organize the content using one of the following patterns:

- Sequential
- General to specific
- Specific to general
- Most important to least important
- Least important to most important
- Categorical
- Problem–solution
- Comparison–contrast

Conclusion

- Summarize key points
- Re-emphasize the main message
- Focus on the goal
- Motivate the audience
- Provide a clear sense of closure

3. Rehearsing the Presentation

- Rehearsal allows you to review, refine, and improve the presentation. Plan your practice sessions well before the actual event.
- Practise before a familiar audience (friends or family) to receive helpful feedback.
- Check your **speed of delivery**.
- Choose an appropriate method of delivery:

Methods of Delivery

1. **Memorizing Method**
 - Often preferred by beginners with stage fear.
 - Disadvantage: May sound mechanical and reduce audience engagement.
2. **Reading Method**
 - Useful for technical or data-heavy presentations.
 - Helps control nervousness and ensures accuracy.
3. **Outlining Method** (Most Effective)
 - Use brief, well-organized notes.
 - Ensures flow and familiarity with content.
 - Notes should guide the rehearsal but not be used excessively during the presentation.

4. Delivering the Presentation

- Begin confidently with a well-planned opening.
- Stay organized and clearly communicate your objective.
- Remain calm and focus on the message rather than the audience's reactions.
- Use positive body language and maintain eye contact.

- Use visual aids appropriately to enhance understanding.
- Pay attention to all details—voice, timing, posture, and transitions.
- End with a strong, effective conclusion.

TOPICS

- Climate change solutions beyond renewable energy
- The rise of Artificial Intelligence in everyday life
- Space exploration: Mars colonization and beyond
- Cybersecurity in the age of digital dependence
- The impact of social media on mental health
- Smart cities: opportunities and challenges
- Emotional intelligence in leadership
- The psychology of decision-making
- Remote work: benefits and challenges
- Branding in the age of influencers
- Gender equality: progress and challenges
- The ethics of surveillance and privacy
- Global migration trends and their impact
- Nutrition myths debunked
- The mental health benefits of mindfulness
- The psychology of consumer behaviour

Group Discussion (GD)

Definition

A group discussion is an interactive oral activity where participants share ideas, opinions, and feelings through spoken communication. Each member listens attentively to others while expressing their own views. To be effective, participants must use clear language, persuasive communication, and appropriate voice and gestures.

GD is essentially a collective process involving both person-to-person and person-to-group interactions. Members are expected to engage in goal-oriented exchanges that unify individual contributions into teamwork, strengthen group cohesion, and achieve the overall objectives of the discussion.

Importance of Group Discussion Skills

Group discussions have become increasingly important due to their role in:

- **Problem solving**
- **Decision making**
- **Personality assessment**

They are widely used in recruitment and admissions. Typically, six to eight candidates are assigned a topic to discuss within 30–40 minutes. Evaluators observe communication skills, leadership qualities, and teamwork. Those who demonstrate strong leadership and collaboration are often shortlisted for interviews.

Characteristics of a Successful GD

- Clear agreement on group goals
- Goal-oriented interaction
- Consensus on procedures
- Cooperative and friendly atmosphere
- Effective communication techniques
- Equal participation by all members
- Shared leadership

Strategies for Effective Group Discussion

1. Initiating the Discussion

Since GDs usually lack a formal leader, the group may waste time in side conversations until someone takes initiative. A proactive participant should remind the group of its purpose and encourage them to begin. Once started, procedures such as time management, speaking order, and contribution length should be agreed upon to ensure smooth progress.

2. Contributing Systematically

Each member's input should:

- Connect to previous points raised
- Stay focused on the topic
- Address specific issues under discussion
- Align with the overall objective
- Suit the stage of the discussion

3. Creating a Positive Atmosphere

A friendly, cooperative environment encourages open participation and constructive dialogue. Every member shares responsibility for maintaining this atmosphere.

4. Keeping the Discussion on Track

Without direction, a GD can drift. A natural leader should ensure the discussion remains focused and that all members get an opportunity to speak. The aim is collective exchange, not dominance by one voice.

5. Encouraging Participation

The effectiveness of a GD depends on active involvement. Leaders should motivate even quiet or hesitant members to contribute, demonstrating patience and inclusivity.

6. Managing Conflict

Differences of opinion are natural in diverse groups. Participants should not remain passive during conflicts but instead work toward resolution with tact and fairness.

7. Concluding the Discussion

In the absence of a formal leader, discussions may continue until time runs out. A participant should take responsibility to conclude by:

- Summarizing key points
- Highlighting areas of agreement
- Identifying unresolved issues

Group Discussion Topics

- AI in daily life
- Climate change
- Cryptocurrency regulation
- Gender equality
- Social media's impact on youth
- Freedom of speech online
- Education: online learning vs. traditional classrooms
- Importance of financial literacy
- Minimalism
- Work from home: productivity enhancer or barrier?
- Influence of movies and OTT platforms on society
- Is India ready for electric vehicles?
- Globalization: blessing or curse?
- Is there a lack of work-life balance?
- Importance of netiquette in the digital age.
- Business ethics in today's market and future.
- Social Responsibilities of IT Companies

Soft skills

Soft Skills

Soft skills refer to a person's emotional intelligence (EQ), which includes personality traits, social behaviour, communication abilities, language proficiency, habits, friendliness, and optimism that shape effective interactions with others. These skills complement hard skills, which relate to technical knowledge or job-specific abilities linked to a person's IQ. Soft skills enhance how individuals interact, perform at work, and progress in their careers. Unlike hard skills that focus on task execution, soft skills emphasise the ability to communicate, collaborate, and build positive relationships in both professional and personal settings.

Time Management

Time management involves planning and deliberately controlling how time is allocated to different tasks in order to improve efficiency, effectiveness, and productivity. It can be supported by various skills, tools, and techniques such as setting goals, delegating tasks, planning, organizing, scheduling, monitoring progress, and prioritizing responsibilities. Although originally associated with business activities, time management now applies to personal life as well. A good time management system integrates processes, tools, methods, and strategies to ensure timely completion of projects. Effective time management is essential for successful project development as it influences deadlines and overall project scope.

Stress Management

Stress management includes a wide range of techniques and therapeutic practices aimed at controlling stress levels—especially chronic stress—to improve daily functioning. The term “stress” here refers to distress, which has negative effects, rather than eustress, which is beneficial. Stress can cause numerous physical and emotional symptoms, ranging from health issues to depression. Managing stress is considered vital for achieving a balanced, healthy, and fulfilling life. Although stress is often viewed as subjective, it can be scientifically measured using physiological indicators. Various models and approaches exist to explain and manage stress, and ongoing research continues to explore the most effective methods.

Problem Solving

Problem solving is a concept used across multiple fields, with each discipline interpreting it differently. In psychology, it is a mental process, while in computer science it may involve computational procedures. Problems may be well-defined, with clear goals and solutions, or ill-defined, with unclear directions. In psychology, problem solving is the effort to reach a desired goal

from a current situation that is not immediately aligned with that goal and may require complex reasoning. It is considered a higher-order cognitive skill that draws on various basic abilities. There are two major types: mathematical problem solving and personal problem solving, where challenges or obstacles must be overcome. Researchers have studied human problem-solving methods for over a century using observation, experimentation, simulation, and behavioural analysis.

Assertiveness

Assertiveness is a communication style characterised by expressing one's thoughts, feelings, or rights confidently without needing to dominate others or submit to them. According to Dorland's Medical Dictionary, assertiveness involves clear and confident self-expression while respecting others' rights. It is distinct from both passivity and aggression. Passive communicators fail to defend their boundaries and may be manipulated or ignored. Aggressive communicators violate others' boundaries in their attempts to influence. Assertive communication strikes a balanced approach: individuals express themselves openly and stand up for their rights while respecting the boundaries and perspectives of others. Assertive individuals are also capable of protecting themselves from aggression.

Interview Skills

An interview provides an opportunity for a candidate to describe his or her experiences and skills, while also gaining insight into the company. During this process, the employer aims to gather additional information about the candidate that may not be included in the résumé or cover letter. Employers try to understand what motivates the candidate, how effectively he or she communicates, and what kind of attitude he or she brings. An interview is a two-way process, in which the employer evaluates the candidate while the candidate assesses the employer.

Selling Oneself

Although the idea may feel uncomfortable, a candidate must present and promote himself or herself effectively during an interview. The candidate is essentially offering a product—their skills and abilities—to the organization, and it is important that the interviewer clearly understands this value. If the candidate simply waits for the interviewer’s questions, he or she may miss the chance to highlight key strengths and qualities.

Listening

Poor listening during an interview signals to the employer that the candidate may also fail to listen to coworkers or managers.

- Silence during the interview should not be feared. It is better for a candidate to pause and think than to give an inaccurate or lengthy response.
- If a question seems unclear, the candidate should politely ask the interviewer to restate or clarify it, without using this as a tactic to gain extra time.
- The candidate should avoid becoming defensive when faced with a difficult question.

Standing Out From the Competition

Interviewers often meet many candidates who give similar, vague descriptions of themselves such as “I am a hard worker,” “I am a team player,” or “I learn quickly.” A candidate may use these terms but must also support them with specific examples from past experiences that demonstrate these qualities in action.

Keeping the Interviewer Engaged

The same principles used in public speaking apply here. A candidate should vary tone and pace, channel nervousness into enthusiasm, and maintain strong eye contact. Asking relevant questions when appropriate shows interest in the job and the interviewer.

- Matching the interviewer’s energy level can be beneficial, as people often prefer to hire individuals who seem similar to themselves.

Preparatory Steps

A candidate should plan to arrive at least fifteen minutes early to reduce stress and avoid the risk of delays. Bringing a pen and notebook is advisable.

The interviewer should be greeted by name, with a firm handshake and a friendly smile. Formal titles such as “Mr. Smith” or “Ms. Johnson” should be used unless the interviewer indicates otherwise.

- The candidate should wait to be seated until invited to do so.
- Smoking and chewing gum must be avoided.
- Sitting comfortably with good posture is important.
- Maintaining steady eye contact shows confidence.
- Listening carefully to each question and taking a moment to think before responding reflects thoughtful decision-making.
- Inventing answers is discouraged, as it gives the impression that the candidate may behave similarly in the workplace.
- Enthusiasm is essential; the candidate should demonstrate genuine interest in both the role and the company.
- The interview should end positively by expressing that the position seems suitable and that the candidate can contribute meaningfully. The candidate should also ask about the next steps and expected timelines and thank the interviewer for their time.
- It is important to obtain the interviewer’s business card or at least correctly note the spelling of their name, along with their title, address, and phone number.

Letter of Application

From

XYZ

No.13, Rani Apartments

Sixth lane

Besant Nagar

Chennai-73.

To

Human Resources Department

India Auto Limited

10, New Street

Bharath Nagar

Chennai.

Sir,

Sub: Application for the post of Deputy Manager with reference to the advertisement in “The Hindu” dated 29.07.011.

I wish to apply for the post of Deputy Manager, Design and Development in your esteemed automobile industry.

I am a Mechanical Engineering graduate from ABC Engineering College. I have been working in a small concern as Design Engineer in the R & D Department for the past three years. Totally I have 12 years of experience. I have good managerial skills. I also possess excellent communication and inter – personal skills. I am enclosing my resume for your perusal.

Expecting your intimation letter for an interview.

Thanking you

Yours faithfully

Comprehension

Passage 1 – The Invention of Printing

Before the invention of printing, books were copied by hand, a slow and painstaking process that made them rare and expensive. In the 15th century, Johannes Gutenberg of Germany changed the world forever by inventing movable type printing. His method allowed individual letters to be rearranged and reused, making mass production of books possible for the first time. The Gutenberg Bible, printed around 1455, was the first major book produced using this technology. Printing brought knowledge to ordinary people, broke the monopoly of the wealthy over learning, and encouraged the spread of ideas that led to the Renaissance and Reformation. Literacy increased, universities grew, and Europe entered a new age of communication.

A. Comprehension Questions

1. Before printing, books were
a) cheap b) copied by machines c) copied by hand d) printed by scribes
2. Gutenberg invented printing in the
a) 12th b) 13th c) 14th d) 15th century
3. Movable type printing allowed
a) mass book production b) hand copying c) fewer books d) artistic drawing
4. The first major printed book was
a) The Gutenberg Bible b) The Renaissance Book c) The Reformation Text d) The German Chronicle
5. Printing made knowledge
a) limited b) less accurate c) available to common people d) illegal
6. The Renaissance spread partly because of
a) printing b) new laws c) handwriting d) religion
7. “Movable type” means
a) fixed letters b) rearrangeable letters c) plastic letters d) clay letters
8. Literacy increased because
a) books were cheaper b) people stopped reading c) schools closed d) scribes quit
9. Gutenberg was from
a) France b) Italy c) Germany d) England
10. The Gutenberg Bible was printed around
a) 1455 b) 1555 c) 1355 d) 1255

Answer Key: 1–c, 2–d, 3–a, 4–a, 5–c, 6–a, 7–b, 8–a, 9–c, 10–a

B. Vocabulary Building

Match the following

1. Renaissance a) reasonably priced
2. Painstaking b) ability to read and write
3. Affordable c) family lineage
4. Ancestry d) ordered differently
5. Literacy e) cultural rebirth
6. Encouraged f) supported
7. Era g) complete control by one
8. Rearranged h) thorough
9. Ordinary i) historical period
10. Monopoly j) common

1-e, 2-h, 3-a, 4-c, 5-b, 6-f, 7-i, 8-d, 9-j, 10-g

C. Cloze Test

Use the correct words to fill the blanks

(By, than, afford, making, encouraged, marked, continuation, ordinary, affordable, modern)

Printing (1) a major turning point in history. Before Gutenberg's invention, books were copied (2) hand. Only the rich could (3) them. Gutenberg's press made books (4), spreading knowledge to (5) people. This (6) the growth of education and (7) scientific thinking. Today's printing is a (8) of that same innovation, (9) information more accessible (10) ever before.

Answers: 1-marked, 2-by, 3-afford, 4-affordable, 5-ordinary, 6-encouraged, 7-modern, 8-continuation, 9-making, 10-than

D. Correction of Errors

1. He discussed about the invention. → * *He discussed the invention.*
2. Printing was invented from Gutenberg. → *by Gutenberg.*
3. The books were copied by hands. → *by hand.*
4. Knowledge spreaded quickly. → *spread quickly.*
5. People could afford for books. → *afford books.*
6. He entered into the workshop. → *entered the workshop.*
7. It was printed in fifteen century. → *in the fifteenth century.*
8. The invention changed the live of people. → *the lives.*
9. Students must read in a detail. → *in detail.*
10. Invented by an accident. → *by accident.*

Passage 2 – The Importance of Sleep

Sleep is essential for both physical and mental health. During sleep, the body repairs tissues, strengthens the immune system, and consolidates memories. Most adults require between seven and nine hours of sleep each night. However, in modern society, many people suffer from sleep deprivation due to stress, long work hours, or excessive screen time.

Lack of sleep can lead to fatigue, irritability, poor concentration, and even serious health problems like obesity and heart disease. Good sleep habits—such as maintaining a regular bedtime, avoiding caffeine late, and keeping devices out of the bedroom—can greatly improve well-being.

A. Comprehension Questions

1. Sleep helps the body
 - a) become hungry
 - b) repair tissues
 - c) stay awake
 - d) lose weight
2. Most adults need
 - a) 3–5 hours of sleep
 - b) 5–7 hours of sleep
 - c) 7–9 hours of sleep
 - d) more than 10 hours of sleep
3. “Sleep deprivation” means
 - a) sleeping too much
 - b) lack of sleep
 - c) waking up early
 - d) sleeping in daytime
4. One main cause of sleep deprivation is
 - a) fresh air
 - b) healthy diet
 - c) screen time
 - d) exercise
5. Lack of sleep can lead to
 - a) stronger immunity
 - b) heart disease
 - c) weight loss
 - d) better memory
6. To improve sleep, one should avoid
 - a) water
 - b) exercise
 - c) caffeine late at night
 - d) morning sunlight
7. The phrase “consolidates memories” means
 - a) removes memories
 - b) strengthens memories
 - c) forgets information
 - d) repeats lessons

8. Stress can
 - a) improve sleep
 - b) cause sleep deprivation
 - c) cure insomnia
 - d) have no effect
9. A healthy sleep routine includes
 - a) sleeping at different times
 - b) a regular sleep schedule
 - c) watching TV in bed
 - d) checking the phone often
10. The overall message of the passage is
 - a) sleeping less improves health
 - b) sleep is important for health
 - c) caffeine helps sleep better
 - d) sleeping in the day is best

1-b, 2-c, 3-b, 4-c, 5-b, 6-c, 7-b, 8-b, 9-b, 10-b

B. Vocabulary Building

- | | |
|------------------|-------------------------|
| 1. Immune system | a) tiredness |
| 2. Deprivation | b) fights disease |
| 3. Fatigue | c) coffee compound |
| 4. Concentration | d) self-control |
| 5. Habits | e) necessary |
| 6. Caffeine | f) focus |
| 7. Essential | g) regular behaviours |
| 8. Irritability | h) being easily annoyed |
| 9. Well-being | i) lack |
| 10. Discipline | j) health and happiness |

C. Cloze Test

Use the correct words to fill the blanks

(Tired, alert, healthy, concentrate, quiet, need, repair, same, caffeinated, process)

Most people today sleep less than they (1). Sleep allows the body to (2) and the brain to (3) information. When we lose sleep, we feel (4) and find it hard to (5). To improve sleep, people should go to bed at the (6) time, avoid (7) drinks, and keep the bedroom (8). A good night's sleep keeps us (9) and (10).

Answers: 1–need, 2–repair, 3–process, 4–tired, 5–concentrate, 6–same, 7–caffeinated, 8–quiet, 9–healthy, 10–alert

D. Correction of Errors

1. He sleep late → *sleeps*
2. I didn't got enough → *get*
3. She don't rest → *doesn't*
4. We discussed about dreams → *discussed dreams*
5. Sleep helps to body repair → *the body repair*
6. He didn't took rest → *take*
7. I am sleeping from two hours → *for two hours*
8. They enjoys staying up → *enjoy*
9. She go to bed on 11 pm → *at 11 pm*
10. Lack of sleep make people irritate → *makes people irritable*

Passage 3 – Plastic Pollution

Plastic is lightweight, cheap, and durable—but it has caused serious environmental problems. Millions of tons of plastic waste enter oceans every year, harming marine life. Animals mistake plastic for food, and microplastics are now found in air, water, and even human bodies. To solve this, we must reduce plastic use, recycle, and create biodegradable alternatives.

Choose the correct options

1. Plastic is popular because it is
 - a) expensive and heavy
 - b) light and durable
 - c) soft and weak
 - d) rare and costly
2. Plastic pollution mainly affects
 - a) mountains
 - b) forests
 - c) oceans
 - d) deserts
3. Microplastics are
 - a) large plastic bottles
 - b) small plastic particles

- c) types of sea animals
- d) chemical fertilizers
- 4. Many animals die because they
 - a) eat plastic
 - b) run into ships
 - c) lack food
 - d) lose direction
- 5. Plastic stays in nature
 - a) for a few days
 - b) for a long time
 - c) for one year
 - d) only during rain
- 6. One solution to the plastic problem is to
 - a) throw it into the sea
 - b) ignore it
 - c) reduce its use
 - d) burn all waste
- 7. “Biodegradable” means
 - a) breaks down naturally
 - b) cannot be destroyed
 - c) floats on water
 - d) made of metal
- 8. “Durable” means
 - a) long-lasting
 - b) very soft
 - c) easy to break
 - d) harmful to the sea
- 9. Microplastics are now found in
 - a) soil only
 - b) air and water
 - c) mountains only
 - d) trees and leaves
- 10. The tone of the passage is
 - a) humorous and casual
 - b) informative and serious
 - c) angry and emotional
 - d) poetic and creative

Answer Key:

1–b, 2–c, 3–b, 4–a, 5–b, 6–c, 7–a, 8–a, 9–b, 10–b

B. Vocabulary Building

- | | |
|----------------|--------------------------------|
| 1. Alternative | a) serious problem |
| 2. Pollution | b) living environment |
| 3. Harming | c) lessening or making smaller |
| 4. Crisis | d) contamination |

- | | |
|------------------|--------------------------|
| 5. Reduce | e) another option |
| 6. Waste | f) trash |
| 7. Ecosystem | g) damaging |
| 8. Marine | h) naturally breaks down |
| 9. Biodegradable | i) long-lasting |
| 10. Durable | j) sea life |

C. Cloze Test

Use the correct words to fill the blanks

(Ensure, biodegradable, together, mistake, recycle, reduce, greener, does ,hundreds, harms)

Plastic **(1)** not break down easily. It stays for **(2)** of years. In oceans, it **(3)** marine animals and pollutes water. Many creatures **(4)** plastic for food. To solve this, we must **(5)** plastic use, **(6)** and reuse, and develop **(7)** materials. Governments and citizens must work **(8)** to protect Earth and **(9)** a cleaner **(10)** future.

Answers: 1–does, 2–hundreds, 3–harms, 4–mistake, 5–reduce, 6–recycle, 7–biodegradable, 8–together, 9–ensure, 10–greener

D. Correction of Errors

1. Plastic are useful → *is useful*
2. People throw plastics → *plastic*
3. The animals eats them → *eat*
4. Government should banning → *ban*
5. Protect our nature from plastics → *from plastic*
6. Problem is increase → *is increasing*
7. He told that plastic is useful → *said that*
8. We should reduce to use → *reduce its use*
9. The sea is fill with waste → *is filled*
10. Plastic has harm fishes → *has harmed fish*

Common Errors in English

Correct the following sentences

1. He entered into my room.
2. We discussed about the problem.
3. India and Pakistan entered an agreement.
4. Despite of the rain, we went out.
5. Inspite him being a gentleman, he behaves rudely sometimes.
6. Write with ink
7. Sit under the shade of a tree
8. She is good in mathematics
9. Send on my address
10. I like to go in train