Globarena
(An ISO 9001 : 2000 Company)

To
The Principal

Sir / Madam,

Sub: Enhance student employability skills and improve career opportunities

Greetings from Globarena!

The demand for human resource requirement for the industry is growing and this is the best phase where students have exciting employment opportunities and can choose a job of their choice rather chase for one.

Besides academic performance, understanding and acquiring the career skills sought by the industry will help the students enhance their chances of selection during the recruitment process. Apart from enhancing employability and career prospects of students, career (soft) skills are essential in their day-to-day lives.

Globarena, an ISO 9001:2000 company has been doing pioneering work in bridging the gap between the skills taught in the curriculum and the skills sought by the industry.

Our **career development programs** are delivered through **self-learnable digital courses** (English Lab, Career Lab, Aptitude Labs, IT Lab, etc.) and **Instructor led workshops** that have been meticulously designed after exhaustive research to empower students to enhance employability.

Anna University, Chennai and **Visvesvaraya Technological University, Belgaum** have made Globarena's self-learnable digital career development programs mandatory for all their affiliated engineering colleges. We have over **600 installations** of English Lab **all over India.** This stands testimony to the effectiveness of the digital courses.

We are offering our **services to many universities** viz., Anna University, Visvesvaraya Technological University, APSCHE, PGRRCDE-OU, Acharya Nagarjuna University, Bangalore University, Nirma University, Rajiv Gandhi technological University, etc. to name a few and **over 150 colleges**.

Our endeavor has been to work with colleges to impart crucial skills required to the students and help them succeed in the recruitment process.

In this regard, we would like to seek your appointment to meet you in person to understand your specific requirements and discuss regarding enhancing student placements.

Looking forward to hear from you

Thanking you,

With regards

V S N Raju
General Manager
93805 53981

Reported version for various universities are available – we may go in for such quality.

Prof DG IndraMohan / HoD / English 11/7/07

Prof. InderMohan

Contact details

AndhraPradesh: 98485 31838 Tamilnadu: 9840544688 Karnataka: 98456 59625 Maharashtra: 9823069823
Gujarat: 9825604477 Delhi: 9811606704 MadhyaPradesh / Chandigarh / Punjab: 011 - 22756816

Globarena Technologies Private Limited F-28, Madhura Nagar, Yousufguda, Hyderabad – 500 038.
Ph: +91 40 23750190/91/92/93 Fax: +91 040-23750194 E-mail: support@globarena.com www.globarena.com
B.O.: Bangalore   Chennai   Delhi   Pune.

PlaceMentor   CareerCampus   NeoVistas   evarsity
Live your career dreams
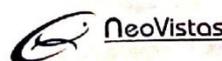
Brief overview of our products and services:

A. SELF-LEARNABLE DIGITAL (e-learning) COURSES

All the programs are designed to impart career skills to **enhance students employability** and **ensure success.** The courses are self-learnable, interactive and engaging. Concepts are authored in an easy and learner friendly one-on-one style. Rich visuals and animations make the courses interesting and help students understand concepts better. Assessments are integrated to evaluate student performance.

For detail **product list** and **e-brochures,** please visit **http://www.globarena.com/pro_edu_career_lab.htm**

English Lab™

Designed to impart Communication skills, Listening skills, enhance vocabulary, correct pronunciation (eliminate MTI), etc. Students are trained to face the real life challenges with confidence and have an edge in the fierce competition. Ensures that the students are job ready.

Provides flexibility for the faculty to add their own lessons, create customized TOC for students, etc., if required, to make teaching more effective.

Anna University (AU) and **Visvesvaraya Technological University (VTU)** have made the English Lab mandatory for all their affiliated Engineering colleges. **Over 600 installations across India.**

Teacher Console

Designed to provide flexibility to the faculty conducting the program with regards to adding new content, monitor, review & help students, design customized TOC, author & administer assessments, broadcast audio/video files to all the participant computers, student interactivity through voice chat, etc. All this is possible from faculty computer.

A powerful tool for the faculty to enhance the learning experience and teaching effectiveness.

Career Lab

Designed to impart the skills required to succeed in GD and face interviews confidently. Video recordings of sample presentations, GDs and interviews along with detailed analysis help students in picking up these skills fast.

Makes the student a confident person and moulds into a complete person with pleasing personality.

Anna University and **Visvesvaraya Technological University** have made the Career Lab mandatory for all their affiliated Engineering colleges. **Over 600 installations across India.**

Aptitude Lab

Designed to train students in crucial concepts of quantitative, reasoning & verbal aptitude and help them clear the first round of the corporate recruitment process successfully and move to next round of GD / Interviews.

Test strategies, practice tests, and mock tests in the company formats help students to answer questions fast (in less than 40 seconds), thus prepare students to manage the time better in the exam.

VTU has made the Aptitude Lab mandatory for all its affiliated Engineering colleges.

Accent Mentor

Trains students in understanding and speaking different accents. Detailed listening and pronunciation practice followed by exercises ensures students are trained to confidently discuss with overseas clients and thus makes them ready to take up overseas assignments. Helps students preparing for TOEFL/IELTS immensely.

Mentor for GRE® Test

Comprehensive GRE prep tool with solutions to the Big Book, section tests, unlimited CATs, writing assessment, university selection, resumes, cover letters, college essays, vocabulary, and more. Ensures that students secure high score and get admissions in best of the universities.

IT Lab

Designed to provide practical exposure to the students in Computer basics, application programming, database, and web programming

Strengthens IT skills of the students with practical real life approach. IT lab helps students hone their IT skills and prepares them to face the technical test / interview during campus recruitments with confidence.

B. WORKSHOPS

Workshops are delivered full of action with videos, audios and fun filled experiences. Topics covered are Psychometric profiling, spoken English, communication skills, soft skills, analytical aptitude, group discussions, interview skills, etc.

Progressively the students move from the first to the final year developing skills needed to excel in their career of choice. The training programs are customized to suit specific requirements of the college

Student progress is regularly reviewed through pre-training and post-training assessments. These assessments are well researched and scientifically developed instruments to mirror students capabilities, thus enabling students to consolidate their strengths and acquire critical competencies.

Methodology

- Experiental Learning
- Behavioral Tests
- Pre & Post-Test in all areas
- Mock Sessions
- Video analysis and Feedback

Phase I	Phase II	Phase III	Phase IV
Develop language skills & Gain confidence	Self- awareness and Social skills growth	Prepare for Corporate Recruitment Tests	Ready for campus recruitments
Language and communication skills	Soft skills (inter personal skills, proactive, etc.)	Aptitude (Quant, reasoning and verbal)	GDs, and Interview skills

Note: GRE is a registered trademark of Educational Testing Service (ETS). This product is not endorsed or approved by ETS.

Language Lab

Requisition Letter

From

Date: 6/9 2011

The Head of the Department

Department of English

Aalim Muhammed Salegh College of Engineering

Avadi, IAF, Chennai – 55

To

The Principal

Aalim Muhammed Salegh College of Engineering

Avadi, IAF, Chennai – 55

Sir

Subject: Requisition for an Exclusive Communication Skills Lab with 66 Systems – Regarding

    With regard to the Communication Skills Lab for the III year B.E and B.Tech students, we require 66 systems to work with GLOBARENA Software that is prescribed by Anna University, Chennai for III year students for their Communication Skills. The practice in the Globarena software will help students to perform better in university online exams and perform better in interviews. So we request you to provide us the required systems as early as possible.

    The lab for III year students starts in the month of July.

    Thanking you,

Date: 6.5.11

Place: Chennai

Yours sincerely,

Recommended & Forwarded to The General Manager, AMS trust for information & necessary approval.

Hmunleco
6|5|11

Language Lab
Quotation

Globarena
Learning Unlimited
(An ISO 9001 · 2000 Company)

QUOTATION

Customer Name:		
AALIM MUHAMMED SALEGH College of Engineering AVADI, CHENNAI	Quote No.	: REF/CH/0101
	Date	: 2/11/06
	Your Enquiry No.	: CHE-99
	Date	: 3/11/06

S.No.	Description of Goods		Quantity	Rate per Unit (Rs.)	Amount
1	EDUCATIONAL SOFTWARE		30 users		
	Consisting of:				
	- Teacher Console			50000	50000
	- English Lab			130000	130000
	- Career Lab			70000	70000
	Plus Sales Tax @ 10 %				25000
	TOTAL	Less 7% on invoice			275000

(Rupees Two Lac Seventy five Thousand only)

TERMS AND CONDITIONS:

Payment	: 50% advance by DD/Cheque, in favour of GLOBARENA TECHNOLOGIES PVT LTD payable at HYDERABAD, along with your Purchase Order.
Delivery	: With in 4 – 6 days.
Sales Tax	: Extra as applicable.
Validity of the License	: 2 (TWO) Years
Upgrades if any	: Any upgrades from our side, will be provided FREE OF COST for 2 years
Onsite Installation & Training	: AT COST FREE
Renewal Charges after 2 Years	: 20% of the Actual Purchase Price.

We hope you will find our offer very attractive. Looking forward to your formal Purchase Order at the earliest,

For Globarena Technologies Pvt. Limited

Authorized Signatory

Release 50% of Invoice value.

PlaceMentor
www.placementor.com

CareerCampus
www.careercampus.net

NeoVistas
www.neovistas.com

evarsity
Live your career dreams
www.evarsity.in

DIGILOX
www.digilox.com

Language Lab
Advance towards Invoice Value

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

Affiliated to Anna University - Chennai
Approved by All India Council for Technical Education, New Delhi

ISO 9001 : 2000

AMST/NEC/EC/ADM/2006

Date: 06.11.2006

M/s.Globarena Technologies Private Ltd.,
No.77/10, J.K.Towers,
Next to G.R.T.School,   **Attn:Mr.T.Kalasagar, Area Sales Manager**.
VII TH Avenue,
Ashoknagar,
Chennai- 600 083.

Sir,

    With reference to your quotation No.REF / CH / 0101 dated 02.11.06 . we are pleased to place a Purchase Order for Educational Software (English Language) for 60 users in respect of our Engineering College. Enclosed please find a D/D. No.893796 dated 06.11.2006 for an amount of Rs.115000/-(Rupees One Lakh fifteen thousand only) an advance towards invoice value. Please expedite the supply.

    You are requested to issue a Official Receipt.

Yours Sincerely,

(SHAIK ATHAULLA)
Managing Trustee.

Encl:PNB D.D.No.893796-Rs.115000/- dt.06.11.2006

"NIZARA EDUCATIONAL CAMPUS" MUTHAPUDUPET, AVADI - IAF, CHENNAI - 600 055.
Phone:044 - 26842086, 26842627 Fax:91- 44 - 26842456
College E-mail: aalimec@vsnl.net, nizara@md4.vsnl.net.in www:amsenggcol.ac.in

Scanned by CamScanner

Invoice value – Rs. 2,50 000/=

Less : 7% – 17,500/=
_____
Rs. 2,32 500

Add : Sales tax
@ 10% Rs. 23 250
_____
Total – Rs. 2,55,750

Issue cheque for Rs. 1,15,000/=
In favour of Globarena Technologies
Pvt. Ltd., – towards

50% advance on the Invoice value.

1:5000

Add:
DD commission 345
715345

255750
115000
_____
Bal 140750

DD Com

140750
426
_____
171176

03.21.06

Cheque 1 (Demand Draft)

punjab national bank
92, अन्ना सलाई, चेन्नई
92, Anna Salai, CHENNAI-600002

मांगे जाने पर ON DEMAND PAY

GLOBAREN TECHNOLOGIES PVT. LTD

रुपये RUPEES

One Lakh Forty Thousand Seven Hundred Fifty only

SWZ 279157   शाखा क्रमांक Branch Serial No.

0363/2006

पंजाब नैशनल बैंक
punjab national bank
D.No. 0642
RCC HYDERABAD FINACLE

वि.सं. D.No. 0306
दिनांक Date 20-12-2006
या उनके आदेश पर OR ORDER

9 8 7 6 5 4 3 2 X

प्राप्त मूल्य के बदले अदा करें
FOR VALUE RECEIVED

रु.
Rs. **1,40,750.00**

(NOT OVER Rs.140750/-)

PNB   ANNA SALAI   (306)

प्राधिकृत हस्ताक्षरकर्ता जी.बी.पी.ए.सं.
AUTHORISED SIGNATORY WITH GBPA No.

प्राधिकृत हस्ताक्षरकर्ता जी.बी.पी.ए.सं.
AUTHORISED SIGNATORY WITH GBPA No.

⑈279157⑈ 000024000⑈

Cheque 2

दिनांक DATE 20/12/06

PAY YOUR SELVES D/D   Globarena Learning unlimited.
Qut. Reg. Ch/0101

रुपये RUPEES ONE LAC FORTY ONE THOUSAND ONE
Hundred SEVENTY SIX Only

या धारक को OR BEARER

अदा करें   रु.Rs. 141176 /-

खाता सं. A/c No. | ब.प.सं. L/F. No | शुरू हस्ता INITIALS

Bal: 140750
D/D 426

पंजाब नैशनल बैंक
punjab national bank
अन्ना सलाई, चेन्नई (0306)
Anna Salai, CHENNAI - 600002
SKV

0011349 21

HAJEE MUHAMMED SALEGH COLLEGE OF ENGINEERING
TUITION FEE A/C.

Managing Committee Member   S. Sega   Secretary & Correspondent

⑈228871⑈ 600024006⑈   10

Cheque 3

सभी सी बी एस शाखाओं पर देय PAYABLE AT ALL CBS BRANCHES   Inv   Advance.

दिनांक DATE 6/11/06

PAY YOUR SELVES D/D   या धारक को OR BEARER

रुपये RUPEES ONE LAC FIFTEEN THOUSAND THREE Hundred
FORTY FIVE Only

अदा करें   रु.Rs. 115345 /-

खाता सं. A/c No. 298001 0100044517

पंजाब नैशनल बैंक punjab national bank

वि.प.-मुधापुदुपेट अ.सा.-अवाडी, चेन्नई (2980)
E/C Muthapudupet U/B Avadi, CHENNAI - 600054
PUNB0298001   TES

GLOBAL AGENT S. COLLEGE OF ENGINEERING
BANKING SOLUTIONS

S. Sega   Mg. Committee Member   Secretary & Correspondent

⑈586366⑈ 600024019⑈   31

Language Lab
Software License Certificate

Globarena
An ISO 9001: 2000 Company

Software License Certificate

Program Name: English Language Lab Software

End User Name : AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING
Address: Nizara Educational Campus
Muthapudupet
Avadi –IAF
Chennai
India

Certificate ID : 181

Purchase order Reference no.: AMST/NFC/EC/ADM/2006 dt06.11.06

Date : November 6, 2006

Description of License

Component Description	Quantity	User License
English Lab Career Lab Aptitude Lab Teacher Console	1	60

License.

Globarena Technologies hereby grants to Licensee a perpetual, non-exclusive, limited license to use the Software in the above given address.

Restrictions

Licensee shall not modify, copy, duplicate, reproduce, license or sublicense the Software, or transfer or convey the Software or any right in the Software to anyone else without the prior written consent of Globarena Technologies Pvt. Ltd; provided that Licensee may make one copy of the Software for backup or archival purposes.

Authorized Signatory

CareerCampus   TechVistas Possibilities   evarsity
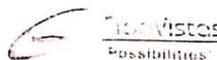
LANGUAGE LAB

Communication Skills Lab

Communication Skills Laboratory is a Language Laboratory with highly equipped Globorena Sofware of 60 users, 80 Headphones and 60 Personal Computers to develop students communicative competence in English for listening, Speaking, Reading ,Writing practices which will be help students prepare for their interviews. This lab is used for II and III Year B.E./ B.Tech Students for their Interpersonal Skills(Listening & Speaking), Advanced Reading and Writing & Professional Communication Skills lab. this lab is also used for I years for listening practices.

Language Laboratory Photos:

Globorena Software:
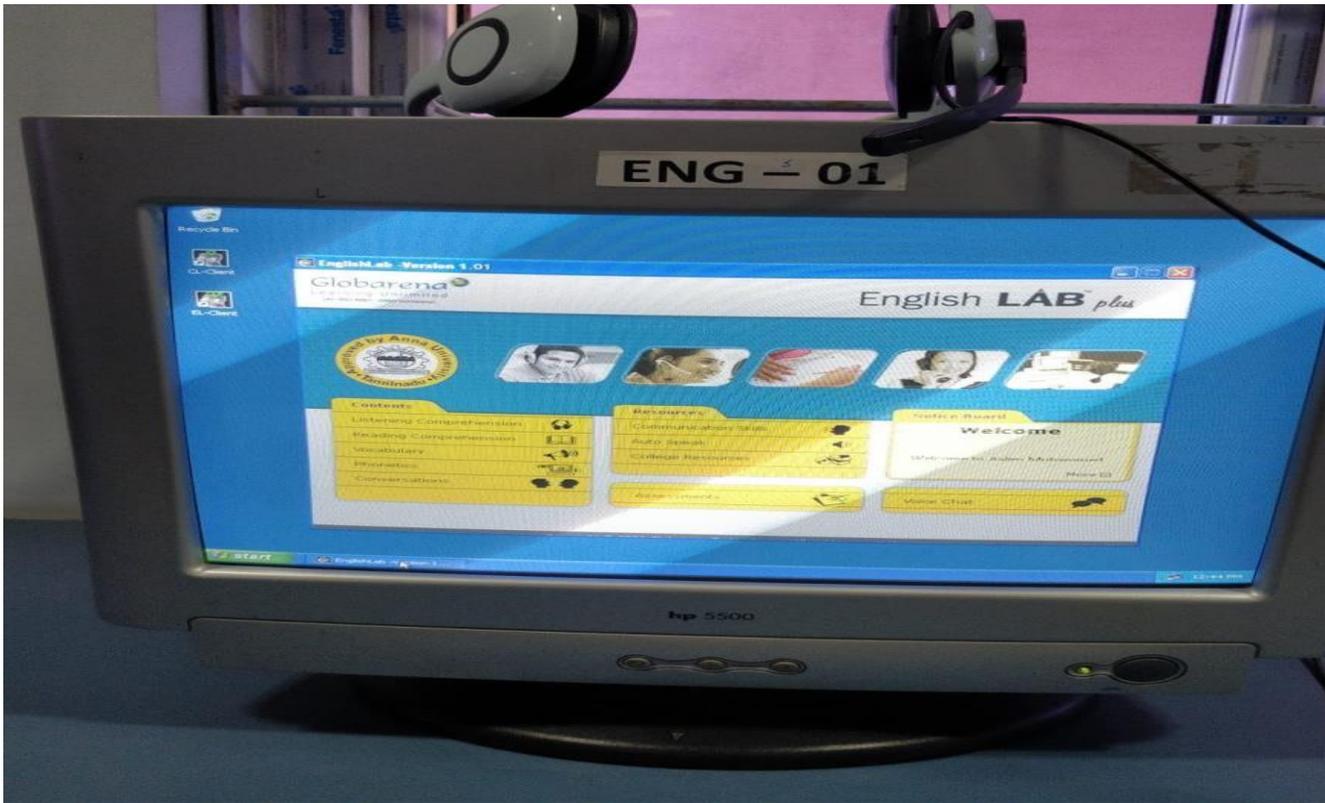
English Lab Server :
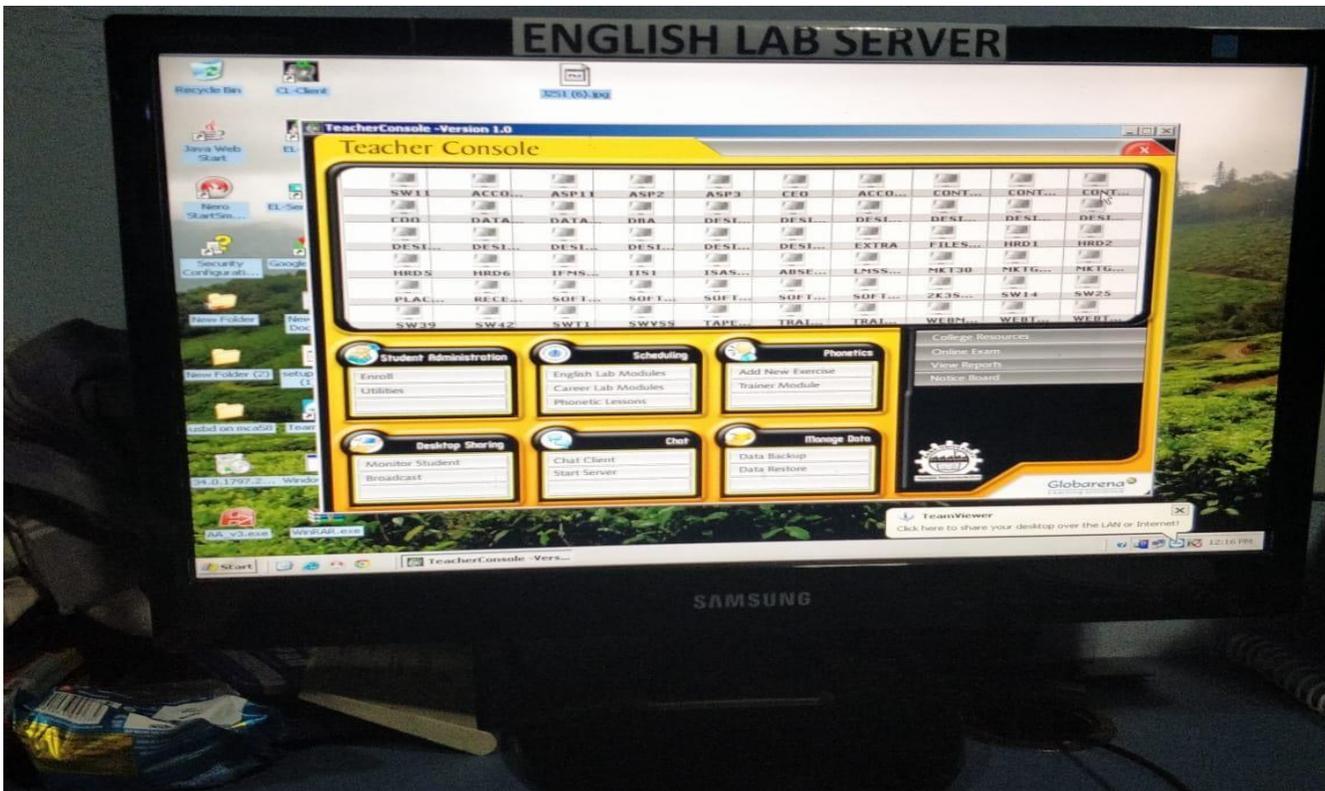
Presentations done by students using Projector
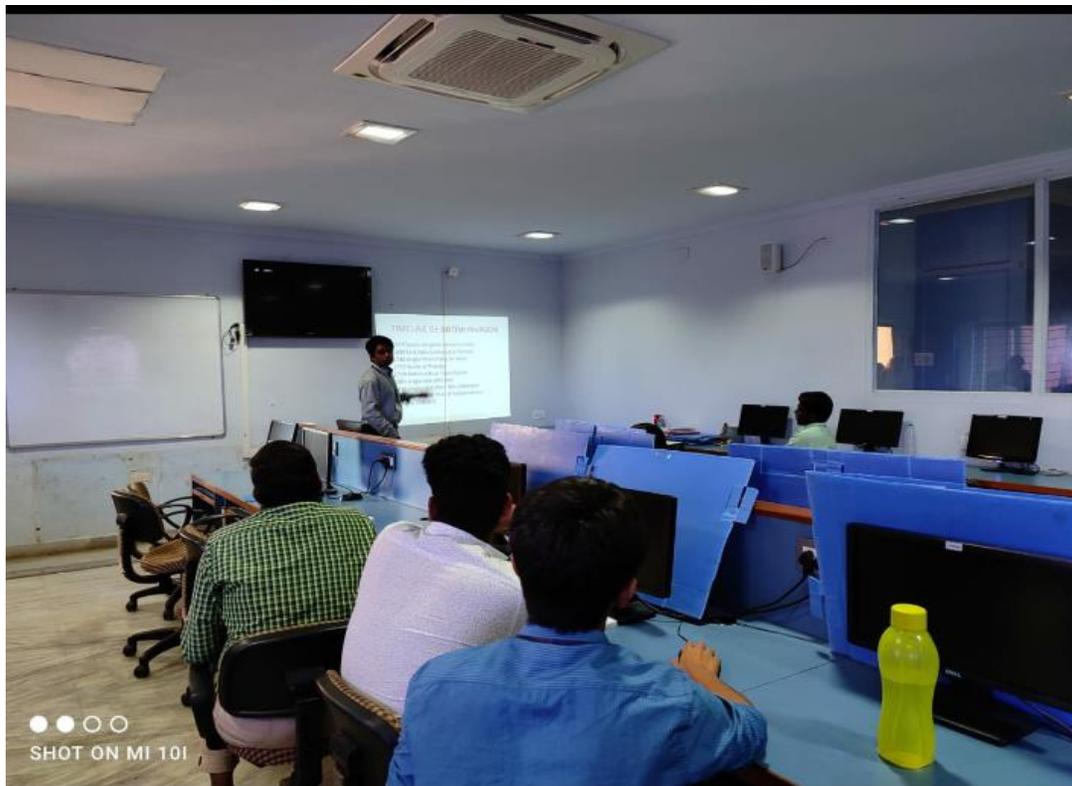
Creative writing practices

Language Lab Course files

Academic Year 2020-2021

NAAC 5.1.3

LANGUAGE LAB

COURSE FILE

HS8581

PROFESSIONAL COMMUNICATION

ODD & EVEN SEM 2020-2021

HS8581

PROFESSIONAL COMMUNICATION

		Issue No. & Date
	AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING, CHENNAI	
		Rev. No. & Date

File No: 12   Document No: AMSCE/M2/PM15

DEPARTMENT OF ENGLISH

COURSE FILE CONTENTS - LABORATORY

Faculty Name   :   **NANCY JABARANI N S**

Subject Code   :   HS 8581

Subject Name   :   PROFESSIONAL COMMUNICATION

Faculty Name   :   _____

Semester/Year :   VI   /   III

Batch   :   2018-2022   Pass %   100

LIST OF CONTENTS

1. Student Name List
2. Syllabus - List of Experiments (AU)
3. Lab Manual
4. Records (Few sample records of previous Batch)

COMMUNICATION SKILLS LAB

REGULATION 2017

LIST OF MODULES

Subject: HS8581 - Professional Communication (Semester V & VI)

TOPICS	FOCUS
Contextualizing the Language	Themes, topics relating to real time situations
Building Language Awareness	Grammar, Vocabulary and Pronunciation
Integrating Skills	Listening, Speaking, Reading and Writing
Pair and Group work	Cognitive Interaction & Motivation
Learner Feedback	Oral & Writing. Formative & Summative feedback
Large Classroom Management	Classroom Rules Focusing on one, two groups alternatively.
Identifying Learner Strategy	Meta Cognitive learning, Helping to understand the strategy that works
Using Authentic Method	Images, Multimedia and Printed materials
Creative & Critical thinking	Problem Solving Abilities
Alternative Assessment	Directly evaluate student's ability to use language

PRINCIPAL

COMMUNICATION SKILLS LAB LIST OF EXPERIMENTS

REGULATION 2017

HS8581 - PROFESSIONAL COMMUNICATION

LIST OF MODULES

Soft Skills and Hard skills
Grooming
Time Management
Self Introduction
Five-Minute presentation
PPT Presentation
Team Building
Group Discussion
Interview Etiquette
Face to Face Interview
Skype/Telephone Interview
Body Language
Stress Management
Professional Networking
Career Development

PRINCIPAL

TIME TABLE - EVEN SEM 2020-21

NANCY JABARANI N S, Assistant Professor of English

	1	2	3	4	5	6	7	8
Monday			II CSE A		III CSE B			
Tuesday								
Wednesday			III MECH A					
Thursday			III MECH B				III ECE	
Friday			III IT					

Nancy *18/2/21*

COORDINATOR- ENGLISH

TIME TABLE - EVEN SEM 2020-21

JANANI L, Assistant Professor of English

	1	2	3	4	5	6	7	8
Monday		II MECH A (ARW&LSP)				II CIVIL (ARW&LSP)		
Tuesday								
Wednesday				II MECH B (ARW&LSP)				
Thursday								
Friday								

Nancy.N *18/2/21*

COORDINATOR- ENGLISH

TIME TABLE - EVEN SEM 2020-21

SHAZAREEN R, Assistant Professor of English

	1	2	3	4	5	6	7	8
Monday								
Tuesday		II CSE A (ARW&LSP)				II IT (ARW&LSP)		
Wednesday								
Thursday								
Friday						II CSE B (ARW&LSP)		

Nancy.N *18/2/21*

COORDINATOR -ENGLISH

Aalim Muhammed Salegh College of Engineering
Department of Electronics and Communication Engineering
NAMELIST

ar : III	Sem : VI	BATCH : 2018-2022

S.No	Reg No	Name of the Student
1	110118106001	ABDUL HAMEED J
2	110118106003	AFRIN FATHIMA S A
3	110118106004	AL THOWHEED AHMED B
4	110118106005	ARAVIND KUMAR M
5	110118106006	ARFATH ALI S
6	110118106007	ARSHIYA Z
7	110118106008	FARHEEN ANJUM B
8	110118106009	FARITHA BANU K
9	110118106010	HAKKIM ARSATH M
10	110118106011	HALEEMA HUMAIRA P M S
11	110118106012	JAUHAR FATHIMA B
12	110118106013	KREETHIKA V
13	110118106014	MOHAMED ASSAIN M
14	110118106015	MOHAMED FARDEEN S
15	110118106016	MOHAMED FAZIL S
16	110118106017	MOHAMED HAJA PARVEZ S
17	110118106019	MOHAMED SAFEEK P
18	110118106020	MOHAMMED AAQIB A
19	110118106021	MOHAMMED JUNAID A
20	110118106022	MOHAMMED MUKBHIL HUDHA A
21	110118106023	MOHAMMED RASUL A
22	110118106024	MOHAMMED THABRAZ J
23	110118106025	MOHD IRFAN KHAN Z
24	110118106026	SATHIYAPRIYA S
25	110118106027	SHABEER B
26	110118106028	SHAIK ABDUL KADER S.H
27	110118106029	SYED MOHAMMED S
28	110118106030	THABEEB MOHAMED BURVEZ M
29	110118106301	BHASHEETH R
30	110118106302	DHAWOODH KHAN H
31	110118106303	FARHAN MOHAMMED B
32	110118106305	MURALI KRISHNA S
33	110118106306	SUNIL KUMAR C H
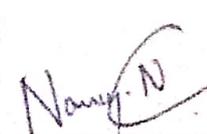
SUBJECT FACULTY

	LECTURE PLAN	
	Subject: PROFESSIONAL COMMUNICATION	Date : 21.01.2021
	Code : HS8581	
	Branch : B.E. - ECE	
	Semester : VI	Page 01 of 08
	Faculty Member : Nancy Jabarani N S/ Assistant Professor of English	

REGULATIONS – 2013

SYLLABUS

OBJECTIVES:

To enable learners to develop their communicative competence.

To facilitate them to hone their soft skills.

To equip them with employ-ability skills to enhance their prospect of placements.

UNIT I

LISTENING AND SPEAKING SKILLS

Conversational skills (formal and informal) – group discussion and interview skills – making presentations. Listening to lectures, discussions, talk shows, news programmes, dialogues from TV/radio/Ted talk/Podcast – watching videos on interesting events on You tube.

UNIT II

READING AND WRITING SKILLS

Reading different genres of tests ranging from newspapers to philosophical treatises – reading strategies such as graphic organizers, summarizing and interpretation. Writing job applications – cover letter – resume – emails – letters – memos – reports – blogs – writing for publications.

UNIT III

ENGLISH FOR NATIONAL AND INTERNATIONAL EXAMINATIONS AND PLACEMENTS

International English Language Testing System (IELTS) – Test of English as a Foreign Language (TOEFL) – Graduate Record Examination (GRE) – Civil Service (Language related) – Verbal ability.

UNIT IV

SOFT SKILLS (1)   12

Motivation – self image – goal setting – managing changes – time management – stress management – leadership traits – team work – career and life planning.

UNIT V

SOFT   SKILLS   (2)

Multiple intelligences – emotional intelligence – spiritual quotient (ethics) – intercultural communication – creative and critical thinking – learning styles and strategies.

TOTAL: 30 PERIODS

TEACHING METHODS:

1. To be totally learner-centric with minimum teacher intervention as the course revolves around practice.

2. Suitable audio/video samples from Podcast/YouTube to be used for illustrative purposes.

3. Portfolio approach for writing to be followed. Learners are to be encouraged to blog, tweet, text and email employing appropriate language.

4. GD/Interview/Role Play/Debate could be conducted off the laboratory (in a regular classroom) but learners are to be exposed to telephonic interview and video conferencing.

5. Learners are to be assigned to read/write/listen/view materials outside the classroom as well for gaining proficiency and better participation in the class.

OUTCOMES:

At the end of the course Learners will be able to:
• Make effective presentations
• Participate confidently in Group Discussions.
• Attend job interviews and be successful in them.
• Develop adequate Soft Skills required for the workplace
Recommended Software 1. Globearena 2. Win English

REFERENCES:

1. Butterfield, Jeff Soft Skills for Everyone, Cengage Learning, New Delhi, 2015
2. E. Suresh Kumar et al. Communication for Professional Success, Orient BlackSwan, Hyderabad, 2015
3. Interact English Lab Manual for Undergraduate Students, Orient BlackSwan, Hyderabad, 2016.
4. Raman, Meenakshi and Sangeeta Sharma, Professional Communication, Oxford University Press, Oxford, 2014
5. S. Hariharanetal. Soft Skills, MJP Publishers, Chennai, 2010.
6. Dhanavel, S.P, English and Communication Skills for Students of Science and Engineering, Orient BlackSwan, 2009.

Total No. of hours as per syllabus   : 30

Total No of hours available as per   : 30

Academic calendar

Units	1	2	3	4	5	Revision
Hours (Cumulative)	6	6	6	6	6	

EVALUATION:

INTERNAL: 20 MARKS

Record maintenance: Students should write a report on a regular basis on the activities conducted, focusing on the details such as the description of the activity, ideas emerged, learning outcomes and so on. At the end of the semester records can be evaluated out of 20 marks.

EXTERNAL: 80 MARKS
Online Test – 35 marks
Interview – 15 marks
Presentation – 15 marks
Group Discussion – 15 marks

FACULTY MEMBER   HEAD   PRINCIPAL

LECTURE PLAN

Subject: PROFESSIONAL COMMUNICATION

Code : HS8581

Branch : B.E. - ECE

Semester : VI

Faculty Member : Nancy Jabarani N S/ Assistant Professor of English

UNIT I   INTRODUCTION TECHNICAL ENGLISH

Lecture Series No.	Topics to be covered	Text / Reference Book No.	Page No.	Mode of Teaching
1	Soft Skills	R-2	49	PPT/VIDEO
2	Hard Skills	R-2	32	PPT/VIDEO
3	Employability Skills	R-2	211	PPT/VIDEO
4	Career Skills	R-2	83	PPT/VIDEO

TOTAL PERIODS   :   06

DATE OF COMMENCEMENT   :   18·2·21

DATE OF COMPLETION   :   4·2·21

DEVIATIONS (IF ANY)   :   —

CORRECTIVE MEASURES   :   —

FACULTY MEMBER   HEAD   PRINCIPAL

LECTURE PLAN

Subject: PROFESSIONAL COMMUNICATION

Code : HS8581

Branch : B.E. - ECE

Semester : VI

Faculty Member : Nancy Jabarani N S/ Assistant Professor of English

UNIT II   READING AND STUDY SKILLS

Lecture Series No.	Topics to be covered	Text / Reference Book No.	Page No.	Mode of Teaching
5	Interview skills	R-4	43	Lecture & video
6	Presentation skills	R-4	25	Video
7	Reading strategies	R-4	86	Video
8	Job application	R-4	59	Activity

TOTAL PERIODS   :   06

DATE OF COMMENCEMENT   :   11·2·21

DATE OF COMPLETION   :   25-3-21

DEVIATIONS (IF ANY)   :   _

CORRECTIVE MEASURES   :   _

FACULTY MEMBER   HEAD   PRINCIPAL

	LECTURE PLAN	
	Subject: PROFESSIONAL COMMUNICATION	
	Code : HS8581	
	Branch : B.E. - ECE	Page 06 of 08
	Semester : VI	
	Faculty Member : Nancy Jabarani N S/ Assistant Professor of English	

UNIT III

Lecture Series No.	Topics to be covered	Text / Reference Book No.	Page No.	Mode of Teaching
9	Emails .blogs	R-4	94	PPT
10	Proficiency tests	R-4	109	Video
11	Time management	R-4	156	Activity
12	Stress management	R-4	147	Activity

TOTAL PERIODS : 06

DATE OF COMMENCEMENT : 2.4.21

DATE OF COMPLETION : 8.4.21

DEVIATIONS (IF ANY) : _

CORRECTIVE MEASURES : _

FACULTY MEMBER   HEAD   PRINCIPAL

LECTURE PLAN

Subject: PROFESSIONAL COMMUNICATION

Code : HS8581

Branch : B.E. - ECE

Semester : VI

Faculty Member : Nancy Jabarani N S/ Assistant Professor of English

UNIT IV

Lecture Series No.	Topics to be covered	Text / Reference Book No.	Page No.	Mode of Teaching
13	Leadership skills	R-2	94	PPT/VIDEO
14	Career and life planning	R-2	131	PPT/VIDEO
15	Multiple intelligences	R-2	160	PPT/VIDEO
16	Emotional intelligences	R-2	172	PPT/VIDEO

TOTAL PERIODS   : 06

DATE OF COMMENCEMENT   : 15·4·21

DATE OF COMPLETION   : 22.4.21

DEVIATIONS (IF ANY)   : —

CORRECTIVE MEASURES   : —

FACULTY MEMBER   HEAD   PRINCIPAL

LECTURE PLAN

Subject: PROFESSIONAL COMMUNICATION

Code : HS8581

Branch : B.E. - ECE

Semester : VI

Faculty Member : Nancy Jabarani N S/ Assistant Professor of English

UNIT V

| Lecture Series No.	Topics to be covered	Text / Reference Book No.	Page No.	Mode of Teaching
25	Ethics – spiritual quotient	R-2	172	PPT/VIDEO
26	Intercultural communication	R-2	128	PPT/VIDEO
27	Creative/critical thinking	R-2	143	PPT/VIDEO
28	Learning styles and strategies	R-2	180	PPT/VIDEO

TOTAL PERIODS : 06

DATE OF COMMENCEMENT : 24.2.21

DATE OF COMPLETION : 6.5.21

DEVIATIONS (IF ANY) : —

CORRECTIVE MEASURES : —
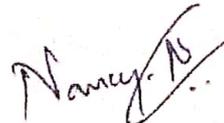
FACULTY MEMBER   HEAD   PRINCIPAL

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING
Muthapudupet, Avadi IAF, Chennai-55
DEPARTMENT OF ENGLISH
ANNA UNIVERSITY PRACTICAL EXAMINATION LAB SCHEDULE - APRIL/MAY 2021
III YEAR/ SEMESTER VI
HS8581 - PROFESSIONAL COMMUNICATION
SLOT 1(30.7.2021 TO 4.8.2021)

DATE	BRANCH	SESSION	NO.OF STUDENTS	REG.NO	INTERNAL EXAMINER	GOOGLE MEET LINK
30/7/2021	CSE	FN	31	110118104001-110118104007 (7), 110118104009 (1), 110118104011-110118104019 (9), 110118104021-110118104028 (8), 110118104030 - 110118104035 (6)	Nancy Jabarani.N.S.	https://meet.google.com/gae-tegz-hrg
		AN	31	110118104036-110118104044 (9), 110118104046 -110118104055 (10), 110118104057-110118104059 (3), 110118104061-110118104064 (4), 110118104301 (1), 110118104701-110118104704 (4)	Nancy Jabarani.N.S.	https://meet.google.com/itz-sahr-tsd
31/7/2021	IT	FN	14	110118205001-110118205002 (2), 110118205004 - 110118205005 (2), 110118205007 - 110118205015 (9), 110118205302 (1)	Nancy Jabarani.N.S.	https://meet.google.com/sbw-twmi-ogg
	CIVIL	AN	22	110118103001 - 110118103014 (14), 110118103016 (1), 110118103018 - 110118103021 (4), 110118103302 - 110118103304 (3)	Nancy Jabarani.N.S.	https://meet.google.com/ra-aruy-tgi
2/8/21 08-02-2021	MECH	FN	31	110118114002 - 110118114004 (3), 110118114006 - 110118114010 (5), 110118114012 - 110118114015 (4), 110118114017 - 110118114018 (2), 110118114021 - 110118114032 (12), 110118114034 (1), 110118114037 - 110118114040 (4)	Nancy Jabarani.N.S.	https://meet.google.com/kauw-nhg-jzvi

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

Affiliated to Anna University, Chennai - 600 025.
(Approved by All India Council for Technical Education, New Delhi)
(ISO 9001 : 2008 Certified Institution & NBA Accreditation Institute)
"Nizara Educational Campus"
Muthapudupet, Avadi IAF, Chennai - 600 055.

RECORD OF ATTENDANCE AND ASSESSMENT
FOR PRACTICALS

Name of the Faculty : Nancy Jabarani N.S

Department : ECE

Semester : VI – EVEN SEM – 2020-2021

Subject : HS8581 – Professional Communication

INSTRUCTIONS

1. This register is for attendance and assessment record of class work to be maintained by every staff members handling classes.

2. This record is an important document and the staff should make the entries in the relevant columns and keep the same upto date and correct.

3. At the end of each period the total No. of absentees should be clearly noted at the bottom of each column in each page as a check.

4. In the case of absence of every period from the class, the concerned student must be made to offer explanation in writing and if the staff is not satisfied with the explanation it should be forwarded to the Principal with the remarks of the Staff concerned.

5. The register should be handed over to Ithe HOD whenever the teacher goes on long leave.

6. At the end of semester the percentage of attendance should be worked out and entered in the relevant column for each student and the register should be submitted to the Principal.

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

RECORD OF ATTENDANCE AND ASSESSMENT
FOR PRACTICALS

Branch : ECE   Semester : VI

Date of Commencement : 18.2.2021   Date of Closure : 25.5.2021

Subject Code : HS8581

Subject Name : PROFESSIONAL COMMUNICATION

Name and Designation of Faculties

1. NANCY JABARANI. N.S.
   Asst. Professor of English.
2. —

	End of 1st Month	End of 2nd Month	End of 3rd Month	End of Semester
Signature of Staff	Nancy 9/4/21	Nancy 1/5/21	Nancy 6/6/21	Nancy 5/7/21
Signature of HOD	4/2/21	5/7/21	5/7/21	5/7/21
Signature of Principal	4/2/21	5/7/21	5/7/21	5/7/21

LIST OF EXPERIMENTS

FIRST CYCLE

Unit 1
- 01 – Conversation, group discussion & interview skills – Intro
- 02 – Presentation skills
- 03 – Soft skills, Hard skills, Employability & career skills.

Unit 2
- 04 – Interview skills, Reading strategies
- 05 – Job Application
- 06 – PPT Presentation

Unit 3
- 07 – Emails / Blogs
- 08 – Proficiency Tests
- 09 – Time & Stress Management

Unit # 10 – Leadership skills

SECOND CYCLE

Unit 4
- 11 – Career / life planning
- 12 – Multiple / Emotional Intelligence

Unit 5
- 13 – Ethics / Spiritual Quotient
- 14 – Intercultural Communication
- 15 – Learning styles / strategies Critical / creative thinking

- 06
- 07
- 08
- 09
- 10

TIME TABLE

period / Day	1	2	3	4	5	6	7	8
I								
II								
III								
IV							IV ECE PC LAB	
V								

Sl. No.	Roll No. / Register No.	Name	P/A	Ex.No.	C/INC	R /10	P/A	Ex.No.	C/INC	R /10
						18/2/21 7,8				28/2'21 7,8
1.	11011810 6001	Abdul Hameed J	1	01	C	6	9	02	—	—
2.	6003	Afrin Fathima S A	1		C	5	1		C	5
3.	6004	Al Thowheed Ahmed B	1		C	9	1		C	4
4.	6005	Aravind Kumar M	1		C	4	1		C	5
5.	6006	Arfath Ali S	1		C	4	1		C	5
6.	6007	Arshiya Z	9		—	—	1		C	5
7.	6008	Farheen Anjum B	1		C	5	1		C	4
8.	6009	Faritha Banu·K	1		C	6	9		—	—
9.	6010	Hakkim Arsath M	9		—	—	1		C	5
10.	6011	HALeema Humaira P M S	1		C	5	1		C	5
11.	6012	Jauhar Fathima B	1		C	9	1		C	5
12.	6013	Kreethika V	1		C	9	1		C	6
13.	6014	Mohamed Assain M	1		C	5	1		C	5
14.	6015	Mohamed Fardeen S	1		C	6	1		C	5
15.	6016	Mohd. Fazil. S	1		C	6	9		—	—
16.	6017	Mohamed Hga Parvez S	1		C	4	1		C	5
17.	6019	Mohamed Sajeek P	1		C	5	1		C	5
18.	6020	Mohammed Aaquib A	1		C	5	1		C	5
19.	6021	Mohammed Junaid A	1		C	5	9		—	—
20.	6022	Mohammed Mukbhil Hudha	1		C	6	1		C	2

P/A : Present / Absent : Ex.No. : Experiment No.

Date & Hour 4/2/21 7,8				Date & Hour 11/2/21 7,8				Date & Hour 18/3/21 7,8				Date & Hour 25/2/21 7,8				Model of Exam / Date of Marks
P/A	Ex.No.	C/INC	R/5	P/A	Ex.No.	C/INC	R/5	P/A	Ex.No.	C/INC	R/10	P/A	Ex.No.	C/INC	R	
1	03	C	3	1	04	C	3	a	05	–	–	1	06	–	–	2
a		–	–	1		C	2	1		NC	–	1		–	–	1
1		C	2	1		C	3	1		C	6	a		–	–	1
1		C	3	a		–	–	1		C	5	1		–	–	1
1		C	3	1		C	3	1		C	6	1		–	–	–
a		–	–	1		C	3	1		NC	–	1		–	–	2
1		C	3	1		C	2	1		C	6	1		–	–	–
1		C	2	1		C	3	a		–	–	1		–	–	2
1		C	3	1		C	3	1		C	6	1		–	–	1
1		C	4	1		C	3	1		C	6	1		–	–	–
a		–	–	1		C	3	1		C	6	1		–	–	1
1		C	3	1		C	3	1		NC	–	1		–	–	–
1		C	4	a		–	–	1		C	5	1		–	–	1
1		C	3	1		C	2	1		C	6	a		–	–	1
1		C	3	1		C	5	1		C	6	1		–	–	1
a		–	–	1		C	3	1		C	6	1		–	–	–
1		C	5	1		C	3	1		NC	–	1		–	–	1
1		C	4	1		C	2	a		–	–	1		–	–	–
1		C	3	1		C	3	1		C	5	1		–	–	–
1		C	5	1		C	5	1		NC	–	1		–	–	

CNC Complete / Incomplete   R : Record Submitted

Name	2/4/21 6,7,8				8/4/21 6,7,8			
	P/A	Ex.No.	C/INC	R /10	P/A	Ex.No.	C/INC	R /10
6001	1	7 & 8	C	6	1	9 & 10	C	6
6003	a	8	–	–	1		C	5
6004	1		C	6	1		c	6
6005	1		C	6	1		C	6
6006	1		C	6	a		–	–
6007	1		C	7	1		C	5
6008	1		C	6	1		C	6
6009	1		C	7	1		C	5
6010	1		C	6	1		C	4
6011	a		–	–	1		C	6
6012	1		C	6	1		C	6
6013	1		C	6	1		C	6
6014	1		C	6	a		–	–
6015	1		C	6	1		C	5
6016	1		C	5	1		C	4
6017	1		C	4	1		C	6
6019	1		C	6	1		C	5
6020	1		C	5	1		C	6
6021	1		C	5	1		C	6
6022	1		C	5	1		C	4

P/A : Present / Absent : Ex.No. : Experiment No.

Date & Hour				Date & Hour				Date & Hour				Date & Hour				Model of Exam / Date of Marks	% of Attendance (out of 30)	Internal Assessment (out of 100)	Remarks
P/A	Ex.No.	C/INC	R	P/A	Ex.No.	C/INC	R	P/A	Ex.No.	C/INC	R	P/A	Ex.No.	C/INC	R				
1	8/11/12	C	3	1	13	C	3	1	14	C	6	1	15	—	—	66	4	95	
1		C	3	a		—	—	1		C	6	a		—	—	58	8	90	
a		—	—	1		C	4	a		—	—	1		—	—	59	6	91	
1		C	3	a		—	—	1		C	6	1		—	—	63	4	75	
1		C	3	1		C	3	1		C	6	1		—	—	61	2	95	
1		C	3	1		C	3	1		C	6	a		—	—	62	6	93	
1		NC	—	a		—	—	1		NC	—	1		—	—	56	2	90	
1		C	2	1		C	2	1		C	5	1		—	—	62	4	95	
1		C	3	1		C	3	1		C	6	1		—	—	68	2	96	
1		C	3	1		C	1	1		C	6	a		—	—	69	4	98	
a		—	—	a		—	—	a		—	—	1		—	—	53	8	90	
1		C	2	1		C	3	1		NC	—	1		—	—	60	—	92	
1		NC	—	1		C	3	1		C	6	1		—	—	61	4	93	
1		C	2	1		C	3	1		C	5	1		—	—	64	2	94	
1		C	3	1		C	3	1		C	6	1		—	—	55	2	91	
a		—	—	1		C	3	1		C	6	a		—	—	52	2	90	
1		C	3	a		—	—	1		C	6	1		—	—	65	2	94	
1		NC	—	1		C	3	1		C	6	1		—	—	62	2	93	
1		C	3	1		C	3	1		C	6	1		—	—	65	2	95	
1		C	3	1		C	2	1		C	6	1		—	—	61	—	91	

CNC Complete / Incomplete   R : Record Submitted

Sl. No.	Roll No. / Register No.	Name	18/2/21 7,8 Date & Hour				25/2/21 7,8 Date & Hour			
			P/A	Ex.No.	C/INC	R /10	P/A	Ex.No.	C/INC	R /10
21.	6023	Mohammed Rasul A	1	01	C	5	1	02	C	6
22.	6024	Mohammed Thabraz J	a	–	~		1		C	6
23.	6025	Mohd Irfan khan Z	1		C	5	a		–	–
24.	6026	Sathiyapriya S	1		C	6	1		C	5
25.	6027	Shabeer B	1		C	5	1		C	4
26.	6028	Shaik Abdul kader S.H	1		C	6	1		C	5
27.	6029	Syed Mohammed S	1		C	6	1		C	5
28.	6030	Thabeeb Md. Busvez M	1		C	5	1		C	5
29.	6301	Bhasheeth R	a		–	~	1		C	7
30.	6302	Dhawoodh khan H	1		C	6	1		C	6
31.	6303	Farhan Mohammed B	1		C	6	1		C	6
32.	6305	Murali krishna S	1		C	6	1		C	6
33.	6306	Sunil kumar C H	1		c	6	1		C	5
34.										
35.										
36.										
37.										
38.										
39.										
40.										

P/A : Present / Absent : Ex.No. : Experiment No.

P/A	Ex.No.	C/INC	R /5	P/A	Ex.No.	C/INC	R /5	P/A	Ex.No.	C/INC	R /10	P/A	Ex.No.	C/INC	R	Model of Exam / Date of Marks	% of
Date & Hour 4/2/21 7,8				Date & Hour 11/2/21 7,8				Date & Hour 18/3/21 7,8				Date & Hour 25/3/21 7,8					
1	03	C	4	1	04	C	3	1	05	C	6	1	06	—	—	—	
1		C	3	9		—	—	1		C	6	1		—	—		4
1		C	4	1		C	3	9		—	—	9		—	—		6
9		—	—	1		C	4	1		C	6	1		—	—		2
1		C	4	1		C	3	1		C	5	1		—	—		—
1		C	4	9		—	—	1		C	7	1		—	—		2
1		C	4	1		C	4	1		C	6	1		—	—		—
1		C	4	1		C	4	1		C	6	1		—	—		—
1		C	3	1		C	3	1		C	6	1		—	—		2
1		C	4	1		C	2	1		C	6	1		—	—		—
1		C	4	1		C	3	1		C	5	1		—	—		—
1		C	4	1		C	3	1		C	4	1		—	—		—
1		C	4	1		C	3	1		C	6	1		—	—		—

C/INC : Complete / Incomplete   R : Record Submitted

Name	1/4/21 6,7,8 Date & Hour				8/4/21 6,7,8 Date & Hour			
	P/A	Ex.No.	C/NC	R /10	P/A	Ex.No.	C/NC	R /10
6023	1	7 8 8	C	6	1	9 8	C	5
6024	1		C	6	1	10	C	5
6025	1		C	6	a		—	—
6026	1		C	5	1		C	5
6027	1		C	4	1		C	5
6028	a		—	—	1		C	5
6029	1		C	5	1		C	5
6030	1		C	5	1		C	6
6301	1		C	6	1		C	5
6302	1		C	5	1		C	4
6303	1		C	5	1		C	4
6305	1		C	5	1		C	4
6306	a		—	—	1		C	5

Date & Hour				Date & Hour				Date & Hour				Date & Hour				Model of Exam / Date of Marks	% of attendance out of 30 (leave hrs)	Internal Assessment out of 100
P/A	Ex.No.	C/INC	R /5	P/A	Ex.No.	C/INC	R /5	P/A	Ex.No.	C/INC	R /10	P/A	Ex.No.	C/INC	R			
a	11 8	–	–	1	13	C	3	1	14	C	6	1	15	–	–	65	8	95
1	12	C	3	1		C	3	1		C	5	1		–	–	59	4	91
1		C	3	1		C	3	1		C	6	1		–	–	63	8	94
1		C	3	1		C	3	1		C	6	1		–	–	56	2	91
1		C	2	1		C	2	1		C	6	1		–	–	51	–	90
1		C	3	1		C	3	1		C	5	1		–	–	56	4	93
1		C	2	1		C	2	1		C	6	a		–	–	54	2	92
1		C	2	a		–	–	1		C	6	1		–	–	60	2	95
1		C	2	1		C	3	a		–	–	1		–	–	53	4	92
1		C	3	1		C	3	1		C	6	1		–	–	51	–	91
1		C	3	1		C	3	1		C	6	1		–	–	68	–	95
1		C	3	1		C	3	1		C	6	1		–	–	50	–	90
1		C	3	1		C	3	a		–	–	1		–	–	50	2	90

CNC Complete / Incomplete   R : Record Submitted

DEPARTMENT OF ENGLISH

HS8581

PROFESSIONAL COMMUNICATION

LAB MANUAL

REGULATION 2017

TABLE OF CONTENTS

S.NO	CONTENT
	LANGUAGE LAB LAB
1	Listening Comprehension Exercise I
2	Listening Comprehension Exercise II
3	Reading Comprehension & Vocabulary Exercise I
4	Reading Comprehension & Vocabulary Exercise II
5	Error Detection
6	Role Play I
7	Role Play II
8	Telephone Conversation
9	Face to Face Conversation
	CAREER LAB
1	Introducing Yourself
2	Thumbnail Portrait
3	Covering Letter
4	Resume
5	Presentation Skills 1
6	Soft skills- Assertiveness
7	Group Discussion 1
8	Group Discussion 2
9	Mock Interview 1
10	Mock Interview 2

ENGLISH
LANGUAGE LABORATORY

PROFESSIONAL COMMUNICATION
HS8581

LISTENING COMPREHENSION

American Literature

1. What is the main idea of this lecture?
   [a] Henry James had limited appeal in his lifetime.
   [b] Henry James was America's greatest author.
   [c] Henry James wrote more than any other American author.
   [d] Henry James is America's biggest selling author ever.

2. The speaker divided Henry James's work into four periods.
   Place those four periods into the correct chronological order.
   - *James learned to write theater.*   [ ]
   - *First books were published.*   [ ]
   - *He wrote his greatest novels.*   [ ]
   - *First magazine stories were published.* [ ]

3. What is NOT a career Henry James considered before choosing writing?
   [a] Politician.
   [b] Lawyer.
   [c] Painter.
   [d] Biologist.

4. The professor described some of Henry James's writings.
   Match the book with its characteristics

1. A series of conversations, revealing consciousness.	*The portrait of a lady*	
2. A critique of personal freedom	*A passionate pilgrim*	
3. An early work with an international theme	*The golden bowl*	

5. Why did the speaker think Henry James was an important writer?
   [Select Two Answers]
   [a] He predicted the importance of psychology in the 20th century novel.
   [b] He was a strong advocate of personal freedom.
   [c] He wrote unique experiments in narrative perspective.
   [d] He contrasted life in America & Europe

Geography

1. What was the compromise reached between the government of Canada and the Metis?

[ ] *Louis Riel was executed.*

[ ] *Their land became a province.*

[ ] *The metis received their own schools.*

[ ] *The metis received guarantees protecting their land and culture.*

2. What was the original name of Manitoba?

[ ] *The metis province*

[ ] *The postage stamp province*
[ ] *The middle province*

[ ] *The prairie province*

3. What is NOT mentioned by the speaker as a major industry in Manitoba?

[ ] *Farming*
[ ] *Timber [*
] Mining

[ ] *Furnishing*

4. What are the man and woman discussing?

[ ] *Summer plans*

[ ] *Their jobs on the campus*
[ ] *The man's future plans*

[ ] *Getting ready for the school next semester*

5. What would the woman like to be doing during the summer?

[ ] Working at a better job.

[ ] Hanging out and studying

*[ ] Having fun with their friends [
] interning in an interested field*

Almost all living things ultimately get their energy from the sun. **In a process called photosynthesis, plants, algae, and some other organisms capture their sun's energy and use it to make simple sugars like glucose. Most other organisms use these organic molecules as a source of energy. Organic materials contain a tremendous amount of energy. As food, they fuel our bodies and those of most other creatures. In such forms of oil, gas, and coal, they heat our homes, run our factories and power our cars.**

Photosynthesis begins when solar energy is absorbed by chemicals called photosynthesis pigments that are contained within an organism .The most common photosynthetic pigment is chlorophyll.the bright green color characteristic of plants is caused by it. Most algae have additional pigments that may mask the green chlorophyll. Because of these pigments, algae may be not only but brown, blue or even black.

In a series of enzyme-controlled reactions, the solar energy captured by chlorophyll and other pigments is used to make simple sugars, with carbon dioxide and water as the raw materials. Carbon dioxide is one of very few carbon- containing molecules not considered to be organic compounds. Photosynthesis then converts carbon from an inorganic to an organic form. This is called carbon fixation. In this process, the solar energy that was absorbed by chlorophyll is stored as chemical energy in the form of simple sugars like glucose. The glucose is then used to make other organic compounds. In addition, photosynthesis produces oxygen gas. All the oxygen gas on earth, both in the atmosphere we breathe and in the ocean, was produced by photosynthetic organisms. Photosynthesis constantly replenishes the earth oxygen supply.

Organisms that are cap of photosynthesis can obtain all the energy the need from sunlight and do not need to eat. They are called autotrophs. Plants are the most familiar autotrops on land. In the ocean, algae and bacteria are the most important autotrophs. Many organisms cannot produce their own food and must obtain energy organic matter. These are called heterotrophs.

Questions:

1. With what topic is the passage primarily concerned?

[ ] The process of absorbing solar energy

[ ] The process of converting solar energy into organic molecules [
] The process of carbon fixation

[ ] The difference between autotrophs and heterotrophs

2. The phrase "is caused by" in the passage is closest in meaning to
[ ] comes from

[ ] is triggered by
[ ] is spurred on [
] is created by

3. Earth's main source of energy is

[ ] oxygen [

] glucose [ ]

the sun

[ ] carbon dioxide

4. All of the following are sources of energy EXCEPT

[ ] oil

[ ] glucose

[ ] sun

[ ] rocks

5. Look at the word THEY in the passage.
   THEY refers to --

6. All the following are the characteristics of chlorophyll EXCEPT

[ ] photosynthetic chemical pigments

[ ] most common pigment

[ ] common in animals

[ ] causes the green color in plants

7. Look at the word CAPTURED in the passage.
   Which is the word or phrase in the bold text that is closest meaning to
CAPTURED - -----------------------------

8. Which of the following is not true?

[ ] Glucose is produced by carbon fixation

[ ] Carbon dioxide and water are used to produce glucose

[ ] Solar energy, absorbed by chlorophyll, is stored as glucose

[ ] Chlorophyll is used as chemical energy in the form of glucose

9. Photosynthesis produces all the following EXCEPT

[ ] oxygen [

] glucose

[ ] chlorophyll

[ ] simple sugars

10. The word REPLENISHES in the passage is closest in meaning to
   [ ] provides [
   ] restores [ ]
   fulfills

   [ ] creates

11. List the different colors of algae -

_____

READING COMPREHENSION

When a society undergoes rapid social change, its religion is likely to be affected. At sometimes, people may feel disillusioned, or dissatisfied, their conservative, established religion may be incapable of changing to accommodate their new needs. Under these circumstances, which may be associated with revitalization, a prophet – a charismatic leader, usually male, who offers solution in times of extreme social unrest – may emerge. **A prophet is typically a person who has undergone some intense spiritual experience: perhaps a spirit has shown him new truths and new ways of behaving, or urged him to return to traditional ways. As a result of this experience, the prophet usually feels he has a mission to fulfill among his fellows, and if he is convincing he may develop a following**.

The charismatic prophets who emerged among the Native Americans of the Great Plains during the last decades of the nineteenth century are illustrative. At the time, Plains groups were undergoing cultural deprivation. White people had seized their land and herded them onto reservations. Alcoholism, measles, and whooping cough, introduced by whites, had killed thousands. The relentless westbound expansion of white pioneers had left massacres and broken peace treaties in its wake, and Native Americans were growing increasingly frustrated and desperate.

In this context, a series of charismatic Native Americans prophets emerged, predicting that-if people would only follow them-the whites would be wiped out, the bison would return, lands would be recovered, sickness and death would disappear, dead kinsmen would be restored to life, and everlasting prosperity and happiness would reign. All that was needed to bring about the millennium was that people have faith, pray, and repeatedly perform a ritual called the Ghost dance. The ghost dancing was widely practiced, but to no avail.

The Jesus of the Christian religion, a man who broke away from religious orthodoxy during a time of social upheaval, is another example of a prophet. Jesus persuaded people to give up their ways of life and become his lifelong disciples. After his death, the church he founded continued under the leadership of one of his followers, Peter, and eventually became an institution.

1 .What is the best title for the passage?
   [ ] A history of religion

   [ ] The origin of Religion [
   ] The birth of a Prophet [ ]
   The need for Religion

2. All of the following may cause the need for prophet EXCEPT

[ ] famine

[ ] pollution

[ ] an economic crisis [
] natural disasters

3. **Accommodate** is closest in meaning to
　　[ ] understand
　　[ ] listen

　　[ ] satisfy

　　[ ] recognize

4. The passage suggests that prophets
　　[ ] often see ghosts
　　[ ] talk to the dead

　　[ ] undergo mystical experience
　　[ ] are radical revolutionaries

5. Look at the word **him** in the passage.
　 Here **'him'** refers to ----------------------------
6. Before the arrival of Whites, Indians
　　[ ] were self sufficient

　　[ ] were hardly intoxicated [
　　] were not dissatisfied

　　[ ] were hunter gatherers

7. The word **herded** in the passage is closest in meaning to
　　[ ] forced [
　　] drove [ ]
　　reared

　　[ ] supervised

8. The third paragraph suggest that the Indian prophets
　　[ ] hated white settlers

　　[ ] wanted to become absolute leaders
　　[ ] made unrealistic claims

　　[ ] wanted to create illusions

10. Which sentence that describes the prophet.
　 --

----

11. The Ghost Dance is an example of all the following EXCEPT
        [ ] desperation
        [ ] blind faith

        [ ] religious fervor [
        ] intuition

EX.NO:5   **ERROR DETECTION**

SPELLING:

In the following sentences, tick the correctly spelled words within the parenthesis.

1) Each of the employees attended the meeting (accept, except) the line supervisor, who was out of town for job-related travel.
2) The (advise, advice) he gave will help us all do a better job.
3) Management must (affect, effect) a change in employees' attitudes toward absenteeism.
4) Let me (site, cite ,sight) this most recent case as an example.
5) (Its, It's) too early to tell if our personnel changes will help create a better office environment.
6) If we (lose, loose) another good employee to our competitor, our production capabilities will suffer.
7) I'm not (quite, quiet) sure what she meant by that comment.
8) (Their, There, They're) budget has gotten too large to ensure a successful profit margin.
9) We had wanted to attend the conference (to, too, two), but our tight schedule prevented us from doing so.
10) (You're, your) best chance for landing this contract is to manufacture a better product.

Correct any mistakes involving articles in these sentences.

1. A state of Virginia, in the United States, is called the "Old Dominion."
2. An university education is one of the necessities for the poison these days.
3. The Wright Brothers made their famous flight in an early twentieth century.
4. A hour passed before we received his reply.
5. A tallest building in Manhattan is the Empire State Building.
6. Newfoundland is an large island in eastern Canada.
7. He spent many years in a unpleasant job. A egg is said to provide a complete diet.
8. A first lesson is about author Harold Wright.

Remove unnecessary articles or insert articles which are needed.

1. The secretary finished her the work for the day.
2. His most famous book was first that he wrote.
3. Tokyo has one of highest population densities in the world.
4. It is reward for your effort.
5. I put a new cartridges in the printers.
6. A juggler must several objects in the air at time.
7. Don Quixote is character in a novel by Cervantes.
8. He arrived at the theater in middle of the performance.
9. Few of people who can draw actually do so.
10. The borough of Manhattan, in New York City, is built on large island.

Choose the correct form of the verb in parentheses.

1. The company admitted (receiving/to receive) our letter.
2. The announcer agreed (repeating / to repeat) the massage.
3. Carl has decided (applying / to apply) to college in Canada.
4. The cat carefully avoided (making / to make) any noise.
5. I was considering (going / to go) to England until I fell ill.

Choose the correct form of the verb in parentheses.

1. The (boring / bored) audiences left before the speech was over.
2. Children (entering / entered) a new school may encounter problems.
3. Suggestions (making/made) earlier in the meeting were discussed.
4. The (losing/lost) ship was thought to have sunk near Hawaii.
5. The windows (overlooking / overlooked) the garden receive plenty of light.

Correct any mistakes in the following sentences.

1. An award was presented the player who scored the most points.
2. A skilled artist can produce many different kind effects with a brush.
3. The rate which a chemical reaction proceeds depends partly on temperature.
4. We are planning of a visit to France next month.
5. Four rocky planets, Mercury, Venus, Earth and Mars, orbit relatively close the sun.
6. There were faults than 50 of tigers in the whole country.
7. She has many faults, but we're all very fond her.
8. His hard work accounts his success.
9. We are depended the sun for energy.
10. The town which the college is located is very pretty.

EX.NO:6   **ROLE PLAY I**

Situation   **:** Students reunion at college after 10 years

Participants: Lavanya Manohar

Lalitha S.

Kishore Kapoor

ROLE PLAY

Lalitha :   Hello! Do you recognize me?

Kishore :   Well! I think I do, Asha, isn't it?

Lalitha :   No!

Kishore :   Let me guess again, Lavanya?

Lalitha :   No way, Lavanya is right behind you, Hey Lavanya, here's a dear classmate who cannot tell the difference between the two of us.

Kishore : Hey! Now I know, it's Lalitha! By the way what are the two of you doing these days?

Lavanya: I teach at PERI IT and Lalitha is at ICFAI. What are you upto?

Kishore : I am still with WIPRO - it's getting to be rather boring these days. Heard Murali has come all the way from the States to attend this reunion. Let's go find him.

Lalitha : Must see Sara too. She promised to come.

EX.NO:7   TELEPHONE CONVERSATION

GOALS:

When you get a telephone call from an English speaker, you should be able to instantly speak English. Take a telephone message from a native speaker. Speak as fast as a native speaker. Control the conversation. Do not use eye contact or gestures. Check to make sure you wrote the information correctly.

BENEFITS:

You will be able to take a message from a native speaker without getting nervous. You will make a good impression on your co-workers and on the person you are talking to on the phone.

CONVERSATION:

A **:** Hello. Geisert Corporation. Mark Edwards speaking.
B **:** Hello. This Kevin James from North Horn Finance. May I speak to tom Baker, please?
     (or) Could I speak to Tom baker?
A **:** I'm sorry. Tom Baker is not at his desk. (or) Mr. Baker is on vacation today. Would you
     like to leave a message? (or) can I take a message? (or)
B **:** Can you take a message? (or) Can I leave a message?
A/B: Yes.

B **:** Could you ask him to call me back? My telephone number is

     _____.
A **:** I'm sorry, could I have your name again, please?
B **:** My name is Kevin James.
A **:** And who do you work for?
B **:** I work for North Horn Finance.
A **:** Let me make sure I understand. You want Mr. Baker to call you back. Your name
     is
     Kevin James, you work for North horn Finance, and your phone number is
     _____. Is that correct?
B **:** Yes, that's correct. / No, that isn't correct.
A **:** I'll give him the message. Is there anything else I can do for you?
B **:** No, that's everything. Thank you for your help.
A **:** It's my pleasure.
B **:** Good-bye.
A **:** Good-bye.

EX.NO:8   FACE TO FACE CONVERSATION

GOALS:

Stand up. Introduce yourself to someone you have never met. Look the other person in the eye when you talk to them. Appear confident. Shake hands firmly. Smile.

BENEFITS:

You must meet people in order to do business. By starting a conversation and appearing interested, it will be more likely that the other person will buy your product or service.

CONVERSATION:

A: Hello, my name is _____. (shake hands)
B: My name is_____.

A: It's nice to meet you.
B: It's nice to meet you too.

A: Who do you work for?
B: I work for_____. (company name)

A: What do you do?
B: I'm a_____. (engineer, teacher, manager, executive assistant)

A: Where do you live?
B: I live in_____. (city name)

A: Do you have a family?
B: Yes, there are_____people an my family: my wife, my daughter and I.

A: What do you like to do in your free time?
B: I like_____. (playing tennis, reading, watching TV)

A: Well, it was nice meeting you. (shake hands)
B: It was nice meeting you too.

A: Good-bye.

B: Good-bye.

CAREER

LAB

EX.NO 1   **INTRODUCE YOURSELF**

GOALS

Stand up. Introduce yourself to a large
Group of people. Talk about your current
Job. Talk about your background. Talk a
Little more about your personal life.
Memorize your introduction. Make
Eye contact with everyone in the room.
Be energetic. Speak clearly. Speak loudly.
Speak without hesitation. Smile :)

BENEFITS:

People are more likely to speak with you
And work effectively with you if they have
A basic understanding of who you are and
What your abilities are. People become
Accustomed to your accent. You will probably
Feel more comfortable participating in-group
Discussions if you have already given a short
Introductory speech.
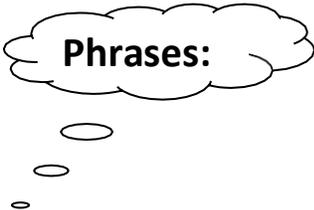
Phrases:

My name is _____

I study at _____

I'm a student of _____

I live in _____

There are _____ people in my family: My _____ and I.

I like _____ in my free time.

EX.NO 2   **THUMBNAIL PORTRAIT**

I am_____

I am currently pursuing my third year B.E. at PERI INSTITUTE OF

TECHNOLOGY with_____as my major.

I have worked with XYZ designing systems and developed a

_____and spent time with SAP labs to understand

how they proceed further with the manufacture and working condition of

the structure.

I am looking for an entry-level position with your company and feel that

my skills in CAD/CAM & other designing tools will be just what your

company is in search of.

I come from a family of engineers and therefore, the foundation for

my technical knowledge has been laid since childhood. I have imbibed

the virtues like honesty and discipline from my family.

Thank   You!

EX NO:3   **COVER LETTER**

From

    Aravindhan .B,

    No 18/26 narayana chetty lane, R k
    mutt road,

    Mandhaveli,
    Chennai 600-028.

To

    The General Manager,
    Human Resources, Sandvik Asia Ltd,
    Mumbai – Pune road, Pune-411 012.

Dear Sir,

    I would like to apply for the post of planning Engineer in your company. I saw your advertisement in the March 24th issue of THE HINDU.

    I have appropriate education and experience. I have a B.E in Electrical Engineering from Peri Engineering College, Chennai and a Post Graduate Diploma in Planning Management IIBM, Newdelhi. Presently I am a Manager (Planning) at Alpha Laval(India Ltd.,.). I am involved in Planning and controlling multi-disciplinary mechanical and electrical building construction projects. I also interact with international clients and consultants. I have strong techno-commercial acumen, effective communication skills and the ability to lead and manage a multi-disciplinary team of engineers.

    I want to talk further with you about the position you want to fill. If you want to get more information about my education, professional background, you may refer to my attached Resume. You can meet me any day that suits both of us. By the way my mobile number is

                                                   Sincerely,

                                                 Aravindhan

Enclosure: Resume

EX NO:4   **RESUME**

ARAVINDHAN.B   NO 18/26 NARAYANA CHEETY LANE,

RK MUTT ROAD,MANDHAVELI,

CHENNAI -28.

OBJECTIVE:

To obtain a challenging position where my education and skill sets will have valuable application.

EDUCATIONAL QUALIFICATION:

S.NO	DEGREE	INSTITUION STUDIED	NAME OF UNIVERSITY / BOARD	YEAR OF PASSING	CGPA / PERCENTAGE OF MARKS
01.	B.E MECHANICAL ENGINEERING	ABC INSTITUTE OF TECHNOLOGY	Anna University	2018	7.3 (up to 5^h semester)
02.	HSC	SANTHOME HR SEC SCHOOL	State	2014	81
03.	SSLC	ST.JOHNS MATRICULATION SCHOOL	State	2012	85

SKILLS SUMMARY: TECHNICAL:

- Knowledge of CAD
- Experience with CATIA- Pro
- ANYSIS Analysis Software
- Proficient in MS-DOS etc.
- Technical Writing skills

GENERAL:

- Good communication and inter personal skills
- Ability to work in multi-functional teams
- Extremely detail-oriented and organized
- Competent in speaking Arabic, German

COMPUTER LANGUAGES KNOWN:

- MS WORD, EXCEL,POWERPOINT

AREAS OF INTEREST:

- Automobile Engineering
- Thermal Engineering.

HOBBIES:

- Reading Books, Listening to Music,playing video games

PERSONAL PROFILE

Date of Birth   : 26.12.1996

Father's Name   : BASKARAN.B

Contact Address   : 7/7 NARAYANA CHETTY LANE,RK MUTT ROAD,
                             MANDHAVELI, CHENNAI - 28.

DECLARATION:

I declare that the information furnished above is true to the best of my knowledge.

PLACE : CHENNAI

DATE   :   Aravindhan

EX.NO.5   **Presentation Skills I**

My favorite Book

Introduction

Today I am here to do a short presentation on my favourite book "God of Small things" written by Arundhati Roy. First I'll talk about the author of the book, her background and so on. Next I'll provide a brief synopsis of the story. Finally, I'll bring out the finer points in the book, which has made it a world-class novel and worthy of the Booker prize.

The author and the book

Firstly, talking about the author, Arundhati Roy hails from Kerala and is the

daughter of Mary Roy, who is well known as the educator who was responsible for a landmark judgement in a case for daughter's rights to ancestral property. "God of Small things" is the first and only novel written by Arundhati Roy. Secondly, coming to the story- the story of "God of Small things" revolves around a pair of twins, Rahel and Estha ,the children of the divorced Ammu and their experiences in their native state which is at that point of time strife-ridden — communist fervour holding sway over the working class which turns antagonistic towards the aristocratic class to which the twins and their mother belong. The twins and their mother find themselves embroiled in all kinds of difficult

situations where they manage to ld on together until Ammu is discovered

lifeless in a hotel

room.

The struggle has ended for the poor woman and the twins rediscover their closenessforeachother.

Thirdly, the book has won hands down in the competition for the Booker, beating even the native writers and the reason could probably lie in the fact that the story probes relationships and politics in a relatively unknown, sleepy, small town of Kottayam. The manner in which the writer uses English language with her quaint usages and phrases reveals herr innovative skills and ability to bring out the Indian ambience in a powerful manner.

Conclusion

It is one of the finest novels written by an Indian. It is a must read book as it combines all elements of plot, characterization and wonderful use of language into a complete and wholesoe piece of literature.

EX NO :6   **PRESENTATIONS SKILLS-II**

MY FAVOURITE GAME CRICKET

Of all the outdoor games, my most favorite is cricket. This game has been popularly accepted in India in recent years since India's good performance in international cricket.

The game of Cricket is played on a large oval-shaped ground. Each team comprises of eleven players. After the toss, players of one team goes for batting and the players of the other team bowl in turn. Also, there are fielders who stop balls and return it. The batmen starts batting and defend the deliveries of the bowlers.

The game may be of a One-day match or a Test-match for five days. The duration for test-matches are generally five days. In a test match, each team gets two innings to play. In a One-day match (also limited overs cricket), each team typically gets 50 overs to play. In case of Twenty20 format, the team bowls for 20 overs each. The Twenty20 cricket format is also played for one day and the results are declared on the same day. The team that scores more runs wins the match.

The captains of both the teams play significant role in such a game. There are two umpires whose opinion and decision are to be accepted by the players of both the teams.

Like other games, cricket is also a toilsome game and the practice of it keeps the players fit and healthy physically. Excellent team spirit and sense of discipline can be developed by joining and practicing this game. Deep concentration and determination are necessary to gain perfection. This game is regarded as the

valuable and dignified one.

Soft Skills

Soft skills refer to the cluster of personality traits, social graces, and facility with language, personal habits, friendliness and optimism that mark people to varying degrees. Soft skills complement hard skills, which are the technical requirements of a job.

Personality Qualities:

- Responsibility   Teaches others
- Serves as a client /customers   Negotiates
- Exercises leadership   Participates as a member of the tem
- Works with cultural diversity   Self esteem
- Sociability   Self management
- Integrity/honesty   Interpersonal skills:

Soft skills can also be an important part of the success of an organization. Organizations, particularly those frequently dealing with customers face-to-face, are generally more prosperous if they train their staff to use these skills. For this reason, employers in addition to standard qualifications increasingly seek soft skills out.

Assertiveness is a trait taught by many personal development experts and psychotherapists and the subject of many popular self-help books .It is linked to self-esteem and considered an important communication skill.

As a communication style and strategy, assertiveness is distinguished from aggression and passivity. How people deal with personal boundaries; their own and those of other people, helps to distinguish between these three concepts. Passive communicators do not defend their own personal boundaries and thus allow aggressive people to harm or otherwise unduly influence them. They are also typically not likely to risk trying to influence anyone else. Aggressive people do not respect the personal boundaries of others and thus liable to harm others while trying to influence them. A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that respects the personal boundaries of others. They are willing to defend themselves against aggressive incursions.

Assertive people have the following characteristics:
 1) They feel free to express their feelings, thoughts and desires
2) They know their lights
3)they have control over their anger .it does not mean that they repress this feeling .it means that they control it for a moment and then talk about it later in a logical way
4) They have a good understanding of feelings of the person they are communicating with.

EX.NO.8 **Group Discussion – I**

Topic: Multinationals : Boon or Bane?

Participants -   Renuka Das

                 Seema Kothari
                 Ravi Kiran
                 Vignesh. S
                 Hisham Mohd.
                 Anitha. C.

JUDGE: Good morning. You can choose any topic you like or take a slip from that box. You are given one minute to think to start with the discussion. The observers will not interfere in your discussion. If no conclusion is reached, we may ask each of you to speak for a minute on the topic at the end of the discussion. The topic on the slip is "Multinationals: Bane or Boon". I suggest you should start the discussion.

Renuka Das: This is a good topic. I am against multinationals. We have Coke and Pepsi. Do we need them? We can manufacture our own soft drinks. Multinationals destroy the local industry and sell non-essential products.

Seema Kothari: I agree with you. What is the fun of having Coke and Pepsi? We have our own Campa Cola.

Ravi Kiran: I think water is good enough.

Vignesh. S: We are not here to discuss soft drinks. The topic given to us is a much larger one. First, let us define multinational companies. They are merely large companies which operate in a number of countries. There could be some Indian multinationals also. So there is nothing wrong with them. The point is whether they have a good or bad impact on the host countries. We have to discuss their business practices and find out whether they are desirable or not.

Hisham Mohd.: That is a very good introduction to the topic. Multinational companies do serve an important function that they bring new products and technologies in countries which do not have them. And it is not just Coke and Pepsi. They set up power plants and build roads and bridges, which really help in the development of host countries.

Anitha. C: But are they all that good? We have seen that they destroy local industry. In India they just took over existing companies. They came in areas of low technology. Moreover, we have to see why they come at all. They come for earning profits and often remit more money abroad than they bring in.

Renuka Das: I agree with you. I am against multinationals. We can produce everything ourselves. We should be swadeshi in our approach. Why do we need multinational companies?

Hisham Mohd.: We may not need multinational companies but then it also means that our companies should not do business abroad. Can we live in an isolated world? The fact is that we are moving towards becoming a global village. The world is interconnected. Then we have also seen that foreign companies bring in business practices that we are impressed with. Look at foreign banks. They are so efficient and friendly that the nationalized banks look pathetic in comparison. I think we can learn a lot from multinationals if we keep our eyes and mind open.

Seema Kothari: Take a look at McDonald's. They are providing quality meals at affordable prices. One does not have to wait at their restaurants.

Ravi Kiran: How do you account for the fact that they take out more than they put in and thus lead to impoverishing the country?

Vignesh. S: The fact is that every poor country needs foreign investment. Poor countries often lack resources of their own. That is why they have to invite foreign companies in. There is nothing wrong in this because then products like cars, air conditioners and so on can be made in poor countries. Often multinationals source products from different countries which helps boost their export earnings.

Hisham Mohd. : We have been talking about Coke and Pepsi. It is well known that Pepsi is in the foods business also and has helped farmers in Punjab by setting up modern farms to grow potatoes and tomatoes. Modern practices have helped the people in that area.

Renuka Das: I still feel that multinationals are harmful for the country.

Vignesh. S : Well, there could be negative things associated with such companies. They may not be very good in their practices. But can we do without them? I think the best way is to invite them but also impose some controls so that they follow the laws of the country and do not indulge in unfair practices.

Hisham Mohd. : I think laws are applicable to everyone. Very often officials in poor countries take bribes. The fault lies not with the company which gives a bribe but the person who actually demands one. Why blame the companies for our own ills?

Renuka Das : What about the money they take out?

Vignesh. S : We have had a good discussion and I think it is time to sum up. Multinationals may have good points and some bad ones too, but competition is never harmful for anyone. We cannot live in a protected economy any longer. We have been protected for many years and the results are there for everyone to see. Rather than be close about multinationals, let us invite them in selected areas so that we get foreign investment in areas which we are lacking. Laws can be strictly enforced that companies operate within limits and do not start meddling in political affairs.

EX.NO.9 GROUP DISCUSSION –II

CRICKET HAS SPOILED THE STREAMS OF INDIAN SPORTS

Number of participants: 7

Aravindhan Started:

Good Morning everyone, it is my pleasure to be seated with you all for this exciting discussion. Let's fully participate in this and try to come up with a concrete end remark.
I think, it is not justified to think cricket as a national obsession. It is the one game through which we Indians are able to hold our heads high. We won two world cups and have been on top in tests for two odd years. Whatever it has brought is quite appreciable. In other sports as well, like Abhinavbindra winning gold medal in Olympics, Indian hockey team winning 8 gold medals in past, etc are also highly appreciated. But it is also a fact that it happened when TV's and internet are on full bloom. But, in 1983, when India won the world cup, the TV's were just becoming popular. Still, cricket fever was high on everyone's head. That made it more popular than any other sport. Every Indian wants to play cricket in streets. It is in Indian blood and no media is required for cricket. Cricket is, and will be the most popular sport in India although I hope other sports also will do well.

Arun kumar said:

Hello everyone, I do agree with my friend here.

Even I don't think that cricket have hurt any other sports. If cricket is more interesting, full of excitement, inculcating a nation patriotism feeling, then it is not the "SPORT'S" fault. I think it is just because cricket has a very interesting format and that is why it has become so popular and loved by all. It is followed as a religion and the cricketers are worshiped as God in our country. But also the fame that cricket has given to India, cannot be ignored. As far as other sports are concerned, they have not lost their importance. Whether it is tennis, badminton or hockey they are still very popular. But yes, it is a fact that cricket is more popular and followed by more people.

Ashish said:

Good Morning friends,

I don't think cricket as a national obsession is a deterrent to other sports. Cricket

has got popularity because of the legends cricket has given to us like sunilgavaskar, kapildev, sachintendulkar, etc. Just because of the achievement that these peoples have made in the game of cricket, it is appreciated so much in India. Recently, if we take an example, when Rajyawardhan Singh Rathore won

silver in Olympics, just after that we won lots of medals in shooting. So, if we want others game to be equally appreciated, then we need some great legends in other games too. And I believe that if other sports will also produce great players then definitely they will get as much appreciation as cricket in this country.

Bargav said:

Well, I personally feel that obsession with cricket is a detriment to other sports. It is all because of the way it is promoted. It is just like in the case of a movie, if a movie is hyped about, all of us go to watch it. But on the same time some epic movie just gets neglected because of poor advertisement. Also, it is not the case that there is less talent in other sports. If other sports are unable to match up to the expectations, it is only because of improper training due to lack of finances.

Barani dharan said:

Well friends, although I like and support cricket a lot, I fell that, unintentionally only but cricket has come to a point from where it has become detrimental to other sports. You can see among yourself only, tha how many of us watches other sports played by Indian sportsmen. Of course, a handful! Why is it so? One definite reason could be the hype that cricket gets through the media. People not only watch the match with shear attention but also the pre and post-match shows. Other main reason is the investment of money either by the Government and/or, now as we can see, by the business individuals which lures young minds to have a great profession in cricket. Lastly, I would say that the Government should definitely see to this and take necessary measures to allow other sports perpetuate.

Baskar Concluded:

Now, if we conclude our discussion I would like to highlight the main points that were discussed.

Interviewer: Good Morning! Please take your seat.

Candidate : Good Morning Sir!

Interviewer : What is your Name?

Candidate : I am Lathika Sharma

Interviewer : Tell me something about yourself**.**

Candidate : Well, Sir, I have completed by under graduation in Computer Science and Engineering from PERI IT. I have done my internship at GE, Hyderabad. I have also undergone courses on java and C++ from NIIT, Chennai.

Interviewer : Seems to me that your qualifications are prefect for the job here; the first posting may be at Kolkata, however, so are you willing to relocate?

Candidate : Relocating would not be a problem. Sir.

Interviewer : What are the strategies you will employ to ensure teamwork for projects?

Candidate : Sir, I am having experience in coordination events and projects during my college days. I will take the trouble of establishing good interpersonal relationships with every individual in the team. I will see that each one is part of the decisions that are taken and I believe that once a person is made to feel

important and responsible for the end product of the team, he will definitely put in his best.

Interviewer : Thank you that will be all!

Candidate : Thank You, Sir!

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING
CHENNAI 600 055

DEPARTMENT OF ENGLISH

PROFESSIONAL COMMUNICATION
(HS8581)

NAME   **: J. ABDUL HAMEED**

UNIVERSITY REGISTER NUMBER   **: 110118106001**

SEMESTER   **: VI SEMESTER**

DEPARTMENT   **: ELECTRONICS AND COMMUNICATION**

                                                ENGINEERING

BONAFIDE CERITIFICATE

University Register no : 110118106001

      Certified to be the Bonafide work done by Mr. <u>J.ABDUL HAMEED</u> of <u>VI</u> semester, B.E <u>Electronics and Communication Engineering</u> degree course for Professional Communication Laboratory(HS8581) at Aalim Muhammed Salegh College of Engineering, Chennai, during the academic year 2020-2021.

Lecturer in charge   Head of the Department

Submitted for the University Examination held on _____ at Aalim Muhammed Salegh College of Engineering , Chennai.

Date: _____   Internal Examiner   External Examiner

INDEX

Signature

HS8581- PROFESSIONAL COMMUNICATION

SYLLABUS

EX.NO. 1   Date: 18-02-2021

PROFESSIONAL COMMUNICATION - LABORATORY BASED L T P C 0021

OBJECTIVE:

- Enhance the Employability and Career Skills of students.
- Orient the students towards grooming as a professional.
- Make them Employable Graduates
- Develop their confidence and help them attend interviews successfully

UNIT I

Introduction to Soft Skills - Hard Skills & Soft Skills-employability and Career Skills - Grooming as a professional with values-Time management - General awareness of Current Affairs

UNIT II

Self-introduction-organizing the material-Introducing oneself to the audience - introducing the topic-answering questions - individual presentation practice - presenting Visuals effectively - 5minutes presentations.

UNIT III

Introduction to Group Discussion - Participating in group discussions -understanding group dynamics - brainstorming the topic - questioning and Clarifying - GD strategies - activities to improve GD skills.

UNIT IV

Interview etiquette - dress code - body language - attending job interviews - telephone/Skype interview - one to one interview and panel interview - FAQs related to job interviews.

UNIT V

Recognising differences between groups and teams-managing time-managing stress networking professionally - respecting social protocols - understanding career management - developing a long-term career plan-making career changes.

TOTAL: 30 PERIODS

TEACHING METHODS:

1. To be totally learner-centric with minimum teacher intervention as the course revolves around practice.

2. Suitable audio/video samples from Podcast/YouTube to be used for illustrative purposes.

3. Portfolio approach for writing to be followed. Learners are to be encouraged to blog, tweet, text and email employing appropriate language.

4. GD/Interview/Role Play/Debate could be conducted off the laboratory (in a regular classroom) but learners are to be exposed to telephonic interview and video conferencing.

5. Learners are to be assigned to read/write/listen/view materials outside the classroom as well for gaining proficiency and better participation in the class.

LAB INFRASTRUCTURE:

S. No. Description of Equipment (minimum configuration) Qty Required 1 Server 1 No. PIV System

· 1 GB RAM / 40 GB HDD

· OS: Win 2000 server

· Audio card with headphones

· JRE 1.3

· 2 Client Systems 60 Nos. PIII System

· 256 or 512 MB RAM / 40 GB HDD

· OS: Win 2000· Audio card with headphones

· JRE 1.3· 3 Handicam 1 No. 4 Television 46" 1 No. 5 Collar mike 1 No. 6 Cordless mike 1 No. 7 Audio Mixer 1 No. 8 DVD recorder/player 1 No. 9 LCD Projector with MP3/CD/DVD provision for Audio/video facility 1 No.

EVALUATION:

Online test :25 marks

    1.Reading Comprehension :10 marks

    2.Listening Comprehension :10 marks

    3.Error Correction :5 marks

EXTERNAL EXAMINATION : 75 marks

1.Group Discussion :25 marks

2.Oral Presentation : 25 marks

3.Interview: 25 marks

INTERNAL: 20 MARKS Record maintenance: Students should write a report on a regular basis on the activities conducted, focusing on the details such as the description of the activity, ideas emerged, learning outcomes and so on. At the end of the semester records can be evaluated out of 20 marks.

NOTE ON INTERNAL AND EXTERNAL EVALUATION:

1. Interview – mock interview can be conducted on one-on-one basis.

2. Speaking – example for role play: a. Marketing engineer convincing a customer to buy his product. b. Telephonic conversation- fixing an official appointment / placing an order / enquiring and so on.

3. Presentation – should be extempore on simple topics.

4. Discussion –(I) Pollution /Climate change

                (II) Poverty in India:Facts, causes, effects, solution.

               (III) Agriculture :Problens and Challenges in India

                (IV) Is India ready for Cashless Economy?

(V) Women Empowerment & Gender Justice :Equality Challenges.

OUTCOMES:

At the end of the course, learners should be able to

*Make effective presentations

*Participate confidently in Group Discussions.

*Attend job interviews and be successful in them.

*Develop adequate Soft skills required for the workplace

Recommended Software

1.Globearena

2.Win English

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http://www.mindtools.com/pages/article/newCDV_34.htm

JOB APPLICATION
COVER LETTER

EX.NO. 2   Date: 18-02-2021

From

J. Abdul Hameed,

No.4/7, Muktharunisha begum street,

5th lane,

Chennai-600002.

To

The HR

Cognizant Technologies

Bangalore

Sir

Sub: Application for the post of System Analyst– reg.

In response to your advertisement dated 15th Feb 2021, I understand that there is a vacancy for the post of System Analyst in your esteemed organization. I have a B.E in Eletronics and Communication Engineering from Aalim Muhammed Salegh College, Chennai. I have strong technical acumen, effective communication skills and confidence to take up any task. I hope that I fulfill all your requirements.

If an opportunity is given to me I will do my work with at most sincerity and also to the upliftment of the organization. The detailed resume of my education, skills, achievements, training and references are outlined in the enclosed resume.

Thanking you,

Sincerely,

J.ABDUL HAMEED

RESUME

EX.NO. 3   Date: 18-02-2021

Name : J.Abdul Hameed

Cell : 9841459993

Mail : abdulhameedj6@gmail.com

OBJECTIVE:

Self-motivated, highly passionate and hardworking fresher looking for an opportunity to work in a challenging organization to utilize my skills and knowledge to work for the growth of the organization.

ACADEMIC QUALIFICATION

Qualification	Institution	University/ Board	Score	Year of Passing
Degree B.E(ECE)	Aalim Muhammed Salegh College of Engineering	Anna University	7.3 CGPA	2022
12th	EVE MAT HR SEC SCHOOL	State Board	65.78%	2018
10th	GILL ADHARSH MAT HR SEC SCHOOL	State Board	75.9%	2016

MINI PROJECTS

1. Title   : Solar Tracker
   Description   :   It is a simple sun Tracking Solar panel circuit which will track the sun and position the solar panels accordingly.

TECHNICAL SKILLS

Programming Languages Known   : C, CPP, JAVA, Java Script,python

Database   : MySQL

Frameworks Known   : Bootstrap, HTML and CSS

SUBJECT OF INTEREST

Web Application development.

Networking

PAPER PRESENTATION

Presented a paper on "Ethical Hacking", in Sri Krishna College Of Engineering, Coimbatore on 17^h March 2019

INTERNSHIP

Pursuing Internship on Web application development in Glosys technologies (Dec 2019 – ongoing)

INPLANT TRAINING & INDUSTRIAL VISIT

◆ Fortran Cirkit Private Limited, Perungudi, Chennai (On August 2019).

◆ Virtual Industrial visit at IIT Madras Research Park (On September 2019)

PERSONAL DETAILS

Father's Name	:	S. Jaleel Ahamed
Date of Birth	:	06 / 06 / 2001
Languages Known	:	English,Tamil
Address	:	No.4/7,Muktharunisha begum street,
		5th lane,
		Chennai-600002.

Reference   : Mr. A. Mohamed Mydeen

Head, Dept.of ECE, AMSCE

Mobl: 9876543210

Place   : Chennai

DECLARATION

I hereby confirm that above information are true to best of my knowledge.

PRESENTATION SKILLS

EX. NO: 4   Date : 25-02-2021

DO'S OF PRESENTATION

1. Preparation:

There is no easy way out. Giving a excellent presentation is all about the preparation that goes into it, and this theme applies to every single aspect you include in your presentation

2. Think audience

When you are preparing your presentation, there is one thing you should always keep in the back of your mind: the audience. The sole purpose of a presentation is to communicate whatever you have to say to an audience. Position yourself being in their shoes and answer the following questions: who, what, why, how?

Who are they and who are you? It's essential to know who your audience will be: are they your classmates, professors, professionals, etc. and what do they know about you. Do you need to inform them? Do you need to introduce yourself? Different audiences have different needs, and different audiences may need different communicative approaches.

What do they want? What do they know? What can I tell them? Knowing this information will help you decide what content to include in your presentation. If you are not sure about the answer to one of these questions, perhaps you may want to include it in your presentation.

Where can I take them? Your presentation is very much like a journey. Guide your audience through the content. Use signposts to indicate what you are presenting and where you are going. Examples of signposts are, "Next, I will discuss..", "Now I'd like to move on to….", and "Finally, …" or "To conclude..". Signposts are also great tools to keep you audience awake, focused and engaged. Have you ever listened to a less engaging presentation and the presenter said, "Finally", surely that was the moment you found yourself waking up. Use signposts throughout your presentation.

3. Communicate

A presentation is never a one way communication, despite the fact that you are the only one speaking. Communication is always two ways. Although you do not want your audience interrupting your speech, make it engaging: look at the audience, speak to the whole audience. Your audience wants to be spoken to. Ask rhetorical questions, use short pauses when you are, for example, changing the subject or moving on to another topic. Rhetorical questions will often raise the audience awareness as do pauses. Don't hide behind a computer, a paper, or a desk.

4. Prepare the little things

There is truth in the old saying "It's the little things that count". Often when we are preparing a presentation we prepare the content, the slides, the general story line, but it is often the little things that catch us off guard.

For example, how do you start your presentation? What do you say? In Estonian, as I understood, "Tere!" will almost always do. But what about in English or any other language for that matter? Do you say (or is it appropriate

to say) "hello", "hi", "good morning/afternoon/evening everybody", "dear audience", etc.? How do you end? What do you say? E.g. "thank you", "thank you for your attention", etc. Prepare your signposts, "next", "finally", etc. Also, think of the specific terms you use to describe what is on your slide. Are you showing a picture, or more specifically a graph, table, chart, etc.?

5. Structure your presentation

The purpose and content needs to be carefully considered. How much detail can you cover in the allotted time? Going back to a point made earlier, what does your audience already know about your topic? What do they need to know, and more important, what is your take-home message? What do you want your audience to remember?

Most presentation will have an introduction, a body, and a conclusion. You introduce yourself in the introduction, your topic, and what you will cover during your presentation. Remember, this part can be as short as 30 seconds. The body will include key points, new knowledge, trends in your data, or progress to date. The level of detail may depend on the task and time available. Remember to signpost! Highlight the implications of your discussion or possible applications of your findings in your conclusion and finish with your take-home messages.

6. Finding your voice

Although there are general rules and structures, it is important to find your own voice. Know your strengths and weaknesses. For most of us, giving a presentation is a learning process and definitely not something we do on a daily, weekly or even monthly basis.

Therefore, stay in your comfort zone to give you confidence but push the boundaries: explore new techniques, try something different, use a different power point template, try using cue cards rather than reading from a paper, watch what others do and learn from them; try using a different tool such as Prezi. Set yourself a target. What kind of presenter do you want to be? Take your time, prepare, prepare, prepare.

7. REMEMBER:

When giving a presentation, from a communication perspective, speaking is always better than reading. However, when you find yourself in the situation where you are going to read, there are a few techniques you can use to make it more enjoyable for the audience (remember your audience).

Always address the audience, even when reading. Make sure you take your eyes off the paper and look at the audience. Highlight parts in the text that you wish to stress, e.g. keywords, signposts, words that evoke, etc. Cut your A4 paper into four parts. The size of cuecards. They are less distracting to hold and most often preparing cue cards helps you to remember your presentation.

PowerPoint comes with a handy print function which allows you to print handouts. Use these so you have an overview which slides comes next. Do you know about the presenter's view in PowerPoint? If you don't, you should definitely check it out! If you go through these steps, you'll often find that you actually don't need to read.

8. Non-verbal communication:

There is a lot to say about non-verbal communication, but what to do with your hands is the focus of this point. There are of course cultural differences as well as individual differences, but in general we use the motions of our

hands and arms to support the content of our speech. Our hands also seem to get in the way when we are giving presentations. Where do we place them? What do we do with them? It's easy when your holding a piece of paper, but can we put our hands in our pocket, or behind our back?

One of my favorite examples of good hand movement is the weather news on TV. You'll see weather presenters usually holding a remote in front of their body, clasped in their hands, just above the waist. The best place to keep your hands. If you don't have a remote, keep a pen, or pencil in your hands (be careful, though, not to break them).

9. Slide design

Another ten tips could be devoted on good slide design, but not this time. One essential criteria to remember is, however, the following: don't put anything on a slide (text, images, pictures, tables, and graphs) if you are not going to talk about them, or mention them. It will only confuse your audience (unless they are either part of the template, or faded in the background).

In addition, respect your audience, do not overload your slides with text and read this text to them. Most likely your audience will have finished reading your text before you. Less is more and remember that you do not need to write in complete sentences on your slides.

10. Practice, practice, practice

Practice and time your presentation. Practice delivering you speech out loud. Record your presentation using the record tool available in PowerPoint.

NON-TECHNICAL PRESENTAION

EX NO : 5   Date : 25-02-2021

Green Technology

Green tech refers to a type of technology that is considered environmentally friendly based on its production process or its supply chain. Green tech–which is an abbreviation of "green technology"–can also refer to clean energy production; clean energy production is the use of alternative fuels and technologies that are less harmful to the environment than fossil fuels.

Although the market for green technology is a relatively young, it has garnered a significant amount of investor interest due to increasing awareness about the impacts of climate change and the depletion of natural resources.

Green Technology is an umbrella term that describes the use of technology and science to create products and services that are environmentally friendly. Green tech is related to cleantech, which specifically refers to products or services that improve operational performance while also reducing costs, energy consumption, waste, or negative effects on the environment.

The goal of green tech is to protect the environment, repair damage done to the environment in the past, conserve natural resources and preserve the Earth's natural resources. Green tech has also become a burgeoning industry that's attracting enormous amounts of investment capital.

The use of green tech can be a stated goal of a business segment or a company. These goals are typically outlined in a company's environmental, sustainability, and governance (ESG) statement, or can even be found in the mission statement of a firm. Increasingly, socially responsible investors are looking to narrow down their prospective investments to only include companies that specifically employ or produce green technologies.

While green tech has become increasingly popular in the modern age, elements of these business practices have been in use since the Industrial Revolution. Beginning in the Beginning in the early 19th century, manufacturers have sought to reduce their negative environmental externalities by altering production processes to produce less soot or waste by products. Still, green technology as a recognized business sector did not really develop until the 1990s.

According to a 2018 report released by the United Nations, global investment in renewable energy and green technology processes surpassed $200 billion in 2017; $2.9 trillion has been invested in sources like solar and wind power since 2004.

The U.N. report also stated that China was the largest global investor in the sector, with approximately $126 billion invested in 2017.

Companies that are part of the green technology movement might engage in conserving natural resources or the discovery of new environmentally-friendly energy sources.

Investors may choose to support green technology initiatives through the purchase of a company's stock that employs green technology practices. This type of investing is sometimes referred to as socially responsible investing (SRI). These investors may turn to investment funds known as green funds, SRI funds, or ESG funds. These funds contain publicly-traded companies that are leaders in employing green technologies.

Some companies generate all of their revenue and profits from green technology activities. However, it's important to note that the term "green" can have many interpretations and applications, and these vary from industry to Industry. If an investor is interested in supporting green technology initiatives through their investments, it's important for them to thoroughly research the validity of a given company's claims of green policies, standards, and accomplishments.

Green technology is used in the recycling process, as well as in waste incineration. Recyclable material can be used when manufacturing plastics, fertilizer, and fuel. Green technology can also be a part of the production process, such as processes to recycle water or waste in the manufacturing process.

Green tech is used to purify water resources around the world. In parts of the world where there are scarce water resources, green technologies can be employed to purify dirty water or remove salt from seawater in order to increase the availability of clean drinking water.

Green tech is used in processes that purify the air by reducing carbon emissions and gases that are released into the air from manufacturing plants.

Green tech can be used in processes intended to conserve energy, such as energy-efficient light fixtures. Green technology is also used to create alternative fuel sources that are more environmentally friendly than fossil fuels. Fossil fuels typically create waste as a byproduct of

their production. Solar, wind, and hydroelectric dams are all examples of green technology because they are safer for the environment and don't produce fossil fuel waste by-products. Besides the environmental benefits of these alternative energy sources, they can also be used to power a home or a utility power plant.

In 2004, Starbucks Corporation (SBUX) performed a study to measure the company's greenhouse gas emissions. The study revealed that 70% of the company's emissions came from the purchase of electricity used to power their stores. As a result, the company has been working to source all of its power from renewable energy sources for all of its global store operations, including the company's global supply chain and corporate offices.

According to Starbucks, in 2018 the company made investments into wind and solar energy. For example, in North Carolina, the company bought a 140,000-acre solar farm. This farm supposedly delivers enough clean energy to power an equivalent of 600 Starbucks retail stores. In 2019, the company also invested in wind projects, which are intended to provide power for 116 Seattle, Wash.-area stores, as well as stores in the state of Illinois.

GI-FI TECHNOLOGY

Introduction to Gi-Fi :

➢ Gi-Fi or Gigabit Wireless is the world's first transceiver integrated on a single chip that operates at 60GHz on the CMOS process.

➢ Gi-Fi allows wireless transfer of audio and video data up to 5 gigabits per second.

➢ Gi-Fi is ten times the current maximum wireless transfer rate usually within a range of 10 meters.

➢The GiFi operates on the 60GHz frequency band.

➢The **GiFi measures** 5mm square and it is manufactured using existing complementary metal – oxide-semiconductor(CMOS) technology.

➢ It was **developed** at the National Information And Communication Technology Research Center in MELBOURNE,AUSTRALIA.

Why Gi-Fi ?

✓ The reason for pushing into Gi-Fi technology is because of
   - ➤ slow rate,
   - ➤ high power consumption,
   - ➤ low range of frequency operations of earlier technologies i.e. Bluetooth and Wi-Fi.

FEATURES OF GI-FI :

- ➤ High speed of data transfer
- ➤ Low power consumption
- ➤ High security
- ➤ Cost effective
- ➤ Small size
- ➤ Quick deployment
- ➤ Highly portable,highmobility

APPLICATIONS OF GI-FI

1. House hold appliances :

-it makes the wireless home
of the future:

2. Office appliances :

3. Video information
transfer:

CONCLUSION :

➢ Within five years, we expect Gi-Fi to be the dominant technology for wireless networking.

➢ which will develop wire less home and office of future.

➢ If the success of Wi-Fi and the imminent wide usage of WiMAX is any indication, Gi-Fi potentially can bring wireless broadband to the enterprise in an entirely new way.

LISTENING COMPREHENSION

EX NO: 7 Date: 04-03-2021

HS8581 :PROFESSIONAL COMMUNICATION LABORATORY

LAB RECORD

LAB SESSION __

Date : Friday 23 October, 2020
Student's Name : ………….
Student 's Register Number : …………..
Year : III Year
Semester : V SEM
Department : Electrical and   Electronics Engineering
Academic Year : …………..
Total Mark : 10
Student Mark : …..

Questions And Answers

1:What are the countries that are focused in this audio file?
Your Answer : USA and UK ✔
CorrectAnswer : USA and UK

2:The American presidential election is a/an _____ election.
Your Answer : Direct ✘
CorrectAnswer : Indirect

3:The US has an unique _____ system in Presidential elections.
Your Answer : Electoral College ✔
CorrectAnswer : Electoral College

4:How many votes are needed to win US presidential election?
Your Answer : 274 ✔
CorrectAnswer : 274

5:A person can become an US President for _____ times only.
Your Answer : Four ✘
CorrectAnswer : Two

6:How many constituencies are involved in UK elections?
Your Answer : 650 ✔
CorrectAnswer : 650

7:How many ministers are there in the US President's cabin?
Your Answer : 15 ✔
CorrectAnswer : 15

8:Who reserves the power to enact law in US other than the President?
Your Answer : Both the houses of Congress ✔
CorrectAnswer : Both the houses of Congress

9:Supreme Court is the final _____
Your Answer : Federal Court ✘
CorrectAnswer : Court of Appeals

10:How many US presidents have been impeached in history
Your Answer : 5 ✘
CorrectAnswer : None

11:While the recording was done, _____ was in full swing.
Your Answer : 2016 Senate Elections ✘
CorrectAnswer : 2016 Presidential Elections

12:In which one of the following magazines did Hilary Clinton give her interview?

Your Answer : People ✘
CorrectAnswer : The Times
13:What do you infer from the speaker's argument?
Your Answer : Modern democracies are representative democracy ✔
CorrectAnswer : Modern democracies are representative democracy
14:Which country has a true democracy?
Your Answer : Switzerland ✔
CorrectAnswer : Switzerland
15:In a true democracy,
Your Answer : Citizens have a say in who they elect to rule ✘
CorrectAnswer : Citizens have a say in the laws that are enacted
16:In US election, a president is elected by,
Your Answer : congress vote ✘
CorrectAnswer : states' majority vote
17:The forefathers believed that the problem of direct democracy is,
Your Answer : turbulence and incompetence ✘
CorrectAnswer : tyranny of majority
18:Which country is called "Democratic People's Republic"
Your Answer : North Korea ✔
CorrectAnswer : North Korea
19:According to the speaker, the US is a,
Your Answer : Constitutional Republic ✔
CorrectAnswer : Constitutional Republic
20:Which one of the following statements sums up the meaning of the passage?
Your Answer : Luck waits and complains without working while labour achieves success although it complains ✘
CorrectAnswer : Luck often ends in defeats, labour produces luck.
Reason : It can be derived through inference. Elimination will also help. (a) and (b) are eliminated easily on the basis of information.
21:Which one of the following words in the passage indicates that the writer does not ultimately reject the element of Luck?
Your Answer : Diligence is the mother of good luck ✔
CorrectAnswer : Diligence is the mother of good luck
Reason : The answer can be arrived at by simple inference. This is the implication of the passage as well.
22:Which one of the statements is true about the passage?
Your Answer : Success is exactly proportionate to hard work ✔
CorrectAnswer : Success is exactly proportionate to hard work
Reason : The information is in the last sentence.
23:'...Labour turns out at six and with busy pen and ringing hammer lays the foundation of competence.' What does this statement mean?
Your Answer : Labour lays the foundation of the building ✘
CorrectAnswer : Hard work of all kinds makes people efficient
Reason : The information given in the middle of the passage and simple inference will help. The reference to both pen and hammer implies that the meaning here includes all kinds of work. The pen stands for mental work and the hammer for the physical labour.
24:What happens when the time to be spent on some work increase?
Your Answer : The work consumes all the time ✔
CorrectAnswer : The work consumes all the time
Reason : A and B are eliminated at the first reading. The description that the lady who has enough leisure time takes the entire day in writing the post card gives us the clue that the correct answer is C. This is complex inference.
25:Explain the sentence: 'Work expands so as to fill the time available for its completion'.
Your Answer : Whatever time is available for a given amount of work, all of it will be used. ✔
CorrectAnswer : Whatever time is available for a given amount of work, all of it will be used.

Reason : Simple inference. A statement is made right in the beginning of the passage and the story of the lady illustrates the fact that whatever time is available for a work, people tend to use all of it.

26:Who is the person likely to take more time to do work:

Your Answer : An elderly person ✘

CorrectAnswer : A man of leisure

Reason : The answer can be inferred from the facts given in the passage that more time you have, the more you will need. Therefore, the answer is arrived at through complex inference.

27:What is the total time spent by the elderly lady in writing a postcard?

Your Answer : A full day ✔

CorrectAnswer : A full day

Reason : It is based on the information given in the passage.

28:What does the expression 'pillar box' stand for?

Your Answer : A pillartype post box ✔

CorrectAnswer : A pillartype post box

Reason : It can be derived through implied information. The lady has to go to the pillar box to drop her letter.

29:The judge decided to resign when he was _____ for promotion to Chief Justice.

Your Answer : passed over ✔

CorrectAnswer : passed over

30:Questions will be answered by a _____ of experts.

Your Answer : bunch ✘

CorrectAnswer : panel

31:According to the weather _____ it is going to be cloudy today.

Your Answer : forecast ✔

CorrectAnswer : forecast

32:His English was roughly _____ with my French, so communication was rather difficult.

Your Answer : in accordance with ✘

CorrectAnswer : at par

33:I congratulate you _____ your success.

Your Answer : on ✘

CorrectAnswer : for

34:Lethargy

Your Answer : serenity ✘

CorrectAnswer : laxity

35:Prognosis

Your Answer : plan ✘

CorrectAnswer : forecast

36:Docile

Your Answer : gentle ✔

CorrectAnswer : gentle

37:Latent

Your Answer : lethargic ✘

CorrectAnswer : concealed

38:Nostalgic

Your Answer : soothing ✘

CorrectAnswer : homesick

39:Profane

Your Answer : insane ✘

CorrectAnswer : sacred

40:Pragmatic

Your Answer : colorful ✘

CorrectAnswer : quixotic

41:Repulsive

Your Answer : smooth ✘

CorrectAnswer : attractive
42:Percieved
Your Answer : ignored ✔
CorrectAnswer : ignored
43:Contraction
Your Answer : something which is being expanded ✔
CorrectAnswer : something which is being expanded
44:From the following group of words, choose the misspelt word.
Your Answer : unrivalled ✘
CorrectAnswer : interdependant
45:From the following group of words, choose the misspelt word.
Your Answer : Imperceptable ✔
CorrectAnswer : Imperceptable
46:From the following group of words, choose the misspelt word.
Your Answer : Zelot ✔
CorrectAnswer : Zelot
47:From the following group of words, choose the misspelt word.
Your Answer : Renissence ✘
CorrectAnswer : Renaissence
48:From the following group of words, choose the misspelt word.
Your Answer : Exagerating ✔
CorrectAnswer : Exagerating
49:Egg : Omelette
Your Answer : Man : Child ✘
CorrectAnswer : Sack : Jute
Reason : Just as an egg is raw material for omelette, so jute is the raw material for a sac.
50:He : His
Your Answer : She : her ✔
CorrectAnswer : She : her
Reason : Just as he third person nominative and his third person possessive case so she is third person nominative case and her is third person possessive case.
51:Horse : Colt
Your Answer : Dog : Puppy ✔
CorrectAnswer : Dog : Puppy
Reason : Just as colt is the young one of horse so puppy is the young one of dog.
52:Frog : Croak
Your Answer : Serpent: Hiss ✘
CorrectAnswer : Serpent : Hiss
Reason : Just as the sound of frog is known by the word croak the sound of serpent is hiss.
53:Lion : Lioness
Your Answer : Fox : Wolf ✘
CorrectAnswer : Duck : Drake
Reason : Just as lioness is the female of lion so drake is the female of duck.

FACULTY INCHARGE

READING COMPREHENSION

EX NO: 8   Date : 11-03-2021

Reading is a complex process which deals with recognizing the letter, comprehending and evaluating it. A good reader is one who follows the sub skills of reading and comprehends the passage appropriately. Thus the term comprehension in its extension come from the root word in Latin 'COM' (completely) 'PREHENDERE' (Hold, grasp). The chief purpose of comprehension is therefore to get a complete understanding of what is read, so as to get the message what the writer wishes to convey. The ability in comprehension may be tested in different formats. A passage followed by questions on comprehension and a passage followed by objective type of questions are present in the common format.

TYPES OF READING SKILLS: There are four types of Reading as follows:

1. Skimming: The purpose of skimming is to get main idea or general idea of material by following the methodology of sweeping the eyes across the line and picking up key words. Thus generally in this type, the speed of reading goes from 500 – 800 wpm (word per minute). Example when we skim the books in library when they are relevant to our required topic.

2. Scanning: It is meant to locate specific answers or information as quick as possible by glancing at information on the page as a whole. Thus the speed of reading in scanning includes 1000+ wpm. Example: dictionary.

3. Intensive Reading: It is to learn, understand and retain information by slow, serious reading especially. The speed of reading here is 150 – 300 wpm. Example when we read the whole text book for exams.

4. Extensive Reading: This is reading for the purpose of joy and pleasure following free style of reading. It includes 200 – 250 wpm like in reading of novels.

TECHNIQUES OF COMPREHENSION

Reading Comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques. Here are some ideas or techniques for effective comprehension:

• Widen your basics: Widen your basics by reading newspapers, magazines and books. Become interested in world events • Learn the structures: good writers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a structure for adding details. Look for central point, phrases in paragraphs that change the topic.   • Recognize the reasoning type: Recognize whether the author is using cause and effect reasoning, hypothesis, model building, induction or deduction, systems of thinking.   • Expect and Guess: really clever student will try to expect the author and guess the future ideas and questions. If your expectations and guesses are 20 right, this increases your understanding. If you are wrong, you make adjustments quicker. • Method of organizations: See whether the material is organized, chronologically, serially, logically, functionally, spatially, hierarchically. • Cultivate interest: Go through sample comprehension passages, ask questions, and discuss ideas with friends and classmates. The more you cultivate interest, the greater your

comprehension.   • Observe for supporting ideas: While practicing study pictures, graphs and headlines. Read the first and last paragraph in a passage, or the first sentence in each section.   • Underline, summarize and review: Just reading a passage once is not enough. To develop a deeper understanding, you have to underline, summarize and review important ideas.   • Build vocabulary: for many, this is a lifetime project. The best way to improve your vocabulary is to use a dictionary regularly. You might carry around a pocket dictionary and use it to look up new words. Or you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and suffixes.   • Vocalize words: Yes although it is faster to form words in your mind rather than on your lips or throat, Eye motion is important. Frequent backtracking slows you down considerably.

EXERCISE:

Read the article about the performance of new product and choose the correct answer:

The PG Plunger Tea Concept

Unilever pulled the plug on its PG Plunger loose tea concept on March 2004 after sales failed to reach the company's expectations. The product had been a bold move by the food giant to inject some life into the flagging hot drinks market, which the previous year had seen sales in top supermarkets drop by 1.3 % to dip below the $ 1 billion mark. However, despite receiving praise from buyers, the concept, which urged consumers to use cafeteria-style plungers (a kind of coffee pot) for brewing tea, failed to capture the imagination of consumers. A $ 1.5 million first year support programme and introductory packs on containing a cafetiere also failed to stir much interest.

The decision to ditch the PG Plunger concept hit Unilever hard. The group was desperate to find a way to keep ahead to its rivals in hot drinks. Despite its continued success in March 2004, with its brand PG tips tea bags as the nation's   second favourite hot drink behind Nescafe original, the brand's sales had suffered at 7.6 % drop in supermarkets previous year, failing to less than $ 90 million.

`A spokesperson for unilever said: 'From its launch in February 2003 until March 2004, the PG Plunger format unfortunately did not reach expected sales and so it was no longer viable to continue production on the same basis'. However he added that since March 2004, the Plunger concept had continued to have a presence in ' Food service' outlets – that is outlets other than shops and supermarkets, such as hotel, pubs and leisure centers – and that retailers could expect ' continued innovation' from the PG brand.

Joise Wright, a retailing expert from leading supermarket chain, somerfield, said that one of Unilever's biggest mistake was to assume that consumers would be happy to use coffee-making equipment to tea. She explained: 'Unilever should be praised for trying to breathe life into the loose tea market, which does have a rather old-fashioned image, and they had a good concept. But the unforeseeable problem was that consumers could not or would not use their cafeteria for making both tea and coffee because of the taste clash'.

1) **The PG plunger loose tea concept was launched in order to [ ]**

 a) Meet targets set by group owner, Unilever. b) Increase sales across the PG owner to $ 1 billion.   c) Stimulate the declining market sector which included tea.

2) According to the first paragraph, how did consumers respond to the product?

 [ ] a) Those who bought the product gave positive feedback. b) Many bought the pack with a free gift but then lost interest.   c) They thought the cafeteria lacked originality.

3) What were the PG Tips tea bag brand's standing in the market in March 2004?

  [ ] a) It had lost its lead to competitors. b) It had kept its position behind one rival.   c) It had struggled to stay at the top.

4) What happened to the PG Plunger format after March 2004? [ ]

a) It was replaced in the brand range with other innovations. b) It was re-launched with some other alteration.   c) It was targeted at other stockists.

5) What is Joise Wright's opinion of the PG Plunger concept? [ ]

a) Unilever should have researched consumer reactions more carefully.   b) Unilever deserves credit for their attempt to innovate.   c) Unilever had a good idea which could have been marketed better.

6) What is the main topic of this text? [ ]

a) The difficulties of expanding an established brand.   b) The way different companies respond to declining sales.   c) The failure of the product to change people's habits.

GROUP DISCUSSION

EX. NO : 9   Date: 11-03-2021

DO'S IN A GROUP DISCUSSION:

- Appropriate to the issue

- Make original points and support them by substantial reasoning.

- Listen to other participants actively and carefully.

- Whatever you say must be with a logical flow and validate it with an example as far as possible.

- Make only accurate statement

- Modulate the volume, pitch and tone.

- Be considerate to the feeling of others.

- Try to get your turn

- Be an active and dynamic participant by listening

- Talk with confidence and self-assurance.

DONT'S OF GROUP DISCUSSION:

- Being shy or nervous.

- Interrupting another participant before their participants are over.

- Speak in favour (eg: establish your position and stand by it)

- Changed opinions

- Don't make fun of any participant even if their arguments are funny.

- Don't engage yourself sub-group conversation.

- Don't repeat and use irrelevant materials

- Addressing yourself to the examiner

- Worrying about making some grammatical mistakes, for your interest and matter you put across are important.

IMPORTANCE OF GROUP DISCUSSION

The important points in group discussion are

- **Be assertive**:

An assertive person is direct and honest careful about not hurting others 'self respect'.

- **A Patient Listener**:

Listening to another person is one of way of showing appreciation.

- **Right Language:**

GROUP DISCUSSION Words can make friends and right words at the right time can make for the best result.

INTERVIEW SKILLS

EX. NO: 10   Date : 18-03-2021

1. Tell me about yourself.

Since this is often the opening question in an interview, be extra careful that you don't run off at the mouth. Keep your answer to a minute or two at most. Cover four topics: early years, education, work history, and recent career experience. Emphasize this last subject. Remember that this is likely to be a warm-up question. Don't waste your best points on it.

2. What do you know about our organization?

You should be able to discuss products or services, revenues, reputation, image, goals, problems, management style, people, history and philosophy. But don't act as if you know everything about the place. Let your answer show that you have taken the time to do some research, but don't overwhelm the interviewer, and make it clear that you wish to learn more.

You might start your answer in this manner: "In my job search, I've investigated a number of companies.

Yours is one of the few that interests me, for these reasons..."

Give your answer a positive tone. Don't say, "Well, everyone tells me that you're in all sorts of trouble, and that's why I'm here", even if that is why you're there.

3. Why do you want to work for us?

The deadliest answer you can give is "Because I like people." What else would you like-animals?

Here, and throughout the interview, a good answer comes from having done your homework so that you can speak in terms of the company's needs. You might say that your research has shown that the company is doing things you would like to be involved with, and that it's doing them in ways that greatly interest you. For example, if the organization is known for strong management, your answer should mention that fact and show that you would like to be a part of that team. If the company places a great deal of emphasis on research and development, emphasize the fact that you want to create new things and that you know this is a place in which such activity is

encouraged. If the organization stresses financial controls, your answer should mention a reverence for numbers.

If you feel that you have to concoct an answer to this question - if, for example, the company stresses research, and you feel that you should mention it even though it really doesn't interest you- then you probably should not be taking that interview, because you probably shouldn't be considering a job with that organization.

Your homework should include learning enough about the company to avoid approaching places where you wouldn't be able -or wouldn't want- to function. Since most of us are poor liars, it's difficult to con anyone in an interview. But even if you should succeed at it, your prize is a job you don't really want.

4. What can you do for us that someone else can't?

Here you have every right, and perhaps an obligation, to toot your own horn and be a bit egotistical. Talk about your record of getting things done, and mention specifics from your resume or list of career accomplishments. Say that your skills and interests, combined with this history of getting results, make you valuable. Mention your ability to set priorities, identify problems, and use your experience and energy to solve them.

5. What do you find most attractive about this position? What seems least attractive about it?

List three or four attractive factors of the job, and mention a single, minor, unattractive item.

6. Why should we hire you?

Create your answer by thinking in terms of your ability, your experience, and your energy. (See question 4.)

7. What do you look for in a job?

Keep your answer oriented to opportunities at this organization. Talk about your desire to perform and be recognized for your contributions. Make your answer oriented toward opportunity rather than personal security.

8. Please give me your defintion of [the position for which you are being interviewed].

Keep your answer brief and taskoriented. Think in in terms of responsibilities and accountability. Make sure that you really do understand what the position involves before you attempt an answer. If you are not certain. ask the interviewer; he or she may answer the question for you.

9. How long would it take you to make a meaningful contribution to our firm?

Be realistic. Say that, while you would expect to meet pressing demands and pull your own weight from the first day, it might take six months to a year before you could expect to know the organization and its needs well enough to make a major contribution.

10. How long would you stay with us?

Say that you are interested in a career with the organization, but admit that you would have to continue to feel challenged to remain with any organization. Think in terms of, "As long as we both feel achievement-oriented."

11. Your resume suggests that you may be over-qualified or too experienced for this position. What's Your opinion?

Emphasize your interest in establishing a long-term association with the organization, and say that you assume that if you perform well in his job, new opportunities will open up for you. Mention that a strong company needs a strong staff. Observe that experienced executives are always at a premium. Suggest that since you are so well qualified, the employer will get a fast return on his investment. Say that a growing, energetic company can never have too much talent.

12. What is your management style?

You should know enough about the company's style to know that your management style will complement it. Possible styles include: task oriented (I'll enjoy problem-solving identifying what's wrong, choosing a solution and implementing it"), results-oriented ("Every management decision I make is determined by how it will affect the bottom line"), or even paternalistic ("I'm committed to taking care of my subordinates and pointing them in the right direction").

A participative style is currently quite popular: an open-door method of managing in which you get things done by motivating people and delegating responsibility.

As you consider this question, think about whether your style will let you work hatppily and effectively within the organization.

13. Are you a good manager? Can you give me some examples? Do you feel that you have top managerial potential?

Keep your answer achievementand ask-oriented. Rely on examples from your career to buttress your argument. Stress your experience and your energy.

14. What do you look for when You hire people?

Think in terms of skills. initiative, and the adaptability to be able to work comfortably and effectively with others. Mention that you like to hire people who appear capable of moving up in the organization.

15. Have you ever had to fire people? What were the reasons, and how did you handle the situation?

Admit that the situation was not easy, but say that it worked out well, both for the company and, you think, for the individual. Show that, like anyone else, you don't enjoy unpleasant tasks but that you can resolve them efficiently and -in the case of firing someone- humanely.

16. What do you think is the most difficult thing about being a manager or executive?

Mention planning, execution, and cost-control. The most difficult task is to motivate and manage employess to get something planned and completed on time and within the budget.

17. What important trends do you see in our industry?

Be prepared with two or three trends that illustrate how well you understand your industry. You might consider technological challenges or opportunities, economic conditions, or even regulatory demands as you collect your thoughts about the direction in which your business is heading.

18. Why are you leaving (did you leave) your present (last) job?

Be brief, to the point, and as honest as you can without hurting yourself. Refer back to the planning phase of your job search. where you considered this topic as you set your reference statements. If you were laid off in an across-the-board cutback, say so; otherwise, indicate that the move was your decision, the result of your action. Do not mention personality conflicts.

The interviewer may spend some time probing you on this issue, particularly if it is clear that you were terminated. The "We agreed to disagree" approach may be useful. Remember hat your references are likely to be checked, so don't concoct a story for an interview.

19. How do you feel about leaving all your benefits to find a new job?

Mention that you are concerned, naturally, but not panicked. You are willing to accept some risk to find the right job for yourself. Don't suggest that security might interest you more than getting the job done successfully.

20. In your current (last) position, what features do (did) you like the most? The least?

Be careful and be positive. Describe more features that you liked than disliked. Don't cite personality problems. If you make your last job sound terrible, an interviewer may wonder why you remained there until now.

21. What do you think of your boss?

Be as positive as you can. A potential boss is likely to wonder if you might talk about him in similar terms at some point in the future.

22. Why aren't you earning more at your age?

Say that this is one reason that you are conducting this job search. Don't be defensive.

23. What do you feel this position should pay?

Salary is a delicate topic. We suggest that you defer tying yourself to a precise figure for as long as you can do so politely. You might say, "I understand that the range for this job is between

$_____ and $_____. That seems appropriate for the job as I understand it." You might answer the question with a question: "Perhaps you can help me on this one. Can you tell me if there is a range for similar jobs in the organization?"

Don't sell yourself short, but continue to stress the fact that the job itself is the most important thing in your mind. The interviewer may be trying to determine just how much you want the job. Don't leave the impression that money is the only thing that is important to you. Link questions of salary to the work itself.

But whenever possible, say as little as you can about salary until you reach the "final" stage of the interview process. At that point, you know that the company is genuinely interested in you and that it is likely to be flexible in salary negotiations.

24. What are your long-range goals?

Refer back to the planning phase of your job search. Don't answer, "I want the job you've advertised." Relate your goals to the company you are interviewing: 'in a firm like yours, I would like to..."

25. How successful do you you've been so far?

Say that, all-in-all, you're happy with the way your career has progressed so far. Given the normal ups and downs of life, you feel that you've done quite well and have no complaints.

Present a positive and confident picture of yourself, but don't overstate your case. An answer like, "Everything's wonderful! I can't think of a time when things were going better! I'm overjoyed!" is likely to make an interviewer wonder whether you're trying to fool him . . . or yourself. The most convincing confidence is usually quiet confidence.

TIME MANAGEMENT

EX. NO: 11   Date : 25-03-2021

30 Time Management Tips for Work-Life Balance

1. We often talk about not having enough time. Rather than focusing on that, and complaining to yourself or others about not enough time, think about what you do have enough time for. Start talking or thinking about that instead.

2. Start within five minutes of sitting down at your desk and switching on your computer. Half an hour or an hour wasted here on procrastination or distractions is costly.

3. Value your time and other people will do the same.

4. When things get really pressurized and you're tight for time, ignore email completely.

5. We're all equal when it comes to time.

6. Get into the habit of switching off email whenever you can, even if this is only for 15 minutes or 30 minutes at a time.

7. Use your time for the things that are worth it.

8. If you're procrastinating, rather than getting frustrated or annoyed, simply ask yourself why you are procrastinating. Are you scared of the task ahead? Is it too difficult, too easy, or boring? Are you tired? We can waste a lot of energy and time on the things we're putting off.

9. End your working day at a fixed time. Don't let work creep to fill your entire evening. You can also have two finishing times. One for an ideal day, and one latest time that you won't work past.

10. Sleep!

11. If you're using social media for business, schedule some of your updates. You don't have to be there all of the time.

12. Do a time audit for one week and look at exactly where your time is going. Notice where you spend your time on a regular week day. Notice how you use time at a weekend.

13. Taking the results of your time audit, think about where you might want to redistribute a little of your time. What could do with a little more time spent on it? What are you spending time on that you don't really enjoy or value? When are the main points in the day you waste time?

14. What, to you, constitutes time well spent? Write a list of five things.

15. Look at your list (from point 14 above). How often have you done these things in a) the past month? b) the past year?

16. Who drains your time?

17. What drains your time? What drains your energy?

18. Limit the things that drain your time and energy. Then, with the time you do have you'll get more done in a focused, energized way.

19. You can actually get an awful lot done in half an hour. Don't just float because you've only got half an hour until your next meeting or appointment.

20. We all need down time.

21. Take mini breaks when you need them during the day to recharge and refocus.

22. Take lengthy breaks away from work at the weekend, in the evening and on holiday to help you stay productive long term.

23. Identify anything causing a regular, repeated drag or drain on your time. These might include technology, systems, workflow or people, for example. One by one, take these things and fix them, address them, or change them to free up more time.

24. If you're doing a task where you're likely to get distracted and spend longer than you want to there (for example, on social media, email, or internet searching), take off your watch and put it on the desk, noting what time you started and how long you intend to spend there. Check back in regularly on time passing.

25. We regularly underestimate how long something will take us. Factor this in!

26. Do you like the pressure of working to tight deadlines or not? For example, do you only feel motivated to get started on a project the night before it's due in, or do you prefer to leave yourself plenty of time? Either way is fine, but know which method works for you and use it to your advantage. Either set yourself more deadlines, or make sure you leave time to plan and deliver well in advance.

27. Check in with the cycles of nature now and again. See how you are feeling in relation to sunrise and sunset, or to the changing of the seasons. We often get caught up in our own perception of time, but there is a bigger natural cycle going on too.

28. Are you trying to force things to happen in a certain time frame? Could you let it go and let things happen in their own time instead?

29. Could you spend time as an alternative to spending money at some point this week?

30. Anything that marks the end of one year or the start of a new year is a good time to look back at how you've spent your time in the year just gone. Looking at this, how do you want to spend your time in the year ahead? Will you spend it in the same way, or make some changes?

STRESS MANAGEMENT

EX. NO : 12   Date : 25-03-2021

20 Tips to Tame Your Stress:

1. Perform diaphragmatic or "deep breathing" exercises.

2. Lie face down on the floor and begin breathing deeply and slowly, with your hands resting under your face. Do this for five minutes.

3. Sit in a reclining chair. Put a hand on your abdomen and a hand on your chest. As you breathe, make sure the hand on your abdomen is moving up and down rather than one on your chest. If the hand on your abdomen is moving you are breathing deeply and slowly.

4. Try progressive muscle relaxation or "deep muscle" relaxation. Progressively tense and relax each muscle group in your body. Learn the difference between muscle tension and relaxation.

5. Meditate. Use visualization or guided imagery to help you learn to be one with your thoughts. Sit quietly with your eyes closed, imagining the sights, sounds and smells of your favorite place, such as a beach or mountain retreat.

6. Exercise regularly or take up yoga.

7. Consult a psychologist about the use of biofeedback.

8. Make time for music, art or other hobbies that help relax and distract you.

9. Learn to identify and monitor stressors. Come up with an organized plan for handling stressful situations. Be careful not to overgeneralize negative reactions to things.

10. Make a list of the important things you need to handle each day. Try to follow the list so you feel organized and on top of things. Put together a coping plan step by step so you have a sense of mastery.

11. Keep an eye on things that might suggest you're not coping well. For example, are you smoking or drinking more, or sleeping less?

12. Keep a list of the large and little hassles in your day versus the major stressful events in your life. This helps you focus on the fact that you're keeping track of and managing those as well as you can.

13. Set aside a time every day to work on relaxation.

14. Avoid using caffeine, alcohol, nicotine, junk food, binge eating and other drugs as your primary means for coping with stress. While they can be helpful once in awhile, using them as your only or usual method will result in longer-term problems, such as weight problems or alcoholism.

15. Learn to just say, "No" occasionally. It won't hurt other people's feelings as much as you think and is simply a method to be more assertive in your own life, to better help you meet your own needs.

16. Get the right amount of sleep. For most people, this is seven to nine hours a night.

17. Cultivate a sense of humor; laugh.

18. Research has shown that having a close, confiding relationship protects you from many stresses.

19. Don't run from your problems! This only makes them worse.

20. Talk to your family and friends. See if they can help

I. Read the given passage and answer the following questions.   (10 x 1 = 10)

Maria Victor embarks on a decades-old morning ritual that has turned into a key planning tool for impoverished women running small enterprises.

Before her family wakes up, she sweeps her doorstep, splashes water to settle the dust and sits down with a box of rice flour to draw a kolam, a traditional drawing found across south India thought to bring prosperity to homes.

Over the past year, Ms. Victor has used her skill of drawing a sequence of dots and deftly making geometric patterns around them to draw maps that are helping women in Tamil Nadu state to identify lucrative locations to set up businesses.

"We observe every single detail on the streets near our homes, making notes of the shops, tea stalls, water points, temples and everything," she told Thomson Reuters Foundation. "Then we draw it on the ground and understand what we have and what we don't."

The kolam inspired maps are now a ready reckoner for thousands of women, all budding entrepreneurs trapped in low paying jobs, to decide which business to start or where to set up shop.

Complete with pie charts on exports and imports from the village, the maps have helped more than five thousand women earn a sustainable income in six districts of Tamil Nadu, according to the Community Foundation for Children and Aging (CFCA), an Indian affiliate of U.S. Charity Unbound, which supports the mapping project.

The aim of the maps, made in schoolyards, often over weekends, is to ensure a steady income to provide for the families.

Roselin Savariyammal's grocery store is easy to spot, bang on the highway connecting the cities of Tiruchi to Dindigul.

When Savariyammal's group first drew their community resource map, the distance of 12 km between her home and the nearest market stood out.

"All of us were travelling to town to buy our essentials at least once a week and it took us half a day to go, shop and come back," said Savariyammal.

"The map made me see that there was no grocery story anywhere in my neighbourhood and I decided to start one."

1. Which of the following materials is used to draw the kolams?
    a. pens
    b. rice flour
    c. chalk
    d. pencil
2. What does the passage talk about?
    a. Kolam, a traditional drawing on the doorstep found commonly in South India.
    b. The transformation of a traditional art form into a tool to help women set up businesses.
    c. Rural women entrepreneurs who are tradition bound.
    d. The power of tradition even in modern life.
3. What is the purpose of the mapping project?
    a. To create maps to help women identify potential business locations.
    b. To teach women the traditional art of kolam drawing
    c. To rescue women who are trapped
    d. To assist women find their way

4. How many districts are covered by the project?
    a. Two
    b. Four
    c. Five
    d. Six
5. How many women have so far benefitted from the project?
    a. 12
    b. 1000
    c. 5000
    d. 50000
6. Who are Maria Victor and Roselin Savariyammal?
    a. Representatives of CFCA
    b. Beneficiaries of the mapping project
    c. Teachers in the local school
    d. Spokespersons for the women's self help group
7. Which of the following is NOT mentioned in the passage as one of the things that the maps help the women do?
    a. Identify potential customers
    b. Identify what the area has and what it lacks
    c. Identify what business to set up
    d. Identify where to set up the business
8. Which of the following organisations directly supports the mapping project?
    a. Thomson Reuters Foundation
    b. Tamil Nadu State
    c. US government
    d. Community Foundation for Children and Aging
9. Which of the following is NOT mentioned in the passage as one of the problems faced by women in the state?
    a. Lack of steady income for the family
    b. Low paying jobs
    c. Lack of transportation facility
    d. Poverty
10. Which of the following phrases does NOT describe the kolams drawn by the women entrepreneurs?
    a. Key planning tool
    b. Community resource map
    c. Ready reckoner
    d. Charity Unbound

II. A. Listen to the given passage and answer the questions that follow: (5 x 1 = 5)

Listening Transcript

Commonly known as the 'World Ozone Day', September 16 commemorates the Montreal Protocol that was signed on this date by 24 UN member nations in 1987, to limit and ultimately phase out the production of manmade chemicals like chlorofluorocarbons (CFCs) and 95 other ozone-depleting materials.

The slogan for this year "Ozone: All that is there between You and UV" is meant to show how human activity can impact the ozone layer and ultimately, the survival of the Earth and its environment as we know it.

According to the UN, the Montreal Protocol has led to the phase-out of 99% of ozone-depleting chemicals in refrigerators, air-conditioners and many other products. Parts of the ozone layer have recovered at a rate of 1-3% per decade since 2000, according to the Scientific Assessment of Ozone Depletion.

1. What does the World Ozone Day commemorate?
    a. The UN
    b. The Montreal Protocol
    c. The scientific assessment of ozone depletion
    d. The survival of the earth
2. How many ozone depleting substances has the protocol identified?
    a. 95
    b. 96
    c. 98
    d. 99
3. Which of the following is the objective of the Montreal Protocol?
    a. To commemorate ozone depletion
    b. To phase out refrigerators and air conditioners
    c. To create slogans against ozone depletion
    d. To gradually stop the production of substances that deplete the ozone layer
4. How many countries signed the agreement in 1987?
    a. 24
    b. 16
    c. 95
    d. 99
5. Which of the following is NOT one of the claims made by the Scientific Assessment of Ozone depletion?
    a. Ozone depleting substances have been phased out in 99% of refrigerators, air conditioners and other products.
    b. The ozone layer has begun to recover since 2000.
    c. Ozone depletion has been entirely stopped.
    d. Every decade the ozone layer has been recovering at the rate of 1 to 3 %

II. B. Listen to the given passage and answer the following questions.   (5 x 1 = 5)

Listening Transcript

Astronomers have for the first time discovered water in the atmosphere of an exoplanet with Earth-like temperatures that could support life as we know it.
K2-18b, which is eight times the mass of Earth, is now the only planet orbiting a star outside the Solar System, or 'exoplanet', known to have both water and temperatures that could be potentially habitable, according to the study published in the journal Nature Astronomy.
The planet orbits the cool dwarf star K2-18, which is about 110 light years from Earth in the Leo constellation, researchers said.

The discovery is the first successful atmospheric detection for an exoplanet orbiting in its star's 'habitable zone', at a distance where water can exist in liquid form, they said.

"Finding water in a potentially habitable world other than Earth is incredibly exciting," said Angelos Tsiaras from the University College London (UCL) in the UK.

"K2-18b is not 'Earth 2.0' as it is significantly heavier and has a different atmospheric composition. However, it brings us closer to answering the fundamental question: Is the Earth unique?" said Tsiaras.

The team used archive data from 2016 and 2017 captured by the ESA/NASA Hubble Space Telescope and developed open-source algorithms to analyse the starlight filtered through K2-18b's atmosphere.

The results revealed the molecular signature of water vapour, also indicating the presence of hydrogen and helium in the planet's atmosphere, researchers said.

They believe that other molecules including nitrogen and methane may be present but, with current observations, they remain undetectable.

Further studies are required to estimate cloud coverage and the percentage of atmospheric water present, the researchers said.

1. Which of the following is NOT a characteristic of the exoplanet?
   a. It orbits a cool dwarf star
   b. It is found in the solar system
   c. It is 110 light years away from Earth
   d. It is found in the Leo constellation
2. What is the name of the exoplanet that has earth-like conditions?
   a. K12-18
   b. Earth 2.0
   c. K2-18b
   d. UCL
3. Which of the following gases was undetectable in the atmosphere of the exoplanet in the current study?
   a. Methane
   b. Water vapour
   c. Hydrogen
   d. Helium
4. Which of the following features prevents the exoplanet from being called Earth 2.0 by the scientists?
   a. The exoplanet has eight times the mass of the earth.
   b. The exoplanet has water in its atmosphere
   c. The exoplanet orbits its star in the habitable zone
   d. The exoplanet has habitable temperatures
5. What according to the passage is the 'habitable zone' of a star?
   a. It is the zone where there is a different atmosphere
   b. It is the zone where starlight can filter through
   c. It is the zone in which there is cloud coverage
   d. It is the zone where water can exist in liquid form

III. Among the following sets of sentences state which sentence, A or B is correct. (5 x 1 = 5)

1. A. She is concentrating on completing her course.
1. B. She is concentrating herself on completing her course.

2. A. If I were rich, I would travel around the world.
2. B. If I were rich, I would have travelled around the world.

3. A. I regret informing you that your application for the Masters program has been rejected.
3. B. I regret to inform you that your application for the Masters program has been rejected.

4. A. He tried to explain me the procedure, but I could not understand what he said.
4. B. He tried to explain the procedure to me, but I could not understand what he said.

5. A. My professor spoke to the Head of the Department in my behalf.
5. B. My professor spoke to the Head of the Department on my behalf.

REG NO: 110118106009
NAME : Faritha Banu.k
SUBJECT: Professional Communication
SUBJECT CODE: HS8581
YEAR & SEM: III & 6th sem
DATE: 2/8/2021

BE/B.Teach Practical End semester
Examination.

I Read the given passage and answer the following questions.

1. rice flour.

2. The transformation of a traditional art from into a tool to help women business.

3. To create maps to help.women Identity potential business locations.

4. Six.

5. 5000

6. Spokespersons for the women's self help group.

7. Identity potential customers.

8. Tamil Nadu state.

9. Low paying jobs.

10. charity Unbound.

II A. Listen to the given passage and answer the question that follow.

1. the Montreal Protocol.

2. 99

3. To gradually stop the production of substances that deplete the ozone layer.

4. 24.

5. Ozone depletion has been entirely stopped.

II B. Listen the given passage and answer the following questions.

1. It is found in the leo constellation.

2. Earth 2.0.

3. water vapour.

4. The exoplanent has water in its atmosphere.

5. It is the zone where there is a different atmosphere.

III. Among the following sets of sentence stat which sentence A or B is correct.

1. She is concentrating on completing her course.

2. If I were rich, I would have travelled around the world.

3. I regret to inform you that your application for the Master program has been rejected.

4.

4. He tried to explain the procedure to me, but I could not understand what he said.

5. My professor spoke to the Head of the department in my behalf.

ANNA UNIVERSITY PRACTICAL EXAMINATION-APR/MAY 2021

1101-AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

3.8.2021

HS8151- PROFESSIONAL COMMUNICATION

ONLINE ATTENDANCE

FN SESSION

REGISTERED: 33, PRESENT : 33

1101-AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING
ANNA UNIVERSITY PRACTICAL EXAMINATION- APRIL/MAY 2021
DEPARTMENT OF ENGLISH
DEGREE & BRANCH : B.E. ELECTRONICS AND COMMUNICATION ENGINEERING
YEAR/SEM: III/ VI
HS8581- PROFESSIONAL COMMUNICATION
ASSESSMENT MARK SPLIT UP
DATE: 3.8.2021
SESSION: FN

SL. NO	REGISTER NUMBER	NAME OF THE STUDENT	ONLINE TEST(25)	PRESENTATION (25)	GROUP DISCUSSION (25)	INTERVIEW (25)	Total (100)
1	110118106001	ABDUL HAMEED J	18	22	22	22	84
2	110118106003	AFRIN FATHIMA S A	20	22	21	20	83
3	110118106004	AL THOWHEED AHMED B	20	23	19	23	85
4	110118106005	ARAVIND KUMAR M	21	24	23	23	91
5	110118106006	ARFATH ALI S	19	21	20	22	82
6	110118106007	ARSHIYA Z	21	23	24	24	92
7	110118106008	FARHEEN ANJUM B	21	22	24	24	91
8	110118106009	FARITHA BANU K	20	23	24	23	90
9	110118106010	HAKKIM ARSATH M	20	22	20	23	85
10	110118106011	HALEEMA HUMAIRA P M S	22	24	24	23	93
11	110118106012	JAUHAR FATHIMA B	21	23	23	24	91
12	110118106013	KREETHIKA V	19	23	24	24	90
13	110118106014	MOHAMED ASSAIN M	20	24	24	23	91
14	110118106015	MOHAMED FARDEEN S	20	23	24	24	91
15	110118106016	MOHAMED FAZIL S	18	23	22	23	86
16	110118106017	MOHAMED HAJA PARVEZ S	18	23	23	24	88
17	110118106019	MOHAMED SAFEEK P	19	23	23	24	89
18	110118106020	MOHAMMED AAQIB A	17	22	23	24	86
19	110118106021	MOHAMMED JUNAID A	21	24	24	24	93
20	110118106022	MOHAMMED MUKBHIL HUDHA A	21	20	23	24	88
21	110118106023	MOHAMMED RASUL A	19	24	23	25	91
22	110118106024	MOHAMMED THABRAZ J	20	24	23	23	90
23	110118106025	MOHD IRFAN KHAN Z	20	24	23	24	91
24	110118106026	SATHIYAPRIYA S	22	23	23	24	92
25	110118106027	SHABEER B	19	22	22	22	85
26	110118106028	SHAIK ABDUL KADER S.H	23	22	24	24	93
27	110118106029	SYED MOHAMMED S	19	23	24	22	88
28	110118106030	THABEEB MOHAMED BURVEZ M	18	22	23	24	87
29	110118106301	BHASHEETH R	20	24	24	23	91
30	110118106302	DHAWOODH KHAN H	19	23	24	24	90
31	110118106303	FARHAN MOHAMMED B	10	20	23	24	77
32	110118106305	MURALI KRISHNA S	19	22	23	22	86
33	110118106306	SUNIL KUMAR C H	20	22	23	23	88

INTERNAL EXAMINER
Nancy Jabarani N S
AP/1101279/1101-AMSCE

EXTERNAL EXAMINER
U.Sreerekha
AP/1131158/1131-VELtech-Multitech

NAAC 5.1.3

LANGUAGE LAB

COURSE FILE

HS8381

INTERPERSONAL SKILLS

(Listening and Speaking)

ODD SEM 2020-2021

	AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING AVADI, IAF , MUTHAPUDUPET, CHENNAI-600055

File No: Document No:

DEPARTMENT OF ENGLISH

COURSE FILE CONTENTS - LABORATORY

Subject code :   HS8381

Subject Name :   INTERPERSONAL SKILLS

Faculty Name :   1. L. JANANI

                   2. ....

                   3. ....

Semester / Year :   III / 2020-21

Batch :   1. CWIL ....Pass%... 100 %

            2. ....Pass%.........................

            3. ....Pass%.........................

LIST OF CONTENTS

1. Student Name list
2. Syllabus - List of Experiments (AU)
3. Lab Manual
4. Records (Few sample records of previous Batch)

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

AVADI –IAF, CHENNAI-55

DEPARTMENT OF ENGLISH

ACADEMIC YEAR 2019-2020 EVEN SEMESTER

TIME TABLE

FACULTY NAME: Asst.Prof.L.JANANI,M.A.,MPhil.,

	1 9:00 9:50	2 9:50 10:40	3 10:40 11:30	4 11:40 12:30	5 12:30 1:10	6 1:50 2:30	7 2:30 3:10	8 3:10 3:50
Mon					Civil Tps	"	"	
Tue								
Wed	→	Civil Tps	←					
Thu								
Fri						Civil Tps		

L. Janani

SIGNATURE OF THE FACULTY :

SIGNATURE OF THE
PRINCIPAL

DEPARTMENT OF CIVIL ENGINEERING
NAMELIST(BATCH: 2019-2023)

S.NO	REG NO	STUDENT NAME
1	110119103001	A.Afzal mansoor
2	110119103002	R.Anees Fathima
3	110119103003	Azeem Abdul Kader s
4	110119103006	H. Karimullah
5	110119103007	Mohamed aasam
6	110119103008	Aurangasheep
7	110119103009	Mohamed Fauzan M
8	110119103010	A.Mohamed Ismail
9	110119103011	Mohamed musaraf
10	110119103012	Mohamed Sayeed Jalwathi. ES
11	110119103013	Mohamed suhaib
12	110119103014	Mohammed Rayeez
13	110119103015	Naveeth
14	110119103016	Navin kumar s
15	110119103017	Rihana Aasmi.S
16	110119103018	Sathish m
17	110119103019	Shaahid Mohamood
18	110119103020	Shaik ibrahim S
19	110119103021	Shihan Jafri A J
20	110119103023	Suhail Ahamed
21	110119103024	Thameem Ansari
22	110119103025	Vijayalakshmi.B
23	110119103026	Wasif Mukthar S A C
24	110119103301	Abdul Rahman
25	110119103302	S.Ijaz Ahmed
26	110119103303	R.Mohamed Gouse
27	110119103304	Saifullah N
28	110119103305	Sujai M
29	110119103501	S.Aathique

HS8381 INTERPERSONAL SKILLS/LISTENING&SPEAKING   **L T P C**
                                                             0 0 2 1

OBJECTIVES:

The Course will enable learners to:

- Equip students with the English language skills required for the successful undertaking of academic studies with primary emphasis on academic speaking and listening skills.
- Provide guidance and practice in basic general and classroom conversation and to engage in specific academic speaking activities.
- improve general and academic listening skills
- Make effective presentations.

UNIT I

Listening as a key skill- its importance- speaking – give personal information – ask for personal information – express ability – enquire about ability – ask for clarification Improving pronunciation – pronunciation basics taking lecture notes – preparing to listen to a lecture – articulate a complete idea as opposed to producing fragmented utterances.

UNIT II

Listen to a process information- give information, as part of a simple explanation – conversation starters: small talk – stressing syllables and speaking clearly – intonation patterns – compare and contrast information and ideas from multiple sources- converse with reasonable accuracy over a wide range of everyday topics.

UNIT III

Lexical chunking for accuracy and fluency- factors influence fluency, deliver a five-minute informal talk – greet – respond to greetings – describe health and symptoms – invite and offer – accept – decline – take leave – listen for and follow the gist- listen for detail

UNIT IV

Being an active listener: giving verbal and non-verbal feedback – participating in a group discussion – summarizing academic readings and lectures conversational speech listening to and participating in conversations – persuade.

UNIT V

Formal and informal talk – listen to follow and respond to explanations, directions and instructions in academic and business contexts – strategies for presentations and interactive communication – group/pair presentations – negotiate disagreement in group work.

TOTAL :30PERIODS

OUTCOMES:

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

- Listen and respond appropriately.
- Participate in group discussions

- Make effective presentations
- Participate confidently and appropriately in conversations both formal and informal

TEXT BOOKS:

1. Brooks,Margret. Skills for Success. Listening and Speaking. Level 4 Oxford University Press, Oxford: 2011.
2. Richards,C. Jack. & David Bholke. Speak Now Level 3. Oxford University Press, Oxford: 2010

REFERENCES:

1. Bhatnagar, Nitin and MamtaBhatnagar. Communicative English for Engineers and Professionals. Pearson: New Delhi, 2010.
2. Hughes, Glyn and Josephine Moate. Practical English Classroom. Oxford University Press: Oxford, 2014.
3. Vargo, Mari. Speak Now Level 4. Oxford University Press: Oxford, 2013.
4. Richards C. Jack. Person to Person (Starter). Oxford University Press: Oxford, 2006.
5. Ladousse, Gillian Porter. Role Play. Oxford University Press: Oxford, 2014

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

RECORD OF ATTENDANCE AND ASSESSMENT
FOR PRACTICALS

Branch : Civil   Semester : III

Date of Commencement : 21|11|2020   Date of Closure : 12|12|2020

Subject Code : HS8381

Subject Name : Interpersonal skills

Name and Designation of Faculties : 1. L. Janani, Asst. Prof

2.

	End of 1st Month	End of 2nd Month	End of 3rd Month	End of Semester
Signature of Staff	L. Janani	L. Janani	L. Janani	L. Janani
Signature of HOD	23/11/20	21/12/20	21/12/20	21/12/20
Signature of Principal	23/11/	21/12/20	21/12/	21/12/20

LIST OF EXPERIMENTS

FIRST CYCLE

01 Self Introduction
- Listening to fiction/talk

02 Express/acquire Ability

03 Pronunciation - I

04 Pronunciation I=)

05 Stress management

06 Process Description

07 Small Talks

08 Lexical clustering

09 Fluency Techniques

10 Listening for Details

SECOND CYCLE

01 Group Discussion

02 Perspective Conversation

03 Role Play

04 Presentation/verbal/Ppt

05 Pair/Group Presentation

06

07

08

09

10

TIME TABLE

Period / Day	1	2	3	4	5	6	7	8
I					Civil/III year			
II								
III		Civil/III year						
IV					Civil			
V					Civil/III year			

Sl. No. | Roll No. / Register No. | Name

Sl. No.	Roll No. / Register No.	Name
1.	3001	A Rahmaan...
2.	3002	R Areef Rahma
3.	3003	Azeem Abdul Qader J
4.	3005	H Karimullah
5.	3007	Mohamed Azam
6.	3008	Aurangazeb
7.	3009	Mohamed Fowzan M
8.	3010	A Mohamed Ismail
9.	3011	Mohamed musarraf
10.	3012	Mohamed Sayed Tabrez R
11.	3013	Mohamed sohaib
12.	3014	Mohamed Rayees
13.	3015	Navee...
14.	3016	Navin kumar J
15.	3017	Rehang Bashir J
16.	3018	Saffth M
17.	3019	Shaahid Mohammad
18.	3020	Sharik Omaliraj
19.	3021	Shaban Jaffer A?
20.	3022	Suhail Ahamad

P/A : Present / Absent : Ex.No. : Experiment No.

CNC Complete / Incomplete   R : Record Submitted

Column headers (per Date & Hour): P/A, Ex.No., C/INC, R

Model of Exam, Date of Marks, Attendance, Internal Assessment, Remarks

Sl. No.	Roll No. / Register No.	Name	Date & Hour 2|11|20 P/A	Ex.No.	C/NC	R	Date & Hour P/A	Ex.No.	C/NC	R
1.	3201	A Rahmanan	✓							
2.	3202	R. Aval Rahim	✓							
3.	3203	Areem Abdul Kader	✓							
4.	3204	H Karimullah	✓							
5.	3205	Mohamed aasam	✓							
6.	3206	Aurangzeb	✓							
7.	3207	Mohamed Fawzan M	✓							
8.	3208		✓							
9.	3209	A Mohamed Ismail	A							
10.	3210	Mohamed Sajed	✓							
11.	3211	Mohamed musanol	✓							
12.	3212	Mohamed suhail	A							
13.	3213	Mohamed Rayees	✓							
14.	3214	Navid	✓							
15.	3215	Navin kumar	✓							
16.	3216	Rehana Parvin	✓							
17.	3217	Sofia M	✓							
18.	3218	Shahid Mohamed	✓							
19.	3219	Shaik Ibrahim	✓							
20.	3220	Shihan Jafir A.J	✓							
	3221	Suhail Ahamed								

Sl. No.	Roll No. / Register No.	Name	Date & Hour 3|11|20 P/A	Ex.No.	C/NC	R	Date & Hour 4|11|20 P/A	Ex.No.	C/NC	R
21.	3211	Thasreen Aarani	✓				✓			
22.	3225	Vijayalakmi S	✓				✓			
23.	3226	Wahid Bhuktha Lbair SAC	✓				✓			
24.	3307	Ahdul Rahman	A				A			
25.	3302	S Tifa Ahamed					✓			
26.	3302	R. Mohamed Ghouse					✓			
27.	3304	Sa Shahid					✓			
28.										
29.										
30.										
31.										
32.										
33.										
34.										
35.										
36.										
37.										
38.										
39.										
40.										

Attendance / Laboratory Record Register

Sl. No.	Roll No. / Register No.	Name	Date & Hour P/A	Ex.No.	C/NC	R	Date & Hour P/A	Ex.No.	C/NC	R
21.	3024	Thanzeen Aasimi	✓				✓			
22.	3025	Vijayalakshmi S	✓				✓			
23.	3026	...Thukthai...a.c	A				✓			
24.	3027	Abdul Rahman	✓				A			
25.	3302	S. Tas Ahamed	✓				✓			
26.	3303	R. Mohamed Grous	✓				✓			
27.	3304	En.allah ...								
28.										
29.										
30.										
31.										
32.										
33.										
34.										
35.										
36.										
37.										
38.										
39.										
40.										

P/A : Present / Absent ; Ex.No. : Experiment No.

CNC Complete / Incomplete   R : Record Submitted

Skill 1

1. Spider are ___*Animals*___
   a. Insects b. Animals c. Plants d. People
2. Spider webs are made of ___*Silk*___
   a. Silk b. Rope c. Wire d. Metal
3. Why do spiders spin webs?
   a. For fun b . To build a nest c. To plant flowers d. To catch food
4. Why was this story written?
   a. To tell about spiders b. To tell about insects c. To scare you d. To make you giggle

SKILL 2

1.Brenda did not like_____

   a. Sunny weather
   b. Being cold
   c. Her friend Buddy
   d. Birds

2. what did buddy think Brenda should do?

a. Nothing

b. Light a fire

c. get new coats

d. Follow the birds

3.Why should she follow the birds?

   a. To find water
   b. To see snow
   c. To get to a warm place
   d. To get to a cold place

4.Two things Brenda and Buddy liked now were_____

   a. Their bird friends and fish
   b. Colourful flowers and being warm
   c. Flying far and the moon
   d. Cold air and grey skies

5

Skill 3

1. Who is Anna's coach?
   a. Her mom
   b. Her father
   c. A stranger
   d. Her friend

2. Where is a good place for Anna to learn more about soft ball?
   a. In math class
   b. Riding the bus
   c. In gym class
   d. At the zoo

3. How did Anna feel
   a. She felt nervous
   b. He was excited
   c. She was scared
   d. She was excited

4. What didn't Anna's mom teach her about softball?
   a. She taught her how to hit a ball
   b. She taught her how to throw a ball
   c. She taught her how to catch a ball
   d. She taught her the rules of the game

skill 4

1. What is Mr. Adams' job
   a. Teacher
   b. School nurse
   c. School principal
   d. School secretary

2. How many middle schools are in the city?
   a. 1
   b. 2
   c. 3
   d. 4

3. What size is the city in the story?
   a. Very small
   b. Medium sized
   c. Large
   d. Very large

4. The school were Mr. Adams works is in Germany
   a. In Berlin
   b. In western Germany

6

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1. What is Mr. Adams' job
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   a. 1
   b. 2
   c. 3
   d. 4
3. What size is the city in the story?
   a. Very small
   b. Medium sized
   c. Large
   d. Very large
4. The school were Mr. Adams works is in Germany
   a. In Berlin
   b. In western Germany

6

c. In Dresden

d. Very close to Berlin, a suburb

5. How old were the students of the classroom where Mr. Adams entered?

    a. 8

    b. 10

    c. 16

    d. 18

6. What time did Mr. Adams enter the classroom?

    a. 7 o' clock

    b. 8 o' clock

    c. 9 o' clock

    d. 10 o' clock

7. When will the new teacher start teaching?

    a. Today

    b. Tomorrow

    c. Tuesday

    d. Next week

8. Which country was not guessed as a country where the new teacher was from?

    a. Australia

    b. The USA

    c. Ireland

    d. Canada

    e. England

    f. Scotland

9. What state in The USA is the new teacher from

    a. New York

    b. California

    c. Florida

    d. Virginia

10. Mr. Adams said there are fifty states in the USA, but some students guessed there were how many states?

    a. Fifteen

    b. Forty

    c. C. Five

11. What is the new teacher's last name?

    a. Johnson

    b. Johnston

    c. Jefferson

    d. Jackson

12. Is the new teacher male or female?

a. Male

b. Female

c. They do not know, yet

Skill 5

1. What does the man imply about calling the professor's work phone?
   a. It is impossible since the professor does not give out his work phone number
   b. It is not an appropriate way for anyone to contact the professor
   c. It is a way for the man to help the student schedule an interview
   d. It is the only possible way to reach the professor while he is on vacation

2. Why is the student concerned that the professor is on vacation?
   a. She wants to arrange an interview with him soon
   b. She has forgotten to turn ih her final assignment
   c. She is disappointed that professor don't spend more time on campus
   d. She is about to go on vacation herself

3. Why does the man mention that Professor Deane has taken many interviews already?
   a. To explain why Professor Deane is not doing any more interviews
   b. To emphasize that Professor Deane is extremely busy
   c. To suggest that most of the interviews have gone poorly
   d. To indicate that there is a lot of competition for the position

4. Why is the student going abroad?
   a. She prefers to study in other countries
   b. She won an art scholarship[
   c. All students are required to study abroad
   d. Germany is considered the best place to study

5. Why does the man say this?
   a. To discourage the student from waiting outside the professor's office
   b. To emphasize his concern for the student's well-being
   c. To forbid the student from contacting the professor
   d. To suggest that the professor will not be in his office

6. What does the professor mainly discuss?
   a. Myths about sea monsters in the Pacific Ocean.
   b. The discovery and origins of pollution in the Mariana Trench
   c. New technologies for eliminating marine pollution
   d. The scarcity of Published research about the Mariana Trench

7. What is the professor's opinion about recent explorations of the Mariana Trench?
   a. They have provided a lot of useful data
   b. They have been a major cause of pollution
   c. They show that the Mariana Trench is now pristine
   d. They have not been appreciated by scientists.

8. Why does the Professor mention a huge garbage patch in the Pacific Ocean?
   a. To give an example of man-made pollution in the Oceans
   b. To explain why few fish live in the Pacific Ocean
   c. To illustrate the vast size of the pacific Ocean
   d. To indicate the difficulty of locating the Mariana Trench

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9. What does the professor say about sending humans into the Mariana Trench?
   a. It would be an unreliable method of gathering information
   b. It would terrify the sea animals who inhabit the Mariana Trench
   c. It would provide better data but is currently not feasiable
   d. It would demonstrate the power of human ingenuity

10. Why does the woman mention bacteria that eat pollution?
   a. To explain why pollution is not really much of a problem
   b. To give an example of a proposal to reduce marine pollution
   c. To indicate her scepticism about current technology
   d. To argue against the professor's views about pollution

11. What does the student imply when she says this?
   a. She is certain that the Mariana Trench has never been fully explored
   b. She suspects that reports of pollution in the Mariana Trench are exaggerated
   c. She had not expected for there to be pollution in the Mariana Trench
   d. She is unconcerned about the effects of pollution in the Mariana Trench.

12. What is the lecture mainly about?
   a. The political history of Vietnam
   b. The rediscovery of endangered species
   c. The Mekong Delta and its wildlife
   d. The behaviour of small animals

13. According o the professor, what is one reason why so many animals live in the Mekong Delta
   a. The Mekong Delta is relatively small in size
   b. There is not too much water in the Mekong Delta
   c. There are a variety of different habitats in the Mekong Delta
   d. There are few predators in the Mekong Delta

14. According to the lecture, what are two features of the miniature rock rat? Choose 2 answers
   a. It is the only animal that inhabits the Mekong Delta
   b. It was discovered by a villager in 1996 .
   c. It went extinct millions of years ago
   d. It lives in small limestone caves.

15. What does the professor say he hopes to do next week?
   a. Continue to lecture on river deltas
   b. Create system for scheduling the final exam
   c. Cancel class if the weather is nice
   d. Tell the students the date of the final exam

16. What is one reason why small land animals often go extinct?
   a. They are unable to adapt to a vegetarian diet
   b. They have difficulty finding reliable shelter
   c. They do no reproduce frequently
   d. They are hunted by predatory birds

17. What does the professor imply about the miniature rock rat?
   a. Its discovery was surprising to scientists
   b. It has been extinct for thousands of years
   c. It is the only rodent in the Mekong Delta

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AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

   d. It lives in a wide variety of habitats

18. Why does the woman initially speak to the man?
   a. To change her email address
   b. To find a textbook for her class
   c. To ask for directions to the student centre
   d. To complain about not receiving an email
   e. To ask for directions to the student centre
   f. To complain about not receiving an email

19. What happened to the email the bookstore sent to the woman?
   a. She accidentally deleted it
   b. Her computer was not able to display it
   c. It was sent to her official student account
   d. It was sent to another student by accident.

20. Why is the student unable to find the textbook she is looking for?
   a. Her professor is no longer using that textbook
   b. The textbook was shelved in the wrong section
   c. The textbook is only available electronically
   d. She forgot to write down the title of the textbook.

21. What does the man suggest the woman do about the course reader?
   a. Ask about it at the student center
   b. Check her email for information about it
   c. Get a copy of it from one of her classmates
   d. Contact the professor about where to find it

22. Why does the man ask the woman her name
   a. To check if she was sent an email about the textbook
   b. To confirm that she is a student in the university
   c. To make sure that she is allowed to use the bookstore
   d. To add her to a list of students in the class

23. What is the lecture mainly about? Choose two answers
   a. The dependence of koalas on eucalyptus
   b. The health benefits of myrtle
   c. Threats to herbivores in the modern world
   d. Experimental food sources for koalas

24. What happened to koalas they eat myrtle leaves?
   a. They will spit them out and refuse to eat more
   b. They eat more leaves than they would normally
   c. They seem to not notice the difference and stay healthy
   d. They show reduced levels of important vitamins and sleep more

25. What does the professor suggest might be a helpful line of research for koala conversation?
   a. Finding other species that can fulfil the same role as koalas in the eco system
   b. Interbreeding koalas with pandas to create a more individuals species
   c. cloning existing koalas to create more individuals for breeding
   d. growing artificial plants that contain the nutrients koalas need.

26. What way of collecting information about acceptable koala diets does the professor mention?
    a. Tracking their movements between food sources electronically
    b. Exchanging some of their food for a new food and monitoring their health
    c. Counting the number of koalas that prefer each type of food when given a choice
    d. Comparing the levels of necessary vitamins in several potential food sources.

27. What is mentioned as an advantage of myrtle over eucalyptus?
    a. Myrtle provides more vitamins than eucalyptus
    b. Myrtle is more pleasing to people because of its flowers
    c. Myrtle is easier to grow than eucalyptus
    d. Myrtle grows in a wider range of areas than eucalyptus does

28. What does the professor imply when he says this?
    a. The threats to koalas are so severe that they are probably unsolvable
    b. The eucalyptus tree will to extinct within the next several years
    c. Preserving the eucalyptus tree may not be enough to save the koalas
    d. While the eucalyptus provides food for koalas, it does not provide shelter

29. What is the lecture mainly about?
    a. The origins of two major national parks
    b. The discovery of the Grand Canyon
    c. The influence of government on the environment
    d. The creation of the first national park

30. According to the professor, what was the basis of the decision to turn the Grand Canyon into a National Park?
    a. The river that passed through the Grand Canyon was a important habitat for endangered species.
    b. Preserving the Grand Canyon allowed the government to better support infrastructure projects
    c. The government had a surplus of money at the time and was focused on general conservation
    d. The Grand Canyon had natural beauty that the government wanted to preserve

31. How did Ferdinand Hayden manage to successfully get Yellowstone made into a National Park?
    a. He conducted a poll of the residents to show it was wanted, and later created and submitted a petition.
    b. He convinced the government that Yellowstone was worth preserving and the people wanted it preserved
    c. He brought Theodore Roosevelt to see it, and the Roosevelt declared it off-limits to development.
    d. He hired a lawyer to sue the government for not following environmental laws and won.

32. According to the professor, what did the public conclude about Roosevelt's decision to preserve the Grand Canyon?
    a. They were pleased that he was protective of the American landscape
    b. They were doubtful that it would work to save endangered species
    c. They were suspicious that it was a political move to win re-election

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    d. They were hopeful that he would preserve Yellowstone as well.

33. What does the professor imply about a dam on the Colorado River?

    a. It would have been named after President Roosevelt

    b. It would not have provided enough energy to justify its cost

    c. It would have married the natural beauty of the Grand Canyon

    d. It should have been built in Yellowstone instead.

34. Why does the professor ask this?

    a. To argue that this is a massive waste of federal money

    b. To suggest that this use of government funds may be surprising

    c. To find out whether the students understand how the federal budget works

    d. To emphasize that the funding for national parks should be increased

Skill 6

1. Why does the student go to the man's office?

    a. To get some advice on article that she is writing

    b. To find out about getting a job on the student newspaper

    c. To protect the university's decision about a statue

    d. To complain about an article in the student newspaper

2. What points does the man make about the article they are discussing?

    a. It was the personal viewpoint of the writer

    b. It was based on research by one of the editors

    c. It was meant to be humorous

    d. Not many people have read it

3. What is the student's option of the editorial's representation of Sally Smith?

    a. She agrees it was accurate

    b. She believes it was not respectful

    c. She believes that the editor was referring to someone else

    d. She agrees that the editorial's focus on Sally's background is relevant

4. What does the man imply about the university's student government organisation?

    a. Its reputation has been damaged by recent events

    b. Its leaders need o be more careful about what they say in public about the university

    c. It will probably benefit from what the newspaper printed about it

    d. Its communications with the public have recently become more effective

5. According to the professor, what are two typical characteristics of a band?

    a. It is the smallest type of group

    b. It is the most socio-politically complex type of group

    c. It practices intensified agriculture

    d. It is able to meet its own basic needs.

skill 8

1. What caused the damage to the wall in the town of Dawlish *The big values from sea.*
2. When do forecasters think the weather will start to improve *wednesday evening*
3. How much rain is expected on Thursday? *Between 20 and 30 mm soon.*
4. Complete the following sentence(6 words)
   Robert Parker, a resident of the town of Dawlish said the storm was:
   " *Like the end of the world.* "
5. Why does Somerset need £ 10 million for urgent work? *Several rivers have flooded there—*

Skill 9

1. Why does the student go to see her professor?
   a. To switch to a class at a different time
   b. To withdraw from the professor's class
   c. To complain about the professor's teaching style
   d. To move to a different professor's class
2. Why does the student mention her roommate's brother?
   a. To explain why she needs information about an assignment
   b. To ask if she can exchange classes with him
   c. To accuse the professor of being unfair
   d. To suggest switching into his class
3. What are two reasons the professor refuses the student's request? click on two answers.
   a. Because the other class room is too small.
   b. Because some other students asked first
   c. Because the class is not offered next semester
   d. Because he does not like having big classes
4. How does the professor convince the student not to withdraw?
   a. By explaining that it is too late to withdraw from the class
   b. By allowing her to switch to a different class time
   c. By promising to make her roommate's brother withdraw
   d. By suggesting that the class will improve with time

Listen again to part of the conversation. Then answer the question.

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ANNA UNIVERSITY

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

(Approved by AICTE, New Delhi & Affiliated to Anna University, Chennai)

Nizara Educational Campus, Muthapudupet, Avadi-IAF, Chennai – 600 055.

DEPARTMENT OF MECHANICAL ENGINEERING

HS8381 – INTERPERSONAL SKILLS LABORATORY

SEMESTER – III

YEAR: 202-2021

HS8381– INTERPERSONAL SKILLS LABORATORY

A RECORD

submitted in partial fulfillment of the requirements for the completion

of the Degree of

BACHELOR OF ENGINEERING

By

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BRANCH	:	CIVIL ENGINEERING
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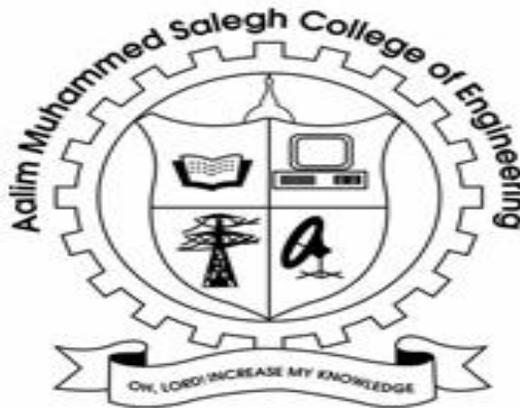
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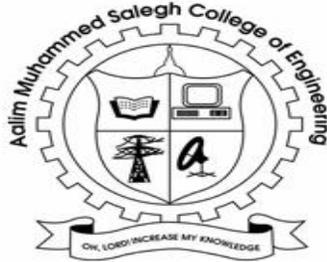
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Certified that the record entitled **"HS8381- INTERPERSONAL SKILLS LABORATORY"**

is a bonafide record of the original work done by **Mr./Ms.……………………………………… in**

the Communication and Soft Skills Laboratory during the academic year **2020-2021.**

……………………………………
……………………………………………………………….

Signature of the Faculty   **Signature of the Head of the Department**

Submitted for the ……………………………… held on …………………………….. at Aalim Muhammed Salegh College of Engineering, Avadi – IAF, Chennai – 600 055.

SIGNATURE OF THE EXAMINERS

INTERNAL: …………………………..   **EXTERNAL: …………………………**

Date: …………………   **College Seal:**

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

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Nizara Educational Campus, Muthapudupet, Avadi-IAF, Chennai – 600 055.

"HS8381- INTERPERSONAL SKILLS LABORATORY"
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EXERCISES COMPLETED / INCOMPLETE / LATE SUBMISSION

………………………………

Signature of the Lab Incharge

Ex: 1   SELF INTRODUCTION   DATE: _____

Complete the following:

Good Morning,

I am Suhail Ahamed.

I am from Tirunelveli, Tamil Nadu, India.

At present, am pursuing Civil Engineering at Aalim Muhammed Salegh College of Engineering.

I am 19 years old.

There are five members in my family. My Father Mr. Kather Mohideen is a Businessman. My mother Mrs. Fathima Furjana is a Housewife.

I have 2 younger sibling(s).

I am good at Academics and Sports.

My hobbies are playing and Reading.

I am a humorous and positive person.

My aim is to become an Entrepreneur.

Thank You.

PHONETICS:

Vowels:

British	U.S.	As in…
iː	i	fleece
i	i	happy
ɪ	ɪ	kit
ɛ	ɛ	dress
a	ɛ	carry
a	æ	trap
ɑː	ɑ	father
ɒ	ɑ	lot
ɔː	ɔ, ɑ	hawk
ʌ	ə	cup
ʊ	ʊ	foot
uː	u	goose
ə	ə	alpha
ɔː	ɔr	force
əː	ər	nurse
ɪə	ɪ(ə)r	here
ɛː	ɛ(ə)r	square
ʊə	ʊ(ə)r	cure
eɪ	eɪ	face
ʌɪ	aɪ	price
aʊ	aʊ	mouth
əʊ	oʊ	goat
ɔɪ	ɔɪ	choice
ã	æ̃	fin de siècle

| õ | ã | b<u>on</u> mot |

ɨ represents free variation between /ɪ/ and /ə/
ʊ̈ represents free variation between /ʊ/ and /ə/

Consonants

	As in…
b	<u>b</u>ig /bɪg/
d	<u>d</u>ig /dɪg/
dʒ	<u>j</u>et /dʒɛt/
ð	<u>th</u>en /ðɛn/
f	<u>f</u>ig /fɪg/
g	<u>g</u>et /gɛt/
h	<u>h</u>ow /haʊ/
j	<u>y</u>es /jɛs/
k	<u>k</u>it /kɪt/
l	<u>l</u>eg /lɛg/
m	<u>m</u>ain /meɪn/
n	<u>n</u>et /nɛt/
ŋ	thi<u>ng</u> /θɪŋ/
p	<u>p</u>it /pɪt/
r	<u>r</u>ain /reɪn/
s	<u>s</u>it /sɪt/
ʃ	<u>sh</u>ip /ʃɪp/
t	<u>t</u>ame /teɪm/
tʃ	<u>ch</u>ip /tʃɪp/
θ	<u>th</u>in /θɪn/
v	<u>v</u>et /vɛt/
w	<u>w</u>in /wɪn/
z	<u>z</u>ip /zɪp/
ʒ	vi<u>s</u>ion /ˈvɪʒ(ə)n/
x	(Scottish) lo<u>ch</u> /lɒx/
ɬ	(Welsh) peni<u>ll</u>ion /pɛˈnɪɬɪən/

The consonants l, m, and n can take on the function of a vowel in some unstressed syllables. It should generally be clear when this interpretation is intended, but in cases of potential ambiguity, the consonant symbol appears with a diacritic, as ḷ, m̩ and ṇ, as e.g. *meddle* /ˈmɛdl/, *meddling* /ˈmɛdḷɪŋ/.

After a vowel, U.S. English can have /r/ regardless of the sound which follows, whereas British English retains the /r/ only when it is followed by a vowel.

Compare U.S. *mar* /mɑr/, *marring* /ˈmɑrɪŋ/ with
British *mar* /mɑː/, *marring* /ˈmɑːrɪŋ/

Between vowels, except at the start of a stressed syllable, U.S. English has /d/
where British English has /t/. Compare U.S. *butter* /ˈbədər/, and *waiting* /ˈweɪdɪŋ/
(as against *wait* /weɪt/) with British *butter* /ˈbʌtə/, *waiting* /ˈweɪtɪŋ/, *wait* /weɪt/.

U.S. speakers are more likely than British speakers to distinguish
between *wear* (with /w/) and *where* (with either /w/ or /hw/).

Exercise:

Spell the words for the following transcriptions:

1. ˈmʌʃrʊm   → **mushroom**
2. biːn   → **bean**
3. ˈkæbɪdʒ   → **cabbage**
4. pəˈteɪtəʊ   → **potato**
5. ˈkɒlɪflaʊə   → **cauliflower**
6. ˈkjuːkʌmbə   → **cucumber**
7. ˈpɑːsli   → **parsley**
8. ˈʌnjən   → **onion**
9. ˈkærət   → **carrot**
10. əˈspærəgəs   → **asparagus**
11. flɔː   → **floor**
12. ˈbɑːθruːm   → **bathroom**
13. kɪtʃɪn   → **kitchen**
14. selə   → **cellar**
15. ʌpˈsteəz   → **upstairs**
16. siːlɪŋ   → **ceiling**
17. ˈtʃɪmni   → **chimney**
18. ruːf   → **roof**
19. steəz   → **stairs**
20. ˈætɪk   → **attic**
21. kəʊm   → **comb**
22. ʃæmˈpuː   → **shampoo**
23. neɪlfaɪl   → **nailfile**
24. pəˈfjuːm   → **perfume**
25. ˈtaʊəl   → **towel**
26. ˈʃeɪvə   → **shaver**
27. səʊp   → **soap**

28. heəˈdraɪə   → **hairdryer**
29. tuːθpeɪst   → **toothpaste**
30. spreɪ   → **spray**

Ex: 3   LEXICAL CHUNKING   DATE: _____

A **Lexical Chunk** is a unit of language which is made up of two or more words. Here are a few examples of lexical chunks:

Good morning.
Nice to see you!
What's the time?

Other lexical chunks can include phrasal verbs, idioms, and collocations and so on. Lexical chunks are the common coinage of English. They're the bread and butter, the everyday and the mundane. They're the reliable standards around which we can hang poetic and emotive language.

Changing Chunks

Some lexical chunks never change:

I'm fine thank you.
Enough already!

But others can have various parts substituted:

Where is the …
Pass the …

Teaching Lexical Chunks

The key to teaching lexical chunks is to treat them in the same way as individual words. So, for example, instead of having flashcards with a single word on them have flashcards with the lexical chunk in its entirety.

Like single words, of course, they should also be taught in context. Take these typical conversations which native speakers have all the time:

A: Hi, how are things?
B: Not bad, thanks. How are you?
A: Good.

A: Good morning.
B: Good morning.

A: I'd like a cup of coffee, please.
B: Sure

And so on. Rather than over thinking them and breaking them down into individual words, teach them as a whole and have the class practice and use them. Then, when the time comes, they can repeat them almost verbatim without thinking which is what native speakers do.

Name of chunk	Example	Notes
Noun+Noun	computer class	
Noun+Noun	John's pen	
Noun+(prep)+Noun	leg of table	
Noun+(prep)+Noun	child of sister's	
Noun+verb	parents like	
Pronoun+verb	we play	
(the)+Adjective+verb	the poor need	a
(the)+PartII+verb	the abandoned regret	a
Gerund+verb	singing helps	
Numeral+verb	the first wins	
Verb+noun	play chess	
Verb+(prep)+noun	write to friends	
Verb+pronoun	like us	
Verb+(prep)+pronoun	work for him	
Verb+gerund	enjoy reading	
Verb+(prep)+gerund	vote against raising	
Verb+verb	want to buy	
Verb+numeral	have three	
Adj+noun	nice film	
Adj+gerund	beautiful singing	
Pronoun+noun	our table	
Pronoun+gerund	her studying	
Noun+gerund	Mike's learning	
PartI+noun	playing children	
PartI+pronoun	cheering us	
PartII+noun	forgotten story	
PartII+pronoun	tired me	
PartII+gerund	excited speaking	
PartI+(to)+verb	trying to forget	b
PartII+(prep)+noun	left by teacher	
PartII+(prep)+pronoun	written by me	
Gerund+noun	making chairs	
Gerund+(prep)+noun	cooking with pleasure	
Gerund+pronoun	reading it	
Gerund+(prep)+pronoun	talking to you	

Write a paragraph in about 100 words describing each process. An example is given below:

The Process of Making Coffee

Fill your kettle with fresh water and get it boiling. Meanwhile, fold the bottom ridged line of the paper filter up so the filter sits nice and flat against the bottom of the filter, and open it and place it in the dripper. Quickly saturate the paper with a bit of hot water and swirl it so the paper soaks it up. Do this over the sink or empty the water out of your mug (bonus: heated mug!). This catches all of the paper particles, ensuring your coffee doesn't taste like paper. It also 'sticks' the filter to the dripper. Place your coffee according to the measurements above in the filter. Pour just enough water to saturate all of the grounds and let "bloom" for 20-30 seconds. This "opens up" the grounds and will allow the proper extraction. Fill the cone with water, preferably moving the kettle in a swirling motion while pouring to get the grounds in the center. Stir. Let this drip through. Fill again in a swirling motion if necessary. Be sure to watch how full your mug is!

Now answer to the following questions:

How will you wash test- tubes and conical flasks in the laboratory?

A little quantity of washing soda is put inside the test tubes and conical flasks. Some lukewarm water is added. The inside of the test- tubes and conical flasks are brushed carefully using a brush. Then they are washed with running water. Finally they are rinsed with water and kept inverted in the test tube stands and allowed to dry.

Give a recipe of your favorite dish:

Heat a frying pan with one or two spoons of ghee. Add a cup of rava and heat till it becomes slightly brown. Keep it aside. Chop two green chillies and two small size onions. Heat the pan with oil and add a few mustard seeds. Now add the chopped chillies and onions and boil with sufficient water and salt to taste. Add the rava and go on stirring it, till cooked well. Put a few curry leaves for extra flavour.

Describe the process of obtaining a Demand Draft from a bank.

Go to the bank and pick a DD form. Fill the form carefully, which requires the name of the person to whom it has to be sent, the amount and the name of the bank and place. Write the name of the person who makes the remittance. Hand over the application together with either a cheque or cash including the DD commission. Then the clerk would issue the Demand Draft.

Describe the process of binding a book:

First of all, the pages are carefully arranged page wise. Any folding found in the pages is removed. The pages are then arranged into convenient sections. All the sections are then stitched. The sides of the book are cut neatly. The book is covered with a suitable brown paper. The paper is pasted carefully. Two card board sheets are cut. They must be slightly bigger than the size of the book. They must be pasted on the front side and the backside of the book. A calico cloth should be pasted on the closed side of the book to hold the cardboards. Over this decorative paper must be pasted. The book should be allowed to dry up.

How will you send a letter by Registered Post?

I shall go to the post office I shall handover the letter cover to the clerk for weighing. He would tell me how much stamps should be affixed on the cover. I shall buy the required stamps and paste them. I shall fill in my name and address on the space provided for 'The sender's address and write the addressee's address on the reverse side of the Acknowledgement card. I shall stitch the card below

the cover. Then I shall handover the cover to the clerk in charge of registration. He will issue a receipt for the registered letter.

Ex: 5   SMALL TALK   DATE: _____

Write a dialogue between two friends on any topic:

Myself   : Hello friend, How do you do?

Friend   : Fine, thank you. Why are you looking so sad?

Myself   : Actually I'm worried about my ensuing exam. What about your

                   preparation for the examination?

Friend   : Well, I'm going on well my studies. I am also worried about my exam.

Myself   : But tell me about your preparation in different subjects.

Friend   : You know I'm weak in English. That's why, I'm taking special care in

                   English. I'm having a detailed revision in other subjects.

Myself   : Are you taking help from any special books?

Friend   : Yes. But I study text book very carefully.

Myself   : I see. I must start working with the text book. What do you think?

Friend   : Yes. I think it'll be helpful not only for English but also for other subjects.

Myself   : Thank you for your supportive suggestion. Wish your good luck.

Friend   : You're most welcome.

Dialogue between You and Bank Manager on opening a bank account

Myself: May I come in, Sir?

Manager: Yes, come in. Have your seat, please.

Myself: Oh, sure. Thank you.

Manager: How can I help you?

Myself: I would like to open an account with your bank.

Manager: What kind of bank account do you want to open—Savings Account or Current Account?

Myself: Savings Account.

Manager: What are you?

Myself: I am a student. I read in the first year HSC class at Govt. City College.

Manager: I see. Now take this application form. You will have to fill in the form and be introduced by an identifier—a person who has a bank account with us. He must put his signature and write his address and account number in the relevant part of the application.

Myself: Is that all?

Manager: No. Here is a signature card. You have to put your specimen signature on this card and attach two passport size photographs. They must be attested by your introducer. You will need minimum one thousand taka as deposit. After completion of all procedures, your account will stand opened.

Myself: Okay. I will come back as soon as I have got everything ready. Thank you for your help.

Manager: You are most welcome.

Complete the conversation between a student and a bus conductor

Conductor:	Ticket. Ticket please.
You:	I'm a student. How much up to Rohini?
Conductor:	Rs. 16, Sir.
You:	But students get half fare concession, right?
Conductor:	Are you going to your school?
You:	No, I'm going to my uncle's.
Conductor:	Do you think that you deserve concession?
You:	Yes, because I don't earn money.
Conductor:	Do you have your identity card?
You:	Sorry. I forgot it back home.
Conductor:	How can I come to know that you are a student? Is it written on your face?
You:	I'm sorry.
Conductor:	Here is half ticket. But next time, you must have your card with you.

You:	Thank you.

Ex: 6   INTERVIEW   DATE: _____

<u>COMMONLY ASKED QUESTIONS:</u>

1. Tell me about yourself.

Your interviewers will likely start out with a question about you and your background to get to know you. Start by giving them an overview about your current position or activities then provide the most important and relevant highlights from your background that make you the most qualified for the role. If you'd like, it is generally acceptable to include some light personal details about things like your pets, hobbies or family. Doing so can help you be more memorable and personable to the interviewer.

Example: *"Currently, I serve as the assistant to three of the company's five executive team members including the CEO. During my time at the organisation, I have been recognised for my time management skills, writing abilities and commitment to excellence.*

From my 12 years of experience as an executive assistant, I've developed the ability to anticipate roadblocks and create effective alternative plans. My greatest value to any executive is my ability to work independently, freeing up their time to focus on the needs of the business.

It's clear that you're looking for someone who understands the nuances of managing a CEO's busy day and can proactively tackle issues. As someone with a sharp eye for detail and a drive to organise, I thrive on making sure every day has a clear plan and every plan is clearly communicated."

2. How would you describe yourself?

When interviewers ask you to talk about yourself, they're looking for information about how your qualities and characteristics align with the skills they believe is required to succeed in the role. If possible, include quantifiable results to demonstrate how you use your best attributes to drive success.

Example: *"I am a vigilant and proactive Security Officer working to ensure safe, secure and orderly environments. I'm also a lifelong learner always seeking out the latest security equipment and techniques to patrol buildings. Lastly, I am thorough in documenting all incidents and actively making suggestions to management about security improvements and changes."*

3. What makes you unique?

Employers often ask this question to identify why you might be more qualified than other candidates they're interviewing. To answer, focus on why hiring you would benefit the employer. As you don't know the other applicants, it can be challenging to think about your answer in relation to theirs. Addressing why your background makes you a good fit will let employers know why your traits and qualifications make you well prepared.

Example: *"What makes me unique is my experience of four years in retail. Because I've had first-hand experience fielding shoppers' questions, feedback and complaints, I know what customers want. I know what it takes to create a positive consumer experience through marketing."*

4. Why do you want to work here?

Interviewers often ask this question as a way to determine whether or not you took time to research the company and to learn why you see yourself as a good fit. The best way to prepare for this question is to do your homework and learn about the products, services, mission, history and culture of this workplace. In your answer, mention the aspects of the company that appeal to you and align with your career goals. Explain why you're looking for these things in an employer.

Example: *"The company's mission to help college graduates pay off their student loan debt speaks to me. I've been in that situation and I'd love the opportunity to work with a company that's making a difference. Finding a company with a positive work environment and values that align with my own has remained a priority throughout my job search and this company ranks at the top of the list."*

5. What interests you about this role?

Like the previous question, hiring managers often include this question to make sure you understand the role and to give you the opportunity to highlight your relevant skills. In addition to thoroughly reading the job description, it can be helpful to compare the role requirements against your skills and experience. Choose a few things you particularly enjoy or excel at and focus on those in your answer.

Example: *"I've been passionate about user experience design for most of my professional career. I was excited to see this company uses Adobe products because I'm well versed in the entire suite. Also, I'm a huge advocate for applying agile workflows to design. I think it's the most effective way to tackle large projects. I was able to successfully build and launch an agile process in my previous role as UX manager and we saw considerable improvements in project speed."*

6. What motivates you?

Employers ask this question to gauge your level of self-awareness and ensure your sources of motivation align with the role. To answer, be as specific as possible, provide real-life examples and tie your answer back to the job role.

Example: *"Making a true difference in the lives of my patients and their families motivates me to strive for excellence in everything I do. I look forward to seeing my patients' reaction when we get a positive outcome that will change their lives forever. That's why I became a nurse and why I'm pursuing a position in pediatrics."*

7. What are you passionate about?

Much like the previous question about motivation, employers might ask what you are passionate about to better understand what drives you and what you care most deeply about. This can help them understand whether you are a good fit for the role and if it fits into your larger goals. To answer, select something you are genuinely passionate about, explain why you're passionate about it, give examples of how you've pursued this passion and relate it back to the job.

Example: *"As an experienced, service-oriented professional with more than a decade of experience working in boutique salons, I thrive on creating a welcoming environment for all clients and providing the highest quality skincare services. My specialised training, along with my interpersonal skills, has helped me become adept at developing long-term, trusted relationships that help to build a loyal client base. These relationships are the reason I'm excited to go to work every day."*

8. Why are you leaving your current job?

There are many reasons for leaving a job. Prepare a thoughtful answer that will give your interviewer confidence that you're being deliberate about this job change. Instead of focusing on the negative aspects of your current or previous role, focus on the future and what you hope to gain in your next position.

Example: *"I'm looking for an opportunity that gives me the ability to build closer, long-term relationships with clients. In my current role, the sales cycle is so short that I don't spend as much*

time building a rapport with my customers as I'd like. Relationship-building is one of the reasons I chose a career in sales and I look forward to working with a company in which that's a top priority."

9. What are your greatest strengths?

This question gives you an opportunity to talk about your technical and soft skills. To answer, share qualities and personal attributes and then relate them back to the role for which you're interviewing.

Example: *"I'm a natural problem solver. I find it rewarding to dig deep and uncover solutions to challenges. It's like solving a puzzle. It's something I've always excelled at and something I enjoy. Much of product development is about finding innovative solutions to challenging issues, which is what drew me to this career path in the first place."*

10. What are your greatest weaknesses?

It can feel awkward to discuss your weaknesses in an environment where you're expected to focus on your accomplishments. However, when answered correctly, sharing your weaknesses can show that you are self-aware and want to continuously get better at your job—traits that are extremely attractive to many employers. Remember to start with the weakness and then discuss the measures you've taken to improve. This way, you're finishing your answer on a positive note.

Example: *"I sometimes have trouble saying 'no' and end up overwhelmed by my workload. Earlier in my career, I would take on so many projects that I'd work evenings and weekends. It was stressful. I realised this was counterproductive so I started using workload management tools and setting better expectations for myself and my teammates."*

11. What are your goals for the future?

Often, hiring managers ask about your future goals to determine whether or not you're looking to stay with the company in the long term. Additionally, this question is used to gauge your ambition, expectations for your career and your ability to plan ahead. The best way to handle this question is to determine your current career trajectory and how this role plays into helping you reach your ultimate goals.

Example: *"I would like to continue developing my marketing expertise as well as my leadership skills over the next several years. One of the reasons I'm interested in working for a fast-growing start-up*

company is that I'll have the ability to wear many hats and collaborate with many different departments. I believe this experience will serve me well in achieving my ultimate goal of leading a marketing department someday."

12. Where do you see yourself in five years?

Understanding how you imagine your life in the future can help employers understand whether the trajectory of the role and company fits in with your personal development goals. To answer, provide general ideas about the skills you want to develop, the types of roles you would like to be in and the things you would like to have accomplished.

Example: *"In five years, I'd like to be an industry expert in my field with the ability to train and mentor students and entry-level designers. I would also like to gain specialised knowledge in user experience to be a well-rounded contributor working with design and marketing teams on large scale projects that make a difference in the company and to the global community."*

13. Can you tell me about a difficult work situation and how you overcame it?

This question is often used to assess how well you perform under pressure as well as your problem-solving abilities. Keep in mind stories are more memorable than facts and figures so strive to 'show' instead of 'tell'. This is also an excellent opportunity to show your human side and how you're willing to go the extra mile without being asked.

Example: *"It was the first day of my boss's two-week vacation and our agency's highest-paying client threatened to leave because he didn't feel he was getting the personalised service he was promised. I spent my lunch hour on the phone with him talking through his concerns. We even brainstormed ideas for his next campaign. He was so grateful for the personal attention that he signed another six-month contract before my boss even returned from her trip."*

14. What is your salary range expectation?

Interviewers ask this question to make sure your expectations are in line with the amount they've budgeted for the role. If you give a salary range exceedingly lower or higher than the market value of the position, it gives the impression that you don't know your worth. Research the typical

compensation range for the role on <u>Indeed Salaries</u> and request for the higher side of your range. Be sure to let the hiring manager know if you're flexible with your rate.

Example: *"My salary expectation is between INR XX,XXX and INR XX,XXX, which is the average salary for a candidate with my level of experience in this city. However, I am flexible."*

15. Why should we hire you?

While this question may seem like an intimidation tactic, interviewers generally bring this up to offer you another opportunity to explain why you're the best candidate. Your answer should address the skills and experience you offer and why you're a good culture fit.

Example: *"I have a passion for application development that's grown stronger over the course of my five-year career. The company's mission aligns with my personal values and from my limited time in the office, I can already tell this is the sort of positive culture in which I would thrive. I want to work for a company that has the potential to reshape the industry and I believe you're doing just that."*

16. Do you have any questions?

This might be one of the most important questions asked during the interview process because it allows you to explore any subject that hasn't been addressed and shows the interviewer you're excited about the role. By this point, you'll likely have already covered most of the basics about the position and the company so take time to ask the interviewer questions about their own experiences with the company and gain tips on how you can succeed if hired.

Example: *"What do you love about working for this company? What would success look like in this role? What are some of the challenges people typically face in this position?"*

Much like preparing for a test in school, the best way to succeed in your interview is to study and practice. Do research on the company and the job and practice your talking points until you feel confident about your answers. The more you prepare, the more likely you are to leave a lasting impression and outperform fellow candidates.

Ex:I

People often look for cheap apartments or condominiums to rent when going off to college. Other students choose to stay with a homestay family, but this isn't always possible. Therefore, what are three things you look for in selecting a place to live? Put them in order of importance to you and discuss them with a partner.

Idioms

"**feel at home**" = feel comfortable or relaxed
"*The more you learn about the culture here, the more you will feel at home.*"

"**move in**" = start living somewhere
"*Some of my adult children have moved back in because they want to save money.*"

Listening Exercise

A. Listen to the recording and answer the questions.

Audio Player

1. What is the main topic of the conversation?
a. the problems with living in an apartment

b. a search for a new apartment

c. the cost of rent near universities

2. Why doesn't Ann like her current apartment?
a. It's too expensive.

b. The neighborhood is noisy.

c. It's far from campus.

3. How much money does Ann want to pay for rent?
a. no more than $200

b. a little more than $200

c. around $200

4. Ann wants to rent an apartment that _____.
a. already has furniture

b. is close to campus

c. is in a good neighborhood

5. To help Ann, Roger is going to _____.
a. call his friend

b. check out an apartment

c. look online for rentals

EX:II

Pre-Listening Exercise

If you are a child, where do you want your mother or father to take you on their day off (e.g., amusement park, zoo, swimming pool, a park, etc.)?

Idioms

"**soft-hearted**" = gentle, kind
"*He might not seem very understanding, but you'll see he's soft-hearted once you get to know him*."

"**run in the family**" = physical or personality traits that are similar
"*All their kids are very athletic; it seems to run in the family*."

Listening Exercise

A. Listen to the recording and answer the questions.

Audio Player
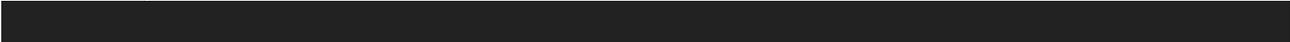
1. The young girl wants to go to _____.
a. to the park

b. to the movies

c. to the swimming pool

2. Who is going with them?
a. the girl's mother

b. the girl's best friend

c. the girl's older brother

3. What time does the activity start?
a. 2:15 p.m.

b. 2:30 p.m.

c. 2:45 p.m.

4. What does the girl want to do later?
a. She wants to walk to the ice cream store

b. She wants to swim at the park.

c. She wants to go down to the beach.

5. What does the father want to do at the end of the day?
a. go to a restaurant

b. watch a fireworks display

c. play a board game

EX:III

Pre-Listening Exercise

Finding a cheap hotel is important to budget travelers, for an Hawaiian honeymoon, adventure travel in the mountains, or for business in Europe. How do you find a budget hotel: through an online hotel reservations Web site, in a guidebook, or in the phone book? What questions do you ask when you call to make a hotel reservation?

Idioms

"**roll out the red carpet**" = give very special treatment to welcome guests
"*The nice thing about the hotel is that they always roll out the red carpet for their guests*."

"**24-7**" = twenty-four hours a day, seven days a week
"*The front desk is open 24-7 in case you need assistance*."

Listening Exercise

A. Listen to the recording and answer the questions.

Audio Player

1. The man finally makes a reservation for March _____.
   a. March 20th

   b. March 22nd

   c. March 21st

2. What kind of room does the man prefer?
   a. either one is okay

   b. a non-smoking room

   c. a smoking room

3. Why doesn't he want to reserve the suite?
   a. It doesn't come with a sauna bath.

   b. It's too expensive.

   c. It doesn't have a nice view.

4. The room costs _____ plus tax.
   a. 80 dollars

   b. 88 dollars

   c. 96 dollars

5. How do you spell the man's name?
   a. Mexner

   b. Maxner

Group Discussion (or GD) has become a very important selection tool where candidates are to be selected from a bigger group. Group discussion is often part of the first phase of the selection or recruitment process. GD topics are the phrases or subject on which the GD has to be based on.

What is a Group Discussion (GD)?

Group discussion or GD is a debate or discussion among 3 or more people or candidates on a particular topic. Group discussion is selection process tool which is used to evaluate candidates based on certain qualities like knowledge, leadership, communication skills etc. Group discussions are used to shortlist candidates before interviews, MBA students for campus recruitment or by colleges to shortlist aspirants, where participation is in huge numbers

How to prepare for Group Discussion (GD) topics?

Preparing for a group discussion requires immense practice, learning, studying which can be done through mock GD's and certain Group Discussion Tips. A candidate must prepare by studying various useful GD topics which can help him/her to understand the group discussion structure and flow. Some of the best GD topics are the ones which are relevant to your geography, profession and your goal. If you are applying in finance area, you should prepare on financial topics as there is high probability of them being asked.

Which are the important GD topics that can be asked?

GD topics can be abstract, current affairs, news, subjects of historical importance etc. The important GD topics depend on your target and the region or country you are living in. The recent group discussion topics are the most important when it comes to preparing for your goal.

You should also prepare for general GD topics like technology, social media, immigration, globalization, global warming etc.

You should always be prepared by keeping yourself aware of all what is going around you in terms of news and trends. Also keep in touch with your colleagues and friends on what are the trending topics in Group discussion. You can have a discussion with your family on what they think is important going on in world of business, sports, media and overall

Group Discussion (or GD) has become a very important selection tool where candidates are to be selected from a bigger group. Group discussion is often part of the first phase of the selection or recruitment process. GD topics are the phrases or subject on which the GD has to be based on.

1. Current affairs GD Topics

Current Affairs topics are the most common types of GD topics which cover local as well as global news and trends.

2. Business and Management GD topics

Business and Management topics are another popular choice as the selection process is mainly for business profiles..

3. Social topics

Social Topics cover the issues prevalent in society and are quite relevant and important if you are preparing for group discussions

4. Sports and Entertainment topics

These topics are generic and cover topics in field of sports, media, entertainment etc.

5. Education and Academics GD topics

These topics cover educational and academic discussions which can be very interesting at times.

6. Technology and Science topics

This is also one of the most common category of GD topics which is asked during group discussions.

7. Abstract GD topics

Abstract topics are random topics which are given in Group discussions to check the imagination and creativity of the members.

8. Environmental topics

Environment topics are pertaining mainly to burning current issues in environment, nature, wildlife etc.

Each one of the group discussion topics follows a conversation format among 5-6 candidates. We have made a list of common GD topics which can be asked at many places like colleges as well as professionally. Commonly Group Discussions are first step in the process of screening in many admissions for premier B-Schools and sometimes jobs across the world followed by other.

TOPIC : 1

Aadhar Card - Should linking with Banks, Mobile & other services be mandatory?

Arjun: Hi everyone! We are here to discuss the gd topic of Aadhar Card- Should linking with services be mandatory? As we all know, Aadhar card is a 12-digit unique identity number having the biometric records of every Indian resident. It was launched in 2009. The objective was to have a unique identity for every Indian resident.

Devika: Hi. Thanks for the introduction on Aadhar card. In the last few years, we have seen that for a lot of services like banking, mobile etc, the mandatory KYC is Aadhar card. This has lead to companies forcing customers to link their Aadhar card with every service. Personally, I feel that this is wrong and every individual should not be pushed to link it.

Bhavna: I would like to beg to differ. Aadhar card gives a unique identity to every Indian citizen. It is an official document recognized by the Government of India. All other documents like passport, voter-id, PAN card, driving license etc are not present with everyone. Hence, Aadhar card would be a unique document which every Indian possesses and hence if linked across services, it can help collate data of all citizens.

Chintan: I agree with Devika. Mandatory linking should not be there. It causes unnecessary confusion among the people, and they have to run around linking their Aadhar card with mobile, banking services. This becomes difficult as people have to leave their daily jobs and do this activity.

Arjun: I agree that this is a tedious process. But still the government and companies are given ample processes for the linking. Aadhar card would become a unifying factor across every Indian, breaking social-economic barriers.

Devika: But at what cost? Aadhar is becoming a source of issue even for the poor who want food at ration outlets or gas which is a basic need to make food. How can this be forced on to people by making it compulsory? As it is, that people like daily wage workers, rag-pickers, farmers etc have to work every day for their daily bread. This tedious process of linking Aadhar would only create more problems.

Bhavna: But the benefit is that this is the official document which cuts across all departments, industries etc, as it is recognized by the government, and possessed by almost every Indian.

Ekta: But is it justified to block banking services of people? Or can you cut mobile services just because you have not linked your Aadhar? This forcefulness and compulsion is the issue. Having deadlines like 31st March is something which is creating pressure on people.

Arjun: Yes, but the Supreme Court has intervened and removed the deadline date. Hence, even though the process of linking is fine but the deadline was perhaps too acute to get implemented.

Devika: Leave apart the linking part. Is the Aadhar card secure? With all the personal information like photograph, mobile number, biometric finger-print, retain-scan, address etc, should such confidential information be even shared everywhere? There have been alleged cases where people

have been selling Aadhar information at a nominal price. This can lead to several frauds, crimes etc and that too without the knowledge of the person whose document is being used.

Chinta: Imagine an old couple living in a small town in India. How will they link their cards to the bank or go to a telecom store or get their ration cards linked? And if they don't, the services would be blocked. Instead of making the life simpler, it is causing more issues.

Bhavna: But this is a one time effort. Yes, India is a massive country with a diverse population across the length & breadth with several social, economic, political barriers. But once Aadhar card is linked, it would become very easy for the government to monitor and manage its resources and services. This would give the government a strong control over illegalities, frauds and help nab those who are cheating the system.

Devika: Identity cards of other countries also have micro-chips storing unique codes for every individual. Hence, those cards are still secure and safe. But Aadhar is having all information simply printed out. How can that be safe? Aadhar cards don't even have a hologram or any unique feature which can make it a "unique" entity.

Ekta: Also, there are close to 20 lakh homeless people in India and hence do not have an address. What about their Aadhar card? It is a good concept of having a unique card but with several loopholes.

Arjun: Yes there are certain ambiguities in the process. But we must remember that this process is for 1.2 billion people. Hence, if the effort of each individual is working towards the same goal, the objective can be achieved smoothly.

Conclusion

Aadhar card is a government backed unique identification number which is in-place for close to 1.1 billion people in India. Whether linking Aadhar card compulsorily is required, can be debated. But

the government needs to ease with the deadlines as this cannot be priority for people, leaving their daily jobs.

TOPIC : 2

Nepotism and its Impact on Professionalism

Preeti: Hi friends. We are here to discuss the topic of nepotism and the impact that it has on professionalism. By definition, nepotism means a person in power or authority doing favors for a friend or family members and helps them get a job or boost in professional career. According to me, this is a scenario which does injustice against those who are more deserving.

Arjun: Hi all. Nepotism is not a favor according to me. It is only a scenario where someone helps a friend or family member in getting a window of opportunity. It can either be a job or admission in a college. But it does not guarantee success for that person. Hence to pin point nepotism as an evil element is wrong.

Karim: I would agree with Arjun. People want the best for their families and friends. Nepotism is a just word coined but eventually every person who succeeds wants his or her family to have the best opportunities professionally. Hence there is nothing wrong if something like nepotism exists in the professional environment.

Preeti: I beg to differ on that part. A lot of people strive in attaining goals in life and have a strong professional career. People start by having a good education background, make relentless efforts, make ends meet and then become capable of getting a certain job. People who have no mentor or supporting family member have to struggle more as compared to those who have a strong family backing. With their sheer talent and hard work, they are more deserving. But because of nepotism, a person with better contacts in a company or industry gets this job and the deserving candidate does not stand a chance. Opportunities should be equal for everyone.

Arjun: As per my understanding, there is no harm is helping close friends and family. If someone has a platform, it has to be shared with peers to ensure that even they have a stable professional career. Who wouldnt want their families to lead a healthy future. And this is precisely why nepotism cannot be blamed. Calling it a favor through influence is a wrong terminology. Rather it is helping close ones in getting better opportunities.

Akshay: Hi all. Opening doors of opportunity is good. But competition should be same for all. In many cases, students get the same marks but someone who has better connections with college authorities gets the admission. Candidates with a similar work experience apply for the same job but someone who has contacts in the company has a better chance of getting the job through a reference. This is a concern as in many cases much more deserving and hard working candidates might lose out.

Varun: I agree that nepotism exists to a certain extent. But eventually if a person has to survive in an industry it would be based on their hard work, talent, skills acquired etc. Getting into a company, college or industry might have been done through a reference but success in a career is purely based on the effort or commitment shown at work place.

Preeti: But with the amount of competition existing, the most difficult part for a candidate is to get a good job or a good admission. And this becomes the backbone of the starting point of a career. There are certain industries where nepotism is more rampant than others. Every person ambitious to become a doctor, engineer, MBA, sportsperson etc has to struggle for admission, clear exams, prove himself or herself and then build a career. However, nepotism has been misused in politics, movie industry, businesses etc. The son of a politician joins politics, the daughter of an actor becomes an actress, son of chairman becomes the CEO etc. This is because an easier path is carved for the family and friends to succeed but hard-working people are left in oblivion.

Akshay: I agree that there have been instances where deserving candidates or people have not been given a particular job or promotion even when they were more knowledgeable skilful etc. This certainly demotivates and frustrates the people who are neglected.

Arjun: But if this holds true, there would not have been a single successful businessman who would have kept a business alive for generations. For eg in India, Reliance industries, Tata group, Birla group are examples where family members have driven the business even more aggressively than the previous generation. This is because they have inherited certain qualities and have been brought up in an environment to understand and execute business better.

Varun: Adding to that, there have been people who have defeated dynasty in politics or films etc and have succeeded and gained popularity. So eventually, what matters is hard work and quality. So blaming nepotism as lack of professionalism or curbing someone elses opportunity would be a wrong statement.

Karim: The children of the queen would eventually become king. This would not be called as nepotism but would be a part of dynasty where the baton is passed down the family tree. And people also accept this gracefully. Hence this practice of passing responsibility and opportunity to family and friends is traditional and hence nepotism cannot be called as an ill.

Preeti: It is definitely not an ill practice. It just opens doors of opportunities and makes life easier for near and dear ones. And remains a struggle for those who are equally well trained, talented and knowledgeable. Hence it creates an imbalance as equal opportunity based on merit is not provided to everyone.

Conclusion

Nepotism exists because people who are in a position of power or influence want the best for their friends and families. Because of this in certain cases deserving people lose out on opportunities.

However, in the end there is no substitute for hard work or talent. There have been cases where people who got selected by nepotism have failed and others have succeeded and vice versa.

Role-play Exercises

Key Tips

- **Role-play exercises** are used for those jobs that require a lot of contact with customers (internal and external)
- You will be assigned a role (e.g. a manager) and asked to deal with an unhappy customer or an employee who is underperforming. The role of the customer/employee is played by actual actors, or sometime by assessors. An assessor will observe the session and make notes.

- Competencies assessed may include Customer Excellence, Communicating (including non-verbal i.e. body language) and Problem Solving
- Useful tips (provided below) include empathising with the customer/employee, time keeping, building rapport with the individual early and managing conflict

Role-play Exercises

The use of *Role-Play exercises* are justified in an employment context where there is likely to be a high-level of people-to-people contact. For *example* retail organisations, where a potential candidate will work with many customers, may wish to use a role-play exercise to assess a candidate's competence in areas that are deemed important for doing the job to a high standard.

Role-play exercises often assess the 'Communicating' competency including non-verbal communication (body language). Other competencies may be assessed such as 'Decision Making' in terms of what to do with an unusual customer request and 'Gathering Information' to help resolve a customer query.

For example, a role-play exercise may involve a candidate **playing a role** (often the one they are applying for) of Manager for a large store, and having to deal with an upset customer. The customer in this example may be played by an assessor but it is common practice for organisations to hire professional actors to perform these roles.

Assessment: role play

During a role play **assessment**, the candidate is given instructions, often along with others, on what the task involves. All candidates are given a 'candidate brief' which outlines information that is relevant to the current situation; this may include a history of events, how any problem may have been managed previously etc. The candidate is given a limited amount of time under supervised conditions to prepare for a meeting with the 'role-player' who may be acting as a customer, a manager, a colleague and so on.

An assessor will be present in the room during the role-play to observe and make notes.

Did you know our Assessment Exercises are written by ex-SHL consultants. We provide Case Study, In-tray, Presentation and Group Discussion Exercises along with Marking Guides to tell you what Assessors will look at when rating you.

Useful Tips

- **Body Language and Verbal Communication**

Ensure good body language and maintain a relaxed eye contact – you do not want to be staring the role-player (e.g. customer) in the eyes for prolonged periods of time. Make sure that when you are listening to questions you are attentive and demonstrate this through nods and gestures of agreement. Speak clearly and adapt your style depending on what the 'candidate brief' says about the individual; e.g. if they are sensitive, you may need to be very careful with the language you use. Smiling always helps too but do ensure this is not done to the extent where an angry customer can complain you were not taking them seriously.

- **Managing Conflict**

Avoid confrontation and do not speak over the role-player, regardless of how aggressive they may appear. The role-player may simply be doing this to see how you respond. Remain calm and focussed on your task.

- **Empathise**

Ensure you show that you empathise and make a point of this at least twice. Be willing to hear the role-players opinions and feelings, and work together to reach a mutual win-win outcome. Do not try and force your own opinions.

- **Time Keeping**

Keeping a check on the time will earn you good points. Don't worry about finishing early, however finishing too early can often be viewed negatively as it reflects a lack of information.

- **Build Rapport**

The role-play is likely to be challenging and one of the most common themes that assessors feel candidates fail on is building rapport. Rapport helps to break any barriers, and encourages a relaxed and open conversation. People in situations where rapport is built at the onset find the session to be more meaningful than those who do not. This may involve simply offering the role-player a drink, asking how they are or even making a relevant joke assuming the circumstances permit.

Role Play #1

Anxiety

Background: A patient visited the ER for an anxiety attack and is speaking with a mental health social worker to help with follow-up care.

Provider: So, Mr. Smith, I got a report from the ER doctor about what happened, but I'd like to hear it directly from you in your own words. What happened this morning that brought you in to the ER?
Patient: Well, I had just been feeling very anxious.

Provider: When did it all start?

Patient: I started feeling worse a few days ago, but last night it got really bad.

Provider: What happened last night?

Patient: The thing is that all night long, I was feeling nervous and jittery. I just couldn't relax. My wife was really worried. I tried to go to bed and fall asleep, but I couldn't. Then, all of a sudden, I felt short of breath. I was gasping for air as if I were drowning...

Provider: Did you have any other physical symptoms like pain?

Patient: Yeah, I had a terrible headache back here in the nape of my neck.

Provider: You said, Mr. Smith, that you had been feeling bad for several days. What had you been feeling?

Patient: At work, I couldn't concentrate at all. I was irritable with everyone. My nerves were shot. Every little thing would startle me. I didn't have any appetite. Whenever I would eat it would make me nauseous. But the worst thing is that I couldn't sleep at all. I think it's been like four nights now that I've hardly gotten any sleep.

Provider: Now, I see from your chart that you had been seen by a psychiatrist for anxiety in the past. Were you ever prescribed any medications for anxiety or depression?

Patient: Yeah, he gave me two pills, one was for a depression. I think it was called Zoloft.

Provider: And the other one? Patient: It was a little round one that was called loraza-something... Provider: Lorazepam?

Patient: Yeah, that's it. Provider: Did they seem to help?

Patient: A little bit. The lorazepam one, the doctor took away. The other one I just stopped taking.

Provider: Lorazepam is usually just taken short-term because it can cause dependency. What about the anti-depressant? Why did you stop taking that one?

Patient: The thing is that I took it for several days and it really didn't seem like it was helping much. It just made me feel tired and numb all the time. I don't know how to describe it. It was hard to concentrate at work. I was scared that I was going to get fired and I really can't afford to lose my job, so I just decided not to take it anymore.

Provider: Well, anti-depressants can take several weeks to have an effect, so you really need to stick with it. I think it would be good for you to follow up with your psychiatrist again. There are many kinds of anti-depressants out there; maybe he can try a different one to see if helps you better. The thing is, though, that sometimes when people start taking medicine for depression, at the beginning they can feel worse, even suicidal, for which reason you'll need to stay in touch with the doctor and not miss your follow-up appointments.

Patient: OK.

Provider: Now, they gave you a dose of Valium or diazepam here in the ER for your anxiety. But they don't like to give you a prescription for that in the ER, so you'll need to see your psychiatrist on an outpatient-basis within a day or two, so he can give you the prescriptions that you need, OK?

Patient: The problem is that because I missed a few appointments, supposedly that psychiatrist doesn't want to see me anymore.

Provider: If you give me a couple minutes I can make some calls and see if you can be seen again in that clinic. At this point, Mr. Smith, the most important thing for you is to get regular outpatient care to get your anxiety under control. Give me a few minutes to make some calls and I'll come back and let you know what I find. Sound good?

[Provider leaves the room and then returns]

Provider: I called them and they are not able to see you again at that clinic. We have a clinic associated with our hospital. I will make you an appointment at that clinic if that is OK with you. We use interpreters at that clinic too. All right?

Patient: That should be OK. I will try to do better this time getting to my appointments. Thanks for everything.

Ex: 10 PRESENTATION DATE: _____

TOPIC 1: SOCIAL MEDIA IN THE CLASSROOM

In the 21st century, social media has proven itself to be a huge part of the lives of many, especially teenagers and adults. Facebook, Twitter, Instagram and many other outlets allow people to give others a glimpse into their lives. It has become a medium for keeping up with celebrities, trends, and old friends. Social media has also become a main source for finding out information from friends. With social media's ubiquitous nature and its ability to transmit information quickly, many say that teachers should start incorporating social media into the classroom.

The question is, is that appropriate?

Should a teacher be allowed to friend their students on Facebook or follow them on Twitter. Is it okay if a student sent their teacher a private message asking about homework?

Though some may think that this is perfectly fine, I believe that this is not okay. Social media paints a picture of a person's private life. School is the professional setting of the teachers and the students. The teachers must maintain a professional setting because, not only are they at their jobs, but they are working with kids. Social media is made for simply being social. Even though a student's intent may be to just contact a teacher about class work or an upcoming assignment, communication through social media can lead to inappropriate teacher-student relations. There have been many instances in the past where teachers shared illicit pictures with students or commented on student's personal posts. While that may not be the intent, the privacy of the teacher, the student, and those people who they've friended is in jeopardy.

I do not think that social media should be completely banned in its entirety. There are many websites that allow students to collaborate on assignments, post in educational forums and blog about discussion topics. This is using technology, a platform which students use in their everyday life and can understand to teach them. However when a student and teacher communicate on personal social media outlets, there is potential for abuse

Some teachers have created their own creative ways to communicate with their students in a way that they will easily respond to, while still staying appropriate. One New York teacher created a separate Facebook account for the sole purpose of communicating with her students about class work and upcoming events.

If social media is used only for educational purposes and limits are set in place, then using social media in the classroom can be beneficiary and a great educational tool. If it is not controlled then everyone involved is at risk for trouble.

<u>*TOPIC 2: THE BENEFITS OF GLUTTEN FREE DIETS*</u>

Gluten-free diets are the latest craze for those looking to lose weight, but what's the truth? Is gluten responsible for my love handles? The answer is no, but let's clear the air of any confusion.

A gluten-free diet is not new. It is the sole treatment for 1-2% of Americans who have celiac disease, a serious condition where the body attacks a protein called <u>gluten</u>, naturally found in many whole grains, causing a spectrum of symptoms that range from <u>bloating to intestinal damage</u>. Up to 6% of people have a related stomach-upsetting but less threatening condition called non-celiac gluten sensitivity. With such a small number truly needing this diet, why have sales of gluten-free products topped $12 billion according to market research?

What is new—and driving these sales upward—is the use of a gluten-free diet for weight loss, partly fueled by celebrity endorsements and personal testimonies of not only pounds quickly shed, but increased energy, improved digestion, and even clearer skin. Consumer surveys reveal that people perceive gluten-free products to be healthier than their gluten-containing counterparts, and almost a third of Americans are now avoiding or reducing their intake of gluten. [1]

How It Works

A gluten-free diet eliminates all foods containing or contaminated with gluten. Gluten is largely ubiquitous in foods, found as a main ingredient (in wheat, rye, barley, triticale, cross-contaminated oats), in sauces (soy sauce, malt vinegar, flour), and as additives or fillers (maltodextrin, wheat starch).

When first going gluten-free, perhaps the most noticeable change is having to relinquish favorite staples of bread, pasta, cereals, and processed snack foods. Because some of these products, which are typically highly processed, may be low in nutrients and high in calories, one may feel better and

even lose some weight soon after removing them from the diet. Although there are now plenty of gluten-free counterparts to take their place, a gluten-free diet usually causes one to revisit naturally gluten-free whole foods like fruits, vegetables, and grains like brown rice, quinoa, and millet. Including these minimally processed, high-fiber foods may also help to promote weight loss and a feeling of well-being.

The Research So Far

Though research has explored the effects of a gluten-free diet on gastrointestinal disorders, autism, and fibromyalgia, there is none that examines the diet's effects on weight loss alone or for general health benefits. Because of the lack of experimental studies on weight loss, some researchers have instead examined the long-term effects of people with celiac disease on gluten-free diets, or who are generally healthy and consume a diet low in wheat and other gluten-containing grains. They have found that gluten-free diets: 1) may promote certain nutrient deficiencies, 2) may increase the risk of some chronic diseases, and 3) may actually cause weight gain.

- Intakes of people with celiac disease on a strict gluten-free diet were found to have inadequate intakes of fiber, iron, and calcium. [2] Other research has found gluten-free cereal products to be low not only in those nutrients but also B vitamins including thiamin, riboflavin, niacin, and folate.

- A study of over 100,000 participants without celiac disease found that those who restricted gluten intake were likely to limit their intake of whole grains and experienced an increased risk of heart disease compared with those who had higher gluten intake. [3] Many studies have found that people with higher intakes of whole grains including whole wheat (2-3 servings daily) compared with groups eating low amounts (less than 2 servings daily) had significantly lower risk of heart disease and stroke, type 2 diabetes, and deaths from all causes. [4-7]

- Gluten may act as a prebiotic, feeding the "good" bacteria in our bodies. [8-10] It contains a prebiotic carbohydrate called arabinoxylan oligosaccharide that has been shown to stimulate the activity of bifidobacteria in the colon, bacteria normally found in a healthy human gut. A change

in the amount or activity of these bacteria has been associated with gastrointestinal diseases including inflammatory bowel disease, colorectal cancer, and irritable bowel syndrome.

- Research is conflicting, but some studies have shown weight gain or increased BMI in people with celiac disease after starting a gluten-free diet. [10-13] This may be partly due to improved absorption of nutrients, a reduction in stomach discomfort, and increased appetite after starting the diet. However, another suspected reason is an increased intake of gluten-free processed food options containing high amounts of calories, fat and sugar.

Potential Pitfalls

Gluten-free foods wear a health halo, a belief that a food product is healthful even when it may not offer special health benefits for most people. Research has shown that if one aspect of a food is advertised as healthy or people believe it to be healthy (in this case, the term "gluten-free"), there is a tendency to eat more of it. [14] This may promote weight gain. Also, an overreliance on processed gluten-free products may lead to a decreased intake of certain nutrients like fiber and B vitamins that are protective against chronic diseases.

Bottom Line

Although a gluten-free diet is the primary treatment for celiac disease and may help to alleviate symptoms in various conditions related to gluten sensitivity, there is currently no evidence showing that a gluten-free diet is effective for weight loss or for general health benefits. For individuals who don't have celiac disease or gluten sensitivity, there is no need to restrict gluten consumption. A healthy dietary pattern typically includes higher amounts of whole grains and lower amounts of refined grains and added sugar.

"TECHNOLOGY HAS MADE EARTH BETTER PLACE TO LIVE"

The twentieth century experienced the technological revolution. Undeniably, technology has changed our lives dramatically. In my opinion, Technology has made the world more and more developed, in the most positive direction.

Firstly, the advent of computers and the Internet has exploded the information age. People can connect with many people each other all over the world by many ways: Mail, Facebook and Skype. In addition, we can search and save the information, the knowledge or news from a huge and continuously updated data source.Furthermore, with the development of technology, the machinery is programmed and completely automated. These machines make it easier for humans to perform everything from the simplest to the most complicated of tasks, which involves high-precision, intensity or risks. For instance, goods are mass produced with high-precision, factories are controlled and operated by computer or exploration the universe by spacecraft .

Besides, technological advances have benefited our life with significant medical improvement. Heart now can successfully be transplanted into patients with specialized equipment. Many people suffering from diseases and illnesses have a higher chance of surviving.

However, opponents of this view say that technology has not made the world a better. They point out that artificial intelligence and machine will affect employment. Besides, they suppose that the environmental pollution is due to the impact of technology. To a certain extent, this is

partly true. However, this tidy energy argument is unreasonable because human resources are irreplaceable with new discoveries in technology, many new jobs is being created. Moreover, sources of alternative energy can solve environmental problems such as solar energy, wind energy or tidal energy.

In conclusion, most of these changes contribute to making our life more convenient, comfortable and wonderful. Advantages of technology outweigh any disadvantages it brings to our lives. Therefore, I am of the opinion that technology has totally improved our lives, as long as we can apply the technology in appropriate uses and reduce any existing disadvantages.

NAAC 5.1.3

LANGUAGE LAB

COURSE FILE

HS8461

ADVANCED READING AND WRITING

EVEN SEM 2020-2021
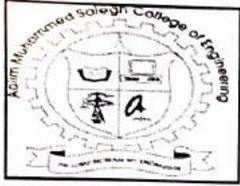
	AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING, CHENNAI	Issue No. & Date 321 / 11 / 08 / 2021
		Rev. No. & Date

File No: 12   Document No: AMSCE/M2/PM15

DEPARTMENT OF ENGLISH

COURSE FILE CONTENTS - LABORATORY

Faculty Name   :   **SHAZAREEN R**

Subject Code   :   HS8461

Subject Name   :   ADVANCED READING AND WRITING

Faculty Name   :   SHAZAREEN. R / AP

Semester/Year   :   IV / 2020-21.

Batch   :   2020-24   Pass % 100

LIST OF CONTENTS

1. Student Name List
2. Syllabus - List of Experiments (AU)
3. Lab Manual
4. Records (Few sample records of previous Batch)

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

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Muthapudupet, Avadi IAF, Chennai - 600 055.

RECORD OF ATTENDANCE AND ASSESSMENT FOR PRACTICALS

Name of the Faculty : S HAZAREEN ·R

Department : CSE "A" SECTION

Semester : IV

Subject : ADVANCED READING & WRITING ·

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

RECORD OF ATTENDANCE AND ASSESSMENT
FOR PRACTICALS

Branch   : CSE   Semester   : IV

Date of Commencement   : 23/02/21   Date of Closure : 25/05/21

Subject Code   : HS8461

Subject Name   : ADVANCED READING AND WRITING

Name and Designation of Faculties   1. R. SHAZAREEN / ASST. PROFESSOR

   2.

	End of 1st Month	End of 2nd Month	End of 3rd Month	End of Semester
Signature of Staff	*(signed)*	*(signed)*	*(signed)*	*(signed)*
Signature of HOD	*(signed)* 28/03/21	*(signed)* 15/04/21	*(signed)* 03/05/21	*(signed)* 07/06/21
Signature of Principal	*(signed)* 28/03/21	*(signed)* 15/04/21	*(signed)* 03/05/21	*(signed)* 07/06/21

LIST OF EXPERIMENTS

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01 Strategies for Effective Reading
02 Predicting Content using Images and photos
03 Descriptive paragraph
04 Planning and Developing Hints
05 Reading in Detail Using semantic and GO
06 Expressing Reasons and supporting Ideas
07 Opinion paragraph
08 Opinion paragraph writing.
09 Speed reading Techniques.
10 Pronoun Reference and Connectors.

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02/3/21

19/3/21

16/3/21

23/3/21

SECOND CYCLE

01 Elements of good essay
02 Types of Essay.
03 Genre and organization of Ideas
04 E-mail writing
05 Proposal writing
06 Project writing
07 Critical Reading
08 Crital Thinking
09 Statement of purpose and vision statement
10 Letter of Recommendation

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Sheh
10/06/21

Sl. No.	Roll No. / Register No.	Name	23/02/21 P/A	Ex.No.	C/INC	R	02/03/21 P/A	Ex.No.	C/INC	R	09/03/21 P/A	Ex.No.	C/INC	R	16/03/21 P/A	Ex.No.	C/INC	R	23/03/21 P/A	Ex.No.	C/INC	R	30/3/2021 P/A	Ex.No.	C/INC	R	Model of Exam / Date of Marks
1.	4001	ABDULLAH .T	A	1	NC	N	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
2.	4002	ABDULLAH SYED ISMAIL	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
3.	4003	ABDUL MUIZZ.A .A	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
4.	4004	ADNAN SHARIQ .P	A	1	NC	N	A	2	NC	N	P	3	C	Y	A	3	NC	N	P	4	C	Y	P	5	C	Y	
5.	4005	AHAMED LAMEEN .S	P	1	C	Y	A	2	NC	N	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
6.	4006	AHAMEDULLAH JAVITH .A	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
7.	4007	AMAL .P	A	1	NC	N	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	A	5	NC	N	
8.	4008	AMEEN .A	P	1	C	Y	P	2	C	Y	P	3	NC	N	P	3	C	Y	P	4	C	Y	A	5	NC	N	
9.	4009	AMEER KHAN .A	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
10.	4010	ANJUM FATHIMA .N	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	A	4	NC	N	P	5	C	Y	
11.	4011	ASHRAF ALI .A	P	1	C	Y	P	2	C	Y	A	3	NC	N	P	3	C	Y	P	4	C	Y	P	5	C	Y	
12.	4012	ASHIKA BANU .M	P	1	C	Y	P	2	C	Y	A	3	NC	N	P	3	C	Y	P	4	C	Y	P	5	C	Y	
13.	4013	ASWAD SHEERAAZ .S	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	A	5	NC	N	
14.	4014	AYISHA .S	P	1	C	Y	P	2	C	Y	A	3	NC	N	A	3	NC	N	P	4	C	Y	P	5	C	Y	
15.	4015	AZEEM AHMED .U	A	1	NC	N	P	2	C	Y	P	3	C	Y	P	3	C	Y	A	4	NC	N	P	5	C	Y	
16.	4016	BAZLTH ALI .N	P	1	C	Y	P	2	NC	N	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
17.	4017	ESAKKI RAJ .M	A	1	NC	N	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
18.	4018	HABIB RAJA .A	A	1	NC	N	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
19.	4019	HARIHARAN .K	P	1	C	Y	P	2	C	Y	A	3	NC	N	P	3	C	Y	P	4	C	Y	P	5	C	Y	
20.	4020	HASHAAN ADEEN .T.K	A	1	NC	N	A	2	NC	N	A	3	NC	N	P	3	C	Y	P	4	C	Y	P	5	C	Y	

P/A : Present / Absent : Ex.No. : Experiment No.

CNC Complete / Incomplete   R : Record Submitted

Sl. No.	Roll No. / Register No.	Name	| 06/04/21				| 13/04/21				| 19/04/21				| 22/05/21			
			P/A	Ex.No.	C/INC	R	P/A	Ex.No.	C/INC	R	P/A	Ex.No.	C/INC	R	P/A	Ex.No.	C/INC	R
1.	4001	ABDULLAH .T	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
2.	4002	ABDULLAH SYED ISMAIL.	A	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
3.	4003	ABDUL MUIZZ. A	A	–	–	–	P	–	–	–	P	–	–	–	A	–	–	–
4.	4004	ADNAN SHARIQ .P	P	–	–	–	P	–	–	–	P	–	–	–	A	–	–	–
5.	4005	AHMED LAMEEN .S	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
6.	4006	AHAMEDULLAH JAVITH .A	P	–	–	–	A	–	–	–	A	–	–	–	P	–	–	–
7.	4007	AMAL .P	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
8.	4008	AMEEN .A	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
9.	4009	AMEER KHAN .A	A	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
10.	4010	ANJUM FATHIMA .N	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
11.	4011	ASHRAF ALI .A	P	–	–	–	P	–	–	–	A	–	–	–	P	–	–	–
12.	4012	ASHIKA BANU .M	P	–	–	–	P	–	–	–	A	–	–	–	P	–	–	–
13.	4013	ASNAD SHEERAZ .S	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
14.	4014	AYISHA .S	P	–	–	–	A	–	–	–	P	–	–	–	P	–	–	–
15.	4015	AZEEM AHMED .U	P	–	–	–	P	–	–	–	P	–	–	–	A	–	–	–
16.	4016	BAZITH ALI .N	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
17.	4017	ESAKRI RAJ .M	P	–	–	–	P	–	–	–	A	–	–	–	P	–	–	–
18.	4018	HABIB RAJA .A	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
19.	4019	HARIHARAN .K	P	–	–	–	P	–	–	–	A	–	–	–	P	–	–	–
20.	4020	HASHAAN ADEEN .T.K	A	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–

P/A : Present / Absent : Ex.No. : Experiment No.

CNC Complete / Incomplete   R

Sl. No.	Roll No. / Register No.	Name	23/02/21 P/A	Ex.No.	C/INC	R	02/03/21 P/A	Ex.No.	C/INC	R	09/03/21 P/A	Ex.No.	C/INC	R	16/3/21 P/A	Ex.No.	C/INC	R	23/03/21 P/A	Ex.No.	C/INC	R	30/3/21 P/A	Ex.No.	C/INC	R	Model of Exam / Date of Marks
21.	4021	HISHAM ISMAIL ·V·A	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	A	4	NC	N	P	5	C	Y	
22.	4022	JANANI C.H	A	1	NC	N	P	2	C	Y	A	3	NC	N	P	3	C	Y	P	4	C	Y	P	5	C	Y	
23.	4023	JANARTHANAN ·M	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	A	5	NC	N	
24.	4024	JEEVITHA ·K	P	1	C	Y	P	2	C	Y	P	3	C	Y	A	3	NC	N	P	4	C	Y	P	5	C	Y	
25.	4025	JOTHIKA· S	P	1	C	Y	A	2	NC	N	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
26.	4026	MANATH ·P·T	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	8	C	Y	P	4	C	Y	P	5	C	Y	
27.	4027	MANOJ KUMAR ·D	A	1	NC	N	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
28.	4028	MD· FAWWAZ	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	A	5	NC	N	
29.	4029	MEER ABZAL HUSSAIN ·A	P	1	C	Y	P	2	C	Y	A	3	NC	N	P	3	C	Y	P	4	C	Y	P	5	C	Y	
30.	4030	MOHAMED AADHIL SHATH	A	1	NC	N	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
31.	4032	MOHAMED ABRAR	P	1	C	Y	P	2	C	Y	A	3	NC	N	P	3	C	Y	P	4	C	Y	P	5	C	Y	
32.	4034	MOHAMED ARSATH ·A	P	1	C	Y	A	2	NC	N	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
33.	4036	MOHAMED FARHAAN ·F	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
34.	4037	MOHAMED IFTHIHAR ·S	P	1	C	Y	P	2	C	Y	P	3	C	Y	A	3	NC	N	P	4	C	Y	A	5	NC	N	
35.	4038	MOHAMED IRFAAN ·I	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
36.	4039	MOHAMED KHAN ·A	P	1	C	Y	P	2	C	Y	A	3	NC	C	P	3	C	Y	A	4	NC	N	P	5	C		
37.	4040	MOHAMED RAIYAN ·M	P	1	C	Y	A	2	NC	N	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
38.	4041	MOHAMED RASITH ·K·S	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
39.	4042	MOHAMED RAZVI	A	1	NC	N	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y	
40.	4043	MOHAMED RIYAS M·T	P	1	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	P	4	C	Y	A	5	NC	N	

P/A : Present / Absent : Ex.No. : Experiment No.

CNC Complete / Incomplete   R : Record Submitted

Name	06/04/21 P/A	Ex.No.	C/NC	R	13/04/21 P/A	Ex.No.	C/NC	R	17/04/21 P/A	Ex.No.	C/NC	R	25/05/21 P/A	Ex.No.	C/NC	R
HISHAM ISMAIL ·Y·A	P	–	–	–	P	–	–	–	P	–	–	–	A	–	–	^
JANANI C·H	P	–	–	–	P	–	–	–	A	–	–	–	P	–	–	–
JANARTHANAN ·M	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
JEEVITHA ·K	P	–	–	–	A	–	–	–	P	–	–	–	P	–	–	–
JOTHIKA ·S	P	–	–	–	A	–	–	–	P	–	–	–	P	–	–	–
MAHATH P·T	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
MANOJ KUMAR ·D	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
MD. FANWAZ	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
MEER ABZAL HUSSAIN ·A	P	f	–	–	P	–	–	–	P	–	–	–	P	–	–	–
MOHAMED AADHIL SHATH	A	–	–	–	P	–	–	–	P	–	–	–	A	–	–	–
MOHAMED ABRAR	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
MOHAMED ARSATH ·A	P	–	–	–	P	–	–	–	P	–	–	T	P	–	–	–
MOHAMED FARHAAN ·F	A	–	–	–	P	–	–	–	P	–	–	–	P	–	–	T
MOHAMED IFTHIHAR ·S	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
MOHAMED IRFAN ·I	P	–	–	–	A	–	–	–	P	–	–	–	A	–	–	–
MOHAMED KHAN ·A	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
MOHAMED RAIYAAN ·M	P	–	–	–	P	–	–	–	P	–	–	–	P	–	–	–
MOHAMED RASITH ·K·S	P	–	–	–	A	–	–	–	P	–	–	–	P	–	–	–
MOHAMED RAZWI	P	–	–	–	P	–	–	–	P	–	–	–	A	–	–	–
MOHAMMED RIYAZ ·M·T	P	–	–	–	P	–	–	–	P	–	–	–	P	f	–	–

P/A : Present / Absent : Ex.No. : Experiment No.

CNC Complete / Incomplete   R

Sl. No.	Roll No. / Register No.	Name	23/02/21 P/A	Ex.No.	C/INC	R	02/03/21 P/A	Ex.No.	C/INC	R	09/03/21 P/A	Ex.No.	C/INC	R	16/03/21 P/A	Ex.No.	C/INC	R	23/03/21 P/A	Ex.No.	C/INC	R	30/03/21 P/A	Ex.No.	C/INC	R
41	4044	MOHAMED SAFRITH . S	P	1	C	Y	P	2	C	Y	P	3	C	Y	A	3	NC	N	P	4	C	Y	P	5	C	Y
42	4047	MOHAMED BILAL · H	P	1	C	Y	A	2	NC	N	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y
43	4049	MOHAMED IQRAM . R · S	P	1	C	Y	A	2	NC	N	P	3	C	Y	P	3	C	Y	P	4	C	Y	P	5	C	Y
44	4069	SHABANA · N	P	1	C	Y	P	2	C	Y	A	3	NC	N	P	3	C	Y	P	4	C	Y	P	5	C	Y
45	4071	SHAHUL HAMEED NAYEEM	P	C	C	Y	P	2	C	Y	P	3	C	Y	P	3	C	Y	A	4	NC	N	P	5	C	Y
46																										
47																										
48																										
49																										
50																										
51																										
52																										
53																										

P/A : Present / Absent : Ex.No. : Experiment No.

CNC Complete / Incomplete   R : Record Submitted

Date of Assignment	Date of Submission
16/03/21 Given Assignment to write an Opinion Paragraph	23/03/21,

TIME TABLE - EVEN SEM 2020-21

NANCY JABARANI N S, Assistant Professor of English

	1	2	3	4	5	6	7	8
Monday			III CSE A		III CSE B			
Tuesday								
Wednesday			III MECH A					
Thursday			III MECH B				III ECE	
Friday			III IT					

TIME TABLE - EVEN SEM 2020-21

JANANI L, Assistant Professor of English

	1	2	3	4	5	6	7	8
Monday		II MECH A(ARW&LSP)				II CIVIL (ARW&LSP)		
Tuesday								
Wednesday	I YR B.ARCH			II MECH B (ARW&LSP)				
Thursday								
Friday	I YR B.ARCH							

TIME TABLE - EVEN SEM 2020-21

SHAZAREEN R, Assistant Professor of English

	1	2	3	4	5	6	7	8
Monday								
Tuesday		II CSE A (ARW&LSP)				II IT (ARW&LSP)		
Wednesday								
Thursday								
Friday						II CSE B (ARW&LSP)		

	LECTURE PLAN	
	Subject :ADVANCED READING AND WRITING	Date : 17.02.2021
	Code : HS8461	
	Branch : B.E. - CSE	
	Semester : IV, Sec :A & B	Page 01 of 07
	Faculty Member : Shazareen R	

REGULATIONS – 2017

SYLLABUS

OBJECTIVES:

The Course prepares second semester engineering and Technology students to:

• Strengthen the reading skills of students of engineering.

• Enhance their writing skills with specific reference to technical writing.

• Develop students' critical thinking skills.

• Provide more opportunities to develop their project and proposal writing skills

UNIT I   Reading - Strategies for effective reading-Use glosses and footnotes to aid reading comprehension- Read and recognize different text types-Predicting content using photos and title Writing-Plan before writing- Develop a paragraph: topic sentence, supporting sentences, concluding sentence –Write a descriptive paragraph

UNIT II   Reading-Read for details-Use of graphic organizers to review and aid comprehension Writing-State reasons and examples to support ideas in writing- Write a paragraph with reasons and examples- Write an opinion paragraph

UNIT III   Reading- Understanding pronoun reference and use of connectors in a passage- speed reading techniques-Writing-Elements of a good essay-Types of essays- descriptive-narrative- issue-based-argumentative-analytical. **UNIT IV**   Reading-Genre and Organization of Ideas- Writing- Email writing- Resumes – Job application- project writing-writing convincing proposals.

UNIT V   Reading- Critical reading and thinking- understanding how the text positions the reader- identify Writing- Statement of Purpose- letter of recommendation- Vision statement

L T P

4   0   0

TOTAL PERIODS: 30 PERIOD

OUTCOMES: At the end of the course Learners will be able to:

☐ Write different types of essays.
☐ Write winning job applications.
☐ Read and evaluate texts critically.
☐ Display critical thinking in various professional contexts.

TEXT BOOKS:

1. Gramer F. Margot and Colin S. Ward Reading and Writing (Level 3) Oxford University Press: Oxford, 2011
2. Debra Daise, CharlNorloff, and Paul Carne Reading and Writing (Level 4) Oxford University Press: Oxford, 2011

REFERENCES:

1. Davis, Jason and Rhonda Llss.Effective Academic Writing (Level 3) Oxford University Press: Oxford, 2006
2. E. Suresh Kumar and et al. Enriching Speaking and Writing Skills. Second Edition. Orient Black swan: Hyderabad, 2012
3. Withrow, Jeans and et al. Inspired to Write. Readings and Tasks to develop writing skills. Cambridge University Press: Cambridge, 2004
4. Goatly, Andrew. Critical Reading and Writing. Routledge: United States of America, 2000
5. Petelin, Roslyn and Marsh Durham. The Professional Writing Guide: Knowing Well and Knowing Why. Business & Professional Publishing: Australia, 2004

Total No. of hours as per syllabus   : 30

Total No of hours available as per   :

Academic calendar

Units	1	2	3	4	5	Revision
Hours (Cumulative)	6	12	18	24	30	

FACULTY MEMBER   HEAD   VICE -PRINCIPAL   PRINCIPAL
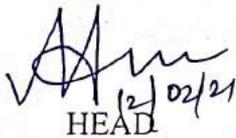
LECTURE PLAN

Subject : ADVANCED READING AND WRITING

Code : HS8461

Branch : B.E. - CSE

Semester : IV, Sec : A & B

Faculty Member : Shazareen R

UNIT I   INTRODUCTION TECHNICAL ENGLISH

| Lecture Series No.	Topics to be covered	Text / Reference Book No.	Page No.	Mode of Teaching
1	Strategies for effective reading	T₄	3, 7, 9	PPT
2	Using glosses and footnotes	T₄	11,12,14	Activity
3	Predicting Content	T₄	19,21,23	Black Board
4	Using Images and photos to tread and recognize	T₄	-	Activity
5	Descriptive paragraph	T₄	-	Activity- Audio and Visual
6	Planning and Developing	T₄	26, 29	Activity

TOTAL PERIODS   : 30

DATE OF COMMENCEMENT   : 23/02/21

DATE OF COMPLETION   : 02/03/21

DEVIATIONS (IF ANY)   : —
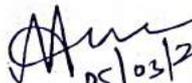
CORECTIVE MEASURES   : —

FACULTY MEMBER   HEAD   VICE -PRINCIPAL   PRINCIPAL
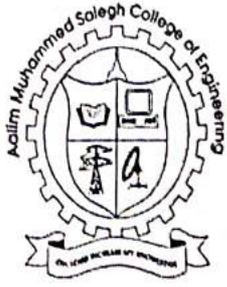
LECTURE PLAN

Subject : ADVANCED READING AND WRITING

Code : HS8461

Branch : B.E. - CSE

Semester : IV, Sec : A & B

Faculty Member : Shazareen R

UNIT II   READING AND STUDY SKILLS

Lecture Series No.	Topics to be covered	Text / Reference Book No.	Page No.	Mode of Teaching
7	Reading in Detail	T4	32, 34	Activity
8	Using semantic and Graphic organizers	T4	37,	Activity
9	Expressing reasons and supporting ideas	T4	39, 40	Flipcards
10	Expressing reasons and supporting ideas	T4	50, 51	Activity
11	Opinion Paragraph	T	59-70	Activity
12	Opinion Paragraph	T4	59-70.	Activity

TOTAL PERIODS   : 30

DATE OF COMMENCEMENT   : 9|3|21

DATE OF COMPLETION   : 16|3|21

DEVIATIONS (IF ANY)   : —

CORECTIVE MEASURES   : —

FACULTY MEMBER   HEAD   VICE -PRINCIPAL   PRINCIPAL

LECTURE PLAN

Subject : ADVANCED READING AND WRITING

Code : HS8461

Branch : B.E. - CSE

Semester : IV, Sec :A & B

Faculty Member : Shazareen R

UNIT III

Lecture Series No.	Topics to be covered	Text / Reference Book No.	Page No.	Mode of Teaching
13	Speed reading techniques	T4	73-79	Worksheets- Booklet
14	Pronoun reference and connectors	T4	80-86	Textbook based teaching
15	Elements of good essay	T4	91-101	Lecture
16	Elements of good essay	T4	91-101	Lecture
17	Types of Essay	T4	105-108	Lecture
18	Descriptive, Narrative, Argumentative, Analtytical and Issue-based	T4	110-138	Activity

TOTAL PERIODS : 30

DATE OF COMMENCEMENT : 23/3/21

DATE OF COMPLETION : 30/3/21

DEVIATIONS (IF ANY) : -
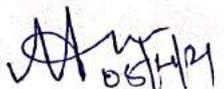
CORECTIVE MEASURES : -

FACULTY MEMBER   HEAD   VICE- PRINCIPAL   PRINCIPAL

Subject : ADVANCED READING AND WRITING

Code : HS8461

Branch : B.E. - CSE

Semester : IV, Sec : A & B

Faculty Member : Shazareen R

UNIT IV

Lecture Series No.	Topics to be covered	Text / Reference Book No.	Page No.	Mode of Teaching
19	Genre and Organization of ideas	T4	142-147	Lecture- PPT
20	E-Mail Writing	T4	150-153	Worksheet
21	Job Application- Cover Letter & Resume	T4	157-165	Worksheet
22	Visume	T4	.	Activity
23	Proposal Writing	T4	169-190	Worksheet
24	Project Writing	T4	173	Worksheet

TOTAL PERIODS : 30

DATE OF COMMENCEMENT : 06/04/2021

DATE OF COMPLETION : 13/04/2021

DEVIATIONS (IF ANY) : —
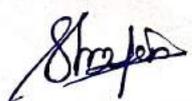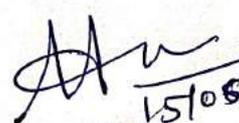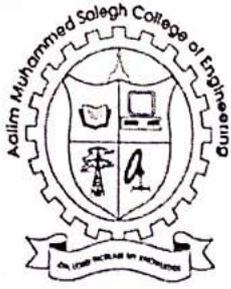
CORECTIVE MEASURES : —

FACULTY MEMBER   HEAD   VICE -PRINCIPAL   PRINCIPAL

Subject :ADVANCED READING AND WRITING

Code : HS8461

Branch : B.E. - CSE

Semester : IV, Sec :A & B

Faculty Member : Shazareen R

UNIT V

| Lecture Series No.	Topics to be covered	Text / Reference Book No.	Page No.	Mode of Teaching
25	Critical Reading	T4	1	Activity
26	Critical Thinking	T4		Activity
27	Statement of Purpose- Format	T4	175 - 190	PPT
28	Statement of Purpose	T4		Worksheet
29	Letter of Recommendations	T4		Worksheet
30	Vision Statement	T4		Activity

TOTAL PERIODS   : 30

DATE OF COMMENCEMENT   : 17/4/2021

DATE OF COMPLETION   : 22/05/2021.

DEVIATIONS (IF ANY)   : —

CORECTIVE MEASURES   :

FACULTY MEMBER   HEAD   VICE -PRINCIPAL   PRINCIPAL
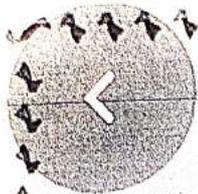
The History of Chocolate

The Aztecs made a special drink from cacao beans. They mixed cacao with vanilla, black pepper and honey. Then they poured the drink from height so it had foam. The drink wasn't very sweet, and the Aztecs called it Cacahuatl or "bitter water". Only the king and the nobles drank Cacahuatl. Some people say that the Aztec king Moctezuma II drank 50 cups of Cacahuatl a day.

When Hernán Cortés came to Mexico, Moctezuma gave him a Golden cup full of this precious drink. Hernán Cortés took three chests of cacao beans back to Spain with him in 1528. At first, nobody liked the strange drink. Someone added hot water and sugar to the cacao beans and this drink bacame popular. The Spaniards tried to keep the recipe secret, but slowly it spread across Europe.

By the 1700s, there were chocolate shops in many European cities. Chocolate was very expensive. Only rich people could buy it. In the early 1800s, a doctor in England invented a new chocolate recipe. He added milk instead of water to the mixture of sugar and cacao. Children started drinking hot chocolate, and it became even more popular.

The next step in the transformation of the cacao bean happened in Holland. In 1828, Conrad van Houten made cocoa butter and cocoa powder from the beans. This was the start of solid chocolate. With this new method, a company called Fry's of England made the first chocolate bar in 1847. Then in 1876, the Swiss company Nestlé added milk to the recipe and made the first milk chocolate bar.

At first, chocolate bars were very expensive, but then, in 1894, Hershey's made the first cheap chocolate bar. Other chocolate companies did the same, and soon ordinay people were buying chocolate in stores all over the world.

I. Read the story and answer the questions.

1. What did the Aztecs mix with cacao?

_____

2. What was the drink called?

_____

3. Was the drink sweet?

_____

4. Who did Moctezuma II meet?

_____

5. How many chests did Hernán Cortés take to Spain?

_____

6. What did the Spaniards add to the recipe?

_____

7. What did an England doctor add to the recipe?

_____

8. when was the first milk chocolate bar made?

_____

9. Were the first chocolate bars expensive?

_____

10. Who made the first cheap chocolate bar?

_____
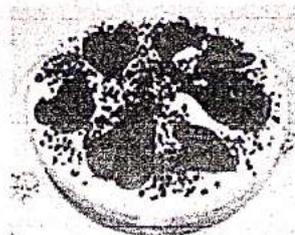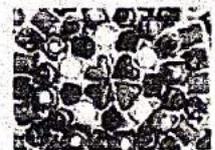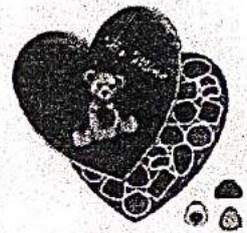
You can do it..!

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING
Muthapudupet, Avadi IAF, Chennai-55
DEPARTMENT OF ENGLISH
ANNA UNIVERSITY PRACTICAL EXAMINATION LAB SCHEDULE - APRIL/MAY 2021
II YEAR/ SEMESTER IV
HS8461 - ADVANCED READING AND WRITING
SLOT 1(30.7.2021 TO 4.8.2021)

DATE	BRANCH	SESSION	NO.OF STUDENTS	REG.NO	INTERNAL EXAMINER	GOOGLE MEET LINK
30/7 2021	CSE	FN	30	110119104001-110119104021 (21), 110119104023 - 110119104031 (9)	Shazareen R	https://meet.google.com/kkw-bvra-dxy
		AN	29	110119104032-110119104044 (13) ,110119104047 - 110119104063 (16)	Shazareen R	https://meet.google.com/djv-nwhp-njf
31/7/2021	CSE	FN	25	110119104064 (1), 110119104066-110119104087 (22), 110119104301 (1), 110119104701 (1)	Shazareen R	'https://meet.google.com/utw-szbu-zsp
	IT	FN	10	110119205001-110119205004 (4), 110119205006-110119205011 (6)		
	IT	AN	30	110119205012-110119205028 (17), 110119205030-110119205032 (3), 110119205034-110119205041 (8), 110119205301 -110119205302 (2)	Shazareen R	https://meet.google.com/ksu-bxmi-hqn
2/8/21 08-02-2021	MECH	FN	31	110119114001 (1), 110119114003 - 110119114032 (30)	Shazareen R	https://meet.google.com/par-hxob-ffx
		AN	30	110119114032 - 110119114041 (10), 110119114043 - 110119114047 (5), 110119114301 (1), 110119114303 - 110119114316 (14), 110119114701 (1)	Shazareen R	https://meet.google.com/tqx-qrsy-keh
3/8/21 08-03-2021	CIVIL	FN	29	110119103001 - 110119103003 (3), 110119103006-110119103021 (16), 110119103023 - 1101191030 26 (4), 110119103301 - 110119103305 (5), 110119103501 (1)	Shazareen R	https://meet.google.com/ccj-naje-rfj

PREPARED BY   HOD/S&H   28/7/21   VICE-PRINCIPAL 28/7/21   PRINCIPAL 28/7/21

PART-B   (4*15=60)

.1.Read the passage given below and answer the questions that follow:

Many a time people feel fatigue because of poorly designed workspaces. Your desk, your chair, your computer and keyboard the placement, height, and angle of each of them – play a crucial role in preventing muscle and eye strain. That is what has given rise to an interest in the study of ergonomics. It is the applied science of equipment design at the workplace.
Ergonomics is intended to reduce fatigue and discomfort for people sitting and working in offices. So why does it make sense for organizations to follow ergonomic principles? In a recent study, it has been found that over 60% of individuals diagnosed with Repetitive Strain Injury (RSI) had received no training in strain injury at their offices and another 30% had received incorrect ergonomic advice.
Another interesting find has been that employees who turn up to work in spite of being in pain can cause massive productivity losses amounting to thousands of dollars annually.
Research findings have shown that most offices in India are operating with furniture that is a mismatch to the highly networked work culture that exists and there is hardly any awareness among employees about ergonomics and how it impacts them. This has resulted in an alarming 71% of employees suffering from rapidly spreading Musculo Skeletal Disorders (MSD). The symptoms are back pain, shoulder pain of varying intensity, leading to lowering of productivity of employees at work.To counter this problem, some companies have created volunteers who are part of a 'train and trainers' initiative. They act as custodians of their bays and monitor their colleagues' postures and advise them on a day-to-day basis. Talking about the part that employees can do to make their workplaces comfortable, some experts say that from an employee's perspective having knowledge of what is a safe working position, and what are the right ways of relieving fatigue, how the current set-up can be optimized, what simple solutions can be incorporated, can go a long way in creating a stress-free environment with healthy employees.

(a) The study of ergonomics is essential in workplaces because it:
(i) plays a crucial role in preventing muscle and eye strain.
(ii) is intended to increase fatigue.
(iii) causes massive productivity gains.
(iv) cannot create a stress-free environment.

(b) To create a stress-free environment with healthy employees, organizations:
(i) need to follow ergonomic principles.
(ii) must train the employees the science of ergonomics.
(iii) should engage specialist to detect the MSD (Musculo Skeletal Disorders). (iv) are intended to look into the poorly designed workspaces.

(c) Ergonomics is the applied science of........................... design at the workplace.

(d) The symptoms of MSD (Musculo Skeletal Disorders) are back...................... pain.

(e) To counter the problem of ergonomics, some organizations have created .... who are part of a 'train and trainers' initiative.

(f) Your desk, your chair, your computer and keyboard are the indispensable components of ergonomics. (True/False)

(g) Individuals diagnosed with RSI (Repetitive Strain Injury) and MSD (Musculo Skeletal Disorders) have a congenial, stress-free environment in the organization. (True/False)

(h) The right ways of relieving fatigue and discomfort for people sitting and working in offices is to design workspaces ergonomically. (True/False)

6. Online schooling, can it be the future of education? Write an essay for about 200 words.

7. You are Priya/Aditya Roy living in House No 7322, Sector 12, RK Puram, New Delhi. You have seen an advertisement in the newspaper for the post of a 'Software Engineer' in the National Software Company. Write an application along with CV to the Manager of the company.

8. Write a report on your recent holiday trip.

SHAZAREEN.R
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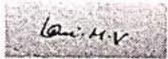
VANI.M.V
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HS8461-ADVANCED READING AND WRITING
LAB MANUAL

INTRODUCTION

At university, you are expected to submit written assignments for some courses in order to succeed them. To write such assignments, most of the time you need to read the articles written by researchers in the field of English Language Teaching (ELT). In this respect, this chapter aims to assist you on the occasions when you want your assignments to look and sound 'academic'.
Then, what does it mean to sound academic and how do you choose the right academic level? The aim of the following sections is providing answers to such questions.

What does it mean to sound academic?

The style of the text differs according to its purpose as it can either be formal or informal. Before you start writing your paper, you need to consider your readers by asking the questions of "Who is going to read my paper?" and "What is their aim in reading it?". Academic papers are regarded as formal pieces of writing and their aim is informing readers rather than entertaining them.

As there are differences in spoken language, there are also differences in written language. For example, you do not talk to your friends in the same style that you talk to a stranger. Similar to this, authors are expected to use formal language when they write a paper for an academic journal. On the other hand, one needs to use informal language if the text is addressed to a friend. As in informal writing, there are various levels of formality in academic writing. To decide the right level of formality, you are expected to consider two issues. These are your purpose in writing the paper and your readers. A careful analysis of these two will give you an idea about the formality of your paper. In this respect, thinking about a sliding scale which measures your paper's level of formality might be useful. Then, by examining your purpose

and readers, you can decide the appropriate formality level as presented in Figure 1.

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Figure 1: Level of Formality

As you remember, in order to decide the formality level, you should consider your readers and your aim in writing. Then, examine Figure 1 above carefully and try to explain the reasons for placing each of the text type on its appropriate place on the scale.

Remember that lecturers at university will expect your assignments to be located towards the formal end of the scale. This means that you will be expected to use a formal academic style in your assignments. The following types might be considered as examples of academic writing:

• Essays such as informing, discussing, and/or evaluating;

• Research reports; and

• Reports of case studies.

Apart from these academic papers, there are also some other types of academic writing. In this respect, Figure 2 is based on the studies of Bell (1993), J. D. Brown (1988), Burns (2005), Chaudron (1988), Harklau (2005), Hatch and Farhady (1981), Lazarton (2005), Mackey and Gass (2005), Nunan (1992, 2005), and van Lier (2005). It demonstrates various types of educational research studies under the two basic categories of primary and secondary research. Figure 2 indicates that almost all types of research studies appear as primary research and there are various ways of obtaining data and presenting results.

- diary
- email to
- a friend
- mail to
- your aunt
- newspaper
- article
- scientific

Characteristics of informal style of writing

Informal language can be regarded as spoken language. As one can expect, speakers feel relaxed specifically about grammatical rules when they talk to other people. Therefore, spoken language is regarded relatively less complex in comparison to written language. Like spoken language, informal writing also reflects such relaxations. For example, use of personal style, colloquial English, and short forms can be considered as the unique characteristics of informal writing.

RESEARCH PRIMARY AND SECONDARY

- *Statistical Action Case Ethnography*
- Surveys
- Experimental
- Classroom
- Questionnaires
- Interviews
- Observations
- Pre-experimental
- Quasi-experimental
- True-experimental
- Introspection
- Think-aloud
- Anagram tasks
- Diaries / Journals
- Retrospection
- Talk-aloud
- Stimulated-recall
- Immediate-recall
- Verbal-reporting
- Self-report
- Self-observation
- Self-revelation

writing. Remember that when you use informal style, it is easier for you to persuade your readers.

Characteristics of formal style of writing:
Usually, formal language is regarded to be the written one. Use of impersonal style and non-colloquial English are the two characteristics of formal writing. Besides, formal writing does not allow the author to use short forms. However, if short forms are in quotations; then, they are acceptable. Moreover, formal writing requires the use of passive voice and complex sentences in welldeveloped paragraphs. It should be noted that your text should not become incomprehensible because of the complex sentences involved in it. Although your paper needs to seem sophisticated, it also needs to remain comprehensible.

Characteristics of academic writing:
Academic writing has various characteristic features in relation with the characteristics of formal writing. Below you will see various characteristic features of academic writing.

Referring to other sources:
As you are writing an academic paper, you need to refer to the other sources in

order to persuade your readers. In this respect, you may need to paraphrase an idea, summarize it, and sometimes directly quote from the original source. You will see more explanation on referring to the other sources in chapters 8, 9, 10, and 11.

In the following example, the author refers to Anderson in order to reinforce the impact of background knowledge on reading comprehension.

Sample paraphrase

The very important role of background knowledge on reading comprehension is noted by Anderson (1999) that readers' comprehension depends on their ability to relate the information that they receive from the text with their background knowledge.

On the other hand, in the following example, the author refers to Swales in order to define the components of background knowledge. However, by using double quotation marks the author indicates the directly borrowed phrase from the source.

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Sample quotation

According to Swales (1990, p. 83), background knowledge consists of two main components of "our assimilated direct experiences of life and its manifold activities, and our assimilated verbal experiences and encounters".

Focussing on the issue

One of the most important characteristics of academic writing is focussing on the issue. You should never focus on the author in academic writing. It means that you need to avoid the use of personal pronouns such as 'I' and 'we'. However, if you are delivered a topic on your personal opinion; then, of course, you will need to use 'I'. When you focus on the topic, your aim is to show your readers that you have researched the topic from different viewpoints before you argue for a particular view. Thus, as the author of your paper, you are expected to keep your writing objective and impersonal to make it more convincing.The following samples may help you understand this difference better. Consider the differences between two samples.

Sample: Focusing on the author

In this essay, I will discuss the differences between the two methods of 'Suggestopedia' and 'Total Physical Response'.

Sample: Focusing on the issue

The present study aims to explain the differences between the two methods of 'Suggestopedia' and 'Total Physical Response'.

The former sample sentence introduces the topic by focusing on the author; however, the latter directly focuses on the issue without dealing with the author.

Activity: Focusing on the issue

The following text is an invitation for a conference. As you see, while writing the text, the author aims to focus on himself/herself. Please, find examples from the text below to support this and try to focus on the issue rather than the author

by transforming the text.

Advanced Reading and Writing Skills in ELT: 10 *APA Style Handbook*

Invitation for conference

On 27-28 April 2012, we are very proud to be organizing the 7th International ELT Research Conference with the chosen theme of 'Philosophical perspectives in ELT research' in Çanakkale, Turkey. We organize the conference under the auspices of Çanakkale Onsekiz Mart University, Faculty of Education, ELT Department. Our aim is to provide the highest calibre of ELT research by means of keynote speakers, a large number of scholars and presenters, and scientific and cultural exchange within a friendly, informative and stimulating atmosphere. We encourage researchers to submit their proposals for oral presentations, workshops, and poster presentations.

When you have finished the transformation drill, please compare your text with the suggested answer below. How successful do you consider yourself in transforming?

Suggested answer

The 7th International ELT Research Conference will be organized with the chosen theme of 'Philosophical perspectives in ELT research' on 27-28 April 2012 in Çanakkale, Turkey. The conference is organised under the auspices of Çanakkale Onsekiz Mart University, Faculty of Education, ELT Department. The 7th International ELT Research Conference aims to provide the highest calibre of ELT research by means of keynote speakers, a large number of scholars and presenters, and scientific and cultural exchange within a friendly, informative and stimulating atmosphere. Proposals for oral presentations, workshops, and poster presentations are invited.

By removing the pronouns in relation with the author, the second text invites researchers to attend the conference in a more formal tone.

Use of passive forms

As the author aims to focus on the issue rather than himself/herself, it is therefore necessary not to focus on who is doing the action, but on who is experiencing it. Then, authors have an intention of using the passive voice in academic writing since it allows them to do this. In the following sample sentence, for example, the author describes one important characteristics of good readers by exemplifying automaticity. However, to do this, the author makes use of passive voice.

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Sample use of passive voice

Another vital characteristic of good readers is indicated as automatised use of bottom-up processes; therefore, developing automaticity is the essence of becoming a good reader (Paran, 1997) to be able identify the words and language structures quickly (Hedge, 2000).

Use of objective language

Since you are expected to report facts in academic papers, you should use

objective language in your paper which is free of bias. To do this, apart from avoiding focusing on the author, you should also avoid the use of judgemental and emotive language and extreme adjectives in your paper.

Sample: Use of objective language

The chair of ELT department will announce the decision next week.

In preference to

The chairman of ELT department will announce his decision next week.

Precise vs. vague meanings

While you are writing an academic paper, you are also expected to integrate words with precise meanings. This means that you should avoid words with vague meanings since such words can be regarded as more colloquial.

The following sample sentences may help you understand the difference better between vague and precise words. Consider the differences between informal and formal sets of sentences.

Sample informal sentences

The present study aims to look at the issue in relation with behaviouristic point of view.

The author says that young children are more advantageous in foreign language learning in comparison to adults.

Grabe and Stoller (2002) talk about readers who follow a mechanical pattern by creating a piece-by-piece mental translation of the information in the text.

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Sample formal sentences

The present study aims to examine the issue in relation with behaviouristic point of view.

The author maintains that young children are more advantageous in foreign language learning in comparison to adults.

Grabe and Stoller (2002) argue readers who follow a mechanical pattern by creating a piece-by-piece mental translation of the information in the text.

Avoid using contraction:

In academic papers, you must not use contractions; instead, use full forms.

Sample use of full forms

In most instances, readers do not realize that there are strategies which make their learning process easier.In most instances, readers don't realize that there're strategies which maketheir learning process easier.

Avoid using slang, jargon, and clichés:

As academic papers are considered to be formal pieces of writing, you should not include slang, jargon, and clichés in your paper. Because when you use slang and jargon, you restrict the comprehension by a certain group of people. Thus, the former deals with colourful expressions whereas the latter deals with technical terms. In case of clichés, on the other hand, you integrate over-used items in your paper.

Sample use of slang (the use of a pig in pocket)

There seems to be a pig in the Prime Minister's pocket as he devotes so little

money on education.
Sample use of jargon (the assumption of knowing STM and LTM)
Chastain (1988) calls attention to the significance of converting information from the STM to the LTM; otherwise, the information in the STM vanishes in a maximum of twenty-second period.
Introduction to Academic Writing 13
Sample use of cliché (the use of work like a beaver)
The participants in the study worked like beavers.

Use of Abbreviations:

If you would like to make use of abbreviations, please remember that it will not affect your reader's comprehension of the text. The general tendency to abbreviate is using the full term which is followed by the abbreviation in parentheses when you use it for the first time.
Sample use of abbreviations
CALLA (the Cognitive Academic Language Learning Approach) was developed by Chamot and O'Malley (1987) and it is an instructional model either for second or foreign language learners in which cognitive theory plays an essential role. The initial aim in designing CALLA is assisting intermediate and advanced students at upper elementary and secondary schools who are not proficient users of English.
However, there is an exception of this rule. If you are using standard abbreviations such as units of measurement; then, you do not need to write out what they stand for in parentheses. For example, in the following two sample sentences, 'IQ' represents 'Intelligence Quotient' and 'km' represents 'kilometre'; however, there is no need to explain what they stand for.

• By taking an online test you can get your IQ score quickly.
• All the participants in the pilot study were coming from other cities with a minimum distance of 100km.
Also make it sure that there are no periods or spaces in the abbreviations you use. In the following sample for example, you need to abbreviate English as a foreign language as EFL but not as E.F.L.
Reading was once considered the most essential language skill in language classes since many EFL learners rarely had the chance to speak English in their daily lives due to difficulties in travelling.
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Use of markers and linking devices
In academic papers, the authors are expected to use markers in order to reflect their attitudes towards the ideas presented by the authors' of other sources. On the other hand, such markers assist their readers to understand the organization of the text and connect ideas across sentences by providing explicitness.

*Sample use of markers.*The reason in reading a text might be firstly, gathering information or fulfilling curiosity; secondly, receiving instructions for executing some duties; thirdly, taking part in a game; fourthly, corresponding either in a formal or an informal style; fifthly, getting information about when and where an activity is taking place; sixthly, learning what is happening; and seventhly, just for pleasure.

Sample use of linking devices

Apart from the above mentioned specific approaches of teaching reading, it might be interesting to scrutinize approaches of language teaching to evaluate how they appraise teaching the skill of reading. For example, although readers meet with difficult texts early in Grammar-Translation Approach (Celce-Murcia, 2001), little attention is paid to the skill of reading as the contents of texts are disregarded. Contrary to this, Celce-Murcia maintains that Direct Approach allows proficient readers to read literary texts for comprehension and pleasure. However, she indicates that Reading Approach is different from all other approaches since it encourages reading from the beginning with specifically adapted texts and considered to be mostly beneficial for those with practical and academic aims. Then, the most essential aim in this approach is regarded to be reading comprehension.

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DEPARTMENT OF COMPUTER SCIENCE

ENGINEERING

HS8461- ADVANCED READING AND WRITING

SEMESTER-IV

YEAR: 2020-2021

HS8461- ADVANCED READING AND WRITING

A RECORD

Submitted in partial fulfillment of the requirements for
the completion of the degree of

BACHELOR OF ENGINEERING

BY

NAME   : MOHAMED ABRAR

REGNO   : 110119104032

DEGREE   : B.E

BRANCH   : CSE

SEMESTER   : IV

DEPARTMENT OF ENGLISH

AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING

CHENNAI-600055 JULY-AUG 2021

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Certified that the record entitled "HS8461- ADVANCED READING AND WRITING" is a bonafide record of the original work done by Mr. MOHAMED ABRAR in the **Communication Skill Laboratory** during the academic year **2020-2021.**

………………….   ……………………….…………

Signature of Lab Incharge   **Signature of the Head of the Department**

Submitted for the University practical examination held on.................................. at Aalim Muhammed Salegh College of Engineering, Avadi-IAF,Chennai-600055

SIGNATURE OF THE EXAMINER:

INTERNAL:………………………..   **EXTERNAL:……………………..**

Date:……………   **College Seal:**

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HS8461- ADVANCED READING AND WRITING

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READING COMPREHENSION

Reading comprehension

Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of thethree.

There are two elements that make up the process of reading comprehension: **vocabulary knowledge** and **text comprehension**. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don"t makethe sense then the overall story will not either. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied that vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text"s structure to aid comprehension.

How does reading comprehension develop?

As you can see, reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies. The development of reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person isreadin

Why is reading comprehension so important?

Without comprehension, reading is nothing more than tracking symbols on a page with your eyes and sounding them out. Imagine being handed a story written in Egyptian hieroglyphics with no understanding of their meaning. You may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but you are not truly reading the story. The words on the page have no meaning. They are simply symbols. People read form for any reasons but understanding is always a part of their purpose. Reading comprehension is importantbecausewithoutitreadingdoesn"tprovidethereaderwithanyinformation.

Beyond this, reading comprehension is essential to life. Much has been written about the importance of functional literacy. In order to survive and thrive in today's world individuals must be able to comprehend basic texts such as bills, housing agreements (leases, purchase contracts), directions on packaging and transportation documents (bus and train schedules, maps, travel directions). Reading comprehension is a critical component of functional literacy. Think of the potentially dire effects of not being able to comprehend dosage directions on a bottle of medicine or warnings on a container of dangerous chemicals. With the ability to comprehend what they read, people are able not only to live safely and productively, but also to continue to develop socially, emotionally and intellectually.

CULTURAL BEHAVIOUR IN BUSINESS

Much of today's business is conducted across international borders, and while the majority of the global business community might share the use of English as a common language, the nuances and expectations of business communication might differ greatly from culture to culture. A lack of understanding of the cultural norms and practices of our business acquaintances can result in unfair judgements, misunderstandings and breakdowns in communication. Here are three basic areas of differences in the business etiquette around the world that could help stand you in good stead when you next find yourself working with someone from a differentculture.

Addressing someone

When discussing this topic in a training course, a German trainee and a British trainee got into a hot debate about whether it was appropriate for someone with a doctorate to use the corresponding title on their business card. The British trainee maintained that anyone who wasn't a medical doctor expecting to be addressed as 'Dr' was disgustingly pompous and full of themselves. The German trainee, however, argued that the hard work and years of education put into earning that PhD should give them full rights to expect to be addressed as'Dr'.

This stark difference in opinion over something that could be conceived as minor and thus easily overlooked goes to show that we often attach meaning to even the most mundane practices. When things that we are used to are done differently, it could spark the strongest reactions in us. While many Continental Europeans and Latin Americans prefer to be addressed with a title, for example Mr or Ms and their surname when meeting someone in a business context for the first time, Americans, and increasingly the British, now tend to prefer using their first names. The best thing to do is to listen and observe how your conversation partner addresses you and, if you are still unsure, do not be afraid to ask them how they would like to be addressed.

Smiling

A famous Russian proverb states that 'a smile without reason is a sign of idiocy' and a so-called 'smile of respect' is seen as insincere and often regarded with suspicion in Russia. Yet in countries like the United States, Australia and Britain, smiling is often interpreted as a sign of openness, friendship and respect, and is frequently used to break the ice.

In a piece of research done on smiles across cultures, the researchers found that smiling individuals were considered more intelligent than non-smiling people in countries such as Germany, Switzerland, China and Malaysia. However, in countries like Russia, Japan, South Korea and Iran, pictures of smiling faces were rated as less intelligent than the non-smiling ones. Meanwhile, in countries like India, Argentina and the Maldives, smiling was associated with dishonesty.

Eye contact

An American or British person might be looking their client in the eye to show that they are paying full attention to what is being said, but if that client is from Japan or Korea, they might find the direct eye contact awkward or even disrespectful. In parts of South America and Africa, prolonged eye contact could also be seen as challenging authority. In the Middle East, eye contact across genders is considered inappropriate, although eye contact within a gender could signify honesty and truthfulness.

Having an increased awareness of the possible differences in expectations and behaviour can help us avoid cases of miscommunication, but it is vital that we also remember that cultural stereotypes can be detrimental to building good business relationships. Although national cultures could play a part in shaping the way we behave and think, we are also largely influenced by the region we come from, the

communities we associate with, our age and gender, our corporate culture and our individual experiences of the world. The knowledge of the potential differences should therefore be something we keep at the back of our minds, rather than something that we use to pigeonhole the individuals of an entire nation.

Choose the correct answer.

1. The British trainee felt that people who want to be addressed as Dr must be …
 a. Hard-working.
b. <u>Conceited and self-important.</u>
c. Doing a medical degree.
d. From Germany.

2. If you are not sure how to address someone, you should…
a. Use the title you see on their business card.
b. Make your decision based on cultural stereotypes about their country.
c. Address them the way you'd like to be addressed.
d. <u>Ask them what they would like you to call them.</u>

3. There might be a misunderstanding if an American smiles at a Russian business associate because the Russian might think that the American is…
a. Being fake.
b. <u>Challenging their authority.</u>
c. Trying to break the ice.
d. Disrespectful.

4. The Japanese, South Koreans and Iranians might interpret a smiling face as being…
a. Friendlier.
b. Less open.
c. <u>Not as intelligent.</u>
d. Dishonest.

5. Americans and British people sometimes use eye contact to show that they…
 a. Like the speaker.
b. Are really listening to what is being said.
c. Are honest and truthful.
d. <u>Are attending to every need of the speaker.</u>

Are the sentences true or false:

1. When doing business internationally, there is a possibility that we might misinterpret what each other is saying even though we are speaking the same language.   <u>True</u> False
2. To the German trainee, having a PhD is equivalent to being amedicaldoctor.   <u>True</u> False
3. Sometimes, the smallest things can trigger a huge emotional response in us, especially when they are things we are not used to.   True <u>False</u>
4. In the research done to the perceptions of smiles, people from different countries were asked to rate photos of smiling faces and non-smiling faces.   <u>True</u> False
5. Making eye contact can be interpreted in different ways in different cultures but is almost always a positive thing.   True <u>False</u>
6. The writer recommends keeping possible cultural differences in the forefront of our minds when doing business with people with different cultures.   True False

Four positive books about the world

Factfulness – Hans Rosling with Ola Rosling and Anna Rosling Rönnlund

In *Factfulness*, Professor Hans Rosling, along with two collaborators, asks simple questions about the world. Questions like 'How many girls finish school?' and 'What percentage of the world's population is poor?' It turns out the majority of us get the answers to these questions completely wrong. Why does this happen? *Factfulness* sets out to explain why, showing that there are several instincts humans have that distort our perspective.

For example, most people divide the world into US and THEM. In addition, we often believe that things are getting worse. And we are consuming large amounts of media that use a sales model based on making us afraid.

But according to the authors, the world isn't as bad as we think. Yes, there are real concerns. But we should adopt a mindset of factfulness – only carrying opinions that are supported by strong facts. This book is not concerned with the underlying reasons for poverty or progress, or what should be done about these issues. It focuses on our instinctive biases, offering practical advice to help us see the good as well as the bad in theworld.

Enlightenment Now – Steven Pinker

Are things getting worse every day? Is progress an impossible goal? In *Enlightenment Now*, Steven Pinker looks at the big picture of human progress and finds good news. We are living longer, healthier, freer and happier lives.

Pinker asks us to stop paying so much attention to negative headlines and news that declares the end of the world. Instead, he shows us some carefully selected data. In 75 surprising graphs, we see that safety, peace, knowledge and health are getting better all over the world. When the evidence does not support his argument, however, he dismisses it. Economic inequality, he claims, is not really a problem, because it is not actually that important for human well-being. One cannot help wondering how many people actually living in poverty would agree.

The real problem, Pinker argues, is that the Enlightenment values of reason and science are under attack. When commentators and demagogues appeal to people's tribalism, fatalism and distrust, then we are in danger of causing irreparable damage to important institutions like democracy and world co-operation.

The Rational Optimist – Matt Ridley

For more than two hundred years the pessimists have been winning the public debate. They tell us that things are getting worse. But in fact, life is getting better. Income, food availability and lifespan are rising; disease, violence and child mortality are falling. These trends are happening all around the world. Africa is slowly coming out of poverty, just as Asia did before. The internet, mobile phones and worldwide trade are making the lives of millions of people much better.

Best-selling author Matt Ridley doesn't only explain how things are getting better; he gives us reasons why as well. He shows us how human culture evolves in a positive direction thanks to the exchange of ideas and specialisation. This bold book looks at the entirety of human history – from the Stone Age to the 21st century – and changes the notion that it's all going downhill. The glass really is half-full.

The Great Surge – Steven Radelet

The majority of people believe that developing countries are in a terrible situation: suffering

from incredible poverty, governed by dictators and with little hope for any meaningful change.

But, surprisingly, this is far from the truth. The reality is that a great transformation is occurring. Over the past 20 years, more than 700 million people have increased their income and come out of poverty. Additionally, six million fewer children die every year from disease, millions more girls are in school and millions of people have access to cleanwater.

This is happening across developing countries around the world. The end of the Cold War, the development of new technologies and brave new leadership have helped to improve the lives of hundreds of millions of people in poor countries.

The Great Surge describes how all of this is happening and, more importantly, it shows us how we can accelerate the process.

Choose the best answer:

1. Which book talks about how we can continue to make things even better?
Enlightenment Now

2. Which book covers a long period of human history?

The Rational Optimist

3. Which book claims that human intuition negatively affects the way people think about the world?

The Rational Optimist

4. Which book says that current establishments are under threat from politics?

The Great Surge

5. Which book explains that we tend to mentally divide humans into two clear groups?

Factfulness

6. Which book claims that trade has helped make life better around the world?

The Rational Optimist

7. Which book makes the claim that unfair distribution of wealth does not affect happiness as much as people think?

The Rational Optimist

8. Which book focuses primarily on developing countries?

The Great Surge

Options:

a. *Factfulness*   b. *Enlightenment Now*   c. *The Rational Optimist*   d. *The Great Surge*

HOW HUMANS EVOLVED LANGUAGES

Thanks to the field of linguistics we know much about the development of the 5,000 plus languages in existence today. We can describe their grammar and pronunciation and see how their spoken and written forms have changed over time. For example, we understand the origins of the Indo-European group of languages, which includes Norwegian, Hindi and English, and can trace them back to tribes in eastern Europe in about 3000 BC.

So, we have mapped out a great deal of the history of language, but there are still areas we know little about. Experts are beginning to look to the field of evolutionary biology to find out how the human species developed to be able to use language. So far, there are far more

questions and half-theories than answers.

We know that human language is far more complex than that of even our nearest and most intelligent relatives like chimpanzees. We can express complex thoughts, convey subtle emotions and communicate about abstract concepts such as past and future. And we do this following a set of structural rules, known as grammar. Do only humans use an innate system of rules to govern the order of words? Perhaps not, as some research may suggest dolphins share this capability because they are able to recognise when these rules are broken.

If we want to know where our capability for complex language came from, we need to look at how our brains are different from other animals. This relates to more than just brain size; it is important what other things our brains can do and when and why they evolved that way. And for this there are very few physical clues; artefacts left by our ancestors don't tell us what speech they were capable of making. One thing we can see in the remains of early humans, however, is the development of the mouth, throat and tongue. By about 100,000 years ago, humans had evolved the ability to create complex sounds. Before that, evolutionary biologists can only guess whether or not early humans communicated using more basicsounds.

Another question is, what is it about human brains that allowed language to evolve in a way that it did not in other primates? At some point, our brains became able to make our mouths produce vowel and consonant sounds, and we developed the capacity to invent words to name things around us. These were the basic ingredients for complex language. The next change would have been to put those words into sentences, similar to the 'protolanguage' children use when they first learn to speak. No one knows if the next step – adding grammar to signal past, present and future, for example, or plurals and relative clauses – required a further development in the human brain or was simply a response to our increasingly civilised way of living together.

Between 100,000 and 50,000 years ago, though, we start to see the evidence of early human civilisation, through cave paintings for example; no one knows the connection between this and language. Brains didn't suddenly get bigger, yet humans did become more complex and more intelligent. Was it using language that caused their brains to develop? Or did their more complex brains start producing language?

More questions lie in looking at the influence of genetics on brain and language development. Are there genes that mutated and gave us language ability? Researchers have found a gene mutation that occurred between 200,000 and 100,000 years ago, which seems to have a connection with speaking and how our brains control our mouths and face. Monkeys have a similar gene, but it did not undergo this mutation. It's too early to say how much influence genes have on language, but one day the answers might be found in our DNA.

Answer True or False:
1. Experts fully understand how the Hindi language developed.   <u>True</u>   False
2. The grammar of dolphin language follows the same rules as human language.

                                                                          True <u>False</u>
3. Brain size is not the only factor in determining language capability.   <u>True</u>   False
4. The language of very young children has something in common with the way our prehistoric
ancestors may have spoken.   <u>True</u> False
5. When people started using complex language, their brains got bigger.   True <u>False</u>

Managing a problem

From:

 To: Karl Anderson
Date: 17 October
Subject:Support forJud

Dear Karl,

I received a call from Judy a couple of days ago to discuss some of the issues that she was having and I thought I'd give you a heads-up on what was said, seeing that you are Judy's project teamleader.

 Judy really enjoys working with you and the team and finds the project very interesting, but I think she's feeling a bit lost and struggling to see the big picture. It seems that she's been given a fair amount of autonomy to carry out the tasks that you've given her, and of course this level of delegation is not uncommon in your branch. But I believe in her Tokyo office, she is used to a bit more managerial direction and guidance and so is finding this international project quite daunting.

When I asked her about meeting her deadlines, she mentioned that due to the recent changes to the project timeline, her goalposts have been moved, and she doesn't seem to really understand why this has happened. Bearing in mind that she's also facing simultaneous deadlines from her department in Tokyo, we can presume that she might be feeling a bit stretched.

Looking ahead, I was wondering if we could make it easier for Judy by offering her more direction when setting her tasks, at least until she learns the ropes and gets used to working unsupervised. I think she'd also appreciate you giving her a clearer idea on how her role in the team fits into the overview of things. Do you think you could maybe outline the group and individual targets at your next team meeting and that way, everyone not only gets a reminder of the end goal, but each team member, including Judy, might have a more holistic view of the whole project?

I was also thinking it might help to touch base with her every so often to make sure that she's up to date with any changes to the overall plan of attack. In the meantime, I'll write to her manager in the Tokyo office and see how aware they are of the deadlines you've given her, and if they could in some way review her responsibilities and co-ordinate her tasks so that she doesn't constantly feel pulled in both directions.

Judy is an extremely conscientious worker and is eager to contribute positively to the team. Personally, I think she is someone with high potential and will be an asset to our international projects if properly mentored. I'm keen to know your thoughts on the matter and am open to any suggestions on how we could better support Judy so that she has a more smooth-sailing experience on the team.

Best regards,

Jo Backhouse

Head of Department
International Projects

Choose The Best Answer:

1. Why is Jo writing to Karl?
a. To suggest that his management style is not suitable for the current members of his team
b. To let him know about the issues his team member is facing and help him manage them
c. To tell him how to solve his problems

d. To ask him to take it easy on Judy and not give her too muchwork

2. What is Judy not used to?
a. Being told what to do
b. Collaborating with people internationally
c. Being left to do things on her own
d. Delegating work to other people

3. Why is Judy confused by the changing targets?
a. She feels as if she needs to understand the reason for changes.
b. She has simultaneous deadlines from the Tokyo office.
 c. She doesn't want to know the bigger picture, just her part.
d. She doesn't like meeting deadlines.

4. What does Jo think of Judy?
a. Judy works well independently but isn't a good team player.
b. Judy is lazy and prefers managers to tell her exactly what to do.
c. Judy is very hard-working and capable and will go far in the company.
d. Judy is very enthusiastic but not very experienced.

5. Which of these does Jo do in here mail?
a. Mix positives in with the negatives
b. Focus on the solutions
c. Use language to show that she's expressing her own opinion or a possibility and not hard facts
d. All of the above

JOB APPLICATION LETTER

EX.NO: **JOB APPLICATION LETTER**

DATE:

JOTHIKA M

No17, Sudalai muthu pillai st

Madurai -625009

22/03/2019

The HR Manager

Unlink Pharma Private Ltd

476/14, Avadi north st,

Chennai-600077

Respected Sir/Madam

Sub: Application for the post of "Pharmaceutical Technologist"-reg.

With reference to your advertisement in "THE HINDU" newspaper dated on 20-03-2019.I would like to apply for the post of Pharmaceutical Technologist in your organization.

I would like to offer my services in your organization to fulfill the mission and vision statement and I am sure that I would be a perfect fit for the above said post. I have completed my B. Tech in Pharmaceutical Technology at University College of Engineering (BIT campus), Trichy. I believe that the skills that I have learned from a Premier Institution like Anna University and my experience from Internship will be immensely helpful. I have good technical knowledge, problem solving ability and communication skills. Hereby I have enclosed my resume for your kindperusal.

Thank you

Yours Sincerely

(JOTHIKA M)

JothikaM   E-mail: jothikasurya2000@gmail.com

No 17, Sudalai muthupillaist,   Mobile: +91- 8056641738

KamarajarSalai,

Madurai – 625009.

CAREEROBJECTIVE:

To work in a challenging environment with excellent opportunities to grow and alsoto enhance my technical skills, learn and apply the latest technological knowledge and also contribute value towards the organization''s growth.

EDUCATIONALQUALIFICATION

S.NO.	QUALIFICATION	NAME OF THE INSTITUTION	PERCENTAGE	YEAROF PASSING
1	B. Tech (Pharmaceutical Technology)	University College of Engineering, BIT campus, Anna University, Trichy.	95%	2020
2	HSC	TVSMatriculation Higher Secondary School, Madurai.	92.1%	2016
3	SSLC	TVS Matriculation Higher Secondary School, Madurai.	93%	2014

ADDITIONALQUALIFICATIONS

- ✓ Certificate of NPTEL online course in IndustrialBiotechnology.
- ✓ Certificate of International Convention on Quality CircleCompetition.

EXTRA CURRICULARACTIVITIES

- • Classicaldancer
- • Handworks
- • Type writing

WORKSHOP & TECHNICALEVENTS

- ✓ Attended one-day seminar titled "Advances in chemical reactionengineering"
- ✓ Participation in national seminar on De Novo Approaches in Drug DeliverySystems.
- ✓ Participation in workshop onInstrumentation.
- ✓ Participation in conference titled "current trends in diagnostic and therapeutics for lifestyledisease".
- ✓ Participation in technical symposium titled "Enhancing the employability skills and entrepreneurship qualities for the emerging pharmaceuticaltechnocrats".

PERSONALPARTICULARS

Father"sName	:	Mr.Muthuraja B
Mother"sName	:	Mrs.Priya M
Dateofbirth	:	29-01-1999
Languagesknown	:	English, Tamil,Hindi
Gender	:	Female
Maritalstatus	:	Unmarried
Nationality	:	Indian
PANNO.	:	BTLPJ0874N

REFERENCES:

1. Dr.K.Ruckmani   2. Dr.A. Purachikody

   Head ofthedepartment   Professor

   AnnaUniversity(BIT campus),   Anna University(BITcampus),

   Trichy- 24   Trichy –24

DECLARATION

I hereby declare that the above details are true and fair to the best of my knowledge.

Date:22/03/2019   Signature of thecandidate

Place: Trichy.

(JOTHIKA M)

STATEMENT OF PURPOSE

STATEMENT OF PURPOSE

There are a myriad of eligible applicants with competitive exam scores and diverse resumes/CVs that schools can now choose from for their prospective students. That is why the statement of purpose is your chance to show admissions committees why you deserve to be accepted onto the Master"s <u>programme of your choice</u>and how you stand out in the pool of applicants.

What to include?

<u>Different schools</u>will give you different cues as to what they want you to communicate through your Statement of Purpose. However, there are four main pillars of information that admissions committees want to see in your statement of purpose:

- What subject/course/major do you want to pursue at graduateschool?
- Why have you chosenit?
- Do you have any former experience in the field and how would it contribute to your prospectivestudies?
- What are your post-graduationplans?

What should your Statement of Purpose look like?

When it comes to technical requirements, different schools set different standards. Some schools advise a 1000-word essay, others encourage 1500-2000 words. Regardless of the length, you should make sure to write a separate Statement of Purpose for each programme you apply to. Schools will know if you did your homework and looked into some specifics about their particular programme, so never submit the same essaytwice.

Another crucial element that many candidates overlook is how their statement of purpose is formatted. Don"t pack 2000 words into two pages with no space to breathe or indentation. A good rule of thumb is to write your essay in a 12-point font with 1.5 paragraph spacing. Structuring your text in paragraphs with visible subheads will make it easier to read and will give a general idea of what your main points of focusare.

What is the bottom line?

There is no fixed set of rules to lead you to the ultimately successful statement of purpose. But the bottom line rule is to take your time. The Statement of Purpose is the only part

of your application that you can fully control so make sure you dedicate enough time and effort to produce a high-quality, informative piece which presents a full picture of who you are as a professional and as a prospectivestudent.

Some online sources advise against including information about your hobbiesand extracurricular activities, but the essence of some particular Master"s programmes definitely calls for such details. In this sense, you can see that no single statement of purpose would work for two different schools, so once again – do thorough research and only then sit down in front of the blank page.

What else is important?

Don"t forget that the main goal of the statement of purpose is to enable the admissions committee to put a face to your application. Even though all other elements of the application package are crucial to your admittance, the Statement of Purpose is the only one that will showcase your personality. Admissions committees want to see determination and diligence; they want to admit candidates who have clear career goals and ambitions. Recruiters can always read between the lines and spot insincerity or lack of genuine desire in the candidate to be admitted.

So even though it is important to keep your essay formal, concise and to the point, let your passion about the programme show through – it will be an excellent indicator of how much getting into this programme means to you as a professional, and this is a good first sign of how dedicated and focused you willbe.

ESSAY WRITING

Definition of Essay

Anessay is a short academic composition. The word "essay" is derived from a French word "essai" or "essayer," which mean "trail." In composition, however, an essay is a piece of non-fiction writing that talks or discusses a specific topic. Presently, essay is part of every degree program.

Types of Essay

1. **DefinitionEssay**
   As the name suggests, a definition type of essay defines different things, ideas, and perceptions.
2. **NarrativeEssay**
   A narrative essay is a narration like a short story. It is, however, different from a short story in that it is written in an essay format.
3. **DescriptiveEssay**
   A descriptive essay describes something to make readers feel, smell, see, taste, or hear what is described.
4. **Expository Essay**
   An expository essay exposes things in detail to make readers understand without any complications.
5. **PersuasiveEssay**
   A persuasive essay is meant to convince the target audience to do something or not do something.
6. **ArgumentativeEssay**
   An argumentative essay is meant to present arguments in the favor of something. It has an additional fourth body paragraph that is meant to present opposite arguments.
7. **Analytical Essay**
   An analytical essay analyzes something, such as in literature an analytical essay analyzes a piece of literature from different angles.
8. **Comparison and Contrast Essay**
   A comparison and contrast essay makes either a comparison, a contrast, or both between two different or similar things.
9. **Cause and EffectEssay**
   A cause and effect essay makes readers understand the cause of things, and their effects on other things.
10. **CriticalEssay**
    A critical essay is written on literary pieces to evaluate them on the basis of their merits or demerits.
11. **ProcessEssay**
    A process essay outlines a process of making or breaking or doing something that readers understand fully and are able to do it after reading it.
12. **Synthesis Essay**
    A synthesis essay means to synthesize different ideas to make a judgement about their merit and demerits.
13. **ExplicatoryEssay**
    An explicatory essay is meant to explain a piece of literature. It is often written about poems, short stories, and novels.
14. **Rhetorical AnalysisEssay**
    A rhetorical analysis essay evaluates a speech or a piece of rhetoric on the basis of rhetorical strategies and devices used in it.

15. **Review Essay**

   A review essay discusses the merits and demerits of a book and evaluates it through a review.

16. **SimpleEssay**

   A simple essay is just a five-paragraph essay that is written on any topic after it is specified.

17. **ResearchEssay**

   A research essay revolves around a research question that is meant to answer some specific question through a research of the relevant literature.

Format of an Essay

Generally, a simple five paragraph including a introduction, three body paragraphs, and a conclusion. An argumentation essay, however, has an additional paragraph which presents counter argument or opposing arguments in the same sequence. However, at the end of this paragraph, both the arguments are weighed in the favour of stronger arguments presented earlier in three body paragraph.

The format of an argumentative essay is given below:

A. Introduction			
i. Hook	ii. BackgroundInformation	iii. ThesisStatement	
B. Body Paragraph			
i. Topic Sentence	ii. Explanation/Example	iii. Supporting Details	iv. Transition Sentence
C. Counter Argument			
i. Topic Sentence	ii. Explanation/Example	iii. Supporting Details	iv. Comparison of Body Paragraph Arguments
D. Conclusion			
i. Rephrasing ThesisStatement	ii. Summary of Points	iii. ConcludingRemarks	

Functions of Types of Essays

An essay is a specific discussion or debate on a topic from a specific point of view. A student discusses the topic from his won specific angle. Readers not only get a glimpse of what the other aspect of the topic is, they also come to know about the tone and voice of the student writers to decide whether he has achieved a certain level of capability in writing. In literary essays, a writer discusses the influence that literacy piece has upon the readers about a certain point of view. Essays are also useful in winning public approval about certain politicalideas.

BOOK REVIEW

Book Review

A **book review** is a form of literary criticismin which a book is merely described (summary review) or analyzed based on content, style, and merit. A book review may be a primary source, opinion piece, summary review or scholarly review. Books can be reviewed for printed periodicals, magazines and newspapers, as school work, or for book web sites on the Internet. A book review's length may vary from a single paragraph to a substantial essay. Such a review may evaluate the book on the basis of personal taste. Reviewers may use the occasion of a book review for an extended essay that can be closely or loosely related to the subject of the book, or to promulgate their own ideas on the topic of a fiction or non-fictionwork.

Method to write a book review:

Writing a book review is not just about summarizing; it's also an opportunity for a reviewer to present a critical discussion of the book so others get an idea of what to expect. An effective book review describes what is on the page, analyzes how the book tried to achieve its purpose, and expresses any reactions and arguments from a unique perspective.

Preparing to Write a Review:

- Read the book multiple times, as repeat reads tend to lead a reader (or reviewer) to view aspects of the story, the setting and the character(s) in a new or differentway.

- Write down notes in a notebook or use a voice recorder to document any thoughts or impressions you have of the book as you are reading. They don't have to be organised or perfect, the idea is to brainstorm any impressions you may have of thebook.

- Trysummarizingthemajorsectionsofthebookyou"rereviewingto help understand how it"sstructured.

Think about the book's genre and/or field of study:

Considering how the book fits or does not fit in its genre or field of study by using outside sources to familiarize yourself with the field of study and the genre of the book.

- The theme is often a lesson or overall message that the reader perceives between the lines. The theme can also consist of the fundamental and often universal ideas explored in a book. Authors may present multiple themes in their writing, especially works of fiction. These themes will help support the argument that the book is making.

- Pay attention to the preface, any quotes, and /or references in the book's introduction, as this content will likely shed light on the book's major themes andviewpoint.

Consider the author's writing style:

- Ask yourself if the style suits the book's intended audience.

- Remember that genre is a category of writing and style is the manner in which a subject is expressed or performed depending on the style used, the author can present different viewpoints to the intendedaudience.

Think about how well the author develops the major areas or points in the book:

Locating gaps in the timeframe or character development in fiction, or the coverage and analysis in nonfiction can help you think critically.

Make note of the book's format, if relevant:

- Elements like the book's layout, binding, typography, etc. can provide framing and context for the book.

- If the author provides secondary material like maps, charts, and drawings, always consider how they support or contribute to the book's themes and arguments.

Consider any literary devices in the book:

- If the book is a work of fiction, think about how plot structure is developed in the story.

- Take notes on the book's character, plot, setting, symbols, mood or tone and how they relate to the overall theme of the book.

Think about how unique the book is:

- The author may be trying to challenge or expand the existing rules and norms of a genre.
- Consider how the book does this, and how this may affect the intended audience's reception of the book.

Assess how successful the book is:

- Was the author successful in carrying out the overall purposes of the book and did you feel satisfied with the book'sending?
- Would you recommend this book to thereaders?

ANNA UNIVERSITY
CHENNAI - 25

College Code	1	1	0	1				
College Name	AALIM MUHAMMED SALEGH OF ENGINEERING							
Register Number	1 1 0 1 1 9 1 0 4 0 0 4							
Name of the Candidate	ADNAN SHARIQ P							
Degree	BACHELOR OF ENGINEERING							
Branch	CSE				Semester	4		
Question Paper Code								
Subject Code	H	S	8	4	6	1		
Subject Name	ADVANCED READING & WRITING							
Date	DD 30	MM 04	YY 21	Session	FN		AN	
No. of Pages used	8		In words	Eight			

All particulars given above by me are verified and found to be correct

Signature of the Student with date	Adsht 30/07/21

For Office Use Only

Instructions to the Candidate: Put Tick mark (✓) for the questions attended in the tick mark column against each question

PART – A			PART – B & C									
Question No	✓	Marks	Question No.	(i) ✓	(i) Marks	(ii) ✓	(ii) Marks	(iii) ✓	(iii) Marks	Grand Total (in words)		
1	✓		11 a									
2	✓		11 b									
3	✓		12 a									
4	✓		12 b									
5	✓		13 a									
6	✓		13 b									
7	✓		14 a									
8	✓		14 b									
9	✓		15 a									
10			15 b								Grand Total	
			16 a									
			16 b									
Total												

Declaration by the Examiner: Verified that all the questions attended by the student are valued and the total is found to be correct

Date	Name of the Examiner	Signature of the Examiner

ANNA UNIVERSITY PRACTICAL EXAMINATION

APRIL / MAY 2021

HS8461 – ADVANCED READING & WRITING

NAME : P. ADNAN SHARIQ

REG NO : 110119104004

YEAR / SEM : 2 / 4

BRANCH : CSE

SUB CODE : HS8461

SUB NAME : ADVANCED READING + WRITING

DATE : 30/07/2021

PART-B

① Read the passage given below and answer the question

(a) (i) Play a crucial rule in preventing muscle and eye strain

(b) (ii) Must train the employees the science of ergonomics

(c) Ergonomics is the applied science of equipment design at the work place

Ad Sh

(d) The symptoms of MSD (Musculo Skeletal Disorders) are back, pain, __Shoulder__ pain

(e) To counter the problem of ergonomics, some organization have created __Volunteers__ who are part of 'train and trainers' initiative

(f) Your desk, your chair, your computer and keyboard are indispensible components of ergonomics.
   false

(g) Individuals diagnosed with RSI & MSD have congenial, stress free environment in the organization
   . false

(h) The right ways of relieving fatigue and discomfort for people sitting and working in offices to design workplace ergonomically
   True

(6)
            ESSAY   WRITING

Online Schooling, Can It Be The Future Of Education?

Online education has expanded tremendously over the last year due to school closures from covid 19. The appeal of online school continues to grow due to its convenience and accessibility. Every educational institution around the world have adapted the online education. Here are some reasons about why online schooling will be the future of education.

Online platforms offer greater convenience and flexibility in helping students obtain the education when they need and wherever they need. Students can attend the classes at their own convenience and along with the pace at which they work making slow learning students to completely understand the subjects at their own time.

Online learning offers extensive resources ranging from videos, online libraries, educational websites etc. Students can make use of all e books since there are wide collection of e books and study materials are on the web

Online Schooling promotes better interaction between students and teachers and they both have quite a good understanding between them. It is also beneficiary for teachers as they can make best use of resources to teach the students. By working more closely together with students and teacher benefit from online experience.

Another big advantage of online schooling is that, online schooling can be done anywhere in the world, where there is access to the internet. Students get to spend more time with their family and at same time it doesn't affect their education.

Coming to the cost of online education when compared to offline education, online schooling is more efficient of cost than physical schooling as it reduces the cost in accomodations, books, transportation etc. This is one of the main reasons why students choose online schooling.

Learning is what that matters, no matter what is your medium. But internet is considered as ocean as it contains more knowledge than book. So yes, the online schooling can be the future of education.

30/07/21   04   Adsl

(1)

JOB APPLICATION LETTER

30 July 2021

Aditya Roy,
House No. 7322,
Sector 12,
RK Puram, New Delhi.

Manager,
National Software company,
New Delhi.

Sir,

Subject : Regarding Software Engineer position

This is to inform you that, I have seen the advertisement in the newspaper for the post of software engineer in your company. I would like to apply for the post as I feel I'm eligible for all the criteria given for the software engineer post. I have most recently worked as a software engineer in YYZ tech. and I have experience of doing many projects in the field. I look forward to the opportunity to meet with you to discuss how I

I might become a beneficial member of your team. I have enclosed my cv with the letter.

Sincerely,

Aditya Roy

Enclosure: Curriculum Vitae.

CURRICULUM VITAE (CV)

ADITYA ROY

Phone: 9970 3 1250

Mail: aditya@gmail.com

EXPERIENCE:

Worked as a software Engineer for 3 years in XYZ tech.

EDUCATION:

2010-2014 : Bachelor degree in computer
            science from Anna University

ADDITIONAL ACTIVITIES

* Participated in several hackathon.

* Member of State Software engineers Society

11090400y

ADNAN SHARIQ P

Tech Skills:

* * web development
* * Database management
* * Python, C++, Java script

Soft Skills

* * Team work
* * Problem solving
* * Critical thinking

CONFERENCES:

* DSLON 2016

REPORT WRITING

MY RECENT HOLIDAY TRIP

Chennai
30/07/21   By. Adnan Shariq

My recent holiday trip was to Ooty
before the pandemic. We group of 20
family members went to Ooty in the month of June
It was a really fun and beautiful experience

30/07/21   07   Adet.

we travelled through roads in a big van we reached Ooty friday morning. The journey to Ooty in roads was so beautiful especially the main road in Metupalayam. we saw the real beauty of the nature.

On friday we visited places in Ooty like Ooty Botanical Garden, Rose garden. Those places really showed how beautiful the nature is. we had good lunch and dinner in a good hotel.

On Saturday we went to boat house and did boating it was really good experience to boat in a cold water. we also went to tea factory and saw how tea are made naturally

On Sunday, the last day of trip we went to falls and it was raining heavily. we enjoyed the climate a lot and returned home Sunday night.

To conclude, the trip to Ooty gave so many memories to us. we enjoyed the real beauty of nature + wish to visit Ooty again

Adish

1101-AALIM MUHAMMED SALEGH COLLEGE OF ENGINEERING
ANNA UNIVERSITY PRACTICAL EXAMINATION- APRIL/MAY 2021
DEPARTMENT OF ENGLISH
DEGREE & BRANCH : B.E. COMPUTER SCIENCE AND ENGINEERING
YEAR/SEM: II/ IV
**HS8461-ADVANCED READING AND WRITING.**
ASSESSMENT MARK SPLIT UP

DATE: 30.07.2021

SL. NO	REGISTER NUMBER	NAME OF THE STUDENT	PART A MCQ (20)	PART B (60)				RECORD (20)	Total (100)
1	110119104001	ABDULLAH T	18	12	13	12	13	20	88
2	110119104002	ABDULLAH SYED ISMAIL	18	14	1	14	13	20	80
3	110119104003	ABDUL MUIZZ A	18	14	11	12	17	20	92
4	110119104004	ADNAN SHARIQ P	18	13	12	12	12	20	87
5	110119104005	AHAMED LAMEEN S	18	14	11	12	11	20	86
6	110119104006	AHAMEDULLAH JAVITH A	18	14	12	11	11	20	86
7	110119104007	AMAL P	18	14	12	13	10	20	87
8	110119104008	AMEEN A	11	14	12	12	12	20	81
9	110119104009	AMEER KHAN A	18	14	12	12	12	20	88
10	110119104010	ANJUM FATHIMA N	13	14	12	11	12	20	82
11	110119104011	ASHRAF ALI A	18	14	12	13	12	20	89
12	110119104012	ASHIKA BANU M	18	14	13	13	13	20	91
13	110119104013	ASWAD SHEERAAZ S	18	14	12	14	13	20	91
14	110119104014	AYISHA S	11	14	13	14	14	20	86
15	110119104015	AZEEM AHMED U	11	12	12	13	13	20	81
16	110119104016	BAZITH ALI N	18	13	13	12	11	20	87
17	110119104017	ESAKKI RAJ M	16	12	13	12	13	20	86
18	110119104018	HABIB RAJA A	18	13	13	12	11	20	87
19	110119104019	HARIHARAN K	18	12	13	12	12	20	87
20	110119104020	HASHAAN ADEEN T K	15	12	13	12	11	20	83
21	110119104021	HISHAM ISMAIL V A	15	12	13	12	13	20	85
22	110119104023	JANANI C H	15	12	12	12	13	20	84
23	110119104024	JANARTHANAN M	15	12	13	12	12	20	84
24	110119104025	JEEVITHA K	18	13	12	12	13	20	88
25	110119104026	JOTHIKA S	18	12	12	12	13	20	87
26	110119104027	MAHATH P T	11	13	12	13	13	20	82
27	110119104028	MANOJ KUMAR D	18	12	12	13	13	20	88
28	110119104029	MD FAWWAZ	18	12	13	14	14	20	91

| 29 | 110119104030 | MEER ABZAL HUSSAIN A | 18 | 13 | 12 | 12 | 12 | 20 | 87 |
| 30 | 110119104031 | MOHAMED AADHIL SHATH M | 18 | 12 | 13 | 13 | 12 | 20 | 88 |

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SL. NO	REGISTER NUMBER	NAME OF THE STUDENT	PART A MCQ (20)	PART B (60)				RECORD (20)	Total (100)
1	110119104032	MOHAMED ABRAR	18	14	12	11	13	20	88
2	110119104033	MOHAMED ARIFEEN S	18	14	11	12	13	20	88
3	110119104034	MOHAMED ARSATH A	18	14	12	11	10	20	85
4	110119104035	MOHAMED ASHIQ ALI S	18	13	12	11	11	20	85
5	110119104036	MOHAMED FARHAAN F	18	14	12	11	11	20	86
6	110119104037	MOHAMED IFTHIHAR S S	15	14	13	11	14	20	87
7	110119104038	MOHAMED IRFAAN I	18	14	12	13	14	20	91
8	110119104039	MOHAMED KHAN A	18	14	13	12	14	20	91
9	110119104040	MOHAMED RAIYAN M	16	14	12	13	10	20	85
10	110119104041	MOHAMED RASITH K S	18	13	12	12	11	20	86
11	110119104042	MOHAMED RAZVI	18	14	12	12	10	20	86
12	110119104043	MOHAMED RIYAS M T	18	14	12	13	10	20	87
13	110119104044	MOHAMED SAFRITH	18	14	12	10	11	20	85
14	110119104047	MOHAMED BILAL H	18	14	13	10	10	20	85
15	110119104048	MOHAMMED HASHEEM	17	14	12	13	11	20	87
16	110119104049	MOHAMED IQRAM R S	18	14	12	10	11	20	85
17	110119104050	MOHAMMED ISMAIL L	18	14	12	12	11	20	87
18	110119104051	MOHAMMED SADATULLAH KHAN	18	14	13	10	10	20	85
19	110119104052	MOHAMMED YOUSUF AB	18	14	13	12	10	20	87
20	110119104053	MOHANRAJ R	18	14	12	10	11	20	85
21	110119104054	MOUIDEEN SAMEER M	18	14	13	10	12	20	87
22	110119104055	MUHAMMAD WAHEED	18	13	13	13	12	20	89
23	110119104056	NAINA MOHAMMED A	18	14	12	10	12	20	86
24	110119104057	NARASHIMMA K	18	14	11	10	10	20	83
25	110119104058	NAWAZ J	18	13	12	13	13	20	89
26	110119104059	NAZIM ALI M	18	14	10	4	12	20	78
27	110119104060	NIJAMUDEEN A	18	14	12	10	11	20	85
28	110119104061	NOOR MOHAMED M	18	14	12	14	10	20	88

| 29 | 110119104062 | NOOR UL HUDAH C | 18 | 14 | 13 | 12 | 14 | 20 | 91 |
| 30 | 110119104063 | PRIYADHARSHINI R | 18 | 14 | 12 | 14 | 13 | 20 | 91 |

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SL. NO	REGISTER NUMBER	NAME OF THE STUDENT	PART A MCQ (20)	PART B (60)				RECORD (20)	Total (100)
1	110119104064	RILWANULLAH S	18	12	13	12	13	20	88
2	110119104066	SADIQ S K	8	14	10	14	13	20	79
3	110119104067	SAJITH AHMED R	8	14	11	12	17	20	82
4	110119104068	SANKARA PANDI A	18	13	10	12	12	20	85
5	110119104069	SHABANA. N	13	14	11	12	11	20	81
6	110119104070	SHAFEEQ AHAMED S	18	14	12	10	11	20	85
7	110119104071	SHAHUL HAMEED NAYEEM.O.S	18	14	12	13	10	20	87
8	110119104072	SHEIK DAWOOD IBRAHIM S	18	14	13	12	12	20	89
9	110119104073	SHEIKH MOHSIM KHAN	18	14	12	13	12	20	89
10	110119104074	SHEQ SHAMIR A	18	14	12	13	12	20	89
11	110119104075	SHYAM PRASAD N P	18	14	12	13	12	20	89
12	110119104076	SURESH V	18	14	13	13	13	20	91
13	110119104077	SYED ABDUL RAHMAN S	18	14	12	14	13	20	91
14	110119104078	SYED AFZAL F	18	14	13	14	14	20	93
15	110119104079	SYED ASIF S	18	12	12	13	13	20	88
16	110119104080	SYED KARISHMA AFREEN	18	13	13	12	11	20	87
17	110119104081	SYED RIYAZ T	18	12	13	12	13	20	88
18	110119104082	SYED UMAR S	16	13	13	12	11	20	85
19	110119104083	TAQEEULLAH S	16	12	13	12	12	20	85
20	110119104084	THAMEEM SHARIFF A	18	12	13	12	11	20	86
21	110119104085	THANZEER RAHMAN R	18	12	13	12	13	20	88
22	110119104086	VIMAL V	18	12	12	12	13	20	87
23	110119104087	VISHAL SRIVASTVA	18	12	13	10	12	20	85
24	110119104301	MYDEEN M	12	13	10	12	13	20	80
25	110119104701	MARYAM AYSHA S	18	12	12	12	13	20	87
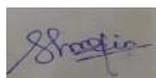
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| SL. NO	REGISTER NUMBER	NAME OF THE STUDENT	PART A MCQ (20)	PART B			(60)	RECORD (20)	Total (100)
1	110119205001	ABDUL AKEEB M	12	14	12	10	11	20	79
2	110119205002	ABDULLAH S	12	14	13	11	12	20	82
3	110119205003	ABDUL RAHMAN K	11	14	12	13	11	20	81
4	110119205004	ABDUL WAJID A K	5	14	12	10	11	20	72
5	110119205006	ABDUS SHAKOOR H H	8	14	12	12	11	20	77
6	110119205007	ABILESH A	4	14	13	10	10	20	71
7	110119205008	AFRAH J	18	14	13	14	13	20	92
8	110119205009	AFRAH FATHIN F N	18	14	12	13	14	20	91
9	110119205010	AHAMED JAASIR H	10	14	13	12	12	20	81
10	110119205011	ARAVIND A	2	13	13	13	12	20	73
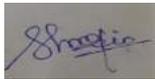
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SL. NO	REGISTER NUMBER	NAME OF THE STUDENT	PART A MCQ (20)	PART B			(60)	RECORD (20)	Total (100)
1	110119205012	ASHIKA NOORIYA M	16	14	12	13	13	20	88
2	110119205013	AZ HAR AYYASH A	10	14	11	10	11	20	76
3	110119205014	BASHEER AHAMED ZUBAIR V A	18	14	12	11	13	20	88
4	110119205015	FARHEEN OMAR	18	14	12	13	14	20	91
5	110119205016	GOKUL AR	18	14	12	13	11	20	88
6	110119205017	HASWATH R	15	14	12	11	11	20	83
7	110119205018	IMBRESH KANNA M	15	14	12	13	14	20	88
8	110119205019	JAIGANESH S	18	14	13	12	14	20	91
9	110119205020	MOHAMED ARISH M R	13	14	12	13	10	20	82
10	110119205021	MOHAMED FAIZAL A	18	13	12	12	11	20	86
11	110119205022	MOHAMED HUSSAIN KANI S	18	14	12	12	10	20	86
12	110119205023	MOHAMED NAWSATH ALI M	18	14	12	13	10	20	87
13	110119205024	MOHAMED SULTHAN IBRAHIM S	7	14	12	10	11	20	74
14	110119205025	MOHAMMED FASEHIULLAH N	18	14	13	10	10	20	85
15	110119205026	MOHAMMED ISMAIL K M	18	14	12	13	11	20	88
16	110119205027	MOHAMMED ISMAIL KAFIL S	18	14	12	10	11	20	85
17	110119205028	MOHAMMED NAWFAL H	AB	AB	AB	AB	AB	AB	0
18	110119205030	MOHAMMED SHAFRUL MISKATH S	6	14	13	11	10	0	54
19	110119205031	MOHAMMED UMRAZ SHARIFF I	13	14	13	12	10	20	82
20	110119205032	MOHIEDDIN ABDUL QADHAR	18	14	12	10	11	20	85
21	110119205034	PRASANNA G	18	14	13	10	12	20	87
22	110119205035	RIZWANA A	18	13	13	13	12	20	89
23	110119205036	SHEIK AMANULLAH U	18	14	12	10	12	20	86
24	110119205037	SYED ALI FATHIMA A	18	14	11	10	10	20	83
25	110119205038	SYED IJAZ AHAMED Z	12	13	12	13	13	20	83
26	110119205039	SYED MOHAMED ZAHID S	10	14	10	4	12	20	70
27	110119205040	YUSRA SABA M	17	14	12	10	11	20	84

28	110119205041	ZAID HARIS F	18	14	12	14	10	20	88
29	110119205301	AALIYA FATHIMA	18	14	13	12	14	20	91
30	110119205302	MOHAMMED TAHIR	3	14	12	14	13	20	76

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