

Communication ~~Lab~~ / Language Lab

4th Semester, B.E.

Total Marks 50

End semester examination (written): 40 Marks

Internal Assessment: 10 Marks

Unit – I

Computer/ software aided lessons:

- Introduction to the Sounds of English- Vowels, Diphthongs and Consonants - and to Stress and Intonation.
- Communicative English – Meeting people, exchanging greetings and taking leave in both formal and informal communications; Introducing yourself; Introducing people to others; Giving personal information ; Taking and leaving messages; Making requests and responding to requests; Thanking someone and responding to thanks; Inviting/accepting/refusing an invitation; Apologising and responding to an apology; Congratulating and responding to congratulations; Paying compliments, showing appreciation, offering encouragement and responding to them; Asking for/giving/refusing permission; Answering the telephone and asking for someone; Calling for help in an emergency and asking for/ giving directions.
- Essential English Grammar - Word order 1 (subject + verb+ object); word order 2 – use of the words – ‘always’, ‘often’, ‘ever’, ‘rarely’, ‘also’, ‘already’, ‘all’, ‘usually’, ‘sometimes’, ‘never’, ‘seldom’, ‘just’, ‘still’ and ‘both’ - before/after/between the verbs in framing sentences; use of ‘much’, ‘many’, ‘little’ and ‘few’ in relation to countable and uncountable nouns and the differences between ‘a little’ and ‘little’ and ‘few’ and ‘a few’; use of ‘enough’ before noun, without noun and after adjective ; use of ‘too’ before adjective/adverb and the difference between the significances of ‘too’ (too much/many) and ‘enough’; ‘much’, ‘many’ and ‘a lot’ to suggest countable and uncountable nouns and the use of ‘much’ in the types of sentences; the difference between the implications of ‘must’/ ‘mustn’t’ and ‘needn’t’; use of ‘can’ and ‘could’ to denote capability, past tense and request; ‘might’ and ‘may’ suggesting possibility; use of present continuous tense in future planning and use of simple present for timetables and programmes.
- Common Errors in Spoken English
- Building Vocabulary – synonyms, antonyms and phrases and idioms
- Honing reasoning aptitude with the help of exercises on analogy between pairs of words.
- Developing reading, comprehension and listening skills with the aid of language lab devices of reading essays on general issues and listening to audios on sundry topics.

Unit – II

Interactive sessions:

- Presentations – Impromptu and Rehearsed. Demo of good and bad presentations with the help of language lab device (Audio-visual) to boost presentation skill.
- ‘Just a Minute’ Sessions (JAM)
- Group Discussions
- Conducting face to face conversational practice to enhance speaking, listening and comprehension skills.
- Describing objects/people/ situation.

Books recommended for the Language Laboratory in addition to the software installed in the systems:

English Language Communication Skills (ELCS) Lab Manual- cum-Work Book. New Delhi: Cengage Learning India Pvt., 2013.

Hewings, M. *English Pronunciation in Use. Advanced.* Cambridge: CUP, 2009.

Marks, Jonathan. *English Pronunciation in Use: Elementary.* Cambridge: CUP, 2009.

Mohan, Krishna and N. P. Singh. *Speaking English Effectively.* 2nd Edition. Delhi: Macmillan Publishers India Ltd., 2011.

Spoken English (CIEFL) in 3 volumes with 6 cassettes, OUP.

N. B.

End semester examination will be held in the form of a written examination (at the time of end semester theory examinations) based on computer/software aided lessons.

Internal assessment of the students will be based on their interactive sessions/ day to day activities in the lab.