



St. MARTIN'S ENGINEERING COLLEGE

Dhulapally, Secunderabad-500100

NBA & NAAC A⁺ Accredited

DEPARTMENT OF HUMANITIES AND SCIENCES

Ref No: SMEC/LLC/2019-20/01

19 JULY 2019

PERSPECTIVE PLAN – ACADEMIC YEAR 2019-2020

S. No.	Date of the Event	Plan (Name of the Event)	SOP (Standard Operating Procedure)	Budget for the Event	Name of the Staff Responsible	Target Beneficiary
1	20/08/2019	Ice-Breaking Activity and J.A.M. Session	Annexure-1	As applicable	Lab Instructor and Supporting Staff	B. Tech I year I Semester Students
2	11/09/2019	Functional Vocabulary	Annexure-2	As applicable	Lab Instructor and Supporting Staff	B. Tech I year I Semester Students
3	20/09/2019	Descriptions and Narrations	Annexure-3	As applicable	Lab Instructor and Supporting Staff	B. Tech I year I Semester Students

4	11/10/2019	Mono Acts and Role Plays	Annexure-4	As applicable	Lab Instructor and Supporting Staff	B. Tech I year I Semester Students
5	19/11/2019	Listening Exercises	Annexure-5	As applicable	Lab Instructor and Supporting Staff	B. Tech I year I Semester Students

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ANNEXURE I: Ice-breaking Activity and JAM Session

1. Sample Puzzles and Riddles:

a) When you have me, you feel like sharing me. But, if you do share me, you don't have me. What am I?

A: Secret.

b) I'm where yesterday follows today, and tomorrow's in the middle. What am I?

A. Dictionary.

c) Until I am measured,
I am not known.
Yet how you miss me,
When I have flown!
What am I?

A. Time.

d) From the beginning of eternity
To the end of time and space
To the beginning of every end
And the end of every place.
What am I?

A. The letter 'e'

e) You can hold it without using your hands or arms. What is it?

A. Your breath.

f) What do the letter 't' and an island have in common?

A. Both are in water - WaTer.

g) Which is the word in English that has nine letters, and remains a word at each step even when you remove one letter from it, right up to remaining a single letter. List each letter as you remove them, along with the resulting word at each step.

A. 'Startling' is the word. Begin by removing 'l', which makes it 'starting', then take away the 't', making it 'staring', and so on - string; sting; sing; sin; in; and, I.

h) Which is the longest word in English?

A. Smiles - Because a 'mile' exists between the two S's. While that is a good answer to the riddle, the actual longest English word is 'Pneumonoultramicroscopicsilicovolcanoconiosis' - the meaning of which is a lung disease, that is caused due to inhalation of very fine silica particles, which turn cause inflammation of the lungs. The other long English word is 'floccinaucinihilipilification'- which means to describe something as worthless, or turning something into being worthless by deprecating it.'

i) 2 fathers and 2 sons go fishing. Each of them catches one fish. So why do they bring home only 3 fish?

A. Because the fishing group comprises a grandfather, his son, and his grandson - hence just three people.

j) What is as big as you are and yet does not weigh anything?

A. Your shadow.

k) I can run but I can't walk, have a mouth but I can't talk, have a head but I can't think, have a bed but I can't sleep. Who am I?

A. River.

l) A certain five letter word becomes shorter when you add two letters to it. What is the word?

A. Short.

m) I go all around the world but I still stay in a corner. Who am I?

A. Postage stamp.

2. Encourage students to express their views and share experiences:

Through above exercises, students feel comfortable and start to express their ideas with felicitator's encouragement.

3. Motivate every student to speak on simple topics over a minute:

Topics based on single ideas and experiences to be given to speak over a minute.

4. Award of marks for their attempts to speak:

Used as a parameter to evaluate student's performance.

5. Assess their participation along with Peer group analysis:

Evaluation process continues by taking Student Peer Group oral feedback into consideration.

6. Suggest the appropriate ways to overcome stage fear and offer tips for improving communication skills:

Encourage students for their attempts, analyze their performance and suggest necessary tips for improving their communication skills and their confidence level in a positive manner.

ANNEXURE II: Functional Vocabulary

1. Vocabulary types and usage:

Explanation of vocabulary sub topics such as synonyms, antonyms, homonyms, homophones, homographs, one-word substitutes, idioms, etc., and exercises on using in own sentences by students.

2. Regular practice through reference of News Papers:

Sample Exercises:



Newspapers

1. Cross the 15 words which aren't connected with newspapers.

Headline
ladder
news
park
populars
photo
section
classified
international
column
hovercraft
garbage
article
subway
picture
format

pantry
front page
crosswords
compass
press
shop
armchair
publication
ads
sports
editorial
obituary
circulation
qualities
story

journalist
tabloid
circus
report
broadsheet
reader
doctor
reporter
elephant
sunglasses
photographer
daily
dinner
nursery
politics

2. Which words are...

a) ... newspaper sections?

b) ... types of newspapers?

c) ... jobs related to newspapers?

d) ... parts of news?



TRAVEL & TOURISM

Name: _____

Exercise 1: Complete the sentences using the words given: (15p)

brochure, attractions, sampled, sunbathe, resorts, accommodation, elegant, location, appeals, breath-taking, exchange, humid, narrow, reach, satisfied

1. This book _____ to me! I find it very interesting.
2. In twenty minutes we will _____ our destination.
3. There aren't a lot of tourist _____ in Cyprus.
4. Read the _____ carefully before you decide which hotel we should book.
5. I had to _____ euros to pounds when I visited London.
6. When I went to Marocco I _____ the local cuisine.
7. The air near the beach was hot and _____.
8. The view from our hotel room was _____. Truly unforgettable!
9. You shouldn't _____ for many hours the sun is too hot.
10. We stayed in a very chic and _____ hotel in France.
11. What's the exact _____ of the museum? I need to plan our itinerary.
12. She was not at all _____ with the service of the restaurant. The food was awful.
13. We need to book _____ for our trip to Italy. Where will we stay?
14. The roads in Santorini are so _____. You can only drive a motorcycle.
15. In Hawaii there are Grand _____. Where everyone has their own private little house with pool.



3. Practice of exercises and usage of appropriate vocabulary:

Exercises practice through fill in blanks, matching the following words and multiple choice questions from the English lab software.

4. Assess students' practice of vocabulary by awarding marks:

Verifying Students practice of exercises, evaluating answers and awarding marks.

5. Suggest simple ways to enhance vocabulary:

Suggest students to practice more number of exercises of various standards.

ANNEXURE III: Descriptions and Narrations

1. Appropriate vocabulary for Descriptions and Narrations:

List of Adjectives:

Adorable	Intrepid
Adventurous	Joyful
Acclaimed	Jubilant
Accomplished	Keen
Acrobatic	Kooky
Brave	Lanky
Bright	Lazy
Brilliant	Limp
Composed	Luxurious
Concerned	Mediocre
Concrete	Mellow
Conventional	Miserable
Delirious	Nocturnal
Demanding	Organic
Flustered	Ornate
Focused	Ordinary
Foolhardy	Powerless
Gregarious	Practical
Grim	Precious
Handsome	Puzzled
Handy	Questionable
Intelligent	Quirky

List of Adverbs:

Angrily	Meagerly
Apathetically	Methodically
Amusingly	Neglectfully
Assertively	Normally
Begrudgingly	Pointlessly
Blissfully	Quickly
Coolly	Rapidly
Dutifully	Rashly
Eagerly	Seriously
Faintly	Tactfully
Frivolously	Tragically
Greedily	Vacantly
Hastily	Vividly
Intelligently	Weirdly
Kindly	Youthfully
Lazily	Zealously

List of Gerunds:

Baking	Nailing
Biking	Making
Cooking	Mixing
Crying	Painting
Diving	Preparing
Driving	Running
Eating	Swimming
Getting	Swinging
Hammering	Talking

Hiking	Trying
Joking	Walking
Jumping	Wallowing
Laughing	Writing

2. Written and Oral Descriptions practice:

Practice of exercises by students on Oral and Written Descriptions

3. Picture Descriptions and Story Narrations:

Practice of written descriptions on pictures from text book and story narrations from students' memory.

4. Award of marks for their participation:

Used as a parameter to evaluate student's performance.

5. Assess their participation along with Peer group analysis:

Evaluation process continues by taking Student Peer Group oral feedback into consideration.

6. Suggest the appropriate ways to overcome stage fear and offer tips for improving communication skills:

Encourage students for their attempts, analyze their performance and suggest necessary tips for improving their communication skills and their confidence level in a positive manner.

ANNEXURE IV: Mono Acts and Role-Plays

1. Explanation of verbal and Non-verbal Communication:

Communication skills- types and differences- Effective ways of communication skills

2. Self introduction and mono acts on semi-formal situations:

Practice of self-introduction by students in formal and informal situations.

Mono acts on “Swachh Bharat Abhiyan”, “Beti Bachao-Beti Padhao” and “Global Warming”.

3. Practice of formal and informal role plays:

Role-play session by students in various situations.

4. Appropriate Body Language in Role Plays:

Explanation of Non-verbal cues such as kinesics, proxemics, haptics, etc.,.

5. Assess students' performance by awarding marks:

Used as a parameter to evaluate student's performance.

ANNEXURE V: Listening Exercises.

1. Types of Listening and Techniques for Effective Listening:

Explanation of “Effective ways of Listening Skills”

2. Exercises on Listening for General Content and for Specific Information:

Practice of Listening exercises from English Software.

3. Listening to Conversations, GDs and Debates:

Practice of listening conversations, GDs and Debates from CDs.

4. Assess students’ practice and award marks:

Used as a parameter to evaluate student’s performance

5. Tips for effective listening skills:

Encourage students for their attempts, analyze their performance and suggest necessary tips for improving their communication skills and their confidence level in a positive manner.