

FOUNDATION ENGLISH SEMESTER – I

COMMUNICATIVE ENGLISH – I

Unit I (20 hours)

1. Listening and Speaking
 - a. Introducing self and others
 - b. Listening for specific information
 - c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation
2. Reading and Writing
 - a. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning
 - ii. Diction and tone
 - iii. Identifying topic sentences
 - b. Reading aloud: Reading an article/report
 - c. Journal (Diary) Writing
3. Study Skills - 1
 - a. Using dictionaries, encyclopaedias, thesaurus
4. Grammar in Context:
Naming and Describing
 - Nouns & Pronouns
 - Adjectives

Unit II (20 hours)

- 1. Listening and Speaking**
 - a. Listening with a Purpose
 - b. Effective Listening
 - c. Tonal Variation
 - d. Listening for Information
 - e. Asking for Information
 - f. Giving Information
- 2. Reading and Writing**
 1. a. Strategies of Reading:
Skimming and Scanning
 - b. Types of Reading :

Extensive and Intensive Reading

- c. Reading a prose passage
- d. Reading a poem
- e. Reading a short story

2. Paragraphs: Structure and Types

- a. What is a Paragraph?
- b. Paragraph structure
- c. Topic Sentence
- d. Unity
- e. Coherence
- f. Connections between Ideas: Using Transitional words and expressions
- g. Types of Paragraphs

3. Study Skills II:

Using the Internet as a Resource

- a. Online search
- b. Know the keyword
- c. Refine your search
- d. Guidelines for using the Resources
- e. e-learning resources of Government

of India

- f. Terms to know

4. Grammar in Context

Involving Action-I

- a. Verbs
- b. Concord

Unit III (16 hours)

1. Listening and Speaking

- a. Giving and following instructions
- b. Asking for and giving directions
- c. Continuing discussions with connecting ideas

2. Reading and writing

- a. Reading feature articles (from newspapers and magazines)
- b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
- c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

3. Grammar in Context:

Involving Action – II

- Verbals - Gerund, Participle, Infinitive
- Modals

Unit IV (16 hours)

1. Listening and Speaking
 - a. Giving and responding to opinions
2. Reading and writing
 - a. Note taking
 - b. Narrative writing – writing narrative essays of two to three paragraphs
3. Grammar in Context:

Tense

- Present
- Past
- Future

Unit V (18 hours)

1. Listening and Speaking
 - a. Participating in a Group Discussion
2. Reading and writing
 - a. Reading diagrammatic information
– interpretations maps, graphs and pie charts
 - b. Writing short essays using the language of comparison and contrast
3. Grammar in Context: Voice (showing the relationship between Tense and Voice)

SEMESTER - I

PROFESSIONAL ENGLISH

ENGLISH FOR ARTS & SOCIAL SCIENCES - I

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar (Outcomes

based on guidelines in UGC LOCF – Generic Elective)

NB: All four skills are taught based on texts/passages. UNIT 1:

COMMUNICATION

Listening: Listening to audio text and answering questions

- Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-

Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended definition

Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific)

Speaking: Brainstorming. (Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations

Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading : Comprehension passages –Note making.

Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

PROFESSIONAL ENGLISH

ENGLISH FOR PHYSICAL SCIENCES - I

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar (Outcomes based on guidelines in UGC LOCF – Generic Elective)

NB: All four skills are taught based on texts/passages.

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions

- Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-

Writing: Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended definition- Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific)

Speaking: Brainstorming. (Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: *Register specific - Incorporated into the LSRW tasks*

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: *Writing Recommendations Interpreting Visuals
inputs*

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading: Comprehension passages –Note making.

Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

PROFESSIONAL ENGLISH

ENGLISH FOR LIFE SCIENCES - I

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

(Outcomes based on guidelines in UGC LOCF – Generic Elective)

NB: All four skills are taught based on texts/passages. UNIT 1:

COMMUNICATION

Listening: Listening to audio text and answering questions

- Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-

Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended definition-Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific)

Speaking: Brainstorming. (Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations

Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading : Comprehension passages –Note making.

Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

PROFESSIONAL ENGLISH

ENGLISH FOR COMMERCE & MANAGEMENT - I

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year commerce & management students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing for academic purpose
- Write simple sentences without committing error in spelling or grammar

(Outcomes based on guidelines in UGC LOCF – Generic Elective)

NB: All four skills are taught based on texts/passages.

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions
Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description- Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-

Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended definition- Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific)

Speaking: Brainstorming (Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing

Recommen

dations

Interpreting

Visuals

inputs

Vocabulary: Register specific -Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading: Comprehension passages –Note making.

Comprehension: Motivational article on

Professional Competence, Professional Ethics and

Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary:Register specific - Incorporated into the LSRW tasks

SEMESTER – II

COMMUNICATIVE ENGLISH –II

Unit I (18 hours)

1. Listening and Speaking
 - a. Listening and responding to complaints (formal situation)
 - b. Listening to problems and offering solutions (informal)
2. Reading and writing
 - a. Reading aloud (brief motivational anecdotes)
 - b. Writing a paragraph on a proverbial expression/motivational idea.
3. Word Power/Vocabulary
 - a. Synonyms & Antonyms
4. Grammar in Context
 - Adverbs
 - Prepositions

Unit II (20 hours)

1. Listening and Speaking
 - a. Listening to famous speeches and poems
 - b. Making short speeches- Formal: welcome speech and vote of thanks.
Informal occasions- Farewell party, graduation speech
2. Reading and Writing
 - a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
 - b. Reading poetry
 - b.i. Reading aloud: (Intonation and Voice Modulation)
 - b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.
3. Word Power
 - a. Idioms & Phrases
4. Grammar in Context

Conjunctions and Interjections

Unit III (18 hours)

1. Listening and Speaking
 - a. Listening to Ted talks
 - b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds
 - c. Interactions during and after the presentations
2. Reading and writing
 - a. Writing emails of complaint
 - b. Reading aloud famous speeches

3. Word Power
 - a. One Word Substitution
4. Grammar in Context: Sentence Patterns

Unit IV (16 hours)

1. Listening and Speaking
 - a. Participating in a meeting: face to face and online
 - b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.
2. Reading and Writing
 - a. Reading visual texts – advertisements
 - b. Preparing first drafts of short assignments
3. Word Power
 - a. Denotation and Connotation
4. Grammar in Context: Sentence Types

Unit V (18 hours)

1. Listening and Speaking
 - a. Informal interview for feature writing
 - b. Listening and responding to questions at a formal interview
2. Reading and Writing
 - a. Writing letters of application
 - b. Readers' Theatre (Script Reading)
 - c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)
3. Word Power
 - a. Collocation
4. Grammar in Context: Working With Clauses

SEMESTER – III

PART II - ENGLISH

(Effective from the academic year 2014 - 2015 for the students admitted from 2014 - 2015)

COMMON TO ALL UNDER GRADUATE COURSES AND POST GRADUATE FIVE YEAR INTEGRATED COURSES WHO STUDY PART II - ENGLISH FOR **FOUR SEMESTERS ONLY** (i.e. **B.A./ B.Sc./ B.Com. (CS) /B.Com. (Co-op,) etc.,**)

Second Year

Third Semester

Text - **Reflections** by Foundation Books

Inspiring Lives by Maruthi Publications

Unit - I Prose

1. Dress in Communication -
2. Fusion Music - *Pt. Ravi Shankar*
3. About "An Inconvenient Truth" - *Davis Guggenheim*
4. A Speech - N.R. Narayana Murthy
5. A Speech - Barack Obama
6. Unity of Minds - *A.P.J. Abdul Kalam*

Unit - II Poetry

1. The Justice of Peace - *Hillari Bellock*
2. A Different History - *Sujata Bhatt*
3. Digging - *Seamus Heaney*
4. Ozymandias of Egypt - *Percy Bysshe Shelly*
5. Leave this Chanting and Singing and Telling of Beads - *Rabindranath Tagore*

Unit - III Short Stories

1. Happy Prince - *Oscar Wilde*
2. The Story of Stanford -
3. Engine Trouble - *R.K. Narayan*
4. After Twenty Years - *O. Henry*
5. Two Gentlemen of Verona - *A.J. Cronin*
6. The Avenger - *Anton Chekhov.*

Unit - IV Biographies from Inspiring Lives

1. Madam Curie
2. Mother Teresa
3. Subrahmanyam Chandrasekhar
4. Dr. Amartya Kumar Sen
5. Gertrude Elion
6. Vikram Sarabhai

Unit - V Grammar

Refer to the exercises given in the text and **Part -V** from **Spring Board** by Orient Black Swan Pvt. Ltd

Face-to-Face

Preparing for an Interview, Win the Game of Life, The First Written Encounter: Writing Skills.

SEMESTER – IV

PART II – ENGLISH

(Effective from the academic year 2014 - 2015 for the students admitted from 2014 - 2015)

COMMON TO ALL UNDER GRADUATE COURSES AND POST GRADUATE FIVE YEAR INTEGRATED COURSES WHO STUDY PART II - ENGLISH FOR **FOUR SEMESTERS ONLY** (i.e. **B.A./ B.Sc./ B.Com. (CS) / B.Com. (Co-op,) etc.,**)

Fourth Semester

Text - **Six One - Act Plays** by Pavai Publications

Gifts to Posterity by Anu Chithra Publishers.

Building Competency A Course in Reading and Writing English by Maruthi Publications.

Unit - I Six One-Act Plays

1. The Bishop's Candlesticks - *Norman McKinnell*
2. The Two Corporals - *Val Gielgud*
3. Wurzel-Flummery - *A.A. Milne*
4. Old Man River - *Dorothy Deming*
5. Hewers of Coal - *Joe Corrie*
6. Five at "The George" - *Stuart Ready*

Unit - II Short Stories

1. Comrades - *Nadine Gardiner*
2. Games at Twilight - *Anita Desai*
3. Gateman's Gift - *R. K. Narayan*
4. Open Window - *Munro (Saki)*
5. Some Words with a Mummy - *Edgar Allan Poe*
6. The Ant and the Grasshopper - *Somerset Maugham*

Unit - III Prose, Short Stories and Scenes from Shakespeare

Scenes from Shakespeare:

1. Merchant of Venice - Lines on Quality of Mercy
2. Julius Ceaser - Antony's Funeral Oration
3. Macbeth - Line from Sleep Walking Sign

Prose:

1. Little Girls are Wiser than Men - Leo Tolstoy
2. The Last Clock - James Thurber
3. How far is the River - Ruskin Bond

Unit - IV Writing Skill Exercises

Letter Writing (Formal & Informal)

Précis Writing

Paraphrasing

Comprehension

Report Writing.

Part II and **Part IV** from **Spring Board** can be used for Class room exercises to enhance the students' communicative and presentation skills.