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PSG College of Arts & Science

An Epitome of Quality Learning

PART II ENGLISH

2017 - 2020

UG Part - II English

Scheme of Examinations

Effective for students admitted in Undergraduate Programmes from

2014 – 2015 & onwards

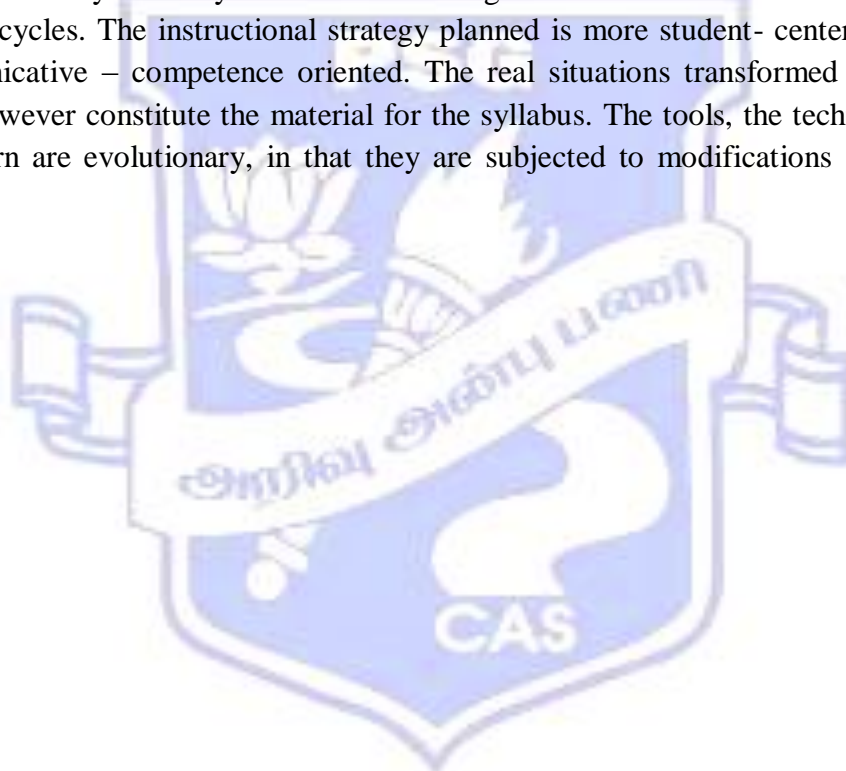
CODE NO.	SUBJECT	Lecture Hours/Weak	EXAM DURATION (Hrs)	Max. Marks			Credit points
				CA	CE	Total	
<u>I Semester</u> 14EU01	Communicative English - I- Interpersonal Communication	6	3	25	75	100	3
<u>II Semester</u> 14EU02	Communicative English-II- Academic Communication	6	3	25	75	100	3
<u>III Semester</u> 14EU03	Communicative English III- English for Career	6	3	25	75	100	3
<u>IV Semester</u> 14EU04	Communicative English- IV English Through Literature and Newspapers	6	3	25	75	100	3



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PART II ENGLISH
COMMUNICATIVE ENGLISH
AN ACADEMIC PROFILE

The notional syllabus envisaged for part II English to be offered for four semesters, is an academic experiment under Autonomy. The proposed syllabus aims at imparting the four skills of language viz. LSRW, in social, academic, business and literary contexts. In all the four contexts the use of English rather than the usage is given emphasis. The syllabus is predicated upon certain educated assumptions in that the learners at the tertiary level need being sensitized to and trained in such of those language functions warranted in certain recurrent (social, academic, business and literary) life time situations selected and graded according to the principles of language learning. The various components of the syllabus are graded in such a way that they cater to the heterogeneous needs of the learners and they are teachable in cycles. The instructional strategy planned is more student- centered, interactive and communicative – competence oriented. The real situations transformed into surrogate literature, however constitute the material for the syllabus. The tools, the techniques and the testing pattern are evolutionary, in that they are subjected to modifications in the light of feedback.



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14EU01

SEMESTER-I
COMMUNICATIVE ENGLISH - PAPER I
INTER-PERSONAL COMMUNICATION

OBJECTIVES

General learning outcomes in terms of skills:

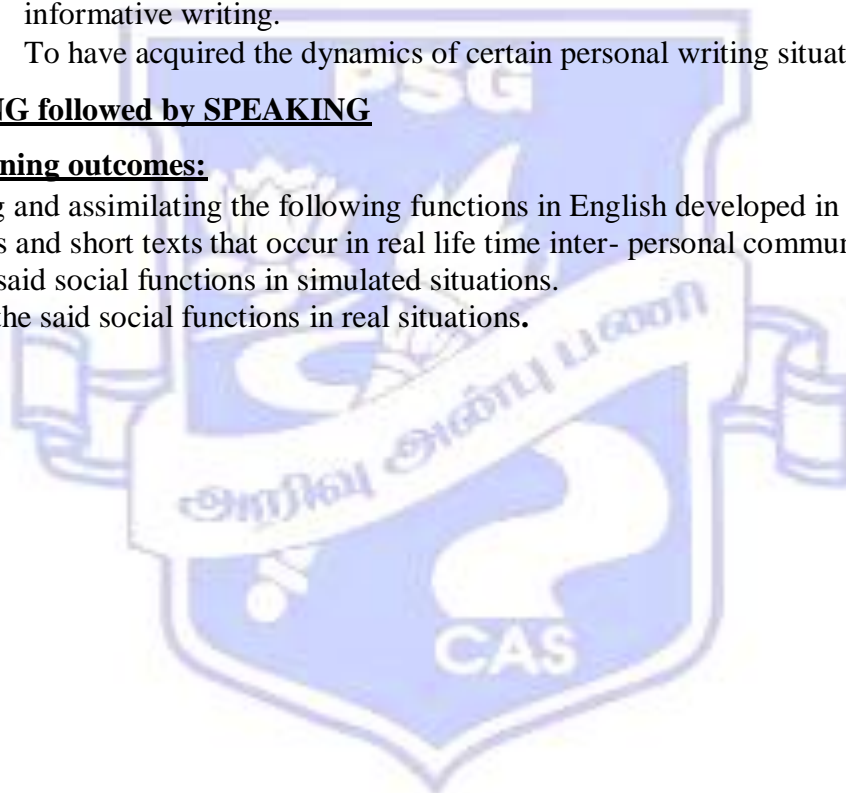
After undergoing a paper entitled “inter-personal communication” the learners are expected to have acquired the following skills at the productive level.

- To have acquired global and intensive skills of listening required for real time piece-meal listening situations.
- To have acquired the communicative competence in the use of English in select inter-personal situations.
- To have gained the reading skill of responding to overall message contained in informative writing.
- To have acquired the dynamics of certain personal writing situations.

LISTENING followed by SPEAKING

Specific learning outcomes:

1. Identifying and assimilating the following functions in English developed in the conversations and short texts that occur in real life time inter- personal communications.
2. Using the said social functions in simulated situations.
3. Applying the said social functions in real situations.



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Social functions:

1. Expressing ability /inability
2. Asking about ability or inability
3. Admitting something
4. Asking for advice
5. Disagreeing tactfully
6. Asking whether somebody agrees or not
7. Expressing anger or irritation
8. Accepting /Tendering / Rejecting an apology
9. Making appointments
10. Expressing appreciation
11. Expressing disapproval
12. Expressing certainty/ uncertainty
12. Complaining/Convincing/Correcting/Admonishing
13. Describing a house, a place and a person
14. Directing somebody to a place
15. Expressing doubt/ gratitude/ indifference/ intention
16. Seeking help
17. Declining help
18. Making/ Accepting/ Rejecting an invitation
19. Making/ Declining/ an offer of food or drink etc
35. Disagreeing/ agreeing with an opinion
36. Giving permission
37. Asking about plans
38. Predicting something
39. Prediction/ suggestion/instruction/ intention
40. Indicating preference/ no preference
41. Expressing preferences/ no preferences
42. Expressing regrets/ apology
43. Expressing scheduled activities
44. Expressing helplessness
45. Seeking an explanation from somebody for something
46. Speculating about what you hear or see or feel
47. Introducing yourself
50. Introducing something
51. Expressing euphemistically
52. Expressing your opinion
53. Expressing surety
54. Expressing your wish

55. Expressing your desire
56. Expressing your unfulfilled desire
57. Expressing your subjunctive moods
58. Expressing the virtual impossibility of something
59. Expressing your possibility
60. Expressing impossibility
62. Wishing
63. Clarifying
64. Questioning the truth in something
65. Warning
66. Complimenting/ Congratulating/Advising/Greeting
67. Giving negative answer in a polite manner
68. Paraphrasing
69. Rephrasing

Methodology of administration:

Stage I: It is proposed that the above mentioned functions be grouped either functionally or syntactically or phonetically according to their cognitive or affective nature and graded in terms of their graduated difficulty.

Stage II: The grouped and graded functions be presented through appropriated surrogate literature in the form recorded conversations with situational authenticity or well-edited short texts depending upon the nature of the functions. The pilot study may be conducted to ensure the efficacy of the said literature before administration.

Stage III: The items thus presented be drilled adequately through well designed classroom activities.

Stage IV: Simulated communicative activities be administered for the application of these functions.

II. LISTENING followed by SPEAKING and WRITING

Specific learning outcomes:

1. Comprehending the messages or specific pieces of information contained in certain situations.
2. Responding to the said situations orally.
3. Transcode such of those messages or piece of information in select written modes.

Social situations.

The radio news/weather forecast/sports commentary announcements. A talk/discussing work/current problems with family, friends and colleagues. Recorded announcements at airport, bus stations and railway stations.

III. READING FOR COMPREHENSION AND IDENTIFICATION

Specific learning outcomes:

1. Developing the skills of skimming and scanning.
2. Identifying the social functions of language.
3. Learning the fillers.

TOOLS: Written conversation with situational authenticity or well-edited short texts enveloping the said social functions.

Methodology of administration:

1. Administration of the said tools with appropriate instructions.
2. Administration of reading comprehension questions of skimming and scanning, questions on identification of language functions and fillers and written transfer mode exercises.
- 3.

IV. READING ALOUD

Specific learning outcomes:

1. Assimilating the mechanics of dividing sentences into thought groups.
2. Speaking English the English way.
- 3.

TOOLS all the written conversations used for reading be exploited.

V. WRITING

Specific learning outcomes:

1. Mastering the features of certain select personal writing through the process of assimilation, discrimination and approximation.

AREAS

1. Constructing conversations
2. Personal letter writing
3. Messages
4. Description
5. Consideration
6. Expansions

VI. STUDY SKILLS

The referential skills.

REFERENCE BOOKS:

1. *Five- minute activities- A resource book for language teachers* Ed. By Penny Ur & Andrew Wright (Cambridge)
2. *Conversation in Action-* J.C.Richards (OUP)
3. *Effective English communication for you (Functional Grammar with oral and written communication)-* Ed. By V.Syamala (Emerald)
4. *Class Room Book: LANGUAGE IN USE* Ed. By Doff & Jones (Cambridge)



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SEMESTER-II

14EU02

COMMUNICATIVE ENGLISH - PAPER II ACADEMIC COMMUNICATION

OBJECTIVES :

The paper entitled “Academic Communication” envisages the realization of the following specific objectives in terms of skill and the exit-level:

- The response, the inferential and the interpretative skills of listening in select academic contexts and the skill of note-taking.
- The skill of speaking/performing in English in the English way in the aforesaid situations.
- The response, the inferential, the referential and the scholarly skills of academic reading.
- The mechanics of note-making, paragraph and essay-writing involving different discourse features.

I LISTENING FOR GLOBAL AND LOCAL COMPREHENSION AND NOTE- TAKING:

Specific learning outcomes:

1. Perception of information, Interpretation of the information, Recognition of indicators on discourse.
2. Selection of the main points of information and transcoding it in oral and written form.

TOOLS

Listening to

1. Circulars
2. Announcements
3. Instructions
4. Lectures
5. Questions
6. Comments
7. Observations
8. Clarifications
9. Seminar/symposium
10. Paper presentations
11. Group discussions
12. Debates
13. Welcome address, presidential speech and vote of thanks etc
14. Conversation etc.

II. SPEAKING SKILLS

Specific learning outcomes:

1. Developing the dynamics of
 - a. Reading circulars
 - b. Making announcements, instructions, comments, observations, clarifications and paper-presentations.
 - c. Asking questions
 - d. Delivering lectures, welcome address, presidential speech.

TOOLS:

All the contexts identified for listening skills constitute material which will be exploited to the optimum for speaking skills.

III. READING SKILLS

Specific learning outcomes:

1. Recognizing the script of the language, the shapes of the words in the print and the graphic symbols of punctuation.
2. Guessing the words of unfamiliar words from the context.
3. Gather explicit and implicit data from the lines.
4. Reading between and beyond the lines.
5. Understanding the logical order of sentences and the paragraphs.
6. Understanding the main theme and sub-themes of the text.
7. Developing the skill of summarizing.
8. Developing the skill of note-making
9. Developing the skill of transferring the information to diagrams, tables and graphs.

TOOLS

Well edited expository texts which lend themselves to imparting the aforesaid skills.

TECHNIQUES

1. Promotion of pre-reading, reading and follow-up stages.
2. Administration of these texts is followed by well constructed reading and comprehension questions on overall and specific pieces of information and suitable fully-guided and half-guided and free note-making and summarizing exercises.

IV. WRITING SKILLS

Specific learning outcomes:

1. Developing the mechanics of punctuation.
2. Presenting semantically terse sentences.
3. Condensing sentences and eliminating dead wood.
4. Considering narrative and expository paragraphs.
 - a. Identifying the discourse features, topic sentences and cohesive devices.
 - b. Writing topic sentences and restatements.
 - c. Identifying illogicalities and paragraphs.
 - d. Writing fully-guided and half-guided and free paragraphs involving all the features.
5. Writing expository essays
 - a. Identifying thesis statements, transitional paragraphs and cohesive devices.
 - b. Writing essays on the given blue-print.
 - c. Writing free essays.
6. Learning the features of circulars, formal letters, summary writing and précis writing.

AREAS

1. Circulars, formal letters, summary writing and précis writing.
2. Narrative and expository paragraphs.
3. Expository essays.

V. READING ALOUD

1. Passages, essays

TESTING

1. Skills of listening and speaking will be tested internally.
2. Reading and writing will be tested internally and externally.

REFERENCE BOOK:

English for Academic Purpose Ed. Jordan. Cambridge ELT



14EU03

SEMESTER-III

COMMUNICATIVE ENGLISH - PAPER III- ENGLISH FOR CAREER

General objective:

1. To enhance the ability of the learners in use of English in specific areas of career.

Specific objectives

1. To develop in the students competencies in English to make them career oriented.
2. To train the students in INTERVIEW skills through mock situations.
3. To train them in SOFT skills through mock situations.
4. To train them in the writing prerequisites for getting a job.

CONTENTS

1. Unit I : Responding to advertisements
2. Unit II : Telephone arrangements
3. Unit III : Interview skills
4. Unit IV : Reporting
5. Unit V : Meetings
6. Unit VI : Presentations
7. Unit VII : SOFT skills
8. Unit VIII : Writing job applications and preparing curriculum vitae

I. LISTENING TO:

A. Telephone arrangements

1. To make contact over the phone
2. To make enquires
3. To check and correct factual information
4. To make appointments
5. To make and change arrangements
6. To organize conference meetings
7. To place and deal with orders over the phone

B. Radio and television interviews

II. PERFORMING

Attending interviews

1. Emphasis on spoken skills
2. Preparing oneself for the interview
3. Answering questions in the interview
4. Asking questions in the interview

Training can be given in:

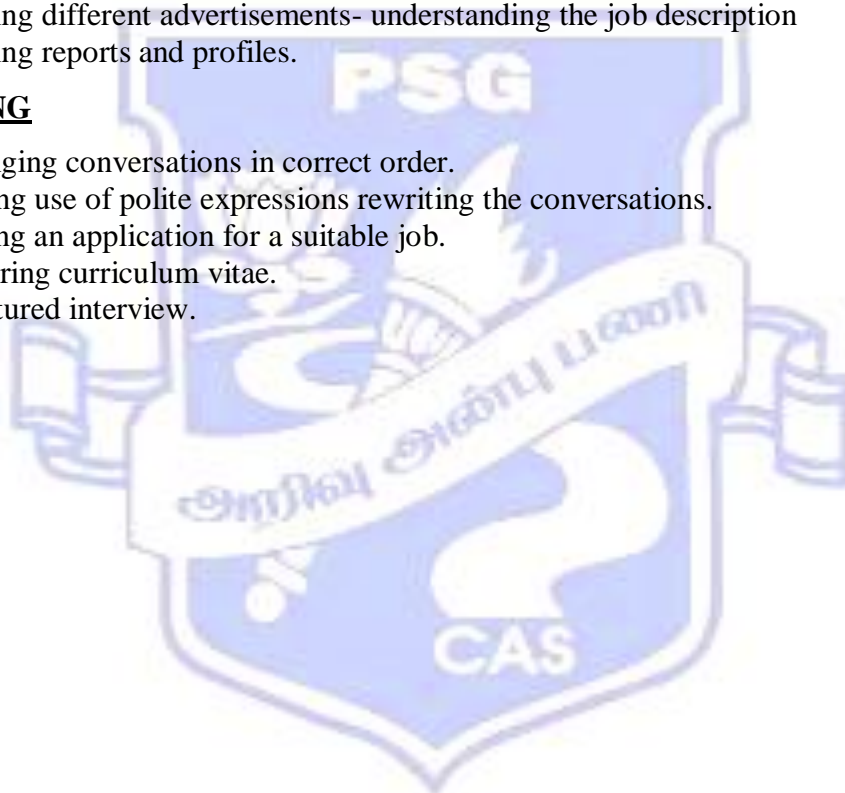
- To take control of the floor
 - To take turn
 - To interrupt
 - To add information
 - To ask for and give clarification
 - To be polite to other speakers
 - To summarize the ongoing negotiation
5. Making presentation of profiles
 6. Application of soft skills in the interview

III. READING

1. Reading different advertisements- understanding the job description
2. Reading reports and profiles.

IV. WRITING

1. Arranging conversations in correct order.
2. Making use of polite expressions rewriting the conversations.
3. Writing an application for a suitable job.
4. Preparing curriculum vitae.
5. Structured interview.



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SEMESTER IV

COMMUNICATIVE ENGLISH - PAPER IV
ENGLISH THROUGH LITERATURE AND NEWSPAPERS

OBJECTIVES:

The paper English through Literature which is predicated upon the supposition that communicative skills are at their best only in literature includes the following specific objectives

- To enable the learner achieve autonomy in pursuit of language through literature and newspapers
- To sensitize the students for effective use of English literature and newspapers
- To impart certain moral and ethical values through literature
- To create a flair for reading

I PROSE FOR INTENSIVE READING

1. Robert Lynd - Scandal mongers
2. JB Priestly- On Doing Nothing
3. Bertrand Russell - On Being Modern-Minded
4. Martin Luther king Junior - I Have A Dream

II POETRY FOR INTENSIVE READING

1. William Wordsworth - Lucy Gray
2. Lord Tennyson - Break,Break,Break
3. P.B.Shelley- Ozymandias
4. Rudyard Kipling- If
5. Robert Frost - The Road Not Taken

III SHORT STORIES FOR EXTENSIVE READING

1. O' Henry - Last Leaf
2. Tolstoy - Where love is GOD is
3. Anton Chekov - Grief
4. R.K.Narayan- Axe
5. Ruskin Bond - The Thief's story

IV ONE-ACT PLAY FOR EXTENSIVE READING

1. W.W.Jacob - Monkey's Paw

V NEWSPAPER READING FOR SKIMMING, SCANNING AND LANGUAGE DEVELOPMENT.

Prescribed Text: *Golden Leaves – A text book for college students – Macmillan publications*