

SIR THEAGARAYA COLLEGE

Chennai-21

Under Graduate
ENGLISH (PART-II)



Under Graduate
Foundation English (PART-II)

For B.A /B.Sc./B.Com

Choice Based Credit System

(Offered from the Academic Year 2020 -2021)

English syllabus is revised by the University of Madras in June 2020 with TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION (TANSICHE) of CBCS pattern that will seek to build the capacity of the students and provide skills for career. Every academic year is divided into two semester sessions. Each semester will have a minimum of 90 working days and each day will have 5 working hours. Teaching is organized into a modular pattern of credit courses. Credit is normally related to the number of hours a teacher teaches a particular subject. It is also related to the number of hours a student spends learning a subject or carrying out an activity. Candidates for admission to the first year of the U.G Degree of B. A /B. Sc/BCOM course shall be appearing for the exam conducted by the University of Madras. U.G (B. A/B. Sc) second year students will appear for Part-II English Exam conducted by the University of Madras.

Communicative English (For Arts and Science students) Semester –I and Semester -II

**TEACHING METHODOLOGY ADOPTED BY THE COURSE
TEACHERS:**

- Flipped Learning/Blended Classroom-E Content, Videos (You Tube)
- Problem Solving-Group Discussion-Role Modelling
- Seminar
- Peer Learning
- Case Studies Analysis
- Power Point Presentations
- Practical Classes

SEMESTER – I

Total Hours: 90

Course Code: LZIIA

COURSE OBJECTIVES

1. To understand and learn the language through LSRW Skills.
2. To apply in their speech and career after their graduation.

COURSE OUTLINE:

Units	
Unit-I	(20 hours)
<p>1. Listening and Speaking</p> <p>a. Introducing self and others</p> <p>b. Listening for specific information</p> <p>c. Pronunciation (without phonetic symbols)</p> <p> i. Essentials of pronunciation</p> <p> ii. American and British pronunciation iii.</p> <p>2. Reading and Writing</p> <p>a. Reading short articles – newspaper reports / fact-based articles</p> <p>i. Skimming and scanning</p> <p>ii. Diction and tone</p> <p>iii. Identifying topic sentences</p> <p>b. Reading aloud: Reading an article/report</p> <p>c. Journal (Diary) Writing</p> <p>3. Study Skills – 1</p> <p>a. Using dictionaries, encyclopaedias, thesaurus</p> <p>4. Grammar in Context:</p> <p>Naming and Describing</p> <ul style="list-style-type: none"> • Nouns & Pronouns • Adjectives 	
Unit-II	(20 hours)
<p>1. Listening and Speaking</p> <p>a. Listening with a Purpose</p> <p>b. Effective Listening</p> <p>c. Tonal Variation</p> <p>d. Listening for Information</p> <p>e. Asking for Information</p> <p>f. Giving Information</p> <p>2. Reading and Writing</p> <p>1. a. Strategies of Reading: Skimming and Scanning</p> <p> b. Types of Reading :</p>	

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)	

Evaluation Pattern

First Year UG Semester 1 – Part II Communicative English

Internals (50 marks) |

External University Examination (50 marks)

INTERNALS (50 marks)

- i. Attendance – 5 marks
 - ii. Continuous Assessment – 10 marks
 - iii. **Internal Examination** -- 35 marks
- Total – 50 marks

iii. Internal Examination - 35 marks

(to be conducted by the respective institutions at the end of the semester)

- ❖ Listening - 15 marks
 - ❖ *Speaking - 15 marks (*each student to be tested individually/in pairs)
 - ❖ Study Skills - 5 marks
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Question Paper Pattern for Internal Examination

I UG Semester 1 - Communicative English

Marks: 35 Time: as required

Listening (15 marks)

I. Listen to the following announcement and complete the activities that follow. (7 marks)

AUDIO/VIDEO to be played - (an announcement followed by info – gap activities – Fill in the blanks/ complete the following/ match the following [pronunciation]/ inferential – meaning)

II. Listen to the following story /speech and complete the questions that follow. (8 marks)

AUDIO/ VIDEO to be played - (a short speech / story followed by questions – factual, Inferential, pronunciation, reasoning)

*** Speaking (15 marks)**

(*each student to be tested individually/in pairs)

III. Individual Speaking activities (7 marks)

Introduction – Self and others (4 marks)

Pronunciation of commonly confusing words (3 marks)

IV. Dialogue (in pairs) (8 marks)

Asking and giving information (4 marks)

Asking and Giving Directions (4 marks)

Study Skills (5 marks)

V. (Using a Dictionary / Thesaurus) e.g., Emission:

Word Class / Part of Speech - Noun

Other Forms - Emissions

Spelling - e-m-i-s-s-i-o-n

Pronunciation - e-mi-ssion

Meaning - The sending of light, heat, gas etc. Use - We must control the emissions from the vehicles

Part II - COMMUNICATIVE ENGLISH

Question Paper Pattern for End Semester University Examination

Marks: 50

Time: 3 Hours

PART – A (20 marks)

I. Read the following passage and answer the questions that follow (15 marks)

[1 long passage – questions to include –

- Factual - 4 questions– 4 marks
- Inferential – 2 question – 5 marks
- Vocabulary – 4 questions – 4 marks (meaning for the given word; meaning given, find the word; synonym; antonym)
- Reasoning - True / False (with reasons) - 2 questions – 2 marks]

II. Read the following graph and answer the questions that follow. (5x1=5marks)

(Questions to include – factual, inferential, vocabulary, reasoning, extrapolation)

PART – B (10 marks)

III. Read the following passage.

Each line contains an error.

Identify the error and write the correct answer in the space given. (5 marks)

(Errors – spelling / commonly confusing word (familiar words), articles, sub-verb agreement, punctuation, tense form.)

IV. Rewrite any one of the following passages: (5 marks)

Present tense to past tense

Active to passive

Descriptive to dialogue

PART C (20 marks)

V. Answer any 4 out of 6 (4x5=20marks)

Diary writing (journal writing)

Narrative writing

Descriptive writing

Giving directions

Note making Compare and contrast (argumentative)

SEMESTER –II

Part II - COMMUNICATIVE ENGLISH-II

Total Hours: 90

Course Code: LZI2A

COURSE OBJECTIVES

1. To understand and learn the language through LSRW Skills.
2. To apply in their speech and career after their graduation.

COURSE OUTLINE:

UNITES	
UNIT-1	(18 hours)
1. Listening and Speaking <ol style="list-style-type: none"> a. Listening and responding to complaints (formal situation) b. Listening to problems and offering solutions (informal) 	
2. Reading and writing <ol style="list-style-type: none"> a. Reading aloud (brief motivational anecdotes) b. Writing a paragraph on a proverbial expression/motivational idea. 	
3. Word Power/Vocabulary <ol style="list-style-type: none"> a. Synonyms & Antonyms 	
4. Grammar in Context <ol style="list-style-type: none"> Adverbs Prepositions 	
Unit II	(20 hours)
1. Listening and Speaking <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic) b. Reading poetry <ol style="list-style-type: none"> b.i. Reading aloud: (Intonation and Voice Modulation) b.ii. Identifying and using figures of speech - simile, metaphor, personification etc. 	

<p>3. Word Power a. Idioms & Phrases</p> <p>4. Grammar in Context Conjunctions and Interjections</p>	
<p>Unit III (18 hours)</p> <p>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</p> <p>2. Reading and writing a. Writing emails of complaint b. Reading aloud famous speeches</p> <p>3. Word Power a. One Word Substitution</p> <p>4. Grammar in Context: Sentence Patterns</p>	
<p>Unit IV (16 hours)</p> <p>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</p> <p>2. Reading and Writing a. Reading visual texts – advertisements b. Preparing first drafts of short assignments</p> <p>3. Word Power a. Denotation and Connotation</p> <p>4. Grammar in Context: Sentence Types</p>	
<p>Unit V (18 hours)</p> <p>1. Listening and Speaking a. Informal interview for feature writing b. Listening and responding to questions at a formal interview</p> <p>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)</p> <p>3. Word Power a. Collocation</p> <p>4. Grammar in Context: Working with Clauses</p>	

Evaluation Pattern

First Year UG Semester II – Part II Communicative English-II

Internals (50 marks)

External University Examination (50 marks)

INTERNALS (50 marks)

- i. Attendance – 5 marks
 - ii. Continuous Assessment – 10 marks
 - iii. **Internal Examination** -- 35 marks
- Total – 50 marks
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iii. Internal Examination - 35 marks

(to be conducted by the respective institutions at the end of the semester)

- ❖ Listening - 15 marks
 - ❖ *Speaking - 15 marks (*each student to be tested individually/in pairs)
 - ❖ Study Skills - 5 marks
-

Question Paper Pattern for Internal Examination

I UG Semester II - Communicative English-II

Marks: 35 Time: as required

Listening (15 marks)

I. Listen to the following announcement and complete the activities that follow. (7 marks)

AUDIO/VIDEO to be played - (an announcement followed by info – gap activities – Fill in the blanks/ complete the following/ match the following [pronunciation]/ inferential – meaning)

II. Listen to the following story /speech and complete the questions that follow. (8 marks)

AUDIO/ VIDEO to be played - (a short speech / story followed by questions – factual, Inferential, pronunciation, reasoning)

*** Speaking (15 marks)**

(*each student to be tested individually/in pairs)

III. Individual Speaking activities (7 marks)

Introduction – Self and others (4 marks)

Pronunciation of commonly confusing words (3 marks)

IV. Dialogue (in pairs) (8 marks)

Asking and giving information (4 marks)

Asking and Giving Directions (4 marks)

Study Skills (5 marks)

V. (Using a Dictionary / Thesaurus) e.g., Emission:

Word Class / Part of Speech - Noun

Other Forms - Emissions

Spelling - e-m-i-s-s-i-o-n

Pronunciation - e-mi-ssion

Meaning - The sending of light, heat, gas etc. Use - We must control

the emissions from the vehicles

Part II - COMMUNICATIVE ENGLISH-II

Question Paper Pattern for End Semester University Examination

Marks: 50

Time: 3 Hours

PART – A (20 marks)

I. Read the following passage and answer the questions that follow (15 marks)

[1 long passage – questions to include –

- Factual - 4 questions– 4 marks
- Inferential – 2 question – 5 marks
- Vocabulary – 4 questions – 4 marks (meaning for the given word; meaning given, find the word; synonym; antonym)
- Reasoning - True / False (with reasons) - 2 questions – 2 marks]

II. Read the following graph and answer the questions that follow. (5x1=5marks)

(Questions to include – factual, inferential, vocabulary, reasoning, extrapolation)

PART – B (10 marks)

III. Read the following passage.

Each line contains an error.

Identify the error and write the correct answer in the space given. (5 marks)

(Errors – spelling / commonly confusing word (familiar words), articles, sub-verb agreement, punctuation, tense form.)

IV. Rewrite any one of the following passages: (5 marks)

Present tense to past tense

Active to passive

Descriptive to dialogue

PART C (20 marks)

V. Answer any 4 out of 6 (4x5=20marks)

Diary writing (journal writing)

Narrative writing

Descriptive writing

Giving directions

Note making Compare and contrast (argumentative)

PROFESSIONAL ENGLISH

For

B. A., B. Sc., BCom

by

**UNIVERSITY OF MADRAS AND TAMIL NADU STATE COUNCIL
FOR HIGHER EDUCATION (TANSCH)**

SYLLABUS

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES

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- 3 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

UNOM I UG Semester 1 | PART IV
Professional English Arts and Science
INTERNAL EXAMINATION - Question Paper Pattern

BP4-EASS: ENGLISH FOR ARTS AND SOCIAL SCIENCES

INTERNAL EXAMINATION (50 MARKS) Question Paper Pattern

BP4-EASSQP

I. Listening (15 marks)

Three passages - all passages to include a question on vocabulary. (5x3=15)

- a. Instruction / process description followed by info gap activities to include questions on vocabulary.
- b. Listen and complete a flow chart.
- c. Simple content from domain, with questions pertaining to understanding and analysis (Critical Thinking)

II. Speaking (15 marks)

Three speaking activities – Individual, pair and Group. All activities to include use of domain specific vocabulary (5x3 = 15)

- a. Individual –short talk / presentation with PPT
- b. Pair – mind mapping - brain storming with Role play / Interview
- c. Group – Group discussion

III. Reading (10 marks)

Two passages – fact and opinion (simple content from domain with questions pertaining to understanding and analysis (Critical Thinking)).[All passages to include a question on vocabulary] (5x2=10)

- a. Passage to distinguish fact and opinion
- b. Passage describing products / gadgets

IV. Writing [All activities to include use of domain specific vocabulary] (5x2=10)

- a. Develop a story with pictures
- b. Describe a process

UNOM - I UG | SEMESTER 1 | PART IV PROFESSIONAL ENGLISH

End Semester Examination: 50 marks

BP4-EASS: ENGLISH FOR ARTS AND SOCIAL SCIENCES END SEMESTER EXAMINATION - 50 MARKS Question Paper Pattern

BP4-EASSQP

I. VOCABULARY (MCQ, Info-gap questions – domain specific vocabulary)

Q NO.A. B. (10 marks)

II. READING(10x2=20marks)

C. One long passage (simple content from domain with questions pertaining to understanding and analysis (Critical Thinking).

D. Compare and contrast essay based on an info-graph – pie chart/ bar graph etc.

III. WRITING (10x2= 20marks)

E. Long Passage for Note making and summarising

F. Free writing

Syllabus

PROFESSIONAL ENGLISH FOR COMMERCE & MANAGEMENT

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

1. Listening: Listening to audio text and answering questions - Listening to Instructions
2. Speaking: Pair work and small group work.
3. Reading: Comprehension passages –Differentiate between facts and opinion
4. Writing: Developing a story with pictures.
5. Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

1. Listening: Listening to process description.- Drawing a flow chart.
2. Speaking: Role play (formal context)
3. Reading: Skimming/Scanning Reading passages on products, equipment and gadgets.
4. Writing: Process Description –Compare and Contrast Paragraph-Sentence Definition and Extended definition- Free Writing.
5. Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

1. Listening: Listening to interviews of specialists / Inventors in fields (Subject specific)
2. Speaking: Brainstorming. (Mind mapping). Small group discussions (Subject-Specific)
3. Reading: Longer Reading text.
4. Writing: Essay Writing (250 words)
5. Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

1. Listening: Listening to lectures. Speaking: Short talks.
2. Reading: Reading Comprehension passages
3. Writing: Writing Recommendations Interpreting Visuals inputs
4. Vocabulary: Register specific -Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

1. Listening: Listening comprehension- Listening for information.
2. Speaking: Making presentations (with PPT- practice).
3. Reading: Comprehension passages –Note making. Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills)
4. Writing: Problem and Solution essay– Creative writing –Summary writing
5. Vocabulary: Register specific - Incorporated into the LSRW tasks

BP4-ECAM: ENGLISH FOR COMMERCE AND MANAGEMENT
INTERNAL EXAMINATION (50 MARKS) Question Paper Pattern

BP4-ECAMQP

I. Listening (15 marks)

Three passages - all passages to include a question on vocabulary. **(5x3=15)**

- a. Instruction / process description followed by info gap activities to include questions on vocabulary.
- b. Listen and complete a flow chart.
- c. Simple content from domain, with questions pertaining to understanding and analysis (Critical Thinking)

II. Speaking (15 marks)

Three speaking activities – Individual, pair and Group. All activities to include use of domain specific vocabulary **(5x3 = 15)**

- a. Individual – short talk / presentation with PPT
- b. Pair – mind mapping - brain storming with Role play / Interview
- c. Group – Group discussion

III. Reading (10 marks)

Two passages – fact and opinion (simple content from domain with questions pertaining to understanding and analysis (Critical Thinking). [All passages to include a question on vocabulary] **(5x2=10)**

- a. Passage to distinguish fact and opinion
- b. Passage describing products / gadgets

IV. Writing.[All activities to include use of domain specific vocabulary.](**5x2=10**)

- a. Develop a story with pictures
 - b. Describe a process
-

BP4-ECAM: ENGLISH FOR COMMERCE AND MANAGEMENT

END SEMESTER EXAMINATION - 50 MARKS

Question Paper Pattern

BP4-ECAMQP

I VOCABULARY (MCQ, Info-gap questions – domain specific vocabulary) (Q. No. A,B)
(10 marks)

II. READING (10x2=20 marks)

C. One long passage (simple content from domain with questions pertaining to understanding and analysis (Critical Thinking).

D. Compare and contrast essay based on an info-graph – pie chart/ bar graph etc

III. WRITING (10x2= 20 marks)

E. Long Passage for Note making and summarising

F. Free writing

SYLLABUS

PROFESSIONAL ENGLISH FOR LIFE SCIENCES

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- 3 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
-

BP4-ELSC: ENGLISH FOR LIFE SCIENCES

INTERNAL EXAMINATION (50 MARKS)

Question Paper Pattern

BP4-ELSCQP

I. Listening (15 marks)

Three passages - all passages to include a question on vocabulary. (5x3=15)

- Instruction / process description followed by info gap activities to include questions on vocabulary.
- Listen and complete a flow chart.
- Simple content from domain, with questions pertaining to understanding and analysis (Critical Thinking)

II. Speaking (15 marks)

Three speaking activities – Individual, pair and Group. All activities to include use of domain specific vocabulary (5x3 = 15)

- Individual – short talk / presentation with PPT
- Pair – mind mapping - brain storming with Role play / Interview
- Group – Group discussion

III. Reading (10 marks)

Two passages – fact and opinion (simple content from domain with questions pertaining to understanding and analysis (Critical Thinking). [All passages to include a question on vocabulary] (5x2=10)

- a. Passage to distinguish fact and opinion
- b. Passage describing products / gadgets

IV. Writing. [All activities to include use of domain specific vocabulary.] (5x2=10)

- a. Develop a story with pictures
- b. Describe a process

BP4-ELSC- ENGLISH FOR LIFE SCIENCES
END SEMESTER EXAMINATION - 50 MARKS

Question Paper Pattern

I. VOCABULARY (MCQ, Info-gap questions – domain specific vocabulary) (Q. No. A, B)
(10 Marks)

II READING (10x2=20 marks)

C. One long passage (simple content from domain with questions pertaining to understanding and analysis (Critical Thinking).

D. Compare and contrast essay based on an info graph – pie chart/ bar graph etc

III WRITING (10x2= 20Marks)

E. Long Passage for Note making and summarising

F. Free writing

SYLLABUS

PROFESSIONALENGLISH FOR PHYSICAL SCIENCES

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)

UNIT 1:

COMMUNICATION

1. Listening: Listening to instructions
2. Speaking: Telephone etiquette and Official phone conversations
3. Reading short passages (3 passages, one from each – Physics, Chemistry, Mathematics/Computer Science)
5. Writing: Letters and Emails in professional context
6. Grammar in Context:
 - Wh and yes or no,
 - Q tags
 - Imperatives

7, Vocabulary in Context:

Word formation - .

i) Creating antonyms using Prefixes

ii) Intensifying prefixes (E. g inflammable)

Changing words using suffixes

A) Noun Endings

B) Adjective Endings

C) Verb Endings

UNIT 2:

DESCRIPTION

Listening – Listening to process description

Speaking - Role play Formal: With faculty and mentors in academic environment, workplace communication Informal: With peers in academic environment, workplace communication

Reading –Reading passages on products, equipment and gadgets

Writing – Writing sentence definitions (e.g. computer) and extended definitions (e.g. artificial intelligence) Picture Description – Description of Natural Phenomena

Grammar in Context: Connectives and linkers.

Vocabulary – Synonyms (register) - Compare & contrast expressions.

UNIT 3:

NEGOTIATION STRATEGIES

Listening - Listening to interviews of specialists / inventors in fields (Subject specific)

Speaking – Brainstorming. (mind mapping). Small group discussions (subjectspecific)

Reading – longer Reading text. (Comprehensive passages)

Writing – Essay Writing (250 word essay on topics related to subject area, like pollution, use of pesticides in cultivation, merits and demerits of devices like mobile phones, merits and demerits of technology in development)

Grammar in Context: Active voice & Passive voice – If conditional - Collocations –Phrasal verbs

UNIT 4:

PRESENTATION SKILLS

Listening - Listening to presentation. Listening to lectures. Watching – documentaries (discovery / history channel)

Speaking –Short speech - Making formal presentations (PPT)

Reading – Reading a written speech by eminent personalities in the relevant field /Short poems / Short biography.

Writing - Writing Recommendations Interpreting visuals - charts / tables/flow diagrams/charts Grammar in Context – Modals

Vocabulary (register) - Single word substitution

UNIT 5:

CRITICAL THINKING SKILLS

Listening - Listening to advertisements/news and brief documentary films (with subtitles)

Speaking – Simple problems and suggesting solutions.

Reading: Motivational stories on Professional Competence, Professional Ethics and Life Skills (subject-specific) Writing Studying problem and finding solutions- (Essay in 200 words)

Grammar-Make simple sentences

Vocabulary -Fixed expressions

SUGGESTED ACTIVITIES

UNIT 1

Listening: Links for formal conversation can be given - Gap filling exercises – Multiple Choice questions – Making notes.

Speaking - Role play activity Reading – Note making.Note -Taking.

Writing: Guided Writing (developing hints) Email

Grammar: Vocabulary – Worksheets – Games.

UNIT 2

Listening Process Descriptions (Processes of Condensation and Evaporation./Process of Measuring the thickness of a wire using a Screw -Gauge./process of Exaction of sugar from sugarcane)

Speaking – Role Play Reading – Multiple choice questions - Evaluative answers – Classifying and labelling

Writing - Picture description – Description of natural phenomena (rainbow, earthquake, volcanic eruption, erosion, natural disasters in 150 to 200 words).

Vocabulary: Expansion of compound nouns

UNIT 3

Listening- Gap fill exercises – Listening comprehension

Speaking -Debates Reading -Reading comprehension

Writing – Essay Writing

Grammar - Vocabulary, Activities, Worksheets & Games.

UNIT 4

Listening - Note taking (of listening & viewing items) - Filling a table based on the listening item.

Speaking – JAM, Presentations. (PPT-TECHNICAL)

Reading-Reading comprehension

Writing– Difference between recommendations and instructions Questions/MCQs based on graphs/flow diagrams/charts

Grammar: Vocabulary – Activities, Worksheets & Games.

UNIT 5

Listening – Radio News/ TV-News telecast / Speaking - Watch or listen to documentaries and ask questions

Reading - Reading motivational stories (success stories in subject area)

Writing - Essay writing.

Grammar -Vocabulary –Activities , Worksheets & Games.

ENGLISH FOR PHYSICAL SCIENCES

INTERNAL EXAMINATION (50 MARKS)

Question Paper Pattern

BP4-EPSCQP

I. Listening (15 marks)

Three passages - all passages to include a question on vocabulary.(5x3=15)

- a. Instruction / process description followed by info gap activities to include questions on vocabulary.
- b. Listen and complete a flow chart.
- c. Simple content from domain, with questions pertaining to understanding and analysis (Critical Thinking)

II. Speaking (15 marks)

Three speaking activities – Individual, pair and Group. All activities to include use of domain specific vocabulary (5x3 = 15)

- a. Individual – short talk / presentation with PPT

b. Pair – mind mapping - brain storming with Role play / Interview

c. Group – Group discussion

III. Reading (10 marks)

Two passages – fact and opinion (simple content from domain with questions pertaining to understanding and analysis (Critical Thinking). [All passages to include a question on vocabulary] (5x2=10)

a. Passage to distinguish fact and opinion b. Passage describing products / gadgets IV. Writing.[All activities to include use of domain specific vocabulary.](5x2=10)

a. Develop a story with pictures

b. Describe a process

ENGLISH FOR PHYSICAL SCIENCES

End Semester Examination - 50 MARKS

Question Paper Pattern

I. VOCABULARY (MCQ, Info-gap questions – domain specific vocabulary)

(Q. No. A, B) (10 MARKS)

II READING (10x2=20)

C. One long passage (simple content from domain with questions pertaining to understanding and analysis (Critical Thinking).

D. Compare and contrast essay based on an info-graph – pie chart/ bar graph etc

III WRITING (10x2= 20)

E. Long Passage for Note making and summarising

F. Free writing