

## **ENGLISH FOR COMMUNICATION**

### **Introduction:**

In view of the growing importance of English as a tool for global communication and the consequent emphasis on training the students to acquire communicative competence, the syllabus has been designed to develop linguistic and communicative competence of the students of Engineering. As far as the detailed Textbooks are concerned, the focus should be on the skills of listening, speaking, reading and writing. The non-detailed Textbooks are meant for extensive reading for pleasure and profit. Thus, the stress in the syllabus is primarily on the development of communicative skills and fostering of ideas.

### **Objectives:**

- To improve the language proficiency of the students in English with emphasis on LSRW skills.
- To enable the students to study and comprehend the prescribed lessons and subjects more effectively relating to their theoretical and practical components.
- To develop the communication skills of the students in both formal and informal situations.

### **LISTENING SKILLS:**

#### **Objectives:**

- To enable the students to appreciate the role of listening skill and improve their pronunciation.
- To enable the students to comprehend the speech of people belonging to different backgrounds and regions.
- To enable the students to listen for general content, to fill up information and for specific information.

### **SPEAKING SKILLS:**

#### **Objectives:**

- To make the students aware of the importance of speaking for their personal and professional communication.
- To enable the students to express themselves fluently and accurately in social and professional success.
- To help the students describe objects, situations and people.
- To make the students participate in group activities like role plays, discussions and debates.
- To make the students participate in Just a Minute talks.

### **READING SKILLS:**

#### **Objectives:**

- To enable the students to comprehend a text through silent reading.
- To enable the students to guess the meanings of words, messages and inferences of texts in given contexts.
- To enable the students to skim and scan a text.
- To enable the students to identify the topic sentence.
- To enable the students to identify discourse features.
- To enable the students to make intensive and extensive reading.

## **WRITING SKILLS:**

### **Objectives:**

- To make the students understand that writing is an exact formal skills.
- To enable the students to write sentences and paragraphs.
- To make the students identify and use appropriate vocabulary.
- To enable the students to narrate and describe.
- To enable the students capable of note-making.
- To enable the students to write coherently and cohesively.
- To make the students to write formal and informal letters.
- To enable the students to describe graphs using expressions of comparison.
- To enable the students to write technical reports.

### **Methodology:**

- The class are to be learner-centered where the learners are to read the texts to get a comprehensive idea of those texts on their own with the help of the peer group and the teacher.
- Integrated skill development methodology has to be adopted with focus on individual language skills as per the tasks/exercise.
- The tasks/exercises at the end of each unit should be completed by the learners only and the teacher intervention is permitted as per the complexity of the task/exercise.
- The teacher is expected to use supplementary material wherever necessary and also generate activities/tasks as per the requirement.
- The teacher is permitted to use lecture method when a completely new concept is introduced in the class.

## **SYLLABUS**

### **DETAILED TEXTBOOK: ENGLISH ALL ROUND -Communication Skills for undergraduate learners.(Publications: Orient Black Swan Pvt Ltd)**

#### **Contents:**

#### **Unit I: Exploration**

**Objective:** To make the learner understand the transactional dialogues as per the context, employ suitable strategies of skimming and scanning the given text and form sentences using proper grammatical structures in correct word forms

**Outcome:** The lesson helps to explore identifying the specific information from the text.

**Discovering the Theme:** A Proposal to Girdle the Earth, Nellie Bly.

**Listening:** Topic, context and specific pieces of information.

**Speaking:** Introducing oneself and others

**Reading:** Skimming for the main idea and scanning for specific pieces of Information

**Writing** : Paragraphs

**Grammar and Vocabulary:**

Content words and function words word forms: verbs, nouns, adjectives and adverbs

Nouns: Countable s and uncountable singular and plural forms wh-questions

word order in sentences

**Exam Practice, Unit Assignment**

**Unit II: On Campus**

**Objective:** To make the learner comprehend short talks in formal and informal situations and to identify grammatical errors while framing short texts.

**Outcome:** The lesson highlights self-check on communication on general topics ,informal discussions, use of cohesive devices for better reading and writing.

**Discovering the Theme:** The District School As It Was by one Who Went to it, Warren Burton

**Listening** : Main idea and supporting ideas

**Speaking** : Preparing and delivering short structured talks

**Reading:** : Identifying sequence of ideas

**Writing** : Paragraph writing, punctuation and capital letters.

**Grammar and Vocabulary:** Cohesive devices: linkers/ sign posts/ transition signals articles and zero article prepositions

**Exam Practice, Unit Assignment**

**Unit 3: Working Together**

**Objectives:** To make the students learn summarizing comprehension, reporting informal discussions, infer using meaning from the context and perfect sentence structure.

**Outcomes:** Students will be able to precise the given texts, infer meanings, write grammatically sentences.

**Discovering the theme:** The Future of the work

Listening: Global comprehension

Speaking: Discussing and reporting what is discussed

Reading: Reading in detail, making basic inferences, strategies to use text clues for comprehension

**Writing:** Summarizing, rephrasing what is read, avoiding redundancies and repetitions

Grammar and Vocabulary: Verbs, Tenses; subject-verb agreement  
Direct and indirect speech  
Reporting verbs for academic purposes  
Exam Practice, Unit Assignment,

#### **Unit IV: Fabric of Change**

**Objectives:** To make the students predict spoken discourse, understand nonverbal clues, informal and formal conversations, interpret graphs using appropriate language.

**Outcomes:** Students will be able to infer meanings of the contexts, recognize nonverbal clues, use language to interpret graphs..

Discovering the theme: H.G. Wells and The Uncertainties of Progress by Peter J Bowler

**Listening :** Making predictions

Listening with/ without video

**Speaking:** Role plays - formal and informal

Asking for/giving information/ directions/ instructions/suggestions

**Reading :** Studying the use of graphic elements in texts

**Writing:** Information transfer

**Grammar and Vocabulary:** Quantifying expressions

Adjectives and adverbs

Comparing and contrasting

Degrees of comparison, Use of Antonyms

Exam Practice, Unit Assignment

#### **Unit V: Tools for Life**

**Objectives:** To make the students learn note taking, effective strategies of Oral presentation & written, to produce well-knit essays & editing short texts.

**Outcomes:** Students will acquire the knowledge of note taking, present good skills in writing & speaking, writing detailed essays and editing short texts.

**Discovering the theme:** Leaves from the mental portfolio of a Eurasian by Sui Sin Far.

**Listening:** Identifying key terms  
Understanding concepts  
Global comprehension  
Detailed comprehension

**Speaking:** Formal oral presentations

**Reading:** Global comprehension  
Detailed comprehension

**Writing:** Structured essays using suitable claims and evidences

**Grammar and Vocabulary:** Reinforcing learning:  
Articles, Prepositions, Tenses, Subject-Verb Agreement  
Exam Practice, Unit Assignment,

**Suggested Assessment Formats**

- Listening
- Speaking
- Model Question Paper
- Suggested Additional Learning Sources
- Audio/ Video Sources