**23A52201T-COMMUNICATIVE ENGLISH**

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| **Course Category:** | | Basic Sciences | | **Credits:** | 2 | |
| **Course Type:** | | Theory | | **Lecture-Tutorial-Practical:** | 2-0-0 | |
| **Pre-requisite:** | | Basic Level of LSRW Skills | | **Sessional Evaluation:**  **External Exam Evaluation:**  **Total Marks:** | 30  70  100 | |
| **Course Objectives** | | Students undergoing this course are expected: | | | | |
| 1. To develop basic writing skills in English. 2. To achieve specific linguistic and communicative competence. 3. To acquire relevant skills and make use of them effectively in practical working context. 4. To inculcate the habit of reading and make aware of appropriate reading strategies. 5. To learn writing paragraphs effectively with unity and coherence. 6. To learn writing of simple and analytical essays. | | | | |
| **Course Outcomes** | | On successful completion of this course, the students will be able to: | | | | |
| **CO1** | | Understand the context, topic, and pieces of specific information from social or transactional dialogues. | | |
| **CO2** | | Apply grammatical structures to formulate sentences and correct word forms. | | |
| **CO3** | | Analyze discourse markers to speak clearly on a specific topic in informal discussions | | |
| **CO4** | | Evaluate reading/listening texts and to write summaries based on global comprehension of these texts. | | |
| **CO5** | | Create a coherent paragraph, essay, and resume | | |
| **Course Content** | | **UNIT-I**  **HUMAN VALUES: Gift of Magi (Short Story)**  **Listening:** Identifying the topic, the context and specific pieces of information by listening to short audio texts and answering a series of questions  **Speaking**: Asking and answering general questions on familiar topics such as home, family, work, studies and interests; introducing oneself and others  **Reading:** Skimming to get the main idea of a text; scanning to look for specific pieces of information  **Writing:** Mechanics of Writing - Capitalization, Spellings, Punctuation – Parts of Sentences.  **Grammar:**  Parts of Speech, Basic Sentence Structures-forming questions  **Vocabulary :** Synonyms, Antonyms, Affixes (Prefixes/Suffixes), Root words  **UNIT-II**  **Lesson:** NATURE: The Brook by Alfred Tennyson (Poem)  **Listening:** Answering a series of questions about main ideas and supporting ideas after listening to audio texts  **Speaking**: Discussion in pairs/small groups on specific topics followed by short structure talks  **Reading:** Identifying sequence of ideas; recognizing verbal techniques that help to link the ideas in a paragraph together.  **Writing:** Structure of a paragraph - Paragraph writing (specific topics)  **Grammar** Cohesive devices - linkers, use of articles and zero article; prepositions.  **Vocabulary:**  Homonyms, Homophones, Homographs.  **UNIT-III**  **Lesson: BIOGRAPHY: Elon Musk**  **Listening:** Listening for global comprehension and summarizing what is listened to.  **Speaking**: Discussing specific topics in pairs or small groups and reporting what is discussed  **Reading:** Reading a textindetail by making basic inferences -recognizing and interpreting specific context clues; strategies to use text clues for comprehension  **Writing:** Summarizing, Note-making, paraphrasing  **Grammar:** Verbs - tenses; subject-verb agreement; Compound words, Collocation  **Vocabulary :**Compound words, Collocations  **UNIT-IV**  **Lesson: INSPIRATION: The Toys of Peace by Saki**  **Listening:** Making predictions while listening to conversations/ transactional dialogues without video; listening with video  **Speaking**: Role plays for practice of conversational English in academic contexts (formal and informal) - asking for and giving information/directions.  **Reading:** Studying the use of graphic elements in texts to convey information, reveal trends/patterns/relationships, communicate processes or display complicated data.  **Writing:**  Letter Writing: Official Letters, Resumes Grammar: **Grammar:**  Reporting verbs, Direct & Indirect speech, Active & Passive Voice  **Vocabulary:** Words often confused, Jargons.  **UNIT-V**  **Lesson:**  MOTIVATION: The Power of Intrapersonal Communication (An Essay)  **Listening:** Identifying key terms, understanding concepts and answering a series of relevant questions that test comprehension.  **Speaking**: Formal oral presentations on topics from academic contexts  **Reading:** Reading comprehension  **Writing:**  Writing structured essays on specific topics.  **Grammar:** Editing short texts –identifying and correcting common errors in grammar and usage (articles, prepositions, tenses, subject verb agreement)  **Vocabulary:** Technical Jargons. | | | | |

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| **Text Books** | 1**.**Pathfinder: Communicative English for Undergraduate Students, 1st Edition, Orient Black Swan, 2023 (Units 1,2 & 3)  2. Empowering with Language by Cengage Publications, 2023 (Units 4 & 5) |
| **Reference Books:** | 1 Dubey, Sham Ji & Co. English for Engineers, Vikas Publishers, 2020  2. Bailey, Stephen. Academic writing:A Handbook for International Students. Routledge, 2014.  3. Murphy, Raymond. English Grammar in Use, Fourth Edition, Cambridge University Press, 2019.  4. Lewis, Norman. Word Power Made Easy- The Complete Handbook for Building a Superior Vocabulary. Anchor, 2014. |
| **e-resources:** | 1. www.bbc.co.uk/learningenglish  2. <https://dictionary.cambridge.org/grammar/british-grammar/>  3. [www.eslpod.com/index.html](http://www.eslpod.com/index.html)  4. <https://www.learngrammar.net/>  5.https://english4today.com/english-grammar-online-with-quizzes/  6. https://www.talkenglish.com/grammar/grammar.aspx |

VOCABULARY

**1.** [**https://www.youtube.com/c/DailyVideoVocabulary/videos**](https://www.youtube.com/c/DailyVideoVocabulary/videos)

**2. https://www.youtube.com/channel/UC4cmBAit8i\_NJZE8qK8sfp**

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| Contribution of Course Outcomes towards achievement of Program Outcomes (3-High, 2-Medium, 1-Low) | | | | | | | | | | | | | | |
|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
| CO1 | 3 | - | - | - | - | - | - | 2 | 3 | 2 | 2 | 2 | - | - |
| CO2 | 3 | - | - | - | - | - | - | 3 | 3 | 2 | 3 | 2 | - | - |
| CO3 | 3 | - | - | - | - | - | - | 3 | 3 | 2 | 3 | 3 | - | - |
| CO4 | 3 | - | - | - | - | - | - | 3 | 3 | 2 | 3 | 3 | - | - |
| CO5 | 3 | - | - | - | - | - | - | 2 | 2 | 2 | 2 | 3 | - | - |