

**Syllabus**  
**B.A, B.Sc, B.Com (Hons.)**  
**Semester I-III: 2018-2019**

**Credits 6**

**Aim:**

Compulsory English for B. A., B. Sc. & B. Com. is an integrated course involving language forms and functions, which intends to train the learners in the basic language skills - Reading, Writing & Oral communication. This course is to be taught in each of the three semesters. The syllabus for each semester consists of three units. 'Speaking' And 'Listening' skills are clubbed together as 'Oral Communication' for the sake of convenience in teaching and testing. The activities, items and components in each semester are graded to suit the learners' needs and the societal expectations. The materials, designed for this course, incorporate essential grammar, vocabulary, usage and various interactive and communicative skills.

The material for this course is based on SLM format and provides maximum freedom to teachers, whereby they can replace, improvise, adopt and adapt materials according to the teachability and learnability of the course to students of Arts, Social Science, Science, Life Science, and Commerce streams.

Another important aspect of this course is that no question in sessional tests and examinations will be framed from the materials provided to students in the classroom.

## Syllabus: Paper 1

B. A., B. Sc., B. Com (Hons.)  
Semester I  
2018-2019  
Compulsory English ENB-151

Credits= 2

Maximum Marks: 100

### Unit I: Reading Strategies & Vocabulary Building

Objective: With the help of the selected comprehension passages, students should be able to spot the specific information, write the gist, guess the meaning of difficult words of the passages appropriately and comprehend the passage locally and globally. This will be evaluated on the basis of written/alternative tests.

Guessing Difficult words  
Scanning  
Skimming  
Reading Comprehension

### Unit II: Paragraph Writing/ Expansion

Objective: Given some topics/sayings/data/pictures/verbal inputs, students should be able to write a correct and coherent paragraph of stated length accurately incorporating Topic and Supporting sentences. This will be evaluated on the basis of written/alternative tests.

On a given topic / sayings  
On a given set of information  
On a given data/ Image/Picture

**(Relevant Grammar items, like Tenses, types of Sentences and linkers etc need to be identified)**

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### Unit III: Oral Communication:

Objectives: a) After a series of demonstrations, interactive exercises and exercises on various English speech sounds and situations, students should be able to articulate them, identify the discrepancy between English sounds and letters accurately and converse using proper tone and stress appropriately. This will be evaluated orally or on the basis of presentation/written tests.

English Speech Sounds with reference to IPA Symbols; Relationship between letters and Sounds;

Living **Situations** of Oral Communication: In the Library; An Invitation to Tea; At the Bank; At the Railway Station, At the Doctor's, Buying clothes, Preparing for a Party, At the Birthday Party

(Teachers need to focus on stress, tone and rhythm in rapid speech while honing the oral skills of the students.)

Sessional: 30 marks

End-Semester 70 marks

### Suggested Readings:

- Murphy, R. (1998). Essential English Grammar. Cambridge University Press.
- \_\_\_\_ (1994). Intermediate English grammar. Cambridge University Press
- Wren & Martin (2010). English Grammar & Composition.
- Swan, M. (2014). Practical English Usage. Oxford University Press.
- Longman Dictionary of Contemporary English. (For Advanced Learners)

Unit I: Reading Comprehension & Vocabulary Building:

Objectives: a) Given 9 short texts (prose & poetry) and statistical data based on a survey, students should be able to identify cognates and parts of speech use them in their sentences inferring the writer's intention appropriately. This will be evaluated on the basis of written/alternative tests.

b) Given statistical data based on a survey, students should be able to write observations accurately in not more than 100 words. This will be evaluated on the basis of written /alternative tests.

- A set of nine (9) Prose passages with exercises on comprehension, vocabulary, usage, Grammar etc. [Three passages each on topics that interest students of Arts, Sciences and Commerce]
- Three (3) short poems/ extracts with exercises on comprehension, vocabulary, usage, grammar, etc. (Supplementary materials need to be managed by teachers.)
- Comprehending Texts of Statistical Expressions, like tables, graphs, charts, etc

Unit II: Writing Skill

Objective: Given a set of inputs, students should be able to write a descriptive paragraph of stated length accurately. This will be evaluated on the basis of written/alternative tests.

Describing Persons, Places and Things;

Giving Directions / Instructions;

Writing Processes; Future Plans;

[Note: Given above is a list of various items for description. Teachers may teach all or some of them depending on the suitability of the learners.]

Unit III: Oral communication: Public speaking

Objective: After a series of interactive sessions, the students should be able to identify and use the expressions of agreeing & disagreeing and expressions to initiate, maintain and conclude the debate appropriately. This will be evaluated orally as well as pen and paper tests.

Expressing Opinions / points of view

Generating debates (Speaking 'For' and 'Against' a Motion)

(Teachers need to focus on stress, tone and rhythm in rapid speech while honing the oral skills of the students. Emphasis should also be laid on language items of such strategies as 'agreeing', 'disagreeing', 'rebutting', 'initiating', 'concluding', etc)

[Note: The above list is just an illustration of various living situations. For practice in oral communication the list can be enlarged by the teachers concerned. This unit will be tested through the technique of dialogue writing with the help of a given situation.]

Sessional: 30 marks

End-Semester 70 marks

Suggested Readings:

- Murphy, R. (1998). *Essential English Grammar*. Cambridge University Press.
  - \_\_\_\_ (1994). *Intermediate English grammar*. Cambridge University Press
- Wren & Martin (2010). *English Grammar & Composition*.
- Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*, Macmillan Publishers India Limited. (Reprinted 1985 – 2009).
- Swan, M. (2014). *Practical English Usage*. Oxford University Press
- Longman Dictionary of Contemporary English. (For Advanced Learners)

## Syllabus: Paper 3

B. A., B. Sc., B. Com (Hons.)  
Semester III  
2018-2019  
Compulsory English, ENB-351

Credits= 2

Total Marks - 100

Unit I: Reading Comprehension & Vocabulary Building.

Objective: Given a text the students should be able to comprehend the text for its contents, appreciate, analyze and be able to answer questions based on critical thinking and use of multiple intelligence with maximum accuracy. This will be evaluated on the basis of written/alternative tests.

Comprehending Literary & Non literary Texts for analysis, evaluation and appreciation

Comprehending Beyond Text for Critical Thinking based on Multiple Intelligence

(This unit will offer exercises and activities on critical thinking to enrich language skills based on Multiple Intelligence)

Unit II: Writing Skill:

Objective: a) Given a text, the students should be able to comprehend the text, be able to make notes based on it, and write a précis of it with maximum accuracy. This will be evaluated on the basis of written/alternative tests.

b) Given instructions and inputs, students should be able to write formal letters, reports and prepare their CV along with cover letter with maximum accuracy. This will be evaluated on the basis of written/alternative tests.

Study Skills: Note -Making; Summarizing; Précis - Writing

Letters: Writing Formal Letters (Thanks, Regret, Condolence, Invitation, etc.)

Writing Job Application along with Resume / CV

Report Writing

**(Relevant Grammar items need to be identified and taught by teachers)**

Unit III: Oral Communication

Objective: Given instructions, inputs and information, students should be able to use these to make presentations, talk about their experiences and hold intelligible discussions on topics provided with maximum appropriacy. This will be evaluated orally.

Personal Profile

Personal Interview

Making presentations

Narrating Past Experiences

Argumentative discussions

(Teachers need to focus on stress, tone and rhythm in rapid speech while honing the oral skills of the students. Emphasis should also be laid on language items of such strategies as 'agreeing', 'disagreeing', 'turn taking', 'initiating', 'concluding', etc)

**Sessional: 30 marks**

**End-Semester 70 marks**

**Suggested Readings:**

- **Murphy, R. (1998). Essential English Grammar. Cambridge University Press.**
- **\_\_\_\_ (1994). Intermediate English grammar. Cambridge University Press.**
- **Wren & Martin (2010). English Grammar & Composition.**
- **Swan, M.(2014). Practical English Usage. Oxford University Press**
  
- **Longman Dictionary of Contemporary English. (For Advanced Learners)**