COMMUNICATIVE ENGLISH

(Common to All Branches)

Course Code: 20HE1101

L	T	P	C
3	0	0	3

Course Outcomes: At the end of the course, the student should be able to

CO1: Acquire skills of understanding and infer meanings of words (L3)

CO2: Transfer information from one form to another in texts and authentic materials (L3)

CO3: Formulate sentences using proper grammatical structures and correct word forms (L3)

CO4: Write paragraphs, notes and summarize with clarity, cohesiveness and precision (L4)

CO5 : Produce well-organized essays, letters and emails (L3)

UNIT-I: **10 Lectures**

Lessons:

1. **What's your job –** from Cambridge Objective PET (Unit – 3)

2. **Wheels and wings –** from Cambridge Objective PET (Unit –5)

Reading: Skimming to get the main idea of a text; scanning to look for specific pieces of information.

Reading for Writing: Beginnings and endings of paragraphs - introducing the topic, summarizing the main idea and/or providing a transition to the next paragraph.

Grammar: Nouns - countable and uncountable, pronouns, verb-tenses - present simple, present continuous, state verbs; prepositions of time, basic sentence structures; simple question form - wh-questions.

Vocabulary: Technical vocabulary from across technical branches (20) GRE Vocabulary
(20)   (Antonyms and Synonyms, Word applications) Verbal reasoning and sequencing of words, prefixes & suffixes.

Learning Outcomes: At the end of the module, the student will be able to

1. employ suitable strategies for skimming & scanning to get the general idea of a text and specific information (L3)

2. recognize paragraph structure with beginnings/endings (L3)

3. form sentences using proper grammatical structures and correct word forms (L3)

UNIT-II: **10 Lectures**

Lessons:

1. **Around town –** from Cambridge Objective PET (Unit – 7)

2. **How do you feel –** from Cambridge Objective PET (Unit – 9)

3. **I look forward to hearing from you –** from Cambridge Objective PET (Unit – 10)

Reading: Identifying sequence of ideas; recognizing verbal techniques that help to link the ideas in a paragraph together.

Writing: Paragraph writing (specific topics) using suitable cohesive devices; mechanics of writing - punctuation, capital letters and Précis.

Grammar: Prepositions of place & movement, comparative adjectives, commands; Tenses –perfect & past simple; use of articles and zero article.

Vocabulary: Technical vocabulary from across technical branches (20 words), GRE Vocabulary Analogies (20 words) (Antonyms and Synonyms, Word applications) and confusables.

Learning Outcomes: At the end of the module, the student will be able to

1. understand the use of cohesive devices for better reading comprehension (L2)

2. write well structured paragraphs on specific topics (L3)

3. make necessary grammatical corrections in sentences & in short passages (L3)

UNIT-III: **10 Lectures**

Lessons:

1. Risk! – from Cambridge Objective PET (Unit – 15)

2. Free time – from Cambridge Objective PET (Unit – 16)

3. Next week's episode – from Cambridge Objective PET (Unit – 17)

4. Shooting a film - from Cambridge Objective PET (Unit – 18)

Reading: Reading a text in detail by making basic inferences - recognizing and interpreting specific context clues; strategies to use text clues for comprehension.

Writing: Summarizing - identifying main idea/s and rephrasing what is read; avoiding redundancies and repetitions and email.

Grammar: Tenses–forms of future tense and forms of past continuous, past perfect & past perfect continuous; subject-verb agreement; modal verbs and conjunctions.

Vocabulary: Technical vocabulary from across technical branches (20 words), GRE Vocabulary (20 words) (Antonyms and Synonyms, Word applications) Association, sequencing of words and idioms & phrases.

Learning Outcomes: At the end of the module, the student will be able to

1. infer meanings of unfamiliar words using contextual clues (L3)

2. write summaries based on global comprehension of reading/listening texts (L3)

3. form sentences using proper grammatical structures and correct word forms (L3)

UNIT-IV: **10 Lectures**

Lessons:

1. **Happy families –** from Cambridge Objective PET (Unit – 19)

2. **Best friends? –** from Cambridge Objective PET (Unit – 23)

3. **I have got an idea –** from Cambridge Objective PET (Unit – 24)

Reading: Studying the use of graphic elements in texts to convey information, reveal trends/patterns/relationships, communicate processes or display complicated data.

Writing: Information transfer; describe, compare, contrast, identify significance/trends based on information provided in figures/charts/graphs/tables.

Grammar: Adjectives and adverbs; degrees of comparison; direct and indirect speech.

Vocabulary: Technical vocabulary from across technical branches (20 words) GRE Vocabulary (20 words) (Antonyms and Synonyms, Word applications), one-word substitutes.

Learning Outcomes: At the end of the module, the student will be able to

1. produce a coherent paragraph interpreting a figure/graph/chart/table (L4)

2. use language appropriate for description and interpretation of graphical elements (L4)

3. use correct forms of adjectives, adverbs, one-word substitutes and a range of reporting verbs in speech and in writing (L3)

UNIT-V :   **10 Lectures**

Lessons:

1. **Shop till you drop –** from Cambridge Objective PET (Unit – 25)

2. **Travellers' tales –** from Cambridge Objective PET (Unit – 27)

3. **What would you do? –** from Cambridge Objective PET (Unit – 28)

Reading: Reading for comprehension - Intensive and Extensive reading techniques.

Writing: Writing well-structured essays and letters.

Grammar: Conditional sentences; editing short texts – identifying and correcting common errors in grammar and usage (articles, prepositions, tenses, subject-verb agreement)

Vocabulary: Technical vocabulary from across technical branches (20 words) GRE Vocabulary (20 words) (Antonyms and Synonyms, Word applications).

Learning Outcomes: At the end of the module, the student will be able to

1. produce well-organized essays and letters (L3)

2. edit short texts by correcting common errors (L4)

3. form sentences using proper grammatical structures and correct word forms (L3)

Textbook:

Hashemi, Louise & Thomas, Barbara.*Cambridge Objective PET* – Student's Book 2nd Ed., Cambridge University Press, 2018.

Reference Books:

1 Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Routledge, 2014.

2.Nair,Rukmini Bhaya and Peter Ronald DeSouz (Eds). *Keywords for India: A Conceptual Lexicon for the 21st Century*. Bloomsbury Academic, 2020.

3.Rogers. Louis &Wilkin Jennifer. *Skillful Level 2 Reading & Writing* Student's Book Pack (B1), Macmillan Educational, 2013.

4. Narayanaswami, V. R. *Strengthen Your Writing*. Orient BlackSwan, 2005.

5. Carson, Rachel. *Silent Spring*. Penguin Modern Classics, 2000.

6. Department of English, University of Delhi. *The Individual and Society*. Pearson Publications,

2005.

Web Resources:
Grammar/Listening/Writing
   1-language.com
   http://www.5minuteenglish.com/
   https://www.englishpractice.com/
  Grammar/Vocabulary

   English Language Learning Online
   http://www.bbc.co.uk/learningeng lish/
   http://www.better-english.com/
   http://www.nonstopenglish.com/
   https://www.vocabulary.com/
   BBC Vocabulary Games
   Free Rice Vocabulary Game

  Reading
   https://www.usingenglish.com/comprehension/
    https://www.englishclub.com/reading/short-stories.htm
    https://www.english-online.at/
All Skills
   https://www.englishclub.com/
   http://www.world-english.org/

http://learnenglish.britishcouncil.org/

Online Dictionaries

Cambridge dictionary online
MacMillan dictionary
Oxford learner's dictionaries