

# LANGUAGE & FOUNDATION COURSES IN ENGLISH

(Semesters 1 to 4)

## SEMESTER I

### FIRST DEGREE PROGRAMME IN ENGLISH (CBCS System)

#### Language Course I: LISTENING AND SPEAKING SKILLS

Common for

BA /BSc [AUEN 111.1/AUEN111.2], B.Com [AUEN 111. 3] & Career related [AUEN 111.4]

**No. of credits: 4**

**No. of instructional hours: 5 per week (Total 90 hrs.)**

#### AIMS

1. To familiarize students with English sounds and phonemic symbols.
2. To enhance their ability in listening and speaking.

#### OBJECTIVES

On completion of the course, the students should be able to

1. listen to lectures, public announcements and news on TV and radio.
2. engage in telephonic conversation.
3. communicate effectively and accurately in English.
4. use spoken language for various purposes.

#### COURSE OUTLINE

##### Module 1

Pronunciation

Phonemic symbols – consonants – vowels – syllables - word stress - strong and weak forms- intonation – common features of Malayalee pronunciation of English.

##### Module 2

Listening Skills

Difference between listening and hearing – active listening –barriers to listening – academic listening - listening for details - listening and note-taking - listening for sound contents of videos - listening to talks and descriptions - listening for meaning - listening to announcements - listening to news programmes.

##### Module 3

Speaking Skills

Interactive nature of communication - importance of context - formal and informal - set expressions in different situations –greeting – introducing - making requests - asking for / giving permission - giving instructions and directions – agreeing / disagreeing – seeking and giving advice - inviting and apologizing telephonic skills - conversational manners - L1 influence/accent-neutralization.

**Module 4**

## Dialogue Practice

(Students should be given ample practice in dialogue, using core and supplementary materials.)

**COURSE MATERIAL****Modules 1 – 3**

**Core reading:** *English for Effective Communication*. Oxford University Press, 2013.

**Further Reading:**

1. Marks, Jonathan. *English Pronunciation in Use*. New Delhi: CUP, 2007.
2. Lynch, Tony. *Study Listening*. New Delhi: CUP, 2008.
3. Kenneth, Anderson, Tony Lynch, Joan MacLean. *Study Speaking*. New Delhi: CUP, 2008.

**Module 4:**

**Core reading:** *Dramatic Moments: A Book of One Act Plays*. Orient Black Swan, 2013.

The following One-act plays prescribed:

- |   |  |
|---|--|
| 1. Saki                                 | - <i>The Death Trap</i>                    |
| 2. Philip Moeller                       | - <i>Helena's Husband</i>                  |
| 3. Serafin and Joaquin Alvarez Quinters | - <i>Sunny Morning: A Comedy of Madrid</i> |
| 4. Margaret Wood                        | - <i>Day of Atonement</i>                  |

**Reference:**

Jones, Daniel. *English Pronouncing Dictionary* 17<sup>th</sup> Edition. New Delhi: CUP, 2009.

## SEMESTER II

### FIRST DEGREE PROGRAMME (CBCS System)

### MODERN ENGLISH GRAMMAR AND USAGE

### BCom:AUEN211.3 & Career related 2(a):AUEN211.4

**No. of credits: 4**

**No. of instructional hours: 5 per week (Total 90 hrs.)**

- AIMS:**
1. To help students have a good understanding of modern English grammar.
  2. To enable them produce grammatically and idiomatically correct language.
  3. To help them improve their verbal communication skills.
  4. To help them minimise mother tongue influence.

- OBJECTIVES:** On completion of the course, the students should be able to
1. have an appreciable understanding of English grammar.
  2. produce grammatically and idiomatically correct spoken and written discourse.
  3. spot language errors and correct them.

## COURSE CONTENTS

### Module 1:

- Modern English grammar - what and why and how of grammar - grammar of spoken and written language
- Sentence as a self-contained unit – various types of sentence – simple – compound – complex – declaratives – interrogatives – imperatives – exclamatives.
- Basic sentence patterns in English - constituents of sentences – subject – verb - object - complement - adverbials.
- Clauses - main and subordinate clauses - noun clauses - relative clauses - adverbial clauses - finite and non-finite clauses - analysis and conversion of sentences – Active to Passive and vice versa – Direct to Indirect and vice versa – Degrees of Comparison, one form to the other.
- Phrases - various types of phrases - noun, verb, adjectival and prepositional phrases.
- Words - parts of speech – nouns – pronouns - adjectives verbs - adverbs – prepositions – conjunctions - determinatives.

### Module 2:

- Nouns - different types - count and uncount – collective - mass - case - number – gender.
- Pronoun - different types - personal, reflexive - infinite-emphatic – reciprocal.
- Adjectives - predicative - attributive - pre- and post-modification of nouns.
- Verbs - tense-aspect - voice -mood - Concord - types of verbs – transitive - intransitive-finite - non-finite.
- Helping verbs and modal auxiliaries - function and use.

**Module 3:**

- Adverbs - different types - various functions - modifying and connective.
- Prepositions - different types - syntactic occurrences - prepositional phrases - adverbial function.
- Conjunctions - subordinating and coordinating Determinatives articles - possessives – quantifiers

**Module 4:**

- Remedial grammar - error spotting - errors in terms of specific grammatical concepts like constituents of sentences - parts of speech - concord – collocation - sequences of tense - errors due to mother tongue influence.
- Written Composition – precis writing – outline story – expansion of proverb – short essay.

**COURSE MATERIAL****Modules 1 - 4**

**Core Reading:** *Concise English Grammar* by Prof. V. K. Moothathu. Oxford University Press, 2012.

**Further Reading:**

1. Leech, Geoffrey et al. *English Grammar for Today: A New Introduction*. 2<sup>nd</sup> Edition. Palgrave, 2008.
2. Carter, Ronald and Michael McCarthy. *Cambridge Grammar of English*. CUP, 2006.
3. Greenbaum, Sidney. *Oxford English Grammar*. Indian Edition. Oxford University Press, 2005.
4. Sinclair, John ed. *Collins Cobuild English Grammar*. Harper Collins publishers, 2000.
5. Driscoll, Liz. *Common Mistakes at Intermediate and How to Avoid Them*. CUP, 2008.
6. Tayfoor, Susanne. *Common Mistakes at Upper-intermediate and How to Avoid Them*. CUP, 2008.
7. Powell, Debra. *Common Mistakes at Advanced and How to Avoid Them*. CUP, 2008.
8. Burt, Angela. *Quick Solutions to Common Errors in English*. Macmillan India Limited, 2008.
9. Turton. *ABC of Common Grammatical Errors*. Macmillan India Limited, 2008.
10. Leech, Geoffrey, Jan Svartvik. *A Communicative Grammar of English*. Third Edition. New Delhi: Pearson Education, 2009.

**Direction to Teachers:** The items in the modules should be taught at application level with only necessary details of concepts. The emphasis should be on how grammar works rather than on what it is. The aim is the correct usage based on Standard English and not conceptual excellence.

## SEMESTER III

### FIRST DEGREE PROGRAMME (CBCS System)

#### Language Course IV - WRITING AND PRESENTATION SKILLS: AUEN 311.3 for B.Com

**No. of credits: 3**

**No. of instructional hours: 3 per week (Total 54 hrs.)**

#### AIMS

1. To familiarize students with different modes of general and academic writing.
2. To help them master writing techniques to meet academic and professional needs.
3. To introduce them to the basics of academic presentation
4. To sharpen their accuracy in writing.

#### OBJECTIVES

On completion of the course, the students should be able to

1. understand the mechanism of general and academic writing.
2. recognize the different modes of writing.
3. improve their reference skills, take notes, refer and document data and materials.
4. prepare and present seminar papers and project reports effectively.

### COURSE OUTLINE

#### **Module 1**

Writing as a skill – its importance – mechanism of writing – words and sentences - paragraph as a unit of structuring a whole text – combining different sources – functional use of writing – personal, academic and business writing – creative use of writing.

#### **Module 2**

Writing process - planning a text – finding materials - drafting – revising – editing - finalizing the draft - computer as an aid – key board skills - word processing - desk top publishing.

#### **Module 3**

Writing models – essay - précis - expansion of ideas – dialogue - letter writing – personal letters formal letters - CV – surveys – questionnaire - e-mail – fax - job application - report writing.

#### **Module 4**

Presentation as a skill - elements of presentation strategies – audience – objectives – medium – key ideas - structuring the material - organizing content - audio-visual aids – handouts - use of power point - clarity of presentation - non-verbal communication - seminar paper presentation and discussion.

## COURSE MATERIAL

### Core reading:

*English for Effective Communication*. Oxford University Press, 2013.

### Reference:

#### Modules 1 – 3:

*Write Rightly: A Course for Sharpening Your Writing Skills*. (CUP)

#### Module 4:

*Guide to Presentations*. Mary Munter and Lynn Rusell. Pearson Education

### Further reading:

1. Robert, Barraas. *Students Must Write*. London: Routledge, 2006.
2. Bailey, Stephen. *Academic Writing*. Routledge, 2006.
3. Hamp-Lyons, Liz, Ben Heasley. *Study Writing*. 2<sup>nd</sup> Edition. Cambridge Uty Press, 2008.
4. Ilona, Leki. *Academic Writing*. CUP, 1998.
5. McCarter, Sam, Norman Whitby. *Writing Skills*. Macmillan India, 2009.
6. Jay. *Effective Presentation*. New Delhi: Pearson, 2009.
7. Munter, Mary and Lynn Rusell. *Guide to Presentations*. Pearson Education.
8. Mayor, Michael, et al, Ed. *Longman Dictionary of Contemporary English*. 5<sup>th</sup> Edition. London: Pearson Longman Ltd, 2009.

**SEMESTER IV****FIRST DEGREE PROGRAMME (CBCS System)****Language Course - READINGS IN LITERATURE: EN 411.3 for B.Com****No.of credits: 3****No of instructional hours: 3 hours/week [Total 54 hours]****AIMS:**

1. To sensitize students to the aesthetic, cultural and social aspects of literature.
2. To help them analyze and appreciate literary texts.

**OBJECTIVES:**

On completion of the course, the students should be able to:

1. understand and appreciate literary discourse.
2. look at the best pieces of literary writing critically.
3. analyze literature as a cultural and interactive phenomenon.

**Module 1**

What is literature – literature and context – genres – literature and human values – creative use of language inculcation of aesthetic sense.

Poetry – what is poetry – different types of poetry – poetic diction – figurative language – themes – stanza – rhyme.

**Module 2**

Drama - Scope and definition – different types – structure – dialogue –characters – action.

**Module 3**

Prose - What is prose – different types – personal – impersonal – technical.

**Module 4**

Fiction - What is fiction – different types – plot – characters – setting – point of view – short story – its characteristics.

## COURSE MATERIAL

### Module 1

**Core reading:** *Readings in Literature*. Department of Publications, University of Kerala.

Poems prescribed:

1. William Shakespeare: *To Be or Not to Be (Hamlet, Act III, Scene 1)*
2. William Blake: *The Tiger*
3. William Wordsworth: *Lucy Gray*
4. John Keats: *Ode to Autumn*
5. Rabindranath Tagore: *Leave This Chanting (Poem 11 from Gitanjali)*
6. Ted Hughes: *Full Moon and Little Frieda.*

### Module 2

**Core reading:**

Vincent Godefroy - *Fail not our Feast* - from *Dramatic Moments: A Book of One Act Plays*.  
Orient Black Swan, 2013.

### Module 3

**Core reading**

*Readings in Literature* (Published by the University of Kerala)

Essays prescribed:

1. Robert Lynd: *The Pleasures of Ignorance*
2. Martin Luther King: *I Have a Dream*
3. E.R. Braithwaite: *To Sir, with Love* [extract]

### Module 4

**Core reading:**

*Stories for Life* [Indian Open University]

Stories prescribed:

- (i) Catherine Mansfield: *A Cup of Tea.*
- (ii) O Henry: *The Last Leaf.*
- (iii) Rabindranth Tagore: *The Postmaster.*
- (iv) Oscar Wilde: *The Happy Prince.*
- (v) Ernest Hemingway: *A Day's Wait.*

### Further reading

1. *A Concise Companion to Literary Forms*. Emerald, 2013.
2. Abrams, M. H. *A Glossary of Literary Terms*.
3. Klarer, Mario. *An Introduction to Literary Studies*. Second edition. Routledge, 2009.

### Direction to Teachers

The introduction to various genres is intended for providing basic information and no conceptual analysis is intended.