

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY KAKINADA

Syllabus effective from 2010-2011

ENGLISH SYLLABUS FOR SEM. 1 & 2 of JNTU-K

Introduction

The major challenge of a language teaching in a technical institution is to prepare the student for employability through imparting language skills to develop communicative competence. The proficiency in English language is closely linked to 'good communication skills' more so in the recent times when employability is at stake for want of communication skills on the part of the students. Since skills and personal attributes are revealed through communication, the responsibility of grooming students in life skills is also emphasized as part of language teaching and learning.

The core key skills needed are:

- Communication
- Team Work
- Problem Solving
- Learning Skills

The personal attributes to be groomed are:

- Adaptability
- Commitment
- Enthusiasm
- Stress Management
- Integrity
- Sense of Humour
- Self-Motivation
- Reliability
- Self-esteem
- Personal Presentation

Since the inception of the Board of Studies for English, effort to design a Course Structure that would cater to the needs of a wide range of learner groups has been made. It was felt by the Board that the Course Structure has to take into consideration the above criteria and therefore the objectives of the Language course ought to be much focused.

Objectives

1: To improve the language proficiency of technical under graduates in English with emphasis on LSRW skills.

1.1: To provide learning environment to practice *listening, speaking, reading, and writing* skills within and beyond the classroom environment.

1.2: To assist the students to carry on the tasks and activities through guided instructions and materials.

2: To effectively integrate English language learning with employability skills and training.

2.1: To design the main course material and exercises with authentic materials drawn from everyday use to cater to everyday needs.

The material may be culled from newspaper articles, advertisements, promotional material etc.

2.2: To provide hands-on experience through case-studies, mini-projects, group & individual presentations.

***A Separate Lab-manual for Sem.2 is under preparation.**

****Teachers' Manual to guide the teacher in teaching the text is also under preparation. The whole effort is for effective delivery of the course content in the class room for the benefit of the teacher and the learner besides, striving for uniformity in teaching.**

Each chapter will be structured with a short passage or collage of passages for reading. All further exercises and activities will draw upon the broad subject of the passage(s), and use **functional and situational approach**

<i>Chapter / Grammar & vocabulary</i>	<i>Reading & comprehension</i>	<i>Listening & speaking</i>	<i>Core skills and personal attributes developed through the exercises</i>	<i>Objectives achieved through the exercises</i>	<i>Plan of evaluation</i>
	Reading comprehension based on the passage(s): multiple-choice questions asking students to derive sense of a word from the context provided by a sentence, short questions asking students to sum up the key points of a passage, encouraging students to address not only explicit statement but also implied meaning.	Dialogues from situations related to what Writing and analysis has been encountered in the reading passages.; the dialogues may now be Instructions on how to lay out a piece of used in a role-play, and in groups, writing, and exercises where students may analyze them for meaning are asked to generate their own write-and-implications, and ultimately engage in ups dialogues of their own making.			A three-tier system, allowing the student to work through self-assessment, assessment by peers, and finally, assessment by the teacher.
Chapter – 1 .Read & Proceed The importance of the language used for communication: <ul style="list-style-type: none"> Understanding the need for English in the wider world, and the opportunities afforded by a strong command of the language. Assessing one's level within the language, and understanding the ways in which grasp of the language can be bettered Understanding the basic structure of the sentence. English: subject – verb – object Functional grammar exercise: Students may discuss in groups or pairs when, why and where English is used. What, for example, if they have to face a job interview? Or make an official presentation in a State that does not use Telugu? Or even find their way in an unfamiliar city? Possible areas of focus and evaluation: <ul style="list-style-type: none"> Making sentences from given keywords Correcting the order of words to make sentences, noting how change in word order can affect meaning. 	Short extracts from: 1.An interview with Arundhati Roy 2.Jawaharlal Nehru's 'Tryst with Destiny' speech 3.Albert Einstein's essay 'The World As I See It'	Sentences Understanding and using the basic structure of the sentence in English (subject – verb – object); creating sentences; understanding the different kinds of sentences (whether a statement, or a question, or an exclamation, and so on)	Small conversations between : 1.A student and a hostel warden 2.An interviewer and an interviewee 3.Two friends together preparing for an oral examination at college	Communication teamwork, problem solving, learning skills	Enhanced learner-participation, development of linguistic proficiency [Both Teacher's Manual and Sample Test Questions will be provided]

<p>Chapter 2. Travel Nouns, pronouns, and adjectives:</p> <ul style="list-style-type: none"> • Understanding the kinds and uses of nouns • Understanding the use of pronouns to replace nouns • Understanding the ways in which nouns are qualified through adjectives • Understanding the kinds of adjectives, their degrees and their uses <p>Functional grammar exercise: Students may be asked, in pairs, to plan a trip to a place of mutual interest. Each pair would then be encouraged to explain how and why they arrived at this choice. What words are used to identify – and distinguish – the proposed destination? What naming words are used? How those words are then qualified? How do the nouns (the naming words) and adjectives (the qualifiers) help to create a character and atmosphere for the place or site to be visited? Is it possible to build anticipation through such evocation?</p> <p>Potential areas of focus and evaluation:</p> <ul style="list-style-type: none"> • Changing nouns to the related adjectives • Changing adjectives to the related nouns • Replacing nouns with pronouns while retaining the meaning of the sentence 	<p>Reading and analysis of short extracts from two or more of the following:</p> <ol style="list-style-type: none"> 1.Vikram Seth, <i>From Heaven Lake</i> 2.Ruskin Bond, <i>Landor Days</i> 3.Rabindranath Tagore, <i>The Europe Traveller's Diary</i> 4.Pankaj Mishra, <i>Butter Chicken in Ludhiana</i> 	<p>Paragraphs Understanding the structure of a paragraph; retaining the thread of an argument; introducing the subject of the paragraph in the initial sentence; developing the argument in the next few sentences; drawing to a conclusion by reinforcing what has already been stated, but without introducing any new ideas towards the end; being brief and concise, but carrying all the information that needs to be conveyed</p>	<p>Snippets of exchanges between:</p> <ol style="list-style-type: none"> 1.A tour guide and a tourist 2.A local inhabitant of a city and a visitor 3.A photographer and her friend, with the photographer telling about the places of interest she has been to in her recent travels 	<p>Communication, adaptability, sense of humour, reliability,</p>	<p>Functional approach to finding solutions, enhanced learner-participation, development of linguistic proficiency</p>	<p>[Both Teacher's Manual and Sample Test Questions will be provided]</p>
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<p>Chapter 3. Gender</p> <p>Verbs and adverbs:</p> <ul style="list-style-type: none"> • Understanding the placement of a verb within a sentence • Understanding tenses • Understanding the use of adverbs to describe verbs <p><i>Functional grammar exercise:</i></p> <p>Students may be asked to consider recent news headlines for remarkable stories involving women. How are either the events or the women remarkable? What have these women done, or what do they do? What words of action are used to talk about the accomplishments of the women? How are actions of the past differentiated from actions of the present and actions yet to be performed? How (using what adverbs) are those actions qualified?</p> <p>Potential areas of focus and evaluation:</p> <ul style="list-style-type: none"> • Changing verbs to the related adverbs • Changing adverbs to the related verbs • Using verbs in their correct tenses, deriving the sense from the rest of the sentence 	<p>Reading and analysis of short extracts from four newspaper/journal pieces:</p> <ol style="list-style-type: none"> 1. <i>The Telegraph</i> report on the 20-year old Burdwan girl who walked out of her marriage in revolt of her in-laws' demands for dowry 2. A perspective on astronaut Kalpana Chawla's achievement 3. The inspirational story of a young woman who survived child-marriage 4. Sudha Murthy's write on what it is possible for women to achieve 	<p>Essays and arguments</p> <p>Understanding that an essay or argument is a descriptive or persuasive piece of writing that needs to be organized as a succession of paragraphs; introducing the chief concerns in the first paragraph, and providing a layout of how the argument is going to be structured; developing the main thrust of the argument in the succeeding paragraphs; making smooth transitions between ideas and paragraphs (using appropriate connecting words or phrases); winding to a conclusion by drawing the various strings of the argument together</p>	<p>Short exchanges between:</p> <ol style="list-style-type: none"> 1. Two friends on an issue of contemporary interest 2. A reporter and a talk-show guest 3. A teacher and a student in school 	<p>Communication, teamwork, commitment, integrity, self-motivation, self-esteem</p>	<p>Enhanced learner-participation, development of linguistic proficiency, development of critical thinking</p>	<p>[Both Teacher's Manual and Sample Test Questions will be provided]</p>
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<p>Chapter 4. Disaster Management Articles and punctuation.</p> <ul style="list-style-type: none"> Understanding the uses of 'a', 'an', and 'the' Understanding the uses of words/phrases expressing quantity, like 'some', 'a bit of', 'more', etc. Understanding and using correct punctuation to convey meaning <p>Functional grammar exercise: Students may be asked to imagine that in the aftermath of a natural disaster, they are part of a relief team effort. When asked to effectively identify the needs of the situation, how do they plan to go about providing necessary aid? Is an ambulance to be arranged for? Or a medical tent set up? Are adequate first-aid supplies available? Do more rations need to be fetched? Could there be a tie-up with an overseas relief organization?</p>	<p>Reading and analysis of a short piece on the tsunami</p>	<p>Official letters and emails Effectively using the format of official communication: providing one's own address and contact details, documenting the date and place from which the communication is sent, the salutation used for the addressee, the main body of the letter or email (keeping it comprehensive but to the point), and signing off</p>	<p>Dialogues between:</p> <ol style="list-style-type: none"> a social worker and an earthquake victim two doctors working in an area afflicted by natural disaster two school students campaigning to raise relief money 	<p>Communication, teamwork, problem solving, adaptability, stress management, reliability, integrity</p>	<p>Enhanced learner-participation, development of linguistic proficiency, functional approach to problem solving, enabling group work</p>	<p>[Both Teacher's Manual and Sample Test Questions will be provided]</p>
<p>Chapter 5 –Health Prepositions, conjunctions and exclamations:</p> <ul style="list-style-type: none"> Understanding the use of prepositions – words that connect verbs with their objects Understanding that certain verbs use certain prepositions Understanding the uses of common prepositions: to, for, at, by, of, and so on Understanding the uses of conjunctions and exclamations <p>Functional grammar exercise: Students may be asked to propose ways which healthier living might be attained eating better and exercising, drinking plenty of water, partaking fresh vegetables from the Market, and so on. Possible exercises may be framed around:</p> <ul style="list-style-type: none"> Filling in blanks within sentences Distinguishing between different meanings possible through the use of different prepositions with the same verbs 	<p>Reading and analysis of three different kinds of writing, and comparisons between them:</p> <ol style="list-style-type: none"> A Government of India report on the success of nationwide campaigns for polio vaccination A vegetarian's perspective on what makes for healthy living An athlete's say on the benefits of lifelong exercise 	<p>Reports Learning the difference between an essay, for example, and a report; learning to identify the key points of an event or incident, and documenting them briefly but in a manner that conveys both the temper and the unfolding of the event; understanding what is meant by a 'target readership', and learning to tailor the piece to the needs of that readership</p>	<p>Brief exchanges between:</p> <ol style="list-style-type: none"> A father and his son/daughter, as he explains the importance of staying fit A friends discussing the ideal diet A campus counsellor and a student 	<p>Personal presentation, stress-management, commitment, enthusiasm,, self-motivation</p>	<p>Development of linguistic proficiency, functional approach to problem solving</p>	<p>[Both Teacher's Manual and Sample Test Questions will be provided]</p>

<p>Chapter 6 Sports : Revision of all elements of grammar handled thus far, through evocative descriptions of State or national or international level sports stories, and discussion of them.</p> <p>Functional grammar exercise: Students may, in pairs, be asked to present an account of a memorable sports meet or game. The use of nouns pronouns, and adjectives should help to clarify exactly what event is being talked about. Judicious use of adjective will help provide the context: how important the game or match was, where it was held and so on. In a brief account of the game, verbs and adverbs will be necessary to report exactly what happened. If the account has to be detailed and lively, students will be obliged to use the correct forms and tenses. Of course, throughout, not only will the right inflections and articles be necessary, so too will the precise use of prepositions.</p>	<p>Reading and analysis of two of four short pieces in depiction of:</p> <ol style="list-style-type: none"> 1. Opportunities for men and women in sports 2. A decisive moment in a game 3. Expectation and failure 4. The attitude of sportsmanship 	<p>Presentations</p> <p>Learning to identify the key elements of any issue and putting them down as succinct points; structuring the points so that they may be elaborated on according to necessity; understanding the progression of points so that no important element is missed out, but also, repetitions are avoided</p>	<p>Small conversations between</p> <ol style="list-style-type: none"> 1. A fitness instructor and a trainee 2. Two friends discussing a possible career in sports 3. Two friends discussing their favorite game 	<p>Teamwork, integrity, self-motivation, self-esteem, commitment</p>	<p>Development of linguistic proficiency, functional approach to problem solving</p>	<p>[Both Teacher's Manual and Sample Test Questions will be provided]</p>
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Test Book: Active English (Title to be Finalised)--PEARSON Publications

Lab Manual: Maruthi Publications