

**RATHNAVEL SUBRAMANIAM COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS), SULUR, COIMBATORE  
DEPARTMENT OF ENGLISH  
ACADEMIC YEAR: 2020-2021**

|  |                                 |
|--|---------------------------------|
| Course Title : <b>English I</b>              | Course Code : <b>12 E</b>       |
| Semester : <b>I</b>                          | Course Group : <b>AECC-G1-I</b> |
| Teaching scheme in Hrs(L:T:P) : <b>5:1:0</b> | Credits : <b>4</b>              |
| Map Code : <b>A</b>                          | Total Contact Hours : <b>90</b> |
| CIA : <b>25 Marks</b>                        | SEE : <b>75 Marks</b>           |
| Programme : <b>All I UG Programme</b>        | <b>#-Semester End Exam</b>      |

**Course Outcomes: (Cos)**

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to            | PSOs | CL. Ses | CL |
|-----|--|------|---------|----|
| CO1 | Recall the units of language, kinds of sentences and identify the parts of speech.                 | PSO1 | 18      | R  |
| CO2 | Classify and apply the verbs and tenses.   | PSO1 | 18      | A  |
| CO3 | Change the sentences into negative and interrogative forms.  | PSO1 | 18      | U  |
| CO4 | Use tag questions, infinitives, gerunds and articles.  | PSO1 | 18      | A  |
| CO5 | Choose appropriate verb in agreement with the subject and change Direct Speech to Reported Speech. | PSO1 | 10      | A  |
| CO6 | Construct sentences and use appropriate punctuation marks.   | PSO1 | 8       | A  |

**Unit - I**

**Lecture Hours:18**

Sentence and its parts: Introduction to the basic parts of a sentence – Types of Sentence with excises - Kinds of Sentences: The four different kinds of sentences - declarative, interrogative, imperative, and exclamatory - Using a variety of sentences - Parts of speech: Introduction about Eight parts of speech - noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection - how the word functions - meaning as well as grammatically within the sentence – Articles: Introduction about the article – Definition of Articles – Types of Articles - three articles: the, a, and an.

**Unit – II**

**Lecture Hours:18**

Tenses: Definition of Tenses – 12 basic English tenses - Types of tenses – Rules for Tenses with Examples. Sentence Pattern: Definition and Examples – Five Essential Elements of sentence – Subject – Verb – Types of Verb – Object – Complement – Adjunct – Examples. Gerunds and Infinitives: Introduction about Gerunds and Infinitives - Basic Rules for Gerunds and Infinitives.

**Unit – III****Lecture Hours:18**

Active voice and Passive voice: Define what voices of Verbs are -Verbs and Voice – Definition & Its importance – Form of Active voice and Passive voice – Steps on how to convert Active to Passive and Passive to Active. Concord: Introduction about Concord – Types of Concord – Exercises and examples. Question Tags: Introduction about Question Tags - four types of questions - general or yes/no questions, special questions using wh-words, choice questions, and disjunctive or tag/tail questions - Rules of question tags with examples.

**Unit – IV****Lecture Hours:18**

Conditional Clause: Conditional clause definition - four main kinds of conditionals - The Zero Conditional(if + present simple, ... present simple) - The First Conditional (if + present simple, ... will + infinitive) - The Second Conditional (if + past simple, ... would + infinitive) - The Third Conditional (if + past perfect, ... would + have + past participle). Degrees of Comparison: Introduction to the Degree of Comparison - Types of Degree of Comparison - Positive, Comparative and Superlative - Importance, Usage, Examples, Direct Speech and Indirect Speech: Introduction to the Direct Speech and Indirect Speech - Changing Time Expressions - the difference between Direct and Reported Speech - Direct and Indirect Speech Rules with Examples.

**Unit – V****Lecture Hours:18**

Simple, Compound & Complex: Sentence types: simple, compound, complex - Simple Sentences - ‘simple’ in terms of how it is made up of clauses - Compound Sentences - sentence with two or more main clauses, usually joined by a coordinating conjunction like and, but or or - Complex Sentences - subordinate clause functions as part of a main clause.

Transformation of Sentences: Introduction and Types of Transformation - Transformation and its rules in English grammar - Use ‘No sooner .... than’ - Use ‘Not only .... but also’ - Remove ‘If/ Unless’- Remove ‘too’- Use ‘Question tag’ - Interrogative to Assertive and vice versa - Exclamatory to Assertive and vice versa - Affirmative to Negative and vice versa - Imperative to Assertive.

**Text Book:**

T1. Virtual English. Prepared by The Department of English. 2018.

**Reference Book:**

R1. High School English Grammar And Composition Book. Wren & Martin. 2017.

|  |                                 |
|--|---------------------------------|
| Course Title : <b>English II</b>             | Course Code : <b>22 E</b>       |
| Semester : <b>II</b>                         | Course Group : <b>AECC-G1-I</b> |
| Teaching scheme in Hrs(L:T:P) : <b>5:1:0</b> | Credits : <b>4</b>              |
| Map Code : <b>A</b>                          | Total Contact Hours : <b>90</b> |
| CIA : <b>25 Marks</b>                        | SEE : <b>75 Marks</b>           |
| Programme : <b>All I UG Programme</b>        | <b>#-Semester End Exam</b>      |

### Course Outcomes: (Cos)

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to   | PSOs | CL. Ses | CL |
|-----|---|------|---------|----|
| CO1 | Understand the factors that influence use of vocabulary in speech and writing.  | PSO1 | 18      | R  |
| CO2 | Develop positive attitudes towards learning English.  | PSO1 | 18      | A  |
| CO3 | Acquire Basic language skills (listening, speaking, reading and writing) in order to communication with speakers of English language. | PSO1 | 18      | U  |
| CO4 | Know why email is used and how to send and receive messages.  | PSO1 | 18      | A  |
| CO5 | Read to develop critical thinking skills.   | PSO1 | 10      | A  |
| CO6 | Understand the functions of essays and reports.   | PSO1 | 8       | A  |

### Unit - I

**Lecture Hours:18**

**Building Vocabulary :** Vocabulary (1 - 12) - Bling a) Fancy b) Too high c) Extravagant d) Expensive Ans: d Sentence: Tom always wears bling clothes. Vocabulary (13 - 25) - Buttress a) Help b) Involve c) Support d) Gather Ans: c Sentence: If you don't use quality materials to buttress the balcony, someone could get seriously hurt when it falls down.

**Words from Headlines :** Words with Meaning (1 - 12) - 1. Utterly a) Total b) Group c) Completely d) Whole Ans: c Words with Meaning (13 - 25) - Reprieve a. Spend b. Spare c. Postpone d. Cancellation of punishment Ans: d

**One Word Substitution :** One Word Substitution (1 - 15) - Posthumous- A child born after the death of his father. Ram is a posthumous child so his mother never hurts him.

**Homophones and Homonyms :** Homophones - Ad - advertisement; Add - join, combine The soap ad is very familiar among kids. Add some more components to the programme to make it commercial. Homonyms - Bail - scoop (water) out of a ship or boat; Bail - release of a prisoner I started to use my hands to bail out the water. Nine were bailed on drug charges.

### Unit – II

**Lecture Hours:18**

**Spelling Rules :** Basic Spelling Rules - Due to the nature of English, there's no such thing as a 100 percent accurate rule. Every rule comes with many exceptions, because English is constantly changing and adopting new words with new rules of their own. Irregular Forms -

Some monosyllabic words ending in -s are irregular. We normally do not double the -s, although some doubled forms will be seen. For example: busses and buses; gasses and gases. British and American English Spelling - Analyse - Analyze, Aeroplane - Airplane and Centre - Center.

**Punctuation :** A Functional Concept of Punctuation - Punctuation is placed in a text to make meaning clear and to make reading easier. The various punctuation marks perform four functions: they (1) separate (a period separates sentences), (2) group or enclose (parentheses enclose extraneous information), (3) connect (a hyphen connects a unit modifier), and (4) impart meaning (a question mark may make an otherwise declarative sentence interrogative). Capital letter (A) to Ellipsis (...) - Capital, or uppercase letters are used to begin sentences and to begin proper nouns (names of people and places).

**Compound Words :** Types of Compound Words - Closed compounds - flowerpot, keyboard, notebook, and bookstore - mesh two words together. Hyphenated compounds - mother-in-law, merry-go-round - not surprisingly use a hyphen between two or more words, often to prevent ambiguity. Compound Words - Compound words are two or more words that function as a single unit of meaning. Their rules can be complicated and hard to remember. For example, is it book store or bookstore?

**Idioms:** Hit the hay - Feather in your cap - Hit the hay. Meaning: Feeling real tired and want to go to sleep. Example: Sorry, guys, I have to hit the hay now! Once in a blue moon - You can't judge a book by its cover - Once in a blue moon. Meaning: Something that happens very infrequently. Example: I only see him once in a blue moon.

### **Unit – III**

**Lecture Hours:18**

**Reading Comprehension:** What is Reading - Reading is a skill which enables us to get a message; recognizing the written words (written symbols); getting (understanding) the meaning; used to teach pronunciation; grasping information from texts. Types of Reading - Several types of reading may occur in a language classroom. One way in which these may be categorized, as suggested by Brown (1989) can be outlined as follows: A.Oral, B.Silent.

**Comprehension Practices:** The Reading Process - Reading is a process that involves recognizing words, leading to the development of comprehension. According to research, reading is a process that negotiates the meaning between the text and its reader.

The reading process involves three stages. Reading Activity 1 to 3 - The student will produce the multiple meanings of words. The student will relate new vocabulary to prior knowledge.

## Unit – IV

**Lecture Hours:18**

**E-mail Writing:** An Effective Email - Email stands for electronic mail. It is the easiest and the cheapest way of communication, which primarily sent from the computer and mobile devices to one or multiple recipients. Elements of Mail Writing - Mail writing either formal or informal has some elements. A basic mail must include these elements for the clear understanding. The Format of Mail Writing - From This is the place which shows the name of the person sending the mail. This shows the name of the recipient.

**Letter Writing :** Types of Letter Writing - A letter is a written message that can be handwritten or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Formal Letter - A Letter written for a formal purpose is called a Formal letter. It addresses a serious issue. Informal Letter - A Letter written for an informal purpose is called an Informal letter. It is written for a casual purpose.

**Poster Making:** Posters on Display - Posters have become an increasingly popular means of communicating research findings. However, at conferences there are often a large number of posters on display, so you need to ensure that yours is well-designed to attract, and hold, other people's attention. Design Features - Choose a large font size and a title that doesn't take up too much space. People should be able to read it as they walk past approximately 2 metres away - hopefully they will stop and look at the whole poster.

**Free Writing :** Free Writing - "Free writing is the easiest way to get words on paper and the best all-around practice in writing that I know. To do a free writing exercise, simply force yourself to write without stopping for ten minutes. Steps in Free Writing - Step 1: Generate ideas, Step 2: Plan and organize, Step 3: Draft, Step 4: Revise and Step 5: Edit.

## Unit – V

**Lecture Hours:18**

**Report Writing:** Features of a Report - Being that reports provide factual information based on decisions that were made, various guidelines are followed to ensure that a report has the essentials of an effective report. Common Problems with Reports - When writing a report, there are various mistakes during the writing process that you should be careful not to make. Five Ways to Make Your Report more Effective - A simple arrangement should be followed to ensure you write an effective report. Below are five useful stages of report writing: 1. Read the brief or terms of reference carefully; Maintaining the focus on the brief will help you keep the content of your report relevant throughout.

## **Note Making**

Note Making - Note Making is a way of recording important details from a source. This source can be any book, article, meeting or any oral discussion. In note making, the writer records the essence of the information. It helps us to understand and clarify the thinking.

How to Make Notes - Heading - What is the main idea of the passage? Frame a heading based on the central idea and write it in the middle of the page. Three Stages of Note Making

and Mechanics of Note-Making - Note making doesn't only happen when you are reading or attending lectures. There are three stages to making effective notes: before, during, and after.

(a) Use of Abbreviations (i) Capitalized first letter of words: UNO, CBSE, NCERT etc. (ii) Arithmetic symbols: > <,???, kg., % etc.

**Precis Writing:** How to Write a Precis - They are various steps that can be followed in order to write an effective précis. They are as follows: Read the article or book multiple times. Take notes on the key points of the reading and underline key sentences.

### **Text Book:**

T1. Effective English | Edition:1 | RVS | Department of English. 2019.

### **Reference Book :**

R1. Developing Reading Skills. Edition 1. Bloomsbury. 2015.

|  |                                   |
|--|-----------------------------------|
| Course Title: <b>COMMUNICATIVE SKILLS – II</b> | Course Code : <b>34 C</b>         |
| Semester : <b>III</b>                          | Course Group : <b>SEC -G1- II</b> |
| Teaching scheme in Hrs(L:T:P) : <b>2:0:0</b>   | Credits : <b>2</b>                |
| Map Code : <b>A</b>                            | Total Contact Hours : <b>30</b>   |
| CIA : <b>50 Marks</b>                          | SEE :                             |
| Programme : <b>All II UG Programme</b>         | <b>#-Semester End Exam</b>        |

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to    | Pos & PSOs | CL. Ses | CL |
|-----|--|------------|---------|----|
| CO1 | Encourage the students speak English.  | PSO1       | 6       | R  |
| CO2 | Enable students use English in day-to-day communication.                                   | PSO1       | 6       | A  |
| CO3 | Build up their confidence in the usage of Situational English.                             | PSO1       | 6       | U  |
| CO4 | Prepare them for academic occasions.   | PSO1       | 6       | A  |
| CO5 | Express emotions, governments pass laws and businesses market their products and services. | PSO1       | 3       | A  |
| CO6 | Express or understand a message.   | PSO1       | 3       | A  |

## UNIT I

**Lecture Hours: 6**

**Communication meaning, definition:** Introduction - Language is one of the most prized possessions of man. It acts as a repository of wisdom, a propeller for the advancement of knowledge and a telescope to view the vision of the future. Importance of communication - Social advancement has to be matched with the development of efficient techniques of communication to sustain the tempo of growth.

**Verbal and non-verbal communication-** Linguistic communication - The word ‘Communication’ is derived from the Latin term ‘Communicare’ or ‘Communico’ , both of which mean ‘to share’. But, communication is not merely transmission of meaning from one person to another through symbols. It implies that the system of communication is commonly owned, accepted and recognized by the members of a community.

**Non-verbal communication:** Personal appearance, Posture and gestures. - The first impact on the audience is created by the personal appearance of the speaker. Posture also conveys a wealth of meaning in an economical way. Facial expressions, eye contact and space distancing. - Of all the parts of the body the face is the most expressive. Eye Contact: Eye Contact with the listener is perhaps the most important aspect of the body language. Each communicator maintains a personal territory around himself.

**Barriers to Communication:** Number of barriers - There are a number of barriers which produce noise and prevent achievement of the desired result.

## **UNIT II**

**Lecture Hours: 6**

**Answering the telephone and asking for someone:** Basics of Telephone Communication.

- People prefer to transact business over phone today because of the shortage of time. When you are speaking to someone on the phone, all you can rely on for effective communication is your voice and its modulation. Telephone Communication. - A good telephone user should be ready to listen actively, keep the emotions totally under control, listen to the specific information looking for, and not to have any gaps in information.

**Taking and Leaving Messages:** Effective use of SMS - SMS is a Short Message Service which is a means of communication interchange between mobile phone users. It is widely used by people all over the world.

**Making Inquiries on the phone:** Telephone Courtesy - Just as in real life, it is important to be courteous when you are speaking on the phone. Cultivating the habit of giving accurate information is beneficial to the caller as well as the speaker.

**Calling for Help in an Emergency:** Different Kinds of Calls. - Attending social and personal calls will be done through the role play.

## **UNIT III**

**Lecture Hours: 6**

**At the library and book seller:** Writing dialogues - When a two person talk each other, it is termed as a dialogue. The written dialogue should be so unruffled that it comes out to be natural or unplanted. Sample conversations - Conversation in the library and with the book seller.

**At the Shopping Mall and Restaurant:** Writing dialogues - Techniques in dialogue writing. Sample conversations - Students are given a task to perform as if they are in the Shopping Mall and Restaurant.

## **UNIT IV**

**Lecture Hours: 6**

**Asking for and giving permission:** Seeking permission - Seeking permission involves the use of some specific expressions with a tinge of politeness on the part of the seeker. Sample dialogues and tasks - Students are trained to converse.

**Requesting and responding to requests:** Request and Respond - Various situations are given to the learners and make them familiar with how to request in an important situation.

## **UNIT V**

**Lecture Hours: 6**

**Essay Writing:** Introduction - In order to get your thoughts in hand a good essay needs proper organizing. An essay must have an interesting introduction to enable the reader to



proceed through your essay enthusiastically. Techniques to write a good essay - A proper introduction, body and conclusion are needed for an essay. Nice quotations and messages can be included relevant to the topic of the essay.

**Reading Comprehension:** Comprehensive exercise. - Answer the questions after reading the given passages.

**Text Books :**

T1. Communication skills a multi-skill course | Edition:1 | Macmillan India Limited | Course TeamBharathiar University(2008)

T2. Communication Skills for Undergraduates | Edition:1 | RBA Publications | T.M.Farhathullah(2004)

**Reference Book:**

R1. Developing Communication Skills | Edition:1 | Macmillan India Ltd | Krishna Mohan & Meera Banerji(1990)

|  |                                   |
|--|-----------------------------------|
| Course Title: <b>COMMUNICATIVE SKILLS – II</b> | Course Code : <b>44 C</b>         |
| Semester : <b>IV</b>                           | Course Group : <b>SEC -G1- II</b> |
| Teaching scheme in Hrs(L:T:P) : <b>2:0:0</b>   | Credits : <b>2</b>                |
| Map Code : <b>A</b>                            | Total Contact Hours : <b>30</b>   |
| CIA : <b>50 Marks</b>                          | SEE :                             |
| Programme : <b>All II UG Programme</b>         | <b>#-Semester End Exam</b>        |

### Course Outcomes: (Cos)

| No. | Course Outcomes (Cos):<br>After completion of this course, the students will be able to                          | PSOs | CL. Ses | CL |
|-----|--|------|---------|----|
| CO1 | Confidently select appropriate greetings according to the situation.   | PSO1 | 6       | R  |
| CO2 | Introduce themselves, others and topics in official and personal purposes.                                       | PSO1 | 6       | A  |
| CO3 | Ask permission, make requests, invite people for various scenario, express their gratitude wherever it required. | PSO1 | 6       | U  |
| CO4 | Prepare a perfect agenda for any occasion, and become familiar of the major components of MOC.                   | PSO1 | 6       | A  |
| CO5 | Get expertise in giving welcome address for various events, and giving Chief Guest introduction                  | PSO1 | 3       | A  |
| CO6 | Know the components of felicitation address and vote of thanks.  | PSO1 | 3       | A  |

### Unit - I

### Lecture Hours:6

**Meeting People and Exchanging Greetings** - Common Greetings - Common Greetings are used in day to day life according to the situation. Some examples are, Hey, Hey man, or Hi. How's it going? What's up?, What's new?, or What's going on? How's everything ?, etc. Special Occasion Greetings - Learning Greetings that are used in special occasions such as, · Birthdays Happy birthday! Best wishes/Good luck on your thirtieth (age - use an ordinal number) birthday! Many happy returns! · Wedding/Anniversary Congratulations! Best wishes / good luck on your tenth (number - use an ordinal number) anniversary! Here's to many more happy years together (used when making a toast) · Special Holidays Merry Christmas! Happy New Year/ Easter/ Hanukkah/ Ramadan etc. Special Occasions Congratulations on your promotion! All the best for your ... I'm so proud of you!

**Introducing one self** - Basic Things to Remember - · Making Eye contact, Smile, Using Appropriate Body Language, Exchange Names, Offer a handshake or other culturally appropriate greeting, Ask Questions Close the conversation. Sample Introduction - Make the

learners to give an Introduction about them. Introducing people to others. Instructions to Introduce a Guest - Tips for introducing a guest speaker

**Introducing a Topic** - Introduction of a Topic - Advertising the topic, Starting a seed discussion, Using the arts, limit your topic, start with a story, write a few sentences about background and then start to talk about your topic. Using these simple steps should create a concise, clear and interesting introductory paragraph.

## **Unit – II**

**Lecture Hours:6**

**Seeking permission** - Useful Phrases - May I (please)...? What do you say about...? What about...? Don't mind if I do! What would you say if I...? Fixation of the phrases, What about using digital magazines, books, and newspapers instead of print ones? · Taylor: I'm full already, so would you like to have the rest of my fries?

**Inviting Someone** - Useful Phrases and Sample Inviting Sentences - Do you feel like going for a walk? Do you want to go to the movies tonight? Would you like to play cards? Would you like a cup of coffee?

**Expressing Gratitude** - Useful Phrases and Sample Inviting Sentences - Thank you. / Thanks so much. / Thanks a lot. / Thanks a bunch. I really appreciate it. You're the best. / I owe you one. / You rock. What would I do without you? / To say thank you is not enough. / I can't thank you enough. Fixation of the Phrases - Allot the students with situations and make them to fix the appropriate phrases.

## **Unit – III**

**Lecture Hours:6**

**Agenda** - Hints to make an Agenda - Create your agenda early Clearly define your meeting Objective Prioritize agenda items Break down agenda topics into key points Allow adequate time for each agenda item Indicate whether agenda items require a decision. Sample Agenda - Annual Day Celebration-Program Agenda Prayer Song Welcome Dance Welcome Address Honoring the Chief Guest Annual Report Presidential Address Distribution of Awards Chief Guest Address Distribution of Prizes Vote of Thanks

**MOC** - Points to Remember - Know your event Do your Research Stay Organized Prepare the opening of the event Introduce the speakers Bridge between Segments Be prepared for anything Close the event. Common mistakes to avoid - Opening with a joke. Diminish Expectations Reading the Script in Performance Freaking out if something goes wrong

## **Unit – IV**

**Lecture Hours:6**

**Welcome Address** - Three steps to write welcome Address - Greeting the Audience Welcome the audience using serious language for a formal occasion Greet guests informally by using light-hearted language Add individual greetings for any special guests Introduce the

event itself Forming the body of speech Mention any parts of the event that are of special importance. Reiterate your welcoming line. Ending the speech - Keep your speech within a suitable time limit Sample-Welcome Address - Based on various situations, the learners are asked to give Welcome Address.

**Introducing the Chief Guest** - Points to Remember - The guest speaker's name and, if they have one, their title. For example; Judge, Sir, The Right Honorable....? The guest speaker's biography-Sometimes you'll be given what the guest speaker wants said about themselves.If that isn't provided select events, achievements and qualifications to support establishing him/her as an authority within the context of the occasion. Sample Chief Guest Introduction - Make the learners to give an Introduction about a Chief Guest in Given Occasions

**Unit – V**

**Lecture Hours:6**

**Felicitation** - 1. Sample Felicitation - Learners are asked to give a Felicitation Address to a School Annual Day Celebration . 2. SampleFelicitation - Students are assessed to select a particular occasion and create their felicitation Speech.

**Vote of thanks** - Phrases used in Vote of Thanks - I must mention our deep sense of appreciation for Mr/MrsXXX for her/his explanation of[speech topic]. Further, we are grateful to[speaker], for demonstrating her/his[speech topic]. I may like to express our sincere thanks to[name], for giving an excellent coverage to[her or his speech idea]. I also wish to express my gratitude to[name], for providing encouragement at [speech topics]. I am also very grateful to[name] for her/his analysis of [point that struck you most]. And, we also would like to acknowledge our gratitude to [name], for exposing her/his theory of [speech topic]. We are all inspired by your great words! Sample Vote of Thanks - Students are provided with Celebration Situations and asked to prepare Vote of Thanks .

**Text Book:**

- Communication Skills A Multi Skill Course | Edition:1 | Macmillan India Ltd | Course Team Bharathiar University, 2008.

**Reference Book:**

- Communication Skills For Under Graduates | Edition:1 | RBA Publications | T.M.Farthullah (2004)