

MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI

PART II GENERAL ENGLISH (Affiliated Colleges)

LEARNING OUTCOME BASED CURRICULUM

(For those who joined from 2021-2022 onwards)

VISION AND MISSION OF UNIVERSITY:

VISION

" To provide quality education to reach the unreached "

MISSION

- To conduct research, teaching and outreach programmes to improve conditions of human living
- To create an academic environment that honours women and men of all races, caste, creed, cultures and an atmosphere that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity

VISION AND MISSION OF DEPARTMENT:

VISION: To offer students adequate communication skills to prepare them for their professional needs in the globalized scenario prevalent today.

MISSION: To impart zestfully and resourcefully the four skills of LSRW

PREAMBLE: Language is the primary source of communication. It is the method through which we share our ideas and thoughts with others. Moreover, English is the only language spoken all over the world. As a result every curriculum teaches English as a second language. Given the fact that language proficiency is integral to the learning process TANSCHER has focused on quality higher education. So COMMUNICATIVE ENGLISH I & II are so designed for the students to acquire LSRW skills and introduced in I & II Semester respectively. The course syllabi for III and IV Semesters are also designed accordingly along with the evaluation component (with effect from 2021- 2022 onwards)

SEMESTER III

SUBJECT TITLE:PROSE, POETRY, FICTION, GRAMMAR AND ORAL COMMUNICATION SKILLS

PROSE - 2HR

POETRY - 1 HR

FICTION - 1 HR

GRAMMAR – 1HR

ORAL COMMUNICATION SKILLS - 1HR

CONTACT HOURS PER WEEK – 6 HRS

EXTRA HOURS FOR STUDY TOUR

STUDY TOUR – LIBRARY VISIT (OR) TO A PLACE OF NATURE - 1

CREDITS - 4

SEMESTER IV

SUBJECT TITLE : PROSE , POETRY, FICTION, GRAMMAR AND ORAL COMMUNICATION SKILLS

PROSE - 2HRS

POETRY - 1HR

PLAY - 1HR

GRAMMAR - 1HR

ORAL COMMUNICATION SKILLS – 1 HR

CONTACT HOURS PER WEEK – 6 HRS

CREDITS - 4

EVALUATION SCHEME

INTERNAL EXAMINATION: 25 MARKS

WRITTEN TEST: 20 MARKS – One hour duration - Best two out of three written tests

VIVE – VOCE – 5 Marks – Based on Phonetics in Oral Communication skills and Study tour.

EXTERNAL EXAMINATION: 75 MARKS

WEIGHTAGE FOR EACH UNIT

PROSE – 15 MARKS

POETRY – 15 MARKS

FICTION/PLAY – 15 MARKS

GRAMMAR – 15 MARKS

ORAL COMMUNICATION SKILLS – 15 MARKS

Question paper pattern for each semester

PART A - MULTIPLE CHOICE QUESTIONS 1X 10 = 10 MARKS
(Two questions from each unit)

PART B - INTERNAL CHOICE QUESTIONS 5 X 5 = 25 MARKS
(One Question from each Unit - either a or b)

PART C - INTERNAL CHOICE QUESTIONS 8 X 5 = 40 MARKS
(One Question from each Unit -either a or b)

TOTAL : 75 Marks

	Part A	Part B	Part C
K1	1,2,5,6	11) a&b 13) a&b	16 a&b 18 a&b
K3	7,8,9,10	14 a& b 15 a&b	19 a&b 20 a&b
K4	3,4	12 a& b	17 a&b

MODEL QUESTION PAPER

PART II ENGLISH – COMMUNICATIVE ENGLISH – I SEMESTER

TIME: 3HRS

MAXIMUM MARKS: 75

PART – A (10X1=10 marks)

Answer ALL Questions – Choose the correct Answers:

1. ----- is a naming word.
a) Noun b) Verb c) Adjective d) Adverb
2. 'Faithful' is an adjective of -----
a) quality b) quantity c) number d) possession
3. Skimming means gathering information in the ----- possible time.
a) longest b) fast c) shortest d) maximum
4. Jyotsna and her brothers ----- at school.
a) are b) is c) be d) has
5. A form of verb which ends with –ing and has the force of a noun and a verb is called -----.
a) Pronoun b) Infinitive c) Gerund d) Adverb
6. Would you mind me ----- me the salt.
a) pass b) to pass c) passing d) passed.
7. When we ask for someone's opinion we should be ----- in our words.
a) Polite b) Scientific c) Boring d) Irritating
8. The relative adjective to the verb sit -----.
a) upright b) good c) fast d) indoor
9. The panelist in a group discussion will not evaluate -----.
a) Capabilities b) Communication skills c) Public speaking skills

d) None

10. Which one is compare structure of words

a) but b) while c) whereas d) similarly

PART B – (5X5=25)

Answer ALL questions, choosing either (a) or (b).

Each answer should not exceed 250 words.

11. a) How would you introduce a chief guest you have invited to celebrate woman's day? Assume that the chief guest is a doctor by profession.

(OR)

b) Identify the adjectives in the following passage.

In Japan, some people grow miniature trees that have a famous history and an important place in horticultural art. Through pruning and fertilization, the trees are trained to keep the shape and proportion of larger trees. The trees often have small leaves and small fruit. The trees have an old and wind -swept appearance, as though they had growth in the outdoors.

12. a) Fill in the blanks with a verb in agreement with its subject.

i) The price of fruits ----- risen.

ii) One of those children ----- stood first in the competition.

iii) Either my father or my mother ----- coming to the meeting.

iv) The ebb and flow of tides ----- influenced by the moon.

v) Bread and butter ----- wholesome food.

(OR)

b) Write the full form of the following used in e-learning.

i) HTTP ii) CC iii) WWW iv) ISP v) URL

13 a) Complete the sentences with correct form of gerunds and infinities.

i) Renu suggested ----- (walk) to the zoo.

- ii) Rithika decided ----- (study) well.
- iii) We hope ----- (visit) Agra in May.
- iv) Some girls dislike ----- (swim)
- v) It is better ----- (walk) early in the morning.

(OR)

b) Write any five instructions that are given by a principal to the first year undergraduate students.

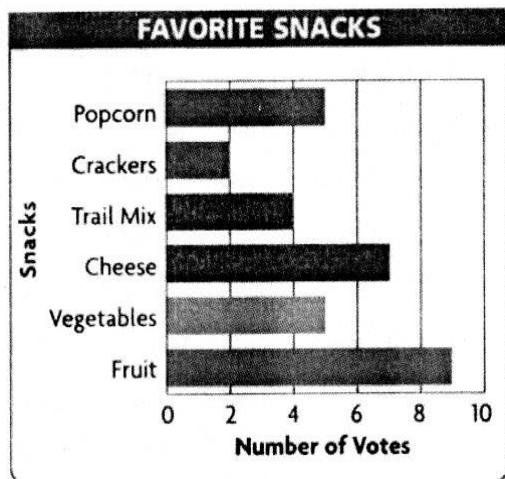
14. a) Write a conversation between Shanu and Dhia on the topic 'Should children be taught only in their mother tongue'.

(OR)

b) Rewrite the sentences as directed:

- i) I write a letter. (change into past tense)
- ii) Tina is playing tennis. (change into future Continuous tense)
- iii) You will be leaving Agra. (change into present tense)
- iv) They will have written a letter. (Identify the tense used)
- v) I have been travelling in cycle. (change into future perfect continuous tense)

15. Read the bar chart and answer the following questions



- i) What is the bar chart all about?
- ii) Which is the most popular snack?
- iii) The least popular snack is -----.
- iv) Trail mix received ----- votes.
- v) Which item received 7 votes?

(OR)

b) Change the following sentence to passive voice.

- i) Why did you follow the rule?
- ii) I helped the boy.
- iii) Somebody broke the window.
- iv) Marconi invented the ratio.
- v) Risha has paid the bill.

PART – C (5X8=40)

Answer ALL questions, choosing either (a) or (b)

Answer should not exceed 600 words.

16 a) Write an article on global warming.

(OR)

b) Rewrite the sentences as instructed in the brackets.

- i) Cow is a useful animal. (Change into plural)
- ii) My father-in-law is a lawyer. (use feminine gender)
- iii) Chef is a person whose profession is cooking. (Identify the noun and its type)
- iv) Sun is shining bright. (Identify the noun and its type)
- v) The plural form of "information" is -----.
- vi) The brothers scolded each other. (Identify the type of pronoun used)
- vii) 'The' is used with ----- adjectives.
- viii) This is Shreya's book. Identify the type of case used)

17. (a) (i) Identify the intonation in the sentences.

- (1) She is a wonderful dancer, isn't it?
- (2) Do you like your physics teacher?
- (3) Unless he insists, I'm not going to the function.
- (4) Nice to meet you.

(ii) Frame four sentences using the following phrases.

- (1) Could you tell me -----
- (2) I'd like to know -----.
- (3) Do you have any idea -----.
- (4) How long will you -----.

(OR)

(b) Write a paragraph in the following topics.

- (i) My Ambition.
- (ii) All that glitters are not gold.

18. (a) Frame sentences using the following words.

- (i) Unless
- (ii) Nonetheless

- (iii) Likewise
- (iv) Also
- (v) Moreover
- (vi) Unlike
- (vii) Besides
- (viii) In spite of

(OR)

(b) Write a brief editorial on the merits and demerits of the Online classroom.

19. Read the following and make notes.

Wanted to use initials on the cover of the Harry Potter books but Rowling chose to adopt her grandmother's middle name, Kathleen. The Harry Potter series is in eight volumes. They are : Harry Potter and the Sorcerer's Stone, Harry Potter and the Chamber of secrets, Harry Potter and the Prisoner of Azkaban, Harry Potter and the Goblet of fire, Harry Potter and the order of the phoenix, Harry Potter and the Half-blood prince, Harry Potter and the Deathly Hallows and Harry Potter and the cursed child. The novels chronicle the lives of a young wizard, Harry Potter, and his friends Hermione Granger and Ron Weasley, all of whom are students at Hogwarts school of witchcraft and wizardry. The main story arc concerns Harry's struggle against Lord Voldemort, a dark wizard who tends to become immortal, overthrow the wizard governing body known as the Ministry of Magic and subjugate all wizards and Muggles (non-magical people)

(OR)

(b) Fill in the blanks with already, yet, since or for.

(i) The bus has ----- left.

- (ii) We have been here ----- an hour.
- (iii) I haven't had time to do it ----- last Monday.
- (iv) We have ----- been to Paris.
- (v) Haven't they arrived -----?
- (vi) Samson has ----- bought chairs for his hall.
- (vii) Sushan lived in the street ----- a long time.
- (viii) We haven't bought a new one ----- ages.

20. (a) Change the following into active voice.

- (i) A poem was being written by Dylan Thomas
- (ii) The bridge was blown up by the terrorists.
- (iii) The thief was caught by the police.
- (iv) The house was being built by the masons.
- (v) The book has not been read by them.
- (vi) A special dosa has been eaten by me.
- (vii) Five miles have been cycled by us.
- (viii) His empty revolver was flung by him

(OR)

(b) Compare and contrast online teaching and real-time classroom teaching

PART II – GENERAL ENGLISH – III SEMESTER

TIME: 3 HRS

MAXIMUM MARKS: 75

PART – A (10 X1=10 marks)

Answer ALL Questions – Choose the Correct Answer:

- 1) The duty of a university is to inculcate in students the quality of -----
a) pride b) envy c) compassion d) friendliness
- 2) Leacock laughs at the funny behaviour of -----
a) patients b) people c) doctors d) teachers
- 3) What does Sarojini Naidu long for?
a) wind – blown canopies b) green woods c) silken floor d) soft quilt
- 4) Who is addressed as ‘ Destroyer and Preserver’?
a) God b) Earth c) West Wind d) East wind
5. Who is the author of ‘Dark Room’?
a) A.J.Cronin b) Arunthathi Roy c) R.K.Narayan c) RajaRao
6. Who is the central character in The Dark Room?
a) Ramani b) Savithri c) Shantha d) Ponni
7. Direct Speech is also called ---
a) Indirect Speech b) Quoted Speech C) Reported Speech d) None.
8. ‘There’ is an adverb of -----
a) Time b) manner c) place d) reason
9. A consonant sound is ----- in number
a) 28 b)24 c) 18 d) 14
- 10.’ Bonafide’ means
a) Alter b) genuine c) false c) Clear

PART B (5 x 5 =25 marks)

Answer the following questions choosing either (a) or (b)

11. Annotate the following:

a) i) Character is Destiny.

ii) And yet, isn't it funny?

OR

b) i) The wood trying keeps the door open for him to come back to jail

ii) I believe that all generous hearted men feel just the same way about it.

12 Annotate the following:

i) "You and I deep together, Love, in the deep blossoming woods."

ii) "Make me thy lyre, even as the forest is: What is my leaves are falling like its own!"

(OR)

i)" But that's gone son."

ii) "If winter comes can Spring be far behind."

13 a) Sketch the character of Ramani.

OR

b) Why Savithri attempts to drown herself?

14 . i) a) Change the following sentences into Indirect Speech;

a) Priya said," I came by train".

b) She asked "What do you want'

C) My uncle said," Write to me every weekend."

d) "Please sit down" he said.

e)" What a splendid scene!" he said.

OR

ii) Rewrite the following in direct speech.

- a) The woman said that she was old and lonely.
- b) She asked where I was going.
- c) She exclaimed that it was a lovely garden.
- d) The children begged their teacher to tell them a story.
- f) He exclaimed bitterly that he had hurt his leg.

15.i) Fill in with correct Homophones of the following sentences:

- a) We are not ----- to play in the bedroom. (aloud ,allowed)
- b) John ----- his dinner on time. (ate,eight)
- c) Let it ----- . (be,bee)
- d) Anne saw a ----- in the Zoo. (bare,bore)
- e) John wants to ----- a new car. (buy,by)

OR

ii) Give the meaning for the following Foreign words and phrases.

- a) De facto, Sine die, Vice versa, Status quo, Prima facie.

PART C (5 x 8 =40 marks)

Answer the following questions choosing (a) or (b).

16 a) How does Dr S. Radhakrishnan establish the fact that Character is Destiny?

OR

b) What is self- esteem? How can it be developed positively?

17 a) Discuss the theme of the poem "Summer Woods."

OR

b) Elucidate Ode to Westwind as a revolutionary poem.

18. a) Consider The Dark Room as a feminist play.

OR

b) Critically analyse the character of Savithri.

19.a) Rearrange the jumbled words in the following sentences.

a) Man / aircraft/board/ she/the/instructed/to/the.

b) Going/minutes/am/a/for/lie/few/l/to/down.

c) Lose/food/you/if/want/less/weight/eat/to

d) what/film/starting/l/time/wondered/the/of/was

e) Could/you/was/hoping/money/l/some/me/lend

f) Man/work/is/piece/of/a/what!

g) Can/she/you/do/be/still/think/working?

h) Killed/l/so/angry/was/could/her/have/l

OR

b) Answer the following as directed:

a) I shall buy a car if ----- . (Use If clause)

b) We shall transfer him, should ----- . (complete the sentence)

c) To invest all your money on land will be foolish. (Use Introductory It)

d) To depend too much on foreign aid is humiliating. Use Introductory It)

e) It is his pen that he is looking for. (Use 'What')

f) It is this that I want you to do. (Use 'What')

g) If you spoke a little louder, we could all hear you. (Use If ---- were to)

h) We should be delighted, if you paid us a visit. (Use Were---to)

20) a) Develop the following hints:

A cap seller goes to a fair --- sits under a tree ---- falls asleep ----- awakens-- finds no cap----- begs for their return --- but in vain ----- at a loss what to do ---- throws off his own cap in despair---- monkeys do the same

b) Differentiate the Homophones by using in sentences of your own:

a) Coup d'état b) ex officio c) perse d) faux pas e) adhoc f) bonafide
g) curriculum vitae h) de jury.

MODEL QUESTION PAPER

GENERAL ENGLISH- IV SEMESTER

TIME : 3 HRS

MAXIMUM MARKS : 75

PART – A (10 x 1 = 10)

Answer all the Questions – Choose the correct Answer

1. Give us a role model begins with a quotation by -----.

a) Sri Ramakrishna b) Mahatma Gandhi c) Jawaharlal Nehru d) Indira Gandhi

2. Exercise for ----- minutes.

a) 30 b) 1hr c) 45 d) 15

3. To what does the poet compare the air with?

a) breeze b) leaves c) feather d) pigeons

4. With whom does the speaker go to the woods?

a) friend b) sister c) neighbour d) horse

5. ----- was Cleopatra's treasurer.

a) Dolabella b) Proculeius c) Agrippa d) Seleucus

6. Lady Macbeth finds ----- in her hands.

- a) Ink stain b) Blood stain c) Dirt d) Nothing

7. Certainly he will pass the test.

- a) Simple sentence b) compound sentence c) complex sentence
d) compound complex sentence

8. I /want / go/ home -Identify the error

- a) I b) want c) go d) home

9. A Report is a ----- document.

- a) personal b) official c) impersonal d) none

10. A dialogue expresses -----.

- a) fear b) sentiment c) inner thoughts d) agreement

PART B

Answer the following question choosing either (a) or (b)

11. Annotate the following:

- a) i) The reality became aligned with their aspirations.
ii) Slowly he seemed to be realizing the horror of the situation.

OR

b) i) Excuse me ,Doctor, I wonder if I might introduce myself.

- ii) Yes, We must be excellent at what we do.

12. Annotate the following:

- a) i) "Flames have only lungs".
ii) "And miles to go before I sleep, And miles to go before I sleep".

OR

b) i) "Whose woods these are I think I know"

- ii) "Softened itself as sheathes film the mother – eagles eye."

13. a) What happened in the murder scene?

OR

b) What is Lear's reaction to Edgar?

14. Rewrite as directed:

i) a) I will always remember this occasion. (Into Negative Sentence)

b) Jessie is not so greedy as Alice. (Into Affirmative Sentence)

c) Can a bad tree produce good fruit? (Into Statement)

d) There is nothing we can do right now. (Into Question)

e) What a stupid idea! (Into Statement)

OR

ii) a) The night is beautiful. (Into Exclamatory Sentence)

b) In spite of his illness, he came here. (Into Compound Sentence)

c) She is rich, yet she is not contented. (Into Simple Sentence)

d) He is so lazy that he doesn't work in the garden. (Use 'too')

e) Today is a holiday, so the campus is quiet. (Use 'Since')

15 a) Write a dialogue between a tenant and owner of a house.

OR

b) Write a dialogue between two sisters about their college.

PART – C

Answer the following questions choosing either (a) or (b)

16. a) Discuss Kalam's perspective on finding a role model.

OR

b) Write an essay on Robin Sharma's Seven Good Habits.

17 a) Explain the theme of the poem Anxiety by A.K.Ramanujam.

OR

b) Represent Robert Frost as a nature poet.

18. a) Explain the situation that lead Cleopatra to die.

OR

b) Describe the Sleep Walking Scene.

19. Rewrite as directed.

i) a) The boy wasted all the money. He came back. (Combine using a Participle)

b) Alex worked hard. He achieved success. (Combine using a preposition with a noun or gerund)

c) All your friends will come. They will receive you. (Combine using an infinitive)

d) The boy answered the question. The answer was correct. (Combine using an adverb or adverb phrase)

e) The rain stopped. The competition began. (Combine using the absolute construction)

f) You will support me. It is my belief. (Combine using a noun clause)

h) I thanked the girl. She typed the letter. (Combine using an adjective clause)

OR

ii) Spot the error and rewrite the sentences.

a) My uncle is photographer.

b) My younger has 13 years.

c) I must see the dentist yesterday.

d) You have better to see the doctor

e) He is no sleep.

g) The lady wants an own room.

h) He speaks a very good English.

20 a) Write a report of a book fair held in your Town.

OR

b) Write a report of the NSS camp held in your college.

PROGRAMME OUTCOMES – PO

At the end of the course students will be able to

PO1: Imbibe moral, ethical, and cultural values through various forms of literature.

PO 2: Enable the learner to communicate effectively and appropriately in real life situation.

PO3: Able to think, speak, and write independently using grammatical forms and Vocabulary.

PO4: Improve their writing and reading fluency skills through extensive reading.

PO5: Develop their pronunciation by studying the sounds of language.

PROGRAMME SPECIFIC OUTCOME: PSO

At the end of the course students will be able to:

PSO1: Provide the students with an ability to build and enrich their communication skills.

PSO2: Critically analyse and appreciate poetry, prose, fiction and play.

PSO3: Enhance sufficient practice in Vocabulary, Grammar, Comprehension.

PSO4: Study the Phonetic symbols for correct pronunciation.

PSO5: Spot language errors and correct them.

SEMESTER I

COURSE OUTCOMES : At the end of the course students will be able to

	Course Outcomes	Cognitive Level
CO1	Enhance competence in the four skills – Writing, Speaking, Reading and Listening	K2, K3, K5
CO2	Provide ability to enrich their communicative skills.	K1, K2, K3
CO3	Study the usage of dictionaries, thesaurus and encyclopedias.	K1, K2, K3
CO4	Learn Internet as a resource for learning	K2, K3
CO5	Develop the habit of reading newspapers.	K2, K3, K4

K1 – Remember, K2 - Understand, K3 - Apply, K4 - Analyse, K5 - Evaluate,
K6 - Create.

COMMUNICATIVE ENGLISH

UNIT – I

1. Listening and Speaking

a. Introducing self and others

b. Listening for Specific information

c. Pronunciation (without phonetic symbols)

i. Essentials of pronunciation

ii. American and British pronunciation

2. Reading and Writing

a. Reading short articles – newspaper reports/fact based articles

i. Skimming and Scanning

ii. Diction and tone

iii. Identifying topic sentences

b. Reading aloud: Reading an article /report

c. Journal (Diary) Writing

3. Study Skills – 1

a. Using Dictionaries, Encyclopedias, Thesaurus

Grammar in Context:

Naming and Describing

. Nouns & Pronouns

. Adjectives

UNIT II

1. Listening and Speaking

a. Listening with a purpose

b. Effective Listening

c. Tonal Variation

d. Listening for information

e. Asking for Information

f. Giving Information

2. Reading and Writing

1. a) Strategies of Reading:

Skimming and Scanning

b) Types of Reading:

Extensive and Intensive Reading

- c) Reading a prose passage
- d) Reading a poem
- e) Reading a short story

2. Paragraphs: Structure and types

- a. What is a Paragraph?
- b. Paragraph Structure
- c. Topic Sentence
- d. Unity
- e. Coherence
- f. Connections between Ideas: Using Transitional words and Expressions
- g. Types of Paragraphs

3. Study Skills II:

Using the Internet as a Resource

- a. Online search:
- b. Know the keyword:
- c. Refine your search:
- d. Guidelines for using the resources:
- e. e- learning resources of government of India
- f. Terms to Know

4. Grammar in Context

Involving Action – I

- a. Verbs
- b. Concord

UNIT – III

1. Listening and Speaking

- a. Giving and following instructions

b. Asking for and giving directions

c. Continuing discussions with connecting ideas

2. Reading and Writing

a. Reading feature articles (from newspapers and magazines)

b. Reading to identify point of view and perspective (opinion pieces, editorial etc)

c. Descriptive Writing – Writing a short descriptive essay of two three paragraphs.

3. Grammar in Context

Involving Action – II

. Verbals – Gerund, Participle, Infinitive

. Modals

UNIT – IV

1. Listening and Speaking

a. Giving and responding to opinions

2. Reading and Writing

a. Note- Making

b. Narrative Writing – writing narrative essays of two to three paragraphs

3. Grammar in Context:

Tense

. Present

. Past

. Future

Unit - V

1. Listening and Speaking

a. Participating in a Group Discussion

2. Reading and Writing

a. Reading diagrammatic information- interpretations maps, graphs and pie charts

b. Writing short essays using the language of comparison and contrast

3. Grammar in Context: Voice (showing the relationship between Tense and Voice)

MAPPING OF COURSE OUTCOMES

S – Strongly correlated, M – Moderately Correlated, w- weakly correlated, No Correlation - 0

CO/ PO/ POS	PO1	PO2	PO3	PO4	PO5	POS1	POS2	POS3	POS4	POS5
CO1	S	M	S	S	S	M	S	S	S	M
CO2	M	S	M	M	M	S	M	S	S	S
CO3	M	S	M	S	M	S	M	M	M	S
CO4	S	M	S	M	M	M	M	M	S	S
CO5	M	M	M	S	M	S	M	M	M	S

SEMESTER II

COURSE OUTCOMES: At the end of the course students will be

CO	Course Outcomes	Cognitive Level
CO1	Apply the expressions at various life situation	K1, K2, K3
CO2	Memorise and practise the use of Word Power	K1, K2, K3, K4
CO3	Identify and use the different forms of figures of speech in poetry.	K1, K2, K3, K4
CO4	Practise and produce short speeches.	K3, K4
CO5	Develop writing skills	K2, K3, K4

K1- Remember, K2- Understand, K3- Application, K4- Analyse , k5 – Evaluate,
K5 - Create

COMMUNICATIVE ENGLISH

UNIT – I

1. Listening and Speaking

- a. Listening and Responding to Complaints (formal situation)
- b. Listening to problems and offering solutions (informal)

2. Reading and Writing

- a. Reading aloud (brief motivational anecdotes)

b. Writing a paragraph on a proverbial expression / motivational idea.

3. Word Power/Vocabulary

a. Synonyms & Antonyms

4. Grammar in Context

. Adverbs

. Preposition

UNIT – II

1. Listening and Speaking

a. Listening to famous speeches and poems

b. Making short speeches – Formal : Welcome Speech and Vote of Thanks

Informal occasions – Farewell party , graduation speech.

2. Reading and Writing

a. Writing opinion pieces (could be on travel, food, film/ book review or any contemporary topic)

b. Reading poetry:

b. i. Reading aloud : (Intonation and Voice Modulation)

b ii. Identifying and using figures of speech- simile , metaphor,
personification

3. Word Power

a. Idioms & Phrases

4. Grammar in Context

Conjunctions and Interjections

Unit – III

1. Listening and Speaking

a. Listening to TED Talks

b. Making short presentations – Formal presentation with PPT,
analytical presentation of graphs and reports of multiple kinds

- c. Interactions during and after the presentations
- 2. Reading and Writing
 - a. Writing emails of complaint
 - b. Reading aloud famous speeches.
- 3. Word Power
 - a. One word Substitution
- 4. Grammar in Context: Sentence Patterns

Unit – IV

- 1. Listening and Speaking
 - a. Participating in a meeting : face to face and online
 - b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks
- 2. Reading and Writing
 - a. Reading visual texts – advertisements
 - b. Writing a Brochure
- 3. Word Power
 - a. Denotation and Connotation
- 4. Grammar in Context: Sentence Types

Unit – V

- 1. Listening and Speaking
 - a. Informal interview for feature writing
 - b. Listening and responding to question at a formal interview
- 2. Reading and Writing
 - a. Writing letters of application
 - b. Readers' Theatre (Script Reading)
 - c. Dramatizing everyday situations/ social issues through skits.

MAPPING OF COURSE OUTCOMES

S – Strongly correlated, M – Moderately Correlated, w- weakly correlated, No Correlation - 0

CO/ PO/ POS	PO1	PO2	PO3	PO4	PO5	POS1	POS2	POS3	POS4	POS5
CO1	M	S	M	M	S	M	S	M	S	S
CO2	M	M	M	M	S	S	M	M	M	S
CO3	S	M	S	M	M	M	S	S	S	M
CO4	S	S	M	S	S	M	S	S	M	M
CO5	S	S	S	S	M	S	M	S	S	S

SEMESTER III

COURSE OUTCOMES: At the end of the course students will be able to

CO	Course Outcomes	Cognitive Level
CO1	Enable the students to critically summarise prose	K1, K2, K4
CO2	Enrich the students through various perspectives reading in poetry	K1, K2, K3, K4
CO3	Familiarise the cultural diversity through reading fiction	K1, K2, K4
CO4	Grasp meaning of words and sentences ssss and use	K1, K2. K3

	appropriate vocabulary	
CO5	Spell English correctly	K2, K3

PROSE, POETRY, FICTION, GRAMMAR, LANGUAGE STUDY AND ORAL COMMUNICATION SKILLS

UNIT I - PROSE

1. Character is Destiny – Dr Radhakrishnan.
2. How to be a Doctor? – Stephen Leacock.
3. How to win? – Shiv Kera
4. On doing Nothing – J.B.Priestley

UNIT II - POETRY

1. Summer Woods – Sarojini Naidu.
2. Ode to the West Wind – P.B.Shelley.
3. Once upon a Time – Gabriel Okkara
4. Beat Beat drums – Walt Whitman

UNIT III – FICTION

Abridged Version of The Dark Room - R.K.Narayan

UNIT IV – GRAMMAR

1. Reported Speech
2. Rearrange the Jumbled words
3. Verb Patterns and Sentences

UNIT V – LANGUAGE STUDY AND ORAL COMMUNICATION

1. Phonetics – consonants
2. Foreign Words and Phrases
3. Homophones

4. Developing Hints

MAPPING OF COURSE OUTCOMES

S – Strongly correlated, M – Moderately Correlated, w- weakly correlated, No Correlation - 0

CO/ PO/ POS	PO1	PO2	PO3	PO4	PO5	POS1	POS2	POS3	POS4	POS5
CO1	M	M	S	M	S	S	S	S	M	M
CO2	S	S	S	M	M	M	M	M	S	S
CO3	M	S	M	S	M	S	M	S	M	S
CO4	M	M	S	M	S	S	M	S	M	S
CO5	M	S	M	S	M	M	S	M	M	M

SEMESTER IV

COURSE OUTCOMES: At the end of the course students will be able to

Course Outcomes		Cognitive level
CO1	Use English accurately across the curriculum	K1, K2, K3
CO2	Attained enhanced vocabulary and improved language skills	K2, K3, K4

CO3	Analyse and interpret prescribed text	K2, K4
CO4	Conceptualize the Shakespearean drama in the prescribed text	K2, K4
CO5	Gain proficiency in LSRW skills	K1, K2, K3, K4, K6

K1- Remember, K2- Understand, K3- Apply ,K4- Analyse , K5- Evaluate,K6- Create

**GENERAL ENGLISH -- PROSE, POETRY, DRAMA, GRAMMAR,
LANGUAGE STUDY& ORAL COMMUNICATION SKILLS**

UNIT I - PROSE

1. Give us a Role Model – A.P.J.Abdul Kalam.
2. The Best Investment I have ever made – A.J. Cronin
3. Seven Good Habits – Robin Sharma
4. How much Land does a Man Need - Leo Tolstoy

UNIT II – POETRY

1. Anxiety – A.K.Ramanujam
2. Incident on the French Camp – Robert Browning.
3. Stopping by the woods – Robert Frost
4. Still I raise – Maya Angelo

UNIT III - DRAMA - Select scenes from William Shakespeare

1. Antony and Cleopatra – Death Scene of Cleopatra – Act V, Scene II
2. Macbeth – Sleep Walking Scene – Act V, Scene I
3. King Lear – Heath, before a Hovel – Act III, Scene IV.

UNIT IV – GRAMMAR

1. Transformation of Sentences
2. Synthesis of Sentences
3. Spot the Error

UNIT V – LANGUAGE STUDY AND ORAL COMMUNICATION

1. Phonetics – Vowel sounds
2. Dialogue Writing
3. One word Substitution
4. Report writing.

MAPPING OF COURSE OUTCOMES WITH PROGRAMME OUTCOMES

S – Strongly correlated, M – Moderately Correlated, w- weakly correlated, No Correlation - 0

CO/ PO	PO1	PO2	PO3	PO4	PO5	POS1	POS2	POS3	POS4	POS5
CO1	S	M	S	S	S	S	M	S	M	S
CO2	M	S	M	M	M	M	M	M	S	M
CO3	M	S	M	S	M	S	M	S	M	S
CO4	S	M	S	M	M	S	S	M	S	M
CO5	M	M	M	S	M	S	S	M	S	M

E- LINKS

1. [https:// www.msuniversity.ac.in](https://www.msuniversity.ac.in)
2. <https://www.bdu.ac.in>
3. <https://www.scribd.com>

4. <https://www.goodreads.com>
5. <https://casenglishdepartment.wordpress.com>
6. <https://www.poetryfoundation.org>
7. <https://www.britannica.com>
8. <https://englishgrammar.org>