

## **ENGLISH-II**

### **Introduction:**

In view of the growing importance of English as a tool for global communication and the consequent emphasis on training the students to acquire communicative competence, the syllabus has been designed to develop linguistic and communicative competence of the students of Engineering. As far as the detailed Textbooks are concerned, the focus should be on the skills of listening, speaking, reading and writing. The non detailed Textbooks are meant for extensive reading for pleasure and profit. Thus the stress in the syllabus is primarily on the development of communicative skills and fostering of ideas.

### **Objectives:**

1. To improve the language proficiency of the students in English with emphasis on LSRW skills.
2. To enable the students to study and comprehend the prescribed lessons and subjects more effectively relating to their theoretical and practical components.
3. To develop the communication skills of the students in both formal and informal situations.

### **READING SKILLS:**

#### **Objectives:**

1. To enable the students to comprehend a text through silent reading.
2. To enable the students to guess the meanings of words, messages and inferences of texts in given contexts.
3. To enable the students to skim and scan a text.
4. To enable the students to identify the topic sentence.
5. To enable the students to identify discourse features.
6. To enable the students to make intensive and extensive reading.

### **WRITING SKILLS:**

#### **Objectives:**

1. To make the students understand that writing is an exact formal skills.
2. To enable the students to write sentences and paragraphs.
3. To make the students identify and use appropriate vocabulary.
4. To enable the students to narrate and describe.
5. To enable the students capable of note-making.
6. To enable the students to write coherently and cohesively.
7. To make the students to write formal and informal letters.
8. To enable the students to describe graphs using expressions of comparison.
9. To enable the students to write technical reports.

### **Methodology:**

1. The class are to be learner-centered where the learners are to read the texts to get a comprehensive idea of those texts on their own with the help of the peer group and the teacher.

2. Integrated skill development methodology has to be adopted with focus on individual language skills as per the tasks/exercise.
3. The tasks/exercises at the end of each unit should be completed by the learners only and the teacher intervention is permitted as per the complexity of the task/exercise.
4. The teacher is expected to use supplementary material wherever necessary and also generate activities/tasks as per the requirement.
5. The teacher is permitted to use lecture method when a completely new concept is introduced in the class.

## **SYLLABUS**

### **UNIT1: PRESIDENTIAL ADDRESS**

***Dr. A. P. J. Abdul Kalam***

***Vocabulary:*** Word Formation: Prefixes, Suffixes and Compounds

***Grammar:*** Punctuation

Parts of Speech

***Reading:*** Reading and its Importance

Types of Reading

Signal Words

***Reading Practice:*** *Double Angels*, David Scott

***Writing:*** Sentence Structure

Cohesion and Coherence

Paragraph Writing

### **UNIT2: SATYA NADELLA'S E-MAIL TO HIS EMPLOYEES ON HIS FIRST DAY AS CEO OF MICROSOFT**

***Satya Nadendla***

***Vocabulary:*** Homonyms, Homophones, Homographs, Synonyms and Antonyms

***Grammar:*** Types of Verbs

***Reading:*** Techniques for Effective Reading-2

Critical and Intensive Reading

***Reading Poetry:*** *The Road Not Taken*, Robert Frost

***Writing:*** Letter Writing: Official Letters and E-mails

### **UNIT3: Technology With a Human Face**

***E. F. Schumacher***

***Vocabulary:*** Commonly Confused Word

Commonly Misspelled Words

***Grammar:*** Tenses: Types and Uses

***Reading:*** Summaries and Abstracts

***Reading Practice:*** Extract from '*Preface*' to *Lyrical Ballads*, William Wordsworth

***Writing:*** Letter Writing: Writing covering letters for job applications Writing a CV/Resume

#### **UNIT4: GOOD MANNERS**

***J. C. Hill***

***Vocabulary:*** Idioms

One- word Substitutes

***Grammar:*** Sequence of Tenses

Subject- Verb Agreement

***Reading:*** Reviews

How to Read Poetry

Reading Poetry: *If*, Rudyard Kipling

***Writing:*** Information Transfer; Tables, Bar Graphs, Line Graphs, Pie Charts, Flow Charts, Tree Diagrams, Pictograms

#### **UNIT5: OH FATHER, DEAR FATHER**

***Raj Kinger***

***Vocabulary:*** Foreign Languages and their Influence on English

***Grammar:*** Degrees of Comparison

Active and Passive Voice

Direct and Indirect Speech

Question Tags

***Reading:*** Predictive Reading

Reading Practice: *Basic Education*, M.K. Gandhi

***Writing:*** Report Writing: Nature, Significance and Types of Reports

#### **TEXTBOOKS:**

1. ***'Fluency in English'*** *A coursebook for Engineering Students* published by Orient BlackSwan

#### **Reference Books:**

1. ***Examine Your English*** , Margret. M. Maison (1964)  
Orient Blackswan .
2. ***Longman Dictionary of Common Errors*** by N. D. Turton
3. ***'Intermediate English Grammar'*** Raymond Murphy published by Cambridge University Press.