

**STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600086**

**B.Voc Programme**

**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**ENGLISH FOR COMMUNICATION – I**

**CODE: 19EL/FC/EC14**

**CREDITS: 4**

**LTP: 4 0 0**

**TOTAL TEACHING HOURS: 52**

**OBJECTIVES OF THE COURSE**

- To enable students to communicate ideas/opinions effectively and produce appropriate responses
- To train students in organising ideas coherently in a paragraph
- To help them identify relevant information and comprehend ideas, opinions and attitudes while reading a newspaper/brochure or while listening to conversations/instructions

**COURSE LEARNING OUTCOMES**

On successful completion of the course, the students will be able to

- recognise and use appropriate intonation while introducing, greeting, asking for permission, apologising and thanking
- use appropriate modals for asking and giving permission and apologising
- initiate and take turns in a conversation in the situations listed under Functions
- skim, scan and do an intensive reading of newspaper reports and brochures
- use appropriate syntactic structures and sequence ideas in a paragraph
- use cohesive devices appropriately in a paragraph
- use present tense to describe people, places and objects
- demonstrate the ability to understand and use appropriate lexical items for contexts specified under Reading, Writing and Functions
- recognise linkers and listen for details

**Unit 1**

**1.1 FUNCTIONS**

**(8 Hours)**

- 1.1.1 Greeting
- 1.1.2 Introducing – self and others
- 1.1.3 Asking for permission
- 1.1.4 Giving permission
- 1.1.5 Apologising
- 1.1.6 Thanking
- 1.1.7 Describing

**1.2 SPEAKING (7 Hours)**

- 1.2.1 Role Play
  - a. Initiating a conversation
  - b. Taking turns

**1.3 LISTENING (6 Hours)**

- 1.3.1 Predicting
  - 1.3.2 Identifying keywords
  - 1.3.3 Listening for gist
  - 1.3.4 Listening for details
  - 1.3.5 Recognising linkers
- Resources: conversations, instructions

**Unit 2**

**2.1 WRITING (12 Hours)**

- 2.1.1 Planning
  - a. Brainstorming
  - b. Identifying target readers
  - c. Using appropriate tone and lexis
- 2.1.2 Structuring
  - a. Identifying main idea (topic sentence)
  - b. Syntax
  - c. Cohesive devices
- 2.1.3 Short messages
- 2.1.4 Developing fragmented messages
- 2.1.5 Descriptive Writing – writing a paragraph
  - a. Self and others
  - b. Places
  - c. Objects

**Unit 3**

**3.1 READING (8 Hours)**

- 3.1.1 Predicting
  - 3.1.2 Skimming
  - 3.1.3 Scanning
- 3.2 Vocabulary**
- 3.2.1 Guessing meaning from the context
  - 3.2.2 Identifying the main idea

Resources: Newspaper reports, Brochures

**Unit 4**

**4.1 GRAMMAR (11 Hours)**

- 4.1.1 Articles
- 4.1.2 Prepositions
  - 4.1.3 Modals for the prescribed Functions
- 4.1.4 Simple Present, Present Continuous (Subject–Verb Agreement)

## **PATTERN OF ASSESSMENT**

<b>Continuous Assessment Test:</b>	<b>Total Marks:50</b>	<b>Duration: 90 minutes</b>
Section A - Reading comprehension		20 marks
Section B - Writing (messages/descriptive passage)		20 marks
Section C - Grammar		10 marks
<b>Other Components:</b>	<b>Total Marks:50</b>	
Speaking and Functions		25 marks
Listening		25 marks
<b>End Semester Examination</b>	<b>Total Marks:100</b>	<b>Duration: 3 hours</b>
Section A - Reading comprehension		40 marks
Section B - Writing (messages/descriptive passage)		40 marks
Section C – Grammar		20 marks

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**B.Voc Programme**

**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**ENGLISH FOR COMMUNICATION – II**

**CODE: 19EL/FC/ EC24**

**CREDITS: 4**

**LTP: 4 0 0**

**TOTAL TEACHING HOURS: 52**

**OBJECTIVES OF THE COURSE**

- To equip students with skills required to communicate ideas/opinions effectively and produce appropriate responses
- To train students in the mechanics of composing letters and emails
- To train students to draft a resume
- To help them identify relevant information, understand ideas/opinions/attitudes and interpret visuals accurately

**COURSE LEARNING OUTCOMES**

On successful completion of the course, the students will be able to

- use appropriate structures, vocabulary and tone to ask for and give clarification
- use appropriate structures, vocabulary and tone to extend, accept and decline invitations
- report information in the spoken medium accurately using appropriate structures and vocabulary
- use appropriate prepositions and lexis to give directions
- demonstrate skills such as stating, identifying, comparing and contrasting, paraphrasing and explaining required for an interview
- demonstrate the ability to understand and use appropriate lexical items for contexts specified under Reading, Writing and Functions
- understand and classify information, and draw inferences from a newspaper / magazine feature
- interpret visual texts such as charts, graphs, maps and comic strips
- sequence ideas in writing letters and email in the contexts specified under Writing
- predict, listen for gist and understand telephonic messages, announcements and advertisements

**Unit 1**

**1.1 FUNCTIONS**

**(13 Hours)**

- 1.1.1 Inviting, accepting and declining invitations
- 1.1.2 Asking for and giving directions
- 1.1.3 Asking for, offering and accepting/rejecting help
- 1.1.4 Conveying pleasant and unpleasant information
- 1.1.5 Asking for and giving clarifications
- 1.1.5 Taking leave

**1.2 SPEAKING (6 Hours)**

1.2.1 Job Interviews

**1.3 LISTENING (4 Hours)**

1.3.1 Predicting

1.3.2 Listening for gist

1.3.3 Listening for information

1.3.4 Using prominence to understand texts

Resources: Telephonic messages, Announcements, Advertisements

**Unit 2**

**2.1 WRITING (14 Hours)**

2.1.1 Sequence and ordering

2.1.2 Writing letters

a. Leave letter

b. Letter of application

c. Letter of apology

d. Letter asking for permission

2.1.3 Writing emails

a. Email etiquette

b. Complaints

c. Requesting information

d. Invitations

2.1.4 Writing a resume

**Unit 3**

**3.1 READING (5 Hours)**

3.1.1 Predicting

3.1.2 Skimming

3.1.3 Scanning

3.1.4 Intensive reading

3.1.5 Interpreting visuals

Resources: newspaper/magazine features, charts /maps/graphs, comic strips

**3.2 VOCABULARY**

Related to texts used for Reading and Writing

**Unit 4**

**4.1 GRAMMAR (10 Hours)**

4.1.1 Past Simple and continuous, Future Tense (Subject-Verb Agreement)

4.1.2 Modals for the given functions

4.1.3 Adverbs

4.1.4 Zero and First Conditional

## **PATTERN OF ASSESSMENT**

<b>Continuous Assessment Test:</b>	<b>Total Marks:50</b>	<b>Duration: 90 minutes</b>
Section A - Reading comprehension		20 marks
Section B - Writing		20 marks
Section C – Grammar		10 marks
<b>Other Components:</b>	<b>Total Marks:50</b>	
Speaking and Functions		25 marks
Listening		25 marks
<b>End Semester Examination</b>	<b>Total Marks:100</b>	<b>Duration: 3 hours</b>
Section A - Reading comprehension		40 marks
Section B – Writing		40 marks
Section C – Grammar		20 marks

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**B.Voc Programme**

**SYLLABUS**

(Effective from the academic year 2019 – 2020)

**ENGLISH FOR COMMUNICATION – III**

**CODE: 19EL/FC/EC34**

**CREDITS: 4**

**LTP: 4 0 0**

**TOTAL TEACHING HOURS: 52**

**OBJECTIVES OF THE COURSE**

- To enable students to use appropriate modals to express views, wishes, opinions and suggestions
- To train students to plan, practise and execute effective short presentations
- To help students use perfect and perfect continuous forms of the present and past tenses accurately and appropriately in narrative writing
- To facilitate the use of Second Conditionals to express wishes
- To develop the ability to recognise weak forms in syllable stress and connected speech
- To impart the skills required to compose coherent narrative essays and summaries
- To build vocabulary for contexts specified under Reading, Writing and Functions

**COURSE LEARNING OUTCOMES**

On successful completion of the course, the students will be able to

- use modals appropriately to express views, wishes, opinions and suggestions
- plan, practise and execute effective presentations
- identify and use effectively perfect and perfect continuous forms of the present and past tenses in narrative writing
- use Second Conditionals to express wishes
- recognise weak forms, in syllable stress and connected speech
- draft, review and edit narrative essays, and summaries
- demonstrate the ability to understand and use appropriate lexical items in specific contexts

**Unit 1**

**1.1 FUNCTIONS**

**(10 Hours)**

1.1.1 Expressing

- a. likes and dislikes
- b. preferences
- c. choices
- d. wishes

1.1.2 Giving instructions

1.1.3 Making or responding to complaints

1.1.4 Narrating

**1.2 SPEAKING**

**(6 Hours)**

1.2.1 Mini Presentation

- a. Planning - Structuring the presentation, Designing visual aids

- b. Practising - Communicating main message
- c. Understanding audience
- d. Handling questions effectively

**1.3 LISTENING (5 Hours)**

- 1.3.1 Predicting
  - 1.3.2 Listening for gist
  - 1.3.3 Listening for information
  - 1.3.4 Recognising weak forms – syllable stress, connected speech
- Resources: short narratives, news reports

**Unit 2 2.1 WRITING (12 Hours)**

- 2.1.1 Note making
- 2.1.2 Narrative Essay
- 2.1.3 Summarising
- 2.1.4 Précis Writing

**Unit 3 3.1 READING (8 Hours)**

- 3.1.1 Predicting
  - 3.1.2 Skimming
  - 3.1.3 Scanning
  - 3.1.4 Inferential reading
- Resources: Opinion Pieces, Editorials, Newspaper op-eds, Blogs, Political / Social Cartoons, Advertisements

**3.2 VOCABULARY**  
Related to texts used for Reading and Writing

**Unit 4 4.1 GRAMMAR (11 Hours)**

- 4.1.1 Perfect (past, present, future) and Perfect Continuous (present and past) tense (Subject-Verb Agreement)
- 4.1.2 Second Conditional
- 4.1.3 Direct and Indirect Speech
- 4.1.4 Modals for the prescribed functions

**PATTERN OF ASSESSMENT**

<b>Continuous Assessment Test:</b>	<b>Total Marks:50</b>	<b>Duration:90 minutes</b>
Section A - Reading comprehension		20 marks
Section B - Writing		20 marks
Section C - Grammar		10 marks

<b>Other Components:</b>	<b>Total Marks:50</b>	
Speaking and Functions		25 marks
Listening		25 marks

<b>End Semester Examination</b>	<b>Total Marks:100</b>	<b>Duration:3 hours</b>
Section A - Reading comprehension		40 marks
Section B - Writing		40 marks
Section C - Grammar		20 marks



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**B.Voc Programme**

**SYLLABUS**

(Effective from the academic year 2019–2020)

**ENGLISH FOR COMMUNICATION – IV**

**CODE: 19EL/FC/EC44**

**CREDITS: 4**

**LTP: 4 0 0**

**TOTAL TEACHING HOURS: 52**

**OBJECTIVES OF THE COURSE**

- To enable students to use language appropriately to give and accept suggestions, using modals of suggestion
- To train them to present an argument using appropriate register and lexis, and to communicate effectively in a debate
- To impart better writing skills by sensitising the learners to the dynamics of writing an effective discursive essay
- To help students to write book/movie/blog reviews
- To facilitate identification of tone and mood and to draw inferences from essays, short narratives, and poems
- To recognise relevant information in instruction manuals
- To be able to use the Third Conditional to express regret
- To equip students with skills to recognise functional vocabulary in a podcast, to predict the flow of information and to take notes while listening to the podcast

**COURSE LEARNING OUTCOMES**

On successful completion of the course, the students will be able to

- give and accept suggestions using modals of suggestion
- present an argument and justify their stand using appropriate register and lexis
- frame a topic sentence and structure an essay in accordance with main and supporting ideas
- write persuasive essays comparing and contrasting, defending a point of view, and convincing the target audience
- write a review of books/movies/blogs
- identify tone and mood and draw inferences from essays, short narratives and poems
- identify relevant information in instruction manuals
- use active and passive voices in persuading and writing reviews
- use the Third Conditional to express regret
- recognise functional vocabulary in a podcast, predict the flow of information and take notes while listening to the podcast

**Unit 1**

**1.1 FUNCTIONS**

**(7 Hours)**

1.1.1 Expressing regret

1.1.2 Asking and giving opinions

1.1.3 Giving and accepting suggestions

1.1.4 Agreeing and disagreeing

1.1.5 Presenting an argument

**1.2 SPEAKING (10 Hours)**

1.2.1 Group Discussion

1.2.2 Debates

**1.3 LISTENING (3 Hours)**

1.3.1 Predicting

1.3.2 Listening for gist

1.3.3 Listening for specific information

1.3.4 Recognising functional words

1.3.5 Note-taking

Resources: speeches with different accents

**Unit 2**

**2.1 WRITING (12 Hours)**

2.1.1 Writing the topic sentence, identifying main and supporting ideas

2.1.2 Discursive Essay

a. Comparing and contrasting

b. Persuading

2.1.3 Writing reviews (films / books / food / travel)

**Unit 3**

**3.1. READING (10 Hours)**

3.1.1 Predicting

3.1.2 Skimming

3.1.3 Scanning

3.1.4 Drawing inferences, identifying mood and tone

Resources: short essays, short stories, poems, instruction manuals

**3.2 VOCABULARY**

Related to texts used for Reading and Writing

**Unit 4**

**4.1 GRAMMAR (10 Hours)**

4.1.1 Advanced Subject-Verb Agreement (eg. Phrases, either...or, neither...nor)

4.1.2 Active and Passive Voice

4.1.3 Third Conditional

4.1.4 Modals for the Prescribed Functions

**PATTERN OF ASSESSMENT**

<b>Continuous Assessment Test:</b>	<b>Total Marks:50</b>	<b>Duration:90 minutes</b>
Section A - Reading comprehension		20 marks
Section B - Writing		20 marks
Section C - Grammar		10 marks
<b>Other Components:</b>	<b>Total Marks:50</b>	
Speaking and Functions		25 marks
Listening		25 marks
<b>End Semester Examination</b>	<b>Total Marks:100</b>	<b>Duration:3 hours</b>
Section A - Reading comprehension		40 marks
Section B - Writing		40 marks
Section C - Grammar		20 marks