

# GAUHATI UNIVERSITY

## T.D.C. SCIENCE in SEMESTER SYSTEM under CBCS, 2011

### SYLLABUS FOR FUNCTIONAL ENGLISH COURSE

#### Course overview

Semester	Name of Paper	Paper Code	Marks	Credits	No. of contact hours per week
I	Functional English 1	FE 1	50	4	4
II	Functional English 2	FE 2	50	4	4

#### General comments

The Functional English syllabus for the TDC (Science) stream under the newly introduced CBCS comprises two papers of 50 marks each, and is spread over the first two semesters of the TDC course. The syllabus addresses the undergraduate students' need for a course in English that will enable them to use the language effectively in a wide range of situations.

#### Aims

The overall aims of such a course are stated below:

- to help undergraduate students of the Science stream develop the skills of language learning, namely- Listening, Speaking, Reading and Writing
- to develop students' proficiency in English through meaningful , communicative activities
- to expose students to a wide range of functions in English and enable them to use these effectively
- to expand students' *active* ( commonly used) vocabulary and *passive*(not commonly used, but recognised) vocabulary
- to improve students' use of English grammar in a stimulating and interesting manner
- to enable students to comprehend a reading passage and respond to it appropriately orally or in writing

- to help students develop their proficiency in Written English for academic and other purposes
- to train students in using Spoken English in a variety of real-life situations
- to make students aware of the degrees of appropriateness in the use of English in formal, semi-formal and informal situations

### **The Textbook**

**Jones, Leo (1998) *Cambridge Advanced English: Student's Book* New Delhi: Cambridge University Press**

This book has been chosen for the B.Sc. Functional English course to give students practice in various English language skills. This textbook is to be used for the entire course, which is spread over the first two semesters of the TDC Science programme.

### **Teacher's Book**

**Jones, Leo (1998) *Cambridge Advanced English: Teacher's Book* New Delhi: Cambridge University Press**

This book is prescribed as a guide for teachers as it contains instructions and notes on using the classroom activities effectively. It also contains transcripts of listening exercises for teachers to use as an alternative to audio cassettes and CDs

### **A new approach**

The syllabus and textbook represent a new approach to the teaching of English at the undergraduate level. An essential feature of this approach is experiential learning, where the focus is on self learning through classroom activities that involve students in pair work/group work. The Teacher's Book (page 14) describes the advantage of using such an approach for language development. In this model of language teaching, the teacher plays a key role as 'classroom manager', encouraging students to actively engage in the textual activities individually, and with peers. Research suggests that this motivates and encourages students to communicate spontaneously in real life situations, both orally and in writing.

## **Convergence**

The textbook *Cambridge Advanced English* and its underlying methodology is expected to make the three pedagogical cornerstones, namely, **learning, teaching and testing** converge in the overall effort to help the students improve their language proficiency and enable them to communicate better in their work, academic and social life.

## **Structure**

The Functional English syllabus deals with different areas/ components of language, namely, Vocabulary, Reading, Writing, Grammar, Functions and Communication Activities/Discussions. The first four key areas are further elaborated in the syllabus in terms of their associated teaching points/topics.

An important point in the design of the textbook is that the inherent organisation of the units does not lend itself to a sequential division in terms of individual components such as Reading, Vocabulary, Functions etc. As language learning is an integrated activity, the units in the textbook are arranged *thematically*, each unit consolidating several language skills. This is why the teaching points/topics for individual components are not confined to one single location in the book, but are distributed across each unit. However, the textbook itself flags the individual components quite explicitly, so that the students and teachers alike should have no difficulty in locating them with the help of the teaching points/topics shown in the syllabus.

## **Objectives**

For each section (namely, Reading, Writing, Grammar etc.) the objectives have been spelt out clearly, so that the students' language needs remain in focus. This will help the teachers translate these objectives into desired learning outcomes.

## **Assessment scheme**

The assessment scheme for Functional English under the semester system comprises an *External* and an *Internal* component.

The sections indicated as **Communication Activity** and **Discussion Activity** in the textbook are to be used as models for *Internal* assessment, and tested orally by the college.

These sections will *not* be included in the written examination.

All the other sections will comprise the *External* component, and students will be tested through an end-of-semester written examination. Questions for this component should be set from the relevant portions in these sections (and should *exclude* sub-sections engaging students in oral activities).

For the sections on Listening, the teacher will find the transcripts in the Teacher's book. These activities are meant to be practised in the class as part of the unit activities. These sections on Listening will not be tested separately.

### **Adaptation**

Most of the thematic content of the language material reflects the global context of the use of English. While familiarity of students with such contexts is considered to be desirable, teachers should feel free to adapt the language material in various sections to suit the local context and the background of the learner (e.g. sections 5.5, 11.5 etc.)

### **Course distribution**

As *Cambridge Advanced English: Student's Book* is a comprehensive course that is designed to develop students' proficiency in English at the undergraduate level, it is the prescribed textbook for the entire Functional English course, to be taught both in the First and Second Semesters.

The syllabus for **Functional English 1** in First Semester will comprise **Units 1 to 12**, while the syllabus for **Functional English 2** in Second Semester will comprise **Units 13 to 24** of the book.

### **Suggested for further reading**

Seely, John (1998) *The Oxford Guide to Writing and Speaking* Oxford: Oxford University Press

## SEMESTER 1: FUNCTIONAL ENGLISH 1 (FE 1)

### Syllabus

**Textbook:** *Cambridge Advanced English: Student's Book*

**Units 1- 12**

Section	Component	Assessment	Marks	Credits	No. of contact hours per week
I	Vocabulary and Word Study	External: 80 %	7	4	4
II	Reading		10		
III	Writing (i) Writing (ii) Creative Writing		10		
IV	Grammar		8		
V	Functions		5		
VI	Communication Activities	Internal: 20%	6		
VII	Discussions Activities		4		
			<b>50</b>	<b>4</b>	<b>4</b>

**Section I: Vocabulary and Word Study**

**7 Marks**

**Objectives:**

- to encourage students to expand their active vocabulary
- to increase their range of expression to improve their writing skills
- to develop a sensitivity towards the use of words in appropriate contexts and

situations

- to develop an awareness of the connotations of different vocabulary items

<b>TEACHING POINTS</b>	<b>UNIT SECTIONS</b>
Synonyms and their force	2.6
Words easily confused	4.4
Using abbreviations	6.4
Forming adjectives	8.5
Descriptive adjectives (personalities)	10.3
Using synonyms and opposites-1	12.5

## **Section II: Reading**

**10 Marks**

### **Objectives**

- To improve students' reading skills by giving them practice in the subskills of Reading
- To enable them to appreciate the implications and style of a text
- To encourage them to deduce meanings from the context
- To enable to understand information presented graphically

<b>TEACHING POINTS</b>	<b>UNIT SECTIONS</b>
Skimming for general idea	5.4, 7.1, 11.2
Scanning for specific information	Same as above
Guessing meanings of unfamiliar words from the context	3.3, 5.1, 11.2
Reading and note taking	1.3,
Predicting content from clues such as titles, first	7.1

paragraphs, key words etc.	
Appreciating content and style	9.1
Appreciating the organizing principles of a text	5.4

### Section III: Writing

10 Marks

#### (i) Effective Writing

##### Objectives:

- to develop useful practical techniques which will enable students to communicate effectively in writing
- To teach them planning and writing of reports, essays, narratives, formal/informal letters and other compositions
- To develop the skills of describing processes
- To provide remedial work for students who need to improve their writing skills

TEACHING POINTS	UNIT SECTIONS
Joining sentences	1.4
Punctuation	3.5
Making notes	5.5
Using appropriate language	7.3
Building paragraphs	9.4
Style, tone and content	11.5

#### (ii) Creative writing

##### Objectives:

- to enable students to express themselves creatively through writing

- to enable them to choose appropriate styles to communicate with specific readers
- to develop their awareness of variations in style in writing, ranging from light to serious topics

<b>TOPICS</b>	<b>UNIT SECTIONS</b>
Narrative or discursive essay/article	1.5, 9.5
Writing a film review	3.6
Describing a process	5.7
Personal and business letters	7.7
Life and achievements	11.6

#### **Section IV: Grammar**

**8 Marks**

#### **Objectives:**

- to help students revise the main problem areas of English Grammar
- to enable them to recognise differences in meaning through the use of different grammatical items
- to identify and remedy the common errors in English
- to enable them to use verbs and idioms in appropriate contexts

<b>TEACHING POINTS</b>	<b>UNIT SECTIONS</b>
Simple past, present perfect and past perfect	2.3
Simple+ progressive aspect	4.3
Articles	6.3
Past tenses	8.3
Modal verbs	10.2
Conditional Sentences	12.3
Verbs and Idioms	1.6, 2.7, 3.7, 4.7, 5.8, 6.5, 7.8, 8.7, 9.6, 10.5, 11.7, 12.6

**Section V: Functions****5 Marks****Objectives:**

- to improve students' command of spoken English by practicing the functional language needed in different situations
- to develop their sensitivity to degrees of appropriateness in their use of English
- to extend their range of expressions in English

<b>TEACHING POINTS</b>	<b>UNIT SECTIONS</b>
Expressing reactions	2.5
Appropriateness	4.5
Giving a presentation	5.2
Giving an opinion	6.2
Different styles	7.4
Spoken and written English	8.6
Describing people	12.4

**Section VI: Communication Activities****6 Marks****Objectives:**

- to give students an opportunity to use their English in the class in interesting communicative activities and produce meaningful written work
- to integrate different language skills
- to encourage them to improve their English outside the class by reading widely and practising using English with others

<b>TEACHING POINTS</b>	<b>UNIT SECTIONS</b>
Communication activities	2.4, 5.6, 11.4

**Section VII: Discussion Activities****4 Marks****Objectives**

- to encourage each student to speak
- to familiarise the students with useful interactional expressions needed for :
  1. beginning a discussion
  2. entering a discussion (at a subsequent stage)
  3. interrupting a discussion without giving offence
  4. changing your mind in the course of a discussion
  5. summing up a discussion
- to give each student the opportunity to express their opinion on various issues

### **Teaching Points**

Discussion opportunities are to be found in every unit. These units contain a variety of questions that are expected to promote exchange of views.

---

## SEMESTER 2: FUNCTIONAL ENGLISH 2 (FE 2)

### Syllabus

**Textbook:** *Cambridge Advanced English: Student's Book*

**Units 13 – 24**

Section	Component	Assessment	Marks	Credits	No. of contact hours per week
I	Vocabulary and Word Study	External: 80 %	7	4	4
II	Reading		10		
III	Writing (i) Writing (ii) Creative Writing		10		
IV	Grammar		8		
V	Functions		5		
VI	Communication Activities	Internal: 20%	6	4	4
VII	Discussions Activities		4		
			<b>50</b>	<b>4</b>	<b>4</b>

**Section I: Vocabulary and Word Study**

**7 Marks**

#### **Objectives:**

- to encourage students to expand their active vocabulary
- to increase their range of expression to improve their writing skills
- to develop a sensitivity towards the use of words in appropriate contexts and

situations

- to develop an awareness of the connotations of different vocabulary items

<b>TEACHING POINTS</b>	<b>UNIT SECTIONS</b>
Using prefixes	18.4
Compound Words	20.4
British and American English	14.4
Using synonyms and opposites-2	16.5
Making an emphasis	22.5
Topic-based vocabulary/word study	13.1, 15.1, 16.1, 17.1, 18.1, 19.1, 20.1, 21.1, 22.1, 23.1

## **Section II: Reading**

**10 Marks**

### **Objectives**

- To improve students' reading skills by giving them practice in the subskills of Reading
- To enable them to appreciate the implications and style of a text
- To encourage them to deduce meanings from the context
- To enable to understand information presented graphically

<b>TEACHING POINTS</b>	<b>UNIT SECTIONS</b>
Skimming for general idea	13.3, 14.1, 15.2, 15.6
Scanning for specific information	Same as above
Guessing meanings of unfamiliar words from the context	13.3, 17.2, 22.3, 23.5 etc
Reading and note taking	21.2
Predicting content from clues such as titles, first	17.2

paragraphs, key words etc.	
Appreciating content and style	17.2

### Section III: Writing

10 Marks

#### (ii) Effective Writing

##### Objectives:

- to develop useful practical techniques which will enable students to communicate effectively in writing
- To teach them planning and writing of reports, essays, narratives, formal/informal letters and other compositions
- To develop the skills of describing processes
- To provide remedial work for students who need to improve their writing skills

TEACHING POINTS	UNIT SECTIONS
Joining sentences	13.4
Sequencing ideas	15.3
Expressing feelings	17.5
Word order	19.3
Semantic markers	21.4
A good introduction and conclusion	23.4

#### (iii) Creative writing:

##### Objectives:

- to enable students to express themselves creatively through writing
- to enable them to choose appropriate styles to communicate with specific readers

- to develop their awareness of variations in style in writing, ranging from light to serious topics

TOPICS	UNIT SECTIONS
Short story or letter	13.6
Using information from a reading passage in a writing task	15.7
Describing a family event	17.6
Writing CVs	19.7
Newspaper article and editorial	21.5
Reacting to a controversial text	23.6

#### Section IV: Grammar

**8 Marks**

#### Objectives:

- to help students revise the main problem areas of English Grammar
- to enable them to recognise differences in meaning through the use of different grammatical items
- to identify and remedy the common errors in English
- to enable them to use verbs and idioms in appropriate contexts

TEACHING POINTS	UNIT SECTIONS
Indirect speech	14.2
Comparing and contrasting	16.4
Emphasis	18.2
The future and degrees of certainty	20.3
-ing and to -	22.2
Special uses of the Past	24.2
Verbs and Idioms	13.7, 14.5, 15.8, 16.7, 17.8, 18.7, 19.8, 20.7, 21.6, 22.8, 23.7, 24.3

**Section V: Functions****5 Marks****Objectives:**

- to improve students' command of spoken English by practicing the functional language needed in different situations
- to develop their sensitivity to degrees of appropriateness in their use of English
- to extend their range of expressions in English

<b>TEACHING POINTS</b>	<b>UNIT SECTIONS</b>
Describing a place	16.6
Expressing feelings	18.5
Spelling and pronunciation	14.3, 20.6
Emphasis	18.2
Using stress and rhythm	22.6
Reading aloud	24.4

**Section VI: Communication Activities****6 Marks****Objectives:**

- to give students an opportunity to use their English in the class in interesting communicative activities and produce meaningful written work
- to integrate different language skills
- to encourage them to improve their English outside the class by reading widely and practising using English with others

<b>TEACHING POINTS</b>	<b>UNIT SECTIONS</b>
Communication activities	15.4, 18.6

**Section VII: Discussion Activities****4 Marks**

## **Objectives**

- to encourage each student to speak
- to familiarise the students with useful interactional expressions needed for :
  - (i) beginning a discussion
  - (ii) entering a discussion (at a subsequent stage)
  - (iii) interrupting a discussion without giving offence
  - (iv) changing your mind in the course of a discussion
  - (v) summing up a discussion
- to give each student the opportunity to express their opinion on various issues

## **Teaching Points**

Discussion opportunities are to be found in every unit. These units contain a variety of questions that are expected to promote exchange of views.

---