

**JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY  
KAKINADA**

**I Year B.Tech. ECE**

<b>T</b>	<b>P</b>	<b>C</b>
<b>2+1*</b>	<b>0</b>	<b>4</b>

**ENGLISH**

**1. INTRODUCTION :**

In view of the growing importance of English as a tool for global communication and the consequent emphasis on training students to acquire communicative competence, the syllabus has been designed to develop linguistic and communicative competence of Engineering students. The prescribed books and the exercises are meant to serve broadly as students' handbooks.

In the English classes, the focus should be on the skills of reading, writing, listening and speaking and for this the teachers should use the text prescribed for detailed study. For example, the students should be encouraged to read the texts/selected paragraphs silently. The teachers can ask comprehension questions to stimulate discussion and based on the discussions students can be made to write short paragraphs/essays etc.

The text for non-detailed study is for extensive reading/reading for pleasure by the students. Hence, it is suggested that they read it on their own with topics selected for discussion in the class. The time should be utilized for working out the exercises given after each section, as also for supplementing the exercises with authentic materials of a similar kind for example, from newspaper articles, advertisements, promotional material etc.. *However, the stress in this syllabus is on skill development and practice of language skills.*

**2. OBJECTIVES:**

- a. To improve the language proficiency of the students in English with emphasis on LSRW skills.
- b. To equip the students to study academic subjects with greater facility through the theoretical and practical components of the English syllabus.
- c. To develop the study skills and communication skills in formal and informal situations.

**3. SYLLABUS :**

**Listening Skills:**

Objectives

1. To enable students to develop their listening skill so that they may appreciate its role in the LSRW skills approach to language and improve their pronunciation
2. To equip students with necessary training in listening so that can comprehend the speech of people of different backgrounds and regions

*Students should be given practice in listening to the sounds of the language to be able to recognise them, to distinguish between them to mark stress and recognise and use the right intonation in sentences.*

- Listening for general content
- Listening to fill up information
- Intensive listening
- Listening for specific information

**Speaking Skills :**

Objectives

1. To make students aware of the role of speaking in English and its contribution to their success.
2. To enable students to express themselves fluently and appropriately in social and professional contexts.

- Oral practice
- Describing objects/situations/people
- Role play – Individual/Group activities (Using exercises from all the nine units of the prescribed text: *Learning English : A Communicative Approach.*)

- Just A Minute(JAM) Sessions.

**Reading Skills:**

Objectives

1. To develop an awareness in the students about the significance of silent reading and comprehension.
2. To develop the ability of students to guess the meanings of words from context and grasp the overall message of the text, draw inferences etc.

- Skimming the text
- Understanding the gist of an argument
- Identifying the topic sentence

- Inferring lexical and contextual meaning
- Understanding discourse features
- Recognizing coherence/sequencing of sentences

**NOTE :** *The students will be trained in reading skills using the prescribed text for detailed study. They will be examined in reading and answering questions using 'unseen' passages which may be taken from the non-detailed text or other authentic texts, such as magazines/newspaper articles.*

#### **Writing Skills :**

##### Objectives

1. To develop an awareness in the students about writing as an exact and formal skill
2. To equip them with the components of different forms of writing, beginning with the lower order ones.

- Writing sentences
- Use of appropriate vocabulary
- Paragraph writing
- Coherence and cohesiveness
- Narration / description
- Note Making
- Formal and informal letter writing
- Editing a passage

#### **4. TEXTBOOKS PRESCRIBED:**

In order to improve the proficiency of the student in the acquisition of the four skills mentioned above, the following texts and course content, divided into **Eight Units**, are prescribed:

##### **For Detailed study**

- 1. LEARNING ENGLISH: A Communicative Approach**, KAKINADA: Orient Longman, 2006. (Six Selected Lessons)

##### **For Non-detailed study**

- 2. WINGS OF FIRE: An Autobiography – APJ Abdul Kalam**, Abridged version with Exercises, Universities Press (India) Pvt. Ltd., 2004.

#### **A. STUDY MATERIAL:**

##### Unit –I

1. Astronomy from LEARNING ENGLISH: *A Communicative Approach*, Orient Longman, 2005.
2. Chapters 1-4 from Wings of Fire: An Autobiography – **APJ Abdul Kalam, an abridged version with Exercises, Universities Press (India) Pvt. Ltd.,2004**

##### Unit –II

3. Information Technology from LEARNING ENGLISH: *A Communicative Approach*, **Orient Longman, 2005.**
4. Chapters 5-8 from Wings of Fire: An Autobiography – **APJ Abdul Kalam, an abridged version with Exercises, Universities Press (India) Pvt. Ltd.,2004**

##### Unit –III

5. Humour from LEARNING ENGLISH: *A Communicative Approach*, **Orient Longman, 2005.**
6. Chapters 9-12 from Wings of Fire: An Autobiography – **APJ Abdul Kalam, an abridged version with Exercises., Universities Press (India) Pvt. Ltd.,2004**

##### Unit –IV

7. Environment from LEARNING ENGLISH: *A Communicative Approach*, **Orient Longman, 2005.**
8. Chapters 13-16 from Wings of Fire: An Autobiography – **APJ Abdul Kalam, an abridged version with Exercises, Universities Press (India) Pvt. Ltd.,2004**

##### Unit –V

9. Inspiration from LEARNING ENGLISH: *A Communicative Approach*, **Orient Longman, 2005.**
10. Chapters 17-20 from Wings of Fire: An Autobiography – **APJ Abdul Kalam, an abridged version with Exercises, Universities Press (India) Pvt. Ltd.,2004.**

##### Unit – VI

11. Human Interest from LEARNING ENGLISH: *A Communicative Approach*, **Orient Longman, 2005.**

12. Chapters 21-24 from Wings of Fire: An Autobiography – APJ Abdul Kalam, an abridged version with Exercises, Universities Press (India) Pvt. Ltd., 2004.

\* Exercises from the lessons not prescribed shall also be used for classroom tasks.

**Unit – VII**

**Exercises on**

Reading and Writing Skills  
Reading Comprehension  
Situational dialogues  
Letter writing  
Essay writing

**Unit – VIII**

**Practice Exercises on Remedial Grammar covering**

Common errors in English, Subject-Verb agreement, Use of Articles and Prepositions, Tense and aspect

**Vocabulary development covering**

Synonyms & Antonyms, one-word substitutes, prefixes & suffixes, Idioms & phrases, words often confused.

**REFERENCES :**

1. **Strengthen Your English**, Bhaskaran & Horsburgh, Oxford University Press
2. **Basic Communication Skills for Technology**, Andrea J Rutherford, Pearson Education Asia.
3. **Murphy's English Grammar with CD**, Murphy, Cambridge University Press
4. **English Skills for Technical Students** by Orient Longman
5. **Everyday Dialogues in English** by Robert J. Dixson, Prentice-Hall of India Ltd., 2006.
6. **English For Technical Communication**, Vol. 1 & 2, by K. R. Lakshmi Narayanan, Sci tech. Publications.
7. **A Hand book of English for Engineers & Technologists** by Dr. P. Eliah, B. S. Publications.
8. **Developing Communication Skills** by Krishna Mohan & Meera Benerji (Macmillan)
9. **Speaking and Writing for Effective Business Communication**, Francis Soundararaj, MacMillan India Ltd., 2007.
10. **The Oxford Guide to Writing and Speaking**, John Seely, Oxford