<u>**ANNEXURE**</u>

STATE BOARD OF TECHNICAL EDUCATION & TRAINING, TAMILNADU
DIPLOMA IN ENGINEERING / TECHNOLOGY SYLLABUS
M-SCHEME
(Implements from the Academic year 2015-2016 onwards)

Course Name   :All branches of Diploma in Engineering and Technology and Special
                            Programmes except HMCT and film & TV.

Subject Code   :   30011

Semester   :   I Semester

Subject Title   :   **COMMUNICATION ENGLISH – I**

<u>**TRAINING AND SCHEME OF EXAMINATION:**</u>

No. of Weeks per Semester: 15 Weeks

Subject	Instructions		Examination			
Communication English - I	Hours / Week	Hours / Semester	Marks			Duration
	5 Hrs.	75 Hrs.	Internal Assessment	Semester Examination	Total	
			25	75	100	3 Hrs

RATIONALE

With the increasing variety of options and opportunities emerging for Diploma students, fulfilling their communication needs become highly important. Proficiency in communication can equip them to be confident and to cope with the employment and educational situation in any part of the world. Communication levels inspire higher aspiratory levels in the process of upward mobility in career and socio-cultural evolution of the young individuals. At the end of the course the student should be able to express himself in oral and written communication effectively.

SPECIFIC INSTRUCTIONAL OBJECTIVES

All the four skills - listening, speaking, reading and writing - should be developed in the communication process for a polytechnic student who is at the intermediate level and transitional period from school to college.

Silent reading of the English text book acquaints him with the grammatical structures and the nuances of the language indirectly and also triggers reaction in the thinking process according to the student's specific learning background. Loud

reading equips the student with confidence and practice for oral communication. Both these should be given due importance in the class room situation.

Developing listening skills equip them with the necessary focus in understanding oral communication without difficulty to react and interact properly. Proper exposure in developing these two skills facilitates speaking and writing which are very essential in day to day interaction in any official, social or personal context. Matching to the entry level quality of the polytechnic student and his technical background, this text book is aimed at fulfilling the needs of all the four communication skills with suitable texts, language exercises and activities.

Grammar items prescribed in the syllabus are embedded in the prescribed texts to make the teaching learning process contextualised and activity based to ensure proper textual orientation. Exercises and group activities are given in the text itself for the students to get practiced.

<u>30011 COMMUNICATION ENGLISH – I</u>

DETAILED SYLLABUS

Contents: Theory

Content	Competencies	Transactional Strategies	Learning Outcomes	Contact Hrs.
Unit I **Names & Actions**	Grammar **Nouns & Verbs**	Through Activities Presentation: Practice: Use Presentation of Rules Adequate Contextual examples Practice	Identify nouns & Verbs Distinguish & use singular & plural nouns Differentiate tense (time) from verbs (actions) Learn tense using timelines	7
	Listening **Plurals, past tense endings**	Activities to sensitize Pronunciation of Plurals & Past tense verbs endings Activities: homophones	Distinguish the Pronunciation of Past tense & Plural endings Recognize words with similar pronunciation but different spelling & meanings	4
	Reading	Task based: Factual, Inferential Vocabulary & Experiential questions	Comprehend & respond to simple texts	4

Unit 2 **Description & Connections**	Grammar **Adjectives & Prepositions**	Through activities Presentation: Practice: use Presentation of rules Adequate contextual examples Practice	Recognize adjectives Transform adjectival forms (Word level) Compare prepositions & use them in context Use adjectives & prepositions productively in speech and writing	6
	Listening	Activities Rhyming sounds Homophones	Identify and use appropriate pronunciation	4
	Speaking & Writing	Activities: Pair work, individual Work	Introduce themselves & describe friends using adjectives	2
	Reading	Task based Factual, Inferential Vocabulary & Experiential questions	Comprehend, interpret & analyze simple reading passages	3
Unit 3 **Resources & Environment**	Grammar **Kinds of sentences Phrases, clauses sentences Negative sentences Articles**	Through Activities Presentation, Practice, Use Presentation of Rules Adequate contextual practice	Recognize kinds of sentences Convert sentences as directed Differentiate phrases, clauses, sentences, Use articles Identify & use negative sentences	7
	Listening	Activities Homophones	Distinguish & use words with similar pronunciation	2
	Reading	Task based: Factual, Inferential Vocabulary & Experiential questions	Draft main points Comprehend, interpret & analyze small passages	4
	Writing **Punctuation**	Activity	Use Capitals, Commas & Periods	2

Unit 4	Writing **Visual to Verbal Paragraph (using linkers) Messages**	5-step writing process • Pre-writing (brainstorming) • Clustering/grouping ideas • Rough draft • Revision/editing • Final draft Activities/tasks	Interpret visuals Brainstorm, organize & write paragraphs using linkers Write messages for given contexts	15
Unit 5	Writing **Ads Personal letters [Invitation, Permission& thanking] Develop hints**	Activities/ tasks (sample, guided controlled, free)]	Develop hints Write ads Identify & compose personal letters for different purposes	15
	Reading	Task based: Factual, Inferential Vocabulary & Experiential questions	Comprehend, interpret & analyze texts	

Time: 3 Hours   **Maximum Marks: 75**

I. Answer <u>any ten</u> of the following: **10 X 3 = 30**

1. Find the odd word in each group according to pronunciation.

   a) Wood, would, mood, could
   b) Shut, cut, mutt, put
   c) Walked, talked, mocked, planted

2. Identify short and long sounds and write "short" or "long" next to each word.

   a) bit ---   b) sleep ---   c) pool ---

   d) beat ---   e) pull ----   f) slip ----

3. Fill in the blanks with the suitable word from the homophones given in brackets.

   a) He asked the conductor what the bus ____ was. (fair / fare)

   b) The convict was put in the _____. (cell /sell)

   c) The passengers use the _____ as the escalators do not function.

          (Stairs/stares)

4. Fill in the blanks with plural form of the word given in the bracket.

   a) A porter carries tiffin _____ (box).

   b) They travel by different _____ (mode) of transport.

   c) The farmers buy _____ (cow) in the market.

5. Find the odd word based on the verb form.

   a) made, play, make, plan
   b) sell, help, tell, hell
   c) would, might, should, fight

6. Identify the tense forms used in the following sentences.

   a) I am writing the examination now.

   b) I like sweets.

   c) I went to Chennai last week.

7. Identify three naming words in the following sentence

   Raju went to the library to collect the books from the clerk.

8. Identify three action words in the following sentence

   He took a piece of paper, wrote a poem and read it to the class.

9. Fill in the blanks with appropriate adjectives given in brackets.

    a) I wear a _____ (white / pure) shirt.
    b) They like to read _____ (comic / comedy) books.
    c) People prefer to travel by _____ (locale / local) trains.

10. Fill in the blanks with suitable prepositions.

    a) The college begins ____ (on / at) 8.30 A.M every day.

    b) My birthday falls _____ (on / in) 10th July.

    c) I was born ____ (in / on) 1990.

11. Fill in the blanks with suitable articles in the following sentences.

    a) Gopinath is ____ enterprising person.

    b) Ooty is ____ tourist spot.

    c) My mother goes to ____ market.

12. Correct the Spelling.

1. apearans 2. sindetic 3. treetmend

II. Answer <u>any five</u> of the following.   **5x3=15**

1. Underline the main clause in the following sentences.

    a) As soon as the teacher entered the class, the students greeted her.

    b) Being sick, I did not attend the meeting.

    c) Though he was an orator, he did not deliver an impressive speech.

2. Underline the subordinate clause in the following sentences.

    a) I met the girl who had helped me.

    b) I bought a table that costs Rs.1000.

    c) As he is suffering from a fever, he goes to meet the doctor.

3. Rearrange the jumbled words into meaningful sentences

    a) a, writes, in, Kumar, the, room, class, letter.
    b) learn, the, grammar, students.
    c) doctor, kala, an, is, efficient.

4. Frame questions for the following responses

    a) The rainbow looks very beautiful.

    b) I met my friend in his college.

    c) The Class will start at 9 O' clock.
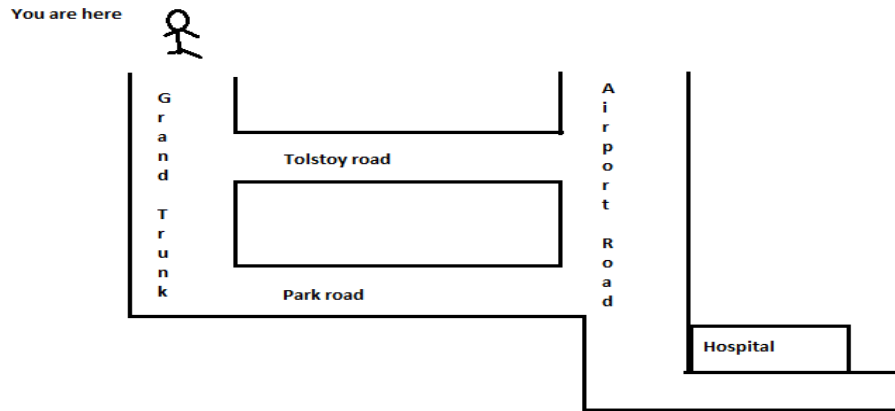
5. Convert the statements into exclamatory sentences.

    a) The tiger is a very ferocious animal.
    b) His handwriting is very good.
    c) The moon is very bright today.

6. Punctuate and use capital letters wherever necessary:

a) ram is in london at present

b) when sheela wants to buy a house her husband objects

c) our parliament is in new delhi

7. A man approaches you to direct him to a nearby hospital. Give three directions using imperative form.

III. Answer the following   3 x 5 = 15

1. Read the questions and find answers in the given paragraph.

a) Who is Sona to the speaker of this passage?

b) Does Sona study?

c) How old is Sona?

d) Describe Sona's appearance.

e) What is your opinion of Sona?

SONA

My niece Sona is an adorable girl. She is five years old, but is tall for her age. She has curly, dark black hair and black eyes. When she smiles, her little white teeth seem to light up her face. Sona is also a friendly girl. She is always playing funny jokes on people to make them laugh. She likes to talk a lot to show how smart she is. She is always eager to recite lessons or poems. Finally, my niece Sona is a very

active little girl. She goes to nursery school every day, and she loves to play. She plays ball in the yard with her friends after school. Other times, she likes to play quietly with her Barbie dolls. I love my little niece, Sona and if you saw her you would love her, too.

2. a) Describe a "market" (5 sentences)

OR

b) Write your experience on the first day in a polytechnic college (5 sentences).

3. Write a letter to your friend inviting him for your birthday celebrations to be arranged at your home.

IV. Answer <u>any three</u> of the following.   **3 x 5 = 15**

1. Write a short message to your friend about being late to college as you have missed the bus because of the traffic in your area.

2. Study the visual carefully and write five sentences:
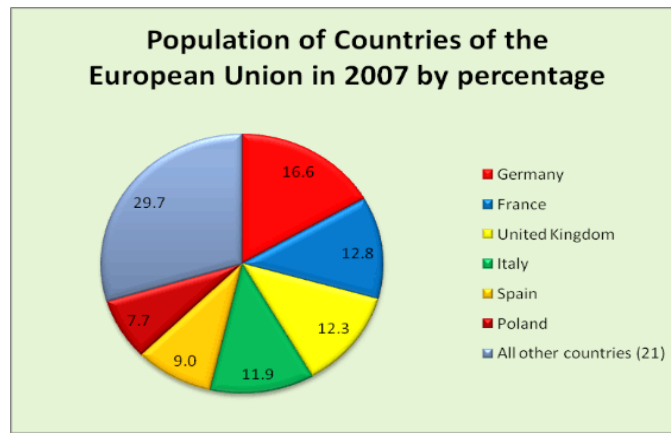

The Dark Side of Smoking...!

3. Fill up the blanks by choosing the suitable linkers given in brackets.

(then, thus, and, because, so)

Yesterday I was working in my office without break for tea, even after 5 P.M. The time was 6.00 P.M. I felt so tired _____ of it. _____, I went to a restaurant and had a cup of coffee. _____, I went for a walk _____ later resumed my work in the office. Relaxation _____ helps us to refresh ourselves, even after a tiresome work.

4. Study the given pie chart and <u>write a paragraph</u> of 50 words.

Population of Countries of the European Union in 2007 by percentage

- Germany
- France
- United Kingdom
- Italy
- Spain
- Poland
- All other countries (21)

16.6 | 12.8 | 12.3 | 11.9 | 9.0 | 7.7 | 29.7

5. Develop the following hints into a passage of about 50 words.

Madurai—city of temples—famous for Meenakshi temple—tourist spots—NayakarMahal, AlagarKoil, Tiruparankundram—lots of hotels of various categories—ordinary to 5 star hotels—parks, playgrounds, gyms, swimming pools, theatres, shops, malls—bus-stands, railway stations, airport

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Annexure – I

Guidelines for setting question paper
Semester – I

Vocabulary based questions like (Q 1.1, 1.2, 1.3, and 1.12) may be taken from the textbook.
Q 1.1 & 1.2   odd words - short & long words
- ❖ Mono and disyllabic common words used in day to day life should be given for identifying the phonetically odd word

Q 2.7 Road Map
- ❖ The question should have instruction 'Give three directions using imperative form'

Q 3.1 comprehension
- ❖ Questions should precede the paragraph

Q 4.4 verbal to visual
- ❖ Paragraphs should be selected in such a way that they lend themselves to converting into graphics / flow chart / bar chart / pie chart or table

Q 4.5 Hints development
- ❖ Should be about popular places, festivals & well known Simple stories

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