



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

Programme: GENERAL ENGLISH

(1 & 2 Semesters)

w.e.f. AY 2023-24

COURSE STRUCTURE

Semester	Course Number	Course Name	No. of Hrs/Week	No. of Credits
Semester-I	1	A Course in Communication and Soft Skills	4	3
Semester-II	2	A Course in Reading & Writing Skills	4	3

SEMESTER-I

COURSE 1: A COURSE IN COMMUNICATION AND SOFT SKILLS

Theory

Credits: 3

4 hrs/week

Objectives & Outcomes

By the end of the course the learner will be able to:

- Understand the importance of listening and practice effective listening.
- Use grammar effectively for accuracy in writing and speaking.
- Use relevant vocabulary in everyday communication.
- Acquire ability to use Soft Skills in professional and daily life.
- Confidently use the skills of communication.

I. UNIT: Listening Skills

- a. Importance of Listening
- b. Types of Listening
- c. Barriers to Listening
- d. Effective Listening

II. UNIT: Phonetics

- a. Sounds of English: Vowels and Consonants
- b. Syllable
- c. WordStress
- d. Intonation

III. UNIT: Grammar

- a. Concord
- b. Articles
- c. Prepositions
- d. Tenses
- e. Question tags

IV. UNIT: Speaking Skills

- a. Greetings & Introduction
- b. Asking and Giving Information
- c. Yes, We Can Barack Obama
- d. Agreeing/ Disagreeing
- e. A Leader Should Know How to Manage Failure Dr. A.P.J. Abdul Kalam

V. UNIT: Soft Skills

- a. SWOC
- b. Attitude
- c. Emotional Intelligence
- d. Netiquette
- e. Interpersonal Skills

References:

1. Soft Skills, Dr. Alex (New Delhi: S. Chand & Company Ltd) 2009.
2. Interpersonal Skills Training, Philip Burnard (New Delhi: Viva Books Private Ltd)
3. Soft Skills for Everyone, Jeff Butterfield (New Delhi: Cengage Learning India Pvt Ltd) 2012
4. Emotional Intelligence, Daniel Goleman (London: Bloomsbury Publishing) 1996
5. A Text Book of English Phonetics for Indian Students, Balasubramanian
6. A Handbook for English Language Labor, E. Suresh Kumar, P. Sreehari
7. Communication Skills (2nd Edition), Sanjay Kumar & PushpLata, Oxford University Press, 2016.

Activities:

Make the students listen to news excerpts.

Watch interviews and speeches on You Tube.

Role plays on formal and informal conversations.

SEMESTER-II
COURSE 1: A COURSE IN READING & WRITING SKILLS

Theory

Credits: 3

4 hrs/week

Objectives & Outcomes

By the end of the course the learner will be able to:

- Use reading skills for effective comprehension.
- Build up a repository of active vocabulary.
- Own writing strategies in academic skills.
- Enable writing skills for future purposes.
- Enhance communicative competence through Reading and Writings skills acquired.

I. UNIT

Poetry	:1.Ulysses	Alfred Lord Tennyson
Skills	:2. Vocabulary: Conversion of Words	
	:3. One Word Substitutes	
	:4.Collocations	

II. UNIT

Prose	:1. The Best Investment I Ever Made	A.J.Cronin
Non-Detailed Text	:2.Florence Nightingale	AbRAR Mohsin
Skills	: 3.Skimming and Scanning	

III. UNIT

Prose	:1.TheNight Train at Deoli	RuskinBond
Poetry	: 2. Stopping by Woods on a Snowy Evening	Robert Frost
Skills	:3.Reading Comprehension (Top Down, Bottom Up and Schema Theory)	
	:4. Note Making/ Taking	

IV.UNIT

Poetry	:1.Night of the Scorpion	Nissim Ezekiel
Skills	:2.Expansion of Ideas	
	:3.Notices, Agendas and Minutes	

V.UNIT

Non-Detailed Text	: 1.An Astrologer's Day	RK Narayan
Skills	:2. Curriculum Vitae and Resume	
	:3. Letters	
	:4.E-Correspondence	

References:

1. Communication Skills (2nd Edition), Sanjay Kumar &PushpLata, Oxford University Press, 2016.
2. The New Oxford Guide to Writing, Thomas. S. Kane,

3. Reading Skills: How to Read Better and Faster- Speed Reading, Reading Comprehension & Accelerated Learning (2nd Edition), Nick Bell.
4. English Vocabulary in Use: Upper Intermediate, Cambridge University Press.

Activities:

Asking the students to prepare a model resume.

Quiz on one word substitutes.

Collocation pair activity.

Asking the students to read news clippings and make notes.

SEMESTER THREE SYLLABUS: UNITS AND COMPONENTS

UNIT I: ESSENTIALS OF SENTENCE CONSTRUCTION

- a. Expressing Ability and Possibility
- b. Expressing Necessity and Obligation
- c. Expressing Suggestion / Advising
- d. Expressing Permissions and Requests and Inviting and Offering

UNIT II: VOCABULARY IN CONTEXT

- a. Vocabulary for Everyday Conversations
- b. Vocabulary for Public Spaces
- c. Vocabulary for Workspace
- d. Vocabulary for Academic Purposes

UNIT III: STRENGTHENING SENTENCE SKILLS FOR ORAL AND WRITTEN COMMUNICATION

- a. Sentence Analysis
- b. Reporting
- c. Compare and Contrast
- d. Connectors and Clauses

UNIT IV: ANALYSING AND DEVELOPING PARAGRAPHS

- a. Brainstorming
- b. Mind mapping
- c. Understanding a Paragraph
- d. Paragraph Analysis
- e. 2-minute speaking

UNIT V: DESCRIPTIONS AND NARRATIONS

- a. Paraphrasing
- b. Summarizing
- c. Writing a Paragraph
- d. Analysis of the Essay
- e. Descriptive and Narrative essays

SEMESTER THREE SYLLABUS (Revised)

S. No	Theme/Topic	Listening	Speaking	Reading	Writing	Grammar
1.	<p>Describing Self, Others Places Hobbies, interests, Objects Process</p> <p>2.1 and 2.3 from Eng pro I SWB</p> <p>1.1.3b</p> <p>Unit 5</p>	<p>1. Listening for specific information 2. Listening for details</p>	<p>1.Using language exponents to describe self, hobbies, interests, others; places, objects, and processes</p> <p>Modality: Pair/Group work</p>	<p>1.Read texts that describe places, objects/processes 2. Identify the main idea and supporting details; 3. Infer Vocabulary</p>	<p>1.Write a description of a person, a place, an object, and a process Write descriptive essays</p>	<p>adjectives relative clauses prepositions passives declaratives</p>
2.	<p>Sharing Information Opinion Ideas</p> <p>Unit 1c</p>	<p>1.Listening for specific information 2. Listening for details</p>	<p>1.Using language exponents to i) provide information ii) express one’s opinion iii) share ideas</p> <p>Modality: Pair/Group work</p>	<p>1.Reading information booklet and brochure 2.Read an article and understand the writer’s stand, ideas expressed by the writer</p>	<p>1.Prepare a notice giving details/information 2.Write a short article responding to an issue 3. Write a letter giving information, letter to the editor of a newspaper</p>	<p>different ways of expressing one’s opinion- phrases like ‘I would say that...’ ‘I guess that...’ ‘I bet that...’ ‘I assume that...’ ‘I gather that...’ ‘My impression is that...’ ‘I am sure that...’ Sequencing of information- use of appropriate linkers</p>

3.	<p>Seeking</p> <p>Information Clarification Opinion Permission advice</p> <p>2.4.7 Unit 1d</p>	<p>1.Listening for specific information 2.Listening for details Inferencing</p>	<p>1.Using language exponents to</p> <p>i. ask for information ii. request for clarification iii. seek one’s opinion iv. ask someone’s advice, permission</p>	<p>1. Read short texts (dialogues in different Contexts/situations)</p>	<p>1. Write short notes, 2. letters of permission, 3. letters of request, 4. answering queries, 5.giving advice, 6.writing messages</p>	<p>Interrogatives Direct and indirect questions</p> <p>Modals The language of requests- appropriate vocabulary</p>
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4.	Responding Agreement Disagreement Acceptance Denial Declining Units 3 and 4	1.Listening for specific information 2. Listening for details 3. Inferencing	1.Using language exponents to i) completely agree ii) partially agree iii) disagree iv) partially disagree v) accept the other person’s views/ideas/opinions vi) decline politely what the other person says/expresses	1.Read short texts 2.dialogues, 3.letters of acceptance, 4.letters declining invitations	Write 1.letters , 2. notes, 3.messages 4.expressing agreement, 5 expressing disagreement	Connectors, Negation, Describing causal relationships Conditionals
5.	Discussing Units 3 and 4 Issues Events Experiences Developments	1.Listen to a group discussion and identify i) the main idea/s ii) supporting details iii) infer messages not explicitly stated	1.Using language exponents to i) initiate a discussion ii) take turns iii) interrupt politely iv) arrive at a consensus v) conclude	1.Read short texts, 2.newspaper articles, 3.narratives	1.Write paragraphs discussing i) issues of social relevance ii) events iii) developments iv) experiences 2.Write analytical, argumentative essays on current topics	Reporting about past Past versus Present Past versus Present Perfect Past versus Past Perfect Reported speech Predicting and Proposing-The Future