I OBJECTIVES

To introduce students, in a graded manner, to the communicational skills of Reading, Writing, Listening and Speaking. The development of these basic languages skills is an objective which can be achieved when students get instruction in small groups of not more than 30 students in each group.

II ELIGIBILITY

This course will be offered in the first year of B.A./B.Sc.

1. Reading

(a) Developing reading habits by independent reading with enjoyment (Extensive reading), Students will be asked to read three books (short, abridged versions of stories, fold-talks, novels etc.) either out of those listed or from outside the list. These will be read by them at home and the teacher can ask simple questions in the class. When they have finished reading they will be
asked to write a short outline of the story of each book in a separate record book, which will be evaluated at the end of the year by two examiners including the class-teacher, by holding a simple viva test on the books read by the students.

(This list is suggestive, not comprehensive. The teacher may suggest other books for students keeping in mind the varying abilities of students. Some texts of contemporary English may also be suggested.)

(b) Developing Comprehension Skills

This will be done by guided intensive reading of prescribed text in the classroom, followed by comprehension questions, both factual and inferential.

Newspaper reading for news and current affairs.

Text for guided intensive reading: *English through Reading* Vol.1 by Bhaskaran and Prabhu.

2. Writing.

(a) Reinforcing knowledge of grammatical structure through exercises from the prescribed text given above. This will include correction through reformulation, word-formation, use of same word as different parts of speech, using words in sentences.
(b) Consolidation and expansion of vocabulary drawn from the text prescribed for guided intensive reading, lists of synonyms, antonyms.

(c) Guided composition based on the pattern(s) contained in the various composition exercises in the prescribed text. However, the composition set in the examination will be necessarily the same as that in text. Composition exercises will include writing short descriptive and narrative pieces of 150-200 words, also writing notices, telegrams, filling of pay-in slips and pro formas.

3. ORAL COMMUNICATION

This will include

(a) Training in reading aloud

(b) Training in listening to news broadcasts and short stories, to identify main points.

(c) Training in oral communication for day-to-day routine activities, like

   (i) introducing oneself to people, introducing others

   (ii) making inquiries, seeking information

   (iii) responding to inquiries, supplying information
(iv) making/accepting or refusing offers or invitations.

(v) using some conventions of politeness/courtesy in speech (e.g. 'Excuse me', 'Oh, it's a pleasure' etc.)

4. STUDY SKILLS

Consulting a dictionary for meaning, stress and pronunciation of words.

BOOKS RECOMMENDED

1. Collins Co-Build dictionary
2. Advanced Learner's dictionary.

III. METHODOLOGY

It is possible to implement the course in Communication skills detailed above only if classes are small (i.e. not more than 30 students). The learner-oriented and activity-oriented approach that this course emphasises is possible only in small groups, as success in developing various skills depends on the learner's active role in the class. The teacher's role is to facilitate the learning process by forging a closer
relationship between the teacher and learners and to give individual guidance. Also, it is only in small groups that learners will feel comfortable when they are doing oral practice such as reading aloud, conversation, question-answers etc. The teacher may further sub-divide the class into smaller groups for some activity, such as filling in proformas, collecting lists of vocabulary items from a dictionary etc. or creating situations in the class in which oral skills can be practised.

IV MATERIALS
Apart from the prescribed text, teachers can consult the following materials for classroom work:

(i) Freeman, S. .. Written Communication, Orient Longman,
(ii) ELT Cell, University of Bombay .. Note making and composition Exercises, 1799.
(iii) Saraswathy, V. .. Organised Writing, Book I, Orient Longman.
(iv) Central University, Pondicherry .. Developing Reading Skills, Bk.I
(v) Central University, Pondicherry .. Written Communication I

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TESTING

PART I

One written paper

1. 3 Short answer type questions (with internal choice) to be answered in 26-30 words each, from the book meant for intensive study. .....15 marks

2. Vocabulary and spellings (Text-based) .....10 marks

3. Applied Grammar .....15 marks

   (Articles, Tenses, Voice, Narration, Transformation)

   (Questions set in the examination will be patterned on textual exercises, though sentences set in the examination may not be necessarily from out of the prescribed text/exercises).

4. Composition (exercises similar to those in the text) .....10 marks

5. Telegram Writing .....5 marks

6. Notice (Obituary, change in name, tender, calling
meetings, lost and found etc. and filling up of proformas
and pay-in-slips) ...5 marks
7. Current affairs (10 words) two out of 6 topics) ...10 marks
8. Comprehension of unseen passage of about 150 words containing 5 short questions, and finding a suitable title for the passage .....10 marks

PART II
Continuous internal assessment testing and oral skills .....20 marks
Oral skills will be tested by two examiners (from the department) including the class teacher with the following break up of marks:-
Oral skills .....7 marks
Question-answers, inquiries, etc. as in (3) above ...7 marks
Record book (to be maintained by the students) ...5 marks
Question on Independent Reading .....8 marks*

A student will be required to pass both the parts separately. Marks obtained in both the parts will be shown separately on the certificate.

* Note: The University is yet to take a decision on
this point. As soon as it is done it will be conveyed to all concerned.