

APPENDIX - W

MADURAI KAMARAJ UNIVERSITY

SYLLABUS FOR DIPLOMA IN FUNCTIONAL ENGLISH

This will come into effect from 2004 - 2005

**Aim of the Course**

To enable the learners attain proficiency in the use of English Language – both written and spoken.

**Objectives of the Course**

- 1) To expose the students to varied contexts in which English language is being used in practical life.
- 2) To expose the students to the significant aspects of English grammar so as to enable them attain proficiency in the use of English language.
- 3) To expose the students to classics in prose, poetry and drama so as to enable them gain language skills and develop critical appreciation.
- 4) To develop communication skills in written and spoken English.

**Eligibility for Admission**

A pass in any Certificate Course in English (Communicative English/ Functional English/ Spoken English/ General Proficiency in English).

**The Nature of this Course**

This is an add-on course, open to students, pursuing regular courses of study in all affiliated colleges of Madurai-Kamaraj University. So, it could be conducted one hour a day, either in the early morning (an hour before the commencement of the regular course) or in the evening.

This course is a self-financed programme, and it can be conducted with the assistance of the Faculty of English of the college.

It is a non-semester course. The use of Language Laboratory is advantageous for the effective conduct of this programme.

**The Maximum Strength**

The strength of the students should not exceed the limit of 40 in the class.

### The Duration of the Course

This course has 180 hours of contact sessions, spreading over the whole academic year.

### The Conduct of Examination

The examination is to be held in the first week of March.

### The Main Components of the Course

The course has the focus on 4 major skills of English Language Learning -- Listening, Speaking, Reading & Writing.

#### 1) Listening

Under this categorization, students learn to listen to speeches and conversations and narrations and descriptions; through listening, accent and tone of the language is easily picked up. Functional English in varied situations promotes their communicative ability. The use of recorded speeches, conversations, and narrations by native speakers of English is essential.

#### 2) Speaking

The programme is learner-centred. So, ample opportunity must be given for the learners to express themselves in the classroom.

#### 3) Reading

Reading practice enriches the vocabulary of the learners. Consequently, sentence patterns and structures get fixed into the minds of the learners. So, classics in prose, poetry and drama are prescribed to improve the reading skill.

#### 4) Writing

Students should have ample practice in written English.

The Unitization of the Syllabus and Allotment of Hours for each Unit:

1) Grammar	:	20 hours
2) Phonetics	:	20 hours
3) Mass Communication	:	20 hours
4) Situational English	:	10 hours

5) Public Speaking	:	10 hours
6) Prose	:	15 hours
7) Poetry	:	10 hours
8) Drama	:	20 hours
9) Listening Comprehension	:	10 hours
10) Reading skill	:	10 hours
11) Writing skill	:	10 hours
12) Practice in Viva Voce	:	10 hours
13) Guidance in Project Work	:	10 hours
14) Exercises in Grammar & Phonetics	:	15 hours

### The Number of Papers

The syllabus constitutes 4 components -- namely, 1) Listening Skill, 2) Speaking Skill, 3) Reading Skill, and 4) Writing Skill. There are two theory papers -- 1) one entitled Functional English - Grammar, Phonetics, & Mass Communication, and 2) the other entitled Functional English through Literature, which comprises the reading and writing skill. 3) There is Viva Voce, which tests the listening and speaking skill. 4) There is project work, which constitutes a report of 20 pages length, listing the student's experience as a journalist/reporter/news reader/script writer/creative artist/critic of a masterpiece/creative artist/receptionist in a hotel or some organization/guide in a travel agency.

#### 1) Paper - I

Functional English -- Grammar, Phonetics, & Mass Communication: This paper constitutes three components -- namely, Grammar, Phonetics, & Mass Communication. In Grammar, two main areas are included -- namely, vocabulary, and transformation of sentences. In vocabulary, synonyms, antonyms, homonyms, substitution of a group of words by a single word, and idioms and phrases have to be taught. In phonetics, the following areas, English sounds (vowels, consonants, & diphthongs), stress, intonation, and phonetic transcription of a passage from prose or poem, have to be taught. In Mass Communication, there is scope for developing Spoken English in various contexts.

### Books recommended

- a) J.C. Nesfield : English Grammar, Composition & Usage (revised by N.D. Aggarwala & F.W. Wood), Macmillan.
- b) T. Balasubramanian : A Text book of English Phonetics for Indian Students, Macmillan, New Delhi.
- c) Krishna Mohan & Meera Banerji : Developing Communication Skills, Macmillan, Delhi.

### 2) Paper - II

Functional English through Literature: This paper has the focus on learning English language through literature. It promotes skills in the following areas— 1) Situational English: – the prescribed pieces of literature enable the learner to pick up the expressions in various situations, 2) Public Speaking: – Students have to be trained to make their presentations on the topics envisaged in the texts, such as character analysis, social problems etc., & 3) Written Communication: – Written exercises sharpen their power of expression and develop creativity and critical thinking on the topics covered in the texts. The emphasis is on developing creativity and critical sensibility in the study of small literary pieces in the prescribed texts.

### Books recommended

- a) H.H. Anniah Gowda : The Path of Greatness, S. Chand & Company Ltd., New Delhi.
- b) P.K. Seshadri: The Golden Quill, Macmillan, Chennai.
- c) N. Ramachandran Nair: The Gift, Emerald Publishers, Chennai.

### 3) Viva Voce

Students are advised to listen to radio and television programmes in English. This effort will improve their listening skill and consequently develop their accent and pronunciation of English. Ample practice must be given for toning up the listening comprehension of the taught. Recorded speeches, conversations and narration of stories and events should be played through cassettes and compact discs in the class rooms. For the Viva Voce, familiarization with the prescribed texts is essential. Students' acquaintance with these texts will be tested in the viva voce.

In the Viva Voce, students' communicative skills will be tested in the following manner:

### Listening Comprehension

A passage from any of the three text passage from the texts will be played with the examinee is expected to listen to it carefully, and some five to ten questions posed by the examinee is 10 minutes. The mark allotted is

### Reading Comprehension

A passage from any of the pres examiner and the student will be asked to re reading ability and the pronunciation of th examinee is 10 minutes. The mark allotted is 20.

### Mock Interview

The examinee has to imagine that he has come for an interview, either for a job or for a public programme to be telecast. So, questions will be asked of him, and he has to answer. The time allotted is 10 minutes, and the mark 20.

### Role Play

Here the examinee will be asked to imagine himself as an English teacher or a journalist or medical representative or a VIP. In this hypothetical situation, the examinee will be asked to make his oral presentation. His performance will be assessed for 10 minutes and for 20 marks.

### Speech Making

The examinees have to be given a list of 10 topics from the prescribed texts, and another list of 10 topics on general topics. These two lists of topics have to be specified a day before the commencement of the Viva Voce. Each examinee will be asked to make his presentation for 10 minutes on any topic from the list of 20 topics already informed. And his performance can be assessed for 20 marks.

### 4) Project Work

Students have to submit a project work at the end of the course. They have to work as a guide in a travel agency/a receptionist in an office/a public relations personnel in an organization/a reporter or news reader or script writer in a mass media/a creative artist/a critic, giving critical appreciation of a masterpiece/a teacher/a media personnel, having interaction with a VIP within or outside the college/a translator. After the experience in any of the areas cited above, a report must be prepared in about 20 pages and submitted. The evaluation of the project work has to be done by a staff in the college and by an external faculty.

## DISTRIBUTION OF MARKS

### 1) Paper - I

Functional English – Grammar, Phonetics, & Mass Communication:

Grammar : 30 marks

Phonetics : 30 marks

Mass Communication: 40 marks

### 2) Paper - II

Functional English through Literature:

Ten one sentence answer questions on the prose, poetry and drama texts:

10 x 2 marks = 20 marks

Four paragraph answer questions on the above texts: 4 x 5 marks = 20 marks

Dialogue writing on the situations portrayed in any of the above texts: 10 marks

Public Speaking on two topics suggested in the texts: 2 x 10 marks = 20 marks

Character analysis for two items: 2 x 10 marks = 20 marks

Critical views on a topic occurring in the texts: 1 x 10 marks = 10 marks

### 3) Viva Voce

The Viva Voce will be conducted by the respective college for 100 marks. There are 5 components – namely, 1) Listening Comprehension, 2) Reading Comprehension, 3) Mock Interview, 4) Role Play, and 5) Speech Making. Each of the components will have 20 marks. The assessment will be made by the faculties in the respective colleges.

### 4) Project Work

The mark allotted is 100. The internal examiner will give marks out of 50% and the external examiner will award marks out of 50%. The total of these two marks will be calculated.

The passing minimum in each of the above four items – two theory papers and two practical subjects is 35%.

## PATTERN OF QUESTION PAPER

### 1) Paper - I

Functional English – Grammar, Phonetics, & Mass Communication: The total mark for this paper is 100. The duration is 3 hours. The passing minimum is 35% of marks. Section A = deals with Grammar. The allotted mark for this section is 30. There will be questions on synonyms(5 marks), antonyms(5 marks), homonyms (10 marks), one word substitutes (5 marks), and transformation of sentences (5 marks). So, 5+5+10+5+5=30 marks. Section B = deals with Phonetics. For transcription of a passage, the allotted mark is 15. For stress on a list of 10 words, the mark is 10. For intonation, the mark is 5. So, this section also carries 30 marks. Section C = deals with Mass Communication. There are four questions – one on panel discussion (10 marks), the other on speechmaking (10 marks), the third on resume-writing (10 marks), and the fourth on drafting of minutes (10 marks). On the whole, this section carries 40 marks.

### 2) Paper - II

Functional English through Literature: The total mark for this paper is 100. The duration is 3 hours. The passing minimum is 35% of marks. In Section A, there are ten one sentence answer questions on the prose, poetry and drama texts. The allotted mark is 20(10x2). In Section B, students are expected to write four paragraphs on the prescribed texts – prose, poetry and fiction. The allotted mark is 20 (4 x 5). In Section C, students are expected to write down a conversation on a situation envisaged in the text. The allotted mark for this answer is 10. In Section D, students are asked to draft speeches on any two topics suggested in the texts. The allotted mark for this section is 20 (2 x 10). In Section E, there is character analysis. Students have to write two critical essays, analyzing the characters in the prescribed texts. The allotted mark is 20 (2 x 10). In Section F, students are asked to draft their critical views on a topic in the texts. The allotted mark is 10 (1x10).

### 3) Viva Voce

In the Viva Voce, students' communicative skills will be tested in the following manner: 1) Listening Comprehension = 20 marks, 2) Reading Comprehension = 20 marks, 3) Mock Interview = 20 marks, 4) Role Play = 20 marks, 5) Speech-making = 20 marks. The maximum mark is 100. The passing minimum is 35% of marks.

#### 4) Project Work

Students have to submit a project work at the end of the course. They have to work as a guide in a travel agency/a receptionist in an office/a public relations personnel in an organization/a reporter or news reader or script writer in a mass media/a creative artist/a critic, giving critical appreciation of a masterpiece/a teacher/a media personnel, having an interaction with a VIP within or outside the college/a translator. After the experience in any of the areas cited above, a report must be prepared in about 20 pages and submitted. The evaluation of the project work has to be done by a staff in the college and by an external faculty. The maximum mark is 100. The passing minimum is 35% of marks.

### Model Question Paper for Diploma in Functional English

Paper I — Functional English – Grammar, Phonetics, & Mass Communication

#### Section – A

- 1) Make out the difference of the following pairs of words, by using them in sentences of your own: (10 marks)
  - a) responsive, responsible
  - b) practical, practicable
  - c) popular, populous
  - d) industrial, industrious
  - e) historic, historical
- 2) Give antonyms of the following words: (5 marks)
  - a) Darkness,      b) empty,      c) idle,      d) mar,      e) virtue
- 3) Give synonyms of the following words: (5 marks)
  - a) daring,      b) entire,      c) fury,      d) greet,      e) quit
- 4) Replace the underlined group of words with a single word in each of the following sentences: (5 marks)
  - a) Periyar is a person who had no belief in God.
  - b) She is a person who has not yet married.
  - c) He is a man of many talents.
  - d) Without doubt, he is a gifted orator.
  - e) Without sufficient knowledge, I got involved in this venture.

- 5) Rewrite as directed: (5 marks)
  - a) He is too weak to carry this log of wood. (into a negative sentence)
  - b) He is so timid that he cannot face this conflict. (into a simple sentence)
  - c) That Geetha is beautiful is an unquestionable fact. (into a simple sentence)
  - d) I doubt his honesty. (into a complex sentence)
  - e) In spite of my advice, she has fallen into this affair. (into a compound sentence)

#### Section – B

- 1) Write a transcription of the following passage: (15 marks)

I sailed from Bombay. I did not feel sea-sick. But, as the days passed, I became nervous. I felt shy even to speak to the steward. I was quite unaccustomed to talking English. Almost all passengers spoke English fluently.
- 2) Mark the stress of the following words: (10 marks)
  - a) abstain, b) transition, c) leper, d) experience, e) legacy
- 3) Mark the intonation of the following sentences: (5 marks)
  - a) Who was Fleming?
  - b) Lenin is worshipped as the saviour of Soviet Russia.
  - c) Booker struggled hard for survival.
  - d) Is Alfred Noble a merchant of death?
  - e) Did Lincoln free slaves in his country?

#### Section – C

- 1) Draft a panel discussion on the Cauvery water dispute. (10 marks)
- 2) Make a speech on the advantages and disadvantages of democratic form of government. (10 marks)
- 3) Write a resume, stating all details about your background and attainments. (10 marks)
- 4) Imagine that you are the secretary of your colony. And, in that situation, a meeting is convened to discuss the problems and the avenues for the development of your colony. Write the minutes of the meeting. (10 marks)