



RAGHU ENGINEERING COLLEGE

(Autonomous)

(Approved by AICTE, New Delhi, Permanently Affiliated to JNTU-GV, Vijayanagaram)

Accredited by NBA (EEE, ME, ECE & CSE) & NAAC by A+ Grade)

Dakamarri, Bheemunipatnam Mandal, Visakhapatnam Dist. - 531 162 (A.P.)

Ph: +91-8922-248001, 248002 Fax: + 91-8922-248011

e-mail: principal@raghuenggcollege.com website: www.raghuenggcollege.com

AR 23 REGULATION

I Year- I Semester

Course Code : 23 HS101

L	T	P	C
2	0	0	2

Department of Basic Sciences and Humanities

COMMUNICATIVE ENGLISH

(Common to all Branches of Engineering)

Course Overview

The LSRW Skills Development course is designed to enhance students' proficiency in the four essential language skills: Listening, Speaking, Reading, and Writing. This course provides a comprehensive framework for improving students' language abilities, enabling effective communication, and fostering language fluency across various contexts.

Course Objectives:

The main objective of introducing this course, *Communicative English*, is to facilitate using Listening, Reading, Speaking and Writing skills effectively by the students. It should result in their better comprehending abilities, oral presentations, reporting useful information and with enhanced knowledge of grammatical structures and vocabulary. This course helps the students in using speaking and writing (productive) skills more efficiently and to make them industry- ready

Course Outcomes

- By the end of the course the students will be able to express the context, topic, and specific information from social or transactional dialogues
- Apply grammatical structures to formulate sentence sand useappropriate words and correct word forms.
- Demonstrate communicative competence in formal and informal contexts and for social and academic purposes.
- Critically comprehend and appreciate reading /listening texts, to write summaries based on global comprehension of these texts.
- Create coherent paragraphs essays, letters/e-mails and resume.

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Instructions:

1. The reading texts can be given as podcasts to the students so that their listening skills can be enhanced
2. While listening and reading to the text can be given as homework, the class work for the students can be to discuss and critically evaluate the texts based on the context, purpose or writing the text and understanding it from the author's as well as reader's point of view.
3. Reading as habit for both academic and non-academic (pleasure) purposes has to be inculcated in the students. So training has to be given in intensive and extensive reading strategies.
4. Writing for both academic (assignments, examinations, reports, e-mails/letters etc)
5. The writing tasks given in the class are to be self and peer evaluated by the students before they are finally graded by the faculty.

Note: Please note that the texts given here are just contexts for teaching various language skills and sub skills. The students' ability to use language cannot be confined to comprehending or using the language related to the given texts (textbooks). The given texts can be used only for practice.

6. All the activities to develop language skills have to be integrated and interconnected, within each unit and across the units.
7. Use as many supplementary materials as possible in various modes (Audio, visual and printed versions) in the classroom so that the students get multimode input and will know how to use language skills in the absence of the teacher.

UNIT I

Lesson: HUMAN VALUES: A Power of a Plate of Rice by Ifeoma Okoye (Short story)

- Listening :** Identifying the topic, the context and specific pieces of information by listening to short audio texts and answering a series of questions
- Speaking :** Asking and answering general questions on familiar topics such as home, family, work, studies and interests; introducing oneself and others.
- Reading :** Skimming to get the main idea of a text; scanning to look for specific pieces of information
- Writing :** Mechanics of Writing-Capitalization, Spellings, Punctuation-Parts of Sentences.(That has to be part of the bridge course- 2 weeks before the actual academic programme starts)
- Grammar :** Parts of Speech, Basic Sentence Structures-forming questions
- Vocabulary:** Synonyms, Antonyms, Affixes (Prefixes/Suffixes), Root words.

UNIT II

Lesson: NATURE: Night of the Scorpion by Nissim Ezekiel (Indian and contemporary)

- Listening :** Answering a series of questions about main ideas and supporting ideas after listening to audio texts.
- Speaking :** Discussion in pairs / small groups on specific topics followed by short structure talks.
- Reading :** Identifying sequence of ideas; recognizing verbal techniques that help to link the Ideas in a paragraph together.
- Writing :** Structure of a paragraph - Paragraph writing (specific topics)

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Grammar : Cohesive devices -linkers, use of articles and zero article prepositions.

Vocabulary : Homonyms, Homophones, Homographs.

UNIT III

Lesson : BIOGRAPHY: Steve Jobs

Listening : Listening for global comprehension and summarizing what is listened to.

Speaking : Discussing specific topics in pairs or small groups and reporting what is discussed

Reading : Reading a text in detail by making basic inferences-recognizing and interpreting specific context clues; strategies to use text clues for comprehension.

Writing : Summarizing, Note-making, paraphrasing

Grammar : Verbs - tenses; subject-verb agreement; Compound words, Collocations

Vocabulary : Compound words, Collocations

UNIT IV

Lesson : INSPIRATION: The Toys of Peace by Saki

Listening : Making predictions while listening to conversations/ transactional dialogues without video; listening with video.

Speaking : Role plays for practice of conversational English in academic contexts (formal and informal) - asking for and giving information/directions.

Reading : Studying the use of graphical elements in texts to convey information, reveal trends/patterns/relationships, communicate processes or display complicated data.

Writing : Letter Writing: Official Letters, Resumes

Grammar : Reporting verbs, Direct & Indirect speech, Active & Passive Voice

Vocabulary : Words often confused, Jargons

UNIT V

Lesson: MOTIVATION: The Power of Intrapersonal Communication (An Essay)

Listening : Identifying key terms, understanding concepts and answering a series of relevant questions that test comprehension.

Speaking : Formal oral presentations on topics from academic contexts

Reading : Reading comprehension.

Writing : Writings structured essays on specific topics.

Grammar : Editing short texts –identifying and correcting common errors in grammar and usage (articles, prepositions, tenses, subject-verb agreement)

Vocabulary : Technical Jargons

Textbooks:

1. Pathfinder: Communicative English for Undergraduate Students, 1st Edition, Orient Black Swan, 2023 (Units 1, 2 & 3)
2. Empowering English by Cengage Publications, 2023 (Units 4 & 5)

Suggestion: Instead of giving the syllabus in the form of textbooks it would be better to procure the soft copies of

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individual texts (stories or poems or biographies and non-fiction texts)by the university and make them available on the university website for registered students to access and download.

Reference Books:

1. Dubey, Sham Ji & Co. English for Engineers, Vikas Publishers, 2020
2. Bailey, Stephen. Academic writing: A Handbook for International Students. Routledge,2014.
3. Murphy, Raymond. English Grammar in Use, Fourth Edition, Cambridge University Press, 2019.
4. Lewis, Norman. Word Power Made Easy- The Complete Handbook for Building a Superior Vocabulary. Anchor, 2014.

Web Resources:

GRAMMAR

1. www.bbc.co.uk/learningenglish
2. <https://dictionary.cambridge.org/grammar/british-grammar/>
3. www.eslpod.com/index.html
4. <https://www.learngrammar.net/>
5. <https://english4today.com/english-grammar-online-with-quizzes/>
6. <https://www.talkenglish.com/grammar/grammar.aspx>

VOCABULARY

1. <https://www.youtube.com/c/DailyVideoVocabulary/videos>
2. https://www.youtube.com/channel/UC4cmBAit8i_NJZE8qK8sfpA

AR 23 Communicative English Mapping OF COs with POs

By the end of the course, the learners will be able to:

COs	Course Outcomes Description	Bloom's Taxonomy Level (BTL)
CO1	Express the context, topic, and specific information from social or transactional dialogues.	2
CO2	Apply grammatical structures to formulate sentence sand useappropriate words and correct word forms.	3
CO3	Demonstrate communicative competence in formal and informal contexts and for social and academic purposes.	4
CO4	Critically comprehend and appreciate reading /listening texts, to write summaries based on global comprehension of these texts.	5
CO5	Create coherent paragraphs essays, letters/e-mails and resume.	4

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AR 23 Communicative English CO-PO Mapping

CO 's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO9	PO 10	PO 11	PO 12
CO1	-	-	-	-	-	-	-	-	-	2	-	2
CO2	-	-	-	-	-	-	-	-	-	2	-	2
CO3	-	-	-	-	-	-	-	-	1	3	-	2
CO4	-	-	-	-	-	-	-	-	-	2	-	2
CO5	-	-	-	-	-	-	-	-	-	2	-	2
Average						-			1	2.2		2

1 - Slight (Low); 2 - Moderate (Medium) 3 - Substantial (High)

Program Outcomes (POs)

- Engineering knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to solve complex engineering problems.
- Problem analysis:** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
- Design/development of solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for public health and safety and the cultural, societal, and environmental concerns.
- Conduct investigations of complex problems:** Use research-based knowledge and research methods, including design of experiments, analysis, interpretation of data, and synthesis of the information to provide valid conclusions.
- Modern tool usage:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling to complex engineering activities with an understanding of the limitations.
- The engineer and society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- Environment and sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of and need for sustainable development.
- Ethics:** Apply ethical principles and commit to professional ethics, responsibilities, and norms of the engineering practice.
- Individual and team work:** Function effectively as an individual and as a member or leader in diverse teams and multidisciplinary settings.

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10. **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
11. **Project management and finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's work as a member and leader in a team, to manage projects and in multidisciplinary environments.
12. **Life-long learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

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