

# Functional English - 2

Program in which it is offered: Integrated Master's degree programs

**Course Category: Proficiency**

**Schedule of Offering: Semester II**

**Course Credit Structure: 3**

**Course Code: CK109**

- **Lecture: 3**
- **Tutorial: 0**
- **Practical: 0**

**Contact Hours per week: 3**

**Instructors: Saurabh Singanapalli**

## 1. Introduction

Why do we start to learn a language that is not our mother tongue? Usually, it is because we see some value in that language as a means of transaction and communication, that is, as something that we can use in our day-to-day lives to communicate with others and to make ourselves understood by the people around us. English has become an important transactional language in today's world, and hence there is value in learning it. The larger objective of this course is to enable learners to progressively become confident and articulate communicators in English. We will approach the English language from a communicative and functional perspective, such that students can become familiar with the reading, writing, listening and speaking of English within the contexts most relevant to them. This course is the second of two courses focused on learning the functional aspects of the English language, and will primarily focus on written communication.

## 2. Course Objectives

At the end of this course, learners should be able to:

- Use the English language to carry out a number of regular written communicative functions of day-to-day life
- Write letters, notes and summaries in English
- Write descriptive and argumentative essays in English
- Write short creative and narrative pieces in English
- Use appropriate transition words and discourse markers while writing in English
- Read and understand simple non-narrative texts in English

### 3. Pre-requisites

This course is an entry-level course that introduces the English language, and therefore has no prerequisites. However, it is meant as a continuation of the 'Functional English – 1' course.

### 4. Readings

#### Primary Texts:

1. Swan, M. (2016). *Practical English Usage*, 4<sup>th</sup> edition. Oxford University Press.

#### Subsidiary Reading:

1. Altenberg, Evelyn P. and Robert M. Vago. (2010). *English Grammar – understanding the basics*. Cambridge University Press: Cambridge.
2. Allen, W. S. (2009). *Living English Structure*. Pearson Education.
3. Swan, Michael. (2005). *Practical English Usage*. Oxford University Press.
4. Turton, Nigel D. (1995). *ABC of Common Grammatical Errors*. Macmillan.
5. Doff, A., Thaine, C., Puchta, H., Stranks, J., and Lewis-Jones, P. (2015). *Cambridge English Empower: Elementary A2 level Student's Book*. Cambridge University Press.

### 5. Module-wise topics

#### Module 1: Introduction (4 sessions)

##### Objectives:

- To discuss the importance of knowing how to write in English
- To review and revise basic concepts

##### Topics:

- Why should we learn to write in English?
- Reading and Listening for information
- Vocabulary revision
- Sounds of English revision

#### Module 2: Writing Narratives (7 sessions; Text 1 pp.31-56)

##### Objectives:

- To learn how to write short narrative pieces in English

##### Topics:

- Starting a narrative
- Using time markers and transition words
- Grammar 1: Past, Present and Future tenses

- Developing the narrative
- Ending the narrative
- Using commas, periods and question marks

### **Module 3: Writing Essays** (8 sessions; Text1 pp.1-30)

#### **Objectives:**

- To learn how to write descriptive and argumentative essays in English

#### **Topics:**

- Starting an essay
- Using relative pronouns
- Grammar 2: Commonly used verbs
- Developing a descriptive essay
- Developing an argumentative essay
- Using punctuation marks
- Closing an essay
- Using a dictionary and a thesaurus

### **Module 4: Writing letters, notes, and summaries** (8 sessions; Text 1 pp. 133-172)

#### **Objectives:**

- To learn how to write letters, notes and summaries in English

#### **Topics:**

- Writing formal letters and emails
- Taking notes
- Grammar 3: Determiners and Quantifiers
- Writing summaries
- Responding to messages
- Common errors and misconceptions

### **Module 5: Writing short reports** (7 sessions; Text 1 pp. 209-214)

#### **Objectives:**

- To learn how to write short reports on a text (books, films, plays), an event, or on any academic activity

#### **Topics:**

- The report structure
- Abstracts and Introductions
- Presenting information in the report
- Grammar 4: Prepositions

- Concluding the report
- Crediting sources

### **Module 6: Listening and Idioms** (5 sessions; Text 1 pp.57-67, 332-336)

#### **Objectives:**

- To learn how to train oneself to listen to and understand formal and informal passages in simple English.

#### **Topics:**

- Listening for specific information
- Grammar 5: Active and Passive Voice
- Commonly used abbreviations
- Idioms and phrases

### **Module 7: Conclusion** (6 sessions)

#### **Objectives:**

- To review and revise the various components discussed over the course of the semester

#### **Topics:**

- Reviewing narrative writing
- Revising letters, essays, summaries and reports

## **6. Pedagogy**

The teaching methodology will be mostly lecture- and exercise-oriented. After the introduction of concepts, the students will be required to practice writing tasks by imagining themselves within real-life contexts. Enough time has been allotted within each class session for practicing various skills.

## **7. Evaluation Pattern**

- Mid-semester exam (25%)
- Individual Writing tasks (3) (15%)
- Group tasks (2) (20%)
- Final Exam (40%)