

## **B.A./B.Com. PROGRAMME**

### **CORE ENGLISH LANGUAGE**

#### **COURSE STATEMENT**

1. The course will retain Streaming. The structure of three graded levels of English language learning is required to address the differential learning levels of students and achieve desired competence in a diverse central university like DU.
2. The existing English A, B & C will be renamed as English Language Through Literature, English Fluency and English Proficiency respectively. This will also remove any discriminatory attributes in the existing nomenclature and refocus the pedagogic exercise on the respective objectives of the three streams in an academically thorough and non-hierarchical way.
3. The existing criteria for streaming was discussed thoroughly in the context of almost complete collapse of English B & English C classes across the colleges. This has led to a severely compromised language acquisition among BA/BCom students. At present, streaming has become totally ineffective due to the changed scenario where 98% of BA/BCom programme applicants are from boards where English is offered as a subject in class XII. Currently in DU, a student with minimum pass marks in English in Class XII will do the same English course as a 90% above scorer. Such guaranteed variance in competence standard is a huge pedagogic challenge that stalls the aim of achieving concrete proficiency in the language over two semesters.

In order to address this reality noticed in DU over the last 5-10 years, and further compounded by the reduction in language teaching in CBCS to two semesters, the committee concluded that it is imperative to have additional streaming criteria (NOT ELIGIBILITY OR ADMISSION CRITERIA) to benefit the students in the classroom and in their careers. A hugely participative, online student feedback survey was conducted. Thousands of BA/BCom DU students responded to the detailed questionnaire and helped us to our conclusions.

Based on these findings and the consensus in our meetings, the BA/BCom Programme Cluster Subcommittee proposes the following:

- ❖ As 99% of the BA/BCom Programme students have done English in class 12, Stream them into three learning groups based on their Class XII marks in English:
  - 80% and above: **ENGLISH LANGUAGE THROUGH LITERATURE**
  - 60% and above up to 80%: **ENGLISH FLUENCY**
  - Less than 60%: **ENGLISH PROFICIENCY**
- ❖ Retain the present DU Rule of streaming students who have done English up to Class X and Class VIII to ENGLISH FLUENCY and ENGLISH PROFICIENCY respectively to take care of the 1% who may not have done English up to Class XII

- ❖ Provide 10% relaxation in Class XII English marks while streaming for students who have studied English Elective in class XII.

This proposal is the most academically sound, non-hierarchical and inclusive one we could arrive at and successfully addresses the pedagogical and learning imperative in English language teaching.

4. The revised syllabus proposed here is in sync with the CBCS outline. Additionally, this syllabus works out the specifics of language learning required to enable the students of DU in the process of language acquisition and proficiency as it integrates critical thinking, reading, writing and speaking capabilities without compartmentalising any one or two as the expected focus or outcome of language study. For this purpose, a compiled list of suggested readings collated by the Department of English, DU can be finalised.

## **SYLLABUS**

### **B.A./ B. Com. Programme**

#### **Core English Language:**

#### **English Language Through Literature**

#### **Course Objectives:**

1. Thinking: To develop in students the ability and confidence to process, understand and examine the different kinds of texts (verbal and written) they encounter in everyday life.
2. Enable students to identify and understand social contexts and ethical frameworks in the texts they encounter
3. Doing suitable research: recognizing sources; distinguishing fact from opinion/ editorialization; objective versus subjective pieces
4. Learning to comprehend:
  - listening/reading
  - Skimming; summarising; precis; paraphrasing; making notes.
  - Identifying key topics/argument/idea.
5. Writing goals:
  - Creating an essay: thesis statement; topic sentences, paragraph development and suitable transitions between paragraphs
  - Being able to write in expository, argumentative and descriptive modes
  - Being able to identify and use the characteristic features of various writing forms: letters, programmes, reports/press-releases; newspaper hard news; feature articles; fiction and nonfiction.
  - By the end of the course, students must be able to choose between expository, argumentative, descriptive and narrative writing styles to assemble their own writing
6. Confident Expression:

- Students being able to articulate their own views confidently because their language skills sufficiently empower them to converse, research and collate information from various textual sources, be these verbal or written.

## **Course Outline: SEM I / II**

### **Unit 1: Understanding Everyday Texts**

Aims to help students understand that we are surrounded by texts. So thinking about texts, reading, writing and comprehension are necessary life skills, not merely language skills

**Reading** Texts may include reportage, open letters, campaigns, social reports etc... Skimming and scanning

**Writing:** Descriptive passage (making notes, drafting points); Creating a program sheet

**Speaking:** Make short presentations (2-3 minutes long) showcasing their understanding of any topical issues

**Listening** and responding to short presentations

**Grammar/Vocabulary:** Tenses: verb tenses and ability to use them in a variety of contexts

### **Suggested Readings:**

Edwards, Adrian. ‘Forced displacement worldwide at its highest in decades’. *UNHCR.org*, UNHCR, <http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#>. Accessed 1 June. 2018.

Jadhav, Radheshyam. ‘Groom wanted: Trader, peon...anyone but a farmer’. *Times News Network*, 1 Jan. 2018. <https://timesofindia.indiatimes.com/city/chandigarh/groom-wanted-trader-peonanyone-but-a-farmer/articleshow/62321832.cms>. Accessed 1 June. 2018.

Knapton, Sarah. ‘Selfitis’ - the obsessive need to post selfies - is a genuine mental disorder, say psychologists’. *The Telegraph*, 15 December 2017. <https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/>. Accessed 1 June. 2018.

‘13 letters every parent, every child should read on Children’s Day’. *The Indian Express*, 10 November, 2014.

<http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/>. Accessed 1 June. 2018.

## **Unit 2: Understanding Drama**

Dramatic texts centre human communication; the focus will be to see how speech is connected to character and situation.

**Reading** one-act/short plays to identify different elements of drama (Characterization/ Conflict/ Plot etc.)

**Writing:** Rewriting dialogue for character; Write an alternative playscript for a scene with stage directions; Practice of expository writing: what was the play about?

**Speaking:** Learn to use their voices and bodies to perform/enact a character.

**Listening:** Watch plays live or recorded; study why actors perform the way they do

**Grammar/Vocabulary:** Use of First Person/Second Person/ Third Person

### **Suggested Readings:**

Lakshmi, C.S. ‘Ambai’. ‘Crossing the River’. *Staging Resistance: Plays by Women in Translation*, edited by Tutun Mukherjee. Oxford: Oxford University Press, 2005.

## **Unit 3: Understanding Poetry**

Poetic texts centre the use of language in clear and striking ways: students will learn how poetic language can help them attain brevity and clarity too.

**Reading** poetry to identify tone, imagery, rhythm, rhyme and use of tropes

**Write** and review poems, with particular emphasis on formal elements; Paraphrase poem

Practice of argumentative writing: what is the key idea of the poem?

**Speaking:** **read** poetry out loud, as in poetry slam

**Listen** to others' poetry and prepare responses

**Grammar/Vocabulary:** Modifiers, Synonyms, Antonyms, Homophones, Simile, Metaphor

### **Suggested Readings:**

Angelou, Maya. ‘Caged Bird’, *The Complete Collected Poems of Maya Angelou*. New York: Random House Inc., 1994

Ezekiel, Nissim. ‘Goodbye Party For Miss Pushpa T.S.’, *Collected Poems*. New Delhi: Oxford University Press, 2005

Okara, Gabriel. ‘Once Upon a Time’, *Gabriel Okara: Collected Poems*. Nebraska: University of Nebraska, 2016.

Lawrence, D.H. ‘Last Lesson of the Afternoon’, *The Complete Poems of D.H. Lawrence*. Hertfordshire: Wordsworth Editions, 1994.

### **Unit 4: Understanding Fiction**

Narrative texts use language to recreate experience: students will learn how to order their experiences into meaningful narratives

**Reading** a short story to identify themes, plot structure, characterisation and narratorial voice

**Rewrite** story from another perspective, Redefine characters

**Speaking:** Discuss formal elements of a piece of fiction of their choice

**Listen** to audio clips of writers reading their work/work read aloud to study how fiction uses literary devices and also rhythm, pauses, punctuation etc.

**Grammar/Vocabulary:** Imperatives, Conditional Clauses, Transitions

#### **Suggested Readings:**

Kumar, E. Santhosh. ‘Three Blind Men describe an Elephant’, *Indian Review*, <http://indianreview.in/fiction/malayalam-short-stories-three-blind-men-describe-an-elephant-by-e-santhosh-kumar/>. Accessed 1 June. 2018.

Mistry, Rohinton. ‘The Ghost of Firozsha Baag’, *Tales from Firozsha Bagh*. McClelland & Stewart, 1992.

Joshi, Umashankar. ‘The Last Dung Cake’, *The Quilt from the Flea-market and Other Stories*. Delhi: National Book Trust, 2017.

### **Unit 5: Creating Your Own Voice**

Aims to help students understand that the creation of a unique personal voice is possible through understanding the mechanics of language. This unit will study how different audiences lead us to modify what we wish to say so that our thoughts become accessible and communication is successful.

**Reading:** Texts may include columns, opinion and editorial pieces from newspapers, magazines, social media, online news and e-zines

**Writing:** Examine the process of writing - drafting, editing and revising; respond to what you are reading in the form of a personal essay (preliminary forms can include social posts/ blog structured as a brief personal essay)

**Speaking** about thematically similar content to different audiences, to help students understand how the listener affects form and content

**Listening:** Students' presentations can supply the core listening task; Listen to texts on similar themes, addressed to different audiences (film clips from feature and documentary films; multiple songs on the same theme);

**Grammar/Vocabulary:** Register, Tone, Appropriacy

**Suggested Readings:**

Dixit, Neha. 'Justice Denied: A Road Accident That Wasn't, a Lynching That Was', *The Wire*, 12 April 2018. <https://thewire.in/rights/justice-denied-a-road-accident-that-wasnt-a-lynching-that-was>. Accessed 4 June. 2018.

Khanna, Twinkle. 'This Diwali, let outdated traditions go up in smoke', in 'Mrs. Funnybones', *The Times of India*, 15 October 2017. <https://blogs.timesofindia.indiatimes.com/mrsfunnybones/this-diwali-let-outdated-traditions-go-up-in-smoke/>. Accessed 13 June. 2018.

**TESTING AND EVALUATION:**

**Internal Assessment:** Of 20 marks, 10 marks to be allocated for assessment of Reading and Writing (assignment) and 10 marks for assessment of Speaking and Listening (test)

**Semester I/II Final Examination (75 marks )**

**Reading and Writing skills:**

- Unseen comprehension passage (650 words) to test reading, comprehension, critical thinking and vocabulary skills (15 marks)
- Questions based on literary texts: to test awareness of literary form and context through comprehension testing (2 x 15 = 30 marks)
- Questions testing composition skills: descriptive passage; personal essay ; paraphrasing poem; re-writing story-ending etc. (2 x 10 = 20 marks)

**Grammar:** Different grammar topics to be tested via exercise of editing/rewriting a given passage (10 marks)

**Course Outline: SEM III / IV**

## **Unit 1: Understanding Life Narratives**

Giving students the skills to document their own lives meaningfully; journals, memoir and autobiographical writing can be excellent tools for personal reflection and growth, therapeutic as well as a method for organising one's own thoughts in a fashion that helps one live meaningfully.

**Reading** sections from life narratives (Biographies, autobiographies, diary entries)

**Write** a Statement of Purpose for university applications; CV/Resume; Daily/Weekly Journal

**Speak** to your class to persuade them to do something (public speech)

**Listen** to public speeches (like Convocation addresses, political speeches, TED Talks) to trace structure of argument and worldview; to observe use of description, persuasion and argument

**Grammar/Vocabulary:** Action Verbs; Active and Passive voice

### **Suggested Readings:**

Das, Kamala. 'The Park Street Home', *My Story*. Kottayam: D.C. Books, 2009.

Singh, Mayank (Mayank Austen Soofi). Selected extracts from 'I Had Come Too Far', *Nobody Can Love You More*. Delhi: Penguin Books, 2014.

Bhattacharjee, Kishalay. 'Back To Where I Never Belonged', *First Proof: The Penguin Book of New Writing From India*. Delhi: Penguin Books India, 2005

Issacson, Walter. Selected extracts from *Steve Jobs*. New York: Simon and Schuster, 2011.

## **Unit 2 Exploring Poetry**

Using the techniques of poetry to write in poetic form; understanding how the concept of beauty works through access to aesthetic forms; learning how to say the same thought in different ways and observing how form impacts meaning can become a tool for personal confidence in linguistic use

**Reading:** Locating poetry in its social context; Identifying elements of poeticism in different forms of poetry (prose poems / slam poetry )

**Write** slam poetry; Write a critical response to a poem

**Listen** Recite/perform poetry; Listen to audio/video clips of poets reading their poetry to appreciate the significance of pauses, rhythm etc.

**Grammar/Vocabulary:** Denotation/Connotation

### **Suggested Readings:**

Nair, Rukmini Bhaya . ‘Gargi’s Silence’, *Yellow Hibiscus: New and Selected Poems*. Delhi: Penguin, 2004.

Nongkynrih, Kynpham Sing. ‘Light-In-The-Night (For Amanda)’.

Seth, Vikram. ‘Part One’, *The Golden Gate*. Faber and Faber, 1999.

Charara, Hayan. ‘Usage’, *Something Sinister*. Carnegie Mellon University Press, 2016

### **Unit 3 Exploring Drama**

Exploring the rhetorical possibilities of drama through understanding its form and mechanics; students learn how to handle conflict, how to have meaningful conversations and above all how one’s words and gestures impact others.

**Reading** a one-act/ longer play to understand the interaction of dramatic form/elements and social context

**Write** a critical response to the dramatic text; Write the script for a skit/short play keeping in mind formal features like characterisation, plot development, stage directions etc.

**Speaking:** Students learn to use their voices and bodies to perform/enact skits in groups

**Listen** to a Radio Play to appreciate the aural elements of drama

**Grammar/Vocabulary:** Direct/ Indirect Speech; Phrases and Idioms; Tone and register

#### **Suggested Readings:**

Sarkar, Badal. ‘Beyond the Land of Hattamala’. *Beyond the Land of Hattamala and Scandal in Fairyland*. Calcutta: Seagull Books, 1992

### **Unit 4 Exploring Fiction (Novella)**

Narrative texts as a tool for exploring reality, including contests of what should be accepted as real. Students will learn how to write narrative and through narrative to examine their own responses to issues confronting them.

**Read** a longer piece of fiction to discern narrative voice, narrative structure, character development while locating the text in its socio-historical context

**Write** your own short story/novella; speculative fiction can be particularly useful as young people are often in positions of contest with the social reality afforded to them; read and review short stories/novellas/novels

**Speaking** Students to initiate discussion about Novella drawing upon the critical reading skills developed in previous semester; focus will be on broadening their repertoire of reading: texts chosen and responded to for personal pleasure

**Listen** to audio clips/ videos of writers talking about what writing means to them; audio clips of books being read aloud to enable discussion of reading styles, pauses, punctuation, etc.

**Grammar/Vocabulary:** Punctuation, pauses, manner of reading/speaking/crafting complex sentences

**Suggested Reading:**

Cisneros, Sandra. *The House on Mango Street*. Knopf Doubleday Publishing Group, 2013.

### **Unit 5 Writing your own academic essay / paper for the classroom**

Using language skills learned over the course to create academic documents such as term papers, reports and assignments. Examine and revisit earlier such submissions to learn how to improve and edit these better. Learning to identify, consult and cite the right sources to avoid plagiarism; recognise and rectify bias in one's own writing: class/caste/race/gender/sexuality/religion-related bias must be discussed

**Writing**, Revising and Formatting drafts of essay (Coherence of argument; perspectives on a topic; balanced presentation; ability to choose between various forms of information/fact/opinion); Creating questionnaires, conducting surveys; Editing and bibliography checklists and know-how

**Speaking:** Be able to tell the class what your core idea is in the essay / paper and why you chose it; debating various points of view on the same topic

**Listening** to others views and being able to figure out which arguments are key and why; examining ideology and location of speakers

**Grammar/Vocabulary:** Paragraphs, topic sentences and transitions

**Suggested Readings:**

Patel, Raj and Moore, Jason. ‘How the chicken nugget became the true symbol of our era’, The Guardian, 8 May 2018.

<https://www.theguardian.com/news/2018/may/08/how-the-chicken-nugget-became-the-true-symbol-of-our-era>. Accessed 4 June. 2018.

Latest editions of the MLA and APA stylesheets

## **TESTING AND EVALUATION:**

**Internal Assessment:** Of 20 marks, 10 marks to be allocated for assessment of Reading and Writing (assignment) and 10 marks for assessment of Speaking and Listening (test)

### **Semester III/ IV Final Examination (75 marks )**

#### **Reading and Writing skills:**

- Unseen comprehension passage ( 750 words) to test reading, comprehension, critical thinking and vocabulary skills (15 marks)

- Questions based on literary texts: to test awareness of literary form and context through comprehension testing (2 x 15 = 30 marks)

- Questions testing composition skills: essay (statement-of-purpose essay / argumentative / personal / descriptive) ; diary/journal; questionnaire; dramatise story/write short scene etc.

(2 x 10 = 20 marks)

- Question testing academic writing formats via exercise of correcting citation or bibliographical entry (5 marks)

**Grammar:** Different grammar topics to be tested via exercise of editing/rewriting a given passage (5 marks)

### **B.A./ B. Com. Programme**

#### **Core English Language:**

##### **English Fluency**

The course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts. The course aims to equip them with skills that will help them interact with people around their personal, institutional, and social spaces.

#### **The course has the following objectives:**

1. The students will be able to describe or express their opinion on topics of personal interest such as experiences, events, hopes and ambitions.

2. Read and understand information on topical matters and explain the advantages and disadvantages of a situation.
3. Write formal letters, personal notes, blogs, reports, and texts on familiar matter.
4. Comprehend and analyse texts in English, to organise and write a paragraph and a short essay, and produce written language in a variety of rhetorical styles.

## **SEMESTER I / II**

### **Unit 1: In the University**

Introducing oneself, Note-making

Pronunciation, Intonation; Nouns, Verbs, Articles

1. Introduce yourselves as individuals, and as groups (group discussion exercise). Take notes on your fellow students' introductions
2. Introduce characters from the text you are reading via posters

Tales of Historic Delhi by Premolar Ghose

### **Unit 2: In the domestic sphere**

Diary/ Blog writing

Modifiers, Prepositions, Conjunctions

1. Write a diary entry and convert it into a blog post
2. Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

‘The Lost Word’ by Esther Morgan;

Squiggle books by Natasha Sharma\*

### **Unit 3: In public places**

CV, Job applications

Tenses & concord

1. Write the CV of a fictional character
2. Write the perfect job application for your dream job

‘Amalkanti’ by Nirendranath Chakrabarti;

Extract from *Bhimayana*

### **Unit 4: In the State**

Research, Filing an FIR, Making an RTI request, Submitting a Consumer Complaint

Active & Passive voice; idioms

1. Find out what the procedure is for making a complaint about trees being cut in your neighbourhood
2. Draft a formal letter requesting information about the disbursal of funds collected by a residents' welfare association

*Where the Wild Things Are* by Maurice Sendak;

[rtionline.gov.in/index.php](http://rtionline.gov.in/index.php)

[consumerhelpline.gov.in/consumer-rights.php](http://consumerhelpline.gov.in/consumer-rights.php)

[www.jaagore.com/know-your-police/procedure-of-filing-fir](http://www.jaagore.com/know-your-police/procedure-of-filing-fir)

[www.consumercomplaints.in/municipal-corporation-of-delhi-b100274](http://www.consumercomplaints.in/municipal-corporation-of-delhi-b100274)

### **Unit 5: Interface with Technology**

Book/film reviews

Punctuation

1. Write a review of a text you have read in class
2. Record a collaborative spoken-word review of the latest film your group have all seen

Priya’s Shakti by Ram Devineni, Lina Srivastava, and Dan Goldman

[www.priyashakti.com/priyas\\_shakti/](http://www.priyashakti.com/priyas_shakti/)

[theladiesfinger.com/yep-headlines-reporting-domestic-violence-are-](http://theladiesfinger.com/yep-headlines-reporting-domestic-violence-are-)

crap/

## **SEMESTER III / IV**

### **Unit 6: In the university**

Elements of debate/ Academic writing  
Argument & Textual evidence

1. Prepare a presentation on a topic you have seen debated on television. Delineate the arguments and textual evidence used by both sides
2. Write a paragraph on any topic you are studying in any of your courses at present. Cite all sources of information you use

‘Sisters’ by Saleem Peeradina;

[kafila.online/2016/09/20/the-radical-significance-of-the-du-photocopy-case-for-global-copyright/](http://kafila.online/2016/09/20/the-radical-significance-of-the-du-photocopy-case-for-global-copyright/)

### **Unit 7: In the domestic sphere**

Informal/ Epistolary writing

Descriptive & Expository writing

1. Write a letter to your daughter - in your own mother's voice (use a text you have read in class as a sample)
2. Prepare a presentation on a fictional place, as though you have visited it

[scroll.in/article/801848/to-jyotiba-from-savitribai-phule-these-arent-love-letters-but-tell-you-what-love-is-all-about](http://scroll.in/article/801848/to-jyotiba-from-savitribai-phule-these-arent-love-letters-but-tell-you-what-love-is-all-about)

Extract from *Between Ourselves: Letters between Mothers and Daughters* (Virago)

### **Unit 8: In public places**

Dialogue: Conversation/ Interview between fictional characters

Narrative logic; Connectives & Transitions

1. Group exercise: Prepare an interview between a refugee and her prospective landlord
2. Write a conversation you have overheard in a public place recently

[www.aljazeera.com/indepth/features/2016/10/dear-donald-trump-letter-syrian-refugee-161013173005294.html](http://www.aljazeera.com/indepth/features/2016/10/dear-donald-trump-letter-syrian-refugee-161013173005294.html);

‘We Sinful Women’ by Kishwar Naheed

### **Unit 9: In the State**

Paragraph writing

Brainstorming, planning/outline, rough drafts, editing

1. Work in groups to brainstorm ideas for a paragraph on any social topic
2. Prepare individual outlines and rough drafts
3. Peer review and edit each others' writing

Squiggle books by Natasha Sharma\*;

Extract from ‘The Transformation of Silence into Language and Action’ by Audre Lorde

### **Unit 10: Interface with technology**

Creative writing/ Social media presence

Affective & Poetic expression; Rhetoric

1. Write a Facebook post announcing a cultural event
2. Write a poem of 140 characters to post on twitter
3. Evaluate your favourite WhatsApp group's last 10 posts

Extracts from *Haroun and the Sea of Stories* by Salman Rushdie

### **Evaluation:**

INTERNAL ASSESSMENT (25 marks)

Reading & Writing assignment: 10 marks

Oral (listening & speaking) test: 10 marks

Attendance: 5 marks

FINAL EXAM (75 marks)

Semester I/II:

Book or Film review: 15 marks

Comprehension passage: 15 marks  
RTI request or FIR: 10 marks  
Dialogue or Interview: 10 marks  
Diary or Blog post: 10 marks  
Proofreading/Punctuation passage: 5 marks  
Note-making: 5 marks  
Facebook or Twitter post: 5 marks

Semester III/IV:

Literature review: 15 marks  
Comprehension passage: 15 marks  
Debate: 15 marks  
Job application: 10 marks  
Informal letter: 10 marks  
Proofreading/Punctuation passage: 5 marks  
Paragraph writing: 5 marks

## **B.A./ B. Com. Programme**

### **Core English Language:**

### **English Proficiency**

#### **Course Objectives:**

The English Proficiency course is intended for students who have had inadequate exposure to English and hence exhibit a very low level of proficiency in the language – difficulty in comprehending simple texts, limited vocabulary, a poor grasp of basic syntactical structures and inability to speak or write the language with confidence. The course that is spread over two semesters aims to redress these issues and has the following objectives:

- To enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these
- To introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions
- To introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English
- To acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations

## **SEMESTER I / II**

#### **Course Content:**

- Comprehending short passages
- Reading these passages aloud with correct pronunciation and pauses
- Learning to use a dictionary
- Understanding and using basic grammar
- Writing grammatically correct simple sentences
- Engaging in short guided composition of up to 100 words
- Carrying out short conversations in simple formal and informal everyday situations

#### **Recommended readings:**

- *A Foundation English Course for Undergraduates: Reader I* (Delhi: Oxford University Press, 1991) pp 1 – 36 (Units 1 – 6).

- *Everyday English* (Delhi: Pearson, 2005) pp 1 – 15 (Units 1 – 3), 21 – 31 (Units 5 – 6) & 36 – 43 (Unit 8).
- *A Foundation English Course for Undergraduates: Workbook I* (Delhi: Oxford University Press, 1991) pp 1 – 31 (Units I – V).
- *Developing Language Skills I* (Delhi: Manohar, 1997) pp 8 – 26 (Units 1 – 5 of ‘Oral Communication: Speech Patterns’), 186 – 195 & 206 – 209 (Units 2, 4 & 5 of ‘Grammar’).

**Internal Assessment:**

Reading aloud, dictionary tasks, brainstorming and writing in pairs / small groups

**End-semester evaluation pattern:**

- |                         |          |
|-------------------------|----------|
| • Reading comprehension | 25 marks |
| • Vocabulary            | 15marks  |
| • Grammar               | 15 marks |
| • Written composition   | 10 marks |
| • Oral communication    | 10 marks |

**SEMESTER III / IV**

**Course Content:**

- Reading and comprehending passages of greater length and complexity
- Learning to construct more complex sentences: negatives and interrogatives
- Writing short independent compositions of up to 150 words (paragraphs and simple applications)
- Expanding one’s range of conversation in everyday formal and informal situations
- Learning to present oneself at job interviews
- Writing simple job applications

**Recommended readings:**

- *A Foundation English Course for Undergraduates: Book II.* (Delhi: University of Delhi, 1992) pp 1 – 7 (Units 1 & 2), 19 – 21 (Unit 6), 47 – 49 (Unit 13), 61 – 63 (Unit 16) & 75 – 79 (Unit 19).
- *Everyday English 2* (Delhi: Foundation Books, 2006) pp 14 – 29 (Units 3 – 5), 91 – 101 (Units 16 – 17) & 121 – 128 (Unit 21).
- *A Foundation English Course for Undergraduates: Workbook I* (Delhi: Oxford University Press, 1991) pp 32 – 63 (Units VI – X).
- *Developing Language Skills I* (Delhi: Manohar, 1997) pp 26 – 45 (Units 6 – 10 of ‘Oral Communication: Speech Patterns’), 183 – 186 & 209 – 216 (Units 1, 6 & 7 of ‘Grammar’).

**Internal Assessment:**

Simple conversations in pairs, short oral presentations

**End-semester evaluation pattern:**

- Reading comprehension 20 marks
- Vocabulary 10 marks
- Grammar 15 marks
- Written composition 20 marks
- Oral communication 10 marks

### **Members of B.A./B.Com. Programme Core Language Cluster Subcommittee**

Convenor - Sachin N. (Dyal Singh College)

Abhishek Bhaskar (Vivekananda College)  
 Aneeta Rajendran (Gargi College)  
 Hari Prasad (Zakir Husain Delhi College)  
 Indira Prasad (Miranda House)  
 Jaspal Singh (PGDAV College)  
 Kuntal Tamang (Motilal Nehru College)  
 Manoj Garg (ANDC)  
 Mukti Sanyal (Bharati College)  
 Neenu Kumar (Aditi Mahavidyalaya)  
 Nidhi Bhandari (Kamla Nehru College)  
 Nisha Singh (Bharati College)  
 Nupur Mittal (SPM College)  
 Pema Yolmo (Dyal Singh College)  
 Rohith P. (DDU College)  
 Shivranjani Singh (Dyal Singh College)  
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