

Vocational Functional English
T.D.C. (Arts) Course under CBCS
Gauhati University

Course Structure

<u>Year</u>	<u>Semester</u>	<u>Paper No.</u>	<u>Paper</u>	<u>Marks</u>	<u>Assessment</u>	<u>Credits</u>	<u>Contact hours per week</u>
First	I	VFE 1	<u>Pronunciation and Oral Proficiency</u>	75	External: 40 Internal: 35	5	5
	II	VFE 2	Developing English Vocabulary	75	External: 40 Internal: 35	5	5
Second	III	VFE 3	Effective English Communication I	100	External: 80 Internal: 20	5	5
	IV	VFE 4	Effective English Communication II	100	External: 80 Internal: 20	5	5
Third	V	VFE 5	Practice in Grammar	100	External: 80 Internal: 20	5	5
	V	VFE 6	Effective English Communication III	100	External: 80 Internal: 20	5	5
	VI	VFE7	Effective English Communication IV	100	External: 80 Internal: 20	5	5
	VI	VFE 8	English for Vocational Training	100	Theory: 40 Internal: 30 Practical: 30	5	5
			Grand Total	750		30	30

Aims

- To improve students' oral proficiency through appropriate English pronunciation
- To enhance students' range of vocabulary and enable them to use appropriate vocabulary in context
- To develop the language skills of Listening, Speaking, Reading and Writing for use in various vocational fields
- To develop students' proficiency in English through meaningful communicative activities based on real life situations

- To expose students to a wide range of language functions and to enable them to use these effectively.
- To improve students' grammatical proficiency in English
- To give students practical experience of using their English language skills in various vocational fields

Objectives

The objectives of the course have been spelt out in each paper, so that students' needs remain in focus. This is expected to help the teacher translate the objectives into desired learning outcomes, and make the students aware of their learning goals for each paper.

Textbooks

For this course, textbooks that focus on communicative learning activities have been prescribed, so that students develop proficiency in Functional English for vocational purposes. These learner-centred textbooks provide opportunities for students to interact with each other and practise language skills in simulated situations.

Adaptation

The thematic content of the prescribed materials reflect a global context for the use of English. Familiarity with global contexts of language use is a desirable goal for undergraduate students, but teachers should feel free to adapt the contents in various sections to suit the local context and the background of their students.

Course Content

The course content is spread across six semesters in three years, and is designed to develop students' Listening, Speaking, Reading and Writing skills, as well as their ability to use English pronunciation, vocabulary and grammar effectively in appropriate contexts. In the First and Second semesters, the focus is on familiarizing students with appropriate English pronunciation and vocabulary so that they are better equipped to practise using English in communicative situations. In the Third and Fourth semesters, students will be exposed to a series of thematically linked units that will familiarize them with a variety of real life situations for using English. In the Fifth and Sixth semesters, the course will help them revise important areas of grammar use, and consolidate all the skills developed in previous semesters through practical experience in a select set of vocational fields.

FIRST SEMESTER

VFE 1: PRONUNCIATION AND ORAL PROFICIENCY

Objectives

1. To familiarize students with appropriate English pronunciation so that they can understand English when spoken at a normal, conversational speed
2. To enable students to speak English with a pronunciation that is intelligible in different contexts of language use
3. To familiarize students with phonetic symbols in order to help them to refer to dictionaries for **appropriate pronunciation of English words, phrases and sentences**
4. To develop students' skills in Listening and Speaking in English

Textbooks

1. *A Course in Listening and Speaking I* (2005) by V.P. Sasikumar, Kiranmai Dutt and G. Rajeevan. (Foundation Books) Cambridge University Press.
2. *A Course in Listening and Speaking II* (2007) by V.P. Sasikumar, Kiranmai Dutt and G. Rajeevan. (Foundation Books) Cambridge University Press.

Reference books

Better English Pronunciation (2000) by J.D. O'Connor Cambridge: Cambridge University Press low priced edition.

English Pronunciation in Use Intermediate (2007) by Mark Hancock with Sylvie Donna Cambridge: Cambridge University Press

Sl. No.	Teaching Point	Marks	Credits	Contact hours per week
1	Pronunciation and neutralization of accent (Book I Part I)	Theory: 40 Internal: 35 Total: 75	5	5
2	Listening Skills (Book II Part I)			
3	Speaking Skills (Book II Part II)			

SECOND SEMESTER

VFE 2: DEVELOPING ENGLISH VOCABULARY

Objectives

1. To enhance students' vocabulary by familiarizing them with context based English words and phrases
2. To familiarize students with the range of use of common English words and phrases
3. To help students practise using English vocabulary appropriately in both formal and informal use
4. To enable students to guess the meanings of English words and phrases from the context

Textbook

English Vocabulary in Use (Elementary) (2006) by Michael McCarthy & Felicity O'Dell Cambridge: Cambridge University Press (Cambridge Low Priced Editions)

Sl. No.	Teaching Point	Marks	Credits	Contact hours per week
1	Everyday Verbs	Theory: 40	5	5
2	Words and Grammar	Internal: 35		
3	Thematic vocabulary <ul style="list-style-type: none">• People• The world• At home• School & workplace• Leisure• Social issues	Total: 75		

THIRD SEMESTER

VFE 3: EFFECTIVE ENGLISH COMMUNICATION I

Objectives

1. to provide students practice in the language needed for the important interactional functions of English
2. to enhance learners' fluency through communicative speaking activities
3. to encourage them to deduce meaning from the context while reading
4. to familiarize them with various situations of English use

Textbooks

1. *Language in Use Pre-Intermediate Classroom Book* (2004) by Adrian Doff and Christopher Jones Cambridge: Cambridge University Press
2. *Language in Use Pre-Intermediate Self Study Workbook* (2004) by Adrian Doff and Christopher Jones Cambridge: Cambridge University Press

Sections

Classroom Book: Units 1 – 12

Self Study Workbook: Units 1 – 12

Teaching Points	Marks	Credits	Contact hours per week
The two books in this course - <i>Language in Use Pre-Intermediate Classroom Book</i> and <i>Self Study Workbook</i> provide comprehensive and extensive practice in the four skills of language- listening, speaking, reading and writing as well as in grammar, vocabulary and functions. They are meant to give students practice in using all the language skills in an integrated manner in real life situations. There is an alternation of grammar and vocabulary units throughout the book, which allows for a natural recycling of language. The classroom book also contains periodic review sections and exercises in Conversational English, which focus on key functions of spoken English. The activities are such that they cater for learners with varying levels of language proficiency. It also encourages all students to contribute their own ideas and experiences.	External:80 Internal: 20 Total: 100	5	5

FOURTH SEMESTER

VFE 4: EFFECTIVE ENGLISH COMMUNICATION II

Objectives

1. to provide students practice in the language needed for the important interactional functions of English
2. to enhance learners' fluency through communicative speaking activities
3. to encourage them to deduce meaning from the context while reading
4. to familiarize them with various situations of English use

Textbooks

3. *Language in Use Pre-Intermediate Classroom Book* (2004) by Adrian Doff and Christopher Jones Cambridge: Cambridge University Press
4. *Language in Use Pre-Intermediate Self Study Workbook* (2004) by Adrian Doff and Christopher Jones Cambridge: Cambridge University Press

Sections

Classroom Book: Units 13 – 24

Self Study Workbook: Units 13 – 24

Teaching Points	Marks	Credits	Contact hours per week
In these later units, students will be taken through some more language activities in a variety of situations, involving language expressions that they have learnt in the earlier units in Semester III. These units will continue to provide comprehensive and extensive practice in the four skills of language- listening, speaking, reading and writing as well as in grammar, vocabulary and functions. They will give students more practice in using all the language skills in an integrated manner in real life situations.	External:80 Internal: 20 Total: 100	5	5

FIFTH SEMESTER
VFE 5: PRACTICE IN GRAMMAR

Objectives

1. to help students revise the main problem areas of English grammar
2. to enable them to use different grammatical forms to express different meanings
3. to enable them to identify and remedy the common errors in English
4. to enable them to use English with greater accuracy through practice exercises based on actual language in use

Textbook

Grammar in Use: Reference and Practice for Intermediate Students of English (1989)
Raymond Murphy with Roann Altman Cambridge: Cambridge University Press.

Reference book

Collins Cobuild Students' Grammar (1991) by Dave Willis London: Harper Collins Publishers Ltd.

Sl. No.	Teaching Point	Marks	Credits	Contact hours per week
1	Tenses	Theory: 80	5	5
2	Passive constructions	Internal: 20		
3	Reported Speech	Total: 100		
4	Questions			
5	Articles			
6	Prepositions			

Note: The sections prescribed are shortlisted from the textbook for teaching and testing, keeping in mind the basic needs of the students and the contact time available to the teachers during the semester. However, teachers should encourage students to work through the rest of the units themselves (not be tested), for their overall language development.

FIFTH SEMESTER

VFE 6: EFFECTIVE ENGLISH COMMUNICATION III

Objectives

5. to provide students practice in the language needed for the important interactional functions of English
6. to enhance learners' fluency through communicative speaking activities
7. to encourage them to deduce meaning from the context while reading
8. to familiarize them with various situations of English use

Textbooks

5. *Language in Use Intermediate Classroom Book* (2004) by Adrian Doff and Christopher Jones Cambridge: Cambridge University Press
6. *Language in Use Intermediate Self Study Workbook* (2004) by Adrian Doff and Christopher Jones Cambridge: Cambridge University Press

Sections

Classroom Book: Units 1 – 12

Self Study Workbook: Units 1 – 12

Teaching Points	Marks	Credits	Contact hours per week
The two books in this course - <i>Language in Use Intermediate Classroom Book</i> and <i>Self Study Workbook</i> will allow learners to use the language skills practised in the previous semesters more effectively, in various situations. The books form part of a series, and hence they are designed to provide more comprehensive and extensive practice in the language skills in various real life situations. As in the <i>Pre-Intermediate</i> series, there is an alternation of grammar and vocabulary units throughout the book, which will allow natural recycling of language in related and yet different areas. The <i>Intermediate</i> classroom book also contains periodic review sections and exercises in Conversational English, which focus on key functions of spoken English. The language practised in these two books will take learners to the next level of comprehension in terms of complexity, and develop in them more language proficiency.	External:80 Internal: 20 Total: 100	5	5

SIXTH SEMESTER

VFE 7: EFFECTIVE ENGLISH COMMUNICATION IV

Objectives

9. to provide students practice in the language needed for the important interactional functions of English
10. to enhance learners' fluency through communicative speaking activities
11. to encourage them to deduce meaning from the context while reading
12. to familiarize them with various situations of English use

Textbooks

7. *Language in Use Intermediate Classroom Book* (2004) by Adrian Doff and Christopher Jones Cambridge: Cambridge University Press
8. *Language in Use Intermediate Self Study Workbook* (2004) by Adrian Doff and Christopher Jones Cambridge: Cambridge University Press

Sections

Classroom Book: Units 13 – 24

Self Study Workbook: Units 13 – 24

Teaching Points	Marks	Credits	Contact hours per week
In these later units, students will be taken through some more language activities in a variety of situations, involving language expressions that they have learnt in the earlier units in Semester V. These units will continue to provide comprehensive and extensive practice in the four skills of language- listening, speaking, reading and writing as well as in grammar, vocabulary and functions. They will give students more practice in using all the language skills in an integrated manner in real life situations.	External:80 Internal: 20 Total: 100	5	5

SIXTH SEMESTER

VFE 8: ENGLISH FOR VOCATIONAL TRAINING

Objective

- to enable students to learn functional expressions used in a vocational context
- to provide opportunities to students to use these expressions for various interactional purposes in a hotel

Textbook

Be My Guest: English for the hotel industry Pre-Intermediate Student's Book
(2010) by Francis O'Hara Cambridge: Cambridge University Press

Sl. No.	Teaching Point	Marks	Credits	Contact hours per week
1	Theory: The theory component will consist of the language expressions (vocabulary, structures and style) of the particular variety of English used in the hotel industry, as included in the prescribed textbook. This component will be tested through a written examination. Students will be tested on their understanding of the teaching points in the textbook.	Theory: 30	5	5
2	Internal: In this component students will take part in simulated classroom activities such as role play, pair and group work activities etc. to practise the language expressions studied in the textbook. They will be engaged in communicative tasks that resemble real life activities in actual situations in the hotel industry, such as interacting with guests, taking care of housekeeping matters, talking about menus and meals, and so on. This will prepare students to communicate successfully in real situations, such as the business establishment they will visit for their practical component.	Internal: 40		

