

## **OPTIONAL COURSE**

### **ENGLISH PAPER – II**

#### **(SPECIAL ENGLISH)**

#### **OBJECTIVES**

At the end of the course, the student- teachers will be able to

- acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
- understand the connections of English speech and to acquire good pronunciation and fluency of speech
- get familiarized with the syllabi related to high School and higher Secondary classes.
- acquire a working knowledge of the grammatical terminology and grammatical system in English
- develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.

#### **UNIT I Phonetics of English**

1. Elements of English language – Phonology, morphology, lexis, grammar,
2. The different speech organs and their role.
3. The individual sounds- Vowels, Consonants, Semi vowels.
4. Pure vowels – The Cardinal Vowel Scale
5. Classification of Consonants according to Manner of articulation – Place of articulation.
6. Diphthongs – Closing Diphthongs – Centring Diphthongs
7. The concept of the Phoneme and the Allophone
8. Strong and weak forms
9. Word Stress – Primary stress, Secondary stress – Sentence stress.
10. Rhythm – Intonation -Tone group.
11. Phonetic Transcription.

## **UNIT II Fluency**

1. Use of conventional formulae – greeting – apology – invitation – refusal – accepting – thanking.
2. Describing and interpreting picture, tables, graphs, maps, etc.
3. Various concepts and ways in which they are expressed – construction – suggestion – prohibition – permission – probability – likelihood – possibility – obligation – necessity – concession.
4. Oral drills – Repetition drills – Mechanical drills – Substitution drills

## **UNIT III Advanced Grammar**

1. The Noun phrase – Modifier – Head word, Qualifier
2. The Verb phrase – Tense forms – Primary Auxiliaries – Modal Auxiliaries.
3. Types of Sentence – Simple, Complex, Compound.
4. Subordinate and Co-ordinate clauses.
5. Sentence pattern – Active and Passive voice.
6. Direct and Indirect speech – Question forms – Tag questions.
7. Analysis and classification of grammatical errors.

## **UNIT IV Lexis**

1. Word formation – Affixation – Conversion – Compounding – Clipping – Port Manteau – Onomatopoeia – Loan words- other minor devices.
2. Patterns of spelling.
3. Phrasal verbs and prepositional phrases.
4. Sentence connectors – Devices for cohesion and coherence

## **UNIT V Teaching Grammar**

1. Prescriptive – Formal grammar
2. Descriptive – Functional grammar
3. Methods of teaching grammar- Deductive – inductive
4. Testing grammar - steps and usage

## **UNIT VI Teaching Vocabulary**

1. Nature of words.
2. Types of vocabulary – Active vocabulary – Passive vocabulary.
3. Expansion of vocabulary
4. Selection and grading of vocabulary
5. Strategies to develop vocabulary

#### **UNIT VII Types of courses**

1. English for Global Purpose.
2. English for Specific Purpose- EAP-EST-EOP
3. Remedial English course
4. The English Reader – Intensive, Extensive and Supplementary

#### **UNIT VIII Reference and Study Skills**

1. SQR3 method of reading
2. Study skills – note – taking, note – making, summarizing and paraphrasing.
3. Reference skills – library – dictionaries – thesaurus – encyclopedia – bibliography- Annotated Bibliography.

#### **UNIT IX Composition**

1. Types of composition – Controlled – Guided – Free
2. Kinds of composition – Letter writing – Formal – Informal – Business letters
3. Paragraph writing – Essay writing – Précis writing – Expansion of proverb – Developing stories from outline.
4. Summarizing – Abstracting – Translation – Comprehension
5. Oral composition – Pair work – Mixed ability grouping.
6. Correction of Composition exercise – correction symbols.

#### **UNIT X Language Curriculum**

1. Principles of Curriculum construction
2. Limitations in the existing school English language curriculum
3. Qualities of a good English language text book

#### **Practical work:**

1. Preparation of labeled diagrams of speech organs.

2. Preparation of vowel and consonant charts.
3. Preparation of diagrams to show the position of various speech organs in the production of consonant sounds
4. Comparison of phonemic system in Tamil and English.
5. Examination of phonemic scripts used in various text books and dictionaries.
6. Oral practice in word and sentences stress.
7. Practice in transcribing passages and dialogues in English into phonetic script.
8. Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
9. Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.
10. Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
11. Identifying and classifying grammatical errors from students' work, using grammatical terminology.
12. Exercise in word formation
13. Practice in the use of dictionary
14. Note- making and summary writing exercise.
15. Preparation of annotated bibliography on different aspects of English language
16. Comprehension exercises.
17. Reviews to be written for three books.
18. Practice in writing different types of composition exercises

#### **SUGGESTED REFERENCE BOOKS:**

Kohli, A. L. (2006). *Techniques of teaching English*. New Delhi: Dhanpat Rai pub.co

Mangal, S. k., & Mangal, S. (2005). *Essentials of educational technology and management*. Meerut: loyal book depot.

Joyce., & Well., (2004). *Models of teaching*. U.K: Prentice hall of India.

Sachdeva, M. S.(2003). *A new approach to teaching of English in India*. New Delhi: Tandon Publications.

Francis Soundararaj, F. (1995). *Teaching spoken English and communication skills*. Chennai:

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- Wright, A. (1977). *Visual material for the language teacher*. London: Longman.
- Lee, W. R. (1976). *Language teaching, games and contexts*. London: Oxford University Press.
- Passi, B. K. (1976). *Becoming a better teacher : Micro teaching approach*. Ahmadabad: Sahitya Mudranalaya.
- Dakin, J. (1973). *The language laboratory and language learning*. London: Longman.
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- Geoffrey Bernard, G. (1969). *Better spoken English*. London: Macmillan & Co.
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