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2019 ADMISSION

TRANSACTIONS

ESSENTIAL ENGLISH LANGUAGE SKILLS

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CPA COLLEGE OF GLOBAL STUDIES

REVISED SYLLABUS FOR COMMON COURSES (2019 ADMISSION ONWARDS)

ENG1A01: TRANSACTIONS

ESSENTIAL ENGLISH LANGUAGE SKILLS

1. OBJECTIVES OF THE COURSE

1. To impart the necessary macro and micro English language skills to learners to enable them to express their feelings, Opinions, ideas and thoughts fluently and accurately in a Variety of personal and professional contexts.
2. To create in learner's a definitive sense of the stylistic variations of English and how they are used in real life situations.
3. To inculcate in learners a taste for deeper pursuit and acquisition of advanced level of skills in English.
4. To guide them on how to participate in discussions and make seminar presentations with special focus on specific vocabularies and styles of usage in such contexts.

2. COURSE DESCRIPTION

I. COURSE SUMMARY:

MODULE 1	PRONOUNCIATION	10 hrs.
MODULE 2	VOCABULARY	10 hrs.
MODULE 3	GRAMMAR	14 hrs.
MODULE 4	SPEAKING SKILLS	12 hrs.
MODULE 5	READING SKILLS	14 hrs.

II COURSE DETAILS

Module-I: Pronunciation

Introduction--speech sounds-vowels-consonants-basics of word/sentence stress_ resolving issues of

L 1 interference-e/m -learning corner.

Module-II: Vocabulary

Introduction- synonyms-collocations-phrasal verbs-idiomatic expressions-vocabulary in everyday social contexts- e/m-learning corner.

Module-III: Grammar

Introduction- major tenses-modals-questions – negatives frequently used constructions- dealing with common mistakes- e/m -learning corner.

Module-IV: Speaking Skills

Social communication: introduction - sounding very polite- making a point persuading- giving opinions/preferences-encouraging/comforting- making suggestions/regrets. –

Complimenting- guessing-telephoning in English.

Academic communication: Discussion skills - presentation skills-debating skills- e/m-learning corner.

Module-V: Reading Skills

Introduction-effective- reading comprehension skills-understanding generic/specific ideas /factual information -vocabulary in context- implications/tone /attitude/view point.

MODULE I- PRONUNCIATION

- The English language is given much importance in the Indian Education System.
- Phonetics is a fundamental branch of linguistics. It deals with the study of speech sounds.
- In English there is no one to one relation between the system of writing and the system of pronunciation
- The alphabet which we use to write English has 26 letters but in Standard British English there are 44 speech sounds or phonemes.
- **Vowels:** Vowels are made by opening the mouth and letting air come out freely. The following are 12 vowel sounds in English. Sounds Examples: /I/ Pin, /I:/ Key, /e/ Met, /æ/ man, /ʌ/ Cup, /a:/ Car, /ɒ/ Cot. /ɔ:/ Court, /ʊ/ Put, /u:/ Fool, /ɜ:/ Earth, /ə/ Mother.
- **Diphthongs:** Diphthongs are a combination of two pure vowels. The letters in bold below show the sound in words. Examples: /ei/ Tale /eə/ Share, /uə/ Poor, /iə/ Ear, /ɔi/ Boy, /ai/ High, /uə/ so, /au/ Cow.
- **Consonants** Sounds produced by completely or partially stopping the flow of air breathed out through the mouth are called consonants. There are 24 consonants in English as shown below.
- /p/ Park /b/ Baby /t/ Toast /d/ Dark /k/ Kite /g/ Gun /tʃ/ Chain, future /dʒ/ Jail, giraffe /f/ Fan /v/ Van /s/ Sun /θ/ Thing /ð/ There. Those /z/ Zoo /ʃ/ Shoe, chef /ʒ/ Pleasure /h/ Horse, 'h' is silent in words like hour, honest, honor /m/ Mouse /n/ Nest /ŋ/ King /l/ Love /r/ Ring /j/ Yellow /w/ Water
- **Word Stress** An understanding of the phonetic alphabet alone is not enough for the correct pronunciation of English words. One should also know where to stress in a word. English is an accent based language, in a word not all the syllables are pronounced with equal emphasis. One syllable stands out than the others. For example in the word father (two syllables, 'fa'- 'ther') the first syllable is more prominent than the second syllable. Therefore

stress is marked on the first syllable 'fa'. A stress is marked above the accented syllable as shown in the brackets ('father).



- **Rules in determining word stress.** : 1. Words with same spelling and same sound can have difference in their pronunciation. If the word is a noun or adjective the stress falls on the first syllable. If the word is a verb the stress is on the second syllable Eg:- Absent(noun) - /'ab-sənt/ Absent (verb) - /ab-'sent/
- 2. Words with weak prefix are stressed on the root word Eg:- a'go, be'low, re'duce
- 3. Words ending in -ion have the stress on the syllable before the final syllable Eg :- examination – e-xa-mi-'na-tion
- 4. Words that end in -ic, -ical, -ically, -ian are stressed on the syllable before the suffix Eg:- arti'ficial
- 5. Words ending with the suffix -eer and -ee are stressed on the suffix Eg:- engi'neer.
- **Interference:** When one learns a second language after acquiring a first language, features of the first language interfere with those of the second language. This is called Interference or negative transfer.
- **Reasons for incorrect pronunciation:** - 1. In a native/first language situation, from a very early stage children learn to respond to sounds and tones which their elders habitually use while talking to them In India, where English is used as second language, children listen to wrong sounds and tones spoken by their teachers/grown-ups in their environment and tend to pick up faulty pronunciation. 2. We tend to speak English as we speak our mother tongue; therefore we tend to make mistakes due to its influence.
- **The key areas of interference in Malayalam/English learners are:** - 1. Pronouncing silent letters Eg:- /brɪdədʒ/ instead of /brɪdʒ/ 2. Pronunciation of double letters Eg:- brilliant
3. Pronouncing words without stress shift 4. Pronouncing '-es/s' and '-ed' morphemes 5. Strong articulation of weak function class words 6. Intrusive 'y' eg:- /kya:t/ instead of /kæt/
7. Phonetic fossil 8. Problem with /z/ sound eg:- /su:/ instead of /zu:/ 9. Wrong pronunciation of some numbers and other common mispronunciations 10. E.g.; - twenty, twelve etc.

MODULE II- VOCABULARY

- **A vocabulary**, also known as a word-stock, is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge.
- **Synonyms**: Different words which have the same meaning (similar meaning) are called synonyms.
- **Collocation**: collocation is an important part of learning the vocabulary of a language. A collocation is a pair or group of words that are often together. These combinations sound natural to native speaker, but students of English has to make special effort to learn them because they are often difficult to guess. A Collocation is concerned with the way words occur together often in naturally or unpredictable ways.
- **Phrasal verbs**: A phrasal verb is a verb followed by a preposition or an adverb; the combination creates a different meaning from the original verb. Phrasal verb is part of a large group of verbs called multi-part or multi-word verbs. The preposition or an adverb that follows the verb is sometimes called a **particle**.
- **Types of phrasal verb**
 1. **Transitive phrasal verb**: This phrasal verb needs an object in order to be used. Some transitive phrasal verbs can be separated. (That means you can place the object between the verb and the particle.) Some phrasal verbs can't be separated and the object must be placed after the particle.
 2. **Intransitive phrasal verb**: Unlike the transitive one, these verbs don't need an object when used in a sentence.
- **Idiomatic expressions**: Idioms are group of words in a fixed order which have a meaning that cannot be guessed by knowing the meaning of the individual word. The proper use of idioms adds color and appeal to one's language. It is commonly use in (in) formal, spoken and written forms of language.

MODULE III– GRAMMAR

TENSES

- The Tense of a Verb shows the time when an action takes place.

There are three Tenses:

I. Present Tense

II. Past Tense

III. Future Tense

- **Present Tense**

- **Simple Present Tense**

[s + I form of verb]

Eg ;I go for a walk daily.

He comes to school at 8 O'clock.

- **Present Continuous Tense**

[Is/am/are + Verb + ing]

Eg : She is singing a song

- **Present Perfect Tense**

[Subject + Has/have + III form of the verb]

Eg : He has won a prize.

You have insulted me.

- **Present Perfect Continuous Tense**

[Subject + has/ have + been + I form of the Verb + ing]

Eg : It has been raining for two hours.

I have been flying a kite since 2 O'clock.

- **Past Tense**

- **Simple Past Tense**

- **[Subject + II form of the Verb]**

Eg : He came here yesterday.

My father came back home yesterday.

- **The Past Continuous**

- **[Subject + was/were + I form of the Verb + ing]**

Eg : The train was running at full speed.

My mother was cooking the food.

- **The Past Perfect Tense**

- **[Subject + had + III form of the Verb]**

Eg : I had not seen you before.

I had gone to Delhi yesterday.

- **The Past Perfect Continuous Tense**

- **[Subject + had + been + Present Participle]**

Eg : Children had been playing.

They had been writing a letter.

- **Future Tense**

- **The Simple Future Tense**

[subject + shall/ will + Verb]

Eg : I will write a letter.

They will go to school.

- **The Future Continuous Tense**

[subject + Will/shall + be + Verb + ing]

Eg : We shall be playing a football match on Sunday.

The new edition of this book will be coming out shortly.

- **The Future Perfect Tense**

[subject + Shall/will + have + III form of the Verb]

Eg : She will have sung a song.

They will have played chess.

- **The Future Perfect Continuous Tense**

[subject + Shall/will + have been + Verb + ing]

Eg : We will have been waiting for you.

They will have playing cricket.

MODULE IV-SPEAKING SKILLS

Speaking skills are the skills that give the ability to communicate effectively.

- According to Thornbury, speaking has two basic functions: transactional and interpersonal
- The purpose of transactional function is to convey information and facilitate the exchange of goods or services.
- The purpose of interpersonal function is to establish and maintain social relations.

Conversational Frame I : Sounding very polite.

- Make requests with the phrases, Could you...? and Could you please...? Example: Could you send me the report.
- **“Let me know”** is a nicer and more indirect way to say “tell me. Eg: Let me know when you are available.
- Instead of using strong and direct words like “bad,” it’s more polite to say **“I’m not so sure that’s a good idea.” Don’t say: That is a bad idea. Say: I’m not so sure that is a good idea or I have a few concerns.**
- **"I was wondering if..."** We normally use this expression in spoken English to ask someone politely for help. It follows this pattern: I was wondering if + subject + past verb. Examples:
 - I was wondering if** you had time to help me.
 - Sarah was wondering if** you could pick her up from the airport.
- **"By any chance..."**This is a common expression we use to ask for information. “By any chance” means “possibly,” and it’s used as a polite emphasis in questions or requests. We can use “by any chance” at the beginning, in the middle, or at the end of the sentence. Examples:
 - By any chance**, do you know where the train station is?
 - Do you, **by any chance**, know where the train station is?
 - Do you know where the train station is **by any chance**?
- **"Do you mind if...?"** is a great way to ask for permission. For example,
 - Do you mind if** I use your phone?

Do you mind if we park here?

- **"Pardon me?"** is a polite expression often used to ask someone to repeat what they said.

Example:

Pardon me? I didn't hear what you said.

- Order me a coffee, please. → Would you get me a coffee, please?
- Please leave. I have to take this phone call. → Could you step out of the room for a moment? I have to take this phone call.
- Send me those documents before the end of the day. → Could you send me those documents by the end of the day?
- I need to borrow your pen for a moment. → May I borrow your pen for a moment?

Conversational Frame II: Giving opinions/preferences

- **Would rather** expresses preference. Example: I would rather go to a movie tonight than study grammar. If the verb is the same, it is not usually repeated after 'than', Example: I would rather study History than Biology
- **think**
"I think that it's important to eat lots of vegetables."
"I don't think it's a good idea to miss breakfast."
- **In my opinion**
"In my opinion, Italian food is healthy."
- **I'm sure that**
"I'm sure that a vegetarian diet is better for you"
- Giving your opinion neutrally
"I think..."
"I feel that..."
"In my opinion..."
"As far as I'm concerned..."
"As I see it..."
"In my view..."
"I tend to think that..."

- asking someone's opinion
 - “What do you think?”
 - “What's your view?”
 - “How do you see the situation?”
 - “What's your opinion?”
- **I beg you to differ**(formal) : a polite way of saying that you disagree with something that someone has said

Encouraging and comforting

Phrases to someone who's trying to decide whether to do something that seems difficult or risky:

- Give it a try.
- Go for it.
- Why not?
- It's worth a shot.
- What are you waiting for?
- What do you have to lose?
- You might as well.
- Just do it.

Phrases to “encourage” someone to continue doing what they were already doing:

- There you go!
- Keep up the good work.
- Keep it up.
- Good job.
- I'm so proud of you!

Making Suggestions/Regrets

Making suggestions means expressing your opinion about what should be done.

- I thought we might try out that new restaurant at the weekend.
- I thought we could pop in to see James on the way back.
- Can you go shopping later?
- Can't Meera do it? She's at home all day today.
- Couldn't you get a part-time weekend job?
- You could always try to get a different job. Let's revise our lessons.
- What about going to the cinema tonight?
- How about playing cards?
- Why don't we do our homework?
- Couldn't we invite your grandmother to our party?
- Shall we have a walk along the river?
- What would you say to a cup of coffee?
- Don't you think it is a good idea to watch TV?
- Does it matter if we use your car?

Expressing regret means having a feeling of sadness about something that you did or did not do.

- **I wish** I had worked harder.
- If I had worked hard, I would have passed the exam
- If I hadn't eaten so much, I wouldn't have been sick
- I should have sent him an invitation.
- He should have done the work.
- I regret the things I didn't do.

❖ **I wish/If only + Past perfect**

I wish I had come to your party!

I wish I had worked harder.

If only I hadn't eaten so much.

❖ **should have (not) + Past Participle**

Should have come to your party.

I should have worked harder.

I shouldn't have eaten so much.

I should have driven more carefully.

❖ **I regret +Noun/V-ing**

I regret not coming to your party.

I regret not working harder.

I regret eating so much.

I regret leaving you alone.

I regret the things I didn't do when I had the chance.

MODULE V-READING SKILLS

- Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts.
- Reading comprehension is simply the ability to understand what you read. Strong reading comprehension typically encompasses a variety of literacy skills needed to interpret and identify meanings within a text. Several elements like fluency, the ability to decode unfamiliar vocabulary and using context clues from the reading to identify key features of a text can all be components of effective reading comprehension.
- A reading skill is a cognitive ability which a person is able to use when interacting with the written text.
- The reader has a purpose for reading, whether it is for entertainment, information, or research.
- Reading for a purpose provides motivation - an important aspect of being a good reader.
- There are three main reading techniques that you can use: scanning, skimming, and focused reading.