

## SYLLABUS

### COMMUNICATION SKILLS (for Undergraduate Courses) (WITH EFFECT FROM 2013-14)

#### Objectives of the Course:

1. To expose the learners to cultural diversity and value education through the humanistic curriculum;
2. To empower the learners with skills necessary for global placements;
3. To equip the learners with the skills essential for their academic subjects;
4. To acquaint the learners with reference skills;
5. To encourage learner autonomy through pair and group activities;
6. To help the learners and the facilitator visualize the theoretical and practical components of the course as a complement to each other;
7. To encourage the facilitator to make creative use of various pedagogical tools and the new educational technology;
8. To orient the learners to utilize the fruits of the ICT Revolution for equipping themselves for international competitive examinations.

#### Expected Outcome:

The expected outcome of the course is that the learners will be able:

- i) to be aware of cultural diversity and values of life
- ii) to communicate effectively with coherence and relevance in speech and writing
- iii) to be proficient with the Soft Skills required for national and global placements
- iv) to participate in brainstorming sessions for cooperative learning
- v) to be proficient in modes of web-based learning

Concerning the teachers, there will be a growing awareness of their role as facilitators. The syllabus enables the teachers to adopt progressive use of interactive teaching besides greater recognition of the role of learner–centric approach.

KAKATIYA UNIVERSITY, WARANGAL, **COMMUNICATION SKILLS; Paper I** (for I year UG Courses)

SYLLABUS						
	Reading	Writing	Listening	Speaking	Grammar	Vocabulary
1.	<b>What Is My Name?:</b> <b>P. Sathyavathi</b>	Paragraphs	Listening for sounds, stress and intonation	Greeting, taking leave and introducing oneself and others	Nouns	Homonyms
2.	<b>Pochamma's Goddess:</b> <b>Radha D'Souza</b>	Essays	Listening for theme	Making requests	Pronouns	Homophones
3.	<b>The Woodrose:</b> <b>Abhuri Chaya Devi</b>	Descriptive essays	Listening for theme	Asking for time and directions	Articles	Homographs
4.	<b>The Kitchen:</b> <b>Vimala</b>	Narrative essays	Listening for main ideas	Inviting	Adjectives	Synonyms
5.	<b>Yanadi Kotadu:</b> <b>Sujatha Gidla</b>	Expository essays	Listening for main ideas	Apologising	Kinds of verbs	Antonyms
6.	<b>Adivasis:</b> <b>Kancha Ilaiah</b>	Argumentative essays	Listening for details	Interrupting	Tenses	Prefixes
7.	<b>For Vegetarians Only:</b> <b>Sky Baba</b>	Formal letters	Listening for details	Asking for and giving opinions	Adverbs	Suffixes
8.	<b>Hunger:</b> <b>Jayanta Mahapatra</b>	Emails	Listening for information	Agreeing and disagreeing	Declarative, interrogative, imperative and exclamatory sentences	Compound words
9.	<b>From Untouchable Spring:</b> <b>G. Kalyana Rao</b>	Application letters and curricula vitae	Listening for information	Suggesting and advising	Simple, compound and complex sentences	Collocations

10.	<b>Lawley Road: R. K. Narayan</b>	Memorandums	Listening for facts	Giving instructions	Question tags	Phrasal verbs
11.	<b>Letter to My Daughter: Jawaharlal Nehru</b>	Official reports	Listening for facts	Asking for clarifications and permission	Conjunctions	Idioms
12.	<b>Leave This Chanting: Rabindranath Tagore</b>	Note making	Listening for the gist	Making complaints	Prepositions	One-word substitutes
13.	<b>The Man behind 'i' (Apple)</b>	Summaries	Listening for the gist	Telephone skills	Genitives and possessive adjectives	Style and register
14.	<b>The Bet: Anton Chekov</b>	Paraphrases	Listening for opinions	Presentations	Subject-verb agreement	Commonly misspelt words
15.	<b>The Gift of the Magi: O'Henry</b>	Information transfer	Listening for opinions	Group discussions	Active and passive voice	Commonly confused words
16.	<b>If: Rudyard Kipling</b>	Punctuation	Listening for attitude	Interviews	Reported speech	Connotations

TEXTBOOK PRESCRIBED: *English for Fluency* by K. Purushotham, published by Orient BlackSwan, 2013.

### Examination Pattern

1. The annual examination will be for 80 marks (Model Question paper Appended)
2. Twenty marks are earmarked for Practicals as per the breakup given below.
  - a. Attendance in English classes as marked in the register 5 Marks
  - b. Record (Leave Letter; Application for Job; CV) 5 marks
  - c. Viva (On any of the speaking activities from the text) 5 Marks
  - d. Viva (Discussion on a poem/prose lesson of student's choice) 5 Marks

Note: These marks are awarded by the teachers concerned, and the principals will forward the marks to the Controller of Examinations, KU.

Kakatiya University, Warangal  
FACULTY OF ARTS  
Paper I: COMMUNICATION SKILLS (for BA, B Com, B Sc, BBM I Year)  
Model Question Paper (w.e.f. 2013-14)

**Time: 3 Hours**

**Max Marks: 80**

NOTE: ANSWER THE FOLLOWING QUESTIONS IN THE SAME ORDER FROM 1 TO 10.

1. Answer any **FIVE** of the following in about 250 words each: (5X7)=35

- i. Why does the author forget her name in "What is my Name?"
- ii. What does the narrator in "The Woodrose" think about old age and its problems?
- iii. Why did the police harass the villagers in "Yanadi Kotadu?"
- iv. Why doesn't the narrator get a house in "For Vegetarians Only?"
- v. Why was it a strange experience to Yellana? Why was he beaten?
- vi. What is the essence of the story Nehru narrated to his daughter?
- vii. Write briefly about Steve Jobs' childhood and education.
- viii. What did Della do with her hair and why?
- ix. In the poem "If," does the poet believe in patience?
- x. What is the moral of the poem, "Leave this Chanting"?

2. Read the following passage and answer the questions in complete sentences: (5X1)=5

There are many fruits eaten by *adivasi* communities that we will probably never eat in our lifetime. For instance, in Andhra Pradesh, *adivasi* communities such as the *Gonds* and the *Koyas* used the *Tuniki* fruit and *Elleru* root as a perennial food resource about which many people living in the plains do not know. The *adivasis* introduced most of the basic food items to the plains people. Not curd-rice or pizza but pineapple, jackfruit, mango, melons, custard apple (*sitaphal*) various types of bananas and scores of fruits were first discovered by the *adivasis*. They also discovered the sourness of wild lemons and used them as an additive to food. They were the first to gather wild honey that has medicinal properties. Most vegetables, fruits and flowers we cultivate today have their origins among the *adivasis*. They are, therefore, our first teachers. Given their close proximities to the forest—which many *adivasi* communities worship as sacred groves—they learnt how to dig edible roots and tubers. They ate some raw, they roasted some, and they boiled some. All the roots do not have the same taste. They also do not have the same nutritional value. In some cases the fruit may be nutritional but not the leaves. For instance, while tomatoes are edible the leaves of the plant are toxic. Similarly there are flowers that are edible and have curative properties. The *adivasis* adopted useful food items and rejected the harmful ones through trial and error, over thousands of years. They were thus responsible for deciding the taste factor in our food culture.

- i. Name the basic food items that the *adivasis* introduced.
- ii. Why are the *adivasis* the 'first teachers'?
- iii. What does 'trial and error method' mean?
- iv. Who decided the taste factor in our food culture?
- v. What is the meaning of the word 'edible.'

3. Make notes on the above passage. (5)

4. Write a short paragraph based on the following graph. (5)

5. Write one-word substitutes to any FIVE of the following: (5X1)=5

- |                                  |                              |
|----------------------------------|------------------------------|
| i) suitable for eating           | ii) that which lasts forever |
| iii) the use of new idea         | iv) a heart specialist       |
| v) that which cannot be believed | vi) that which is not in use |

6. Choosing from the given list, fill in any FIVE of the following blanks to complete the idioms: (5X1)=5

- i. He can't understand the problem, he is a *green* ----
- ii. The problem is easy to do. It's a ---- *walk* for him.
- iii. The exams are drawing near. You have to *tighten your* ----
- iv. You are lucky, this came as a *blessing in* ----
- v. We are already in trouble, don't *add fuel to the* ----
- vi. I watch films *once in a blue* ----  
(*horn; fire; cake; disguise; belt; moon*)

7. Choosing from the given list, fill in any FIVE of the following blanks to complete the phrasal verbs: (5X1)=5

- i. Seema-Andhra employees *called* ---- the strike.
- ii. Though difficult, I am able to carry ---- the task.
- iii. We have to *get* ---- with everyone.
- iv. I *look forward* ---- meeting you.
- v. Please *take* ---- your shoes when you step into the Lab.
- vi. My father *gave*---- smoking.  
(*up; along; off; to; on; off*)

8. Fill in any FIVE of the blanks with suitable verb forms: (5X1)=5

- i. It \_\_\_\_\_(rain) now outside.
- ii. I \_\_\_\_\_(complete) my intermediate in 2013.
- iii. We \_\_\_\_\_(live) in Hyderabad since 1980.
- iv. I \_\_\_\_\_(go) to Delhi tomorrow.
- v. The train \_\_\_\_\_(arrive) just now.
- vi. The sun \_\_\_\_\_(rise) in the east.

9. Correct any FIVE of the following sentences in the underlined words: (5X1)=5

- i. I met my cousin brother in Bangalore.
- ii. I bought new furnitures recently.
- iii. We started to learning English.
- iv. We have arrived in the city at 8. a.m.
- v. She did not came yesterday.
- vi. Tell me what is your name?

10. Supply question tags to any FIVE of the following choosing from the given list: (5X1)=5

- i. It's raining, ----?
  - ii. Sita hasn't come today, ----?
  - iii. You are coming to my house tomorrow, ----?
  - iv. They didn't complete their dinner, ----?
  - v. I am a student, ----?
  - vi. They have not completed their exams, ----?
- (isn't it?; have they?; has she?; aren't I?; aren't you?; did they?)