

KAKATIYA UNIVERSITY, WARANGAL,
COMMUNICATION SKILLS
(for Undergraduate Courses)

Objectives of the Course:

- To expose the learners to cultural diversity and value education through the humanistic curriculum;
- To empower the learners with skills necessary for global placements;
- To equip the learners with the skills essential for their academic subjects;
- To acquaint the learners with reference skills;
- To encourage learner autonomy through pair and group activities;
- To help the learners and the facilitator visualize the theoretical and practical components of the course as a complement to each other;
- To encourage the facilitator to make creative use of various pedagogical tools and the new educational technology;
- 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:

- to be aware of cultural diversity and values of life
- to communicate effectively with coherence and relevance in speech and writing
- to be proficient with the Soft Skills required for national and global placements
- to participate in brainstorming sessions for cooperative learning
- 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.	What Is My Name?: P. Sathyavathi	Paragraphs	Listening for sounds, stress and intonation	Greeting, taking leave and introducing oneself and others	Nouns	Homonyms
2.	Pochamma's Goddess: Radha D'Souza	Essays	Listening for theme	Making requests	Pronouns	Homophones
3.	The Woodrose: Abhuri Chaya Devi	Descriptive essays	Listening for theme	Asking for time and directions	Articles	Homographs
4.	The Kitchen: Vimala	Narrative essays	Listening for main ideas	Inviting	Adjectives	Synonyms
5.	Yanadi Kotadu: Sujatha Gidla	Expository essays	Listening for main ideas	Apologising	Kinds of verbs	Antonyms
6.	Adivasis: Kancha Ilaiah	Argumentative essays	Listening for details	Interrupting	Tenses	Prefixes
7.	For Vegetarians Only: Sky Baba	Formal letters	Listening for details	Asking for and giving opinions	Adverbs	Suffixes

8.	Hunger: Jayanta Mahapatra	Emails	Listening for information	Agreeing and disagreeing	Declarative, interrogative, imperative and exclamatory sentences	Compound words
9.	From <i>Untouchable</i> <i>Spring</i>: G. Kalyana Rao	Application letters and curricula vitae	Listening for information	Suggesting and advising	Simple, compound and complex sentences	Collocations
10.	Lawley Road: R. K. Narayan	Memorandums	Listening for facts	Giving instructions	Question tags	Phrasal verbs
11.	Letter to My Daughter: Jawaharlal Nehru	Official reports	Listening for facts	Asking for clarifications and permission	Conjunctions	Idioms
12.	Leave This Chanting: Rabindranath Tagore	Note making	Listening for the gist	Making complaints	Prepositions	One-word substitutes
13.	The Man behind 'i' (Apple)	Summaries	Listening for the gist	Telephone skills	Genitives and possessive adjectives	Style and register
14.	The Bet: Anton Chekov	Paraphrases	Listening for opinions	Presentations	Subject-verb agreement	Commonly misspelt words

15.	The Gift of the Magi: O'Henry	Information transfer	Listening for opinions	Group discussions	Active and passive voice	Commonly confused words
16.	If: Rudyard Kipling	Punctuation	Listening for attitude	Interviews	Reported speech	Connotations

TEXTBOOK PRESCRIBED: *English for Fluency*, published by Orient BlackSwan (in press)

Examination Pattern

- The annual examination will be for 80 marks (Model Question paper Appended)
- Twenty marks are earmarked for internal assessment as per the breakup given below.

Attendance in English classes as marked in the register 5 Marks

- Record (Leave Letter; Application for Job; CV) 5 marks
- Viva (On any of the speaking activities from the text) 5 Marks
- 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,
COMMUNICATION SKILLS (for BA, B Com, B Sc, BBM I Year)
Paper I
Model Question paper

Time: 3 Hours

Max Marks: 80

NOTE: ANSWER THE FOLLOWING QUESTIONS IN THE SAME ORDER FROM 1 TO 16

Answer any **SIX** of the following questions in about 300 words each: (6X6=36)

1. Why does the author forget her name in “What is my Name?”
2. What does the narrator in “The Woodrose” think about old age and its problems?
3. Why did the police harass the villagers in “Yanadi Kotadu?”
4. What are the experiences that made the narrator tired in “For Vegetarians Only?”
5. Why was it a strange experience to Yellana? Why was he beaten?
6. What is the essence of the story Nehru told to his daughter?
7. Write briefly about Steve Jobs’ childhood and education.
8. What did Della do with her hair and why?
9. Read the following prose passage (from the text) and answer the questions: (4x1=4)

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.

- Name the basic food items that the *adivasis* introduced.
- Why are the *adivasis* the ‘first teachers?’
- What does ‘trial and error method’ mean?
- Who decided the taste factor in our food culture?

10. Make notes on the above Passage (4)

11. Summarise the above passage, and suggest a suitable title. (4)

12. a) Write synonyms to the following (4X1/2=2)

aroma = hinder = large = seldom =

b) Write antonyms to the following (4X1/2=2)

bend x urban x success x major x

c) Use the following homophones in your own sentences to bring out the difference in meaning (4X1/2=2)

their storey

there story

d) Write one-word substitutes to the following (4X1=4)

suitable for eating that which lasts forever

the use of new idea a heart specialist

13. Use the following idioms in your own sentences: (4X1=4)

a) face the music

b) in leaps and bounds

c) break the ice

d) cake walk

14. Use the following phrasal verbs in your own sentences: (4X1=4)

e) get together

f) fall apart

g) catch up

h) call for

14. a) Fill in the blanks with suitable prepositions (4X1/2=2)

The bag is ----- the top rack ----- the cupboard.

Did you read the article ---- the applications ----- biotechnology?

b) Fill in the blanks with suitable articles (4X1/2=2)

Manoj heard ----- old tale about ----- unicorn.

Once there lived ----- king. ----- king had two sons.

15. Fill in the blanks with suitable verb forms (4X1=4)

1. It _____ (rain) now outside.
2. I _____ (complete) my intermediate in 2013.
3. We _____ (live) in Hyderabad since 1980.
4. I _____ (go) to Delhi.

16. Correct the following sentences in the underlined words(4X1=4)

1. I met my cousin brother in Bangalore.
2. I bought new furnitures recently.
3. We started to learning English.
4. We have arrived in the city at 8. a.m.

17. Supply question tags to the following (4x1=4)

1. It's raining, -----?
 2. Sita hasn't come today, -----?
 3. You are coming to my house tomorrow, -----?
- They didn't complete their dinner, -----?

KAKATIYA UNIVERSITY, WARANGAL

COMMUNICATION SKILLS; Paper II (for II year UG Courses)

UNIT I: PRONUNCIATION

- a. Speech sounds and corresponding symbols
- b. Word Stress
- c. Neutralizing mother tongue influence
- d. Commonly mispronounced words
- e. Use of dictionary for pronunciation

UNIT II: NON-VERBAL COMMUNICATION

- Importance of non-verbal communication
- Personal appearance
- Facial expressions
- Movement, posture, gestures, eye contact, voice

UNIT III. SPEAKING

- Describing people, places and objects
- Reporting what others said
- Talking about future plans
- Predicting
- Talking about purpose
- Making inferences
- Making comparisons
- Persuading
- Expressing certainty, probability and possibility
- Explaining and giving reasons
- Asking and answering questions
- Group discussion: practice exercises using role play
- Presentation: practice exercises through role play
- Interview: practice exercises through role play

UNIT IV. READING

- Skimming for theme, the gist and main ideas
- Scanning for details and specific information
- Transfer of information to graphs, bar graphs, tables, pie charts, tree diagrams and flow charts
- Reading for writer's ideas/opinions
- Reading for writer's attitude
- Extensive reading

UNIT V. WRITING

- Statements of purpose
- Project proposals
- Project reports
- Minutes and summaries of the proceedings of meetings/seminars
- Some types of commonly written business letters
- Note making: practice exercises
- Note taking: practice exercises
- Explaining graphs, bar graphs, tables, pie charts, tree diagrams, flow charts and pictograms

UNIT VII: PREPARING FOR JOBS

- Application for Jobs
- Resume Writing
- Group Discussion
- Interview Skills

UNIT VIII. ENGLISH FOR COMPETITIVE EXAMINATIONS

- Synonyms
- Antonyms
- Analogy
- One-word substitutions
- Phrasal verbs
- Idioms

- Spellings
- Correction of errors in sentences
- Rearranging jumbled words in sentences
- Sentence completion
- Cloze tests in paragraphs
 - Rearranging jumbled sentences in paragraphs

UNIT IX: PRESENTATION SKILLS

- a. Visual aids in presentations
- b. Information Transfer
- c. Graphical organizers
- d. i. Graphs; ii. Flowcharts; iii. Tree Diagrams; iv. Pictogram; vi. Pie Charts

UNIT X: OFFICE COMMUNICATION

- Convening Official meetings
- Setting Agenda for Meetings
- Writing Minutes of Meeting
- Writing Show Cause Notices/Memo

