

MODULE	RHETORICAL FUNCTIONS	PRIMARY FOCUS RHETORICAL FUNCTION: INTRODUCING SELF, THE LINGUISTIC ACT OF NARRATING	PRIMARY OUTCOME
MODULE 1	SELF-INTRODUCTION . THE LINGUISTIC ACT OF NARRATING	Oral Fluency: Introducing oneself-introducing friend/family (connecting campus)- Reading: biographies (subject based) reading strategies-skimming-scanning-predicting- Language Focus- Use of present and past tense forms of verbs-(Degrees of Comparison) - Lexical Development: Adjectives-learning topic related vocabulary (approximately 30)- Writing: short biographies with the given details of (related to specific branches of engineering) Listening: listening to speeches by specialists from various branches of engineering and completing activities such as answering questions , identifying the main ideas of the listening text, style of the speaker (tone and tenor) and making inferences.	At the end of the module, students should be able to: <ul style="list-style-type: none"> Introduce oneself for at least 2 minutes with minimal intrusive errors and breaks. Write a paragraph by listing information chronologically
		SUGGESTED ACTIVITIES	SUGGESTED EVALUATION METHODS
		<ul style="list-style-type: none"> Lectures on the Communicative aspects of language use. Practical-Listening, Speaking and Writing 	<ul style="list-style-type: none"> Quizzes Assignments Small Group Work

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MODULE 2	COMPARING AND CONTRASTING	<p>Oral Fluency: Comparing and Contrasting (e.g. Facebook and Whatsapp)- Language Focus: verbal phrases-compound nouns(noun strings)-simple present and present perfect , future tense-</p> <p>Lexical Development: Discourse Analysis-lexical links- related to the function of comparing and contrasting-lexical items related to the reading texts -Reading: texts on comparing and contrasting concepts in engineering and technology (e.g. Computers and Artificial intelligence)</p> <p>Listening: gap-filling exercises -Writing: Definitions(short and long)-paragraph writing especially comparing and contrasting discourse</p>	<p>At the end of the module, students should be able to:</p> <ul style="list-style-type: none"> Compare and contrast products/ concepts both in speech and writing
		SUGGESTED ACTIVITIES	SUGGESTED EVALUATION METHODS
		<ul style="list-style-type: none"> Lectures on the Communicative aspects of language use. Practical-Listening, Speaking and Writing 	<ul style="list-style-type: none"> Quizzes Assignments Small Group Work
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		Suggested Activities	Suggested Evaluation Methods
		<ul style="list-style-type: none"> Lectures on the Communicative aspects of language use. Practical-Listening, Speaking and Writing 	<ul style="list-style-type: none"> Quizzes Assignments Small Group Work
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EVALUATION METHOD TO BE USED:

MODULE 3	EXTENDED PROBLEMS AND EXPRESSING SOLUTIONS	<p>Oral Fluency: Small Group Presentation (e.g. The handling of an old mobile phone)</p> <p>Language Focus: use of passive voice forms of verbs – past participle forms (sentence construction for expressing causal relations)-</p> <p>Lexical Development: specialized vocabulary to establish causal relations-</p> <p>Reading: texts on cause and effect functions- texts on process description-</p> <p>Listening: filling a table, introduction to graphic presentations (pie charts, tables, pictograms) -</p>	<p>At the end of the module, students should be able to:</p> <ul style="list-style-type: none"> • Make short presentations • Participate in small group discussions effectively. • Read and interpret visual data • Write extended paragraphs • Write a process description • Listen and comprehend long talks
		SUGGESTED ACTIVITIES: TED talks & discussions-	SUGGESTED EVALUATION METHODS
		<p>Writing: lengthy paragraphs- (e.g. What does the future hold for the software industry?)-</p> <p>Formal letter writing- highlighting problems and offering solutions.</p> <p>Practical-Listening, Speaking and Writing</p>	<ul style="list-style-type: none"> • Quizzes • Assignments • Small Group Work
		SUGGESTED ACTIVITIES	SUGGESTED EVALUATION METHODS
		<ul style="list-style-type: none"> • Lectures on the Communicative aspects of language use. • Practical-Listening, Speaking and Writing 	<ul style="list-style-type: none"> • Quizzes • Assignments • Small Group Work
MODULE 4	EXPRESSING CAUSAL RELATIONS	<p>Oral Fluency- speaking skills practice in small groups. (e.g. uses and abuses of the mobile phone)</p> <p>Language Focus: use of passive voice forms of verbs – past participle forms (sentence construction for expressing causal relations)-</p> <p>Lexical Development: specialized vocabulary to establish causal relations-</p> <p>Reading: texts on cause and effect functions- texts on process description-</p> <p>Listening: filling a table, introduction to graphic presentations (pie charts, tables, pictograms) -</p>	<p>At the end of the module students should be able to:</p> <ul style="list-style-type: none"> • Write two paragraphs describing and interpreting visual data (charts, tables etc.) • Read and comprehend texts expressing causal relations

		Writing: data interpretation and making inferences		
Sl. no	Category of Courses	Continuous Assessment	Mid –Semester Assessment	End Semester
1.	Theory	40	20	40