

**KU2AECENG106: ENGLISH FOR CAREER**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	AEC	100-199	KU2AECENG106	3	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
2	2	0	25	50	75	1.5

**Course Description:**

This course is designed to prepare students for the English language components of various competitive exams. It offers a comprehensive approach to mastering the essential skills required for success in standardized tests, including vocabulary enhancement, reading comprehension, grammar, writing, listening, and speaking. Through a combination of theoretical instruction and practical application, students will develop the proficiency needed to excel in the high-pressure environment of competitive examinations.

**Course Prerequisite: NIL****Course Outcomes:**

CO No.	Expected Outcome	Learning Domains
1	Expand and apply a diverse range of vocabulary suitable for competitive examinations.	A
2	Understand grammatical rules correctly to reduce errors in sentence structure, punctuation, and usage.	U
3	Gain experience and confidence by practicing under exam-like conditions, improving performance under pressure.	A
4	Analyze and interpret various texts, improving speed and accuracy in understanding passages.	An
5	Write coherent, structured, and concise essays and responses, adhering to the required formats and guidelines.	C

*\*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

**Mapping of Course Outcomes to PSOs**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
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CO 1	X		X				
CO 2	X		X				
CO 3			X				
CO 4		X					
CO 5			X				

## COURSE CONTENTS

### Contents for Classroom Transaction:

<b>M O D U L E</b>	<b>U N I T</b>	<b>DESCRIPTION</b>	<b>HRS 60</b>
<b>1</b>	<b>Module 1: Vocabulary</b>		<b>12</b>
	1	Synonyms, Antonyms, Homonyms	
	2	One Word Substitution	
	3	Prefixes and Suffixes	
	4	Idioms & Phrases, Phrasal Verbs	

<b>2</b>	<b>Module 2 Basic Grammar</b>		<b>17</b>
	1	Types of Sentences, Question Tags	
	2	Direct & Indirect Speech	
	3	Active and Passive Voice	
	4	Conjunction, Preposition, Adverbs and Adjectives, Tenses.	

<b>3</b>	<b>Module 3</b>		<b>14</b>
	1	Sentence Correction/ Error Spotting	
	2	Para Jumble / Jumbled Sentence	

	3	Cloze test / Complete the Sentence	
	4	Punctuations	

	<b>Module 4 Reading and Writing Skills</b>		<b>12</b>
<b>4</b>	1	Reading Comprehension	
	2	Essay Writing	
	3	Précis Writing	
	4	Writing CV and Cover Letter	

	<b>Teacher Specific Module</b>		<b>5</b>
<b>5</b>	<i>A teacher can design activities like the ones given below for internal evaluation</i>		
	<ol style="list-style-type: none"> <li>1. Incorporate word-of-the-day activities and encourage students to use new words in sentences.</li> <li>2. Conduct timed reading drills to improve speed and accuracy.</li> <li>3. Discuss different types of questions (main idea, inference, detail, etc.) and strategies to approach them.</li> <li>4. Encourage peer review sessions for grammar correction in written assignments.</li> <li>5. Provide practice prompts and conduct timed writing exercises.</li> </ol>		

### Essential Readings:

1. Malek, et al. *GRE Literature in English, Research and Education Association*, 2013.
2. McCarthy, Michael and Felicity O'Dell. *Vocabulary in Use*. Cambridge University Press. 2016
3. Sharpe, Pamela J. *Barron's How to prepare for the TOEFL*. Barron's Educational Series, Inc., 2004
4. Swan, Michael. *Practical English Usage*, OUP, 2016

### Assessment Rubrics:

Evaluation Type		Components	Marks
End Semester Evaluation		Theory	35
		Practical	15
		a) Test Paper / Viva Voce	15
		<b>ESE Total</b>	<b>50</b>
Continuous Evaluation		Theory	15
		a) Test Paper	5

	b)	Assignment I – based on Writing Skills	5
	c)	Assignment II - based on Grammar and Vocabulary	5
	Practical		10
	a)	Group Project – based on Vocabulary and Grammar	5
	b)	Individual Project – based on Writing	5
	<b>CE Total</b>		<b>25</b>
<b>Total</b>			<b>75</b>

Note: Practicums have only internal assessments.