Gyanmanjari
Innovative University

Subject: English Proficiency–II (BSC1XX12204)

Type of course: Ability Enhancement Course (AEC)

Prerequisite: English Proficiency–I (IELTS General Training foundation in LSRW)

Rationale:

This course builds upon English Proficiency–I and advances students toward international academic communication standards, with a strong emphasis on IELTS Academic and TOEFL iBT. Students will develop higher-order proficiency in listening, speaking, reading, and writing while also learning academic literacy, analytical reading, structured writing, and professional speaking skills suited for engineering, business, and science careers in a global context.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks		Total Marks
CI	T	P	C	SEE	CCE	
2	0	0	2	50	50	100

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

Sr. No	Course Content	Hrs.	Weightage
1	**Advanced Grammar, Vocabulary & Academic Accuracy** • Complex and compound–complex sentence structures • Advanced verb forms (perfect–continuous, mixed conditionals) • Hedging & academic tone (IELTS & TOEFL Writing focus) • Academic vocabulary building (AWL – Academic Word list) • Paraphrasing, summarizing, rephrasing techniques **Practical:** • AWL vocabulary log • Paraphrasing & error-correction drills • Complex sentence construction tasks • Short academic summaries (TOEFL Writing practice) **Evaluation Method:** (see table below)	T:02 P:04	20%

Evaluation Method:

Sr. No	Component	SEE	CCE
1	Grammar + Video Description	10	-
2	Vocabulary Logbook -ALA	-	05
3	Paraphrasing Poster/Worksheet -ALA		05
	Total	10	10

1. Grammar + Paraphrasing Test:

The examination will consist of **two parts**:

   i. **Advanced Grammar Section:**

     Students will complete tasks on advanced tense usage, clause structures, conditional forms, and complex/compound-complex sentences.

   ii. **Video Description:**

     Students will be given a short video from STEM, Business, or Social Sciences contexts. They must describe each action clearly and grammatically accurately, using appropriate academic vocabulary and cohesion devices.

2. Active Learning Activity- Vocabulary Logbook:

Students will have to keep a logbook in which they have to write daily a word of the day, its meaning and etymology. At the end of this module exam and term students have to submit the logbook for review.

3. Paraphrasing Poster/Worksheet - ALA:

Students will paraphrase 5–7 academic sentences or a short paragraph and present them creatively in a **poster or worksheet format.** Creativity and accuracy will be assessed.

Academic Listening: IELTS & TOEFL iBT Strategies
- Listening to academic lectures, seminars, and research talks
- Identifying main arguments, examples, opinions
- TOEFL iBT note-taking using Cornell/Mapping
- Understanding distractors (IELTS Section 3–4)
- Listening-to-summarize tasks

Practical:
1. Listening labs with TOEFL & IELTS audio
2. Topic-based academic lecture listening (science, business, tech)
3. Summary writing after audio
4. Table/flowchart completion

Evaluation Method:

Sr. No	Component	SEE	CCE
1	Listening Test (Summary + MCQs)	10	-
2	Structured Note-Making Task -ALA	-	05
3	Peer Audio Challenge (students recorded short lectures) -ALA	-	05
	Total	10	10

(Row 2 overall: T:02 P:04 — 20%)

1. Listening Test – Summary + MCQs
Students will listen to one TOEFL-style academic lecture and one IELTS Section 4 audio. The test will have:
  i. MCQs, sentence completion or matching based on key information.
  ii. Short summary tasks require students to condense the lecture's main ideas using appropriate academic vocabulary.

2. Note-Making Task -ALA
Students will listen to a short academic talk (10 minutes) and prepare structured notes using the Cornell, Outline, or Mapping method. Notes should reflect hierarchy of ideas, examples, and key terminology..

3. Peer Audio Challenge (students recorded short lectures) – ALA:
Students will record a short audio lecture on a given academic topic. They must present ideas clearly and coherently, using appropriate academic vocabulary, correct grammar, and effective transitions. Peers

will listen to the recordings and provide structured feedback on clarity, organization, and language use.

Advanced Speaking Skills (Academic & Professional)
- IELTS Speaking Part 2 & 3 (abstract questions)
- TOEFL Speaking: Independent & Integrated tasks
- Coherence-building strategies
- Using evidence, examples, and academic reasoning
- Pronunciation, intonation, stress, rhythm

Practical:
1. Cue-card sessions
2. TOEFL integrated speaking tasks (audio + response)
3. Mock interviews & GDs
4. Industry scenario role-plays
5. Peer feedback using band-descriptor rubrics

Evaluation Method:

Sr. No.	Component	SEE	CCE
1	Speaking Viva (Cue-Card + Argumentation)	10	-
2	GD / Interview Simulation -ALA	-	05
3	Role Play (Workplace or Academic Scenario) -ALA		05
	Total	10	10

1. Speaking Viva
Description:
The speaking exam consists of two components:
  i.   Cue-Card Presentation (IELTS Part 2): Students will speak for 1–2 minutes on an abstract or academic topic.
  ii. Follow-up Analytical Questions (IELTS Part 3 / TOEFL Speaking style): Students respond to higher-level questions requiring explanation, evaluation, and examples.

2. GD / Interview Simulation -ALA
Students shall participate in a topic-based Group Discussion or a mock job interview. Assessment focuses on clarity, interaction, argument quality, and etiquette.
Suggestive Evaluation Criteria:

3. Active Learning Activity- Role Play – Workplace/Academic Scenario
Students must enact a professional situation such as presenting a project idea, solving a workplace issue, or explaining a process.
Suggestive.

Row 3: T:02 P:04   20%

Academic Reading & Critical Thinking (IELTS + TOEFL)
- Advanced reading strategies: inference, implication, argument analysis
- Passage-level logic and coherence
- TOEFL Reading: factual vs. inferred information
- IELTS Academic: matching headings, True/False/Not Given
- Evaluating author's purpose, bias, evidence

Practical:
1. Two long academic passages per session
2. Note-making and annotation
3. Student-made MCQs
4. Vocabulary-in-context tasks
5. Multi-text comparison (TOEFL Integrated)

Evaluation Method:

Sr. No	Component	SEE	CCE		
1	Reading Test (2 long texts + analytical questions)	10	-		
2	Vocabulary-in-Context Task - ALA	-	05		
3	Peer Challenge: Create-Solve MCQs -ALA		05		
	Total	10	10		

For Sr. No 4 row (leftmost column): **4**, and the rightmost columns show **T:02 P:04** and **20%**

1. Reading Test – 2 Long Passages

Description:
Students will answer a series of IELTS + TOEFL style questions such as:
- Matching headings
- True/False/Not Given
- Vocabulary-in-context
- Inference & purpose questions
- Table completion
  Focus is on speed, accuracy, and comprehension of argument flow.

2. Vocabulary-in-Context Task -ALA
Description:
Students will extract 8–10 high-level words from a reading passage and provide definition, synonym, and example sentence.

3. Peer Challenge – Create & Solve MCQs -ALA
Description:
Students will design 3–5 sets of MCQs based on an assigned academic reading and exchange them with peers.

Advanced Academic Writing
- IELTS Academic Task-1: graphs, charts, processes
- TOEFL Integrated Writing: summarizing academic passages
- Task-2 Essays: opinion, discussion, evaluation
- Academic paragraphing, cohesion, argument building
- Editing for clarity, tone, grammar

Practical:
1. Timed 150-word Task-1 writing
2. 250–300-word Task-2 essays
3. Analytical summaries (TOEFL Integrated)
4. Peer-editing workshops
5. Coherence & Grammar Correction session

Evaluation Method:

Sr. No	Component	SEE	CCE
1	Writing Test (Essay + Report/Graph summary)	10	-
2	Grammar / Coherence Rewrite Task	-	05
3	Peer Review & Improvement Task		05
	Total	10	10

(Row 5 · T:02 P:04 · 20%)

1. Writing Test – Essay + Report

Description:

The test includes:

   i.   **Task-1 (Report/Graph Summary – 150 words):**
Students must describe trends, comparisons, or processes using academic language.

   ii.   **Task-2 (Essay – 250+ words):**
Students shall write an argumentative/opinion/discussion essay following academic paragraph structure and coherence principles.

2. Grammar / Coherence Rewrite Task - ALA

Description:

Students will correct an error-filled paragraph or rewrite a poorly structured essay to improve grammar and logical flow.

3. Peer Review & Improvement Task - ALA

Description:

Students shall exchange written work with a peer and rewrite the peer's draft, focusing on clarity, vocabulary, grammar, and structure.

Suggested Specification table with Marks (Theory): 50

Level	Distribution of Theory Marks (Revised Bloom's Taxonomy)					
	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	10%	20%	20%	20%	20%	10%

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from the above table.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Apply advanced grammar and academic vocabulary in written/oral communication.
CO2	Comprehend and summarize complex academic lectures and discussions.
CO3	Speak confidently on abstract, academic, and professional topics using structured reasoning.
CO4	Critically interpret long academic texts with analytical depth.
CO5	Write coherent academic essays, reports, and integrated summaries with accuracy and clarity.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, task-based and activity-driven learning strategies, role play, Quiz, brainstorming, MOOCs etc.

Teachers will use audio-visual aids, mock simulations, lab assignments, real-life scenarios, and peer learning tools.

Platforms such as Google Forms, PPTs, Quizizz, and Google Docs may be used for assessments.

Students will engage in active learning through ALAs, peer feedback, and role-based activities.

10–15% of topics may be delivered using flipped classroom or self-learning videos (SWAYAM/NPTEL/dictionary apps).
Continuous assessment via ALAs, portfolios, peer review.

Reference Books:

[1] Cambridge IELTS Academic Series 20, Cambridge UP.

[2] Lougheed, Lin. Barron's TOEFL iBT. Barron's Educational Series.

[3] Murphy, Raymond. English Grammar in Use. Cambridge UP.

[4] Braverman, Simone. Target Band 7.

[5] Brown, Richard, and Lewis Richards. IELTS Advantage: Writing Skills. Delta Publishing.

Suggestive Evaluation Criteria:

Sr No.	Rubric
1	**I. Advanced Grammar Section – 05 Marks** • Accuracy of tense usage – 2 • Correct use of clauses & sentence structures – 1 • Appropriate use of conditionals – 1 • Overall grammatical precision & complexity – 1 **II. Video Description –05 Marks** • Clarity & logical sequencing of actions – 2 • Grammatical accuracy – 1 • Use of academic vocabulary – 1 • Cohesion devices (linkers, references) – 1
2	**Listening Test (Summary + MCQs)** **Module 2: Academic Listening – Evaluation & Scoring Scheme** • Total Questions: **40** • Marks per Question: **1** • Maximum Score: **40** **Band Conversion:** • Raw score (out of 40) will be converted to an **IELTS Listening Band Score** as per standard IELTS evaluation criteria. **SEE Marks Conversion:** • The obtained band score will be converted into **marks**. • **Final Module 2 SEE marks = 25% of the original marks.** *This ensures alignment with IELTS Academic Listening assessment standards.*
3	**Speaking Viva (Cue-Card + Argumentation)** The below listed rubric will carry equal Marks. The score obtained will be converted into 50% of the marks obtained. • Each criterion: **5 Marks** • **Fluency and Coherence – 5 Marks** • Speaks fluently with minimal hesitation; ideas well linked (5) • Occasional pauses or repetition, message mostly clear (3–4) • Frequent pauses, poor idea development (1–2) • **Lexical Resource – 5 Marks** • Wide range of vocabulary; precise and natural use (5)

	- Adequate vocabulary with some repetition or errors (3–4) - Limited vocabulary; frequent misuse (1–2) **Grammatical Range and Accuracy – 5 Marks** - Uses a variety of structures accurately (5) - Mix of simple and complex forms with noticeable errors (3–4) - Limited structures; frequent grammatical errors (1–2) **Pronunciation – 5 Marks** - Clear pronunciation; effective stress and intonation (5) - Generally clear with minor pronunciation issues (3–4) - Difficult to understand; frequent mispronunciations (1–2)
4	**Reading Test (2 long texts + analytical questions)** The below listed rubric will carry equal Marks. The score obtained will be converted into 50% of the marks obtained **Module 4: Academic Listening – Evaluation & Scoring Scheme** - Total Questions: **40** - Marks per Question: **1** - Maximum Score: **40** **Band Conversion:** - Raw score (out of 40) will be converted to an **IELTS Listening Band Score** as per standard IELTS evaluation criteria. **SEE Marks Conversion:** - The obtained band score will be converted into **marks**. **Final Module 2 SEE marks = 25% of the original marks.** *This ensures alignment with IELTS Academic Listening assessment standards.*
5	**Writing Test (Essay + Report/Graph summary)** The below listed rubric will carry equal Marks. The score obtained will be converted into 50% of the marks obtained **Each criterion: 5 Marks** **Task Achievement / Task Response – 5 Marks** - Fully addresses the task, clear overview/position, relevant support (5) - Minor omissions or unclear parts (3–4) - Task partially addressed, weak support (1–2) <ol start="2"> **Coherence and Cohesion – 5 Marks** - Logical organization, clear paragraphing, effective linking (5) - Generally coherent with minor cohesion issues (3–4) - Poor organization, limited connectors (1–2) <ol start="3"> **Lexical Resource – 5 Marks** - Wide academic vocabulary, accurate word choice (5) - Adequate range with occasional errors/repetition (3–4) - Limited vocabulary, frequent errors (1–2) <ol start="4"> **Grammatical Range and Accuracy – 5 Marks** - Varied sentence structures, high accuracy (5) - Some complex forms with noticeable errors (3–4) - Frequent grammatical errors, limited range (1–2)