

**DEPARTMENT OF ENGLISH
UNIVERSITY OF DELHI
DELHI - 110007**

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**Structure of BA Honours English
English for BA/ BCom/BSc Programme
and
English for BA(H)/BCom(H)/BSc (H)
under Learning Outcomes-based Curriculum Framework for Undergraduate Education**

SEMESTER 1

**Core, Ability Enhancement Course Compulsory (AECC), B.A/B.Com Program, B.A.
English Discipline and Generic Electives (GE)**

*Syllabus applicable for students seeking admission to the
BA Honours English, BA/BCom/BSc Programme and BA(H)/BCom(H)/BSc(H) under LOCF
w.e.f. the academic year 2019-20*

SEMESTER I B. A. & B. COM. PROGRAMME

CORE ENGLISH LANGUAGE

General Course Statement

1. The course will retain streaming. The structure of three graded levels of English language learning is required in a diverse central university like Delhi University to address the differential learning levels of students and achieve the desired competence.

2. **The existing English A, B, and C will be renamed as English Language through Literature, English Fluency and English Proficiency respectively. This will remove any discriminatory, hierarchical attributes in the existing nomenclature and refocus the pedagogic exercise on the respective objectives of the three streams in an academically thorough and non-hierarchical way.**

As 98% of the BA & B.Com Programme students have done English in class 12, **streaming will be now based on their Class XII marks in English.** There will be three streams:

1. 80% and above: **ENGLISH LANGUAGE THROUGH LITERATURE**
 2. 60% and above up to 80%: **ENGLISH FLUENCY**
 3. Less than 60%: **ENGLISH PROFICIENCY**
- We have retained the present Delhi University Rule of streaming students who have done English up to Class X and Class VIII to ENGLISH FLUENCY and ENGLISH PROFICIENCY respectively to take care of the 2% who may not have done English up to Class XII
 - We have provided a 10% relaxation in Class XII English marks while streaming for students who have studied English Elective in class XII

The detailed syllabus with suggested readings, teaching plans, testing/evaluation pattern and learning outcomes for two semesters under CBCS is as follows:

ENGLISH LANGUAGE THROUGH LITERATURE I & II
ENGLISH FLUENCY I & II
ENGLISH PROFICIENCY I & II

A -- ENGLISH LANGUAGE THROUGH LITERATURE

Course Objectives

This course aims to

- develop in students the ability and confidence to process understand and examine different kinds of texts - verbal and written - that they encounter in everyday life
- enable students to identify and understand social contexts and ethical frameworks in the texts they encounter
- encourage suitable research; to recognize sources; to distinguish fact from opinion/editorialization; produce objective versus subjective pieces
- teach skilled comprehension; listening/reading; skimming; summarising; précis writing; paraphrasing; note making
- identify key topics/arguments/ideas
- accomplish writing goals: creating an essay; writing a thesis statement; producing topic sentences; developing organised paragraphs; evolving the skill of producing suitable transitions between paragraphs
- enable students to write in expository argumentative and descriptive modes
- help students identify and use the characteristic features of various writing forms: letters programmes reports/press-releases; newspaper hard news; feature articles; fiction and nonfiction
- enable students to choose between expository argumentative descriptive and narrative writing styles to assemble their own writing
- inculcate confident expression: to enable students to articulate their own views confidently because their language skills sufficiently empower them to converse research and collate information from various textual sources be these verbal or written.

COURSE CONTENT FOR SEMESTERS I / II

Unit 1

Understanding Everyday Texts

This unit aims to help students understand that we are surrounded by texts So thinking about texts reading writing and comprehension are necessary life skills not merely language skills

Reading: Texts may include reportage open letters campaigns social reports etc Students will practice skimming scanning analysing interpreting

Writing: Descriptive passage making notes drafting points creating a program sheet paragraphs outlines drafts etc

Speaking: Make short presentations 2-3 minutes long showcasing their understanding of any topical issues

Listening and responding to short presentations

Grammar/Vocabulary: Tenses -- verb tenses and the ability to use them in a variety of contexts

Suggested Readings:

Edwards, Adrian 'Forced displacement worldwide at its highest in decades'

UNHCR.org [UNHCR http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#](http://www.unhcr.org/afr/news/stories/2017/6/5941561f4/forced-displacement-worldwide-its-highest-decades.html#) Accessed 1 June 2018

Jadhav, Radheshyam 'Groom wanted: Trader peon... anyone but a farmer' *Times News Network* 1 Jan 2018 <https://timesofindia.indiatimes.com/city/chandigarh/groom-wanted-trader-peon-anyone-but-a-farmer/articleshow/62321832.cms> Accessed 1 June 2018

Knapton, Sarah 'Selfitis' -- the obsessive need to post selfies-- is a genuine mental disorder say psychologists' *The Telegraph* 15 December 2017 <https://www.telegraph.co.uk/science/2017/12/15/selfitis-obsessive-need-post-selfies-genuine-mental-disorder/> Accessed 1 June 2018

'13 letters every parent every child should read on Children's Day' *The Indian Express* 10 November 2014

<http://indianexpress.com/article/lifestyle/feelings/12-letters-every-parent-every-child-should-read-on-childrens-day/> Accessed 1 June 2018

Unit 2

Understanding Drama

This unit focuses on dramatic texts centre human communication; the focus will be to see how speech is connected to character and situation

Reading one-act/short plays to identify different elements of drama characterization/ conflict/ plot etc

Writing: Rewriting dialogue for a character; writing an alternative playscript for a scene with stage directions; practicing expository writing; writing analytical pieces about the plays

Speaking: Learning to use one's voice and body to perform/enact a character

Listening: Watching plays live or recorded; studying why actors perform the way they do

Grammar/Vocabulary: Observing and learning the use of the first person/second person/third person address

Suggested Readings:

Lakshmi CS 'Ambai' 'Crossing the River' *Staging Resistance: Plays by Women in Translation* edited by Tutun Mukherjee Oxford: Oxford University Press 2005

Unit 3

Understanding Poetry

Poetic texts centre the use of language in clear and striking ways: students will learn how poetic language can help them attain brevity clarity depth and complexity in verbal and written expression

Reading poetry to identify tone imagery rhythm rhyme and use of tropes

Writing and reviewing poems with particular emphasis on formal elements; paraphrase and analysing poems to produce argumentative interpretations of poems

Speaking: reading poetry out loud as in poetry slam in order to listen to tone emphasis etc

Listening to others' poetry and preparing responses

Grammar/Vocabulary: Modifiers Synonyms Antonyms Homophones Simile Metaphor

Suggested Readings:

Angelou Maya 'Caged Bird' *The Complete Collected Poems of Maya Angelou* New York: Random House Inc 1994

Ezekiel Nissim 'Goodbye Party For Miss Pushpa TS' *Collected Poems* New Delhi: Oxford University Press 2005

Okara Gabriel 'Once Upon a Time' *Gabriel Okara: Collected Poems* Nebraska: University of Nebraska 2016

Lawrence DH 'Last Lesson of the Afternoon' *The Complete Poems of DH Lawrence* Hertfordshire: Wordsworth Editions 1994

Unit 4

Understanding Fiction

Narrative texts use language to recreate experience: students will learn how to order their experiences into meaningful narratives

Reading a short story to identify themes, plot, structure, characterisation and narrative voice

Rewriting the story from another perspective to redevelop plot and characters

Speaking discussing the formal elements of a piece of fiction of their choice

Listening to audio clips of writers reading their work/work read aloud to study how fiction uses literary devices and also rhythm pauses punctuation etc

Grammar/Vocabulary: Imperatives Conditional Clauses Transitions

Suggested Readings:

Kumar E Santhosh 'Three Blind Men describe an Elephant' *Indian Review*

[http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-
elephant-by-e-santhosh-kumar/](http://indianreviewin/fiction/malayalam-short-stories-three-blind-men-describe-an-
elephant-by-e-santhosh-kumar/) Accessed 1 June 2018

Mistry Rohinton 'The Ghost of Firozsha Baag' *Tales from FirozshaBagh* McClelland
& Stewart 1992

Joshi Umashankar 'The Last Dung Cake' *The Quilt from the Flea-market and Other
Stories* Delhi: National Book Trust 2017

Unit 5

Creating Your Own Voice

This unit helps students understand that the creation of a unique personal voice is possible through an understanding of the mechanics of language. This section will study how different audiences lead us to modify what we wish to say so that our thoughts become accessible and communication is successful

Reading: Texts may include columns opinion and editorial pieces from newspapers magazines social media online news and e-zines

Writing: Examine the process of writing: drafting editing and revising; respond to what you are reading in the form of a personal essay preliminary forms can include social posts or blogs structured as brief personal essays

Speaking about thematically similar content to different audiences to help students understand how the listener affects form and content

Listening: Students' presentations can supply the core listening task; listen to texts on similar themes addressed to different audiences film clips from feature and documentary films; songs on the same theme

Grammar/Vocabulary: Register tone word choice

Suggested Readings:

[https://www.wired.com/story/wikipedias-fate-shows-how-the-web-endangers-
knowledge/](https://www.wired.com/story/wikipedias-fate-shows-how-the-web-endangers-
knowledge/) Accessed 18 July 2019

Khanna Twinkle 'Lesson from Frida: Backbone can win over broken spine' in 'Mrs.
Funnybones' *The Times of India* 16 September 2018

[https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-
over-broken-spine/](https://timesofindia.indiatimes.com/blogs/mrsfunnybones/lesson-from-frida-backbone-can-win-
over-broken-spine/) Accessed 13 June 2018

TESTING AND EVALUATION

Internal Assessment: Of 20 marks 10 marks will be allocated for assessment of reading and writing assignments and 10 marks for assessment of speaking and listening test.

Semester I/II Final Examination 75 marks

Reading and Writing skills:

- Unseen comprehension passage 650 words to test reading comprehension critical thinking and vocabulary skills 15 marks
- Questions related to the suggested literary texts: to test awareness of literary form and context through comprehension testing 2 x 15 = 30 marks
- Questions testing composition skills: descriptive passage; personal essay; paraphrasing poem; re-writing story-ending etc. 2 x 10 = 20 marks

Grammar: Different grammar topics to be tested via exercises of editing/rewriting a given passage 10 marks

Teaching Plan

Week 1 – Introduction; Unit 1 --Understanding Everyday Texts

Week 2 – Unit 1 contd

Week 3 – Unit 1 contd

Week 4 – Unit 2 -- Understanding Drama

Week 5 – Unit 2 contd

Week 6 – Unit 2 contd

Week 7 – Unit 3 -- Understanding Poetry

Week 8 – Unit 3 contd

Week 9 – Unit 4 -- Understanding Fiction

Week 10 – Unit 4 contd

Week 11 – Unit 4 contd

Week 12 – Unit 5 -- Creating Your Own Voice

Week 13 – Unit 5 contd

Week 14 – Unit 5 contd and summing up

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Keywords

Language through literature

Verbal and written texts

Social and ethical frameworks

Listening and reading comprehension

Argumentative descriptive and narrative writing styles

Confident self-expression

B -- ENGLISH FLUENCY

Course Objectives

This course is intended for students who possess basic grammatical and vocabulary skills in English but may not be able to effectively communicate in their everyday contexts. The course aims to equip them with skills that will help them interact with people around their personal, institutional, and social spaces. The course will help students to

- describe or express their opinions on topics of personal interest such as their experiences of events, their hopes and ambitions
- read and understand information on topical matters and explain the advantages and disadvantages of a situation
- write formal letters, personal notes, blogs, reports, and texts on familiar matters
- comprehend and analyse texts in English
- organise and write paragraphs and short essays in a variety of rhetorical styles

COURSE CONTENTS FOR SEMESTERS I / II

Unit 1

In the University

Introducing oneself -- Note-making

Pronunciation Intonation – Nouns, Verbs, Articles

- Introduce yourselves as individuals and as groups -- group discussion exercise. Take notes on your fellow students' introductions
- Introduce characters from the text you are reading via posters

Suggested Readings:

Tales of Historic Delhi by Premola Ghose Zubaan. 2011

Unit 2

In the domestic sphere

Diary/ Blog writing

Modifiers, Prepositions, Conjunctions

- Write a diary entry and convert it into a blog post

- Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post

Suggested Readings:

‘The Lost Word’ by Esther Morgan From *New Writing*, ed. Penelope Lively and George Szirtes, Picador India, New Delhi, 2001.

Squiggle Gets Stuck: All About Muddled Sentences: Natasha Sharma. Puffin Young Zubaan. 2016.

Unit 3

In public places

CV Job applications

Tenses and concord

- Write the CV of a fictional character
- Write the perfect job application for your dream job

Suggested Readings:

‘Amalkanti’ by Nirendranath Chakrabarti From Oxford Anthology of Modern Indian Poetry, ed. Vinay Dharwadkar and A.K. Ramanujan, OUP, New Delhi, 1994, pp 52-3.

Extract from *Bhimayana* Srividya Natarajan and S. Anand. Navayana Publications. pp 60-71.

Unit 4

In the State

Research -- Filing an FIR, making an RTI request, submitting a consumer complaint

Active & Passive voice; idioms

- Find out what the procedure is for making a complaint about trees being cut in your neighbourhood
- Draft a formal letter requesting information about the disbursal of funds collected by a residents' welfare association

Suggested Readings:

Where the Wild Things Are by Maurice Sendak Random House UK, 2000.

rtionline.gov.in/index.php

consumerhelpline.gov.in/consumer-rights.php

www.jaagore.com/know-your-police/procedure-of-filing-fir

www.consumercomplaints.in/municipal-corporation-of-delhi-b100274

Unit 5

Interface with Technology

Book/film reviews

Punctuation

- Write a review of a text you have read in class
- Record a collaborative spoken-word review of the latest film your group have all seen

Suggested Readings:

Priya's Shakti: Ram Devineni, Lina Srivastava and Dan Goldman. Rattapallax, 2014.

www.priyashakticom/priyas_shakti/

Kennedy, Elizabeth. "Breakdown and Review of 'Where the Wild Things Are'." ThoughtCo, Jul. 3, 2019, thoughtco.com/where-the-wild-things-are-maurice-sendak-626391.

Teaching Plan

Week 1 – Introduction & Unit 1 -- In the University

Week 2 – Unit 1 contd

Week 3 – Unit 2 --In the domestic sphere

Week 4 – Unit 2 contd

Week 5 – Unit 2 contd

Week 6 – Unit 3 --In public places

Week 7 – Unit 3 contd

Week 8 – Unit 3 contd

Week 9 – Unit 4 --In the State

Week 10 – Unit 4 contd

Week 11 – Unit 4 contd

Week 12 – Unit 5 --Interface with Technology

Week 13 – Unit 5 contd

Week 14 – Unit 5 contd & Summing Up

General Template for Facilitating the Achievement of Course Learning Outcomes

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Keywords

Effective communication

Listening

Speaking

Reading and writing

Communicative tasks and activities

Familiar contexts

Professional contexts

Social contexts

Evaluation:

Internal assessment (25 marks)

Reading & Writing assignment(10 marks)

Oral listening & speaking test(10 marks)

Attendance: 5 marks

FINAL EXAM 75 marks

Semester I/II

Book or film review(15 marks)

Comprehension passage(15 marks)

RTI request or FIR(10 marks)

Dialogue or Interview(10 marks)

Diary or blog post(10 marks)

Proofreading/Punctuation passage(5 marks)

Note-making(5 marks)

Facebook or Twitter post(5 marks)

General Template for Facilitating the Achievement of Course Learning Outcomes

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Keywords

Effective communication

Listening

Speaking

Reading

Writing

Communicative tasks and activities

Familiar context

Personal communication

Professional communication

Social communication

C ENGLISH PROFICIENCY

Course Objectives

The English Proficiency course is intended for students who have had inadequate exposure to English and hence exhibit a very low level of proficiency in the language – difficulty in comprehending simple texts, limited vocabulary, a poor grasp of basic syntactical structures, and an inability to speak or write the language with confidence. The course that is spread over two semesters aims to redress these issues and aims to

- enhance comprehension skills and enrich vocabulary through the reading of short and simple passages with suitable tasks built around these
- introduce simple syntactical structures and basic grammar to students through contextualized settings and ample practice exercises so that they can engage in short independent compositions
- introduce the sounds of the language and the essentials of English pronunciation to students in order to remove the inhibitions experienced by them while speaking English
- acquaint students with social formulae used to perform various everyday functions so that they can converse in English in simple situations

COURSE CONTENTS FOR SEMESTER I / II

Unit 1

Reading and Comprehension - I

Note: The unit names are indicative only and identify core language areas that are targeted through the course. The learning of various language skills needs to happen in an integrated fashion. It is therefore imperative that for every unit learners should work through the whole range of tasks in the prescribed readings irrespective of the title of the unit.

- Short and simple passages from the prescribed books
- These texts are to be used to enhance reading and comprehension skills of learners through various textual tasks such as reading aloud, sentence completion, true / false activities, re-ordering jumbled sentences, identifying central ideas, supplying alternative titles, attempting short comprehension questions, etc.
- Learners are encouraged to exploit the recommended books beyond the prescribed sections

- The end-semester examination will include the testing of the comprehension of an unseen passage of an equivalent level

Suggested Readings:

A Foundation English Course for Undergraduates: Reader I, Delhi: Oxford University Press, 1991, pp. 1 - 36 Units 1 - 6

Everyday English Delhi: Pearson, 2005, pp. 1 - 15 Units 1 - 3 & 21 - 31 Units 5 - 6

Unit 2

Learning about words

Students cultivate the habit of using a dictionary to learn about words - their spelling, pronunciation, meaning, grammatical forms, usage, etc. Students are introduced to word associations, the relationships between words – synonyms, antonyms, homonyms, homophones. They learn the use of prefixes and suffixes; commonly confused words; phrasal verbs and idioms

The specific reading prescribed for this unit is to be used in conjunction with the vocabulary sections in the other recommended course texts, where activities like matching, sorting, and fill-in-the-blanks are used to engage the learners with words.

As a semester-long project the learners could be required to prepare 'mini-dictionaries' of their own, consisting of unfamiliar words they come across on a daily basis

Suggested Readings:

Everyday English Delhi: Pearson, 2005, pp. 36 - 43 Unit 8

Unit 3

Basic Grammar Rules - I

Subject-verb agreement; tenses; modals; articles; prepositions; conjunctions

The prescribed reading for this unit is to be supplemented by the grammar tasks contained in the other recommended course books to provide intensive practice to learners

Suggested Readings:

Developing Language Skills I, Delhi: Manohar, 1997, pp. 186 - 195 & 206 - 209 Units 2 3 & 5 of the 'Grammar' section

Unit 4

Writing Skills - I

This section will introduce students to the structure of a paragraph; they will write a short guided composition of up to 100 words. This skill is to be practised through activities such as supplying topic sentences to given paragraphs, completing given paragraphs, expressing given facts or information from tables and expressing it in paragraphs, re-ordering jumbled sentences, and then re-writing them as connected paragraphs, using suitable linking devices etc

Relevant sections from the other recommended course books are to be used for this purpose in addition to the prescribed reading for this section

Suggested Readings:

Everyday English, Delhi: Pearson, 2005, pp. 21 - 31 Units 5 - 6

A Foundation English Course for Undergraduates: Workbook I, Delhi: Oxford University Press, 1919, pp. 1 - 31 Units I - V

Unit 5

Conversing - I

Students will learn to listen to the sounds of English; the essentials of English pronunciation; conversational formulae used for greetings. After introducing themselves and others, students will learn correct modes of thanking, wishing well, apologizing, excusing oneself, asking for and giving information, making offers and requests, and giving orders.

In addition to the prescribed reading for this unit, the 'Speaking' sections at the end of the first five units of the *Everyday English* text should be used

Suggested Readings:

Developing Language Skills I, Delhi: Manohar, 1997, pp. 8 - 26 Units 1 - 5 of 'Oral Communication: Speech Patterns'

Teaching Plan

Teaching Learning Process

Since language skills can only be learnt and mastered through the teaching-learning process, instruction needs to be learner-centric. The class time is to be taken up with hands-on activities by learners, involving reading aloud / silently, speaking, listening, and writing. Peer and group work should be used extensively. The teacher is to act as a facilitator, setting up and overseeing learner tasks and providing stimulus, encouragement, and corrective inputs as and when necessary. The teacher is also expected to source additional related material and activities pitched at an appropriate level of difficulty, to plug in gaps in the prescribed readings as well as to extend the knowledge of the learners and to hone their skills.

Teaching Plan for Semester I / II

Week 1 – Introduction; *A Foundation English Course for Undergraduates: Reader I*, pp. 1 – 15
Units 1 - 3

Week 2 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 1 – 14 Unit I

Week 3 – *A Foundation English Course for Undergraduates: Reader I*, pp. 17 – 33 Units 4 – 6

Week 4 – *Developing Language Skills I*, pp. 186 – 189 Unit 2 of ‘Grammar’; *Everyday English*, pp. 1-9 Units 1 – 2

Week 5 – *Everyday English*, pp. 10 - 15 36 - 43 Units 3 & 8

Week 6 – *English at the Workplace II*, pp. 10 - 13 Unit 3; *Developing Language Skills I*, pp. 1 – 13 Units 1 & 2 of ‘Oral Communication: Speech Patterns’

Week 7 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 15 – 20 Unit II; *Everyday English*, pp. 21 - 27 Unit 5

Week 8 – *Everyday English*, pp. 28 - 31 Unit 6; *Developing Language Skills I*, pp. 18 – 21 Unit 4 of ‘Oral Communication: Speech Patterns’

Week 9 – *Developing Language Skills I*, pp. 189 – 195 Unit 3 of ‘Grammar’

Week 10 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 21 – 22 Unit III; *Developing Language Skills I*, pp. 14 – 18 Unit 3 of ‘Oral Communication: Speech Patterns’

Week 11 – *Developing Language Skills I*, pp. 21 - 26 Unit 5 of ‘Oral Communication: Speech Patterns’

Week 12 – *Developing Language Skills I*, pp. 206 – 208 Unit 5 of ‘Grammar’

Week 13 – *A Foundation English Course for Undergraduates: Workbook I*, pp. 23 – 27 Unit IV

Week 14 - *A Foundation English Course for Undergraduates: Workbook I*, pp. 28 – 31 Unit V

General Template for Facilitating the Achievement of Course Learning Outcomes

Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
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Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Note: The entire course is practical in nature. The prescribed readings are rich in tasks and activities that aim at developing essential language skills. Working their way through these tasks will give the learners hands-on practice in the use of these skills.

References

A Foundation English Course for Undergraduates: Reader I, Delhi: Oxford University Press, 1991

A Foundation English Course for Undergraduates: Workbook I, Delhi: Oxford University Press, 1991

Everyday English, Delhi: Pearson, 2005

Developing Language Skills I, Delhi: Manohar, 1997

Additional Resources:

English at the Workplace, Delhi: Macmillan, 2006

Assessment Methods

Since the class is conceived as learner-centric and built around tasks that require learners to actively use various language skills, formative assessment can and should be used extensively. The focus here could be on skills and activities that are harder to test in a written evaluation, such as speaking and listening skills, dictionary work, etc. Oral presentations, peer interviews, and group tasks can be used for this purpose. The end-semester written examination will test all the areas targeted in the course – reading comprehension, vocabulary, grammar, composition, and oral communication. The proposed weightage for these sections in the end-semester exam is as follows:

- Reading Comprehension - 25 marks
- Vocabulary - 15 marks
- Grammar - 15 marks
- Written composition - 10 marks
- Oral communication - 10 marks

Keywords

English proficiency

Reading

Writing

Speaking

Listening

Pronunciation

Comprehension

Vocabulary

Syntax

Grammar

Composition

Conversation