

## ENGLISH CURRICULUM

The English Curriculum of the Faculty of Applied Sciences is made up of three components: General English, Academic English and Business English. It aims to make the students confident in using the language appropriately with fluency and accuracy coupled with communicative competency and performance.

### GENERAL ENGLISH

The General English Programme, consisting of two parts as General English I and General II, is conducted in the first academic year as a non-credited non-GPA compulsory component for the B.Sc. degree programmes in the Faculty of Applied Sciences. These two parts are evaluated separately.

This General English curriculum is designed to help students make rapid progress in English and focus on the four key language skills – reading, writing, listening and speaking – with additional work on vocabulary, grammar and pronunciation. This curriculum is common to all five Departments in the Faculty of Applied Sciences.

The duration for teaching General English Curriculum is two semesters in the first academic year which consists of 30 weeks. Two hours are allocated per week to complete the lessons outlined in the curriculum.

**Teaching Methodology:** Portfolio submissions, Lectures, Brainstorming sessions, Case-based learning, Concept maps, Expert speaker, Game-based learning, Interviews, Problem-based learning, Project-based learning, Readings, Role-play, Scenario comparison, Simulation, Discussion sessions, Quizzes, Assignments, Debates, Presentations, and Examinations.

## INTENDED LEARNING OUTCOMES (ILOs)

### Reading component

The students should be able to:

1- Identify and understand basic grammatical structures and the functions of basic punctuation.
2- Read and understand a variety of moderately complex (3-4 paragraphs) texts such as narrative/biographical/descriptive prose/ short newspaper articles and formal/official letters.
3- Comprehend moderately complex texts which use a variety of organizational patterns such as cause/effect, compare/contrast, problem-solution, classification and/or diagrammatical information.
4- Identify the main idea/s in such texts, differentiate main ideas from supporting details in texts.
5- Distinguish between facts and opinions in such texts.
6- Comprehend implicit statements in such texts.
7- Use low-level inference skills such as guessing meanings of words in formal and informal texts.
8- Identify and understand intra-textual cohesion and the functions of basic discourse markers in such texts.

### Writing component

The students should be able to:

9- Write short texts using compound structures.
10- Construct a coherent paragraph (with a clear main idea and supporting details) on familiar concrete topics.
11- Write a short text of 2-3 paragraphs to relate/ narrate a sequence of events or describe a procedure using correct sequence markers.
12- Write a short text of 2-3 paragraphs about a personal or familiar situation e.g. <i>event, personal experience, future plans</i> .
13- Write 2-3 paragraphs to describe a person, object or scene.
14- Write a paragraph to relate/explain information in a simple table, graph, flow chart or diagram.
15- Join 3- 5 paragraphs into a simple essay on a particular topic.
16- Differentiate between main and supporting ideas in extended spoken discourse such as a lecture.

## Listening component

### The students should be able to:

17- Take down phone/voice mail messages accurately.
18- Respond to questions according to task format ( <i>e.g., true/false, circle the correct answer, etc.</i> ).
19- Identify main ideas, supporting details, statements and examples in a descriptive or narrative presentation, or in a group interaction ( <i>e.g., meeting, discussion</i> ).
20- Identify specific factual details and inferred meanings in video/audio taped conversations and respond to questions.
21- Understand and carry out moderately complex instructions.
22- Understand a set of instructions when not presented in sequence/order must be inferred from the text.

## Speaking component

### The students should be able to:



23- Respond to introductions by other people and handle courtesy formulas (greet someone familiar/unfamiliar).
24- Ask for an explanation/clarification
25- Participate appropriately in informal small group discussions
26- Outline or give simple instructions and describe a process
27- Express and respond to requests and complaints effectively
28- Present one's opinion on a topic and defend it
29- Give directions, offer assistance ( <i>e.g. Can I help you</i> )
30- Respond to and produce basic turn taking mechanisms to maintain a conversation including non-verbal cues and back channeling devices.



## Year I Semester I

Subject: General English I

Code: -EGP-1101

Lesson No.	Topic(s)	Content	Activity Resources
01	<p>Listen to the song “Earth”. Accept diversity/ welcome all/ think how, you being science students, can change the world.</p> <p>Introduce self and others.</p>	<p>Introducing everyone to the class.</p> <p>Discussing future goals and ambitions of each individual in the class.</p> <p>Making a simple introduction between two people unknown to each other.</p> <p>Responding to questions about likes/dislikes, family, friends.</p>	<p>The ‘Earth’ song:</p> <p><a href="https://www.youtube.com/watch?v=R-qZqU3g0do">https://www.youtube.com/watch?v=R-qZqU3g0do</a></p> <p>Welcome video:</p> <p><a href="https://cft.vanderbilt.edu/guides-sub-pages/first-day-of-class/">https://cft.vanderbilt.edu/guides-sub-pages/first-day-of-class/</a></p> <p><a href="https://www.youtube.com/watch?v=QgjkjsqAZVO">https://www.youtube.com/watch?v=QgjkjsqAZVO</a></p> <p><a href="https://www.youtube.com/watch?v=UfeLDRQSoEg">https://www.youtube.com/watch?v=UfeLDRQSoEg</a></p> <p><a href="https://learningenglish.voanews.com/a/lets-learn-english-lesson-one/3111026.html">https://learningenglish.voanews.com/a/lets-learn-english-lesson-one/3111026.html</a></p>

02	<p>Basic English sentence structures</p> <p>Prefixes and suffixes</p>	<p>The sentence and the sentence patterns.</p> <p>Identifying the structure of grammar of the sentences. (Negation, active/passive, conditionals etc.)</p> <p>Answering to YES/NO questions about personal details.</p> <p>Asking assistance and information, Using basic hedging devices and softeners. (E.g. Is it all right if I come in? Do you think you can wait a minute?)</p>	<p><a href="https://sites.google.com/site/clil4uprecourse/unit-2">https://sites.google.com/site/clil4uprecourse/unit-2</a></p> <p><a href="https://www.enchantedlearning.com/grammar/prefixsuffix/index.shtml">https://www.enchantedlearning.com/grammar/prefixsuffix/index.shtml</a></p>
03	<p>Uses, formation and types of Nouns and Pronouns, Singular and Plural</p>	<p>Nouns, Pronouns and Agreement of pronoun with antecedent.</p> <p>Identifying specific details in a simple monologue/dialogue: numbers/times/dates/letters/key expressions/ etc. (listen and complete a simple text by filling in blanks.)</p>	<p><a href="https://sites.google.com/site/clil4uprecourse/unit-1/2---pronouns">https://sites.google.com/site/clil4uprecourse/unit-1/2---pronouns</a></p>
04	<p>Reading common / general texts for comprehension</p>	<p>Identifying factual information /specific information in short texts. Distinguish between facts and opinions in texts.</p> <p>Describing pictures/objects using small sentences (There is.... /There are....).</p> <p>Learning through stories</p>	<p> activity1.doc</p> <p> Learn English through stories.doc</p>

05	basic Capitalization and Punctuation	Using capital letters appropriately. (In the names of people, places, or related words in International Units, At the beginning of a sentence, In abbreviations, In the titles of books, films, organizations, etc.)	<a href="https://www.livescience.com/">https://www.livescience.com/</a>
06	Prepositions and Determiners (a, an, the)	Prepositional phrases And their uses	<a href="https://sites.google.com/site/clil4uprecourse/unit-1">https://sites.google.com/site/clil4uprecourse/unit-1</a>   Recognizing determiners.pdf
07	Greetings and responses	Identifying greetings and other goodwill expressions /gestures in English. Responding to greetings and other goodwill expressions /gestures in English.  (Ex: Student: <i>Miss, have a nice day!</i> Teacher: <i>You too!</i> )  Greet someone familiar/ unfamiliar and asking explanation/clarification. Responding to requests/complaints effectively.	<a href="https://www.youtube.com/watch?v=RIQq4BsZa54">https://www.youtube.com/watch?v=RIQq4BsZa54</a>
08	Writing short compositions.	Deducing meanings of some unfamiliar words and phrases making use of contextual, structural and morphological clues in an English text.	 Online learning A panacea.pdf

		The given article can be used to deduce meaning by making use of contextual clues. (Article: Online learning: A panacea).	
09	Uses of "be" and "have"  Parts of speech	Using formal and informal writing in social media to learn 'be' and 'have'.  Writing different types of paragraphs (Descriptive/Persuasive/Narrative/Expository/Recursive).  Describing an event or an object /process or functions of a machine in 1-2 paragraphs.	<a href="http://www.5minuteenglish.com/grammar.htm">http://www.5minuteenglish.com/grammar.htm</a>
10	Listening to general conversations and dialogues	Expressing ability/inability, apologies/excuses.  Participating in formal/informal discussions at the lecture room.	<a href="http://www.5minuteenglish.com/listening.htm">http://www.5minuteenglish.com/listening.htm</a>  <a href="https://www.texasgateway.org/resource/paraphrasing-while-listening-and-taking-notes-english-iii-listening">https://www.texasgateway.org/resource/paraphrasing-while-listening-and-taking-notes-english-iii-listening</a>
11	Discussions on general topics like family, friends, hobbies, interests, etc.	Positive voice and negative commands and requests.  Discussing specific factual details in dialogues. Ex: phone calls, announcements, requests, complaints etc.	<a href="https://www.youtube.com/watch?v=lCBF659RMtg">https://www.youtube.com/watch?v=lCBF659RMtg</a>

## **Evaluation Procedure**

The ILOs of the course will be assessed through the following components with the given weightages:

Continuous Assignments on four language skills:	40%
End Semester Examination (a three-hour written examination):	60%

The pass mark is 40% (D+).




Other examination rules, regulations and practices observed in the Faculty of Applied Sciences will apply to this Programme as well.




## Year I Semester II

Subject: General English II

Code: -EGP-1201

Lesson No.	Topic(s)	Content	Assessments
01	Identifying directions.	Directions relating to movements, position in space, manner, frequency and duration.	<a href="https://www.youtube.com/watch?v=AJJfA_c2cwE">https://www.youtube.com/watch?v=AJJfA_c2cwE</a>
02	Introduction to listening strategies	Listening activities	  Roadblocks_to_Active_Listening.pdf    How_to_Listen_for_Successful_Communication.pdf
03	Using signposting	Using signposting technique to guide a listener.	 Customer_Service_Training.flv <a href="https://www.youtube.com/watch?v=c-PT03KUbt0">https://www.youtube.com/watch?v=c-PT03KUbt0</a>
04	Read general texts	Identifying the main topic/idea and supporting details of formal /informal texts.	<a href="https://www.youtube.com/watch?v=2cB2SOv42uQ">https://www.youtube.com/watch?v=2cB2SOv42uQ</a>
05	Subject and Verb agreement / Determiners – some, any, many, a lot	Using subject and verb agreement for the cohesion within a spoken text.	<a href="https://www.grammarbook.com/grammar/subjectVerbAgree.asp">https://www.grammarbook.com/grammar/subjectVerbAgree.asp</a> <a href="https://www.youtube.com/watch?v=2rH3zGr0u1g">https://www.youtube.com/watch?v=2rH3zGr0u1g</a>
06	Question Formation	Formulating ‘Wh’ questions.	<a href="https://www.youtube.com/watch?v=Pu1zdTrcCT4">https://www.youtube.com/watch?v=Pu1zdTrcCT4</a>

		Handling apologies, deal with complaints and congratulations. (Both face-to-face and over the phone.)	<a href="https://www.youtube.com/watch?v=WphIXqTp_es">https://www.youtube.com/watch?v=WphIXqTp_es</a>
07	Grammar	The Tenses of verbs  Present Tenses-Simple present/Present Continuous/Present Perfect/Present Perfect Continuous.	
08	Using indirect speech	Reporting utterances made by others such as orders, requests, complaints, questions and general statements.	
09	Grammar	Past Tenses- Simple Past/Past continuous/Past Perfect/Past perfect continuous  Future Tenses-Simple Future/ Future continuous/Future perfect/Future perfect continuous	
10	Conversations and dialogues.  Flash fictions.  Check your English sentence for accuracy using 'Ludwig'.	Expressing future plans/immediate and future needs/Describing one's skills and abilities to an audience, Introducing a guest to a small/large group.  Watch the Flash fiction "For sale: baby shoes never worn". Discuss.	<a href="https://ludwig.guru/s/suggestion+given+by+reviewers">https://ludwig.guru/s/suggestion+given+by+reviewers</a>  <a href="https://www.youtube.com/watch?v=r_4CO7t_6y8">https://www.youtube.com/watch?v=r_4CO7t_6y8</a>  Activity: Make a Flash fiction using your smart phone and upload to the LMS.

11	Role play, Impromptu speeches, picture description and debates on general topics	<p>Asking for and granting permission, expressing sympathy/agreement/disagreement, satisfaction/dissatisfaction, offering advice and making suggestions /threats/warnings /encouragements.</p> <p>Give directions and offer assistance. (E.g. Can I help you?) Responding to and producing basic turn-taking mechanisms to maintain a conversation.</p> <p>or/and</p> <p>Making a short presentation on a research/review topic and relating an anecdote/personal story about an experience.</p>	 <p>reading and speaking activity.do</p> <p>Example topics for debates:</p> <p>Education should be privatized in Sri Lanka.</p> <p>Family planning should not be encouraged in Sri Lanka.</p>
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### Evaluation Procedure:

The ILOs of the course will be assessed through the following components with the given weightages.

Continuous Assignments on four language skills:	40%
End Semester Examination (a three-hour written examination):	60%

The pass mark is 40% (D+).

Other examination rules, regulations and practices observed in the Faculty of Applied Sciences will apply to this Programme as well.

## **ACADEMIC ENGLISH**

Academic English Programme, consisting of two parts as Academic English I and Academic English II, is conducted in the second academic year as a non-credited non-GPA compulsory component for the B.Sc. degree programmes in the Faculty of Applied Sciences. These two parts are evaluated separately.

Academic English uses an established formal tone. Students are expected to master the technical vocabulary specific to their course of studies. General English aims to achieve a high standard of everyday English communication skills while Academic English curriculum is designed for students to excel in their academic activities.

This Academic English curriculum introduces students to academic study skills in their chosen field of study. Different resources will be used for the process of teaching and learning in the five Departments considering the specific needs of each degree Programme.

The duration for teaching Academic English Curriculum is two semesters in the second academic year which consists of 30 weeks. Two hours are allocated per week to complete the lessons outlined in the curriculum.

**Teaching Methodology:** Portfolio submissions, Lectures, Brainstorming sessions, Case-based learning, Concept maps, Expert speaker, Game-based learning, Interviews, Problem-based learning, Project-based learning, Readings, Role-play, Scenario comparison, Simulation, Discussion sessions, Quizzes, Assignments, Debates, Presentations, and Examinations.

## **INTENDED LEARNING OUTCOMES (ILOs)**

**The students should be able to**

- 1-Acquire the listening skills: listening for general/specific details and listening for detailed comprehension
- 2- Understand the organization of a lecture through semantic markers and signposting language
- 3- Infer important meanings in a spoken texts and take down notes effectively

- 4- Identify and differentiate between citations and reference
- 5- Understand why cite and what plagiarism is
- 6- Learn and apply 2 techniques of avoiding plagiarism: paraphrasing and quoting
- 7- Recognize different purposes and means of reading various texts
- 8- Understand what reading for academic purpose is
- 9- Learn and practice reading techniques of skimming, scanning and detailed reading for reading for academic purposes.
- 10- Understand what academic style encompasses and its characteristics
- 11- Identify and use academic vocabulary and grammar for academic style
- 12- Transform language written in non-academic language into academic language
- 13- Understand what paragraph writing is and its fundamental features
- 14- Identify main idea/topic sentence of paragraphs
- 15- Successfully structure a paragraph, ensuring cohesion
- 16-acquire new vocabulary identified from an assigned text
- 17-identify the structural components and style of language used in reports
- 18- Development communication skills including verbal and non-verbal skills.
- 19- Acquire the tools, experience and the confidence needed to present ideas.

## Year II Semester I

Subject: Academic English I

Code: -EAP-2101

Lesson No.	Topic(s)	Content
01	Listening	Writing notes using different note-taking methods like Cornell methods or mind maps
02	Vocabulary	Acquiring new vocabulary from academic texts / Contextual meaning
03	Technical writing	Making agendas, Conducting meetings
04	Writing effective paragraphs	Identifying the topic sentence, identifying the components and the structure of an effective paragraph
05	Report writing	Identifying the structure and the components of reports
06	Complex grammatical structures and the functions of complex punctuations.	Identifying intra-textual cohesion and the functions of basic discourse marker in complex academic texts Narrative /biographical /descriptive prose/ short newspaper articles/formal official letters
07	Making presentation	Preparing slides, visuals, images, needed for a PowerPoint Presentations
08	Academic writing	Maintaining conventions of academic style when writing journal articles and reviews
09	Classification diagrammatical information.	Variety of organizational patterns such as cause/effect, compare /contrast, problem-solution.
10	Writing texts using sequence markers.	Writing a short text of 2-3 paragraphs describing a procedure using a correct sequence markers.
11	Speaking skill	Identifying the importance of effective communication including non-verbal communication

### Evaluation Procedure:

The ILOs of the course will be assessed through the following components with the given weightages.

Continuous Assignments on four language skills:	40%
End Semester Examination (a three-hour written examination):	60%

The pass mark is 40% (D+).

Other examination rules, regulations and practices observed in the Faculty of Applied Sciences will apply to this Programme as well.

## Year II Semester II

Subject: Academic English II

Code: -EAP-2201

Lesson No.	Topic(s)	Content
01	Reading skills	Using reading techniques such as skimming and scanning to understand comprehension passages
02	Vocabulary	Introducing vocabulary related to technical subjects
03	Transferring information	Writing a paragraph to explain information in a simple table, graph, flow chart or diagram.
04	Grammar	Using conditional sentences Zero conditional/First Conditional/Second conditional/Third conditional in academic contexts.
05	Interests / conflicts of interest / hidden agenda in texts or academic content	Ambiguity in long and complex texts. Identifying factual details and inferred meanings in complex texts expressing interest and inquiry.  Identifying and explaining assumptions, point of view, personal attitudes, biases and emotions in complex texts (e.g. editorials in academic journals, students' essays, and letters to the editor).
06	Citation and referencing	Changing a text into academic style while retaining the meaning  Technique to avoid plagiarism
07	Academic essay writing	Writing an academic essay using a variety of complex structures. Describing a complex process or phenomenon in any familiar subject.  Describe and compare either two procedures. (E.g. Science experiments).  Reading and critically evaluating long, complex academic texts in textbooks, magazines or professional journals.



08	Technical writing-II	Writing minutes of a meeting
09	Paraphrasing for research purposes	Paraphrase without plagiarizing an original text.
10	Interpreting data	Verbal interpretation of research findings  Choose a researcher in your area of interest and read their journal articles.
11	Listening	Following a 20-30-minute mini lecture and summarize the points.

### **Evaluation Procedure:**

The ILOs of the course will be assessed through the following components with the given weightages.

Continuous Assignments on four language skills:	40%
End Semester Examination (a three-hour written examination):	60%

The pass mark is 40% (D+).

Other examination rules, regulations and practices observed in the Faculty of Applied Sciences will apply to this Programme as well.

### **Recommended reading material:**

- Cheryl Benz, Myra M. Medina, Linda Robinson Fellag, John D. Avery, Cynthia Schuemann 1st Edition © 2006 College Reading 1, 2, 3, 4
- CHOLIJ, TOWARDS ACADEMIC ENGLISH
- Craswell, G. 2004. *Writing for Academic Success*. Sage Publications.

- Donald Hall, Sven Birkerts (1997) Writing Well, Longman Publishing Group
- HELGESEN ACTIVE LISTENING 1 : INTRO SKILLS : STUDENTS BOOK
- Hewings, M. (1999) Advanced English Grammar, Cambridge University Press
- Jansz, O. (Ed.) (2004) Exploration: A course in reading, thinking and communication, Foundation Books
- Karen E. Walsh, Eileen Cotter, Gabriella Nuttall, Li-Lee Tunceren, Sharon Cavusgil 1st Edition © 2006 College Writing 1, 2, 3, 4
- McCARTHY, ACADEMIC VOCABULARY IN USE (SOUTH ASIAN EDITION) Cambridge University Press
- Murray, N. 2012. *Writing Essays in English Language and Linguistics*, Cambridge University Press.
- Nagasundaram. P. (2012) ESSENTIAL GRAMMAR, CRC Press
- Nagasundaram, P. COMMUNICATE IN ENGLISH, Students' Manual One & Two (Prepared for Sabaragamuwa University Students)
- Swan, M. (2005) Practical English Usage, Oxford University Press
- Wijesinha, R. A Handbook of English Grammar, Foundation Books
- Gunawardana. L. (1984) Introductory English for Science and Technology, Book One, Open University of Sri Lanka
- Gunawardana. L. (1984) Introductory English for Science and Technology, Book Two, Open University of Sri Lanka

**Useful links for learning prescribed General English curriculum online**

- <http://www.tesol-direct.com/tesol-resources/english-grammar-guide/verbs/>
- <https://www.youtube.com/watch?v=gssOjXmjQsk>
- <https://www.owl.english.purdue.edu/>
- [http://www2.warwick.ac.uk/fac/soc/al/learning\\_english](http://www2.warwick.ac.uk/fac/soc/al/learning_english)
- <http://www.englishpage.com>

Links to other websites where you can read more about the language point, or do further practice:

Nouns	<a href="http://www.tolearnenglish.com/exer...">http://www.tolearnenglish.com/exer...</a>
Pronouns	<a href="http://www.englishmedialab.com/Quizz...">http://www.englishmedialab.com/Quizz...</a> <a href="http://www.tolearnenglish.com/cgi2/m...">http://www.tolearnenglish.com/cgi2/m...</a>
Adjectives	<a href="http://www.englishmedialab.com/Quiz...">http://www.englishmedialab.com/Quiz...</a> <a href="http://www.ihbristol.com/free-en...">http://www.ihbristol.com/free-en...</a> <a href="http://www.tolearnenglish.com/exerci...">http://www.tolearnenglish.com/exerci...</a>
Verbs	<a href="http://www.impact-english.com/memb...">http://www.impact-english.com/memb...</a> <a href="http://www.englishexercises.net/yyv...">http://www.englishexercises.net/yyv...</a> <a href="http://www.english-room.com/wasw...">http://www.english-room.com/wasw...</a>
Adverbs	<a href="https://owl.english.purdue.edu/exerci...">https://owl.english.purdue.edu/exerci...</a> <a href="https://owl.english.purdue.edu/exerc...">https://owl.english.purdue.edu/exerc...</a>
Determiners	<a href="http://www.learn-english-today.com/les...">http://www.learn-english-today.com/les...</a> <a href="http://www.learnenglishfeelgood.com/mixe...">http://www.learnenglishfeelgood.com/mixe...</a> <a href="http://www.tolearnenglish.com/exercis...">http://www.tolearnenglish.com/exercis...</a>
Linking Words	<a href="http://web2.uvcs.uvic.ca/elc/studyzo...">http://web2.uvcs.uvic.ca/elc/studyzo...</a> <a href="http://www.esltower.com/GRAMMA...">http://www.esltower.com/GRAMMA...</a>
Prepositions	<a href="http://www.englisch-hilfen.de/en/exerc...">http://www.englisch-hilfen.de/en/exerc...</a> <a href="http://www.englisch-hilfen.de/en/ex...">http://www.englisch-hilfen.de/en/ex...</a> <a href="http://www.englisch-hilfen.de/en/exercises/s...">http://www.englisch-hilfen.de/en/exercises/s...</a>

## **BUSINESS ENGLISH**

Business English is the type of English used in business contexts, such as international trade, commerce, finance, insurance, banking, and many other office settings. It entails expectations of clarity, particular vocabulary, and grammatical structures. When using English for business contexts, it is vitally important to be as clear as possible and leave nothing for different interpretations. This is different from literature, for example, where a lot is left up to the interpretation of the reader. A sound grasp of Business English enables the student to more effectively and fluently communicate in English during day to day workplace scenarios such as presentations, negotiations, meetings, small talk, socializing, writing reports and C.V writing etc.

This Business English curriculum is common to all the Departments except in certain areas that use specific learning materials from different degree programmes. The Business English Programme is conducted in the third year first semester (15 weeks) as a non-credited non-GPA compulsory component for the B.Sc. degree programmes in the Faculty of Applied Sciences. Two hours are allocated per week to complete the lessons outlined in the curriculum.

**Teaching Methodology:** Portfolio submissions, Lectures, Brainstorming sessions, Case-based learning, Concept maps, Expert speaker, Game-based learning, Interviews, Problem-based learning, Project-based learning, Readings, Role-play, Scenario comparison, Simulation, Discussion sessions, Quizzes, Assignments, Debates, Presentations, and Examinations.

### **INTENDED LEARNING OUTCOMES (ILOs)**

#### **Reading component**

**The students should be able to:**

1. Read and understand selected sections of company annual reports
2. Interpret charts and graphs
3. Read and understand articles from business publications such as Business Today and LMD and identify contemporary issues related to business

4. Find specific information from a business email thread about a related issue
5. Identify the main points discussed in a business meeting by reading its minutes
6. Use low-level inference skills such as guessing meanings of words from context.
7. Compare company profiles and highlight key similarities and differences between two companies
8. Understand business jargon

### **Writing component**

**The students should be able to:**

9. Compose mission and vision statements of companies doing different types of business.
10. Construct a coherent report describing data illustrated through graphs and charts.
11. Compose an email in response to an ongoing discussion thread within a business organization.
12. Write the minutes for a business meeting
13. Create a mini company profile of a business organization
14. Distinguish between formal and informal register and write a formal letter from an employee to the CEO of a business organization
15. Compose at least three different job descriptions (JDs) for new employees as a human resource (HR) management task
16. Write a post-project report on a CEFR event funded by a business organization

### **Listening component**

**The students should be able to:**

17. Listen to prerecorded phone/voice mail messages and make notes on main ideas (gist listening)
18. Listen to a business presentation and take away its key message(s)

19. Identify main ideas, supporting details, statements and examples in a group interaction ( <i>e.g., meeting, discussion</i> ).
20. Watch a documentary about a successful business venture and understand its milestones
21. Understand underlying issues of a business organization by listening to two employees speaking to each other (Listening for specific information)
22. Listen and understand a talk on entrepreneurship. (Monologue)

### **Speaking component**

**The students should be able to:**

23. Respond to introductions by other people and handle courtesy formulas in business contexts (greet someone familiar/unfamiliar).
24. Ask for an explanation/clarification in workplace (for example, to colleagues)
25. Participate actively in small (dummy) business meetings
26. Give opinions and make suggestions in an informal workplace discussion among colleagues (about an ongoing issue in the company)
27. Use appropriate stress and intonation to verbally respond to requests and complaints in business contexts
28. Prepare and deliver a short presentation on a company specific issue outlining some solutions before a (dummy) board of directors
29. Give a briefing to a group of new recruits as a human resource (HR) management task
30. Use basic turn taking mechanisms to maintain a conversation. Including non-verbal cues and back channeling devices in a range of business contexts.

### Year III Semester I

Subject: Business English

Code: -EBP-3101

Lesson No	Topic(s)	Content
01	Letter writing and CV writing	Formal and informal letters. Letter writing techniques. Formats of different letters. Writing a CV and a covering letter using appropriate vocabulary.
02	Filling in forms	Fill out a leave application, bank voucher, money order form, writing a cheques. Fill out online applications.
03	Business meetings and presentations.	Meetings, negotiations Presentation skills. Preparing slides for business presentations Slide layout Registers in English, Jargons, taboo language, slang words, different accents.
04	Continuous Assessment	
05	Electronic media in business communication	Listening to a TV/Radio news item and respond to questions about it.  Media communication./Reporting  Identifying speakers' purpose in directive requests, reminders, orders, pleas, warnings, threats, suggestions and recommendations.
06	Speeches	Making a short welcome address and giving a vote of thanks.

07	Continuous Assessment	
08	Speaking	Presenting one's opinion on a topic and defend it, Presenting an argument using appropriate rhetoric. Presenting a student's issue at a meeting (A 'case presentation'). Making predictions about the content, consequences and outcomes of extended spoken discourse. Interpret some statistics found in the Central Bank Annual Report.
09	Listening and Writing	Reducing and synthesizing complex and extensive business information from multiple sources into a variety of written formats. (E.g. point-form notes, minutes, outlines, summaries, reports, charts, tables and graphs.) Listening to a presentation and completing a chart, table or a diagram.
10	Handling questions	Inviting questions /discussing options at the end of a seminar/business meeting.
12	Online learning	Using Zoom, Teams, and Google classrooms for learning online.
13	Creating profiles	Creating a Facebook profile Introducing digital tools to improve business writing (i.e. Microsoft Editor, Grammarly, Microsoft Word Grammar correction, Mobile and online dictionaries etc.;
14	Learning different accents/ dialects	Transcribing songs/movie parts/ speeches/news from Sinhala/Tamil to English.

### **Evaluation Procedure:**

The ILOs of the course will be assessed through the following components with the given weightages.

Continuous Assignments on four language skills: 40%

End Semester Examination (a three-hour written examination): 60%

The pass mark is 40% (D+).

Other examination rules, regulations and practices observed in the Faculty of Applied Sciences will apply to this Programme as well.



**Recommended reading list:**

- Practical English Usage by Michael Swan
- Essential Business Vocabulary Builder by Paul Emmerson
- Essential Business Grammar Builder by Paul Emmerson
- Cambridge Business English Dictionary by Cambridge University Press
- HBR Guide to Persuasive Presentations by Nancy Duarte
- Presentations in English by Erica Williams
- Speak Business English Like an American: Learn the Idioms & Expressions You Need to Succeed On The Job! by Amy Gillet
- 505 Business English Idioms and Phrasal Verbs by Clare Whitmell
- How to Write Effective Business English: Excel at E-mail, Social Media and All Your Professional Communications by Fiona Talbot
- Business Writing Essentials: How To Write Letters, Reports and Emails by Clare Whitmell
- Market Leader by David Cotton, Simon Kent, and David Falvey
- Intelligent Business: Pre-Intermediate Coursebook by Irene Barall