

**Revised Curriculum**  
**Bachelor of Arts Degree Programme**  
**Center for Distance and Continuing Education – 2021**

**Subjects: English Language**

<b>Year</b>	<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Compulsory</b>	<b>Credits</b>
1	1 & 2	CBEN 18213	English for Humanities/Social Sciences	Compulsory	3
2	3 & 4	CBEN 28223	English in Today 's world	Compulsory	3
3	5 & 6	CBEN 38233	English for Professional Purposes	Compulsory	3

<b>Course Code</b>	<b>CBEN 18213</b>
<b>Course Name:</b>	English for Humanities/Social Sciences
<b>Compulsory/ Optional:</b>	Compulsory
<b>Programme Learning Outcomes</b> <ul style="list-style-type: none"> <li>- Practicing the students to use English effectively.</li> <li>- Develop reading, writing, speaking, and listening skills.</li> <li>- Understand the subject matter taught in English.</li> </ul>	
<b>Main objective of the course</b> <p>The objective of this course is to enhance the students' writing, listening, speaking, reading skills along with the grammar and vocabulary knowledge of English as a Second Language.</p>	

**Expected/Intended Learning Outcomes (ILOs)**

ILO 1: Use appropriate and polite language in introductions handling courtesy formulas.

ILO 2: Use a range of functional language and discourse strategies to give and respond to opinions in conversation.

ILO 3: Respond to suggestions and ask for clarification.

ILO 4: Develop descriptions of people and objects.

ILO 5: Demonstrate the ability to give a presentation on formal topics.

ILO 6: Identify and respond to the gist and details of a range of simple and moderately complex academic and general-purpose texts.

ILO 7: Identify and respond to the gist and details of conversations, lectures, discussions, songs and poems.

ILO 8: Explain the main and supporting information in lectures and extracts from books and articles.

ILO 9: Infer implied information in reading and listening texts.

ILO 10: Construct an academic/expository paragraph with topic and supporting sentences.

ILO 11: Use English tense forms and other selected grammatical aspects meaningfully and adverbs effectively to express oneself in the selected contexts (sequence markers, adverbs of manner, degree etc., coordinating, subordinating conjunctions etc.)

Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
Week	Main Themes	Sub Themes			
1 <sup>st</sup>	<b>Inclusive societies (Part I)</b>	<ul style="list-style-type: none"> <li>- Discuss the need for inclusive societies.</li> <li>- Understand actual information in short texts encountered in daily life.</li> <li>- Practice all the major pronouns and their basic use determiners.</li> <li>- Practice use &amp; omission of the indefinite &amp; definite articles.</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	1,2
2 <sup>nd</sup>	<b>Inclusive societies (Part II)</b>	<ul style="list-style-type: none"> <li>- Describe a picture/object using short sentences (<i>There is.../there are....</i>)</li> <li>- Formulate simple Wh- questions.</li> <li>- Provide full-sentence oral answers to five or six questions about myself, my family and/or my friends.</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	4

3 <sup>rd</sup>	<b>Environment (Part I)</b>	<ul style="list-style-type: none"> <li>- Describe a picture using short sentences (There is.../There are...)</li> <li>- Discuss issues related to environment.</li> <li>- -Understand factual information in short texts encountered in daily life.</li> <li>- Practice use of little/a little &amp; few/a few</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	3
4 <sup>th</sup>	<b>Environment (Part II)</b>	<ul style="list-style-type: none"> <li>- Practice the use of other determiners: all, each, every, both, some, any, no, none, either, neither conjunction— and, although, when etc</li> <li>- Practice language use related to apologies, compliments and congratulations.</li> <li>- Introduce and give basic details about oneself at a gathering/ group discussion.</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	4,5
5 <sup>th</sup>	<b>Setting Goals</b>	<ul style="list-style-type: none"> <li>- Listen to a video and identify its main idea on the topic of Setting goals.</li> <li>- Respond in polite conversation with a peer and a lecturer handling courtesy formulas on the topic of ones' goals.</li> <li>- Simple present and present continuous forms to talk about permanent and temporary situations.</li> <li>- Writing an informal letter describing university life/ how it helps to achieve his/her personal goals.</li> <li>- Writing down ideas Success and Goal.</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	7,10

6 <sup>th</sup>	<b>Giving advice</b>	<ul style="list-style-type: none"> <li>- Listen to a song and discuss its ideas with the peers.</li> <li>- Asking and answering WH questions.</li> <li>- Play the language game <i>Who am I?</i></li> <li>- Palm reading using future tense.</li> <li>- Formulating a dialogue based on Short Silent Animated Movies.</li> <li>- Talk about heart break and advice of a love guru.</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	1,2, 10
7 <sup>th</sup>	<b>Discussing time</b>	<ul style="list-style-type: none"> <li>- Listen to a sequence of events in a narrative and suggest the ending.</li> <li>- Past simple and continuous forms to talk about past actions and events.</li> <li>- Discussion on past events and in an informative text.</li> <li>- Create a story using given lines.</li> <li>- Listen to a song and discuss its content.</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	7
8 <sup>th</sup>	<b>Listening</b>	<b>Practice Tests on Listening skills/ Speaking Activity Time</b>			
9 <sup>th</sup>	<b>Planning Events</b>	<ul style="list-style-type: none"> <li>- Role play about organizing a university event.</li> <li>- Use functional language to make and respond to suggestions.</li> <li>- Respond to opinions and ask for clarifications.</li> <li>- Listen to a lecture and take down notes.</li> <li>- Writing a graph.</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	8,9

10 <sup>th</sup>	<b>Personality Types</b>	<ul style="list-style-type: none"> <li>- Describe moods , senses and types of people.</li> <li>- Watch a video on personality types.</li> <li>- Adjectives and their order.</li> <li>- Describe people and objects.</li> <li>- Writing task on describing people/objects.</li> <li>- Read a poem and discuss its content.</li> <li>- Adverbs of frequency, manner and degree.</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	6,11
11 <sup>th</sup>	<b>Speaking in Retrospect (Part I)</b>	<ul style="list-style-type: none"> <li>- Listen to an interview with a famous academic.</li> <li>- Present perfect form and past simple forms to past actions and experiences.</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	9
12 <sup>th</sup>	<b>Speaking in Retrospect (Part II)</b>	<ul style="list-style-type: none"> <li>- Reading a biography of a famous person who is still alive using present perfect, past simple and present simple forms.</li> <li>- Essay writing task on ones' appreciative role model.</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	4
13 <sup>th</sup>	<b>Global Issues (Part I)</b>	<ul style="list-style-type: none"> <li>- Listen to audio clips contemporary social issues and identify each of problems.</li> <li>- Read for the main idea and supporting details in a newspaper article about waste management in Sri Lanka.</li> <li>- Infer meaning for the selected words in the above text.</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	9

14 <sup>th</sup>	<b>Global Issues (Part II)</b>	<ul style="list-style-type: none"> <li>- Sentence types in English.</li> <li>- Write letters of complaint on any imaginary issue.</li> <li>- Listen to a video and discuss characteristics of an effective academic presentation.</li> </ul>	Task-based language learning: presentations, discussions, role play, student presentations	3	6
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**Teaching /Learning Activities:** Lectures, Discussions, Assignments, Workshop

All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods

**Assessment Strategy:** Continuous Assessments (100 marks) or written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.

**Recommended Readings:**

- BBC Learn English: <http://www.bbc.co.uk/learningenglish/>
- Jordan, R. R. (1990). *Academic writing course*. Harlow: Longman
- Learn English Teens Skills Practice: <https://learnenglishteens.britishcouncil.org/skills>
- Longman Communication 3000 wordlist:
- [https://www.lex tutor.ca/freq/lists\\_download/longman\\_3000\\_list.pdf](https://www.lex tutor.ca/freq/lists_download/longman_3000_list.pdf) McCarthy, M., & O'Dell, F. (2008).
- *Academic vocabulary in use: 50 units of academic vocabulary reference and practice*. Cambridge: Cambridge University Press.
- Murphy, R. (2012). *English grammar in use: A self-study reference and practice book for intermediate learners of English*. Cambridge: Cambridge University Press.
- Redman, S. (1997). *English vocabulary in use: Pre-intermediate and intermediate*. Cambridge: Cambridge University Press
- Thomson, A. J., & Martinet, A. V. (2010). *A practical English grammar*. Oxford: Oxford University Press.

<b>Course Code</b>		<b>CBEN 28223</b>			
<b>Course Name:</b>		<b>English in Today's World</b>			
<b>Compulsory/ Optional:</b>		<b>Compulsory</b>			
<b>Program Learning Outcomes</b> <ul style="list-style-type: none"><li>- Practicing the students to use English effectively in today's world.</li><li>- Develop reading, writing, speaking, and listening skills.</li><li>- Understand the subject matter taught in English.</li></ul>					
<b>Expected/Intended Learning Outcomes (ILOs)</b> <p>ILO 1: Compare and contrast (idiomatic and spelling) differences between American English and English in Britain</p> <p>ILO 2: Describe and practice phonological, morphological, and syntactic features of Sri Lankan English</p> <p>ILO 3: Discuss global issues and their impact on Sri Lanka.</p> <p>ILO 4: Discuss contemporary issues.</p> <p>ILO 5: Use 'politically correct' language.</p> <p>ILO 6: Describe on the given data and the use related language appropriately.</p> <p>ILO 7: Identify academic writing style and edit.</p> <p>ILO 8: Develop conversations with lecturers and colleagues related to general topics.</p> <p>ILO 9: Discuss ideas and opinions based on diverse contexts.</p>					
<b>Contents</b>			<b>Mode of Delivery / Way of Delivery (T/L Materials)</b>	<b>No. of Hrs</b>	<b>ILO No.</b>
<b>Week</b>	<b>Main Themes</b>	<b>Sub Themes</b>			
1 <sup>st</sup>	<b>World Englishes (Part I)</b>	<ul style="list-style-type: none"><li>- Discuss different views about different Englishes</li><li>- Identify spelling differences between American and British English</li></ul>	Task-based language learning; presentations, discussions, role play, student presentations	3	1

2 <sup>nd</sup>	<b>World Englishes (Part II)</b>	<ul style="list-style-type: none"> <li>- Use idioms and expressions in meaningful sentences.</li> <li>- Listen to song about different views on English/ Watch video</li> </ul>	Task-based language learning; presentations, discussions, student presentations	3	1
3 <sup>rd</sup>	<b>Sri Lankan English (Part I)</b>	<ul style="list-style-type: none"> <li>- Read texts on features of Sri Lankan English</li> <li>- Make notes on standard and non-standard variety</li> </ul>	Task-based language learning; presentations, discussions, student presentations	3	2
4 <sup>th</sup>	<b>Sri Lankan English (Part II)</b>	<ul style="list-style-type: none"> <li>- Paragraph writing with topic sentences</li> <li>- Practice finding specific information in simple texts with clear layout</li> </ul>	Task-based language learning; presentations, discussions, student presentations	3	2
5 <sup>th</sup>	<b>Sri Lankan English (Part III)</b>	<ul style="list-style-type: none"> <li>- Appreciate and analyze short story in Sri Lankan English</li> </ul>	Task-based language learning; presentations, discussions, student presentations	3	2
6 <sup>th</sup>	<b>Current Issues (Part I)</b>	<ul style="list-style-type: none"> <li>- Discuss contemporary social issues.</li> <li>- Watch the given animated movies and</li> <li>- Write about the contemporary issues discussed in the movie.</li> </ul>	Task-based language learning; presentations, discussions, role play, student presentations	3	3,4
7 <sup>th</sup>	<b>Current Issues (Part II)</b>	<ul style="list-style-type: none"> <li>- Use reported speech in talking about current issues.</li> <li>- Express critical views on current issues.</li> </ul>	Task-based language learning; presentations, discussions, role play, student presentations	3	3,4



8 <sup>th</sup>	<b>Inclusive language (Part I)</b>	<ul style="list-style-type: none"> <li>- Discuss the need for inclusivity in society based on video clip.</li> <li>- Discuss issues related to using politically correct terminology.</li> </ul>	Task-based language learning; presentations, discussions, role play, student presentations	3	5
9 <sup>th</sup>	<b>Inclusive language (Part II)</b>	<ul style="list-style-type: none"> <li>- Identify and use politically correct language in all types of sentence.</li> </ul>	Task-based language learning; presentations, discussions, student presentations	3	5
10 <sup>th</sup>	<b>Data Commentary (Part I)</b>	<ul style="list-style-type: none"> <li>- Identify vocabulary related to graph descriptions.</li> <li>- Use tenses related to graph.</li> </ul>	Task-based language learning; presentations, discussions, student presentations	3	6
11 <sup>th</sup>	<b>Data Commentary (Part II)</b>	<ul style="list-style-type: none"> <li>- Identify the format of data commentary.</li> </ul>	Task-based language learning; presentations, discussions, student presentations	3	6
12 <sup>th</sup>	<b>Academic Writing Style</b>	<ul style="list-style-type: none"> <li>- Identify the use of nouns and verbs in academic language.</li> <li>- Practice nominalization.</li> <li>- Practice editing.</li> </ul>	Task-based language learning; presentations, discussions, student presentations	3	7
13 <sup>th</sup>	<b>Conversations (Part I)</b>	<ul style="list-style-type: none"> <li>- Identify the vocabulary related to day today conversations.</li> <li>- Identify the format of constructing questions.</li> </ul>	Task-based language learning; presentations, discussions, role play, student presentations	3	8,9
14 <sup>th</sup>	<b>Conversations (Part II)</b>	<ul style="list-style-type: none"> <li>- Construct dialogues based on different contexts.</li> <li>- Practice small dialogues.</li> </ul>	Task-based language learning; presentations, discussions, role play, student presentations	3	8,9

		<ul style="list-style-type: none"><li>- Respond to basic telephone calls which ask for routine information.</li></ul>			
15th	Conversations (Part III)	<ul style="list-style-type: none"><li>- Give directions, offer and assistance.</li><li>- Express and respond to requests and complaints effectively.</li></ul>	Task-based language learning; presentations, discussions, role play, student presentations	3	8,9
Teaching/Learning Activities:		Lectures, Discussions, Assignments, Workshop All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods.			
Assessment Strategy: Continuous Assessments (100 marks) or written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.					
Recommended Readings: <ul style="list-style-type: none"><li>• Gunesequera, M. (2005). The Post-colonial identity of Sri Lankan English. Colombo: Katha Publishers.</li><li>• Heyer, S. (1996). True stories in the news: A beginning reader (3rd ed.). UK: Pearson Publishers.</li><li>• Long, W. J. (2015). English literature: Its history and its significance for the life of the English speaking word. UK: Rupa Publisher.</li><li>• Swales, J. M., &amp; Feak, C. B. (2004). Academic writing for graduate students: Essential tasks and skills (Vol. 1). Ann Arbor: University of Michigan Press.</li><li>• Thomson, A. J., &amp; Martinet, A. V. (2010). A practical English grammar. Oxford: Oxford University Press.</li></ul>					

Course Code	CBEN 38233				
Course Name:	English for Professional Purposes				
Compulsory/ Optional:	Compulsory				
<b>Programme Learning Outcomes</b> <ul style="list-style-type: none"><li>- Practicing the students to use English effectively in a professional context.</li><li>- Develop reading, writing, speaking, and listening skills.</li><li>- Understand the subject matter taught in English.</li></ul>					
<b>Expected/Intended Learning Outcomes (ILOs)</b> <p>ILO 1: Practice conversations in English in a range of professional and academic context</p> <p>ILO 2: Practice in Business correspondences in English</p> <p>ILO 3: Create planned and impromptu speech and presentations.</p> <p>ILO 4: Describe and analyse graphs.</p> <p>ILO 5: Practice listening &amp; comprehend complex text with varied structures, conversations and speeches etc</p> <p>ILO 6: Practice CV writing</p> <p>ILO 7: Develop application procedure and interview skills.</p>					
Contents			Mode of Delivery / Way of Delivery (T/L Materials)	No. of Hrs	ILO No.
Week	Main Themes	Sub Themes			
1 <sup>st</sup>	Writing Letters (Part I)	<ul style="list-style-type: none"><li>- Identify the difference between formal and informal letters.</li></ul>	Interactive classroom sessions, lectures, workshops	3	1

<b>2<sup>nd</sup></b>	<b>Writing Letters (Part II)</b>	<ul style="list-style-type: none"> <li>- Distinguish different type of letters.</li> </ul>	Interactive classroom sessions, lectures, workshops	3	1
<b>3<sup>rd</sup></b>	<b>CV and Cover letter Writing (Part I)</b>	<ul style="list-style-type: none"> <li>- Identify different structures of CVs.</li> </ul>	Interactive classroom sessions, lectures, workshops	3	2
<b>4<sup>th</sup></b>	<b>CV and Cover letter Writing (Part II)</b>	<ul style="list-style-type: none"> <li>- Write CVs and cover letters.</li> </ul>	Interactive classroom sessions, lectures, workshops	3	2
<b>5<sup>th</sup></b>	<b>Interview Skills (Part I)</b>	<ul style="list-style-type: none"> <li>- Basic Skills which are required for interviews.</li> </ul>	Interactive classroom sessions, lectures, workshops	3	3
<b>6<sup>th</sup></b>	<b>Interview Skills (Part II)</b>	<ul style="list-style-type: none"> <li>- Identify strategies to face a job interview successfully.</li> <li>- Use terms/expressions used frequently used in job interviews.</li> <li>- Construct questions using Wh- question forms.</li> </ul>	Interactive classroom sessions, lectures, workshops	3	3,6
<b>7<sup>th</sup></b>	<b>Business Correspondence (Part I)</b>	<ul style="list-style-type: none"> <li>- Use grammatical structures and punctuation appropriately in different types of business correspondence</li> </ul>	Interactive classroom sessions, lectures, workshops	3	4
<b>8<sup>th</sup></b>	<b>Business Correspondence (Part II)</b>	<ul style="list-style-type: none"> <li>- Write fax, press release and emails.</li> <li>- Identify format of Memos and circulars.</li> </ul>	Interactive classroom sessions, lectures, workshops	3	2,4

<b>9<sup>th</sup></b>	<b>Presentation skills and Public speaking skills (Part I)</b>	<ul style="list-style-type: none"> <li>- Distinguish between good and bad presentations.</li> </ul>	Interactive classroom sessions, lectures, workshops	3	5
<b>10<sup>th</sup></b>	<b>Presentation skills continuation</b>	<b>Group activity on presentation skills</b>			
<b>11<sup>th</sup></b>	<b>Writing Business Reports (Part I)</b>	<ul style="list-style-type: none"> <li>- Identify different structures of business reports</li> </ul>	Interactive classroom sessions, lectures, workshops	3	5
<b>12<sup>th</sup></b>	<b>Writing Business Reports (Part II)</b>	<ul style="list-style-type: none"> <li>- Write a project proposal</li> </ul>	Interactive classroom sessions, lectures, workshops	3	2
<b>13<sup>th</sup></b>	<b>Facilitating and Conducting Meetings and Negotiating skills (Part I)</b>	<ul style="list-style-type: none"> <li>- Identify the skills for conducting meetings.</li> <li>- Write minutes and agenda.</li> </ul>	Interactive classroom sessions, lectures, workshops	3	5
<b>14<sup>th</sup></b>	<b>Facilitating and Conducting Meetings and Negotiating skills (Part II)</b>	<ul style="list-style-type: none"> <li>- Use negotiating skills in meetings and business purposes.</li> </ul>	Interactive classroom sessions, lectures, workshops	3	5
<b>15<sup>th</sup></b>	<b>Etiquette at work</b>	<ul style="list-style-type: none"> <li>- Identify practices that improve etiquette at work.</li> <li>- Discuss information in reading and listening texts related to work etiquette.</li> <li>- Distinguish between polite expressions appropriate for different contexts</li> </ul>	Interactive classroom sessions, lectures, workshops	3	7
<b>Number of Notional Hours:</b>					

<b>1. Lecture Hours – 45</b> <b>2. Tutorial / Practical / Presentation Hours – 25</b>	<b>3. Self-study and Homework Preparation Hours – 80</b>
<b>Teaching /Learning Activities:</b> Lectures, Discussions, Assignments, Workshop All should be presented by using LMS (As PowerPoint presentation), Using web search and self-studies methods	
<b>Assessment Strategy:</b> Continuous Assessments (100 marks) or written exam (100 marks) or written exam (80 marks) + assignments (20marks) at end of the academic year.	
<b>Recommended Readings:</b> <ul style="list-style-type: none"> <li>Baugh, L. S., Fryar, M., &amp; Thomas, D. A., (1998). <i>How to write first-class business correspondence</i>. Illinois, USA: NTC Publishing Group.</li> <li>Five Rhetorical Canons: Retrieved from <ul style="list-style-type: none"> <li><a href="http://thevisualcommunicationguy.com/2015/04/06/how-the-5-rhetorical-canons-will-make-you-more-persuasive/">http://thevisualcommunicationguy.com/2015/04/06/how-the-5-rhetorical-canons-will-make-you-more-persuasive/</a></li> </ul> </li> <li>Jones, L. &amp; Alexander, R. (2003). <i>New international Business English</i>. New York: Cambridge University Press.</li> <li>Lesikar, R., Flatley, M.E., Rentz, K., Lentz, P. &amp; Pande, N. (2016). Delivering Oral Reports and Business Speeches. In <i>Business communication: Connecting in a digital world</i> (13<sup>th</sup> ed.) (618- 646). India: McGrawHill Education.</li> <li>Mascull, B. (2003). <i>Business vocabulary in use</i>. New York, Cambridge University Press.</li> <li>Munter, M. (2003). <i>Guide to managerial communication</i>. New Jersey: Prentice Hall.</li> </ul>	