

PROFESSIONAL ENGLISH FOR LIFE SCIENCES-I

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

(Outcomes based on guidelines in UGC LOCF – Generic Elective)

UNIT 1: COMMUNICATION

1. **Listening:** Listening to instructions
2. **Speaking:** Telephone etiquette and Official phone conversations
3. **Reading** short passages (3 passages, one from each – Botany, Zoology, Biochemistry/Microbiology/Health)
5. **Writing:** Letters and Emails in professional context
6. **Grammar in Context:**
 - Wh and yes or no,
 - Q tags
 - Imperatives
- 7, **Vocabulary in Context:** Word formation - .
 - i) Creating antonyms using Prefixes
 - ii) Intensifying prefixes (E. g inflammable)

Changing words using suffixes

A) Noun Endings

B) Adjective Endings

C) Verb Endings

UNIT 2: DESCRIPTION

Listening – Listening to process description

Speaking - Role play

Formal: With faculty and mentors in academic environment, workplace communication

Informal: With peers in academic environment, workplace communication

Reading –Reading passages on plant world, animal world, health

Writing – Writing sentence definitions (e.g. species) and extended definitions (e.g. Taxonomy)

Picture Description – Description of creatures and their habitat

Grammar in Context: Connectives and linkers.

Vocabulary – Synonyms (register) - Compare & contrast expressions.

UNIT 3: NEGOTIATION STRATEGIES

Listening - Listening to interviews of specialists / inventors in fields (Subject specific)

Speaking – Brainstorming. (mind mapping). Small group discussions (subject-specific)

Reading – longer Reading text. (Comprehensive passages)

Writing – Essay Writing (250 word essay on topics related to subject area, like pollution, use of pesticides in cultivation, healthy lifestyle, environment consciousness)

Grammar in Context: Active voice & Passive voice – If conditional –

Vocabulary: -Collocations

-Phrasal verbs

UNIT 4: PRESENTATION SKILLS

Listening - Listening to presentation. Listening to lectures. Watching – documentaries (discovery / history channel)

Speaking –Short speech

- Making formal presentations (PPT)

Reading – Reading a written speech by eminent personalities in the relevant field /Short poems / Short biography.

Writing - Writing Recommendations

Interpreting visuals - charts/ tables/flow diagrams/

Grammar in Context – Modals

Vocabulary (register) - Single word substitution

UNIT 5: CRITICAL THINKING SKILLS

Listening - Listening to advertisements/news and brief documentary films (with subtitles)

Speaking – Simple problems and suggesting solutions.

Reading: Motivational stories on Professional Competence, Professional Ethics and Life Skills (subject-specific)

Writing Studying problem and finding solutions- (Essay in 200 words)

Grammar-Make simple sentences

Vocabulary -Fixed expressions

SUGGESTED ACTIVITIES

UNIT 1

Listening: Links for formal conversation can be given - Gap filling exercises – Multiple Choice questions – Making notes.

Speaking - Role play activity

Reading – Note making. Note -Taking.

Writing: Guided Writing (developing hints)

Email

Grammar&Vocabulary – Worksheets – Games.

UNIT 2

Listening-

Process Descriptions (Example: Processes of digestion in various forms of life, Photosynthesis, Process of locomotion in various forms of life)

Speaking – Role Play

Reading – Multiple choice questions - Evaluative answers – Classifying and labeling

Writing - Picture description: Description of creatures and their habitat (in 150 to 200 words).

Vocabulary: Expansion of compound nouns

UNIT 3

Listening- Gap fill exercises – Listening comprehension

Speaking -Debates

Reading -Reading comprehension

Writing – Essay Writing

Grammar - Vocabulary, Activities, Worksheets & Games.

UNIT 4

Listening - Note taking (of listening & viewing items) - Filling a table based on the listening item.

Speaking – JAM, Presentations. (PPT-TECHNICAL)

Reading-Reading comprehension

Writing– Difference between recommendations and instructions

Questions/MCQs based on graphs/flow diagrams/charts

Grammar: Vocabulary – Activities, Worksheets & Games.

UNIT 5

Listening – Radio News/ TV-News telecast /

Speaking - Watch or listen to documentaries and ask questions

Reading - Reading motivational stories (success stories in subject area)

Writing - Essay writing.

Grammar & Vocabulary –Activities, Worksheets & Games
