

Curriculum Booklet

# ENGLISH PROFICIENCY COURSE



FOR  
UNDERGRADUATE  
PROGRAMS





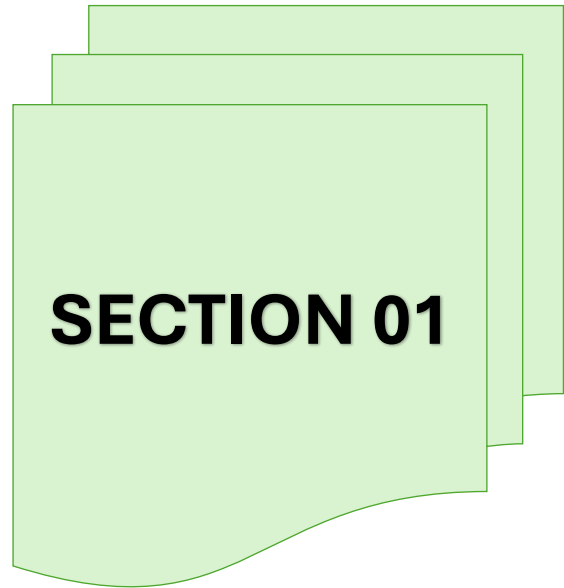
The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

# **Table of Contents**

## TABLE OF CONTENTS

Section	Content	Page No.
1.	List of Contributors	07
2.	Course Framework	11
3.	Preamble Process of Course Development List of Abbreviations	15
4.	HEC based course content	27
5.	English Proficiency Course (EPC) content	32
6.	Assessment Pattern	66
7.	List of Reference Books	69





The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

## **Experts and curriculum collaborators**

## LIST OF CONTRIBUTORS

### SYNDICATE

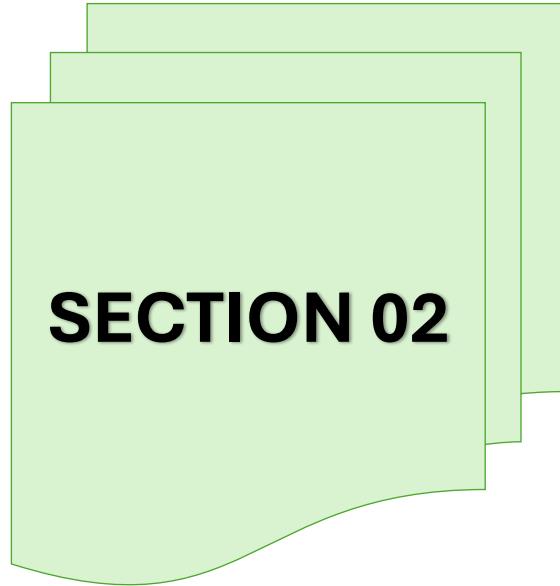
1.	<b>Prof. Dr. Ahsan Waheed Rathore</b> Vice Chancellor, University of Health Sciences, Lahore
2.	<b>Secretary</b> Government of the Punjab Specialized Healthcare & Medical Education Department Lahore
3.	<b>Secretary</b> Government of the Punjab Finance Department Civil Secretariat, Lahore
4.	<b>Prof. Dr. Khalid Masud Gondal</b> Vice Chancellor, Fatima Jinnah Medical University, Lahore
5.	<b>Prof. Dr. Nadia Naseem</b> Pro-Vice Chancellor/ Head; Department of Histopathology, University of Health Sciences, Lahore
6.	<b>Prof. Dr. Sidrah Saleem</b> Head, Department of Microbiology, University of Health Sciences, Lahore
7.	<b>Prof. Dr. Samina Kausar</b> Head, Institute of Nursing, University of Health Sciences, Lahore
8.	<b>Prof. Dr. Arshad Cheema</b> Professor of Surgery
9.	<b>Prof. Dr. Maryam Malik</b> Professor of Gynaecology & Obstetrics
10.	<b>Prof. Tayyiba Waseem</b> Principal, Allama Iqbal Medical College, Lahore
11.	<b>Prof. Soufia Farrukh</b> Principal, Quaid-i-Azam Medical College, Bahawalpur
12.	<b>Dr. Zahid Pervaiz</b> Ex-Director General Health Services, Punjab
13.	<b>Mr. Muhammad Haider Amin</b> Chairman, BoG University of Faisalabad, Faisalabad
14.	<b>Ms. Kiran Fatima</b> Registrar, University of Health Sciences, Lahore

### CURRICULUM STEERING COMMITTEE

1.	<b>Prof. Dr. Nadia Naseem</b> Pro-Vice Chancellor, UHS
2.	<b>Ms. Kiran Fatima</b> Registrar, UHS
3.	<b>Prof. Dr. Sara Ghafoor</b> Ex-Registrar, UHS ( Till May, 2024)

4.	<b>Prof. Dr. Sumera Ehsan</b> Head, DME, UHS
5.	<b>Lt. Col. (R) Dr. Khalid Rahim Khan TI (M)</b> Ex-Director, DME, UHS ( Till Jan, 2025)
<b>SUBJECT EXPERTS FOR COURSE REVIEW</b>	
1.	<b>Prof. Dr. Amra Raza</b> Dean, School of Education, Beaconhouse National University, Lahore
2.	<b>Dr. Amna Umer Cheema</b> Assoc. Prof., Institute of English Studies, University of the Punjab, Lahore
<b>SUBJECT SPECIALISTS, ENGLISH SECTION (PSDC, UHS)</b>	
1.	<b>Ms. Kinza Rashid</b> Ex- Incharge (English Section)
2.	<b>Ms. Afifa Mahboob</b> Lecturer
3.	<b>Ms. Tayyaba Zahid</b> Lecturer
<b>DEPARTMENT OF MEDICAL EDUCATION (UHS)</b>	
1.	<b>Syed Mohsin Raza Bokhari</b> Lecturer
2.	<b>Prof. Dr. Sumera Ehsan</b> Head, DME, UHS
3.	<b>Lt. Col. (R) Dr. Khalid Rahim Khan TI (M)</b> Ex-Director, DME, UHS (till Jan, 2025)

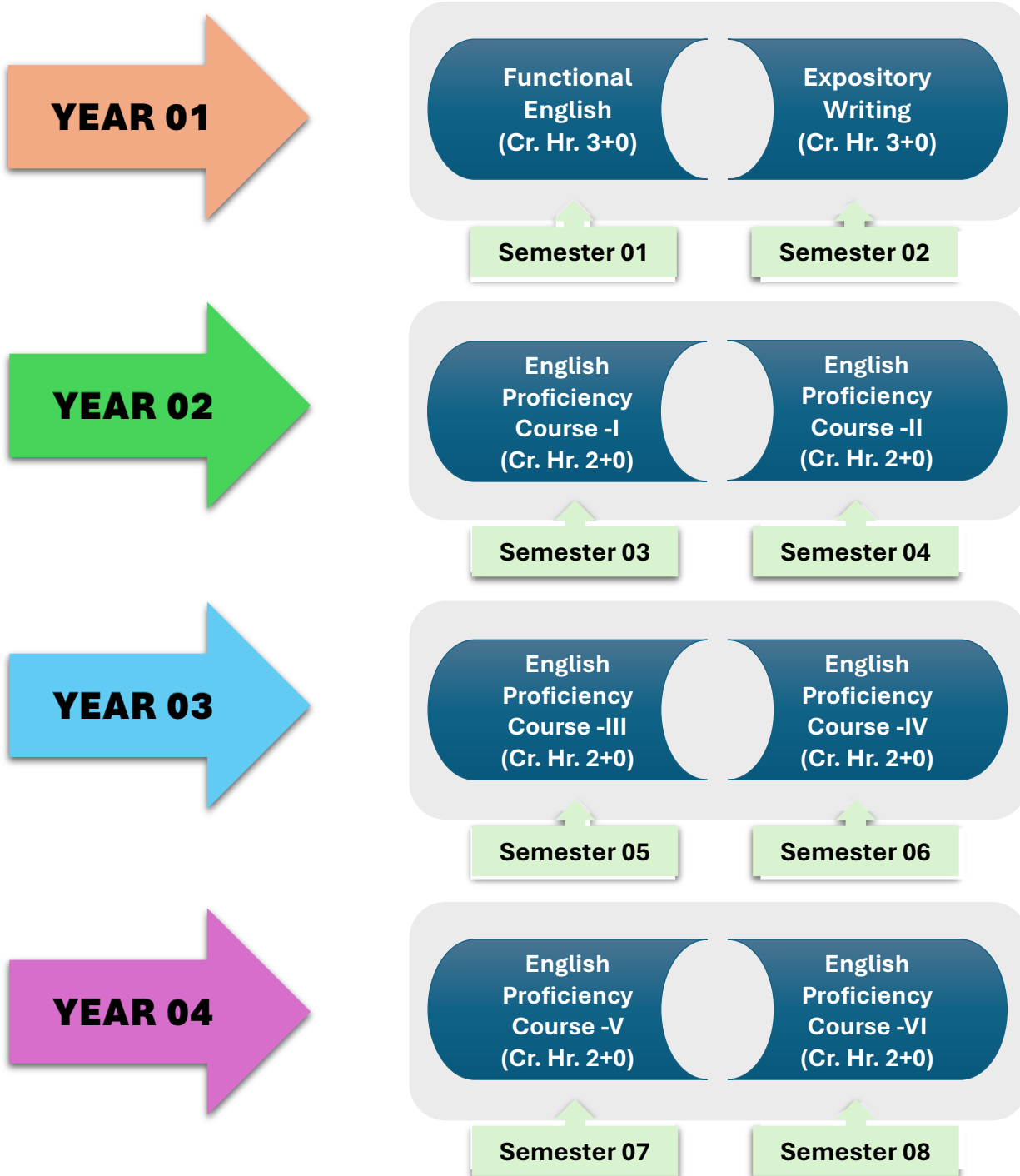
<b>PROJECT LEAD</b>	
1.	<b>Prof. Dr. Ahsan Waheed Rathore</b> Vice Chancellor, University of Health Sciences, Lahore
2.	<b>Prof. Dr. Nadia Naseem</b> Pro-Vice Chancellor, University of Health Sciences, Lahore



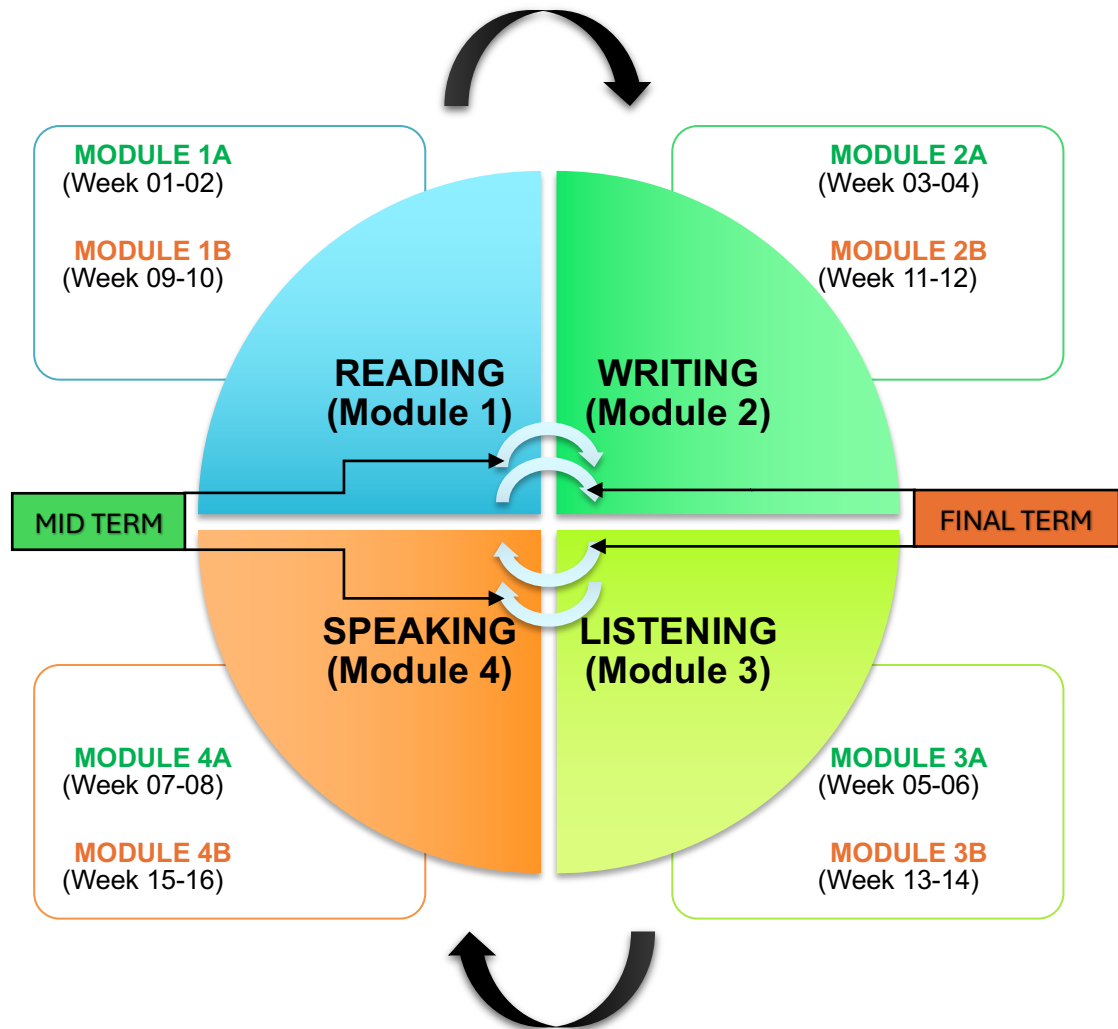
The background features abstract green geometric shapes. On the right side, there are several overlapping, semi-transparent green polygons of varying shades, creating a layered effect. On the left side, there is a single, sharp green triangle pointing upwards. The overall design is minimalist and modern.

# **Course Framework**

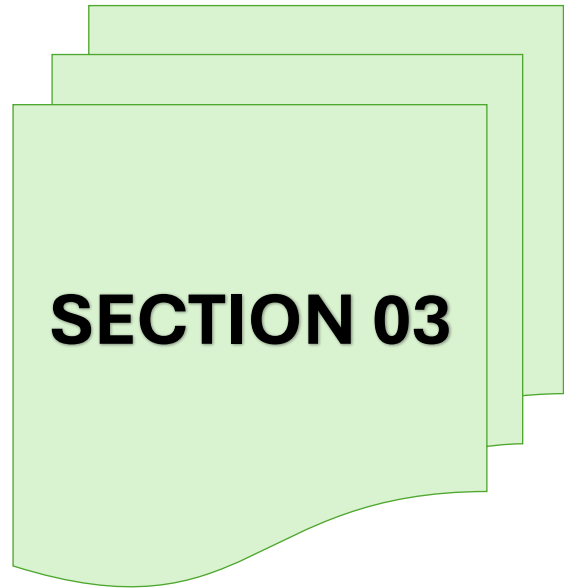
## ENGLISH PROFICIENCY COURSE (EPC) FRAMEWORK WITHIN SYLLABUS



## BASIC DOUBLE CIRCULAR FORMAT OF EPC







# Preamble

## **PREAMBLE**

University of Health Sciences (UHS), Lahore stands as a pioneering institution committed to equipping its graduates with the requisite skills to navigate the ever-evolving landscape of global health challenges, incorporating dynamic educational methodologies, and embracing emerging technological advancements. Established in 2002, UHS has ascended to the forefront of health sciences education in Pakistan, fostering partnerships with 128 esteemed colleges and institutes. With a diverse student body comprising approximately 106,916 undergraduate and 9,157 postgraduate students, UHS remains steadfast in its mission to regulate and synchronize medical education, training, and research activities across the province of Punjab.

Nursing and allied health professionals are the vanguard in the battle against diseases and illnesses, employing their expertise not only for prevention, diagnosis, and treatment, but also in the management and administration of healthcare systems. Grounded in scientific principles and evidence-based practices, they play a pivotal role in patient care. However, the World Health Organization (WHO) has highlighted a glaring global shortage of about 2 million allied health professionals, essential for achieving global health objectives, underscoring the urgency to address this shortfall.

Recognizing the imperative to cultivate a cadre of nurses and allied professional's meeting international standards, UHS has spearheaded a groundbreaking initiative to revolutionize English proficiency education. This paradigm shift aims not only to align with the Higher Education Commission (HEC) requirements, but also to empower students to master the

English language skills necessary for success in international healthcare environments. By seamlessly integrating English language proficiency into the curriculum, this initiative endeavors to transcend linguistic barriers and elevate the performance of nursing and allied health professionals in Pakistan.

Central to this endeavor is the Department of Medical Education, which has forged partnerships with distinguished Subject Experts from the English Section of the Punjab Skills Development Centre (PSDC), UHS, and other esteemed institutions across Punjab. This collaborative effort has culminated in the development of a meticulously crafted curriculum, aimed at nurturing fundamental English language competencies and fostering effective communication skills within Nursing and Allied Health Sciences programs. The structured framework adeptly aligns with HEC standards while prioritizing the enhancement of English language proficiency through a comprehensive array of courses covering listening, reading, writing, and speaking skills. The English Proficiency Course (EPC) is practically structured integrating language skill-based course with HEC specified courses in English. Thus, EPC is based on the synthesis of foundational Functional English & Expository writing courses recommended by the HEC and English Proficiency courses, focusing on progressively enhancing listening, reading, writing, and speaking skills necessary for success in English Proficiency Tests.

Through this holistic approach, UHS endeavors to empower nursing and allied health professionals with the linguistic prowess required to excel on the global stage, thereby catalyzing a transformative shift in Nursing and Allied Health Sciences in Pakistan.

## **PROCESS OF COURSE DEVELOPMENT**

With a backdrop for contextualization of curricular elements and a need for developing a newer English curriculum, while maintaining a connection with the previously established educational and professional practices, a demarcated process is designed to have a standardized input by the subject experts. The academic program entails a comprehensive curriculum structured around four pivotal modules of English proficiency and the latest HEC courses in functional and expository writing, with a focused emphasis on reading, writing, listening, and speaking skills. Tailored to augment students' English language proficiency, the course strategically integrates diverse skills and strategies, catering to learners across foundational to advanced proficiency levels. Designed to facilitate a progressive enhancement of skills, the curriculum places particular emphasis on refining students' comprehension, communication, and presentation abilities throughout each successive semester. The curriculum progression aligns meticulously with the Common European Framework of Reference for Languages (CEFR) levels (A1-C2), endorsed by the British Council, ensuring a calibrated and internationally recognized standard for assessing language proficiency. This alignment ensures a systematic progression in language proficiency throughout the program. This approach also ensures that students master language elements and emerge as skilled communicators with a nuanced understanding of diverse academic and professional contexts.

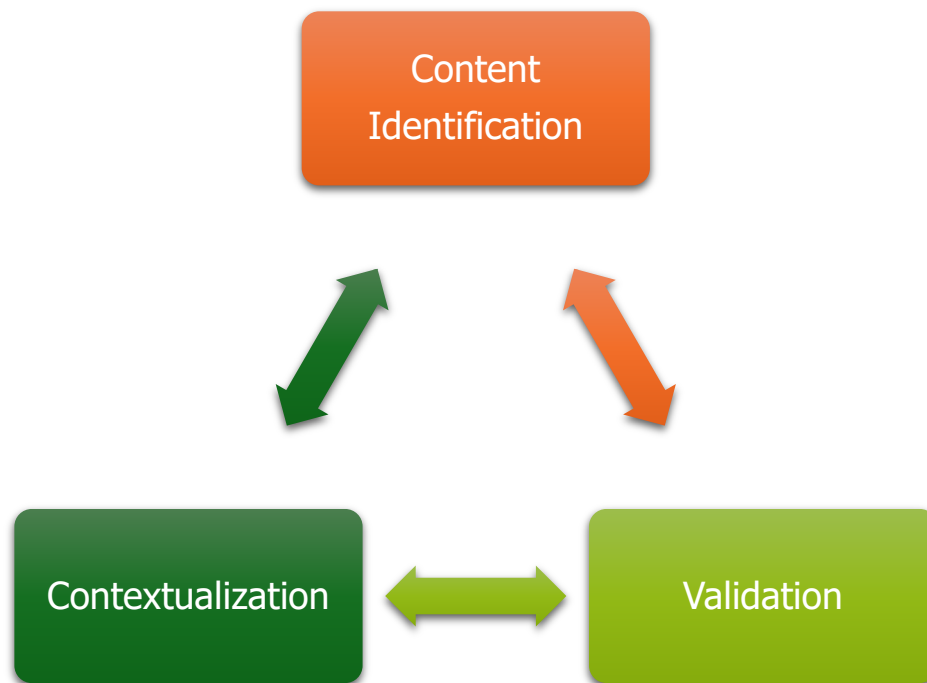
This course aims to empower students with multifaceted language proficiency, aiming to achieve the following objectives:

- i. To empower students with multifaceted language proficiency in both accuracy and fluency of the English language.
- ii. Teach communication and presentation mastery integrated with diverse techniques to enhance students' communication and presentation skills, and focusing on fostering clarity, coherence, and dynamic engagement both through verbal and written expression.
- iii. Promote linguistic precision with a rich array of lexical items to ensure grammatical accuracy while promoting linguistic appropriacy for overall language proficiency.
- iv. To develop textual acumen in diverse contexts and enhance the capacity to comprehend both medical and non-medical texts thus developing skills for navigating and interpreting complex information.
- v. Increase interpersonal communication prowess, which provides practical skills for initiating and sustaining conversations, and cultivates confidence in navigating real-world communication challenges.
- vi. Provide opportunities for critical thinking and discourse analysis, which will promote problem solving through the analysis of complex texts and stimulate academic and professional engagement.

The University of Health Sciences Lahore has a claim to immense cognitive richness based on the faculty members and subject experts who represent all the affiliated colleges of UHS. Upon completion of the course, students will be able to achieve high scores in any International English Language Proficiency Testing Exam by proficiently and efficiently utilizing their English language skills. They will be equipped to overcome language barriers, enhancing their adaptability in countries where English serves as the medium of communication and

instruction. By gaining mastery of the English language, they will be able to confidently engage on both national and international platforms.

These subject experts and medical educationists were engaged by UHS to offer their expertise in syllabi identification, thematic listings, hours allocation, defining the scope of integration, module nomination, sequencing of content, and identification of integrating components.



**Process of Curriculum Development:**

An iterative process of deliberation and decision-making was adopted through numerous meetings to create and refine all the important elements of the curriculum.

1. The initial content identification was undertaken by a team of medical educationalists, Principals of nursing colleges, and leading subject experts. This team ensured the balanced representation of all the necessary English proficiency modules to be included in the course.

2. As a next step, the medical educationalists of the Department of Medical Education proposed the initial skeleton of the course with all its elements, spiral patterns, and content arrangement proposal based on the spiral difficulty index of all the target modules. The team also proposed an equivalent assessment policy which could not only consider International English Proficiency exams, but also integrate with the Examination system of UHS.
3. The next step was to identify and distribute the course content, and the placement of the topics to be covered with their learning objectives as well as allocate the time for different components. This was achieved by various hands-on-development and design meetings scheduled between the medical educationalists and respective subject experts of the English Section (PSDC), UHS.
4. As a final step, a working group comprising Lead Subject experts and faculty of the Department of Medical Education, finalized the semester-wise courses with the decided structure, themes, allocation of hours, syllabi content, respective topics and recommended Proficiency relevance.
5. The finalized course document, including assessment policy and framework, has gone through the statutory process of the Board of Studies.
6. Any recommendations, additions, or deletions which were recommended throughout the statutory approvals, were incorporated in the curriculum guidelines, as the curriculum is a live document.
7. It was also been ensured that a pattern of feedback and curricular evaluations becomes a part of the entire implementation process so that the revamping and time-



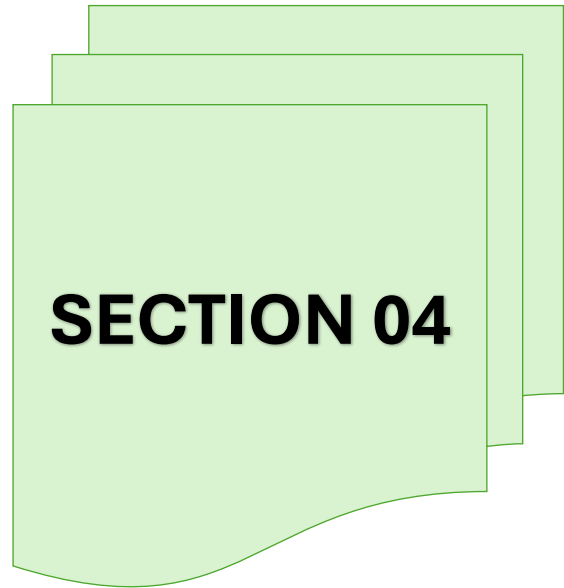
to-time additions can be undertaken. This final maneuver was necessary to guarantee the inclusion of any educational element and ensure no redundancy in the delivery of content.

8. The entire method of stakeholder inclusion, discipline perspective, medical educationists monitor and leadership participation was completed for curricular development.

The background of the page features abstract green geometric shapes. On the right side, there are several overlapping, semi-transparent green polygons of varying shades, creating a layered effect. On the left side, there is a single, sharp green triangle pointing upwards. The text 'List of Abbreviations' is centered in the white space between these green elements.

# **List of Abbreviations**

LIST OF ABBREVIATIONS	
CEFR	Common European Framework of Reference for Languages
EPC	English Proficiency Course
HEC	Higher Education Commission
IELTS	International English Language Testing System
OET	Occupational English Test
PSDC	Punjab Skill Development Centre
TOEFL	Test of English as a Foreign Language



The background of the slide features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to deep forest green. These shapes are primarily located on the right side and bottom, creating a modern, dynamic feel. The text is centered on a plain white background.

# **HEC Based Courses**

**SEMESTER 01**  
**FUNCTIONAL ENGLISH**  
**Credit Hours (3+0)**

**LEARNING OUTCOMES/OBJECTIVES:**

**By the end of this course, students will be able to:**

- Apply enhanced English communication skills through effective use of word choices, grammar, and sentence structure.
- Comprehend a variety of literary / non-literary written and spoken texts in English.
- Effectively express information, ideas, and opinions in written and spoken English.

**COURSE CONTENTS:**

COURSE CONTENT	MCQs	SEQs
<b>Foundations of Functional English:</b> <ul style="list-style-type: none"> <li>• Vocabulary building (contextual visage, synonyms, antonyms, and idiomatic expressions).</li> <li>• Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.).</li> <li>• Word formation (affixation, compounding, clipping, back formation, etc.).</li> <li>• Sentence structure (simple, compound, complex and compound-complex).</li> <li>• Sound production and pronunciation.</li> </ul>	15	03
<b>Comprehension and Analysis:</b> <ul style="list-style-type: none"> <li>• Understanding purpose, audience, and context</li> <li>• Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.)</li> <li>• Reading strategies (skimming, scanning, SQ4R, critical reading, etc.)</li> <li>• Active listening (overcoming listening barriers, focused listening, etc.)</li> </ul>	15	03
<b>Effective Communication:</b> <ul style="list-style-type: none"> <li>• Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)</li> <li>• Structuring documents (introduction, body, conclusion, and formatting)</li> <li>• Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.)</li> <li>• Public speaking (overcoming stage fright, voice modulation and body language)</li> <li>• Presentation skills (organization content, visual aids and engaging the audience)</li> <li>• Informal communication (small talk, networking, and conversational skills)</li> <li>• Professional writing (business e-mails, memos, reports, formal letters, etc.)</li> </ul>	15	03

**SEMESTER 02**  
**EXPOSITORY WRITING**  
**Credit Hours (3+0)**

**LEARNING OUTCOMES/OBJECTIVES:**

**By the end of this course, students will be able to:**

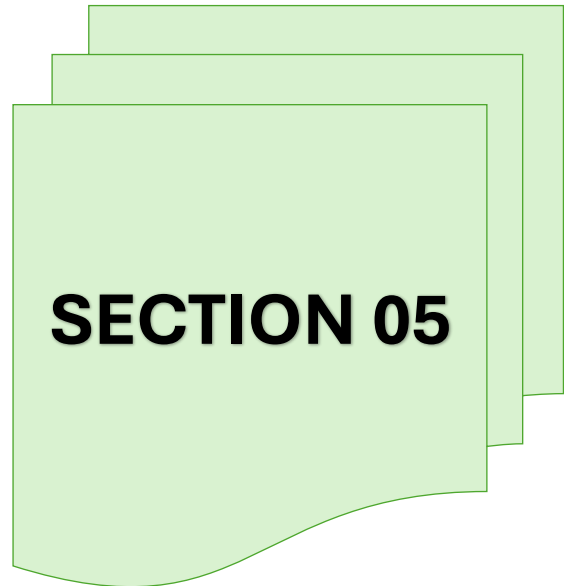
- Understand the essentials of the writing process integrating pre-writing, drafting, editing, and proof reading to produce well-structured essays.
- Demonstrate mastery of diverse expository types to address different purposes and audiences.
- Uphold ethical practices to maintain originality in expository writing.

**COURSE CONTENTS:**

COURSE CONTENT	MCQs	SEQs
<b>Introduction to Expository Writing:</b> <ul style="list-style-type: none"><li>• Understanding expository writing (definition, types, purpose, and applications).</li><li>• Characteristics of effective expository writing (clarity, coherence, and organization).</li><li>• Introduction to paragraph writing.</li></ul>	05	1
<b>The Writing Process:</b> <ul style="list-style-type: none"><li>• Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning, and outlining etc.).</li><li>• Drafting (three stage process of drafting techniques).</li><li>• Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.).</li><li>• Proof reading (fine-tuning of the draft).</li><li>• Peer review and feedback (providing and receiving critique).</li></ul>	05	1
<b>Essay Organization and Structure:</b> <ul style="list-style-type: none"><li>• Introduction and hook (engaging readers and introducing the topic)</li><li>• Thesis statement (crafting a clear and focused central idea)</li><li>• Body Paragraphs (topic sentences, supporting evidence and transitional devices)</li><li>• Conclusion (types of concluding paragraphs and leaving an impact)</li><li>• Ensuring cohesion and coherence (creating seamless connections between paragraphs)</li></ul>	05	1
<b>Different Types of Expository Writing:</b> <ul style="list-style-type: none"><li>• Description</li><li>• Illustration</li></ul>	10	2

<ul style="list-style-type: none"> <li>• Classification</li> <li>• Cause and effect (exploring causal relationships and outcomes)</li> <li>• Process analysis (explaining step-by-step procedures)</li> <li>• Comparative analysis (analyzing similarities and differences)</li> </ul>		
<b>Writing for Specific Purposes and Audiences:</b> <ul style="list-style-type: none"> <li>• Different types of purposes (to inform, to analyze, to persuade, to entertain etc.).</li> <li>• Writing for academic audiences (formality, objectivity, and academic conventions).</li> <li>• Writing for public audiences (engaging, informative and persuasive language).</li> <li>• Different tones and styles for specific purposes and audiences.</li> </ul>	10	2
<b>Ethical Considerations:</b> <ul style="list-style-type: none"> <li>• Ensuring original writing (finding credible sources, evaluating information etc.).</li> <li>• Proper citation and referencing (APA, MLA, or other citation styles).</li> <li>• Integrating quotes and evidence (quoting, paraphrasing, and summarizing).</li> <li>• Avoiding plagiarism (ethical considerations and best practices).</li> </ul>	10	2





The background features abstract, overlapping green geometric shapes. On the right side, there are several vertical and diagonal bands of varying shades of green, from light lime to dark forest green. On the left side, there is a single, sharp, upward-pointing green triangle. The overall design is modern and minimalist.

# **English Proficiency Course Content**

**SEMESTER 03**  
**English Proficiency Course (EPC) - I**  
**Credit Hours (2+0)**

**LEARNING OUTCOMES:**

**After the completion of this course, the learners will be able to:**

- Enhance and incorporate new lexical/vocabulary items.
- Reinvigorate the grammar and tense structure
- Read and comprehend with appropriate speed and adequate understanding utilizing different techniques.
- Actively distinguish between the audios of different context-based (social /educational) scenarios
- Learn effective interpersonal skills in formal and informal settings
- Express themselves with acceptable accuracy
- Activate and reinforce the ability to understand explicit and implicit texts.

**COURSE CONTENTS:**

MODULES	WEEKS	TOPICS	REFERENCE MATERIALS
<b>1A: READING</b>	<b>Week 01</b>	<b>READING (THEORY)</b> <ul style="list-style-type: none"> <li>• Silent and Aloud Reading</li> <li>• Active Reader and Passive Reader</li> <li>• Comprehension</li> <li>• Literal/ Lexical Comprehension</li> <li>• Add new/ difficult words in the Vocabulary Book                             <ul style="list-style-type: none"> <li>○ Which parts of speech does the word belong to?</li> <li>○ Using them in sentences of their own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Wagner et al., 2009)</li> <li>• (Biggerton, 2012)</li> <li>• (LearningExpress (Organization), 2010)</li> <li>• (Brassell, 2008)</li> <li>• (Smith, 2015b)</li> </ul>
	<b>Week 02</b>	<b>READING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>• (British Council Learn English Skills (Organization), 2023)</li> </ul>

			[Reading B1- Robot teachers, Reading B1- Social media influencers, Reading B1- The legend of fairies, Reading B1- Digital habits across generations, Reading B2- Work-life balance, Reading B2- Cultural expectations and leadership]
<b>2A: WRITING</b>	<b>Week 03</b>	<b>WRITING (THEORY)</b> <ul style="list-style-type: none"> <li>• Tenses</li> <li>• Subject/Verb Agreement</li> <li>• General Vocabulary</li> <li>• Topic Specific Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• (Hopkins &amp; Cullen, 2007)</li> <li>• (Rinehart. &amp; Holt, 2000)</li> <li>• (Adam &amp; Peck, 2004)</li> <li>• (Wyatt, 2017)</li> <li>• (Betsis &amp; Hughton, 2013)</li> </ul>
	<b>Week 04</b>	<b>WRITING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2016b) [Writing Test 1: Task 1 &amp; 2, Test 2: Task 1 &amp; 2, Test 3: Task 1 &amp; 2, Test 4: Task 1 &amp; 2]</li> <li>• (Cambridge University Press (Organization), 2017a) [Writing Test 5: Task 1 &amp; 2, Test 6: Task 1 &amp; 2, Test 7: Task 1 &amp; 2, Test 8: Task 1 &amp; 2]</li> </ul>
<b>3A: LISTENING</b>	<b>Week 05</b>	<b>LISTENING (THEORY)</b> <ul style="list-style-type: none"> <li>• Active / Passive Listening</li> <li>• Focused/Attentive Listening</li> <li>• Multi-tasking <ul style="list-style-type: none"> <li>○ Listening Sample Audios (Monologue and Conversational)</li> </ul> </li> <li>• Add new/ difficult words heard from the Audio clips in the Vocabulary Book <ul style="list-style-type: none"> <li>○ Which parts of speech does the word belong to?</li> <li>○ Using them in sentences of their own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Palmer, 2014)</li> <li>• (Leonardo, 2020)</li> <li>• (McGinniss &amp; Cudmore, 2021)</li> <li>• (Cullen, 2021)</li> </ul>
	<b>Week 06</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>○ At the English Language Lab</li> </ul>	<ul style="list-style-type: none"> <li>• (British Council Learn English Skills (Organization), 2023) [Listening A1: Finding the Library, Listening A1: Shopping for Clothes, Listening A2:</li> </ul>

			Understanding an Explanation, Listening A2: Transport Announcements, Listening B1: A Phone Call from a customer, Listening B1: A Student Discussion, Listening B2: A Business Interview, Listening B2: A Design Presentation]
<b>4A: SPEAKING</b>	<b>Week 07</b>	<b>SPEAKING (THEORY)</b> <ul style="list-style-type: none"> <li>Public Speaking (Social setting) <ul style="list-style-type: none"> <li>Explanation</li> <li>Rules</li> <li>Employ everyday phrases.</li> <li>Social cues, Sample Prompts</li> <li>Employ correct sentence/ grammatical structure in conversations</li> <li>Sample Prompts/ Topics</li> </ul> </li> <li>Lexical resource (Social Setting/ Topics) <ul style="list-style-type: none"> <li>Employ appropriate and advanced vocabulary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(Winter, 2015)</li> <li>(Young &amp; Travis, 2017)</li> <li>(Aish &amp; Tomlinson, 2012)</li> <li>(Rinehart. &amp; Holt, 2000)</li> <li>(Wyatt, 2017)</li> <li>(Betsis &amp; Hughton, 2013)</li> </ul>
	<b>Week 08</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>At the English Language Lab</li> </ul>	<ul style="list-style-type: none"> <li>(Memarzadeh, 2008) [General (Questions), Daily routines (Questions)]</li> <li>(Cambridge University Press (Organization), 2016b) [Speaking Test 1-4].</li> <li>(Cambridge University Press (Organization), 2017b) [Speaking Test 1-4].</li> </ul>
<b>MIDTERM EXAMINATION</b>			
<b>1B: READING</b>	<b>Week 09</b>	<b>READING (THEORY)</b> <ul style="list-style-type: none"> <li>Reorganizational Comprehension</li> <li>Scanning and Skimming <ul style="list-style-type: none"> <li>Explanation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(LearningExpress (Organization), 2010)</li> <li>(Black &amp; Sharp, 2006)</li> <li>(Biggerton, 2012)</li> <li>(Wagner et al., 2009)</li> </ul>

		<ul style="list-style-type: none"> <li>○ Techniques and strategies</li> <li>• Add new/ difficult words in the Vocabulary Book <ul style="list-style-type: none"> <li>○ Which parts of speech does the word belong to?</li> <li>○ Using them in sentences of their own</li> </ul> </li> </ul>	
	<b>Week 10</b>	<b>READING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2016b) [Reading Test 1-4]</li> <li>• (Cambridge University Press (Organization), 2017b) [Reading Test 1-4]</li> </ul>
<b>2B: WRITING</b>	<b>Week 11</b>	<b>WRITING (THEORY)</b> <ul style="list-style-type: none"> <li>• Brainstorming (Mind maps, Spider gram)</li> <li>• Paragraph formation <ul style="list-style-type: none"> <li>○ Topic sentence</li> <li>○ Supporting sentence</li> <li>○ Concluding sentence</li> </ul> </li> <li>• Coherence and Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• (Belmont &amp; Sharkey, 2007)</li> <li>• (Chalker, 1996)</li> <li>• (Smith, 2015a)</li> <li>• (Illen et al., 2003)</li> <li>• (Lougheed &amp; Barron's Educational Series Inc., 2016)</li> </ul>
	<b>Week 12</b>	<b>WRITING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2018b) [Writing Test 1: Task 1 &amp; 2, Test 2: Task 1 &amp; 2, Test 3: Task 1 &amp; 2, Test 4: Task 1 &amp; 2]</li> <li>• (Cambridge University Press (Organization), 2019b) [Writing Test 1: Task 1 &amp; 2, Test 2: Task 1 &amp; 2, Test 3: Task 1 &amp; 2, Test 4: Task 1 &amp; 2]</li> </ul>
<b>3B: LISTENING</b>	<b>Week 13</b>	<b>LISTENING (THEORY)</b> <ul style="list-style-type: none"> <li>• Contextual Listening (Social and Educational Context) <ul style="list-style-type: none"> <li>○ Explanation</li> <li>○ Detect/Predict the tones, subtext, language and common phrases employed in audios of social and academic settings</li> <li>○ Listening sample audios (Monologue and Conversational)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cullen, 2021)</li> <li>• (McGinniss &amp; Cudmore, 2021)</li> </ul>

		<ul style="list-style-type: none"> <li>• Add new/ difficult words heard from the Audio clips in the Vocabulary Book <ul style="list-style-type: none"> <li>○ Which parts of speech does the word belong to?</li> <li>○ Using them in sentences of their own</li> </ul> </li> </ul>	
	<b>Week 14</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>○ At the English Language Lab</li> </ul>	<ul style="list-style-type: none"> <li>• (British Council Learn English Skills (Organization), 2023) [Listening A1: Ordering in a café, Listening A1: Meeting other students, Listening A2: Missing a class, Listening A2: Facts and Figures, Listening B1: A Team Meeting About Diversity, Listening B1: A Weather Forecast, Listening B2: A Lecture about an Experiment, Listening B2: A Digital Detox Podcast]</li> </ul>
<b>4B: SPEAKING</b>	<b>Week 15</b>	<b>SPEAKING (THEORY)</b> <ul style="list-style-type: none"> <li>• Public Speaking (Formal Setting) <ul style="list-style-type: none"> <li>○ Explanation</li> <li>○ Rules, Formal Cues</li> <li>○ Avoidance of Slangs</li> <li>○ Sample Prompts</li> </ul> </li> <li>• Lexical resource (Formal Setting/ Topics) <ul style="list-style-type: none"> <li>○ Employ appropriate and advanced vocabulary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Verderber &amp; MacGeorge, 2015)</li> <li>• (Wyatt, 2017)</li> <li>• (Betsis &amp; Hughton, 2013)</li> <li>• (Young &amp; Travis, 2017)</li> </ul>
	<b>Week 16</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>○ At the English Language Lab</li> </ul>	<ul style="list-style-type: none"> <li>• (Memarzadeh, 2008) [Family (Questions), Friends (Questions), Home (Questions)]</li> <li>• (Cambridge University Press (Organization), 2018b) [Speaking Test 1-4]</li> <li>• (Cambridge University Press (Organization), 2019b) [Speaking Test 1-4]</li> </ul>
<b>FINAL TERM EXAMINATION</b>			

**SEMESTER 04**  
**English Proficiency Course (EPC) - II**  
**Credit Hours (2+0)**

**LEARNING OUTCOMES:**

**After the completion of this course, the learners will be able to:**

- Develop an adequate understanding of analyzing comprehension with speed reading.
- Maintain coherence while doing different tasks of Reading, Writing, Listening and Speaking
- Participate in group discussions to improve and expand their knowledge to reinforce speaking and writing abilities.
- Write descriptions of various topics to validate writing skills.
- Learn effective writing skills for formal and informal matters.
- Extract main ideas from visual representation and vice versa.
- Develop the ability to discern key points in a conversation from irrelevant details.
- Identify and differentiate between facts and opinions.
- Progressively enhance confidence and overall performance.
- Enhance vocabulary by incorporating new words.

**COURSE CONTENTS:**

MODULE	WEEKS	TOPICS	REFERENCE MATERIALS
1A: READING	Week 01	<b>READING (THEORY)</b> <ul style="list-style-type: none"><li>• Fact and Opinion-Based Comprehension<ul style="list-style-type: none"><li>○ Explanation</li><li>○ Sample Texts</li></ul></li><li>• Inferential Comprehension<ul style="list-style-type: none"><li>○ Explanation</li><li>○ Sample Texts</li></ul></li><li>• Add new/ difficult words in the Vocabulary Book</li></ul>	<ul style="list-style-type: none"><li>• (Wagner et al., 2009)</li><li>• (Biggerton, 2012)</li><li>• (Brassell, 2008)</li></ul>



		<ul style="list-style-type: none"> <li>○ Which parts of speech does the word belong to?</li> <li>○ Using them in sentences of their own</li> </ul>	
	<b>Week 02</b>	<b>READING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>• (British Council Learn English Skills (Organization), 2023) [Reading C1- How humans evolved language, Reading C1- Life on Mars, Reading C1- Sustainable supermarkets]</li> </ul>
<b>2A: WRITING</b>	<b>Week 03</b>	<b>WRITING (THEORY)</b> <ul style="list-style-type: none"> <li>• Informal and Formal writing</li> <li>• Opinion Based Writing <ul style="list-style-type: none"> <li>○ Explanation</li> <li>○ Formation</li> <li>○ Sample Passages and Prompts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Belmont &amp; Sharkey, 2007)</li> <li>• (Adam &amp; Peck, 2004)</li> <li>• (Kane, 2003)</li> </ul>
	<b>Week 04</b>	<b>WRITING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2020b) [Writing Test 1: Task 1 &amp; 2, Test 2: Task 1 &amp; 2, Test 3: Task 1 &amp; 2, Test 4: Task 1 &amp; 2]</li> <li>• (Cambridge University Press (Organization), 2021b) [Writing Test 1: Task 1 &amp; 2, Test 2: Task 1 &amp; 2, Test 3: Task 1 &amp; 2, Test 4: Task 1 &amp; 2]</li> </ul>
<b>3A: LISTENING</b>	<b>Week 05</b>	<b>LISTENING (THEORY)</b> <ul style="list-style-type: none"> <li>• Literal Listening <ul style="list-style-type: none"> <li>○ Explanation</li> <li>○ Comprehension of spoken words/numbers (Pronunciation)</li> </ul> </li> <li>• Comprehensive Listening &amp; Informational Listening <ul style="list-style-type: none"> <li>○ Explanation</li> <li>○ Main message of the conversation</li> <li>○ Organization of content</li> </ul> </li> <li>• Add new/ difficult words heard from the Audio clips in the Vocabulary Book <ul style="list-style-type: none"> <li>○ Which parts of speech does the word belong to?</li> <li>○ Using them in sentences of their own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (McGinniss &amp; Cudmore, 2021)</li> <li>• (Cullen, 2021)</li> </ul>

	<b>Week 06</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>○ At the English Language Lab</li> </ul>	<ul style="list-style-type: none"> <li>• (British Council Learn English Skills (Organization), 2023) [Listening B1: An Interview about Listening Skills, Listening B1: Arriving late to class, Listening B2: A Talk about Motivation, Listening B2: Creating a Study Group]</li> </ul>
	<b>Week 07</b>	<b>SPEAKING (THEORY)</b> <ul style="list-style-type: none"> <li>• Clarity and Conciseness               <ul style="list-style-type: none"> <li>○ Explanation</li> <li>○ Clear idea or explanation of the topic</li> <li>○ Filtering unnecessary details</li> <li>○ Relevant explanation of the topic</li> <li>○ Sample Prompts/ topics</li> </ul> </li> <li>• Coherence               <ul style="list-style-type: none"> <li>○ Explanation</li> <li>○ Order of thoughts</li> <li>○ Avoid stream-of-consciousness</li> <li>○ Sample Prompts/ Topics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Lougheed &amp; Barron's Educational Series Inc., 2016)</li> <li>• (Young &amp; Travis, 2017)</li> </ul>
	<b>Week 08</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>○ At the English Language Lab</li> </ul>	<ul style="list-style-type: none"> <li>• (Memarzadeh, 2008) [Neighborhood (Questions), Holiday (Questions), Hobbies, like and dislikes (Questions)]</li> <li>• (Cambridge University Press (Organization), 2020b) [Speaking Test 1-4]</li> <li>• (Cambridge University Press (Organization), 2021b) [Speaking Test 1-4]</li> </ul>
<b>MIDTERM EXAMINATION</b>			
<b>1B: READING</b>	<b>Week 09</b>	<b>READING (THEORY)</b> <ul style="list-style-type: none"> <li>• Visual Summary</li> </ul>	<ul style="list-style-type: none"> <li>• (Smith, 2015b)</li> <li>• (Wagner et al., 2009)</li> <li>• (Biggerton, 2012)</li> </ul>

		<ul style="list-style-type: none"> <li>○ Extracting main details from the passage to create/ fill a table, flowchart, and diagram</li> <li>• Add new/ difficult words in the Vocabulary Book <ul style="list-style-type: none"> <li>○ Which parts of speech does the word belong to?</li> <li>○ Using them in sentences of their own</li> </ul> </li> </ul>	
	<b>Week 10</b>	<b>READING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2018b) [Reading Test 4]</li> <li>• (Cambridge University Press (Organization), 2019b) [Reading Test 3]</li> <li>• (Kaplan Test Prep (Firm), 2019) [Reading Chapter 4 Tests]</li> <li>• (Lougheed &amp; Barron's Educational Series Inc., 2016) [Reading Test 3]</li> </ul>
<b>2B: WRITING</b>	<b>Week 11</b>	<b>WRITING (THEORY)</b> <ul style="list-style-type: none"> <li>• Descriptive Writing (Prompts and Images) <ul style="list-style-type: none"> <li>○ Explanation, Rules</li> <li>○ Sample Passages and Prompts</li> <li>○ Summary or description of a graph, table, or an image</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Kane, 2003)</li> <li>• (Jakeman &amp; McDowell, 2001)</li> </ul>
	<b>Week 12</b>	<b>WRITING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>• (Lougheed &amp; Barron's Educational Series Inc., 2016) [Writing Test 1-4]</li> <li>• (Kaplan Test Prep (Firm), 2019) [Writing Chapter 1-4 Tests]</li> </ul>
<b>3B: LISTENING</b>	<b>Week 13</b>	<b>LISTENING (THEORY)</b> <ul style="list-style-type: none"> <li>• Selective Listening <ul style="list-style-type: none"> <li>○ Remembering the relevant or main points from audio</li> <li>○ Filtering extra information from required one</li> <li>○ Strategies, Barriers</li> <li>○ Sample audios (Monologues and Conversational)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (McGinniss &amp; Cudmore, 2021)</li> <li>• (Cullen, 2021)</li> <li>• (McGinniss &amp; Cudmore, 2021)</li> </ul>

		<ul style="list-style-type: none"> <li>• Addition of new/ difficult words learned from Audio clips in the Vocabulary Book               <ul style="list-style-type: none"> <li>○ Which parts of speech does the word belong to?</li> <li>○ Using them in sentences of their own</li> </ul> </li> </ul>	
	<b>Week 14</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>○ At the English Language Lab</li> </ul>	<ul style="list-style-type: none"> <li>• (British Council Learn English Skills (Organization), 2023) [Listening B1: At the Chemist, Listening B1: Making a Decision, Listening B2: Getting Advise, Listening B2: Joining a Gym]</li> </ul>
	<b>Week 15</b>	<b>SPEAKING (THEORY)</b> <ul style="list-style-type: none"> <li>• Explanation/ Discussions               <ul style="list-style-type: none"> <li>○ Skills and Strategies</li> <li>○ Group discussion</li> <li>○ Concept of Turn-Taking</li> <li>○ Avoiding Overlapping</li> </ul> </li> <li>• Tip to improve Speaking Skills               <ol style="list-style-type: none"> <li>i. Body language and gestures</li> <li>ii. Facial Expressions</li> <li>iii. Confidence</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• (Young &amp; Travis, 2017)</li> <li>• (Lougheed &amp; Barron's Educational Series Inc., 2016)</li> <li>• (Stratton, 2024)</li> </ul>
	<b>Week 16</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>○ At the English Language Lab</li> </ul>	<ul style="list-style-type: none"> <li>• (Memarzadeh, 2008) [Hometown (Questions), Country (Questions), Health (Questions)]</li> <li>• (Lougheed &amp; Barron's Educational Series Inc., 2016) [Speaking Test 1-4]</li> <li>• (Kaplan Test Prep (Firm), 2019) [Speaking Chapter 1-4 Tests]</li> </ul>
<b>4B: SPEAKING</b>			
<b>FINAL TERM EXAMINATION</b>			

**SEMESTER 05**  
**English Proficiency Course (EPC) - III**  
**Credit Hours (2+0)**

**LEARNING OUTCOMES:**

After the completion of this course the learners will be able to:

- Identify and evaluate main ideas, details and organizational patterns of texts.
- Evaluate and synthesize information by employing critical and analytical writing skills.
- Analyze the strengths and weaknesses of listening to audios through critical and logical evaluation to express an opinion.
- Vitalize the word bank/lexicon
- Express arguments while maintaining accuracy and fluency.

**COURSE CONTENTS:**

MODULE	WEEKS	TOPICS	REFERENCE MATERIALS
<b>1A: READING</b>	<b>Week 01</b>	<b>READING (THEORY)</b> <ul style="list-style-type: none"> <li>● Analytical Reading <ul style="list-style-type: none"> <li>○ Techniques and Strategies</li> <li>○ Explanation</li> <li>○ Sample Texts</li> </ul> </li> <li>● Add new/ difficult words in the Vocabulary Book <ul style="list-style-type: none"> <li>○ Which parts of speech does the word belong to?</li> <li>○ Using them in sentences of their own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● (Kaplan Test Prep (Firm), 2016)</li> </ul>
	<b>Week 02</b>	<b>READING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>● (Cambridge University Press (Organization), 2020b) [Reading Test 1-4]</li> <li>● (Cambridge University Press (Organization), 2021b) [Reading Test 1-4]</li> </ul>
<b>2A: WRITING</b>	<b>Week 03</b>	<b>WRITING (THEORY)</b>	<ul style="list-style-type: none"> <li>● (Jakeman &amp; McDowell, 2001)</li> </ul>

		<ul style="list-style-type: none"> <li>Argumentative Writing <ul style="list-style-type: none"> <li>Explanation</li> <li>Employing different perspectives</li> <li>Sample Passages and Prompts</li> </ul> </li> </ul>	
	<b>Week 04</b>	<b>WRITING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>(Cambridge University Press (Organization), 1997)</li> <li>(Kaplan Test Prep (Firm), 2019) [Writing Tests 1-6]</li> </ul>
<b>3A: LISTENING</b>	<b>Week 05</b>	<b>LISTENING (THEORY)</b> <ul style="list-style-type: none"> <li>Critical and Analytical Listening <ul style="list-style-type: none"> <li>Explanation</li> <li>Evaluation and forming an opinion</li> <li>Techniques and Strategies</li> <li>Sample audios (Monologues and conversational)</li> </ul> </li> <li>Add new/ difficult words heard from the Audio clips in the Vocabulary Book <ul style="list-style-type: none"> <li>Which parts of speech does the word belong to?</li> <li>Using them in sentences of their own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(McGinniss &amp; Cudmore, 2021)</li> <li>(Palmer, 2014)</li> <li>(Cullen, 2021)</li> </ul>
	<b>Week 06</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>At the English Language Lab</li> </ul>	<ul style="list-style-type: none"> <li>(Kaplan Test Prep (Firm), 2016)</li> <li>(Cambridge University Press (Organization), 1997)</li> <li>(British Council Learn English Skills (Organization), 2023) [Listening C1: A Job Interview, Listening C1; A Project Management meeting]</li> </ul>
<b>4A: SPEAKING</b>	<b>Week 07</b>	<b>SPEAKING (THEORY)</b> <ul style="list-style-type: none"> <li>State Opinion with Accuracy and Fluency <ul style="list-style-type: none"> <li>Employ Critical and Analytical thinking to form opinions</li> <li>Communication should employ language that is <ol style="list-style-type: none"> <li>Precise</li> <li>Error-Free</li> </ol> </li> <li>Communication process should be</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(Lougheed &amp; Barron's Educational Series Inc., 2016)</li> <li>(Adam &amp; Peck, 2004)</li> <li>(Stratton, 2024)</li> </ul>

		<ul style="list-style-type: none"> <li>i. Smooth</li> <li>ii. Without pauses and hesitation</li> <li>o Sample Prompts/ Topics</li> </ul>	
	<b>Week 08</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>o At the English Language Lab</li> </ul>	<ul style="list-style-type: none"> <li>• (Kaplan Test Prep (Firm), 2019) [Speaking Tests 1-6]</li> <li>• (Memarzadeh, 2008) [Food (Questions), Shopping (Questions), Colors and seasons (Questions), Volunteer (Questions)]</li> </ul>
<b>MIDTERM EXAMINATION</b>			
<b>1B: READING</b>	<b>Week 09</b>	<b>READING (THEORY)</b> <ul style="list-style-type: none"> <li>• Critical Reading <ul style="list-style-type: none"> <li>o Explanation</li> <li>o Techniques and Strategies to attempt them</li> <li>o Sample Texts</li> </ul> </li> <li>• Add new/ difficult words in the Vocabulary Book <ul style="list-style-type: none"> <li>o Which parts of speech does the word belong to?</li> <li>o Using them in sentences of their own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Barnet et al., 2019)</li> <li>• (Adam &amp; Peck, 2004)</li> </ul>
	<b>Week 10</b>	<b>READING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2000)</li> <li>• (Kaplan Test Prep (Firm), 2019) [Reading Tests 1-6]</li> </ul>
<b>2B: WRITING</b>	<b>Week 11</b>	<b>WRITING (THEORY)</b> <ul style="list-style-type: none"> <li>• Critical and Analytical Writing <ul style="list-style-type: none"> <li>o Logical Reasoning</li> <li>o Evidence Based</li> <li>o Compare and Contrast</li> <li>o Sample Passages and Prompts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Barnet et al., 2019)</li> <li>• (Cottrell, 2011)</li> </ul>
	<b>Week 12</b>	<b>WRITING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2002)</li> </ul>

			[Writing Test 1-3]
<b>3B: LISTENING</b>	<b>Week 13</b>	<b>LISTENING (THEORY)</b> <ul style="list-style-type: none"> <li>Effective Listening <ul style="list-style-type: none"> <li>Employing all techniques/strategies of listening</li> <li>Evaluating the received information</li> <li>Sample audio (Monologues and Conversational)</li> </ul> </li> <li>Add new/ difficult words heard from the Audio clips in the Vocabulary Book <ul style="list-style-type: none"> <li>Which parts of speech does the word belong to?</li> <li>Using them in sentences of their own</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(Palmer, 2014)</li> <li>(Cullen, 2021)</li> </ul>
	<b>Week 14</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>At the English Language Lab</li> </ul>	<ul style="list-style-type: none"> <li>(Kaplan Test Prep (Firm), 2016)</li> <li>(Cambridge University Press (Organization), 2000)</li> <li>(British Council Learn English Skills (Organization), 2023)</li> </ul> [Listening C1: An Interview about two books, Listening C1: Challenges at work]
<b>4B: SPEAKING</b>	<b>Week 15</b>	<b>SPEAKING (THEORY)</b> <ul style="list-style-type: none"> <li>Defend/ Explain Opinion with Accuracy and Fluency <ul style="list-style-type: none"> <li>Employ logical reasoning</li> <li>Utilize examples to substantiate arguments/opinions</li> <li>Utilize all speaking skills and strategies</li> <li>Use Appropriate vocabulary and correct Grammar</li> <li>Sample Prompts/ Texts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(Jakeman &amp; McDowell, 2001)</li> <li>(Young &amp; Travis, 2017)</li> <li>(Stratton, 2024)</li> </ul>
	<b>Week 16</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>At the English Language Lab</li> </ul>	<ul style="list-style-type: none"> <li>(Memarzadeh, 2008)</li> </ul> [Education (Questions), Languages (Questions), Job (Questions), Personality (Questions)] <ul style="list-style-type: none"> <li>(Cambridge University Press (Organization), 2002)</li> </ul> [Speaking Test 1-3 ]
<b>FINAL TERM EXAMINATION</b>			



**SEMESTER 06**  
**English Proficiency Course (EPC) - IV**  
**Credit Hours (2+0)**

**LEARNING OUTCOMES:**

**After the completion of this course the learners will be able to:**

- Infer from the contextual clues of various texts to determine the meaning of new words and to comprehend the text.
- Apply critical thinking skills during discussions.
- Grasp new ideas and develop understanding of various audios and texts.
- Employ all levels of listening actively.
- Write clearly maintaining the mechanics and styles of writing

**COURSE CONTENTS:**

MODULE	WEEKS	TOPICS	REFERENCE MATERIALS
<b>1A: READING</b>	<b>Week 01</b>	<b>READING (PRACTICE TEST)</b> <ul style="list-style-type: none"> <li>● Test (60 mins)</li> <li>● Class Feedback on the Test <ul style="list-style-type: none"> <li>○ Help them understand the test passage literally and inferentially</li> <li>○ Employ skimming and scanning to help extract the main idea</li> <li>○ Logically explain the question and provide evidence for the right answer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● (Cambridge University Press (Organization), 2002 [Reading Test 1-3]</li> <li>● (Cambridge University Press (Organization), 2005 [Reading Test 1]</li> </ul>
	<b>Week 02</b>	<b>READING (PRACTICE TEST)</b> <ul style="list-style-type: none"> <li>○ Test (60 mins)</li> <li>○ Class Feedback on the Test</li> </ul>	<ul style="list-style-type: none"> <li>● (Cambridge University Press (Organization), 2005 [Reading Test 2-3]</li> <li>● (Cambridge University Press (Organization), 2006</li> </ul>

		<ul style="list-style-type: none"> <li>○ Help them understand the test passage literally and inferentially</li> <li>○ Employ skimming and scanning to help extract the main idea</li> <li>○ Logically explain the question and provide evidence for the right answer</li> </ul>	[Reading Test 1-3]
<b>2A: WRITING</b>	<b>Week 03</b>	<b>WRITING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test # 1 (60 mins)</li> <li>• Test # 2 (60 mins)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2005 [Writing Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2006 [Writing Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2007 [Writing Test 1-3]</li> </ul>
	<b>Week 04</b>	<b>WRITING (DISCUSSION &amp; FEEDBACK OF TESTS)</b> <ul style="list-style-type: none"> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the main idea and then the main points of graph/image</li> <li>○ the prompt and what content it required</li> <li>○ overall techniques which they need to improve</li> <li>○ how to improve their writing skills</li> </ul> </li> <li>• Individual Feedback of the test will be provided on answer sheet: <ul style="list-style-type: none"> <li>○ where their passages lacked coherence and clarity</li> <li>○ the right answers to their grammatical mistakes</li> <li>○ Students will rewrite the passages in class</li> </ul> </li> </ul>	
<b>3A: LISTENING</b>	<b>Week 05</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test (60 mins) at the English Language Lab</li> <li>• Class Feedback on the Test</li> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the context of the audio</li> <li>○ replaying the parts of the audio that they didn't comprehend</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2002 [Listening Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2005 [Listening Test 1-3]</li> </ul>

		<ul style="list-style-type: none"> <li>○ how to employ selective and active listening</li> <li>○ the importance of comprehending questions before listening</li> <li>○ the multitasking techniques</li> </ul>	
	<b>Week 06</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test (60 mins) at English Language Lab</li> <li>• Class Feedback on the Test</li> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the context of the audio</li> <li>○ replaying the parts of the audio that they didn't comprehend</li> <li>○ how to employ selective and active listening</li> <li>○ the importance of comprehending questions before listening</li> <li>○ the multitasking techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2005 [Listening Test 2-3]</li> <li>• (Cambridge University Press (Organization), 2006 [Listening Test 1-3]</li> </ul>
<b>4A: SPEAKING</b>	<b>Week 07</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Tests at the English Language Lab (Speaking Test Part 1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2002 [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2005 [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2006 [Speaking Test 1-3]</li> </ul>
	<b>Week 08</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Feedback of Part 1-2 of Speaking Tests</li> <li>• Test on Discussion Skills (Speaking Test Part 3)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2002 [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2005 [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2006 [Speaking Test 1-3]</li> </ul>

## MIDTERM EXAMINATION

<b>1B: READING</b>	<b>Week 09</b>	<b>READING (PRACTICE TEST)</b> <ul style="list-style-type: none"> <li>• Test (60 mins)</li> <li>• Class Feedback on the Test               <ul style="list-style-type: none"> <li>○ Help them understand the test passage literally and inferentially</li> <li>○ Employ skimming and scanning to help extract the main idea</li> <li>○ Logically explain the question and provide evidence for the right answer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2007 [Reading Test 1-3])</li> <li>• (Cambridge University Press (Organization), 2009 [Reading Test 1])</li> </ul>
	<b>Week 10</b>	<b>READING (PRACTICE TEST)</b> <ul style="list-style-type: none"> <li>○ Test (60 mins)</li> <li>○ Class Feedback on the Test</li> <li>○ Help them understand the test passage literally and inferentially</li> <li>○ Employ skimming and scanning to help extract the main idea</li> <li>○ Logically explain the question and provide evidence for the right answer</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2009 [Reading Test 2-3])</li> <li>• (Cambridge University Press (Organization), 2012 [Reading Test 1-3])</li> </ul>
<b>2B: WRITING</b>	<b>Week 11</b>	<b>WRITING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test # 1 (60 mins)</li> <li>• Test # 2 (60 mins)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2009 [Writing Test 1-3])</li> <li>• (Cambridge University Press (Organization), 2012 [Writing Test 1-3])</li> <li>• (Cambridge University Press (Organization), 2013 [Writing Test 1-3])</li> </ul>
	<b>Week 12</b>	<b>WRITING (DISCUSSION &amp; FEEDBACK OF TESTS)</b>	

		<ul style="list-style-type: none"> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the main idea and then the main points of graph/image</li> <li>○ the prompt and what content it required</li> <li>○ overall techniques which they need to improve</li> <li>○ how to improve their writing skills</li> </ul> </li> <li>• Individual Feedback of the test will be provided on answer sheet: <ul style="list-style-type: none"> <li>○ where their passages lacked coherence and clarity</li> <li>○ the right answers to their grammatical mistakes</li> <li>○ Students will rewrite the passages in class</li> </ul> </li> </ul>	
<b>3B: LISTENING</b>	<b>Week 13</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test (60 mins) at the English Language Lab</li> <li>• Class Feedback on the Test</li> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the context of the audio</li> <li>○ replaying the parts of the audio that they didn't comprehend</li> <li>○ how to employ selective and active listening</li> <li>○ the importance of comprehending questions before listening</li> <li>○ the multitasking techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2007 [Listening Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2009 [Listening Test 1]</li> </ul>
	<b>Week 14</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test (60 mins) at English Language Lab</li> <li>• Class Feedback on the Test</li> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the context of the audio</li> <li>○ replaying the parts of the audio that they didn't comprehend</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2009 [Listening Test 2-3]</li> <li>• (Cambridge University Press (Organization), 2012 [Listening Test 1-3]</li> </ul>

		<ul style="list-style-type: none"> <li>○ how to employ selective and active listening</li> <li>○ the importance of comprehending questions before listening</li> <li>○ the techniques of multitasking</li> </ul>	
<b>4B: SPEAKING</b>	<b>Week 15</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Tests at the English Language Lab (Speaking Test Part 1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2007 [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2009 [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2012 [Speaking Test 1-3]</li> </ul>
	<b>Week 16</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Feedback of Part 1-2 of Speaking Tests</li> <li>• Test on Discussion Skills (Speaking Test Part 3)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2007 [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2009 [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2012 [Speaking Test 1-3]</li> </ul>
<b>FINAL TERM EXAMINATION</b>			

**SEMESTER 07**  
**English Proficiency Course (EPC) - V**  
**Credit Hours (2+0)**

**LEARNING OUTCOMES:**

**After the completion of this course the learners will be able to:**

- Employ appropriate and advanced vocabulary.
- Listen and comprehend scenarios of various settings more effectively and efficiently
- Convey ideas proficiently and fluently.
- Display high level of confidence
- Read text/graphs/visual representation of various contexts with complete understanding.

**COURSE CONTENTS:**

MODULE	WEEKS	TOPICS	REFERENCE MATERIALS
<b>1A: READING</b>	<b>Week 01</b>	<b>READING (PRACTICE TEST)</b> <ul style="list-style-type: none"> <li>● Test (60 mins)</li> <li>● Class Feedback on the Test <ul style="list-style-type: none"> <li>○ Help them understand the test passage literally and inferentially</li> <li>○ Employ skimming and scanning to help extract the main idea</li> <li>○ Logically explain the question and provide evidence for the right answer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● (Cambridge University Press (Organization), 2013) [Reading Test 1-3]</li> <li>● (Cambridge University Press (Organization), 2015) [Reading Test 1]</li> </ul>
	<b>Week 02</b>	<b>READING (PRACTICE TEST)</b> <ul style="list-style-type: none"> <li>● Test (60 mins)</li> <li>● Class Feedback on the Test</li> </ul>	<ul style="list-style-type: none"> <li>● (Cambridge University Press (Organization), 2015) [Reading Test 2-3]</li> <li>● (Cambridge University Press (Organization), 2016a) [Reading Test 1-3]</li> </ul>

		<ul style="list-style-type: none"> <li>○ Help them understand the test passage literally and inferentially</li> <li>○ Employ skimming and scanning to help them extract the main idea</li> <li>○ Logically explain the question and provide evidence for the right answer</li> </ul>	
<b>2A: WRITING</b>	<b>Week 03</b>	<b>WRITING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test # 1 (60 mins)</li> <li>• Test # 2 (60 mins)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2015) [Writing Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2016a) [Writing Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2017a) [Writing Test 1-3]</li> </ul>
	<b>Week 04</b>	<b>WRITING (DISCUSSION &amp; FEEDBACK OF TESTS)</b> <ul style="list-style-type: none"> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the main idea and the main points of graph/image</li> <li>○ the prompt and what content it requires</li> <li>○ overall techniques which they need to improve</li> <li>○ how to improve writing skills</li> </ul> </li> <li>• Individual Feedback of the test will be provided on answer sheet: <ul style="list-style-type: none"> <li>○ where their passages lacked coherence and clarity</li> <li>○ the right answers to their grammatical mistakes</li> <li>○ Students will rewrite the passages in class</li> </ul> </li> </ul>	
<b>3A: LISTENING</b>	<b>Week 05</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test (60 mins) at English Language Lab</li> <li>• Class Feedback on the Test</li> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the context of the audio</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2013) [Listening Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2015) [Listening Test 1]</li> </ul>



		<ul style="list-style-type: none"> <li>○ replaying the parts of the audio that they didn't comprehend</li> <li>○ how to employ selective and active listening</li> <li>○ the importance of comprehending questions before listening</li> <li>○ the techniques of multitasking</li> </ul>	
	<b>Week 06</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test (60 mins) at English Language Lab</li> <li>• Class Feedback on the Test</li> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the context of the audio</li> <li>○ replaying the parts of the audio that they didn't comprehend</li> <li>○ how to employ selective and active listening</li> <li>○ the importance of comprehending questions before listening</li> <li>○ the techniques of multitasking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2015) [Listening Test 2-3]</li> <li>• (Cambridge University Press (Organization), 2016a) [Listening Test 1-3]</li> </ul>
<b>4A: SPEAKING</b>	<b>Week 07</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Tests at the English Language Lab (Speaking Test Part 1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2013) [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2015) [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2016a) [Speaking Test 1-3]</li> </ul>
	<b>Week 08</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Feedback of Part 1-2 of Speaking Tests</li> <li>• Test on Discussion Skills (Speaking Test Part 3)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2013) [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2015) [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2016a) [Speaking Test 1-3]</li> </ul>

## MIDTERM EXAMINATION

<b>1B: READING</b>	<b>Week 09</b>	<b>READING (PRACTICE TEST)</b> <ul style="list-style-type: none"> <li>• Test (60 mins)</li> <li>• Class Feedback on the Test                             <ul style="list-style-type: none"> <li>○ Help them understand the test passage literally and inferentially</li> <li>○ Employ skimming and scanning to help them extract the main idea</li> <li>○ Logically explain the question and provide evidence for the right answer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2017a [Reading Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2018a [Reading Test 1]</li> </ul>
	<b>Week 10</b>	<b>READING (PRACTICE TEST)</b> <ul style="list-style-type: none"> <li>• Test (60 mins)</li> <li>• Class Feedback on the Test                             <ul style="list-style-type: none"> <li>○ Help them understand the test passage literally and inferentially</li> <li>○ Employ skimming and scanning to help them extract the main idea</li> <li>○ Logically explain the question and provide evidence for the right answer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2018a [Reading Test 2-3]</li> <li>• (Cambridge University Press (Organization), 2019a [Reading Test 1-3]</li> </ul>
<b>2B: WRITING</b>	<b>Week 11</b>	<b>WRITING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test # 1 (60 mins)</li> <li>• Test # 2 (60 mins)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2018a [Writing Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2019a [Writing Test 1-3]</li> </ul>
	<b>Week 12</b>	<b>WRITING (DISCUSSION &amp; FEEDBACK OF TESTS)</b> <ul style="list-style-type: none"> <li>• Class Discussion on:                             <ul style="list-style-type: none"> <li>○ the main idea and the main points of graph/image</li> <li>○ the prompt and what content it requires</li> <li>○ overall techniques which they need to improve</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>○ how to improve writing skills</li> <li>● Individual Feedback of test will be provided on answer sheet: <ul style="list-style-type: none"> <li>○ where their passages lacked coherence and clarity</li> <li>○ the right answers to their grammatical mistakes</li> <li>○ Students will rewrite the passages in class</li> </ul> </li> </ul>	
<b>3B: LISTENING</b>	<b>Week 13</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>● Test (60 mins) at English Language Lab</li> <li>● Class Feedback on the Test</li> <li>● Class Discussion on: <ul style="list-style-type: none"> <li>○ the context of the audio</li> <li>○ replaying the parts of the audio that they didn't comprehend</li> <li>○ how to employ selective and active listening</li> <li>○ the importance of comprehending questions before listening</li> <li>○ the techniques of multitasking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● (Cambridge University Press (Organization), 2017a [Listening Test 1-3]</li> <li>● (Cambridge University Press (Organization), 2018a [Listening Test 1]</li> </ul>
	<b>Week 14</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>● Test (60 mins) at English Language Lab</li> <li>● Class Feedback on the Test</li> <li>● Class Discussion on: <ul style="list-style-type: none"> <li>○ the context of the audio</li> <li>○ replaying the parts of the audio that they didn't comprehend</li> <li>○ how to employ selective and active listening</li> <li>○ the importance of comprehending questions before listening</li> <li>○ Multitasking techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● (Cambridge University Press (Organization), 2018a [Listening Test 2-3]</li> <li>● (Cambridge University Press (Organization), 2019a [Listening Test 1-3]</li> </ul>
	<b>Week 15</b>	<b>SPEAKING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>● (Cambridge University Press (Organization), 2017a [Speaking Test 1-3]</li> </ul>

<b>4B: SPEAKING</b>		<ul style="list-style-type: none"> <li>Tests at the English Language Lab (Speaking Test Part 1-2)</li> </ul>	<ul style="list-style-type: none"> <li>(Cambridge University Press (Organization), 2018a [Speaking Test 1-3]</li> <li>(Cambridge University Press (Organization), 2019a [Speaking Test 1-3]</li> </ul>
	<b>Week 16</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>Feedback of Part 1-2 of Speaking Tests</li> <li>Test on Discussion Skills (Speaking Test Part 3)</li> </ul>	<ul style="list-style-type: none"> <li>(Cambridge University Press (Organization), 2017a [Speaking Test 1-3]</li> <li>(Cambridge University Press (Organization), 2018a [Speaking Test 1-3]</li> <li>(Cambridge University Press (Organization), 2019a [Speaking Test 1-3]</li> </ul>
<b>FINAL TERM EXAMINATION</b>			

**SEMESTER 08**  
**English Proficiency Course (EPC) -VI**  
**Credit Hours (2+0)**

**LEARNING OUTCOMES:**

**After the completion of this course the learners will be able to:**

- Employ extensive vocabulary words for various contextual scenarios to write and speak effortlessly without any errors.
- Listen / read the audio/text of any social or educational context actively, analytically and critically.
- Be fully skilled in all 04 modules i.e. reading, writing, listening and speaking.

**COURSE CONTENTS:**

MODULE	WEEKS	TOPICS	REFERENCE MATERIALS
<b>1A: READING</b>	<b>Week 01</b>	<b>READING (PRACTICE TEST)</b> <ul style="list-style-type: none"> <li>• Test (60 mins)</li> <li>• Class Feedback on the Test <ul style="list-style-type: none"> <li>○ Help them understand the test passage literally and inferentially</li> <li>○ Employ skimming and scanning to help them visualize these techniques to extract the main idea</li> <li>○ Logically explain the question and provide evidence for the right answer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2020a) [Reading Test 1-3]</li> </ul>
	<b>Week 02</b>	<b>READING (PRACTICE TEST)</b> <ul style="list-style-type: none"> <li>• Test (60 mins)</li> <li>• Class Feedback on the Test <ul style="list-style-type: none"> <li>○ Help them understand the test passage literally and inferentially</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2021a) [Reading Test 1-3]</li> </ul>

		<ul style="list-style-type: none"> <li>○ Employ skimming and scanning to help extract the main idea</li> <li>○ Logically explain the question and provide evidence for the right answer</li> </ul>	
<b>2A: WRITING</b>	<b>Week 03</b>	<b>WRITING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test # 1 (60 mins)</li> <li>• Test # 2 (60 mins)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2020a) [Writing Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2021a) [Writing Test 1-3]</li> </ul>
	<b>Week 04</b>	<b>WRITING (DISCUSSION &amp; FEEDBACK OF TESTS)</b> <ul style="list-style-type: none"> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the main idea and the main points of graph/image</li> <li>○ the prompt and what content it requires</li> <li>○ overall techniques which they need to improve</li> <li>○ how to improve writing skills</li> </ul> </li> <li>• Individual Feedback of the test will be provided on the answer sheet: <ul style="list-style-type: none"> <li>○ where their passages lacked coherence and clarity</li> <li>○ the right answers to their grammatical mistakes</li> <li>○ Students will rewrite the passages in class</li> </ul> </li> </ul>	
<b>3A: LISTENING</b>	<b>Week 05</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test (60 mins) at English Language Lab</li> <li>• Class Feedback on the Test</li> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the context of the audio</li> <li>○ replaying the parts of the audio that they didn't comprehend</li> <li>○ how to employ selective and active listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2020a) [Listening Test 1-3]</li> </ul>

		<ul style="list-style-type: none"> <li>○ the importance of comprehending questions before listening</li> <li>○ the techniques of multitasking</li> </ul>	
	<b>Week 06</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test (60 mins) at English Language Lab</li> <li>• Class Feedback on the Test</li> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the context of the audio</li> <li>○ replaying the parts of the audio that they didn't comprehend</li> <li>○ how to employ selective and active listening</li> <li>○ the importance of comprehending questions before listening</li> <li>○ the techniques of multitasking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2021a) [Listening Test 1-3]</li> </ul>
<b>4A: SPEAKING</b>	<b>Week 07</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Tests at the English Language Lab (Speaking Test Part 1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2020a) [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2021a) [Speaking Test 1-3]</li> </ul>
	<b>Week 08</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Feedback of Part 1-2 of Speaking Tests</li> <li>• Test on Discussion Skills (Speaking Test Part 3)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2020a) [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2021a) [Speaking Test 1-3]</li> </ul>
<b>MIDTERM EXAMINATION</b>			
<b>1B: READING</b>	<b>Week 09</b>	<b>READING (PRACTICE TEST)</b> <ul style="list-style-type: none"> <li>• Test (60 mins)</li> <li>• Class Feedback on the Test</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2022) [Reading Test 1-3]</li> </ul>

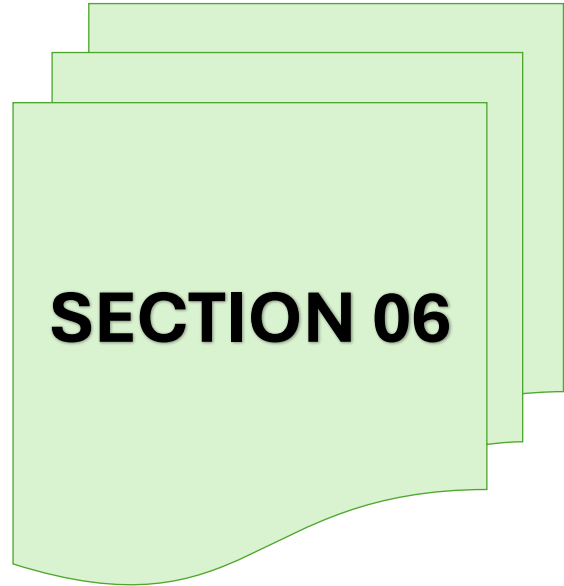
		<ul style="list-style-type: none"> <li>○ Help them understand the test passage literally and inferentially</li> <li>○ Employ skimming and scanning to help extract the main idea</li> <li>○ Logically explain the question and provide evidence for the right answer</li> </ul>	
	<b>Week 10</b>	<b>READING (PRACTICE TEST)</b> <ul style="list-style-type: none"> <li>• Test (60 mins)</li> <li>• Class Feedback on the Test <ul style="list-style-type: none"> <li>○ Help them understand the test passage literally and inferentially</li> <li>○ Employ skimming and scanning in front of them to help them visualize these techniques to extract the main idea</li> <li>○ Logically explain the question and provide evidence for the right answer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2023 [Reading Test 1-3]</li> </ul>
<b>2B: WRITING</b>	<b>Week 11</b>	<b>WRITING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test # 1 (60 mins)</li> <li>• Test # 2 (60 mins)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2022 [Writing Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2023 [Writing Test 1-3]</li> </ul>
	<b>Week 12</b>	<b>WRITING (DISCUSSION &amp; FEEDBACK OF TESTS)</b> <ul style="list-style-type: none"> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the main idea and the main points of graph/image</li> <li>○ the prompt and what content it requires</li> <li>○ overall techniques which they need to improve</li> <li>○ how to improve writing skills</li> </ul> </li> <li>• Individual Feedback of the test will be provided on answer sheet: <ul style="list-style-type: none"> <li>○ where their passages lacked coherence and clarity</li> </ul> </li> </ul>	



		<ul style="list-style-type: none"> <li>○ the right answers to their grammatical mistakes</li> <li>○ Students will rewrite the passages in class</li> </ul>	
<b>3B: LISTENING</b>	<b>Week 13</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test (60 mins) at the English Language Lab</li> <li>• Class Feedback on the Test</li> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the context of the audio</li> <li>○ replaying the parts of the audio that they didn't comprehend</li> <li>○ how to employ selective and active listening</li> <li>○ the importance of comprehending questions before listening</li> <li>○ the techniques of multitasking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2022 [Listening Test 1-3]</li> </ul>
	<b>Week 14</b>	<b>LISTENING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Test (60 mins) at the English Language Lab</li> <li>• Class Feedback on the Test</li> <li>• Class Discussion on: <ul style="list-style-type: none"> <li>○ the context of the audio</li> <li>○ replaying the parts of the audio that they didn't comprehend</li> <li>○ how to employ selective and active listening</li> <li>○ the importance of comprehending questions before listening</li> <li>○ the techniques of multitasking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2023 [Listening Test 1-3]</li> </ul>
<b>4B: SPEAKING</b>	<b>Week 15</b>	<b>SPEAKING (PRACTICE TESTS)</b> <ul style="list-style-type: none"> <li>• Tests at the English Language Lab (Speaking Test Part 1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2022 [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2023 [Speaking Test 1-3]</li> </ul>
	<b>Week 16</b>	<b>SPEAKING (PRACTICE TESTS)</b>	<ul style="list-style-type: none"> <li>• (Cambridge University Press (Organization), 2022</li> </ul>

		<ul style="list-style-type: none"> <li>• Feedback of Part 1-2 of Speaking Tests</li> <li>• Test on Discussion Skills (Speaking Test Part 3)</li> </ul>	<ul style="list-style-type: none"> <li>• [Speaking Test 1-3]</li> <li>• (Cambridge University Press (Organization), 2023)</li> <li>• [Speaking Test 1-3]</li> </ul>
--	--	--	---

## FINAL TERM EXAMINATION



The background features abstract, overlapping green geometric shapes. On the right side, there are several vertical and diagonal bands of varying shades of green, from light lime to dark forest green. On the left side, a sharp, narrow green triangle points upwards. The overall composition is modern and minimalist.

# **Assessment Pattern**

## **EXAMINATION PATTERN**

### **Characteristic Features:**

- Test pattern replicating an international language testing platform.
- Marks weightage distributed equally for each module i.e., 25% for each of the 4 modules.
- Total marks can be converted into percentages for creating GPA for the semester system.
- Distribution will be the same as semester system courses at UHS i.e.,

160 marks paper for *Midterm examination* (weightage: 15%)

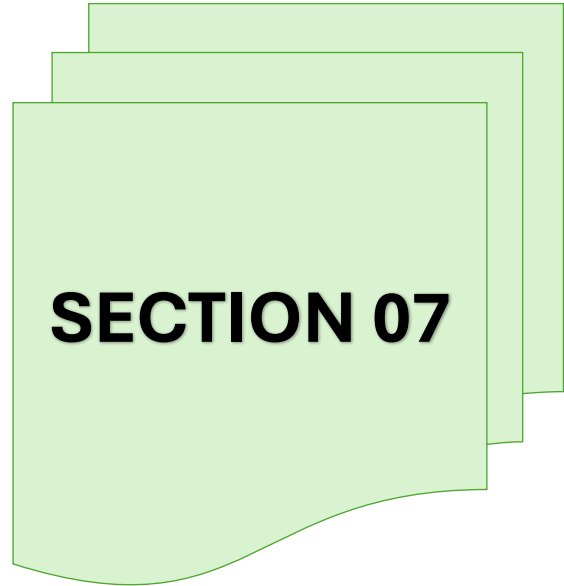
160 marks for *internal assignments* etc. (weightage: 5%)

160 marks paper for *Final Term Examination* (weightage: 80%)

---

**Total Marks calculation) (Out of 100% suitable for GPA**

Example (IELTS TEST)	UHS PAPER PATTERN
<b>Total Test (2 Hrs. 44 min)</b>	<b>Paper timings in total (2 Hrs. 45 min)</b>
<b>LISTENING MODULE:</b> <b>(4 tasks, 40 Qs, 30 min)</b> <u>Tests 01 &amp; 02 (Social needs)</u> <i>Test 01: Conversation (10 questions)</i> <i>Test 02: Monologue (10 questions)</i> <u>Tests 03 &amp; 04 (Academic needs)</u> <i>Test 03: Conversation (10 questions)</i> <i>Test 04: Monologue (10 questions)</i>	<b>LISTENING MODULE:</b> <b>(4 tasks, 40 Qs, 30 min) = 40 Marks / (25%)</b> <u>Tests 01 &amp; 02 (Social needs)</u> <i>Test 01: Conversation (10 questions)</i> <i>Test 02: Monologue (10 questions)</i> <u>Tests 03 &amp; 04 (Academic needs)</u> <i>Test 03: Conversation (10 questions)</i> <i>Test 04: Monologue (10 questions)</i>
<b>READING MODULE:</b> <b>(3 tasks, 40 Qs, 60 min)</b> <i>3 Paragraphs (40 questions in total) 60 min</i>	<b>READING MODULE:</b> <b>(3 tasks, 40 Qs, 60 min) = 40 Marks / (25%)</b> <i>3 Paragraphs (40 questions in total) 60 min</i>
<b>WRITING MODULE:</b> <b>(2 tasks, 60 min)</b> <i>Task 01 (150 words) 20 min</i> <i>Task 02 (250 words) 40 min</i>	<b>WRITING MODULE:</b> <b>(2 tasks, 60 min) = 40 Marks / (25%)</b> <i>Task 01 (150 words) 20 min (15 Marks)</i> <i>Task 02 (250 words) 40 min (25 Marks)</i>
<b>SPEAKING MODULE:</b> <b>(3 parts, 11-14 min)</b> <i>Part1 (Introduction) 4-5 min</i> <i>Part2 (Task card-based talk) 1-2 min</i> <i>Part3 (Discussion) 4-5 min</i>	<b>SPEAKING MODULE:</b> <b>(3 parts, 11-14 min) = 40 Marks / (25%)</b> <i>Part1 (Introduction) 4-5 min (15 marks)</i> <i>Part2 (Task card-based talk) 1-2 min (10 marks)</i> <i>Part3 (Discussion) 4-5 min (15 marks)</i>
	<b>Total Marks = 160 / (100%)</b>



The background features abstract, overlapping green geometric shapes. On the right side, there are several vertical and diagonal bands of varying shades of green, from light lime to dark forest green. On the left side, a sharp, narrow green triangle points upwards. The overall composition is modern and minimalist.

# **Reference Books**

## **HEC BASED COURSE “FUNCTIONAL ENGLISH”**

### **Recommended Instructional / Reading Materials:**

- Azar, B. S., & Hagen, S. A. (2017). *Understanding and using English grammar* (5th ed.). Pearson Education.
- Murphy, R., Craven, M., & Viney, B. (2012). *English grammar in use: a self-study reference and practice book for intermediate learners of English: with answers*. Cambridge University Press.
- Kaufman, L., & Straus, J. (2021). *The blue book of grammar and punctuation: an easy-to-use guide with clear rules, real-world examples, and reproducible quizzes* (12th ed.). Jossey-Bass.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: a learning-centered approach*. Cambridge University Press.
- Downes, C. (2008). *Cambridge English for job-hunting*. Cambridge University Press.
- Swan, M. (2016). *Practical English usage* (4th ed.). Oxford University Press.
- James, M., Merickel, A., Loyd, G., & Perkins, J. (2017). *Reading literature and writing argument* (6th ed.). Pearson.
- Johns, J. L., & Lenski, S. D. (2018). *Improving reading: interventions, strategies, and resources* (7th ed.). Kendall/Hunt.
- Kintsch, W. (1998). *Comprehension: a paradigm for cognition*. Cambridge University Press.
- Raman, M., & Singh, P. (2012). *Business Communication* (2nd ed.). Oxford University Press.

## **HEC BASED COURSE “EXPOSITORY WRITING”**

### **Recommended Instructional / Reading Materials:**

- Axelrod, R. B., & Cooper, C. R. (2022). *The St. Martin's guide to writing* (13th ed.). Bedford/St. Martins.
- Graff, G., & Birkenstein, C. (2024). *They Say/ I Say: the moves that matter in academic writing* (6th ed.). W.W. Norton & Company, Inc.
- Rosenwasser, D., & Stephen, J. (2019). *Writing analytically* (8th ed.). Cengage.
- Williams, J. M., & Bizup, J. (2017). *Style: lessons in clarity and grace* (12th ed.). Pearson.
- Strunk, W., White, E. B., & Kalman, M. (2005). *The elements of style*. Penguin Press.



Faigley, L., Selzer, J., Enoch, J., & Wible, S. (2018). *Good reasons with contemporary arguments* (17th ed.). Pearson.

Zinsser, W. (2013). *Writing to learn* (1st ed.). Harper Paperbacks.

Bullock, R. H., & Bertsch, D. (2022). *The Norton field guide to writing* (16th ed.). W. W. Norton & Company.

Longknife, A., & Sullivan, K. D. (2012). *The art of styling sentences* (5th ed.). Barron's Educational Series.

Johnson-Sheehan, R., & Paine, C. (2019). *Writing today* (4th edition. ed.). Pearson.

### **ENGLISH PROFICIENCY COURSE (EPC)**

Adam, G., & Peck, T. (2004). *101 Helpful Hints for IELTS Academic Module*. Adams & Austen Press Pty Ltd.

Aish, F., & Tomlinson, J. (2012). *Grammar for IELTS (Collins English for Exams)*. HarperCollins UK.

Barnet, S., Bedau, H., & O'Hara., J. (2019). *Critical Thinking, Reading, and Writing: A Brief Guide to Argument* (10th ed.). Bedford/St. Martin's.

Belmont, W., & Sharkey, m. (2007). *The Easy Writer: Formal Writing for Academic Purposes* (3rd ed.). Pearson.

Betsis, A., & Hughton, S. (2013). *The Vocabulary Files - English Usage - Student's Book Advanced C2 / IELTS 7.0 - 8.0 - 9.0* (1st ed.). Global ELT.

Biggerton, P. (2012). *IELTS - The Complete Guide to Academic Reading*. Godiva Books.

Black, M., & Sharp, W. (2006). *Objective IELTS. Intermediate : self-study student's book*. Cambridge University Press.

Brassell, D. (2008). *Comprehension That Works (Professional Resources)* (First Edition ed.). Shell Education.

British Council Learn English Skills (Organization). (2023). *Practise your reading, writing, listening and speaking skills at your level*. Retrieved 15.10.23 from <https://learnenglish.britishcouncil.org/skills>

Cambridge University Press (Organization). (1997). *Cambridge IELTS 1 Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.

Cambridge University Press (Organization). (2000). *Cambridge IELTS 2 Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.

Cambridge University Press (Organization). (2002). *Cambridge IELTS 3 Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.

- Cambridge University Press (Organization). (2005). *Cambridge IELTS 4 Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2006). *Cambridge IELTS 5 Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2007). *Cambridge IELTS 6 Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2009). *Cambridge IELTS 7 Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2012). *Cambridge IELTS 8 Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2013). *Cambridge IELTS 9 Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2015). *Cambridge IELTS 10 Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2016a). *Cambridge IELTS 11 Academic Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2016b). *Cambridge IELTS 11 General training Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2017a). *Cambridge IELTS 12 Academic Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2017b). *Cambridge IELTS 12 General training Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2018a). *Cambridge IELTS 13 Academic Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2018b). *Cambridge IELTS 13 General training Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2019a). *Cambridge IELTS 14 Academic Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2019b). *Cambridge IELTS 14 General training Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2020a). *Cambridge IELTS 15 Academic Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.

- Cambridge University Press (Organization). (2020b). *Cambridge IELTS 15 General training Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2021a). *Cambridge IELTS 16 Academic Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2021b). *Cambridge IELTS 16 General training Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2022). *Cambridge IELTS 17 Academic Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Cambridge University Press (Organization). (2023). *Cambridge IELTS 18 Academic Student's Book with Answers (IELTS Practice Tests)*. Cambridge English.
- Chalker, S. (1996). *Collins Cobuild English Guides: Linking Words (Collins Cobuild English Guides)*. HarperCollins Publishers.
- Cottrell, S. (2011). *Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave Study Skills)* (2nd ed.). Palgrave Macmillan.
- Cullen, P. (2021). *IELTS Vocabulary For Bands 6.5 and above* (1st ed.). Cambridge English.
- Hopkins, D., & Cullen, P. (2007). *Grammar for IELTS : grammar reference and practice*. Cambridge University Press.
- Ilgen, D., Tyrie, P., & Slater, S. (2003). *IELTS On Track: Practice test Academic*. Language Australia.
- Jakeman, V., & McDowell, C. (2001). *Insight into IELTS Student's Book Updated edition: The Cambridge IELTS Course* (2nd ed.). Cambridge University Press.
- Kane, T. S. (2003). *The Oxford Essential Guide to Writing*. Oxford Univ Pr
- Kaplan Test Prep (Firm). (2016). *IELTS Premier with 8 Practice Tests* (3rd ed.). Kaplan Publishing.
- Kaplan Test Prep (Firm). (2019). *6 practice tests for IELTS : academic and general training*. Kaplan Publishing.
- LearningExpress (Organization). (2010). *501 reading comprehension questions* (4th ed.). LearningExpress.
- Leonardo, N. L. (2020). *Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills*. Callisto.
- Lougheed, L., & Barron's Educational Series Inc. (2016). *Barron's IELTS* (4th ed.). Barron's Educational Series, Inc.
- McGinniss, M., & Cudmore, M. (2021). *IELTS Listening Strategies for Success* (2nd ed.). Englishtec.

- Memarzadeh, A. (2008). *IELTS Maximiser Educational Book Speaking* Alireza Memarzadeh Publications.
- Palmer, E. (2014). *Teaching the core skills of listening and speaking*. ASCD.
- Rinehart., & Holt, w. (2000). *Grammar, Usage, and Mechanics: Elements of Language, 1st Course* (1st ed.). HOLT, RINEHART AND WINSTON.
- Smith, A. (2015a). *Task 2 IELTS Writing Academic / General Training Module*. IELTS Journal, Pinnacle English.
- Smith, A. (2015b). *Tips for IELTS Reading Academic / General Training Module*. IELTS Journal, Pinnacle English.
- Stratton, C. (2024). *Public Speaking*. Sophia Blunder.
- Verderber, K. S., & MacGeorge, E. L. (2015). *Inter-Act: Interpersonal Communication: Concepts, Skills, and Contexts* (14th ed.). Oxford University Press.
- Wagner, R. K., Schatschneider, C., & Phythian-Sence, C. (2009). *Beyond decoding : the behavioral and biological foundations of reading comprehension*. The Guilford Press.
- Winter, I. L. (2015). *Public Speaking Principles and Practice*. CreateSpace Independent Publishing Platform.
- Wyatt, R. (2017). *Check your English vocabulary for IELTS* (Fourth edition. ed.). Bloomsbury Information.
- Young, K. S., & Travis, H. P. (2017). *Oral Communication: Skills, Choices, and Consequences* (4th ed.). Waveland Press, Inc.

