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**Proposal to Naan Mudhalvan Team to
Enhance the English skills of Graduates in
the region**

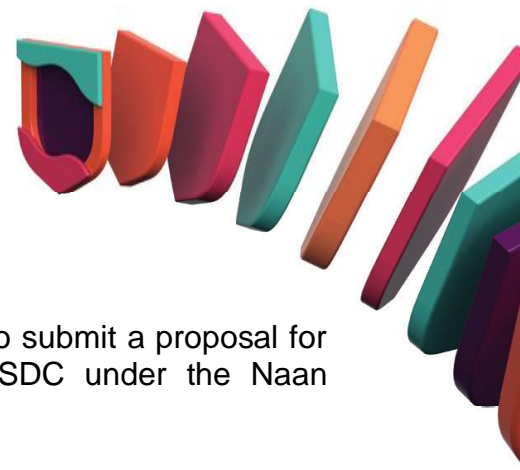
Submitted by

Cambridge University Press & Assessment
Chennai



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In response to the expression of interest, we hereby intend to submit a proposal for on boarding us as training & assessment partner of TNSDC under the Naan Mudhalvan Program.

Course Title: Overview of English Language Communication Assessment & Certification from Cambridge.

Course Description:

As per the India Skills Report – 2020 about only 45.9% were found employable. Poor spoken English Skills have kept a large number of candidates from landing some of the best paid Jobs in the country. Recruitment and HR Managers around the world report that applicants with exceptional English language skills earn 30 – 50% higher salaries. Over 85% of the employers view English language skills as important for their organization.

The course focusing on enhancing the English skills of students covering all 4 skills (Listening, Reading, Writing and Speaking) with more focus on speaking and is mapped to A2 & B1 levels in the Common European framework of Reference (CEFR) which is an international standard in language. The course gives equal importance to receptive (Listening and Reading) and productive skills (Speaking & Writing) covering 60 hours. The Listening and Reading skills of the students are enhanced using our Learning Management system and writing and speaking is focused by existing faculty in the institution for which content and training will be provided by Cambridge. The entire course is built with multiple checks with includes a placement test at the beginning, followed by mid-course evaluation and an exit assessment with Listening, Reading, Writing and Speaking which is Internationally benchmarked. Students and teachers are given access to LMS to enable better learning and teaching and at the end of the program the certificate is co-branded which adds additional value to students.

Course Objective:

- ❖ To improve the communicative English skills of the students.
- ❖ To help learners use English in workplace/academic context.
- ❖ To ensure the course is aligned to the Common European framework of reference which is recognized globally.





Course Outcome – A2 Level:

Students will be able to: -

The exit test assesses English language ability at A2, B1 on the Common European Framework of reference (International standard for language). Each skill assessed; candidates are awarded a CEFR level. An average score is awarded for all the skills. The certificate also **includes what a candidate can demonstrate**. To know more on what a candidate can do, please check <https://www.cambridgeenglish.org/exams-and-tests/cefr/>

The outcome mentioned below help in reflecting real life language skills.

Typical Abilities	Listening & Speaking	Reading & Writing
Overall general Ability	<ul style="list-style-type: none"> • Can understand simple questions and instruction. • Can express simple opinions or requirements in a familiar context. 	<ul style="list-style-type: none"> • Can understand straight-forward information within a known area. • Can complete forms and write short, simple post cards related to personal information.
Work	<ul style="list-style-type: none"> • Can understand the meaning of a presentation made at a conference • Can state simple requirements in the job area. 	<ul style="list-style-type: none"> • Can understand short reports and manual in workplace. • Can write a short, comprehensible note of request to a colleague or a known contact in another company.
Social and Tourist.	<ul style="list-style-type: none"> • Can understand straight forward directions. • Can express like and dislikes in simple language. 	<ul style="list-style-type: none"> • Can understand straight forward information on food, standard menus, road signs.





B1 Level Outcome:

Reading & Writing	Listening & Speaking
<ul style="list-style-type: none"> • Can understand the general meaning of non-routine letters within own work area. • Can understand most short reports of a predictable nature. 	<ul style="list-style-type: none"> • Can follow a simple presentation/demonstration. • Can deal with predictable request from a visitor.
<ul style="list-style-type: none"> • Can make notes on routine matters, such as taking/placing orders. • Can write straight forward routine letters of a factual nature. 	<ul style="list-style-type: none"> • Can offer advice to clients within own job area in simple matters. • Can state routine requirements.

Prerequisites: Based on the placement test, students who are at level A2 & B1 as per the international framework (CEFR) will be given attention to improve the LSRW skills using blended model.

Course Hours and Mode of Delivery:

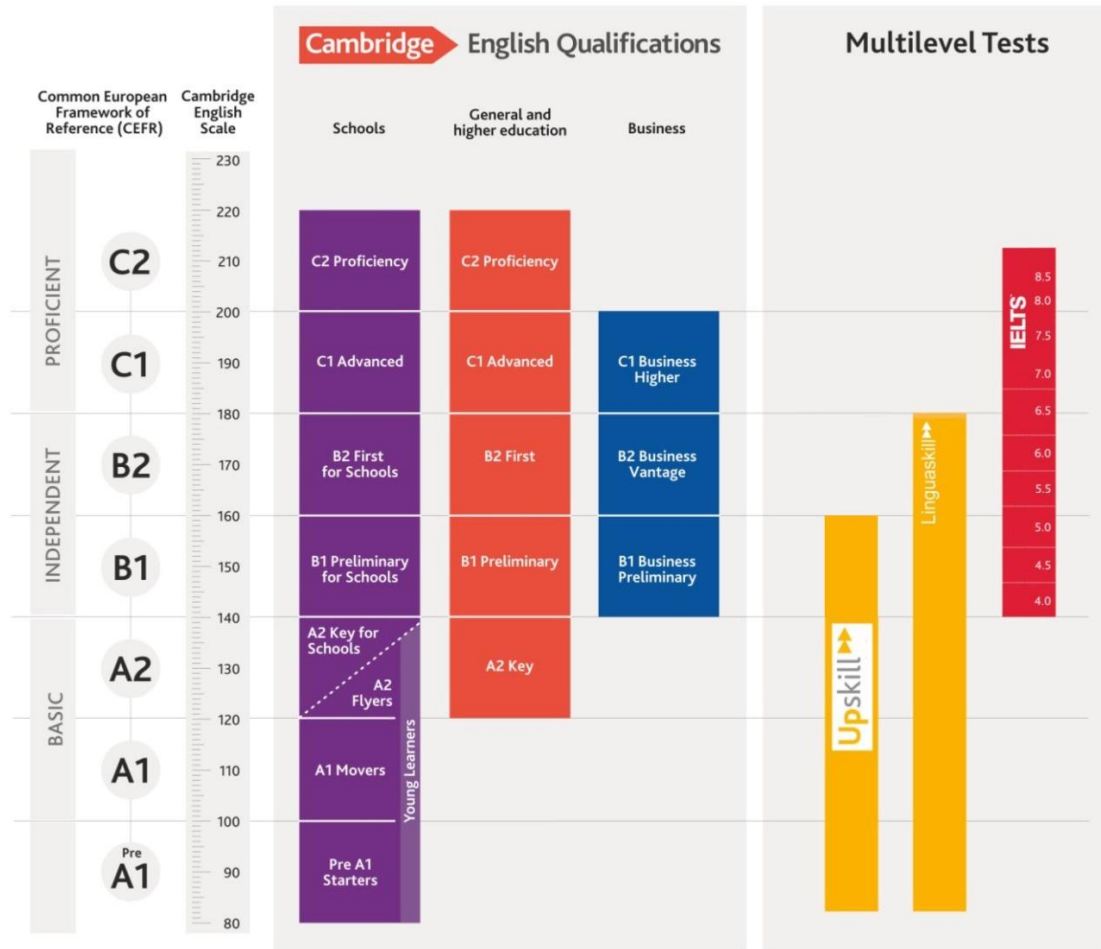
Online Theory No of Hours	Online Practical/Hands-on No of Hours.	On Campus Theory No of Hours.	On Campus Practical No. Of. Hours. – By Existing Faculty.
NA.	30 + 30	NA	30





Training Standards:

Global Standards/Industry Standards: Course follows Global Standard which is the CEFR (Common European Framework of Reference).



The result of over twenty years of research, the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) is exactly what its title says it is: **a framework of reference**.

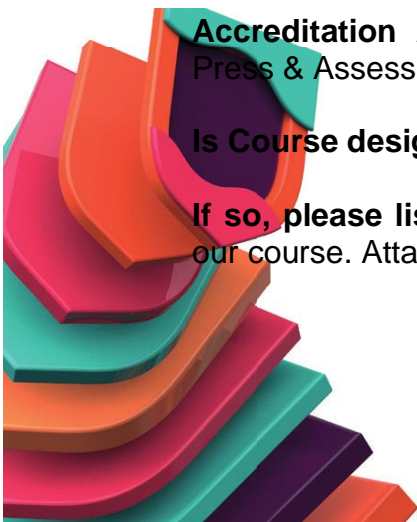
It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency.

Accreditation Authority: The Course was developed by Cambridge University Press & Assessment a department of the University of Cambridge.

Is Course design supported/endorsed by Industry players: Yes.

If so, please list the industries: There is a huge list of companies that recognize our course. Attaching a few organizations below.

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HINDUSTAN PETROLEUM CORP. LTD.



To know more about the companies that recognize our course, please access the website: <https://www.cambridgeenglish.org/in/exams-and-tests/upskill/upskill-for-employers/>

Course Curriculum:

The course offers 30 hours of learning in A2/B1 which happens in the classroom through the existing faculty and the LR (Listening and Reading) is done through the LMS for 30 hours.

Theory Components: NA

Practical Components: Listed Below.

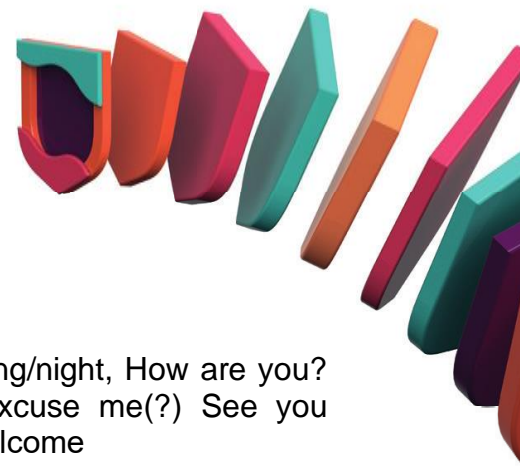
A2 level outline contents:

Session 1: Polite Conversation (Speaking & Listening)

1. Using polite phrases
2. Engaging in small talk
3. Asking and answering politely



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1. Using polite phrases

Functions: Using polite forms
Target Language: Hello, Hi, Good morning/afternoon/evening/night, How are you? Nice/Pleased to meet you, Sorry(?), Excuse me(?) See you later, See you soon, Welcome, You're welcome
Theme: Comparing common polite phrases

2. Engaging in small talk

Functions: Talking about current and temporary situations
 Talking about permanent and regular situations
Target Language: Present Continuous: current situations, temporary situations
 Present Simple: permanent situations, regular situations
Theme: What is small talk?

3. Asking and answering politely

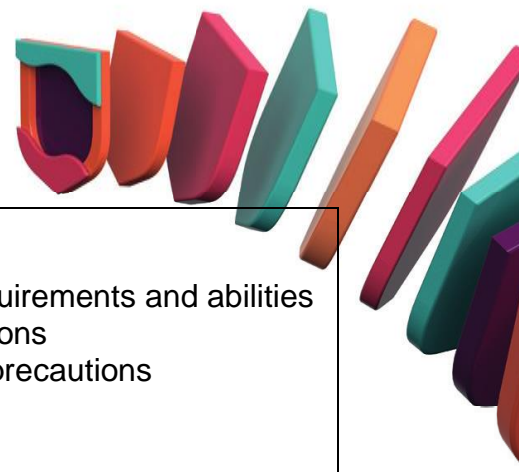
Functions : Making polite requests, Making polite offers, Replying to polite requests and offers
Target Language: Could I ...? May I ...? Is it OK if I ...? Do you mind if I ...? Shall I ...? Do you want me to ...? Would you like me to ...? Sure, Of course, Of course not, No problem, Not at all, Good idea
Theme: Requesting versus offering

4. Talking Point: Taking a break

Functions: Engaging in small talk during breaks
Theme: Common conversation topics during breaks

<p>Session 2: Looking Back</p> <ul style="list-style-type: none"> • Referring to the past • Discussing things that happened (regular verbs) • Discussing things that happened (irregular verbs) 	<p>Session 3: Technology</p> <ol style="list-style-type: none"> 1. Describing shapes, sizes and weights 2. Explaining uses and purposes 3. Understanding basic instructions
<p>Session 4: Socialising</p> <ol style="list-style-type: none"> 1. Describing experiences and feelings 2. Making comparisons 3. Talking about extremes 	<p>Session 5: Arrangements</p> <ul style="list-style-type: none"> • Arranging to meet someone • Describing locations in work places • Summing up arrangements



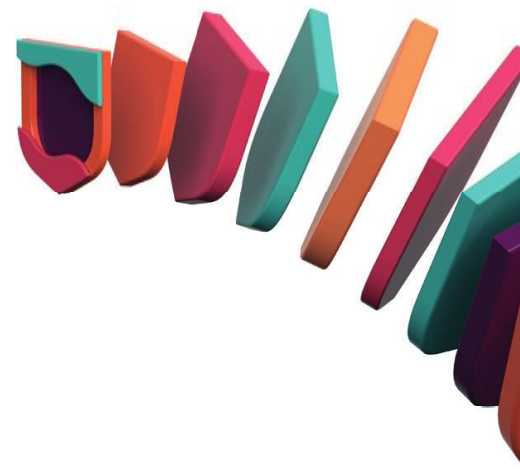


Session 6: Explanations <ol style="list-style-type: none">1. Discussing the meaning of words2. Talking about quantities3. Talking about large and small quantities	Session 7: Work <ol style="list-style-type: none">1. Discussing requirements and abilities2. Describing actions3. Talking about precautions
Session 8: Visiting <ol style="list-style-type: none">1. Referring to near and distant objects2. Receiving visitors3. Giving advice	Session 9: Decisions and Plans <ul style="list-style-type: none">• Making decisions• Making plans• Discussing plans
Session 10: Connected <ul style="list-style-type: none">• Writing emails• Understanding websites• Making telephone calls	Session 11: Experiences <ul style="list-style-type: none">• Discussing things you've done• Discussing where you've been• Referring to periods of time
Session 12: Preparation <ul style="list-style-type: none">• Talking about tasks• Talking about progress• Talking about travel preparations	Session 13: Transportation <ul style="list-style-type: none">• Talking about transportation• Describing positions and directions of movement• Describing processes
Session 14: Future <ul style="list-style-type: none">• Making predictions• Giving opinions• Talking about education	Session 15: Careers Week <ul style="list-style-type: none">• Services and places of work• Answering questions and giving opinions• Writing job applications

Theory Components: NA

Practical Components: B1 level outline contents





Session 1: Breaking the Ice

- Greeting people
- Discussing current situations
- Talking about different situations

Greeting people

Functions : Using polite greetings appropriately

Target Language: Review and extension of formal and informal greetings

Theme : Usage of polite expressions

Discussing present situations

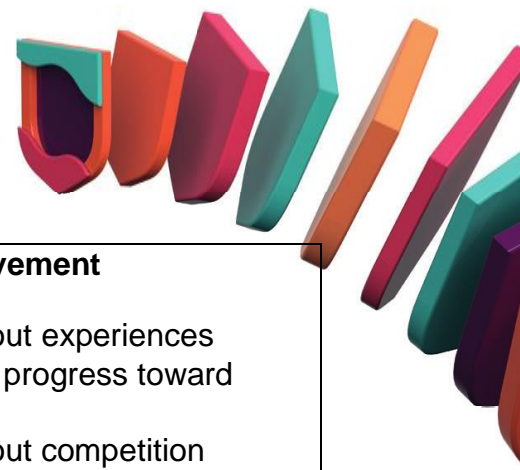
Functions: Talking about general and long-term present situations

Talking about current and short-term present situations

Target Language Contrasting the Present Simple and Present Continuous tenses

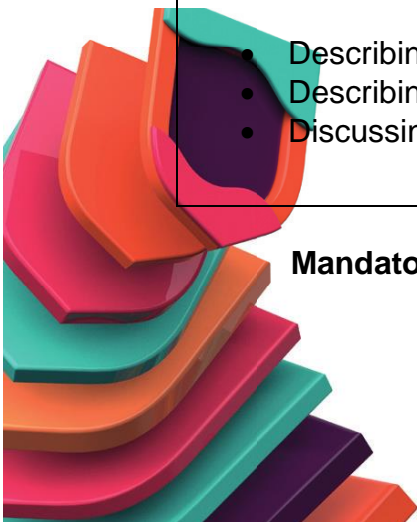
Theme: Living in America

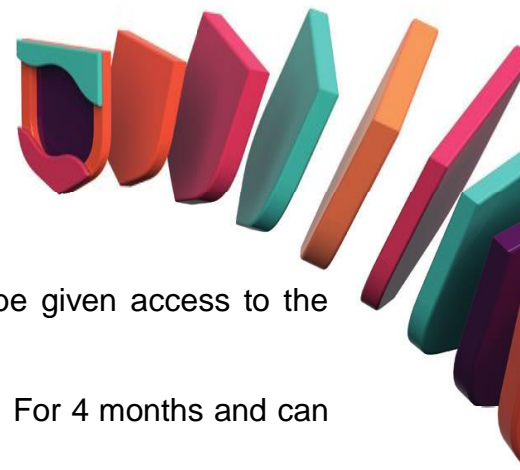




<p>Session 2 Background</p> <ul style="list-style-type: none"> • Talking about events in life • Discussing past events • Talking about your education 	<p>Session 3 Achievement</p> <ul style="list-style-type: none"> • Talking about experiences • Discussing progress toward goals • Talking about competition
<p>Session 4 News</p> <ul style="list-style-type: none"> • Discussing news stories • Discussing recent events • Talking about memories 	<p>Session 5 Virtual World</p> <ul style="list-style-type: none"> • Discussing purposes and reasons • Understanding common technology terms • Writing emails
<p>Session 6 On the Move</p> <ul style="list-style-type: none"> • Discussing travel procedures • Talking about frequency • Talking about travel problems 	<p>Session 7 Planning</p> <ul style="list-style-type: none"> • Making arrangements • Describing arrangements • Discussing plans and decisions
<p>Session 8 Predictions</p> <ul style="list-style-type: none"> • Discussing predictions • Describing the climate • Discussing forecasts and scenarios 	<p>Session 9 Buying and Selling</p> <ul style="list-style-type: none"> • Talking about purchasing • Discussing advantages and disadvantages • Making comparisons
<p>Session 10 Leisure Time</p> <ul style="list-style-type: none"> • Talking about leisure • Discussing likes and dislikes • Discussing feelings about experiences 	<p>Session 11 Lifestyle</p> <ul style="list-style-type: none"> • Talking about time • Giving advice • Discussing imaginary scenarios
<p>Session 12 Forces of Nature</p> <ul style="list-style-type: none"> • Discussing the natural environment • Describing systems • Describing position and movement 	<p>Session 13 On the Road</p> <ul style="list-style-type: none"> • Talking about cars and roads • Explaining rules • Discussing rental arrangements
<p>Session 14 Fashion Sense</p> <ul style="list-style-type: none"> • Describing things relatively • Describing clothing • Discussing safety issues 	<p>Session 15 In Control</p> <ul style="list-style-type: none"> • Talking about electrical devices • Understanding technical instructions • Describing controlling actions

Mandatory Project Work: NA.





List of Software Students are exposed to: Students will be given access to the Learning Management system.

Duration of availability of Licensed Software to Students: For 4 months and can be extended if required.

List of Consumables that will be give to per student:

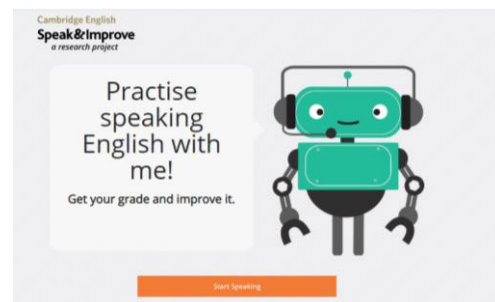
- ❖ Students will be given access to LMS in which he will be able to practices his skills and take the placement test and Mid-course evaluation.
- ❖ Soft copy materials for Writing and Speaking on a weekly basis.
- ❖ Orientation on the portal through their teachers.
- ❖ Access to the exit certification on the Cambridge app.

Links to Learning Resources:

We also recommend you to go through our website for additional resources – <https://naanmudhalvan.cambridgeconnect.org/>



<https://writeandimprove.com/testzone>



<https://speakandimprove.com/>

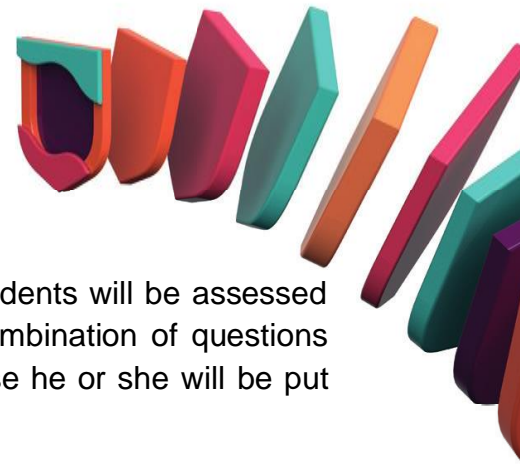
Reading and writing sample of various levels:

[Elementary](#)

[Intermediate](#)



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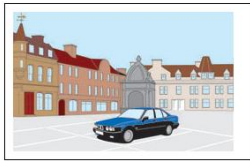


Student Assessment Plan: Placement Test:

The above framework is used to assessed students. The students will be assessed prior to the course using our **placement test** which is a combination of questions (MCQ, Descriptive, fill in the Gap) and based on his response he or she will be put into either level A2, B1 & B2 level.

For this question, choose the correct answer.
You have 10 seconds to read the question. You will hear the recording twice.

Where will the man leave his car tonight?



Instructions ▲

For these questions, choose the correct answer.
You have 45 seconds to read the questions. You will hear the recording twice.

You will hear a woman giving a review of a digital camera, the Roxel DX15, on a radio programme.

The woman says that because the Roxel DX15 camera is cheap

- it has fewer features than other models.
- It is not good in some ways.
- it looks unattractive.

What does the woman dislike about the 'body' of the camera?

- It is too heavy to carry comfortably.
- It is made from weak materials.

Instructions ▲ ⋮

Click on the gap then choose the word or phrase which best completes the sentence.

James made a great to arrive on time.

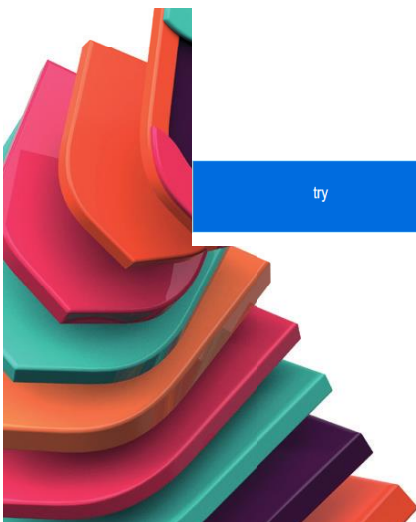
try

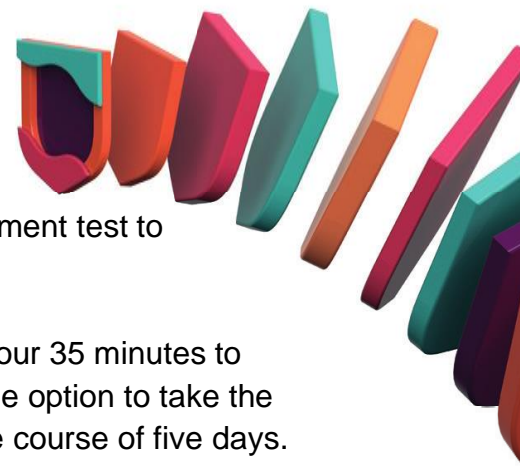
struggle

aim

effort

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Mid-Course Progress Check: Students will take a mid-placement test to check their preparedness.

End- Course Assessment: The test takes approximately 1 hour 35 minutes to complete when taken in one session. Candidates also have the option to take the test at their own pace – with a break after each part – over the course of five days.

Section	Timings
Speaking	12 minutes (5 parts)
Listening	25 minutes (5 parts)
Reading	25 minutes (5 parts)
Writing	30 minutes (2 parts)





Students will need to take an online test through their Cambridge app either on mobile or web-browser. This test will be marked using Artificial Intelligence and Machine Learning.

Sl.No	Task	Parts	Weightage
1	Listening	5 parts	20%
2	Reading	5 parts	20%
3	Writing	2 Parts	30%
4	Speaking	5 parts.	30%

The image displays four screenshots from the Cambridge app, each showing a video introduction and a list of test parts with their durations:

- Listening:** About the listening test. 5 parts, each 5 MINS.
- Reading:** About the reading test. 5 parts, each 5 MINS.
- Writing:** About the writing test. 2 parts: Writing Part 1 (15 MINS) and Writing Part 2 (15 MINS).
- Speaking:** About the speaking test. 5 parts: Speaking Part 1 (5 MINS), Speaking Part 2 (5 MINS), Speaking Part 3 (5 MINS), Speaking Part 4 (5 MINS), and Speaking Part 5 (2 MINS).





Instructions



Listening Part 1

- You will chat with a colleague. Listen to the recordings and choose the correct replies.
- At the end of the chat, read a question and choose the correct answer.

CONTINUE

04:55

Put the actions the woman completed in the order you hear them.


LISTEN

Put the actions in the order you hear them.

Tap on the items

- Wrote down which customers needed to pay.
- Emailed her colleague some important information.
- Planned a business meeting.
- Contacted customers who needed to pay.
- Spoke to a possible new customer.

Instructions



Reading Part 1

- You will read 4 short texts.
- Read each text and choose the correct answer.

CONTINUE

04:56

Read and choose the correct answer

TEXT 1/4

Please join me in welcoming Komathi Singh to GoCom. Komathi brings with her fifteen years of experience.

Komathi Singh is _____

- starting a new job with GoCom
- leaving GoCom after working there for many years
- celebrating fifteen years of GoCom

14:58

Reply to this ad to apply for the job:

Job ad

Re: Marketing Administrator

A telemarketing company is looking for a keen and capable Marketing Administrator. This customer-facing role requires great communication skills and the ability to create good customer relationships quickly. No previous experience is required, but you will need to show your communication skills in the first round of group interviews.


Reply to this ad to apply for the job:

- say why you are interested in applying
- explain why you think you'd be great at this job
- ask for an interview.

Write at least 50 words. 00 WORD

Type here

Instructions

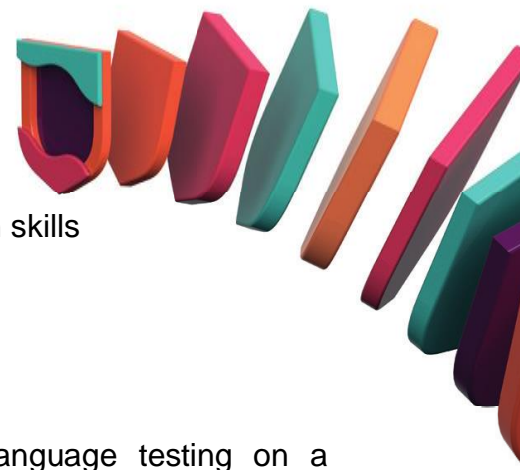


Speaking Part 1

- You will hear 4 questions. Listen and answer each question.
- For each question, you will have 10 seconds to speak.

CONTINUE





Introducing the new flexible way of developing communication skills



A new way of English language testing on a mobile, with instant results.

It tests all four language skills – speaking, writing, reading, and listening, from A1-B1 on the Common European Framework of Reference (CEFR), the international standard for describing language ability.

Upskill combines the latest technology, security, and quality you expect from Cambridge - it's a mobile test you can trust

What are our key features?



Built – in security



Affordable



4 Skills



From the experts



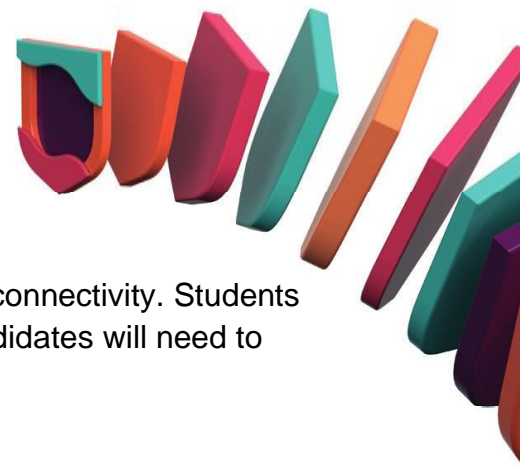
Flexible



Global standard



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Note:

Candidates need to have smart android phones with internet connectivity. Students will receive Unique codes. Before commencement of test candidates will need to upload their photo and Aadhar card to take the test.

Student Support Systems

If students are not following the course/not submitting assignments : They will be supported through the learning platform and reminders will be sent on frequent basis.

If students fail in the assessment : All students who attempt the certification will receive a grade at A1, A2 and B1. The objective is to help students progress from one level to the next level.

Doubts clearing platform: We will organize master session on a frequent basis for doubts to be cleared and teachers attending the TTT program will be equipped to handle their doubts. In addition, they will also be supported through the LMS.

Certification

Global/Industry: Internationally benchmarked certificate from the University of Cambridge.

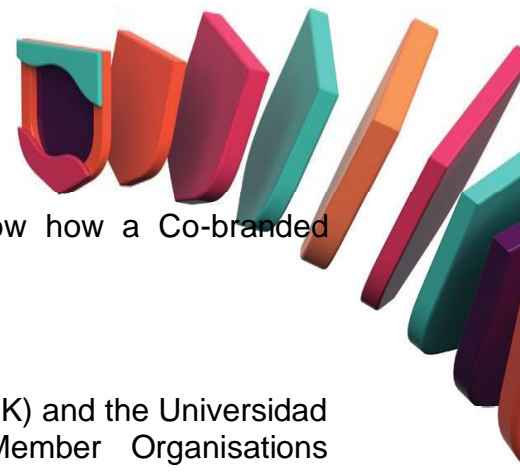
Sample Certificate:

- Proof of a candidate's English proficiency
- The test report will give you three main pieces of information about the candidate's test results:
- An overall score – their CEFR level for the overall test.
- Individual scores - with these individual scores it is easy for you to see how the candidate has performed across the test and if they need to improve in any of the skills.
- Can do statements - examples of what they can do at that level.

The image shows a sample 'Upskill from Cambridge' Test Report. At the top, it displays the 'Upskill from Cambridge' logo, the date issued (6 APRIL 2021), and the candidate ID (ENGU-1452). Below this is the title 'Test Report' and a placeholder for the candidate's name. A small photo of a man is shown on the right. The main section shows the overall score 'A2' on the CEFR scale, with a shield icon. Below this, four skill areas are listed: READING (A1 or below), WRITING (B1 and above), SPEAKING (A2), and LISTENING (A2). At the bottom, there is a section titled 'These results show that the candidate can:' followed by four bullet points describing the candidate's abilities. The report is delivered by Cambridge Assessment English, with the Cambridge University logo at the bottom right.



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Note: The logo of TN Govt is used as a sample to show how a Co-branded certificate would look like.

Accreditation: ALTE & University of Cambridge.

ALTE was founded in 1989 by the University of Cambridge (UK) and the Universidad de Salamanca (Spain). Today, ALTE has 33 Full Member Organisations representing 26 European languages, as well as more than ninety Associate Members, several Individual Expert Members and Individual Affiliates from all around the world. ALTE is a non-profit organisation and has Participatory Status as an NGO with the Council of Europe.

About Cambridge University Press & Assessment

On 1st August 2021 global academic research and education publisher Cambridge University Press and worldwide assessment and education experts Cambridge Assessment came together to form a single organization: Cambridge University Press & Assessment.

Cambridge University Press

The Cambridge story began in 1534 when Henry VIII granted us Letters Patent (a 'Royal Charter') allowing Cambridge University Press to print "all manner of books". The Press published our first book in 1584, making us the oldest publishing house in the world. During the next four centuries the Press's reputation spread throughout Europe, based on excellence in scholarly publishing of academic texts, poetry, school books, prayer books and Bibles. Along the way the Press published groundbreaking works such as Isaac Newton's *Philosophiæ Naturalis Principia Mathematica*, John Milton's *Lycidas*, Ernest Rutherford's *Radio-activity*, and Noam Chomsky's *Language and Mind*. In the 20th century the Press extended that influence to become a global publisher, and in the 21st it is still growing, bringing millions of ideas on thousands of subjects to the world.

Cambridge Assessment

Cambridge Assessment was established as the University of Cambridge Local Examinations Syndicate (UCLES) by the University of Cambridge in 1858. It was set up to administer local examinations for students who were not members of the University of Cambridge, with the aim of raising standards in education. It also inspected schools. There have been many changes to the education system over the years but the ethos that sparked the creation of that original organisation still drives us today. We strive for ongoing improvement to assessment systems and methodologies around the world to make sure learners can access the benefits of their education.



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Faculty Development Program:

Faculty Training Plan: Faculty will be trained in selected locations. The workshop will focus on imparting productive skills to teachers which can be cascaded to students and be-spoke booklet will be offered to each teacher. Post training, they will be given access to LMS and students worksheet.

Faculty Assessment: Faculties will be coached on peer- monitoring and each faculty can observe and give feedback. Cambridge will assist in virtual random monitoring and share reports.

Faculty Certification: Faculties will receive a certificate of attendance for the workshop.

Contact:

Samuel Anandraj. S

Business Development Manager – South India

(M) : +91 90476 21573

(D) : +91 44 42887770

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Cambridge University Press & Assessment

No.28, Spurtank Road, Chetpet, Chennai – 600031



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