

Overview of English Language Communication

COURSE NAME	Overview of English Language Communication
MODE OF DELIVERY	LMS
TRAINER TO STUDENT RATIO:	1:60
TOTAL MARKS:	75

TABLE 1	
OVERALL COURSE OBJECTIVE:	<ul style="list-style-type: none"> Develop Listening and Comprehension Skills: Equip students to understand spoken English in various contexts by focusing on key details, main ideas, and nuances in both formal and informal conversations. Enhance Speaking Skills: Improve students' ability to express ideas clearly and confidently, using appropriate vocabulary, phrases, and effective conversational techniques. Strengthen Reading and Analytical Skills: Enable students to read and interpret diverse texts, improving comprehension and critical thinking through analysis of main ideas, supporting details, and inferences. Build Writing and Grammar Accuracy: Guide students in producing clear, cohesive, and grammatically correct written work for both informal and formal communication, expanding vocabulary and structure for effective self-expression.
LEARNING OUTCOME:	<ul style="list-style-type: none"> Understand main ideas, specific details, and implied meanings in spoken English, across various contexts. Students will communicate in English on familiar topics, expressing simple ideas and opinions clearly. Write clear, simple sentences and short paragraphs on familiar topics, applying correct grammar and spelling in personal or informal contexts. Recognize and use basic grammar structures and vocabulary accurately in both spoken and written English, increasing their language confidence.

TABLE 2: MODULE WISE COURSE CONTENT AND OUTCOME				
SL.NO	MODULE NAME	MODULE CONTENT	MODULE LEARNING OUTCOME	DURATION (HRS)
1.	Units 1 – 10	<ul style="list-style-type: none"> A person describing themselves A person introducing themselves to others Introducing yourself Greeting others Time and Places Write about what we like Weekend plans Singular Nouns A talk about the location of things A talk about our surroundings Greeting others 	I. Listening: <ol style="list-style-type: none"> Comprehend main ideas and supporting details in spoken English: Accurately understand key information and supporting details in conversations, announcements, and short narratives. Discriminate between different speakers and accents: Demonstrate the ability to understand spoken English from various speakers and accents, extracting relevant information. II. Speaking: <ol style="list-style-type: none"> Fluently discuss personal 	10

		<ul style="list-style-type: none"> - Talk about what you do - A medicine label - Write about hobbies - Plurals - 's' and 'es' - Weekend plans - An announcement about figures and prices - Talk about where you live - Talk about likes and dislikes - A magazine report - Write about things that interest us - Plurals - 'ies' - Irregular Plural Nouns - Words to use while travelling - An announcement about figures and prices - Travel Announcement - Talk about colours - Talk about cost - Timetables - Write about something that happened during a holiday - Verbs - Different places we can go to - Giving careful instructions - Talk about quantities - A menu - Write about family - Write a diary entry - Verbs - Places where we can find water - Types of containers - A family discussion - Describe experiences - Describe people - An email - Write to give personal information - Comparative Adjectives - Part 1 - Comparative Adjectives - Part 2 - Words to use while sewing 	<p>experiences and opinions: Engage in conversations on familiar topics, expressing personal opinions and experiences clearly and confidently.</p> <p>2. Communicate information and instructions effectively: Provide clear and concise instructions, directions, and information in spoken form, adapting to the audience and context.</p> <p>III. Reading:</p> <p>1. Comprehend the main ideas and supporting details of various texts: Understand the central themes and supporting information in different text types, including simple narratives, informative texts, and instructions.</p> <p>2. Extract key information efficiently from written materials: Quickly and accurately identify specific information (dates, times, facts, etc.) within a variety of written texts.</p> <p>IV. Writing:</p> <p>1. Produce clear, grammatically correct written pieces: Write coherent and well-structured texts, demonstrating accurate grammar and punctuation.</p> <p>2. Use appropriate vocabulary and style for different writing tasks: Adapt writing style and vocabulary effectively to suit various writing tasks, from informal notes to more formal emails.</p>	
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		<ul style="list-style-type: none"> - A conversation about time - A talk on hobbies - Farewells - Talk about what you are good at - Reporting an event - Write about past events - Modifying Adjectives - Types of sports - Part 1 - A conversation between friends - Talk about yourself in an interview - Talk about your pastimes - A Biography - Ask for information - Ask Questions - Position Adjectives - Reported Speech - Rules and form - Talking about colleges - Talk about your weekend plans - Make requests and give orders - Write a thank you letter - Write an apology letter - Descriptive notes in museums - Predicative Adjectives - Types of vehicles - Part 1 - Travel tips - Ask 'wh' questions - Ask 'yes' or 'no' questions - Facts vs. Persuasion - Write formal emails - Write informal emails - Superlative Adjectives - Types of vehicles - Part 2 		
2.	Units 11 – 20	<ul style="list-style-type: none"> - A guide at a tourist location - A guide at a tourist location - Ask for food - Write simple emails - Reading a letter 	<p>I. Listening:</p> <ul style="list-style-type: none"> • Develop comprehensive listening comprehension skills, encompassing the ability to understand diverse accents, extract key information, and infer meaning from various 	10

		<p>talking about events</p> <ul style="list-style-type: none"> - Superlatives and their rules - More about Superlatives - Parts of a car - A call to the hospital - Ask specific questions - Express likes and dislikes - Reading safety regulations - Write to exchange information - Superlatives and their rules - More about Superlatives - Things in a house - Part 1 - A presentation - A specialist's talk - Ask people for things - An event report - Write a short report - Summarise information - Adverbs - Things in a house - Part 2 - A TV advertisement - Ask simple questions - Ask for explanations - A book review - Write about feelings and reactions - Adverbs of Time - Adverbs of Frequency - Shapes - Discussing plans - A discussion about the office party - React to news - Read a prospectus - Write a letter asking for information - Adverbs of Degree with Adjectives - Adverbs of Degree with Verbs - Types of appliances around the house - Giving Explanations - Invite people - Read Recipes - Narrate sequentially 	<p>spoken contexts (e.g., guided tours, conversations, presentations, advertisements).</p> <ul style="list-style-type: none"> • Demonstrate proficiency in identifying main ideas, supporting details, and differentiating opinions from facts in a range of spoken discourse. • Accurately comprehend spoken instructions, requests, and questions across various communicative situations. <p>II. Reading:</p> <ul style="list-style-type: none"> • Develop a comprehensive understanding of diverse reading materials, encompassing the ability to extract key information, infer meaning, and understand the purpose and audience of various texts (e.g., letters, emails, regulations, articles, recipes). • Demonstrate proficiency in identifying main ideas, supporting details, and interpreting information across various text types. • Effectively scan and retrieve specific information from complex texts. <p>III. Speaking:</p> <ul style="list-style-type: none"> • Develop fluent and accurate spoken English, encompassing a wide range of grammatical structures and vocabulary relevant to various communicative contexts (e.g., asking for information, giving directions, expressing opinions, narrating events). • Demonstrate proficiency in engaging in various conversational styles, including formal and informal interactions, and adapting language to different audiences and purposes. • Effectively deliver presentations and convey information clearly and concisely. <p>IV. Writing:</p> <ul style="list-style-type: none"> • Develop a comprehensive proficiency in the writing process, encompassing effective organization, adaptation of style and tone 	
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		<ul style="list-style-type: none"> - Adverbs of Manner - Adverbs of Certainty - Computer Words - Part 1 - Computer Words - Part 2 - A conversation about some office news - A conversation about a meeting at the office - Agree and disagree - Read an enquiry email - Use images effectively - Report and summarise - Conjunctions - Words to talk about education - A conversation about project reports - Make suggestions - A letter of appointment - Write a brief report - minutes of a meeting - Write a descriptive email - Position Prepositions - Words about accessories - Words about clothes - A conversation about the office sports event - Ask for the price of things - Product Labels - Ask for further information - Ask for and give confirmation - Modals: Yes and No Questions - Words to talk about fashion - Words used to describe people - A discussion about a place - Giving directions - Compare people - Compare things - A newspaper article 	<p>to audience and purpose, and mastery of various writing forms (e.g., emails, reports, letters, reviews).</p> <ul style="list-style-type: none"> • Demonstrate proficiency in generating and organizing ideas through brainstorming and outlining techniques. • Develop skills in using descriptive language, precise vocabulary, and relevant evidence to support claims and construct coherent arguments. • Produce grammatically correct and well-structured written pieces across a range of genres. 	
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		<ul style="list-style-type: none"> - Write about advantages and disadvantages - Compound Adjectives - Words used in recipes 		
3.	Units 21-30	<ul style="list-style-type: none"> - An interview on hobbies - A radio announcement - Enquire about routines - The events of a journey - Write an apology email - General - Write a letter of opinion - Proper Noun Capitalisation - Common vocabulary errors - A radio interview - A short conversation about a job - Make plans - Articles with contrasting arguments - Write a simple review - Simple Present Affirmative Tense - Past Simple Tense - Words used while travelling - Information about a place - Instructions on times and dates - Exchange news - An email with instructions - Write a thank you email - Give information - Using Possessives - Reported to Direct Speech - Cancelling plans - Make plans and arrangements - An employee review - Share news and express thoughts - Emails: purpose - Modals: Yes and No Questions - Compound 	<p>I. Listening:</p> <ol style="list-style-type: none"> 1. Comprehend information from various audio sources: Understand key information and details from radio announcements, interviews, conversations, and advertisements. 2. Identify main ideas and supporting details in spoken discourse: Discern the main points and supporting arguments within spoken contexts, including news reports, discussions, and announcements. <p>II. Speaking:</p> <ol style="list-style-type: none"> 1. Engage in conversations on a range of topics: Participate fluently in conversations about daily routines, plans, news, opinions, and job-related discussions. 2. Express intentions, opinions, and emotions clearly: Communicate intentions, opinions, feelings, and needs effectively in various communicative situations. <p>III. Reading:</p> <ol style="list-style-type: none"> 1. Comprehend written texts on diverse topics: Understand the main ideas and supporting details in articles, emails, reviews, reports, and instructions on various topics (consumer protection, agriculture, sports, etc.). 2. Extract relevant information from different text types: Efficiently identify and extract key information, such as dates, instructions, opinions, and arguments from various written sources. <p>IV. Writing:</p> <ol style="list-style-type: none"> 1. Produce clear and well-structured written communications: Write grammatically correct and well-organized emails (apology, thank you, instruction, complaint), letters (opinion, complaint), reviews, and proposals. 	10

		<p>Adjectives</p> <ul style="list-style-type: none"> - Tips to improve your vocabulary - Sports announcements - Cinema programme on the radio - Ask to repeat for clarification - A project proposal - Emails: structure - Emails: tone - Simple Present Affirmative Tense - Homonyms - 2 - Supermarket announcement - A talk about hobbies - Discuss what to do next - A company report - Write using idiomatic expressions - Past Simple Tense - Future perfect simple tense - An advertisement on the radio - What to say when things go wrong - An article on the consumer protection bill - Write a letter of complaint - General - Adverbs - 1 - Adverbial Phrases - Idioms and phrases - Active Listening - Apologising and responding to apologies - An article on agriculture - Convey emotions - Adverbs - 2 - Proper Noun Capitalisation - Words used in the workplace - Talk about routine tasks - Talk about daily routines - Giving instructions - An article on women freedom fighters - Write reviews 	<p>2. Employ appropriate vocabulary and style for diverse writing tasks: Adapt writing style and vocabulary to suit different purposes and audiences (formal vs. informal, persuasive vs. informative).</p>	
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		<ul style="list-style-type: none"> - Determiners - Commonly used words in social situations - Strategies to listen better - Part 1 - Ask for and respond to a favour - An article on tennis players - Write formal messages - Modals - May, might - Colloquialisms - Using slang in conversation 		
4.	Units 31-40	<ul style="list-style-type: none"> - Strategies to listen better - Part 2 - Giving directions - Write an apology email - Workplace - A personal email - Wh- Questions - Words to introduce yourself - Commonly mispronounced words - General - A public service announcement - Announcements on the plane - Introduce a speaker - A personal email - Parajumbles - 1 - Conditionals: General overview - Words related to the medical profession - Announcements on the metro - A radio announcement - Answer the interview question: Tell me about yourself - An article on a specialised topic - Sentence structure - 1 - 1st Conditional: To give advice - Modes of transportation - A conversation about a vacation - Answer the 	<p>II. Listening:</p> <ol style="list-style-type: none"> 1. Comprehend complex spoken information: Understand detailed information from conversations, announcements (public service, plane, metro, radio), and stories, identifying main ideas and supporting details. 2. Discriminate between nuanced speech: Distinguish between different speakers and accents, and identify subtle cues like emotions and intentions in spoken communication. <p>III. Speaking:</p> <ol style="list-style-type: none"> 1. Engage in fluent and effective conversations: Participate smoothly in various conversations, including those requiring giving directions, expressing emotions, offering advice, describing events, and discussing solutions to problems. 2. Articulate complex information and opinions clearly: Express viewpoints, opinions, and detailed information clearly and concisely, adapting language to suit the context and audience (e.g., job interviews, casual conversations). <p>IV. Reading:</p> <ol style="list-style-type: none"> 1. Comprehend diverse text types and styles: Understand the main ideas, arguments, and details presented in articles (specialized topics, contemporary problems, problem-solution), stories, and other texts. 	10

		<p>interview question: What are your strengths and weaknesses?</p> <ul style="list-style-type: none"> - An article about contemporary problems - Paraphrasing - 1st Conditional: To talk about results - 1st Conditional: While using modals - Words to use while shopping - A conversation in an apartment - Answer interview questions related to your background - Give precise information - An article with an effective problem-solution - Parajumbles - 2 - Comparative Clauses - Vocabulary to talk about the weather - A story - A conversation with a new friend - What to say in an argument - Express emotions - Sentence structure - 2 - Coordinating Clauses - Words to give directions - A phone conversation - A phone conversation with a service provider - Describe the plot of a book - Summarise an article - Declarative and imperative clauses - Interrogative Clauses - Prefixes and Suffixes - 1 - A conversation about a missing 	<ul style="list-style-type: none"> 2. Analyze and summarize complex information: Effectively summarize and paraphrase articles, extracting key information and presenting it concisely. <p>IV. Writing:</p> <ul style="list-style-type: none"> 1. Produce well-structured and detailed written communications: Write clear and organized emails (personal, apology, report), utilizing appropriate tone and style for different contexts and purposes. 2. Employ advanced grammatical structures and vocabulary: Utilize advanced grammatical structures (conditional sentences, relative clauses, past perfect tense) and sophisticated vocabulary to enhance the clarity and impact of writing. 	
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		<ul style="list-style-type: none"> - pet - Consoling a friend - Discuss and evaluate solutions - Parajumbles - 3 - Clauses: Phrases/Exclamations - Relative Clauses - Types of musical instruments - A conversation while waiting in a queue - Rescheduling an appointment - Give a detailed description - Give advice and complex information - Sentence structure - 3 - Past continuous tense - 1 - Shapes - A discussion on scooters - Express opinions - Explain viewpoints - Write a detailed email report - Precis Writing - Past perfect tense - 1 - Types of baby animals 		
5.	Units 41-50	<ul style="list-style-type: none"> - Organising a party - A conversation at a train station - Express doubt - Parajumbles - 4 - Use linking words in writing - Using 'plus' as a coordinating conjunction - Commonly mispronounced words in the workplace - A discussion on a trip to Gokarna - A conversation about TV programmes - Indicate reluctance - Presentation skills 1 - Sentence structure - 4 	<p>I. Listening:</p> <ol style="list-style-type: none"> 1. Comprehend complex conversations and announcements: Understand detailed information and nuanced language in various listening contexts, including conversations (train station, TV programs, food and health, social media), discussions (Gokarna trip), news bulletins, and announcements. 2. Identify speaker's intent and emotions: Discern the underlying emotions and intentions of speakers, including expressing doubt, reluctance, concern, and giving feedback, within the audio context. <p>II. Speaking:</p> <ol style="list-style-type: none"> 1. Engage in fluent and detailed conversations: Participate effectively in conversations 	10

		<ul style="list-style-type: none"> - Conjunctions - Either ... or - Commonly mispronounced words in everyday usage - A talk about the Rann Utsav - Presentation skills 2 - Make your conversations more descriptive - Expository Essay - Give feedback - Conjunctions - Both/And - Words to talk about art - Giving technical instructions - Instructions on operating a camera - Describe feelings and emotions - Give reasons for something - Parajumbles - 5 - 2nd Conditional - To give advice - Intonation - Expressing feelings - A news bulletin on the radio - Talk about possibility - Language to be used in essays - Presentation skills 3 - 3rd Conditional - To express regret - Stress - Expressing concern for a friend - Give advice on simple matters - Presentation skills 4 - Presentation skills 5 - Present continuous tense - Question Types - Business jargon - A travel experience - Give reasons for plans - Write a letter of request - Write a letter of application - Quantifiers 	<p>on various topics, including expressing feelings, giving reasons, giving instructions (technical, camera operation), describing experiences (travel, party), giving advice, and addressing grievances.</p> <ol style="list-style-type: none"> 2. Deliver effective presentations: Construct and deliver clear, well-organized presentations, demonstrating proficiency in presentation skills (structure, tone, visual aids, audience engagement), and incorporating appropriate language for expressing opinions, viewpoints, and giving feedback. <p>III. Reading:</p> <ol style="list-style-type: none"> 1. Comprehend complex texts and identify key information: Understand detailed information and arguments presented in articles, essays, and instructions, extracting relevant facts, opinions, and main ideas. 2. Analyze text structure and language: Identify and analyze the use of conjunctions, linking words, sentence structure, and other linguistic devices to understand the overall meaning and purpose of the text. <p>IV. Writing:</p> <ol style="list-style-type: none"> 1. Produce well-structured and grammatically correct written communications: Write formal and informal letters (request, application, thanks, enquiry), emails, and essays (expository), demonstrating proficiency in grammar, vocabulary, and style. 2. Use advanced writing techniques and vocabulary: Employ advanced vocabulary (business jargon, financial terms, words related to art), grammatical structures (conditionals, mixed conditionals, subject-verb agreement, active/passive voice), and stylistic devices (linking words, conjunctions) to enhance writing clarity and impact. 	
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		<ul style="list-style-type: none"> - Mixed Conditionals - Financial terms - A discussion on food and health - Presentation skills 6 - Tones: Condescending vs Informative - Address grievances - Formal Invitations - Active Voice - Prefixes and Suffixes - 2 - Presentation skills 7 - Thanks and apologies - Write a letter of thanks - Write a letter of enquiry - Subject Verb Agreement - 1 - Passive Voice - Homonyms - 1 - A conversation about using social media - Presentation skills 8 - Ask follow-up questions - Tips to improve your emails - 1 - Tips to improve your emails - 2 - Modal Verbs: A general overview - Past tense - possibility 		
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TABLE 3: OVERALL COURSE LEARNING OUTCOME ASSESSMENT CRITERIA AND USECASES		
LEARNING OUTCOME	ASSESSMENT CRITERIA	USECASES
English language communication skills	STEP Certification test Reading, writing, listening, speaking skills evaluated against the CEFR scale	<p>Use Case 1: Comprehending business report in terms of key messages and specific information</p> <p>Scenario: Prospective employee reads a business report available online in preparation for a job interview.</p> <p>Task: Students must read the report to understand and identify the key messages for e.g., the vision and mission as well as the specific information for e.g., most profitable products, the best</p>

		<p>and worst quarters etc.</p> <p>Use Case 2: Comprehending conversation between team members</p> <p>Scenario: Understanding the conversation between two employees to understand an issue at the workplace</p> <p>Task: Students must listen to the conversation to identify the cause and effects of the issue</p>
<p>Develop Listening and Comprehension Skills: Equip students to understand spoken English in various contexts by focusing on key details, main ideas, and nuances in both formal and informal conversations.</p>	<p>Classroom activities</p> <p>Form and usage will be tested through:</p> <ul style="list-style-type: none"> • Controlled practice after the online lessons. • Freer practice through creation and production of content <p>Topics include:</p> <ul style="list-style-type: none"> - A radio announcement: A simple announcement about a local event (e.g., a farmers market, a community concert). Focus on extracting key details like time, location, and event type. - A conversation at a train station: Two people asking for directions or discussing train schedules. Focus on understanding basic travel information and simple conversational exchanges. - A discussion on food and health: A conversation between individuals discussing healthy eating habits and dietary concerns. Focus on understanding opinions and complex arguments. - A conversation about using social media: Discussing the pros and cons of social media use. Focus on understanding differing viewpoints and arguments. 	<p>Use Case 1: Negotiating a Business Deal</p> <ul style="list-style-type: none"> • Scenario: Two business representatives are negotiating a contract over a video conference. The conversation involves complex technical details, pricing strategies, and legal clauses, delivered at a relatively fast pace with some industry jargon. There are subtle shifts in tone indicating changes in negotiating positions. • Task: Students listen to the recorded conversation and then answer comprehension questions focusing on: <ul style="list-style-type: none"> ○ Key details: Specific pricing points, deadlines, and contractual obligations. ○ Main ideas: The overall goals of each party and their main areas of agreement and disagreement. ○ Nuances: Subtle shifts in tone indicating changes in negotiating positions, unspoken assumptions, and underlying concerns expressed through indirect language. Students might also be asked to summarize the key points of the negotiation or predict the likely outcome. <p>Use Case 2: Understanding Customer Feedback in a Focus Group</p> <ul style="list-style-type: none"> • Scenario: A market research

		<p>team conducts a focus group to gather feedback on a new product. Participants express their opinions in a variety of ways, using informal language, colloquialisms, and expressing both positive and negative opinions with varying degrees of intensity. Some participants are more articulate and confident than others.</p> <ul style="list-style-type: none"> • Task: Students listen to the focus group recording and then complete tasks such as: <ul style="list-style-type: none"> ○ Identifying main ideas: Summarize the overall positive and negative feedback regarding the new product. ○ Extracting key details: Identify specific features of the product that were praised or criticized and the reasons behind those opinions. ○ Analyzing nuances: Identify the emotional tone of different participants (e.g., enthusiasm, frustration, indifference) and how those emotions influence their feedback. Students could also be asked to categorize the feedback into different themes or prioritize the most important points raised by the participants.
<p>Enhance Speaking Skills: Improve students' ability to express ideas clearly and confidently, using appropriate vocabulary, phrases, and effective conversational techniques.</p>	<p>Classroom activities</p> <p>Form and usage will be tested through:</p> <ul style="list-style-type: none"> • Controlled practice after online lessons. • Freer practice through creation and production of content <p>Topics include:</p> <ul style="list-style-type: none"> - Describing a daily routine: Students describe their typical daily schedule, including activities, times, and locations. This focuses on using simple present tense verbs and sequencing information. 	<p>Use Case 1: Participating in a Formal Presentation</p> <ul style="list-style-type: none"> • Scenario: Students are tasked with delivering a short presentation on a chosen topic to a panel of "judges" (instructors or peers). The presentation requires clear articulation of key information, a logical flow of ideas, and the effective use of supporting evidence or examples. The presentation should be delivered confidently and maintain eye

	<ul style="list-style-type: none"> - Giving directions: Students provide clear and detailed instructions on how to get from one location to another (e.g., from their home to a nearby landmark). - Discussing a travel experience: Students share a detailed account of a past trip, including the location, activities, people they met, and their overall feelings about the experience. - Presenting a project proposal: Students present a proposal for a hypothetical project, outlining the problem, proposed solution, timeline, and budget. 	<p>contact with the audience.</p> <ul style="list-style-type: none"> ● Task: Students prepare and deliver a 5-7 minute presentation. The assessment focuses on: <ul style="list-style-type: none"> ○ Clarity of expression: How well the student articulates their ideas and arguments. ○ Appropriate vocabulary and phrases: The use of precise and relevant language to convey the information accurately. ○ Effective conversational techniques: Maintaining eye contact, using appropriate pacing and tone, and engaging the audience. The use of rhetorical devices for impact might also be assessed. Students receive feedback on all these aspects. <p>Use Case 2: Negotiating a Compromise in a Role-Play</p> <ul style="list-style-type: none"> ● Scenario: Students participate in a role-play simulating a disagreement between two individuals (e.g., roommates arguing about household chores, colleagues disagreeing over a project deadline, buyers and sellers negotiating a price). The task involves expressing needs, opinions, and concerns clearly and confidently while working towards a mutually acceptable solution. ● Task: Students work in pairs, each taking on a different role. The assessment focuses on: <ul style="list-style-type: none"> ○ Clarity and confidence: How well each student communicates their position and needs. ○ Appropriate language: The use of appropriate vocabulary and phrases to express disagreement,
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		<p>compromise, and find solutions.</p> <ul style="list-style-type: none"> ○ Conversational techniques: Active listening skills, using effective questioning strategies, and expressing empathy to reach a consensus. The ability to manage conflicting viewpoints and resolve the disagreement successfully is key.
<p>Strengthen Reading and Analytical Skills: Enable students to read and interpret diverse texts, improving comprehension and critical thinking through analysis of main ideas, supporting details, and inferences.</p>	<p>Classroom activities</p> <p>Form and usage will be tested through:</p> <ul style="list-style-type: none"> • Controlled practice after the online lessons • Freer practice through creation and production of content <p>Topics include:</p> <ul style="list-style-type: none"> - An article on a specialized topic (e.g., a specific type of musical instrument): A short article providing information about a particular topic. Focus is on extracting key facts and understanding specialized vocabulary. - An article with an effective problem-solution: An article presenting a problem and outlining a proposed solution. Focus is on understanding the cause-and-effect relationship, evaluating the proposed solution, and identifying potential limitations. - An expository essay on a contemporary problem: A longer essay analyzing a complex social or political issue. Focus is on understanding the author's argument, evaluating supporting evidence, and identifying biases or perspectives. - Instructions on operating a camera: A simple set of instructions for using a basic digital camera. Focus is on understanding sequential steps and factual information. 	<p>Use Case 1: Analyzing a News Article with a Biased Perspective</p> <ul style="list-style-type: none"> • Scenario: Students are given a news article covering a controversial topic (e.g., a political debate, a social issue). The article is intentionally chosen to have a noticeable bias in its presentation of information. • Task: Students read the article and then complete the following tasks: <ul style="list-style-type: none"> ○ Identify the main idea: Summarize the article's central argument or message. ○ Analyze supporting details: Identify specific facts, statistics, quotes, or examples used to support the main idea. ○ Detect bias: Identify the specific ways the author uses language or selection of information to create a biased perspective. Examples might include loaded language, omission of relevant facts, or disproportionate emphasis on certain details. ○ Formulate an objective summary: Write a neutral summary of the event or issue, free from the biases present in the

		<p>original article.</p> <p>Use Case 2: Interpreting a Literary Text and Making Inferences</p> <ul style="list-style-type: none"> • Scenario: Students read a short story or excerpt from a novel containing implied meanings and subtleties in character development or plot progression. The text may require drawing inferences and making connections between different parts of the narrative. • Task: Students read the assigned text and then complete the following tasks: <ul style="list-style-type: none"> ○ Identify the main plot points: Summarize the key events of the story. ○ Analyze character development: Describe the main characters and discuss how their actions and motivations contribute to the plot. ○ Make inferences: Draw conclusions about unstated aspects of the story, such as characters' motivations, future events, or the author's intended message. Students must justify their inferences using evidence from the text. ○ Discuss theme and symbolism: Explore the underlying themes of the story and identify any symbolic elements used by the author.
<p>Build Writing and Grammar Accuracy: Guide students in producing clear, cohesive, and grammatically correct written work for both informal and formal communication, expanding vocabulary and structure for effective self-expression.</p>	<p>Classroom activities</p> <p>Form and usage will be tested through:</p> <ul style="list-style-type: none"> • Controlled practice after the online lessons • Freer practice through creation and production of content <p>Topics include:</p> <ul style="list-style-type: none"> - Write a simple review: Students write a short review of a movie, book, or 	<p>Use Case 1: Writing a Formal Business Email</p> <ul style="list-style-type: none"> • Scenario: Students are asked to write a formal business email to a potential client or employer. The email must convey a specific message (e.g., requesting information, proposing a collaboration, applying for a job) in a professional and persuasive manner.

	<p>restaurant they have experienced. This focuses on expressing opinions and using descriptive language.</p> <ul style="list-style-type: none"> - Write an apology email (workplace or general): Students write a formal email apologizing for a mistake or oversight. This focuses on maintaining a professional tone, using appropriate language, and explaining the situation clearly. - Write a letter of application: Students write a formal letter applying for a job or program. This requires a clear and organized structure, persuasive language, and the ability to highlight relevant skills and experiences. - Write a detailed email report: Students write a comprehensive report summarizing a project or event, providing detailed information and analysis. This tests the ability to organize complex information logically, use precise language, and maintain a formal tone. 	<ul style="list-style-type: none"> • Task: Students write the email, focusing on: <ul style="list-style-type: none"> ○ Clarity and Cohesion: The email should be well-organized, with a clear introduction, body, and conclusion. Ideas should flow logically, and transitions should be used effectively. ○ Grammar and Mechanics: The email should be free of grammatical errors (e.g., subject-verb agreement, tense consistency, punctuation), spelling mistakes, and typos. ○ Formal Tone and Vocabulary: The language used should be appropriate for a professional context, avoiding slang, contractions, and overly informal language. Sophisticated vocabulary should be used where appropriate. ○ Professional Structure: The email should follow standard business email conventions (e.g., appropriate salutation and closing, clear subject line). <p>Use Case 2: Creating a Creative Narrative Piece</p> <ul style="list-style-type: none"> • Scenario: Students are asked to write a short story or personal narrative on a chosen topic. The piece should demonstrate creativity and originality in storytelling, while maintaining grammatical accuracy and structural coherence. • Task: Students write the narrative, paying attention to: <ul style="list-style-type: none"> ○ Story Structure: A clear narrative arc with a beginning, middle, and end.
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		<p>The use of plot devices, character development, setting descriptions, etc. is considered.</p> <ul style="list-style-type: none"> ○ Descriptive Language: Vivid language and imagery are used to engage the reader and create a sense of atmosphere or mood. ○ Grammar and Mechanics: Correct grammar, punctuation, and spelling are essential for readability and clarity. ○ Vocabulary and Sentence Variety: A range of vocabulary and sentence structures (simple, compound, complex) is used to create a dynamic and engaging piece.
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TABLE 4: LIST OF FINAL PROJECTS (20 PROJECTS THAT COMPREHENSIVELY COVER ALL THE LEARNING OUTCOME)	
SL.NO	FINAL PROJECT
	<ol style="list-style-type: none"> 1. Podcast Analysis: Analyze a successful podcast episode, identifying the host's speaking style, audience engagement techniques, and the overall effectiveness of the content delivery. Write a critical review. 2. Focus Group Deconstruction: Listen to a recording of a focus group discussion on a particular product or service. Identify key themes, differing opinions, and overall customer sentiment. Present your findings in a short report. 3. News Broadcast Deconstruction: Analyze a news broadcast (radio or TV), focusing on the use of language, tone, and delivery techniques to convey information and influence the audience. 4. Product Pitch: Develop and deliver a persuasive pitch for a new product or service to a panel of potential investors. 5. Impromptu Speech: Prepare and deliver a short impromptu speech on a randomly assigned topic, demonstrating fluency, clarity, and confident communication. 6. Debate: Participate in a formal debate on a current event or social issue, demonstrating the ability to articulate arguments and counter opposing viewpoints. 7. Training Session: Design and deliver a short training session on a topic of your expertise, focusing on clear explanations, visual aids, and audience engagement. 8. Interview: Conduct a mock job interview, demonstrating effective communication and responding to challenging questions.

	<p>9. Critical Article Review: Analyze a research article or academic paper, summarizing the main arguments, evaluating the evidence, and identifying potential biases.</p> <p>10. Marketing Material Analysis: Analyze marketing materials (brochures, website copy, advertisements) for a specific company, evaluating their effectiveness in conveying information and persuading the audience.</p> <p>11. Comparative Analysis of Texts: Compare and contrast two articles or essays on a similar topic, identifying similarities and differences in their arguments, perspectives, and writing styles.</p> <p>12. Blog Post on a Current Event: Write a blog post analyzing a recent news event, offering your perspective and engaging the reader through clear and concise writing.</p> <p>13. Press Release for a Fictional Event: Write a press release announcing a significant event (e.g., product launch, conference, award ceremony).</p> <p>14. Persuasive Email Campaign: Write a series of persuasive emails designed to promote a specific product or service to a target audience.</p> <p>15. Website Copy for a Fictional Business: Write compelling website copy for a fictional business, including homepage content, product descriptions, and about us section.</p> <p>16. Social Media Campaign: Develop a comprehensive social media campaign for a product or service, including engaging posts, hashtags, and visual content.</p> <p>17. Script for an Explainer Video: Write a script for a short explainer video on a chosen topic, ensuring clarity, brevity, and engagement.</p> <p>18. White Paper on a Relevant Topic: Research and write a white paper on a relevant topic in your field, demonstrating research capabilities and effective argumentation.</p> <p>19. Case Study: Create a compelling case study highlighting the successful implementation of a project or solution, showcasing positive outcomes.</p> <p>20. Grant Proposal: Write a grant proposal requesting funding for a specific project, outlining the project's goals, methodology, and anticipated impact.</p>
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TABLE 5: COURSE ASSESSMENT RUBRICS (TOTAL MARKS: 75)				
ASSESSMENT CRITERIA	DESCRIBE THE CRITERIA OF THE BELOW CATEGORY PERFORMANCE			TOTAL MARKS
	FAIR	GOOD	EXCELLENT	
STEP Certification test	30	45	60	75
1. English language communication				

skills				
2. Form and usage				
3. Creation of content				