



**TNSkill**  
திறன் தமிழ்நாடு



**நான்  
முதுல்வன்**

உலகை வெல்லும் இளைய தமிழகம்

# NAAN MUDHALVAN FACILITATOR GUIDE

Overview of English  
Language Communication

Arts and Science – I Year  
Academic Year 2024–25



## Table of Contents

Instruction Overview.....	Page 1
I. Spoken Interaction Use Cases .....	Page 3
II. Spoken Production Use Cases.....	Page 4
1. Case Study - Spoken Interaction .....	Page 5
1.1. Everyday Conversations.....	Page 5
1.1.1.Hobbies and Interests.....	Page 5
1.1.2.Family Stories.....	Page 6
1.1.3.Travel Experiences.....	Page 7
1.1.4.Weekend Plans.....	Page 8
1.1.5.Movies and Entertainment.....	Page 9
1.2. Sharing Personal Information.....	Page 10
1.2.1.Panel Discussion Style.....	Page 10
1.2.2.CineTalk: Unpacking the Latest Blockbuster.....	Page 11
1.2.3.Debate Style.....	Page 12
1.2.4.Storytelling/Creative Writing Style.....	Page 13
1.2.5.Presentation Style.....	Page 14
1.3. Discussing Plans and Intentions.....	Page 15
1.3.1.Planning a Weekend Picnic.....	Page 15
1.3.2. Organizing a College Club Meeting.....	Page 16
1.3.3.Planning a Group Project.....	Page 17
1.3.4.Planning a Festival Celebration.....	Page 18
1.3.5.Planning a Road Trip.....	Page 19
1.4. Expressing Preferences and Opinions.....	Page 20
1.4.1.Discussing Favorite Food.....	Page 20
1.4.2.Sharing Your Opinion on a Recently Watched Movie.....	Page 21
1.4.3.Choosing Between Two Activities.....	Page 22
1.4.4.Discussing a Type of Music.....	Page 23
1.4.5.Giving Feedback on a Book.....	Page 24
1.5. Giving and Following Simple Instructions.....	Page 25
1.5.1.Giving Directions to a Location.....	Page 25
1.5.2.Following Instructions in a Cooking Class.....	Page 26
1.5.3.Giving Directions to a Tourist.....	Page 27
1.5.4.Following Instructions for a Work Task.....	Page 28

1.5.5. Giving Directions at a Public Event.....	Page 29
1.6. Engaging in Routine Transaction.....	Page 30
1.6.1. Ordering Food at a Restaurant.....	Page 30
1.6.2. Buying Tickets at a Movie Theater.....	Page 31
1.6.3. Asking for Information at a Tourist Information Center.....	Page 32
1.6.4. Making a Purchase in a Store.....	Page 33
1.6.5. Asking for Directions in a Shopping Mall.....	Page 34
1.7. Handling Everyday Social Interactions.....	Page 35
1.7.1. Responding to a Greeting in the Morning.....	Page 35
1.7.2. Acknowledging Compliments with Gratitude.....	Page 36
1.7.3. Responding to Gratitude with Courtesy.....	Page 37
1.7.4. Inquiring About a Friend's Day.....	Page 38
1.7.5. Greeting Someone in Passing.....	Page 39
1.8. Asking for and Providing Clarifications.....	Page 40
1.8.1. Asking for Clarification in a Conversation.....	Page 40
1.8.2. Navigating Complex Instructions with Confidence.....	Page 41
1.8.3. Providing Clarification in a Conversation.....	Page 42
1.8.4. Seeking Clarity in Written Instructions.....	Page 43
1.8.5. Offering Clarification During a Group Discussion.....	Page 44
1.9. Participating in Group Discussions.....	Page 45
1.9.1. Participating in a Classroom Discussion.....	Page 45
1.9.2. Engaging in a Team Meeting.....	Page 46
1.9.3. Expressing Opinions in a Group Discussion.....	Page 47
1.9.4. Responding to a Group Discussion Question.....	Page 48
1.9.5. Contributing Ideas in a Team Brainstorming Session.....	Page 49
1.10. Giving a Short Presentation.....	Page 50
1.10.1. Sharing a Personal Hobby.....	Page 50
1.10.2. Explaining a Simple Process.....	Page 51
1.10.3. Explaining a Concept from Your Field.....	Page 52
1.10.4. Sharing a Personal Experience.....	Page 53
1.10.5. Describing a Favorite Book, Movie, or TV Show.....	Page 54
2. Case Study – Spoken Production .....	Page 55
2.1. Introducing Yourself and Others .....	Page 55
2.1.1. Introducing Yourself at a Networking Event .....	Page 55

2.1.2. Introducing Yourself at a Social Gathering .....	Page 56
2.1.3. Introducing a New Team Member in a Work Setting .....	Page 57
2.1.4. Introducing Your Friend to a Professor .....	Page 58
2.1.5. Introducing Yourself at a Job Interview .....	Page 59
2.2. Describing Past Experiences .....	Page 60
2.2.1. Describing a Recent Vacation Experience .....	Page 60
2.2.2. Narrating a Memorable Family Gathering .....	Page 61
2.2.3. Sharing a Story About a Personal Achievement .....	Page 62
2.2.4. Talking About a Challenging Experience .....	Page 63
2.2.5. Describing a Significant Event in Your Life .....	Page 64
2.3. Talking About Hobbies and Interests .....	Page 65
2.3.1. Talking About Your Favorite Hobby .....	Page 65
2.3.2. Discussing Your Favorite Genre of Music .....	Page 66
2.3.3. Explaining Your Favorite Movie Genre .....	Page 67
2.3.4. Talking About Your Favorite Food.....	Page 68
2.3.5. Expressing Likes and Dislikes About a Hobby.....	Page 69
2.4. Talking About Future Plans .....	Page 70
2.4.1. Discussing Career Aspirations .....	Page 70
2.4.2. Planning a Vacation Trip.....	Page 71
2.4.3. Discussing Plans for a Family Event.....	Page 72
2.4.4. Discussing Personal Growth Goals.....	Page 73
2.4.5. Talking About Upcoming Projects .....	Page 74
2.5. Talking About Work or Studies.....	Page 75
2.5.1. Talking About Work or Studies.....	Page 75
2.5.2. Discussing Challenges in Work or Study.....	Page 76
2.5.3. Talking About a Work Achievement.....	Page 77
2.5.4. Ordering Food in a Restaurant.....	Page 78
2.5.5. Ordering Food for a Group.....	Page 79
2.6. Making Suggestions and Offers .....	Page 80
2.6.1. Making a Suggestion for a Group Activity.....	Page 80
2.6.2. Offering Help to a Friend.....	Page 81
2.6.3. Suggesting a Change of Venue for an Event.....	Page 82
2.6.4. Offering a Free Item or Service.....	Page 83
2.6.5. Offering an Invitation for a Social Activity.....	Page 84

2.7. Sharing Opinions on Current Events.....	Page 85
2.7.1. Sharing an Opinion on a Recent News Story.....	Page 85
2.7.2. Expressing an Opinion on a Recent Political Debate.....	Page 86
2.7.3. Giving Your Opinion on a Global Issue.....	Page 87
2.7.4. Discussing the Impact of Technology on Society.....	Page 88
2.7.5. Sharing Your Opinion on a Recent Movie or TV Show.....	Page 89
2.8. Giving a Short Presentation .....	Page 90
2.8.1. Giving a Short Presentation on a Favorite Hobby .....	Page 90
2.8.2. Giving a Short Presentation on a Recent Trip.....	Page 91
2.8.3. Giving a Short Presentation on a Current Trend .....	Page 92
2.8.4. Giving a Short Presentation on a Favorite Book or Movie.....	Page 93
2.8.5. Giving a Short Presentation on an Academic Topic.....	Page 94
2.9. Asking for and Giving Advice.....	Page 95
2.9.1. Asking for Advice on Choosing a Career Path .....	Page 95
2.9.2. Giving Advice to a Friend on How to Improve Study Habits.....	Page 96
2.9.3. Asking for Advice on Managing Stress During Exams.....	Page 97
2.9.4. Giving Advice on Healthy Eating Habits .....	Page 98
2.9.5. Asking for Advice on How to Stay Organized at Work.....	Page 99
3. List of Final Project .....	Page 98
4. Assessment Rubrics for Final Assessment.....	Page 101
5. Naan Mudhalvan Final Assessment Score Sheet.....	Page 103

## Instruction Overview

### 1. LMS Instructions:

- **Pre-diagnostic Test Completion:** Students must complete a pre-diagnostic test (45–60 minutes) before accessing the course.
- **Adaptive Course Structure:** The course adapts based on the pre-diagnostic test scores:
- **Final Exit Test:** After completing the course on the LMS, students must take a mandatory final exit test.

### 2. Faculty Physical Training:

- **Focus on Speaking Skills:** Faculty must prioritize improving students' speaking abilities using the provided case studies (refer to the user manual for approved scenarios).
- **Group/Individual Activities:** Faculty should guide students through group or individual activities designed to practice real-life scenarios and engage them in interactive and fun learning experiences.
- **Internal Marks Allocation:** Internal Marks (25 Marks) distribution with equal and logical weightage:

Component	Marks	Description
Self-Introduction	10	Mandatory. Evaluated based on clarity, fluency, and confidence during a 3–5-minute speech.
Group/Individual Activity	10	Assessed based on active participation in approved case studies or activities conducted in class. Includes teamwork and application of learned skills.
Class Participation	5	Engagement during class activities, attentiveness, and willingness to contribute to discussions.



**Rationale for Mark Distribution:**

1. **Self-Introduction (40%):** Highest weightage to encourage students to practice and improve their ability to present themselves confidently.
2. **Group/Individual Activity (40%):** Ensures equal emphasis on practical application and teamwork.
3. **Class Participation (20%):** Rewards consistent engagement and effort in daily classroom activities.
3. **Final Exam Guidelines:**
  - **Evaluation by External Assessor:** The exam will assess **Speaking Production** and **Speaking Interaction**.
  - **Assessment Rubrics:**
    - **Speaking Interaction (20 Marks):** Includes tasks such as role-playing, dialogues, and group discussions.
    - **Speaking Production (30 Marks):** Self-introduction (10 Marks) is mandatory. Other tasks may include short presentations, describing processes, etc.
4. **Preparation:** Students must practice using the assessment score sheet shared in the manual. Faculty should ensure students are confident and capable of speaking in English without fear.
5. **Mark Split - Up: Total Marks: 100**

Component	Marks	Details
LMS	25	Includes pre-diagnostic and final exit test.
Internal Marks	25	Assessed by the institution.
Final Exam (Evaluated by External Assessor)	50	- Speaking Production: 30 marks - Speaking Interaction: 20 marks

## **I. SPOKEN INTERACTION USE CASES:**

1. **Everyday Conversations:** Examples: Engaging in conversations about familiar topics, such as hobbies, family, or travel. Asking and answering questions about personal experiences and opinions.
2. **Sharing Personal Information:** Examples: Describing oneself, including personal background, interests, and experiences. Providing basic information about family members, daily routines, and preferences.
3. **Discussing Plans and Intentions:** Examples: Talking about future plans and intentions, such as weekend activities or upcoming events. Making simple arrangements, like planning to meet friends or colleagues.
4. **Expressing Preferences and Opinions:** Examples: Expressing personal likes and dislikes regarding food, entertainment, or activities. Sharing opinions on various topics in a straightforward manner.
5. **Giving and Following Simple Instructions:** Examples Giving and receiving basic directions or instructions, such as how to reach a location. Following instructions in a classroom or work setting.
6. **Engaging in Routine Transactions:** Examples Conducting basic transactions in shops, restaurants, or public services. Handling everyday situations, such as ordering food, buying tickets, or asking for information.
7. **Handling Everyday Social Interactions:** Examples Initiating and maintaining simple social interactions in everyday settings. Responding appropriately to greetings, compliments, and expressions of thanks.
8. **Asking for and Providing Clarifications:** Examples Asking for clarification when faced with language difficulties. Providing clarification to ensure mutual understanding in a conversation.
9. **Participating in Group Discussions:** Examples Engaging in group discussions on familiar topics, expressing opinions, and responding to others. Participating in classroom discussions or team meetings.



10. Giving a Short Presentation: Examples Giving a short presentation or talk on a familiar topic, such as personal experiences or hobbies. Describing a process or explaining a simple concept to a small audience.

## II. SPOKEN PRODUCTION USE CASES:

1. Introducing Yourself and Others: Example: Provide information about personal identity and background, including others in the conversation.
2. Describing Past Experiences: Example: Narrate and share details about recent or past events and experiences.
3. Talking About Hobbies and Interests: Example: Express preferences and engage in conversations about personal interests and activities. Expressing Likes and Dislikes: Example: Articulate personal preferences and dislikes regarding various topics
4. Discussing Future Plans: Example: Share aspirations and plans for upcoming events or activities. Giving Directions: Example: Provide clear instructions on how to navigate and reach a specific location.
5. Talking About Work or Studies: Example: Communicate information about one's profession or area of study, including challenges and rewards. Ordering Food in a Restaurant: Example: Effectively communicate food preferences and place an order in a restaurant setting.
6. Making Suggestions and Offers: Example: Propose ideas, suggestions, or invitations for various activities.
7. Sharing Opinions on Current Events: Example: Express personal viewpoints on current topics or issues.
8. Giving a Short Presentation: Example: Deliver a brief talk or presentation on a chosen topic.
9. Asking for and Giving Advice: Example: Seek guidance or recommendations and offer suggestions to others

## 1. CASE STUDY - SPOKEN INTERACTION

### 1.1. Everyday Conversations: Examples: Engaging in conversations about familiar topics, such as hobbies, family, or travel. Asking and answering questions about personal experiences and opinions.

#### Use Case 1.1.1: Hobbies and Interests (10 Minutes)

**Scenario:** Two friends meet after a long time and discuss their hobbies and how they spend their free time.

#### Guidelines for Discussion:

1. Greet each other and catch up briefly.
2. Share details about hobbies, including how and why you started them.
3. Discuss the challenges or funny experiences related to hobbies.
4. Suggest new hobbies to try and explain why they might enjoy them.

#### Sample Dialogue:

**Student A:** Hey, long time no see! What have you been up to?

**Student B:** Hi! I've been learning how to bake. It's so relaxing. How about you?

**Student A:** That's amazing! I've started cycling recently. It's great for fitness.

**Student B:** Have you ever thought about joining a cycling club? They have weekend trails.

**Student A:** Not yet, but I'd love to. What's your favorite thing to bake?

**Student B:** Cakes! I once made one without sugar by mistake, though. It was hilarious!

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Fluency	3	Speaks clearly and smoothly with minimal hesitation; uses linkers effectively.
Pronunciation	2	Correct stress, intonation, and articulation of sounds.
Lexis	3	Uses varied and appropriate vocabulary related to hobbies.
Appropriacy	2	Language and tone are casual and suited to friendly conversation.

### Use Case 1.1.2: Family Stories (10 Minutes)

**Scenario:** Two classmates discuss their family members, traditions, and memorable family events.

#### Guidelines for Discussion:

1. Introduce your family members and their roles briefly.
2. Share an interesting or funny story about a family event.
3. Talk about unique family traditions or routines you follow.
4. Ask questions about your friend’s family to keep the conversation engaging.

#### Sample Dialogue:

**Student A:** Can you tell me about your family?

**Student B:** Sure! I live with my parents and a younger brother. He’s very mischievous. How about you?

**Student A:** I live with my parents and have two elder sisters. They’re very protective of me!

**Student B:** That’s sweet! Do you have any funny family stories?

**Student A:** Yes, once my dad tried to cook a fancy dish, but it turned into a disaster. We all laughed so much.

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Fluency	3	Speaks smoothly while describing family stories with minimal hesitation.
Pronunciation	2	Uses appropriate stress and clear articulation.
Lexis	3	Employs vocabulary relevant to family, traditions, and routines.
Appropriacy	2	Uses a warm and conversational tone suitable for personal storytelling.

### Use Case 1.1.3: Travel Experiences (10 Minutes)

**Scenario:** Two friends share detailed accounts of their favorite trips and discuss places they'd like to visit.

#### Guidelines for Discussion:

1. Describe a trip you recently went on (destination, activities, highlights).
2. Share challenges or funny moments from the trip.
3. Talk about your dream destination and why you'd like to visit it.
4. Ask questions about your friend's travel experiences and preferences.

#### Sample Dialogue:

**Student A:** Have you traveled anywhere exciting recently?

**Student B:** Yes, I went to Kerala. The backwaters were breathtaking! What about you?

**Student A:** I visited Jaipur. The palaces were magnificent. Did you try any special food in Kerala?

**Student B:** Yes, the fish curry was amazing. What's the best part of Jaipur?

**Student A:** Definitely the local markets. I got beautiful souvenirs. Where do you want to go next?

**Student B:** Switzerland! I've always wanted to see snow.

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Fluency	3	Speaks smoothly with minimal pauses while narrating travel experiences.
Pronunciation	2	Clear articulation and natural intonation while sharing descriptions.
Lexis	3	Uses travel-related vocabulary effectively (e.g., destination, activities).
Appropriacy	2	Maintains an enthusiastic tone suitable for sharing travel stories.

### Use Case 1.1.4: Weekend Plans (10 Minutes)

**Scenario:** Two friends are planning a full weekend outing, deciding on activities, schedules, and budgets.

#### Guidelines for Discussion:

1. Begin with brainstorming ideas for weekend activities.
2. Discuss the logistics: transportation, time, and budget.
3. Share preferences and suggest alternative plans.
4. Conclude by finalizing the plan and discussing any necessary preparations.

#### Sample Dialogue:

**Student A:** Hey, do you have any plans for the weekend?

**Student B:** Not yet. Do you want to do something fun?

**Student A:** How about a picnic at the lake? We could also play some games there.

**Student B:** That sounds great! Should we meet at 9 AM on Saturday?

**Student A:** Perfect. Should we bring snacks, or should we stop by a café?

**Student B:** Let's bring snacks. I'll bring sandwiches and juice. How about you?

**Student A:** I'll bring some chips and fruits. Should we carpool?

**Student B:** Yes, that's a good idea. Let's split the fuel cost. If it rains, should we plan something indoors?

**Student A:** Good idea! We could watch a movie instead.

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Fluency	3	Smoothly explains plans and arrangements with minimal hesitation.
Pronunciation	2	Clear and accurate articulation of times, places, and activities.
Lexis	3	Uses suitable vocabulary related to planning, transportation, and budgeting.
Appropriacy	2	Maintains a friendly and collaborative tone during discussion.

### Use Case 1.1.5 : Discussing Movies and Entertainment (10 Minutes)

**Scenario:** Two friends discuss their favorite movies, actors, and TV shows and plan to watch something together.

**Guidelines for Discussion:**

1. Begin by discussing recently watched movies or TV shows.
2. Share opinions about favorite genres, actors, or directors.
3. Suggest a movie or show to watch together and discuss why it's a good choice.
4. Plan logistics: timing, snacks, and whether to watch at home or in a theater.

**Sample Dialogue:**

**Student A:** Have you watched any good movies recently?

**Student B:** Yes, I watched "Dangal." It was so inspiring. Have you seen it?

**Student A:** I have, and I loved it! I'm more into thrillers, though. What's your favorite genre?

**Student B:** I enjoy comedy. It's great for relaxing. Who's your favorite actor?

**Student A:** Probably Shah Rukh Khan. His performances are amazing. Want to watch something together this weekend?

**Student B:** Sure! How about watching "The Dark Knight"? It's a classic.

**Student A:** Sounds good! Should we watch it at my place with pizza and popcorn?

**Student B:** Perfect! Let's meet around 6 PM.

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Fluency	3	Speaks smoothly, maintaining a lively flow of conversation about entertainment.
Pronunciation	2	Uses correct intonation for expressing excitement or opinions.
Lexis	3	Employs vocabulary related to movies, genres, and actors effectively.
Appropriacy	2	Tone is conversational and suitable for casual discussion about entertainment.



1.2. Sharing Personal Information: Examples: Describing oneself, including personal background, interests, and experiences. Providing basic information about family members, daily routines, and preferences.

**Use Case 1.2.1: Panel Discussion Style (10 Minutes)**

Scenario: A group of students participates in a panel discussion on their favorite forms of entertainment.

**Guidelines:**

1. Assign roles: Moderator, Panelists, and Audience.
2. Panelists share their thoughts on movies, TV shows, or entertainment trends.
3. The moderator asks follow-up questions to prompt deeper insights.
4. The audience can ask questions or vote on which panelist’s recommendations they’d like to try.

**Example Questions for the Moderator:**

1. What is a recent movie or show that inspired you, and why?
2. Do you think streaming platforms have replaced traditional theaters?
3. Which genre do you think is underrated, and why should people explore it?

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Content Knowledge	3	Displays a solid understanding of the topic and trends.
Communication Skills	3	Speaks confidently and responds thoughtfully to questions.
Engagement	2	Interacts effectively with the audience and fellow panelists.
Creativity	2	Brings unique perspectives or recommendations.

### Use Case 1.2.2: CineTalk: Unpacking the Latest Blockbuster (10 Minutes)

**Scenario:** Students act as movie critics discussing a newly released movie in a podcast format.

**Guidelines:**

- Assign roles: Movie Reviewer, Host, and Expert Guest (e.g., a film historian or director).
- The Reviewer provides a summary of the movie and their opinion.
- The Host asks questions about specific elements (acting, cinematography, etc.).
- The Expert adds insights on the director's style, cultural impact, or themes.

**Example Script Outline:**

1. **Host:** "Welcome to our podcast! Today, we're reviewing *The Dark Knight*. [Reviewer], what's your take on this classic?"
2. **Reviewer:** "It's a brilliant combination of action and psychological depth. Heath Ledger's Joker is unforgettable."
3. **Host:** "Fascinating. [Expert], can you tell us more about Christopher Nolan's directing style?"
4. **Expert:** "Certainly. Nolan's strength lies in his ability to balance gripping storytelling with stunning visuals."

**Assessment Rubric (10 Marks):**

Criteria	Marks	Description
Collaboration	3	Works effectively as a team during roleplay.
Analytical Depth	3	Offers well-thought-out opinions and insights.
Language Usage	2	Employs descriptive and critical vocabulary.
Engagement	2	Keeps the discussion lively and engaging for the audience.

### Use Case 1.2.3: Debate Style (10 Minutes)

**Scenario:** Students debate the pros and cons of watching movies at home versus in theaters.

**Guidelines:**

- Divide students into two teams: "Team Home" and "Team Theater."
- Allow 5 minutes for each team to prepare arguments.
- Each team presents their points in alternating turns.
- Encourage rebuttals and closing arguments.

**Example Arguments:**

1. **Team Home:**

1. More affordable and accessible.
2. Comfort of watching in pajamas with customizable snacks.
3. Pause and rewind anytime.

2. **Team Theater:**

1. Offers an immersive experience with big screens and surround sound.
2. Brings people together for shared reactions.
3. Supports the film industry by boosting box office revenue.

**Assessment Rubric (10 Marks):**

Criteria	Marks	Description
Argument Quality	4	Presents convincing and well-structured points.
Teamwork	3	Collaborates effectively within the team.
Delivery	2	Communicates points clearly and persuasively.
Critical Thinking	1	Responds thoughtfully to counterarguments.

### Use case 1.2.4: Storytelling/Creative Writing Style (10 Minutes)

**Scenario:** Students write a short narrative about a fictional movie night with friends.

**Guidelines:**

- Set the scene: Describe the setting, the people involved, and the atmosphere.
- Include dialogue and interactions about choosing a movie.
- Build tension: A funny or dramatic twist (e.g., a power outage, disagreement about the movie).
- End with a resolution and reflections on the experience.

**Example Excerpt:**

"As we huddled in the cozy living room, the aroma of freshly popped popcorn filled the air. 'Let's watch a horror movie!' suggested Mike, grinning mischievously. 'No way,' Sarah protested, 'I want a rom-com.' The debate grew louder until the power suddenly went out, plunging us into darkness..."

**Assessment Rubric (10 Marks):**

Criteria	Marks	Description
Creativity	3	Produces an imaginative and engaging narrative.
Descriptive Language	3	Uses sensory details to bring the scene to life.
Dialogue	2	Includes realistic and natural character interactions.
Structure	2	Has a clear beginning, middle, and end.

### Use case 1.2.5: Presentation Style (10 Minutes)

**Scenario:** Students create and deliver a short presentation about their favorite movie or TV show.

**Guidelines:**

1. Provide a brief summary of the movie or show.
2. Explain why it's your favorite, highlighting key elements like plot, characters, and themes.
3. Use visuals like posters, slides, or trailers to enhance your presentation.
4. End with a recommendation and invite questions from the audience.

**Assessment Rubric (10 Marks):**

Criteria	Marks	Description
Presentation Skills	3	Speaks confidently and maintains eye contact.
Content	3	Provides detailed and insightful information.
Visual Aids	2	Effectively uses visuals to complement the presentation.
Engagement	2	Keeps the audience interested and encourages participation.

- 1.3. Discussing Plans and Intentions: Examples: Talking about future plans and intentions, such as weekend activities or upcoming events. Making simple arrangements, like planning to meet friends or colleagues.

**Use Case1.3.1: Planning a Weekend Picnic (10 Minutes)**

**Scenario:**

Your group of friends is planning a picnic at a nearby park this Saturday. You need to decide on the food, games, transportation, and other logistics.

**Guidelines:**

1. Decide on a park or location for the picnic.
2. Discuss the types of food and drinks everyone will bring.
3. Plan some fun games or activities to play at the park.
4. Arrange transportation and decide the meeting time.

**Sample Answer:**

1. Location: Riverside Park
2. Food: Sandwiches, fruit salad, chips, and juice.
3. Activities: Frisbee, badminton, and board games.
4. Transportation: Carpooling with two cars.
5. Meeting Time: 10 AM at the main gate.

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity of Plan	3	Presents a clear and detailed picnic plan.
Creativity	3	Suggests interesting activities and a variety of food options.
Participation	2	Ensures equal involvement of all group members.
Communication	2	Communicates ideas fluently and effectively.



### Use Case 1.3.2. Organizing a College Club Meeting (10 Minutes)

**Scenario:**

You are the president of a student club and need to organize a meeting to plan upcoming activities. Discuss the agenda, time, and venue with the members.

**Guidelines:**

- Set a meeting time and venue.
- Create an agenda for the meeting (e.g., discussing events, budgets, tasks).
- Assign roles to members for upcoming activities.
- Ensure everyone agrees on the decisions made.

**Sample Answer:**

1. Meeting Time: Friday at 4 PM.
2. Venue: College Conference Room.
3. Agenda:
  1. Planning the cultural event.
  2. Assigning roles for event management.
  3. Budget discussion.
4. Decisions:
  1. Event Coordinator: Sarah
  2. Promotions: Jack
  3. Decorations: Priya

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
<b>Organization</b>	3	Presents a well-structured meeting plan.
<b>Problem-Solving</b>	3	Addresses challenges like budgets and tasks.
<b>Engagement</b>	2	Actively involves all members in the discussion.
<b>Clarity</b>	2	Communicates decisions clearly.

### Use Case 1.3.3. Planning a Group Project (10 Minutes)

**Scenario:**

You and your classmates are working on a group project. Decide on the topic, divide the work, and set deadlines for completing the tasks.

**Guidelines:**

- Choose a topic for the project.
- Divide the tasks among group members.
- Set deadlines for completing each task.
- Plan a final review meeting before submission.

**Sample Answer:**

1. Topic: "The Impact of Technology on Education."
2. Tasks:
  1. Research: Ali and Neha
  2. Presentation Slides: Ramesh
  3. Report Writing: Priya
3. Deadlines:
  1. Research: By January 25th
  2. Slides and Report: By January 28th
4. Review Meeting: January 29th

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Teamwork	3	Divides work fairly and assigns roles effectively.
Planning	3	Creates a realistic timeline and deadlines.
Communication	2	Discusses tasks clearly with all members.
Execution	2	Plans how to ensure tasks are completed on time.

### Use Case 1.3.4: Planning a Festival Celebration (10 Minutes)

**Scenario:**

You and your classmates are organizing a cultural festival at your college. Discuss the theme, performances, and decorations.

**Guidelines:**

- Choose a theme for the festival.
- Decide on the performances (e.g., dance, music, skits).
- Plan the decorations to match the theme.
- Assign tasks for organizing the event.

**Sample Answer:**

1. Theme: "Global Cultures."
2. Performances: Folk dances, international music performances, and a cultural fashion show.
3. Decorations: Flags, traditional artifacts, and colorful lights.
4. Tasks:
  1. Stage Setup: Raj
  2. Performers: Neha
  3. Decorations: Anil

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Creativity	3	Suggests innovative ideas for themes and performances.
Planning	3	Details tasks and assigns roles effectively.
Teamwork	2	Ensures all team members are involved in the discussion.
Communication	2	Presents the plan clearly and logically.

### Use Case1.3.5. Planning a Road Trip (10 Minutes)

**Scenario:**

You and your friends want to plan a weekend road trip. Decide on the destination, route, and things to carry.

**Guidelines:**

- Choose a destination and route.
- Plan the duration of the trip and stops along the way.
- Decide what to pack for the trip.
- Assign driving and navigation responsibilities.

**Sample Answer:**

1. Destination: Hill Station (Ooty)
2. Route: Highway NH181, with stops at waterfalls, a scenic viewpoint, and a café for refreshments.
3. Duration: 2 days
4. Packing: Clothes, snacks, a first-aid kit, camera, maps, sunscreen, and a portable speaker.
5. Responsibilities:
  1. Driver: Raj and Neha (driving in shifts).
  2. Navigator: Sarah (using Google Maps).

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Planning	3	Provides a clear and detailed plan for the trip, including destination, stops, and duration.
Creativity	3	Suggests interesting and practical stops, activities, and packing ideas for the trip.
Responsibility	2	Demonstrates fair distribution of responsibilities (e.g., driving, navigation).
Communication	2	Communicates the plan in an organized and clear manner.

- 1.4. Expressing Preferences and Opinions: Examples: Expressing personal likes and dislikes regarding food, entertainment, or activities. Sharing opinions on various topics in a straightforward manner.

**Use Case 1.4.1: Discussing Favorite Food (10 Minutes)**

**Scenario:** You're talking to a friend about what to have for dinner. You need to express your preference for a specific type of food.

**Guidelines:**

- Express which type of food you enjoy.
- Explain why you like it.
- Share your opinion about a specific dish or restaurant option.

**Detailed Example:**

1. **Friend:** "What do you feel like eating tonight?"
2. **You:** "Well, I've been craving Italian food lately. I absolutely love pasta, especially spaghetti carbonara. The creamy sauce with crispy bacon is just perfect. Plus, I find Italian food really comforting, especially after a long day. How about we order from that Italian place we went to last time?"
3. **Friend:** "That sounds great! I love pasta too. Let's do it!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity of Expression	3	Clearly expresses personal preferences and reasons in a simple, understandable way.
Reasoning	2	Provides valid reasons for preferring a specific food type, making the opinion convincing.
Politeness	2	Expresses preferences in a friendly, respectful manner without being dismissive.
Engagement	3	Actively engages in the conversation, asking follow-up questions or making suggestions.

### Use Case 1.4.2: Sharing Your Opinion on a Recently Watched Movie (10 Minutes)

**Scenario:** You and a friend are discussing a movie you both recently watched. You need to share your opinion about it.

**Guidelines:**

- Express what you liked or didn't like about the movie.
- Share reasons for your opinion.
- Discuss how the movie made you feel.

**Detailed Example:**

1. **Friend:** "What did you think of that new action movie we watched last night?"
2. **You:** "I thought it was pretty good, but not as great as I expected. The action scenes were amazing, but the plot felt a bit predictable. I could easily guess what would happen next. However, I loved the special effects – they were stunning! Overall, it was fun, but I prefer movies with a more complex story."
3. **Friend:** "Yeah, I agree. The action was incredible, but I wish the story was stronger too."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
<b>Clarity of Expression</b>	3	Clearly articulates opinions with easy-to-understand language.
<b>Reasoning</b>	3	Provides specific reasons for liking/disliking the movie, explaining thoughts effectively.
<b>Politeness</b>	2	Respects differing opinions, offering a polite and open response.
<b>Engagement</b>	2	Shows interest by reflecting on the other person's views and offering additional thoughts.



### Use Case 1.4.3: Choosing Between Two Activities (10 Minutes)

**Scenario:** You and a friend need to choose between going to a park or watching a movie.

You need to express your preference.

**Guidelines:**

- State which activity you prefer.
- Justify why you prefer it.
- Be polite when suggesting your opinion.

**Detailed Example:**

1. **Friend:** "Should we go to the park or watch a movie? I feel like we should do something fun today."
2. **You:** "I'd prefer watching a movie, actually. I've had a pretty busy week, and I'm feeling a bit tired. A movie would be more relaxing. Plus, there's that new comedy I've been wanting to see. It'll be a fun way to unwind. How about you? Do you prefer the park?"
3. **Friend:** "I do love being outside, but I get what you mean. Let's go for the movie then!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
<b>Clarity of Expression</b>	3	Clearly expresses preference with a logical explanation.
<b>Reasoning</b>	3	Provides well-thought-out reasons for choosing an activity over another.
<b>Politeness</b>	2	Respectfully acknowledges the other person's preference without being forceful.
<b>Engagement</b>	2	Engages in a balanced discussion, asking questions or seeking the other person's view.

### Use Case 1.4.4: Discussing a Type of Music (10 Minutes)

**Scenario:** You and your roommate are deciding what music to play while hanging out.

You need to express your music preferences.

**Guidelines:**

- Share your favorite genre or artist.
- Explain why you like it.
- Respectfully listen to the other person’s opinion.

**Detailed Example:**

1. **Roommate:** "What type of music should we listen to? I’m in the mood for something chill."
2. **You:** "I really enjoy acoustic music, especially artists like Ed Sheeran and John Mayer. Their songs are so soothing, and I like the raw emotion in their lyrics. Plus, it’s a perfect vibe when we’re just hanging out. But if you want something more upbeat, I’m okay with switching it up."
3. **Roommate:** "I was thinking of something more lively, like pop music. But I’m okay with trying acoustic too. Let’s give it a go!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
<b>Clarity of Expression</b>	3	Expresses personal music preference clearly and effectively.
<b>Reasoning</b>	3	Justifies music choice with reasons that make sense.
<b>Politeness</b>	2	Respects the roommate’s opinion and offers a willingness to compromise.
<b>Engagement</b>	2	Shows a willingness to engage in discussion, offering an open and flexible approach.

### Use Case1.4.5: Giving Feedback on a Book (10 Minutes)

**Scenario:** You’ve just finished reading a book, and a friend asks for your opinion on it. You need to share your thoughts.

**Guidelines:**

- Share your opinion on the book.
- Give reasons for your view.
- If you didn’t like it, suggest what could have been better.

**Detailed Example:**

1. **Friend:** "How was the book you were reading? Was it any good?"
2. **You:** "It was a decent read, but I felt like the story didn’t really pick up until the middle. The first half was pretty slow, and the main character wasn’t very relatable. However, the second half was great, and I really loved the twist at the end. I think it could’ve been better if the pacing was more consistent throughout. I liked the writing style, though."
3. **Friend:** "That’s interesting. I might give it a try, but now I’ll know to be patient with the first part!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity of Expression	3	Clearly and effectively shares opinions on the book with understandable language.
Reasoning	3	Provides well-reasoned feedback, explaining both strengths and weaknesses of the book.
Politeness	2	Gives constructive criticism in a respectful manner.
Engagement	2	Responds thoughtfully, listens to feedback, and maintains an open dialogue.

1.5. Giving and Following Simple Instructions: Examples Giving and receiving basic directions or instructions, such as how to reach a location. Following instructions in a classroom or work setting.

**Use Case 1.5.1: Giving Directions to a Location (10 Minutes)**

**Scenario:** A friend asks for directions to the nearest pharmacy.

**Guidelines:**

- Provide step-by-step directions that are easy to follow.
- Mention key landmarks for easier navigation.
- Offer alternatives in case they are not sure.

**Example:**

1. **Friend:** "Can you tell me how to get to the nearest pharmacy?"
2. **You:** "Sure! Walk straight down this road for about 2 blocks. When you reach the crossroads with the coffee shop on your right, turn left. Walk for another 5 minutes and you'll see the pharmacy next to the supermarket."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity of Instructions	3	Instructions are given clearly and are easy to follow.
Accuracy of Directions	3	Directions are correct, including clear landmarks and distances.
Engagement and Follow-up	2	Encourages questions and checks for understanding.
Politeness and Tone	2	Directions are delivered in a friendly and polite tone.

### Use Case 1.5.2: Following Instructions in a Cooking Class (10 Minutes)

**Scenario:** You are attending a cooking class, and the instructor is giving you step-by-step instructions for preparing a dish.

**Guidelines:**

- Pay close attention to the details of each step.
- If you miss any instructions, ask politely for clarification.
- Confirm that you've understood the step before proceeding.

**Example:**

1. **Instructor:** "Take 1 cup of flour and add it to the mixing bowl. Now, pour in half a cup of milk. Stir gently to avoid lumps."
2. **You:** "Okay, adding the flour now and stirring it slowly. Should I mix the flour and milk completely before adding any more ingredients?"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Attention to Detail	3	Follows instructions closely and asks for clarification if needed.
Understanding and Execution	3	Correctly follows the steps and checks for understanding.
Engagement with Instructor	2	Engages with the instructor to clarify doubts and confirm steps.
Politeness	2	Interacts respectfully and attentively with the instructor.

### Use Case 1.5.3: Giving Directions to a Tourist (10 Minutes)

**Scenario:** You encounter a tourist and help them find a well-known tourist attraction in your city.

**Guidelines:**

- Use landmarks the tourist might recognize.
- Speak slowly and clearly.
- Offer alternative routes if needed.

**Example:**

1. **Tourist:** "Excuse me, can you tell me how to get to the city museum?"
2. **You:** "Of course! Walk down this road until you reach the big square. You'll see the fountain in the middle. From there, turn right and walk straight for about 10 minutes. The museum will be on your left, right next to the park."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity of Instructions	3	Instructions are clear and easy for a non-local to understand.
Landmark Relevance	3	Uses familiar landmarks to help the tourist.
Politeness and Tone	2	Instructions are delivered politely and helpfully.
Engagement and Follow-up	2	Ensures that the tourist understands by asking if they need further help.



### Use Case 1.5.4: Following Instructions for a Work Task (10 Minutes)

**Scenario:** Your supervisor gives you instructions for completing a task at work, such as organizing documents.

**Guidelines:**

- Listen carefully to the instructions and take notes if necessary.
- Ask for clarification if anything is unclear.
- Confirm your understanding of the task before starting.

**Example:**

1. **Supervisor:** "Please sort these documents by date, starting with the earliest. Put them into the labeled folders in chronological order."
2. **You:** "Understood, I'll sort them from the earliest date to the most recent, and organize them by the labeled folders. Should I check back with you once I've finished the first batch?"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Listening Skills	3	Actively listens and asks questions to clarify instructions.
Task Understanding	3	Understands the task fully and prepares for the next steps.
Follow-through and Engagement	2	Follows through with the task and checks with supervisor if needed.
Politeness and Tone	2	Responds in a professional and respectful manner.

### Use Case 1.5.5: Giving Directions at a Public Event (10 Minutes)

**Scenario:** You are at a conference or large public event and need to guide someone to a specific room.

**Guidelines:**

- Offer directions that are easy to follow in a large venue.
- Mention significant rooms, numbers, or signs to follow.
- Be specific about where the person should turn or walk.

**Example:**

1. **Attendee:** "Can you tell me where the conference room is?"
2. **You:** "Sure! Go down the hall to the second door on your right. The room number is 205. If you see the coffee stand, you've gone too far."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity of Directions	3	Directions are clear and easy to follow in a large venue.
Accuracy of Information	3	Provides accurate details like room numbers and signs.
Engagement and Checking Understanding	2	Ensures the person is clear about the directions and offers further help if needed.
Politeness and Tone	2	Directions are provided in a polite and helpful tone.

1.6. Engaging in Routine Transactions: Examples Conducting basic transactions in shops, restaurants, or public services. Handling everyday situations, such as ordering food, buying tickets, or asking for information.

**Use Case 1.6.1: Ordering Food at a Restaurant (10 Minutes)**

**Scenario:** You go to a restaurant to order food, interact with the waiter, and request any special needs.

**Guidelines:**

- Greet the waiter politely and ask for the menu.
- Select your dish and confirm details like size or extras.
- Ask for any special requests (e.g., vegetarian or extra spicy).
- Politely thank the waiter after ordering.

**Example:**

1. **You:** "Hi! Can I have the menu, please?"
2. **Waiter:** "Here you go. Can I take your order?"
3. **You:** "I'll have the vegetarian pizza, no mushrooms, please. And can I get extra cheese?"
4. **Waiter:** "Sure, anything else?"
5. **You:** "That'll be all. Thank you!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Politeness	3	Uses polite language when interacting with the staff.
Clarity of Order	3	Clear communication about what is being ordered and any special requests.
Engagement	2	Shows engagement and ensures everything is correct with the order.
Appropriateness	2	Tone and manner are appropriate for a casual dining setting.

### Use Case 1.6.2: Buying Tickets at a Movie Theater (10 Minutes)

**Scenario:** You visit a movie theatre to buy tickets for a movie.

**Guidelines:**

- Greet the cashier and ask for ticket availability.
- Select the movie and showtime.
- Ask about ticket prices, discounts, or promotions.
- Pay for the ticket and ask for the receipt.

**Example:**

1. **You:** "Hi! I'd like to buy tickets for the 7 PM show of 'Avengers'."
2. **Cashier:** "Sure! That's \$12 per ticket. Would you like to make it 3D for an extra \$2?"
3. **You:** "No thanks, just the regular one. Do you accept card payments?"
4. **Cashier:** "Yes, we do."
5. **You:** "Great, here's my card. Can I also get the receipt, please?"
6. **Cashier:** "Of course! Here's your ticket and receipt. Enjoy the movie!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Politeness	3	Uses polite language and interacts with the cashier respectfully.
Clarity of Transaction	3	Clearly communicates the movie choice, time, and payment details.
Understanding	2	Understands the options available (e.g., 3D, payment methods) and asks questions if needed.
Efficiency	2	The transaction is carried out smoothly and quickly.

### Use Case1.6. 3: Asking for Information at a Tourist Information Center (10 Minutes)

**Scenario:** You are at a tourist information center and need to ask about local attractions.

**Guidelines:**

- Greet the staff and politely ask for the information you need.
- Be specific about what you want to know (e.g., museums, parks).
- Listen carefully to the response and ask for clarification if necessary.

**Example:**

1. **You:** "Hello, I'm looking for information about museums in the city. Could you recommend a few?"
2. **Staff:** "Of course! The National Museum is very popular, and it's just a 10-minute walk from here. There's also the Art Gallery nearby."
3. **You:** "Great! What time does the National Museum close?"
4. **Staff:** "It closes at 6 PM. Would you like a map?"
5. **You:** "Yes, please. Thank you!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Politeness and Courtesy	3	Greets the staff and asks questions politely.
Clarity of Question	3	Asks clear, specific questions about the information needed.
Active Listening	2	Listens carefully to the information provided and follows up if needed.
Engagement	2	Engages with the staff, asking for additional resources if necessary.

### Use Case 1.6.4: Making a Purchase in a Store (10 Minutes)

**Scenario:** You go to a clothing store to buy a shirt and ask about sizes and prices.

**Guidelines:**

- Greet the store assistant and inquire about product availability.
- Ask for specific sizes and colors.
- Inquire about any promotions or discounts.
- Complete the purchase politely.

**Example:**

1. **You:** "Hi, do you have this shirt in a medium size?"
2. **Store Assistant:** "Let me check for you. Yes, we have one in medium, and it's available in blue and red."
3. **You:** "I'll take the blue one. Is there any discount on this shirt?"
4. **Store Assistant:** "Yes, it's 10% off this week."
5. **You:** "Great! I'll buy it. Can I pay by card?"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Politeness and Courtesy	3	Greets the store assistant and asks questions respectfully.
Clarity and Detail	3	Clearly asks for the specific item, size, and price.
Engagement and Interaction	2	Engages with the assistant and asks for relevant details (e.g., discounts).
Efficiency	2	Makes a smooth and efficient transaction.

### Use Case 1.6.5: Asking for Directions in a Shopping Mall (10 Minutes)

**Scenario:** You are in a shopping mall and need directions to the restroom.

**Guidelines:**

- Politely ask a staff member or customer for directions.
- Be specific about where you want to go (e.g., the nearest restroom).
- Listen attentively to the directions and ask for confirmation if necessary.

**Example:**

1. **You:** "Excuse me, could you tell me where the restroom is?"
2. **Staff:** "Sure! Walk down this corridor, take the first right, and the restroom will be on your left."
3. **You:** "Thank you! Is it near the food court?"
4. **Staff:** "Yes, it's right next to it."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Politeness	3	Uses polite language when asking for directions.
Clarity of Request	3	Clearly states the need for directions (e.g., restroom, food court).
Active Listening	2	Listens carefully to the directions and asks for confirmation if needed.
Engagement	2	Engages with the person providing directions to ensure clarity.

1.7. Handling Everyday Social Interactions: Examples Initiating and maintaining simple social interactions in everyday settings. Responding appropriately to greetings, compliments, and expressions of thanks.

**Use Case 1.7.1 : Responding to a Greeting in the Morning (10 Minutes)**

**Scenario:** You meet a colleague or friend in the morning and greet them.

**Guidelines:**

- Greet the person with a friendly and appropriate greeting.
- Respond to their greeting warmly and maintain a positive tone.
- If the person asks about your day or how you’re doing, respond honestly or politely.

**Example:**

1. **You:** "Good morning, Sarah! How are you today?"
2. **Sarah:** "I’m doing well, thanks! How about you?"
3. **You:** "I’m great, just a little tired. But looking forward to the day!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Politeness	3	Responds in a friendly and polite manner, maintaining a positive tone.
Appropriateness	3	Appropriate response to greetings, keeping the tone casual and respectful.
Engagement	2	Engages in the conversation by sharing a little about themselves.
Clarity	2	Clear, understandable responses with no confusion.



### Use Case 1.7.2: Acknowledging Compliments with Gratitude” (10 Minutes)

**Scenario:** You receive a compliment from a friend or colleague on your appearance, work, or performance.

**Guidelines:**

- Respond to the compliment graciously.
- Show appreciation for the kind words.
- Avoid being overly modest or dismissive.

**Example:**

1. **You:** "I love your new shirt, it looks great!"
2. **Friend:** "Thank you! I just got it last week."
3. **You:** "It's really nice, suits you well. I'll have to shop there too!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Gratitude	3	Responds graciously and shows appreciation for the compliment.
Engagement	3	Engages in the conversation and makes the exchange positive.
Politeness	2	Uses polite language to acknowledge the compliment.
Appropriateness	2	Keeps the response appropriate and not too modest or dismissive.

### Use Case 1.7.3: Responding to Gratitude with Courtesy (10 Minutes)

**Scenario:** A colleague thanks you for helping with a task or favor at work or school.

**Guidelines:**

- Acknowledge the "thank you" with a simple, polite response.
- Optionally, express that you were happy to help.
- Maintain a friendly tone.

**Example:**

1. **Colleague:** "Thanks so much for helping me with the report!"
2. **You:** "No problem, happy to help anytime!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Politeness	3	Responds to the "thank you" politely and with gratitude.
Clarity and Appropriateness	3	Uses clear, friendly language that fits the situation.
Engagement	2	Responds in a way that encourages further positive conversation.
Tone	2	Uses an appropriate tone, balancing casual and respectful in the response.

### Use Case 1.7.4: Inquiring About a Friend's Day" (10 Minutes)

**Scenario:** You ask a friend or colleague about their day as part of a casual conversation.

**Guidelines:**

- Initiate a conversation by asking about the other person’s day or well-being.
- Wait for a response and engage based on what they share.
- Maintain a friendly, open tone to keep the conversation going.

**Example:**

1. **You:** "Hey, how was your day today?"
2. **Friend:** "It was pretty busy, but productive. How about yours?"
3. **You:** "Mine was good, just had a lot of meetings. Glad to be done for the day!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Initiation	3	Starts the conversation by asking about the other person’s day.
Engagement	3	Listens actively and responds in a way that continues the conversation.
Politeness	2	Uses polite and appropriate language to maintain a friendly interaction.
Tone	2	Keeps the tone friendly and conversational, fostering engagement.

### Use Case 1.7.5: Greeting Someone in Passing (10 Minutes)

**Scenario:** You run into a friend or acquaintance in passing, such as in a hallway or at a store.

**Guidelines:**

- Greet the person casually but warmly.
- Respond briefly to their greeting, and perhaps ask a simple question to continue the interaction.

**Example:**

1. **You:** "Hey, how's it going?"
2. **Friend:** "Good, how about you?"
3. **You:** "I'm doing well, thanks! See you later!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Politeness	3	Uses friendly, casual greeting and response.
Engagement	2	Maintains brief but polite interaction.
Clarity	3	Responds clearly and appropriately to a casual greeting.
Appropriateness	2	Keeps the conversation suitable for the context (brief interaction).

1.8. Asking for and Providing Clarifications: Examples Asking for clarification when faced with language difficulties. Providing clarification to ensure mutual understanding in a conversation.

**Use Case 1.8.1: Asking for Clarification in a Conversation (10 Minutes)**

**Scenario:** You are having a conversation, and you don't fully understand what the other person is saying. You need to ask for clarification.

**Guidelines:**

- Politely ask the speaker to clarify their message.
- Use clear and simple language to express that you didn't understand.
- Wait for their response and ensure they explain it in a way that you can understand.

**Example:**

1. **You:** "Sorry, I didn't quite catch that. Could you say it again?"
2. **Speaker:** "I said we need to submit the report by Friday."
3. **You:** "Ah, got it! Thanks for clarifying."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity of Request	3	The student asks clearly for clarification without ambiguity.
Politeness	3	The student uses polite language when requesting clarification.
Engagement	2	The student shows active listening and engages in the conversation.
Understanding	2	The student confirms their understanding after clarification.

### Use Case 1.8.2: Navigating Complex Instructions with Confidence (10 Minutes)

**Scenario:** You are in a class or at work and the instructor or manager gives a complex instruction that you do not understand.

**Guidelines:**

- Politely ask the speaker to clarify the instruction.
- Request examples or simpler wording if necessary.
- Thank them after they provide a clearer explanation.

**Example:**

1. **Instructor:** "To calculate the final grade, multiply your score by 0.7 and then add your bonus points."
2. **You:** "Sorry, could you clarify how to add the bonus points? I didn't quite understand."
3. **Instructor:** "Sure! After you multiply, just add the bonus points directly to the result."
4. **You:** "Thanks, now I understand!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	The student clearly expresses confusion and asks for a simple explanation.
Politeness	3	The student uses polite expressions while asking for clarification.
Responsiveness	2	The student listens attentively and engages in a follow-up conversation.
Confirmation of Understanding	2	The student confirms their understanding after receiving clarification.

### Use Case 1.8.3: Providing Clarification in a Conversation (10 Minutes)

**Scenario:** You realize that the other person misunderstood something you said, and you need to clarify what you meant.

**Guidelines:**

- Gently correct the misunderstanding without causing discomfort.
- Use simple language to restate your point more clearly.
- Ensure the other person fully understands your explanation.

**Example:**

1. **Person A:** "So, you're saying the meeting is at 3 PM, right?"
2. **You:** "Actually, I meant 3:30 PM. I apologize for the confusion."
3. **Person A:** "Ah, that makes sense now. Thanks for clarifying!"

**Assessment Rubrics:**

Criteria	Marks	Description
Clarity of Explanation	3	The student explains their point clearly and accurately.
Politeness	3	The student corrects the misunderstanding politely and tactfully.
Engagement	2	The student actively ensures that the listener understands the clarification.
Effectiveness	2	The student's clarification resolves the confusion effectively.

### Use Case 1.8.4: Seeking Clarity in Written Instructions (10 Minutes)

**Scenario:** You are reading an instruction manual or email, and you don't understand a part of the written content. You need to ask for clarification.

**Guidelines:**

- Identify the specific part of the written content that is unclear.
- Ask for a detailed explanation of that section, ensuring the context is correct.
- Be polite and express your need for clarity.

**Example:**

1. **You:** "I was reading your email, but I'm unclear about the part where you mentioned 'update the system to version 2.1.' Could you explain what needs to be done?"
2. **Sender:** "Sure! You need to download the update from the server and then install it. Let me know if you need help with the steps."
3. **You:** "Thanks for the clarification! I'll do that now."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
<b>Clarity of Request</b>	3	The student identifies the unclear part and asks for specific clarification.
<b>Politeness</b>	3	The student requests clarification politely, maintaining a respectful tone.
<b>Engagement</b>	2	The student actively seeks to understand the content fully.
<b>Understanding</b>	2	The student demonstrates understanding after receiving clarification.



### Use Case 1.8.5: Offering Clarification During a Group Discussion (10 Minutes)

**Scenario:** During a group discussion, someone seems confused about a point you made. You need to clarify your idea for the group.

**Guidelines:**

- Politely acknowledge the confusion and offer a clearer explanation.
- Use simple examples or reword the idea to ensure it's understood by everyone.
- Keep the tone friendly and respectful, ensuring it encourages further participation.

**Example:**

1. **Group Member:** "Could you clarify what you meant by 'economic trends'?"
2. **You:** "Sure! By 'economic trends,' I'm referring to the patterns we've seen in consumer spending over the last few months, such as more people buying online than in stores."
3. **Group Member:** "Got it, thanks for explaining!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity of Explanation	3	The student provides a clear and understandable clarification.
Politeness	3	The student corrects the misunderstanding politely and with respect.
Engagement	2	The student ensures the clarification encourages further engagement in the discussion.
Effectiveness	2	The student effectively resolves the confusion, ensuring mutual understanding.

1.9. Participating in Group Discussions: Examples Engaging in group discussions on familiar topics, expressing opinions, and responding to others. Participating in classroom discussions or team meetings.

**Use Case 1.9.1: Participating in a Classroom Discussion (10 Minutes)**

**Scenario:** You are in a classroom discussion where the teacher has asked everyone’s opinion on a recent event or topic.

**Guidelines:**

- Wait for your turn to speak, ensuring everyone gets a chance to contribute.
- Express your opinion clearly, providing reasoning behind it.
- Listen attentively to others and respond respectfully to differing opinions.
- Use relevant examples or facts to support your point.

**Example:**

1. **Teacher:** "What do you think about the recent environmental changes in our city?"
2. **You:** "I believe the rising pollution levels are concerning. In my opinion, if we focus more on sustainable transportation options, like cycling and public transit, it can help reduce the pollution significantly."
3. **Classmate:** "That’s true, but I think it’s also about how we manage waste."
4. **You:** "Yes, waste management is definitely a key factor. Both issues are interconnected."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity of Expression	3	The student expresses their opinion clearly and in an understandable way.
Engagement	3	The student listens to others and engages respectfully in the discussion.
Relevance	2	The student stays on topic and supports their opinion with relevant examples or facts.
Interaction	2	The student responds appropriately to others' opinions, encouraging discussion.

### Use Case 1.9.2: Engaging in a Team Meeting (10 Minutes)

**Scenario:** During a team meeting, you are asked for your opinion on a project update.

**Guidelines:**

- Listen to the updates given by your team members.
- Offer constructive feedback and suggestions, focusing on solutions rather than problems.
- Be concise and direct, but always maintain a respectful tone.
- Ask clarifying questions when needed to better understand others' viewpoints.

**Example:**

1. **Team Leader:** "We've made some progress on the project, but we're facing some delays. Any suggestions?"
2. **You:** "I think we could allocate more resources to the critical tasks. Maybe we should prioritize those tasks and delay the non-urgent ones to stay on schedule."
3. **Team Member:** "That makes sense. It could help us meet the deadline."
4. **You:** "Exactly, and if we work closely on communication, we can track our progress more effectively."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity and Brevity	3	The student provides clear and concise suggestions or feedback.
Constructiveness	3	The student offers helpful and solution-oriented responses.
Engagement	2	The student actively listens to others and contributes to the discussion.
Relevance	2	The student stays focused on the task at hand and offers practical suggestions.

### Use Case 1.9.3: Expressing Opinions in a Group Discussion (10 Minutes)

**Scenario:** You are part of a group discussion where everyone has to share their opinions about a recent news article.

**Guidelines:**

- Express your opinion politely and clearly.
- Provide reasons for your opinion and use examples to support it.
- Respond to others’ opinions by acknowledging their viewpoints and offering your thoughts.

**Example:**

1. **Facilitator:** "Let’s discuss the article about climate change. What’s your opinion on it?"
2. **You:** "I think the article highlights some crucial issues. However, I believe it focuses too much on government responsibility and overlooks individual actions. For example, simple changes like reducing plastic usage can have a big impact."
3. **Another Participant:** "I disagree; government policies are more effective in addressing large-scale problems."
4. **You:** "That’s a valid point. Both government action and individual responsibility are essential in tackling climate change."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
<b>Clarity of Opinion</b>	3	The student articulates their opinion in a clear and organized manner.
<b>Support with Examples</b>	3	The student supports their opinion with relevant examples or reasoning.
<b>Respectful Engagement</b>	2	The student engages with others’ opinions respectfully, even when differing.
<b>Contribution to Discussion</b>	2	The student contributes meaningfully to the discussion, encouraging others to share their thoughts.

### Use Case 1.9.4: Responding to a Group Discussion Question (10 Minutes)

**Scenario:** A group discussion on a particular subject, and you are asked to provide your opinion in response to a specific question.

**Guidelines:**

- Understand the question being asked and take a moment to gather your thoughts.
- Respond in a structured manner: state your opinion, provide supporting details, and offer a conclusion.
- Ask follow-up questions to clarify or deepen the discussion.

**Example:**

1. **Moderator:** "What do you think is the most important quality for a good leader?"
2. **You:** "In my opinion, the most important quality is empathy. A good leader understands the needs and feelings of their team members. For example, empathetic leaders are better at resolving conflicts and building stronger relationships."
3. **Another Participant:** "I agree, but I also think strong decision-making skills are essential."
4. **You:** "That's true, but I believe empathy helps a leader make better decisions, especially when it involves people."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity and Structure	3	The student's response is clear, structured, and easy to follow.
Relevance and Support	3	The student stays on topic and provides relevant examples to support their opinion.
Engagement	2	The student responds to others' opinions in a respectful and constructive manner.
Critical Thinking	2	The student offers thoughtful reflections and deepens the discussion.

### Use Case1.9.5: Contributing Ideas in a Team Brainstorming Session (10 Minutes)

**Scenario:** You are part of a team brainstorming ideas for a new project, and everyone is expected to contribute.

**Guidelines:**

- Be open to everyone’s ideas, regardless of how unconventional they may seem.
- Offer your own ideas and build upon others’ suggestions.
- Stay focused on the goal of the brainstorming session and contribute to creating solutions.

**Example:**

1. **Team Leader:** "We need new ideas for promoting our event. Any suggestions?"
2. **You:** "How about creating a social media challenge that encourages people to share their experiences from last year’s event?"
3. **Team Member:** "That’s a great idea! We could also offer discounts for people who participate."
4. **You:** "Exactly, and maybe we can partner with local influencers to boost the reach."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
<b>Creativity</b>	3	The student offers original and creative ideas during the brainstorming session.
<b>Collaboration</b>	3	The student builds on others' ideas and encourages participation from all team members.
<b>Relevance</b>	2	The student’s suggestions are relevant to the topic being discussed.
<b>Contribution to the Process</b>	2	The student actively contributes and helps move the brainstorming forward.

1.10. Giving a Short Presentation: Examples Giving a short presentation or talk on a familiar topic, such as personal experiences or hobbies. Describing a process or explaining a simple concept to a small audience.

**Use Case 1.10.1: Sharing a Personal Hobby (10 Minutes)**

- **Scenario:** You are asked to give a short presentation on one of your personal hobbies or interests (e.g., gardening, painting, playing a musical instrument).
- **Guidelines:**
  - Introduce the hobby and explain why it is meaningful to you.
  - Describe how you engage with the hobby.
  - Share any notable experiences or achievements related to the hobby.
  - Use visuals (photos, videos) to enhance the presentation.
  - Keep the talk engaging and concise (5-7 minutes).
- **Example:**
  - a. A person shares their passion for painting by explaining their process, showing pictures of their artwork, and describing how painting helps them relax and express creativity. They could also mention how taking part in art exhibitions has improved their skills and confidence.

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Content Quality	4	Clarity, depth of personal connection, and coverage of the hobby's process.
Engagement	2	Ability to keep the audience interested through storytelling or visuals.
Delivery	2	Clear speech, appropriate pace, and body language.
Structure	2	Logical flow of the presentation and adherence to the time limit.

### Use Case 1.10.2: Explaining a Simple Process (10 Minutes)

- **Scenario:** You are asked to give a short presentation explaining how to perform a simple task (e.g., how to make a cup of tea, how to organize files on a computer).
- **Guidelines:**
  1. Break down the task into clear, manageable steps.
  2. Demonstrate each step (if possible).
  3. Use visuals or props to aid understanding.
  4. Keep it simple, with a focus on clarity.
  5. Ensure that the presentation lasts 5-7 minutes.
- **Example:**
  - A student gives a presentation on making a cup of tea. They explain the steps clearly: boiling water, adding tea leaves, steeping the tea, and pouring the final drink. They could also demonstrate the process using a teapot and cups, showing the audience how to measure tea leaves and how to avoid over-steeping.

### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity of Explanation	4	Clear, simple instructions and logical progression.
Engagement	2	Use of visuals or demonstrations to enhance understanding.
Delivery	2	Speaking clearly and engagingly with appropriate pacing.
Structure	2	Well-organized, coherent steps and time management.



### Use Case 1.10.3: Explaining a Concept from Your Field (10 Minutes)

- **Scenario:** You are asked to give a short presentation explaining a simple concept related to your field of study (e.g., basic concepts in economics, technology, or health).
- **Guidelines:**
  1. Define the concept clearly and briefly.
  2. Provide a real-life example to make it relatable.
  3. Use visuals to support the explanation (e.g., diagrams or charts).
  4. Keep the presentation brief (5-7 minutes).
- **Example:**
  - A student in engineering explains the concept of “simple machines” by describing levers, pulleys, and inclined planes, using images and simple real-world examples like opening a bottle or using a wheelbarrow. They could include a diagram to show how the fulcrum of a lever works to lift heavy objects.

### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
<b>Conceptual Understanding</b>	4	Depth of understanding and accuracy of explanation.
<b>Clarity</b>	2	Clear and accessible language, avoiding jargon.
<b>Visual Aid Usage</b>	2	Effective use of visuals to aid understanding.
<b>Engagement</b>	2	Ability to engage the audience with examples and a concise explanation.

### Use Case 1.10.4: Sharing a Personal Experience (10 Minutes)

- **Scenario:** You are asked to give a short presentation about a meaningful personal experience that has shaped who you are (e.g., a memorable travel experience, a challenge you overcame).
- **Guidelines:**
  1. Select a personal story that resonates with your audience.
  2. Structure the story with a beginning, middle, and end.
  3. Reflect on the lessons learned or how it influenced you.
  4. Use simple language and be authentic.
  5. Keep the presentation within 5-7 minutes.
- **Example:**
  - A colleague shares a story about overcoming a difficult project at work, detailing the challenges faced, how they managed the situation, and the growth they experienced from the experience. They might share how the project taught them time management, teamwork, and perseverance.

### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Storytelling	4	Clear, engaging narrative with a strong beginning, middle, and conclusion.
Reflection	2	Insight into what was learned or how the experience impacted the individual.
Delivery	2	Expressiveness, emotional connection, and clarity.
Structure	2	Logical flow and time management.

### Use Case 1.10.5: Describing a Favorite Book, Movie, or TV Show (10 Minutes)

- **Scenario:** You are asked to give a short presentation on your favorite book, movie, or TV show and explain why it resonates with you.
- **Guidelines:**
  1. Briefly introduce the title and its genre.
  2. Explain the main plot or theme.
  3. Discuss why it is your favorite—what stood out to you.
  4. Keep the presentation engaging and relatable.
  5. Limit the time to 5-7 minutes.
- **Example:**
  - A student presents on their favorite movie, explaining the plot, the central characters, and what makes the film emotionally powerful or inspiring. They might focus on a movie like "The Pursuit of Happyness" and discuss how the story of perseverance resonates with them, including personal takeaways like never giving up on one's dreams.

### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Content	4	Clear explanation of plot, theme, and personal connection.
Engagement	2	Ability to make the presentation enjoyable and relatable.
Delivery	2	Speaking clearly, using appropriate tone and body language.
Structure	2	Logical presentation structure and time management.

## 2. CASE STUDY – SPOKEN PRODUCTION

2.1. Introducing Yourself and Others: Example: Provide information about personal identity and background, including others in the conversation.

### Use Case 2.1.1: Introducing Yourself at a Networking Event (10 Minutes)

**Scenario:** At a networking event, you meet someone and are asked to introduce yourself and a colleague. You provide brief information about your name, profession, and purpose for attending, while introducing your colleague.

#### Guidelines:

- Be clear and concise in your introduction.
- Provide relevant details about your profession or reason for attending the event.
- Make sure to introduce both yourself and your colleague if needed, mentioning their role.
- Be polite and maintain a professional tone.
- Encourage further interaction by leaving space for the other person to introduce themselves.

#### Example:

1. **You:** "Hi, I'm Sarah, a marketing consultant. I'm here to learn more about the latest trends in digital marketing. This is my colleague, John. He's a product manager at TechCorp and specializes in software development."
2. **John:** "Nice to meet you!"
3. **Other person:** "It's a pleasure. I look forward to hearing more about your work."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Introduction is clear and easy to understand.
Engagement	2	Effectively engages others in conversation.
Details Provided	2	Relevant and sufficient details are shared about both parties.
Tone & Politeness	2	Friendly, polite, and professional tone.
Interaction	1	Encourages further conversation or connection.

## Use Case 2.1.2: Introducing Yourself at a Social Gathering (10 Minutes)

### Scenario:

At a casual party or social gathering, you introduce yourself and a friend to a new acquaintance, sharing basic personal information.

### Guidelines:

- Keep the introduction brief and friendly.
- Mention key personal details such as your name and something interesting about yourself.
- Politely introduce your friend and share a bit about them as well.
- Be informal but courteous, adjusting the tone based on the event.
- Allow the new person to introduce themselves and encourage a two-way conversation.

### Example:

1. **You:** "Hi, I'm Sarah, originally from Boston, and I'm a graphic designer. This is my friend Anna; she's a photographer from California."
2. **Anna:** "Hey, nice to meet you!"
3. **New person:** "It's great to meet you both. What kind of photography do you do?"

### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear and understandable introduction.
Engagement	2	Actively engages the person you are introducing.
Details Provided	2	Personal and relevant details shared.
Tone & Politeness	2	Casual but polite tone fitting for a social event.
Interaction	1	Provides room for further conversation.

### Use Case 2.1.3: Introducing a New Team Member in a Work Setting (10 Minutes)

#### Scenario:

You are asked to introduce a new colleague to your team in a professional setting. You provide details about their role, background, and skills.

#### Guidelines:

- Introduce the new team member by name and role.
- Share relevant details about their experience and how they'll contribute to the team.
- Keep the tone professional and enthusiastic.
- Encourage team members to interact and welcome the new colleague.
- Avoid overloading with too many details, keep it brief but informative.

#### Example:

1. **You:** "Good morning, team! I'd like to introduce Sarah, our new marketing manager. She has five years of experience in digital marketing and is excited to help us improve our strategies."
2. **Sarah:** "Thank you, it's great to be here!"
3. **Team member:** "Welcome aboard, Sarah!"

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Introduction is clear, concise, and informative.
Engagement	2	Actively encourages others to welcome the new team member.
Details Provided	2	Provides relevant background information.
Tone & Politeness	2	Professional and polite tone appropriate for the workplace.
Interaction	1	Encourages team interaction with the new colleague.

### Use Case 2.1.4: Introducing Your Friend to a Professor (10 Minutes)

Scenario: You introduce your friend to a professor after a class, giving some background on your friend's academic interests.

#### **Guidelines:**

- Introduce both your friend and the professor.
- Provide context by sharing your friend's academic background and interests.
- Use a polite and respectful tone, keeping the introduction brief.
- Allow the professor to respond, keeping the conversation polite.
- Offer opportunities for further interaction after the introduction.

#### **Example:**

1. **You:** "Hi, Professor! I'd like you to meet my friend Anna. She's a computer science major, and she's really interested in your class on artificial intelligence."
2. **Professor:** "Nice to meet you, Anna! It's always great to see students passionate about AI."
3. **Anna:** "I'm excited to take the class!"

#### **Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Clear introduction and effective communication.
Engagement	2	Successfully encourages interaction between Anna and the professor.
Details Provided	2	Shares relevant academic information about the friend.
Tone & Politeness	2	Polite and respectful tone fitting for an academic setting.
Interaction	1	Promotes a follow-up conversation between the professor and the friend.

## Use Case 2.1.5: Introducing Yourself at a Job Interview (10 Minutes)

### Scenario:

During a job interview, you are asked to introduce yourself, explain your background, and provide details about your experience relevant to the role.

### Guidelines:

- Keep the introduction professional and relevant to the role.
- Briefly mention your name, educational background, and work experience.
- Highlight key skills and why you are interested in the job.
- Keep the tone confident but polite.
- Maintain eye contact and engage the interviewer with your introduction.

### Example:

1. **You:** "Good morning, my name is Sarah, and I'm a marketing consultant with 4 years of experience. I specialize in digital advertising and have worked with several tech startups to help build their online presence."
2. **Interviewer:** "Great! That sounds like a perfect fit for our team."
3. **You:** "I'm excited about the opportunity to contribute my skills here."

### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Provides a clear and concise introduction.
Engagement	2	Creates a professional and approachable interaction.
Details Provided	2	Includes relevant professional background information.
Tone & Politeness	2	Demonstrates professionalism and politeness.
Interaction	1	Creates a connection with the interviewer, inviting further questions.



2.2. Describing Past Experiences: Example: Narrate and share details about recent or past events and experiences.

**Use Case 2.2.1: Describing a Recent Vacation Experience (10 Minutes)**

**Scenario:**

You are asked to share details about a recent vacation you took. You describe where you went, what you did, and what you enjoyed the most.

**Guidelines:**

- Provide clear and organized information about the vacation.
- Mention key events or activities during the trip.
- Highlight what made the experience memorable.
- Use descriptive language to paint a picture of the experience.
- Stay within a time frame, keeping the narrative concise but detailed.

**Example:**

1. **You:** "Last summer, I went to Spain for two weeks. I visited Barcelona, where I spent a lot of time exploring historical landmarks, like La Sagrada Familia and Park Güell. I also went to the beach and enjoyed some fantastic seafood. What I loved the most was the vibrant culture and the beautiful architecture."
2. **Friend:** "That sounds amazing! Did you visit any other cities?"
3. **You:** "Yes, I also went to Madrid for a few days to experience its art scene, including the Prado Museum."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	The experience is clearly narrated with a logical flow.
Details Provided	3	Describes specific activities and places visited.
Descriptive Language	2	Uses vivid and engaging language to paint a picture.
Engagement	1	The listener is engaged and interested in the narrative.
Organization	1	Information is well-organized and easy to follow.

### Use Case 2.2.2: Narrating a Memorable Family Gathering (10 Minutes)

#### Scenario:

You describe a memorable family gathering, focusing on the people involved, the activities, and what made the event special.

#### Guidelines:

- Highlight the key people involved (family members).
- Describe the activities or events that took place.
- Share your feelings and why the event was significant.
- Use conversational language to make the description relatable.
- Provide enough context to let the listener understand the importance of the event.

#### Example:

1. **You:** "Last year, we had a big family reunion at my grandmother's house. All my cousins came, and we spent the weekend playing games, cooking together, and reminiscing about old times. It was especially fun because we hadn't all been together for a while, and we made a big family photo album."
2. **Friend:** "That sounds so fun! Did anything funny happen?"
3. **You:** "Yes, actually! We tried to recreate an old family photo from when we were kids, and it was hilarious to see how much we had all changed."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear and coherent description of the family event.
Details Provided	3	Includes key details such as family members and activities.
Descriptive Language	2	Engaging language to convey feelings and emotions.
Engagement	1	Listens attentively and asks follow-up questions.
Relevance	1	The event described is relevant and interesting.

### Use Case 2.2.3: Sharing a Story about a Personal Achievement (10 Minutes)

#### Scenario:

You narrate a personal achievement, such as winning a competition or receiving an award. You share the experience leading up to the achievement and how it felt to accomplish it.

#### Guidelines:

- Describe the event leading up to the achievement.
- Explain the significance of the achievement.
- Share your feelings before, during, and after the event.
- Include any challenges you overcame.
- Be sure to express why the experience was meaningful to you.

#### Example:

1. **You:** "A few months ago, I won first place in a photography contest. I had been practicing for months, taking photos of landscapes. When I received the email saying I had won, I was over the moon because I had put so much effort into the project."
2. **Friend:** "That's incredible! What was the most challenging part?"
3. **You:** "The hardest part was finding the right lighting for some of the shots. I had to wake up at sunrise a few times to get the perfect shot!"

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear description of the achievement and process.
Emotional Expression	3	Effectively conveys emotions related to the experience.
Details Provided	2	Specific details of the contest and what made it meaningful.
Engagement	1	Listener shows interest and asks relevant questions.
Organization	1	Information is presented logically and effectively.

### Use Case 2.2.4: Talking About a Challenging Experience (10 Minutes)

#### Scenario:

You share a story about overcoming a challenging experience, such as dealing with a difficult project at work or navigating a personal struggle.

#### Guidelines:

- Briefly explain the challenge you faced.
- Describe the steps you took to overcome the challenge.
- Share how you felt during and after overcoming the challenge.
- Offer insights or lessons you learned from the experience.
- Keep the story clear and concise.

#### Example:

1. **You:** "Last year, I was assigned a project at work that seemed impossible at first. The deadline was tight, and there were many obstacles. But, I broke the project down into smaller tasks and focused on one step at a time. In the end, I completed it successfully and even got positive feedback from my manager."
2. **Friend:** "Wow, that's inspiring! What was the hardest part?"
3. **You:** "The hardest part was managing my time, but I learned how to prioritize better."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear description of the challenge and how it was overcome.
Problem-Solving	3	Explains the steps taken to overcome the challenge.
Emotional Expression	2	Conveys how the challenge made you feel during the process.
Engagement	1	Listener is engaged and asks follow-up questions.
Insight	1	Shares a lesson learned from the experience.

### Use Case 2.2.5: Describing a Significant Event in Your Life (10 Minutes)

#### Scenario:

You describe a significant event in your life, such as graduating from school, moving to a new city, or starting a new job.

#### Guidelines:

- Provide context for the event, explaining what happened.
- Describe your emotions and reactions at the time.
- Mention the people involved and their role in the event.
- Share any significant outcomes or changes that resulted from the event.
- Keep the story clear, detailed, and engaging.

#### Example:

1. **You:** "One of the most significant events in my life was when I graduated from college. It was a huge milestone for me, and I was so proud to walk across the stage and receive my diploma. My parents were there, cheering me on, and it felt like all the hard work had paid off."
2. **Friend:** "That must have been such a special moment. How did you feel after the ceremony?"
3. **You:** "I felt a mixture of relief and excitement for what comes next."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear and organized narration of the event.
Emotional Expression	3	Effectively conveys emotions and feelings associated with the event.
Details Provided	2	Describes specific details that make the event significant.
Engagement	1	Listener shows interest and asks follow-up questions.
Insight	1	Provides reflection or lesson learned from the event.

- 2.3. Talking About Hobbies and Interests: Example: Express preferences and engage in conversations about personal interests and activities. Expressing Likes and Dislikes: Example: Articulate personal preferences and dislikes regarding various topics

### Use Case 2.3.1: Talking About Your Favorite Hobby (10 Minutes)

#### Scenario:

You are talking to a friend about your favorite hobby. You describe why you enjoy it, how long you've been doing it, and the benefits it brings to your life.

#### Guidelines:

- Explain what your hobby is and why it interests you.
- Share how often you engage in it and any special skills or tools required.
- Discuss any personal experiences or achievements related to the hobby.
- Use enthusiastic and engaging language to convey your passion for the hobby.
- Be prepared to answer follow-up questions about the hobby.

#### Example:

1. **You:** "One of my favorite hobbies is painting. I started painting a few years ago as a way to relax, and now it's something I do almost every weekend. I mainly focus on landscapes because I love nature, and painting helps me express my feelings in a creative way."
2. **Friend:** "That sounds so relaxing! Do you have a favorite painting you've done?"
3. **You:** "Yes! My favorite is a painting of a sunset over the mountains. It took me a while, but I was so proud of how it turned out."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear explanation of the hobby and why it's enjoyable.
Details Provided	3	Includes specific details about the hobby, such as skills or experiences.
Engagement	2	Shows enthusiasm and engages the listener in the conversation.
Vocabulary	1	Uses appropriate vocabulary related to hobbies and interests.
Organizational Flow	1	Information is well-structured and easy to follow.

### Use Case 2.3.2: Discussing Your Favorite Genre of Music (10 Minutes)

**Scenario:**

You explain to someone your favorite genre of music and why it resonates with you. You might also talk about your favorite artists or songs.

**Guidelines:**

- Describe your favorite genre and what draws you to it.
- Mention some of your favorite artists or songs within that genre.
- Discuss how listening to this type of music makes you feel.
- Share any personal experiences tied to the music (e.g., concerts or memorable moments).
- Use specific musical terms or references to make the conversation richer.

**Example:**

1. **You:** "I've always loved jazz music. There's something about the improvisation and complexity that I find so fascinating. I listen to a lot of John Coltrane and Miles Davis. Their music makes me feel calm and inspired."
2. **Friend:** "Jazz is so unique! Have you ever seen them perform live?"
3. **You:** "I haven't, but I saw a live jazz band once, and it was an unforgettable experience."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Clear explanation of the genre and why it is enjoyable.
Details Provided	3	Includes favorite artists, songs, or personal experiences.
Engagement	2	Keeps the listener engaged through enthusiasm and interest.
Vocabulary	1	Uses relevant music terminology or references.
Organization	1	The conversation is well-structured and logical.

### Use Case 2.3.3: Explaining Your Favorite Movie Genre (10 Minutes)

#### Scenario:

You describe your favorite movie genre and why you are drawn to it. You also talk about specific films or directors you enjoy.

#### Guidelines:

- State your favorite movie genre and explain why it appeals to you.
- Discuss a few movies or directors that represent your favorite genre.
- Explain what you like about these films (plot, characters, themes, etc.).
- Share any experiences related to watching movies from this genre (e.g., watching with friends or family).
- Be ready to recommend movies to others based on the genre.

#### Example:

1. **You:** "My favorite genre of movies is science fiction. I love how they make you think about the future and new technologies. Films like 'Inception' and 'The Matrix' really capture my interest because they challenge your perception of reality."
2. **Friend:** "I love those too! What do you like most about those films?"
3. **You:** "I think it's the way they explore complex ideas, like dreams and artificial intelligence, in such an entertaining way."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clearly explains the favorite genre and its appeal.
Details Provided	3	Includes specific examples (films, directors) that support the choice.
Engagement	2	Keeps the conversation flowing with personal insights.
Enthusiasm	1	Demonstrates enthusiasm and interest in the genre.
Coherence	1	Ideas are presented logically and are easy to follow.



### Use Case 2.3.4: Talking About Your Favorite Food (10 Minutes)

**Scenario:**

You describe your favorite food and explain why you enjoy it, including details about when you first tried it, and how it’s prepared.

**Guidelines:**

- Describe your favorite food and what makes it special to you.
- Mention when you first tried it and where.
- Share how the food is typically prepared.
- Discuss how it makes you feel when you eat it (comforting, exciting, etc.).
- Engage the listener by asking about their favorite foods.

**Example:**

1. **You:** "My favorite food is pizza. I love it because it’s so versatile—you can add any toppings you like. I first tried it when I was a kid, and it’s been my favorite meal ever since. I especially enjoy pizza with a thin crust and lots of cheese."
2. **Friend:** "Pizza is awesome! Do you have a favorite place to get it from?"
3. **You:** "Yes, there’s a little pizzeria down the street that makes the best pizza."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Clear explanation of why the food is the favorite.
Details Provided	3	Describes how the food is made and personal experiences with it.
Engagement	2	Engages the listener by asking about their favorite food.
Descriptive Language	1	Uses appetizing and vivid language to describe the food.
Organizational Flow	1	The description is clear, with a logical flow of ideas.

### Use Case 2.3.5: Expressing Likes and Dislikes About a Hobby (10 Minutes)

**Scenario:**

You discuss a hobby you have and also share what you like and dislike about it, explaining how it affects your daily life.

**Guidelines:**

- Share the hobby you’re talking about.
- Describe what you enjoy about the hobby.
- Explain any challenges or aspects of the hobby you don’t like.
- Discuss how this hobby fits into your routine.
- Encourage the listener to share their thoughts on the hobby.

**Example:**

1. **You:** "I enjoy cycling, but there are some things I dislike about it. I love the feeling of the wind and the exercise it gives me. However, I don’t like it when it rains because it makes the ride uncomfortable and slippery."
2. **Friend:** "I get that. But cycling seems like a great way to stay fit."
3. **You:** "It really is, and despite the rain, I still enjoy it most days."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Clear explanation of what is liked and disliked about the hobby.
Details Provided	3	Includes both the positive and negative aspects of the hobby.
Engagement	2	Encourages the listener to share their opinion or thoughts.
Descriptive Language	1	Uses vivid language to describe the experience with the hobby.
Balance	1	The speaker provides a balanced view, mentioning both likes and dislikes.

2.4. Discussing Future Plans: Example: Share aspirations and plans for upcoming events or activities. Giving Directions: Example: Provide clear instructions on how to navigate and reach a specific location.

**Use Case 2.4.1: Discussing Career Aspirations (10 Minutes)**

**Scenario:**

You are having a conversation with a friend about your future career plans. You explain your goals, the steps you're taking to achieve them, and what you hope to accomplish in the coming years.

**Guidelines:**

- Clearly state your career goals and aspirations.
- Discuss any specific steps or actions you are currently taking to achieve your goals.
- Mention any challenges you might face and how you plan to overcome them.
- Keep the tone positive and motivational.
- Ask for their thoughts or advice on your plans.

**Example:**

1. **You:** "In the next few years, I hope to become a project manager. I'm currently working towards my certification in project management and gaining experience by leading smaller teams at work. It's challenging, but I'm motivated to reach my goal."
2. **Friend:** "That sounds like a great plan! How do you think the certification will help you?"
3. **You:** "It will give me the credibility I need and the knowledge to manage larger teams more effectively. Plus, it opens up more career opportunities."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Clear explanation of career goals and steps.
Details Provided	3	Describes current actions being taken towards achieving the goals.
Engagement	2	Engages the listener by inviting feedback or advice.
Vocabulary	1	Uses appropriate professional or career-related terminology.
Organization	1	The explanation is well-structured and logical.

### Use Case 2.4.2: Planning a Vacation Trip (10 Minutes)

#### Scenario:

You are discussing your plans for an upcoming vacation with a friend. You share where you plan to go, why you're excited, and how you're preparing for the trip.

#### Guidelines:

- Share the destination you are planning to visit and why you chose it.
- Describe the activities or experiences you look forward to.
- Discuss any preparations you're making for the trip.
- Use an enthusiastic and optimistic tone to convey excitement about the vacation.
- Ask if the listener has any recommendations for your trip.

#### Example:

1. **You:** "I'm planning to visit Switzerland next summer. I've always wanted to go hiking in the Alps and experience Swiss culture. I'm booking my flights now and looking for good hiking tours."
2. **Friend:** "That sounds amazing! Do you have any specific places you're planning to visit?"
3. **You:** "Definitely. I want to visit Lucerne and take a boat tour, and I'm also planning to hike to the Matterhorn."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear explanation of the vacation plans and destination.
Details Provided	3	Provides specific details about the trip and planned activities.
Engagement	2	Encourages the listener to share their travel recommendations.
Enthusiasm	1	Demonstrates excitement and eagerness about the trip.
Organization	1	The conversation is structured and flows logically.

### Use Case 2.4.3: Discussing Plans for a Family Event (10 Minutes)

#### Scenario:

You talk about plans to organize a family event, such as a reunion or celebration. You mention who is involved, what needs to be done, and the timeline for preparation.

#### Guidelines:

- Describe the event and its purpose.
- Explain who is helping with the organization and their roles.
- Talk about the preparations and any tasks that need to be completed.
- Ask if the listener would like to contribute or help.
- Use polite and inclusive language when discussing the event.

#### Example:

1. **You:** "We're organizing a family reunion for the summer, and I'm in charge of arranging the venue and food. My cousin is handling the invitations, and my aunt will help with decorations."
2. **Friend:** "That sounds like a big event! Do you need any help with the food?"
3. **You:** "Yes, I could use some suggestions for a menu. I want to have something everyone will enjoy."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear explanation of the event and responsibilities.
Details Provided	3	Includes specific details about the event, roles, and preparations.
Engagement	2	Invites input or assistance from the listener.
Tone	1	The tone is polite and inclusive.
Organization	1	The discussion is well-structured and clear.

### Use Case 2.4.4: Discussing Personal Growth Goals (10 Minutes)

#### Scenario:

You talk about your personal goals for self-improvement in the coming year. You discuss areas you want to work on and the steps you're taking to achieve them.

#### Guidelines:

- Share your specific goals for personal growth (e.g., learning a new skill, improving health).
- Explain the steps you're taking to achieve these goals.
- Reflect on why these goals are important to you.
- Ask for the listener's thoughts or suggestions.
- Use motivating language to show your commitment to self-improvement.

#### Example:

1. **You:** "This year, I want to focus on improving my fitness. I've set a goal to run a marathon, so I'm following a training plan and improving my diet."
2. **Friend:** "That's a great goal! How are you finding the training so far?"
3. **You:** "It's tough, but I'm sticking with it. I know it'll be worth it when I cross that finish line."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear explanation of the personal growth goals and plans.
Details Provided	3	Provides specific actions and steps being taken.
Engagement	2	Invites the listener to share thoughts or suggestions.
Motivation	1	Shows enthusiasm and determination to reach the goals.
Coherence	1	The ideas are logically presented and easy to follow.

### Use Case 2.4.5: Talking About Upcoming Projects (10 Minutes)

#### Scenario:

You discuss an exciting project you're working on at school or work. You explain the objectives, timeline, and what you hope to achieve.

#### Guidelines:

- Describe the project you're working on, including its goals and objectives.
- Talk about the timeline and any deadlines.
- Mention the steps you're taking to make the project successful.
- Share any challenges you expect to face and how you plan to overcome them.
- Ask for feedback or suggestions on the project.

#### Example:

1. **You:** "I'm working on a group project about sustainable energy solutions. We're focusing on solar energy and its impact on the environment. We have two weeks to finish the report and presentation."
2. **Friend:** "That sounds interesting! Are you focusing on any specific aspects of solar energy?"
3. **You:** "Yes, we're looking at the cost-effectiveness of solar panels for residential homes."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear explanation of the project, goals, and timeline.
Details Provided	3	Includes information about the objectives and expected outcomes.
Engagement	2	Invites feedback or suggestions from the listener.
Vocabulary	1	Uses appropriate project-related terms.
Coherence	1	Information is organized logically and is easy to understand.

2.5. Talking About Work or Studies: Example: Communicate information about one's profession or area of study, including challenges and rewards. Ordering Food in a Restaurant: Example: Effectively communicate food preferences and place an order in a restaurant setting.

**Use Case 2.5.1: Talking About Work or Studies (10 Minutes)**

**Scenario:**

You are having a conversation with a colleague or friend about your current job or area of study. You explain your role, the challenges you face, and the rewards or achievements that come with it.

**Guidelines:**

- Start by briefly explaining your profession or field of study.
- Discuss any challenges you face in your work or studies.
- Share the rewards or positive experiences you've had in your field.
- Ask for the other person's experiences or opinions on similar topics.
- Keep the conversation focused on the professional or academic aspects, using relevant vocabulary.

**Example:**

1. **You:** "I work as a marketing coordinator at a tech company. It's been challenging, especially trying to keep up with new trends and consumer behavior, but it's rewarding to see our campaigns succeed."
2. **Colleague:** "That sounds great! What's the most rewarding part of your job?"
3. **You:** "I think the best part is when a campaign really clicks, and we see our efforts translate into increased sales. It's very satisfying."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Clear explanation of the job or study and its challenges.
Details Provided	3	Describes specific challenges and rewards in work or study.
Engagement	2	Invites feedback or shares opinions about similar experiences.
Vocabulary	1	Uses relevant professional or academic terminology.
Coherence	1	Explanation is organized logically and easy to follow.



### Use Case 2.5.2: Discussing Challenges in Work or Study (10 Minutes)

#### Scenario:

In this case, you're talking about the specific challenges you face in your work or studies, and how you plan to overcome them.

#### Guidelines:

- Identify the main challenges you face in your job or academic life.
- Discuss any strategies you're implementing to address these challenges.
- Share any support you receive, such as mentorship, training, or collaboration.
- Encourage the listener to share their experiences with overcoming challenges.
- Focus on problem-solving language and strategies.

#### Example:

1. **You:** "One of the biggest challenges in my job is managing multiple projects at once. But I've started using task management software to stay organized and keep track of deadlines."
2. **Colleague:** "That sounds like a smart solution. Do you find it helpful?"
3. **You:** "Yes, it's really made a difference. It helps me prioritize my tasks and manage my time more efficiently."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear explanation of the challenges and strategies used to overcome them.
Details Provided	3	Describes specific challenges and solutions in detail.
Engagement	2	Invites the listener to share their experiences or feedback.
Problem-Solving	2	Effectively explains problem-solving methods and tools used.
Coherence	1	The conversation is organized and flows naturally.

### Use Case 2.5.3: Talking About a Work Achievement (10 Minutes)

#### Scenario:

You are discussing a recent achievement at work, such as completing a major project or receiving recognition, and sharing how it felt to accomplish that goal.

#### Guidelines:

- Briefly describe the achievement or accomplishment.
- Explain the effort and teamwork involved in reaching that goal.
- Discuss how it made you feel or what you learned from the experience.
- Ask if the listener has experienced similar accomplishments in their work.
- Focus on positive language and reflecting on success.

#### Example:

1. **You:** "I recently led a project that successfully launched a new product. It was a lot of work, but seeing the product on store shelves was incredible. The team really pulled together."
2. **Friend:** "That's awesome! How did the team feel about it?"
3. **You:** "Everyone was proud of the outcome, and it gave us a sense of accomplishment. It felt great to see our hard work pay off."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear explanation of the achievement and its significance.
Details Provided	3	Describes the effort and teamwork involved in the achievement.
Engagement	2	Invites the listener to reflect or share similar experiences.
Positive Language	2	Demonstrates enthusiasm and pride in the achievement.
Coherence	1	The explanation is logically structured and easy to follow.

### Use Case 2.5.4: Ordering Food in a Restaurant (10 Minutes)

#### Scenario:

You are at a restaurant and need to place an order. You need to clearly communicate your food preferences and ask for suggestions from the server.

#### Guidelines:

- Greet the server and ask for the menu or specials.
- Share your preferences or any dietary restrictions.
- Ask questions about the dishes if needed (e.g., about ingredients or preparation).
- Place your order clearly, specifying any modifications (e.g., no cheese, extra sauce).
- Politely ask for the bill when you're finished.

#### Example:

1. **You:** "Hello! Could I see the menu, please? I'm looking for something vegetarian."
2. **Server:** "Of course! We have a delicious vegetable stir-fry and a grilled portobello mushroom burger. Would you like to try one of those?"
3. **You:** "I'll have the stir-fry, but can you make it without any garlic? I'm allergic."
4. **Server:** "No problem, I'll make sure it's garlic-free."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear communication of preferences and dietary restrictions.
Politeness	2	Uses polite and respectful language when interacting with the server.
Details Provided	3	Provides specific food preferences and modifications.
Engagement	1	Asks questions or engages the server for additional information.
Coherence	1	The conversation is structured and easy to follow.

### Use Case 2.5.5: Ordering Food for a Group (10 Minutes)

#### Scenario:

You are ordering food for a group of people at a restaurant. You need to ensure everyone's preferences are considered and give clear instructions to the server.

#### Guidelines:

- Greet the server and explain that you are ordering for a group.
- Specify any dietary restrictions or preferences for the group (e.g., vegetarian, gluten-free).
- Share the number of people and ask the server for recommendations for a large group.
- Confirm the order and ensure all needs are addressed.
- Politely ask for the bill when ready.

#### Example:

1. **You:** "Hi, I'm ordering for a group of six. Some of us are vegetarian, and one person is gluten-free. Could you recommend a few dishes that work for us?"
2. **Server:** "We have a great vegan pasta and a gluten-free pizza. Would those be good choices?"
3. **You:** "Perfect! We'll have two orders of the pasta and three of the gluten-free pizza, please."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity	3	Clear communication of preferences and group needs.
Politeness	2	Uses polite language and shows respect to the server.
Details Provided	3	Provides specific information about dietary restrictions and group preferences.
Engagement	1	Engages with the server to ask for recommendations.
Coherence	1	The order is logically structured and easy to follow.

2.6. Making Suggestions and Offers: Example: Propose ideas, suggestions, or invitations for various activities.

**Use Case 2.6.1: Making a Suggestion for a Group Activity (10 Minutes)**

**Scenario:**

You're planning a weekend outing with a group of friends. You make a suggestion for an activity everyone can enjoy together.

**Guidelines:**

- Introduce the idea in a friendly and engaging manner.
- Explain why you think it would be enjoyable or beneficial.
- Be open to feedback and adjustments from others.
- Make the suggestion in a way that invites participation and enthusiasm.
- Ensure the suggestion fits the group's interests and preferences.

**Example:**

1. **You:** "How about we all go to a hiking trail this Saturday? It's supposed to be a nice day, and we can enjoy the outdoors while getting some exercise."
2. **Friend:** "That sounds great! What time were you thinking?"
3. **You:** "How about 10 AM? That way we can avoid the afternoon crowd."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Clearly proposes an activity that is easy to understand and engage with.
Persuasiveness	3	Effectively explains why the suggested activity is a good idea.
Engagement	2	Encourages feedback and ensures the group is on board with the suggestion.
Tone	1	Uses an inviting and positive tone in the suggestion.
Coherence	1	The suggestion is well-structured and easy to follow.

### Use Case 2.6.2: Offering Help to a Friend (10 Minutes)

**Scenario:**

You notice a friend seems overwhelmed with tasks and offer to help them out with a particular job or responsibility.

**Guidelines:**

- Offer help in a polite and non-intrusive manner.
- Clearly explain what you can assist with and why it would be helpful.
- Be considerate of their needs and don't push if they decline.
- Make your offer open-ended, allowing them to accept or propose alternatives.
- Use reassuring language to make the offer feel genuine and supportive.

**Example:**

1. **You:** "Hey, I noticed you've been really busy with work. Would you like me to help you organize your report? I can take care of the formatting for you."
2. **Friend:** "I really appreciate it, but I think I can manage. Thanks for offering, though!"
3. **You:** "No problem, just let me know if you need anything later!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	The offer of help is clearly stated and specific.
Tone	3	The offer is polite and considerate, making the person feel comfortable.
Engagement	2	Opens the possibility for further conversation or assistance.
Appropriateness	1	The offer is suitable and respectful of the other person's circumstances.
Coherence	1	The conversation flows naturally and is easy to understand.

### Use Case 2.6.3: Suggesting a Change of Venue for an Event (10 Minutes)

**Scenario:**

You're attending a party, but it's too crowded or not quite what you expected, so you suggest moving to a different location to make the experience more enjoyable.

**Guidelines:**

- Respectfully propose an alternative location.
- Offer a reason why the change would improve the experience.
- Be considerate of others' feelings and comfort.
- Make the suggestion in a way that doesn't put pressure on anyone to agree.
- Ensure the suggested place is convenient and appropriate for the group.

**Example:**

1. **You:** "The party here is fun, but it's getting a bit crowded. How about we head over to the cafe down the street? It's quieter, and we can chat more easily."
2. **Friend:** "That sounds like a good idea! Let's go!"
3. **You:** "Great! I'll grab my coat, and we can leave in a few minutes."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Clearly suggests an alternative and provides a reason.
Persuasiveness	3	Effectively communicates why the alternative is better.
Engagement	2	Ensures everyone is comfortable with the new suggestion.
Tone	1	The suggestion is made respectfully, without pressure.
Coherence	1	The suggestion flows naturally within the context of the conversation.

### Use Case 2.6.4: Offering a Free Item or Service (10 Minutes)

**Scenario:**

You have something you no longer need or a service you can offer, and you offer it to someone who might benefit from it.

**Guidelines:**

- Introduce the offer politely, making sure the other person feels comfortable.
- Clearly explain what is being offered and how it might benefit them.
- Respect their decision if they decline the offer.
- Offer the item or service with no expectation of return.
- Be polite and kind, making sure the offer is appropriate for the person.

**Example:**

1. **You:** "Hey, I have an extra set of speakers that I don't use anymore. Would you be interested in them? They're in good condition."
2. **Friend:** "That's really nice of you, but I already have some. Thank you for offering!"
3. **You:** "No worries, just thought I'd ask in case you needed them!"

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	The offer is clear and easy to understand.
Tone	3	The offer is made with kindness and consideration.
Respectfulness	2	Acknowledges the other person's decision without pressuring them.
Appropriateness	1	The offer is suitable for the situation and person.
Coherence	1	The conversation flows naturally and is easy to follow.



### Use Case 2.6.5: Offering an Invitation for a Social Activity (10 Minutes)

**Scenario:**

You are inviting a friend to join you for a social activity, such as attending a concert, going to the movies, or having a casual gathering.

**Guidelines:**

- Make the invitation clear and enthusiastic.
- Provide details about the event, such as time, place, and cost if applicable.
- Be open to the other person’s preferences and schedule.
- Allow the person to decline without feeling awkward.
- Use polite language to make the invitation inviting and warm.

**Example:**

1. **You:** "Hey, there’s a live band playing this Saturday night at the local bar. Would you like to come with me? It’s always a great time!"
2. **Friend:** "That sounds fun! What time does it start?"
3. **You:** "It starts at 8 PM. Let me know if you want to go; I can grab tickets for us."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	The invitation is clear and includes essential details.
Tone	3	The invitation is warm, friendly, and enthusiastic.
Engagement	2	Allows the other person to ask questions and share preferences.
Politeness	1	The invitation is made respectfully without pressure.
Coherence	1	The conversation is organized and easy to follow.

2.7. Sharing Opinions on Current Events: Example: Express personal viewpoints on current topics or issues.

**Use Case 2.7.1: Sharing an Opinion on a Recent News Story (10 Minutes)**

**Scenario:**

You and a friend are discussing a recent news story about a new environmental initiative.

You share your thoughts on the topic.

**Guidelines:**

- Introduce the topic and briefly summarize the news story or event.
- Clearly express your opinion, explaining why you feel that way.
- Be respectful and acknowledge that others might have different views.
- Use supportive language and facts if applicable to strengthen your argument.
- Be open to discussion and ask the other person for their thoughts.

**Example:**

1. **You:** "Did you hear about the new recycling program that was announced last week? I think it's great that they're making an effort to reduce waste. It could really help our community."
2. **Friend:** "I agree, but I wonder if people will actually follow through with it. I think we need more education around recycling."
3. **You:** "That's a good point. Maybe they can introduce workshops to help people understand the importance of recycling."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Clearly expresses your opinion with a logical explanation.
Engagement	2	Encourages further conversation by considering the other person's perspective.
Respectfulness	2	Acknowledges that others might have different opinions.
Persuasiveness	2	Supports opinion with reasoning or facts.
Tone	1	The tone is respectful and conversational.

### Use Case 2.7.2: Expressing an Opinion on a Recent Political Debate (10 Minutes)

**Scenario:**

You and your colleague are discussing a political debate that took place on TV. You express your personal thoughts about the debate's content and the candidates.

**Guidelines:**

- Provide a clear opinion on the debate, keeping it focused on key points.
- Explain why you agree or disagree with certain points made during the debate.
- Share specific examples or quotes from the debate to support your opinion.
- Avoid making generalized statements, and keep the conversation respectful.
- Be open to hearing other perspectives and respond thoughtfully.

**Example:**

1. **You:** "I thought the debate was very interesting. I really liked how Candidate A emphasized the need for affordable healthcare. That's something I care deeply about."
2. **Colleague:** "I'm not sure. Candidate B made some strong points about fiscal responsibility, and I think we need to focus on that too."
3. **You:** "I see your point, but I think without good healthcare, many people will struggle even if the economy is stable."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Expresses a clear opinion on the topic with supporting details.
Engagement	2	Responds to the other person's opinion thoughtfully.
Respectfulness	2	Keeps the conversation respectful even when disagreeing.
Persuasiveness	2	Uses specific examples to support personal opinions.
Tone	1	Maintains a balanced and respectful tone.

### Use Case 2.7.3: Giving Your Opinion on a Global Issue (e.g., Climate Change) (10 Minutes)

**Scenario:**

During a casual conversation, you express your thoughts on the importance of addressing climate change and the steps that should be taken globally.

**Guidelines:**

- Start by identifying the global issue and giving a brief explanation of your position on it.
- Share your opinion on why it’s critical to address the issue and what should be done.
- Offer possible solutions or suggestions for action.
- Be mindful of others’ opinions and approach sensitive topics with care.
- Invite the other person to share their thoughts and engage in a balanced conversation.

**Example:**

1. **You:** "I believe climate change is one of the biggest challenges we’re facing right now. It’s something that needs urgent action. I think governments should introduce stricter regulations on carbon emissions."
2. **Friend:** "But don’t you think that might hurt the economy? It’s a tough balance."
3. **You:** "True, but I think long-term benefits like renewable energy and cleaner air would be worth it. The environment affects everyone."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Clearly states a strong opinion about a global issue.
Engagement	2	Opens the floor for further discussion by inviting the other person’s opinion.
Respectfulness	2	Expresses opinions in a respectful manner, especially on sensitive topics.
Persuasiveness	2	Supports opinion with reasons and potential solutions.
Tone	1	Maintains a respectful and considerate tone.

### Use Case 2.7.4: Discussing the Impact of Technology on Society (10 Minutes)

**Scenario:**

You and a friend are talking about how new technological advancements have changed the way we live and work.

**Guidelines:**

- Introduce the topic and clearly state your opinion about how technology has impacted society.
- Provide examples to support your opinion, focusing on both positive and negative impacts.
- Be open to hearing the other person’s opinion and acknowledge different perspectives.
- Discuss potential solutions to address negative consequences if any.
- Keep the conversation balanced and respectful.

**Example:**

1. **You:** "I think technology has made life so much more convenient, but I’m concerned about how it’s affecting human interaction. People seem more focused on screens than on face-to-face communication."
2. **Friend:** "That’s true, but I think technology has also helped bring people closer, especially with video calls and social media."
3. **You:** "I agree. There are both pros and cons. Maybe we need to find a balance."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Expresses a clear and well-supported opinion on the impact of technology.
Engagement	2	Invites further conversation by acknowledging different points of view.
Respectfulness	2	Maintains respect and open-mindedness throughout the conversation.
Persuasiveness	2	Uses examples and reasons to support the opinion expressed.
Tone	1	Keeps a balanced and respectful tone throughout.

### Use Case 2.7.5: Sharing Your Opinion on a Recent Movie or TV Show (10 Minutes)

**Scenario:**

After watching a popular movie or TV show, you share your opinion with a friend about whether it was worth the hype.

**Guidelines:**

- Summarize the plot briefly without giving spoilers.
- Share your personal thoughts on the movie or show—what worked and what didn't.
- Respect that others might have different opinions about the same movie/show.
- Suggest who might enjoy the movie/show and why.
- Be honest, but remain respectful and constructive in your critique.

**Example:**

1. **You:** "I just saw that new superhero movie, and honestly, I didn't find it as great as everyone was saying. The action scenes were impressive, but the plot felt predictable."
2. **Friend:** "I liked it more than I expected! But I agree that the plot was a bit cliché."
3. **You:** "Yeah, it was fun to watch, just not as original as I hoped. I think fans of action-packed movies would enjoy it, though."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity	3	Clearly expresses personal opinion about the movie/show.
Respectfulness	3	Acknowledges differing opinions without being dismissive.
Engagement	2	Encourages a discussion by inviting feedback from others.
Persuasiveness	1	Supports the opinion with valid reasons and specific examples.
Tone	1	Maintains a respectful and balanced tone.

2.8. Giving a Short Presentation: Example: Deliver a brief talk or presentation on a chosen topic.

**Use Case 2.8.1: Giving a Short Presentation on a Favorite Hobby (10 Minutes)**

**Scenario:**

You are asked to give a short presentation about your favorite hobby in front of your class or a small group of people.

**Guidelines:**

- Start with an introduction to your hobby. Explain why you enjoy it and how you got started.
- Highlight key details about the hobby, such as materials required or skills needed.
- Use examples or personal experiences to make the presentation engaging.
- Keep the presentation concise and focused on key points.
- End with a conclusion or invitation for questions from the audience.

**Example:**

1. **You:** "Good morning, everyone. Today, I'm going to talk about my favorite hobby, which is photography. I started taking photos a few years ago when I got my first camera. Photography allows me to capture beautiful moments and express my creativity. There are different types of photography, such as landscape and portrait photography, but my favorite is nature photography. I love capturing the beauty of the outdoors. For this, all you need is a camera, some basic knowledge of composition, and a lot of patience. Thank you, and I'd be happy to answer any questions."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity and Structure	3	The presentation is well-structured, with a clear introduction, body, and conclusion.
Engagement	2	Keeps the audience engaged with personal examples and an interesting topic.
Content Knowledge	2	Demonstrates a strong understanding of the hobby and shares relevant information.
Delivery	2	Delivers the presentation confidently and at an appropriate pace.
Language and Tone	1	Uses clear, simple language and maintains an approachable, friendly tone.

## Use Case 2.8.2: Giving a Short Presentation on a Recent Trip (10 Minutes)

### Scenario:

You are asked to give a short presentation about a recent trip you took, highlighting the destination, activities, and experiences.

### Guidelines:

- Introduce the destination and provide context (e.g., why you chose the place).
- Share your key experiences during the trip, focusing on memorable activities.
- Include visuals (if available) to enhance the presentation (e.g., photos or maps).
- Discuss any interesting facts or cultural aspects you learned during the trip.

Conclude by reflecting on how the trip impacted you and what others might enjoy about it.

### Example:

- **You:** "Last summer, I went to Paris, and it was an amazing experience! I chose Paris because I've always wanted to see the Eiffel Tower and experience the culture. I visited landmarks like the Louvre and Notre-Dame Cathedral, but the highlight of my trip was visiting Montmartre and walking around the artist's district. I also tried local French cuisine, such as croissants and escargot. It was fascinating to immerse myself in the local culture, and I learned a lot about the history of the city. I definitely recommend visiting Paris if you ever get the chance!"

### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
<b>Clarity and Structure</b>	3	Well-organized presentation with a clear introduction, details of the trip, and conclusion.
<b>Engagement</b>	2	Keeps the audience interested by sharing personal stories and experiences.
<b>Content Knowledge</b>	2	Demonstrates knowledge of the location, culture, and activities.
<b>Visual Aids</b>	2	Utilizes visual aids (if possible) to enhance the presentation.
<b>Language and Tone</b>	1	Uses appropriate language and an engaging, friendly tone.



### Use Case 2.8.3: Giving a Short Presentation on a Current Trend (10 Minutes)

**Scenario:**

You are asked to give a short presentation on a popular trend, such as a new technology or social media platform.

**Guidelines:**

1. Introduce the trend and explain what it is about.
2. Describe why this trend has become popular and its impact on society.
3. Discuss potential future developments related to the trend.
4. Provide examples of how people are using or engaging with the trend.
5. End with a personal reflection on how you feel about this trend and its future.

**Example:**

1. **You:** "Today, I want to talk about a trend that has taken over the internet recently: TikTok. TikTok is a social media platform where users share short videos on various topics, from dancing to cooking tips. It has gained massive popularity, especially among younger generations, because it's easy to use and allows creativity. TikTok has also influenced music, fashion, and marketing. I personally think TikTok will continue to grow, but it could also face more scrutiny regarding privacy concerns in the future."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity and Structure	3	Structured with a clear introduction, details about the trend, and conclusion.
Engagement	2	Maintains audience interest by explaining the trend and its impact.
Content Knowledge	2	Displays strong understanding of the trend and its societal influence.
Delivery	2	Presentation delivered with enthusiasm and confidence.
Language and Tone	1	Clear language with a positive and engaging tone.

### Use Case 2.8.4: Giving a Short Presentation on a Favorite Book or Movie (10 Minutes)

**Scenario:**

You are tasked with presenting your thoughts on a favorite book or movie, explaining why it resonates with you.

**Guidelines:**

- Introduce the book or movie and provide a brief summary of its plot or content.
- Share why this book or movie is meaningful to you.
- Highlight specific characters, themes, or scenes that stood out.
- Relate the message or experience from the book/movie to your personal life.
- Conclude with a recommendation for others to experience it.

**Example:**

1. **You:** "One of my favorite books is 'To Kill a Mockingbird' by Harper Lee. It tells the story of racial injustice in a small town, seen through the eyes of a young girl. The characters, especially Atticus Finch, really resonate with me because of their integrity and courage. The book has had a significant impact on how I view social issues, and I think it's a must-read for everyone. The themes of empathy and justice are universal."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity and Structure	3	Clear and logical structure with an introduction, content summary, and conclusion.
Engagement	2	Engages the audience by sharing personal reflections on the book or movie.
Content Knowledge	2	Demonstrates an in-depth understanding of the content and its themes.
Delivery	2	Confident delivery that keeps the audience interested.
Language and Tone	1	Uses clear language and maintains a passionate and engaging tone.

### Use Case 2.8.5: Giving a Short Presentation on an Academic Topic (10 Minutes)

#### Scenario:

You are asked to give a presentation on a topic related to your field of study, such as a concept from your course or research finding.

#### Guidelines:

- Introduce the topic and provide basic background information.
- Explain the concept or research in clear, simple terms.
- Offer examples or illustrations to clarify the topic.
- Discuss the implications or significance of the topic.
- Finish by inviting questions or offering further reading for those interested.

#### Example:

1. **You:** "In my research, I've been studying the concept of 'machine learning.' Essentially, machine learning is a type of artificial intelligence that allows computers to learn from data without being explicitly programmed. One application of machine learning is in the healthcare industry, where algorithms can help predict diseases based on patient data. This field has enormous potential, but it also raises concerns about data privacy and ethics. If you're interested in learning more, I'd be happy to share some resources after the presentation."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity and Structure	3	Well-organized presentation with clear introduction, body, and conclusion.
Engagement	2	Keeps the audience engaged by breaking down complex ideas and encouraging interest.
Content Knowledge	2	Demonstrates a strong understanding of the academic topic.
Delivery	2	Presentation delivered confidently with clear explanations.
Language and Tone	1	Clear and appropriate language for the academic context.

2.9. Asking for and Giving Advice: Example: Seek guidance or recommendations and offer suggestions to others

### Use Case 2.9.1: Asking for Advice on Choosing a Career Path (10 Minutes)

#### Scenario:

You are seeking advice from a mentor or someone more experienced about choosing a career path after finishing your studies.

#### Guidelines:

- Begin by explaining your current situation or uncertainty.
- Politely ask for advice on which career options might be suitable for your skills or interests.
- Be open to receiving constructive criticism or suggestions.
- Listen attentively to the advice and seek clarification if needed.
- After receiving advice, express gratitude and summarize what you plan to do next.

#### Example:

1. **You:** "Hi, I'm currently in my final year of university, and I'm uncertain about which career path to take. I've always been interested in both marketing and design, but I'm not sure which one would suit me better. Do you have any advice on how I should approach this decision? I'd appreciate your thoughts on how to choose the right direction."
2. **Mentor:** "It's great that you're thinking ahead. I recommend taking some time to reflect on what you truly enjoy doing day-to-day. You could also consider internships or projects in both fields to see which one excites you more. Also, try to network with professionals in both industries to gain insights. Don't worry too much about making the 'perfect' decision right now; it's okay to pivot as you gain more experience."

#### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity and Structure	3	Clearly explains the situation and asks for advice in a structured way.
Politeness and Tone	2	Uses a polite and respectful tone while asking for advice.
Engagement	2	Actively listens to the advice, asks relevant questions, and seeks clarification.
Expression of Gratitude	2	Shows appreciation for the advice given and summarizes the next steps.
Language and Tone	1	Uses clear, appropriate language and maintains a friendly tone.

## Use Case 2.9.2: Giving Advice to a Friend on How to Improve Study Habits (10 Minutes)

### Scenario:

Your friend is struggling with managing time and staying focused while studying. You offer them advice on how to improve their study habits.

### Guidelines:

- Begin by acknowledging the challenge your friend is facing.
- Offer practical suggestions to help improve their study habits.
- Ensure that your advice is realistic and suitable for their specific situation.
- Suggest any tools, resources, or strategies that might help.
- Encourage them to try implementing the suggestions and check back in with you.

### Example:

1. **Friend:** "I'm having a hard time staying focused when I study. I keep getting distracted by my phone or other things, and I'm not sure how to organize my time better."
2. **You:** "I totally understand how you feel; staying focused can be tough! One thing I recommend is creating a study schedule and sticking to specific blocks of time. You could set a timer for 30-minute sessions with a 5-minute break in between. It might also help to keep your phone in another room or use apps that block distractions while you study. Lastly, make sure to break your study material into small sections so it's not overwhelming. I'm sure you'll see improvements with a little consistency."

### Assessment Rubrics (10 Marks):

Criteria	Marks	Description
Clarity and Structure	3	Gives clear and organized advice with practical steps.
Relevance and Practicality	3	Provides useful advice tailored to the specific situation.
Encouragement	2	Offers motivating and positive suggestions.
Engagement	1	Actively listens to the friend's concerns and responds accordingly.
Language and Tone	1	Uses clear, supportive language and maintains a friendly, empathetic tone.

### Use Case 2.9.3: Asking for Advice on Managing Stress During Exams (10 Minutes)

**Scenario:**

You are feeling stressed about upcoming exams and seek advice from a peer or teacher on how to manage stress effectively.

**Guidelines:**

- Explain the cause of your stress and the specific areas where you need help.
- Ask for specific advice on managing stress and staying calm.
- Be open to suggestions and strategies that can help you feel more in control.
- Thank the person for their advice and be prepared to implement it.

**Example:**

1. **You:** "I've been feeling really stressed about my upcoming exams, and I'm struggling to stay calm. Do you have any advice on how to handle this stress and stay focused during the study sessions?"
2. **Teacher:** "First, make sure you have a study schedule in place to organize your time effectively. It's also essential to take regular breaks to avoid burnout. Try deep breathing exercises or short walks to clear your mind. Lastly, prioritize sleep – it will help you retain more information. You'll do great if you stay consistent and take care of yourself."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity and Structure	3	Clearly explains the source of stress and asks for advice in an organized way.
Openness to Advice	3	Actively listens to the advice and is open to implementing suggestions.
Engagement	2	Responds with follow-up questions or feedback, showing genuine interest.
Politeness and Gratitude	1	Politely thanks the person for their help.
Language and Tone	1	Uses polite, calm, and respectful language.

### Use Case 2.9.4: Giving Advice on Healthy Eating Habits (10 Minutes)

**Scenario:**

A friend asks for advice on improving their eating habits to lead a healthier lifestyle.

**Guidelines:**

- Offer general advice on balanced diets and healthy eating habits.
- Focus on practical, realistic tips that can be easily incorporated into daily life.
- Encourage them to make small, sustainable changes rather than drastic ones.
- Recommend resources or tools to help track their progress.

**Example:**

1. **Friend:** "I'm trying to eat healthier, but I'm not sure where to start. Do you have any advice?"
2. **You:** "I think it's a great idea to start with small changes! You could begin by incorporating more fruits and vegetables into your meals and reducing processed foods. Try planning your meals ahead of time to avoid last-minute unhealthy choices. You could also drink more water and avoid sugary drinks. There are lots of apps available that help track nutrition and suggest healthy recipes. Little changes over time will lead to bigger improvements."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity and Structure	3	Provides clear, step-by-step advice on healthy eating.
Relevance and Practicality	3	Offers practical, realistic suggestions for healthier habits.
Encouragement	2	Motivates the person to make positive changes gradually.
Engagement	1	Actively listens to the friend's situation and tailors advice accordingly.
Language and Tone	1	Uses supportive, friendly language to encourage the change.

### Use Case 2.9.5: Asking for Advice on How to Stay Organized at Work (10 Minutes)

**Scenario:**

You are feeling overwhelmed with work tasks and seek advice from a colleague or supervisor on how to stay organized and manage time effectively.

**Guidelines:**

- Explain the tasks or challenges you are facing at work.
- Ask for advice on tools or strategies that can help you stay organized.
- Listen carefully to any suggestions and clarify points if necessary.
- Take notes and commit to implementing the advice to improve your productivity.

**Example:**

1. **You:** "I've been struggling with managing my tasks at work and often feel overwhelmed. Do you have any advice on how to stay organized and keep track of deadlines?"
2. **Colleague:** "I've found that using a task management app like Trello or Asana really helps. You can break down larger projects into smaller tasks and set deadlines for each. It also helps to prioritize your tasks every day – start with the most urgent ones. Try not to multitask too much, as it can actually slow you down. Once you start using these methods, it will become second nature."

**Assessment Rubrics (10 Marks):**

Criteria	Marks	Description
Clarity and Structure	3	Explains the work challenges and asks for advice clearly.
Openness to Advice	3	Actively listens and asks follow-up questions to ensure understanding.
Implementation of Advice	2	Demonstrates commitment to applying the suggestions.
Politeness and Gratitude	1	Thanks the colleague for their helpful advice.
Language and Tone	1	Uses polite, professional language and maintains a positive tone.



### 3. LIST OF FINAL PROJECTS

#### SPOKEN INTERACTION

1. Can you share a time when you asked for help or directions while traveling or shopping? How did you make sure you understood the instructions?
2. When ordering food at a restaurant, how do you make sure your order is correct? Can you share an example?
3. Have you ever been given the wrong change when buying something? How did you fix it?
4. How would you explain a difficult process to someone who doesn't know about it? Can you give an example?
5. What do you do to make sure you understand directions when you're in a new place? How do you double-check?
6. Have you ever started a conversation with a stranger? How did you start it, and how did you keep it interesting?
7. How do you react when someone compliments you? Can you share an example of a compliment you received and how you responded?
8. Think of a time when someone thanked you for helping them. How did you respond? Why is it important to show appreciation?
9. How do you make sure your greeting is right for the situation? Can you share an example where you adjusted your greeting?
10. How do you handle short conversations when you meet someone unexpectedly? How do you stay polite but brief?
11. Have you ever not understood what someone said? How did you ask them to explain?
12. What do you do if someone misunderstands what you said? How do you make it clear for them?
13. What do you do when written instructions are unclear? Can you give an example of how you would ask for clarification?
14. Why is it important to clarify things during group discussions? Can you share a time when you had to make something clear?

15. How do you explain something hard to understand? Can you share an example of when you successfully explained something complex?
16. Can you share a time when there was a misunderstanding? How did you handle it and clear things up?
17. What do you do if written instructions at work are unclear? How would you ask for clarification?
18. How do you take part in group discussions? How do you make sure your ideas are heard, especially in a big group?
19. How do you handle disagreements during group discussions? Can you share an example of when you disagreed with someone and found a solution?
20. Have you ever given directions to someone in a new place? How did you make sure they understood?

### **SPOKEN PRODUCTION**

- 1 Have you ever suggested an idea to improve an event or gathering? How did people respond?
- 2 Can you share a time when you helped someone without expecting anything in return? How did they react?
- 3 What do you think about how social media influences public opinion? Can you give examples of good and bad effects?
- 4 Do you think technology helps or hurts social interactions? Can you share examples from your life?
- 5 How do you feel about climate change? What actions do you think people and communities should take?
- 6 What's your opinion on the economy in your country? How does it affect daily life?
- 7 How do you feel about current politics? What important issues or events stand out to you?
- 8 Have you ever asked for advice on an important decision? What advice did you get, and how did it help?
- 9 Can you share a time when you gave advice to someone? What was the situation, and how did it help them?

- 10 Have you ever asked for tips to improve your communication skills? What advice did you get, and how did it help you?
- 11 How would you introduce yourself professionally? Can you share an example for a networking event?
- 12 When introducing a new colleague to a team, what key details would you share about them?
- 13 How would you introduce a friend or family member to a professor or mentor? What would you say?
- 14 What helps make introductions easier in social settings? Can you share an example from your experience?
- 15 Can you describe a recent vacation? What made it special, and how did it impact you?
- 16 What's an achievement you're proud of? How did you feel during and after achieving it?
- 17 Can you share a challenging experience and how you overcame it? What did you learn?
- 18 What's your favorite hobby, and why do you enjoy it? How does it help you relax or grow?
- 19 What are your career goals, and what are you doing to reach them?
- 20 What's your current job or field of study? What are the challenges and rewards, and how are you preparing for the future?

## 4. Assessment Rubrics for Final Assessment

### 1. Speaking Interaction Rubric (20 Marks)

#### Test Structure:

1. **Interactive Task** (e.g., role-playing, dialogues, group discussions, etc.)

#### Assessment Rubric for Speaking Interaction

Criteria	Excellent (10-9)	Good (8-7)	Fair (6-5)	Poor (4-0)	Marks
<b>Fluency (6 marks)</b>	Speaks with no hesitation, maintaining a lively and natural flow of conversation.	Speaks smoothly with occasional hesitation but overall maintains flow.	Some hesitation or pauses, but manages to maintain communication.	Hesitant speech with many pauses, making it difficult to maintain conversation.	/6
<b>Pronunciation (4 marks)</b>	Pronunciation is consistently clear and easy to understand, with correct intonation and stress.	Pronunciation is mostly clear with minor errors in stress or intonation.	Noticeable issues in pronunciation, but still understandable.	Pronunciation errors affect understanding.	/4
<b>Interactive Engagement (5 marks)</b>	Actively engages with the conversation, contributing ideas, responding appropriately, and using effective conversation strategies.	Engages well, contributing ideas and responding appropriately with minor lapses in engagement.	Participates, but responses are brief or occasionally off-topic. Limited engagement.	Does not engage effectively in the conversation or gives irrelevant or incomplete responses.	/5
<b>Appropriacy (5 marks)</b>	Language, tone, and style are fully appropriate for the context, maintaining a conversational, respectful, and relevant tone.	Mostly appropriate language, tone, and style, with minor lapses in respect or relevance.	Language or tone is sometimes inappropriate for the context or conversation partner.	Inappropriate language or tone for the context, making the interaction uncomfortable.	/5

**Total Marks for Speaking Interaction: /20**

## 2. Speaking Production Rubric (30 Marks)

### Test Structure:

1. **Self-Introduction** (10 Marks) & **Other Speaking Tasks (e.g., Giving a Short Presentation, Describing a Process, etc.)** (20 Marks)

### Assessment Rubric for Speaking Production

Criteria	Excellent (10-9)	Good (8-7)	Fair (6-5)	Poor (4-0)	Marks
<b>Self-Introduction (10 marks)</b>	Provides a comprehensive introduction, highlighting personal background, interests, and goals. Speaks confidently and fluently without hesitation.	Provides a solid introduction with minor gaps in fluency. Covers background and interests with clarity.	Introduction is brief, covering limited details. Some hesitation or awkward phrasing.	Introduction is incomplete or unclear. Frequent pauses, hesitation, or lack of confidence.	/10
<b>Fluency (6 marks)</b>	Speaks smoothly with no noticeable hesitation. Ideas are well-structured and logically presented.	Speaks fairly smoothly with minor pauses. Ideas are organized, but flow may occasionally be interrupted.	Frequent pauses, causing disruption in flow. Some disorganization of ideas.	Hesitant speech, with unclear or disjointed ideas. Frequent breakdowns in communication.	/6
<b>Pronunciation (5 marks)</b>	Pronunciation is clear and precise, with correct intonation and stress. Sounds are articulated properly.	Minor pronunciation errors or stress/intonation issues, but not disruptive to understanding.	Noticeable pronunciation errors or incorrect stress, occasionally affecting comprehension.	Pronunciation errors are frequent and make it difficult to understand the speaker.	/5
<b>Lexis (4 marks)</b>	Uses rich, varied vocabulary appropriate for the task and context. Accurate word choice throughout.	Uses appropriate vocabulary, with occasional misuse of words or expressions.	Limited vocabulary, occasional errors in word choice or repetition of words.	Inappropriate or too basic vocabulary, making understanding difficult.	/4
<b>Appropriacy (5 marks)</b>	Language and tone are highly appropriate for the context, maintaining a formal or informal style as needed.	Language is generally appropriate, with minor lapses in tone or style.	Tone or style occasionally inappropriate for the context, but still understandable.	Inappropriate language or tone for the context, making the communication uncomfortable.	/5

**Total Marks for Speaking Production: /30**

### Final Summary of Marks:

Test	Total Marks	Comments
<b>Speaking Interaction</b>	<b>20 Marks</b>	Evaluate fluency, pronunciation, engagement, and appropriacy.
<b>Speaking Production</b>	<b>30 Marks</b>	Evaluate fluency, pronunciation, lexis, and appropriacy.

**Overall Total Marks (Out of 50): \_\_\_\_\_ /50**

### Assessment Guidelines for Students:

- **Fluency:** Speak with confidence and try to avoid long pauses. Use transition words to maintain a smooth flow of conversation.
- **Pronunciation:** Make sure your words are clear and you are emphasizing the right syllables and intonations.
- **Lexis:** Use a variety of vocabulary based on the context. Avoid over-relying on simple words or expressions.
- **Appropriacy:** Adjust your language according to the situation (formal or informal) and ensure you are using the correct tone.

## 5. NAAN MUDHALVAN FINAL ASSESSMENT SCORE SHEET OVERVIEW OF ENGLISH LANGUAGE COMMUNICATION

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Registration Number:** \_\_\_\_\_

**College Name:** \_\_\_\_\_

### 1. Speaking Production (30 Marks)

Criteria	Excellent (10-9)	Good (8-7)	Fair (6-5)	Poor (4-0)	Marks
<b>Self-Introduction (10 marks)</b>	Provides a comprehensive introduction, highlighting personal background, interests, and goals. Speaks confidently and fluently without hesitation.	Provides a solid introduction with minor gaps in fluency. Covers background and interests with clarity.	Introduction is brief, covering limited details. Some hesitation or awkward phrasing.	Introduction is incomplete or unclear. Frequent pauses, hesitation, or lack of confidence.	/10
<b>Fluency (6 marks)</b>	Speaks smoothly with no noticeable hesitation. Ideas are well-structured and logically presented.	Speaks fairly smoothly with minor pauses. Ideas are organized, but flow may occasionally be interrupted.	Frequent pauses, causing disruption in flow. Some disorganization of ideas.	Hesitant speech, with unclear or disjointed ideas. Frequent breakdowns in communication.	/6
<b>Pronunciation (5 marks)</b>	Pronunciation is clear and precise, with correct intonation and stress. Sounds are articulated properly.	Minor pronunciation errors or stress/intonation issues, but not disruptive to understanding.	Noticeable pronunciation errors or incorrect stress, occasionally affecting comprehension.	Pronunciation errors are frequent and make it difficult to understand the speaker.	/5
<b>Lexis (4 marks)</b>	Uses rich, varied vocabulary appropriate for the task and context. Accurate word choice throughout.	Uses appropriate vocabulary, with occasional misuse of words or expressions.	Limited vocabulary, occasional errors in word choice or repetition of words.	Inappropriate or too basic vocabulary, making understanding difficult.	/4
<b>Appropriacy (5 marks)</b>	Language and tone are highly appropriate for the context, maintaining a formal or informal style as needed.	Language is generally appropriate, with minor lapses in tone or style.	Tone or style occasionally inappropriate for the context, but still understandable.	Inappropriate language or tone for the context, making the communication uncomfortable.	/5

**Total Marks for Speaking Production:** \_\_\_\_\_ /30

## 2. Speaking Interaction (20 Marks)

Criteria	Excellent (10-9)	Good (8-7)	Fair (6-5)	Poor (4-0)	Marks
<b>Fluency (6 marks)</b>	Speaks with no hesitation, maintaining a lively and natural flow of conversation.	Speaks smoothly with occasional hesitation but overall maintains flow.	Some hesitation or pauses, but manages to maintain communication.	Hesitant speech with many pauses, making it difficult to maintain conversation.	/6
<b>Pronunciation (4 marks)</b>	Pronunciation is consistently clear and easy to understand, with correct intonation and stress.	Pronunciation is mostly clear with minor errors in stress or intonation.	Noticeable issues in pronunciation, but still understandable.	Pronunciation errors affect understanding.	/4
<b>Interactive Engagement (5 marks)</b>	Actively engages with the conversation, contributing ideas, responding appropriately, and using effective conversation strategies.	Engages well, contributing ideas and responding appropriately with minor lapses in engagement.	Participates, but responses are brief or occasionally off-topic. Limited engagement.	Does not engage effectively in the conversation or gives irrelevant or incomplete responses.	/5
<b>Appropriacy (5 marks)</b>	Language, tone, and style are fully appropriate for the context, maintaining a conversational, respectful, and relevant tone.	Mostly appropriate language, tone, and style, with minor lapses in respect or relevance.	Language or tone is sometimes inappropriate for the context or conversation partner.	Inappropriate language or tone for the context, making the interaction uncomfortable.	/5

**Total Marks for Speaking Interaction:** \_\_\_\_\_ /20

### Overall Assessment Summary:

**Speaking Production** \_\_\_\_\_ /30

**Speaking Interaction** \_\_\_\_\_ /20

**Final Total Marks** \_\_\_\_\_ /50

**Master Assessor:**

**Name:**

**Designation:**

**College Name:**

**Signature with Date:**