

ABOUT THE COURSE

COURSE NAME:	Overview of English Language Communication
TOTAL DURATION:	45 Hrs
MODE OF DELIVERY	Virtual Instructor Led
TOTAL MARKS:	75

TABLE 1

OVERALL COURSE OBJECTIVE:	This course is designed to empower learners with comprehensive English Language Skills (LSRW), to significantly enhance their employability and success in the workplace. The course integrates instructor-led session supported by digital resources using chatbot and AI tools.
LEARNING OUTCOME:	By the end of this course, students will be able to use appropriate vocabulary and expression to articulate their thoughts effectively, thereby improving their employability.

TABLE 2: MODULE WISE COURSE CONTENT AND OUTCOME

SL.NO	MODULE NAME	MODULE CONTENT/ FUNCTION	MODULE LEARNING OUTCOME	DURATION (HRS)
1	Session 1 Breaking the Ice	Formal and informal greetings Simple present and present continuous tense Zero conditional	Using polite greetings appropriately Talking about general and long-term situations using the present tense Talking about current and short-term situations using the present tense	3

			Discussing usual and specific situations using 'if and when'	
2	Session 2 Background	<p>Life events</p> <p>Past events and situations</p> <p>Past education experiences and lessons in the past</p>	<p>Discussing biographical information, using biographical information vocabulary such as verb-noun collocations</p> <p>Using common irregular verbs</p> <p>Using academic vocabulary and some educated related collocations</p>	3
3	Session 3 Achievement	<p>Experiences: have done and haven't done</p> <p>Goals and achievements</p> <p>Competitions and competitive situations</p>	<p>Using the present perfect tense for unstated time + before, ever/never been to, gone to</p> <p>Differentiating the present perfect simple from the past simple tense</p> <p>Using yet, already, since, for, so far etc. with present perfect tense</p> <p>Using vocabulary related to competitions with the correct tense</p>	4
4	Session 4 News	<p>News and news stories</p> <p>Recent events</p>	<p>Identifying types of news/stories</p> <p>Speaking/summarizing recent and current events</p>	3

		Past memories	Extempore speaking practice Using past continuous tense with when and while	
5	Session 5 Seeking Employment	Career plans Interview readiness Impactful language during interviews	Stating career plans, discussing job openings and advertisements Speaking about strengths and weaknesses using target language Building cohesion and using appropriate language to show interest and ask for information	4
6	Session 6 Planning	Arrangements for the future Timetabled events Plans and decisions	Using shall, will, as soon as etc. Using present continuous tense for future events Vocabulary related to decision making to describe plans and decisions	3
7	Session 7 Making Predictions	Uncertainty and future events Describing weather and understanding forecasts	Using will + certainly, definitely, maybe possibly, probably, may, might etc Using vocabulary for predictable and	3

		Possible scenarios	unpredictable situations Using first conditional	
8	Session 8 Abilities at Work	Speaking about positive attributes Difficult interview questions about challenges and weaknesses Asking questions during interviews	Vocabulary to express oneself positively Preparing for difficult interview questions Asking appropriate open ended and closed questions	4
9	Session 9 Purchasing	Transactions and speaking about them Speaking about advantages and disadvantages Making comparisons	Using vocabulary for advantages and disadvantages Using appropriate vocabulary for comparisons appropriate use of idiomatic expressions for comparisons	2
10	Session 10 Leisure	Speaking about leisure Expressing degrees of likes and dislikes	Using prepositions after go and related verbs Using gerunds/infinitive forms with verbs and phrases	3

		Expressing feelings and emotions	Using <i>ing</i> and <i>ed</i> forms for description	
11	Session 11 Lifestyle	Time management and issues related to time Making recommendations Hypothetical situations	Expressions using the word time Using language to give advice, using vocabulary related to time Using the second conditional to discuss hypothetical situations	3
12	Session 12 Natural Forces	Nature and geography Systems and processes	Describing and understanding natural features Using the passive voice Vocabulary for sequencing	2
13	Session 13 Transportation	Transportation and traffic systems Agreeing and disagreeing	Using words such as <i>must</i> , <i>mustn't</i> , and essential vocabulary for regulations Using discourse markers for agreement and disagreement	3
14	Session 14 Language for the Workplace	Plans and prospects Contrasts and unmet expectations	Using future tenses Using various types of linkers and expressing dissatisfaction Using third conditional	3

<p>15</p>	<p>Session 15 Consumer Society</p>	<p>Understanding advertisements</p> <p>Precautions and importance</p> <p>Positive and negative trends</p>	<p>Common vocabulary in advertisements</p> <p>Describing trends and summarising</p>	<p>2</p>
<p>16</p>	<p>Session 16 Wrap Up</p>	<p>Wrap up and review of sessions</p> <p>Reiterating importance of practice</p>		<p>3</p>

	Module Name	Module Content/ Function	Module Learning Outcome	Duration (in min)
General English– Foundation Level	Unit 1	Hi everyone!	By the end of this unit, students will be able to: <ul style="list-style-type: none"> ● introduce themselves and others in both formal and informal scenarios; ● make short, clear sentences about simple personal information; and ● use basic greetings, such as <i>hello</i> and <i>good morning</i> in their responses. 	45
	Unit 2	My day	By the end of this unit, students will be able to: <ul style="list-style-type: none"> ● describe their daily routine using prompts; ● make short, clear sentences on familiar topics such as daily routines; and ● Use common action verbs to explain daily routines, such as <i>wake up</i>, <i>have breakfast</i>, etc. 	45
	Unit 3	I want to be a chef	By the end of this unit, students will be able to: <ul style="list-style-type: none"> ● describe job profiles; and ● ask questions about others. 	45
	Unit 4	In a classroom	By the end of this unit, students will be able to: <ul style="list-style-type: none"> ● talk about things happening in the present; and 	45

			<ul style="list-style-type: none"> • use common time expressions used with present continuous, such as <i>at the moment, now, etc.</i> 	
	Unit 5	The secret of my fitness	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • describe what they eat every day; and • use expressions to describe the three important meals of the day. 	45
	Unit 6	In my fridge...	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • name common fruits and vegetables; • ask questions about fruits and vegetables; • give simple descriptions on familiar topics; and • name commonly used fruits, vegetables, herbs, meat and seafood. 	45
	Unit 7	Hobbies and pastimes	<p>By the end of this unit, students will be able to:</p> <p>describe hobbies;</p> <ul style="list-style-type: none"> • differentiate between hobbies and pastimes; • give simple descriptions on a topic of interest; and • use common verbs used to describe hobbies, such as <i>hiking, collecting things, etc.</i> 	45
	Unit 8	At a restaurant	<p>By the end of this unit, students will be able to:</p>	45

			<ul style="list-style-type: none"> ● talk about restaurant menus; ● make short simple sentences to communicate in a familiar situation; and ● use expressions to talk about different courses in a restaurant (Eg. <i>starters, dessert, etc.</i>). 	
	Unit 9	Meet my family	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● describe family relationships; ● make simple sentences on a familiar topic; and ● use words to describe relationships in a family, such as <i>cousin, in-laws, nephew, etc.</i> 	45
	Unit 10	In my house	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● describe different parts of his/her house in detail; ● make simple sentences on a familiar topic; and ● use words to describe different parts of a house (Eg. <i>a study, a living room, an attic, etc.</i>). 	45
	Unit 11	My grandfather was a professor	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● talk about occupations; ● give a short, detailed description on a familiar topic; and 	45

			<ul style="list-style-type: none"> • use words to describe occupations such as <i>a carpenter, a doctor, etc.</i> 	
	Unit 12	What does she look like?	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • describe someone's appearance; and • use words to describe someone's appearance such as <i>tall, short, beautiful, pretty, etc.</i> 	45
	Unit 13	My things	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • compare everyday objects; and • use expressions such as <i>I have, It belongs to me, etc.</i> and make comparisons. 	45
	Unit 14	What a beautiful place!	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • describe a place (Eg. my village, city, etc.); • describe a holiday; • ask for and give simple information about places; • use words to describe small town, beaches, mountains; and • pronounce months of the year and days of the week, especially problematic ones like <i>October, Wednesday, etc.</i> 	45
	Unit 15	Shopping list	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • ask for things in a shop; 	45

			<ul style="list-style-type: none"> ask questions in a shop (Eg. the price of items, what you want to buy, etc.); and use words used in shopping (Eg. <i>how much, do you have, I'm looking for, do you have, etc.</i>). 	
	Unit 16	A happy day	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> describe an important event; talk about a past event; and use regular verbs to describe an event. 	45
	Unit 17	Can you help me?	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> make a simple request; and use words like <i>borrow, use, turn on, pass, etc.</i> 	45
	Unit 18	In the news	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> listen for main ideas in factual news; and use irregular verbs in simple past tense, such as <i>stole, ran away, lost, fell, etc.</i> 	45
	Unit 19	Where do I go?	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> understand simple signs; ask the way; give simple directions; and ask and answer questions about directions (Eg. <i>where is the dining room?</i>, 	45

			<i>where is the bus stop?, It's on the first floor., etc.)</i>	
	Unit 20	How does it work?	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • understand simple instructions; • ask for repetition; • ask for repetition/clarification (Eg. <i>Sorry, could you repeat that, say that again, how does it work again?</i>); and • use verbs in the imperative. 	45
	Unit 21	What plans for the weekend?	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • talk about their plans; and • use expressions like <i>watch a movie, hang out with friends, visit family, go shopping, etc.</i> 	45
	Unit 22	You're invited	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • make and respond to invitations; and • use words and expressions like <i>I'd love to come/go, I'm sorry I won't be able to come, etc.</i> 	45
	Unit 23	Let's go watch a movie!	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • make and respond to suggestions; and • use expressions related to going out such as <i>let's go, why don't we go..., I think we can go..., and</i> 	45

			responses like <i>that's a great idea</i> , etc.	
	Unit 24	What do you think?	By the end of this unit, students will be able to: <ul style="list-style-type: none"> • express agreement/disagreement on topics (prompts) and give a reason for opinion using <i>because</i>; and • use simple phrases to express agreement/disagreement like <i>I agree, I think so too</i>, etc. 	45
	Unit 25	Social media	By the end of this unit, students will be able to: <ul style="list-style-type: none"> • describe their personality; and • use words to describe personality and phrases to respond to pictures (Eg. <i>you look great, what a lovely place</i>, etc.) 	45
General English– Basic Level	Unit 1	Hello, my name is...	By the end of this unit, students will be able to: <ul style="list-style-type: none"> • make simple formal and informal introductions; • speak about familiar topics such as hometown, education, family, etc.; • use formal and informal expressions to introduce oneself and others; and • avoid common errors like <i>Myself Anita...</i> 	45
	Unit 2	At a party	By the end of this unit, students will be able to:	45

			<ul style="list-style-type: none"> • greet people in formal and informal situations and respond to greetings appropriately; • speak about familiar topics and exchange information (greetings, expressing feelings, etc.); and • use common formal and informal greetings and suitable responses to them. 	
	Unit 3	At your workplace	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • differentiate between regular actions and actions happening at the moment of speaking; • use appropriate grammar structures to talk about them; • speak about routine and non-routine actions (simple job descriptions, current projects, etc.); and • use adverbs of frequency. 	45
	Unit 4	My kind of people	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • give a fairly detailed description of a person's appearance; • can describe a person using character adjectives and suitable pronouns; • exchange information—simple descriptions of people based on their 	45

			<p>appearance and character; and</p> <ul style="list-style-type: none"> ● use adjectives describing appearance and character. 	
	Unit 5	My favourite city	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● describe a place or an object in detail using suitable adjectives; ● make sentences beginning with <i>there is/there isn't, there are/there aren't</i>; ● ask simple questions to get information about a place or object; and ● use adjectives describing shape, size, opinion, age, material, etc. 	45
	Unit 6	Summer vacations	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● use comparative and superlative adjectives to give detailed information about one's free-time activities; ● form simple questions to know about others' free time activities; ● exchange information about one's area of interest such as hobbies, enjoyable activities, etc.; and ● use adjectives, such as <i>interesting/boring, easy/tough</i>, to describe various activities. 	45

	Unit 7	When I was a kid...	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● identify finished actions in the past; ● use the appropriate grammar structures to describe them; ● form simple questions in the past tense; ● exchange information about familiar topics such as one's childhood, school days, etc.; ● use simple phrases to talk about memories such as <i>it reminds me of...</i>, <i>I still remember...</i>, etc.; and ● use time expressions used with past simple such as <i>ago</i>, <i>in 1998</i>, <i>last night</i>, etc. 	45
	Unit 8	A memorable trip	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● describe his/her travelling experiences in the past with appropriate grammatical structures; ● ask simple questions to get information about others' travelling experiences; ● use simple expressions to deal with situations arising while travelling (Eg. last holiday, a school picnic, a short trip with friends, etc.); and 	45

			<ul style="list-style-type: none"> • use verbs related to travelling, such as <i>arrive, depart, take a halt, etc.</i> <p>Use basic phrases to make simple inquiries (Eg. where is the nearest restaurant?)</p>	
	Unit 9	At a gym	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • identify actions that happened in the past, but have a connection with the present; • use correct grammar structures to talk about changes in one's appearance, other activities, etc.; • talk about less routine actions happening in one's personal and professional life (Eg. changes in appearance, job profile, etc.); • use time expressions used with present perfect simple such as <i>just, already, yet, recently, etc.</i>; and • Use phrases to describe changes in appearance (Eg. put on/lose weight, grow a beard, etc.) 	45
	Unit 10	It's raining cats and dogs!	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • describe the weather in detail using appropriate adjectives; • talk about changes in weather using the correct grammatical structures; and 	45

			<ul style="list-style-type: none"> • use adjectives to describe weather (Eg. rainy, foggy, freezing, etc.). 	
	Unit 11	At a doctor's (Talking about health)	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • describe common health problems and their symptoms; • Deal with less routine situations; and • Use phrases to talk about common health problems such as sore throat, upset stomach, etc. 	45
	Unit 12	A friend in need...	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • ask for advice and give advice/suggestions using the suitable modal verb; and • express personal opinions and exchange information about familiar topics such as, education, work, health, etc. 	45
	Unit 13	It looks delicious!	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • describe food using suitable adjectives; • describe a simple recipe such as making tea/coffee, making an omelette; • use simple adjectives to describe taste and texture of food; and • use words and phrases to describe a simple recipe such as 	45

			<i>peel, boil, flip over, etc.</i>	
	Unit 14	Let's celebrate!	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● exchange information on topics of personal interest such as favourite festival, favourite food at a festival, etc.; ● describe a festival in one's culture; and ● ask questions to know more about festivals in different cultures. 	45
	Unit 15	What's your favourite movie?	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● ask questions to get information about familiar and non-familiar topics ● frame accurate questions according to the time of the actions; ● answer questions in complete sentences; ● express opinions and exchange information on familiar and unfamiliar topics such as movies, music, actors, etc.; ● use adjectives to talk about movies, art, music, etc.; and ● use adjectives ending in <i>-ing</i> and <i>-ed</i>. 	45
	Unit 16	At a shopping mall	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● make simple polite requests; ● make inquiries using suitable vocabulary; 	45

			<ul style="list-style-type: none"> ● make simple requests asking for clarification; and ● use phrases typically used in a mall such as <i>try something on, asking for different options in items, etc.</i> 	
	Unit 17	I am lost	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● ask for directions to a particular place; ● give directions in detail using prepositions of place; and ● use words and phrases to give directions on the road (Eg. roundabout, landmark, pavement, go past something, etc.). 	45
	Unit 18	Let's plan a holiday	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● express their opinion clearly in a discussion on a familiar topic; ● express their ideas in a flow using conjunctions; and ● use expressions to show agreement/disagreement (Eg. <i>I agree/don't agree with you, Can I add a point here?, etc.</i>) 	45
	Unit 19	At a wedding	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● describe familial relationships; ● talk about the status of relationships; and 	45

			<ul style="list-style-type: none"> • words to describe familial relationships such as <i>nephew/niece</i>; and • use phrasal verbs to describe relationships such as <i>break off, get along, etc.</i> 	
	Unit 20	On cloud nine	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • express their feelings using a variety of expressions; and • use words and phrases to express happiness and sorrow (Eg. <i>I am feeling ecstatic, I am feeling a bit low, etc.</i>). 	45
	Unit 21	At a restaurant	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • talk about their intentions and unplanned actions in the future using simple future; and • form questions to get the same information about others. 	45
	Unit 22	I can read minds...	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • describe one's abilities in the present and past; and • make simple comparisons in present and past abilities. 	45
	Unit 23	At a railway station	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • describe possibilities about topics like 	45

			<p>weather, people, workplace, etc.; and</p> <ul style="list-style-type: none"> differentiate between strong and weak possibility. 	
	Unit 24	Mother earth and us	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> describe the environment and concerns with the environment using suitable expressions; give detailed descriptions with prompts; and use phrases to talk about the environment such as <i>deforestation, alternate energy sources, organic food</i>, etc. 	45
	Unit 25	A surprise party!	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> express their opinions on familiar topics with explanation; ask others for their opinions; ask for clarification; and use phrases for giving opinions such as <i>As far as I am concerned..., In my opinion..., etc.</i> Avoid common errors such as <i>according to me...</i> 	45
General English– Intermediate Level	Unit 1	Hey, there!	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> make introductions in formal and informal situations and give 	45

			<p>extra information to continue the conversation;</p> <ul style="list-style-type: none"> • communicate spontaneously on a familiar topic (Eg. using greetings and their suitable responses fluently); and • use common greetings, idioms and responses to them. 	
	Unit 2	What should I say next?	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • initiate a conversation in formal and informal situations. • end a conversation in a proper way; • expand an idea with supporting points using suitable phrases in different parts of a conversation; and • use phrases to begin and end a conversation such as <i>I am afraid I have to go, I'll talk to you later, etc.</i> 	45
	Unit 3	Not my cup of tea	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • describe their likes and dislikes using a variety of expressions. • ask questions to know others' likes and dislikes; and • use expressions to talk about likes and dislikes (Eg. <i>detest, adore, don't mind, to</i> 	45

			<i>be fond of something, etc.).</i>	
	Unit 4	I am crazy about...	By the end of this unit, students will be able to: <ul style="list-style-type: none"> • describe their hobbies and form questions to know others' hobbies; and • use words related to indoor and outdoor hobbies. 	45
	Unit 5	A person I am inspired by...	By the end of this unit, students will be able to: <ul style="list-style-type: none"> • describe people using character adjectives; and • use adjectives to describe character. 	45
	Unit 6	In a local market	By the end of this unit, students will be able to: <ul style="list-style-type: none"> • give clear, detailed descriptions on familiar and unfamiliar topics such as, people, places, etc.; • make comparisons using comparative and superlative adjectives; • describe similarities and differences by using the correct forms of adjectives; and • use adjectives to describe a busy market (Eg. <i>lively, crowded, vibrant, bustling, etc.</i>). 	45
	Unit 7	My first experience of	By the end of this unit, students will be able to:	45

		travelling alone	<ul style="list-style-type: none"> • narrate a past incident from their life in detail, can ask from questions to get details from others; and • use time expressions with past simple and continuous such <i>as, while, when, ago,</i> etc.; and • use connectors. 	
	Unit 8	A robbery in the neighbourhood	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • give a fairly detailed description of incidents related to crime; • form questions to get more information about the same; • explain a chain of events describing an incident; and • use phrases to talk about crime (Eg. <i>mugging, vandalising,</i> etc.). 	45
	Unit 9	The taste of success	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • describe turning points in their lives in detail and talk about their achievements; • expand and support an idea; and • use phrases to describe changes and achievements. 	45
	Unit 10	Meeting college buddies after a long time	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • form questions about familiar/unfamiliar topics; 	45

			<ul style="list-style-type: none"> ● answer questions in complete sentences with details; and ● use phrases to talk about likes and dislikes (Eg. <i>abhor, to be fond of, adore, etc.</i>). 	
	Unit 11	Bittersweet memories	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● describe their past habits using appropriate grammar structures; ● ask questions to know about others' past habits; and ● make a clear, short presentation on familiar topics. 	45
	Unit 12	Urban and rural life	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● explain the differences between life in a city and in a village; ● make comparisons between the two and express their opinions; ● give a detailed description on a topic related to their field of interest; and ● present clear arguments. 	45
	Unit 13	The most embarrassing moment of my life	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● explain incidents in the past in detail; ● express how they felt during those incidents; and 	45

			<ul style="list-style-type: none"> • use expressions to describe their feelings such as <i>exhausted</i>, <i>done for</i>, <i>embarrassed</i>, etc. 	
	Unit 14	On the phone	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • make an informal telephonic conversation using suitable phrases; • participate in live conversations; and • use expressions for an informal telephonic conversation (Eg. <i>please hold</i>, <i>can I take a message</i>, etc.). 	45
	Unit 15	Education and careers	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • express their ideas clearly on topics related to education and careers; • elicit information from people about education and careers; • develop a clear argument by giving reasons. • use expressions to talk about education (Eg. <i>to take an exam</i>, <i>to give homework</i>, <i>fall behind with studies</i>, etc.); and • use expressions to talk about careers /jobs (Eg. <i>to have scope in a field</i>, <i>to commute to work</i>, etc.). 	45

	Unit 16	First day in the office	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • ask for or give advice on complicated matters using suitable modal verbs; and • give a detailed description of a familiar topic. 	45
	Unit 17	Dressed to kill!	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • describe their choice in clothes in detail; • describe people's dressing style with suitable adjectives; • develop an argument with supporting details; • use vocabulary related to types of clothes (Eg. formal and informal styles of clothing); • use words to describe fabrics like <i>silk</i>, <i>cotton</i>, <i>suede</i>, etc.; and • use adjectives to describe people's dressing style (Eg, well-dressed, shabby, etc.). 	45
	Unit 18	I have got a promotion!	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • convey good or bad news with suitable expressions; • respond to good or bad news with appropriate expressions; • give and receive information about 	45

			<p>familiar and unfamiliar topics; and</p> <ul style="list-style-type: none"> ● use phrases to respond to good and bad news (Eg. <i>That's great!, I am sorry to hear about it, etc.</i>) 	
	Unit 19	Dinner with friends	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● make invitations and politely accept or refuse an invitation giving appropriate reasons; ● make requests and respond to them; and ● use expressions to make polite requests like <i>would you mind...? Would you like to...?</i> 	45
	Unit 20	Help, please!	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● ask for help making polite requests; ● respond to a request; ● expand an argument in detail; and ● use expressions to make polite requests like <i>would you mind...? Would you like to...?</i> 	45
	Unit 21	My favourite sport	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● describe their favourite sport and sportsman in detail; ● give reasons for their opinion; ● elicit this information from others. ● give a clear, detailed description 	45

			<p>(monologue) about one's field of interest; and</p> <ul style="list-style-type: none"> ● use phrases to describe sports and sportsmen (Eg. <i>injuries, amateur, beat, cheer on</i>, etc.). 	
	Unit 22	Managing money	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● describe common actions related to one's financial matters; ● use passive voice to talk about changes; and ● use common phrases related to financial matters such as <i>bankruptcy, debt, squirreling away</i>, etc. 	45
	Unit 23	How to make an impressive presentation	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● explain procedures clearly using connectors and imperatives; ● make systematically developed presentation using prompts; and ● use connectors and signposting to explain procedures. 	45
	Unit 24	At a hotel	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● make complaints about familiar situations. ● apologise and accept apologies using appropriate phrases. 	45

			<ul style="list-style-type: none"> • participate in a live conversation and follow points; and • use phrases for complaining and apologising. 	
	Unit 25	A business of your own or a job?	<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • express their opinions clearly in a debate; • knows the dos and don'ts of participating in a debate; and • use phrases to participate in a debate for introducing the topic, interrupting and concluding. 	45
AI Speaking	24 Topics	Daily Conversation , Impress the Interviewer, English for your careers, English for the workplace, English for your professional Life.	<p>Enhanced Fluency: The practice Roleplay exercises actively engage students, promoting quick thinking and verbal agility, leading to improved English fluency.</p> <p>Refined Pronunciation Skills: The repetitive nature of these roleplays contributes to the refinement of pronunciation, ensuring clearer articulation of words and expressions.</p> <p>Increased Confidence: The immersive experience of participating in these roleplays instills a sense of confidence in students, empowering them to navigate English conversations more comfortably.</p>	50 hours

			<p>Real-life Application: By applying theoretical knowledge in simulated scenarios, students bridge the gap between theory and practice, gaining valuable skills for real-life situations.</p> <p>Communication Empowerment: These roleplays will equip students with essential communication skills, preparing them for success in both academic and professional contexts.</p>	
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**TABLE 3: OVERALL COURSE LEARNING OUTCOME ASSESSMENT
CRITERIA AND USECASES**

LEARNING OUTCOME	ASSESSMENT CRITERIA	USECASES
Improved Speaking Skills	<p>Fluency: Speaking clearly and fluidly without too much hesitation</p> <p>Using appropriate linkers and discourse markers</p> <p>Pronunciation: Correct intonation and stress</p> <p>Clear articulation of common syllables and sounds</p> <p>Lexis: Using appropriate vocabulary in context</p> <p>Appropriacy Using language, tone and style that align with context</p>	<p>SPOKEN INTERACTION Participating in Everyday Conversations: Examples: Engaging in conversations about familiar topics, such as hobbies, family, or travel.</p> <p>Asking and answering questions about personal experiences and opinions.</p> <p>Sharing Personal Information: Examples: Describing oneself, including personal background, interests, and experiences.</p> <p>Providing basic information about family members, daily routines, and preferences.</p> <p>Discussing Plans and Intentions: Examples: Talking about future plans and</p>

intentions, such as weekend activities or upcoming events.

Making simple arrangements, like planning to meet friends or colleagues.

Expressing Preferences and Opinions:

Examples:

Expressing personal likes and dislikes regarding food, entertainment, or activities.

Sharing opinions on various topics in a straightforward manner.

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.

Engaging in Routine Transactions:

Examples

		<p>Conducting basic transactions in shops, restaurants, or public services.</p> <p>Handling everyday situations, such as ordering food, buying tickets, or asking for information.</p> <p>Handling Everyday Social Interactions:</p> <p>Examples</p> <p>Initiating and maintaining simple social interactions in everyday settings.</p> <p>Responding appropriately to greetings, compliments, and expressions of thanks.</p> <p>Asking for and Providing Clarifications:</p> <p>Examples</p> <p>Asking for clarification when faced with language difficulties.</p> <p>Providing clarification to ensure mutual understanding in a conversation.</p>
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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.

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.

SPOKEN PRODUCTION

Introducing Yourself and Others:

Example:

Provide information about personal identity and background, including others in the conversation.

Describing Past Experiences:

Example:

Narrate and share details about recent or past events and experiences.

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.

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.

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.

Making Suggestions and Offers:

Example:

Propose ideas, suggestions, or invitations for various activities.

Sharing Opinions on Current Events:

Example:

Express personal viewpoints on current topics or issues.

Giving a Short Presentation:

		<p>Example:</p> <p>Deliver a brief talk or presentation on a chosen topic.</p> <p>Asking for and Giving Advice:</p> <p>Example:</p> <p>Seek guidance or recommendations and offer suggestions to others</p>
<p>Enhanced Listening</p>	<p>Comprehension:</p> <p>Capturing the central themes or main ideas in spoken messages and understanding the context.</p> <p>Understanding details:</p> <p>Honing on to specific pieces of information, facts, or information presented</p> <p>Vocabulary recognition:</p> <p>Understanding the meaning, usage, and distinctions of words and phrases in different contexts</p> <p>Following directions:</p> <p>Capacity to process and execute instructions promptly and correctly</p>	<p>Understanding Standard Speech:</p> <p>Examples:</p> <p>Listening to a news report on familiar topics and understanding the main points.</p> <p>Following a conversation between native speakers discussing everyday life.</p> <p>Following Spoken Directions:</p> <p>Examples:</p>

	<p>Respond appropriately:</p> <p>Express well-thought-out and contextually relevant responses and contribute effectively based on the information gleaned from the spoken input</p>	<p>Understanding and following directions given by a tour guide.</p> <p>Listening to public transportation announcements and understanding the next stop.</p> <p>Dealing with Everyday Interactions:</p> <p>Examples:</p> <p>Understanding phone conversations related to routine matters (e.g., making a reservation, checking availability).</p> <p>Following a simple workplace meeting and understanding the discussed tasks.</p> <p>Understanding Simple Narratives:</p> <p>Examples:</p> <p>Listening to a short story or narrative and summarizing the main events.</p> <p>Understanding the plot of a straightforward movie or TV episode without subtitles.</p>
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Extracting Specific Information:

Examples:

Listening to an announcement at an airport and understanding the gate and departure time for a flight.

Following a radio interview and extracting specific details about a person's background.

Recognizing Main Points in Public Announcements:

Examples:

Understanding the main points of a public announcement or safety message.

Extracting key information from a recorded message, such as changes in operating hours.

Understanding Interview-style Conversations:

Examples:

Listening to an interview and understanding the main ideas expressed by the participants.

		<p>Following a job interview scenario and comprehending questions and responses.</p> <p>Handling Social Interactions:</p> <p>Examples:</p> <p>Understanding and participating in casual conversations at social gatherings.</p> <p>Listening to and comprehending simple jokes or anecdotes in a social setting.</p>
<p>Impactful Writing skills</p>	<p>Content</p> <p>Relevant to the topic or purpose of the writing task, demonstrating a clear understanding of the writing task</p> <p>Communicative Achievement</p> <p>Effectiveness of the message conveyed and intended meaning is conveyed without any ambiguity and confusion.</p> <p>Organisation</p> <p>Logical and ordered writing with clear introduction, body paragraphs and conclusion.</p> <p>Language</p>	<p>Write job applications pertinent to role</p> <p>Address specific job requirements in applications</p> <p>Use powerful action verbs and specific accomplishments</p> <p>Use words like "achieved," "implemented," and "led"</p> <p>Avoid informal language</p>

	<p>Uses a range of everyday vocabulary appropriately. Uses a range of simple and some complex grammatical forms with a good degree of control.</p> <p>Errors do not impede communication.</p>	<p>Maintain cohesion and coherence in writing</p>
<p>Reading</p>	<p>Understanding Main Ideas and Details</p> <p>Identify and comprehend the main ideas in a text, extracting details and key information to gain a comprehensive understanding of the content.</p> <p>Purpose Recognition</p> <p>Recognise the purpose and intent of both the author and the text. Understand whether the text aims to inform, persuade, entertain, or serve another purpose.</p> <p>Opinion Recognition</p> <p>Identifying the author's tone and identify their opinion, as well as pinpoint information supporting that opinion.</p>	<p>Understanding everyday instructions:</p> <p>Example:</p> <p>Reading instructions on household items or appliances to use them effectively</p> <p>Public Signs and Notices:</p> <p>Example:</p> <p>Interpreting signs and notices in public spaces such as airports, train stations, college notice boards etc.</p> <p>Job Advertisements:</p> <p>Example:</p> <p>Reading a job advertisement to understand the qualifications and responsibilities of a position and plan accordingly</p> <p>Daily Emails and Messages:</p>

Example:

Understanding a message from a friend about plans for the weekend.

Reading emails related to workplace and identifying key information.

Shopping and everyday life

Example:

Understanding the features and usage instructions on the packaging of a new electronic gadget.

Reading information about terms and policies

News articles, social media and Blogs

Example:

Understanding a friend's blog post about their recent travel experiences.

Reading an online news article to understand current events and developments.

Event Invitations and personal letters

Example:

		<p>Reading an invitation to a friend's party, understanding the date, time, and location</p> <p>Understanding a letter from a relative sharing updates about their life and expressing feelings.</p>
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TABLE 4: LIST OF FINAL PROJECTS (20 PROJECTS THAT COMPREHENSIVELY COVER ALL THE LEARNING OUTCOME)x`	
SL.NO	FINAL PROJECT
1	Following classroom intervention and digital practice sessions, students will be assigned a task centered around a common theme. They are required to script, shoot a video, and upload it.

TABLE 5: COURSE ASSESSMENT RUBRICS (TOTAL MARKS: 75)

ASSESSMENT CRITERIA	DESCRIBE THE CRITERIA OF THE BELOW CATEGORY PERFORMANCE			Upper Intermediate	TOTAL MARKS	
	Basic	Intermediate Independent.				
<p>Total of 3 Assessments – Diagnostic, Mid-Term (Baseline Assessment) Final Assessment (Comprehensive Assessment)</p> <p>1. Listening</p> <p>a) Can comprehend the audio inputs accurately</p> <p>b) Can listen for specific information</p> <p>c) Can listen for gist</p> <p>d) Can listen for main ideas</p> <p>e) Can listen for sequencing</p> <p>f) Can make inferences based on the inputs</p> <p>2. Reading</p> <p>a. Can comprehend the written inputs accurately</p> <p>b. Can make inferences and interpretations based on the inputs</p>	AO	A1	A2	B1	B2	25+50

- c. Can transfer information into a new format
- d. Can read for gist
- e. Can read for specific information
- f. Can locate main ideas.

3. Speaking

- a. Can pronounce intelligibly.
- b. Can articulate their thoughts effectively, using appropriate vocabulary and grammatical structures
- c. Can respond to the given prompts fluently
- d. Can use the right intonation to convey meaning and emotions

4. Writing

- a. Can organize ideas coherently and logically.
- b. Can develop and elaborate on ideas effectively
- c. Can employ a diverse range

of vocabulary and grammatical structures						
d. Can use the right tone and register to address the intended audience						
e. Can demonstrate creativity and original thought						