

English Algorithm: Basic Skills for Personal and Social Communication

Teachers Handbook

Semester I

Prepared by

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**Learning Material for First Year Degree Students
Semester I**

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TO THE TEACHER

“There is no teaching without learning.” — Paulo Freire

INTRODUCTION

English Algorithm: Basic Skills for Personal and Social Communication, learning material for undergraduate students in Semester I, has been written with close attention to the needs of learners at this level. It forms the core of a carefully developed learning set, which also includes a Teachers Handbook and a Workbook—each one designed to support clear, practical engagement with English in everyday and academic contexts.

The Learning Material takes into account the particular circumstances of students from rural areas in Telangana, especially those who have studied in regional languages and are now learning English as a second language. It draws attention to their drive to succeed and their existing grasp of Grammar. At the same time, it acknowledges the difficulties they often face—such as limited contact with natural spoken English, hesitation in speaking, a habit of word-for-word translation, and pronunciation issues influenced by their mother tongue.

The Teachers Handbook explains how the Learning Material brings together Listening, Speaking, Reading, and Writing in a way that encourages purposeful use of language. The focus lies in practical tasks that require exchange of information. The handbook gives clear guidance on how to use these methods in the classroom. It offers working models of lessons and helps teachers prepare for lessons with greater confidence. It also supports careful planning of lessons that match the goals of the course. The emphasis throughout remains on helping students grow in confidence, speak more freely, and use English in ways that are directly useful to their academic work and future careers. The handbook also offers suggestions for managing large classes with students from different backgrounds. The aim is to make learning possible and meaningful for students who may not have had much exposure to English outside the classroom.

The book’s role extends well beyond the delivery of content. It offers lesson outlines in a step-by-step sequence. The activities are explained in detail, and extra teaching materials are included to support the work done in class. It helps teachers focus their efforts by stating the lesson’s objectives clearly and offering practical advice on how to teach each section. It also includes strategies of asking questions that encourage participation, along with simple methods for checking students’ progress.

The Learning Material is also concerned with helping students move from education in their local language to studying subjects in English at the university level. This transition, while often challenging, becomes more manageable through steady exposure to real language use, guided practice, and a focus on communication rather than rote learning.

When it comes to classroom activities, the *Teachers Handbook* sets out clear instructions, alternative approaches, and follow-up tasks that support effective teaching. It provides teachers with the tools and suggestions they need to conduct lessons that are both purposeful and interactive. The activities are designed to encourage participation and to help students respond more confidently in English.

The *Teachers Handbook* also simplifies the process of assessment. It includes sample tests, marking rubrics, and simple methods of carrying out ongoing evaluation. In addition, it guides teachers in giving feedback that is thoughtful and helpful. There is also support for keeping track of each student's progress over time. Taken together, these features make the *Teachers Handbook* a steady companion to the Learning Material - one that helps you shape a classroom where students feel included, supported, and well-taught.

The book offers clear advice on how to encourage students and adjust teaching methods to suit the context of your classroom. This becomes especially important in English language teaching, where the teacher must strike a careful balance between accuracy and fluency—both of which require attention if students are to use the language with ease.

By setting out practical tasks, exercises, and thoughtful questions, the book helps you connect theory with what actually happens in the classroom. It gives you the tools to think through your teaching choices and to adjust your approach where necessary. You will also find checklists, suggestions, and questions that make lesson planning and delivery more straightforward—especially if you are still gaining experience in the profession.

1.1 Learner Profiles of Telangana Undergraduates

As you know, students in Telangana come from many different linguistic, cultural, and economic backgrounds. While Telugu is the most commonly spoken language at home, some students also speak Urdu, Hindi, Marathi, and other Indian languages. Many students come from rural areas, where the classroom is often their only point of contact with English. In contrast, students in urban settings may have slightly more access to English through television, mobile phones, and the internet.

Most students need practice in all areas of the language. However, Grammar tends to be a particular area of concern—especially when it comes to Tense, Subject-verb agreement, Articles, Prepositions, word order, and confusion between Adjectives and Adverbs. Pronunciation also presents challenges, often due to the influence of the first language or uncertainty about silent letters. Vocabulary, too, is frequently limited by direct translation from the mother tongue and a narrow range of word choices.

Many students rely heavily on memorisation. This is largely a result of an education system that places great emphasis on exams. As a result, their ability to think critically or communicate freely is often underdeveloped. In many cases, they have had few opportunities to engage in learning that is interactive or based on real-life situations.

Even so, students across Telangana are eager to learn. Many see English as a key to employment—especially in the fields of information technology and global business. Their approach to learning is often shaped by cultural values, such as respect for authority, which can sometimes make it difficult for them to speak openly or challenge ideas in class. It is also common for them to use their native language to help them understand complex concepts—and this can be a helpful bridge when used with care.

1.3 Motivation and Anxiety

Motivation carries significant weight in the context of language learning among graduates in Telangana. Many students are driven by an inner desire to improve their prospects—especially in fields such as information technology and public service, where English is often seen as a required skill. External pressures—such as expectations from family members and the wider community—also play a part in encouraging students to become more proficient in English.

Even so, hesitation and fear continue to stand in the way—particularly when it comes to speaking. Many students remain silent because they are afraid of making mistakes. Some worry about how their classmates might judge them. Others lack belief in their ability to speak clearly, and this lack of confidence can stop them from speaking altogether. These difficulties are especially noticeable in large classrooms, where it is not easy to give each student the attention they might need.

To meet these challenges, it is necessary to create a classroom atmosphere that feels safe and supportive. Encouraging students to work together in pairs or small groups can help to reduce pressure and increase comfort. Activities that involve spoken interaction—such as role-play or short dialogues—can offer students a chance to practise without fear of embarrassment. When the focus shifts from correctness to communication, students begin to relax—and once that happens, they are more likely to speak.

1.4 Cultural Sensitivity in the Classroom

In classrooms across Telangana, students often come from many different backgrounds. They may speak other languages at home, follow different religions, or belong to different economic groups. Because of this, teachers need to be aware of the cultural values that guide students' behaviour. For example, in many households, children are taught to show great respect to elders and those in

positions of authority. This can lead students to remain silent even when they have something important to say—or when they do not fully understand what is being taught.

You can help students feel more at ease by using materials that are familiar and connected to everyday life. Speaking about local festivals and customs creates a sense of shared experience. It also sends a clear message that what students bring with them into the classroom has value. You may also wish to observe how boys and girls participate in classroom activities. In some cases, it may be necessary to encourage quieter students—regardless of their gender—to speak more freely and participate in group discussions.

1.5 Large Classrooms

Large classrooms remain a common feature in many colleges across Telangana. This is often due to a shortage of teaching staff and limited physical space. When one teacher is responsible for a large number of students, it becomes challenging to give attention to every learner. Some students may begin to lose interest or feel as though their progress has come to a halt.

There are ways to reduce these effects. Group work, for instance, enables students to assist one another while keeping the entire class engaged. Peer correction and feedback can also encourage students to take greater responsibility for their learning. If technology is available, it can be used to support lessons or offer extra practice. Clear instructions and visual aids help students follow lessons more easily. Changing the way desks or benches are arranged can also improve how students interact with one another—and with you.

It is also helpful to build a sense of shared purpose among students in large classrooms. When students feel that they belong to a group, they are more likely to take part and less likely to feel isolated. You can encourage this by asking them to work together on shared tasks, listen to one another's ideas, and support each other's efforts. When students are given the chance to speak, to be heard, and to contribute to a shared goal, the classroom begins to feel less crowded—and far more connected.

1.6 Integrated Method: Principles and Implementation

The integrated method in language teaching combines several language skills—Listening, Speaking, Reading, and Writing—with Grammar and Vocabulary, in settings that simulate real-life use. This method rests on a few guiding principles:

- Language skills should be taught together, not in isolation.
- Communication and practical use of language must take priority.
- Learning should take place in a setting where subject content and language are combined.

- Teachers should work together when planning lessons and deciding on course content.
- The classroom should support learning that draws on more than one skill at a time.

The integrated method presents a thoughtful way of teaching that recognises how knowledge and skills are connected. By combining subjects and encouraging group-based learning rooted in everyday situations, teachers can help students gain the skills and understanding they need to face unfamiliar problems with greater confidence. As teaching continues to progress, this approach will remain central to how students learn, especially when they need to use English in academic or professional settings.

This method shapes both the curriculum and the syllabus. Each unit is designed so that students must draw on several skills simultaneously. For example, they might read a short text, discuss its meaning, and then write a brief response. Many activities include pictures, charts, or other visual materials that support understanding and discussion.

The method treats Listening, Speaking, Reading, and Writing as closely connected. Each skill not only stands on its own but also contributes to the development of the others. In real life, people often read and then speak about what they've read, or listen to something and then write about it. The classroom should reflect this reality.

Grammar and Vocabulary are introduced through use, not through mechanical drills. Students learn language in context, and the focus remains on meaning. However, Grammar points are explained clearly, with examples that help learners grasp the rules quickly and use them correctly. Teaching subject content alongside language has proved helpful for Vocabulary learning. This approach helps students learn new words more easily—because they are connected to ideas that matter.

1.7 The Integrated Approach: Weaving Skills Together

The Learning Material uses the Integrated Approach because the four main language skills are closely linked. When they are taught separately, students miss the chance to experience how they work together in real-life communication. This approach provides a sound reason for moving away from teaching one skill at a time and toward tasks that require multiple skills to be used simultaneously.

The new syllabus has been carefully developed. It takes into account the conditions in which English is taught to undergraduates across Telangana—especially in large classrooms, where students often come from rural and non-English-speaking backgrounds. The book helps teachers bring theory into practice. It includes tasks, sample exercises, and thought-provoking questions that help you reflect on your lessons and make thoughtful changes. There are also checklists,

practical tips, and review questions to help you plan and teach with greater clarity—especially if you are still gaining experience.

- The Learning Material and Workbook help students build both Listening and Speaking skills. Many of the activities involve short exchanges of information. Students may be asked to take notes from a brief talk, summarise what they heard, listen for details to complete a form, or write down parts of an interview. The book also addresses common problems faced by students from rural areas, such as understanding different accents or keeping up with fast-paced speech.
- Speaking tasks are designed to help students express their thoughts more freely and respond to others in real time. Students practise asking and answering questions, taking turns in conversation, solving problems as a group, and making choices. Role-plays and surveys are used to create situations where students must listen and speak with a purpose. Particular attention is paid to how Grammar and Vocabulary are used naturally in conversation. Students also learn how to begin and end conversations, request clarification, express agreement or disagreement and keep the conversation going even when they do not understand everything.
- Some activities include describing a picture for a partner to draw, giving directions, or searching the class to “find someone who” meets certain conditions. These tasks require focused listening and speaking and often lead to lively exchanges.
- Reading and listening tasks are used to build critical thinking. Students are asked to solve problems, defend their opinions, or participate in debates. The aim is to make students more aware of how language is used in argument and analysis. They also learn to conduct basic research, develop effective study habits, and continue learning beyond the classroom.
- Grammar and Vocabulary are presented through real use, not as isolated rules or lists. The book pays close attention to common problem areas—such as Articles, Prepositions, Verb forms, and agreement between Subject and Verb. Academic Vocabulary is introduced through Reading and Writing tasks. Students learn through discovery and guided practice, rather than memorisation. They are encouraged to notice how words are used together, such as in collocations or phrasal verbs, and to use Grammar in meaningful ways.
- Writing tasks include Joining two ideas, Paragraph construction, writing clear topic sentences and logical flow. Students learn how to revise their work and give feedback to their peers. They also explore different types of Writing—such as summarising a text, creating questions, or writing a short piece for a classmate to respond to. Tasks are designed to support critical thought and sharpen the ability to write with purpose.
- Reading for Pleasure has an important place in this approach. It helps students grow more confident with language, think more critically, and enjoy the learning process. It also builds Vocabulary and gives students a better sense of how English is used in real contexts.

The goal of these lessons is not limited to correct Grammar or memorised facts. Instead, students are encouraged to think critically, work through problems, and become more independent learners. Tasks are designed to help them analyse, question, and form their own opinions. Open-ended

speaking activities and project-based learning provide students with the opportunity to take the initiative. The book also includes ideas for encouraging students to continue learning outside the classroom, by exploring subjects that interest them and drawing connections between English and their broader studies.

1.8 Syllabus and its Use

The syllabus provides a comprehensive outline of the course. It includes its aims, content, assessment methods, and teaching approaches. It acts as a clear guide for both the teacher and the students, indicating what is expected of them during the course. With this overview in hand, students can form a clear picture of the topics they will study, the goals they are working towards, and how their work will be assessed. This clarity places responsibility not only on the teacher but also on the students—giving them the chance to plan their work sensibly and manage their time with care.

To make full and proper use of the syllabus, you should refer to it often, as both a guide and a reference. At the start of the course, clearly explain the key concepts and expectations to ensure students understand the material and what is required of them. Returning to it during the course allows you to check on progress, discuss learning outcomes, and make small changes, if necessary, especially when the needs of the class shift or student feedback suggests a different pace or focus.

Learning Materials play a central role in classroom teaching. They offer a precise sequence of lessons that align with the course aims and help students progress from one topic to the next with a clear purpose. These books usually contain reading passages, tasks, exercises, and questions—along with extra materials to support both teaching and revision. Using Learning Material can help you plan lessons more easily and provide your students with a clear path through the subject, building their knowledge step by step.

Learning Materials also bring a sense of consistency to the teaching process. They make sure that students in different classes or colleges are taught the same content in a similar way. This consistency is especially important in subjects where a shared understanding of the material is essential. Many course books are written by subject experts who draw on long experience and current thought the field of education, making them useful teaching tools that bring sound practice into the classroom.

1.9 Use of the Learning Material

English Algorithm: Basic Skills for Personal and Social Communication is a key part of the English course. It outlines a clear path through the material and closely aligns with the course aims. The book has been carefully arranged to help students meet the broad goals of the syllabus, covering necessary topics in a logical sequence. It includes reading passages, tasks, exercises, and assessment items, as well as extra materials to support learning in class. When used thoughtfully, it can help you plan lessons more easily and give students a sense of structure as they work through the course.

To use the Learning Material to the best effect, you should be ready to approach it with some flexibility. Although the book offers a clear route through the material, you may decide to adjust the order of chapters, skip or repeat particular exercises, or bring in extra tasks that suit the needs of your class. You may also choose to spend more time on certain sections, especially when students require further practice or find the material particularly useful. This kind of adjustment keeps the lessons responsive and allows you to teach with care and purpose.

It is also important to involve students fully in their learning when they use the Learning Material. You can encourage them to participate in discussions, group tasks, and short projects. These activities help them use what they have read or heard in a way that feels meaningful and real. When students feel that they have a part in shaping the lesson, they tend to take more interest in the work and begin to understand the subject more deeply. The Learning Material and Workbook should not be seen as fixed limits on what can be taught, but rather as tools that help you build a course that meets the needs of your students.

1.10 Use of Audios

The audios embedded in the Learning Material serve to strengthen both teaching and learning. They bring the text to life by helping students listen to authentic English in use, rather than only reading it from the page. Each audio introduces learners to natural pronunciation, rhythm, tone, and intonation, which are difficult to capture fully in written form. When students listen to these recordings, they can practise Active and Comprehensive Listening, which improves their ability to follow conversations, announcements, instructions, and stories in real-life situations.

From a pedagogical perspective, the audios offer variety and keep the learners engaged, breaking the monotony of text-based study. They create opportunities for interactive exercises that follow—such as answering questions, filling in biodata, or practising dialogues. For teachers, the recordings offer uniform input across classrooms and reduce the challenge of modelling every conversation. They thus support integrated skill development—linking listening, speaking, and pronunciation with reading and writing tasks—and make language learning more meaningful and effective.

1.11 Use of the Workbook

The Workbook plays an essential role in language learning. It offers a wide range of exercises that help students practise Listening, Speaking, Reading, and Writing—in a way that brings these skills together naturally. It also includes Grammar and Vocabulary work, but these are always set within meaningful tasks. Students are asked to use the language—not simply repeat it—and this helps them gain fluency and accuracy.

Many of the tasks in the Workbook involve real-life situations. These include Information Gap tasks, role-plays, and short conversations. The aim is to help students participate in the use of English with greater confidence. The Workbook supports regular practice and provides students with the opportunity to revisit earlier work, reviewing their understanding and building on what they have already learned. Over time, this steady approach helps them grow more secure in their skills and more comfortable in using English both inside and outside the classroom.

1.12 Teaching Strategies in the Learning Material and Workbook

The Learning Material sets out tasks that focus on the real-life use of language. These include pair and group work, classroom dialogue, and brief problem-solving activities. In these settings, students are encouraged to use English in ways that feel natural. They are not expected to speak perfectly—but rather to communicate clearly and with purpose. The aim is to help them build trust in their own abilities and participate in meaningful exchanges.

The method used in the Learning Material also supports shared learning. Students are asked to work together and to express ideas in their own words. This approach not only builds language but also helps them develop a sense of teamwork and shared purpose.

1.12.1 Information Gap Activities

Information gap activities are based on the idea that students learn best when they need to speak to solve a problem. In these tasks, students are given different parts of a situation and asked to discuss with one another to fill in the missing information. For example, one student may have a chart, and the other a set of cues. They must ask and answer questions to complete the task. This kind of activity encourages careful Listening, clear Speaking, and thoughtful exchange.

1.12.2 Information Transfer Activities

Information transfer activities require students to take information from one form and present it in a different form. This might mean reading a chart and then explaining it aloud—or listening to a short text and then creating a diagram. These tasks help students think clearly about how to present their thoughts. They also improve the ability to speak with purpose and organise ideas in a way that others can follow. When done well, these tasks bring together understanding, clarity, and fluency.

1.12.3 Communicative Drills

Communicative drills are short, focused exercises that help students practise new language in real use. You might introduce a new expression or Grammar point, and then ask students to build sentences using that form. These drills often involve brief prompts, guided questions, or paired speech exercises. The aim is to provide students with a safe setting in which they can try out new forms and gain confidence in using them. Repetition is helpful, but the focus remains on meaning—on saying something worth saying, not just repeating a pattern.

1.12.4 Role-Plays

Role-plays offer a lively and purposeful way for students to practise spoken English through imagined situations that resemble everyday life. During a role-play, you may ask students to take on particular roles and act out short scenes—such as attending a job interview, placing an order at a restaurant, or helping a customer in a shop. These tasks encourage students to speak more freely and to make decisions about how best to express themselves using the language they know.

This kind of activity allows students to respond in the moment, without relying on memorised responses. It gives them a chance to try out new words and expressions in a setting that supports exploration. Role-plays also open the door to conversations about social habits, customs, and the ways people interact with one another in various situations. As students participate in these tasks, they develop confidence—not only in their ability to speak, but also in their ability to communicate appropriately and with purpose.

1.12.5 Group Discussions

Group discussions offer students the opportunity to express themselves more openly and thoughtfully. These activities help them practise expressing opinions, listening carefully, and responding to what others say. In a classroom setting, you may begin a group discussion by asking a question or presenting a topic. The discussion that follows enables students to listen to different perspectives and share their own.

This kind of exchange supports the development of oral fluency. It also helps students form connections between ideas and improve their ability to think through what they wish to say. By speaking with one another in this way, students learn to take turns, listen actively, and respond with care. These are all skills that go far beyond the classroom—they are part of what it means to communicate well in the world.

You may choose topics that connect to current issues, short readings, or familiar experiences. What matters most is that every student has something to say—and the space to say it. In time, students learn to guide the discussion themselves. They gain the confidence to participate in longer exchanges and speak with greater clarity and ease.

1.13 Selection of Content to Suit the Adult Learner

When selecting material for adult learners, it is essential to consider what they already know, what they hope to achieve, and how they prefer to learn. Many adult learners bring practical knowledge and life experience into the classroom, enriching the learning experience. These can serve as starting points for discussion and help ground new learning in real-world situations. At the same time, you may find that their English—despite years of study—remains at a basic level, especially in speaking and writing.

This gap between the maturity of thought and limited language skills requires a careful balancing act. The content itself should invite reflection and stretch the students' imagination, but the language must remain appropriate and manageable. It is often necessary to revisit key ideas several times—so that students have the chance to understand, remember, and use what they have learned with confidence.

The material you use should speak to the lives of the learners. It should help them make sense of challenges they may face at home, at work, or in the wider world. Case studies, real-life problems, and short scenarios can help students connect new ideas to familiar concerns—and this makes their learning grounded in reality and rewarding.

Adult learners often prefer to work at their own pace. They may wish to take greater responsibility for how they study and what they focus on. You can encourage this by giving them choices within the course—allowing time for self-study, occasional research, or personal projects that suit their interests. A course that makes space for such decisions tends to feel more respectful and more effective.

The Learning Material has been written with these concerns in mind. The *Learning Material, English Algorithm: Basic Skills for Personal and Social Communication*, recognises the needs of adult learners. It offers material that draws on real-life concerns, supports thoughtful conversation, and respects the path each learner takes through the subject.

1.14 Teaching English Language Skills

Mastering the English language involves developing four essential skills: Listening, Speaking, Reading, and Writing. These integrated skills are vital for effective communication in both academic and real-world situations. Our goal is to equip students with the tools they need to confidently understand, express, and interpret information across various contexts. To teach these skills effectively, it is important to design interactive activities that provide ample opportunities for authentic practice. This approach should incorporate real-world scenarios, collaborative tasks, and diverse resources that cater to different learning styles and encourage active participation.

1.14.1 Teaching Listening

“We have two ears and only one tongue, so we can hear more and talk less.”
— Diogenes Laertius

The main reason for teaching students how to listen carefully is that it improves their overall learning. A second reason is that it helps them speak with greater ease. The ability to speak clearly depends, to a large extent, on how well and how frequently one listens. Listening is the foundation on which the whole edifice of language learning is built. Hence, listening is essential—but it often receives less attention than it deserves in many General English classes.

Students must first learn to distinguish between hearing and listening. Hearing does not require effort—it happens without conscious thought. Listening, on the other hand, demands attention. It involves active thinking. The mind must stay alert—it must take in the sounds, make sense of them, and then respond. Listening affects fluency, pronunciation, vocabulary, and understanding. Many students learn to read and write English in school, but they rarely listen to spoken English. Listening practice fills this gap.

The Learning Material *English Algorithm: Basic Skills for Personal and Social Communication* includes recorded material to support listening exercises. The recordings are based on everyday situations—such as role-plays that take place on campus. Each unit begins with a listening activity. You may divide the class into groups, depending on the task's requirements. In large classrooms, students sitting on the same benches can form groups.

Each recording includes three stages—before, during, and after listening. The first stage helps students prepare. It provides them with the context they need to understand what they are about to hear. For example, in Unit 2, before playing the audio of a train announcement, you might ask: “When you enter a railway station, how do you find the platform for your train?” Let students respond. This helps create a moment of focus—it builds the right mood for what follows. Set a purpose for listening, as suggested in the Learning Material. Let students hear the audio two or three times.

In the main listening stage, play the audio twice, once for the general idea and once for specific details. Ask students to complete tasks such as filling the blanks, matching phrases, or identifying question words. After they complete these, ask them to discuss their answers in pairs or small groups.

Once this is done, move to speaking tasks. At the end of the activity, ask students to reflect on their experience. You might pose a question such as, “What made it difficult to listen?” This helps them become more aware of the process.

Students may use earphones to hear the recordings. A portable Bluetooth speaker may also be used in class. In large classrooms, success depends on careful planning, patience, and the readiness to adapt. Try to support every student. The aim is not perfection—it is progress. Students should be at ease with natural, everyday English—not just the planned speech they practise in the classroom.

Depending on the unit, you may introduce different types of Listening—such as listening for facts, for chronology, for details or for pleasure. Each unit focuses on a particular type. Unit 1 introduces Active Listening. Unit 2 involves Listening for Information. Unit 3 moves to Empathetic Listening. In Unit 4, the focus is on Listening for enjoyment. Unit 5 encourages students to listen with a critical ear. Unit 6 brings all of these together.

Group and pair work are included throughout the Learning Material. You may count from one to five and assign numbers to students in order to form small groups. In large classes, students sitting nearby can form groups by turning towards each other. Assign roles to group members such as leader, timekeeper, note-taker, or speaker. This will help them share tasks and work together more effectively. Do not allow the same groups to continue into the next session. Activities must be planned with clear time limits so that each one is completed within a single class period.

The Workbook supports the Learning Material by giving students additional practice. It includes exercises that help them prepare for competitive exams. The IELTS exam, for example, tests the listening comprehension of its participants. Similar tasks are included in the Workbook. These exercises are arranged in a way that moves from the known to the unknown, from the simple to the complex, from the concrete to the abstract, and from the specific to the general.

1.14.2 Teaching Speaking

“The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning, as well as the effectiveness of their English course, on the basis of how much they feel they have improved in their spoken language proficiency.”

- Jack C. Richards

The Integrated Method of Teaching encourages students to use English with purpose, rather than merely repeating set sentences. The speaking section in the Learning Material offers many chances for students to practise speaking in everyday situations. It also introduces basic rules of stress and intonation, which help students speak more clearly and with greater effect.

When teaching spoken English, it is not enough to focus on words and Grammar. How students speak—and how they use tone, rhythm, and non-verbal cues—matters just as much. In Unit 1, students learn how tone rises in questions and falls in greetings. Pair students for brief dialogues. Ask them to practise tone and rhythm during these exchanges. As part of this task, they introduce a friend by using a form they filled out during the listening activity. Ask them to use full sentences and to connect ideas naturally.

Some students may hesitate to speak in front of others. Do not insist. Let them speak from where they sit. What matters most is that they complete the task. Games such as *Guess Who*, as well as activities based on *Biodata Forms* and other collected information, help students speak with interest and often prompt laughter.

Add short role-plays to the Learning Material by including conversations between a doctor and a patient, a shopkeeper and a customer, or a tourist and a travel agent. These role-plays give students a chance to use practical English. In Unit 2, students learn how to give instructions. Teach them to break tasks into smaller steps. The pictures in the Learning Material give clear examples. Ask students to describe the steps for making tea or lemonade. They can also practise giving directions. Supplement the Learning Material with map-based tasks. For example, students may use screenshots from Google Maps and say, “Go straight and then turn left etc.” Guide them to use the right pace and tone.

In Unit 3, students speak about their daily routines. This follows a Listening task. They hear how notable people structure their day. Then they work on Grammar and sentence building, and finally speak about their own day-to-day lives.

In Unit 4, students describe people, places, and objects. They learn how to move from naming things to describing them. They also learn the difference between description and narration.

In Unit 5, students tell stories from their own lives. They practise using tone and emotion. To support this, you may ask them to take part in *hot seating*—where they answer questions in the voice of a character. This helps them speak with feeling, not just with facts. Ask them to explain how a character feels, not only what they do.

Unit 6 draws together the skills of description and storytelling. Students use sensory details and learn how to arrange their ideas. You may use pictures, video clips, or environmental sounds to help spark their thoughts. Encourage effort more than correctness. Reward fluency. Give feedback in small, focused ways. Choose one or two points, such as stress or clarity, so that students do not feel weighed down.

Through creative and thoughtful speaking tasks, students can become more confident, more expressive, and better able to speak English with clarity and ease.

1.14.3 Teaching Reading

“It is not enough to simply teach children to read; we have to give them something worth reading—something that stretches their imaginations, helps them make sense of their own lives, and encourages them to reach out to people whose lives are quite different from their own.”
— Katherine Paterson

The Reading passages in the Learning Material include poems, essays, and speeches. These texts vary in tone and style, allowing for a wide range of discussions and activities. You may approach them in several ways to keep students interested and involved. Reading the texts and answering the accompanying questions will help students uncover the central ideas of each piece—whether it is a poem like “The Mountain and the Squirrel,” “Mending Wall,” “Woman Work,” “Bangle Sellers,” “Mother to Son,” or “The Tyger.”

As students read, they may take notes and think about what they have read. You do not need to read the poem aloud in every class. It is often more effective to prepare students beforehand so that the lesson flows more smoothly. You may ask students to read the poem aloud themselves, which encourages participation and gives them a chance to use the language aloud in a meaningful way.

The reading syllabus helps students build several reading habits. These include skimming, scanning, close reading, and reading for leisure. Each of these skills can be taught in a different way. For example, when students read “The Tyger” or “Mending Wall,” they practice skimming by moving through the text quickly to catch the key ideas. When they study pieces such as “The Secret of Success” or “The Necessity of Cultivating Politeness,” they practice scanning by searching for specific information.

Essays such as “Of Friendship” or poems like “Mother to Son” are well-suited to close reading. Students can take notes, raise questions, and share their thoughts during class discussions. In doing so, they begin to see the deeper meanings in the texts. Group discussions on readings such as “Youth Alone Could Build a Peaceful World” help students deepen their understanding through attentive listening and shared reflection.

Debates and written responses to speeches such as Martin Luther King Jr.’s “I Have a Dream” or A. P. J. Abdul Kalam’s essay enables students to form opinions and express themselves with purpose. These activities help students think critically and explore the ideas they have encountered. The Reading-for-Pleasure section encourages students to read more widely. It also helps them

discover books they enjoy and start building a habit of independent reading. This section is not meant to be taught formally in class. Students are expected to read the assigned poem and short story independently. This gives them a chance to take charge of their reading. They are also expected to use a dictionary when they come across unfamiliar words, which helps them build vocabulary and understand the meaning more clearly. Class time may be used for discussion. Students can share their thoughts, ask questions, or compare interpretations. These conversations often add meaning to the reading experience and help students see how others think and respond.

In classrooms across Telangana, students often come from many different backgrounds. They may speak other languages at home, follow different religions, or belong to different economic groups. Because of this, teachers need to be aware of the cultural values that influence how students behave. For example, in many households, children are taught to show great respect to elders and people in authority. This can lead students to remain silent even when they have something important to say or when they do not fully understand what is being taught.

You can help students feel more at ease by using materials that are familiar and connected to their everyday lives. Speaking about local festivals and customs creates a sense of shared experience. It also sends a clear message that what students bring with them into the classroom has value. You may also wish to observe how boys and girls participate in classroom activities. In some cases, it may be necessary to encourage quieter students—regardless of their gender—to speak more freely and participate in group discussions.

1.14.4 Teaching Vocabulary

“Teaching vocabulary lists is inefficient; the time is better spent reading alone.”
- Stephen D. Krashen

This idea informs the vocabulary exercises in the Learning Material. Words are introduced through texts, not as lists. The aim is to help students use words in everyday settings. Vocabulary should not be taught in isolation. Students learn best when they see how words work in real speech and writing.

New words may be introduced through a poem, essay, or short conversation. Students may use a dictionary to look up the meanings of unfamiliar words. The Learning Material follows this approach. The vocabulary section draws its words from the reading texts. Students are asked to spell each word, understand its meaning, and start using it. You may help them build both active and passive vocabulary through practical, meaningful activities.

Encourage students to notice how words sound, what part of speech they belong to, and how they are used. You may also work with them on synonyms, opposites, common phrases, and word forms. For instance, poems such as “The Mountain and the Squirrel” or “The Bangle Sellers” offer opportunities to explore descriptive language. You might ask, “How does the squirrel feel?” or “What words describe the mountain?”

Ask questions that invite thought—such as “What does it mean to be a true friend?” or “Have you ever met someone who fits that description?” Group-based activities such as *Think–Pair–Share* can help students write their own sentences using new words.

You may also ask students to build a word map. The following table may be used:

S.No	Word	Part of Speech	Synonyms	Antonyms	Derivatives	Sentence

To support Vocabulary learning, you may use pictures, real objects, gestures, or similar words. Show how the word works—as a Noun, Verb, Adjective, or Adverb. You may ask students to give short talks, such as “Use three new adjectives to describe your best friend.”

You can also use simple role-plays that involve real-life language, such as giving directions, meeting someone new, or describing a recent event. At the end of the lesson, you may ask each student to write a sentence using their favourite new adjective. This method not only helps students remember the word but also helps them use it with confidence.

1.14.5 Teaching Grammar

“Grammar instruction must be functional and contextual, not isolated.”

- Diane Larsen-Freeman

Grammar should not be taught as a list of rules. It works more effectively when integrated into the lesson, woven into the content, and taught through practical application. When Grammar is taught through real texts or real situations, students are more likely to take an interest and remember what they learn.

Each unit in the Learning Material introduces Grammar through meaningful content. Unit 1 specifically recapitulates key grammatical concepts students were introduced to at the high school level. This section is designed to reinforce and consolidate their understanding of foundational Grammar topics, such as parts of speech, questions, and types of sentences. Students work extensively with questions. They learn how to ask them, how to form them, and how to identify the parts of speech within them. These grammatical forms reappear in the reading and listening sections, ensuring students encounter the same ideas multiple times for reinforced learning. Furthermore, a second-language English student benefits significantly from such a Grammar revision and specific rules to learn language usage.

In Unit 2, students begin to use words that give instructions or directions. These words form part of the conversations they listen to and the tasks they carry out. Reading and writing activities match this focus. Students practise using verbs in the imperative form.

From Unit 3 onwards, students begin to work with tenses. They learn the simple present and the simple past. These forms appear across Listening, Speaking, Reading, and Writing. Students may reflect on their own experiences and write short pieces that describe events or feelings that have stayed with them.

You may help them remember Grammar through visual tools—such as timelines, diagrams, or mind maps. These help students see how Grammar works and how ideas move through time.

Tests should go beyond fill-in-the-blank and multiple-choice questions. You should include tasks that ask students to write, speak, or use Grammar in context. This shows whether they can apply what they have learned.

When Grammar is taught as part of what students are already doing—when it is part of the lesson and not separate from it—it becomes something they can use. It helps them speak more clearly, express thoughts more freely, and understand English more deeply.

1.14.6 Teaching Writing

“Writing is not a natural gift. It is learned like any other skill. Most people learn best under careful, patient, and supportive guidance.”

- William Zinsser

To help students write well, you need an approach that is both planned and flexible. Writing tasks should feel real. They should select situations that students recognise and they should carry meaning. If students are to write with meaning, care, and purpose, the task must be clear, the subject interesting, and the outcome meaningful. For example, to teach sentence connection, you can begin with exercises in combining short sentences. Once students are familiar with this skill, they can start composing paragraphs that carry a clear line of thought.

Suppose you ask students to write about a healthy habit, a person they admire, or a way of travelling they enjoy. You may guide them through the stages of writing—gathering ideas, arranging them in a sensible order, drafting a paragraph, and checking their work for flow, grammar, and tone. Sample paragraphs help them notice what works well and why.

When students write practical texts such as instructions or how-to guides—for making a dish, giving directions, or downloading an app—they should focus on order, clarity, and precise use of action verbs. You may use flowcharts, checklists, or simple guides alongside the Learning Material to help them plan their writing with greater ease.

All stages of writing—planning, drafting, and revising—deserve equal attention. When evaluating a student’s writing, consider not only how well they follow language patterns but also how clearly they convey thoughts drawn from real life.

Writing a diary entry or a work schedule is a helpful way to practise the Simple Present Tense, especially when the topic involves habits or daily routines. You may begin by asking students to write a list of what they do each day or how they study. Once this is done, you can help them turn these notes into diary entries or short Paragraphs, using the correct Verb forms.

If students are writing about past events, you should stress the need to keep verb tenses consistent and to place events in the proper order. For descriptive writing, begin with Vocabulary tasks that focus on Adjectives, especially words that describe how things look, sound, feel, smell, or taste.

Ask students to describe a place or a person using such words. Then guide them as they shape these details into a paragraph about a favourite location or a comparison between youth and old age.

You may use pictures, mind maps, or sensory charts to help students gather and arrange ideas for descriptive writing. The writing tasks in the Learning Material are arranged by level, and by the end of the term, students will have learned to write paragraphs with meaning and structure, to give instructions, describe routes, tell stories, and write short essays. This gives them a solid foundation for academic writing.

In every unit, you may use support techniques such as prompts, guiding questions, and sentence starters to enhance their learning. These tools help students at all levels. Frequent writing practice, followed by revision, enables students to learn Grammar and Vocabulary in context, particularly when tasks involve sensory language, Adjectives, and correct Verb usage.

Tests should not only measure how well students use language; they should also demonstrate their ability to think deeply and express themselves effectively. That is how students master both form and fluency. When grammar lessons are intertwined with real writing tasks, students learn to write with greater confidence, clarity, and accuracy.

1.15 Understanding Testing

Testing is a formal way of checking what a student knows, can do, or has understood in a given subject. It provides a clear picture of progress and identifies areas where help may be needed. Testing may take many forms—written papers, spoken responses, hands-on activities, or standardised exams. Its chief purpose is to check understanding, guide teaching, and inform the teacher about what should follow.

Testing also acts as a source of feedback. It helps you identify where students are excelling and where they may require additional support. It helps students understand how far they have come and what areas still need their effort. In this sense, testing is not only about scores; it is about insight. It helps everyone involved make better choices about learning.

1.16 Testing the Skills – LSRW

To assess language skills in a complete way, you must look at Listening, Speaking, Reading, and Writing—the four main areas of use. No single method can capture the whole picture. You need a mix of methods that match how language is used in real life.

Listening may be tested through comprehension tasks. Students hear a short recording and then answer questions based on what they heard. To develop speaking skills, you may assign tasks such as delivering short talks or participating in group discussions. These allow students to speak freely and show their ability to express thoughts aloud.

Reading and Writing should also be tested through tasks that feel connected to real situations. Reading passages may be followed by questions that test understanding. Writing tasks may ask

students to explain an idea, describe an event, or present an opinion. In this way, you can see how well students construct sentences, organise ideas, and use language to convey their meaning.

The Workbook includes several project tasks. You may ask students to choose one that interests them and work on it. A sample question paper is available in Appendix II. This will help you shape your lessons in a way that supports exam goals. The internal exam assesses listening and speaking skills. The external exam assesses reading and writing skills. Grammar and vocabulary are part of both.

You can also use regular classroom tasks to assess how students are performing. These tests should not only check knowledge, but also track progress. Ultimately, this handbook is not just a guide; it is a call to action. It asks you to step away from habits that no longer work and move towards teaching that places the student at its heart. It asks you to bring in curiosity, thought, and imagination.

You are not just teaching; you are guiding. You are helping students apply what they learn in the world around them. This makes teaching not only more helpful, but more joyful. You may need to spend time planning and adjusting your lessons. But in doing so, you will find deeper satisfaction—and a stronger connection with your students.

Accept this task with empathy and courage. Your energy and care can light the path that leads your students to a lasting love of learning.

A Thoughtful Farewell

It is often hard to find the right words when wishing teachers well. Still, the spirit of thoughtful teaching can be captured in words drawn from those who have worked long and deeply in the study of language.

“As you begin this new way of teaching, remember that language is more than a set of rules—it is a living part of how we think, feel, and connect. When you awaken curiosity, when you invite students to explore, you are doing more than teaching English. You are opening the door to understanding, to expression, and to shared meaning. May your efforts lead your students not only to learn more—but to care more, think more, and speak with clarity and heart.” - Inspired by the ideas of Noam Chomsky

Appendix I
Semester 1
OBJECTIVES

UNIT 1: TEACHING LISTENING

Foundations of English Communication Skills

Objectives

Students will be able to

- Initiate and participate in basic social interactions
- Demonstrate proficiency in formulating questions, and articulating responses to inquiries

1. Learning Competencies

- 1.1 Applies social etiquette and integrates verbal/nonverbal cues
- 1.2 Acquires vocabulary to form various question types
- 1.3 Organises grammatical order for clear questions
- 1.4 Uses appropriate vocabulary and intonation

2. Listening

- 2.1 Assimilates audio clippings, both formal and informal conversations
- 2.2 Interprets the ideas after listening to the audio clippings
- 2.3 Differentiates the purpose of Wh-words used in the audio
- 2.4 Distinguishes and reviews the details of a friend, gathered by filling the particulars given in the form

3. Speaking

- 3.1 Cultivates proper use of stress and intonation in conversations
- 3.2 Adopts nonverbal communication to bring out the impact of conversation
- 3.3 Introduces a friend whose details are filled in the form
- 3.4 Builds a dialogue (frames questions for the given answers and answers for the given questions through role plays)

4. Reading

- 4.1 Recites the poem, “The Mountain and the Squirrel” by Ralph Waldo Emerson exchanges responses and opinions about the poem read
- 4.2 Reads the given poem and constructs a dialogue
- 4.3 Reads “Of Friendship” and answers the given comprehension questions
- 4.4 Explains the main theme of the above passage

5. Vocabulary

- 5.1 Uses interrogative and descriptive words

- 5.2 Substitutes selected words with their synonyms
- 5.3 Substitutes selected words with their antonyms
- 5.4 Deduces the meaning of a word from the context

6. Grammar

- 6.1 Applies suitable Main and Helping Verbs
- 6.2 Constructs different Types of Sentences - Statements, Interrogatives, Imperative, and Exclamatory
- 6.3 Formulates proper questioning strategies
- 6.4 Categorises vocabulary into different Parts of Speech

7. Writing

- 7.1 Synthesises ideas by connecting sentences
- 7.2 Constructs a paragraph about a healthy hobby
- 7.3 Composes a paragraph about a person whom he admires
- 7.4 Formulates a paragraph about a mode of travel the student prefers

8. Reading for Pleasure

- 8.1 Analyses the poem, “The Night of the Scorpion”
- 8.2 Analyses the opinions of the characters from the poem
- 8.3 Summarises the given excerpt from Stephen Leacock’s “The Financial Career” and justifies the sentences or expressions he enjoyed the most
- 8.4 Constructs a write up on their experiences related to the excerpt

UNIT 2: TEACHING SPEAKING

The Art of Clear Instructions and Directions

Objectives

Students will be able to

- Formulate instructions and directions
- Build vocabulary for different utterances and sentence structures

1. Learning Competencies

- 1.1 Applies verbs suitable for instructions
- 1.2 Formulates directions based on a map
- 1.3 Employs appropriate tone, vocabulary, and Grammar
- 1.4 Acquires vocabulary related to directions and descriptions

2. Listening

- 2.1 Comprehends instructions provided through an audio source
- 2.2 Analyses directions from an audio source

- 2.3 Determines the correct train based on a railway announcement and locates the designated platform
- 2.4 Understands and follows the instructions provided at the airport to exit and secure a cab

3. Speaking

- 3.1 Formulates clear instructions for preparing a recipe
- 3.2 Demonstrates the use of appropriate tone and pace to deliver directions effectively
- 3.3 Illustrates the functionality and operation of a gadget
- 3.4 Directs someone to navigate and reach a famous monument

4. Reading

- 4.1 Interprets the poem “Mending Wall” by Robert Frost
- 4.2 Analyses the directions given in the brochure to reach a new house
- 4.3 Reads Swami Vivekananda’s “Secret of Success”
- 4.4 Understands the right attitude towards work

5. Vocabulary

- 5.1 Compiles the instructional and directional vocabulary
- 5.2 Assembles the words used to express sequence and order
- 5.3 Gathers the words used to express landmarks to reach a place
- 5.4 Accumulates the words used for emphasis and command

6. Grammar

- 6.1 Reviews imperative sentences and imperative verbs
- 6.2 Organises the sequence of the given sentences
- 6.3 Analyses content and structure words and their usage in oral and written communication
- 6.4 Applies ordinal and cardinal numbers and their pronunciation

7. Writing

- 7.1 Composes instructions for a recipe
- 7.2 Formulates instructions to use a gadget
- 7.3 Develops directions to reach a sightseeing place
- 7.4 Constructs clear, step-wise instructions to upload a file from one’s computer

8. Reading for Pleasure

- 8.1.1 Reviews the poem “I Keep Six Honest Serving-Men” by Rudyard Kipling
- 8.2 Interprets the poem and understands the importance of staying inquisitive
- 8.3 Reads and examines the passage “Bachendri Pal: Empowerment of Women”
- 8.4 Analyses the passage in the context of gender equality

UNIT 3: TEACHING READING

Talking About Habitual Actions and Past Events

Objectives

Students will be able to

- Present daily routines and habitual actions in simple English
- Analyse the application of the Simple Present Tense and Simple Past Tense

1. Learning Competencies

- 1.2 Organises habitual actions and incidents in a logical sequence
- 1.2 Constructs day-to-day actions, ensuring proper subject-verb agreement
- 1.3 Incorporates related sequential verbs and linkers
- 1.4 Distinguishes time sequences within a narration

2. Listening

- 2.1 Comprehends recordings that describe daily activities
- 2.2 Synthesises the daily activities from the recordings
- 2.3 Identifies and interprets habitual actions expressed in Simple Present Tense and Simple Past Tense
- 2.4 Evaluates routine activities shared in the audio and proposes changes for improvement

3. Speaking

- 3.1 Employs proper intonation to engage the listener
- 3.2 Shares information about each other's daily routines
- 3.3 Discusses an online news item on a social platform
- 3.4 Analyses a sports event through commentary

4. Reading

- 4.1 Reads and identifies the verbs used in the poem "Woman Work" by Maya Angelou
- 4.2 Constructs sentences and questions in Simple Present Tense and Simple Past Tense based on their readings.
- 4.3 Reads Abdul Kalam's "Youth alone could build a peaceful world"
- 4.4 Comprehends the given passage and identifies their contribution to a peaceful world

5. Vocabulary

- 5.1 Identifies Action Verbs from the given passage
- 5.2 Compiles vocabulary used for habitual actions
- 5.3 Analyses the relationship between Tense and Time words to recognise habitual action expressions
- 5.4 Scans a passage and determines one-word substitutes for selected expressions

6. Grammar

- 6.1 Illustrates the use of the Simple Present Tense in sentences
- 6.2 Illustrates the use of the Simple Past Tense in sentences
- 6.3 Reviews questions and answers in the Simple Present Tense and Simple Past Tense
- 6.4 Comprehends the use of Simple Present Tense with sensory verbs

7. Writing

- 7.1 Composes a diary entry of habitual actions using the Simple Present Tense
- 7.2 Narrates a past incident using the Simple Past Tense
- 7.3 Constructs a paragraph about his study or work schedule
- 7.4 Formulates sentences in the Simple Present Tense using sensory verbs

8. Reading for Pleasure

- 8.1 Reads and analyses the excerpt from Robert Lynd's "On Forgetting"
- 8.2 Explains the sentences or expressions in the essay
- 8.3 Reads the poem "Leisure" by W.H. Davies
- 8.4 Interprets the poem and understands the importance of leisure

UNIT 4: TEACHING VOCABULARY

Crafting Descriptive Language

Objectives

The students will be able to

- Apply a variety of adjectives appropriately in diverse contexts
- Create coherent sentences to illustrate people and places with detail and vividness

1. Learning Competencies

- 1.1 Categorises and describes individuals by appearance and personality using adjectives
- 1.2 Compares and contrasts individuals' qualities and attitudes
- 1.3 Illustrates individuals using pronouns and descriptive phrases
- 1.4 Analyses environments using spatial language and evokes sensory details of appealing places

2. Listening

- 2.1 Identifies characteristics of individuals as described by writers
- 2.2 Compares and contrasts the attributes of two individuals based on an oral presentation
- 2.3 Interprets the descriptions of a famous monument presented orally
- 2.4 Visualises beautiful places based on oral descriptions

3. Speaking

- 3.1 Illustrates the cooperation among neighbours
- 3.2 Portrays a favourite artist or historical character

- 3.3 Justifies the key features of a particular place with a personal impact
- 3.4 Depicts a natural element such as the ocean or a mountain

4. Reading

- 4.1 Analyses the theme of Sarojini Naidu's poem "The Bangle Sellers."
- 4.2 Interprets the colours used in the above poem and the emotions they indicate
- 4.3 Reads the essay "Necessity of Cultivating Politeness" by Samuel Johnson
- 4.4 Understands the consequences of being a rude human being

5. Vocabulary

- 5.1 Lists homophones and homonyms for the words learnt
- 5.2 Lists synonyms of the selected adjectives using a thesaurus
- 5.3 Connects colour adjectives to corresponding human moods
- 5.4 Identifies adverbial forms of adjectives using a dictionary

6. Grammar

- 6.1 Identifies types of adjectives and their affixation
- 6.2 Categorises adjectives derived from nouns
- 6.3 Explains degrees of comparison
- 6.4 Applies of the present continuous tense to describe on-going actions
 - 6.4.1 Analyses the use of the past continuous tense to describe actions in progress at a specific time in the past
 - 6.4.2 Differentiates between simple present tense and other present tenses

7. Writing

- 7.1 Describes a person using adjectives
- 7.2 Constructs sentences using sensory adjectives
- 7.3 Composes a descriptive paragraph about a beautiful place
- 7.4 Compares and contrasts childhood and old age using adjectives

8. Reading for Pleasure

- 8.1 Reads and analyses the poem "Daffodils" by William Wordsworth
- 8.2 Understands the descriptive expressions in the poem
- 8.3 Reads and investigates R.K. Narayan's "Snake in the Grass" to determine how snakes are captured.
- 8.4 Constructs a description based on the story

UNIT 5: TEACHING GRAMMAR

Weaving Personal Narratives, Events and Biographies

Objectives

The students will be able to

- Construct simple narratives with a clear beginning, middle, and end
- Apply appropriate descriptive language and tone to engage the reader

1. Learning Competencies

- 1.1 Recognises the elements of a well-structured narrative
- 1.2 Comprehends story themes and essay structure
- 1.3 Analyses characters and presents objective opinions
- 1.4 Organises thoughts logically and contextualises individuals

2. Listening

- 2.1 Identifies the main idea and key events of a biography presented in an audio
- 2.2 Differentiates facts from opinions in a biography
- 2.3 Determines circumstantial influences on an individual
- 2.4 Analyses the plot, characteristics, and emotions of a person

3. Speaking

- 3.1 Modulates tone to convey the meaning of a presentation
- 3.2 Distinguishes between narrating and presenting dialogues
- 3.3 Narrates short, related personal experiences
- 3.4 Expresses emotional empathy with characters and their experiences

4. Reading

- 4.1 Comprehends the theme of the poem “Mother to Son” by Langston Hughes
- 4.2 Analyses the character of the ‘Mother’ in the poem
- 4.3 Reads Martin Luther King Jr. “I have a dream”
- 4.4 Elucidates Martin’s Dream

5. Vocabulary

- 5.1 Employs precise words and suitable vocabulary in essays and stories
- 5.2 Integrates sensory adjectives and verbs
- 5.3 Uses words to describe human qualities
- 5.4 Applies knowledge of antonyms, synonyms, and one-word substitutes

6. Grammar

- 6.1 Constructs and creates sentences in present perfect to show completed actions with present relevance

- 6.2 Analyses the function of the past perfect continuous tense to describe on-going actions before another past action
- 6.3 Develops examples illustrating the use of the present perfect continuous tense to show actions that started in the past, continued until recently, and have present results
- 6.4 Describes and explains how the past perfect continuous tense indicates the duration of an action completed before another point in the past

7. Writing

- 7.1 Composes a brief story
- 7.2 Describes the positive qualities of a person
- 7.3 Summarises the success of a celebrity
- 7.4 Develops a general essay on a selected topic

8. Reading for Pleasure

- 8.1 Interprets the poem “Where the mind is without fear” by Rabindranath Tagore
- 8.2 Describes the kind of nation the poet envisions in the poem
- 8.3 Comprehends the excerpt from A.G. Gardner’s “On Saying Please” and elaborates on the sentences or expressions he enjoyed the most
- 8.4 Understands the relevance of using ‘please’ in real life

UNIT 6: TEACHING WRITING

From Sensation to Sentence: Descriptive Essays and Event Accounts

Objectives

The students will be able to

- Compose vivid descriptions using sensory details and figurative language
- Construct chronological accounts of events, incorporating relevant details and sequence of actions

1. Learning Competencies

- 1.1 Employs descriptive language for engaging events
- 1.2 Differentiates objective descriptions from personal reflections
- 1.3 Describes a significant sight-seeing place in an essay form
- 1.4 Illustrates behavioural patterns triggered by emotions

2. Listening

- 2.1 Comprehends a paragraph describing an event
- 2.2 Analyses the sequence of events in a paragraph
- 2.3 Identifies descriptive adjectives and phrases used for an event
- 2.4 Differentiates emotions in the audio’s tone

3. Speaking

- 3.1 Depicts a wedding scene to friends
- 3.2 Illustrates a gym in an apartment
- 3.3 Describes a garden
- 3.4 Portrays a stormy scene

4. Reading

- 4.1 Reads and understands the poem “The Tyger” by William Blake
- 4.2 Understands the descriptions used in the poem
- 4.3 Reads the essay “The Vedas: Source for All Sciences”
- 4.4 Explains their impression of the essay

5. Vocabulary

- 5.1 Integrates descriptive words for a marriage scene
- 5.2 Uses descriptive words for parties
- 5.3 Incorporates descriptive words for national festivals
- 5.4 Applies descriptive words for special college events

6. Grammar

- 6.1 Applies simple future tense
- 6.2 Constructs sentences using the future continuous tense
- 6.3 Formulates sentences using the future perfect tense
- 6.4 Explains special usage of tense forms

7. Writing

- 7.1 Composes a descriptive account of an event
- 7.2 Illustrates a scene through descriptive writing
- 7.3 Conveys reactions to sensory experiences descriptively
- 7.4 Depicts the aftermath of an earthquake through descriptive writing

8. Reading for Pleasure

- 8.1 Reads “This is a Photograph of Me” by Margaret Atwood
- 8.2 Understands the relevance of the poem in the context of an identity crisis
- 8.3 Reads “Fat and Thin” by Anton Chekov
- 8.4 Understands and describes social differences as expressed by the concept of fat and thin

APPENDIX II
General English
Model Question Paper
Semester-I

Max Marks: 80
(10 marks)

Section A

Q1. Read the following prose passage and answer the questions that follow. (5 Marks)

The purpose of education, finally, is to create in a person the ability to look at the world for himself, to make his own decisions, to say to himself this is black or this is white, to decide for himself whether there is a God in heaven or not. To ask questions of the universe and then learn to live with those questions is the way he achieves his own identity. But no society is really anxious to have that kind of person around. What societies really, ideally, want is a citizenry which will simply obey the rules of society. If a society succeeds in doing this, it is able to perpetuate itself without change, which means that the people are merely machines for that society. The really terrible thing, though, is that this means that they no longer live, in any meaningful sense. If you are told, from the time you are born, that the world is flat, and you believe it, and act on it, and teach it to your children, then you are not only living a lie— you are passing on a lie to future generations. The purpose of education, then, is not to teach people what to think, but how to think— and that is a very different thing. It requires courage, honesty, and a willingness to question everything, even what you've been told by those in power. That is what real education demands, and that is why it is always a political act, whether we admit it or not.

1. Do you believe that deciding the 'what' and 'how' of education is a political act? Why?
2. How can education help you to achieve your own identity?
3. What type of person is generally accepted/welcomed by society? Why?
4. When is a person/individual considered 'no longer living in any meaningful sense'?
5. What does the 'real education' demand? What qualities are required by both the teacher and the student to achieve it?

Q2. Read the following poem carefully and answer the questions that follow. (5 marks)

Dreams

Hold fast to dreams
 For if dreams die
 Life is a broken-winged bird
 That cannot fly.
 Hold fast to dreams
 For when dreams go
 Life is a barren field
 Frozen with snow.

- a. What is the meaning of the 'dreams' in the poem?
- b. Is it necessary to have dreams in life? Why?

- c. What happens to a person if his dreams die?
- d. Name the number of syllables and identify the stressed syllable in the following words:
Frozen, Bird, Dream, Snow

Section-B**(Marks 20)**Q3. Answer any **three** of the following questions.**(12 Marks)**

1. Describe the theme of the poem, "Night of the Scorpion."
2. What was the ambition of Bachendri Pal?
3. Write do you learn about 'time' in the poem, "Leisure"
4. Write about the beauty of daffodils as described by the poet.
5. What is the theme of the poem, "Where the mind is without fear."
6. What is the main idea of the poem, "This is a Photograph of Me?"

Q4. Answer any **four** of the following questions.**(8 Marks)**

1. What caution has to be taken while making scientific inventions?
2. Explain Martin Luther King Jr's Dream.
3. How did Abraham Lincoln respond to a senator's attempt to insult him?
4. What steps does Kalam suggest to the youth to achieve world peace?
5. What is the secret of success, according to Vivekananda?
6. What are the benefits of friendship, as mentioned by Bacon?

Section – C**(Marks-20)**

Q5. The sentences given below are not in proper sequence. Write them in a proper order to make the passage more meaningful.

(Marks 5)

- a. I received a confirmed ticket for Bombay from the IRCTC APP.
- b. I went to the Railway Station to leave for Bombay.
- c. I got on the train and started my journey.
- d. I paid the ticket charges on the IRCTC Portal.
- e. I received an OTP to confirm my mobile number.

OR

A topic sentence is given below. Add four supporting details and a concluding sentence.

Sentence: I met an old friend of mine coming from New York at the New Delhi airport.

Q6. Narrate an incident that happened to you/you witnessed recently at the Industrial Exhibition.

OR

Narrate how you would take care of your pet (Dog/ Cat) to keep it healthy and strong.

(Marks 5)

Q7. Describe how your birthday / new year was celebrated in your house this year (Add sensory details and organise it chronologically.)

OR

Describe briefly a Cultural Programme you witnessed in your college. (Add sensory details and organise it chronologically)

(Marks 5)

Q8. Write Instructions or Directions as directed.

Your brother got a new mobile phone. Give him detailed and specific instructions to set up the phone and make it ready to use both for phone calls and social media.

OR

Write the Directions needed to be taken from Kacheguda Railway Station to Narayanguda Crossroads. (A drawing or a sketch should be given to mark the directions of the route. Follow them and write down the directions.)

(Marks 5)

Section-D**(Marks 30)**

Q9. Name the Tense of the Verb form in each sentence and rewrite it as directed. (Marks 5)

- a. I wrote the examination well. (Write the question tag form.)
- b. It's a wonderful picture. (Write the interrogative form.)
- c. I have been driving this car for many years. (Write the present perfect form)
- e. Use a subordinate conjunction and rewrite the sentence.
 - i. I peruse Science. I want to become a doctor or scientist.
 - ii. Convert the following simple sentence into a Complex Sentence.
He confessed his crime.

Q10. Fill in the blanks with the correct Tense form.

- a. I _____ working on his problem since 10 AM.
- b. The Thief _____ the house before the police arrived.
- c. The Earth _____ around Sun.
- d. They _____ the assignment now.
- e. I _____ here for 3 hours by 6 PM

Q11. Parts of Speech. Identify the Parts of Speech of the underlined word.

(Marks 5)

- a. He did the mischief.
- b. It's a beautiful flower.
- c. I correctly answered all my questions.
- d. There was fish in the pond.
- e. He was sick but still he decided to attend the examination.

Q12. Correct the following sentence.

(Marks 5)

- a. Did you understood what I am speaking about?
- b. Neither the dogs nor the cat have eaten food today.
- c. Every one like sweets.
- d. Five rupees are not a big amount.
- e. The quality of the vegetables are good.

Q13. Identify the Positive, Comparative and Superlative sentences in the following.

(3+2 Marks)

- a. Soundarya was considered the most beautiful woman in the group.
- b. Mukesh Ambani is richer than any other person in India.
- c. No other animal is as strong as the lion.
- d. The Comparative and Superlative forms of the following Adjectives/ Adverbs are:
 Beautiful -----
 Intelligent -----
 Happy -----
 Bad -----

Q14 Write the Synonyms/Antonyms/Homonyms/Homophones/One-word Substitutes for the following: (Marks 10)

- i. Find a Synonym for the underlined word. Choose the correct answer from the options in brackets.
 - a. The lecturer gave a comprehensive lecture on Research Methodology.
 - b. (brief, thorough, repetitive)
 - c. The students were impressed by her well-articulated presentation.
 - d. (unclear, expressive, hesitant)
- ii. Find an Antonym for the underlined word. Choose the correct answer from the options in brackets.
 1. Her approach was rigorous and error-proof.
(thorough, superficial, complex)
 2. The speaker was concise, using minimal words to convey complicated ideas.
(brief, expansive, effective)
- iii. Choose the correct homophone and rewrite the sentence:
 1. In his speech, the Dean will **cite** / **site** / **sight** a few recent research publications.
 2. The Department was praised for her **role** / **roll** in organising the conference.
- iv. Write a sentence each for the following Homonyms. One use of the homonym is given for you.

Bat

- a. As dusk settled, a tiny bat flew into my house.
- b.

Lie

1. He promised that he would never lie.
- 2.

v. Give a One-word substitute for the following:

- a. One word for 'A person who speaks many languages.'
- b. One word for 'an animal or something kept as a companion.'

English Algorithm: Basic Skills for Personal and Social Communication

This *Teachers Handbook* has been prepared to accompany *English Algorithm: Basic Skills for Personal and Social Communication* for the first-year degree students in Telangana. The handbook offers practical guidance for implementing the integrated approach to teaching English, combining listening, speaking, reading, and writing skills in meaningful contexts. Teachers will find detailed lesson plans, step-by-step instructions for classroom activities, and assessment strategies tailored to large classrooms with student hailing from different backgrounds. It addresses specific challenges faced by rural students transitioning from regional languages to English instruction. It includes comprehensive sections on teaching methodology, cultural sensitivity, and motivation strategies. Each unit contains clear objectives, sample exercises, and alternative teaching approaches that accommodate different learning styles. Teachers are encouraged to use this handbook alongside the main textbook to plan lessons systematically, implement communicative activities effectively, and assess student progress accurately. The handbook transforms theoretical concepts into practical classroom applications, making English language learning accessible and engaging for undergraduate students across Telangana.



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