



HAPPINESS IS WHEN  
WHAT YOU **THINK**, WHAT  
YOU **SAY**, AND WHAT YOU  
**DO** ARE IN **HARMONY**  
- Mahatma Gandhi

ALWAYS BE A **FIRST-RATE**  
**VERSION OF YOURSELF**,  
INSTEAD OF A SECOND-RATE  
VERSION OF SOMEBODY ELSE  
- Judy Garland

THE BEST WAY TO CHEER  
YOURSELF UP IS TO **CHEER**  
**SOMEBODY ELSE UP**  
- Mark Twain

BY LEARNING YOU WILL  
TEACH BY **TEACHING YOU**  
**WILL UNDERSTAND**  
- Latin Proverb

## FACILITATOR HANDBOOK

REVISED - SEPT 14, 2017

HOW WONDERFUL IT IS THAT  
**NOBODY NEED WAIT** A  
SINGLE MOMENT BEFORE  
STARTING TO **IMPROVE THE**  
**WORLD**  
- Anne Frank

ATTENTION DOESN'T WANDER  
BECAUSE SOMETHING IS DULL.  
**LIFE LOOKS DULL WHEN**  
**ATTENTION WANDERS**  
- Eknath Easwaran

TO **AWAKEN INTEREST** AND  
**KINDLE ENTHUSIASM** IS  
THE SURE WAY TO TEACH EASILY  
AND SUCCESSFULLY  
- Tryon Edwards

## About This Resource

The classes organized by the Freedom English Academy, are aimed at building comfort, confidence and competence in oral communication. The one hour forty-five minute weekday class is designed using international language learning framework. For 30 minutes, students listen and learn from computer based program. Thereafter, for 1 hour 15 minutes, with the Facilitator's guidance, the students practice the learnt concepts in the Workbook and through oral communication activities.

Along with developing communication skills, Freedom English Academy is also committed to building cognitive and non-cognitive skills among its students, making them independent thinkers and responsible individuals. The language lessons are layered with activities to nurture a problem-solving mindset among students to improve their prospects of getting professional jobs and help them become active contributors in their communities.

The FEA program is benchmarked to Common European Framework of Reference for Languages (CEFR), Collaborative for Academic, Social, and Emotional Learning (CASEL), Project Zero Thinking Visible competencies. It draws heavily on learnings from Project-based Learning, International Baccalaureate, Tribes TLC<sup>®</sup> and Intrinsic Institute Leadership Development Program.

The lessons in these books and the methodology to teach them has been designed by FEA curriculum team under the leadership of Ms Payal Mahajan, abundantly supported by Mr. Avishek Singh, Ms Pallavi Vasisht and others at FEA. This team has worked painstakingly over the years with educators and experts like Dr Robert Hagan, Dr Brian Davidson, Dr John Mergendoller to create an powerful and effective tool to give disadvantaged youth a pathway to professional jobs and community leadership.

The purpose of this Handbook is to serve as a comprehensive lesson-plan resource for those facilitating the learning of first generation learners of the English language, organizing information to foster comfort with the language at early Beginner (Level I). The language-acquisition activities in this handbook will also build habits of mind to thinking critically and creatively, for self and others.

All lessons/activities, will require the facilitators to be certified to teach and prepare themselves well before teaching them to the students.

The Facilitator Handbook comprises 46 lesson-plans, as a part of early Beginner (Level I) to be completed in 2 months. At the end of the 2 months, the Facilitator, Evaluators and designated FEA staff will assess language acquisition of the students to determine progression to late Beginner (Level I).

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## **Book I Blueprint**

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# Facilitation Vs Lecturing

Lecturing Students	Facilitation of Learning
1. Based on the belief that students are empty vessels.	1. Based on the belief that students have prior knowledge that needs to be extended and linked to new knowledge.
2. Transfer of knowledge.	2. Exploring and making sense of new knowledge.
3. Involves teaching and telling.	3. Provokes, guides, motivates, connects, thinks aloud.
4. Encourages individual work.	4. Encourages cooperative, task-focused work.
5. Teacher is the source of all knowledge.	5. Teacher uncovers students' knowledge by providing learning experience.
6. Encourages memorization and rote.	6. Encourages students to make connections, explore and question.
7. Teacher-led learning.	7. Teacher-led, self-led and peer learning.
8. Teacher talks the most.	8. Teacher gets the students to talk more.
9. Suits those who learn by listening.	9. Suits multiple styles of learning.
10. Driven by direct questions with one-correct answer ("What is a homophone?") and use of technical vocabulary ("This is a verb.").	10. Driven by balance of direct and open-ended questions based on the purpose of questioning using simple vocabulary that conveys the meaning of what the word implies/refers to.

## Notes to Facilitator:

1. Ensure that the lessons/level is completed in a timely manner. If there has been long absence (due to holidays, leaves etc), it is the responsibility of the facilitator to help student catch up on lost time/learning.
2. Ensure that the students fill up the workbooks in pencil only.
3. Students must not take the Workbook home. However, a day before the evaluations, students may be allowed to take the Workbook home. Please tell them that they will not be allowed to appear for the evaluation if they do not have their own Workbook duly completed.
4. After the completion of a Level (not book), allow the students to take their workbooks home.
5. Ensure that there is a Workbook Monitor in every session and that he/she ensure that the books are arranged in an orderly manner on the shelves. In case, you require more storage space let your supervisor know.
6. Issue books to students responsibly and reuse workbooks of dropout students.

## F.E.A. Good Practices

As capable and committed facilitators, many of the F.E.A. staff adopts practices and strategies to help students learn and perform better. These are some of the good practices that the F.E.A. facilitators have adopted independently and/or collaboratively:

- ◆ Get F.E.A. graduates involved in helping current students.
- ◆ Take feedback from students on a weekly basis to improve center and facilitation.
- ◆ On the day of PTI, students teach parents to speak a few sentences in English.
- ◆ Preparing weekly 'To-do list'. It helps in identifying irregular students and accordingly home visits are made to counsel/guide such students.
- ◆ Sharing attendance percentage on weekly basis with students.
- ◆ Sharing monthly goal related to attendance and learning with parents and having a discussion on it so as to motivate them to send their children regularly.
- ◆ Appointing Senior Monitor - The work of senior monitors is to make other monitors more effective in their roles.
- ◆ Feedback Box/Compliment - Visitors and students are asked to share their feedback on facilitators' facilitation skills and center. Facilitators work on the feedback provided to them.
- ◆ Star Session : Facilitators select best session out of all 4 sessions. Criteria for this selection is participation and regularity of students.
- ◆ Have more participative students talk with a shy student for 2-3 minutes everyday to create a bond between them. It also helps the shy student overcome his shyness.
- ◆ Appointing Monitors for a week by rotation.
- ◆ Changing seating arrangement of students so that they gain confidence and get to know other students of the class.
- ◆ Making shy students lead the QOD discussion.
- ◆ Having same high expectations from all students.
- ◆ Appointing Anchors in all sessions. Anchors call students for presentation/role play in a pre-determined order.
- ◆ Use Pose, Pause, Pounce, Bounce strategy. Pose - state the question or task instructions; Pause - give students time to think/reflect on the question or task instructions, ensuring that the students hold their speech and think; Pounce - ask Student A and then Student B to answer; Bounce - ask Student C (immediately) after the response, his/her opinion of Student A's or Student B's answer asking them to support their answer with reasoning.
- ◆ Students need an Entry Password - this is a new word that they have learnt or vocabulary from the previous day's lesson.
- ◆ Make Student Profile identifying interests, strengths and weaknesses of individual students.
- ◆ Gallery Walk - Have the writing samples of students on D.E.W. wall and make the students walk around to read the writings of others.
- ◆ Rate yourself on how the lesson was taught and how well the students understood the lesson. Use that to reflect in the Facilitator's Reflection section in the Handbook.
- ◆ On a weekly basis, ask students to walk around the room and look at the charts and wall displays and share their thoughts about the displays.

# Lesson 1: Me & My – 1

**Language:**

W.CW.1.a.i  
L.C.1  
R.RO.1; R.RIA.1  
S.R.1

**Cognitive:**

Ex.3  
O/S.2

**Non-cognitive:**

SA.3  
SfA.2

**Others:**

-

**Key vocabulary:**

- first name
- middle name
- last name
- maiden name
- city
- street
- country

**Materials required:**

Writing material  
Construction paper cut into rectangular pieces of 3.5 x 2 inches  
Sketch pens  
Sample business cards

**Error alert:** Confusion about gender – girl or woman/lady, boy or man.  
“My father name is...”

**PROCEDURE:**

Steps	Facilitator’s action(s)	Students’ action(s)
Discuss the QOD, ensuring that the students understand the question. (5 minutes)		Understand the question/ask clarification questions and respond in Hindi or English.
Step 1 - Introduce (10 minutes)	Writes full names of his/her family members on the board. Asks - What is same and different in the names written on the board? Steers conversation towards first names, middle names and family names. Asks - Why do some the names on the board have same last name? Accepts all answers and steers conversation towards people of same family having the same last names. Allows students to answer in Hindi/English encouraging them to use key vocabulary in English.	Observe and listen.  Respond in English or Hindi.  Follow conversational lead of the facilitator. Respond in English or Hindi.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Asks students to listen to AV-1 thrice and discusses:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• What is the perfect age for learning/success? Why?</li> <li>• How is Fauja Singh similar/different from you?</li> </ul> <p>OR</p> <p>If AV-1 is not available at this time, go to Step 3 and complete AV-1 viewing/listening in Step 6.</p>	<p>Listen to audio thrice and make notes.</p> <p>Respond to questions in English or Hindi.</p> <p>Try to make connection between self and Fauja Singh.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks probing questions to check if students understand the use of 'I/Me' and 'My/Mine'. Explains the usage of 'I/Me' and 'My/Mine', if required, with the help of students/examples. Shows Workbook Exercise A and completes the first question together with students. Goes over the Exercise B and C with the whole class and instructs students to complete these exercise. Asks a student to repeat task instructions in English or Hindi to ensure that students have understood. Walks around to see how students are doing and works one-on-one with students who are struggling. Asks students why people change their names (first or family name) sometimes. Accepts all answers and repeats the correct one.</p>	<p>Respond to question in Hindi/English.</p> <p>Assist the facilitator in explaining to other students the usage of 'Me' and 'My'. Listen attentively and complete Workbook exercise A with the facilitator and B &amp; C by themselves. Repeat the instructions given by the facilitator in Hindi/English. Ask facilitator questions, if any.</p> <p>Respond to question in Hindi/English.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> <li>• When do we use 'man'/'boy' for a male?</li> <li>• When do we use 'girl'/'woman' for a female?</li> </ul> <p>In case of any confusion, explains the difference with the help of other students/examples. Explains address format used in India. Shows Workbook Exercise D and completes the first part together with students. Gives students clear instructions to complete remaining Exercise D. Asks a student to repeat instructions in English or Hindi. Walks around to see how students are doing and works one-on-one with students who are struggling.</p>	<p>Listen attentively and respond to facilitator in Hindi or English.</p> <p>Ask facilitator their questions/doubts. Assist facilitator with explanation. Listen attentively and complete exercise D with facilitator. Listen attentively and ask if any confusion. Repeat instructions given by the facilitator. Complete Workbook exercise D. Ask facilitator questions, if any.</p>

<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Asks students to share their responses to Exercise D. Asks students if they know what business cards are. Accepts all answers and repeats the correct one. Gives instructions for activity 'Making Business Cards' to students who have completed Exercise D. Allows them time to complete the task.</p> <p>Asks students to peer assess business cards for full names and address format.</p>	<p>Listen attentively/share response to exercise D. Respond to question in Hindi/English. Understand the instructions given by the facilitator. Prepare materials for the making the business cards. Ask facilitator questions, if any. Assist other students in the activity. Peer assess business cards and share feedback in Hindi/English.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to listen to AV-1 thrice and discusses:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• What is the perfect age for learning/success? Why?</li> <li>• How is Fauja Singh similar/different from you?</li> </ul> <p>(Moves to Step 7 if AV-1 done in Step 2)</p>	<p>Listen to audio thrice and make notes. Respond to questions in English or Hindi. Try to make connection between self and Fauja Singh.</p>
<p>Step 7- Assessment (5 minutes)</p>	<p>Conduct informal quiz about the lesson. Poses, pauses, pounces and bounces.</p>	<p>Listen attentively to facilitator and other students</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> <li>• What is one new thing you learnt today?</li> </ul>	<p>Respond in English/Hindi.</p>
<p><b>Reflections:</b> What did students find difficult in the lesson? Why? (During PLC, find out from your peers what their students find/found difficult in this lesson)</p>		

**Use of 'I' and 'Me'**

'I' is used as a subject in the sentence. For example, "I am a good boy." "Ram and I are friends."

'Me' is used as an object in the sentence. For example, "Ram runs with me." "Sonu plays with Ram and me everyday."

If used with more than one person, 'I' and 'Me' are to be used last. For example, "Ram and I" "Ram, Sonu and I" or "Ram and me" or "Ram, Sonu and me"

**Use of 'My' and 'Mine'**

'My' is to be used before a noun. For example, "My friend"

'Mine' is to be used at the at the end of the sentence. For example, "A friend of mine"

OR to replace my+noun. For example, "My+house" or "Your house is new but mine is old."

**Use of 'Myself'**

'Myself' is used when you are doing something yourself. For example, "I cut myself today" "I will go to the movie by myself."

# Lesson 2: Me & My – 2

## Language:

W.CW.1.b.iv, W.RE.1  
L.LM.1  
S.R.1, S.I.1  
R.RIA.1

## Cognitive:

O/S.2  
Ex.4

## Non-cognitive:

SM.3  
SfA.2

## Others:

-

## Key vocabulary:

- gender
- male / female
- profession
- junior / senior

## Materials required:

Writing material

## Error alert:

Use of Ms.

Use of title while introducing self.

Change of title from Master to Mr. and Miss to Mrs.

Use of cultural titles such as Mohammad.

## PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question.(5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in Hindi or English.
Step 1 - Introduce (10 minutes)	Divides the board into two columns and in one column writes the names of a few popular persons. In the other column writes titles - Mr. Miss, Mrs., Dr. etc. Asks students to prefix titles to the names. Accepts all answers if students can explain their choice. Steers the conversation towards use of titles when introducing or talking about others <b>formally.</b>	Observe and listen.  Respond in English/Hindi.  Think of reasons to justify their choice.  Follow conversational lead of the facilitator.
Step 2 - Model/Demo (20 minutes)	Asks students to listen to AV-2 thrice and discusses: <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• Do you know of titles used in Hindi?</li> <li>• Why must we use correct title for people?</li> </ul> OR If AV-2 is not available at this time, go to Step 3 and complete AV-2 viewing/listening in Step 6.	Listen to audio thrice and make notes. Respond to questions in English or Hindi using key/high frequency words correctly in English.

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>With the help of students/examples, recaps use of 'I', 'Me', 'Mine', 'My' and 'Myself'. Explains Workbook Exercise A and complete the first question together with students. Instructs students to complete this exercise. Asks a student to repeat task instructions in English or Hindi to ensure that instructions have been understood. Walks around to see how students are doing and works one-on-one with students who are struggling. Asks students when does a person's title get changed. Accepts all answers and repeats the correct one.</p>	<p>Assist the facilitator in recapping use of 'I', 'Me', 'Mine', 'My' and 'Myself'. Listen attentively and complete Workbook exercise A. Repeat task instructions in English imitating facilitator.  Ask questions, if any.  Respond to questions in English or Hindi using key/high frequency words correctly in English.</p>
<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>Asks students to look at Exercise B and ensures that they understand meaning of the occupations mentioned there. Highlights how 'homemaker'/'domestic help' are more respectful than 'housewife'/'maid' and describe the work the person does better. Asks students to use appropriate title for the people in Part B. Reads aloud the passage to the students. Pre teaches the vocabulary from the passage and encourages students to write the meaning of the words in Hindi/English. Instructs students to read the passage again in pairs. Asks students to complete the question that follows. Walks around to see how students are doing and works one-on-one with students who are struggling. Asks students to explain what they have read and help them draw conclusion that job of a telephone operator no longer exists. Extends their thinking by asking: <ul style="list-style-type: none"> <li>• which of the professions/jobs will not exist in future?</li> <li>• which jobs that do not exist today, will be needed in future?</li> </ul> Encourages students who speak in Hindi to use key words in English.</p>	<p>Listen attentively and ask questions, if any.  Note down the meaning in Hindi/English. Ask clarification questions. Find a partner and read the passage. Understand and think about what they have read.  Respond to facilitator in English using complete sentences. Try to use key/high frequency words correctly in English. Listen attentively and ask questions, if any.  Make connections between the passage and world around them. Respond to the facilitator's questions using key/high frequency words correctly in English.</p>

<p>Step 5 - Independent Practice (10 minutes)</p>	<p>With the help of examples, introduces titles such as Dr. (medical and academic), Prof. etc Steers conversation toward how some titles tell us about the work a person does.</p> <p>Asks students to complete Part C. Asks a few students to repeat the instructions to ensure that the students have understood what they have to do in Part C. Asks a few students to share their response to Part C.</p>	<p>Listen attentively and ask questions, if required. Understand the connection between title used and work done by a person. Complete Part C. Repeat task instructions for Part C. Share their responses and listen to responses of others.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to listen to AV-2 thrice and discusses:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• Do you know of titles used in Hindi?</li> <li>• Why must we use correct title for people?</li> </ul> <p>(Move to Step 7 if AV -2 done in Step 2)</p>	<p>Listen/watch to audio/video twice/thrice and make notes. Respond to questions in English or Hindi using key/ high frequency words correctly in English.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Conduct informal quiz about the lesson. Poses, pauses, pounces and bounces.</p>	<p>Listen attentively to facilitator and other students Respond in English/Hindi using complete sentences.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Ask students:</p> <ul style="list-style-type: none"> <li>• What is one thing that you did not understand today?</li> </ul>	
<p><b>Reflections:</b> What did students find interesting in the lesson? Why?</p>		

# Lesson 3: Family

**Language:**

LM.1  
CW.1.a.i  
S.C.1  
R.RIA.1

**Cognitive:**

OS.3.a, OS.4  
Ex.1

**Non-cognitive:**

SfA.2

**Others:**

**Key vocabulary:**

- relations
- nuclear/joint family
- paternal/maternal
- name of relations

**Materials required:**

Writing material

**Error alert:** Aunt/Aunty; Mother/Mummy; Father/Daddy

"My father name is Mr Gian Singh."

Brother-in-laws/Sister-in-laws

Pronunciation of 'cousin'

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discusses the QOD ensuring that the students understand the question. (5-7 minutes) Shares the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in Hindi or English.
Step 1 - Introduce (20 minutes)	Asks students to listen to/watch AV-3 twice or thrice and discusses: <ul style="list-style-type: none"> <li>• Where does the speaker live? (Toronto)</li> <li>• Who is coming to the speaker's house? (Her paternal grandparents)</li> <li>• What's the name of speaker's uncle?</li> <li>• Use the Venn Diagram (Part A) to write similarities and differences between your family and speaker's family.</li> </ul> With the help of students/an example, explains the concept of Venn Diagram to show similarities and differences. Walks around to see how students are doing and works one-on-one with students who are struggling. Asks a few students to share their responses. OR If AV - 3 is not available at this time, go to Step 2 and complete AV viewing/listening in Step 6.	Listen/watch to audio/video twice/thrice and make notes. Respond to questions in English or Hindi using key/high frequency words correctly in English and using complete sentences. Listen/observe attentively to understand the concept of venn diagram. Complete exercise B and ask questions, if any. Think to make connections between two families.  Share using key vocabulary. Listen attentively and understand how families are similar and different.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Giving examples of his/her own family members, to introduce the concept of a family tree by drawing one similar to Exercise B, using appropriate vocabulary.</p> <p>Gets students to participate as he/she talks about relations. For example, when talking about 'son/daughter' asks who among the students is a 'son/daughter' and so on.</p>	<p>Listen attentively and make connections between:</p> <ul style="list-style-type: none"> <li>• family tree in the book and on the board.</li> <li>• relationship and name of relations.</li> </ul> <p>Respond to questions in English/Hindi using complete sentences. Try to use key/high frequency words correctly in English.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Explains Exercise B and asks students to complete it.</p> <p>Asks a student to repeat task instructions in English or Hindi to ensure that instructions have been understood.</p> <p>Walks around to see how students are doing and works one-on-one with students who are struggling.</p> <p>Asks a few students to share their responses in complete sentences.</p>	<p>Use the facilitator's family tree on the board as reference to complete their own.</p> <p>Repeat the instructions given by the facilitator and ask questions, if any.</p> <p>Complete Exercise B and ask if they do not understand something.</p> <p>Respond using complete sentences.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Introduces 'you' and 'your' with the help of examples.</p> <p>Introduces the questions word 'Who' and explains that the answer for questions that begin with 'who' must be name of person/ relation/living being.</p> <p>Gets students to practice 'Who' with 'you/ your'. For example, "Who is your brother?" "Who are you?"</p> <p>Ensures that the students imitate the sentence structure and tonality even if they do not understand the semantics.</p> <p>Models Partner talk - Asks students to pair up with a partner and practice questions using information from Exercise B:</p> <p>Student 1 - Who is your grandfather?  Student 2 - Mr. Ramesh Kumar is my grandfather.</p> <p>Student 2 - Who is your grandfather?  Student 1 - Mr. Jeevan Singh is my grandfather.</p>	<p>Listen attentively and participate with questions/ comments, if any.</p> <p>Practice as instructed by facilitator.</p> <p>Imitate the facilitator while asking and responding without overdoing it.</p> <p>Find a partner and talk as instructed.</p>

<p>Step 5 - Independent Practice (10 minutes)</p>	<p>Asks students to imagine that they can ask one question from one of their ancestors (their family members who lived before them and are dead now):</p> <ul style="list-style-type: none"> <li>• Who would they ask?</li> <li>• What would they ask?</li> </ul> <p>Asks a few students to share their responses.</p>	<p>Listen attentively and respond using key vocabulary correctly.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to listen to/watch AV-3 twice or thrice and discusses:</p> <ul style="list-style-type: none"> <li>• Where does the speaker live? (Toronto)</li> <li>• Who is coming to the speaker's house? (Her paternal grandparents)</li> <li>• What's the name of speaker's uncle?</li> <li>• Use the Venn Diagram (Part A) to write similarities and differences between your family and speaker's family.</li> </ul> <p>With the help of students/an example, explains the concept of Venn Diagram to show similarities and differences.</p> <p>Walks around to see how students are doing and works one-on-one with students who are struggling.</p> <p>Asks a few students to share their responses.</p> <p>OR</p> <p>(Moves to Step 7 if AV - 3 done in Step 1)</p>	<p>Listen/watch to audio/video twice/thrice and make notes. Respond to questions in English or Hindi using key/high frequency words correctly in English and using complete sentences.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>The Name Game* - Speaking slowly, asks:</p> <ul style="list-style-type: none"> <li>• Name a male relation who has the same parents as you. (Brother)</li> <li>• What do you call your:             <ul style="list-style-type: none"> <li>◦ father? (Papa/Daddy/Dad)</li> <li>◦ mother's mother? (Grandmother/Grandma)</li> <li>◦ uncle's son? (Cousin)</li> <li>◦ sister's son? (Nephew)</li> <li>◦ brother's daughter? (Niece)</li> </ul> </li> <li>• Who is your sister? (Full name with title.)</li> <li>• Is your grandfather male or female? (Male)</li> <li>• How old is your brother/sister? (My brother/sister of ___ years old.)</li> <li>• Are you a son or daughter of your parents?</li> </ul> <p>* This can be a group game or an individual game depending on confidence and comfort of the students. If playing individually, repeat one question with 2-3 students so that it is reinforced.</p>	<p>Listen attentively to the facilitator and other students Respond using complete sentences. Use names of the relations in English only.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to complete the Reflection Question and share their response with the class.</p> <p>Asks:</p> <ul style="list-style-type: none"> <li>• What did you enjoy in today's lesson?</li> </ul>	

**Reflections:** What did you find difficult in today's lesson? Why? (Discuss during PLC and get ideas/explanation from your peers)

**For Facilitator's Reference:**

'Aunt' and 'aunty' - In common usage, aunt is a sister or sister-in-law of someone's parent while auntie/aunty is used for friends/acquaintances of parents (in India). Sometimes, 'aunty' is just a more casual way of saying 'aunt'.

When talking about our parents we use the father/daddy/dad/mother/mom/mummy and while addressing them we use daddy/dad/mom/mummy.

**Energizer 1:** Students remain seated and raise their hands in the air. have them start by shaking their right hand 10 times, left hand 10 times, left foot 10 times and right foot 10 times. repeat counting down the number of shakes from 9-1. Speed up or slow down the counting to keep it interesting.

**Food for thought** - "There are 6 members in a family. A to F. There are two married couples. D is the grandmother of A and the mother of B. C is the wife of B and the mother of F. F is the granddaughter of E."

# Lesson 4: Introducing Self

**Language:**

L.LM.2  
S.R.1, S.F.1, S.A.1, S.I.1,  
S.C.3  
R.RO.1, R.RIA.1

**Cognitive:**

Ex.3 ,Ex.4  
OS.4  
Ev.2.a

**Non-cognitive:**

ScA.3, ScA.4

**Others:**

-

**Key vocabulary:**

- elder/older
- junior/senior
- greeting
- neighbor
- morning/evening/afternoon

**Materials required:**

Writing material  
5 slips of paper (Group A): Principal, Teacher, President, Director and Minister  
5 slips of paper (Group B): At a party - Uncle, Friend, Mother, Grandmother, Cousin of the host, Arjun.

**Error alert:** "Myself Ravi Kumar."  
"My name is Mr. Ravi Kumar."

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in Hindi or English.
Step 1 - Introduce (15 minutes)	Asks students to listen to/watch to AV- 4 thrice and discusses: <ul style="list-style-type: none"> <li>• Why do we need to introduce ourselves to others?</li> <li>• Did you learn anything new after listening to the audio? If yes, what?</li> <li>• Imagine that you meet your favourite actor/actress in a restaurant. How would you introduce yourself?</li> </ul> OR If AV is not available at this time, go to Step 2 and complete AV- 4 viewing/listening in Step 6.	Listen/watch to audio/video thrice and make notes. Respond to questions in English or Hindi using key/high frequency words correctly in English and using complete sentences. Listen attentively to other students' responses.

<p>Step 2 - Model/Demo (20 minutes)</p>	<p>With the help of examples, tells students about the concept of younger/older, junior/senior and same age group.                  Asks students to use these words in sentences of their own.                  Asks students to share when they need to introduce themselves.                  Accepts all answers and help students understand the difference between formal and informal situations by writing them in a T-chart on the board.                  Ensures that all common formal and informal situations have been discussed in class.                  Explains the correct use of "Hello" and "Hi" while greeting family, friends, neighbors and others in informal settings.                  Asks students to complete Exercise A.1 and A.2 working with a partner.                  Walks around to see how students are doing and works one-on-one with students who are struggling.                  Asks a few students to share their responses in complete sentences.</p>	<p>Listen attentively and ask questions, if any.                  Make sentences as instructed and listen to variety of sentences.                  Think and respond.                  Listen to variety of responses.                  Listen attentively.                  Find a new partner and complete exercise A.1 and A.2                  Ask clarification questions.                  Share responses and listen to the variety of responses around.                  Listen attentively, participate and ask as required.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Explains correct use of good morning/afternoon/evening/night when greeting people we know formally. Asks for examples of some formal situations where students may need to introduce themselves.                  Explains Workbook Exercise B and asks students to complete it working with a partner.                  Walks around to see how students are doing and works one-on-one with students who are struggling.                  Asks a few students to share their responses in complete sentences.</p>	<p>Complete Exercise B and ask questions, if any.                  Share responses and listen to the variety of responses around.                  Listen attentively, participate and ask as required.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Introduces 'he', 'she' and 'it' with the help of examples.                  Gets students to practice 'Who' with 'he', 'she' and 'it'. For example, "Who is he/she/it?"                  Ensures that the students imitate the sentence structure and tonality even if they do not understand the semantics.                  Models 'Partner Talk' - Pointing at a person or object in the class:                  Student 1 - "Who is he/she/it?"                  Student 2 - "He/She/It is ...."                  Student 2 - "Who is he/she/it?"                  Student 1 - "He/She/It is ...."                  They practice this for as long as time permits.</p>	<p>Listen attentively and make notes.                  Practice as instructed.                  Ask questions, if any.                  Mimic the sentence structure.                  Find a partner and Partner Talk.                  Listen attentively to the response of their partner.</p>

<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Divides the class into two groups:                  Group A - Formal                  Group B - Informal                  Tells students about the protocol for introductions:</p> <ul style="list-style-type: none"> <li>• Suitable greeting</li> <li>• A few words about self, using full name (Group A) or first name (Group B).</li> <li>• Response to the introduction.</li> <li>• Encourage students to continue conversation beyond the basic introduction.</li> <li>• Conclude the introduction appropriately. For example: "It was nice meeting you.", "Let us keep in touch.", "Pleasure meeting you."</li> </ul> <p>Round 1 - Gives one slip of paper (Group A) each to five students.                  Round 2 - Gives one slip of paper (Group B) each to five students.</p> <p>Ensures that students of Group A use formal greetings and protocol while students of Group B use informal greetings and protocol.</p>	<p>Form groups.</p> <p>Listen attentively and ask questions, if any.                  Make notes, if helpful.</p> <p>Each student from Group A &amp; B introduces himself/herself to the whole class as that person adding some fictitious details.                  Others listen attentively and notice how others are introducing the character they are assigned.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to listen to/watch to AV- 4 thrice and discusses:</p> <ul style="list-style-type: none"> <li>• Why do we need to introduce ourselves to others?</li> <li>• Did you learn anything new after listening to the audio? If yes, what?</li> <li>• Imagine that you meet your favourite actor/actress in a restaurant. How would you introduce yourself?</li> </ul> <p>OR                  Moves to Step 7 if AV - 4 done in Step 1.</p>	<p>Observe and listen.</p> <p>Respond in English or Hindi.                  Follow conversational lead of the facilitator.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Speaks a few correct and incorrect sentences to introduce self, formally and informally and ask students to guess which one is correct and which one is incorrect.                  Encourages students to ask each other as well.</p>	<p>Listen attentively to facilitator and other students.                  Respond in English.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> <li>• Where can you use learnings from today's lesson?</li> </ul>	<p>Respond in English.</p>
<p><b>Reflections:</b> Are you satisfied with the way you facilitated students' learning today?</p>		

# Lesson 5: Introducing Others

<b>Language:</b>	<b>Cognitive:</b>	<b>Non-cognitive:</b>	<b>Others:</b>
L.C.1, L.LM.2	Ex.5, Ex.2, Ex.4, OS.2,	ScA.1, ScA.2, ScA.3,	-
S.R.1, S.A.1, S.F.1, S.C.1	Ev.1, Ev.2.a, A.1,	SM.3	
R.RO.1, R.RIA.1, R.RC.1			

**Key vocabulary:**

- elder/older
- junior/senior
- host/guest
- formal/informal
- assume

**Materials required:**

Writing material

**Error alert:** Introducing older to younger; women/girls to men/boys; seniors to juniors; guest to host.  
 Use first name only while introducing formally; full name while introducing informally.  
 Pronunciation of 'assume'.

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in Hindi or English.
Step 1 - Introduce (10 minutes)	Introduces his/her imaginary friend, Harpreet (or another gender neutral name) without using words "he" or "she." "Harpreet has been my friend since childhood. We enjoy playing in the park together. When I am sad, Harpreet always makes me laugh." Asks students to use their imagination and draw Harpreet. Discusses: <ul style="list-style-type: none"> <li>• what they have drawn.</li> <li>• whether they think Harpreet is male or female.</li> <li>• why they think Harpreet is a male/female.</li> </ul> Draws on the board a picture of a teddy bear and introduce it as Harpreet. Discusses: <ul style="list-style-type: none"> <li>• if they are surprised with the answer.</li> <li>• why?</li> </ul> Introduces the word "assume" - when we decide something is true, without reason/proof. Asks students to use the word 'assume' in a sentence.	Observe and listen attentively.  Draw as instructed.  Think and respond in English/Hindi. Listen attentively to responses of others.  Observe and listen attentively. Think and respond in English or Hindi.  Listen attentively and use the word in a sentence.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Asks students to listen to AV- 5 thrice and discusses:</p> <ul style="list-style-type: none"> <li>• What is the audio about?</li> <li>• Some people like to close their eyes while listening to an audio. It helps them focus. What do you do to focus on an audio?</li> <li>• What will you do if you forget the name of the person you have to introduce?</li> </ul> <p>OR</p> <p>If AV - 5 is not available at this time, go to Step 2 and complete AV - 5 viewing/listening in Step 6.</p>	<p>Listen to audio thrice and make notes.</p> <p>Think and respond to questions in English/Hindi. Try to use key/high frequency words correctly in English. Listen to responses of others.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to complete Exercise A working with a partner.</p> <p>Walks around to see how students are doing and works one-on-one with students who are struggling.</p> <p>Asks a few students to share their responses in full sentences.</p> <p>Explains Exercise B and asks students to complete it <b>individually</b>.</p> <p>Walks around to see how students are doing and works one-on-one with students who are struggling.</p>	<p>Find partner and complete Exercise A.</p> <p>Ask clarification questions, if any.</p> <p>Respond in English using key words and complete sentences.</p> <p>Listen attentively and complete Exercise B silently.</p> <p>Ask clarification questions, if any.</p>

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Introduces 'we' and 'they' with the help of examples. Gets students to practice 'Who' with 'we' and 'they'. For example, "Who are we/they?" Ensures that the students imitate the sentence structure and tonality even if they do not understand the semantics. Models the Partner Talk (Round 1) - "Who are we?" "We are Indians/FEA students/residents of ____ /human beings." Student 1 - "Who are we?" Student 2 - "We are....." Student 2 - "Who are we?" Student 1 - "We are....." They may use the answers as modelled by the facilitator or some of their own. After about 5 minutes of Partner Talk (Round 1), asks students to share their partners' responses. Accepts all answers. Referring to the images part C of the Workbook, models Partner Talk (Round 2) - Student 1 - "Who are they?" Student 2 - "They are....." Student 2 - "Who are they?" Student 1 - "They are....." Students may use the answers as modelled by the facilitator or some of their own. After about 5 minutes of the Partner Talk, asks students to share their partners' responses. Occasionally asks, "What makes you say that?" Encourages students to give reasons for their answers.</p>	<p>Listen attentively.  Understand the use of 'we', 'they' both in question and statement.  Observe and understand how Partner Talk is done. Conduct Partner Talk (Round 1).  Share their partners' responses. Listen attentively when others share. Conduct Partner Talk (Round 2).  Share their partners' responses. Listen attentively when others share.</p>
<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Role Play: Organizes students in groups of three and explains the task. Each group selects one situation from Part A or B of Lesson 5 and divides roles within the group. For example, Group 1 may choose the introduction scenario of Me, My father and My boss. Within the group, one student plays himself/herself, while the other two play the role of father and boss. Students may use names different from those in the Workbook. Each group presents to the class. Ensures that students use appropriate greetings and protocols. Encourages students to have a brief conversation after introduction.</p>	<p>Form groups and select situation as instructed. Listen attentively and understand the task. Ask questions, if any. Assign roles with the group.  Prepare a rough script as per the task instructions.  Rehearse in groups.  Present role play to the class. Extend the introduction to make small talk.</p>

<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to listen to AV- 5 thrice and discusses:</p> <ul style="list-style-type: none"> <li>• What is the audio about?</li> <li>• Some people like to close their eyes while listening to an audio. It helps them focus. What do you do to focus on an audio?</li> <li>• What will you do if you forget the name of the person you have to introduce?</li> </ul> <p>OR</p> <p>Moves to Step 7 if AV- 5 done in Step 1</p>	<p>Listen to audio thrice and make notes.</p> <p>Think and respond to questions in English/Hindi. Try to use key/high frequency words correctly in English. Listen to responses of others.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Speaks a few correct and incorrect sentences using 'we' and 'they' and asks students to guess which one is correct and which one is incorrect. If the sentence is correct, students should touch their nose, but if it is incorrect, they should touch their toes.</p> <p>Encourages students to ask review sentences from each other as well.</p>	<p>Listen attentively to facilitator and other students Respond non-verbally, as instructed.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> <li>• How well did you participate in today's lesson?</li> <li>• How well did I teach this lesson?</li> </ul> <p>Encourages students to give responses non-verbally using Thumbs-up, Thumbs-down and Thumbs-sideways.</p>	<p>Listen attentively to facilitator and other students Respond non-verbally, as instructed.</p>
<p><b>Reflections:</b> How well did you prepare for this lesson? (Rating Scale - 1 to 5) (Speak with your peers during PLC and find out how they prepare their lessons)</p>		

**For Facilitator's Reference:**

**Informal**

I'd like you to meet my friend/colleague/brother ...

This is my friend ...

Have you met ...?

This is ...

Please meet....

This is ....

**Formal**

May I introduce ... to you? (formal)

# Lesson 6: Consolidation

**Language:**

W.CW.3.c, W.RE.1  
L.LA.1, L.LA.2  
S.R.1, S.F.1, S.I.1  
R.RC.1, R.RO.1

**Cognitive:**

Ex.1, Ex.4  
OS.2, OS.3.a  
Ev.2.b

**Non-cognitive:**

SfA.3  
SM.3  
ScA.1, ScA.3

**Others:**

-

**Key vocabulary:**

Strong  
Smart  
Wonderful

**Materials required:**

Writing material

**Error alert:** Pronunciation of words such as - 'Hello', 'Assume'  
Appropriate greetings - 'good evening', 'good night'

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in Hindi or English.
Step 1 - Introduce (10 minutes)	Shares examples and reasons of songs getting stuck in our heads. Explains how music helps in memorising and in development of language. Pre-teaches vocabulary of the song - words in bold. Asks students to write meaning in Hindi or English and make short sentences using 'I', 'He', 'She' etc. Uses pose, pause, pounce and bounce strategy.	Listen and understand.  Write the meaning of the words and try to make sentences, as instructed.
Step 2 - Model/Demo (15 minutes)	Asks students to: <ul style="list-style-type: none"> <li>listen to the song in AV- 6 once and ask students about what they have understood. Accepts all explanations.</li> <li>listen to the song in AV-6 twice singing along using the lyrics from Part A.</li> <li>turn their chairs around and share the meaning of the song.</li> </ul> As a whole class, sings along with the students as they listen to the song ensuring that all click 'play' together. Ensures that this is a fun (not entertaining) activity.	Listen to audio the first time and try to construct an understanding of the song.  Sing along softly as they listen to the song imitating the sounds of words and intonation.  Explain what they understand about the song. Sing out loud as class.

Step 3 - Guided Practice (15 minutes)	<p>Asks students what are different ways in which people are:</p> <ul style="list-style-type: none"><li>• smart</li><li>• wonderful</li><li>• strong</li></ul> <p>Ensures that the students use a wider understanding of these terms. For example, 'strong' - physical, psychological, emotional, social, financial strength etc.</p> <p>Accepts all answers and repeats the correct ones for reinforcement.</p> <p>Asks students to share one anecdote/incident where they were:</p> <ul style="list-style-type: none"><li>• smart</li><li>• wonderful</li><li>• strong</li></ul> <p>Asks students to share how they can become:</p> <ul style="list-style-type: none"><li>• smarter</li><li>• more wonderful</li><li>• stronger</li></ul>	<p>Share their views in Hindi/English using key vocabulary in English and in complete sentences.</p> <p>Think broadly about these terms.</p> <p>Listen attentively to the responses of others.</p>
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<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>Shares his/her experience with listening to stories and asks students about their experience of listening to stories.</p> <p>Explains how stories help us develop language.</p> <p>Reads aloud and slowly the story (Appendix 1 - FHB) twice with expressions, till "I want to have white and beautiful feathers just like you," answered the crow.</p> <p>Changes the pitch (high-low), tone (gentle-rough), and volume (soft-loud) of voice to show different characters.</p> <p>Reads slowly allowing students time to think.</p> <p>Invites students to participate in the story especially when there are repetitive words/phrases.</p> <p>Encourages students to ask relevant questions about the story.</p> <p>Uses discretion in answering the questions. If it will disrupt the flow of the story, waits until the end, but if it can be answered without disrupting the flow of the story, answers with the help of other students.</p> <p>Asks questions beginning with "Who" to check students' comprehension as the story progresses.</p> <p>Allows students to find their own way to focus on what they are listening to.</p> <p>Asks students to think about the ending of the story and draw/write about it in Exercise B.</p> <p>Encourages some students to share their ending of the story.</p> <p>Asks:</p> <ul style="list-style-type: none"> <li>• What makes you special?</li> <li>• Have you ever wanted to be like the others?</li> <li>• Between the best 'you' and your favourite actor/actress, who would you like to be? Why?</li> </ul> <p>Accepts all answers without being judgmental.</p> <p>Ensures that there is an atmosphere of acceptance and students feel safe and respected to share their views freely.</p>	<p>Listen attentively, think and share their views.</p> <p>Listen attentively and participate in the story as invited by the facilitator.</p> <p>Ask clarification questions, if required.</p> <p>Observe how pitch, tone, volume and facial expressions are used to make story interesting (not entertaining) and better understood.</p> <p>Listen attentively, think, draw/write in Exercise B.</p> <p>Share their endings or listen attentively on how different endings are possible for the same story based on the perspective of the individual.</p> <p>Listen attentively, think and share views.</p> <p>Understand how each of us is special and unique.</p>
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<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Asks students:  <ul style="list-style-type: none"> <li>• How well did you participate in today's lesson?</li> </ul>                     Asks students:  <ul style="list-style-type: none"> <li>• How well did I teach this lesson?</li> </ul>                     Encourages students to give responses non-verbally for both questions.                      Explains to students how Exercise C &amp; D are to be completed.                      Ensures that students have understood the instructions.                      Makes phone calls to students who have been irregular and update the Call Log while students complete Exercise C &amp; D.                      Asks a few students to share what they/their peers' responses were in Part C.</p>	<p>Listen attentively, reflect and respond non-verbally.</p> <p>Understand Exercise C &amp; D and complete them.</p> <p>Ask clarification questions, if required.</p> <p>Share their responses in complete sentences and listen attentively to those of others.</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Asks students to share their responses in Part D.                      Creates interest by sharing:  <ul style="list-style-type: none"> <li>• what they have learnt this week.</li> <li>• what they will learn next week.</li> </ul> </p>	<p>Listen attentively, reflect and respond, if required.</p>

**Reflections:** What did you find challenging in today's lesson? Why?  
 How can you prepare better for this lesson?

# Lesson 7: Being Polite

**Language:**

W.RE.1, W.MR.1  
L.LLA.2, L.LM.2  
S.R.1, S.A.1  
R.RC.1, R.RO.1, R.RIA.1

**Cognitive:**

Ex.4,  
OS.3.a, OS.4  
Ev.2.b

**Non-cognitive:**

SfA.2  
SM.3  
ScA.2  
SR.1  
SA.1

**Others:**

-

**Key vocabulary:**

Polite  
Expressions  
Queue  
Verbal/Non-verbal  
Tone

**Materials required:**

Writing material

**Error alert:** Politeness is only about use of 'please', 'thank you', 'sorry' and 'excuse me'.

Verbal communication is more important.

Politeness depends on person and place.

"We don't have to be polite with friends and family."

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in Hindi or English.
Step 1 - Introduce (10 minutes)	Introduces the word 'polite' and 'rude' using the anecdote. Narrates the anecdote of how someone was rude to him/her and how it impacted him/her. Asks students: <ul style="list-style-type: none"> <li>• if they have been polite/rude to someone on that day/previous day.</li> <li>• if someone has been polite/rude to them on that day/previous day.</li> </ul>	Listen and understand.  Write the meaning of the words and try to make sentences, as instructed.
Step 2 - Model/Demo (20 minutes)	Asks students to listen to AV-7 thrice and discusses: <ul style="list-style-type: none"> <li>• What do you think James did when he saw the old man passing by? (Compare your answer with that of a friend)</li> <li>• Are you a polite person?</li> <li>• In what ways are you polite?</li> </ul> OR If AV is not available at this time, go to Step 3 and complete AV- 7 viewing/listening in Step 6.	Listen to audio thrice and make notes. Think and respond to questions in English/Hindi. Reflect and rate themselves. Listen to responses of others and compare their response with that of others.

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Demonstrates expressions, similar to Workbook Exercise A and writes the corresponding word for that expression on the board.</p> <p>Asks students to complete Exercise A as he/she models the expression.</p> <p>Asks students to use these words in sentences beginning with 'I', 'He', 'She', 'Who'.</p> <p>Asks students:</p> <ul style="list-style-type: none"> <li>• what can I <b>say</b> to tell you that I am happy/sad/angry?</li> <li>• what can I do to <b>show</b> you that I am happy/sad/angry?</li> </ul> <p>Accepts all answers and steers conversation towards verbal (use of words) and non-verbal (use of expressions/tone) communication.</p> <p>Shares examples, and with the help of students, tells how words/expressions/tone convey feelings.</p>	<p>Listen and observe attentively to understand the connections between words/ expressions/tone and feelings.</p> <p>Complete Exercise A using words from the board.</p> <p>Make sentences beginning with 'I', 'He', 'She', 'Who'.</p> <p>Reflect and respond.</p> <p>Listen to responses of others.</p> <p>Follow the conversational lead of the facilitator.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students to look at comic in Exercise B and share their views about how each of the characters in the comic must be feeling.</p> <p>Asks students to give reasons for their answers.</p> <p>Asks students to complete Exercise B.</p> <p>Encourages students to compare their answers of Exercise B.</p> <p>Asks students what politeness 'look' like:</p> <ul style="list-style-type: none"> <li>• in class</li> <li>• at home</li> <li>• in a movie hall/train/bus</li> </ul> <p>Asks students what politeness 'sound' like:</p> <ul style="list-style-type: none"> <li>• in class</li> <li>• at home</li> <li>• in a movie hall/train/bus</li> </ul> <p>Asks students what politeness 'feel' like:</p> <ul style="list-style-type: none"> <li>• in class</li> <li>• at home</li> <li>• in a movie hall/train/bus</li> </ul> <p>Together as a whole class, complete Exercise C.</p> <p>Accepts all answers and repeats the correct ones.</p>	<p>Refer to comic in Part B and observe/infer the feeling of the different characters in the comic.</p> <p>Share their responses and reasons.</p> <p>Listen to response of others.</p> <p>Compare their answers of Exercise B with those of others.</p> <p>Think and respond on what politeness 'look'/'sounds'/'feels like.</p> <p>Listen to response of others.</p> <p>Complete Exercise C as a whole class.</p> <p>Share responses and reasons.</p> <p>Listen to response of others.</p>

Step 5 -  
Independent  
Practice  
(20 minutes)

Models the following appropriate and inappropriate non-verbal language to students:

- **Eye Contact:** Introduces himself/herself looking down and/or looking around. Helps students understand why this is rude and impolite. Asks students how making eye contact is different from staring and why making eye contact is paying attention to the speaker/listener while staring is impolite. Asks if a number of people are speaking to them at the same time, like in an interview, who they should make eye contact with and why.
- **Hand Movement:** Helps students understand how in a formal situation, a handshake initiated by the senior is most acceptable way to greet; cultural greetings like namaste, salaam, etc. are more acceptable with family; casual gestures like a pat on the back or a wave is acceptable with friends or people of the same age group. With the help of examples, explains where our hands must be while listening to/ speaking with someone - some gestures are necessary to add to what is being said but some gestures are unnecessary and distract us from what is being said.
- **Personal Space:** Explains how while speaking with/listening to someone, we need the right gap between them and us. Discusses why it is inappropriate to stand too close or make physical contact (other than a handshake) when interacting with someone. Asks students to look at the images in Exercise D and assess which one is the ideal space between the two people in the conversation. Asks them - "Why do you think so?"

Divides the class into two groups - each student of Group A has to introduce himself/ another person using inappropriate non-verbal language (only **one** - eye contact or physical space or tone or expression/gesture). Members of Group B have to tell what was inappropriate and then present the correct one.

Listen and observe attentively the correct and incorrect use of non-verbal language.

Ask clarifying questions, if any.

Study the images in Exercise D and assess which ones are appropriate use of personal space and which ones are not.

Give reasons for their answers.

Listen to response of others.

Form groups, as instructed. Taking turn, students of Group A introduce self/ another person using inappropriate eye contact or physical space or tone or expression/gesture and Group B guess what was wrong and presents it correctly.

<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to listen to AV-7 thrice and discusses:</p> <ul style="list-style-type: none"> <li>• What do you think James did when he saw the old man passing by? (Compare your answer with that of a friend)</li> <li>• Are you a polite person?</li> <li>• In what ways are you polite?</li> </ul> <p>OR</p> <p>Move to Step 7 if AV - 7 done in Step 2.</p>	<p>Listen to audio twice/thrice and make notes.</p> <p>Think and respond to questions in English/Hindi.</p> <p>Reflect and rate themselves.</p> <p>Listen to responses of others and compare their response with that of others.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> <li>• What are some of the mistakes you make with regard to eye contact/gestures/expressions/use of personal space?</li> <li>• How can you get better at it?</li> </ul>	<p>Listen attentively, reflect and respond in complete sentences.</p> <p>Listen to responses of others and give suggestions respectfully, if helpful.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>With the help of other students, asks them for feedback on how their facilitator makes eye contact/gestures/expressions/use of personal space.</p> <p>Ensures that students feel safe to express their views respectfully.</p> <p>Shares what they are going to learn the next day.</p>	<p>Listen attentively, reflect and respond in complete sentences.</p> <p>Listen to responses of others and share their views respectfully.</p>
<p><b>Reflections:</b> How often do you model politeness (in words and action) with students and peers?</p> <p>How do you correct students who are not being polite (in words and action)?</p>		

### Commands, Instructions and Requests

Compare these two sentences:

- 1) 'Close the door, please.'
- 2) 'Close the door.'

How do they sound?

- 1) is a request. We are asking someone to do something.
- 2) is an instruction. We are telling someone what to do.

Sentence two uses an imperative.

An imperative is a base verb (present simple verb). Imperatives are direct and often used when we are angry or giving instructions:

'Sit down! Be quiet! Stop talking!'

'Boil the water.' 'Add the tea leaves.'

We can make 'Close the door' into a request by adding 'Please': 'Close the door, please.'

# Lesson 8: Intonation

## Language:

W.CW.1.b.i, W.MR.1  
L.C.1, L.A/I.1, L.LM.2  
S.F.1  
R.RIA.1

## Cognitive:

Ex.2  
O/S.2  
O/S.3.a  
Ev.2.a

## Non-cognitive:

ScA.3  
SR.1

## Others:

-

## Key vocabulary:

Loud/soft  
Fast/slow  
Stress  
Melody

## Materials required:

Writing material  
Task slips (FHB - Appendix 2)

**Error alert:** Ending statements with raised pitch to make them sound like questions.

## PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	<p>Discuss the QOD ensuring that the students understand the question. (5-7 minutes)</p> <p>Share the response of previous day's QOD. (2-3 minutes)</p>	<p>Understand the question/ask clarification questions and respond in Hindi or English.</p>
<p>Step 1 - Introduce (10 minutes)</p>	<p>Writes the word, "Hello" on the board.</p> <p>Narrates how he has used it differently in the following scenarios -</p> <ul style="list-style-type: none"> <li>• meeting an old friend after a long time.</li> <li>• speaking with a neighbour who has lost his father recently.</li> <li>• meeting the CEO of FEA.</li> <li>• speaking to a relative in another town who could not hear him over the phone.</li> </ul> <p>Asks students why he/she used the same word differently.</p> <p>Asks students to share how they speak a sentence/word differently in different situations.</p> <p>Accepts all answers and repeats the correct one(s).</p>	<p>Listen and observe attentively.</p> <p>Understand and ask clarification questions, if any.</p> <p>Reflect and respond.</p> <p>Think and share.</p> <p>Listen attentively to other students.</p>

Step 2 - Model/Demo (20 minutes)	Asks students to listen to AV-8 twice and discusses: <ul style="list-style-type: none"><li>• What was the video about?</li><li>• Write one sentence about your family and present it stressing on different words each time explaining how the meaning changes.</li></ul> Models with an example. Walks around to see if all students have written the sentence and helps those who need assistance. OR If AV-8 is not available at this time, go to Step 3 and complete AV-8 viewing in Step 6.	Listen to audio twice and make notes. Think and understand instructions. Ask clarification questions, if any. Listen to responses of others and understand how word stress changes the meaning of the statement.
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Step 3 -  
Guided  
Practice  
(20 minutes)

Introduces the question word, "When" with the help of examples.

Explains that 'when' question must be answered in time - clock time, event etc.

Throughout the lesson uses 'when' explicitly and encourages students to use it appropriately.

Models by speaking like a robot and asks students why we do not speak like robots.

Tells the students how the pitch and pace of voice can be rude or polite; hurried or bored.

Steers conversation towards 'when' our tone varies (from person to person; situation to situation).

Introduces the concept of 'pace of speech' by introducing self very fast, very slow.

With the participation of students, explains that 'when' we speak too fast it is difficult for the listener to understand us.

Asks student 'when' do they speak very fast/slowly.

Introduces the concept of 'pitch' by introducing self very loudly and very softly.

With the participation of students, explains 'when' we speak loudly/softly, it is difficult for the listener to understand us.

Asks students how they feel 'when' someone talks very loudly/softly. Encourages them to use vocabulary learnt in Lesson 7 for feelings.

Asks students when it is alright to speak very loudly/softly.

**Think, Pair, Share** - Asks students to

- look at the voice levels given in Part A of Workbook and think about what it means.
- partner with another student and share with him/her 'when' they use each of those voice levels.
- share with the whole class the response of their partners.

Listen attentively and ask clarification questions, if required.

Listen attentively and understand the usage of 'when' throughout the lesson.

Listen attentively to understand by making connections/comparisons.

Reflect and respond in complete sentences using key vocabulary correctly.

Refer to Lesson 7 and try to use the vocabulary related to feelings to answer facilitator's question.

Reflect and respond.

Think, Pair & Share, as instructed.

Listen attentively to response of other students.

<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students to think and rate (non-verbally) on a scale of 1-5:</p> <ul style="list-style-type: none"> <li>• pace of speech.</li> <li>• pitch of voice.</li> <li>• word stress.</li> </ul> <p>of:</p> <ul style="list-style-type: none"> <li>• their favorite person.</li> <li>• the facilitator</li> <li>• their own self.</li> </ul> <p>Explains how speaking slowly helps us monitor our intonation and speak correctly. Explains Exercise B of the Workbook. Completes the first one with the help of students. Asks students to complete Part B of the Workbook. Walks around to ensure that all students have understood what they have to do and supports those who need assistance. Asks a few students to share their responses.</p>	<p>Reflect and rate.</p> <p>Listen attentively, reflect and respond in complete sentences using key vocabulary correctly.</p> <p>Listen attentively and ask clarification questions, if any. Complete Exercise B. Share responses and listen attentively to responses of others.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Divides the class into two teams - Team A and Team B. Ensures that the groups understand the task. Asks a few students to repeat the instructions to ensure that the two groups have understood what they have to do. Calls on one member from Group A and gives him/her a task slip. (Appendix 2 - FHB) Asks Group B to discuss within the group and guess what occasion/feeling was expressed by the member from Group A. Repeats the game by calling on a member from Group B and giving him/her a task slip. Asks Group A to discuss within the group and guess what occasion/feeling was expressed by the member from Group B. Continues the game for as long as time permits.</p>	<p>Form groups, as instructed.</p> <p>Listen attentively, repeat instructions and ask clarification questions, if any.</p> <p>Groups take turns to take task slips, read and carry out the task; others observe and listen attentively. Members of the other group observe and listen attentively to guess occasion/feeling as communicated by speaker's intonation.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to listen to AV-8 twice and discusses:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• Write one sentence about your family and present it stressing on different words each time explaining how the meaning changes.</li> </ul> <p>Models with an example. Walks around to see if all students have written the sentence and helps those who need assistance. OR Move to Step 7 is AV - 8 done in Step 2.</p>	<p>Listen to audio twice and make notes. Think and understand instructions. Ask clarification questions, if any. Listen to responses of others and understand how word stress changes the meaning of the statement.</p>

<b>Step 7 - Assessment</b> (5 minutes)	Asks students to give an example of correct/incorrect: <ul style="list-style-type: none"> <li>• eye contact.</li> <li>• use of personal space.</li> <li>• expressions/gestures.</li> <li>• pace of speech.</li> <li>• pitch of voice.</li> <li>• word stress.</li> </ul>	Listen attentively, reflect and respond with examples in complete sentences using key vocabulary correctly.
<b>Step 8 - Closure</b> (5 minutes)	Asks students to share: <ul style="list-style-type: none"> <li>• what did you enjoy/not enjoy in this lesson?</li> <li>• what is one useful thing you learnt in this lesson?</li> </ul> Shares with students how learning apps work and how they can be used for self-paced learning.	Listen attentively, reflect and respond in complete sentences using key vocabulary correctly.
<p><b>Reflections:</b> What is your biggest challenge in speaking clearly – pace/pitch/word stress? (Ask for feedback from your peers during PLC)</p> <p style="text-align: center;">How can you get better at it? Who/what can help you improve?</p>		

### Forming Groups 1 (Arms Cross)

This is a very easy way to divide the room into two groups, and to illustrate how something that looks similar can really be quite different once you look closer.

Instructions: Ask your students to cross their arms over their chests. Those people with their left arms on top form one group, and those with their right arms on top form the other.

Variations: Asking participants to clasp their hands or cross their legs works just as well.

# Lesson 9: Can & Can't

**Language:**

W.CW.3.a, W.CW.2.a  
 W.MR.1  
 L.LM.2  
 S.R.1, S.F.1, S.I.1,  
 R.RO.1

**Cognitive:**

Ex.3,  
 OS.1, OS.4  
 Ev.2.b

**Non-cognitive:**

SfA.2  
 SM.1  
 ScA.3

**Others:**

-

**Key vocabulary:**

Requests  
 Commands  
 Possible/Impossible  
 Predict

**Materials required:**

Writing material

**Error alert:** Pronunciation of 'Excuse me.'  
 Mixing up 'Can' with 'Do'

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English/Hindi.
Step 1 - Introduce (20 minutes)	Tells the students about the day's plan. Asks students that starting this day, once a week, they would watch a movie explaining how watching movies can help learn a language. Tells them that they will watch Part 1 of the movie today, but they will only get to watch it once, so they must watch it attentively. After 15 minutes of movie watching, asks students - <ul style="list-style-type: none"> <li>• What was the name of the main character and his wife?</li> <li>• Describe the movie using words given in the Part A.1? (use all/some/most/few words)</li> <li>• What will happen next in the movie? (Record the prediction in the workbook. To be shared in the next session on movie watching.)</li> </ul> OR If AV -9 is not available at this time, go to Step 2 and complete AV -9 viewing/listening in Step 6.	Listen attentively. Understand and ask clarification questions, if any. Watch the movie once. Reflect and respond. Refer to the words in Part A.1 for summarising. Listen attentively to other students as they shared their summaries. Write their predictions.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Gives instructions to play the Pyramid Game.                  Divides the class into two groups - Group A and Group B. Each group must have 10 participants.                  Uses discretion, in case, there are fewer/more than 20 students.                  Requests groups to form a pyramid/triangle in the 4-3-2-1 pattern.                  After both the groups have made human pyramid/triangle, asks the groups to inverse the top and the bottom of the pyramid by moving only 3 members from each group.                  Ensures that both the groups work at the same time.                  Gives students a time limit and make it sound like a competition.                  Creates a pressure situation by reminding them of the time left.                  Observes how students interact with each other during the activity and notes commands/polite phrases used.                  Asks students what were some of the things that they were asked to do/told by others.                  Classifies them on the board into - commands, requests and others.                  Uses these examples to explain commands, instructions and requests.</p>	<p>Listen attentively to understand how the game is to be played.                  Ask clarification questions, if any.                  Form groups and play the game as instructed.                  Speak with group members to complete the game to form and then inverse the pyramid.                    Reflect and respond.                  Listen and observe attentively.                  Ask clarification questions, if any.</p>
<p>Step 3 - Guided Practice (20 minutes)</p>	<p>Introduces polite words/phrases using Part B of workbook.                  Encourages students to use them in sentences.                  Reminds students to be mindful of intonation while using these words/phrases.                  Gives students pronunciation drill for "Excuse me".                  Asks, using gestures -</p> <ul style="list-style-type: none"> <li>• Can you touch your nose with your tongue?</li> <li>• Can you touch your toes?</li> <li>• Can you clap with one hand?</li> <li>• Can you sing?</li> </ul> <p>Shares how 'can' is used in many ways and that we know which 'can' is being used depending on intonation of the speaker and the context of conversation.                  Checks students' understanding by asking a few questions.                  Asks students to complete Exercise C by writing in complete sentence what they can and can't do.                  Encourages students to write both real and random things about their abilities.                  Walks around to check that the students have understood the instructions and are working accordingly.                  Assists those who need support.</p>	<p>Refer to the board and workbook Part A.                  Listen attentively and ask clarification questions, if required.                  Practice saying "Excuse me" correctly.                  Think and respond.                  Listen to responses of others.                  Listen attentively to understand uses of 'can' and 'can't'.                  Reflect and respond in complete sentences.                  Complete Exercise C.                    Ask clarification questions, if any.</p>

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students to partner with a friend and share their responses of Part C with each other. Asks a few students to share their partner's Can and Can't in complete sentences. " _____ can _____." "He/she can _____." With the help of students corrects those who seem to have misunderstood the use of 'can' and/or 'can't'. Models introduction of his/her imaginary superhero. Asks students to think of an imaginary superhero and his/her abilities/inabilities. Asks a few students to introduce this superhero to the class. After each introduction, allows members of audience to ask 2 questions from the student about other abilities of his/her superhero. For example, "Can he swim?"</p>	<p>Share their responses in complete sentences using key vocabulary correctly. Listen to responses of others.  Listen attentively to understand how imaginary superhero will be played. Think of their imaginary superhero. Introduce their imaginary superhero. Ask and answer questions about imaginary superhero.</p>
<p>Step 5 - Independent Practice (10 minutes)</p>	<p>Asks students to complete Exercise D after speaking with their partners. Walks around to check that the students have understood the instructions and are working accordingly. Assists those who need support. Asks a few students to share their responses. With help of students, explains why a response is incorrect.</p>	<p>Complete Exercise D along with their partner. Ask clarification questions, if any. Reflect and respond.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students that starting this day, once a week, they would watch a movie explaining how watching movies can help learn a language. Tells them that they will watch Part 1 of the movie today, but they will only get to watch it once, so they must watch it attentively. After 15 minutes of movie watching, asks students -  <ul style="list-style-type: none"> <li>• What was the name of the main character and his wife?</li> <li>• Describe the movie using words given in the Part A.1? (use all/some/most/few words)</li> <li>• What will happen next in the movie? (Record the prediction in the workbook. To be shared in the next session on movie watching.)</li> </ul> <p>OR Move to Step 7 is AV - 9 done in Step 1.</p> </p>	<p>Listen attentively.  Understand and ask clarification questions, if any.  Watch the movie once.  Reflect and respond.  Refer to the workbook for summarising. Listen attentively to other students as they shared their summaries. Write their prediction.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Requests students to repeat the pyramid/triangle activity and this time use polite words/phrases. Appoints a few students working as Counters - they count usage of polite words/phrases by each group, the intonation used, eye contact, 'Can' and 'Can't' and share that as feedback at the end of the lesson.</p>	<p>Re-form groups as in Step 2. Mindfully play the pyramid game. Count usage of polite words/phrases by each group and share as feedback.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Checks with students what they can do because of FEA -  <ul style="list-style-type: none"> <li>• Can you introduce yourself to other people?</li> <li>• Can you understand simple instructions?</li> <li>• Can you begin to speak in English? etc.</li> </ul> <p>Asks students to bring a dice for Lesson 10.</p> </p>	<p>Listen attentively, reflect and respond in complete sentences using key vocabulary correctly.</p>

**Reflections:** Did the students enjoy the movie?

What can you do next time to make movie watching a better learning experience? (Speak with your peers during PLC about their experience of movie watching in the centre)

**For Facilitator's Reference -**

**Movies in classroom are not for entertainment but for learning -**

1. Movies can be distracting. It is important that you completely watch and know everything about the movie you are showing so that it does not lead to unwanted conversations and situations.
2. Movies can sometimes be very long, so ensure that you begin and end on time. Do not give in to the temptation to continue watching. There is a lesson to be taught/learnt for the remaining 1 hour of the time.

# Lesson 10: Do & Does

**Language:**

L.LM.1, L.LM.2  
S.R.1, S.I.1

Non-cognitive -

**Cognitive:**

Ex.3  
Ex.4  
OS.4  
Ev.2.a

**Non-cognitive:**

SfA.1  
SfA.2  
SM.3

**Others:**

-

**Key vocabulary:**

Requests  
Commands  
Beast  
Tame

**Materials required:**

Writing material  
Appendix 1 (SWB)  
Dice

**Error alert:** Pronunciation of 'Does'.  
Mixing up 'Can' with 'Do'.  
Using verb in past tense with 'did' or 'didn't'

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question (5-7 minutes). Share the response of previous day's QOD. (2-3 minutes).	Understand the question/ask clarification questions and respond in English/Hindi.
Step 1 - Introduce (15 minutes)	Tells the students about the day's plan. Asks students to complete Exercise A in Workbook. Asks a few students to share their responses. With help of students, explains why a response is correct/incorrect. With the help of scenarios and dramatisation, asks students what polite words/phrases they would use in the following daily situations: <ul style="list-style-type: none"> <li>• Bumping into someone.</li> <li>• Sneezing/blowing his/her nose in presence of others.</li> <li>• Dropping books on someone's foot.</li> <li>• Walking in late for a meeting.</li> </ul> With the help of examples/students, recaps pronouns 'I', 'You', 'She/he', 'It', 'We', 'They'	Listen attentively.  Understand and ask clarification questions, if any.  Recap 'I', 'You', 'She/he', 'It', 'We', 'They'.
Step 2 - Model/Demo (20 minutes)	Asks students to watch AV-10 thrice and discusses: <ul style="list-style-type: none"> <li>• What did Katie compare emotions/feelings to?</li> <li>• Draw your beasts and share with class.</li> <li>• Can you get rid of the beasts completely?</li> </ul> Models with an example. Walks around to see if all students are drawing the sentence and helps those who need assistance. OR If AV -10 is not available at this time, go to Step 3 and complete AV -10 viewing/listening in Step 6.	Watch AV - 10 thrice. Make notes, if helpful. Reflect and respond/draw.  Listen to response of others. Asks for assistance, if required.

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>With the help of examples, explains the use of 'Do/Don't' and 'Does/Doesn't'. (Do not = Don't; Does not = Doesn't)                  Asks a few questions to check students' understanding.                  Asks students to complete Exercise B.1.                  Asks a few students to share their responses and, with the help of other students, explains why a response is incorrect or correct.                  With the help of examples, explains the difference between 'Do/Does' and 'Can'                  Asks a few questions to check students' understanding.                  Asks students to complete Exercise B.2.                  Asks students to share their responses with their partners including why a response is incorrect/correct.                  Walks around to ensure that the students are sharing their responses with a partner and not making errors in correction.</p>	<p>Listen and observe attentively to understand the use of 'Do/Don't' and 'Does/Doesn't'.                  Response to show understanding.                  Complete Exercise B.1.                  Share responses and listen to response of others.                  Listen and observe attentively to understand the difference between 'Do/Does' and 'Can'.                  Complete Exercise B.2 and share responses with partners.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>With the help of examples, explains the use of 'Do/Does/Did' without talking about past tense. (If the action that is being talked about is over, we use 'did'.)                  Asks a few questions to check students' understanding.                  Asks students to complete Exercise C.                  Asks a few students to share their responses and, with the help of other students, explains why a response is incorrect or correct.                  Ensures that the students do not change the verb into past tense while using with 'did'.                  Reteach whole group/small groups/individual students if there is confusion.</p>	<p>Listen and observe attentively to understand the use of 'Do/Does/Did'.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Explains the rules of the Dice Game (Appendix 1 - SWB) and asks a few students to repeat the instructions, to ensure that they have understood.                  Asks students to play the Dice Game (Appendix 1 - SWB).                  Walks around to ensure that the students are following rules and playing as instructed.                  Ensures that the students are correcting each others' errors.                  Steps in to correct errors, whenever required.</p>	<p>Listen attentively to understand the rules of the Dice Game.                  Ask clarifying questions, if any.                  Play the Dice Game, as instructed.                  Listen attentively and correct errors of other students.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to watch AV-10 thrice and discusses:  <ul style="list-style-type: none"> <li>• What did Katie compare emotions/feelings to?</li> <li>• Draw your beasts and share with class.</li> <li>• Can you get rid of the beasts completely?</li> </ul>                 Models with an example.                  Walks around to see if all students are drawing the sentence and helps those who need assistance.                  OR                  Move to Step 7 if AV already done in Step 2.</p>	<p>Watch AV - 10 thrice.                  Make notes, if helpful.                  Reflect and respond/draw.                  Listen to response of others.                  Asks for assistance, if required.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks students to complete Exercise D and share their responses with the class.</p>	<p>Complete Exercise D and share responses with class.                  Listen to response of others.</p>

Step 8 -  
Closure  
(5 minutes)

Asks students:

- Do you understand what is being taught?
- Does \_\_\_\_\_ (name of the student) participate in class?
- Do \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ (names of students) come regularly?

Individually counsels students who are not being regular/participative in class.

Asks students to bring a household object that makes sound and not show/tell other students as there will be a quiz the next day.

Reflect and respond using complete sentences.

**Reflections:** Why do you think a few/some students are not being regular/participative?

What can you do to make them more regular/participative? (Brainstorm with your peers during PLC)

# Lesson 11: May, Must & Might

**Language:**

W.CW.3.c  
L.AI.2, L.LM.2  
R.RO.1, R.RI.1  
S.A.1, S.I.1, S.I.2

**Cognitive:**

Ex.2  
OS.2, OS.3.a  
A.1

**Non-cognitive:**

ScA.1  
SM.3

**Others:**

-

**Key vocabulary:**

Possibility  
Probability  
Certainty

**Materials required:**

Writing material  
Everyday objects that make sound - bell,  
Cardboard box

**Error alert:** Mixing up 'may' and 'might'  
Confusion between 'may' and 'can' for permission  
Confusion between probability and possibility

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Reminds students to keep their noisy objects hidden/secretive so that other students do not come to know about it. Discusses the QOD ensuring that the students understand the question (5-7 minutes). Shares the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English/Hindi.
Step 1 - Introduce (15 minutes)	Asks students to watch AV-11 twice and discuss with the person on their right (their partner for the day), and record their partners' response in Part A: <ul style="list-style-type: none"> <li>• How would Emmanuel be feeling on stage?</li> <li>• What would Emmanuel say if he found his birth mother?</li> <li>• If you could, would you change places with Emmanuel? Why?</li> </ul> Walks around to see if all students are interviewing their partners and making notes. Helps those who need assistance. Asks students to share responses of their partners with the class - selecting some students for some questions so that all questions get covered and all students get to share at least one response. OR If AV - 11 is not available at this time, go to Step 2 and complete AV -11 viewing/listening in Step 6.	Listen attentively. Understand and ask clarification questions, if any.  Watch the video twice. Turn to their partner and interview him/her.  Record answers given by their partners.  Ask for help, if required.

<p>Step 2 - Model/Demo (10 minutes)</p>	<p>With the help of examples, explains the difference between certainty, possibility and probability. Encourages students to come up with events/examples to show their understanding of the concept of 'certainty', 'possibility' and 'probability'. Explains with the help of sentences, use of 'must' for certainty; 'may' for possibility; 'might' for probability in statements. Also, explains use of 'may' for asking permission (formally) when used at the beginning of a question.</p>	
<p>Step 3 - Guided Practice (20 minutes)</p>	<p>With the help of examples on the board, checks students' understanding of 'may' both in statement and question. Models the conversation in the box Part B.1 and asks students to complete the following with their partners. Next, models the conversation in the box Part B.2 and asks students to complete the following with their partners. Asks a few students to share their answers of Part B. Corrects, if required, with the help of other students. With the help of examples on the board, checks students' understanding of 'might' ensuring that the students are clear about the distinction between the use of 'may' and 'might'. Models how Exercise C is to be completed. (Students have a to write possible conclusion/outcome in the right column based on the info given in the left column) and asks students to complete the Part C with their partners. Asks a few students to share their answers of Part C. Corrects, if required, with the help of other students. With the help of examples on the board, checks students' understanding of 'must' ensuring that the students are clear about the distinction between use of 'may'/'might' and 'must'. Reviews Part D.1 with the students and explains how D.2 is to be completed. Asks students to complete Part D.2 with their partners. Asks a few students to share their answers of Part D.2 Corrects, if required, with the help of other students.</p>	
<p>Step 4 - Adjust Instruction (5 minutes)</p>	<p>Reteaches to the whole group/small groups/individual students if there is confusion. Wherever possible, takes the help of the students who have understood to help students who need reteaching.</p>	

<p>Step 5 - Independent Practice (15 minutes)</p>	<p><b>Guess the sound</b> - Forms teams of students. Explains the rules of the game:</p> <ul style="list-style-type: none"> <li>• Each member of the team must have brought some objects from home that make sound. Keeping the objects hidden in a box or behind a curtain, each member of the team, takes turns, to come to the front of the class and make a noise with the object without showing the object.</li> <li>• The other team(s) have to guess what the object is. Each team gets 20 seconds to discuss what the item is. As they discuss the sound, they should use sentences like, "It might be a ...", "It must be a..." After 20 seconds are up the team must make a final guess as to what the object is.</li> <li>• Scoring - If the teams use:             <ul style="list-style-type: none"> <li>○ 'must' and guess correctly, they score ten points.</li> <li>○ 'must' and guess incorrectly, they lose ten points.</li> <li>○ 'may' or 'might' and guess correctly, they score six points.</li> <li>○ 'may' or 'might' and guess incorrectly, they lose six points.</li> </ul> </li> </ul> <p>Plays as many rounds as time permits and announces the final score at the end of the game.</p>	
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to watch AV-11 twice and discuss with the person on their right (their partner for the day), and record their partners' response in Part A:</p> <ul style="list-style-type: none"> <li>• How would Emmanuel be feeling on stage?</li> <li>• What would Emmanuel say if he found his birth mother?</li> <li>• If you could, would you change places with Emmanuel? Why?</li> </ul> <p>Walks around to see if all students are interviewing their partners and making notes. Helps those who need assistance. Asks students to share responses of their partners with the class - selecting some students for some questions so that all questions get covered and all students get to share at least one response. OR Move to Step 7 if AV already done in Step 2.</p>	<p>Listen to audio twice and make notes. Think and understand instructions. Ask clarification questions, if any. Listen to responses of others and understand how word stress changes the meaning of the statement.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks each student to think of and share one 'must' in FEA classroom. Student can begin by, "I must...." or "We must...."</p>	
<p>Step 8 - Closure (5 minutes)</p>	<p>As the students march out of the classroom in a queue, stands at the exit door and shares non-verbal feedback with them on their participation in class that day.</p>	

**Reflections:** Did you try any of the ideas about engagement and participation that you thought of the day before?  
If yes, did they work? Why?  
If not, what prevented you from trying them out?

### For Facilitator's Reference -

**Energizer 2 - Write Your Name:** Using your index finger as an imaginary pencil, write your name in big cursive in the air. Now repeat using different body parts as your pencil— elbow, knee, toe, head. Make sure all your 'i's are dotted and 't's are crossed!

**Possible and probable** (adj) all denote "likelihood" in meaning. However, there are some subtleties between them.

First of all, "possible" emphasises the likelihood in an objective manner, but it always implies a sense of "the likelihood is minimal". For example, 'It is possible for a beggar to become a millionaire.' Use 'might' for possibility. "He might lose his job if he continues to come late."

Next, "probable", means verifiable, and thereby "substantiated, reasonable, and credible". In contrast to "possible", it indicates a strong sense of likelihood. For example: 'It's possible, though not probable, that the beggar outside my house will become a millionaire.' 'The probable cause of his death has been diagnosed as heart failure.' Use 'may' for probability. "He may lose his job when the project ends."

# Lesson 12: Consolidation

### Language:

L.LM.2  
W.MR.1, W.CW.3.a,  
W.CW.3.c  
S.F.2, S.I.1  
R.RI.1

### Cognitive:

Ex.4  
OS.2, OS.3.a  
Ev.2.a, Ev.2.b

### Non-cognitive:

SM.3  
SR.2

### Others:

-

### Key vocabulary:

Rules  
Laws  
Snore  
Shiver  
Gobble

### Materials required:

Writing material  
Chart paper  
Jeopardy Game 1

### PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in Hindi or English.
Step 1 - Introduce (20 minutes)	Asks students to watch AV-12 twice and after everyone has watched it twice discusses: <ul style="list-style-type: none"> <li>• What were the names of the three friends?</li> <li>• What are some rules in your house/family/school/work?</li> <li>• What would happen if there were no rules in your house/family/school/at work?</li> </ul> Accepts all answers ensuring that students try to speak in full sentences using key vocabulary. Sets up Jeopardy while students are watching the video.	Watch, listen and understand. Recall, reflect and respond. Listen attentively to responses of others. Ask clarification questions, if any.
Step 2 - Model/Demo (5 minutes)	Tells students that just like in the story, there need to be some rules in FEA class as well. Explains how FEA class rules will be prepared: <ul style="list-style-type: none"> <li>• using can/cannot; may/may not; do/do not; must/must not.</li> <li>• individually, in pairs and as a whole class.</li> </ul> Models with a few examples and asks a few students to repeat instructions to ensure that students have understood the task of preparing rules for FEA.	Listen attentively to understand. Ask clarification questions, if any. Repeat instructions to show that they understand task instructions.

<p>Step 3 - Guided Practice (30 minutes)</p>	<p>Asks students to prepare a list of 5 - 6 rules using the words can/cannot; may/may not; do/do not; must/must not ensuring each statement uses a different word. Gives them 5 minutes to complete this. Walks around the class to assist those who struggle to frame sentences or identify key words. After 5 minutes, asks students to pair up with another student and share their list and listen to their partner's list. Then they spend 5 minutes to prepare a combined list of 5 - 6 rules, agreeing and disagreeing on which ones to keep. Makes phone calls to students who have been irregular and update the Call Log while pairs are compiling their lists. In the next 5 minutes, asks pairs to share their lists and notes down on the board all the distinct (not common) rules. Instructs pairs to share only those rules that are distinct from others and not the common ones. After all pairs have shared, reviews the list on the board and suggests a few (3-5) that are missing. Encourages the students to frame the suggested ones into rules using can/cannot; may/may not; do/ do not; must/must not. Gives whole class a chart paper and asks different students to write each of the rules ensuring that there is different handwriting for each rule on the chart paper. Makes phone calls to students who have been irregular and updates the Call Log while students prepare the chart paper.</p>	<p>Prepare list using the given words.  Seek facilitator's assistance, whenever required.  Listen attentively to the responses of others.  Collaborate and negotiate to compile a common list along with their partner.  In pairs, share the points from compiled list that are different from those shared by other pairs. Listen attentively to the responses of others. Listen attentively and ask clarification questions, if any.  Frame rules suggested by facilitator using can/cannot; may/may not; do/do not; and must/must not.  Write one rule on the class chart paper.</p>
<p>Step 4 - Adjust Instruction (30 minutes)</p>	<p>Explains how game-based learning is a powerful tool of language learning. Shares the rules of Jeopardy linking it to the lesson learn earlier about importance of rules. Forms teams. Models/coaches students as they play the game for the first time. Enforces the rules during the game. Maintains score.</p>	<p>Listen attentively and ask clarification questions, if any.  Form teams. Play the game following the rules as shared by the facilitator.</p>
<p>Step 5 - Closure (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> <li>• if they enjoyed the game.</li> <li>• how it helped in learning/revising.</li> </ul>	<p>Listen attentively, reflect and respond. Listen attentively to response of others.</p>
<p><b>Reflections:</b> Which rules of Jeopardy were the most challenging to enforce? Why? (Discuss those with your peers during PLC) What can you do next time to make it less challenging?</p>		

## For Facilitator's Reference:

CAN	As a statement - to express ability.	Sudhir can ride a bike. He can speak Japanese. I can play table tennis.
	to express possibility.	The singer can sing loudly. You can visit me this week. Scaffold meaning of 'possibility'.
	As a question to - make a request.	Can you help me, please? Can you tell me the way to the museum, please? Can you come here, please?
	ask for someone's ability.	Can you sing? Can you come tomorrow? Can you touch your nose with your tongue?
	ask for permission (informally).	Can I go home now? Can he come late tomorrow? Can I sell the car?
CAN'T	As a statement - to express inability.	He can't ride a horse. I can't type very fast. We can't lift 100 kilos. Rohit cannot run fast.
	to express inappropriateness.	You can't wear that shirt! It is dirty. You can't smoke in this building. It is illegal. You can't ask for information here. This is not the information desk.

**DO'S AND DON'TS FOR PLAYING JEOPARDY IN FEA CLASSROOM**

- ⊞ Students should use entry ticket for the game.
- ⊞ There should be English-only environment while playing.
- ⊞ As given in Lesson 8, voice level of student should be 2 (while discussing the answer within the group) and 4 (while sharing the answer of the group with the facilitator).
- ⊞ Each student should participate.
- ⊞ Students should play this game while standing. They can be allowed to sit for a couple of minutes after half an hour.
- ⊞ No prompting of answers is allowed.
- ⊞ All questions should be read aloud and clear by the students of the team selecting the category.
- ⊞ Students should answer in full sentences. Answers that are not in full sentences will attract negative points.
- ⊞ If a team/player gives 'incorrect answer', then the other teams/players go for the 'Battle of Buzzer' and the question passes to the winner of the 'Battle of Buzzer'.
- ⊞ If the player's answer is correct, without delay/discussion move to the next question.
- ⊞ There are "Bonus Questions" inserted within some of the "Main Questions". If the Bonus Question is on the:
  - same page as the Main Question, it should be answered/discussed before the main question.
  - answer page, it should be discussed after the Main Question is answered.
- ⊞ If there is any extra information given in the "Answer" page, this information should be read and discussed by the students.

# Lesson 13: Food

### Language:

W.CW.3.a, W.RE.1  
L.LLA.2, L.AI.2, L.LM.2  
S.R.1, S.A.1, S.F.2, S.I.1,  
S.I.2  
R.RO.1, R.RIA.1

### Cognitive:

Ex.4  
OS.2, OS.3.a  
Ev.2.a, Ev.2.b

### Non-cognitive:

ScA.3

### Others:

-

### Key vocabulary:

Assume  
Crossword  
Down  
Across  
Names of meals, snacks, fruits and vegetables

### Materials required:

Appendix 3 (FHB)  
List of local vegetables in English (this can be prepared by facilitator beforehand or the next day after students ask English names for some local vegetables.

**Error alert:** Pronunciation of 'sour', 'biscuit', 'bread', 'snacks', 'dessert', 'breakfast', 'tomato', 'onions'  
Confusion between yogurt and curd, bitter and spicy.

### PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (15 minutes)	Asks students to watch AV-13 twice and after everyone has watched it twice discusses: <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• What is one new thing you learnt about tea today?</li> <li>• What challenges did you face in understanding the video? (Also collects ideas from class on how these challenges can be overcome.)</li> </ul> Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. OR If AV-13 is not available at this time, goes to Step 2 and completes AV-13 viewing/listening in Step 6.	Watch, listen and understand.  Recall, reflect and respond.  Listen attentively to responses of others.  Ask clarification questions, if any.
Step 2 - Model/Demo (10 minutes)	Conducts mini quiz to check prior knowledge about names of fruits and vegetables. (Appendix 3 - FHB) Asks students the voice level to be used during the quiz and enforces it during the quiz. Also asks taste/flavour of the fruit/vegetable that students come up with as responses (sweet, sour, bitter, tasteless) Makes notes on how well students know the names of fruits and vegetables. Uses these notes in Step 3 to teach names of fruits and vegetables, if required.	Listen carefully to the hints, think and respond in an orderly manner. Maintain prescribed voice level. Listen attentively to responses of others. Make notes in notebook/workbook for new words. Ask clarification questions, if any.

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>With the help of students prepares a list of things they eat during the day using a T-chart on the board.</p> <p>With the help of examples, tells the students about how what we eat during the day can be called a snack or a meal.</p> <p>Uses the list to explain the difference between snacks and meals.</p> <p>With the help of examples in Part A, explains what a 3-course meal consists of - starter/appetiser, main course and dessert.</p> <p>Based on assessment of prior knowledge uses Part B to familiarise students with the names of fruits and vegetables.</p> <p>If students already know the names of common fruits and vegetables, as evident during Step 2, encourages them to talk about the fruits/vegetables they and their friend's likes and dislikes including their taste (sweet, sour, bitter, tasteless).</p> <p>Ensures that the students use 'don't/doesn't/didn't' correctly in sentences when talking about their own and friends' likes and dislikes.</p> <p>Asks students to complete the crossword in Part C, in pairs, after explaining what a crossword is.</p>	<p>Listen attentively.</p> <p>Share what they eat during the day and listen to responses of others.</p> <p>Refer to Part A in workbook.</p> <p>Ask clarification questions, if any.</p> <p>Talk about fruits/vegetables that they/their friends like/do not like to eat using 'don't/ doesn't/didn't' correctly.</p> <p>Listen to responses of other students.</p> <p>Listen attentively to understand.</p> <p>Complete crossword with a partner.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks Pair 1 to share a particular answer using the language of crossword - for example, "What is the answer to 2 across?"</p> <p>Asks other pairs if the answer is correct or not.</p> <p>Next, Pair 1 asks Pair 2 to share a particular answer using the language of crossword - for example, "What is the answer to 3 down?"</p> <p>Ensures that asking pairs use the language of crossword and answering pairs speak in complete sentences.</p>	<p>Share response when asked/Ask, using the language of crossword and in complete sentences, another pair to share their response.</p> <p>Listen attentively to whether or not response is correct and correct errors.</p> <p>Listen attentively to the responses of others.</p>

<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Explains the concept of tally marks with the help of examples. Organizes students to stand in two concentric circles in a way that the inner circle is facing the outer circle. Explains students will collect information about most popular breakfast, lunch, dinner and snack food from their classmates. Instructs each student to ask the student he/she is facing the questions given in Part D. Instructs and models how students will make a tally mark for each response he/she gets from the other student. Checks with students the appropriate noise level for this activity. Enforces the noise level throughout the activity. Asks the outer circle to move clockwise and inner circle to move anti-clockwise to face new peers. Conducts 4 - 5 rounds of the clockwise/anti-clockwise movement ensuring that each time different set of students are facing each other and they record answers given to them in the form of tally marks in Part D. While students are moving and interviewing each other, ensures that they are pronouncing key vocabulary correctly. Ends the game and asks students to take their seats. Asks a few students to share:</p> <ul style="list-style-type: none"> <li>• What is the most popular breakfast/lunch/ dinner food?</li> <li>• What is the most popular snack?</li> </ul> <p>Encourages students to compare results of their findings as they share their responses.</p>	<p>Listen attentively to understand what tally marks are. Ask clarifying questions, if any. Stand in concentric rings. Move, as instructed, and interview the person standing opposite to them. Record the responses in tally marks in the table in Part C.</p> <p>Pronounce correctly or correct their pronunciation as they speak.</p> <p>Take their seats. Share their responses and listen attentively to responses of others. Compare how their findings are similar and different from findings of other students.</p>
<p>Step 6- Extension (15 minutes)</p>	<p>Asks students to watch AV-13 twice and after everyone has watched it twice discusses:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• What is one new thing you learnt about tea today?</li> <li>• What challenges did you face in understanding the video? (Also collects ideas from class on how these challenges can be overcome.)</li> </ul> <p>Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. OR Moves to Step 7 if AV- 13 already done in Step 2.</p>	<p>Watch, listen and understand. Recall, reflect and respond. Listen attentively to responses of others. Ask clarification questions, if any.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks students to use - can/can't, do/don't, does/ doesn't, must/must not to make sentences about food/meals. Correct those who make mistakes with the help of other students.</p>	<p>Make sentences, as instructed. Listen attentively to response of others.</p>

Step 8 -  
Closure  
(5 minutes)

Asks students to share what they are:

- confused about.
- surprised about.
- confident about.

Makes notes to use for remedial teaching.

Encourages students to talk about what they have learnt in the last two weeks.

Listen attentively, reflect and respond.

Listen to the response of others.

**Reflections:** If you could change one thing about this lesson, what would it be? Why?

# Lesson 14: Hobbies

### Language:

W.CW.1.v, W.CW.2.v,  
W.CW.3.a, W.RE.1  
L.LLA.2, L.AI.2, L.LM.2  
S.R.1, S.F.2, S.I.1, S.I.2  
R.RO.1, R.RC.1, R.RIA.1

### Cognitive:

Ex.3, Ex.4, Ev.1, A.2  
OS.2, OS.3.a, OS.4  
Ev.2.a

### Non-cognitive:

SfA.2. SfA.3  
SM.2  
ScA.1, ScA.3

### Others:

-

### Key vocabulary:

Hobbies  
Pastimes  
True  
False

### Materials required:

Appendix 4 (FHB)

**Error alert:** Pass time Vs. Pastime  
Listening music Vs. Listening to music  
"I like to do singing.", "I like to do cooking." etc

### PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	<p>Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)</p>	<p>Understand the question/ask clarification questions and respond in English.</p>
<p>Step 1 - Introduce (15 minutes)</p>	<p>Begins the lesson by asking students about their -</p> <ul style="list-style-type: none"> <li>• regularity.</li> <li>• participation.</li> <li>• punctuality.</li> </ul> <p>Asks students to rate each other's regularity, punctuality and participation in Part B of Lesson 6 ensuring that the students understand meaning of regularity, punctuality and participation.</p> <p>Asks students what they like to do when they have free time.</p> <p>Steers conversation towards why they choose to do that particular thing.</p> <p>Scaffolds to explain what hobbies are and the fine difference between hobbies and pastimes (<b>not</b> pass time).</p> <p>Using examples from Part A.1 of workbook, ensures that students are able to discern hobbies from pastimes.</p> <p>Ensures that students do not get fixated on the fine difference between hobbies and pastime, but focus more on why we need hobbies/pastime, how they shape our lives, etc.</p>	<p>Listen, reflect and respond. Listen to response of other students. Follow the conversational lead of facilitator. Listen attentively to understand. Refer to Part A.1 to understand the difference between hobby and pastime.</p> <p>Reflect and share their views.</p>

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Asks students to watch AV-14 twice and after everyone has watched it twice discusses:</p> <ul style="list-style-type: none"> <li>• How can we ask a person for his/her hobbies without using the word 'hobby'?</li> <li>• Are all hobbies a good use of time? Give examples.</li> </ul> <p>Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary.</p> <p>OR</p> <p>If AV - 14 is not available at this time, goes to Step 3 and completes AV-14 viewing/listening in Step 6.</p>	<p>Watch, listen and understand.</p> <p>Recall, reflect and respond.</p> <p>Listen attentively to responses of others.</p> <p>Ask clarification questions, if any.</p>
<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Ask students to complete A.2 and share their responses without looking at the workbook. Ensures that the students use 'do/don't', 'does/doesn't' correctly.</p> <p>While students are sharing their hobbies, other students note some of the hobbies mentioned in the left column of Part C.</p> <p>Asks students to pair up with a partner and read the passage in Part B.</p> <p>Ensures that the students understand the passage by asking a few probing questions.</p> <p>With the help of students, checks whether or not everyone understands 'true', 'false' and 'don't know'. If not, explains with the help of students who know.</p> <p>Asks the pairs to read the statements in the table and tick the appropriate box.</p> <p>Asks a few pairs to share their responses to each statement asking them to show where in the passage can that information can be found.</p>	<p>Complete A.2</p> <p>Share responses without looking at the workbook using do/don't, does/doesn't correctly.</p> <p>Listen attentively and note down in Part C, different hobbies shared by other students.</p> <p>Read Passage B with a partner and show their understanding by answering to the questions asked.</p> <p>Complete the exercise as instructed.</p> <p>Share response quoting from the passage.</p>

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>With the help of students, recaps the concept of tally marks.</p> <p>Organizes students to stand in two concentric circles in a way that the inner circle is facing the outer circle as in Lesson 13.</p> <p>Explains students will collect information about hobbies (that they noted down in Step 3) from their classmates.</p> <p>Instructs students to ask the students they are facing the questions given in Part C. For example, each interviewed student is asked 2 questions, "Do you like singing?" Student's response. "Can you sing?" Student's response.</p> <p>Instructs students to make a tally mark for each response he/she gets from another student.</p> <p>Asks the outer circle to move clockwise and inner circle to move anti-clockwise to face a new peer in each round.</p> <p>Conducts 4 - 5 rounds of the clockwise/anti-clockwise movement ensuring that each time different sets of students are facing each other and students record answers given to them in the form of tally marks in Part C.</p> <p>While students are moving and interviewing each other, ensures that they are pronouncing key vocabulary correctly.</p> <p>Ends the game and asks students to take their seats.</p> <p>Asks a few students to share:</p> <ul style="list-style-type: none"> <li>• What is the most popular hobby/pastime they heard?</li> <li>• Did the responses surprise them?</li> </ul> <p>Encourages students to compare results of their findings as they share their responses.</p>	<p>Share their knowledge of tally marks.</p> <p>Listen attentively to understand.</p> <p>Stand in concentric circles.</p> <p>Move, as instructed, and interview the person standing opposite to them.</p> <p>Record the responses in tally marks in the table in Part C.</p> <p>Pronouncing correctly or correcting their pronunciation as they speak.</p> <p>Take their seats.</p> <p>Share their responses and listen attentively to responses of others.</p> <p>Compare how their findings are similar and different from findings of other students.</p>
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<p>Step 5 - Independent Practice (20 minutes)</p>	<p>With the help of board and data from some of the student demonstrates how a <u>simple</u> vertical bar graph is made. Asks 2 -3 students, who seem to have understood to come to the board and demonstrate to others how a vertical bar graph is made using actual data from one of the students tally table. Asks students to work in pairs to represent their tally data in the form of a vertical bar graph using only the data collected in the left column of the table in Part C. (While students will work in pairs and help each other, they will each use their own data to make the bar graph.) Moves about in the classroom to ensure that the students are at task and provides assistance to those who seem confused or have not understood. After all students have prepared their individual bar graphs, asks pairs to compare the graphs of the two partners - how it is similar/different. Asks a few pairs to share their comparison.</p>	<p>Listen attentively to understand how bar graphs are made. Ask clarifying questions, if any. Share understanding. Make connections to understand how tally marks are represented in vertical bar graphs. Work in pairs to help each other make their own bar graphs.  Ask for assistance, if required.  Compare how their graphs are similar/different from that of their partners' graph.  Share the comparison using key vocabulary correctly and in complete sentences.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch AV-14 twice and after everyone has watched it twice discusses:  <ul style="list-style-type: none"> <li>• How can we ask a person for his/her hobbies without using the word 'hobby'?</li> <li>• Are all hobbies good use of time? Give examples.</li> </ul>                     Accepts all answers ensuring that students try to speak in full sentences using key vocabulary. OR Move to Step 7, if AV already done in Step 2.</p>	<p>Watch, listen and understand.  Recall, reflect and respond.  Listen attentively to responses of others.  Ask clarification questions, if any.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Forms 2 - 3 teams and prescribes the voice level for the Quiz. Quizzes the teams using hints in Appendix 4 (FHB). Maintains score and creates interest by making it competitive. Enforces the voice level during the activity.</p>	<p>Form teams. Participate in the Quiz. Maintain prescribed voice level.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to review Lessons 13 and 14. Counsels irregular/non-participative students individually for 1 minute each. Ensures that the other students are reviewing. Before the students leave, asks them to watch weather forecast on English news channel at home.</p>	<p>Review lessons. Listen attentively and make efforts to be regular/ participate.</p>
<p><b>Reflections:</b> How can you use your students' hobbies to help them learn better?</p>		

**For Facilitator's Reference:**

A "hobby" is a non-professional activity that someone pursues as their particular interest. It implies a degree of passion and sustained attention from an individual. A pastime is something that people do for relaxation in their leisure time, which may or may not be considered a hobby by those involved.

**Hobbies of highly successful people**

Richard Branson, CEO of Virgin Atlantic airlines, plays chess.

Jack Dorsey, Co-founder and CEO of Twitter, hikes.

Award-winning actress Meryl Streep knits.

Bill Gates of Microsoft plays bridge.

Former US President, George W. Bush, paints.

Famous actor and filmmaker, Tom Hanks collect old typewriters.

Marissa Mayer, former President and CEO of Yahoo, bakes.

Steve Wozniak, Co-founder of Apple, plays something similar to polo.

Billionaire and philanthropist, Warren Buffett plays ukulele (a musical instrument).

# Lesson 15: Seasons & Weather

**Language:**

W.CW.2.a, W.CW.3.b  
 L.LA.2, L.LM.1, L.LM.2  
 S.A.1, S.R.1, S.F.1, S.I.2  
 R.RC.1, R.IA.1, R.RI.1

**Cognitive:**

Ex.1, Ex.3  
 OS.1, OS.3.a, OS.4  
 Ev.1, Ev.2.a, Ev.2.b

**Non-cognitive:**

SfA.1  
 ScA.3, ScA.1

**Others:**

-

**Key vocabulary:**

Names of seasons  
 Weather  
 Climate  
 Weather forecast  
 Temperature

**Materials required:**

Narrow strips of paper for Step 8

**Error alert:** Confusion between seasons, weather, climate.  
 Cold/cool, hot/warm.

**PROCEDURE:**

Steps	Facilitator’s action(s)	Students’ action(s)
	<p>Discuss the QOD ensuring that the students understand the question. (5-7 minutes)                      Share the response of previous day’s QOD. (2-3 minutes)</p>	<p>Understand the question/ask clarification questions and respond in English.</p>
<p>Step 1 -                      Introduce                      (10 minutes)</p>	<p>Introduces the lesson of the day.                      Using real life examples and Part A of workbook, explains seasons, weather and climate.                      Ensures that the students focus more on vocabulary associated with seasons, weather and climate and its usage and less on causes of weather/season/ climate.                      Guides students to make connections between seasons and weather.                      Explains that the weather can be ‘cool’ or ‘cold’; ‘wet’ or ‘humid’; ‘warm’ or ‘hot’ and the difference between these terms using temperature as reference.                      "It's warm in spring; hot in summer; cool in autumn and cold in winter."                      Asks students if it is always so - For example, "Can you have a warm day in winter?"</p>	<p>Listen attentively and ask clarification questions, if any.                      Refer to Part A of Workbook.                      Focus on vocabulary related to the seasons, weather and climate and its usage.                      Make connections between seasons and weather.                      Listen attentively, reflect and respond.                      Listen to responses of others.                      Think of exceptional weather conditions and share with class.</p>

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Asks students to watch AV-15 twice and after everyone has watched it twice discusses:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• What are some new words used in the video? Did you understand them?</li> <li>• Your brother is going to London. What advice about weather will you give him?</li> </ul> <p>Accepts all answers ensuring that students try to speak in full sentences using key vocabulary. OR If AV-15 is not available at this time, goes to Step 3 and completes AV-15 viewing/listening in Step 6.</p>	<p>Watch, listen and understand. Recall, reflect and respond. Listen attentively to responses of others. Ask clarification questions, if any.</p>
<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Ask students to complete B.1 individually and asks a few students to share their responses. If required, correct with the help of students. Next asks students to complete B.2 and share their responses without looking at the workbook. Ensures that the students use may/might/must correctly.</p>	<p>Complete B.1 as instructed. Share responses. Listen attentively to responses of others. Complete B.2 as instructed. Share responses without looking at the workbook. Listen attentively to responses of others.</p>
<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>Asks students to complete writing about their favourite season in C.1. After all students have finished writing, recaps the concept of tally marks and bar graph. Gives them task instructions. (Students will memorise their C.1 responses for 2 - 3 minutes and then present to the person they are facing, without looking at the workbook.) Organises students to stand in two concentric circles in a way that the inner circle is facing the outer circle as in Lessons 13 and 14. Explains students will collect information about favourite seasons of their classmates. Conducts 4 - 5 rounds of the clockwise/anti clockwise movement ensuring that each time different sets of students are facing each other, each of the two students facing each other gets to present and that the students record answers given to them in the form of tally marks in C.2. While students are moving and presenting to each other, ensures that they are pronouncing key vocabulary correctly. Ends the game and asks students to take their seats.</p>	<p>Complete C.1 as instructed. Share their understanding of tally marks and bar graph. Memorise their response in C.1. Listen attentively to others. Stand in concentric circles. Move, as instructed, and interview the person standing opposite to them. Record the responses in tally marks in the table in Part C.2. Pronounce key words correctly or correct other students' pronunciation as they speak. Take their seats.</p>

<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks students to work individually to represent their tally data in the form of a vertical bar graph. Moves about in the classroom to ensure that the students are at task and provides assistance to those who seem confused or have not understood. After all students have prepared their individual bar graphs, asks students to find another student in the classroom and compare the information in their bar graphs by showing to each other and without talking. Gives them 5 minutes to do that. Then write the following sentence starter on the board and asks each student to speak one sentence about how his/her graph is different from that of another student:                  "My graph shows ... and ...'s (name of the other student) graph shows ..."                  Ensures that students compare the data represented in the graphs and not appearance of the graphs.</p>	<p>Work individually to make bar graphs using the collected data. Ask clarifying questions, if any. Ask for assistance, if required. Find another student to compare their graphs with, silently. Compare how their graphs are different from that of other two students.</p> <p>Share the comparison using given sentence starter correctly. Focus on comparing information and not appearance of the graph.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch AV-15 twice and after everyone has watched it twice discusses:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• What are some new words used in the video? Did you understand them?</li> <li>• Your brother is going to London. What advice about weather will you give him?</li> </ul> <p>Accepts all answers ensuring that students try to speak in full sentences using key vocabulary.                  OR                  Move to Step 7, if AV already done in Step 2.</p>	<p>Watch, listen and understand.</p> <p>Recall, reflect and respond.</p> <p>Listen attentively to responses of others.</p> <p>Ask clarification questions, if any.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Writes, 'Different people like different seasons.' on the board and asks students to give examples to explain this. For example, "Different people like different seasons. I like summer and Ravi likes winters."                  Ensures that each student speaks.</p>	<p>Observe and listen attentively. Speak, as instructed.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to review Lesson 15. Counsels irregular/non-participative students individually for 1 minute each - commending on their progress or giving them ideas to improve their regularity and/or participation. Ensures that the other students are reviewing. Before the students leave, asks them to watch weather forecast on English news channel at home.</p>	<p>Review lessons. Listen attentively and make efforts to be regular/ participate.</p>
<p><b>Reflections:</b> How often do you seek feedback on your teaching from your peers/seniors?</p> <p style="text-align: center;">How do you use this feedback?</p>		

**For Facilitator's Reference:**

The difference between weather, climate and season is a measure of time. Weather is condition of the atmosphere over a short period of time, and climate is how the atmosphere "behaves" over longer periods of time.

A season is a division of the year, marked by changes in weather. Seasons result from the yearly revolution of the Earth around the Sun and the tilt of the Earth's axis relative to the plane of revolution.

# Lesson 16: Weather Forecast

Steps	Facilitator's action(s)	Students' action(s)
	<p>Discuss the QOD ensuring that the students understand the question. (5-7 minutes)</p> <p>Share the response of previous day's QOD. (2-3 minutes)</p>	<p>Understand the question/ask clarification questions and respond in English.</p>
<p>Step 1 - Introduce (15 minutes)</p>	<p>Introduces the lesson of the day.</p> <p>Asks students to look at the images given in Part A. 1 and A.2 and answer the questions on their own. Ensures that the students understand instructions. Gives students 2-3 minutes to write down their responses.</p> <p>Walks around to ensure that the students are at task and assists those who need assistance.</p> <p>Asks students to find a partner and verbally share and compare answers in complete sentences.</p> <p>Asks a few students to share the answer of their partners (not their own).</p> <p>Discloses that Image 1 is of the North Pole during summer and Image 2 is of Chennai during winters.</p> <p>Asks if students had 'assumed' the season.</p> <p>Discusses how we sometimes draw conclusions without having complete information.</p> <p>Asks students to share examples of how our assumptions are sometimes be right/wrong.</p>	<p>Listen attentively and ask clarification questions, if any. Refer to Part A of Workbook. Write the answer to the questions using key vocabulary.</p> <p>Find a partner, share and compare responses.</p> <p>Share the response of their partner.</p> <p>Answer using key words and complete sentences.</p> <p>Share examples using key words correctly.</p>
<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Asks students to watch AV-16 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• According to the speaker, what is one reason for climate change?</li> <li>• According to the speaker, what can you do to help?</li> </ul> <p>Accepts all answers ensuring that students try to speak in full sentences using key vocabulary.</p> <p>OR</p> <p>If AV-16 is not available at this time, goes to Step 3 and completes AV-16 viewing/listening in Step 6.</p>	<p>Watch, listen and understand.</p> <p>Recall, reflect and respond.</p> <p>Listen attentively to responses of others.</p> <p>Ask clarification questions, if any.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Discusses with students what weather forecast is.</p> <p>Round 1 - Instructs all students to prepare the weather forecast as given in B.1.</p> <p>Gives them 3-5 minutes to write and memorise.</p> <p>Asks half the class to present the weather forecast using the workbook for reference, but not reading.</p> <p>Each listener/member of audience must assess a another student and self (from Round 1 or Round 2).</p> <p>Ensures that the students understand the criteria.</p>	<p>Share their understanding.</p> <p>Complete and memorise B.1, as instructed.</p> <p>Present weather forecast.</p> <p>Listen attentively to others and assess another student's presentation in C.2</p> <p>Ask questions if criteria not clear.</p> <p>Self assess after their own presentation.</p>

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Round 2 - Instructs all students to prepare the weather forecast using do/don't, can/can't, may/must/might, did/didn't, does/doesn't (some or all of them). Gives them 3-5 minutes to write and memorise. Asks the remaining half of the class to present the weather forecast using the workbook for reference, but not reading. Each listener/member of audience must assess a friend/one other student and self (from Round 1 or Round 2). Ensures that the students have completed both self and peer assessment. Ensures that the students make correct use of do/don't, can/can't, may/must/might, did/didn't, does/doesn't. Reteaches/revisits the word and its usage if students use it incorrectly.</p>	<p>Listen attentively to understand task instructions. Write and memorise weather forecast using the weather forecast using do/don't, can/can't, may/must/might, did/didn't, does/doesn't. Present weather forecast. Listen attentively to others and assess a friend's presentation in C.2, if not already done in Round 1. Self assess after their own presentation, if not already done in Round 1.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks students to reflect on how they assessed their peers and themselves and to tell their peers two things:</p> <ul style="list-style-type: none"> <li>• what he/she did very well.</li> <li>• one idea to make it better.</li> </ul> <p>After all students have shared, asks how it felt to be assessed by a classmate. Asks students to pair up with a partner and study the graph in Part C and answer the questions. Instructs that each pair discusses their responses and arrives at a common answer. Gives them 5 minutes for this. Asks a few pairs to share their responses.</p>	<p>Listen attentively to understand task instructions. Reflect and respond, as instructed. Share their feelings and experience of sharing and receiving feedback. Pair up with partner and study graph in Part C. Discuss and answer questions on graph. Arrive at a common answer with his/her partner and share with the class.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch AV-16 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• According to the speaker, what is one reason for climate change?</li> <li>• According to the speaker, what can you do to help?</li> </ul> <p>Accepts all answers ensuring that students try to speak in full sentences using key vocabulary. OR Move to Step 7, if AV - 16 already done in Step 2.</p>	<p>Watch, listen and understand. Recall, reflect and respond. Listen attentively to responses of others. Ask clarification questions, if any.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks students to predict the weather for next day using - may/must/might. With the help of students, corrects those who use 'may/must/might' incorrectly.</p>	<p>Listen attentively, reflect and predict. Listen attentively to give feedback.</p>

Step 8 -  
Closure  
(5 minutes)

Gives each student a slip of paper.  
Asks students to think of and write on the given slips of paper, one way in which the facilitator can help them learn better.  
Counsels irregular/non-participative students individually for 1 minute each - commending them on their progress, if any, and giving them ideas on improving their regularity and/or participation.  
Ensures that the other students are writing.  
Collects the slips of paper with feedback from all students before they leave.  
Reads the feedback shared by students.

Listen attentively to understand task instructions.  
Write down on given strip of paper what help they need from facilitator to learn better.  
Hand over slips of paper to facilitator before leaving the class.

**Reflections:** What is the most common request from the students?

How can you provide the help that students are asking for?

# Lesson 17: Favourite Things

### Language:

W.CW.1.a.v, W.CW.2.a.v,  
W.RE.1, W.MR.1  
L.LLA.2, L.LM.2  
S.R.1, S.A.1, S.F.1, S.F.2,  
S.I.2  
R.RO.1

### Cognitive:

Ex.2, Ex.3  
OS.2, OS.3.a, OS.4  
Ev.2.a, Ev.2.b

### Non-cognitive:

ScA.3

### Others:

-

### Key vocabulary:

Listen & hear  
See, look & watch

### Materials required:

Writing materials

**Error Alert:** Confusion between listening/hearing, looking/watching/seeing.  
Pronunciation of 'favourite'.

### PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (10 minutes)	Asks student about what they have learnt during the week. Shares the plan of the day with the students. With the help of examples, explains how look/see and hear/listen are different. Asks students to share examples to show their understanding.	Listen attentively and ask clarification questions, if any.  Share examples to show their understanding.
Step 2 - Model/Demo (20 minutes)	Asks a few students to recap Part 1 of the movie watched in Lesson 9. Asks a few students to share their predictions from Lesson 9 about what will happen next in the movie. Tells them that they will watch Part 2 of the movie. Tells them that it will be played only once, so they must watch it attentively. After 15 minutes of movie watching, asks students - <ul style="list-style-type: none"> <li>• Was your prediction from Lesson 9 correct about the movie?</li> <li>• What was your favourite part in Part 2?</li> <li>• How did the weather change in the movie?</li> <li>• What do you predict will happen in the next part? (Ensures that the students share/record their predictions using 'will'. For example, 'Russell and Mr Fredrickson/He/They will....')</li> </ul> OR Moves to Step 3 if movie not available at this time.	Listen attentively and respond referring to Lesson 9. Share their predictions.  Watch the movie once.  Reflect and respond.  Refer to the Lesson 9 in workbook. Listen attentively to other students as they share their responses. Write their prediction in Part A.

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>Asks students to complete Part B in workbook in 10 minutes.</p> <p>Ensures that the students understand what they have to do.</p> <p>Walks around to monitor that all students are at task and provides assistance to those who need it.</p> <p>Asks students to walk up to another student and get feedback on what they have written in Part A.</p> <p>Gives instructions about the presentation and shares the Presentation Protocol:</p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Introduction (full name)</li> <li>• Topic of presentation</li> <li>• Presentation</li> <li>• Thank audience</li> <li>• Concluding sentence</li> </ul> <p>Reminds students about facial expressions, eye contact, voice levels and rate of speech.</p> <p>Instructs students that they must note down, in tally marks, favourite things presented in Part C, as they listen to the presentations.</p> <p>Records the data of favourite things in tally marks.</p>	<p>Complete Part B, as instructed. Demonstrate their understanding or ask clarifying questions.</p> <p>Seek feedback on their work from another classmate. Review work as per the feedback. Listen attentively to understand the Presentation Protocol. Present Favourite Things as per instructions.</p> <p>Make entries for favourite things in Table C and record tally marks as they hear students present.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>After all students have presented, asks students to share the data recorded in Part C.</p> <p>For instance, "What were the 5 favourite foods that students mentioned?" "What was the most popular favourite food?" "How many students like that food?"</p>	<p>Listen attentively to presenters and record data in Class Tally column in Part C. Share the data as asked by the facilitator.</p>
<p>Step 5 - Independent Practice (10 minutes)</p>	<p>Shares the correct tally and asks students to calculate if they had the correct data.</p> <p>Asks students to complete Part D.</p> <p>Ensures that students understand the task instructions.</p>	<p>Compare their data with that of the class. Complete Part D. Listen to response of other students.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks a few students to recap Part 1 of the movie watched in Lesson 9.</p> <p>Asks a few students to share their predictions from Lesson 9 about what will happen next in the movie.</p> <p>Tells them that they will watch Part 2 of the movie.</p> <p>Tells them that it will be played only once, so they must watch it attentively.</p> <p>After 15 minutes of movie watching, asks students -</p> <ul style="list-style-type: none"> <li>• Was your prediction from Lesson 9 correct about the movie?</li> <li>• What was your favourite part in Part 2?</li> <li>• How did the weather change in the movie?</li> <li>• What do you predict will happen in the next part? (Ensures that the students share/record their predictions using 'will'. For example, 'Russell and Mr Fredrickson/He/They will....')</li> </ul> <p>OR</p> <p>Move to Step 7 if movie already watched in Step 2.</p>	<p>Listen attentively and respond referring to Lesson 9. Share their predictions.</p> <p>Watch the movie once.</p> <p>Reflect and respond.</p> <p>Refer to the Lesson 9 in workbook. Listen attentively to other students as they share their responses. Write or draw their prediction in Part A.</p>

Step 7 - Assessment (5 minutes)	Asks students to share their responses of Part D. Steers conversation towards the difference between making a mistake knowingly and unknowingly as a part of the learning process.	Share responses. Listen to responses of others.  Listen to understand.
Step 8 - Closure (5 minutes)	Asks students what programs they can watch on TV to improve their English. Each student writes one program on the board. While students are thinking and writing, motivates irregular/non-participative students individually for 2 minutes as a group - commending on their progress, if any, and/or giving them ideas about improving their participation and/or regularity. Ends the lesson by asking students to read all the ideas on the board.	Listen attentively to understand task instructions. Write on board and read what others have written.
<p><b>Reflections:</b> What are your students doing well? Have you acted on the feedback students shared in Lesson 16? If yes, has it made an impact? If not, why? (Share with your peers during PLC)</p>		

### For Facilitator's Reference:

#### Listening and Hearing

To hear is to physically experience the sense of sound. As long as one's ears and brain are capable of processing sound waves, one can hear. It is involuntary.

To listen is to choose to use the ability to hear. One who listens is thinking about what is heard, what it means, how to respond, and whether to continue to listen/pay attention. It is voluntary.

Imagine three people seated together, with two of them speaking to one another. The third, temporarily not involved in the conversation, pulls out a phone and begins to play with it, ignoring the conversation. This third person can hear the conversation, but is not listening to it.

#### See, Watch, Look

To see is to physically experience sight. As long as one's eyes and brain are capable of processing visuals, one can see. It is involuntary.

When we look at something we are trying to see what it is - we are paying attention. We can see something even if we don't want to, but we can only look at something by choosing to. It is voluntary. 'Watch' has more or less the same meaning as 'look'. We usually use 'watch' to talk about looking at events that change or develop like a movie or a match.

# Lesson 18: Consolidation

**Language:**

L.LM.1, L.LM.2  
R.RO.1, R.RI.1

**Cognitive:**

Ex.3, Ex.4  
OS.2, OS.3.a, OS.4  
Ev.2.a

**Non-cognitive:**

ScA.3

**Others:**

-

**Key vocabulary:**

Quotation/Quotation Marks  
Vocabulary  
Words learnt during the last 3 weeks

**Materials required:**

Writing materials

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	<p>Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)</p>	<p>Understand the question/ask clarification questions and respond in English.</p>
<p>Step 1 - Introduce (15 minutes)</p>	<p>Asks students to watch AV-18 twice and after everyone has watched it twice discusses:</p> <ul style="list-style-type: none"> <li>• Which words did the speaker mispronounce? (vocabulary) (Asks students to speak the word loudly and clearly.)</li> <li>• What is one common mistake people make when learning new words?</li> <li>• Which idea did you find most useful? How can you use it to improve your vocabulary?</li> </ul> <p>Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. OR Moves to Step 2 if AV - 18 not available at this time.</p>	<p>Watch, listen and understand.  Recall, reflect and respond.  Listen attentively to responses of others.  Ask clarification questions, if any.</p>
<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Asks students to turn to the front cover page of the Workbook and writes on board the quote, "Anyone who stops learning is old, whether he is 20 or 80." Points to the quotation marks and asks students what they are. Accepts all answers and repeats the correct answer. Asks students what a proverb is. Accepts all answers, including those with reference to proverbs in Hindi, and repeats the correct answer. Asks students to turn to the person on their left and share their understanding of this quotation. Asks students to share their partner's understanding. Emphasises how the ability to learn is a skill that most employers look for these days.</p>	<p>Read, observe and listen attentively.  Share understanding and listen attentively to responses of others.  Turn to their neighbour and share their understanding. Share their partner's understanding with the class. Listen attentively to understand.</p>

<p>Step 3 - Guided Practice (5 minutes)</p>	<p>Asks students to exchange workbooks with another students.                  Instructs how students have to go through the workbook of other students from Lesson 1 - 17 and ensure that they are complete.                  If any parts are incomplete, finds out the reason for non-completion.</p>	<p>Exchange workbooks.                  Review completion of work.                  Share reason for non-completion.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>If the reason is absence or other such reasons, encourages student to complete the work with the assistance of another student (not copy from another student's work).                  If the reason is lack of understanding, then reteaches the concept/topic in brief, with the help of students who know/understand it.</p>	<p>Discuss and guide those who missed a lesson/exercise.                  Re-learn the topic/lesson.</p>
<p>Step 5 - Extension (15 minutes)</p>	<p>Asks students to watch AV-18 twice and after everyone has watched it twice discuss:</p> <ul style="list-style-type: none"> <li>• Which words did the speaker mispronounce? (vocabulary) (Ask students to speak the word loudly and clearly)</li> <li>• What is one common mistake people make when learning new words?</li> <li>• Which idea did you find most useful?</li> </ul> <p>Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary.                  OR                  Moves to Step 6 AV - 18 already viewed in Step 1.</p>	<p>Watch, listen and understand.                  Recall, reflect and respond.                  Listen attentively to responses of others.                  Ask clarification questions, if any.</p>
<p>Step 6 - Assessment (20 minutes)</p>	<p>Informs students that they will complete Review Test 1.                  Explains to students that the test is feedback for the facilitator on what students have learnt and not meant to praise or punish anyone.                  Reiterates the importance of honesty, explaining how there are times when we learn together taking help from each other as during the course of previous lessons and then there are times when we must work independently. This task expects them to work independently.                  While students are working on the test, works on the wall displays ensuring that there is a clear demarcated place for displaying work of each session.                  Ensures that the displays make learning and mistakes of <u>all</u> students visible and are not decorative art pieces.                  Monitors students as they work on the test.</p>	<p>Complete Review Test with integrity and honesty.                  Listen attentively to understand.                  Ask clarifying questions, if any.</p>

Step 7 - Independent Practice (10 minutes)	<p>Collects the workbook of students who have finished the test.</p> <p>Asks them to read the FEA poster - FEA Convocation and talk amongst themselves about what it means.</p> <p>Makes phone calls to students who are irregular and updates the Call Log.</p> <p>After all students have completed and handed over the workbooks, collects the workbooks.</p> <p>Explains, to build interest and excitement, what the FEA Convocation Day is, its significance and how students are selected for it.</p>	<p>Hand over their workbook to facilitator after completion of test.</p> <p>Read the poster and discuss its meaning with other students.</p> <p>Listen attentively to understand.</p> <p>Ask clarifying questions, if any.</p>
Step 8 - Closure (5 minutes)	<p>Randomly distributes workbooks to students ensuring that they do not get their own workbook.</p> <p>With the help of students calls out the correct answer for each question on the test.</p> <p>Asks students to share how many correct (not wrong) responses did the person whose workbook they had received (without naming the person).</p> <p>Collects the workbook back from the students.</p>	<p>Ensure that he/she have not got his/her own workbook.</p> <p>Mark correct or incorrect (in pencil) as discussed by facilitator.</p> <p>Share number of correct responses without naming the person.</p> <p>Hand over workbooks to facilitator.</p>
<p><b>Reflections:</b> Do the wall displays in your classroom show what and how the students are learning? (Ask your peers for feedback on this during PLC)</p> <p>Have you discussed with your supervisor(s) student(s) who has/have been irregular or absent frequently?</p>		

# Lesson 19: Learning a Language

<b>Language:</b>	<b>Cognitive:</b>	<b>Non-cognitive:</b>	<b>Others:</b>
W.CW.1.a.v, W.CW.1.b.v, W.RE.1 L.LM.1, L.LM.2 S.R.1, S.F.2, S.I.1 R.RIA.1	Ex.4 OS.2 Ev.2.a A.1	SM.1	-

**Key vocabulary:**

Vocabulary  
Sentence Structure  
Pronunciation  
Word Stress  
Mother tongue

**Materials required:**

Writing materials

**Error alert:** Language can be learnt by learning rules of grammar.  
Language learning is quick.

**PROCEDURE:** This lesson **must** be taught along with a few FEA graduates.

Steps	Facilitator’s action(s)	Students’ action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day’s QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (10 minutes)	Explains to students how learning a new language impacts the brain. Discusses, with the help of students, what languages they could learn and asks reasons for choosing to learn English. Shares simple statistics about how English speaking countries enjoy higher national incomes and better standards of living even if they are poor in natural resources like Singapore. Shares <u>his/her</u> own journey of learning mother tongue and English. Gives examples to show commonalities and differences in the two journeys.	Listen attentively and reflect. Share their responses.  Listen attentively to understand.  Make connections between English and better jobs/ condition of living.  Listen attentively.  Make connections between facilitator’s and their own journey.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Asks students to watch AV-19 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> <li>• What does the speaker compare learning English with?</li> <li>• Did you learn your mother tongue like you learnt cycling or with the help of books and grammar? (Help students make connections with FEA methodology of teaching English and how it is similar to teaching to ride a bicycle, and, in contrast to how it is done in formal schools.)</li> <li>• How long did it take to speak fluently in your mother tongue? (Help students think about the time that they will have to invest at least one year in learning English.)</li> <li>• What is the one mistake most schools make while teaching English?</li> </ul> <p>Accepts all answers ensuring that students try to speak in full sentences.</p> <p>OR</p> <p>Moves to Step 3 if AV - 19 is unavailable at this point.</p>	<p>Watch the video attentively and make notes, if helpful.</p> <p>Reflect and respond.</p> <p>Listen attentively to understand the FEA methodology.</p> <p>Listen attentively to understand that they cannot learn English overnight.</p> <p>Reflect and respond.</p>
<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Shares with the students that the FEA program:</p> <ul style="list-style-type: none"> <li>• develops all 4 strands of language - reading, writing, speaking and listening.</li> <li>• is based on the Common European Framework of Reference for Languages.</li> </ul> <p>Invites FEA graduates to share:</p> <ul style="list-style-type: none"> <li>• the language challenges they faced before they joined FEA.</li> <li>• give examples of how FEA program helped them overcome those challenges.</li> <li>• time and effort it took to learn.</li> </ul>	<p>Listen attentively to understand the FEA program.</p> <p>Ask clarifying questions, if any.</p>

Step 4 - Adjust Instruction (15 minutes)	<p>Using the example of the mother tongue, asks students how they learnt that language - vocabulary, sentence structure, pronunciation and fluency.</p> <p>Emphasises how we all learnt our first language by <b>imitating</b> sounds, then words, followed by phrases and finally sentences. The same will be followed in learning English at FEA. The books are meant for practicing what is learnt and not for teaching.</p> <p>Asks students to recap what they learnt in AV - 18 about common mistakes people make while learning vocabulary.</p> <p>Explains how the next few lessons will work on sentence structure and pronunciation in English. Shares the following tips for improving grammar -</p> <ul style="list-style-type: none"><li>• Speak/write English often.</li><li>• Read, read AND read.</li><li>• Identify common mistakes and slow down every time that part of speech is used. For example, if they make frequent error in pronouncing a particular sound/word, then every time they have to use that sound/word, they must pause for a couple of seconds, think and then speak.</li></ul>	<p>Listen attentively to understand the process of language development.</p> <p>Make connections between learning mother tongue and another language.</p> <p>Reflect, recall and respond.</p> <p>Listen attentively and ask clarifying questions, if any.</p>
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<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Asks students to assess their reading, writing, speaking and listening in English on a scale of 1 - 5 (5 being the highest) in Part A.</p> <p>Walks around along with FEA graduates to ensure that students have understood the task instructions.</p> <p>Next, asks students to think about their challenges related to vocabulary, pronunciation, grammar and others and tick in the appropriate box. For example, if the challenge in vocabulary is that he/she doesn't know the words to use, then he/she should tick the knowledge box.</p> <p>Walks around along with FEA graduates to ensure that students have understood the task instructions.</p> <p>After all students have completed Part B, asks them to speak with the FEA graduates to discuss how they can reduce/overcome their challenges.</p> <p>Next, asks students to write their language goals in Part C, based on the conversation they have had with the facilitator/FEA graduate.</p> <p>Ensures that the students are being specific in writing their goals in Part C. For example, "Listening carefully to the audios/videos to learn new words and understand how they are used." instead of "Learn new words."</p>	<p>Listen attentively to understand the task instructions.</p> <p>Reflect and complete Part A. Ask for assistance from facilitator or FEA graduates, if required.</p> <p>Reflect and complete Part B. Ask for assistance from facilitator or FEA graduates, if required.</p> <p>Reflect and complete Part C, with or without the help of FEA graduates/facilitator. Ensure that they are being specific about their goals.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch AV-19 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> <li>• What does the speaker compare learning English with?</li> <li>• Did you learn your mother tongue like you learnt cycling or with the help of books and grammar? (Help students make connections with FEA methodology of teaching English and how it is similar to teaching to ride a bicycle, and, in contrast to how it is done in formal schools.)</li> <li>• How long did it take to speak fluently in your mother tongue? (Help students think about the time that they will have to invest at least one year in learning English.)</li> <li>• What is the one mistake most schools make while teaching English?</li> </ul> <p>Accepts all answers ensuring that students try to speak in full sentences.</p> <p>OR</p> <p>Move to Step 7 if AV-19 already done in Step 2.</p>	<p>Watch the video attentively and make notes, if helpful.</p> <p>Reflect and respond.</p> <p>Listen attentively to understand the FEA methodology.</p> <p>Listen attentively to understand that they cannot learn English overnight.</p> <p>Reflect and respond.</p>

Step 7 - Assessment (5 minutes)	Encourages a few students to share a part of their responses to Part A. They must share the corresponding information from Part B & C. For example, "My reading is at 2 because I have poor vocabulary and I will read the text in the videos more attentively as I listen to them."	Share some of their responses.  Listen attentively to responses of others.
Step 8 - Closure (5 minutes)	Shares with the students what they will learn the next day and gets students excited about it.  Commends the <b>effort</b> of the students who were earlier irregular or less participative, but have now become more regular and participative.	Listen attentively.  Thank the facilitator.
<p><b>Reflections:</b> Based on the performance of the students in the test (Lesson 18), do you know what each of your students has learnt or struggles with?</p> <p>How do you propose to help students who need additional support? (Share with your peers during PLC and get their ideas as well.)</p>		

# Lesson 20: Sentence Structure 1

**Language:**

W.CW.3.a, W.MR.1  
L.LM.1, L.LM.2  
S.F.2  
R.RO.1

**Cognitive:**

Ex.3  
OS.2  
Ev.2.a

**Non-cognitive:**

SM.1  
ScA.2, ScA.3

**Others:**

-

**Key vocabulary:**

Statement / question  
Capital letters/Upper case letters  
Punctuation  
Question  
Proofread

**Materials required:**

Writing materials

**Error alert:** Pronunciation of word 'question' (ques - chun)  
Statement/phrases as questions  
Pronunciation of 'biscuit'

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (15 minutes)	Welcomes students and tells them what they will learn in the day's lesson. Asks students to spend 2 minutes to review their goals for vocabulary, sentence structure, pronunciation as planned in Lesson 19. Reminds them to work on those goals during the lesson. Writes on the board, "Let's eat dad." Asks students to explain what they understand. Accepts all answers. Next, places a comma after the word 'eat' and asks students to explain what they understand by that sentence. Explains how punctuation changes the meaning of the sentence. If required, takes another example, "I like cooking my family and my dog." to help students understand the importance of punctuation. With the help of intonation/pauses, explains how punctuation is useful both in writing and speaking. Introduces capital letters, . ? "" and , Asks students to pay attention to the punctuation used in the AV-20.	Listen attentively.  Review their goals in Lesson 19. Pause and plan how they are going to work on these goals during this lesson.  Observe, reflect and share their understanding.  Listen attentively to understand.  Ask clarifying questions, if required.  Listen attentively to understand.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Asks students to watch AV-20 twice (first time - look for punctuation used; second time - listen to understand - pause and play) and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> <li>• What punctuation marks did you see in the video?</li> <li>• Why is it important to listen carefully to what others are saying?</li> <li>• Do you agree that when we listen carefully we show respect to the speaker?</li> </ul> <p>Accepts all answers, ensuring that students try to speak in full sentences.</p> <p>OR</p> <p>If AV - 20 is unavailable at this point moves to Step 3.</p>	<p>View the video first time and make note of punctuation marks used in the video. View the second time to understand the message.</p> <p>Listen to and understand the question.</p> <p>Reflect and respond in complete sentences.</p>
<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Asks students to read the rules (along with examples) of capitalization given in Part A. Asks a few students to share one rule each. As the student mentions the rule, explains that rule with the help of example on the board. Goes over each rule with a few examples. Asks students to complete exercise in Part A.</p>	<p>Read the rules in Part A and ask clarifying questions, if any. Share their understanding of the rules. Complete the exercise, as instructed.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students to look at Part B to understand the use of punctuation marks . ? at the end a sentence. Asks a few students to share an example sentence using . or ? at the end. Writes students' examples on the board. Avoids demotivating statements, such as "You are wrong." In case of an incorrect usage, asks other students to correct it. Asks students to complete exercise in Part B.</p>	<p>Read Part B and ask clarifying questions, if any.</p> <p>Share examples, as instructed. Observe and listen attentively to response of others.</p> <p>Complete the exercise, as instructed.</p>

Step 5 -  
Individual  
Practice (20  
minutes)

Explains when we use comma(s) in a sentence.  
Explains that there are other rules but these are most common uses of comma.  
Asks students to look at Part C to understand the use of comma(s) in a sentence.  
Asks a few students to share an example each of using comma in a sentence.  
Writes it on the board, as the student shares his/her example.  
In case of an incorrect usage, asks other students to correct it.  
Asks students to complete exercise in Part C.  
Discusses the exercise in Part C and asks students to check their answers.  
Next, writes on the board - "Eats shoots and leaves." (Students may need to know the different meanings of 'shoot'.)  
Asks students what they understand by that sentence.  
Next adds comma to change the sentence to "Eats, shoots and leaves."  
Asks students what they understand by that sentence.  
Next changes the sentence to "Eats shoots, and leaves."  
Asks students what they understand by that sentence.  
Asks students to pair up and create similar sentences to show the power of comma(s).  
Walks around to ensure that students have understood the task and guides/assists, if required.  
Asks a few students to share their sentences.  
Writes them on the board and involves the class in adding/changing place of commas to change meaning of the sentences.

Listen attentively to use of comma in a sentence and ask clarifying questions, if any.  
Read Part C to understand.  
Share examples, as instructed.  
Observe and listen attentively to response of others.

Complete the exercise, as instructed.  
Share responses and check their work.

Observe and listen attentively to understand.  
Share their understanding.  
Make connections between placement of commas in sentences and how they change the meaning of the sentence.  
Create sentences, as instructed.  
Ask for assistance, if required.  
Share their responses.  
Observe and listen attentively to responses of others.

<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch AV-20 twice (first time - look for punctuation used; second time - listen to understand - pause and play) and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> <li>• What punctuation marks did you see in the video?</li> <li>• Why is it important to listen carefully to what others are saying?</li> <li>• Do you agree that when we listen carefully we show respect to the speaker?</li> </ul> <p>Accepts all answers, ensuring that students try to speak in full sentences. OR Move to Step 7 if AV-20 already done in Step 2.</p>	<p>View the video first time and make note of punctuation marks used in the video. View the second time to understand the message.</p> <p>Listen to and understand the question.</p> <p>Reflect and respond in complete sentences.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks students to proofread the passage in Part D of the lesson along with a friend. Walks around to ensure that the both partners are participating. Helps/guides those who need assistance. Corrects students if he/she notices them making errors.</p>	<p>Proofread with a partner.</p> <p>Ask for assistance, if required.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Shares with the students what they will learn the next day and gets students excited about it. Asks students to close their eyes for 1 minute and reflect on how well they worked on their goals of Lesson 19 during this lesson. Asks students to complete Part E.</p>	<p>Listen attentively.</p> <p>Close their eyes and reflect on their goals.</p> <p>Complete Part E.</p>
<p><b>Reflections:</b> Rate this lesson on a scale of 1 - 5.</p> <p>Rate how well you taught this lesson on a scale of 1 - 5. (Try asking your peer to sit through your lesson and give feedback to improve.)</p>		

**For Facilitator's Reference:**

# Lesson 21: Sentence Structure

**Language:**

W.Cw.2.v, W.MR.1  
L.LM.1, L.LM.2  
S.A.1, S.F.2, S.C.1, S.I.2  
R.RO.1

**Cognitive:**

Ex.3  
OS.2  
Ev.2.a

**Non-cognitive:**

SfA.1, SfA.2, SM.1,  
ScA.3

**Others:**

-

**Key vocabulary:**

Statement / question  
Capital letters/Upper case letters  
Punctuation  
Question  
Proofread

**Materials required:**

Writing materials  
Award - Top Editor

**Error alert:** Use of more than one 'and' in a single sentence.

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (15 minutes)	Asks students to quietly review goals set in Lesson 19 for a minute. Asks students to share their goals for the day to the person on their left. With the help of students and examples on the board, recaps Lesson 20. (Difference between statement and question, beginning and ending of sentence, use of capitalisation in the middle of the sentence and use of . ? ,)	Silently review their goals. Pause and plan how they are going to work on these goals during this lesson. Share their learning of Lesson 20. Listen attentively to recap and ask clarifying questions, if any.
Step 2 - Model/Demo (15 minutes)	Asks students to watch AV-20 twice and after everyone has watched it twice, discusses: <ul style="list-style-type: none"> <li>• What is the video about?</li> <li>• According to the video, what are three steps to listening well?</li> <li>• Which step are you good at ?</li> <li>• Which step are you not good at?</li> </ul> Accepts all answers, ensuring that students try to speak in full sentences. OR If AV - 20 is unavailable at this point moves to Step 3.	Watch the video twice and make notes, if helpful. Reflect and respond. Listen attentively to responses of others.

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>With the help of examples in Part A, explains the use of 'and'.</p> <p>Asks students to practice use of 'and' by completing Part A.</p> <p>Asks a few students to share their responses and tactfully asks other students if they have the same or different responses.</p> <p>If different, asks for their response. Then repeats, by writing on the board, the correct response.</p> <p>Asks students to make sentences using 'and' on one of the topics - weather/seasons or meals/snacks.</p> <p>Ensures that each student participates, taking turns.</p>	<p>Listen attentively and ask clarifying questions, if any.</p> <p>Complete exercise as instructed.</p> <p>Share responses and listen attentively to responses of others.</p> <p>Check their work.</p> <p>Make sentences, as instructed.</p> <p>Take turns to participate.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>With the help of examples in Part B, explains the use of 'but'</p> <p>Asks students to practice use of 'but' by completing in Part B.</p> <p>Asks a few students to share their responses and tactfully asks other students if they have the same or different responses.</p> <p>If different, asks for their response. Then repeats, by writing on the board, the correct response.</p> <p>Asks students to make sentences using 'but' on the topic 'Family' or 'Hobbies'.</p> <p>Ensures that each student participates, taking turns.</p>	<p>Listen attentively and ask clarifying questions, if any.</p> <p>Complete exercise, as instructed.</p> <p>Share responses and listen attentively to responses of others.</p> <p>Check their work.</p> <p>Make sentences, as instructed.</p> <p>Take turns to participate.</p>

Step 5 - Individual Practice (15 minutes)	<p>Asks students about work of an editor. (Editor - there are different types of editors - newspaper/books/magazine editors go through different write-up and look for grammatical and factual errors, among other things; film editor polishes the raw recordings into a movie/documentary etc.; a music editor how movies is to be used in the movie/video/audio cutting unnecessary parts, polishing raw ones, putting it all together etc.)</p> <p>Accepts all answers and repeats the correct ones.</p> <p>Informs students that they will play editors and read passage in Part C to find errors (proofread).</p> <p>Introduces the correction marks explaining their use and reasons for use.</p> <p>Top Editor Award - Asks students to read passage given in Part C carefully and slowly to look for errors - capitalization, punctuation and spelling. It may require more than one reading. Creates excitement by announcing that whoever finds most errors in the given time, he /she will be awarded India's Top Editor Award. Reiterates that the purpose of punctuation is to communicate the meaning of the sentence/ passage clearly. To find errors students must try to understand the passage first.</p> <p>Gives students 5-7 minutes to proofread the passage.</p> <p>Walks around to see that the students are at task.</p> <p>After the students have found the errors, asks them to rewrite the passage correctly.</p>	<p>Listen attentively to understand and ask clarifying questions, if any.</p> <p>Read the passage and mark the errors using the correction marks.</p> <p>Stay on task.</p> <p>Rewrite the passage after finding and marking the errors.</p>
Step 6 - Extension (15 minutes)	<p>Asks students to watch AV-20 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> <li>• What is the video about?</li> <li>• According to the video, what are three steps to listening well?</li> <li>• Which step are you good at ?</li> <li>• Which step are you not good at?</li> </ul> <p>Accepts all answers, ensuring that students try to speak in full sentences.</p> <p>OR</p> <p>Move to Step 7 if AV-20 already done in Step 2.</p>	<p>Watch the video twice and make notes, if helpful.</p> <p>Reflect and respond.</p> <p>Listen attentively to responses of others.</p>

<p>Step 7 - Assessment (5 minutes)</p>	<p>After the time is over, asks a few students to share number of errors they found and what were those errors. Going slowly over the passage shares all the errors and the reason why particular punctuation marks should be used. With the help of students, selects and announces India's Top Editor Award.</p>	<p>Share their responses. Listen attentively to responses of others and check their own work. Share their views about who should get Top Editor Award. Applaud and congratulate the student who gets Top Editor Award.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Shares with the students what they will learn the next day and gets students excited about it. Collects Exit Tickets from students in the form of an oral response to - "How does it feel now that you can proofread and find your own and other people's mistakes?"</p>	<p>Listen attentively.  Reflect and prepare response. Share response with the facilitator before exiting the classroom.</p>
<p><b>Reflections:</b> Is your writing on the board clear and legible to students?</p> <p>Do you follow rules of capitalisation and punctuation while writing on the board?</p>		

# Lesson 22: Asking Questions – 1

<b>Language:</b>	<b>Cognitive:</b>	<b>Non-cognitive:</b>	<b>Others:</b>
W.CW.1.a, W.CW.1.b, W.MR.1 L.LM.1, L.LM.2 S.R.1, S.A.1, S.F.2, S.C.1 R.RO.1, R.RIA.1	Ex.2, Ex.3 OS.2 Ev.2.a A.1	SfA.2 SM.1, SM.3 ScA.1, ScA.3	-

<b>Key vocabulary:</b>	<b>Materials required:</b>
What, When, Why, How, Where, Who	Writing materials

**Error alert:** Pronunciation of word 'question' (ques – chun)  
Changing tone of the statement to make it sound like a question.

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (10 minutes)	Welcomes students and tells them what they will learn in the day's lesson. Asks students to spend 2 minutes to review their goals for vocabulary, sentence structure, and pronunciation as planned in Lesson 19. Reminds them to try to achieve those goals during the day's lesson. Asks students to think of and share all questions that they ask others during the day. Lists them on the board, deliberately making some capitalisation/punctuation errors for students to catch and correct. Asks them why they ask these questions. Writes the reason beside the question on the board. Explains how questioning is important for learning.	Listen attentively. Review their goals in Lesson 19. Pause and plan how they are going to work on these goals during this lesson.  Observe, reflect and share their understanding.  Listen attentively to understand.  Ask clarifying questions, if required.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Asks students to watch AV-20 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> <li>• Give the video a suitable title.</li> <li>• Why is it important to be a good listener when learning a language?</li> <li>• How can you become a better listener?</li> <li>• How does questioning show that you are listening?</li> </ul> <p>Accepts all answers ensuring that students try to speak in full sentences.</p> <p>OR</p> <p>If AV - 20 is unavailable at this point moves to Step 3.</p>	<p>Watch the video attentively and make notes, if helpful.</p> <p>Reflect and respond in complete sentences.</p> <p>Listen to response of others.</p>
<p>Step 3 - Guided Practice (10 minutes)</p>	<p>With the help of students and board, recaps how we ask questions beginning with May/Can/Do/Does. (Refer to Lessons 9, 10, 11)</p> <p>Ensures that all students participate, taking turns and express their understanding.</p> <p>Re-teaches, with the help of students who know/remember it well, if required.</p>	<p>Listen attentively to understand the FEA program.</p> <p>Ask clarifying questions, if any.</p>

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>With the help of students and board, recaps questions beginning with Who and When. (Refer to Lessons 3, 4, 5 &amp; 8 )</p> <p>Ensures that all students participate taking turns and express their understanding. If required, re-teaches use of 'Wo' and 'When' with the help of students who know/remember it.</p> <p>With the help of examples on the board, explains the use of question words - 'What', 'Why' and 'How'</p> <p>With the help of examples, explains how question words help us understand how the question is to be answered.</p> <ul style="list-style-type: none"> <li>• For questions beginning with 'Why' the answer must be a reason.</li> <li>• For questions beginning with 'When' the answer must be in time.</li> <li>• For questions beginning with 'Where', the answer must be about place.</li> <li>• For questions beginning with 'How' it would be about method/process/explanation etc.</li> </ul> <p>Uses examples to explain different uses of the question word 'How' - How many... = count; How did you solve this problem? = process/method of solution; How is he? = condition; How come you never told me about the party? = Why.</p> <p>Explains that if question word is misunderstood, the information provided in the answer will be wrong.</p> <p>Asks students to complete Exercise A.1 and ask students to peer check answers.</p> <p>After all students have peer checked, shares the correct answers, with the help of students.</p> <p>Asks students to look at the image in Part B and write a few questions that they would like to ask the strangely-dressed man.</p> <p>Ensures that the students form questions correctly.</p> <p>Asks students to turn to the person on their right and share one question from Part B.</p>	<p>Listen attentively to recall and share their understanding of 'Who' and 'When'.</p> <p>Ask for re-teaching, if required.</p> <p>Listen attentively and ask clarifying questions, if any.</p> <p>Make connections between the question word and meaning of the question.</p> <p>Understand usage of 'When', 'Why', 'Where', and 'How' to ask questions.</p> <p>Complete exercise, as instructed. Peer check.</p> <p>View, reflect and write questions.</p> <p>Share one of their questions with the person on their right.</p>
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<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Hot Seat - Asks each student to think of a successful person (famous or not) that he/she knows/idolises.                  By turn, makes students sit on the Hot Seat and asks other students to play the journalists and ask him/her 10 questions that he/she must answer as that successful person. For example- if a student chooses Sachin Tendulkar, he/she sits on the Hot Seat as Sachin Tendulkar and introduces himself. The other students ask Sachin Tendulkar questions like, "When were you born?" "Where did you play your fist match?" "How do you prepare yourself before a match?" etc. The student in the Hot Seat has to give appropriate answers. It is not important for the answers to be factually correct but the students must answer what is being asked and use complete sentences.                  Encourages students to ask questions using May/Do/Does/Can/Why/How/What/When/Where.                  Asks student to correct each other when the question is formed incorrectly.</p>	<p>Listen attentively to understand and reflect.                   Take the Hot Seat or play journalists.                  Think, frame and ask relevant questions beginning with different question words.                  Answer the questions appropriately if on the Hot Seat.                   Listen attentively to questions and peer correct if the question is not framed correctly.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch AV-20 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> <li>• Give the video a suitable title.</li> <li>• Why is it important to be a good listener when learning a language?</li> <li>• How can you become a better listener?</li> <li>• How does questioning show that you are listening?</li> </ul> <p>Accepts all answers ensuring that students try to speak in full sentences.                  OR                  Move to Step 7 if AV - 20 already done in Step 2.</p>	<p>Watch the video attentively and make notes, if helpful.                   Reflect and respond.                   Listen attentively to response of others.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>Asks students to complete exercise in Part C to make grammatically correct questions.                  Walks around to ensure that students are at task and assists/guides, if required.                  Asks a few students to share one response each so that all 5 questions are covered.</p>	<p>Complete exercise, as instructed.                  Ask for assistance, if required.                  Share responses and listen to responses of others.</p>
<p>Step 8 - Closure (10 minutes)</p>	<p>Asks students to reflect on how well they worked on their goals during this lesson and complete Part D.                  Asks students to reflect and complete Part E.                  Exit Ticket - On the way out of class, asks each student to share from Part E - Are you getting better at asking questions?</p>	<p>Reflect on their goals and participation during the lesson to complete Part D.                  Reflect and complete Part E.                  Share their response with the facilitator before exiting the classroom.</p>

**Reflections:** How are your students forming questions?

What are you doing to correct them?

# Lesson 23: Asking Questions – 2

**Language:**

W.CW.3.a, W.MR.1

L.LM.1, L.LM.2

S.R.1, S.A.1, S.F.2, S.I.2

R.RO.1, R.RIA.1

**Cognitive:**

Ex.2, Ex.3

OS.2

Ev.1, Ev.2.a, Ev.2.b

**Non-cognitive:**

ScA.3

**Others:**

-

**Key vocabulary:**

What, When, Why, How, Where, Who

**Materials required:**

Writing materials

**Error alert:** Pronunciation of word 'question' (ques - chun) and 'statement' (not 'isstatement').

Using statements/phrases as questions.

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (10 minutes)	Welcomes students and shares what they will learn that day. With the help of white board and examples, recaps how sometimes we speak a statement in a questioning tone. 'Done?', 'Gone?' Recaps, without using the grammatical terms, how a correctly formed question will have - Question word + verb/helping verb + noun/ pronoun + _____. Example, "Who is your brother?" Writes some incorrect questions and ask students to apply this order and correct those questions. For e.g. - "What your name?" "When you come to class?"	Listen attentively and ask clarifying questions, if any. Share their responses and listen to responses of others. Listen and observe attentively. Ask clarifying questions, if required. Observe attentively to find errors and share correct form of question.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Asks a few students to recap Parts 1 &amp; 2 of the movie watched in Lessons 9 &amp; 17.</p> <p>Asks a few students to share their predictions from Lesson 17 about what will happen next in the movie.</p> <p>Encourages students to share/record their predictions using 'will'. For example, 'He/They will....'</p> <p>Tells them that they will watch Part 3 of the movie.</p> <p>Tells them that it will be played only once, so they must watch it attentively.</p> <p>After 15 minutes of movie watching, asks students -</p> <ul style="list-style-type: none"> <li>• Was your prediction from Lesson 17 correct about the movie?</li> <li>• Do you think the young boy is a good listener ? Give reason(s).</li> <li>• What do you think will happen in Part 4? Write or draw or prediction in Part C. (Encourages students to share/record their predictions using 'will'. For example, 'He/ They will....')</li> </ul> <p>OR</p> <p>Moves to Step 3 if movie is not available at this time.</p>	<p>Listen attentively and respond referring to Lessons 9 &amp; 17. Share their predictions.</p> <p>Watch the movie once.</p> <p>Reflect and respond.</p> <p>Refer to the Lesson 17 in workbook and share their responses. Listen attentively to responses of others. Write their prediction in Part C.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to read the short story in Part A twice.</p> <p>Asks students to prepare 5 questions about the story to ask their partners.</p> <p>Walks around to ensure that students are at task and assists/guides, whenever required.</p>	<p>Read and understand the short story.</p> <p>Prepare questions relevant to the story correctly.</p> <p>Ask for assistance, if required.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students a few comprehension questions to check students' understanding of the story given in Part A.</p> <p>With the help of examples and connecting to previous lessons, discusses -</p> <ul style="list-style-type: none"> <li>• Are there questions that have only one correct answer? E.g. - 'Where is the book?'</li> <li>• Are there questions that may have more than one correct answer? E.g. - "What do you think about public transport in Delhi? "</li> <li>• Are there questions that only seek a Yes/ No response? E.g. - "Do you have a pen?"</li> </ul> <p>Encourages students to share examples of each.</p>	<p>Listen and respond to share understanding.</p> <p>Listen attentively to understand.</p> <p>Ask clarifying questions, if any.</p> <p>Share examples.</p>

Step 5 -  
Individual  
Practice (20  
minutes)

Organizes the game - Martians Are Here.  
Explains and models how the game will be played - tells the class that s/he is a Martian and the students are Earthlings. The Martian is on Earth to learn the language of Earthlings. Asks about anything in the room, that the Earthlings have to answer in short and complete sentences. The Martian (Facilitator) then asks follow up questions using different question words. The conversation continues till the Martian repeats the question/word or the Earthling is unable to answer a question.  
For example:  
Facilitator (Martian) - What is this?  
Students (Earthling) - It's a pen.  
Facilitator (Martian)-What's a pen?  
Students (Earthling) - You use it to write.  
Facilitator (Martian) - How do you write?  
Students (Earthling) - You make words with it on paper.  
Facilitator (Martian) -Why do you write words? and so on....  
Divides the class into two groups. Group 1 (Martians) and Group 2 (Earthlings). Student 1 from Group 1 (Martians) asks a question and Student 1 from Group 2 (Earthlings) answers the question. Based on that answer, Student 2 from Group 1 asks another question and Student 2 from Group 2 answers. Answers can be real or imaginary - but they must be spoken in complete sentences and make sense. The conversation continues till one of the Martians repeats the question/word or one of the Earthlings is unable to answer a question. The winning team gets a point.  
Round 2 - Members of Group 1 become Earthlings and members of Group 2 become Martians and the game goes on as in Round 1. Shares expected Noise Level for the game. Ensures that the students frame questions correctly and ask a variety of questions. Enforces the noise level during the activity.

Listen attentively to understand how the game is to be played.  
Ask correctly formed clarifying questions, if any.  
Form groups.

Play the game.

Ask well formed questions using different question words and respond appropriately to the questions in complete sentences.

Maintain the noise level, as expected.

<p>Step 6 - Extension (15 minutes)</p>	<p>Asks a few students to recap Parts 1 &amp; 2 of the movie watched in Lessons 9 &amp; 17. Asks a few students to share their predictions from Lesson 17 about what will happen next in the movie. Encourages students to share/record their predictions using 'will'. For example, 'He/They will....' Tells them that they will watch Part 3 of the movie. Tells them that it will be played only once, so they must watch it attentively. After 15 minutes of movie watching, asks students -</p> <ul style="list-style-type: none"> <li>• Was your prediction from Lesson 17 correct about the movie?</li> <li>• Do you think the young boy is a good listener ? Give reason(s).</li> <li>• What do you think will happen in Part 4? Write or draw or prediction in Part C. (Encourages students to share/record their predictions using 'will'. For example, 'He/ They will....')</li> </ul> <p>OR Moves to Step 7 if movie done in Step 2.</p>	<p>Listen attentively and respond referring to Lesson 9 &amp; 17. Share their predictions.  Watch the movie once.  Reflect and respond.  Refer to the Lesson 9 in workbook. Listen attentively to other students as they share their responses. Write their predictions in Part C.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>Asks students if they can prepare answers to simple questions. If students answer in positive, asks, "Can you also prepare questions for answers?" Practices with the help of students and 2 - 3 examples. Asks students to complete Part B. Walks around to ensure that students are at task and assists/guides, whenever required.</p>	<p>Complete Part B, as instructed. Ask for clarification/ assistance, if required.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to rate on a scale of 1 - 5:</p> <ul style="list-style-type: none"> <li>• the lesson.</li> <li>• how well it was taught.</li> </ul>	<p>Reflect and rate. Share their rating.</p>
<p><b>Reflections:</b> How well is the plan, prepared in Lesson 19, to support the struggling students, working? Do you need to make any changes? (Share an update with your peers during PLC)</p>		

# Lesson 24: Consolidation

## Language:

R.RI.1, RIA.1  
S.I.2

## Cognitive:

Ex.3  
Ev.2.a

## Non-cognitive:

SR.2  
ScA.3

## Others:

-

## Key vocabulary:

Vocabulary learn during the week

## Materials required:

Writing materials  
Jeopardy Game - 2

**Error alert:** Pronunciation of word 'question' (ques - chun)  
Using statements/phrases as questions

## PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in Hindi or English.
Step 1 - Introduce (15 minutes)	With the help of students and images in Part A, explains what a panda is. Tells students that while watching AV - 24, they will complete a task. The task instructions are in the first few seconds of the video. Asks students to watch AV- 24 once and keep a score in tally marks in Part A. After students begin watching AV - 24, asks students to pause after first 25 seconds and checks how well they have understood the instructions. Asks students to continue playing and recording their count. After everyone has watched & recorded asks: <ul style="list-style-type: none"> <li>• Out of 20, how many pandas did you find?</li> <li>• What strategy did you use (those who found over 15 pandas) and how did it help you?</li> <li>• What strategy did you use (those who found less than 5 pandas)?</li> </ul> Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. Sets up Jeopardy while students are watching the video.	Refer to Part A to know what a panda looks like.  Listen carefully to instructions from facilitator and in the video.  Pause after first 25 seconds of video viewing and share what they understand about the task. Watch the remaining video, count how many pandas they found and record them as tally marks in Part A. Reflect, refer to Part A and respond. Listen to response of others.

<p>Step 2 - Model/Demo (5 minutes)</p>	<p>With the help of students, recaps the rules of playing Jeopardy in FEA classrooms. (Refer to Lesson 12)</p> <p>Reiterates the points that students struggled with while playing Jeopardy during Lesson 12.</p> <p>Forms teams.</p> <p>Asks each team to take up a name.</p> <p>Tells students the Voice Level to be maintained during Jeopardy.</p>	<p>Listen attentively and ask clarification questions, if any.</p> <p>Form teams and assume team names.</p>
<p>Step 3 - Guided Practice (30 minutes)</p>	<p>Plays Jeopardy Game 2.</p> <p>Ensures that the students follow the rules of the game.</p> <p>Consciously, executes plan to make Jeopardy more interested as reflected and discussed during PLC after Lesson - 12.</p> <p>Corrects students who violate the rules.</p> <p>Keeps the score.</p>	<p>Play the game following the rules as shared by the facilitator.</p> <p>Follow Jeopardy rules and noise level.</p>
<p>Step 4 - Independent Practice (10 minutes)</p>	<p>Asks students to exchange their workbooks with each other.</p> <p>Instructs students to go through the workbook of the other student and use a pencil to peer check Lessons 19 - 23:</p> <ul style="list-style-type: none"> <li>• using the correction marks as used in Lesson 21.</li> <li>• for completion.</li> </ul> <p>If any parts are incomplete, they must find out the reason for non-completion.</p> <p>While students are peer checking workbooks, makes calls to irregular students and updates the Call Log. OR. Speaks individually to students who have been irregular/non-participative and motivates explaining how regularity/participation will help them in their learning.</p>	<p>Exchange workbooks.</p> <p>Review completion of work.</p> <p>Use correction marks from Lesson 21 appropriately.</p> <p>Inquire reason(s) for non-completion.</p>
<p>Step 5 - Adjust Instruction (10 minutes)</p>	<p>Asks students which workbooks/lessons were incomplete and why.</p> <p>If the reason is absence or other such reasons, encourages student to complete the work with the assistance of another student (not copy from another student's work).</p> <p>If the reason is lack of understanding, then reteaches the concept/topic in brief, with the help of students who know/understand it.</p>	<p>Discuss and guide those who missed a lesson/exercise.</p> <p>Relearn the topic/lesson.</p>

Step 6 - Closure (10 minutes)	Asks students: <ul style="list-style-type: none"> <li>• Are you enjoying the lessons?</li> </ul> Commends those who have moved well along their goals of Lesson 19 and motivates those who have not been able to make much progress along those goals. Shares that the focus of next lessons will be pronunciation.	Listen attentively, reflect and respond. Listen attentively to response of others.
<p><b>Reflections:</b> Did your plan for addressing Jeopardy challenges (prepared in Lesson - 12 and discussed during PLC thereafter) help? (Share how well/ why it didn't work with your peers during PLC.)</p>		

**Energizer - Night at the Museum:** One student is the night watchman and everyone else is a statue in a museum. The night watchman closes his/her eyes for 15 seconds. Before he opens his/her eyes, everyone should freeze like a statue – be creative. The goal is for “frozen” students to actually make slight movements without letting the night watchman catch the movements. Whoever is caught moving first becomes the new watchman.

# Lesson 25: Consonant Sounds – 1

<b>Language:</b> L.AI.2, L.LM.1, L.LM.2 S.I.1, S.F.2 R.RO.1, R.RIA.1 W.MR.1	<b>Cognitive:</b> Ex.3 Ex.2 OS.3.a	<b>Non-cognitive:</b> ScA.3 SR.2	<b>Others:</b> -
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<b>Key vocabulary:</b> Alphabet/letter	<b>Materials required:</b> Appendix 5 (FHB)
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**Error alert:** Sh/s words  
Pronunciation of word 'vowel'  
Alphabets Vs alphabet

**PROCEDURE:**

Steps	Facilitator’s action(s)	Students’ action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day’s QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (10 minutes)	Briefly, without getting into details, shares the evolution of English language. Highlights that it is an evolving language that has been influenced by many different languages over the past. Gives a few examples of words from Hindi that are a part of the English language. As such it is difficult to look for consistency in rules of pronunciation. Explains how the English alphabet is made up of vowel and consonant sounds. Demonstrates the difference in production of vowel and consonant sounds. (In vowel sounds air flows freely through the mouth with no obstruction; in consonant sounds air flow is obstructed by the tongue or lips). Asks students to produce consonant and vowel sounds and consciously pay attention to the flow/obstruction of breath.	Listen attentively and ask clarifying questions, if any.  Listen and observe attentively to understand.  Produce consonant and vowel sounds paying attention to flow/obstruction of their breath.

<p>Step 2 - Model/Demo (20 minutes)</p>	<p>Asks students to watch the AV - 25 once and carefully observe how the lips and tongue move to produce different sounds of English alphabet.</p> <p>After everyone has watched the video once, asks:</p> <ul style="list-style-type: none"> <li>• Did you learn anything new?</li> <li>• Give examples to show how wrong movement of lips and tongue can mispronounce words.</li> </ul> <p>OR</p> <p>Moves to Step 3 if AV - 25 is not available at this time.</p>	<p>Watch and listen attentively, as instructed.</p> <p>Share their responses and listen to responses of others.</p>
<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Explains the implication of sound swap, by asking the difference in meaning of the two sentences -</p> <ul style="list-style-type: none"> <li>• "Please sit down." "Please shit down.?"</li> <li>• "Sip your drink slowly." "Ship your drink slowly."</li> <li>• "Sea is calm." "She is calm."</li> <li>• "I like this class." "I like this clash."</li> <li>• "Sell the peas" "Shell the peas."</li> <li>• "It is a mess." "It is a mesh."</li> <li>• "Can I have the seat?" "Can I have the sheet?"</li> </ul> <p>With the help of above examples, emphasises how sound swap can lead to miscommunication.</p>	<p>Listen attentively and ask clarifying questions, if any.</p> <p>Listen and observe attentively to understand.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students to pair up with a partner and shared read the passage in Part B.</p> <p>Asks students to share what they understood.</p> <p>Tells students to pick words and phrases from the passage itself while sharing the meaning of the passage.</p>	<p>Partner with another student to read Part B.</p> <p>Share their understanding and listen to understanding of others.</p>

<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Asks students to stand and takes them through the 2 or 3 warm-up exercises from A. Warming up the body and C. Voiced and unvoiced consonants. (Appendix 5 - FHB)</p> <p>Asks students to make a list of words that have 's' or 'sh' sound, anywhere in the word-beginning, middle or end.</p> <p>Encourages students to refer to vocabulary in the previous lessons to make a word list of 's' and 'sh' words in Part A.</p> <p>Asks students to share their words and writes them on the board.</p> <p>While speaking those words, explains and models how the corners of the mouth spread out in sound of 's' and are pulled in for sound of 'sh'. The tongue for sound of 's' touches back of the bottom front teeth and for 'sh' lifts in the middle of the mouth.</p> <p>Without producing the sound and by exaggerating sound production, asks students to look at his mouth to guess which word/sound is being made ('s' or 'sh').</p> <p>Explains how different languages have some common and other different sounds. If our mother tongue does not have a particular sound (for example sound of 's' in 'pleasure' does not exist in Hindi) then it is difficult for the mouth to produce that sound as it has not evolved to produce it. So if we have to learn that sound when we are learning another language, then our mouth and vocal chords need to learn how to produce that new sound.</p> <p>Emphasises that practice is the key to learning new sounds and correct mispronunciation.</p> <p>Asks students to pair up with a partner and read out the tongue twisters given in Part C to each other.</p> <p>Encourages them to go slow first and then picks up speed as they grow more comfortable with them.</p>	<p>Listen, observe attentively to understand.</p> <p>Do the Pronunciation Warm-up, as instructed.</p> <p>Prepare word list, as instructed.</p> <p>Share words from their word list.</p> <p>Listen, observe attentively to understand.</p> <p>Listen, observe attentively to respond.</p> <p>Listen, observe attentively to understand.</p> <p>Pair up with a partner, Practice tongue twisters of Part C with partner. Pace the tongue twister, as instructed.</p>
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<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch the AV - 25 once and carefully observe how the lips and tongue move to produce different sounds of English alphabet.</p> <p>After everyone has watched the video once, asks:</p> <ul style="list-style-type: none"> <li>• Did you learn anything new?</li> <li>• Give examples to show how wrong movement of lips and tongue can mispronounce words.</li> </ul> <p>OR</p> <p>Moves to Step 7 if AV - 25 already done in Step 2.</p>	<p>Watch and listen attentively, as instructed.</p> <p>Share their responses and listen to responses of others.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks students to create their own tongue twisters (random or meaningful) using 's' and 'sh' sound words.</p> <p>Ensures that the students understand the task instructions.</p> <p>Walks around to ensure that students are at task and assists/guides, whenever required.</p>	<p>Create tongue twisters, as instructed.</p> <p>Ask for assistance, if required.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Shares Look, Say, Cover, Write, Check strategy for spellings. Look at the word, Say and spell it, Cover it, Write the spelling and Check by uncovering the word to see if it has been spelt correctly.</p> <p>Gives students practice with a few words using the board and Part D.</p>	<p>Observe and listen attentively to understand.</p> <p>Practice the strategy, as instructed.</p>
<p><b>Reflections:</b> Which quote from the cover page of the FHB appeals to you the most? Why? (Share this with your peers during PLC)</p>		

# Lesson 26: Vowel Sounds - 1

<b>Language:</b> L.AI.2, L.LM.1, L.LM.2 S.I.1, S.F.2 R.RO.1, R.RIA.1 W.MR.1	<b>Cognitive:</b> Ex.3 Ex.2 OS.3.a	<b>Non-cognitive:</b> ScA.3 SR.2	<b>Others:</b> -
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<b>Key vocabulary:</b> Alphabet/letter	<b>Materials required:</b> Appendix 5 (FHB)
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**Error alert:** /e/ and /æ/ sound words  
Pronunciation of word 'vowel'  
Alphabets Vs alphabet

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (10 minutes)	With the help of students and examples, recaps how sounds in English language do not follow a consistent pattern. Reiterates that the key to speaking correctly is listening to good quality audios and speaking the language. Referring to Part D, shares with students how students can download some of the pronunciation apps on their phones to practice independently. With the help of student recaps production of vowel and consonant sounds.	Listen attentively and respond. Listen attentively to responses of others.  Listen attentively referring to Part D.  Respond to recap production of vowel and consonant sounds.
Step 2 - Model/Demo (15 minutes)	Asks students to watch the AV - 26 twice and carefully observe how the lips and tongue move to produce different sounds of the vowel 'a'. After everyone has watched the video twice, asks: <ul style="list-style-type: none"> <li>• What is the video about?</li> <li>• Did you learn anything new?</li> <li>• Do you have any questions after watching the video? (Encourages other students to answer the questions)</li> </ul> OR Moves to Step 3 if AV - 26 is not available at this time.	Listen and observe, as instructed.  Listen attentively and respond.  Listen attentively to responses of others.

Step 3 - Guided Practice (20 minutes)	<p>Asks students to stand and begins the lesson with Exercises B3 and B4 from Pronunciation Warm-ups (Appendix 5 - FHB).</p> <p>Ensures that there is a safe and fun environment for practicing pronunciation, where mistakes are recognised and corrected.</p> <p>Recaps how vowel sounds are free flowing sounds with no obstruction.</p> <p>Introduces /e/ and /æ/ sounds. with the help of words "bEd and bAd" on the board.</p> <p>Selects a popular song.</p> <p>Practices the /e/ sound with students - sing the song they have selected on b+/e/.</p> <p>Practices the /æ/ sound with students - sing the song they have selected on b+/æ/.</p> <p>Ensures that students are singing the sound of the vowel correctly, even when they are out of tune.</p> <p>If students are struggling to differentiate, compares /e/ to an egg, and /æ/ to an apple remind them that their mouth must open smaller to eat an egg than an apple.</p> <p>Brainstorms words that go with /e/ and /æ/ sounds and write them on the board in the form of T-chart. (Appendix 6 - FHB)</p> <p>Asks students to pair up with a partner and shared read aloud the passage in Part B.</p> <p>Asks students to share what they understood.</p> <p>Tells students to pick words and phrases from the passage itself to explain the meaning of the passage.</p> <p>Repeats the correct responses.</p>	<p>Stand and do the Pronunciation Warm-up, as instructed.</p> <p>Listen and observe attentively to recap.</p> <p>Sing along making the b+/e/ sound.</p> <p>Observe how others are making that sound.</p> <p>Sing along making the b+/æ/ sound.</p> <p>Observe how others are making that sound.</p> <p>Shares words that go with /e/ and /æ/ sounds.</p> <p>Pair up with a partner and read aloud Part B together. Share their understanding and listen attentively as others share their understanding.</p>
Step 4 - Adjust Instruction (10 minutes)	<p>Asks students to complete Exercise C with a partner, practicing the tongue twisters and create a tongue twister using the words brainstormed on the board or in the Workbook. (Part A)</p>	<p>With their partners, complete Exercise C.</p>
Step 5 - Individual Practice (15 minutes)	<p>Organises a Tongue Twister competition using tongue twisters created by the students.</p> <p>Asks students what the appropriate noise level would be.</p> <p>Ensures that all students get a chance to participate.</p> <p>Enforces the noise level.</p>	<p>Participate in Tongue Twister competition, as instructed.</p> <p>Maintain expected noise level.</p>

<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch the AV - 26 twice and carefully observe how the lips and tongue move to produce different sounds of the vowel 'a'.</p> <p>After everyone has watched the video twice, asks:</p> <ul style="list-style-type: none"> <li>• What is the video about?</li> <li>• Did you learn anything new?</li> <li>• Do you have any questions after watching the video? (Encourages other students to answer the questions)</li> </ul> <p>OR</p> <p>Moves to Step 7 if AV - 26 already done in Step 2.</p>	<p>Listen and observe, as instructed.</p> <p>Listen attentively and respond.</p> <p>Listen attentively to responses of others.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks 2 students to come to the board, one at a time.</p> <p>Speaking correctly and clearly, calls out minimal pair words with contrasting vowel sounds /e/ and /æ, one pair at a time. (Appendix 6 - FHB)</p> <p>As the words are spoken, each student listens carefully and writes the two words on the board.</p> <p>Asks other students in the audience, which student(s) spelt the two words correctly.</p>	<p>Volunteer and move close to the board.</p> <p>Listen clearly to the words and observe the speaker's mouth while listening.</p> <p>Write the words, as instructed.</p> <p>Assess and share the correct response.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to rate, non-verbally:</p> <ul style="list-style-type: none"> <li>• usefulness of this lesson in improving their pronunciation.</li> </ul> <p>Shares what the students will learn over the next few lessons and get them excited about it.</p>	<p>Reflect and respond, with reason(s).</p> <p>Rate, as instructed.</p>
<p><b>Reflections:</b> How did your students rate the lesson? If you were to rate it, would you rate it same or differently? Why?</p>		

# Lesson 27: My House

<b>Language:</b>	<b>Cognitive:</b>	<b>Non-cognitive:</b>	<b>Others:</b>
R.RI.1, R.RIA.1	A.1	SA.3	-
W.CW.1.a.ii, W.CW.1.b.ii, W.CW.3.b	Ex.3, Ex.4, Ex.2	SR.2	
L.C.1, L.LA.2	OS.3.a, OS.2		
S.A.1, S.F.1, S.F.2, S.I.2,	Ev.1		

**Key vocabulary:**

**Materials required:**  
Writing materials

**Error alert:** Bedroom Vs Badroom  
Home Vs House; Bathroom Vs Toilet Vs Washroom (different usage in different countries but for our purpose - they all mean the same.)

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (10 minutes)	Asks students to complete Part A.1 without explaining the task. While the students are working, walks around to check who all can read and understand instructions, on their own. If required, individually (if a few students have not understood) or as a whole class (if most of the students have not understood) explains the task to the students. Ensures students pronounce the words/sounds s/sh, /e/ and /æ/ correctly. Asks a few students to share their responses. Appoints weekly Pronunciation Cops. Models to the Cops what their role is.	Read instructions in Part A and complete the task. Ask for assistance, if required. Listen attentively.  Share their responses. Listen and observe attentively to understand.
Step 2 - Model/Demo (15 minutes)	Asks students to watch the AV - 27 twice. After everyone has watched the video twice, asks: <ul style="list-style-type: none"> <li>• What is the video about?</li> <li>• Which house from the video would you like to live in? Why?</li> <li>• How were the houses similar/different?</li> </ul> OR Moves to Step 3 if AV - 27 is not available at this time.	Listen and observe attentively.  Reflect and respond in complete sentences.

<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Partner Talk - Asks students to partner with another student and discuss (Part A.2). Walks around to ensure that both the partners are equally participative. Corrects students who use the key vocabulary incorrectly or do not speak in complete sentences.</p>	<p>Pair up with a partner. Complete Part A.2 Ensure that they are active participants.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Without explaining the task, asks students to pair up with a partner and complete Exercise B.1 Ensures that the students first discuss the task instructions and then begin the task. Walks around to ensure that both the partners are equally participative and have understood the task. With the help of examples, explains how B.2 is to be completed. Encourages students to be creative and think of questions using different question words.</p>	<p>Pair up with a partner. Read instruction of Part B.1 and discuss the task. Complete Part B.1  Listen attentively to understand. Think creatively, discuss and write in B.2.</p>
<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Asks a few students to share their questions. When one student shares his/her question, asks others to:</p> <ul style="list-style-type: none"> <li>• listen carefully to the formation of the question. Raise one finger if they would like to correct the question.</li> <li>• think of possible answers to the question. Raise two fingers if they would like to answer the question.</li> </ul> <p>Shares the expected noise level for the activity. Accepts all answers and repeats the correct ones.</p>	<p>Share their questions pausing and self-correcting to ensure that the questions are formed correctly. Listen attentively and follow the 1-finger and 2-finger rule. Maintain expected noise level.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch the AV - 27 twice. After everyone has watched the video twice, asks:</p> <ul style="list-style-type: none"> <li>• What is the video about?</li> <li>• Which house from the video would you like to live in? Why?</li> <li>• How were the houses similar/different?</li> </ul> <p>OR Moves to Step 7 if AV - 27 already done in Step 2.</p>	<p>Listen and observe attentively.  Reflect and respond in complete sentences.</p>

Step 7 - Assessment (10 minutes)	<p>Asks students to think and share why houses look different in:</p> <ul style="list-style-type: none"> <li>• size</li> <li>• materials used and</li> <li>• designs</li> </ul> <p>Helps students make connections between:</p> <ul style="list-style-type: none"> <li>• house size and economic status/size of family/use of house.</li> <li>• materials used and local conditions/ economic status/preference of the owner</li> <li>• designs and preference of the owner/ economic status/popular designs.</li> </ul> <p>Accepts all answers, if based on reasoning.</p>	<p>Listen attentively, think and respond.</p> <p>Make connections, as instructed.</p> <p>Ask clarifying questions, if required.</p> <p>Respond with reason(s).</p>
Step 8 - Closure (10 minutes)	<p>Asks Pronunciation Cops to report on mistakes that the students (without naming them) made in pronouncing s/sh, /e/ and /æ/ words. With the help of student(s) who got it right, gives the class pronunciation drill in those sounds.</p> <p>Commends the students on their effort and regularity.</p>	<p>Pronunciation Cops to report without naming anyone; others to listen attentively. Practice pronunciation, as instructed.</p>
<p><b>Reflections:</b> What are your own pronunciation challenges? (Get peer feedback during PLC) What are you doing to improve your own pronunciation?</p>		

### For Facilitator's Reference:

**Energiser:** Making words using arms to make letter of the word – In groups of 4 students step out and they are given a simple 3-4 letter word. Each member of the group becomes a letter, uses his/her arms to show the formation of the letter and stand in the order of letters in the word.

**Home Vs House** – House is more like a concrete structure – there's no particular emotional aspect to it.

A house will turn into a home once there are people in it that will create their own special environment for themselves.

A home is an abstract concept and can be in places other than houses like caves, cliff dwellings, huts, igloos, etc. It's what you make of that place that counts and is special enough to call it a home.

# Lesson 28: My Neighbourhood

**Language:**

R.RI.1, R.RIA.1  
 W.CW.1.a.ii, W.CW.1.b.ii, W.CW.3.b  
 L.C.1, L.LA.2  
 S.A.1, S.F.1, S.F.2, S.I.2,

**Cognitive:**

Ex.1, Ex.2, Ex.3  
 OS.2, OS.3.a, OS.4

**Non-cognitive:**

SR.1, SR.2  
 ScA.1

**Others:**

-

**Key vocabulary:**

rural, urban, suburb, neighbourhood

**Materials required:**

Writing materials

**Error alert:** Private and public places.

**PROCEDURE:**

Steps	Facilitator’s action(s)	Students’ action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day’s QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (10 minutes)	Using the board, introduces the term neighbour and neighbourhood by sharing his journey/route from home to the centre, including some of the places given in Part A. Uses the board, if helpful. Asks comprehension questions to check students’ understanding. Introduces the lesson of the day and asks students what they would like to learn about the topic. Notes down students’ interest in a corner on the board to be taken up in Steps 7 & 8, if not addressed during the course of Steps 1 - 6.	Listen and observe attentively and ask clarifying questions, if required.  Listen, reflect and respond.  Share what they would like to learn restricting themselves to the topic of the day.
Step 2 - Model/Demo (15 minutes)	Asks students to watch the AV - 28 twice. After everyone has watched the video twice, asks: <ul style="list-style-type: none"> <li>• What is a suburb?</li> <li>• Does your town/city have a suburb?</li> <li>• Is your neighbourhood similar/different to the one in the video? How?</li> </ul> OR Moves to Step 3 if AV - 28 is not available at this time.	Listen and observe attentively.  Make notes, if helpful.  Reflect and respond.  Listen to responses of others.

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to go through Part A and ask what they do not understand. Encourages students to respond to each others' queries/doubts. Asks student to draw their neighbourhood labelling all landmarks. (Part B) After all students have completed, asks students to describe their neighbourhood to a classmate, with the help of the drawing using key vocabulary correctly. Walks around to ensure that the students have understood the instructions and are at task.</p>	<p>Draw, as instructed. Describe, as instructed. Listen to others describing their neighbourhood.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Divides the class into two groups. Asks the groups to look at the image in Part C and discuss within the group:</p> <ul style="list-style-type: none"> <li>• what kind of neighbourhood each of the places would have?</li> <li>• how would these neighbourhoods be similar/different from each other?</li> </ul> <p>Accepts all answers and repeats the correct ones.</p>	<p>Form teams. Refer to Part C and discuss, as instructed. Listen attentively to others group members. Share views in complete sentences using key vocabulary.</p>
<p>Step 5 - Individual Practice (15 minutes)</p>	<p>After both the groups have discussed, asks Group 1 to share their response and Group 2 to listen to them carefully and prepare questions to ask Group 1 based on what they have shared. Ensures that Group 1 presents using complete sentences and Group 2 asks in well formed and relevant questions. Encourages different members from Group 2 to respond to the questions. Repeats with Group 2 presenting and Group 1 asking questions.</p>	<p>Group 1 shares response. Group 2 listens attentively to understand and prepare clarifying/follow-on questions. Thoughtfully frame their questions and responses. Group 2 shares response. Group 1 listens attentively to understand and prepare clarifying/follow-on questions.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch the AV - 28 twice. After everyone has watched the video twice, asks:</p> <ul style="list-style-type: none"> <li>• What is a suburb?</li> <li>• Does your town/city have a suburb?</li> <li>• Is your neighbourhood similar/different to the one in the video? How?</li> </ul> <p>OR Moves to Step 7 if AV - 28 has been done in Step 2.</p>	<p>Listen and observe attentively. Make notes, if helpful. Reflect and respond. Listen to responses of others.</p>

<p>Step 7 - Assessment (15 minutes)</p>	<p>By turns, asks students to describe the route from the FEA branch to their homes. Ensures that the students use the correct vocabulary while talking about the places on the way. Ensures that the Pronunciation Cops are active, alert and making notes.</p>	<p>Respond using correct vocabulary, as instructed. Listen attentively to the others as they describe. Pronunciation Cops listen carefully and make notes.</p>
<p>Step 8 - Closure (10 minutes)</p>	<p>Looks at the notes made in the corner of the board in Step 1, and discusses those not addressed during the course of Step 1 - 6. OR Shares Spelling Tip 2 given in Part D of Workbooks. Models the technique using the board and words like - <b>furniture, cooler, suburb</b> Asks students to share some examples using vocabulary from Lessons 1 - 28. Asks students to bring an eraser for Lesson 29.</p>	<p>Listen attentively.  Listen attentively to understand. Observe carefully to understand and ask clarifying questions, if required. Share examples.</p>
<p><b>Reflections:</b> On a scale of 1 - 5, rate this lesson for student engagement. How can the design or teaching of this lesson be improved? (Discuss in PLC and email your ideas to the Curriculum Manager) Have you invited 3 - 4 suitable FEA graduates/HO staff/your peer for Lesson-30?</p>		

# Lesson 29: My Workplace

**Language:**

R.RI.1  
 W.CW.3.a  
 L.C.1, L.LM.2  
 S.R.1, S.A.1, S.F.2

**Cognitive:**

OS.1, OS.4  
 Ev.2.a, Ev.2.b  
 Ex.1, Ex.3

**Non-cognitive:**

SM.1  
 S.A.2  
 A.1  
 OS.4, OS.3.a  
 Ex.2

**Others:**

-

**Key vocabulary:** Stationery items.

**Materials required:**

Writing materials (including an eraser)

**Error Alert:** Stationary Vs Stationery; Ruler Vs Scale; Eraser Vs Rubber  
 Pronunciation of 'stapler', 'envelop', 'rubber', and 'paper'.

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)		Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (10 minutes)	Asks students to recap the lesson of the previous day's lesson. Asks students to read Part A and share their responses with the class. Makes a note of students who can/cannot read/understand instructions. Asks students to reflect on their goals of Lesson 19. Encourages students to share with the class how they are working on those goals and what's working and what needs to get better. Reminds students, goals are meaningless if one does not make conscious effort to achieve them and that some goals take longer than others to be accomplished.	Listen attentively and recall/ share their learnings of Lesson 28. Read Part A, as instructed. Refer to goals in Lesson 19 and reflect. Share their reflections of their goals in Lesson 19.  Listen attentively to others as they share their reflections.

Step 2 - Model/Demo (20 minutes)	<p>Asks a few students to recap Part 1-3 of the movie watched in Lesson 9, 17 and 23.</p> <p>Asks a few students to share their predictions from Lesson 23 about Part 4 of the movie.</p> <p>Tells them that they will watch Part 4 of the movie and that it will be played only once, so they must watch it attentively.</p> <p>After 15 minutes of movie watching, asks -</p> <ul style="list-style-type: none"> <li>• Was your prediction from Lesson 23 correct?</li> <li>• What kind of house did the young boy make for the old man?</li> <li>• What do you think will happen in Part 5? Write your prediction in Part E. (Ensures that the students share/record their predictions using 'will'. For example, 'He/ They will...')</li> </ul> <p>OR</p> <p>Moves to Step 3 if movie is not available at this time.</p>	<p>Listen and watch video attentively.</p> <p>Reflects and responds.</p> <p>Listen attentively to responses of others.</p>
Step 3 - Guided Practice (20 minutes)	<p>Asks students to draw (using a pencil) their current workplace in Part C (kitchen for a homemaker, classroom for a student, office for working students).</p> <p>Asks a few students to Show &amp; Tell their workplace (Show the drawing and Tell about it).</p> <p>Encourages students in the audience to ask 1-2 questions about it.</p> <p>Ensures that the presenting student speaks in complete sentences and asking student frames the questions correctly.</p>	<p>Use a pencil to complete Part C, as instructed.</p> <p>Show and Tell, as instructed, Listen attentively as other students Show &amp; Tell.</p> <p>Carefully frame their responses and questions.</p>
Step 4 - Adjust Instruction (10 minutes)	<p>Asks students to look at office objects in Part D.1.</p> <p>Asks students use(s) of those objects.</p> <p>Accepts all answers and repeats the correct ones.</p> <p>Asks students to pair up with a partner and shares task instructions for completion of Part D.2.</p> <p>Asks students to complete Part D.2.</p> <p>Walks around to ensure that all pairs have understood the task instructions, and are at task.</p> <p>Assists/guides, if required.</p> <p>After all pairs have completed Part D.2, asks a few pairs to share their responses.</p>	<p>Refer to Part D.1 to know and understand.</p> <p>Share their responses and listen to responses of others.</p> <p>Pair up with a partner and listen to task instructions. Ask clarifying question, if any.</p> <p>Complete Part D.2, as instructed.</p> <p>Share their responses and listen to responses of others.</p>

<p>Step 5 - Individual Practice (5 minutes)</p>	<p>Asks students to close their eyes and think of their Dream Workplace. (2 minutes)                  Asks students to go back to Part C and make changes to their drawing to make it into "My Dream Workplace" with objects labelled.                  Encourages students to be ambitious and imaginative.                  Walks around to ensure that all pairs have understood the task instructions, and are at task.                  Assists/guides, if required.</p>	<p>Close their eyes and visualise their Dream Workplace.                  Review Part C to transform it into their Dream Workplace.                  Asks for assistance/ clarification, if required.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks a few students to recap Part 1-3 of the movie watched in Lesson 9, 17 and 23.                  Asks a few students to share their predictions from Lesson 23 about Part 4 of the movie.                  Tells them that they will watch Part 4 of the movie and that it will be played only once, so they must watch it attentively.                  After 15 minutes of movie watching, asks -</p> <ul style="list-style-type: none"> <li>• Was your prediction from Lesson 23 correct?</li> <li>• What kind of house did the young boy make for the old man?</li> <li>• What do you think will happen in Part 5? Write your prediction in Part E. (Ensures that the students share/record their predictions using 'will'. For example, 'He/ They will...')</li> </ul> <p>OR                  Moves to Step 7 if movie already watched in Step 2.</p>	<p>Listen and watch video attentively.                  Reflects and responds.                  Listen attentively to responses of others.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>Asks a few students to Show &amp; Tell their Dream Workplace (Show the drawing and Tell about it).                  Encourages students in the audience to ask 1-2 questions about it.                  Ensures that the presenting student speaks in complete sentences and asking student frames the questions correctly.</p>	<p>Show and Tell, as instructed, Listen attentively as other students Show &amp; Tell.                  Carefully frame their responses and questions.</p>

Step 8 - Closure (5 minutes)	<p>Narrates the riddle given below, clearly and slowly:</p> <p>A man who works on the tenth floor takes the elevator down to the ground floor every evening and goes home. The next morning, when he comes back to work, he takes the elevator to the 7th floor and walks up three flights of stairs to his office. However, if it is raining or if there are other people in the elevator he takes the elevator all the way to the 10th floor. Can you explain why?</p> <p>Repeats the riddle, if required.</p> <p>Accepts all reasonable answers.</p> <p>Shares the correct response.</p>	<p>Listen attentively to understand.</p> <p>Ask for repetition, if required.</p> <p>Think and respond with possible answers.</p> <p>Listen attentively to responses of others.</p>
<p><b>Reflections:</b> How is students' pronunciation improving?          Are there some students who are struggling with English more than others?          What can you do to help them? (Discuss with peers during PLC)          Have you invited 3 - 4 suitable FEA graduates/HO staff/your peer for the next lesson?</p>		

#### For Facilitator's Reference:

#### What do you say when you do not have the answer to a student's question?

Training and lesson preparation should prepare a teacher well for what students might ask and how to answer those questions. But, there may be occasions when the teacher doesn't have the answer to students' questions. In that case, the teacher needs to be honest and can:

- think out loud to model his/her thought process which shows students how to think through rather than just shrug, "I don't know."
- talk about how/where the teacher/student can find the answer. It should not be perceived by the student as adding to his/her work. If it is, they may stop asking questions as that entails additional work for them.
- inform the student that the teacher will get back to them with an answer and be sure to do so. If the teacher doesn't revert to students about the answer soon, they may lose faith in her word.

# Lesson 30: Learning Contract – 1

**Language:** L.LM.1, L.LM.2, L.LA.1, L.LA.2, S.R.1, S.I.2, R.RI.1, W.RE.1  
**Cognitive:** OS.2  
**Non-cognitive:** SM.1  
**Others:** -

**Key vocabulary:** Dream, Goal, Fantasy, Reality  
**Materials required:** Writing materials, Appendix 7 (FHB)

**Error alert:** Use 'dreams' and 'goals' interchangeably.

**PROCEDURE:** This lesson is best taught with participation of 3 - 4 FEA graduates. In case of a new branch, teach this lesson along with HO Staff or your peers.

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (10 minutes)	Shares with students his/her own dream world, house, car, job etc. Invites students to share their dreams. Helps students make connections with their dream house and dream workplace in Lessons 27 and 29.	Listen attentively and ask clarifying questions, if required. Share their dreams using key vocabulary and short sentences. Make connections by referring to Lesson 27 & 29, if helpful.
Step 2 - Model/Demo (20 minutes)	Asks students to: <ul style="list-style-type: none"> <li>listen to the song in AV- 30 once and the asks students about what the song means.</li> </ul> Accepts all explanations. Asks students to: <ul style="list-style-type: none"> <li>listen to the song in AV-30 twice singing along using the lyrics from the screen.</li> </ul> After each student has sung along twice, asks each student to share a sentence each starting with, "I have a dream....." Sings along with the students as they listen to the song ensuring that all click 'play' together. Ensures that this is a fun (not entertaining) activity.	Listen to audio the first time and try to construct an understanding of the song.  Sing along softly as they listen to the song imitating the sounds of words and intonation.  Sing together as a class.

<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Taking one dream at a time, asks students:</p> <ul style="list-style-type: none"> <li>• do all dreams come true?</li> <li>• what is the probability of their dreams coming true?</li> </ul> <p>Encourages students to use words such as 'certainty', 'possibility' and 'probability'. Asks which dreams come true and which ones do not. Accepts all answers and repeats the correct ones.</p>	<p>Answer using complete sentences. Listen attentively to response of others. Use words such as 'certainty', 'possibility' and 'probability' appropriately.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Keeping in mind Do's and Don'ts of story-telling, shares the story (Appendix 7 - FHB), aloud and slowly. Changes tone/expressions to build interest in the story. Involves students in story telling. Allows students to find their own way to focus on what they are listening to. For example, closing their eyes to visualise. Asks:</p> <ul style="list-style-type: none"> <li>• What would you have done if you were _____ (man's name)?</li> <li>• How would you feel if you were the butterfly struggling unsuccessfully?</li> <li>• How is this story linked to our dreams?</li> </ul> <p>Accepts all answers without being judgmental. Ensures that there is an atmosphere of acceptance and students feel safe and respected to share their views honestly. Helps students make connections between continuous and painful effort and growth (achievement of goals) and what happens when we take short-cuts to achieve our goals. Accepts all answers and repeats the ones that help make a positive connection between our goals and efforts. Encourages FEA graduates to share their examples to help students make a positive connection between goals and efforts.</p>	<p>Listen attentively to understand. Ask clarifying questions, if required. Think about and make connections about the story. Focus on the story. Answer questions and listen to response of others.</p> <p>Listen attentively to the experience of the FEA graduate and ask questions to better understand his/her experience.</p>

Step 5 - Independent Practice (20 minutes)	<p>Asks students to complete Part A.</p> <p>Facilitator and FEA Graduates walk around to assist and guide, if required.</p> <p>Asks a few students to share their responses congratulating and commending their efforts (not achievement). For example, if a student ticks 'A lot' or 'A little', facilitator mentions 1 -2 things that he/she has noticed the student do to learn. For those who tick 'Not at all', involves FEA graduates to share what that particular student can do going forward so that he/she learns well.</p> <p>Explains to students how Parts B.i, B.ii and B.iii are to be completed in conversation with the facilitator/FEA graduate.</p> <p>Ensures that the role of the facilitator/FEA graduate is to get the students to think specifically about their own dream/goals etc.</p> <p>Makes phone calls to students who have been irregular and update the Call Log while students complete Part B.iv.</p>	<p>Read instructions, understand the task and complete Part A.</p> <p>Share their responses and listen to responses of others.</p> <p>Listen attentively to facilitator and FEA graduate.</p> <p>Understand Exercise B and complete it in conversation with the facilitator/FEA graduate.</p> <p>Ask clarification questions, if required.</p>
Step 6 - Closure (5 minutes)	Asks a few students to share their responses to B.i, B.ii and B.iii.	Share their responses in complete sentences and listen attentively to responses of others.
<p><b>Reflections:</b> Was it helpful to have FEA graduates/HO staff/your peers present for this lesson?</p> <p>How can you involve them more effectively next time?</p> <p>Do your students know about the FEA Career Guides and how they can benefit?</p>		

# Lesson 31: Consonant Sounds – 2

<b>Language:</b> L.AI.2, L.LM.1, L.LM.2 S.I.1, S.F.2 R.RO.1, R.RIA.1 W.MR.1	<b>Cognitive:</b> Ex.3 Ex.2 OS.3.a	<b>Non-cognitive:</b> ScA.3 SR.2	<b>Others:</b> -
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**Key vocabulary:**

**Materials required:**

Writing materials  
Appendix 5 (FHB)

**Error alert:** Alphabet, not alphabets. Production of 'v' and 'w' sound.

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (5 minutes)	With the help of students, recaps - <ul style="list-style-type: none"> <li>vowels and consonants in English alphabet.</li> <li>the difference in production of vowel and consonant sounds.</li> </ul> Asks students to pay attention to the flow/obstruction of breath.	Recap vowels and consonants in English alphabet. Mindfully produce vowel and consonant sounds with the facilitator, paying attention to the flow/obstruction of breath.
Step 2 - Model/Demo (15 minutes)	Asks students to watch the AV - 31 once and carefully observe how the lips and tongue move to produce different sounds of consonants 'v' and 'b'. Encourages students to pronounce the words as the speaker in the video does. After everyone has watched the video once, asks: <ul style="list-style-type: none"> <li>What is the video about?</li> <li>Do you know anyone who produces 'v' or 'b' sound in English incorrectly? Give examples of mispronunciation.</li> <li>What can you tell that person about how sounds 'v' and 'b' are produced?</li> </ul> OR Moves to Step 3 if AV - 31 is not available at this time.	Observe and listen attentively, as instructed.  Ask clarifying questions, if any. Share their responses and listen to responses of others.

Step 3 -  
Guided  
Practice  
(5 minutes)

Explains the implication of sound swap of 'v' and 'b', by asking the difference in meaning of the two sentences -

- 'I need a bin.' 'I need a vin.'
- 'There is a ban on smoking.' 'There is a van on smoking.'
- 'The vet (short of veterinarian) is small.' 'The bet is small.'

With the help of above examples, and other examples shared by the students, emphasises how sound swap can lead to miscommunication. Appoints new Pronunciation Cops for the week. Ensures that the Pronunciation Cops are active and alert during the lesson and make notes of errors to pronouncing /b/, /v/, /p/, /f/ and share feedback with the facilitator, anonymously, at the end of the lesson.

Listen attentively and ask clarifying questions, if any.

Listen, share examples of words with 'v' and 'b'. Observe attentively to understand the fine difference in the sound and production of 'v' and 'b'. Be alert and active as a Pronunciation Cop and make notes of errors.

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Begins with a few pronunciation warm-ups from Part 1 - Warming Up The Body and Part 2 - Warming Up The Articulators. (Appendix 5 - FHB).</p> <p>Ensures students are standing up and participating energetically.</p> <p>Round 1 - Asks students to choose a popular song and practice the sound /b/ with students to the tune of the song.</p> <p>Repeats the same with sound /v/.</p> <p>If students struggle with /v/, makes sure the inside of their bottom lip is slightly touching the front of their top teeth.</p> <p>If students struggle with /b/, makes them "bubble" their lips, and then make the /b/ sound. Teeth are not involved in making /b/ at all - only lips.</p> <p>Asks students to complete Part A.1 by making a list of words 'v' and 'b' words. For example, boy, baby and van.</p> <p>Asks each student to share one 'v' and one 'b' word each and write them as a T-chart on the board.</p> <p>Asks students to practice /v/ and /b/ tongue twisters with a partner. (Part A.2)</p> <p>Walks around to ensure that the students are producing the /v/ and /b/ sound correctly.</p> <p>Asks students to create tongue twisters for sounds /v/ and /b/. (Part A.3) A few students may be ready to work independently, while others may need to pair up and create tongue twisters using the words on the board or in Part A.1.</p> <p>Asks a few students to share their tongue twisters.</p>	<p>Stand up, relax and loosen up the jaw and mouth using the pronunciation warm-ups.</p> <p>Listen and observe attentively.</p> <p>Sing the sound /b/ and /v/ continuously to get the mouth accustomed to its production.</p> <p>Self and peer correct.</p> <p>Complete Part A.1.</p> <p>Practice tongue twisters with a partner.</p> <p>Create tongue twisters independently or with a partner.</p> <p>Share the tongue twisters.</p>
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Step 5 - Individual Practice (15 minutes)	<p>Round 2 - Asks students to choose a popular song and practice the sound /p/ with students to the tune of the song.</p> <p>Repeats the same with sound /f/. (The /p/ and /f/ sounds use the same articulators - parts of mouth used to create the sound - as /b/ and /v/ but /p/ and /f/ are unvoiced.)</p> <p>If students are struggling to make the sounds, asks them to "bite" the tongue for /f/ and make it for a long time.</p> <p>Then asks them to "explode" the /p/.</p> <p>Asks students to complete Part B.1 by making a list of words 'p' and 'f' words. For example, pin, fin, pot etc.</p> <p>Asks each student to share one 'p' and one 'f' word each and write them as a T-chart on the board.</p> <p>Asks students to practice /p/ and /f/ tongue twisters with a partner. (Part B.2)</p> <p>Walks around to ensure that the students are producing the /p/ and /f/ sound correctly.</p> <p>Asks students to create tongue twisters for sounds /p/ and /f/. (Part B.3) A few students may be ready to work independently, while others may need to pair up and create tongue twisters using the words on the board or in Part B.1.</p> <p>Asks a few students to share their tongue twisters.</p>	<p>Listen and observe attentively.</p> <p>Choose a song and sing the sounds /p/ and /f/ continuously to get the mouth accustomed to its production.</p> <p>Self and peer correct.</p> <p>Complete Part B.1 Practice tongue twisters with a partner. Create tongue twisters independently or with a partner. Share the tongue twisters.</p>
Step 6 - Extension (15 minutes)	<p>Asks students to watch the AV - 31 once and carefully observe how the lips and tongue move to produce different sounds of consonants 'v' and 'b'.</p> <p>Encourages students to pronounce the words as the speaker in the video speaks them.</p> <p>After everyone has watched the video once, asks:</p> <ul style="list-style-type: none"> <li>• What is the video about?</li> <li>• Do you know anyone who produces 'v' or 'b' sound in English incorrectly? Give examples of mispronunciation.</li> <li>• What can you tell that person about how sound 'v' and 'b' is produced?</li> </ul> <p>OR</p> <p>Moves to Step 3 if AV - 31 is not available at this time.</p>	<p>Observe and listen attentively, as instructed.</p> <p>Ask clarifying questions, if any.</p> <p>Share their responses and listen to responses of others.</p>

Step 7 - Assessment (5 minutes)	Takes some of the student-created tongue twisters and asks students, randomly, to repeat those. Makes a mental note of who is making errors and the type of errors. Asks Pronunciation Cops to share feedback anonymously, with the facilitator.	Repeat tongue-twisters.  Listen to feedback and reflect if they made any of those mistakes and practice further.
Step 8 - Closure (5 minutes)	Asks students: <ul style="list-style-type: none"> <li>• How helpful was the day's lesson in improving their pronunciation? (Rating scale: 1 - 5)</li> <li>• What is one new thing they learnt today?</li> <li>• How can it be used to improve their English?</li> </ul>	Listen attentively and share responses. Listen to responses of others.
<b>Reflections:</b> Have you informed the appropriate person(s) about Pre-assessment in Lesson 36? Have you discussed the Pre-assessment in your PLC?		

**For Facilitator's Reference:**

**Energizer : Class-Pass Challenge:** Begin the challenge with all students standing by their chairs. The teacher starts by throwing a paper ball to a student; that student tosses the ball to another who is standing. After passing the ball, the student sits down. This is repeated until all students are seated. The last student standing throws the ball back to the teacher. Repeat the activity.

**Challenges:** Time how quickly the class can do it one time or count how many times the whole class sits down in three minutes.

**Production of 'w' and 'v' sound -**

To make the /v/ sound, put your upper teeth onto your lower lip. Use your voice as your breath passes through the teeth and lower lip. To make the /w/ sound, push the lips forward and say /u/, then let the tongue and lower lip drop. When you let the first sound glide into the second (usually a vowel follows), /w/ is produced.

# Lesson 32: Vowel Sounds - 2

<b>Language:</b>	<b>Cognitive:</b>	<b>Non-cognitive:</b>	<b>Others:</b>
L.AI.2, L.LM.1, L.LM.2	Ex.3	ScA.3	-
S.I.1, S.F.2	Ex.2	SR.2	
R.RO.1, R.RIA.1, R.RC.1	OS.3.a		
W.MR.1			

**Key vocabulary:**

**Materials required:**  
 Writing materials  
 Appendix 5 (FHB)

**Error alert:** /i:/, /i/ sounds.

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	<p>Discuss the QOD ensuring that the students understand the question. (5-7 minutes)</p> <p>Share the response of previous day's QOD. (2-3 minutes)</p>	<p>Understand the question/ask clarification questions and respond in English.</p>
<p>Step 1 -                      Introduce                      (5 minutes)</p>	<p>Asks a few students about what they -</p> <ul style="list-style-type: none"> <li>• learnt in Lesson 31.</li> <li>• struggled to learn in Lesson 31.</li> </ul> <p>If required, recaps vowels and their sound in the English alphabet.</p> <p>Ensures that the Pronunciation Cops are active and alert during the lesson and make notes of errors in pronouncing /i:/, /i/, /ə/ and /ɜ:/ and share feedback with the facilitator at the end of the lesson.</p>	<p>Share their learnings and struggles of Lesson 31.</p> <p>Recap vowels and their sounds.</p> <p>Listen and observe attentively to understand.</p>
<p>Step 2 -                      Model/Demo                      (15 minutes)</p>	<p>Asks students to watch the AV - 32 once and carefully observe carefully how to produce sounds of 'i' and 'ee'/'ea'.</p> <p>Encourages students to pronounce the words as the speaker in the video does.</p> <p>After everyone has watched the video once, asks:</p> <ul style="list-style-type: none"> <li>• What is the video about?</li> <li>• Do you know anyone who produces 'i' or 'ee/ea' sound incorrectly ? Give examples of mispronunciation.</li> <li>• What can you tell that person about how sound 'i' or 'ee/ea' are produced ?</li> </ul> <p>OR</p> <p>Moves to Step 3 if AV - 32 is not available at this time.</p>	<p>Watch and listen attentively, as instructed.</p> <p>Share their responses and listen to responses of others.</p>

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Begins with a few pronunciation warm-ups from Warming Up Articulators 3 &amp; 4. (Appendix 5 - FHB).</p> <p>Ensures students are standing up and participating energetically.</p> <p>Round 1 - Introduces the sounds /i/ (sIp) and /i:/ (sEEp) - /i:/ is pronounced further forward in the mouth than /i/.</p> <p>Elicits lists of words for /i:/ and for /i/ and write them on the board in a T-chart with /i:/ on one side and /i/ on the other side.</p> <p>Asks students to complete Part A.1 by making a list of words using /i:/ and /i/ sounds. For example, sit, sheet, win, wean.</p> <p>Asks each student to share one /i:/ and one /i/ word each and write them as a T-chart on the board.</p> <p>Asks students to practice /i:/ and /i/ tongue twisters with a partner. (Part A.2)</p> <p>Walks around to ensure that the students are producing the /i:/ and /i/ sound correctly.</p> <p>Asks students to create tongue twisters for sounds /i:/ and /i/. (Part A.3) A few students may be ready to work independently, while others may need to pair up and create tongue twisters using the words on the board or in Part A.1.</p> <p>Asks a few students to share their tongue twisters.</p>	<p>Stand up, relax and loosen up the jaw and mouth using the pronunciation warm-ups.</p> <p>Listen and observe attentively to understand.</p> <p>Ask clarifying questions, if any.</p> <p>Listen and observe attentively to understand.</p> <p>Share list of words for /i:/ and /i/ sounds.</p> <p>Complete A.1, A.2 and A.3 with a partner.</p> <p>Share their tongue twisters and practice tongue twisters of others.</p>
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<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Round 2 - Introduces the sound /ə/ - as a short sound as in sh<u>U</u>t. Introduces the sound /ɜː/ as in sh<u>IR</u>t. Asks students to say the word "shirt," lengthening the vowel sound. Asks students to complete Part B.1 by making a list of words using /ə/ and /ɜː/ sounds. For example, hurt, bird, but. Asks each student to share one /ə/ and one /ɜː/ word each and write them as a T-chart on the board. Asks students to practice /ə/ and /ɜː/ tongue twisters with a partner. (Part B.2) Walks around to ensure that the students are producing the /ə/ and /ɜː/ sounds correctly. Asks students to create tongue twisters for sounds /ə/ and /ɜː/. (Part B.3) A few students may be ready to work independently, while others may need to pair up and create tongue twisters using the words on the board or in Part B.1. Asks a few students to share their tongue twisters.</p>	<p>Listen and observe attentively to understand. Share list of words for /ə/ - as a short sound.  Practice the sound /ɜː/ Share words for sound of /ɜː/  Complete Part B.2 with a partner. Practice the /ə/ and /ɜː/ sounds with a partner using the sentences in Part B.2</p>
<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Asks students to assess their partners' reading using the passage in Part C. Explains Partner 1 will read aloud to Partner 2. Partner 2 will listen attentively and assess how many of the words in the bold were pronounced correctly/incorrectly by Partner 1 and give the score. (There are 10 words in bold so if a student pronounces 8 correctly while reading the passage, he/she gets 8/10) Models with the help of <b>another passage</b>. Walks around to ensure that the students have understood the task instructions and are at task. After all pairs have complete the task, asks students to share how they fared and how they feel about their performance. Commends those who have done well and motivates those who have not done well.</p>	<p>Listen attentively to understand the task. Repeat task instructions to show their understanding. Observe the facilitator model the task. Take turns to read and listen to their partners. Assess their partners' reading, as instructed. Share how they did in the assessment and how they feel about it.</p>

<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch the AV - 32 once and carefully observe carefully how to produce sounds of 'i' and 'ee'/'ea'.</p> <p>Encourages students to pronounce the words as the speaker in the video does.</p> <p>After everyone has watched the video once, asks:</p> <ul style="list-style-type: none"> <li>• What is the video about?</li> <li>• Do you know anyone who produces 'i' or 'ee/ea' sound incorrectly ? Give examples of mispronunciation.</li> <li>• What can you tell that person about how sound 'i' or 'ee/ea' are produced ?</li> </ul> <p>OR</p> <p>Moves to Step 7 if AV - 32 already done in Step 2.</p>	<p>Watch and listen attentively, as instructed.</p> <p>Share their responses and listen to responses of others.</p> <p>Be alert and active as a Pronunciation Cop and make notes of errors.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Gives students practice with minimal pairs. I Speak, You Spell. Facilitator speaks one of the words from the minimal pair and students write the spelling after observing the movement of mouth/lips/tongue.</p> <p>You Speak, I Spell. Students speaks one of the words from the minimal pair and facilitator writes the spelling after observing the movement of mouth/lips/tongue.</p>	<p>Practice minimal pairs as instructed by the facilitator. Observe for production of the word woun and write spelling as the facilitator speaks.</p> <p>Speak the word with proper movement of the mouth/lips.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> <li>• How helpful was the day's lesson in improving your pronunciation? (Rating scale: 1 - 5 using a show of fingers)</li> <li>• What were you successful at?</li> <li>• What did you fail at?</li> </ul> <p>Asks Pronunciation Cops to share feedback anonymously, with the facilitator.</p>	<p>Listen attentively and share responses in complete sentences.</p> <p>Listen to response of other students.</p> <p>Pronunciation Cops to share feedback anonymously with the facilitator.</p>
<p><b>Reflections:</b> How well do you <b>know</b> language strengths and needs of each student?                  Are there any students you need to get know better and provide more individualised attention to?                  Do you encourage your students to come to the centre during their free time to listen to AVs and read?</p>		

# Lesson 33: Actions & Place

**Language:**

L.LM.1, L.LM.2  
R.RC.1, R.RIA.1  
S.A.1, S.C.1

**Cognitive:**

Ev.1, Ev.2  
Ex.4  
OS.4  
A.1

**Non-cognitive:**

SR.1, SR.2

**Others:**

-

**Key vocabulary:** action words

**Materials required:**

Writing materials  
20 blank slips of paper

**Error alert:** Pronunciation and usage of bath/bathe  
Public and private places.

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (5 minutes)	Introduces the lesson of the day. Referring to Lesson - 28, asks students to talk about a few places in their neighbourhood using complete sentences. Ensures that the students pronounce the words correctly.	Listen attentively and ask clarifying questions, if any. Talk about a few places in their neighbourhood using complete sentences.
Step 2 - Model/Demo (20 minutes)	Asks a few students to recap Part 1-4 of the movie watched in Lesson 9, 17, 23 and 29. Asks a few students to share their predictions from Lesson 29. Tells them that they will watch Part 5 of the movie and that it will be played only once, so they must watch it attentively. After 15 minutes of movie watching, asks students - <ul style="list-style-type: none"> <li>• Was your prediction from Lesson 29 correct about the movie?</li> <li>• What was the young boy's dad good at? (Camping and making fire.)</li> <li>• What do you think will happen in Part 6? Write your prediction in Part A using the word 'will'.</li> </ul> OR Moves to Step 3 if movie is not available at this time.	Recap Parts 1 - 4. Share their prediction and listen to predictions of others.  Watch and listen attentively, as instructed.  Share their responses and listen to responses of others.

<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Gives students 2 - 3 minutes to go over the list of actions in Part B.</p> <p>Calls out an action and a student. The student who is called upon has to enact the action announced. For example, if Student 'A' and 'sing' are announced, then Student A has to sing.</p> <p>If a student is unable to enact the action correctly, another student's name is announced with the same action, without telling the previous student that he is wrong and yet ensuring that the class understands what the correct meaning of the word is.</p>	<p>Review actions words in Part B.</p> <p>Listen attentively and ask clarifying questions, if any.</p> <p>Play the action/enactment game, as instructed.</p> <p>Listen and observe attentively.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Divides the class into two teams - Team A and Team B.</p> <p>Encourages each team to take up an interesting team name.</p> <p>Gives 10 slips of paper to each team. Team A writes names of places - one on each slip. Team B writes actions - one on each slip.</p> <p>Collects the 20 slips and keeps them separately as two sets on the table.</p> <p>Invites one member from Team A and asks him/her to pick two slips - one from each set.</p> <p>Within 20 seconds, Team A has to frame <u>one</u> complete and meaningful sentence (statement or question) using the two words written on the two slips.</p> <p>Continues the game with members of Team B.</p> <p>Ensures that all the members of the group are participative and there is a balance of questions and statements.</p> <p>Encourage those who are not participative reinforcing how participation is key to learning the language.</p>	<p>Form two teams and take up team names.</p> <p>Members of Team A write names of places and Team B write action words on each slip of paper.</p> <p>A member from Team A walks up to the table and picks 2 slips - one place and one action.</p> <p>Members of Team A prepare a sentence using the two slips of paper.</p> <p>A member from Team B walks up to the table and picks 2 slips - one place and one action.</p> <p>Members of Team B prepare a sentence using the two slips of paper.</p>
<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Asks students to complete Part C.1, working individually.</p> <p>Asks a few students to share their responses.</p> <p>Introduces the concept of public and private places - focusing primarily on ownership.</p> <p>Talks about some actions that are common in public places such as bus station, railway platform, movie theatre.</p> <p>Asks students to read Part C.2 in pairs twice, so that each partner gets to read aloud once.</p> <p>Walks around to ensure that the students are reading correctly and taking turns to read.</p> <p>Assists/guides, as required.</p>	<p>Complete Part C.1.</p> <p>Share their responses and listen to responses of others.</p> <p>Listen attentively to understand.</p> <p>In pairs, each partner reads Part C.2 once.</p>

Step 6 - Extension (20 minutes)	<p>Asks a few students to recap Part 1-4 of the movie watched in Lesson 9, 17, 23 and 29.</p> <p>Asks a few students to share their predictions from Lesson 29.</p> <p>Tells them that they will watch Part 5 of the movie and that it will be played only once, so they must watch it attentively.</p> <p>After 15 minutes of movie watching, asks students -</p> <ul style="list-style-type: none"> <li>• Was your prediction from Lesson 29 correct about the movie?</li> <li>• What was the young boy's dad good at? (Camping and making fire.)</li> <li>• What do you think will happen in Part 6? Write your prediction in Part A using the word 'will'.</li> </ul> <p>OR</p> <p>Moves to Step 7 if movie already watched in Step 2.</p>	<p>Recap Parts 1 - 4.</p> <p>Share their prediction and listen to predictions of others.</p> <p>Watch and listen attentively, as instructed.</p> <p>Share their responses and listen to responses of others.</p>
Step 7 - Assessment (10 minutes)	<p>Asks students:</p> <ul style="list-style-type: none"> <li>• Who owns public places like buses, monuments?</li> <li>• What are some good ways to use public places?</li> <li>• What are some wrong uses of public places?</li> </ul> <p>Accepts all answers and repeats the appropriate ones.</p>	<p>Share responses and listen to responses of others.</p> <p>Ask clarifying questions, if any.</p>
Step 8 - Closure (10 minutes)	<p>Asks students:</p> <ul style="list-style-type: none"> <li>• Did you find the lesson useful?</li> <li>• What were you successful at?</li> <li>• What did you fail at?</li> </ul> <p>Asks Pronunciation Cops to share feedback anonymously, with the facilitator.</p> <p>Uses the feedback of the Pronunciation Cops for remedial teaching of whole class/small groups of students.</p>	<p>Share responses and listen to responses of others.</p> <p>Ask clarifying questions, if any.</p> <p>Pronunciation Cops to share feedback anonymously with the facilitator.</p>
<p><b>Reflections:</b> Did you enjoy teaching this lesson? How can the lesson be made more enjoyable for you? (Discuss during your PLC and share your feedback with the Curriculum Manager.)</p>		

### For Facilitator's Reference -

#### Making Pairs - Famous Pairs:

For groups of 2, put a slip on each person's back with one of a famous pair: cricket bat and ball, football and boots, hot and cold, etc. Have a "cricket bat" find a "ball," a "football" find the "boots," a "hot" find a "cold," etc.

# Lesson 34: How The Brain Works

<b>Language:</b>	<b>Cognitive:</b>	<b>Non-cognitive:</b>	<b>Others:</b>
L.AI.1, L.AI.2	Ex.4	SM.3	-
LC.1	Ev.1, Ev.2.a	Sc.A.3	
S.I.1, S.I.2	OS.1, OS.2, OS.3.A,		
S.R.1	OS.4		

**Key vocabulary:** intelligence, success, example

**Materials required:**  
 Writing materials  
 Appendix 8 (FHB)  
 Appendix 9 (FHB)

**Error alert:** Intelligence is fixed.  
 Pronunciation of the word 'example'  
 People who 'know' facts or get more marks are intelligent and vice versa.  
 'Smart' has to do with appearance/talking well.

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (15 minutes)	Tells the students that there is a surprise hidden under the seats of their chairs. They cannot look and must reach for it with a single hand. When students reach under their seats and withdraw their hands empty handed, asks them to make a fist and informs them that is the size of their brain. Discussed how it is not the size of the brain but use of the brain that is important and while size is uniform, use varies from person to person. Asks students to partner up with a friend and complete Part A. Asks students what they know about the brain and writes down all the information provided by students on the white board. Next, refers to Appendix 8 (FHB) and shares some facts about the brain - and students have to guess which ones are true. Asks students if there were any facts that surprised them. Asks why.	Listen attentively to understand.  Reach under their seats and make a fist, as instructed. Listen and observe carefully. Partner up with a friend to complete Part A.  Share what they know about the brain. Listen attentively and observe carefully to understand. Share their responses and listen to responses of others. Share what surprised them and why.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Instructs students to watch AV - 34 twice carefully and make notes, if required. After everyone has watched AV - 34 twice, asks:</p> <ul style="list-style-type: none"> <li>• Can Mojo become smarter/more intelligent? How?</li> <li>• Can you become smarter/more intelligent? How?</li> <li>• Katie said, "Anyone can be smart. You just have to work at it? Do you believe that?"</li> </ul> <p>OR</p> <p>Moves to Step 3 if movie is not available at this time.</p>	<p>Listen and watch video attentively. Reflect and respond.</p> <p>Listen attentively to responses of others.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Instructs students to look at the comic strip in Part B and asks:</p> <ul style="list-style-type: none"> <li>• What does it show?</li> <li>• How is the response of the 3 students different?</li> <li>• Which students are you more like?</li> </ul> <p>Writes the words 'intelligence' and 'smart' on the board and asks students what intelligence and smart mean. (Intelligence - ability to get new knowledge AND use it. Smart - Showing intelligence or behaving intelligently)</p> <p>Accepts all answers and repeats/write on board the ones that imply the correct meaning highlighting how intelligence is more than gathering facts and information to score high marks.</p>	<p>Study Part B and interpret the comic strip.</p> <p>Reflect and respond. Listen attentively to responses of others. Share the meaning of words 'intelligence' and 'smart'.</p> <p>Listen attentively to understand.</p>

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students to refer to Part C in the SWB and read about each of the persons in Part C. Tells them who the people in the stories are:</p> <ol style="list-style-type: none"> <li>1. Jack Ma</li> <li>2. Muniba Mazari</li> <li>3. J K Rowling</li> <li>4. Cristiano Ronaldo</li> <li>5. Abdul Satta Edhi</li> <li>6. Nawazuddin Siddiqui</li> <li>7. Eminem</li> <li>8. Rowan Atkinson</li> </ol> <p>Asks students to choose one story that they connect most with and share the story of the person and the connection they made with that person. Ensure that all students participate and share their views in complete sentences. Concludes how all these people failed or were thought of as failure, but they were not defeated. (Narrates some more examples from Appendix 9 - FHB - if required.) Asks - Were these people intelligent and smart when they were failing? Accepts all answers and help students understand and appreciate how intelligence, <b>by itself</b>, has little to do with failure/success.</p>	<p>Refer to Part C and read the success stories. Choose a story that they connect with.</p> <p>Share the story and the connection they made with it. Listen attentively to understand. Ask clarifying questions, if any ensuring that the questions are framed correctly.</p>
<p>Step 5 - Individual Practice (10 minutes)</p>	<p>With the help of students, recaps definition of 'intelligent' and 'smart' and asks students to think and share how FEA makes them 'intelligent' and 'smart'. Ensures that the students speak in complete sentences. Informs students about other parts of the FEA program that they will learn in Book 2 - reading program, projects, keyboarding etc.- that will make them more 'intelligent' and 'smarter'.</p>	<p>Speaking in complete sentences, contribute to recapitulating the definition of 'smart' and 'intelligent'. Understand different parts of the FEA program. Ask clarifying questions, if any ensuring that the questions are framed correctly.</p>

<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch AV - 34 twice carefully and make notes, if required. After everyone has watched AV - 34 twice, asks:</p> <ul style="list-style-type: none"> <li>• Can Mojo become smarter/more intelligent? How?</li> <li>• Can you become smarter/more intelligent? How?</li> <li>• Katie said, "Anyone can be smart. You just have to work at it? Do you believe that?"</li> </ul> <p>OR Moves to Step 7 if AV - 34 already watched in Step 2.</p>	<p>Listen and watch video attentively. Reflect and respond.</p> <p>Listen attentively to responses of others.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>Asks students about habits of smart/intelligent people. Ensures that these points are covered during the discussion:</p> <ul style="list-style-type: none"> <li>• believe that there is much to know and learn.</li> <li>• question often.</li> <li>• look for something new every day.</li> <li>• spend time thinking and planning.</li> <li>• discuss work/ideas rather than talking/gossiping/dreaming about other people.</li> </ul>	<p>Reflect and respond. Listen attentively to responses of others. Ask clarifying questions, if any ensuring that the questions are framed correctly.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to complete Part D. After all students have completed it, asks them to share how their/their friend's answers in Part D were similar/different to their answers in Part A.</p>	<p>Complete Part D with the same partner as in Step 1. Compare their/their friend's responses in Part A and D.</p>
<p><b>Reflections:</b> Have you arranged for pre-evaluation of your students? How do you respond to your students' mistakes? How do your students respond to their/other people's mistakes?</p>		

# Lesson 35: Homophones & Opposites

**Language:**

L.LA.2  
S.R.1  
R.RO.1

**Cognitive:**

OS.4  
A.2

**Non-cognitive:**

SM.3  
SR.1  
SFA.1

**Others:**

-

**Key vocabulary:** Pep-talk, confidence, homophones, opposites.

**Materials required:**  
Writing materials

**Error alert:** Spelling of word, 'stationery'

**PROCEDURE:**

Steps	Facilitator's action(s)	Students' action(s)
	<p>Discuss the QOD ensuring that the students understand the question. (5-7 minutes)</p> <p>Share the response of previous day's QOD. (2-3 minutes)</p>	<p>Understand the question/ask clarification questions, if required.</p> <p>Respond in complete sentences.</p>
<p>Step 1 - Introduce (10 minutes)</p>	<p>Recaps the 1 finger / 2 fingers routine for class discussion. If students have a new point to make, they should put up 1 finger. If they want to respond to, or add to someone's point, they put up 2 fingers.</p> <p>With the help of examples, tells the students about homophones. Students need not know definition of the term, but they must know that similar sounding words can be used differently in the sentence and how important it is to spell them correctly and understand their usage in the context of the sentence.</p> <p>Ensures that students understand the different meanings of the same sounding words.</p>	<p>Listen attentively.</p> <p>Use the 1 finger / 2 fingers routine throughout the lesson.</p> <p>Listen attentively and observe the examples on the board to understand homophones.</p> <p>Ask clarifying questions, if any ensuring that the questions are framed correctly.</p>
<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Instructs students to watch AV - 35 twice carefully and make notes, if required.</p> <p>After everyone has watched AV - 35, asks:</p> <ul style="list-style-type: none"> <li>• Do you give yourself a pep talk sometimes? When?</li> <li>• Do you give others a pep talk sometimes? When?</li> <li>• Close your eyes and visualise yourself as a confident user of English language. What can you do and how does it feel?</li> </ul> <p>OR</p> <p>Moves to Step 3 if AV - 35 is not available at this time.</p>	<p>Listen and watch video attentively.</p> <p>Reflects and responds.</p> <p>Listen attentively to responses of others.</p> <p>Close eyes and visualise, as instructed.</p>

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>As a whole class, reviews the list of words given in Part A. If helpful, encourages students to write the meaning in Hindi. Encourages students to make sentences using these words - one word in one sentence. for example, make a sentence using either 'sun' or 'son'.</p>	<p>Study the list of homophones in Part A. Write meaning of words in Hindi/English/Hinglish, if helpful. Make short sentences using one of the homophones.</p>
<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>As a whole class, reviews the list of words given in Part B. If helpful, encourages students to write the meaning in Hindi. Encourages students to make sentences using these words - one word in one sentence. for example, make a sentence using either 'up' or 'down'.</p>	<p>Study the list of homophones in Part B. Write meaning of words in Hindi/English/Hinglish, if helpful. Make short sentences using one of the opposites.</p>
<p>Step 5 - Individual Practice (20 minutes)</p>	<p>Forms two teams - Team A and Team B. Team A is the Homophones group and Team B is the Opposites group. Gives task instructions. From Part A, Team A has to identify and select 10 pairs of homophones and use one pair in a single sentence. For example, "My <u>son</u> likes to play in the <u>sun</u>." From Part B, Team B has to identify and select 10 pairs of opposites and use one pair in a single sentence. For example, "I was going up but he was going down." Lays down the noise level for the game and reminds students to follow the 1 finger and 2 finger rule during the game to ensure that they can add their views in an orderly manner.</p>	<p>Form two teams and take up team names.  Listen attentively to understand task instructions. Ask clarifying questions, if any, using correct question formation. Play the game as instructed.  Follow the prescribed noise level and 1 finger/2 finger rule.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Instructs students to watch AV - 35 twice carefully and make notes, if required. After everyone has watched AV - 35, asks:</p> <ul style="list-style-type: none"> <li>• Do you give yourself a pep talk sometimes? When?</li> <li>• Do you give others a pep talk sometimes? When?</li> <li>• Close your eyes and visualise yourself as a confident user of English language. What can you do and how does it feel?</li> </ul> <p>OR Moves to Step 7 if AV - 35 already watched in Step 2.</p>	<p>Listen and watch video attentively. Reflects and responds.  Listen attentively to responses of others.</p>

Step 7 - Assessment (10 minutes)	Referring to the benchmarks, informs students about the content and format of pre-evaluation. Explains to students how it is a dip-check to assess how well they have learnt content of Book 1 and what needs to be improved so that they can work on it before Book 1 final evaluation. Addresses any queries or concerns related to pre-evaluation.	Listen attentively to understand pre-evaluation. Ask clarifying questions, if any, using correct question formation. Raise their concerns, if any.
Step 8 - Closure (5 minutes)	Asks the students: <ul style="list-style-type: none"> <li>• How can I help you learn better?</li> <li>• How can you help each other learn better?</li> </ul>	Listen attentively to understand. Reflect and respond.
<p><b>Reflections:</b> Have you informed students about pre-evaluation and its importance? Are your students excited about the pre-evaluation?</p>		

# Lesson 36: Pre-evaluation

**Language:**

-

**Cognitive:**

-

**Non-cognitive:**

SM.1

**Others:**

-

**Key vocabulary:**

**Materials required:**

Writing materials

## PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	<p>Discuss the QOD ensuring that the students understand the question. (5-7 minutes)</p> <p>Share the response of previous day's QOD. (2-3 minutes)</p>	<p>Understand the question/ask clarification questions, if required.</p> <p>Respond in complete sentences.</p>
<p>Step 1 - Introduce (10 minutes)</p>	<p>Share with the students the process of computer-based MCQ and face-to-face speaking pre-evaluation.</p> <p>Explains how there will be a computer-based evaluation and a face-to-face interview.</p> <p>Discusses Do's and Don'ts related to pre-evaluation.</p> <p>Ensures that the students are relaxed/ excited.</p> <p>Asks students to review Learning Contract Part B.iv had fill it up based on whether or not they have ben following those.</p> <p>Gets the computers ready while students are completing Part B.iv of the Learning Contract (Lesson 30).</p>	<p>Listen attentively to understand and respond.</p> <p>Ask questions, if any.</p> <p>Review and make entries in Part B.iv of Lesson 30.</p>
<p>Step 2 - Model/Demo (30 minutes)</p>	<p>Organises students/laptops/materials/record sheets.</p> <p>Gets all the students started with the computer-based test.</p> <p>While the students are taking the test, trouble shoots the test/computer, if required.</p> <p>Ensures that all students are at task.</p>	<p>Take their seats and, with the help of facilitator, take the test.</p> <p>Ask for assistance in case of technical issues.</p>

<p>Step 3- Assessment (40 minutes)</p>	<p>After all students have completed the computer-based test, calls students in groups or 3 - 4 for viva voce to conduct group interviews to assess Speaking benchmarks. The other groups are encouraged to practice/ review their workbook.</p> <p>Assesses first batch of students looking for satisfactorily progression along Book 1 benchmarks, not expecting complete achievement of the benchmarks.</p> <p>Uses this opportunity to go through the workbook of each student.</p> <p>Makes note of each student's strength and area of development along the benchmarks. Assesses the remaining groups in the same way.</p>	<p>Form groups, as instructed. Participate in the viva voce carrying their workbooks.</p> <p>Practice with other group members or revise from the workbook.</p>
<p>Step 4 - Closure (20 minutes)</p>	<p>After all groups have undergone the viva voce, refers to his/her notes to look for patterns of strengths and weaknesses keeping in mind Book 1 benchmarks and other considerations such as punctuality, regularity, participation etc.</p> <p>Organises students on the basis of their weaknesses in the pre evaluation.</p> <p>For example, if there is a group that is struggling to meet the writing expectations, they are grouped together.</p> <p>Meets the groups to discuss their performance in the computer-based and face-to-face pre evaluation.</p> <p>Commends the group members on their strengths and fills up the Facilitator column in Part A.1 and A.2.</p> <p>Shares some ideas/tips/strategies for improvement specific to the area of their weakness.</p> <p>While he/she spends 3 - 5 minutes with this group, asks other groups to complete Part A.1 and A.2. (Only the Self column)</p> <p>Moves to the other group and asks this group to complete the action plan in Part B. Continues the same with all groups so that both the students and facilitator have reflected in Part A and remedial plan is ready in Part B.</p>	<p>Re-forms groups, as instructed.</p> <p>Complete Part A.1 and A.2. (Only the Self column) while waiting for their turn.</p> <p>Listen attentively the facilitator as he/she shares performance and ideas/tips/ strategies for improvement to complete the action plan in Part B.</p>
<p><b>Reflections:</b> How did your students do in pre-evaluation? What is your plan to help students who are falling short of Book 1 expectations? (Discuss this with your peers during PLC to get their feedback on your plan.)</p>		

# Lesson 37: Telling Time

**Language:**

L.C.1, L.LM.2  
S.I.1, S.I.2, S.R.1  
R.RC.1, R.RO.1, R.RIA.1  
W.CW.3.c

**Cognitive:**

Ex.1, Ex.2, Ex.4  
Ev.2.a  
OS.4  
A.2

**Non-cognitive:**

ScA.2 , ScA.3  
SM.1, SM.2  
SfA.3

**Others:**

-

**Key vocabulary:**

o’ clock, half past, quarter to, quarter past, midnight, noon, hours, minutes, seconds

**Materials required:**

Writing materials

**Error alert:** Clock/watch difference; Pronunciation of Greenwich (‘Gren-ich’ not ‘Green-witch’); A.M. is written for time in morning and P.M. is written for time in evening; use a.m. and p.m. for time when speaking - “I will come at 6 p.m.”

**PROCEDURE:** Encourage the FEA graduates to come and work with the students during Step 5.

Steps	Facilitator’s action(s)	Students’ action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day’s QOD. (2-3 minutes)	Understand the question/ask clarification questions, if required. Respond in complete sentences.
Step 1 - Introduce (10 minutes)	Tells students to imagine that everyday Rs. 86,400 is deposited into their account. They must use all of it on that day - at the end of the day, all remaining money is deleted. Asks: <ul style="list-style-type: none"> <li>• How would you spend it? (Steers conversation towards balance of spending - food, clothing, self, others etc.)</li> <li>• Would they let some go unspent/get deleted at the end of the day? Why?</li> </ul> Tells them that each of us has that bank. Collects answers about what this bank is. Accepts all answers and repeats the correct answer explaining how each of us has the same 86,400 seconds in our day. Asks students about time telling devices in the past, present and future. Differentiates between watch and clock. (A watch is a time telling device that you wear on you - wrist watch, pocket watch etc. A clock is a time telling device that goes on wall, computer or table).	Listen attentively and ask clarification questions, if any. Reflect and respond. Listen to the response of others.  Reflect and respond using knowledge and imagination. Listen attentively to differentiate between a clock and a watch.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Instructs students to watch AV - 37 twice carefully and make notes, if required. After everyone has watched AV - 37 twice, asks:</p> <ul style="list-style-type: none"> <li>• What is the video about?</li> <li>• What is:             <ul style="list-style-type: none"> <li>• interesting about time zones?</li> <li>• confusing about time zones?</li> </ul> </li> </ul> <p>OR Moves to Step 3 if AV - 37 is not available at this time.</p>	<p>Watch AV - 37 twice and make notes, if helpful. Reflect and respond.</p> <p>Listen to response of others.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>With the help of students, revises the break up of the day and vocabulary related to time of the day - hours, minutes, seconds. Using A.1, explains use of a.m. and p.m. in writing about time. Explains how morning, evening and night vary based on season and location. For example, day breaks later in winters than summers, night begins later in summer than winters. But time continues to be measured in two cycles - a.m. and p.m. Ensures that the students do not confuse a.m. (between midnight and noon) and p.m. (between noon and midnight) with morning and evening. Using A.2 and the white board, explains the concept of o' clock, half past, quarter past, quarter to. Asks students to complete Part A.3 individually in 5 minutes. Asks a few students to share their responses ensuring that all students are using complete sentences and correct vocabulary.</p>	<p>Recap the two cycles of 12 hours in a day and concept of hours, minutes and seconds. Ask clarifying questions, if any. Refer to A.1 and understand usage of a.m. and p.m. Listen attentively to understand the seasonal and locational variations to morning, evening and night but a.m. and p.m. remain unchanged.</p> <p>Refer to A.2 and listen attentively to understand usage of o' clock, half past, quarter past, quarter to. Complete A.3. Share responses using complete sentences and correct vocabulary. Listen to responses of others.</p>

Step 4 - Adjust Instruction (15 minutes)	<p>Linking to AV - 37 and with help of students, recaps the concept of time zones.</p> <p>Explains how in some countries like USA and Australia there are more than one time zones.</p> <p>Discusses the meanings of the difficult words with the class.</p> <p>Asks students to pair up with a partner and read the given passage twice.</p> <p>Asks students to discuss with their partners the meaning of the passage.</p> <p>Asks a few comprehension questions to ensure that students understand the passage.</p> <p>Asks each student to prepare and write a question (Part 1.a) that he/she would like to ask after having read and understood the passage.</p> <p>Gives students a minute to think of how/ where can they find answer to their questions.</p> <p>Discusses as a whole class how students can find out answer to these questions including ask each other, use internet etc.</p> <p>Encourages students to find the answer to their questions and write them in Part 1.c.</p>	<p>Recall and share AV - 37 to recap concept of time zones.</p> <p>Listen attentively to understand how the size of the country from east to west can create multiple time zones.</p> <p>Understand and write the meanings of difficult words in the passage.</p> <p>Find a partner and take turns to read and understand the given passage.</p> <p>Respond to questions to demonstrate their comprehension.</p> <p>Prepare and write a question in Part 1.a.</p> <p>Think about where/how they can get answer to their question.</p> <p>Share views about how/where answers to their questions can be found.</p> <p>Find the answer by using any of the methods discussed and write it in Part 1.c.</p>
Step 5 - Individual Practice (15 minutes)	<p>Asks students to refer to action plan prepared in Lesson 36.</p> <p>Takes the help of FEA graduates to provide individualised support/guidance to the students based on the plan in Lesson 36.</p> <p>Students with similar support/interventions can work in small groups with the FEA graduates.</p> <p>Students who need individualised support, work with the facilitator.</p> <p>This time can be used both for remedial teaching as well as practicing the skills.</p> <p>At the end of 15 minutes, the facilitator must sign in the last column of the table in Lesson 36 for Day 1.</p>	<p>Refer to the action plan in Lesson 36.</p> <p>Listen to instructions carefully.</p> <p>Organise themselves into small groups or to work one-on-one with the facilitator.</p> <p>Ask facilitator/FEA graduate for assistance, as required.</p> <p>Get the last column of the table in Lesson 36 for Day 1 signed by facilitator.</p>

<p>Step 6 - Extension (15 minutes)</p>	<p>Instructs students to watch AV - 37 twice carefully and make notes, if required. After everyone has watched AV - 37 twice, asks:</p> <ul style="list-style-type: none"> <li>• What is the video about?</li> <li>• What is:             <ul style="list-style-type: none"> <li>• interesting about time zones?</li> <li>• confusing about time zones?</li> </ul> </li> </ul> <p>OR Moves to Step 7 if AV - 37 already viewed in Step 2.</p>	<p>Watch AV - 37 twice and make notes, if helpful. Reflect and respond.</p> <p>Listen to response of others.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Makes the students play 'Tick, Tock. Tick, Tock.' Says, "Tick, Tock. Tick, Tock. Goes a Little Cuckoo Clock. Tick, Tock. Tick, Tock. Goes a Little Cuckoo Clock. Now it is showing _____ (tell time)." and shows the time using his/her arms. For example, if the facilitator says, "Tick, Tock. Tick, Tock. Goes a Little Cuckoo Clock. Tick, Tock. Tick, Tock. Goes a Little Cuckoo Clock. Now it is showing 9 o' clock." Then students stretch their arms to show 9 - left arm outstretched straight at shoulder level and right hand straight up over the head. This can be done with time using o' clock, half past, quarter past and quarter to.</p>	<p>Understand how 'Tick, Tock. Tick, Tock.' is to be played. Follow instructions to play the game. Show the time using arms, as asked by the facilitator. Observe how others are demonstrating the time.</p>
<p>Step 8 - Closure (10 minutes)</p>	<p>Asks students to read and complete Part B and share their responses. Ensures that students use complete sentences and key vocabulary correctly. Before the students leave, asks them to chant together - "I am intelligent. I can become more intelligent." and find another student on their way out and tell that student, "You are smart and you can become smarter." Ensures that students make eye contact and say that slowly and seriously.</p>	<p>Read and complete Part B. Share their responses using complete sentences and key vocabulary correctly and listen attentively to responses of others. Chant together, "I am intelligent. I can become more intelligent." Slowly and seriously, tell another student in class, "You are smart and you can become smarter."</p>
<p><b>Reflections:</b> Did you follow the action plan of Lesson 36 for each of the students? How well did it work? How can you make it more effective/efficient for the next day? (Discuss this with your peers during PLC.)</p>		

### For Facilitator's Reference:

You can find date and time of different places around the world on - <https://www.timeanddate.com/worldclock/>

# Lesson 38: The Week

**Language:**

L.AI.1, L.AI.2  
S.A.1  
R.RI.1, R.RIA.1, R.RC.1  
W.MR.1

**Cognitive:**

Ex.4  
OS.2  
A.1, A.2  
Ev.2.a, Ev.1

**Non-cognitive:**

SfA.1, SfA.2  
SM.1, SM.3

**Others:**

-

**Key vocabulary:**

Today, tomorrow, yesterday, name of the days

**Materials required:**

Writing materials

**Error Alert:**

Pronunciation of days of week  
Pronunciation of 'week' ('w' not 'v') and poem (not po-yum)

**PROCEDURE:**

Encourage the FEA graduates to come and work with the students during Step 5.

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions, if required. Respond in complete sentences.
Step 1 - Introduce (5 minutes)	Recaps how we all have the same time - 24 hours or 1440 minutes or 86,400 seconds. Asks students then how is it that Gandhiji, Mother Teresa, Albert Einstein were able to do so much in those 24 hours, while we are no where close to using time like them. Accepts all answers, repeats the reasonable answers. Steers conversation towards spending time wisely. Ensures that the Pronunciation Cops are active and alert during the lesson and make notes of errors in pronouncing names of the days of the week and share feedback with the facilitator at the end of the lesson.	Listen attentively to understand how we all have the same time yet some of us use it productively while others do not. Share their views and listen to the views of others. Follow the lead of the facilitator to understand how time is to be used wisely. Pronunciation Cops are active and alert making notes of errors in pronunciation.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Instructs students to watch AV - 38 twice carefully and make notes, if required.                  After everyone has watched AV - 38 twice, asks:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• Did you find any of the tips helpful? Which one and how will you use it?</li> <li>• Your sibling struggles with managing his/ her time, how will you explain the 20-80 rule to him/her?</li> </ul> <p>OR                  Moves to Step 3 if AV - 38 is not available at this time.</p>	<p>Watch AV - 38 twice and make notes, if helpful.</p> <p>Reflect and respond.                  Listen to responses of others.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Round 1 - Assigns 7 of the students name of one day of the week each.                  Asks them line up in the order of days of the week.                  Gives these 7 students pronunciation drill in names of the days and the concept of today, yesterday and tomorrow.                  Round 2 - Repeats the same with the next group of 7.                  Round 3 - Repeats the same with the last group of 7.                  Ensures that each of the groups pronounce the names correctly.                  (Sun-day, Mun-day, Tuu-s-day, Wens-day, Thurs-day, Fri-day, Satur-day)</p>	<p>7 students to line up in the order of days of the week.                  Other students observe and listen attentively.                  7 students who lined up practice the names of days of the week and concept of today, yesterday and tomorrow.                  Next 7 students, follow instructions, in Round 2.                  Last 7 students, follow instructions, in Round 3.                  Pronunciation Cops are active and make notes of errors.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students to complete Part A.3 individually.                  Gives students 3-4 minutes to complete it.                  Walks around to ensure that the students have read and understood the task.                  Supports/guides those who need assistance.                  Asks students to swap workbooks with the person on their right and, with the help of students, calls out the correct answers.                  Asks students to return the workbooks.</p>	<p>Read, understand and complete Part A.3.                  Ask for assistance or clarification, if required.                  Swap workbooks with the person on their right and listen attentively to the correct responses and peer check workbooks.                  Return the workbooks.</p>

<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Asks students to refer to action plan prepared in Lesson 36.</p> <p>Takes the help of FEA graduates to provide individualised support/guidance to the students based on the plan in Lesson 36.</p> <p>Students with similar support/interventions can work in small groups with the FEA graduates.</p> <p>Students who need individualised support, work with the facilitator.</p> <p>This time can be used both for remedial teaching as well as practicing the skills.</p> <p>At the end of 15 minutes, the facilitator must sign in the last column of the table in Lesson 36 for Day 2.</p>	<p>Refer to the action plan in Lesson 36.</p> <p>Listen to instructions carefully.</p> <p>Organise themselves into small groups or to work one-on-one with the facilitator.</p> <p>Ask facilitator/FEA graduate for assistance, as required.</p> <p>Get the last column of the table in Lesson 36 for Day 2 signed by facilitator.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Instructs students to watch AV - 38 twice carefully and make notes, if required.</p> <p>After everyone has watched AV - 38 twice, asks:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• Did you find any of the tips helpful? Which one and how will you use it?</li> <li>• Your sibling struggles with managing his/her time, how will you explain the 20-80 rule to him/her?</li> </ul> <p>OR</p> <p>Moves to Step 7 if AV - 38 already viewed in Step 2.</p>	<p>Watch AV - 38 twice and make notes, if helpful.</p> <p>Reflect and respond.</p> <p>Listen to responses of others.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>Asks students to step forward one at a time and recite the poem given in Part B.</p> <p>Ensures that the students pronounce days of the week and the word 'poem' clearly and correctly.</p>	<p>Volunteer to read aloud the poem in Part B.</p> <p>Recite the poem.</p> <p>Listen attentively as the poem is read aloud.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>After 5- 6 rounds of recitation, asks:</p> <ul style="list-style-type: none"> <li>• Which day were you born on?</li> <li>• Is this poem true for you? Explain with reason.</li> <li>• Can our day of birth decide our strength or weakness or our personality?</li> </ul> <p>Collects anonymous feedback from the Pronunciation Cops and uses it to re-teach or revisit the errors next day.</p>	<p>Reflect and respond.</p> <p>Give reasons for their answers.</p> <p>Listen to the response/reasoning of others to learn from it.</p> <p>Pronunciation Cops to share feedback anonymously.</p>
<p><b>Reflections:</b> Did you follow the action plan of Lesson 36 for each of the students? How well did it work? How can you make it more effective/efficient for the next day? (Discuss this with your peers during PLC.)</p>		

# Lesson 39: The Calendar

**Language:**

W.MR.1  
L.LA.2, L.C.1  
S.I.1, S.R.1  
R.RI.1

**Cognitive:**

Ev.2.b  
OS.1, OS.2, OS.3.a

**Non-cognitive:**

ScA.2, ScA.3  
SM.1, SM.3  
SfA.2, SfA.3  
ScR.2

**Others:**

-

**Key vocabulary:**

Names of the months; Punctuality; Arrival; Departure

**Materials required:**

Writing materials

**Error alert:** Pronunciation of names of the months; Year Vs Ear

**PROCEDURE:** Encourage the FEA graduates to come and work with the students during Step 5.

Steps	Facilitator’s action(s)	Students’ action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day’s QOD. (2-3 minutes)	Understand the question/ask clarification questions, if required. Respond in complete sentences.
Step 1 - Introduce (5 minutes)	Explains how punctuality is a sign of respect but culturally we have a high tolerance for being late. With the help of examples from within FEA - for example, how punctuality is enforced during FEA trainings - lays down the value of punctuality. Ensures that the Pronunciation Cops are active and alert during the lesson and make notes of errors to pronouncing days of the week/names of the months and share feedback with the facilitator at the end of the lesson.	Listen attentively and reflect.  Reflect and connect.  Ask clarifying questions, if any.   Pronunciation Cops are active and alert making notes of errors in pronunciation.

<p>Step 2 - Model/Demo (20 minutes)</p>	<p>Asks a few students to recap Part 1-5 of the movie watched in Lesson 9, 17, 23, 29 and 33. Asks a few students to share their predictions from Lesson 33 about what will happen next in the movie. Tells them that they will watch Part 6, the last part of the movie. After 15 minutes of movie watching, asks -</p> <ul style="list-style-type: none"> <li>• Was your prediction from Lesson 33 correct?</li> <li>• Did your understanding of the movie get better from Part 1 to Part 6? Why?</li> <li>• What did you learn from the movie?</li> </ul> <p>OR</p> <p>Moves to Step 3 if the movie is not available at this time.</p>	<p>Recap Parts 1 - 5. Share their prediction and listen to predictions of others.</p> <p>Watch and listen attentively, as instructed.</p> <p>Share their responses and listen to responses of others. Think broadly on what they have learnt from the movie and not just the language.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Round 1 - Assigns 12 students name of a month each. Asks them line up in the order of months. Gives them pronunciation drill in names of the month and the concept of last month, this month and next month. Round 2 - Repeats the same with the next group of 12. With the help of Pronunciation Cops, ensures that the groups pronounce the names correctly. (Jan-u-ary, Feb-ru-ary, March, Ape-ril, May, June, Ju-ly, Au-gust, Sep-tem-ber, Oc-toe-ber, No-vem-ber, De-cem-ber)</p>	<p>12 students line up in the order of months of the year. Other students observe and listen attentively. 12 students who lined up practice the names of months and the concept of last month, this month and next month. Next 12 students, follow instructions, in Round 2. Pronunciation Cops are active and alert and make notes of errors.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students to complete Part A.1 individually. Gives students 1-2 minutes to complete it. Walks around to ensure that the students have read and understood the task. Supports/guides those who need assistance. Asks students to self-check their workbooks. With the help of students, calls out the correct answers. Asks students to return the workbooks. Asks students to complete the Part A.2 individually. Gives students 5 minutes to complete it. Walks around to ensure that the students have read and understood the task. Supports/guides those who need assistance. Asks students to swap workbook with the person on their left, and, with the help of students, calls out the correct answers. Asks students to return the workbooks.</p>	<p>Read, understand and complete Part A.1. Ask for assistance or clarification, if required. Listen carefully to the correct responses to self-check answers of Part A.1. Read, understand and complete Part A.2. Ask for assistance or clarification, if required. Swap workbooks with the person on their left. Listen carefully to the correct responses to peer check answers of Part A.2. Return the workbooks.</p>

<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Asks students to refer to action plan prepared in Lesson 36.</p> <p>Takes the help of FEA graduates to provide individualised support/guidance to the students based on the plan in Lesson 36.</p> <p>Students with similar support/interventions can work in small groups with the FEA graduates.</p> <p>Students who need individualised support, work with the facilitator.</p> <p>This time can be used both for remedial teaching as well as practicing the skills.</p> <p>At the end of 15 minutes, the facilitator must sign in the last column of the table in Lesson 36 for Day 3.</p>	<p>Refer to the action plan in Lesson 36.</p> <p>Listen to instructions carefully.</p> <p>Organise themselves into small groups or to work one-on-one with the facilitator.</p> <p>Ask facilitator/FEA graduate for assistance, as required.</p> <p>Get the last column of the table in Lesson 36 for Day 3 signed by facilitator.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks a few students to recap Part 1-5 of the movie watched in Lesson 9, 17, 23, 29 and 33.</p> <p>Asks a few students to share their predictions from Lesson 33 about what will happen next in the movie.</p> <p>Tells them that they will watch Part 6, the last part of the movie.</p> <p>After 15 minutes of movie watching, asks -</p> <ul style="list-style-type: none"> <li>• Was your prediction from Lesson 33 correct?</li> <li>• Did your understanding of the movie get better from Part 1 to Part 6? Why?</li> <li>• What did you learn from the movie?</li> </ul> <p>OR</p> <p>Moves to Step 7 if Part 6 of the movie already viewed in Step 2.</p>	<p>Recap Parts 1 - 5.</p> <p>Share their prediction and listen to predictions of others.</p> <p>Watch and listen attentively, as instructed.</p> <p>Share their responses and listen to responses of others.</p> <p>Think broadly on what they have learnt from the movie and not just the language.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>With the help of Part B, explains the date format in speaking and writing.</p> <p>With the help of examples, shows how the written format of date differs sometimes.</p> <p>Asks students to step forward and write his/her birthday on the board using the date format of a particular country as asked by the facilitator. Students must <u>speak</u> the date using the order - March nineteen, nineteen mighty nine - and <u>then write</u> in the format of the specific country on the board.</p> <p>Allows students to refer to Part B in the workbook.</p> <p>Asks students in the audience assess whether or not the format is correct.</p>	<p>Students volunteer and take turns to write their birth date on the board using the date format of a particular country, as asked by the facilitator.</p> <p>Refer to Part B, if required.</p> <p>Listen and observe to assess whether or not the format is correct.</p>

<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to name the month after... and the month before... giving clues about the month. For example, "Which month after September has Christmas?" "Which month before June has the festival of Holi?"</p> <p>Collects anonymous feedback from the Pronunciation Cops and uses it to re-teach or revisit the errors the next day.</p> <p>Asks students to bring 2-3 sheets of plain paper each.</p> <p>Before the students leave, asks them to chant together - "I am intelligent. I can become more intelligent." and find another student on their way out and tell that student, "You are smart and you can become smarter."</p> <p>Ensures that students make eye contact and say that slowly and seriously.</p>	<p>Listen, understand and respond.</p> <p>Listen to responses of others.</p> <p>Pronunciation Cops to share feedback anonymously.</p> <p>Chant together, "I am intelligent. I can become more intelligent."</p> <p>Slowly and seriously, tell another student in class, "You are smart and you can become smarter."</p>
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**Reflections:** How effective are your Pronunciation Cops? (Discuss with peers in PLC.)  
Do you give different students to play the role of Pronunciation Cops?

# Lesson 40: Managing Time

**Language:**

L.LA.2, L.LM.2, L.C.1  
R.RC.1, R.RIA.1, R.RI.1  
S.I.2  
W.RE.1

**Cognitive:**

Ex.1, Ex.4  
Ev.2.a  
OS.2  
A.1

**Non-cognitive:**

SM.1, SM.2, SM.3  
ScA.2, ScA.3  
SfA.2  
SR.1

**Others:**

-

**Key vocabulary:**

Punctuality; Procrastination

**Materials required:**

Writing materials

**PROCEDURE:**

Steps	Facilitator’s action(s)	Students’ action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day’s QOD. (2-3 minutes)	Understand the question/ask clarification questions, if required. Respond in complete sentences.
Step 1 - Introduce (10 minutes)	Asks students to share their views about the value of a second, a minute, an hour, a month and a year in their lives. Shares slowly: “If you want to know the value of one year, just ask a student who failed a course. If you want to know the value of one month, ask a mother who gave birth to a premature baby. If you want to know the value of one hour, ask the lovers waiting to meet. If you want to know the value of one minute, ask the person who just missed the bus. If you want to know the value of one second, ask the athlete who won a silver medal in the Olympics” - Marc Levy Asks students to give similar analogies for showing value of a second, a minute, an hour, a month and a year.	Reflect and respond.  Listen attentively to response of others.  Listen attentively to Marc Levy’s quote, understand and ask clarifying questions, if any.  Think, prepare and share similar analogies about value of time.
Step 2 - Model/Demo (15 minutes)	Instructs students to watch AV - 40 twice carefully and make notes, if required. After everyone has watched AV - 40, asks: <ul style="list-style-type: none"> <li>• What is procrastination?</li> <li>• How do you handle procrastination?</li> <li>• Did you find any of the tips helpful?</li> </ul> OR Moves to Step 3 if AV - 40 is not available at this time.	Watch AV - 40 twice and make notes, if helpful.  Reflect and respond.  Listen to response of others.

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to read the quote in Part A.1 individually. Gives students 2 minutes to think about the quote and organise their thoughts. Asks students to write their understanding in Part A.1.a. Asks students to find another student in the room and ask from him/her his/her understanding of the quote and record it in A.1.b Asks a few students to share the response of the students they spoke with (not their own).</p>	<p>Read quite in Pat A.1 and understand.  Write their understanding of the quote in Part A.1.a. Ask the other student to share his/her understanding of the quote and write it in A.1.b. Share their responses to A.1.b and listen to responses of others.</p>
<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Recapping student's response in Step 2 about how they beat procrastination, asks students to read the tips in Part A.2 individually. Gives students 2 - 3 minutes to think about the tips and organise their thoughts. Asks a few comprehension question to ensure that the students have understood. Round 1 - Students find one person in the room and interview him/her - "What are your distractions?" Round 2 - Students find another person in the room and interview him/her - "Do you set time limit for your work?" Round 3 - Students find another person in the room and interview him/her - " Do you know your energy cycle?" Round 4 - Students find another person in the room and interview him/her - "Do you make a task list at the beginning of the day?" Round 5 - Students find another person in the room and interview him/her - "How do you motivate yourself to complete the tasks?"</p>	<p>Read the tips in Part A.2.  Think about the meaning of the tips in Part A.2. Share his/her distractions with another student.  Share whether or not he/she sets time limit to work.  Share with another student his/her energy cycle - when during the day he/she is most active/alert and when not. Share with another student whether or not he/she makes a task list. Share with another student how he/she motivates himself/ herself to complete the task.</p>
<p>Step 5 - Individual Practice (10 minutes)</p>	<p>Asks students to complete Part B.1 after reading the instructions and following all the steps. Gives students 5 minutes to write 5-7 sentences. Walks around to ensure that the students have understood the task instructions. Assists/guides those who need assistance. Asks students to complete the checklist in Part B.2 to self-assess Part B.1 Encourages students to make changes to their writing based on the checklist.</p>	<p>Read the instructions, follow the steps and complete Part B. 1.  Ask for assistance, if required.  Complete the checklist in B.2. Make changes based on checklist, if required.</p>

<p>Step 6 - Extension (15 minutes)</p>	<p>Instructs students to watch AV - 40 twice carefully and make notes, if required. After everyone has watched AV - 40, asks:</p> <ul style="list-style-type: none"> <li>• What is procrastination?</li> <li>• How do you handle procrastination?</li> <li>• Did you find any of the tips helpful?</li> </ul> <p>OR Moves to Step 7 if AV - 40 has already been viewed in Step 2.</p>	<p>Watch AV - 40 twice and make notes, if helpful.</p> <p>Reflect and respond.</p> <p>Listen to response of others.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>Asks students to refer to action plan prepared in Lesson 36. Provides individualised/small group support/guidance to the students based on the plan in Lesson 36. This time can be used both for remedial teaching as well as practicing the skills. At the end of 10 minutes, the facilitator must sign in the last column of the table in Lesson 36 for Day 4.</p>	<p>Refer to the action plan in Lesson 36. Organise themselves into small groups or to work one-on-one with the facilitator. Ask facilitator for assistance, as required. Get the last column of the table in Lesson 36 for Day 4 signed by facilitator.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Shares details about the Book 1 evaluation. Asks students to bring 2-3 sheets of plain paper each. Asks students to take the punctuality pledge as give in Part C.</p>	<p>Listen attentively to understand Book 1 evaluation. Ask clarifying questions, if any. Take the punctuality pledge.</p>
<p><b>Reflections:</b> Do you procrastinate? How can you overcome procrastination? (Share with your peers during PLC)</p>		

# Lesson 41: Preparing & Planning

<b>Language:</b>	<b>Cognitive:</b>	<b>Non-cognitive:</b>	<b>Others:</b>
L.LA.1, L.LM.1, L.LM.2	A.2	SR.2	-
R.RO.1, R.RIA.1	Ex.2, Ex.4	SfA.2	
W.CW.3.C, W.RE.1	OS.2, OS.3.a	SM.1, SM.3	
S.R.1, S.I.1, S.I.2, S.C.1	Ev.2.a, Ev.2.b	ScA.1	

<b>Key vocabulary:</b>	<b>Materials required:</b>
Prepare/preparation, plan/planning, think ahead	Writing materials 20 sheets of paper

**PROCEDURE:**

Steps	Facilitator’s action(s)	Students’ action(s)
Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day’s QOD. (2-3 minutes)		Understand the question/ask clarification questions, if required. Respond in complete sentences.
Step 1 - Introduce (15 minutes)	Shares the noise level for the activity. Divides the class into 2 groups - Group A and Group B. Gives each group 10-12 sheets of paper. Asks Group A to make a paper tower using the sheets. They must start right away and work silently. Asks Group B to make a paper tower using the sheets. They must use this time as follows - <ul style="list-style-type: none"> <li>• Plan how they will make the tower. (2 - 3 minutes)</li> <li>• Make the tower. (5 minutes)</li> <li>• Review the tower and make changes to it. (2-3 minutes).</li> </ul> Walks around to ensure that the groups follow task instructions and enforcing noise level. After 10 minutes, debriefs by asking : <ul style="list-style-type: none"> <li>• How are the towers made by the two group different?</li> <li>• Why are they different?</li> <li>• Which group worked better? Why?</li> </ul> Steers conversation towards how Group B was able to work better as they had a plan.	Form Group A and B.  Group A starts making a paper tower silently.  Group B follows the steps, as instructed.  Reflect and respond.  Maintain noise level.  Make connections between the activity and importance of planning.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Instructs students to watch AV - 41 twice carefully and make notes, if required. After everyone has watched AV - 41, asks:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• Was any of the tips useful?</li> <li>• How can you use that tip?</li> </ul> <p>OR Moves to Step 3 if AV - 41 is not available at this time.</p>	<p>Watch AV - 41 twice and make notes, if helpful.</p> <p>Reflect and respond.</p> <p>Listen to response of others.</p>
<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Reads aloud the situations given in Part A and ensures that the students understand each of the situation. Asks students to complete Part A, 'My first response' column, individually. After about 5 minutes, asks a few students to share their responses.</p>	<p>Listen attentively to understand the situations in Part A. Ask clarifying questions, if any. Write their choices and reasoning for each situation in Part A, 'My first response' column. Share their responses and listen to responses of others.</p>
<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>Asks students to read the short story in Part B. Asks a few comprehension questions after all students have read the story. Asks students to complete Part B.1, B.2 &amp; B.3 after discussing them as a whole class. Walks around to ensure that the students follow task instructions. Assists/guides, if required. After about 5 minutes, asks a few students to share their responses. Makes connections between planning and safety; planning and job well done; planning and leading a meaningful life. Next, asks students to go back and complete Part B, 'My planned response' after thinking and planning carefully. Asks a few students to compare their responses in the two columns of Part A. Highlights how our planned response is well thought out and not just the first thing that comes to our mind.</p>	<p>Read the short story in Part B. Answer comprehension questions or listen to answers of other students. Participate in discussion of Part B.1, B.2 &amp; B.3 and complete them in workbook.  Ask for assistance, if required. Share their responses and listen to response of others. Complete Part B, 'My planned response' column. Share comparison of the two columns in Part A. Listen attentively to make connections between planning and their learning at FEA.</p>

<p>Step 5 - Individual Practice (15 minutes)</p>	<p>Asks students to think of what they plan for, referring to the list in Part C.</p> <p>After all students have reflected on list in Part C and marked Yes/No, asks them turn to the person on their left and compare their list with that of their neighbor.</p> <p>Asks a few students to share the comparison using:</p> <ul style="list-style-type: none"> <li>• “I plan for ..... <b>and</b> my neighbour plans for .....” for similarities between the two lists.</li> <li>• “I plan for ..... <b>but</b> my neighbour plans for .....” for differences between the two lists.</li> </ul> <p>Asks why is it that we plan for some things and not for others.</p> <p>Accepts all answers and repeats the reasonable ones.</p> <p>Asks students how their lives will be different if they were to plan for each item on the list in Part C.</p>	<p>Reflect and respond, referring to Part C.</p> <p>Mark in Part C what they plan and what they do not plan.</p> <p>Compare their list with that of their neighbor’s list.</p> <p>Share the comparison, as instructed.</p> <p>Reflect and reason.</p> <p>Listen to reasoning of others.</p> <p>Reflect and respond.</p> <p>Listen to responses of others.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Instructs students to watch AV - 41 twice carefully and make notes, if required.</p> <p>After everyone has watched AV - 41, asks:</p> <ul style="list-style-type: none"> <li>• What was the video about?</li> <li>• Were any of the tips useful?</li> <li>• How can you use that tip?OR</li> </ul> <p>Moves to Step 7 if AV - 41 has already been viewed in Step 2.</p>	<p>Watch AV - 41 twice and make notes, if helpful.</p> <p>Reflect and respond.</p> <p>Listen to response of others.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks students to refer to action plan prepared in Lesson 36.</p> <p>Provides individualised/small group support/guidance to the students based on the plan in Lesson 36.</p> <p>This time can be used both for remedial teaching as well as practicing the skills.</p> <p>At the end of 10 minutes, the facilitator must sign in the last column of the table in Lesson 36 for Day 5.</p>	<p>Refer to the action plan in Lesson 36.</p> <p>Organise themselves into small groups or to work one-on-one with the facilitator.</p> <p>Ask facilitator for assistance, as required.</p> <p>Get the last column of the table in Lesson 36 for Day 5 signed by facilitator.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Reminds students about Book 1 evaluation.</p> <p>Asks students –</p> <ul style="list-style-type: none"> <li>• how well the action plan is working in helping them overcome their weaknesses.</li> <li>• changes, if any, that need to be made to the individual plans.</li> </ul>	<p>Listen attentively.</p> <p>Reflect and respond.</p> <p>Make changes to the action plan, as required.</p>

**Reflections:** Do your students enjoy the audios/videos?  
 Do you have any good practices related to audios/videos? (Share with your peers during PLC and email them to the Curriculum Manager)

# Lesson 42: Consolidation

**Language:**

L.LA.1, L.LA.2, L.LM.1,  
L.LM.2  
R.RC.1, R.RIA.1  
W.MR.1  
S.I.1, S.I.2

**Cognitive:**

OS.2, OS.3.a  
Ex.4  
Ev.1

**Non-cognitive:**

SfA.1, SfA.3  
ScA.2, Sc.3  
SM.3

**Others:**

-

**Key vocabulary:**

Vocabulary done over the last 7 weeks.

**Materials required:**

Writing materials  
Appendix 10 (FHB)

**PROCEDURE:**

Steps	Facilitator’s action(s)	Students’ action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day’s QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (15 minutes)	Starts the lesson with a short anecdote as in Appendix 10 (FHB). Asks students to turn to the back cover page of the Workbook and read the quotations. Gives students 5 minutes to read all the quotations. Asks students which of the quotes on the back cover has the same message as the anecdote narrated by him/her. Accepts all answers and repeats the correct one ensuring that students are not guessing randomly but are able to explain the quote and link it to the story. Writes the Chinese proverb on board, “Learning is a treasure that will follow its owner everywhere.” Deliberately makes some capitalisation/ punctuation errors and asks a few students to come to the board and correct it. Asks students what a proverb is. Accepts all answers, including those with reference to proverbs in Hindi, and repeats the correct answer. Asks students to turn to the person on their left and share their understanding of this quotation. Asks students to share their partner’s understanding. Emphasises how learning is treasure that no one can steal from us.	Listen attentively.  Turn to the back cover of the workbook. Read all the quotations and think about their meaning. Share their responses, as asked.  Make connections between the anecdote and the quotation.  Listen and observe carefully. Find capitalisation/ punctuation errors and volunteer to correct them.  Share understanding and listen attentively to responses of others.  Turn to their neighbour and share their understanding. Share their partner’s understanding with the class. Listen attentively to understand.

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Asks students to watch AV - 42 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> <li>• What was Martin Luther King Jr talking about?</li> <li>• What does he mean by - "be the best of whatever you are"?</li> <li>• What does Martin Luther King Jr say at the end of his speech?</li> </ul> <p>Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. OR Moves to Step 3 if AV - 42 not available at this time.</p>	<p>Watch, listen and understand. Recall, reflect and respond. Listen attentively to responses of others. Ask clarification questions, if any.</p>
<p>Step 3 - Guided Practice (5 minutes)</p>	<p>Asks students to exchange their workbooks with each others. Instructs how students have to go through the workbook of other students from Lesson 19 - 41 and ensure that they are complete. If any parts are incomplete, finds out the reason for non-completion.</p>	<p>Exchange workbooks. Listen, understand and review completion of work. Share reason for non-completion.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>If the reason is absence or other such valid reasons, encourages student to complete the work with the assistance of another student (not copy from another student's work). If the reason is lack of understanding, then reteaches the concept/topic in brief, with the help of students who know/understand it.</p>	<p>Discuss and guide those who missed a lesson/exercise. Re-learn the topic/lesson, if required.</p>
<p>Step 5 - Extension (15 minutes)</p>	<p>Asks students to watch AV - 42 twice and after everyone has watched it twice, discusses:</p> <ul style="list-style-type: none"> <li>• What was Martin Luther King Jr talking about?</li> <li>• What does he mean by - "be the best of whatever you are"?</li> <li>• What does Martin Luther King Jr say at the end of his speech?</li> </ul> <p>Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. OR Moves to Step 6 AV - 42 already viewed in Step 1.</p>	<p>Watch, listen and understand. Recall, reflect and respond. Listen attentively to responses of others. Ask clarification questions, if any.</p>

<p>Step 6 - Assessment (20 minutes)</p>	<p>Informs students how they will be assessed on Book 1 benchmarks. Shares some benchmarks and gives examples of the kind of questions that can be asked. Distributes FEA Level 1 library books among students and asks them to browse. Encourages students to swap the books so that each student has browsed through a minimum of 5 books. While students are browsing through the books, works on the wall displays ensuring that there is a clear demarcated place for displaying work of each session. Ensures that the displays make current learning (Lessons 18 - 41) of <u>all</u> students visible and are not decorative art pieces.</p>	<p>Listen attentively to understand.  Ask clarifying questions, if any.  Browse through the FEA Level 1 library books. Swap and browse through a minimum of 5 books.</p>
<p>Step 7 - Independent Practice (10 minutes)</p>	<p>Asks students to recap FEA Convocation Day poster. Asks them to read the FEA poster on Persistence and talk amongst themselves about what it means. Each student must share the meaning with at least 3 other students and listen to the interpretation of 3 other students. Gives students 5 minutes for this. Makes phone calls to students who are irregular and updates the Call Log. Asks students to share the meaning of the poster and give one example of how they are developing persistence at FEA. Accepts all answers and repeats those that have the desired message.</p>	<p>Recap FEA Convocation Day poster. Gather around and read the poster on Persistence. Think of what it means and share its meaning with at least 3 other students. Listen to interpretation of at least 3 other students. Reflect and respond. Listen to response of others.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Shares with students some of the new things, other than become more comfortable in use of English, that they will learn/be able to do in Book 2. (Read a story book, together or individually, track their own progress on Climb to Graduation, learn to type on keyboard, complete a project, be part of a points system where they can win awards) Asks students:  <ul style="list-style-type: none"> <li>• As you move to Book 2, what are you most excited about?</li> <li>• Why?</li> </ul>                     Collect all the FEA library books back from the students.</p>	<p>Listen attentively and ask clarifying questions, if any.  Reflect and respond.</p>

**Reflections:** Are your students ready for evaluation? (Refer to Book 1 benchmarks to know what students will be expected to demonstrate)

Have you made all necessary arrangements and informed all relevant FEA staff for Book 1 evaluation?

# Lesson 43: Internal Evaluation

**Language:**

-

**Cognitive:**

-

**Non-cognitive:**

-

**Others:**

-

**Key vocabulary:**

-

**Materials required:**

Laptops with the test software

**PROCEDURE:** Internal/MCQ Evaluation is to be administered by the Branch Managers.

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (10 minutes)	Share with the students the process of internal/online evaluation. Explains to them, with the help of the board, how the test is structured. Discusses Do's and Don'ts related to taking the online evaluation. Ensures that the students are relaxed/excited. Confers with Branch Manager on setting up/starting off FTS (MCQ). Ensures all preparations for the test are in place.	Listen attentively to understand and respond. Ask questions, if any.
Step 2 - Model/Demo (90 minutes)	Assists the Branch Manager to organise students/laptops/materials/record sheets. Assists the Branch Manager to get the students started with the test. While the students are taking the test, trouble shoots the test/computer, if required. Ensures that all students are at task.	Take their seats and with the help of facilitator, take the test.
Step 3 - Closure (5 minutes)	After the completion of the test, Branch Manager randomly checks to ensure that the scores got captured and syncs the test scores to the LMS database. Asks students - <ul style="list-style-type: none"> <li>• How did you feel before the evaluation?</li> <li>• How do you feel after the evaluation?</li> </ul>	Listen attentively and share their responses comparing their feelings before and after evaluation.
<p><b>Reflections:</b> Based on the day's evaluation, have you compiled the internal evaluation report for Evaluators? Do you have adequate number of copies of Book 2 for your current Book 1 students when they progress after Lesson 46?</p>		

# Lesson 44: Review Lesson 1

**Language:**

-

**Cognitive:**

-

**Non-cognitive:**

-

**Others:**

-

**Key vocabulary:**

All words learnt from Lesson 1 - 42

**Materials required:**

Writing materials

**PROCEDURE:** This lesson is best done with 2 - 3 FEA graduates assisting the facilitator.

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (5 minutes)	Asks students how it feels to have completed Book 1. Shares his/her own journey of teaching Book 1 and feelings/thoughts about the journey.	Listen attentively to understand and respond. Listen to responses of others.
Step 2 - Model/Demo (20 minutes)	Asks students to watch any two videos from Lessons 1 - 42 (except the movie videos). Encourage students to choose their favourite video or the one that they struggled with the most. After all students have watched the two videos, asks - <ul style="list-style-type: none"> <li>• What were the videos about?</li> <li>• Why did you choose those videos?</li> <li>• How were they similar/different?</li> </ul> Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. OR Moves to Step 3 if videos not available at this time.	Listen attentively to understand the task. Watch, listen and make notes, if helpful.  Reflect and respond in complete sentences.
Step 3 - Guided Practice (20 minutes)	Asks students to refer to action plan prepared in Lesson 36. Provides, with the help of FEA graduates, individualised/small group support/guidance to the students based on the plan in Lesson 36. This time can be used both for remedial teaching as well as practicing the skills. At the end of 10 minutes, the facilitator must sign in the last column of the table in Lesson 36 for Day 6.	Refer to the action plan in Lesson 36. Organise themselves into small groups or to work one-on-one with the FEA graduate/facilitator. Ask facilitator for assistance, as required. Get the last column of the table in Lesson 36 for Day 6 signed by facilitator.

<p>Step 4 - Adjust Instruction (5 minutes)</p>	<p>Asks students to review their workbook from Lessons 1 - 42 to ensure that it is completed. Provides time and guidance to those who need to complete their workbook. Ensures that the students are not copying from other students' work.</p>	<p>Review the workbook. Complete incomplete lessons, if any. Ask for assistance from facilitator, if required.</p>
<p>Step 5 - Extension (20 minutes)</p>	<p>Asks students to watch any two videos from Lessons 1 - 42 (barring the movie videos). Encourage students to choose their favourite video or the one that they struggled to understand. After all students have watched the two videos, asks -</p> <ul style="list-style-type: none"> <li>• What were the videos about?</li> <li>• Why did you choose those videos?</li> <li>• How were they similar/different?</li> </ul> <p>Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. OR Moves to Step 6 AV - 42 already viewed in Step 1.</p>	<p>Listen attentively to understand the task. Watch, listen and make notes, if helpful.</p> <p>Reflect and respond in complete sentences.</p>
<p>Step 6 - Individual Practice (20 minutes)</p>	<p>Divides the class into two groups - Group A and B. Gives task instructions. Sends one representative each from the two groups out of the class for 2 minutes. Writes the 4 hints/questions on the board while the two students are outside. When the students return to the class, they must quickly read and understand the hints/questions written on the board and go to opponent group to share the answers to the 4 hints/questions. For example, Student 1 (who was from Group A) goes to Group B and Student 2 (who was from Group B) goes to Group A. When a student finishes speaking correct answers to all 4 hints/questions in complete sentences, the group shouts, "He has finished." The student who answers first AND correctly, earns points for his team. If neither of the students is able to respond correctly and in complete sentences within 2 minutes, then questions die and neither group scores a point. Records the score on the board. Continues the game as played earlier with a different set of students and hints/questions playing as many rounds as time permits. Declares the group with more points winner of the game.</p>	<p>Form groups. Understand the task and ask clarifying questions, if any. Two students, one from each group, go out of the class for two minutes, others observe and read the hints/questions on the board. The two students read the hints/questions and go to opponent group to share the answers. Members of each group listen to the answers carefully and when all 4 hints/questions are answered correctly by the student announce that he/she has completed the task. Both the students return to their groups.</p> <p>Play the game, as instructed.</p>

<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks each student to choose one question from Lessons 1 - 42 that they must ask one student from the class. Ensures that each student asks and is asked a question. Ensures that the questions are framed correctly.</p>	<p>Listen attentively to task instructions. Select a topic/question to ask. Frame the question correctly. Ask the question and respond to the question asked.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Shares the promotion criteria with the students. Asks students to show, non-verbally, how confident they are about their learnings of Book 1.</p>	<p>Listen attentively and ask clarifying questions, if any. Reflect and respond.</p>
<p><b>Reflections:</b> Have you emailed the report of the internal MCQ evaluation of the students to the Evaluator? Do your students know about the external evaluation of their speaking and writing skills?</p>		

# Lesson 45: Review Lesson 2

**Language:**

-

**Cognitive:**

-

**Non-cognitive:**

-

**Others:**

-

**Key vocabulary:**

All words learnt from Lesson 1 - 42

**Materials required:**

Writing materials

**PROCEDURE:** This lesson is best done with 2 - 3 FEA graduates assisting the facilitator.

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD ensuring that the students understand the question. (5-7 minutes) Share the response of previous day's QOD. (2-3 minutes)	Understand the question/ask clarification questions and respond in English.
Step 1 - Introduce (5 minutes)	Asks students how it feels to have completed Book 1. Shares his/her own journey of teaching Book 1 and feelings/thoughts about the journey.	Listen attentively to understand and respond. Listen to responses of others.
Step 2 - Model/Demo (20 minutes)	Asks students to watch any two videos from Lessons 1 - 42 (except the movie videos and the ones viewed in Lesson 44). Encourage students to choose their least favourite or the one they found most useful. After all students have watched the two videos, asks - <ul style="list-style-type: none"> <li>• What were the videos about?</li> <li>• Why did you choose those videos?</li> <li>• Did you find/learn anything new from the video this time?</li> </ul> Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. OR Moves to Step 3 if videos are not available at this time.	Listen attentively to understand the task. Watch, listen and make notes, if helpful.  Reflect and respond in complete sentences.
Step 3 - Guided Practice (20 minutes)	Asks students to refer to action plan prepared in Lesson 36. Provides, with the help of FEA graduates, individualised/small group support/guidance to the students based on the plan in Lesson 36. This time can be used both for remedial teaching as well as practicing the skills. At the end of 10 minutes, the facilitator must sign in the last column of the table in Lesson 36 for Day 7.	Refer to the action plan in Lesson 36. Organise themselves into small groups or to work one-on-one with the FEA graduate/facilitator. Ask facilitator for assistance, as required. Get the last column of the table in Lesson 36 for Day 7 signed by facilitator.

<p>Step 4 - Adjust Instruction (5 minutes)</p>	<p>Asks students to review their workbook from Lessons 1 - 42 to ensure that it is completed. Provides time and guidance to those who need to complete their workbook. Ensures that the students are not copying from other students' work.</p>	<p>Review the workbook. Complete incomplete lessons, if any. Ask for assistance from facilitator, if required.</p>
<p>Step 5 - Extension (20 minutes)</p>	<p>Asks students to watch any two videos from Lessons 1 - 42 (except the movie videos and the ones viewed in Lesson 44). Encourage students to choose their least favourite or the one they found most useful. After all students have watched the two videos, asks -</p> <ul style="list-style-type: none"> <li>• What were the videos about?</li> <li>• Why did you choose those videos?</li> <li>• Did you find/learn anything new from the video this time?</li> </ul> <p>Accepts all answers, ensuring that students try to speak in full sentences using key vocabulary. OR Moves to Step 6 video already viewed in Step 2.</p>	<p>Listen attentively to understand the task. Watch, listen and make notes, if helpful.</p> <p>Reflect and respond in complete sentences.</p>
<p>Step 6 - Individual Practice (20 minutes)</p>	<p>Divides the class into 3 - 4 groups. Gives task instructions and prescribes the noise level for the activity. Asks each group to come up with a word (an answer) and think of a well-framed, close-ended question. Asks one representative from each group to come to the board and Team 1 representative writes the answer on the board. With the help of students, corrects errors. Asks Group 2 to frame a valid question the answer to which is the word on the board. For example, Group 1 writes the word 'Chair' and Group 2 comes up with, "What do we sit on in the FEA class?" Group 2 scores a point as it is a valid and well formed question. But if Group 2 asks, "What do we sit on?", that is an invalid question as there can be more than one answers - bench, sofa, chair etc. Each team gets 30 seconds to respond. If Team 2 comes up with a valid question, they score a point. If they do not, then Team 1 scores a point. Maintains noise level in class and score. Next representative from Team 2 writes the answer on the board and Team 3 gets 30 seconds to speak a valid question and so on. Declares the winner at the end of the game.</p>	<p>Form groups. Understand the task and ask clarifying questions, if any.</p> <p>Play the game, as instructed.</p>

Step 7 - Assessment (5 minutes)	Asks each student to choose one question from Lessons 1 - 42 that they must ask one student from the class. Ensures that each student asks and is asked a question. Ensures that the questions are framed correctly.	Listen attentively to task instructions. Select a topic/question to ask. Frame the question correctly. Ask the question and respond to the question asked.
Step 8 - Closure (5 minutes)	Each student must check-out with one fact about the external evaluation scheduled for the next day.	Reflect and respond.
<b>Reflections:</b> Were you able to complete Book 1 in the prescribed time? Why? (Discuss with your peers during PLC)		

# Lesson 46: External Evaluation

**Language:**

-

**Cognitive:**

-

**Non-cognitive:**

-

**Others:**

-

**Key vocabulary:**

-

**Materials required:**

Writing materials

**PROCEDURE:** Students' writing and speaking to be evaluated by Evaluators/HO Staff.

Steps	Facilitator's action(s)	Students' action(s)
Step 1 - Introduce (10 minutes)	Assist the HO staff/Evaluator in sharing: <ul style="list-style-type: none"> <li>the process of external evaluation.</li> <li>Do's and Don'ts related to the evaluation.</li> </ul> Ensures that the students are relaxed/excited. Confers with Evaluator/HO staff on organising students for timely and smooth completion of evaluation. Ensures all preparations for evaluation are in place.	Listen attentively to understand and respond. Ask questions, if any. Organise themselves, as instructed.
Step 2 - Model/Demo (90 minutes)	Assists the Evaluator/HO staff to organise students/materials/record sheets. Assists the Evaluator/HO staff to get the students started with evaluation. Ensures that all students are at task.	Take their seats and with the help of facilitator, begin the evaluation task or wait for their turn. Review lessons or read a book while waiting for their turn.
Step 3 - Closure (5 minutes)	After the completion of the test, Evaluator/HO staff enters the test scores into the LMS. Ensures that the Evaluator/HO staff has shared feedback with the students about their strengths and weaknesses. Checks the result of students with the Evaluator/HO staff. Organises/orders Book 2 for those progressing to Book 2. Asks students - <ul style="list-style-type: none"> <li>How did you feel before the evaluation?</li> <li>How do you feel after the evaluation?</li> </ul>	Listen attentively and share their responses comparing their feelings before and after evaluation.
<p><b>Reflections:</b> How do you feel now that your students have progressed to Book 2? Have you spoken individually with students who have to re-appear for Book 1 evaluation, if any? What is your plan for helping them so that they meet Book 1 expectations?</p>		

# APPENDICES

## APPENDIX 1

### The Unhappy Crow

Deep in a forest, there lived a crow. Everyday, the crow would look at his black feathers. The crow felt very sad because his feathers were not as beautiful as other bird, Everyday, the crow would try to change the colour of his feathers.

One day, the crow went to a lake for a drink. While he was drinking, the crow saw a flock of swans happily swimming in the lake. The crow was happy to look at the beautiful swans. They had soft and white feathers.

"No wonder their feathers are so beautiful and white. They are always swimming in that lake. If I want to have feathers just like them, I must swim in that lake," thought the crow.

When the swans got out of the lake, the crow slowly went into the lake.

"It would not be long when my feathers will become as beautiful as the swan's feathers," said the crow happily.

After a few hours of swimming in the lake, the crow began to feel cold. He quickly got out of the lake. The crow felt sad because his feathers still looked black.

"Never mind, maybe it takes some time to change. I will come into this lake again tomorrow," thought the crow.

Since that day, the crow had been dipping himself into the lake everyday. But still the colours of his feathers never changed. The crow did not want to give up.

One day, the crow got into the lake as usual. Suddenly, a swan went near him.

"Why are you swimming in this lake?" the swan asked.

"I want to have white and beautiful feathers just like you," answered the crow.

"Even if you were to dip yourself in this lake for years to come, your feathers will never turn white. There may be a reason for you having black feathers. We are all made to be different. It is useless swimming in the lake," the swan advised the crow.

## APPENDIX 2

### SITUATIONS

You have come first in the competition and you are breaking that news to your parents.

Your teacher has asked you to leave the class and you are asking her as you are not sure why you have been punished.

You are sharing your phone number with a friend you have met after a long time.

You are appreciating your younger sibling about the wonderful painting he/she has made.

You are sharing a secret with your friend in your class.

**APPENDIX 3****QUIZ TIME - 1**

HINTS	ANSWERS
I can be red, green and yellow in color. Which fruit am I?	Apple
I am red and good for eyes. Which vegetable am I?	Carrot
I am used in all Indian cooking. Which vegetable am I?	Garlic/Onion/ Tomato
I am a favorite fruit of many children in summers. Who am I?	Mango
I am green on the outside and red on the inside. Which summer fruit am I?	Watermelon
I long and green or red. Which vegetable am I?	Chili
I can be green, red or blue. Which juicy fruits am I?	Grapes
I am juicy fruit with the same name as my color. Who am I?	Orange
I am a brown vegetable and children love to eat me as chips. Who am I?	Potato
I am a green vegetable that is eaten as salad. Who am I?	Cucumber
I am long white sister of carrot. Who am I?	Radish
I am a big flower. Which vegetable am I?	Cauliflower
People think that I am a vegetable, but I am actually a fruit. People like to use me to make pizza sauce. What am I?	Tomato

**APPENDIX 4****QUIZ TIME - 2**

HINTS	ANSWERS
You can do this if you have your phone or CD player.	Listen to music
If this is not done, you will be hungry	Cooking
To do this you need a computer/phone and an internet connection.	Internet surfing
You can do this alone if you have brushes, colours and an idea.	Painting
You can do this alone, with family or friends. Popcorn makes the experience of this better.	Watching movie
To do this you need a book or magazine or newspaper.	Read
You need to move your whole body to music for this.	Dance
You need two teams and a small ball for this.	Cricket
Something you do with family and friends a lot when you have something to say.	Talking
You can enjoy drama or action when you do this at home.	Watch TV
Two people play this with black and white pieces.	Play chess

## APPENDIX 5

### PRONUNCIATION WARM-UPS

#### A. WARMING UP THE BODY

1. Stretch arms up as high as you can, and take a deep breath. Slowly let it out, as you let your arms down.
2. Roll shoulders backwards 5 times and forwards 5 times.
3. Shake out arms and legs
4. Stick your tongue out as far as it will go
5. Massage your cheeks
6. Bubble your lips, as if you are making the sound of a car engine
7. Scrunch up your face as tight as you can, and then make it as wide as you can.
8. Purse your lips as if you are drinking through a straw, then grin as widely as possible.
9. Yawn, making “yawning” noises, as high as possible. Notice how big your mouth gets on the inside!
10. Wash your teeth with your tongue going clockwise 5 times and then counterclockwise 5 times.

#### B. WARMING UP THE ARTICULATORS

When you practice making consonant sounds, encourage students not to make an “uh” sound after the consonant. They should say “p,” not “puh.” The consonant warm-ups should be done in a variety of rhythms.

1. p-p-p-p-p-p / t-t-t-t-t-t / k-k-k-k-k-k / p-t-p-t-p-t / t-k-t-k-t-k / p-k-p-k-p / p-t-k-p-t-k-p-t-k
2. b-b-b-b-b-b / d-d-d-d-d-d / g-g-g-g-g-g / b-d-b-d-b-d / d-g-d-g-d-g / b-g-b-g-b-g / b-d-g-b-d-g-b-d-g
3. /i/ - /u/ (as in grEEEn - pOOl, going back and forth between the two vowel sounds.)  
Then try it without moving lips - put hand on top of mouth to check. Notice how your tongue moves to make the two sounds.
4. /i/ - /ɔ/ (as in grEEEn - wAlk, going back and forth between the two vowel sounds.)  
Then try it without moving lips - put hand on top of mouth to check. Notice how your tongue moves to make the two sounds.

#### C. VOICED AND UNVOICED CONSONANTS

1. Ask students to put their hand on their throat, and make the sound of a snake (sssssssssss). Next, ask them to make the sound of a bee (bzzzzzzzzzzzzzz). Note the vibrations in their throat. Sing any song on /z/ sound - notice that you cannot do it on /s/.

## APPENDIX 6

### VOWEL SOUNDS

#### Short vowel sounds

**/æ/** - Axe, bad, bed, bag, can, ham, jam, man, pat, and, flash, sand, had, pack, pan, sad, sat, span, band, bat, dad, gas, gassed, land, marry, shall, fad, mat, tack, than, apple.

**/e/** - check, deck, neck, bed, bet, let, jet, net, pet, set, wet, yet, yes, mess, guess, bless, less, rest, seven, help, nest, then, them, bench

**/ɪ/** - Example, ink, think, blink, wink, internet, manage, pronunciation, pin, thin, wink, link, sink, igloo, bill, bit, fit, lips, drink, million, ring, wing, sing, bring, mint, hint.

**/ɒ/** - Dock, mob, rob, sob, knob, lock, knock, rock, sock, clock, block, flock, blog, frog, cot, dot, hot, pot, rot, not, stop, hop, cop, top, mom, prom, shock, long.

**/ʊ/** - full, pull, woman, took, should, could, foot, good, wood, look, book, cook.

**/ʌ/** - Fun, run, month, lunch, luck, gun, cup, hut, buck, fuss, stuck, blood, some, done, color (first syllable), none, drum, nut, butter (first syllable), but, mud, bus, trust, one, must.

**/ə/** - Mother, above, about, banana, brother, color (second syllable), honor, company, content, confess, butter (second syllable), control, stranger (last syllable), donor.

#### Long vowel sounds

**/ɑ:/** - Father, care, park, bark, after, mark, guitar, say, dark, gate, make.

**/i:/** - be, me, we, meat, key, money, feet, greet, meet, clean, deep, weak, stream, jeans, dream.

**/ɔ:/** - Talk, awesome, walk, audible, sawed, door, towards, board, short.

**/u:/** - fool, pool, womb, tooth, shoot, food, mood, spoof, roof, hoof, brood, wool, glue,

**/ɜ:/** - Bird, shirt, world, Earth, dirt, skirt, earned, burn, early, heard, bird.

#### Contrasting vowel sounds in pairs

[e]	[æ]	[æ]	[ɑ:]	[i:]	[ɪ]	[i]	[e]
Bed	Bad	Bad	Bard	Lead	Lid	Bill	Bell
Said	Sad	Lad	Lard	Read	Rid	Fill	Fell
Beg	Bag	Pam	Palm	Feel	Fill	Till	Tell
Leg	Lag	Cam	Calm	Deal	Dill	Him	Hem
Men	Man	Carry	Car	Heal/ Heel	Hill	Pin	Pen
Bend	Band	Barry	Bar	Team	Tim	Tin	Ten
Lend	Land	Cat	Cart	Seen	Sin	Bid	Bed
Send	Sand	Hat	Heart	Teen	Tin	Did	Dead

## APPENDIX 7

### STORY

There was a man named, \_\_\_\_\_. Let's give them man a name? Students' response in complete sentences.

One day, \_\_\_\_\_ (man's name) saw a cocoon. What is a cocoon? (Students' respond in complete sentences.)

He loved butterflies for their bright colors. \_\_\_\_\_ (man's name) used to spend a lot of time around butterflies. He knew how a butterfly struggled to grow from an ugly caterpillar into a beautiful. \_\_\_\_\_ (man's name) saw that the cocoon had a tiny opening. This meant that the new butterfly was trying to make its way out through the shell of the cocoon. . He decided to observe how the butterfly would come out of the cocoon. \_\_\_\_\_ (man's name) noticed that the butterfly was struggling to break the shell for several hours. Unfortunately, even after continuous attempts for several hours, there was no progress. It seemed that the butterfly was giving up. Have you seen the birth of a butterfly? (Students' response in complete sentences.)

\_\_\_\_\_ (man's name) decided to help the butterfly. He got a pair of scissors to make the opening wider so that the butterfly would be able to come out easily. Finally, the butterfly emerged without any struggle! Unfortunately, the butterfly no longer looked beautiful and had a swollen body with small and weak wings.

\_\_\_\_\_ (man's name) was happy that he helped the butterfly come out of the cocoon without any more struggles. He continued to watch the butterfly and he was quite excited to watch the butterfly fly with its beautiful wings. What do you think happened next? (Students' response in complete sentences.)

Unfortunately, the butterfly just crawled around with weak wings and a huge body. It was never able to fly.

Although he wanted to help the butterfly and ease her struggle and pain, but the struggles and continuous effort from the butterfly to come out of its cocoon makes its wings bigger and stronger. Without the struggle, the butterfly was weak and could not fly.

So what do you think about the story? (Students' response in complete sentences.)

## APPENDIX 8

### FACTS ABOUT BRAIN

#### True or Untrue:

The human brain is like a powerful computer that stores our memory and controls how we think and behave. (True)

The brain sends and receives information from the body. Your brain sends more messages everyday than all the phones in the world. (True)

The right side of the brain interacts with the left side of the body and left side of the brain interacts with the right side of the body. (True)

2 big bones protect the brain. (Untrue. Truth - 22 small bones)

Adult human brain weighs 100 grams. (Untrue. Truth - it weighs more than a kilogram)

Exercising can make your brain tired. (Untrue. Truth -it makes you smarter. When you exercise, blood flow to the brain is increased that can help you learn)

Your brain stops growing when your 18, but learns new things until the age of about 50. (True)

Your brain actually produces enough electricity to power a light bulb. (True)

You have about 100 thoughts in a day. (Untrue. Truth - 70,000 thoughts each day)

If you learn two languages it actually changes how your brain looks. (True)

If you score more marks, it means that you are intelligent. (False - marks by themselves do not show our intelligence - it is what we do with that knowledge that makes us intelligent).

If you struggle with learning a language/musical instrument/game, it means you are not smart.

## APPENDIX 9

### SUCCESS STORIES

#### Bill Gates

Yes, the richest person in the whole world and founder of Microsoft, couldn't make any money at first. Gates' first company, Traf-O-Data (a device which could read traffic tapes and process the data), failed miserably. When Gates and his partner, Paul Allen, tried to sell it, the product wouldn't even work.



#### Albert Einstein



Einstein, the famous Noble-prize winning scientist, didn't have the best childhood. Many people thought he was just a dud. He never spoke for the first three years of his life, and throughout elementary school, many of his teachers thought he was lazy and wouldn't make anything of himself.

#### Thomas Edison

Although the exact number of tries has been debated, ranging from 1,000 to 10,000 attempts, it's safe to say Thomas Alva Edison tried and failed a whole lot before he successfully created the lightbulb. His response to his repeated failures? "I have not failed. I've just found 10,000 ways that won't work."



#### Sachin Tendulkar



The great Sachin that we all know never attended college. During his early periods he was trying to become a fast bowler and started training to become a pace bowler. But Dennis Lille was not impressed with him and ask him to focus in his batting. Rest is history.

#### Narayana Murthy

Infosys is a big name in computer software industry. N.R.Narayana Murthy, the founder of the company borrowed \$250 from his wife, Sudha Murthy for starting the company. Mr. Murthy had a dream. But no money. But he had the courage, knowledge and dedication. Early days the company had no phone, no car, no independent office. The company was on the brink of collapse during the early years. Still they managed to keep it afloat. Today it is a Fortune 500 company.



## APPENDIX 10

### Anecdote

Once there was a young boy named, Abdullah. His parents were very committed to his education and learning. One day, Abdullah told his parents that he was tired of all the studying that his parents make him do everyday. The energetic boy wanted to be outside playing and not at his desk learning languages.

Abdullah's mother called him aside and explained why it was important to study. She said, "Supposing we left a lot of material possessions - big house, jewellery and cars. What would happen if there is a strong earthquake and the big house and car are destroyed and the jewellery is no where to be found under the rubble? Good education and learning is not like that - it never leaves you, and remains with you till you die. With that good education and learning, you can earn and buy big house, jewellery and cars."

With such encouragement from his mother, Abdullah started studying diligently. He later came to be known as Abdullah bin Abdul Kadir, a leading author in Malaysian literature.

## APPENDIX 11

### Race to the Finish

- 1- A place in your neighbourhood
- 2- A popular hobby
- 3- A shopping item
- 4- A common middle name
- 5- A mode of water transport
- 6- An animal found in homes
- 7- A common disease in summers
- 8- A mode of land transport
- 9- A mode of air transport
- 10- A political leader

# PRE - ENROLMENT LESSONS

# Lesson 1 – Scrabble

## Objectives

1. Students will get a flavour of game-based learning.
2. Facilitator will get a sense students' current level of vocabulary.

## Materials

- ¥ White board, marker, duster

## Procedure

1. Discuss the Question of the Day and answer to the previous day's question. (15 minutes)
2. The facilitator divides the class into 2 groups – Group A & B. Ask each team to give itself a name. (2 minutes)
3. The facilitator draws 10 -12 parallel vertical lines and equal number of horizontal parallel lines on the board to form a series of 12 - 15 empty boxes. (2 minutes)
4. The facilitator calls a member from each team to come to the board and gives instructions. (2 - 3 minutes)
5. The representative from Group A gets to write one letter in the box and the passes on the marker to the representative from Group B to write another letter in one of the remaining boxes. Taking turns, each member gets 3 attempts (writing one letter is counted as one attempt) each to make a complete word and score points equal to the number of letters already inserted in the word. For example, Student 1 from Group A, writes letter O, he passes on the marker to Student 1 from Group B, and he writes a letter N and score 2 points (1 point for O and 1 point for N) for making a complete word ON. He/she then passes the marker back to Student 1 from Group A who continues to find an empty box and write a letter. He/she may write S before ON and earn 3 points (1 for S, 1 for O and 1 for N) for his/her team. Both students from Group A and B get 3 attempts and can make words, if possible or write independent letters in empty boxes, if words are not possible/don't know the possible words. (5 minutes)
6. After 3 - 5 attempts each, both the representative return to their respective groups and two different representatives - Student 2 from Group A and Student 2 from Group B and the game continues. (40 minutes)
7. While playing, each team will have 3 lifelines that can be used by a particular representative from that team. To avail of a lifeline, the representative must announce clearly - "I would like to use a lifeline." Then the facilitator can ask him/her which lifeline the representative would like to use. He/she can choose from:
  - ask the team members to suggest - the team will nominate a team member who can help the team representative.
  - write two letters at once. The students will have to be mindful in using this lifeline and use it only when they feel adding two words will make a complete word. If they use it wrongly, they may end up making the task easy for their opponents.
  - delete a letter from anywhere and put a different letter (just one letter) to make a complete word or make a new word.
8. The facilitator keeps the score and when all boxes are filled up restarts the game with fresh vertical and horizontal lines and boxes.

# Lesson 2 – Word Detectives

## Objectives

1. Students will get a flavour of game-based learning.
2. Facilitator will get a sense students' current level of vocabulary.

## Materials

- Word Search Grid 1 & 2 (Appendix 1 - FHB)

## Procedure

1. Discuss the Question of the Day and answer to the previous day's question. (15 minutes)
2. The facilitator divides the class into 2 groups – Group A & B. Ask each team to give itself a name.
3. Round 1 - The facilitator draws the Word Search Grid 1 on the board. Ensure that the grid is copied just as it is in Appendix 1, without the colour highlights.
4. Each of the two groups copy the grid in their notebooks with no errors.
5. After both the groups have copied the grid, the facilitator instructs them the grid has words related to address. The groups have to find the 10 words written on the board/notebook hidden within the grid.
6. These words can be top to bottom, bottom to top, right to left, left to right and diagonally up and down.
7. The team that finds the 10 words hidden in the grid first, gets 10 points.
8. Round 2 - The facilitator draws the Word Search Grid 2 on the board. Ensure that the grid is copied just as it is in Appendix 1, without the colour highlights.
9. Each of the two groups copy the grid in their notebooks with no errors.
10. The game continues as in Round 1.
11. There can be as many rounds as time permits and the team with higher points after the last round is the winner.

**Facilitator's Reflection** - Have you shared with students the objective of FEA and FEA program components ?

# Lesson 3 – Hangman

## Objectives

1. Students will get a flavour of game-based learning.
2. Facilitator will get a sense students' current level of vocabulary and get to know them better.

## Materials

- Slips of paper with hints (Appendix 2 - FHB)

## Procedure

1. Discuss the Question of the Day and answer to the previous day's question.
2. The facilitator divides the class into four groups of 5 students each. Each team is asked to assume a name. The name of each team is written on the board.
3. Round 1 - The facilitator keeps one slip of paper on the table and one representative from Team A picks up the slip and reads the hint/question aloud.
4. The facilitator then draws as many horizontal lines on the board as the the number of letters in the answer to the question. (e. g. If the hint on the slip of paper is "A person who makes furniture." The facilitator draws 9 blanks, one for each of the 9 letters in the word, "carpenter".)
5. The facilitator draws 7-strokes stick figure being hung on a noose and with each incorrect letter, one stroke is drawn. At the 7th wrong attempt the stick figure is hung and game is over for Team B. (Appendix 2)
6. Team B gets 7 attempts to guess the answer by calling out one letter at a time. If the letter is in the word, the facilitator writes it in the appropriate blank. However, if the letter does not belong on any of the blanks, then it is counted as one attempt. For each wrong letter one stroke is drawn. The wrong letter is written in a corner so that Team B does not repeat its mistake.
7. Round 1 continues till Team B is able to guess the word correctly or makes 7 mistakes with each mistake resulting in a stroke and the 7th stroke hanging the man, whichever is first. If Team B gets the word right before the stick figure is hung, they score 1 point. If they the stick figure gets hanged at the 7th mistake then Team B does not score and Round 2 begins and is played with Team A. If Team B guesses the word in say third attempt, the team gets the number of points equal to the number of chances left, in this case 4 points (7 total attempts - 3 taken attempts = 4 points). The facilitator maintains the score on the board.
8. Round 2 - The facilitator keeps another slip of paper on the table and one representative from Team B picks up the slip and reads the hint/question aloud.
9. The facilitator then draws as many horizontal lines on the board as the the number of letters in the answer to the hint on the slip of paper.
10. The game continues as time permits and the team with the highest score wins the game.

**Facilitator's Reflection** - Have you discussed the attendance expectation for the FEA program?

# Lesson 4 – Word Chain

## Objectives

1. Students will demonstrate their awareness of the sound/pronunciation in a fun way.
2. Facilitator will be able to assess students' pronunciation.

## Materials

- Ability to think on your feet (or seat!)

## Procedure

1. Discuss the Question of the Day and answer to the previous day's question.
2. All students sit in a semi-circle and the facilitator speaks a word related to family.
3. Student 1 has to speak a word beginning with the ending sound (not letter) of the given word. Student 2 has to speak a word beginning with the ending sound of word given by Student 2 and so on. All words must be related to a topic. In case a student speaks a word that is not correct (either the sound or the topic is incorrect), the facilitator does not point it out to the student but makes a mental note of it for future teaching.
4. Round 1 - Play with no - category. Students can say any word and, if they pronounce it correctly and it begins with the ending sound of the previous word, they will get a point for it. The word chain continues till each student has spoken. If someone makes a mistake, i.e. pronounces the word incorrectly; guesses the ending sound incorrectly; comes up with a word that has been said already; or fails to come up with a word to within 5 seconds; the error is ignored and another student is asked to assist the student. The game continues till each student has been given a chance in that round.
5. Round 2 - Play with other categories from Book 1. For e.g. name of areas (colonies, lanes, cities). Student 1 - Aya Nagar Student 2 - Raghuvir Nagar Student 3 - Ram Lal Chowk etc.
6. It can also be made complex by playing by ending letter (not sound) of the word. For e.g. kite... eagle etc.
7. Another variation can be that the students must spell the word and not just speak it out.
8. The game can also be played by elimination of students who make an error and the last student remaining in the game is the winner.
9. This can also be played as team game with 4 teams and each team sending a representative each to play the round.

**Facilitator's Reflection** - Have you told the class about the FEA students' events?

# Lesson 5 – Juggle It

## Objectives

1. Students will introduce themselves, others and similarities in a fun way.
2. Facilitator will be able to assess students' ability to speak in simple sentences.

## Materials

- 3 paper balls - red, blue, green

## Procedure

1. Discuss the Question of the Day and answer to the previous day's question.
2. Ask the students to stand in a circle.
3. The facilitator has three paper balls - red, green and blue.  
Red ball - Tell your name in full sentence - "I am \_\_\_\_\_."  
Green ball - Tell the name of one of your FEA classmates. "He/she is \_\_\_\_\_."  
Blue ball - Compare yourself to an object in the classroom. "I am like \_\_\_\_\_."
4. The juggling student has to juggle the balls in the air. The ball that drops first determines what he/she needs to do as in point 3. For example, drops the red ball first, he/she has to tell his/her full name in a complete sentence to the class.
5. The facilitator models how the game is to be played.
6. One student steps forward and is given the three balls. Play till each student gets a turn or as time permits.

**Facilitator's Reflection** - Have you noted down complete details of all pre-enrolled students?

# Lesson 6 – Word Wrangling

## Objective

1. Students will demonstrate their range of vocabulary.
2. Facilitator is able to assess the range of individual student's vocabulary.

## Materials

- Appendix 3 (FHB)

## Procedure

1. Discuss the Question of the Day and answer to the previous day's question.
2. This game can be played in groups or individually by students.
3. Round 1 - The facilitator writes the words given in Appendix 3 on the board.
4. Students have to guess one common word that can be added to each of the three words on the board to make another word. The first one is done in Appendix 3.
5. The common word may be added before or after the given words to make 3 new words.
6. If the student/team is able to guess the common word correctly, he/she/it gets 1 point; if he/she/it is able to guess the common word and one of the new words, he gets 2 points; if he/she/it is able to guess the common word and two of the new words, he/she/it gets 3 points; if he/she is able to guess the common word and three of the new words, he/she/it gets 4 points.
7. Carry on the game with other rounds/words.
8. The student/team getting the highest point, at the end of the game, is the winner.

**Facilitator's Reflection** - Have you met parents/family members of all the pre-enrolled students?

# Lesson 7 – Jumbled Words

## Objective

1. Students will demonstrate their ability to spell words and form simple sentences.
2. Facilitator is able to assess the students' ability to spell and form simple sentences.

## Materials

- Appendix 4 (FHB)

## Procedure

1. Discuss the Question of the Day and answer to the previous day's question.
2. Divide the students into 2 - 3 groups - Group 1, 2 & 3. Ask each group to give itself a name.
3. Explain to students that they have to look at the word written on the board and unscramble it into a meaningful word (Appendix 4). If correct, the group gets points equivalent to the number of letters in the word. If incorrect, they lose points equivalent to the number of letters in the word.
4. Next, the team has to make a meaningful sentence using the unscrambled word. For correctly formed sentence, the group gets 5 points. If the sentence is formed poorly or inappropriately, it passes to the next team. The next team can earn 5 points by forming correct sentence.
5. All rounds in this game are buzzer round. The team that hits the buzzer first must come up with the answer right away. If there is a pause between the facilitator identifying the team that hit the buzzer first and the response given by the team, the question passes to the next team. Therefore, the teams must hit the buzzer only when the members are sure that they know the answer.
6. The team that gets the highest points by the end of the game, wins.

**Facilitator's Reflection** - Are you getting a good sense of the language level of individual students?

How do you plan to use this info to teach them after enrolment? (Share with your peers during PLC.)

# Lesson 8 – Anagrams

## Objectives

1. Students will demonstrate their vocabulary and ability to spell words.
2. Facilitator is able to assess the students' vocabulary and ability to spell words.

## Materials

- ¥ Appendix 5
- ¥ Writing materials

## Procedure

2. Discuss the Question of the Day and answer to the previous day's question.
3. The facilitator divides the class into 4 groups of 5 students each. Each group is asked to give itself a name.
4. The facilitator writes a word on the board. For example, he/she writes 'froth'. Each group has to move the letter around in a manner that using all the same letters, but in a different order, they create a word. For e.g. 'froth'.
5. The students can not add or delete letters.
6. The group that comes up with the correct answer, gets a point.
7. If no one is able to solve, the facilitator gives a hint as mentioned in the Appendix 5.
8. Play as many rounds as time permits.

**Facilitator's Reflection** - Have you commended your pre-enrolment batch of students who have been coming regularly and participating?

# Lesson 9 – Five of a Kind

## Objective

1. Students will demonstrate range of their vocabulary.
2. Facilitator is able to assess the range of students' vocabulary.

## Materials

- ¥ Chairs
- ¥ An object to pass around.

## Procedure

1. Discuss the Question of the Day and answer to the previous day's question.
2. Arrange 10 chairs in a small circle and have the first 10 students seated on the chairs.
3. Facilitator write name of a category on the board - - colors, fruits, vegetables, clothes, hobbies, objects in the kitchen/bathroom/ bedroom/office/classroom etc. It cannot be proper nouns such as names of people, countries etc.
4. Like in passing the parcel, the an object (a pen or a book) can be passed around by the 10 students. One student (from amongst those not seated) is blindfolded or looking outwards calls out, "Stop".
5. The student who has the object at the time "Stop" is called out, has to name 5 from a given category. As this students begins saying the first from the category, he/she also passes the object around.
6. He/she must name the 5 from the category before the object reaches back to him/her.
7. If he/she does, it gets him/her a point, if he doesn't then he/she is eliminated from the game.
8. His/her place is then given to one of the standing students.
9. The game continues as time permits or all, except one, students are eliminated.

**Facilitator's Reflection** - Have you informed the pre-enrolment batch of students about FTS 0 ?

# Lesson 10 – Alphabet Teller

## Objective

1. Students will demonstrate range of their vocabulary.
2. Facilitator is able to assess the range of students' vocabulary.

## Materials

- ¥ Writing material
- ¥ Slips of paper

## Procedure

1. Discuss the Question of the Day and answer to the previous day's question.
2. Divide the class into 5 groups of 4 each - Group A, B, C & D.
3. Each group needs to have about 10 slips of paper. The facilitator writes the any 4 of the following categories on the board - Fruits & Vegetables, Hobbies, Objects, Clothing, Colours etc. (include any topic from Book 1)
4. Round 1 - Silently and slowly, the facilitator begins to say the English alphabet in a sequence - A, B, C ... One person from Group A has to say, "Stop" for the facilitator to stop. The letter that the facilitator stopped at would be the letter of play.
5. Each group must write on a slip one of each of the 4 categories, starting from that letter.
6. For example, if the letter at which the facilitator stopped at was S - then the group will write - Sweet Potato, Singing, Stick, Shirt, Steel Grey etc.
7. When one group has all the categories covered, the group calls out "Stop" and all other groups then stop writing.
8. Each group shares what they have written, for every correct and unique word from that letter and category, the group gets 2 points, for every correct but common word from that letter and category, the group gets 1 point.
9. For example, if only Group A has Sweet Potato (fruit/vegetable starting with S) then it's a correct and unique word, they will get 2 points for it. But if both Group A & D have written Stick (object starting with S) then each group gets only 1 point.
10. Round 2 - Silently and slowly, the facilitator begins to say the English alphabet in a sequence - A, B, C ... One person from Group B has to say, "Stop" for the facilitator to stop. The letter that the facilitator stopped at would be the letter of play.
11. Each group must write on a slip one of each category starting from that letter.
12. Continue the rounds as time permits. The team with the maximum points wins at the end.

# Lesson 11 – Crossword – 1

## Objective

1. Students will practice skills including reasoning, spelling, and word attack.
2. Facilitator will get to assess students ability to reason and spell.

## Materials

- ¥ Appendix 6
- ¥ Pens/pencils
- ¥ Paper

## Procedure

1. Discuss the Question of the Day and answer to the previous day's question.
2. The facilitator makes 2 groups of 5 students each. Asks each group to give itself a name.
3. This game can be played as a competition between teams - all teams solve the given puzzle within the given time (about 5 minutes). Or the teams can be given whatever time it takes them to complete the crossword.
4. Each group is given a crossword to solve (Refer to Appendix 6). For example - Group A gets Crossword 1; Group B gets Crossword 2 etc.
5. After each group has finished swap the crossword so that each group completes 2 - 3 different crosswords.
6. Discuss the responses to the crosswords.
7. End the lesson, by asking students if they can make crosswords. Let them share their views about the process of making crossword puzzles and accept all answers.

# Lesson 12 – Crossword – 2

## Objective

1. Students will practice reasoning, spelling, and word attack skills.
2. Facilitator will be able to assess reasoning, spelling, and word attack skills of the students.

## Materials

- ¥ Pencils
- ¥ Sheet of paper for each student

## Procedure

1. Discuss the Question of the Day and answer to the previous day's question.
2. Recap the previous day's comments shared by the students about the process of making a crossword puzzle.
3. Tell the students that all the different methods that they shared are correct, there is an efficient way of making a crossword puzzle. Allow students to work in pairs/groups. Each pair/group has to make one crossword puzzle for the other pair/group.
4. Practice making one puzzle together as a whole class before the groups get down to making the crossword puzzles.
5. Ask students to make horizontal and vertical lines like in graph paper. Next, ask them to write down all the answers in the crossword. Start by writing the longest word in the middle of a piece of the sheet, placing the rest of the answers into the grid vertically and horizontally.
6. Ask them to review their grid to make sure it is as small as needed. They may add a few short words to plump up the puzzle.
7. Ask them to make an outline of their grid, colour all the empty spaces black and then copy the grid (including the black spaces and the numbers, but without the letters) on to a fresh sheet of paper.
8. Next, they create the clues using the numbers in the grid, as two lists: one for "across" clues, and one for "down" clues.
9. The clues must match up with the correct numbers in the grid, and there must be appropriate number of spaces for each answer. Ask pairs/groups to review their puzzle before giving it to the other pairs/groups for solving.
10. The groups then swap the puzzle and the crossword prepared by one pair/group is solved by members of the another pair/group.

# APPENDICES

## APPENDIX 1

Word Search Grid 1

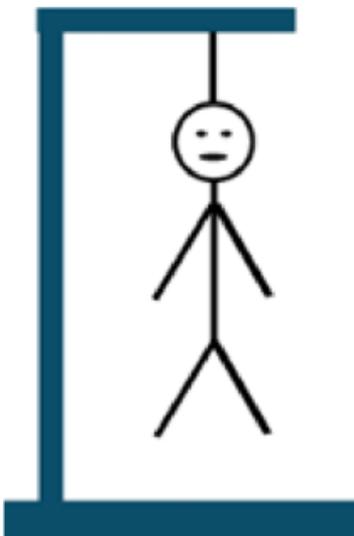
C	I	T	Y	J	T	N	T	S	H
O	W	W	T	A	S	O	O	T	O
L	R	L	V	D	T	B	W	X	U
O	J	T	O	D	M	C	N	W	S
N	K	W	L	R	Y	O	B	F	E
Y	J	B	C	E	E	U	A	P	M
S	M	S	B	S	S	N	E	V	M
A	Y	U	U	S	E	T	Y	G	I
L	A	N	E	D	Y	R	C	S	S
O	W	E	C	T	V	Y	V	Z	L

Word Search Grid 2

P	O	S	T	A	L	E	C	T	E
J	B	Z	P	G	C	A	Y	T	R
R	D	I	C	I	P	N	A	Q	E
O	F	F	I	C	I	A	L	B	S
W	G	T	L	T	N	Z	J	R	I
L	I	V	E	T	C	P	A	J	D
P	F	F	G	O	O	R	D	D	E
B	R	E	A	K	D	A	S	T	N
D	Z	K	A	R	E	A	K	N	C
Q	I	C	U	C	U	M	B	E	E

**APPENDIX 2****Hangman**

1.      Something people do to get money.  
\_\_\_\_\_ (Answer -Work)
2.      He fixes your broken tap.  
\_\_\_\_\_ (Answer - Plumber)
3.      Gives information about cricket match  
\_\_\_\_\_ (Answer - Commentator)
4.      Person who works in the bank.  
\_\_\_\_\_ (Answer - Clerk)
5.      A person who sells something  
\_\_\_\_\_ (Answer - Salesman)
6.      He helps you when you are sick  
\_\_\_\_\_ (Answer - Doctor)
7.      He plays music  
\_\_\_\_\_ (Answer - Musician)
8.      She takes phone calls in an office  
\_\_\_\_\_ (Answer - Receptionist)
9.      She makes movies  
\_\_\_\_\_ (Answer - Producer)
10.     She gets paid to run  
\_\_\_\_\_ (Answer - Athlete)



## APPENDIX 3

### Word Wrangling

Round 1 - Arm/Lift/Wheel (Answer - Chair)

Arm chair, Chair lift, Wheel chair

Round 2 - Hole/Board/Ring (Answer - Key)

Round 3 - Head/Back/Stomach (Answer - Ache)

Round 4 - Some/Bag/Kerchief (Answer - Hand)

Round 5 - Go/Rot/Pet (Answer - Car)

Round 6 - Lobe/Phone/Drum (Answer - Ear)

Round 7 - Bed/Bath/Board (Answer - Room)

Round 8 - Give/Sake/Got (Answer - For)

Round 9 - National/Section/School (Answer - Inter)

Round 10 - Flower/Hat/Shine (Answer - Sun)

**APPENDIX 4****Jumbled Words**

Scrambled Word	Word
HISTR	SHIRT
DRESSAD	ADDRESS
YTRNOUC	COUNTRY
EORNGA	ORANGE
RIKST	SKIRT
UETSREGS	GESTURES
WOLLEY	YELLOW
TCRNIOAA	RAINCOAT
KETACI	JACKET
CFHDEEKNAIR	HANDKERCHIEF
OUSHE	HOUSE
ETINCKE	NECKTIE
DLASNAS	SANDALS
KCOSS	SOCKS
ROLWEF	FLOWER
RIDB	BIRD
PPRLUE	PURPLE
EECCI IANTLR	ELECTRICIAN
OAGL	GOAL
ROBHIGNE	NEIGHBOR

**APPENDIX 5***Anagrams*

GARDEN - Danger (the possibility of something unwelcome or unpleasant happening)

ALERT - Later (Goodbye for the present)

BELOW - Elbow (Part of the body)

LIVE - Evil (Wicked)

PRAYS - Spray (Sprinkle)

LISTEN - Silent (Begin with S end with T)

EARTH - Heart (The pump in human body)

IDEAL - Ladies (Women)

STAEL - Tales (Stories)

ASLEEP - Please (A polite word)

LIVERS - Silver (A precious metal)

SINK - Skin (Largest organ in human body)

STATE - Taste (What our tongue does well)

BREAD - Beard (Some men like to grow it)

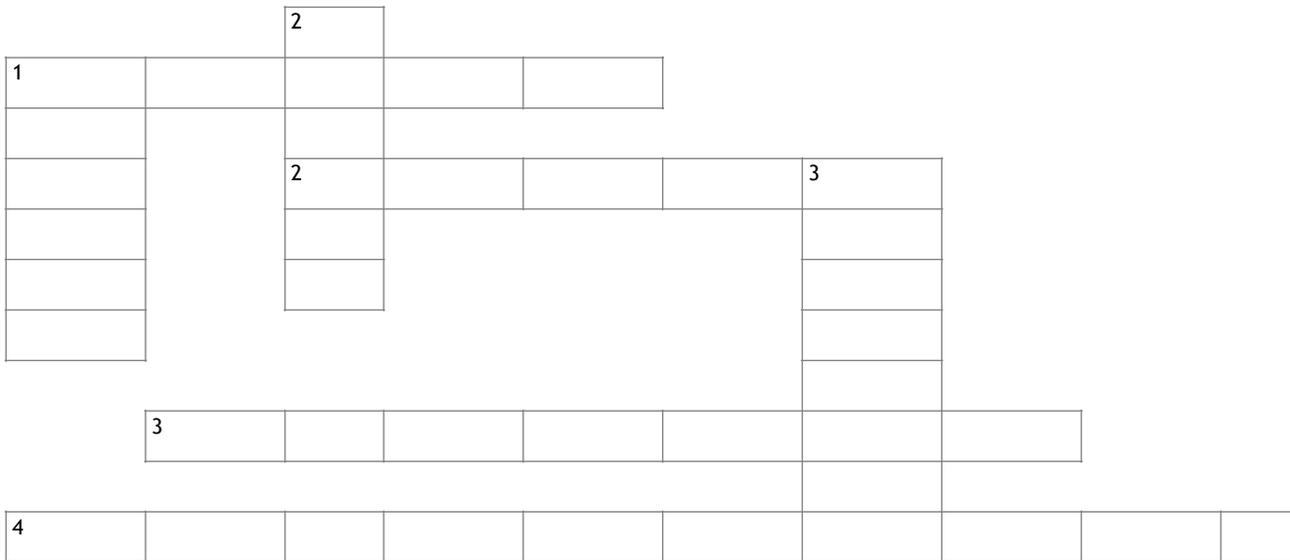
BEING - Begin (To start)

ONES - Nose (Used for smelling)

## APPENDIX 6

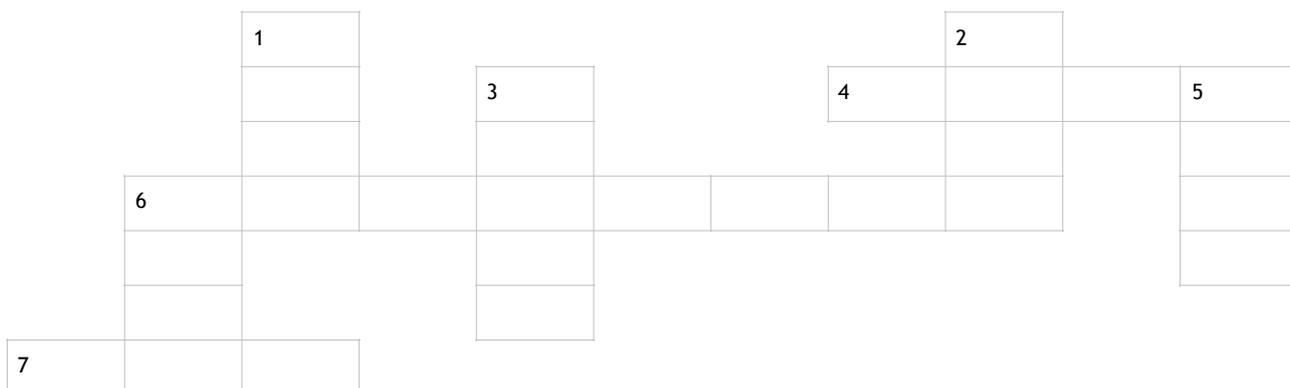
### Crossword 1

ACROSS	DOWN
1. Homophone of the word 'seen'	1. An evening meal, typically a light or informal one
2. An informal greeting	2. My brother's son
3. One of the colors of the Indian flag	3. Something long that you wear to keep yourself warm
4. The rise and fall of voice while speaking	



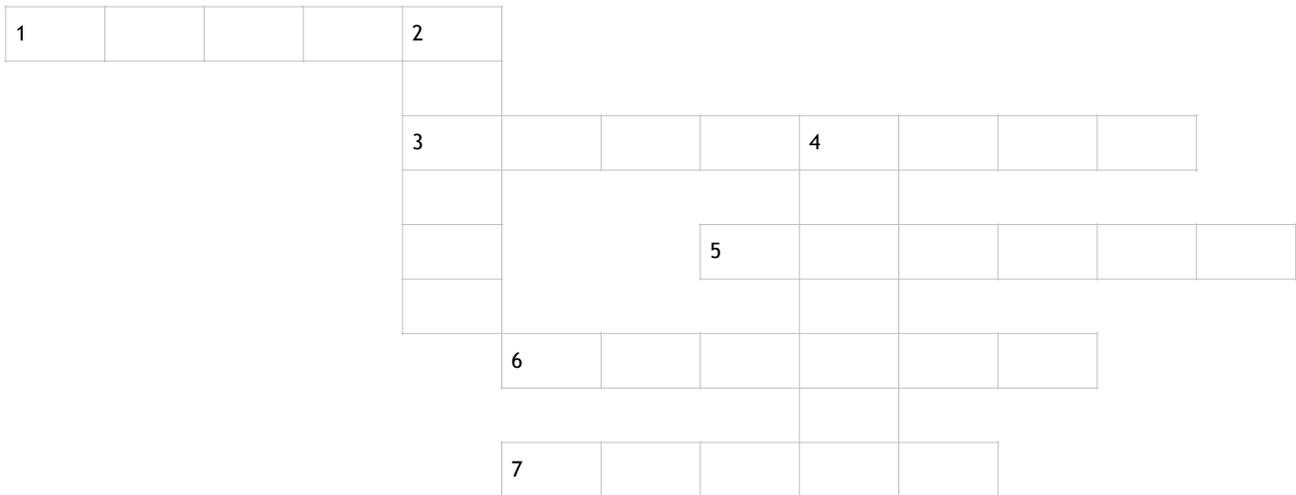
### Crossword 2

ACROSS	DOWN
4. When _____, you are in pain.	1. A 3-D shape
6. You take this when you are unwell.	2. Impolite
7. Not in _____	3. Hot flavour of food
	5. Lean
	6. You need this to order food



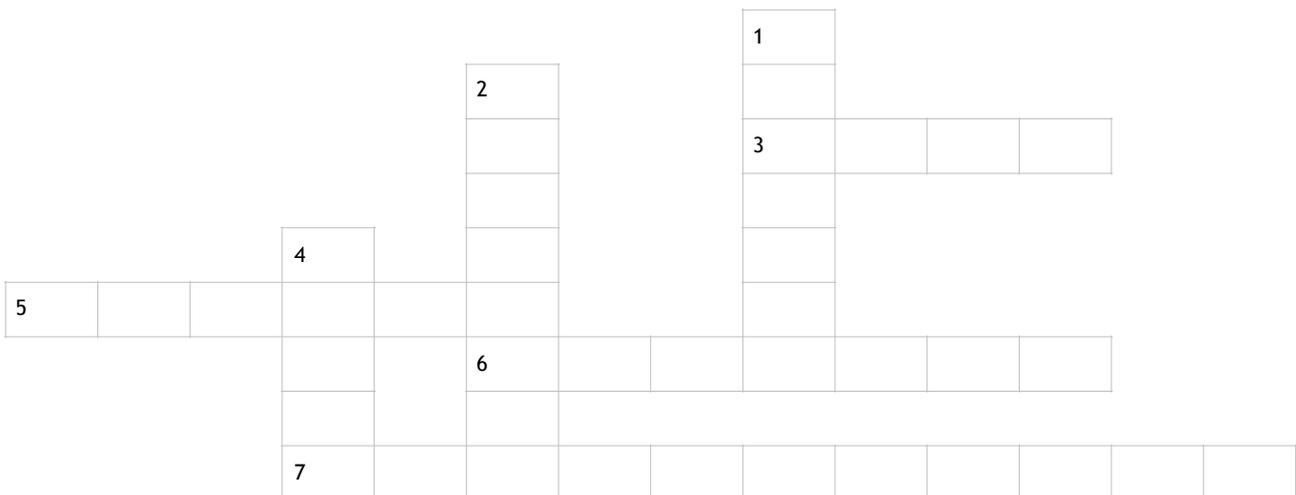
**Crossword 3**

ACROSS	DOWN
1. A good night's _____	2. Another way of saying, "Excuse Me."
3. Worn during rain	4. A kitchen-based hobby
5. Not brave	
6. Not rude	
7. Homophone of rain	



**Crossword 4**

ACROSS	DOWN
3. My mother's sister	1. ____ used to pin sheets of paper together
5. Footwear	2. First words when we meet someone
6. A place with lots of books	4. A yellow-green sour vegetable
7. People around my house	



GOD GAVE YOU A **GIFT OF 86,400 SECONDS** TODAY. HAVE YOU USED ONE TO SAY '**THANK YOU**' ?  
- William Arthur Ward

A TEACHER WHO IS ATTEMPTING TO **TEACH WITHOUT INSPIRING** THE PUPIL WITH A DESIRE TO LEARN IS **HAMMERING ON COLD IRON**  
- Horace Mann

LEARNING IS **FINDING OUT** WHAT WE ALREADY KNOW. DOING IS **DEMONSTRATING** THAT YOU KNOW IT. TEACHING IS **REMINDING OTHERS** THAT THEY KNOW AS WELL AS YOU DO. YOU ARE **ALL LEARNERS, DOERS, AND TEACHERS** - Richard Bach

PEOPLE MAY **FORGET WHAT YOU SAID** BUT THEY WILL **NEVER FORGET** HOW YOU MADE THEM **FEEL**  
- Carol Buchner

**EDUCATION ...IS PAINFUL, CONTINUAL AND DIFFICULT** WORK TO BE DONE IN **KINDNESS**, BY WATCHING, BY WARNING,... BY **PRAISE** BUT ABOVE ALL - BY EXAMPLE  
- John Ruskin

THE BEST THING ABOUT FUTURE IS THAT IT **COMES** ONLY ONE DAY AT A **TIME**.  
- Abraham Lincoln