



**“It is not in the stars
to hold our destiny
but in ourselves.”**

- William Shakespeare

**“Try to learn something
about everything and
everything about
something.”**

- Thomas Huxley

**“Education is the
passport to the future,
for tomorrow belongs to
those who prepare for it
today.”**

- Malcolm X

**“Nothing really worth
having comes quickly and
easily. If it did, I doubt that
we would ever grow..”**

- Eknath Easwaran

FACILITATOR HANDBOOK

REVISED - DEC 6, 2017

**“If you think in terms of a
year, plant a seed; if in
terms of ten years, plant
trees; if in terms of 100
years, teach the people.”**

- Confucius

**“Live as if you were to die
tomorrow. Learn as if you
were to live forever.”**

- Mahatma Gandhi

**“The best preparation
for tomorrow is doing
your best today.”**

- H. Jackson Brown, Jr.

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[®] 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, Ms Natalia Kieniewicz, 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 late 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 late Beginner (Level I) to be completed in 2 months. Three new program components are added in this book - project-based learning, library program and keyboarding. At the end of the 2 months, the Facilitator, Evaluators and/or designated FEA staff will assess language acquisition of the students to determine progression to Intermediate (Level 2).

Writing	Listening	Speaking	Reading	Cognitive	NCS	KB
<p>Creative Writing - 4. Write straightforward, detailed descriptions on a range of familiar subjects. 5. Write a story. 6. Write accounts of experiences, describing feelings and reactions in simple connected text. 7. Write about everyday aspects of a. people b. places c. a job or study d. an experience e. news using linked sentences. 8. Write short, simple imaginary messages/ narratives 9. Write simple poems, messages. Reports & Essays - 2. Write very brief reports to a standard format, which convey - a. routine factual information b. cause-effect Monitoring & Repair - 2. Can start again using a different tactic when communication breaks down.</p>	<p>Conversation - 2. Identify the topic of discussion, conducted slowly and clearly. Listening as Live Audience - 2. Follow outline of short talks on familiar topics such as monologues and simple conversations, delivered in clearly articulated standard speech. Announcements/ Instructions - 3. Follow the main point in short, clear, simple messages. 4. Follow the main point in short, clear, simple announcements 5. Understand simple directions/instructions. Listening to Media 2. Understand and extract the essential information from short, recorded passages about predictable everyday matters delivered slowly and clearly.</p>	<p>Range - 2. Uses basic sentence patterns with memorised phrases, groups of a few words and formulae to communicate limited information in simple everyday situations. Accuracy - 2. Begin to use some simple structures correctly. Fluency - 3. Make self understood in very short utterances with pauses, false starts and reformulation (vocabulary). Interaction - 3. Answer questions and respond to simple statements. 4. Begins to understand enough to keep conversation going. Coherence - 2. Links groups of words with simple connectors like 'so' 'but' and 'because'.</p>	<p>Reading Correspondence - 2. Understand basic/ standard routine letters and emails (enquiries, orders, letters of confirmation etc.) on familiar topics. 3. Can read short simple text. Reading for Orientation 2. Find specific, predictable information in simple everyday material such as - a. advertisements b. posters c. menus d. timetables. 3. Locate specific information in routine text/ images 4. Understand everyday signs and notices: a. in public places, such as restaurants b. in workplaces, such as directions, instructions c. print media Reading for Information & Argument - 2. Identify specific information in simpler written material he/she encounters - a. letters, emails b. brochures/posters c. short articles d. cartoons/images/ graphs. e. songs/poems Reading Instructions - 2. Understands simple instructions encountered in everyday life – such as a public telephone. 3. Can understand regulations, for example safety, when expressed in simple language.</p>	<p>Exploring 1. Describing 2. Wondering 3. Observing details 4. Building explanations Organizing/ Synthesising 1. Summarizing 2. Connection making 3. Analysing Ideas a) Compare Contrast b) Sequencing d) Reasoning 4. Combining ideas & images 5. Planning 6. Reflecting Evaluating 1. Reasoning with evidence 2. Evaluation a) Assessing information/sources b) Making prediction c) Deduction Applying 1. Perspective taking 2. Problem solving 3. Identifying bias</p>	<p>Self Awareness - 3. Values 4. Strengths and weaknesses 5. Self efficacy Self Management - 1. Goal setting 2. Healthy lifestyle 3. Mindset 4. Mindfulness 8. Grit Social Awareness - 1. Open-mindedness 3. Active Listening 4. Protocols/Code of Behaviour Social Responsibility 1. Empathy 2. Cooperation 3. Responsibility 4. Ethical choice-making</p>	<p>Technique - 1. Finger key correspondence - Beginner Project Study Guide (SWB) Book Report</p>

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F.E.A. Good Practices

As capable and committed facilitators, many F.E.A. facilitators adopt practices and strategies to help students learn and perform better. These are some of the good practices shared by F.E.A. facilitators:

- ◆ Sharing attendance percentage on a weekly basis with students.
- ◆ Prepare daily/weekly 'To do list'.
- ◆ Sharing monthly goal related to attendance and learning with parents.
- ◆ The first student entering in each session writes his name and session and puts it in the Punctuality Box. Each slip is a vote. Every week/month, student with highest votes wins.
- ◆ Praising the slightest effort made by the shy/struggling students to make them feel confident.
- ◆ Appointing Senior Monitor to make other monitors more effective in their roles.
- ◆ Selecting best session on the basis of participation and regularity of students.
- ◆ Have more participative students/intern/graduate talk with shy student for 2-3 minutes every day to create a bond between them.
- ◆ Making shy students lead the QOD discussion and praising them for their effort.
- ◆ Appointing Anchors in all sessions. Anchors call students for presentation/role play in a pre-determined order.
- ◆ As the walls are divided session wise, create a competition among sessions for the best updated wall displays. Once a week/fortnight when they do gallery walk, all students should give 1 vote to the best wall display (cannot vote his/her own session). They are to secretly put their vote in a voting box which is to be counted on 4th Saturday. The team which wins, get a star marked against that session on the wall.
- ◆ The facilitator assigns numbers - 1, 2 and 3 to all students. According to the number, the nominees share their experience from the book they are reading/have read. For example, all student who are assigned '3' share three interesting things, '2' for sharing two things learned from the book, and '1' for sharing a doubt/question about the book. Nominations can be made by the facilitator or students.
- ◆ Facilitators prepare slips with questions written on them. Students pick a slip from a basket/box and share their response for 30 seconds. There can be some blank slips Blank Slips and students who get blank slips share the struggles they face while reading.
- ◆ Students have to convince others in the room to read their books.
- ◆ Two teams are formed, and each team stands in a queue facing the white board- roughly 2 meters away. The foremost person in the queue is given a marker. A time limit is given to each team, say, 30 seconds. Each member from the 2 teams runs forward and writes a word from the book that they are reading and then moves back to the end of the queue. The next person runs forward, writes a word and then goes back to the end of the queue. This continues until the time is over. The team that has the maximum number of words on the board wins.

Lesson 47: 'Th' Sound Words

Language:

W.RE.2.a, W.CW.9
L.AI.3, L.AI.4, LM.2
S.I.3, S.C.2, S.A.2

Cognitive:

Ex.3
OS.2, OS.3.a, OS.6
Ev.2.a

Non-cognitive: Others:

SfA.4
SM.4
ScA.3

-

Key vocabulary:

- 'th' sound words

Materials required:

Error alert: Production of voiced and unvoiced 'th' sound.

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond in English.
Step 1 - Introduce (10 minutes) (S.C.2, SfA.4)	<p>Reiterates how language learning requires continuous practice and participation.</p> <p>Asks students to reflect on Part A.1 & A.2 silently.</p> <p>Asks students to share their reflections using 'and' and 'but'. For e.g. "I learnt....but I struggled with...during Book 1." or "I learnt ... language skill and developed quality during Book 1."</p> <p>Models by sharing his own reflections/responses.</p> <p>Listens attentively and takes notes on the board.</p> <p>After all students have shared, asks them to compare and contrast answers using 'and' and 'but'. For e.g. "I learnt....but he learnt... in Book 1." or "Amit and I learnt ... language skill during Book 1." (Note - 'I' is always after 'and' when speaking about others and self.)</p> <p>Commends students on what they have learnt as a whole group and explain how what they struggled with will something to work on during Book 2.</p>	<p>Listen attentively.</p> <p>Ask well formed comprehension and application questions.</p> <p>Reflect silently and share their understanding using 'and' and 'but'.</p> <p>Read facilitator's notes on the board.</p> <p>Compare and contrast responses.</p>

<p>Step 2 - Model/Demo (20 minutes)</p>	<p>Collects from students words with 'th' at the beginning, middle and end. Writes them on the board. Explains the voiced and unvoiced 'th' sound. Asks students to watch AV - 47 attentively to observe how these sounds are produced by native speakers. After all students have watched, the video once, asks:</p> <ul style="list-style-type: none"> • How is your 'th' sound similar or different from the speaker's in the video? • What can you do to produce the 'th' sound correctly? <p>Asks students to speak slowly and consciously, the words on the board again. Encourages peer correction and comparison between production of 'th' sound before and after the video. OR Move to Step 3 if AV - 47 not available at this time.</p>	<p>Share 'th' sound words. Listen attentively to others. Watch AV - 47 and make notes. Respond to the questions and listen to others' responses. Read words written on the board slowly. Reflect, compare and respond.</p>
<p>Step 3 - Guided Practice (10 minutes) (S.A.2)</p>	<p>Practices, with the help of students, all 'th' sounds statements given in Part B.2. (All 'th' words in Statements 1, 2 & 3 are unvoiced; all 'th' words in Statements 4, 5 & 6 are voiced. Statements 7 - 10 have both voiced and unvoiced 'th' sounds words.) Appoints Pronunciation Cops for the day and explains to them their tasks. Ensures that these are students to produce the 'th' sounds perfectly as they will be peer correcting gently and respectfully. Asks students to turn to the person on their left/right and take turns to read out the statements in B.1. Walks around to ensure that all students are at task and practicing.</p>	<p>Practice, as instructed. Ask well formed comprehension and application questions. Understand the role of Pronunciation Cops. Read Part B.1 with a partner. Listen attentively.</p>
<p>Step 4 - Adjust Instruction (5 minutes)</p>	<p>Based on how students well students have understood, reteaches, if required.</p>	<p>Ask clarification questions, if any.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks students to independently create tongue twisters in Part C using different voiced and unvoiced 'th' sounds words. After all students have written at least 2 tongue twisters each, asks students to nominate and quiz peers. For example, Student A begins by asking a peer of his choice, say Student B to read his (Student A's) tongue twister. Next, Student B nominates and asks a peer of his choice, his (Student B's) tongue twisters. Plays Tongue Twister Quiz for as long as time permits.</p>	<p>Create 2 or more tongue twisters applying their learning. Nominate and quiz peers. Maintain decorum and noise level.</p>

<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to watch AV - 47 attentively to observe how these sounds are produced by native speakers. After all students have watched, the video once, asks:</p> <ul style="list-style-type: none"> • How is your 'th' sound similar or different from the speaker's in the video? • What can you do to produce the 'th' sound correctly? <p>Asks students to speak slowly and consciously, the words on the board again. Encourages peer correction and comparison between production of 'th' sound before and after the video. OR Moves to Step 7 if AV - 47 already done in Step 2.</p>	<p>Watch AV - 47 and make notes. Respond to the questions and listen to others' responses. Read words written on the board slowly. Reflect, compare and respond.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Calls on students, one at a time, to speak very slowly a particular statement given in Part B.2 or similar facilitator-created statements. Pronunciation Cops have to assess whether or not the words were spoken correctly. If incorrect, peer correction is encouraged.</p>	<p>Speak slowly and consciously. Listen attentively to others. Pronunciation Cops listen and note. Peer correct politely.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Exit Pass - Asks students to exit in a queue and stands at the exit himself/herself. Gives each student a word with the 'th' sound - voiced or unvoiced (not both). If a student speaks the word given to him/her correctly, he/she can exit. If a students speaks the word incorrectly, he/she goes back at the end of the queue and gets another word.</p>	<p>Prepare Exits Passes. Queue and hand over Exit Passes. Exit or rejoin the queue.</p>
<p>Reflections: Have all your students who took Book 1 evaluation rejoined in Book 2? If not, what's your plan to contact those who have not? (Share with your peers during PLC and seek their assistance, if required.)</p>		

Lesson 48: Word Stress

Language:

W.CW.7.d
S.A.2, S.F.3, S.I.3, S.C.2
R.IA.2
L.C.2, L.LLA.2, L.AI.3, L.LM.2

Cognitive:

Ex.3, Ex.4,
OS.2, OS.3.a, OS.3.d,
OS.4, OS.6
Ev.2.a, Ev.2.c

Non-cognitive: Others:

SfA.4
SM.4
ScA.3
-

Key vocabulary:

- two/three syllabic words

Materials required:

-

Error alert: Speak homophones with same stress. For e.g. 'add-ress' and 'add-ress'

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond in English.
Step 1 - Introduce (10 minutes) (W.CW.7.d, S.C.2)	Asks students to reflect on Part A.1 & A.2 silently. Asks students to share their reflections using 'and' and 'but'. For e.g. "During Book 1, the best moment for me was and ... was the most difficult moment." or "I enjoyed ... during Book 1 but I did not enjoy during Book 1." Models by sharing his own reflections/responses. Listens attentively and takes notes on the board. After all students have shared, asks them to compare and contrast answers using 'and' and 'but'. For e.g. "I enjoyed.... but he/she enjoyed... in Book 1." or "Amit and I enjoyed ... during Book 1." (Note - 'I' is always after 'and' when speaking about others and self.) Gets them excited about what they will enjoy in Book 2.	Listen attentively. Ask well formed comprehension and application questions. Reflect silently and share their understanding using 'and' and 'but'. Compare and contrast responses.
Step 2 - Model/Demo (10 minutes)	With the help of examples and students, recaps learnings from Lesson 8 reiterating importance of pace, pitch, word stress in spoken language. Explains the concept of syllables without using the word 'syllable'. With the help of examples, explains how sound of some words can be broken into one, two or three parts. Asks students to split names of peers in class. For e.g. Surin-der. Asks students to go through the list of words in Part B.	Share examples and listen attentively. Ask well formed comprehension and application questions. Understand sound patterns. Read Part B.

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>With the help of examples, explains the 'rules' of placing stress on a part of the word and why it is important to place the stress at certain parts of the word. Asks students to watch AV - 48 attentively to understand parts of word stressed by native speakers. Asks students that there will be a quiz in the video and they have to write their correct responses. After all students have watched, the video once, asks:</p> <ul style="list-style-type: none"> • How many were you able to answer correctly? • Give an example of how meaning of the word changes if we stress on the wrong part of the word. <p>OR Moves to Step 4 if AV - 48 not available at this time.</p>	<p>Listen attentively. Ask well formed comprehension and application questions. Watch AV - 48 and make notes. Reflect and respond. Listen to response of others.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students to go back to the list of words in Part B and, along with a partner underline the part of the word in column 2 & 3 that is stressed in that word. After all pairs have finished the task, asks pairs to share their responses and checks whether or not their response is correct by asking other pairs.</p>	<p>Refer to Part B. Discuss and underline. Share responses. Listen to response of others.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks each pair to come up with 3 words each in Column 2 & 3; think of their stress patterns and underline the part of each word that is stressed. (5 minutes) Encourages students to think of all the new words they have learnt in Book 1. Asks pairs to quiz other pairs about their words by using the word in a short sentence and writing that on the board, without speaking. For e.g. Pair 1, "What is your address?" Pair 2 speaks the sentence with stress on add-ress. Continues the quiz as long as time permits.</p>	<p>Think of two/ three syllabic words and their stress. Reflect on vocabulary of Book 1. Quiz, as instructed. Listen and observe.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to watch AV - 48 attentively to understand parts of word stressed by native speakers. Asks students that there will be a quiz in the video and they have to write their correct responses. After all students have watched, the video once, asks:</p> <ul style="list-style-type: none"> • How many were you able to answer correctly? • Give an example of how meaning of the word changes if we stress on the wrong part of the word. <p>OR Moves to Step 7 if AV - 48 already done in Step 3.</p>	<p>Watch AV - 48 and make notes. Reflect and respond. Listen to response of others.</p>

<p>Step 7 - Assessment (5 minutes) (Ev.2.a, S.A.2, SfA.4)</p>	<p>Writes a few 2-syllable and 3-syllable words from Book 1 & 2 on the board and asks students to read them silently. Asks students to come to the board, one at a time, and underline the part of the word that is stressed and speaks it out aloud. The other students assess whether or not the answer is correct. If the answer is correct, he/she erases that word from the board. If it is wrong, the word stays on the board and another students gets the chance. Allows students to choose the words on their own.</p>	<p>Read the words, silently. Take turns to go to the board and underline, as instructed. Observe and assess. Ask well formed comprehension and application questions.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Exit Pass - Asks students to exit in a queue and stands at the exit himself/herself. Gives each student a word by spelling it out (not speaking the word) (Appendix 1 - FHB). If a student speaks the word given to him/her correctly by stressing on the correct part of the word, he/she can exit. If a students speaks the word incorrectly, he/she goes back at the end of the queue and gets another word.</p>	<p>Listen and speak. Exit or rejoin the queue.</p>
<p>Reflections: Have all your students of Book 2 been assigned the correct SWBs? If not, what is the plan for ordering the books and sharing with others till they get a SWB of their own?</p>		

Lesson 49: Parts of Body

Language:

W.CW.9
S.F.3, S.I.3,
L.LAI.3, L.LM.2
R.RIA.2

Cognitive:

Ex.1, Ex.3, Ex.4
OS.5, OS.3.a, OS.3.b,
OS.3.d
Ev.2.a

Non-cognitive: Others:

SM.4
ScA.1
SfA.4

-

Key vocabulary:

- names of body parts

Materials required:

Slips with hints given in Appendix 1 (FHB)

Error alert: lips/leeps, fingers/toes, hair/hear, neck (not 'nake'), feet/foot, ears/years, cheek/chick, chin/cheen.

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand the question and respond in English.
Step 1 - Introduce (15 minutes)	Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about their body. Asks students to name some of the body parts that they are familiar with. Uses that as feedback to review some of the vocabulary given in Part A. Ensures that the students pronounce the words correctly. Asks students to complete Part A.1 and A.2.	Listen attentively, reflect and respond. Name, as instructed. Correct pronunciation, if required. Complete Part A.
Step 2 - Model/Demo (20 minutes)	Asks a few students to share their responses and corrects them using peer help. Asks students to watch AV - 49 attentively encouraging them to make notes while watching AV - 49. After all students have watched, the video once, asks: <ul style="list-style-type: none"> What was the most interesting fact you heard in the AV - 49? Which fact sounded unbelievable? Why? How did the speaker pronounce the word, 'organisms'? Is it similar or different from how you pronounce it? OR Moves to Step 3 if AV - 49 not available at this time.	Share responses and listen to responses of others. Watch AV - 49 and make notes. Reflect and respond. Listen to responses of others.

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>Silly Body Mime - Demonstrates with mime is. Forms two teams. Asks each team to take up a name. One person from each team comes forward and picks a slip (with hits from Appendix 1 - FHB). The student is given 10 seconds to prepare how he/she will mime what is written on the slip. The student mimes and his team mates guess what he is miming. If they get the key words (body parts) correct, they score a point. If they get key words wrong, the opposing team gets to guess and score. Ensures that the students have understood the game and noise level for the game. Continues the game with two teams, as long as time permits. To make it more interesting, asks one team to write the hint for the other team to mime. Uses peer correction, if any student mispronounces.</p>	<p>Observe and understand. Ask clarification questions. Form teams. Play Silly Body Mime, as instructed. Maintain noise level. Create hints to quiz other team. Peer correct politely. Respond to peer correction.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students to read poem given in Part B.1 softly for 5 minutes. Discusses the noise level for the poem reading. Asks a few students to read the poem aloud. Uses peer correction, if any student mispronounces. Asks students how a poem is different from a song. (Both songs and poetry are artistic expressions making use of a language though a song is a musical composition while poetry can be sung as well as read as text. Songs are dependent upon lyrics and music as well as the singer. On the other hand, poetry is free from these requirements.)</p>	<p>Read poem given in Part B.1 softly. Read aloud, if asked. Listen attentively. Reflect and respond. Ask well formed comprehension and application questions.</p>
<p>Step 5 - Independent Practice (15 minutes) (W.CW.9, Ex. 1, OS.3.b, S.F. 3, SCA.1)</p>	<p>Asks students to compose a silly poem about a body part, in pairs. Gives students 10 minutes for this. Walks around to ensure that the students are discussing, planning and playing with the words. Walks around to assist, correct and guide. Asks a few pairs to read their poem and those in the audience to rate the poem, non-verbally.</p>	<p>Reflect, discuss, plan and write. Ask for assistance, if required. Read or rate the poem.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to watch AV - 49 attentively encouraging them to make notes while watching AV - 49. After all students have watched, the video once, asks: <ul style="list-style-type: none"> • What was the most interesting fact you heard in the AV - 49? • Which fact sounded unbelievable? Why? • How did the speaker pronounce the word, 'organisms'? Is it similar or different from how you pronounce it? OR Moves to Step 7 if AV - 49 already done in Step 2.</p>	<p>Watch AV - 49 and make notes. Reflect and respond. Listen to responses of others.</p>

<p>Step 7 - Assessment (5 minutes)</p>	<p>Simon Says - Plays a few quick rounds of Simon Says. Calls out, "Simon says touch your nose." Students are expected to touch their nose. Scans the room to see who has go it right and who is struggling to locate the nose. Runs a couple of Simon Says each with a different body part and then asks some of the students to lead the game. Possible variations - "Simon Says cross your fingers." "Simon says stand on one foot." etc.</p>	<p>Play Simon Says, as instructed. Maintain noise level. Listen and observe.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Lesson rating - Non-verbally students rate the lesson and their learning:</p> <ul style="list-style-type: none"> • Did you enjoy the lesson? • Did I teach it well? • Did you participate well? <p>Stands at the exit and asks students to think of one word they mispronounced on that day. Students share this word with the facilitator as they exit the class.</p>	<p>Reflect and rate. Share feedback as asked. Listen to feedback shared by others. Share and exit.</p>
<p>Reflections: What were some of the common words that the students mispronounced in this lesson? How do you plan to make them practice over the next few days.</p>		

Lesson 50: Healthy Eating

Language:

S.I.4, S.A.3,
L.AI.4, L.C.2, L.LA.2
R.RO.3
W.RE.2.a

Cognitive:

Ex.2, Ex.3, Ex.4
OS.2, OS.3.d, OS.4,
OS.6
Ev.1, Ev.2.a, Ev.2.c
A.1

Non-cognitive: Others:

SM.2, SM.3, SM.4 Book Selection
SfA.3, SfA.4
ScA.1
SR.4

Key vocabulary:

- nutrition
- balanced diet
- quantity
- healthy/unhealthy

Materials required:

FEA Library Books (Level 1)

Error alert: All non-Indian food is unhealthy (pizza, pasta, burger etc.), all Indian food is healthy.

Pizza - peet-za, cheese - cheez, vegetable - veg-tabl.

Balanced diet vs healthy diet.

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand and respond in English.
Step 1 - Introduce (15 minutes)	<p>Gives students a 2-minute pronunciation drill for the commonly mispronounced words of the Lesson 49.</p> <p>Asks students to look at the two plates of food given in Part A.1 and asks:</p> <ul style="list-style-type: none"> • What do you see? • What do you think? • What do you wonder? <p>Collects all responses and repeats the correct ones.</p> <p>Shares what students will learn in the lesson and asks why it is important.</p> <p>Recaps food items and meals as in Lesson 13 (Book 1).</p>	<p>Practice words, as instructed.</p> <p>Understand Part A.1.</p> <p>Reflect and respond.</p> <p>Listen to responses of others.</p> <p>Recall and respond.</p>

<p>Step 2 - Model/Demo (15 minutes)</p>	<p>Asks students to complete Part A.2 with a partner. Encourages pairs to read the instructions and complete the tasks in 10 minutes. Walks around to assist and guide struggling pairs. Notes down names of those who cannot read/understand instructions. Asks pairs to share their responses to Part A.2. Extends their understanding, by asking questions like:</p> <ul style="list-style-type: none"> • When can carrots and broccoli be unhealthy? • When can sleeping be unhealthy? • How can a burger be made healthy? 	<p>Pair up, discuss and complete Part A.2. Ask for assistance, if required. Share responses. Listen to responses of others.</p>
<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to look at B.1 and gives them 2-3 minutes to look and understand. Asks students to share their understanding of B.1. Collects all responses and repeats the correct ones. Explains what balanced diet is - both nutrients and quantity and how diets depends on availability of local foods, work done by the person - manual or mental, weather conditions etc of a person/place. Explains how it's the nutrient that makes a food healthy - chapati in India and bread in some other places.</p>	<p>Discuss and understand B.1 with a partner. Share responses. Listen to responses of others. Ask clarification questions, if any.</p>
<p>Step 4 - Independent Practice (15 minutes)</p>	<p>Asks students to interview their partners about what's on their plate for:</p> <ul style="list-style-type: none"> • breakfast • lunch and • dinner <p>Asks students to discuss whether or not their partner's breakfast/lunch/dinner plate is -</p> <ul style="list-style-type: none"> • healthy. • balanced. <p>Introduces always/often/sometimes/rarely/never. Asks students about their eating habits encouraging them to use always/often/sometimes/rarely/never.</p>	<p>Interview partners. Frame interview questions well and listen attentively. Share responses. Listen to responses of others. Reflect and respond.</p>

<p>Step 5 - Reading (30 minutes)</p>	<p>Introduces the reading program explaining how reading-</p> <ul style="list-style-type: none"> • is a powerful pastime to learn a language. • develops understanding/awareness. • improves our imagination/creativity/thinking. • involves pronouncing the word and understanding. <p>Introduces the F.E.A. library books that the students will choose from and explains how our interest and difficulty level of the text helps us in selection of book.</p> <p>Tells students about parts of a book and how cover page and title can give us clues into what the book is about.</p> <p>Encourages students to go through a couple of sentences in a 2 - 3 parts of the book.</p> <p>Discusses why it is not important to understand every word that we read.</p> <p>Encourages students to read the reviews and/or summary of the story on the back cover.</p> <p>Book Rating - Asks students to sit in a circle and each student is given one book.</p> <p>Like in musical chairs, students pass their books around and when the sign - such as a clap - is given by the facilitator, students stop passing books.</p> <p>Asks students to review the book he/she has and rate it on complexity and interest, in Part C.</p> <p>Slowly runs as many rounds as time permits.</p> <p>At the end asks students to list the 3 books that they are interested in and 3 that they feel that they can read, with some help, in Part C.2.</p> <p>Asks students to share their lists with the class.</p>	<p>Listen attentively.</p> <p>Ask well formed comprehension and application questions.</p> <p>Look at the cover page and title of the book.</p> <p>Read a few randomly selected sentences from the book.</p> <p>Read summary on back cover page.</p> <p>Sit in a circle.</p> <p>Pass the books around and stop at when given the cue.</p> <p>Review and rate the book based on interest and complexity in Part C.</p> <p>Shortlist 3 books each in Part C.3.</p> <p>Share the list.</p> <p>Listen attentively.</p>
<p>Step 6 - Assessment (5 minutes)</p>	<p>Asks students to share -</p> <ul style="list-style-type: none"> • how they feel about novel reading, ensuring that the students use vocabulary related to feelings correctly. • how reading will improve language. • what challenges will they face while reading a novel. • how they will overcome those challenges. 	<p>Reflect and respond.</p> <p>Listen to responses of others.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>One change in my diet - Shares with students one change in his/her diet that he/she (facilitator) will make.</p> <p>Asks students to share one dietary change they will make to eat healthy or eat a balanced diet. (They may refer to Part B.2.)</p>	<p>Listen attentively.</p> <p>Reflect and respond.</p> <p>Listen to responses of others.</p>

Reflections: How can this lesson be made more interesting/relevant? Discuss with your peers during PLC and share with Curriculum Manager via an email.

Lesson 51: Healthy Living

Language:

L.L.2, L.LLA.2, L.AI.4
S.R.2, S.F.3, SA.2
R.RC.3, R.RO.3, R.RIA.2.c
W.CW.6

Cognitive:

Ev.6, Ev.2.c, Ev.2.b
Ex.2, Ex.4
OS.3.a, OS.1

Non-cognitive:

SM.3, SM.2, SM.4, -
SM.1
SfA.3, SfA.1, SfA.
5

Others:

Key vocabulary:

- meditation
- well-being
- gratitude
- visualise

Materials required:

Appendix 1 (SWB)
Appendix 2 (FHB)

Error alert:

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand and respond in English.
Step 1 - Introduce (30 minutes)	<p>Asks students to share their movie-watching experience in Book 1.</p> <p>Asks how the movie helped them improve -</p> <ul style="list-style-type: none"> • English. • thinking and awareness. <p>Informs that to continue reaping the benefits of the movies in language learning, they will be watching another movie in Book 2.</p> <p>Tells them that they will watch AV - 51 for 20 minutes.</p> <p>After 20 minutes, asks the students -</p> <ul style="list-style-type: none"> • Introduce one character from the movie. • How is real life different from reel life? Give examples from the movie. • What will happen next in the movie? <p>OR</p> <p>If AV - 51 is not available at this time, moves to Step 2.</p>	<p>Reflect and respond.</p> <p>Listen to responses of others.</p> <p>Watch AV - 51.</p> <p>Reflect and respond.</p> <p>Listen to responses of others.</p>
Step 2 - Model/Demo (15 minutes)	<p>Asks students to review the thought-provoking questions in Part A and ensures that all the students understand the questions.</p> <p>Gives students 2 - 3 minutes to get think about them.</p> <p>Collects all responses and repeats those that help steer the lesson.</p> <p>Establishes that just like the drum/clay we have some in-built/genetic predispositions but our choices decide whether those act to our advantage or disadvantage.</p>	<p>Understand the question.</p> <p>Reflect and respond.</p> <p>Ask well formed comprehension and application questions.</p>

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Linking to students' responses to the fourth question in Part A, recaps learnings of Lesson 34 (Book 1) on what does it takes to grow the brain and Lesson 50 (Book 2) on healthy eating. Recaps use of always/often/sometime/rarely/never and asks students to complete Part B.1. Walks around to guide, correct and assist, as required. Asks a few students to share their responses.</p>	<p>Listen attentively. Recall, relate and reflect.</p> <p>Complete Part B.1. Respond and listen attentively.</p>
<p>Step 4 - Adjust Instructions (10 minutes)</p>	<p>Asks students to explain what they understand by the statement in B.2 by giving an example from their lives. Collects all responses and repeats those that help steer the lesson forward. Asks students what kind of choices do they or their families make for their:</p> <ul style="list-style-type: none"> • physical, • mental, • social and • emotional well being. 	<p>Read, reflect and respond. Listen to responses of others.</p>
<p>Step 5 - Independent Practice (10 minutes)</p>	<p>Asks students to complete Part C. Students who are willing to read and complete Part C independently are allowed to do so and those who need support are made to work with partners. Walks around to guide, correct and assist, as required. Asks a few students to share their responses.</p>	<p>Read, understand, discuss and complete Part C. Respond and listen attentively to others.</p>
<p>Step 6 - Extension (30 minutes)</p>	<p>Asks students to share their movie-watching experience in Book 1. Asks how the movie helped them improve -</p> <ul style="list-style-type: none"> • English. • thinking and awareness. <p>Informs that to continue reaping the benefits of the movies in language learning, they will be watching another movie in Book 2. Tells them that they will watch AV - 51 for 20 minutes. After 20 minutes, asks the students -</p> <ul style="list-style-type: none"> • Introduce one character from the movie. • How is real life different from reel life? Give examples from the movie. • What will happen next in the movie? <p>OR If AV -51 is already done in Step 1, moves to Step 7.</p>	<p>Reflect and respond. Listen to responses of others. Watch AV - 51. Reflect and respond. Listen to responses of others.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Gives students a few situations from Appendix 2 (FHB) and asks students what would they choose and why. Ensures that all students participate speaking in complete sentences.</p>	<p>Listen, reflect and respond. Listen to responses of others.</p>

Step 8 -
Closure
(5 minutes)

Introduces the Tracking Willingness (Appendix 1 - SWB).
Asks students - what are you grateful for today?

Reflect and
respond.
Listen to
responses of
others.

Reflections: As a role model for your students, what are some of the things you do to set a good example? (During PLC, find out what your peers do.)

Lesson 52: Hygiene

Language:

L.C.2, L.LLA.2
R.RIA.2.d
S.I.3. S.R.2
W.CW.6, W.CW.9

Cognitive:

Ex.4, Ex.3, Ex.2
OS.3.d, OS.4, OS.6
Ev.2.a, Ev.2.b

Non-cognitive:

ScA.4, ScA.3, ScA. -
1
SfM.2
SR.2, SR.3

Others:

Key vocabulary:

- hygienic/hygiene, unhygienic
- defecation
- buddies
- agreements

Materials required:

Paper ball

Error alert:

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand and respond in English.
Step 1 - Introduce (15 minutes)	Asks students how ready are they for learning. (Refer to Appendix 1 - SWB). Writes the word 'Hygiene' on the board and asks students to write/draw what it means in Part A.1. Shares what students will learn in the lesson and asks why it is important especially if their goal is to be successful professionals. Writes on the board - "Cleanliness is godliness." (M.K. Gandhi) Asks students what they understand by that statement. Collects all responses and repeats those that help steer the lesson. Introduces words - 'hygiene', 'hygienic' and 'unhygienic'.	Reflect and respond. Reflect, draw/ write. Listen to responses of others. Ask clarifying questions, if any.
Step 2 - Model/Demo (10 minutes)	Asks students for some examples of 'hygienic' and 'unhygienic'. Asks students to complete Part A.2. Walks around to guide, correct, assists students, as required. Asks a few students to share their responses. Uses peer correction, whenever required. Asks what makes something hygienic/unhygienic.	Reflect and respond. Reflect and complete Part A.2 Respond and listen to responses of others.

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to complete Part B in pairs. Walks around to guide, correct, assists students, as required. Asks a few students to share their responses. Uses peer correction, whenever required.</p>	<p>Reflect and complete Part B. Listen to responses of others. Peer correct politely.</p>
<p>Step 4 - Independent Practice (15 minutes)</p>	<p>Talks about food hygiene, hand hygiene, oral hygiene. Plays Hot Potato - Each student writes 2 sentences - Sentence 1 - His/her hygienic habit. Sentence 2 - One habit, he/she needs to make hygienic. Students stand in a circle with facilitator in the middle. Facilitator throws a paper ball towards a student. The student catches the ball and speaks his/her 2 sentences. Then the students changes places with the facilitator and he/she throws the ball towards another student. The second student catches the ball and speaks his/her 2 sentences. Plays the game as long as time permits.</p>	<p>Listen attentively. Ask well formed comprehension and application questions. Play Hot Potato, as instructed. Maintain noise level.</p>

<p>Step 5 - Reading (30 minutes)</p>	<p>With the help of students, reiterates the reading expectations for Book 2 students and recaps the Book Rating activity done in Lesson 50.</p> <p>Asks students to share the titles of books they had listed in Part C.2 of Lesson 50.</p> <p>Asks students to find people who have same/similar book titles on their lists.</p> <p>Forms groups of 4 - 5 students who have same book on their list in C.2. There may be some/few students who do not have books that matches others or are left out for other reasons. Guides such students to join a suitable group.</p> <p>Explains how ability to work together is a key skills required to be successful in life, in general and at work, in particular.</p> <p>Asks students -</p> <ul style="list-style-type: none"> • What are the benefits of working together? • What are the challenges of working together? • How can we overcome these challenges? <p>Explains how essential agreements prepared collectively by the group help in reaping benefits of group work.</p> <p>Asks students to discuss among themselves and write in Part C, do's and don'ts they will follow to ensure that ALL members of the group benefit from the reading program.</p> <p>Asks a few groups to share their do's and don'ts.</p> <p>Lays down some general expectations along with the reasons, such as -</p> <ul style="list-style-type: none"> • Books will not be taken home. (Reading time will be given during sessions and group reading can happen only in the centre) • Books will be handled with care and organised systematically. (These books cost money and have to be preserved for the next group of readers.) • There will be consequences if any group member deliberately damages the book? (Discuss what these consequences should be.) • There must fair share of reading among group members. (So that everyone benefits equally.) 	<p>Ask well formed comprehension and application questions, if any. Reflect, refer and recap.</p> <p>Find those with similar/same titles as themselves.</p> <p>Form groups.</p> <p>Reflect and respond.</p> <p>Listen to responses of others.</p> <p>Discuss, negotiate and finalise the essential agreements.</p> <p>Listen attentively and ask clarifying questions, if any.</p>
<p>Step 6 - Assessment (5 minutes)</p>	<p>Asks students -</p> <ul style="list-style-type: none"> • Do you know any movie based on a novel? • How is a watching a movie similar/different from reading a story? <p>Ensures that all students participate speaking in complete sentences.</p>	<p>Reflect and respond.</p> <p>Listen to responses of others.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students -</p> <ul style="list-style-type: none"> • what are you grateful for today? • how often did you smile today? 	<p>Reflect and respond.</p> <p>Listen to responses of others.</p>

Reflections: How often did you smile today? What are 3 things that you are grateful for? Do any of your groups need assistance of the F.E.A. graduates? If yes, contact the graduates and remind them before Lesson 56.

For Facilitator's Reference:

General guidelines for organising reading sessions

Roles for group members -

Word wizard - makes a note of words that the whole group (not individual student) finds difficult to understand. Comes up with the meaning using dictionary or word-attack strategies. He/she is active during the reading session, without being disruptive to reading.

Summarizer - Sums up what they have read in the reading session. He/she sums up what was read at the end of the 10-minute discussion.

Discussion Director - Leads and manages the 10-minute discussion. Ensures participation by all members of the group. Tracks time and closes discussion in time. He/she is active during the 10-minute discussion and notes down some questions during the reading session that can be taken up during the 10-minute discussion.

Study Guide Leader - Ensures that all members of the group complete the Study Guide exercise based on the discussion. Ensures that each student writes his/her own views and not that of the group. He/she becomes active during the 5-minute Study Guide time.

Passage Picker - Selects any passage from what the group has read. This could be an interesting, funny, well written, sad/happy/scary, well described passage and reads it aloud during the 10-minute discussion.

Students must -

- sit in groups with their Reading Buddies.
- read for 3 - 5 minutes each.
- read for 15 minutes, at least.
- discuss for 10 minutes, at least.
- complete the exercise in the SWB.
- start immediately, without wasting time.
- discuss politely and quietly.
- rotate roles among group members.

Facilitator must -

- also read after getting students started.
- sit with different groups to model and guide.
- read for 15 minutes, at least.
- walk around to assist, guide and correct.
- create a reader-friendly environment.

Lesson 53: Illnesses

Language:

W.CW.6, W.RE.2.a, W.RE.2.b
 R.RC.3, R.RO.3, R.RIA.2.d
 S.R.2, S.A.2, S.F.3, S.I.3, S.I.4
 L.LLM.2, L.C.2, L.AI.3

Cognitive:

Ex.3, Ex.4
 OS.4, OS.6
 Ev.2.c
 A.1

Non-cognitive: Others:

SfA.5
 SM.4, SM.3
 SR.4
 ScA.3

-

Key vocabulary:

- symptoms, cure
- illness, sickness, disease
- nausea
- injury, first aid
- ache, pain

Materials required:

Appendix 3 (FHB)

Error alert: Illness Vs Sickness, pronunciation of 'ache', 'ear', 'cough'.

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (10 minutes)	Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about our illness. Asks students to complete Part A in 5 minutes. Asks students to walk around and ask each other the questions given in Part A encouraging them to ask without reading from the book.	Reflect and respond. Listen attentively. Complete Part A. Walk around and interview each other.
Step 2 - Model/Demo (20 minutes)	Asks students to watch AV - 53 attentively encouraging them to make notes while watching AV - 53. After all students have watched, the video once, asks: <ul style="list-style-type: none"> • Name two ways in which germs were passed around in the the video. • How do you - <ul style="list-style-type: none"> • pass on germs to others? • catch germs from others? • If you were to zoom into your kitchen, where would you see germs? OR Moves to Step 3 if AV - 53 not available at this time.	Watch AV - 53 and make notes. Reflect and respond. Listen attentively.

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>With the help of examples and enacting, explains the meaning and use of - illness, sickness and disease. (While the meaning is not very different, usage of the words is. Illness refers to a medical condition. Sickness refers to the way one feels. Illness often makes one feel sick, but one could feel sick without being ill, after sitting in a merry-go-round or while traveling or at the sight of blood. One can be ill without feeling sick. Disease is when a part of body does not work well, without injury or old age).</p> <p>With the help of examples, explains the difference between disease, symptoms and cure. For example, the disease is cancer and the patient may be feeling sick as he/she is vomiting. Vomiting is a symptom. Things, including medicines, that help in treating the cancer are its cure.</p> <p>Asks students to complete Part B, independently or with a partner.</p> <p>Walks around to assist, correct and guide, as required.</p> <p>Asks a few students to share their responses and other students to give non-verbal feedback to the responder on whether or not his/her answer is correct.</p>	<p>Observe and listen attentively. Ask well formed comprehension and application questions, if any.</p> <p>Complete Part B. Share their responses and listen attentively to responses of others. Share non-verbal feedback.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>With the help of examples and enacting, explains the meaning and use of - nauseous, dizzy and tired. Encourages students to use these words in sentences. Asks students to walk around and interview others to complete Part C.1 for 5 minutes.</p> <p>Gives students 3-5 minutes to complete Part C.1 based on what they have heard from others.</p>	<p>Observe and listen attentively. Make sentences. Walk around and interview each other. Complete Part C.1</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks students to name some common illnesses - common cold, cough, diarrhoea, tuberculosis, pneumonia, typhoid etc.</p> <p>Encourages students to pronounce them properly without trying to memorise the spelling.</p> <p>Asks students to complete Part D in pairs/independently.</p> <p>Explains that concept of first aid and its importance in saving lives.</p> <p>Explains that he/she will speak the first aid and students have to guess when that should be given by naming the condition from Part D.</p> <p>Refer to Appendix 3 (FHB) for hints.</p> <p>Plays as many rounds as time permits.</p> <p>Asks students to come up with first aid hints to quiz other students.</p>	<p>Reflect and respond. Focus on pronunciation. Complete Part D. Listen attentively, reflect and respond. Reflect and create first aid hints and ask other students.</p>

<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to watch AV - 53 attentively encouraging them to make notes while watching AV - 53. After all students have watched, the video once, asks:</p> <ul style="list-style-type: none"> • Name two ways in which germs were passed around in the the video. • How do you - <ul style="list-style-type: none"> • pass on germs to others? • catch germs from others? • If you were to zoom into your kitchen, where would you see germs? <p>OR Moves to Step 7 if AV - 53 already done in Step 2.</p>	<p>Watch AV - 53 and make notes. Reflect and respond. Listen attentively.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>Shares with students the following:</p> <ul style="list-style-type: none"> • If you have a headache, you can cut a mouse in half and put it where it hurts. • If you have a headache, doctor must cut a hole your head to get the 'bad air' out. <p>Asks students -</p> <ul style="list-style-type: none"> • Why do people believe in such cures? • Have you come across such cures? • How would you convince someone who believes in them that these are not correct? 	<p>Listen attentively. Reflect and respond. Listen to responses of others.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • What did you enjoy in the lesson? • What did you struggle with? • How can I teach this better? 	<p>Reflect and respond. Listen to responses of others.</p>
<p>Reflections: How do you plan to incorporate feedback given by students in Step 8?</p>		

For Facilitator's Reference:

Refer to Killer Diseases in Facilitator Reference Section of Lesson 51.

Lesson 54: Consolidation

Language:

W.RE.2.a, W.RE.2.b
 L.C.2, L.AI.3, L.LM.2
 S.R.2, S.A.2, S.F.3
 R.RC.3, R.RIA.2.c, R.RIA.2.d

Cognitive:

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

Non-cognitive: Others:

SR.3, SR.4
 ScA.3
 SfA.3, SfA.5

Key vocabulary:

- waste
- certainly, possibly and probably
- lyrics
- spend
- dropout

Materials required:

Appendix 4 (FHB) for facilitator’s reference

Error alert:

PROCEDURE:

Steps	Facilitator’s action(s)	Students’ action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand the question and respond.
Step 1 - Introduce (10 minutes)	With the help of students, recaps - <ul style="list-style-type: none"> • learnings of the week. • struggles of the week. • those who have been regular and/or punctual. • those who have participated well. • how songs help in learning a language by imitation. • how some songs teach us important lessons. 	Reflect, recall and recap. Listen attentively.
Step 2 - Model/Demo (20 minutes)	Asks students to: <ul style="list-style-type: none"> • listen to the song in AV- 54 once and the asks them to fill the blanks in Part A as they listen to it. (3 minutes) Allows students to pause the song as they fill the blanks. Asks students to compare their responses. (2-3 minutes) Asks students to: <ul style="list-style-type: none"> • listen to the song in AV- 54 twice singing along using the lyrics from the book. (5 minutes) Asks each student to share a word from the song that describes him/her. (2-3 minutes) Sings along with the students as they listen to the song ensuring that everyone clicks ‘play’ at the same time. Ensures that this is a fun (not entertaining) activity.	Listen to the song in AV - 54 and fill the blanks in Part A. Compare responses in Part A with each other. Sing along reading the lyrics. Share the word. Sing together as a class.

<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Asks students to complete Part B.1 - B.4 and share their responses with the class. Accepts all answers ensuring that the students speak in complete sentences.</p>	<p>Complete Part B. Share their responses and listen to responses of others.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Discusses F.E.A. and its mission. With the help of B.5 discusses how each student matters to F.E.A. Asks students to spend 2 - 3 minutes to think about what they need to do for themselves. Explains how their improvement and learning is a partnership between them and F.E.A.</p>	<p>Listen attentively. Ask clarifying questions, if any. Think and make connections.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Explains to students correlation between education and income levels. Asks -</p> <ul style="list-style-type: none"> • Is it just education that ensures a higher income in future? <ul style="list-style-type: none"> • If yes, then why are so many Masters and PhD degree holders queuing up for teh position of peon? • If not, then what else, along with education, determines our chances of success in life? • Where would you get the extra edge, other than education, needed to be successful in life? (F.E.A.) <p>Asks students to work with a partner and complete Part C. Makes phone calls to students who have been irregular and update the Call Log while students complete Part C. Asks students to share their responses to Part C. With the help of students summarises the learnings of Part C.</p>	<p>Listen attentively. Ask comprehension and application questions, if any.</p> <p>Complete Part C. Share their responses and listen to responses of others.</p>
<p>Step 6 - Assessment (10 minutes)</p>	<p>Asks the students to look at the cartoon in Part D. Asks students to share what they see in the cartoon. With the help of students, discusses Part D.1 - D.4.</p>	<p>Read and think about Part D. Listen attentively.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Asks the class, where do they see themselves in Part C - completing the one-year course or quitting before that. Encourages students to use 'certainly', 'probably' and 'possibly'. Ends the lesson by singing the song as a whole class.</p>	<p>Reflect and respond using 'certainly', 'probably' and 'possibly'. Sing together.</p>
<p>Reflections: Have you made a note of students who are irregular/inactive/non-participative? Discuss and plan with your peers during PLC actions to make them regular/active/participative.</p>		

For Facilitator's Reference:
Appendix 4 (FHB)

Lesson 55: Safety

Language:

L.C.2, L.LA.2, L.LM.2
 W.CW.6, W.CW.9
 R.RIA.2.d, R.RIA.2.c, R.RO.2
 S.R.2, S.A.2, S.F.3, S.I.3, S.I.4,
 S.C.2

Cognitive:

Ex.4
 OS.6, OS.4, OS.3.d,
 OS.3.a, OS.2
 A.2
 Ev.2.c

Non-cognitive: Others:

SfA.2, SfA.4, SfA. KB.1
 5
 SM.2, SM.3
 SR.3, SR.4
 ScA.1

Key vocabulary:

- safe, unsafe
- accident
- precautions

Materials required:

Paper ball

Error alert: Finger-key coordination is to be rigidly followed. (No. It's indicative, the idea is to spread the fingers over the keyboard and use multiple fingers.)

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand the question and respond.
Step 1 - Introduce (15 minutes)	Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about safety. Asks students to pair up, discuss and write what they understand by safety and where do they practice completing Part A(including the cartoon) in 5 - 7 minutes. Asks a few students to share their responses. Asks students which ones from Part A.2 are safe/unsafe practices.	Listen attentively, reflect and respond. Pair up and compete Part A. Share responses. Read, reflect and respond. Listen attentively.
Step 2 - Model/Demo (20 minutes)	Asks students to watch AV - 55 attentively. After all students have watched, the video once, asks: <ul style="list-style-type: none"> • What was the video about? • Did you find any statistics surprising? What? Why? • How safe do you feel knowing that half the drivers on Indian roads did not take a driving test and still got their license? • What suggestions do you have to make Indian roads safer? OR Moves to Step 3 if AV - 55 not available at this time.	Watch AV - 55. Reflect and respond. Listen attentively to responses of others.

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to read Part B and complete it with a partner. Walks around to assist, guide and correct, as required. Asks a few students to share their responses.</p>	<p>Read Part B with a partner. Share responses and listen to responses of others.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Introduces the word 'precaution'. Plays Hot Potato - Each student writes 2 sentences - Sentence 1 - '1 precaution I take is ...' Sentence 2 - '1 precaution I need to start taking is...' Students stand in a circle with facilitator in the middle. Facilitator throws a paper ball towards a student. The student catches the ball and speaks his/her 2 sentences. Then the students changes places with the facilitator and he/she throws the ball towards another student. The second student catches the ball and speaks his/her 2 sentences. Plays the game as long as time permits.</p>	<p>Listen attentively. Stand in a circle and play Hot Potato, as instructed. Maintain noise level.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Introduces the new component of the F.E.A. program - keyboarding/touch typing. Asks students how typing and keyboarding are similar/different. Collects all answers and then asks students to complete Part C.1. Explains to students how the processing speed of the computers is increasing rapidly - does it make sense to have a super fast computer and super slow person operating it? Mentions some of the jobs that require proficient keyboarding skills - data entry and processing, transcription, assistant/secretarial jobs, journalism, content writing, receptionist, market research, engineer (suing CAD), teacher/facilitator (most planning and reporting is computer-based) and others. Explains the three parts of the keyboarding - technique, speed and accuracy and focuses on technique. Ensures that the finger-key coordination is not taken rigidly. Shares the keyboarding expectations for FTS 2 and introduces students to the keyboarding software. While students are working on keyboarding software, motivates 2-5 irregular/non-participative students. Speaking generally, gets them to visualise the benefits of regularity and participation without taking names.</p>	<p>Listen attentively. Reflect, respond and complete Part C.1 Ask comprehension and application questions, if any. Practice keyboarding.</p>

<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to watch AV - 55 attentively encouraging them to make notes while watching AV - 55. After all students have watched, the video once, asks:</p> <ul style="list-style-type: none"> • What was the video about? • Did you find any statistics surprising? What? Why? • How safe do you feel knowing that half the drivers on Indian roads did not take a driving test and still got their license? • What suggestions do you have to make Indian roads safer? <p>OR Moves to Step 7 if AV - 55 already done in Step 2.</p>	<p>Watch AV - 55. Reflect and respond. Listen attentively to responses of others.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks students how do they observe safety in:</p> <ul style="list-style-type: none"> • the house. • at work (school/college/workplace). • on the road. 	<p>Reflect and respond. Listen to responses of others.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • How do you feel now that you are beginning keyboarding? • Why is it important to practice any skill? (focus - muscle memory) 	<p>Reflect and respond. Listen to responses of others.</p>
<p>Reflections: Did you remind your FEA Graduates who need to come and assists the reading groups you feel will need support during the reading session in Lesson 56?</p>		

2 x 5 Tracker

Day	Student(s) Counselling	Counselled For	Students' Response
1			
2			
3			
4			

Day	Student(s) Counselling	Counselled For	Students' Response
5			
Facilitator's comments at the end of Day 5 -			

Lesson 56: Numbers

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 W.CW.4, W.CW.6, W.RE.2.a
 L.C.2, L.LLA.2, L.AI.3, L.AI.4
 R.RC.3, R.RO.3, R.RIA.2.d

Cognitive:

OS.2, OS.6, OS.4
 Ev.2.a, Ev.2.b, Ev.2.c
 Ex.3

Non-cognitive:

ScA.3, ScA.4
 S.R.3, S.R.2

Others:

-

Key vocabulary:

- quarter, half, full, three-quarters
- million, billion

Materials required:

A4 sheets for Step 4.

Error alert: Commonly mispronounced number names as in Part A.1 (SWB)
 Some facilitators tend to teach this as a math lesson.

PROCEDURE: This lesson may need assistance of FEA graduate(s) during Step 5.

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand and respond in English.
Step 1 - Introduce (10 minutes)	Asks students how ready they are for: <ul style="list-style-type: none"> • learning. • reading. (Refer to Appendix 1 - SWB). Writes a few numbers on the board in ones, tens, hundreds, thousands, ten thousands, hundred thousands and million to check how well students know the numbers in English. Adjusts teaching based on the response of the students. Gives students pronunciation drill of some of the commonly mispronounced number names in Part A.1.	Reflect, refer to Appendix 1(SWB) and respond. Listen and observe attentively. Practice pronunciation.
Step 2 - Model/Demo (15 minutes)	With the help of Part A.2 explains the difference between Indian and international number systems. With the help of students and numbers on the board, checks students' understanding. Using Part B.1 and examples from real life, explains the words for fractions. Asks a few students to use the fraction words in sentences.	Listen attentively and ask comprehension and application questions, if any. Share sentences using fraction words.
Step 3 - Guided Practice (10 minutes)	Asks students to complete Part B.2 in pairs or independently. Walks around to guide, correct, assists students, as required. Asks a few students to share their responses. Uses peer correction, whenever required.	Complete Part B.2 Share their responses and listen to responses of others.

<p>Step 4 - Independent Practice (10 minutes)</p>	<p>Giving oral instructions, asks students to make a fractional pattern, like:</p> <ul style="list-style-type: none"> • Make 16 circles. • 1/2 of these must be big circles. • 1/4 of these must be medium circles. • 1/4 of these must be small circles. <p>Speaks slowly and repeats once, if required. Asks students to hold up their pattern and look around to see who made what. Asks -</p> <ul style="list-style-type: none"> • who got it right and who did not? • what was wrong with the wrong patterns? 	<p>Listen, understand and make the pattern.</p> <p>Hold up their pattern for everyone to view. Look at other people's patterns to assess and compare.</p>
<p>Step 5 - Reading (30 minutes)</p>	<p>With the help of students, reiterates the reading expectations for Book 2 students. Asks students to sit in their groups and -</p> <ul style="list-style-type: none"> • discuss the quote in Part C. (2 - 3 minutes) • look at the cover page and title of the book and make predictions about the book. (2 - 3 minutes) • revisit their essential agreements and one individual resolution related to the reading session.(2-3 minutes) • take turns to read. (15 minutes) • write PMI and one new word in Part C. (2-3 minutes) 	<p>Reflect, recall and recap. Sit with their Reading Buddies. Read, discuss and write, as instructed.</p>
<p>Step 6 - Assessment (5 minutes)</p>	<p>Asks students -</p> <ul style="list-style-type: none"> • what are you grateful for today? • how often did you smile today? <p>Share his/her own response to these questions.</p>	<p>Share their responses and listen to responses of others.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Asks students to share their reading experiences as a group with each other. While groups are sharing their experiences, motivates 2-5 irregular/non-participative students for 2-3 minutes as a whole group. Speaking generally, gets them to visualise the benefits of regularity and participation without taking names. Reviews the SWB of these students for completion and quality of work. Make entries in the 2x5 Tracker. (Lesson 55 - FHB)</p>	<p>Share their experiences and listen to experiences of others.</p>

Reflections: Problems that come up when you start something new are called teething problems. What teething problems of the reading sessions? Discuss with your peers during PLC what you can do to address them before/during the next reading session.

Lesson 57: Quantifiers

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 W.CW.8, W.CW.9, W.RE.2.a
 L.LM.2, L.C.2, L.LLA.2, L.A.1.5
 R.RO.3, R.RIA.2.d

Cognitive:

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

Non-cognitive:

ScA.3
 SR.4, SR.3, SR.1
 SfA.3

Others:

-

Key vocabulary:

- countable/uncountable
- few/some/many
- a little/some/a lot of
- want, need

Materials required:

-

Error alert: use 'few' without 'a', use 'lot of' without 'a'.

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand and respond in English.
Step 1 - Introduce (10 minutes)	Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about quantity. Makes a T-chart on the board with heading - can count, cannot count. Asks students to share examples of objects from Part A that can be counted/cannot be counted. With the help of examples from B.1, explains the usage of few/some/many and gets students to use them in their sentences using B.2 With the help of examples from C.1, explains the usage of a little/some/a lot and gets students to use them in their sentences using C.2	Listen attentively and respond. Listen, observe and understand. Share examples, with reference to Part A. Listen, look and understand. Make sentences, as instructed.
Step 2 - Model/Demo (25 minutes)	Tells students that they will watch AV - 57 for 20 minutes. Asks them to note down things that they saw in AV - 57 that were few/some/many/a lot of/a little. Ensures that they watch it on full screen mode. After 20 minutes, asks the students - <ul style="list-style-type: none"> • to share their list of few/some/many/a lot of/a little. • complete the PMI in Part D. OR If AV - 57 is not available at this time, moves to Step 3.	Watch AV - 57 and make notes. Reflect and respond. Complete Part D.

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks each student to think of/write 4 sentences: Sentence 1 - about a countable object at home using few/some/many. Sentence 2 - about an uncountable object at home using a little/some/a lot of. Sentence 3 - about a countable object in the neighbourhood using few/some/many. Sentence 4 - about an uncountable object in the neighbourhood using a little/some/a lot of. Gives students 2-3 minutes to prepare the sentences. Asks all students to share their sentences.</p>	<p>Think and write sentences, as instructed. Share their sentences and listen to those of others.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students to partner with a friend and complete Part E. Gives pairs 5 minutes to complete Part E. Asks some of the pairs to share their common and different needs using 'and' for common ones and 'but' for different ones. Asks students why some needs are common, while others are different. Discusses how sometimes we confuse wants for needs. Asks students to look at their lists again and make changes to their list, if their views have changed by striking off(not erasing) the old one and writing the new one. Asks students to share changes in their lists, if any.</p>	<p>Pair up to complete Part E. Share their responses and listen attentively to those of others. Listen attentively and ask questions, if any. Review their lists and rewrite. Share changes made to the list.</p>
<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Asks students to discuss with their partners:</p> <ul style="list-style-type: none"> • How are your needs similar to those of a homeless child? • How are your needs different from those of a Director of a big company in Mumbai? • How are your wants similar to those of a housewife in Chennai? • How are your wants different from those of a farmer in small village? <p>Asks a few students to share their responses. Next, asks students to discuss needs and wants of their neighbourhood. Asks students what these needs and wants are. Asks -</p> <ul style="list-style-type: none"> • Who is responsible for fulfilment of these needs/ wants? • What happens when these needs are not fulfilled? • What is your role? 	<p>Discuss with partners. Listen attentively.</p> <p>Share their responses and listen to those of others. Reflect and respond.</p>

<p>Step 6 - Extension (25 minutes)</p>	<p>Tells students that they will watch AV - 57 for 20 minutes. Asks them to note down things that they saw in AV - 57 that were few/some/many/a lot of/a little. Ensures that they watch it on full screen mode. After 20 minutes, asks the students -</p> <ul style="list-style-type: none"> • to share their list of few/some/many/a lot of/a little. • complete the PMI in Part D. <p>OR If AV - 57 is already done in Step 2, moves to Step 7.</p>	<p>Watch AV - 57 and make notes.</p> <p>Reflect and respond.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks students to look around the centre and make a list of objects using a little/some/a lot of and few/some/many. After making the list, students share their lists with each other. While groups are preparing their lists, motivates 2-5 irregular/non-participative students for 2-3 minutes as a whole group. Speaking generally, shares ideas about improving regularity and participation without taking names. Reviews the SWB of these students for completion and quality of work. Make entries in the 2x5 Tracker. (Lesson 55 - FHB)</p>	<p>Observe and make the list. Share list with each other.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students -</p> <ul style="list-style-type: none"> • What are you finding difficult? • How can I help you? 	<p>Reflect and respond. Listen to responses of others.</p>

Reflections: How do you plan to act on points that the students have shared in Step 8.

Lesson 58: Going to the Doctor

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 R.RO.2.b, R.RIA.2.b, R.RI.2
 W.CW.6, W.RE.2.a
 L.C.2, L.AI.3, L.AI.5

Cognitive:

Ex.4, Ex.1, Ex.2
 OS.4, OS.6, OS.2,
 OS.3.a
 Ev.2.a

Non-cognitive:

SM.2, SM.3, SM.4
 SR.4
 SFA.5

Others:

-

Key vocabulary:

- physician/surgeon
- quacks/witch doctor
- medicines, injection, stethoscope
- clinic/hospital
- types of doctors

Materials required:

Error alert: doctor (not 'dakter'), thermau-meter (not 'thermo-meter)

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand and respond in English.
Step 1 - Introduce (5 minutes)	With the help of students and examples, explains types of medicines - traditional (ayurvedic, unani etc.), homeopathic, allopathic etc. Mentions how most doctors we visit are allopathic doctors who have studied and use medical terms in English(allopathic medical colleges in India follow English). Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about illness at when visiting the doctor.	Listen attentively and ask questions, if any. Reflect and respond.
Step 2 - Model/Demo (15 minutes)	Asks students to read the notice in Part A and discusses the questions that follow, with the whole class. Extends students understanding by explaining 'witch doctors'. Gives students 5 minutes to complete Part A in workbook. Asks students whether a patient would visit a clinic or a hospital if he/she has - <ul style="list-style-type: none"> • common cold (clinic) • cancer (hospital) • mild diarrhoea (clinic) • fracture (clinic or hospital) • dengue (den-gee)(clinic or hospital depending on how severe it is.) With the help of these examples explains the difference between a clinic and hospital.	Read Part A and discuss. Listen and understand. Complete Part A. Reflect and respond. Listen to responses of others.

<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Asks students to pair up and look at Part B.1 for people and objects found in a clinic/hospital. Conducts pronunciation drill for words in Part B.1. Asks students to read the conversation given in Part B.2. Ensures that both the partners take turns to play doctor and patient. Walks to assist and guide (especially pronunciation), if required.</p>	<p>Pair up and read Part B.1. Practice pronunciation. Read B.2 and practice with partner.</p>
<p>Step 4 - Independent Practice (5 minutes)</p>	<p>With the help of students, recaps 'first aid' and common first aid given for conditions mentioned in C. Gives students 2-3 minutes to write those down in C. Walks to assist, guide and correct, if required.</p>	<p>Reflect, recall and recap. Complete Part C.</p>
<p>Step 5 - Reading (30 minutes)</p>	<p>Asks students how ready/willing are they for reading that day. (Refer to poster in Appendix 1 - FHB) Asks students to sit with their Reading Buddies and:</p> <ul style="list-style-type: none"> • retell the story so far. One member of the group can begin and others can continue/fill in the gaps. (2 - 3 minutes) • discuss what each one thinks about the story. (2 - 3 minutes) • discuss what question(s) they have about the story? (2 - 3 minutes) • take turns to read. (15 minutes) • write their new word and use it in a sentence. (2-3 minutes) 	<p>Reflect, refer to Appendix 1 (FHB) and respond. Read, discuss and write, as instructed. Support each other during the reading session.</p>
<p>Step 6 - Assessment (15 minutes)</p>	<p>Asks students to prepare and present a role play with their partner. Role Play - Each role play must include -</p> <ul style="list-style-type: none"> • opening greeting. • conversation about illness. "How can I help you?" "I have a stomachache, doctor." • conversation using words learnt in Lesson 53 and 58. • diagnosis(illness) and prognosis(treatment). "It seems like you have stomach flu. I will write two medicines that you must take twice in a day for 2 weeks. Come back and see me after two weeks." • closing sentence - "Thank you, doctor." "Get well soon." <p>Gives the pairs 2-3 minutes to prepare and 1 minute to present. Uses peer correction to correct students, if required.</p>	<p>Prepare and present role play, as instructed.</p> <p>Offer peer feedback and correction politely.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Asks students to complete Part C.2. After completing C.2, students walk around and ask each other questions about Lesson 58 to check understanding. While students are completing the above task, commends students who have shown improvement in regularity/ participation, speaking to them individually as they work. Make entries in the 2x5 Tracker. (Lesson 55 - FHB)</p>	<p>Complete Part C. 2. Walk around and ask each other questions.</p>

Reflections: What do you do if there is something in the lesson that you don't understand/ know?

For Facilitator's Reference:

Difference between a hospital and clinic - A hospital refers to a building where patients are admitted for treatment. On the other hand, a clinic is a health care centre or a place where a doctor checks the patients, prescribes medicines and gives instructions as to how to use the medication.

Hospitals provide patients with treatment by expert staff and equipment including professional physicians, surgeons and nurses. It is a 24 hour health center where patients get admitted for treatment of various diseases. Two types of patients can be treated in the hospital: Outpatients and inpatients. Outpatients are the one who leave without staying all night; while inpatients are admitted and stay overnight or for several days, weeks or months. There are several doctors to attend to patients in a hospital.

A general hospital deals with different kinds of diseases/illnesses. A specialised hospital has experts and equipment for specific diseases/illnesses such as cancer, bones, liver etc.

On the other hand, a clinic is a place where outpatients are provided medical treatment, checkup or advice for their health. A clinic is usually run for few hours in a day.

Lesson 59: Being Considerate

Language:

W.CW.7.d, W.CW.8, W.CW.9,
W.RE.2.a
S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
R.RO.3, R.RIA.2.d, R.RIA.2.c,
R.RC.3
L.C.2, L.LLA.2

Cognitive:

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

Non-cognitive:

SR.4, SR.3, SR.1
ScA.4
SfA.3
SM.3

Others:

KB.1

Key vocabulary:

- etiquette
- considerate/inconsiderate
- Good Samaritan/bystanders

Materials required:

Error alert: "It is too formal to be polite. We don't have to be polite with our friends and family."

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (10 minutes)	Asks students to pair up, discuss the image in Part A. Asks - <ul style="list-style-type: none"> • What do you see in the image? • What do you think is happening/happened? What in the image makes you say that? • What are some questions that come to your mind? Asks students to complete the question in Part A with a partner and share their responses with class.	Pair up and read/discuss Part A. Share their responses and listen to responses of others.
Step 2 - Model/Demo (10 minutes)	Introduces the word 'Good Samaritan' and 'bystanders'. Asks students why some people play 'Good Samaritans' and others 'bystanders'. Makes students aware of April 2016 ruling by the Supreme Court and how it helps the 'Good Samaritans'. With the help of students, recaps Lesson 7(Book 1) about being polite. Asks students what being considerate means and why are some people considerate and others not.	Listen attentively. Reflect and respond. Ask questions, if any. Respond and listen to responses of others.
Step 3 - Guided Practice (15 minutes)	Asks students with read Part B with their partner and discuss the questions. Walks around to assist, guide and correct, as required. Asks a few students to share their responses. Gives students 5 minutes to complete Part B. Asks a few students to share their responses and self-assessment.	Read Part B with a partner. Respond and listen to responses of others.

<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students -</p> <ul style="list-style-type: none"> • How do other people show their consideration for you? • How does it feel when someone is considerate/inconsiderate? • Who should we be courteous towards? Why? Why not the others? • What does the quote on the back cover of the SWB mean - "Talk ideas, not people. Gossip demeans and makes the gossip small"? <p>Accepts all answers ensuring students feel safe in sharing their views freely.</p>	<p>Listen attentively and reflect. Respond and listen to responses of others.</p>
<p>Step 5 - Independent Practice (10 minutes)</p>	<p>Asks students to watch AV - 59 attentively. After all students have watched, the video once, asks:</p> <ul style="list-style-type: none"> • Do you follow any of the etiquettes shown in the videos? • Next time you see a family member talk loudly on the cellphone - what would you say/do? • If you were to adopt any of these etiquettes, which one(s) would you adopt? Why? 	<p>Watch AV - 59. Respond and listen to responses of others.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>With the help of students, recaps some of the jobs that require proficient keyboarding skills - data entry and processing, transcription, assistant/secretarial jobs, journalism, content writing, receptionist, market research, engineer (using CAD), teacher/facilitator (most planning and reporting is computer-based) and others. With the help of students, recaps the three parts of keyboarding - technique, speed and accuracy. With the help of students, recaps the keyboarding expectations for FTS 2. Discusses the correct posture while keyboarding and asks students to work on the software to practice keyboarding technique. (15 minutes)</p>	<p>Reflect, recall and recap. Listen, observe attentively and ask questions, if any. Practice keyboarding using software.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks each student to share one area of improvement to become more considerate. Students begin their sentences with, "I can/must ..."</p>	<p>Respond and listen to responses of others.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to share with their partners -</p> <ul style="list-style-type: none"> • one new thing you learnt today? • how can that help you in being successful in life? <p>While students are completing the above task, motivates 2-5 irregular/non-participative students for 2-3 minutes as a whole group. Speaking generally, shares ideas about improving regularity and participation without taking names. Make entries in the 2x5 Tracker (Lesson 55 - FHB)</p>	<p>Share with partner. Listen to response of partner.</p>
<p>Reflections: How considerate are you? How do you show consideration towards your students, peers and seniors at FEA?</p>		

Lesson 60: Consolidation

Language:

W.CW.7.a, W.CW.7.d, W.CW.8,
W.CW.6
S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
R.RC.3, R.RO.3, R.RIA.2.d, R.RI.
2
L.LM.2, L.C.2, L.LLA.2, L.LLA.5

Cognitive:

OS.6, OS.3.a, OS.4
OS.2, OS.5
Ex.2, Ex.4
Ev.2.b, Ev.2.c

Non-cognitive: Others:

ScA.3 -
SM.8, SM.4, SM.1
SfA.5

Key vocabulary:

- vocabulary learnt during the week
- summit
- scaling the mountain

Materials required:

Appendix 4 (FHB)
Jeopardy Game 3

Error alert:

PROCEDURE: Link the learnings of the is lesson with those of Lesson 54. Make frequent references to how learning and achieving something big takes time, patience and consistent efforts.

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Asks students to discuss questions in Part A with a partner. Asks students to share their partner's responses to questions in Part A.	Discuss Part A with a partner. Share partner's response.
Step 2 - Model/Demo (30 minutes)	Asks students to watch AV - 60 attentively. Explains that the purpose of the video is not language development but sharing journey of a young mountain climber. After all students have watched, the video once, asks: <ul style="list-style-type: none"> • "I was not afraid of Mount Everest but Bhongir." - What is the speaker talking about? • How did the speaker prepare herself for the climb? • The speaker had a lot of opportunities to give up, at the beginning, in the middle and towards the end of her climb. Why did she not give up? • What does the speaker describe as "heaven"? Could she have experienced the heaven if she had given up? Collects responses from different students and accepts all answers repeating the correct ones. Gives students 5 minutes to complete Part B.	Watch AV - 60. Reflect and respond. Listen attentively to responses of others. Complete Part B.

<p>Step 3 - Guided Practice (5 minutes)</p>	<p>Asks students to discuss with the quote in Part C with a partner and asks:</p> <ul style="list-style-type: none"> • What does it mean? • Do you agree or disagree with the quote? • Give an example from your/someone’s life where you/ the person had to win over himself/herself to win over the problem. 	<p>Read and discuss Part C with a partner. Reflect and respond. Listen attentively.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students to discuss questions in Part C.1.i-iv with a partner. Gives students 5 minutes to complete Part C.1.i-iv. Asks different students to share their responses.</p>	<p>Discuss and complete Part C with a partner. Share responses.</p>
<p>Step 5 - Independent Practice (10 minutes)</p>	<p>Discusses with the whole class the different basecamps in the FEA mountain. Asks students to color/encircle where they are currently. Asks them-</p> <ul style="list-style-type: none"> • What FEA base camps have to climbed? • What’s the next base camp to climb? • What ‘heaven’ would you to get to see from the next base camp? <p>Commends their effort and commitment towards their learning.</p>	<p>Listen attentively and ask questions, if any. Reflect and circle. Reflect and respond.</p>
<p>Step 6 - Assessment (20 minutes)</p>	<p>With the help of students, recaps Do’s and Don’ts of playing Jeopardy. (Refer to Lesson 12) Lays down the noise level. Organises teams and asks each team to take up a name. Plays Jeopardy Game 3. Ensures that the students follow the rules of the game. Keeps the score.</p>	<p>Reflect, recall and respond. Play Jeopardy. Maintain decorum and noise level.</p>
<p>Reflections: What ‘mountain’ are your climbing in your personal/work life? How are you ‘conquering over yourself’ to conquer that mountain? Some facilitators make wall displays for Climb to Graduation and help students track where they are and stay focused on the goal of program completion. Samples in Appendix 4 (FHB).</p>		

Lesson 61: Talking About Place

Language:

W.CW.4, W.CW.7.b
 L.LLA.2, L.C.2, L.AI.4, L.AI.5,
 L.LM.2
 R.RO.3, R.RO.4.b, R.RI.2, R.RIA.
 2.d
 S.A.2, S.F.3, S.I.3, S.I.4, S.C.2

Cognitive:

OS.4, OS.2, OS.3,
 OS.4, OS.6
 A.1, A.2
 Ex.3
 Ev.2.a

Non-cognitive: Others:

SM.4, SM.8
 KB.1
 SfA.5
 ScA.3
 SR.2, SR.1

Key vocabulary:

- across
- beside
- through
- between

Materials required:

Appendix 5 (FHB)

Error alert: behind Vs. back side; in Vs. on Vs. at; over Vs. on/on top of; beside Vs. besides.

PROCEDURE:

Steps	Facilitator’s action(s)	Students’ action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Asks students where they are on the Willingness poster (Appendix 1 - SWB) with regard to becoming more considerate. (Step 7 in Lesson 59) Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about place.	Reflect, refer to Appendix 1(SWB) and Lesson 59 to respond. Listen attentively.
Step 2 - Model/Demo (10 minutes)	Asks students to watch AV - 61 attentively. After all students have watched, the video once, asks: <ul style="list-style-type: none"> • Asks students to watch AV - 61 attentively. • After all students have watched, the video once, asks: • What is one new thing you learnt from the video? • If you were teaching use of at/on/in/by how would you teach? • What are you confused/unsure about? 	Watch AV - 61. Reflect and respond. Listen to responses of other students.
Step 3 - Guided Practice (10 minutes)	With the help of objects in the room and Part A, explains/asks commonly used words for places. Gives students 2-3 minutes to complete Part A. Walks around to guide, assist and monitor, if required.	Listen and observe to understand.

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students to pair up with a partner and read the puzzles in Part B.1 and B.2. Asks students have understood the puzzles. Gives them about 10 minutes to solve the puzzles. Asks a few students to share their solutions and what method did they use to solve. Emphasises how different people use different strategies to solve a problem and if it is efficient and effective it's the correct strategy.</p>	<p>Read and complete Part B.1 and B.2 with a partner. Share responses and listen attentively.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Grand Design - Asks students to visualise their dream house/office and write its description using the words given in C.1. Gives students 5 minutes to complete this. Walks around to guide, assist and monitor, if required. Asks students to describe their dream house/office orally and the partner draws it in C.2 as he/she listen to it. Gives students 5 minutes for this ensuring that both the partners get to describe and draw. Asks students to compare the drawings with the description and compare how well they match. In cases where the description does not match the drawing, asks was it because of describing or listening.</p>	<p>Visualise and write, as instructed. Take turn to listen and draw. Compare drawings with description. Reflect and respond.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students how ready they are for keyboarding. (Appendix 1 -SWB) Informs, through demonstration the correct posture while keyboarding. Makes students practice correct technique on using the typing software. Walks around to ensure that students student are practicing the keyboarding technique and posture. Updates the Error Tracker (Appendix 5 - FHB) while students practice.</p>	<p>Reflect, refer to Appendix 1(SWB) and respond. Listen and observe attentively. Practice keyboarding, as instructed.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Plays student-led Simon Says using words learnt to describe position. "Simon Says put your hand on your shoulder." Ensures that students do not give any inappropriate commands. Maintain noise level, as agreed. Makes a mental note of errors individual students are making.</p>	<p>Play Simon Says, as instructed. Maintain noise level.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to share: 1. What are/were you thankful for today/yesterday? 2. How polite were you today/yesterday?</p>	<p>Reflect and respond. Listen attentively.</p>
<p>Reflections: Is there a a pattern to errors that the students are making? What can you do about it? (Discuss with your peers during PLC.)</p>		

Lesson 62: Talking About Time

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 W.CW.4, W.RE.2
 L.LC.2, L.LLA.2, L.AI.5
 R.RC.3, R.RO.3, R.RO.2.d, R.RIA.
 2.d

Cognitive:

OS.4, OS.3.a, OS.6
 Ex.3, Ex.1

Non-cognitive:

SfA.4
 SR.2, SR.3

Others:

KB.1

Key vocabulary:

- quarter to/past, half to/past
- before, after
- since
- until
- weekday/weekend

Materials required:

Error alert: use 'in', 'on' and 'at' interchangeably, use of 'ago' and 'since'.

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand and respond.
Step 1 - Introduce (5 minutes)	Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about time. With the help of students and Part A, recaps telling time. Ensures that the students use the vocabulary like quarter to, half past etc. correctly. Uses peer correction, whenever required.	Listen attentively. Reflect, recall and respond. Peer correct politely.
Step 2 - Model/Demo (15 minutes)	Uses B.1 and B.2 to explain the words that are used when talking about time. Asks students to share their examples, all along. Asks students to pair up with a partner and complete Part C. Walks around to assist and guide, if required. Asks a few students to share their responses.	Listen attentively and refer to B.1 and B.2. Complete Part C with a partner. Share responses.
Step 3 - Guided Practice (10 minutes)	Asks students to think of their day and write down their daily timetable in 5 sentences. (Part D.1) Walks to assist and guide, if required. Ensures that the students use at least 5 of the words given in Part D.1.	Reflect and complete Part D.1.

Step 4 - Independent Practice (10 minutes)	Asks students to compare their timetable with that of their partner. Students write the similarities and differences in Part D.2. Asks a few students to share similarities and differences between the two timetables.	Share and compare with a partner. Complete Part D.2 Share similarities and differences.
Step 5 - Reading (30 minutes)	Asks students what challenges they are facing during the reading session. Asks students for solutions to some of the common challenges. Asks students to sit with their Reading Buddies and: <ul style="list-style-type: none"> • take turns to read. (20 minutes) • complete Part E.2 (5 minutes) • share their list of words in Part E.2 and their new word.(5 minutes) 	Reflect and respond. Listen to challenges faced by others. Read, discuss and write. Provide peer support.
Step 6 - Assessment (5 minutes)	Asks students questions about 'when' and 'where'. Facilitator - "When do you go to school?" Student - "I go to school at 7 a.m." Facilitator - "Where is the temple?" Student - "The temple is behind the market."	Listen and respond.
Step 7 - Closure (5 minutes)	Asks students to complete Part F. Walks around to assist and guide, if required. Asks a few students to share their responses.	Complete Part F. Respond and listen attentively.
Reflections: Did you mark errors that the students are making/made in Appendix 5 (FHB)?		

Lesson 63: Describing People

Language:

W.CW.4, W.CW.7.a, W.CW.9,
W.RE.2.a
L.AI.3, L.AI.5, L.LM.2
R.RC.3, R.RO.3, R.RIA.2.e
S.A.2, S.F.3, S.I.3, S.I.4, S.C.2

Cognitive:

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

Non-cognitive: Others:

ScA.1, ScA.3
SfA.4,
SR.2
SM.3
A.3

-

Key vocabulary:

- words to describe appearance
- words to describe personality traits
- glitter

Materials required:

-

Error alert: use 'tall' and 'long', 'short' and 'small' interchangeably, pronunciation of 'poem'.

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (10 minutes)	Recaps prepositions for place and time by writing some incorrect sentences on the board and asking students to come to the board and correct the sentences. Invites peer feedback to ascertain whether or not a response is correct. Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about description of people.	Observe, read and correct. Share peer feedback. Listen attentively and ask questions, if any.
Step 2 - Model/Demo (20 minutes)	Asks students to watch AV - 63 attentively. After all students have watched, the video twice, asks: • Did you hear any familiar/unfamiliar word(s)? Which one? • How confident are you about describing people and location of places? • If you were to describe yourself to someone you meet for the first time, what would you say? OR Moves to Step 3 if AV - 63 is not available at this time.	Watch AV - 63. Reflect and respond. Listen to responses of others.
Step 3 - Guided Practice (15 minutes)	With the help of examples makes students understand physical appearance and personality traits. With the help of students and Part A, explains words used to describe appearance of a person. For every description asks students to name a person he/she knows with that appearance. Ensures that the students speak in complete sentences. Asks students to write description of his/her friend's appearance and share with the class.	Listen attentively. Discuss describing words. Reflect and respond. Write description and share with the class.

<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Ask reading groups to describe physical appearance of the one character in the movie that they have been watching. With the help of students and Part B, explains words used to describe personality of a person. For every description asks students to name a person he/she knows with that personality trait. Ensures that the students speak in complete sentences. Asks students to write description of the movie character's personality and share with the class.</p>	<p>Reflect and respond. Listen attentively. Discuss describing words. Reflect and respond. Write description and share with the class.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Models a short poem about himself/herself based on the format given in Part C. Asks students to write a poem about themselves and their friend in class. Walks around to assist and guide, if required. Asks a few students to share their poems.</p>	<p>Observe and listen attentively. Reflect and write. Share or listen attentively.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to watch AV - 63 attentively. After all students have watched, the video twice, asks:</p> <ul style="list-style-type: none"> • Did you hear any familiar/unfamiliar word(s)? Which one? • How confident are you about describing people and location of places? • If you were to describe yourself to someone you meet for the first time, what would you say? <p>OR Moves to Step 7 if AV - 63 already done in Step 2.</p>	<p>Watch AV - 63. Reflect and respond. Listen to responses of others.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>Writes on the board - "All that glitters is not gold." Ask students to explain what it could mean. Collects all answers. Explains the meaning of 'glitter' if required and then asks students to explain what it could mean. Encourage students to make connections between personality and appearance and use real life examples. Ensures that students maintain a balanced discussion - how sometime looks are deceptive and at other times they are not and personality is clearly evident in the appearance of a person.</p>	<p>Read and reflect. Listen and share views. Make connections during discussion.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to refer to the poem they wrote about themselves in Part C and asks:</p> <ul style="list-style-type: none"> • Will these things about your appearance or personality change or name? • Which ones will change? • Why will these change? 	<p>Refer to Part C and respond. Listen to responses of others.</p>
<p>Reflections: How has your appearance and personality have changed after joining FEA? How have they changed?</p>		

Lesson 64: Describing Places

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 R.RO.3.a, R.RIA.2.d, R.RI.2
 W.CW.6, W.CW.7.b, W.RE.2.a
 L.C.2, L.LLA.2, L.AI.4

Cognitive:

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

Non-cognitive:

SM.4, SM.8
 SR.2, SR.3

Others:

-

Key vocabulary:

- setting
- words to describe appearance of objects
- words to describe places

Materials required:

-

Error alert: 'Smooth' Vs. 'Soft', 'Long' Vs. 'Tall'

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand and respond.
Step 1 - Introduce (5 minutes)	With the help of students recaps words to describe appearance and personality. Shares what students will learn in the lesson and asks why it is important to be able to communicate correctly about description of objects, places and events.	Reflect, recall and recap. Listen attentively. Ask questions, if any.
Step 2 - Model/Demo (10 minutes)	Uses Part A and examples from students to teach vocabulary to describe objects. Ensure participation of all students.	Discuss describing words referring to Part A.
Step 3 - Guided Practice (15 minutes)	Asks students how would they communicate the different sweetness of apple and gulab jamun. Explains use of words like very, really, so, completely that make the description stronger. Asks students to pair up and read Part B.1 to create sentences using these words appropriately. Asks students to complete Part B.2 describing an object that they have seen in the FEA movie. Walks around to assist and guide, if required. Asks a few students to share their description.	Listen attentively and respond. Pair up to read and complete Part B.1 and B.2. Share the description. Listen attentively to others.
Step 4 - Independent Practice (10 minutes)	With the help of examples use and misuse of 'good' and 'bad' and that the communicate little meaning to the listener. With the help of Part C.1 and examples, explains the use of words to describe places asking students to make sentences using these words appropriately. Asks students to complete Part C.2 describing the setting of the FEA movie. Walks around to assist and guide, if required. Asks a few students to share their description.	Listen attentively. Refer to Part C.1. Complete Part C.2 Share their description and listen to others share theirs.

<p>Step 5 - Reading (30 minutes)</p>	<p>Asks students to share parts of reading sessions that they are enjoying and parts that they learn from. (2 -3 minutes) Shares with students how reading 'stamina' is developed when we read regularly and consistently. Asks students to sit with their Reading Buddies and:</p> <ul style="list-style-type: none"> • take turns to read. (20 minutes) • complete Part D.1 and D.2. (5 minutes) • share their new words and sentences.(2-3 minutes) 	<p>Listen, reflect and share. Ask questions, if any. Read, discuss and write, as instructed.</p>
<p>Step 6 - Assessment (10 minutes)</p>	<p>Asks students to think of one object or place and describe it in 3 sentences using the words learnt during the day. 1 of the sentences must use very/really/so/ completely. Asks students to share their sentences. Encourages peer correction.</p>	<p>Think and frame sentences. Share their response. Provide peer feedback.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Asks students -</p> <ul style="list-style-type: none"> • What did you struggle with today? • What did you see me (the facilitator) struggle with today? 	<p>Reflect and respond. Listen to others respond.</p>
<p>Reflections: What part of your job motivates you? What part of your job needs greater motivation?</p>		

Lesson 65: Learning to Learn

Language:

R.RO.3.a, R.RIA.2.d, R.RI.2
 W.CW.6, W.CW.4, W.CW.7.b,
 W.RE.2.a
 S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LLA.2, L.AI.5

Cognitive:

Ev.1, Ev.2.a, Ev.2.c
 OS.6, OS.2, OS.3.a

Non-cognitive:

SfA.4, SfA.5
 ScA.3, ScA.1
 SM.1

Others:

KB.1

Key vocabulary:

- unlearn, relearn
- connect
- mnemonics
- strategies

Materials required:

Appendix 5 (FHB)
 Appendix 2 (SWB)

Error alert:

PROCEDURE:

Steps	Facilitator’s action(s)	Students’ action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Recaps, with the help of students, do’s and don’ts of healthy living. Steers the conversation towards learning something new. Shares what students will learn in the lesson and asks why it is important to know how to learn.	Reflect, recall and recap. Listen attentively and ask questions, if any.
Step 2 - Model/Demo (10 minutes)	Asks students to pair with a partner and discuss the quotation in Part A. (5 minutes) Asks students to share their understanding with the class. Accepts all explanations and repeats those that help take the lesson further.	Pair up and discuss Part A. Share responses. Listen attentively.
Step 3 - Guided Practice (15 minutes)	Asks students to read questions in Part A.1, A.2 and A.3 think and write their responses. (5 minutes) Asks students to compare their responses with that of their partner and look for similarities and differences. Asks students - What challenges they face when they try to: <ul style="list-style-type: none"> • learn something new? • unlearn something they know because it is incorrect or no longer useful? • relearn something differently? 	Read, think and respond to Part A.1 - A.3. Compare responses. Reflect and respond. Listen to responses of others.

Step 4 - Adjust Instruction (10 minutes)	As a whole class, with participation of students and lots of relevant examples, explains how we learn and asks students to complete Part B. Keeps it simple and relevant. Ensures that all students participate.	Discuss and complete Part B. Listen attentively.
Step 5 - Independent Practice (10 minutes)	As a whole class, with participation of students and lots of relevant examples, explains some of the tips to learn well and asks students to complete Part C. Keeps it simple and relevant. Asks students what they are struggling with and how they can use these to learn better.	Listen, reflect, discuss and complete Part C. Share their difficulties.
Step 6 - Extension (20 minutes)	Helps students make connections with how FEA program uses brain-friendly methods to teach - game - based learning, music-based learning, learning by doing, language rich environment etc. Shares the Keyboarding Rap with the students and helps them make connections with learning strategies done earlier. (Appendix 2 - SWB) Asks students to read it and a few students to rap it. Ask students to sing it and keyboard. (2-3 minutes) Asks students to practice the technique using the software. (10 minutes) Checks students' posture while they practise. Look for: 1. hands parallel on the keyboard. 2. index, middle and ring fingers on 'Home Keys'. 3. little finger reaching shift keys without bending wrist sideways. 4. back straight. 5. hands slightly lower than elbows (keeps blood flowing). Shares feedback with those who need posture correction.	Listen attentively and ask questions, if any. Read, understand and sing Keyboarding Rap. Sing and keyboard. Practise keyboarding using software. Incorporate feedback, if given.
Step 7 - Assessment (5 minutes)	Writes on the board - "Don't be a know-it-all, be a learn-it-all." Asks what they understand by it. Accepts all answers and repeats those that help in steering a shared understanding of this quotation.	Read and understand. Discuss and listen attentively.
Step 8 - Closure (5 minutes)	Asks students to review the lesson silently. Updates the Error Tracker. (Appendix 5 - FHB)	Review silently.
Reflections: Are you a "know-it-all" or a 'learn-it-all'?		

Lesson 66: Mock Test

Language:

S.I.3, S.I.4, S.C.2
 L.LM.2, L.AI.3, L.AI.4
 W.RE.2.a, W.CW.9, W.CW.4
 R.RC.3, R.RO.3, R.RIA.2.d

Cognitive:

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

Non-cognitive: Others:

ScA.1, ScA.4, ScA. –
 3
 SR.2, SR.3
 SM.1

Key vocabulary:

-

Materials required:

Appendix 5 (FHB)
 Appendix 2 (SWB)

Error alert: -

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (10 minutes)	<p>Asks students what they:</p> <ul style="list-style-type: none"> • enjoy about working together with others? • what challenges they face when working with others? • do when they have to work with peer they don't know well? • how can working with different peers help them improve their language? <p>Introduces the concept of Clock Buddies to students. Gives students 10 minutes to walk around and find their Clock Buddies ensuring that both the buddies are blocking off the same time to work together. For example, if Student A has made Student B as his 6 o'clock buddy then Student B must also mark Student A as his/her 6 o'clock buddy. Encourage students to have different buddies for different times on the clock. Intervenes and assists if a student is unable to find a partner for a particular time in the clock. Based on number of students enrolled in a class, decides which o'clock partners need to be found. For example, may ask students to look for 6 different o'clock partners - 2 o'clock partner, 4 o'clock partner, 6 o'clock partner, 8 o'clock partner, 10 o'clock partner, 12 o'clock partner. All students in the class must follow the same.</p> <p>Note - The idea is not to complete the whole clock and find 12 different partners to work with but identifying different peers to work with on different days.</p>	<p>Reflect and respond. Listen attentively to response of others. Understand instructions and make clock buddies.</p> <p>Reach out to different peers.</p>

Step 2 - Model/Demo (5 minutes)	Explains the lesson of the day and reiterating: <ul style="list-style-type: none"> • how assessment is important for facilitator to know what his/her students have learnt and what they have not. This helps facilitator teach better helping them fill those gaps. • importance of honesty so that the facilitator gets a true picture of what the student knows/doesn't know. • explains the process of Mock Test. 	Listen attentively to understand. Asks questions, if any.
Step 3 - Guided Practice (10 minutes)	Asks students to complete Part B as reading assessment. Guides those struggling to understand instructions by simplifying the instructions for them. While students are working on Part B, keeps a watchful gaze on them and looks at wall displays to organise and update them.	Complete Part B.
Step 4 - Adjust Instruction (10 minutes)	At the end of 10 minutes, asks students to complete Part C. Guides those struggling to understand instructions by simplifying the instructions for them. While students are working on Part C, keeps a watchful gaze on them. Asks students to review their work for punctuation, beginning and ending of sentence, spellings etc. and make changes.	Complete Part C. Review and edit work.
Step 5 - Independent Practice (5 minutes)	At the end of 5 minutes, asks students to move to the laptops to complete Part D. Guides those struggling to understand instructions by simplifying the instructions for them. While students are working on Part D, keeps a watchful gaze on them and looks at wall displays to organise and update them.	Move to the laptops. Complete Part D.
Step 6 - Extension (30 minutes)	Asks students to continue at the laptop and watch AV - 66 for 20 minutes. Ensures that student watch in full screen mode and at the right distance from the screen. While students are watching the movie corrects the test. Gives written feedback to students on their performance in reading, writing and listening test. (Not grades) After 20 minutes, asks- <ul style="list-style-type: none"> • Compare any two characters in the movie. • Did your prediction of last time come true? • What will happen next? 	Watch AV - 66. Reflect and respond. Listen attentively.
Step 7 - Assessment (10 minutes)	Shares feedback, growth mindset mode, as in Lesson 21 and 22 (Facilitator Notes) with students, based on notes in the Error Tracker and Mock Test performance (for those corrected by the facilitator in Step 6).	Listen and reflect. Think of ways to get better.

Step 8 -
Closure
(5 minutes)

Asks students to share their experience of the Mock Test.

Reflect and share.
Listen to others.

Reflections: Are you satisfied with the performance of your students? Were there any surprises?

Lesson 67: Going Shopping

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2, L.AI.5, L.LM.2
 R.RC.3, R.RO.2, R.RIA.2.d
 W.RE.2.a

Cognitive:

OS.3.a, OS.4, OS.6,
 OS.2
 Ex.4
 Ev.1
 A.1

Non-cognitive: Others:

SR.1, SR.3, SR.4 KB.1
 ScA.1
 SFA.4

Key vocabulary:

- vendor
- consumer, customer
- shopper
- expensive, inexpensive, reasonable
- cashier
- types of shops

Materials required:

-

Error alert: -

PROCEDURE:

Steps	Facilitator’s action(s)	Students’ action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (10 minutes)	<p>Announces the o’clock partners of the day. This will be used for all pair work during the entire lesson. For example, if it is 6 o’clock partners in Lesson 67, then each student will complete all activities of Lesson 67 that require pair work will be done with his/her 6 o’clock partner.</p> <p>With the help of students, recaps ‘daily’, ‘weekly’, ‘monthly’ and ‘annually’.</p> <p>Asks students to complete Part A.</p> <p>After all students have completed their shopping lists, asks them compare it with their o’clock partner of the day.</p> <p>Asks a few pairs to share the similarities and differences in their lists using ‘and’ and ‘but’.</p> <p>Asks why are some items common and some different.</p> <p>Accepts all answers and steers the students’ response towards size of the family, age/preference/needs of the family members, income levels of the family etc.</p>	<p>Listen and understand.</p> <p>Ask questions, if any.</p> <p>Reflect, recall and recap.</p> <p>Complete Part A and share their list with their partners.</p> <p>Share similarities and differences.</p> <p>Reflect, respond and listen attentively.</p>

<p>Step 2 - Model/Demo (20 minutes)</p>	<p>With the help of students and examples, explains the terms - 'consumer', 'producer' and 'vendor'. Asks students what happens if the vendor or producer sells them goods of poor quality. Accepts all answers and asks students to watch AV - 67 twice to learn more about their rights as consumers/ shoppers. After all students have watched the video twice, asks -</p> <ul style="list-style-type: none"> • What was the video about? • What are rights of a consumer in India? • What action can you take if you have been cheated by a seller? <p>OR Moves to Step 3, if AV - 67 is not available at this time.</p>	<p>Listen, discuss and understand. Reflect and respond. Watch AV - 67 twice. Reflect, respond and listen attentively.</p>
<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Asks students to go over Part B and C with the o'clock partner of the day. In Part C, they must look their list prepared in Part A and decide in which shop will they go to buy that item. For example, if the shopping list has fruits and vegetables, they must tell each other where they will go to buy those (green grocery store or fruit/vegetable vendor). Asks a few students to share where they would buy items on their shopping list from.</p>	<p>Read and discuss Part B and C with their partners. Share responses and listen to responses of others.</p>
<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>With the help of examples and by using them in sentences, reviews the vocabulary given in Part D.1 with the whole class. (5 minutes) Asks the students to work with their partner and complete Part D.2. (5 minutes) Models the conversation between the two partners - Partner 1 (referring to his shopping list in Part D.2) - "I'd like to buy... (mentioning description and quantity). Where can I buy it/them?" Partner 2 - "You can buy _____ from _____ (name of the shop) and _____ from _____ (name of the shop)." Partner 1 - "How do I get to _____ (name of the shop)?" Partner 2 - Gives directions to the shop. Thereafter, partners switch roles with Partner 1 giving directions at the end. Walks around to ensure that the students are participative, at task and maintaining prescribed noise level. Corrects and guides, as required. Asks a few students to share their responses with the class. Uses peer correction, if required.</p>	<p>Understand and use vocabulary from Part D.1. Complete Part D.2 with a partner. Observe and listen attentively. Take turns to role play with partner. Maintain noise level. Peer correct politely, if required.</p>

<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Switch Hands - Asks students to cross their left and right hands over each other and try to type words that the facilitator calls out (from current lesson). Next, asks students to uncross their hands and type the same word. Asks students to share which one was better and why. With the help of examples from sports and music, explains to students the concept of 'muscle memory' and how keyboarding technique requires 'muscle memory'. Explains how practice is the key to developing muscle memory. Asks students to practice keyboarding technique using the software. While students are practicing keyboarding, shares feedback with 2 - 3 students using growth mindset statements, as given in Lesson 21 and 22 (Facilitator Notes). Uses Error Tracker and Mock Test performance as reference. Simultaneously, reviews the SWB of these students for completion and quality of work.</p>	<p>Sit at the laptops and practice by switching hands. Reflect and respond. Ask questions, if any. Practice keyboarding technique using software. Get feedback on Mock Test.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>With the help of students and examples, explains the terms - 'consumer', 'producer' and 'vendor'. Asks students what happens if the vendor or producer sells them goods of poor quality. Accepts all answers and asks students to watch AV - 67 twice to learn more about their rights as consumers/ shoppers. After all students have watched the video twice, asks - <ul style="list-style-type: none"> • What was the video about? • What are rights of a consumer in India? • What action can you take if you have been cheated by a seller? OR Moves to Step 7, if AV - 67 already done in Step 2.</p>	<p>Listen, discuss and understand. Reflect and respond. Watch AV - 67 twice. Reflect, respond and listen attentively.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Writes a few words related to shopping and asks students to make sentences using those words. Encourages self-correction in case a students makes a mistake. Uses peer correction, if required.</p>	<p>Read words and make sentences. Self or peer correct, as appropriate.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students how/where they can use what they have learnt in the lesson. Encourages students to think both as shoppers and as salesperson. This may be useful to students both when they go shopping or if they end up working in the stores. Ends the lesson by sharing why he/she enjoys teaching this class.</p>	<p>Reflect and respond. Listen attentively.</p>

Reflections: How are you improving your keyboarding skills? Are you familiar with the protocols of writing official email within FEA?

Lesson 68: A Smart Shopper

Language:

R.RO.3, R.RIA.2.d
 W.CW.9, W.RE.2.a
 S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2, L.AI.5, L.LM.2

Cognitive:

OS.4, OS.5, OS.3.a
 Ex.4, Ex.3
 Ev.2.a, Ev.2.c

Non-cognitive: Others:

SR.2, SR.3
 ScA.4, ScA.3, ScA.1
 SM.1, SM.3, SM.4
 SFA.2

Key vocabulary:

- discount, sale
- bill/receipt
- needs, wants
- reuse, recycle, borrow

Materials required:

-

Error alert:

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (10 minutes)	Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson. Asks a few students to recap the learnings of the previous day. With the help of students, recaps 'intelligence' and 'smart'. (Lesson 34) Shares the learnings of the day's lessons and how it will help them, both as shoppers and as sales professionals. Ask students to read and discuss the bill in Part A with their o'clock partner of the day. Asks a few factual questions to check understanding of the students.	Listen and understand. Ask questions, if any. Reflect, recall and recap. Read and discuss the bill in Part A with the partner. Reflect, respond and listen attentively.
Step 2 - Model/Demo (15 minutes)	Recaps needs and wants, with the help of students. (Lesson 57) Asks students to read the infographic in Part B.1 and share with their partner what they understand. Asks a few students to share what their partner understood. Explains the infographic, with the help of students and examples. Asks students to look at their shopping list (Part D.2 in Lesson 67) and complete Part B.2. Explains how the first table is reflection of how they currently fulfil their needs/wants from the shopping list; the second table is about changes that they can make to become smart shoppers. Ask a few students to share their responses/changes.	Reflect, recall and recap. Read and discuss Part B.1 with their partner. Refer to Lesson 67 and complete Part B.2. Listen and understand. Ask questions, if any. Share or listen to responses.

<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Explains Part C and asks students to review and complete it with their o'clock partner of the day. Asks a few students to share their responses to Part C.2 Accepts all answers and repeats the correct ones/ones that help steer the lesson well.</p>	<p>Read, review and complete Part C. Share or listen to responses.</p>
<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>Asks students to apply their learnings of Lesson 67 and 68 to prepare the role play. Asks students to refer to the conversation in Appendix 3 (SWB) as a reference for role play. Encourages students to be creative while preparing the script with their partners. (5 minutes). Each pair presents their shopping role play in 1 - 2 minutes. While one pair presents, the pairs share feedback non-verbally on use of appropriate vocabulary, intonation and word stress.</p>	<p>Prepare role play referring to Lessons 67, 68 and Appendix 3. Present role play. Share non-verbal feedback on presentation.</p>
<p>Step 5 - Independent Practice (30 minutes)</p>	<p>Asks students to move to the laptops and watch AV - 68 for 20 minutes. While students are watching the movie gives written and verbal feedback to 5 - 7 students using growth mindset statements, as given in Lesson 21 and 22 (Facilitator Notes). Uses Error Tracker and Mock Test performance as reference. Simultaneously, reviews the SWB of these students for completion and quality of work. After all students have watched AV- 68, asks-</p> <ul style="list-style-type: none"> • The cat and dog are so different from each other, yet they are friends. Have you ever made friends/worked with anyone who is very different from you? • What are some new words you heard and what could they mean? • What is your superpower and how would you feel if you lost it? 	<p>Move to laptops and watch AV - 68. Reflect and respond. Listen attentively.</p>
<p>Step 6 - Assessment (5 minutes)</p>	<p>Asks students to discuss needs that are fulfilled without having to shop. For example, the need to breathe. Helps students realise how nature had provided for most of our needs. Asks students to share what they are grateful to nature for.</p>	<p>Reflect and respond. Listen attentively.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Asks students to share one tip that they will use to become smart shopper.</p>	<p>Reflect and respond. Listen attentively.</p>
<p>Reflections: What do you do to ensure that all students have completed their workbook exercises? How do you create time/support for those who are absent for a lesson or two? (Discuss this during the PLC.)</p>		

Lesson 69: Talking About Present – 1

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2, L.AI.5, L.LM.2
 R.RC.3, R.RO.3, R.RIA.2.c
 W.CW.7, W.RE.2.b

Cognitive:

OS.6, OS.2, OS.4
 Ev.1, Ev.2.a

Non-cognitive: Others:

SR.2 -
 ScA.3, ScA.4, ScA.
 1

Key vocabulary:

- present
- future
- past
- different action words

Materials required:

-

Error alert: confusion between simple present and simple continuous.

PROCEDURE:

Steps	Facilitator’s action(s)	Students’ action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (10 minutes)	Announces the o’clock partners of the day. This will be used for all pair work during the entire lesson. Recapping the learnings of the previous lesson, asks students where are they on the Willingness ladder (Appendix 1 - SWB) when it comes to their shopping resolutions. Explains how ‘shop’ is a homophone - used both as a noun and a verb. Recaps other homophones (Lesson 35) ending with recap of homophone ‘present’. Shares how students will learn to speak about their present in the day’s lesson. Asks students to share why it is important to communicate correctly about the present.	Listen and understand. Ask questions, if any. Reflect, recall and recap. Listen attentively.
Step 2 - Model/Demo (10 minutes)	Explains the subject verb agreement using Part A.1. Asks a few questions to check students’ understanding. Asks students to complete Part A.2 with their o’clock partner of the day. Asks a few pairs to share their responses and asks other pairs on whether or not a response is correct.	Listen and read Part A.1. Complete Part A.2 with their partners. Share and listen.

Step 3 - Guided Practice (10 minutes)	Asks students to look at Part B and tell their partner what it shows about past, present and future. Asks a few pairs to share their partners' understanding with the class. With the help of examples explains Part C.1 Encourages students to share their examples.	Read and discuss Part B. Share their understanding of Part B. Share and listen to examples.
Step 4 - Adjust Instruction (15 minutes)	With the help of students explains the task in Part C.2. Asks students to complete Part C.2. Walks around to assist, guide and monitor, as required. Asks a few pairs to share their responses.	Understand, share and listen to Part C.2. Share and listen.
Step 5 - Extension (30 minutes)	Asks students to: <ul style="list-style-type: none"> • take turns to read with their reading buddies. (15 minutes) • take turns to share their responses to Part E. (5 minutes) • complete Part D and peer check. (10 minutes) While students are reading gives written and verbal feedback to 5 - 7 students using growth mindset statements, as given in Lesson 21 and 22 (Facilitator Notes). Uses Error Tracker and Mock Test performance as reference. Simultaneously, reviews the SWB of these students for completion and quality of work. Updates Error Tracker while students are reading.	Form reading groups. Read, discuss and write, as instructed.
Step 6 - Assessment (5 minutes)	Asks students to share - <ul style="list-style-type: none"> • What new words have you learnt from the book that you are reading? • Which of these new words have you started using/ used? Where? Ensures that all students share their words.	Reflect and respond. Share their new words. Listen attentively to others.
Step 7 - Closure (5 minutes)	Asks students to share - <ul style="list-style-type: none"> • What part of the lesson did you like? Why? • What part of the lesson did you not like? Why? 	Reflect and respond. Listen attentively to others.
<p>Reflections: Has there been any improvement in your reading habits/skills after joining FEA? Have you been reading while students read during the reading sessions? Share with your peers during PLC.</p>		

Lesson 70: Talking About Present – 2

Language:

R.RC.3, R.RO.3, R.RI.2
 W.CW.4, W.CW.8, W.RE.2.a
 S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2, L.AI.5, L.LM.2

Cognitive:

OS.3.a, OS.4, OS.5,
 OS.6
 Ex.3
 Ev.2.a

Non-cognitive: Others:

SR.2, SR.3
 ScA.3, ScA.4
 SfA.4, SfA.5
 KB.1

Key vocabulary:

- present
- future
- past
- different action words

Materials required:

-

Error alert: confusion between simple present and simple continuous.

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson. With the help of students, recaps actions words. (Lesson 33) Shares what the students will learn in the day's lesson. Asks students where/when they can use this knowledge. Accept all answers and repeats the ones relevant to the lesson. Tells students that they will learn to talk about past events in Book 3.	Listen and understand. Ask questions, if any. Reflect and respond.
Step 2 - Guided Practice (15 minutes)	Asks students to review Part A with their partners. Asks a few students to share their understanding and give examples (different from those in Part A). With the help of Part B explains how different words change when used in present continuous tense. Involves students during the explanations and encourages them to share their own examples for each rule.	Read and review Part A with their partners. Listen, refer to Part B and understand. Share examples.
Step 3 - Adjust Instruction (10 minutes)	Asks students to imagine that they have achieved their career goals. Asks them to visualise themselves doing the work and write 5 -7 sentences about what they see themselves doing using present continuous tense. Gives students 5 minutes to complete the task. Walks around to guide, assist and monitor, as required. Asks students to check their partner's sentences.	Visualise and describe, as instructed. Peer check.

<p>Step 4 - Independent Practice (20 minutes)</p>	<p>Running Commentary - Models the activity to students. Part 1 enacts, as per the chosen topic. Partner 2 gives a running commentary of what Partner 1 is doing, using present continuous tense. Gives pairs 5 minutes to practice and 1 - 2 minutes to practice. Shares the topics with the class:</p> <ul style="list-style-type: none"> • A cricket/football match. • Recipe show on TV. • A scene from the movie they have been watching. • A scene from the book they are reading. <p>Ensures that each commentary has about 7 - 10 sentences. When Pair 1 presents, Pair 2 must note down the errors made by Pair 1 and share with the class. When Pair 2 presents, Pair 3 notes and shares feedback etc.</p>	<p>Listen and observe attentively.</p> <p>Prepare and practice the running commentary.</p> <p>Present the commentary. Note and share peer feedback.</p>
<p>Step 5 - Extension (20 minutes)</p>	<p>Shares how audios-videos are powerful resources to learn new knowledge. Tells students that they will learn a part of the day's lesson from the video. Asks students to watch AV - 70 and make notes. After all students have watched AV - 70, asks -</p> <ul style="list-style-type: none"> • How is learning from a video different from learning from your facilitator? • What errors do you make when speaking about present? 	<p>Watch AV - 70 and make notes. Reflect and respond. Listen to responses of others.</p>
<p>Step 7 - Assessment (15 minutes)</p>	<p>Asks students to sit next to their partners sharing a common laptop. The partner on the right uses the right half of the keyboard and the one on the left uses the left half. Calls out a word/phrase that the partners must type in using the keyboard together. Asks students to share their experience of using one hand and half the keyboard vis-a-vis both hands and full keyboard. Reiterates the importance of using the full keyboard with both the hands. Asks students to practice the technique using the software. While students practice typing, makes phone calls to students who have been irregular or absent without information and updates the Call Log.</p>	<p>Move to the laptops - 2 students per laptop. Keyboard, as instructed. Listen and observe attentively. Practise keyboarding using the software.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to share how their writing skills are improving. Shares that they will learn to write paragraphs soon and in Book 3 write letters and emails.</p>	<p>Reflect and respond. Listen attentively.</p>

Reflections: Do you read the articles while you prepare for the lesson and before you teach it to the students? Have these articles helped you? If yes, how?
(Share with your peers during PLC.)
Lesson 72 would involve participation of select FEA graduate(s) or peer facilitator or HO staff. Have you organised that?

Lesson 71: Active Listening – 1

Language:

R.RC.3, R.RO.3, R.RI.2, R.RIA.2.d
W.CW.8
S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
L.C.2, L.LA.2, L.AI.5, L.LM.2

Cognitive:

OS.2, OS.6, OS.4
Ev.2.a, Ev.2.c
Ex.3
A.3

Non-cognitive: Others:

ScA.3, ScA.4, ScA. -
1
SR.2, SR.3, SR.1
SfA.4

Key vocabulary:

- listening/hearing
- sketch notes/picture notes

Materials required:

Appendix 6 (FHB)

Error alert: expression/intonation while displaying listening behaviour.

PROCEDURE:

Steps	Facilitator’s action(s)	Students’ action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Announces the o’clock partners of the day. This will be used for all pair work during the entire lesson. Asks students to discuss the difference between listening and hearing with their o’clock partners of the day. After 2-3 minutes asks the pairs to share their responses. Accepts all answers and repeats the ones that is relevant to the lesson. With the help of students, explains how listening carefully and attentively is a powerful way to learn anything, especially language. Shares what the students will learn in the day’s lesson.	Listen and understand. Ask questions, if any. Reflect and respond. Share their responses. Listen to responses of others.
Step 2 - Guided Practice (10 minutes)	Explains how listening, like speaking, reading and writing is a learnt skills that we have not been formally taught. Asks students to read and complete Part B with their partners. Encourages them to read to each other and while one partner reads, the other listens. Allows students to read and reread, if required. Walks around to assist, guide and monitor, as required. Asks a few students to share their responses to Part B.	Takes turn to read and listen. Complete Part B with a partner. Re-read, if helpful. Share their responses and listen to others.
Step 3 - Adjust Instruction (5 minutes)	Asks students how good they are at listening. Asks students who is best person to assess out listening skills. Asks students to complete Part C.1 for each other first in the Partner column. Asks students to assess their own listening skills.	Reflect and respond. Complete Part C.1, as instructed.

<p>Step 4 - Independent Practice (15 minutes)</p>	<p>Asks students if there is any difference between how they have rated themselves and how they have been rated by their partners. Asks students to discuss Part C.2 and give feedback to each other to improve their listening skills. (5 minutes) Walks around to assist, guide and monitor, as required. Asks a few students to share the ideas that they have been given to become better listeners and which ones will they start working on. Administers Active Listening Quiz (Appendix 6 (FHB) to pairs. Each pair gets one question and 30 seconds to discuss and 30 seconds to respond. Uses peer correction, whenever required.</p>	<p>Reflect, compare and respond. Discuss Part C.2 and share feedback with partner and class. Take the Active Listening Quiz. Peer correct, politely.</p>
<p>Step 5 - Extension (15 minutes)</p>	<p>Plays the Therapist Game with students. Students are asked to speak about an event in their life (Appendix 6 - FHB). Partner 1 speaks and Partner 2 listens. Partner 2 then shares that with the class and Partner 1 tells whether or not that was what he/she shared. Another topic is given and now Partner 2 speaks and Partner 1 listens and shares with the class. Ensures that in different rounds, different students get to share what they were told so that most/all students get to speak. Plays as many rounds as time permits.</p>	<p>Play the Therapist Game, as instructed. Takes turn to listen and share.</p>
<p>Step 6- Assessment (30 minutes)</p>	<p>Explains what sketch notes or picture notes are. Helps students identify sketch notes as a form of brain-friendly learning strategy. Explains how it will be used during the reading session. When one student is reading, others will draw what they hear being read. Then they will compare to see how their sketch notes are different/same, using present tense. <ul style="list-style-type: none"> • take turns to read. (25 minutes, including taking notes in the form of a sketch once.) • compare the sketch notes, using present tense. (5 minutes) While students read, updates and organises the wall displays so that it reflects students current learning/work. Stays alert to groups/students who may need assistance or guidance to stay motivated with reading.</p>	<p>Listen and observe attentively. Ask questions, if any. Take turns to read and draw sketch notes. Compare sketch notes, using present tense.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Asks students to share -</p> <ul style="list-style-type: none"> • What part of the lesson did you find easy? • What part of the lesson did you find difficult? Why? • What are you going to do about the difficult parts? 	<p>Reflect and respond. Listen attentively to response of others.</p>

Reflections: Display of students' work/learning on the walls is a powerful way to make feel a sense of belonging in the class. Do you display work of all students or select students?
It is also a valuable tool to make students' learning visible to them and others. Do you mark/correct errors in students work before your put it up? Do you give feedback on students' work before displaying it?

Lesson 72: Learning Contract – 2

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2, L.AI.5, L.LM.2
 W.CW.4, W.RE.2.b, W.CW.7.a
 R.RC.3, R.RO.3, R.RIA.2.c

Cognitive:

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

Non-cognitive: Others:

SM.1
 SR.2, SR.3
 SFA.5
 ScA.1

-

Key vocabulary:

- goals
- specific
- measurable
- relevant
- achievable
- timely

Materials required:

-

Error alert:

PROCEDURE: This lesson is best taught in the presence of select FEA graduates. In case of a new branch, peer facilitator or HO staff member’s help may be taken.

Steps	Facilitator’s action(s)	Students’ action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Announces the o’clock partners of the day. This will be used for all pair work during the entire lesson. Announces the initiation of Catch `em Listening. During the course of the lesson, he/she will catch a student/ students who have been displaying active listening. Along with the name, he/she will also share the listening behaviour demonstrated by the student(s). Recaps, with the help of students facial expressions, words and actions that demonstrate active listening. Shares what the students will learn in the day’s lesson.	Listen and understand. Ask questions, if any. Reflect, recall and recap.
Step 2 - Demo/ Modelling (10 minutes)	Asks students if they have heard of Michael Phelps. Accepts all answers and then asks students to work with their o’clock partners of the day to learn more about Michael Phelps in Part A. Walks around to support, assist and monitor, as required. After all students have completes Part A, asks different pairs to share their responses with the class. Seeks peer feedback/correction on whether or not a response is correct. Asks students on how do successful people/sport persons set their goals. Encourages wider participation and accepts all answers. Looks for students demonstrating active listening and calls out saying - “I caught _____ listening actively. He/ she was _____.”	Reflect and respond. Read and complete Part A with their partners. Share their responses. Listen attentively to response of others. Share peer feedback politely.

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>Asks students to learn more about the big goals and small goals by watching AV - 72 twice. While students are watching the AV - 72 speaks to the FEA graduate(s)/peer facilitator/HO staff to discuss the role that they will play during the lesson. After all students have watched AV - 72 twice, asks -</p> <ul style="list-style-type: none"> • How does the speaker track his goals? • What does the speaker say about regular practice, without missing even a single day? • Would the speaker have achieved success with an easy-going coach? Why? 	<p>Watch AV - 72 twice. Reflect and respond. Listen to responses of others.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>With the help of examples and students, explains the meaning of the words in Part B. Asks students to go over Part B and C with a partner. With the help of FEA graduate(s)/peer facilitator/HO staff, ensures that all students understand these terms. Asks a few pairs to share their responses. Seeks peer feedback/correction on whether or not a response is correct.</p>	<p>Listen, discuss, understand and complete Part B and C. Share responses. Give peer feedback.</p>
<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Working independently, asks students to think of their big goal (not wish) and write it down in Part D. Asks students to review and revisit the big goal to make it SMART. With the help of FEA graduate(s)/peer facilitator/HO staff, ensures that all students are rethinking/rewording their goals to make them SMART. Asks students to get feedback on their goals, from a peer of their choice (need not be the o'clock partner) after they have revised it to the best possible version. Explains how writing goals helps us think them through and works as reminder to stay committed to them. Explains how sharing our goals with others helps us stay motivated towards their achievement. After students have received peer feedback, gives them 2 minute to review/revise their goals. Asks them to write their goals in the form of a paragraph in Part D. Asks them to read and re-read the paragraph for editing, if required, and for making it into a resolution. Asks students to review the Climb to Graduation and make connections between the FEA program basecamps and their big goal. Asks a few students to share these connections. With the help of FEA graduate(s)/peer facilitator/HO staff, guides students to make connection between their big goals and what they will learn in Books 3, 4 and 5. Looks for students demonstrating active listening.</p>	<p>Think and complete Part D. Work independently or with facilitator or with FEA graduate(s)/peer facilitator/HO staff to make goals SMART. Get/give peer feedback. Revise goals. Complete Part D. Review and edit Part D. Make and share connections between their goals and FEA program basecamps; their goals and Books 3, 4 and 5. Listen attentively to others.</p>

<p>Step 6 - Assessment (5 minutes)</p>	<p>With the help of real-life examples and FEA graduate(s)/ peer facilitator/HO staff, explains the the quote, "The journey of a thousand miles begins with one step." (Lao Tzu - pronounced Lao-z) Encourages students to make connections with Poorva's video and message.</p>	<p>Listen attentively and discuss. Share their understanding.</p>
<p>Step 7 - Closure (10 minutes)</p>	<p>Asks students to share -</p> <ul style="list-style-type: none"> • their big goal. • small steps they will take to achieve that big goal. <p>Looks for students demonstrating active listening.</p>	<p>Reflect and respond.</p>
<p>Reflections: What are your big goals in life? Did you share those with students? Why?</p>		

Lesson 73: Main Idea

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2, L.AI.5, L.LM.2
 W.CW.7.b, W.CW.7.c, W.CW.8,
 W.RE.2.b
 R.RO.3, R.RIA.2.c

Cognitive:

OS.5, OS.3.a, OS.2
 Ev.2.a, Ev.2.c
 Ex.1, Ex.4, Ex.3

Non-cognitive: Others:

SR.2, SR.3
 ScA.3
 SM.8, SM.1

-

Key vocabulary:

- main idea
- supporting details

Materials required:

Appendix 4 (SWB)
 Appendix 5 (SWB)

Error alert: -

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson. Asks students where they are on the Willingness ladder for active listening. (Appendix 1 - SWB) Shares what the students will learn in the day's lesson. Asks why students needs to learn this and how this will be useful in personal and work life. From among those who have better understanding of active listening, appoints Listening Cop for the day who will Catch `em Listening. Explains that the Listening Cop will wait for his cue before he announces, "I caught _____ listening actively. He/she was _____." so that it is not disruptive.	Listen and understand. Ask questions, if any. Reflect, recall and respond. Understand the job of a Listening Cop.
Step 2 - Demo/ Modelling (10 minutes)	With the help of Part A introduces the concept of main idea. Working with their o'clock partners, asks students to complete the exercise in Part A, as he/she progresses with the explanation. Asks a few students to share their responses to ensure that the students are understanding well.	Listen and refer to Part A to understand. Complete Part A with their partners. Share responses and listen to responses of others.

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>With the whole class, discusses and completes Part B (Passage 1 and 2). Gives students 5 minutes to complete the exercise. Asks students to work with their partners and complete Part B (Passage 3 and 4) Walks around to assist, guide and monitor, as required. Gives student 8 - 10 minutes to complete this. Gives cue to the Listening Cop to Catch `em Listening. Asks a few pairs to share their responses. Seeks peer feedback/correction on whether or not a response is correct.</p>	<p>Read, discuss and complete Part B with there partners. Listening Cop to Catch `em Listening. Share responses and peer feedback.</p>
<p>Step 5 - Independent Practice (10 minutes)</p>	<p>Plays What Doesn't Belong? - Asks students to read the passages in Appendix 4 (SWB). Explains the activity to the class. Gives them 7 -8 minutes to read the passages and find the mismatch sentence in each. Asks a few students to share their responses. Seeks peer feedback/correction on whether or not a response is correct and the reason for it.</p>	<p>Play 'What Doesn't Belong?', as instructed. Share responses and peer feedback.</p>
<p>Step 6 - Extension (30 minutes)</p>	<p>Book Reading Session - Asks students to -</p> <ul style="list-style-type: none"> • take turns to read the book. (25 minutes) • write the main idea (and 2 -3 supporting details) of what they have read so far in Part C. (3 minutes) • discuss the main with Reading Buddies. (2 - 3 minutes) • new word learnt.(1- 2 minutes) <p>Updates the Error Tracker (Appendix 5 - FHB) while students read. (5 minutes) Reads along with students. (20 minutes) Assists, guides and monitors, as required.(5- 10 minutes)</p>	<p>Form reading groups. Read, discuss and write, as instructed. Provide peer support.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>Introduces Commitment Cards (Appendix 5 - SWB) linking it to importance of tracking our goals for progress/completion. Asks students to reflect on Lessons of Book 2 where they resolved to make a change. (Health, Safety, Learning to Learn, etc.) and think which of those changes they -</p> <ul style="list-style-type: none"> • have made and how they feel after having made the change. • are yet to make and how they feel about not having made the change. <p>Encourages students to think, if they need to modify what they resolved to do or work more consciously towards achieving it. Asks students to fill their Commitment Cards and a few students to share their responses.</p>	<p>Listen and understand. Ask questions, if any. Reflect, refer and respond.</p> <p>Fill Commitment Cards. Share their entries in Commitment Cards. Listen attentively to others as they share.</p>

<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students to discuss with their Reading Buddies-</p> <ul style="list-style-type: none">• what the quote "Reading is dreaming with eyes open." means?• their reading experiences that explain/contradict the quote. <p>Gives cue to the Listening Cop to Catch 'em Listening.</p>	<p>Listen, understand and discuss. Listening Cop to Catch 'em Listening.</p>
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Lesson 74: Paragraph Writing

Language:

R.RC.3, R.RO.3, R.RIA.2.c
 W.CW.4, W.CW.6, W.CW.9, W.RE.
 2.a, W.RE.2.b
 S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2, L.AI.5, L.LM.2

Cognitive:

Ex.2, Ex.3, Ex.4
 OS.2, OS.3.b, OS.5
 Ev.2.a, Ev.2.c

Non-cognitive: Others:

SfA.4, SfA.5
 SM.3, SM.4
 SR.2, SR.3
 ScA.1, ScA.3

-

Key vocabulary:

- paragraph
- title
- opening/closing sentence
- proofreading

Materials required:

-

Error alert:

PROCEDURE:

Steps	Facilitator’s action(s)	Students’ action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Announces the o’clock partners of the day. This will be used for all pair work during the entire lesson. With the help of students, recaps beginning/ending of sentence/capitalisation and proofreading symbols from Book 1. Shares the what the students will learn in this lesson and its importance.	Listen and understand. Ask questions, if any. Reflect, recall and recap.
Step 2 - Demo/ Modelling (20 minutes)	From among those who have better understanding of active listening, appoints Listening Cop for the day who will Catch `em Listening. Explains that the Listening Cop will wait for his cue before he announces, “I caught _____ listening actively. He/she was _____.” so that it is not disruptive. Briefly recaps active listening and explains that the students will listen to AV - 74 twice. Encourages them to make notes, if helpful After all students have heard AV - 74 twice, asks: <ul style="list-style-type: none"> • What advise did the speaker give at the end? • Do you know which diamond is hidden inside you? How can you polish it? • What's the main idea of the speech? OR Moves to Step 3, if AV - 74 is not available at this point. During the discussion, discreetly gives cue to the Listening Cop to Catch `em Listening.	Understand the job of a Listening Cop. Reflect and recap active listening. Watch AV - 74 twice. Reflect and respond. Listening Cop to Catch `em Listening.

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>Asks students to write a paragraph of about 5 - 7 sentences on AV - 74. (5 minutes) Asks a few students to share their paragraphs. Organizes information shared by different students to write a paragraph on the board. Explains why information in the paragraph must be organised meaningfully in a paragraph so that the reader can understand clearly. Uses the analogy of hamburger to explain the structure of a paragraph. With the help of students, writes a paragraph on each of the following topics:</p> <ul style="list-style-type: none"> • Importance of Keyboarding • Goals Are Guides <p>Encourages wider participation and helps students apply-</p> <ul style="list-style-type: none"> • their learnings about main idea, supporting details and title. • punctuation • capitalisation etc. <p>Makes some deliberate mistakes to assess how well, if at all, students catch those. Asks students, other than the hamburger what other analogies they can make to remember the structure of paragraph. (Links back to Lesson 65)</p>	<p>Reflect, plan and write the paragraph. Share paragraphs. Listen and observe. Ask questions, if any.</p> <p>Share ideas about the paragraph on the given topics using their previous learnings. Observe and edit what's on the board.</p> <p>Reflect and come up with other analogies for structure of paragraph.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks students to discuss the topic and flow of paragraph with their partners to complete Part B. After discussion, asks students to independently write their paragraphs, self-assess and then get it peer assessed. During peer assessment, the peer must read the paragraph and mark the errors using the proofreading symbols. Walks around to assist, guide and monitor, as required. Asks a few students to share feedback they received from their peers about their paragraphs. During the discussion, discreetly gives cue to the Listening Cop to Catch `em Listening.</p>	<p>Read, plan, discuss and complete Part B. Give/get peer feedback using proofreading symbols.</p> <p>Share responses. Listening Cop to Catch `em Listening.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to listen to AV - 74 twice. Encourages them to make notes, if helpful After all students have heard AV - 74 twice, asks:</p> <ul style="list-style-type: none"> • What advise did the speaker give at the end? • Do you know which diamond is hidden inside you? How can you polish it? • What's the main idea of the speech? <p>OR</p> <p>Moves to Step 3, if AV - 74 is not available at this point. During the discussion, discreetly gives cue to the Listening Cop to Catch `em Listening.</p>	<p>Watch AV - 74 twice and make notes. Reflect and respond.</p> <p>Listen to responses of others. Listening Cop to Catch `em Listening.</p>

<p>Step 7 - Assessment (15 minutes)</p>	<p>Invites pairs to come to the board to write topical paragraphs. Gives the first volunteering pair the topic and 1 minute to discuss and 2 - 3 minutes to write and proofread. Invites feedback and improvisation from the other pairs. Continues with as many volunteering pairs as time permits.</p>	<p>Plan and write topical paragraphs on the board. Read and give feedback.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • Reading, writing, listening, speaking - which strand are you best at? • Reading, writing, listening, speaking - which strand are you getting better at? • Reading, writing, listening, speaking - which strand are struggling with? • How does it feel now that you are beginning to write paragraphs? 	<p>Reflect and respond. Listen to responses of others.</p>
<p>Reflections: How do you plan sharing of laptops with your parallel facilitator?</p>		

Lesson 75: Print Media - 1

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2
 R.RO.2.a, R.RO.2.b, R.RO.4.c,
 R.RI.2.b, R.RI.2.c, R.RI.2.d
 W.CW.6, W.CW.7.e, W.RE.2.a

Cognitive:

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

Non-cognitive: Others:

ScA.3, ScA.1
 SFA.5
 SR.2, SR.3, SR.4
 KB.1

Key vocabulary:

- print media, headlines
- fliers, brochures, pamphlets
- newspapers, magazines, journalism/journalist

Materials required:

-

Error alert:

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson. With the help of students, recaps 5 parts of a good paragraph - main idea, opening sentence, supporting details, closing sentence, indent/punctuation/spelling. Shares the learnings of the lesson and its importance.	Listen and understand. Ask questions, if any. Reflect, recall and recap.
Step 2 - Demo/ Modelling (10 minutes)	From among those who have better understanding of active listening, appoints Listening Cop for the day who will Catch 'em Listening. Explains that the Listening Cop will wait for his cue before he announces, "I caught _____ listening actively. He/she was _____." so that it is not disruptive. Asks students where they get information and news from. Organizes students' responses into two columns. In the right hand column writes all responses related to the print media and all other responses in the left hand column. At the end of discussion, labels the right hand column Print Media and the left hand column Other Media. Explains importance of media esp. for learning English. Shares that in Book 2 students will learn how to learn from print media and other media will be taken up in Books 3 and 4. With the help of Part A, explains different parts of a newspaper and information found in those parts.	Understand the job of a Listening Cop. Reflect and respond. Listen to responses of others. Observe, read and listen attentively. Ask questions, if any. Refer to Part A and listen attentively.

<p>Step 3 - Guided Practice (10 minutes)</p>	<p>With the help of Part B and real-life examples, explains what flyers, pamphlets and leaflets are. Explains that although they are different in minor ways, they are used in similar manner. With students' involvement, discusses responses to exercises in Part B. At the end, gives students 5 minutes to complete the exercises. Asks students to complete Part C with their partners. Asks a few students to share their responses. During the discussion, discreetly gives cue to the Listening Cop to Catch `em Listening.</p>	<p>Listen and ask questions, if any. Complete Part B and C, as instructed. Share responses and listen to responses of others. Listening Cop to Catch `em Listening. Listening.</p>
<p>Step 4 - Adjust Instructions (10 minutes)</p>	<p>Asks students to complete Part D and E with their partners. Walks around to assist, guide and monitor, as required. Asks a few students to share their responses. Seeks peer feedback/correction on whether or not a response is correct. Asks students to discuss with their partners use of -</p> <ul style="list-style-type: none"> • magazines • newspapers • flyers/brochures/leaflets/pamphlets • poster <p>Steers and summarises the discussion so that all students understand that different media is used for different purposes.</p>	<p>Complete Part D and E. Share their responses and listen to responses of others. Give/get feedback. Understand and discuss. Ask questions, if any.</p>
<p>Step 5 - Independent Practice (30 minutes)</p>	<p>Asks students to sit with their Reading Buddies and share what they have learnt from the print media of book that they are reading. Asks students to take turn to read. (20 minutes) Calls inactive/irregular students and updates the Call Log. (10 minutes) Reads along with the students. (10 minutes) After the reading session, asks students to complete Part G making a very advertisement or a flier about the book that they are reading. Encourages them to view the sample fliers in the lesson for ideas on format. Walks around to assist, guide and monitor, if required. Asks students to share their fliers with Reading Buddies and share feedback about each others' fliers. Get's laptops ready for the next step.</p>	<p>Form reading groups. Read and discuss, as instructed. Support peers during reading. Complete Part G. Share their fliers with their Reading Buddies.</p>

<p>Step 6 - Extension (10 minutes)</p>	<p>Asks students how feedback helped them improve their design/idea. Asks students to get feedback from their o'clock partners on their keyboarding skills. Two students share a laptop and to practice keyboarding with one student practicing for 2-3 minutes and the other sharing feedback on finger-key coordination, posture etc. Then they swap roles.</p>	<p>Reflect and respond. Take turns to give/get feedback on keyboarding.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>Asks students to share their fliers with the class. During the discussion, discreetly gives cue to the Listening Cop to Catch `em Listening.</p>	<p>Share their fliers with the class. Listening Cop to Catch `em Listening.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Informs students about some of the careers in print media referring to Part F. Guides students to resources where they can learn more about careers in print media.</p>	<p>Listen attentively. Make notes and ask questions, if any.</p>
<p>Reflections: Which language strand are you good at/struggle with? How does it help/impede your work?</p>		

Lesson 76: Print Media - 2

Language:

W.CW.6, W.CW.7.a, W.RE.2.a
 S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2, L.LM.2
 R.RC.3, R.RO.3, R.RIA.2.c

Cognitive:

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

Non-cognitive: Others:

ScA.2, ScA.1, ScA.3
 SfA.5
 SM.3, SM.4,
 SR.2, SR.3, SR.4

Key vocabulary:

- bias, exaggeration
- news report

Materials required:

-

Error alert: -

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson. With the help of students, recaps the different print media learnt in Lesson 75. Asks students how print media influences their choices and behaviour. Accepts all answers and repeats the relevant ones. Shares how print media, like other media needs to be read critically. Explains what students will learn in the lesson and how that is useful in personal and work life.	Listen and understand. Ask questions, if any. Reflect and respond.
Step 2 - Demo/ Modelling (10 minutes)	From among those who have better understanding of active listening, appoints Listening Cop for the day who will Catch 'em Listening. Explains that the Listening Cop will wait for his cue before he announces, "I caught _____ listening actively. He/she was _____." so that it is not disruptive. With the help of real-life examples, introduces the words, 'opinion', 'fact', and 'inference'. Explains where these can be found in newspapers and magazines. Asks students to read two versions of the same event in Part A. As a whole class, discusses the answers to questions that follow. During the discussion, discreetly gives cue to the Listening Cop to Catch 'em Listening. Gives students 5 minutes to write the answers.	Understand the job of a Listening Cop. Listen attentively. Ask questions, if any. Read Part A and listen attentively. Discuss Part A. Listening Cop to Catch 'em Listening.

<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Recaps the word 'bias' done in Book 1 and asks students to complete Part B with a partner asking them to identify facts, opinion and bias within the article. Walks around to assist, guide and monitor, as required. Asks a few students to share their responses. Seeks peer feedback/correction on whether or not a response is correct and the reason for it.</p>	<p>Reflect and recap. Share responses and listen to responses of others. Give peer feedback.</p>
<p>Step 4 - Adjust Instructions (10 minutes)</p>	<p>Asks students to complete Part C with a partner asking them to identify facts, opinion and bias within the news articles. Walks around to assist, guide and monitor, as required. Asks a few students to share their responses. Seeks peer feedback/correction on whether or not a response is correct and the reason for it.</p>	<p>Complete Part C. Share responses and listen to responses of others. Give peer feedback.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks students to think of news and advertisements in the newspaper and magazines. Asks students to share a few examples and lists them on the board. Assigns one example to one pair and asks how they would report the news/advertisement from two different perspectives. For example, if it is cricket news about Kohli's performance how would a fan report it vis-a-vis how a critic would report it. Ensures that students use both fact and opinion in their news item/advertisement. Give each pair 2 - 3 minutes to prepare and 1 minute to present. During the presentations, discreetly gives cue to the Listening Cop to Catch 'em Listening. Seeks peer feedback/correction on whether or not a response is correct and the reason for it.</p>	<p>Reflect and respond. Share examples. Work with partner to prepare and present report on the given topic. Listen attentively. Listening Cop to Catch 'em Listening. Give peer feedback.</p>
<p>Step 6 - Extension (30 minutes)</p>	<p>Tells students that they would continue watching the movie. Asks students to watch AV - 76 for 20 minutes. Reviews students' work in SWB for completion and quality of work, while students watch the movie. Makes a mental/written note on who needs support and more attention in class. After all students have watched the movie, asks -</p> <ul style="list-style-type: none"> • What did the dog believe about himself? • Why did he start disbelieving it? • Have you ever felt doubtful about yourself? • What will happen in the last part next week? 	<p>Watch AV - 76. Reflect and respond. Listen attentively to response of other students.</p>

Step 7 -
Assessment (5
minutes)

Reiterates how print media shapes our views and
behaviour.
Asks students how they feel now they can read print
media smartly and more critically.
Asks how they plan to use this learning.

Listen attentively.
Ask questions, if
any.
Reflect and
respond.

Reflections: How useful was this lesson? Do you have any ideas on how it can be improved?
(Share your idea(s) with the Curriculum Manager.)

Lesson 77: Mindset - 1

Language:

W.CW.6
R.RC.3, R.RO.3, R.RIA.2.c
S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
L.C.2, L.LA.2, L.LM.2

Cognitive:

Ex.2, Ex.4
OS.1, OS.2, OS.3.a,
OS.6
Ev.1, Ev.2.c
A.1, A.3

Non-cognitive: Others:

SfA.3, SfA.5
SM.3, SM.8,
ScA.1, ScA.3
SR.1, SR.2, SR.3,
SR.4
KB.1

Key vocabulary:

- talent, luck
- intelligence, flexible
- effort, mindset

Materials required:

-

Error alert: imbalanced view about luck and hard work, imbalanced view about mistakes and failure.

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (10 minutes)	Announces the o'clock partners of the day. This will be used for all pair work during the entire lesson. With the help of students, recaps Lesson 34 in general and concept of 'intelligence' and how we can improve our brain. Asks students to complete Part A with their partners. Asks students to share the views of their partners.	Listen attentively Ask questions, if any. Reflect and respond. Complete Part A. Share partner's views.
Step 2 - Demo/ Modelling (20 minutes)	From among those who have better understanding of active listening, appoints Listening Cop for the day who will Catch 'em Listening. Asks the Listening Cop about his/her task. Asks students to watch AV - 77 twice. Encourages them to make notes, if helpful. After all students have viewed AV - 77, asks - <ul style="list-style-type: none"> • What was the main idea of the movie? • Can we choose our mindset? Give an example. • When do you show: <ul style="list-style-type: none"> • fixed mindset? • growth mindset? During the discussion, discreetly gives cue to the Listening Cop to Catch 'em Listening. OR Moves to Step 3 if AV - 77 is not available at this time.	Listening Cop explains his/her role. Watch AV - 77 twice and make notes. Reflect and respond. Listen attentively to others. Listening Cop to Catch 'em Listening.

<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Asks students to complete Part B.1 and B.2 independently. Walks around to assist, guide and monitor, as required. Asks a few students to share their responses. Asks students to discuss Part B.3 with their partners. Asks a few pairs to share their discussion with the class. Asks students if all mistakes are bad or good. Ensures that students take a balanced view - mistakes, by themselves, are not good or bad; it is what we do after a mistake that determines whether it is good/bad.</p>	<p>Complete Part B.1 and B.2. Share responses and listen to those of others. Discuss Part B.3 and share with class.</p>
<p>Step 4 - Adjust Instructions (10 minutes)</p>	<p>Asks students to share real-life examples to explain when a mistake is bad and when it is good. Asks students to complete Part B.3 with a partner. Asks students to share the main idea of Part B.3.</p>	<p>Listen attentively. Ask questions, if any. Complete Part B.3</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Asks students how have mistakes helped them learn keyboarding and what changed that mistake into learning. Asks students what mistakes they continue to make in keyboarding. Encourages them to reflect on the feedback shared by their o'clock partner in the last keyboarding class. Asks students to practice keyboarding using the software.</p>	<p>Reflect and respond. Listen attentively. Practise keyboarding.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to watch AV - 77 twice. Encourages them to make notes, if helpful. After all students have viewed AV - 77, asks -</p> <ul style="list-style-type: none"> • What was the main idea of the movie? • Can we choose our mindset? Give an example. • When do you show: <ul style="list-style-type: none"> • fixed mindset? • growth mindset? <p>During the discussion, discreetly gives cue to the Listening Cop to Catch `em Listening. OR Moves to Step 3 if AV - 77 is not available at this time.</p>	<p>Watch AV - 77 twice and make notes. Reflect and respond. Listen attentively to others. Listening Cop to Catch `em Listening.</p>
<p>Step 7 - Assessment (10 minutes)</p>	<p>Asks students whether successful people are talented or hard working. Accepts all answers and steer students to read Part C with their partners. Asks students to share their thoughts after reading Part C. Asks students again whether successful people are talented or hardworking.</p>	<p>Reflect and respond. Listen attentively. Read Part C with their partners. Share discussion with class.</p>

Step 8 -
Closure (10
minutes)

Asks students to complete Part D and share their responses after completion.
Scaffolds the students' understanding when discussing Part D.1.c.
Asks students to complete the last part and compare these responses with those at the beginning of the lesson.

Complete Part D with their partners.
Compare responses, reflect and share comparison.

Reflections: Have you shared pre-evaluation expectations with the students? Have you made all necessary preparations for pre-evaluation?

Lesson 78: Pre-evaluation

Language:

-

Cognitive:

-

Non-cognitive: Others:

-

-

Key vocabulary:

-

Materials required:

Laptops
SWBs

Error alert: -

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand the question and respond.
Step 1 - Introduce (10 minutes)	Shares with the students the process of computer-based MCQ and face-to-face speaking pre-evaluation. Explains how there will be a computer-based evaluation and a face-to-face interview. Discusses Do's and Don'ts related to pre-evaluation. Ensures that the students are relaxed/excited. With the help of students recaps instructions and purpose of filling up Commitment Cards. (Appendix 5 - SWB) Gets the computers ready while students are filling up their Commitment Cards.	Listen attentively to understand and respond. Ask questions, if any. Fill up their Commitment Cards thoughtfully.
Step 2 - Model/Demo (40 minutes)	Organises students/laptops/materials/record sheets. Gets all the students started with the computer-based test. Asks them to continue sitting at the laptops after completing the MCQ assessment for keyboarding assessment. While the students are taking the test, trouble shoots the test/computer, if required. Ensures that all students are at task. Tests students' keyboarding technique. (10 minutes)	Take their seats and, with the help of facilitator, take the test. Ask for assistance in case of technical issues. Complete keyboarding assessment after taking the MCQ test.

<p>Step 3- Assessment (40 minutes)</p>	<p>After all students have completed the computer-based test, divides the students into two groups - Group 1 and Group 2. Calls Group 1 in sub-groups of 3-4 (all reading buddies together) for viva voce and conducts group interviews to assess spoken English using the FTS 2 benchmarks. While one sub group is being interviewed, the other sub-groups of Group 1 can continue their reading session and take turns to read the book. Gets Group 2 seated at a distance from each other and gives them a few topics for paragraph writing, proofreading and writing the final draft. After all sub-groups of Group 1 have been assessed, call sub-groups of Group 2 for assessment of spoken English and gives Group 1 the writing task. Both during spoken and written assessment, looks for satisfactorily progression along Book 2 benchmarks, not expecting complete achievement of the benchmarks. Makes note of each student's strength and area of development along the benchmarks using the table given in this lesson. Uses this opportunity to go through the workbook of each student to assess completion and quality of work.</p>	<p>Form groups, as instructed. Group 1 participates in the viva voce, carrying their workbooks. Conduct reading session as they wait for their turn to be interviewed. Group 2 completes the writing task. Group 1 completes writing task and Group 2 goes to viva voce. Conduct reading session as they wait for their turn to be interviewed.</p>
<p>Step 4 - Closure (if there is time)</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 2 benchmarks and other considerations such as punctuality, regularity, keyboarding etc. Additional time, if any, may be spent practicing keyboarding, listening to Book 2 audios/videos done so far, completion of workbook or book reading, whichever seems to be the students' area of improvement.</p>	<p>Re-form groups, as instructed.</p>
<p>Reflections: How did your students do in pre-evaluation? What is your plan to help students who are falling short of Book 2 expectations? (Discuss this with your peers during PLC to get their feedback on your plan.) If you work in a new branch, get the names of students from HO staff for Step 8 in Lesson 79.</p>		

Lesson 79: Phone Calls

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2, L.LM.2
 W.CW.7.a, W.CW.7.d, W.CW.8,
 W.RE.2.a
 R.RC.3, R.RO.3, R.RIA.2.c

Cognitive:

A.2
 Ev.2.a, Ev.2.c
 OS.5, OS.6, OS.3.b

Non-cognitive: Others:

SfA.5, SfA.4
 SM.1
 ScA.1, ScA.3
 KB.1

Key vocabulary:

- hang up, hold the line, hold on
- enquiries, reservation
- connect/disconnect

Materials required:

-

Error alert: Incorrect intonation/volume while speaking on the phone.

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Seeks students' help to announce the o'clock partners of the day. This will be used for all pair work during the entire lesson. With the help of students, recaps active listening. Shares the what the students will learn in this lesson and its importance both for personal and work matters. Explains how active listening plays a key role in communicating effectively on the phone since one cannot draw on non-verbal cues such as gestures. With the help of students, explains which jobs involve making and receiving calls.	Listen attentively Ask questions, if any. Reflect, recall and recap. Reflect and respond. Listen to responses of others.
Step 2 - Demo/ Modelling (15 minutes)	Asks students to read the conversations given in Part A with their partner. Walks around to guides and assist ensuring that the students are at task. Explains and demonstrates the use of phrases in phone calls given in Part B. Asks a few students to use these phrases in sentences. Seeks peer feedback/correction.	Read Part A with their partner. Refer to Part B and understand. Make and share sentences. Give/get peer feedback.
Step 3 - Guided Practice (10 minutes)	Asks students to read, understand and complete Part C.1. Ensures that all students understand the task. Walks around to guides and assist ensuring that the students are at task. Asks a few pairs to present their phone call based on the script written in C.1 Encourages students to use phrases learnt in Part B.	Read, understand and complete Part C.1. Make presentation. Listen attentively.

<p>Step 4 - Independent Practice (15 minutes)</p>	<p>Explains the task in C.2 Asks students to prepare a script to call their future or past self to share one of the following:</p> <ul style="list-style-type: none"> • what they learn at FEA. • how they are becoming more considerate. • what they are doing to achieve their goal.(Lesson 72) <p>Explains that the students must use phrases learnt in the lesson and all conversation must be in present tense. Gives students 3 - 5 minutes to plan and prepare their script. Gives students 2 -3 minutes to get peer feedback on their script and make changes based on the feedback. Gives each student 30 - 40 seconds to present the phone call with one partner playing current self and other partner playing past/future self. Then, they swap roles.</p>	<p>Plan and prepare their script in Part C.2. Make presentation. Listen attentively.</p>
<p>Step 5 - Adjust Instruction (20 minutes)</p>	<p>Briefly recaps active listening and explains that the students will watch to AV - 79 twice. Encourages them to make notes, if helpful After all students have watched AV - 79 twice, asks:</p> <ul style="list-style-type: none"> • How often do you think about the purpose when doing something? (Answer in always, often, sometimes....) • What was the male speaker diagnosed with? • The male speaker says, "If you fail to plan, you plan to fail." What does he mean? 	<p>Reflect, recall and recap. Watch AV - 79 twice. Reflect and respond. Listen attentively.</p>
<p>Step 6 - Extension (10 minutes)</p>	<p>Asks students to practice keyboarding using the software. While students are practicing keyboarding, calls one students at a time to share feedback on his/her performance in pre-evaluation and prepare action plan in Lesson 78 (SWB) to improve areas of weakness(es). Refers to Error Tracker and notes made in Lesson 78 (FHB) to share feedback and prepare action plan.</p>	<p>Practise keyboarding. Some prepare action plan with facilitator. Ask questions, if any.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>With the help of students, conducts a quiz on common phrases used while making phone calls. Seeks peer feedback/correction.</p>	<p>Participate in the quiz. Give feedback.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Asks students:</p> <ul style="list-style-type: none"> • Do you know that students who come regularly to FEA also do well in their school/college exams? • Shares why so. • Shares names of students from than branch (current and ex-students) who have been regular at FEA and have excelled in school. In case of a new branch, gets names of such students from HO staff prior to the beginning of the lesson. 	<p>Reflect and respond. Listen attentively. Ask questions, if any.</p>

Reflections: How well do you plan your lessons before teaching them? What do you do if you do not get time to prepare your lesson on a given day?

Lesson 80: Jobs and Occupations – 2

Language:

W.CW.4, W.CW.5, W.CW.6, W.RE.2.a
 R.RC.3, R.RO.3, R.RO.4.c, R.RIA.2.c
 S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2

Cognitive:

A.2, A.3
 Ev.2.a, Ev.1
 OS.5, OS.6, OS.2,
 OS.3.a
 Ex.2, Ex.4

Non-cognitive: Others:

SfA.5, SfA.4
 SM.1, SM.3
 ScA.1

Key vocabulary:

- professions, occupations
- Career Guides

Materials required:

Appendix 7 (FHB)

Error alert:

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand the question and respond.
Step 1 - Introduce (10 minutes)	Seeks students' help to announce the o'clock partners of the day. This will be used for all pair work during the entire lesson. With the help of students, reiterates FEA mission to prepare students for professional careers. Shares what students will learn in this lesson and what comes in Book 3, 4 and 5 so that they achieve their career goals. Asks students to name some popular career choices of people in their family/neighborhood. Steers the conversation towards popularity of government jobs. Asks students to complete Part A independently. Walks around to guide, assist, as required.	Listen attentively Ask questions, if any. Reflect, recall and recap. Reflect and respond. Listen to responses of others. Complete Part A.
Step 2 - Demo/ Modelling (15 minutes)	Asks students to compare their views with that of their partner. Asks whether these are facts or opinions. Asks students to read Part B with a partner and after everyone has read, asks questions given in Part B and also - <ul style="list-style-type: none"> • What do you think about the careers mentioned in Part B? • Were there any surprises? • Would you opt for any of these careers? Which one? Why? Shares more information about these careers.	Compare views expressed in Part A. Reflect and respond. Read Part B, reflect and respond. Ask questions, if any. Listen attentively and make notes.

<p>Step 3 - Guided Practice (10 minutes)</p>	<p>Based on his/her learnings after reading the article in Facilitator Reference section of this lesson, busts myths about government jobs. Asks students to complete Part C independently and asks students to compare both their and their partners responses in Part A and C. Discusses if there has been a shift in students' perceptions.</p>	<p>Listen attentively. Ask questions, if any. Complete Part C and compare responses. Discuss comparison.</p>
<p>Step 4 - Independent Practice (30 minutes)</p>	<p>Asks students to take turns to read with their Reading Buddies. (20 minutes) While students are reading, calls one students at a time to share feedback on his/her performance in pre-evaluation and prepare action plan in Lesson 78 (SWB) to improve areas of weakness(es). Refers to Error Tracker and notes made in Lesson 78 (FHB) to share feedback and prepare action plan. After 20 minutes, asks students to summarise the story that they have read by discussing with each other. Gives them 5 minutes to complete Part E after discussion. Walks around to guides and assist ensuring that the students are at task.</p>	<p>Read, discuss and write, as instructed. Some prepare action plan with facilitator. Ask questions, if any. Complete Part E.</p>
<p>Step 5 - Assessment (10 minutes)</p>	<p>Conducts Quiz (Appendix 7 - FHB). Encourages students to come up with clues and quiz each other.</p>	<p>Participate in and lead the quiz.</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Shares Part D with students and answers questions that they may have about Part D.</p>	<p>Listen attentively Ask questions, if any.</p>
<p>Reflections: Have you thought of your career progression within FEA? Are you aware of opportunities for professional growth within FEA?</p>		

Lesson 81: Going to the Bank - 1

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
L.C.2, L.LA.2, L.LM.2, L.AI.5
R.RO.2.b, R.RO.3, R.RO.4.b,
R.RIA.2.b

Cognitive:

A.2, A.1
Ev.2.a, Ev.2.c
OS.5, OS.6, OS.4
Ex.3

Non-cognitive: Others:

SfA.5, SfA.4
SM.1, SM.5
ScA.1, ScA.3
SR..2, SR.3

-

Key vocabulary:

- words related to directions
- words related to business in a bank

Materials required:

-

Error alert: -

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (10 minutes)	<p>Seeks students' help to announce the o'clock partners of the day. This will be used for all pair work during the entire lesson.</p> <p>Asks students if they have ever been to a bank.</p> <p>From students who have visited a bank, asks the purpose of their business.</p> <p>Writes down the different reasons for visit, on the board.</p> <p>With the help of students adds to this list so that it reflects all the reasons/business for which people visit a bank.</p> <p>Asks students who have been to a bank to give their classmates instructions to get to the bank.</p> <p>Ensures that students use the prepositions well.</p> <p>Seeks peer feedback/correction, as required.</p> <p>Recaps 'notice' and purpose of notices.</p>	<p>Listen attentively</p> <p>Ask questions, if any.</p> <p>Reflect and respond.</p> <p>Listen to responses of others.</p> <p>Some give directions to the bank to others.</p> <p>Give/get peer feedback.</p>
Step 2 - Demo/ Modelling (5 minutes)	<p>Asks students to read and complete Part A. Students who are ready for independent work may be allowed to work independently and others asked to work with their partners.</p> <p>Walks around to guide, assist and monitor, as required.</p> <p>Asks a few students to share their responses.</p> <p>Seeks peer feedback/correction.</p>	<p>Complete Part A.</p> <p>Share their responses.</p> <p>Give/get peer feedback.</p>
Step 3 - Guided Practice (10 minutes)	<p>Referring to the business conducted in a bank as written on the board, helps students review the vocabulary in Part B independently or with a partner.</p> <p>Gives students 5 minutes to complete Part B, independently or with a partner.</p>	<p>Review vocabulary in Part B.</p> <p>Complete Part B.</p>

<p>Step 4 - Independent Practice (15 minutes)</p>	<p>With the help of roles and functions, names designations commonly found in a bank and their approximate role. For example -</p> <ul style="list-style-type: none"> • Cashier • Branch Manager • Loan Officer • Relationship Manager • Clerk • Internal Auditor • Operations Manager • Data Processing Officer <p>Shares that some universities in India (like Allahabad, Kurukshetra, Panjab, Manipal Universities) offer Bachelor's degree in Banking and Insurance. Asks students to read the conversation in Part D. Assigns one the following scenarios to pairs and asks them to prepare the role play -</p> <ul style="list-style-type: none"> • You are visiting the bank to open an account. • You are visiting the bank to apply for a loan. • You are visiting the bank to close your account. • You are visiting the bank to get a cheque book. <p>Gives pairs 5 minutes to prepare and 1 minute each to present. Seeks peer feedback/correction after each role play.</p>	<p>Listen attentively and ask questions, if any.</p> <p>Make notes, if helpful.</p> <p>Read the conversation in Part D. Prepare role play. Present role play. Give/get peer feedback.</p>
<p>Step 5 - Adjust Instruction (30 minutes)</p>	<p>Asks students to watch AV - 81, the last part of the movie. While students are watching, calls one students at a time to share feedback on his/her performance in pre-evaluation and prepare action plan in Lesson 78 (SWB) to improve areas of weakness(es). Refers to Error Tracker and notes made in Lesson 78 (FHB) to share feedback and prepare action plan. After 20 minutes, asks -</p> <ul style="list-style-type: none"> • Did you enjoy the movie? • Did you understand this movie better than Book 1 movie? Why? • If you were to change the ending, how would you end the movie? • What, if any, was the main message in the movie? 	<p>Watch AV - 81.</p> <p>Some prepare action plan with facilitator. Ask questions, if any.</p> <p>Reflect and respond.</p> <p>Listen to responses of others.</p>
<p>Step 6 - Extension (10 minutes)</p>	<p>Makes small need-based groups and asks students to study based on the action plan. For example, those who need to improve their reading skills will be grouped together and asked to re-read the book or the passages from SWB. Explains the review tasks to the groups. Walks around to assist, guide and monitor, as required.</p>	<p>Form groups, as instructed.</p> <p>Listen attentively and ask questions if any. Work as per instructions/ action plan.</p>

Step 7 -
Closure
(5 minutes)

Asks students -

- If you were to accompany a family member to the bank today, will you be able to speak comfortably?
- What words/phrases will you use?
- Would you be interested in working in a bank?

Reflect and
respond.
Listen to
responses of
others.

Reflections: In Step 6 what worked and what did not? Discuss with your peers during PLC.

Lesson 82: Going to the Bank - 2

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2, L.LM.2, L.AI.5
 R.RO.2.b, R.RO.3, R.RO.4.b,
 R.RIA.2.b, R.RI.2, R.RC.3
 W.CW.4, W.RE.2.a

Cognitive:

Ex.1, Ex.3
 OS.2, OS.3.b, OS.4
 EV.2.c
 A.1, A.2

Non-cognitive: Others:

SM.3, SM.8, SM.1 KB.1
 SfA.5, SfA.3
 ScA.3
 SR.2, SR.3

Key vocabulary:

- words related to business in a bank.
- Words related to giving instructions.

Materials required:

-

Error alert: -

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	<p>Seeks students' help to announce the o'clock partners of the day. This will be used for all pair work during the entire lesson.</p> <p>With the help of students and examples, recaps vocabulary learnt in Lesson 81.</p> <p>Seeks peer feedback/correction, as required.</p> <p>Shares what the students will learn in the lesson.</p> <p>Asks how they will use this learning.</p> <p>Ensures students mention personal bank work and as a bank professional.</p>	<p>Recommend clock partners of the day.</p> <p>Ask questions, if any.</p> <p>Reflect, recall and recap.</p> <p>Give/get peer feedback.</p>
Step 2 - Demo/ Modelling (15 minutes)	<p>Asks students to read and understand Part A with their partners and observe use of present tense to give instructions.</p> <p>With the whole class, discusses the instructions for issuing a cheque in Part B.</p> <p>During discussion, writes the instructions on the board.</p> <p>Erases the instructions from the board and asks students to complete Part B (instructions to fill up a cheque) with their partners or independently.</p> <p>Walks around to guide, assist and monitor, as required.</p> <p>Asks a few students to share their responses.</p> <p>Seeks peer feedback/correction.</p> <p>Asks students to complete Part B (instructions to fill up a form) with their partners or independently.</p> <p>Walks around to guide, assist and monitor, as required.</p> <p>Asks a few students to share their responses.</p> <p>Seeks peer feedback/correction.</p>	<p>Read Part A with their partners.</p> <p>Discuss Part B.</p> <p>Observe and listen attentively.</p> <p>Complete Part B, as instructed.</p> <p>Share responses.</p> <p>Give/get peer feedback.</p> <p>Complete Part B, as instructed.</p> <p>Share responses.</p> <p>Give/get peer feedback.</p>

<p>Step 3 - Guided Practice (20 minutes)</p>	<p>Assigns one the following scenarios to pairs and asks them to prepare the role play -</p> <ul style="list-style-type: none"> • You are the Loan Officer who is answering an inquiry about loan over the phone. • You are the Branch Manager who is helping someone get a credit card. • You are the Data Processing Officer requesting all bank staff to submit their data in time. • You are the Branch Manager holding a meeting of the bank staff to announce a new policy. • You are the Relationship Manager advising the client on how to invest his money. • You are the cashier who has received a phone request for a demand draft. <p>Gives pairs 5 minutes to prepare and 1 minute each to present. Seeks peer feedback/correction after each role play.</p>	<p>Prepare and present role play, as instructed. Listen and observe attentively. Give/get peer feedback.</p>
<p>Step 4 - Independent Practice (15 minutes)</p>	<p>Makes small need-based groups and asks students to study based on the action plan. For example, those who need to improve their reading skills will be grouped together and asked to re-read the book or the passages from SWB. Walks around to assist, guide and monitor, as required.</p>	<p>Form groups, as instructed. Listen attentively and ask questions if any. Work as per instructions/ action plan.</p>
<p>Step 5 - Adjust Instruction (20 minutes)</p>	<p>Asks students to watch AV - 82 twice. After everyone has viewed AV - 82 twice, asks -</p> <ul style="list-style-type: none"> • What according to the news anchor is the biggest predictor of success? Do you agree? • How were the lives of those who ate the marshmallows different from those who did not, 40 years later? • What did some of the kids do to stop themselves from eating the marshmallows? • Have you faced such situations in life where you had to give up a smaller, immediate benefit and wait for bigger benefit in future? 	<p>Watch AV - 82 twice. Reflect and respond. Listen attentively and ask questions if any.</p>
<p>Step 6 - Extension (10 minutes)</p>	<p>Asks students to practice keyboarding using the software. Makes phone calls to students who are irregular or absent without information and updates the Call Log.</p>	<p>Practise keyboarding, as instructed.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Referring to Part C, asks students -</p> <ul style="list-style-type: none"> • What are the skills required for a career in banking or insurance? • How are you developing these skills at FEA? 	<p>Reflect and respond. Listen attentively.</p>
<p>Reflections: Are your students becoming more aware of different career choices they have? How are you upgrading your knowledge of different careers to be able to help your students better?</p>		

Lesson 83: Self Control – 1

Language:

S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 L.C.2, L.LA.2
 R.RC.3, R.RO.2.b, R.RO.3, R.RO.4.c, R.RIA.2.c
 W.CW.4, W.CW.6, W.CW.7.a, W.CW.7.d, W.RE.2.a, W.RE.2.b

Cognitive:

Ex.2, Ex.3, Ex.4
 OS.2, OS.3.a, OS.4, OS.6
 Ev.2.a, Ev.2.c
 A.1, A.2, A.3

Non-cognitive: Others:

SfA.3, SfA.4, SfA.5
 SM.1, SM.3, SM.4
 ScA.1, ScA.3, ScA.4
 SR.1, SR.2, SR.3, SR.4, SR.2

Key vocabulary:

- upstairs, downstairs
- self control, temptation, emotions
- distraction, consequences

Materials required:

-

Error alert: -

PROCEDURE:

Steps	Facilitator’s action(s)	Students’ action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	<p>Seeks students’ help to announce the o’clock partners of the day. This will be used for all pair work during the entire lesson.</p> <p>Asks students what words would they use to describe some of the people they saw in AV – 82.</p> <p>Ensures that the students use describing words for both appearance and personality.</p> <p>Seeks peer feedback/correction, whenever required.</p> <p>Shares the learnings of this lesson and asks students how it can be used in personal life, achieving goals and at work.</p> <p>Reiterates personality development goals of the FEA program.</p>	<p>Recommend clock partners of the day.</p> <p>Reflect, recall and respond.</p> <p>Give/get peer feedback.</p> <p>Listen attentively and ask questions, if any.</p>
Step 2 - Demo/ Modelling (10 minutes)	<p>Asks students to read, understand and complete Part A with their partners.</p> <p>Walks around to guide, assist and monitor, as required.</p> <p>Asks a few students to share their responses.</p> <p>Seeks peer feedback/correction.</p> <p>Asks students to complete Part B (instructions to fill up a form) with their partners or independently.</p> <p>Asks students -</p> <ul style="list-style-type: none"> • What is the article in Part A about? • Did they learn anything new from the article? If yes, what? 	<p>Read, understand and complete Part A with their partners.</p> <p>Share their responses.</p> <p>Give/get peer feedback.</p> <p>Reflect and respond.</p> <p>Listen attentively.</p>

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>With the help of students, gives task instructions for Part B and asks students to complete it independently. Walks around to guide, assist and monitor, as required. Asks a few students to share their responses. Asks students to discuss Part C with their partners. Asks different pairs to share their responses. Seeks peer feedback/correction, as required. Helps students make links between Part C and A.</p>	<p>Listen attentively, ask questions, if any and complete Part B. Share their responses. Give/get peer feedback</p>
<p>Step 4 - Independent Practice (5 minutes)</p>	<p>Asks students what were some of the strategies used by the children in AV - 82. Asks students to go through Part D and think how/when students can use these to exercise self-control. Asks students if they have any effective self-control strategies that they use.</p>	<p>Reflect and respond. Read and reflect on Part D. Reflect and respond.</p>
<p>Step 5 - Adjust Instruction (10 minutes)</p>	<p>Makes small need-based groups and asks students to study based on the action plan. For example, those who need to improve their reading skills will be grouped together and asked to re-read the book or the passages from SWB. Walks around to assist, guide and monitor, as required.</p>	<p>Form groups, as instructed. Listen attentively and ask questions if any. Work as per instructions/ action plan.</p>
<p>Step 6 - Extension (30 minutes)</p>	<p>Asks students how they use/can use self control to stay focused while reading. Asks students to take turns to read the book. (25 minutes) Reads along with students or his/her own book. Asks students to reflect on the behaviour of any character in their book and complete Part E. Walks around to assist, guide and monitor, as required. Asks students to share their responses with their reading buddies.</p>	<p>Reflect and respond. Read, discuss and write, as instructed. Complete Part E. Share responses with reading buddies. Listen attentively.</p>
<p>Step 7 - Closure (10 minutes)</p>	<p>Asks students what role self-control plays in achievement/non-achievement of goals to make changes that they have resolved to make through Book 2 (Healthy Living, Being Considerate, Active Listening etc.). Asks students to reflect on goals that they are achieving well and those that they need to work harder on. Asks students to update the Commitment Cards. (Appendix 5 - SWB) Asks a few students to share their progress from the Commitment Cards.</p>	<p>Reflect and respond. Complete Commitment Cards after reviewing and reflecting. Share progress from the Commitment Cards.</p>
<p>Reflections: Are your students aware of the Book 2/FTS 2 expectations? Do they have a fair understanding of where they stand along those expectations?</p>		

Lesson 84: Consolidation

Language:

R.RO.4.c, R.RIA.2
 W.CW.7.a, W.CW.9, W.RE.2.a
 L.AI.4, L.AI.5, L.LM.2
 S.A.2, S.F.3, S.I.3, S.I.4, S.C.2

Cognitive:

OS.3.a, OS.2, OS.4,
 OS.6
 Ev.2.a, Ev.2.c
 Ex.3, Ex.4, A.3

Non-cognitive: Others:

SfA.3, SfA.5 -
 SM.3, SM.4, SM.1,
 SM.8
 ScA.1
 SR.1, SR.2

Key vocabulary:

- as in the song
- unique, original

Materials required:

-

Error alert: -

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand the question and respond.
Step 1 - Introduce (5 minutes)	Asks students to compare their reading, writing, speaking, listening, personality and keyboarding skills before Book 1 and at present. Commends students on their effort and learnings. Explains how this lesson will be a celebration of the effort and learnings they have made so far.	Reflect, compare and share. Listen attentively. Ask questions, if any.
Step 2 - Model/Demo (20 minutes)	Asks students to: <ul style="list-style-type: none"> • listen to the song in AV- 84 once and the asks them to fill the blanks in Part A as they listen to it. (3 minutes) Allows students to pause the song as they fill the blanks. Asks students to compare their responses. (2-3 minutes) Asks students to: <ul style="list-style-type: none"> • listen to the song in AV- 84 twice singing along using the lyrics from the book. (5 minutes) Asks each student to share a word from the song that describes him/her. (2-3 minutes) Sings along with the students as they listen to the song ensuring that everyone clicks 'play' at the same time. Ensures that this is a fun (not entertaining) activity.	Listen to the song in AV - 84 and fill the blanks in Part A. Compare responses in Part A with each other. Sing along reading the lyrics. Share the word. Sing together as a class.
Step 3 - Guided Practice (10 minutes)	Asks students to pair up with their partner and complete Part B. Ensures that all students understand the task. Walks around to guide, assist and monitor, as required. Asks a few students to share their responses highlighting how the same line can mean different things to different people.	Complete Part B with their partners. Share their responses and listen to those of others.

<p>Step 4 - Adjust Instruction (20 minutes)</p>	<p>Explains that as a part of celebrating ourselves, students will also celebrate each other. Explains that they will play about 10 rounds of the game. Asks students to sit in a closed circle and write their full names on Part C (not at the top or at the bottom of the page). Explains that all students will pass their books to the person on their right and on receiving the book this person on the right will think of the book owner and write what he/she thinks is unique/original about the owner of the book. For example, if Student 1 passes his book to Student 2 sitting on his right, then Student 2 will think about Student 1 and write in Student 1's book (Part C) what makes him unique/original. Gives the cue for the students to continue passing their books to the person on their right and continue with the same thinking and writing routine. For example, Student 2 passes Student 1's book to Student 3 who is sitting on Student 2's right side. Student 3 thinks about Student 1 and writes in Student 1's book (Part C) what makes him unique/original. Continues the game till each students has received and written 10 messages. Runs and times the movement of books in a manner that students do not read what other students have written to avoid bias and/or repetition. After 10 rounds are over, asks students to collect their books from whoever has them. Asks students to read what the others have written about them. Explains how who we are is shaped by our own views and those of others about us. Asks students to summarise what they makes them unique after having read what others think about them.</p>	<p>Listen attentively. Ask questions, if any. Sit in a closed circle and work as instructed. Pass the books, as instructed. Write what makes the other student unique. Pass the books around. Write without reading the previous comments. Read what the others have written about them. Summarise what they makes them unique.</p>
<p>Step 5 - Independent Practice (15 minutes)</p>	<p>Makes small need-based groups and asks students to study based on the action plan. For example, those who need to improve their reading skills will be grouped together and asked to re-read the book or the passages from SWB.</p>	<p>Form groups, as instructed. Work as per instructions/ action plan.</p>
<p>Step 6- Assessment(10)</p>	<p>Ends the lesson by singing the song twice as a whole class.</p>	<p>Sing as a whole class.</p>
<p>Step 7 - Closure (5 minutes)</p>	<p>Discusses what students thought about the activity in Step 4. Asks students to write on slips of paper what makes him/her(the facilitator) unique and submit as Exit Slips.</p>	<p>Reflect and respond. Prepare and submit Exit Slips.</p>

Reflections: What do you enjoy about music-based lessons? What do you need to do better when running a music-based lesson?

Lesson 85: At The Restaurant – 1

Language:

L.AI.4, L.AI.5, LAI.3, L.LM.2
 S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 W.CW.6, W.CW.7.d
 R.RC.3, R.RO.3, R.RIA.2.c,
 R.RIA.2.d, R.RI.2

Cognitive:

OS.2, OS.3.a, OS.3.b,
 OS.4, OS.5
 Ev.2.c
 A.1
 Ex.2

Non-cognitive:

SfA.5
 SM.4, SM.1, SM.8
 ScA.3, ScA.4
 SR.1, SR.3, SR.2

Others:

KB.1

Key vocabulary:

- words related to objects and people in restaurant.

Materials required:

-

Error alert: pronunciation of 'spoon', 'restaurant', 'fork', 'plate', 'glass', 'bowl'

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	Seeks students' help to announce the o'clock partners of the day. This will be used for all pair work during the entire lesson. Shares the learnings of the lesson. Asks students why it is important (if students visit a fine dining restaurant or choose to work in one or start one).	Recommend clock partners of the day. Reflect and respond. Listen attentively.
Step 2 - Demo/ Modelling (10 minutes)	Asks students to review the vocabulary in Part B and C with a partner. As a whole class, discusses the use of different objects in Part B and role played by each person mentioned in Part C.	Review the vocabulary in Part B and C with a partner. Discuss.
Step 3 - Guided Practice (20 minutes)	Asks students to read and understand the flow of conversation in a restaurant from Part D with a partner. Assigns students topics for role play - <ul style="list-style-type: none"> • getting directions to a restaurant from your friend. • reserving a table at a restaurant for a special occasion over the phone. • visiting a restaurant and dining in. • complaining to the Manager about restaurant experience. • restaurant customer feedback call. • ordering food over the phone. Gives the pairs 5 minutes to prepare and 1 minute to present. Allows pairs to come together if the role play requires more than 2 persons. Seeks peer feedback after each role play.	Read and understand Part D. Prepare and present role play. Give/get peer feedback.

<p>Step 4 - Independent Practice (15 minutes)</p>	<p>Makes small need-based groups and asks students to study based on the action plan. For example, those who need to improve their reading skills will be grouped together and asked to re-read the book or the passages from SWB. Walks around to assist, guide and monitor, as required.</p>	<p>Form groups, as instructed. Work as per instructions/ action plan.</p>
<p>Step 5 - Adjust Instruction (10 minutes)</p>	<p>Asks students to practice keyboarding technique using the software. Updates Error Tracker while students practice keyboarding.</p>	<p>Practise keyboarding.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to watch AV - 85 once and make notes, if helpful. While students are watching AV - 85 reviews a few randomly selected SWBs for completion and quality of work. Makes a mental note of who needs additional effort/ support. After all students have watched AV - 85, asks -</p> <ul style="list-style-type: none"> • Which career in the hospitality industry did you find interesting? Why? • Other than qualifications, what qualities and personality traits would be required to be successful in hospitality industry? • How is F.E.A. developing those traits? 	<p>Watch AV - 85 and make notes.</p> <p>Reflect and respond.</p> <p>Listen attentively to responses of others.</p>
<p>Step 7 - Assessment (5 minutes)</p>	<p>With the help of students conducts a vocabulary quiz from the lesson. Encourages students to think of and ask quiz questions from each other.</p>	<p>Participate in and lead the quiz.</p>
<p>Step 8 - Closure (5 minutes)</p>	<p>Counsels students who need additional time/effort/ support for their SWBs.</p>	<p>Listen attentively.</p>
<p>Reflections: With regard to the action plan to help students after pre-evaluation, what's working and what's not? Do you/students need assistance from FEA graduates/HO staff?</p>		

Lesson 86: At The Restaurant – 2

Language:

L.AI.4, L.AI.5, LAI.3, L.LM.2
 S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 R.RC.2, R.RO.2.c, R.RO.3, R.RIA.
 2.a, R.RIA.2.c
 W.RE.2.a

Cognitive:

Ex.3, Ex.4
 OS.2, OS.3.a, OS.3.b,
 OS.4, OS.6
 Ev.2.a, Ev.2.c
 A.1, A.2, A.3

Non-cognitive: Others:

SfA.5, SfA.4 -
 SM.1, SM.3, SM.8
 ScA.3, ScA.4
 SR.1, SR.3

Key vocabulary:

- cuisine, menu
- hospitality
- reservations

Materials required:

-

Error alert: pronunciation of 'menu', 'bowl' etc.

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (5 minutes)	<p>Seeks students' help to announce the o'clock partners of the day. This will be used for all pair work during the entire lesson.</p> <p>Shares the learnings of the lesson.</p> <p>Reiterates FEA's commitment to providing wings and skills to enable students reach their career goals and personality development.</p> <p>With the help of students collects names of food items that students would order if they were dining out. Write them on the board and categorises them into different cuisines.</p> <p>With the help of examples on the board introduces the word 'cuisines'.</p>	<p>Recommend clock partners of the day.</p> <p>Reflect and respond.</p> <p>Listen and observe attentively.</p> <p>Ask questions, if any.</p>
Step 2 - Demo/ Modelling (10 minutes)	<p>Asks students to read Part A with a partner. After 2 -3 minutes, asks what do they see, what they think and what they wonder about when looking at the menu.</p> <p>Accepts all answers and encourages wider participation.</p> <p>Asks students to read Part B with a partner. After 2 -3 minutes, asks what do they see, what they think and what they wonder about when looking at the table arrangement.</p> <p>Accepts all answers and encourages wider participation.</p> <p>Explains how table setting varies from cuisine to cuisine based on what is needed to eat and enjoy that cuisine.</p>	<p>Read Part A with a partner.</p> <p>Reflect and respond.</p> <p>Read Part B with a partner.</p> <p>Reflect and respond.</p> <p>Listen attentively and ask questions, if any.</p>

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Shares information about careers in hospitality industry, in general, and hotel/restaurant, in particular. Encourages students to contact the FEA Career Guides via email if they have further queries. Ask students to prepare a list of Do's and Don'ts when visiting or dining in a restaurant/hotel. Asks students to share their lists along with reasons to justify a Do or a Don't. Accepts all answers with reasonable justification. Asks students to read Do's and Don'ts give in Part D. Asks why for each of them. Helps students make connections with Lesson 59.</p>	<p>Listen attentively and ask questions, if any. Make notes. Prepare the list. Share the list. Read Part D. Reflect, connect and respond.</p>
<p>Step 4 - Independent Practice (5 minutes)</p>	<p>Asks students what are different ways to book a table at the restaurant. Steers conversation towards email reservations. Explains that the request for reservation must be confirmed by the restaurant. Asks students to read and understand Part E with their partners or independently. Asks - <ul style="list-style-type: none"> • Who is making the reservation? • When is the reservation for? • Is this reservation for a special event? • How many people is the restaurant expecting? Asks students to show where the answer is to be found and not just answer the question.</p>	<p>Reflect and respond. Listen attentively and ask questions, if any. Read and understand Part E. Reflect, refer and respond.</p>
<p>Step 5 - Adjust Instruction (20 minutes)</p>	<p>Asks students to reflect on their action plan and see what's getting better and what still needs improvement. Shares some of the general observations from the Error Tracker. Makes small need-based groups and asks students to study based on the action plan. For example, those who need to improve their reading skills will be grouped together and asked to re-read the book or the passages from SWB. Walks around to assist, guide and monitor, as required.</p>	<p>Reflect and respond. Listen attentively and ask questions, if any. Form groups, as instructed. Work as per instructions/ action plan.</p>
<p>Step 6 - Extension (20 minutes)</p>	<p>Asks students to watch AV - 86 twice. While students are watching AV - 86, makes calls to irregular students or updates the wall displays. After all students have watched AV - 86, asks - <ul style="list-style-type: none"> • What is etiquette? Why must we follow etiquette? • Which dining etiquette do you follow and which ones do you not? Why? • Why must we not - <ul style="list-style-type: none"> • eat with our mouth open? • use cell phone while dining with others? </p>	<p>Watch AV - 86 twice. Reflect and respond. Listen attentively and ask questions, if any.</p>

Step 7 - Assessment (5 minutes)	Asks students to fill up their Commitment Cards. Walks around to assist, guide and monitor, as required. Asks a few students to share their progress with the class.	Fill up their Commitment Cards. Share their progress with the class.
Step 8 - Closure (5 minutes)	Asks students - <ul style="list-style-type: none"> • Do you know what will you be evaluated on? • Do you know how you will be evaluated? • How ready do you feel for evaluation? • Do you have any questions/concerns about evaluation? 	Reflect and respond. Ask questions, if any.
Reflections: Share the Error Tracker with your peers during PLC and get their feedback. Have you spoken with the Branch Manager about Internal Evaluation?		

Lesson 87: Problem Solving – 1

Language:

L.AI.4, L.AI.5
 S.A.2, S.F.3, S.I.3, S.I.4, S.C.2
 R.RC.3, R.RO.4.c, R.RO.3, R.RIA.2.c
 W.CW.4, W.CW.6, W.RE.2.a

Cognitive:

A.1, A.2
 Ev.1, Ev.2.a, Ev.2.b,
 Ev.2.c
 Ex.2.b
 OS.1, OS.2, OS.3.a,
 OS.3.d, OS.4, OS.6

Non-cognitive: Others:

SfA.3, SfA.5
 SM.3, SM.4, SM.8
 ScA.1, ScA.3
 SR.3, SR.4

Key vocabulary:

- react/reaction
- response/respond

Materials required:

-

Error alert: -

PROCEDURE:

Steps	Facilitator’s action(s)	Students’ action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand the question and respond.
Step 1 - Introduce (5 minutes)	Seeks students’ help to announce the o’clock partners of the day. This will be used for all pair work during the entire lesson. Shares the learnings of the lesson. Asks why it is important in personal and work life. Explains the progression from Book 2 through Book 5 - Book 2 - problem-solving mindset; Book 3 - multiple ways of problem solving; Book 4 - creative solutions to a common problem; Book 5 - my problems - my solutions. Asks students to share their real-life problems borne out of failure or mistakes. Helps students make connections with Lesson 77.	Recommend clock partners of the day. Reflect and respond. Listen attentively. Ask questions, if any. Reflect, make connections and respond.
Step 2 - Demo/ Modelling (10 minutes)	While students share their real-life experiences, uses ‘either/or’ and ‘neither/nor’ repeatedly to summarise what the students say. Asks students if they know what ‘either/or’ and ‘neither/nor’ mean and when we use them. With the help of Part A, explains the use of ‘either/or’ and ‘neither/nor’. Encourages students to use ‘either/or’ and ‘neither/nor’ in their sentences. Asks students to discuss the quote in Part B with their partners using ‘either/or’ and ‘neither/nor’ as and when they can. Walks around to assist, guide and monitor, as required. Asks a few pairs to share their responses.	Share their real-life experiences. Listen attentively. Reflect and respond referring to Part A. Read and discuss Part B with their partners. Share their responses and listen to responses of others.

<p>Step 3 - Guided Practice (15 minutes)</p>	<p>Asks students to read and discuss Part C with their partners. Walks around to assist, guide and monitor, as required. Asks a few pairs to share their responses. Asks students if something like this has ever happened with them. Encourages wider participation using 'either/or' and 'neither/nor', as appropriate. With the help of students, summarises the difference between reaction and response. Helps students make connection with Upstairs and Downstairs brain controlling our behaviour. Asks students to reflect and complete Part D independently. Asks a few students to share their responses with the help of examples/anecdotes.</p>	<p>Read and discuss Part C with their partners. Share their responses. Listen attentively. Help facilitator summarise.</p> <p>Ask questions, if any. Reflect and complete Part D. Share their responses and listen to those of others.</p>
<p>Step 4 - Adjust Instruction (10 minutes)</p>	<p>Asks students to complete Part E with their partners. Students first discuss the quote from Cleaver and share their understanding with the class, then complete the sections, 'My problem' and 'My solution' independently. Next, they discuss the problem and solution with their partners to get feedback on their solutions which is recorded in the 'My partner's solution' column. Asks a few pairs to share their responses.</p>	<p>Complete Part E with their partners. Discuss and get feedback. Share their responses and listen attentively.</p>
<p>Step 5 - Independent Practice (30 minutes)</p>	<p>Asks students if the character in the books they are reading have come across a problem. Encourages wider participation from the reading groups. Asks students to take turns to read for 20 minutes. While the groups are reading, circulates and spends time with each group observing reading skills of different readers, how far has the group progressed with reading the book etc. Does not share any feedback with the groups, at this stage. After the reading session, asks students to think of how the problem in their books got resolved and how would they have resolved if they were a character in the book. Asks students to share their solutions with their reading buddies.</p>	<p>Reflect and respond. Read, discuss and write, as instructed.</p> <p>Complete Part F and share with their partners. Listen attentively.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students if action plan is a response or reaction. Asks why. Makes small need-based groups and asks students to study based on the action plan. Walks around to assist, guide and monitor, as required.</p>	<p>Reflect and respond. Form groups, as instructed. Work as per instructions/ action plan.</p>

Step 7 - Closure (5 minutes)	Asks students to share new words that they have learnt during book reading sessions. Encourages students to use each others' words in sentences and acknowledges development of vocabulary.	Reflect, refer and respond. Make sentences.
Reflections: How are groups progressing with book completion? Are there any reading groups that need additional time? If yes, plan to provide that time during the review lessons.		

For Facilitator's Reference -

Either/or, Neither/nor Singular/Plural

When using either/or and neither/nor, note the following rules:

1. If both elements are singular, then the verb is singular too.
 - Either the father or the mother has to attend the meeting. (father and mother are singular; so the verb has is singular too)
 - Neither Leila nor Nancy is going to write the report. (Leila and Nancy are singular; so the verb is is singular too)
2. However, if one of the elements is plural, then use a plural verb.
 - Either Sue or the girls are going to prepare dinner tonight. (the girls is plural; so the verb are is plural too)
 - Neither the teacher nor the students were in the classroom this morning. (the students is plural; so the verb were is plural too)

Lesson 88: Internal Evaluation

Language:

-

Cognitive:

-

Non-cognitive: Others:

-

-

Key vocabulary:

-

Materials required:

Laptops
SWBs

Error alert: -

PROCEDURE:

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand the question and respond.
Step 1 - Introduce (5 minutes)	Shares with the students the process of internal/online evaluation. Explains to them, with the help of 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 2 (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 begin the test. While the students are taking the test, trouble shoots, 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"> • How did you feel before the evaluation? • How do you feel after the evaluation? 	Listen attentively and share their responses comparing their feelings before and after evaluation.
<p>Reflections: Based on the day's evaluation, have you compiled the internal evaluation report for Evaluators? Do you have adequate number of copies of Book 3 for your current Book 1 students when they progress after Lesson 92?</p>		

Lesson 89: Review - 1

Language:

-

Cognitive:

-

Non-cognitive:

-

Others:

-

Key vocabulary:

-

Materials required:

-

Error alert: -

PROCEDURE: If helpful, involve FEA graduates/peer facilitators/HO staff to help students review.

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (10 minutes)	Allows students to read and discuss FTS 2 reading expectations. Explains how these are general expectations. Asks students to assess where they are along each expectation. Walks around to assist, guide and monitor, as required. Asks a few students to share their self-assessment.	Read, understand and ask questions, if any. Self-assess their reading skills. Share their self-assessment.
Step 2 - Demo/ Modelling (20 minutes)	Asks students to watch AV - 89 twice and asks - <ul style="list-style-type: none"> • How did Mojo select his team for the musical production? • How did Mojo respond when Bruce and Katy said that they were not ready? • Why did Mojo's behaviour change later on? • Have you been in a situation like this? 	Watch AV - 89 twice. Reflect and respond. Listen to responses of others.
Step 3 - Guided Practice (10 minutes)	Asks students to practice keyboarding using the software. Walks around to assist and share feedback as required.	Practise keyboarding, as instructed.
Step 4 - Adjust Instruction (15 minutes)	Asks students to use 'either/or' and 'neither/nor' to discuss what area of improvement would they like to work on. Based on students' responses, makes small interest-based groups. Walks around to assist, guide and monitor, as required.	Discuss using 'either/or' and 'neither/nor'. Form groups and work as per instructions/ action plan.

<p>Step 5 - Independent Practice (30 minutes)</p>	<p>Groups that have completed book reading, explains to them how they need work independently and complete the Book Report in Part A. Assists, guides and monitors, as required. Groups who have not completed book reading, asks them to take turns to read. Circulates and spends time with the reading groups. Ensures that they do not rush or take shortcuts to complete the book.</p>	<p>Read book or complete Part A, as instructed. Ask questions, if any.</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Asks students to fill up their Commitment Cards. Walks around to assist, guide and monitor, as required. Asks a few students to share their progress with the class.</p>	<p>Fill up their Commitment Cards. Share their progress with the class. Listen attentively.</p>
<p>Reflections: Have you ensured that the students treat evaluation as a part of learning or as a lesson in the Workbook and not as the central event in the Book 2? How well does students' self-assessment match your assessment of their reading achievements/proficiency?</p>		

Lesson 90: Review - 2

Language:

-

Cognitive:

-

Non-cognitive:

-

Others:

-

Key vocabulary:

-

Materials required:

Jeopardy Game 4

Error alert: -

PROCEDURE: If helpful, involve FEA graduates/peer facilitators/HO staff to help students review.

Steps	Facilitator's action(s)	Students' action(s)
Discuss the QOD, ensuring that the students understand the question. (10 minutes)		Understand the question and respond.
Step 1 - Introduce (10 minutes)	Allows students to read and discuss FTS 2 writing expectations. Explains how these are general expectations. Asks students to assess where they are along each expectation. Walks around to assist, guide and monitor, as required. Asks a few students to share their self-assessment.	Read, understand and ask questions, if any. Self-assess their writing skills. Share their self-assessment.
Step 2 - Demo/ Modelling (10 minutes)	Asks students to complete Part A, independently or with a partner. Walks around to assist and share feedback as required. Sets up Jeopardy Game 4. Asks a few pairs to share their responses. Seeks peer feedback/correction, as required.	Complete Part A. Share responses and listen to responses of others. Give/get peer feedback.
Step 3 - Guided Practice (20 minutes)	With the help of students, recaps Do's and Don'ts of playing Jeopardy. (Refer to Lesson 12) Lays down the noise level. Organises teams and asks each team to take up a name. Plays Jeopardy Game 4. Ensures that the students follow the rules of the game. Keeps the score.	Reflect, recall and recap rules of Jeopardy. Maintain noise level. Form teams and play Jeopardy.
Step 4 - Adjust Instruction (10 minutes)	Asks students to use 'either/or' and 'neither/nor' to discuss what area of improvement would they like to work on. Based on students' responses, makes small interest-based groups. Walks around to assist, guide and monitor, as required.	Discuss using 'either/or' and 'neither/nor'. Form groups and work as per instructions/ action plan.

<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Groups that have completed book reading, asks them to complete the Book Report in Part A and those who have completed Part A, asks them to move to Part B. Assists, guides and monitors, as required.</p>	<p>Complete Part A or Part B, as instructed. Ask questions, if any.</p>
<p>Step 6 - Extension (15 minutes)</p>	<p>Asks students to watch AV - 90 once. After all students have watched AV - 90, asks -</p> <ul style="list-style-type: none"> • What is mindfulness? • Do you need to get rid of your negative feelings (the bad wolf) to be a good person? Explain. • Do you need a special place or time or materials to be mindful? • If you were asked to pay complete attention to what you were doing - eating, walking, play video games - for 10 minutes, how easy or difficult would it be? Why? <p>Helps students make connections with Healthy Living (Lesson 51) and Learning to Learn (Lesson 65) and Active Listening (Lesson 71).</p>	<p>Watch AV - 90 once. Reflect and respond. Listen attentively to others. Ask questions, if any.</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Asks students to reflect on their effort, attendance, work completion and preparedness for evaluation and rate themselves. Walks around to assist, guide and monitor, as required. Asks a few students to share their self-rating with the class.</p>	<p>Reflect, refer and rate themselves. Share their self-rating. Listen attentively.</p>
<p>Reflections: Have you ensured that the students treat evaluation as a part of learning or as a lesson in the Workbook and not as the central event in the Book 2? How well does students' self-assessment match your assessment of their writing achievements/proficiency?</p>		

Lesson 91: Review – 3

Language:

-

Cognitive:

-

Non-cognitive:

-

Others:

-

Key vocabulary:

-

Materials required:

-

Error alert: -

PROCEDURE: If helpful, involve FEA graduates/peer facilitators/HO staff to help students review.

Steps	Facilitator's action(s)	Students' action(s)
	Discuss the QOD, ensuring that the students understand the question. (10 minutes)	Understand the question and respond.
Step 1 - Introduce (15 minutes)	Allows students to read and discuss FTS 2 speaking and listening expectations. Explains how these are general expectations. Asks students to assess where they are along each expectation. Walks around to assist, guide and monitor, as required. Asks a few students to share their self-assessment.	Read, understand and ask questions, if any. Self-assess their speaking and listening skills. Share their self-assessment.
Step 2 - Demo/ Modelling (10 minutes)	Asks students to watch AV - 91 once. After all students have watched AV - 91, asks - <ul style="list-style-type: none"> • Have you ever been in a situation like Amber and Anthony in the video? Explain. • Why is it difficult to be morally correct sometimes? • What did you find useful in the video? 	Watch AV - 90 once. Reflect and respond. Listen attentively to others. Ask questions, if any.
Step 3 - Guided Practice (15 minutes)	Asks students to complete Part A, independently or with a partner. Walks around to assist and share feedback as required. Asks a few pairs to share their responses. Seeks peer feedback/correction, as required.	Complete Part A. Share responses and listen to responses of others. Give/get peer feedback.

<p>Step 4 - Adjust Instruction (15 minutes)</p>	<p>Asks students to complete Part B independently. Explains how students will first write first draft, get it peer/facilitator reviewed and then write the second draft of the paragraph. Asks students to refer back to Lessons 73 and 74 before beginning to write the first draft. Walks around to assist, guide and monitor, as required. Times the flow of lesson and movement of students.</p>	<p>Complete Part B. Plan, write first draft, get peer/facilitator feedback and write final draft.</p>
<p>Step 5 - Independent Practice (20 minutes)</p>	<p>Ensures that all groups have completed/complete book reading, book report and reading experience. Those who have already completed, asks them to share their report and experience with their Reading Buddies. Assists, guides and monitors, as required.</p>	<p>Give final touches to Book Report. Share Book Report with Reading Buddies.</p>
<p>Step 6 - Closure (5 minutes)</p>	<p>Asks students -</p> <ul style="list-style-type: none"> • What made you smile today? • What are you thankful for today? <p>Shares his/her responses with the class.</p>	<p>Reflect and respond. Listen attentively to responses of others.</p>
<p>Reflections: How well does students' self-assessment match your assessment of their speaking/listening achievements/proficiency?</p>		

Lesson 92: External Evaluation

Language:

-

Cognitive:

-

Non-cognitive:

-

Others:

-

Key vocabulary:

-

Materials required:

-

Error alert: -

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 (10 minutes)</p>	<p>Assist the HO staff/Evaluator in sharing:</p> <ul style="list-style-type: none"> • the process of external evaluation. • do's and don'ts related to the evaluation. <p>Ensures that the students are relaxed/excited.</p> <p>Confers with Evaluator/HO staff on organising students for timely and smooth completion of evaluation.</p> <p>Ensures all preparations for evaluation are in place.</p>	<p>Listen attentively to understand and respond.</p> <p>Ask questions, if any.</p> <p>Organise themselves, as instructed.</p>
<p>Step 2 - Model/Demo (90 minutes)</p>	<p>Assists the Evaluator/HO staff to organise students/materials/record sheets.</p> <p>Assists the Evaluator/HO staff to get the students started with evaluation.</p> <p>Ensures that all students are at task.</p> <p>Helps Evaluator/HO staff organise speaking and writing groups.</p> <p>Ensures that the writing group is ready with topic and materials to begin the assessment.</p> <p>Ensures that the speaking group is ready and read while they wait for their turn.</p> <p>Invigilates and ensures smooth/non-disruptive movement of students so that all of them complete evaluation of writing and speaking skills.</p> <p>Ensures that the students carry workbooks with them when they go for interview.</p> <p>Ensures that the students complete writing evaluation in their workbooks.</p>	<p>Take their seats and with the help of facilitator, begin the evaluation task or wait for their turn, as instructed.</p> <p>Review lessons or read a book while waiting for their turn.</p> <p>Carry workbooks with them when they go for interview.</p>

Step 3 - Closure (5 minutes)	<p>After the completion of the written and spoken evaluation, Evaluator/HO staff enters the test scores into the LMS.</p> <p>Ensures that the Evaluator/HO staff has shared feedback with the students about their strengths and weaknesses.</p> <p>Checks the result of students with the Evaluator/HO staff.</p> <p>Organises/orders Book 3 for those progressing to Book 3.</p> <p>Asks students -</p> <ul style="list-style-type: none"> • How did you feel before the evaluation? • How do you feel after the evaluation? 	<p>Take feedback and reflect.</p> <p>Listen attentively and share their responses comparing their feelings before and after evaluation.</p>
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Reflections: How do you feel now that your students have progressed to Book 3? Have you spoken individually with students who have to re-appear for Book 2 evaluation, if any? What is your plan for helping them so that they meet Book 2 expectations?

How do you plan to organise/teach your session which will have some students doing Book 3 and some preparing for FTS 2 (Re-evaluation)? (Discuss with your peers during PLC.)

APPENDICES

APPENDIX 1

SILLY BODY MIME

Hints	
1. I have 10 arms.	2. My nose is on my knees.
3. I have hair on my lips.	4. My toes are in my armpits.
5. My face is on my knees.	6. My mouth is on my stomach.
7. My tongue is on my foot.	8. My ears are in my right hand.
9. My eyes are on my neck.	10. My ankle is in my head.

APPENDIX 2

MAKING HEALTHY CHOICES

If-	Follow-up questions -
you have been busy in office till late night, would you go to bed after you finish work or watch TV to relax?	How will you feel the next day?
you have been missing your exercise during exams, would you get back to regular exercise right after the exams or take another week off so that you can sleep till late?	How can you make time for both?
you find it difficult to stay silent, would you stop trying as it is of no use or try out different ways?	How would you feel about your choice?
you have lots of things to do, would you begin to get tense/stressed or start by doing the what's on your list?	How would you feel after making your choice?
you have forgotten to bring your lunch and your only choice is eating pakodas from a street vendor, would you eat that or skip lunch that day?	What would you do next time?
you have not slept well at night, would you sleep in for an hour or push yourself out of bed for your exercise session.	How would it affect your day?
you haven't had a chance to eat dinner all evening, would you eat snack or go to bed without snacking?	Why did you not choose differently?
you have an argument with your family late at night, would better you go to bed angry or resolve it before you sleep?	Why did you make this choice?

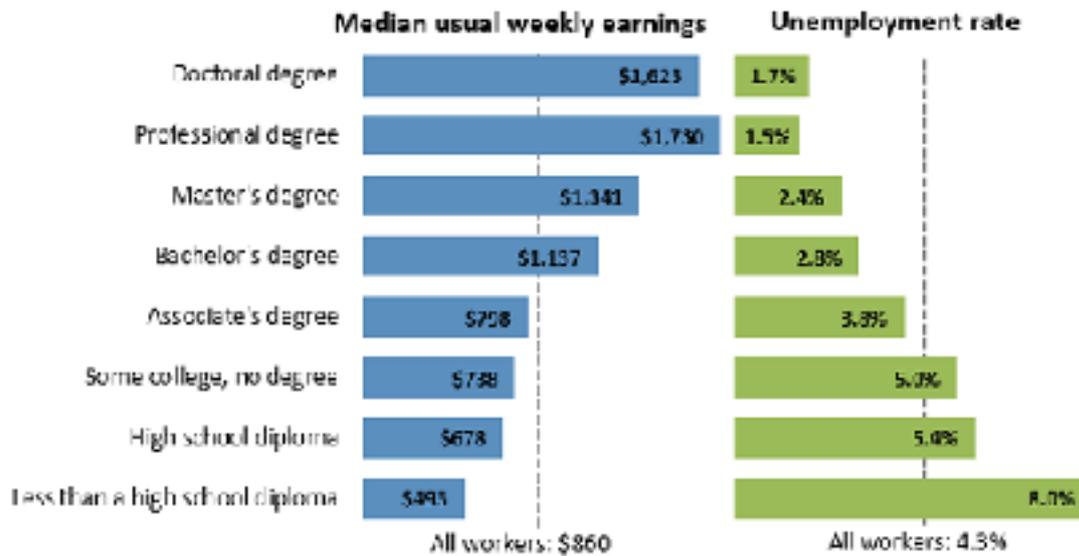
APPENDIX 3

FIRST AID HINTS

First aid	Condition
<ul style="list-style-type: none"> • Make the person sit up and lean forward. • Press nostrils for a short while. 	Nosebleed
<ul style="list-style-type: none"> • Loosen the clothing and raise the feet slightly. 	Fainting
<ul style="list-style-type: none"> • Person should be made to drink small quantities of Oral Rehydration Solution (ORS) at frequent intervals. ORS can be made by adding one teaspoon of sugar and a pinch of salt in a glass of (about 200 ml)) water. 	Dehydration
<ul style="list-style-type: none"> • Place the affected part in cold water to relieve the pain. 	Burns
<ul style="list-style-type: none"> • Apply a splint in that area if victim has to be taken for further treatment. <p>Splint is a support walking stick, big scale, stick, umbrella, rod, etc. given to the injured area that prevents movement of the bones.</p>	Fracture or dislocation

APPENDIX 4

Earnings and unemployment rates by educational attainment, 2015



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey

PhD holders among 23 lakh applicants for peon jobs in U.P.

Graduates, post graduates and even Phd holders are among the 23 lakh applicants vying for the post of a peon in Uttar Pradesh government secretariat.

Graduates, postgraduates and even PhD holders are among the 23 lakh people who responded to an advertisement seeking applications for 368 posts of peons in the Uttar Pradesh government secretariat.

There were more than 150,000 applications sent in by graduates, 24,969 by postgraduates and also more than 250 doctorates among the applicants, officials said.

The minimum qualifications for a peon are school education and bicycle-riding skills and the job has a monthly salary of about Rs 16,000.

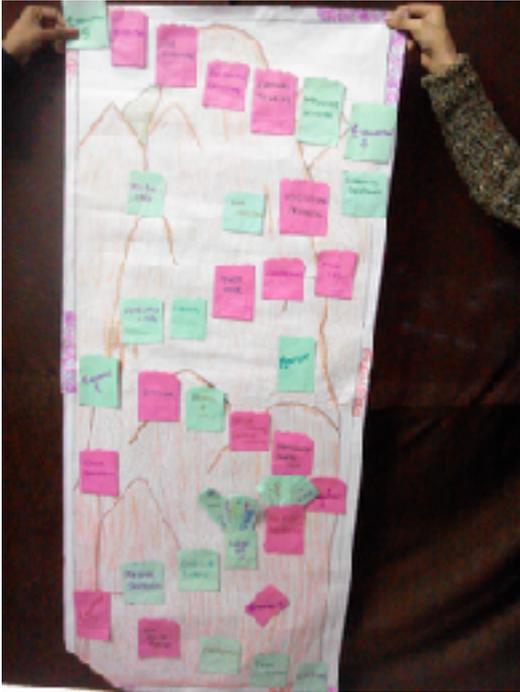
Of the total of 368 posts, 268 are for general candidates and the rest for Scheduled Castes, Scheduled Tribes and other reserved categories in the age group of 18-40 years.

Authorities had initially decided to make the recruitments through interviews. They now plan to hold a written examination because the screening of such a large number of candidates will be an uphill task, the official said.

Adapted from <http://www.hindustantimes.com/>

CLIMB TO GRADUATION

Wall display Sample 1



Wall display Sample 2



Wall display Sample 3



Wall display Sample 4



APPENDIX 5**ERROR TRACKER**

Lesson No.	Students' Errors	By A Few/Some/Most/All
62	Grammar -	
	Pronunciation -	
	Others -	
65	Grammar -	
	Pronunciation -	
	Others -	
69	Grammar -	
	Pronunciation -	
	Others -	
73	Grammar -	
	Pronunciation -	
	Others -	
81	Pronunciation -	
	Others -	

Lesson No.	Students' Errors	By A Few/Some/Most/All
85	Grammar -	
	Pronunciation -	
	Others -	

APPENDIX 6

ACTIVE LISTENING QUIZ

How would you listen?	How would you respond ?
A boring lecture, that you must attend.	
Your friend sharing about his accident.	
Meeting someone for the first time, and finding it difficult to keep the conversation going.	
Meeting someone for the first time, and having an interesting conversation.	
A boring person is telling you a dull story, and talking non-stop.	
Imagine you are a counsellor or therapist. When one of your clients is telling you a personal story -	
What would you do with your hands to show that you are listening?	What would you not do with your hands to show that you are listening?
What would you do with your face to show that you are listening?	What would you not do with your face to show that you are listening?
What would you do with your head to show that you are listening?	What would you not do with your head to show that you are listening?
When would you make these 'listening noises'?	
Uh-huh - Listening without expressing opinion.	Wow! - When you are impressed with what you hear.
Go on - Encouraging the speaker to continue.	Ah-aa! - When something makes sense.
Really? - When you are surprised at what you hear.	Oh dear! - When expressing disappointment/ displeasure with what you hear.

THE THERAPIST GAME

Tell me about a time when you -	
were scared.	got angry at someone.
were embarrassed.	had an accident.
failed an exam/test.	were rude to someone.
felt unwelcome.	lost something important.
were late.	made a mistake and corrected it.

APPENDIX 7**QUIZ**

Somebody who catches thieves.

Somebody who helps sick people.

Somebody who fights fires.

Somebody who gives homework.

Somebody who sells things.

Somebody who prepares food.

Somebody who grows food.

Somebody who brings letters.

Somebody who helps a doctor.

Somebody who drives a vehicle.

“You may encounter many defeats, but you must not be defeated.”
- Maya Angelou

“It does not matter how slowly you go as long as you do not stop.”
- Confucius

“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.”

“I hated every minute of training, but I said, 'Don't quit. Suffer now and live the rest of your life as a champion.’”
- Mohammad Ali

“Nothing is impossible, the word itself says 'I'm possible.’”
- Audrey Hepburn

“A creative man is motivated by the desire to achieve, not by the desire to beat others.”
- Ayn Rand